

Food for Thought Project Checklist

Identifying a Question

- Our team has identified an open-ended research question that focuses on an element of the Unit Questions, *How healthy are our school's students?* and/or *How can we plan and follow a healthy, nutritious, and appetizing diet?* The question allows for a way to suggest nutritional improvements or changes at the school.
- We have reviewed the Project Rubric to ensure our research question will meet the project criteria.
- We have recorded in our learning logs our group's research question and initial ideas for collecting data.

Collecting the Data

- We have identified the data we need to gather to provide background information for our research question, help determine nutritional problems and solutions, and identify persuasive data for our recommended changes.
- We have identified who or what can provide the data to support our research question.
- We have identified the process by which we will collect the data.
- We have fairly divided the tasks so that all members of the group have significant tasks to complete.
- We have reviewed the Survey Preparation Design Tips document prior to creating a survey.
- We have created survey, interview, and/or research questions that will provide useful data when answered by the appropriate audience.
- We have met with students from different teams to review their data collection plans and obtain feedback. We have incorporated feedback that we feel will enhance our data collection process.
- We have submitted our questions for review to the teacher prior to collecting the data.
- We have written a summary of our plan for data collection in our individual learning logs.
- We have collected the data, entered the data into a spreadsheet, and double-checked accuracy.

Analyzing the Data

- We have reviewed and used the appropriate checklist for the type of data we collected to help us analyze the data. (Quantitative Data Conclusions Checklist and/or Qualitative Data Conclusions)
- We have summarized the data and sorted the data in different ways to compare and come up with a variety of insights.

Drawing Conclusions

- We have come up with some conclusions as they relate to our research question.
- We have written a summary of our conclusions in our individual learning logs, including any surprising findings or insights
- We have researched possible solutions, strategies, or school changes that could support a healthy impact on student nutrition based on our data findings.
- We have identified in our individual learning logs the changes we will propose and our plan for full team participation in the presentation.

Sharing Findings

- We have reviewed and used the appropriate checklists for the type of data we collected to help us present the data (Quantitative Data Presentation Checklist, Qualitative Data Presentation Checklist, and Data Display Checklist)
- We have reviewed the Project Rubric to ensure our presentation meets or exceeds expectations.
- We have entered our proposal, the specific data to support it, and counter arguments into *Showing Evidence*.
- We have received reviews of our Showing Evidence argument from another team and have incorporated appropriate suggestions.
- We created a multimedia presentation with easily-understood graphs, charts, and images to support our proposal with the targeted audience in mind.
- We have considered whether any handouts, summaries, or posters of our data and/or proposal would be helpful to the targeted audience. If so, we have created them.
- We have self-assessed our presentation with the Project Rubric.
- We have practiced our presentation with another team and have incorporated appropriate suggestions.