

The Share Table

Trace how a school group makes and tests a decision.

8.31.B “use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the information the council gathered, circle each option it considered, and number the steps that show its chosen plan was put into action and evaluated.

A Plan to Cut Cafeteria Waste

- ① At Lincoln Middle School, the student council noticed that many students left unopened milk cartons and whole fruit in cafeteria bins. Rather than guessing about the cause, council members defined the problem as wasted food and drink during lunch. For five days, they counted unopened cartons and fruit at the end of each lunch period. They also asked cafeteria workers when waste seemed highest and reviewed the school's rules for sharing unopened items with other students.
- ② The group listed three possible responses. First, students could place unopened items on a supervised share table, where other students could take them. Second, cafeteria staff could offer fruit only when a student requested it. Third, the school could post reminders near the lunch line. Members considered each option. A share table might reduce waste, but it would require staff supervision and clear food-safety rules. Offering fruit by request could reduce unwanted food, but some students might miss a healthy choice.
- ③ After reviewing the information, the council chose a two-week share-table trial. The principal approved the plan after cafeteria workers agreed to supervise the table. Council members made signs explaining that only unopened items could be placed there. During the trial, they continued counting cartons and fruit, and workers recorded any safety concerns. At the end, the group compared the new counts with its first five days of counts. If waste fell without safety problems, the council would recommend continuing the table. If not, it would revise the plan and test another option.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did the council define the problem it wanted to solve?

2 What information did the council gather before choosing a solution? Give two examples.

3 What was one advantage and one disadvantage of using a supervised share table?

4 How did the council implement its choice, and how did it plan to evaluate whether the choice worked?

3 YOUR TURN _____ Your own words

Choose a school problem other than cafeteria waste. Write six numbered sentences: identify the problem, tell what information you would gather, list options, compare an advantage and disadvantage, choose and implement a solution, and explain how you would evaluate it.

PART 1 • READ AND MARK

Underline the information the council gathered, circle each option it considered, and number the steps that show its chosen plan was put into action and evaluated. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the council define the problem it wanted to solve?	The council defined the problem as wasted food and drink during lunch.
2	What information did the council gather before choosing a solution? Give two examples.	It counted unopened cartons and fruit for five days, asked cafeteria workers when waste was highest, and reviewed rules for sharing unopened items. Any two.
3	What was one advantage and one disadvantage of using a supervised share table?	An advantage was that it might reduce waste. A disadvantage was that it would require staff supervision and clear food-safety rules.
4	How did the council implement its choice, and how did it plan to evaluate whether the choice worked?	It ran a two-week share-table trial with cafeteria-worker supervision and signs about unopened items. It counted cartons and fruit, recorded safety concerns, and compared the trial counts with the first five days of counts.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. The problem is that students leave library computers signed in after class. 2. I would ask the librarian how often this happens and check whether student work is at risk. 3. Options are a sign-out checklist, a closing reminder, or automatic sign-out software. 4. A checklist is cheap but can be ignored, while software protects accounts but may cost money. 5. I would use a closing reminder and a checklist for three weeks, and teachers would give the reminder. 6. I would compare the number of open accounts before and after the trial and ask the librarian whether the plan worked.

Accept equivalent wording that accurately identifies the passage evidence. For Part 3, accept varied school problems and solutions when all six decision-making elements are present and the evaluation uses observable evidence.