

Unit/Lesson Description

This lesson introduces students to a variety of public policy issues that can impact a community. By using tools for community analysis and by carefully analyzing costs and benefits, students are encouraged to evaluate alternatives and make informed decisions.

The lesson is divided into two topics. The first part of the lesson introduces students to the importance of weighing the costs and benefits of policy decisions. The second part develops strategies students can use as they collect information.

The culminating activity challenges students to prepare a written and oral public policy statement regarding an issue of interest in the community. Using the tools for analysis they learn in this lesson, the students will summarize information they gained through their research and surveys.

Concepts

Civics – community analysis (data collection, public meetings, surveys, interviews, focus groups), public policy (social welfare, housing, health care, road construction, business incentives, zoning)

Economics – scarcity, opportunity cost, alternatives, criteria, costs and benefits, incentives, public goods, taxes

Related Subject Areas

Social Studies – community history

Math – charts, graphs, computation, estimation

Language Arts – reading, writing, oral presentation

Science – environment, ecology

Fine Arts – posters, illustrations

Technology – databases, spreadsheets, word processing, slide shows

Instructional Objectives

Students will be able to:

collect, record, and analyze data.

describe findings through clear written and oral expression.

state the costs and benefits of public policy decisions.

explain methods of data collection.

Time Required

2 - 3 weeks (with out-of-class time to conduct surveys)

Materials Required

Activity 1, *Tools for Community Analysis* (one per pair of students)

Activity 2, *Data Collection Records* (one per group of 4 - 5 students)

Activity 3, *Public Meeting Summary* (one per group of 4 - 5 students)

Activity 4, *Survey Report* (one per group of 4 - 5 students)

Activity 5, *Interview Notes* (one per group of 4 - 5 students)

Activity 6, *Focus Group Highlights* (one per group of 4 - 5 students)

Activity 7, *Closure* (one per student)

Visual 1, *What Are Costs and Benefits?*

Visual 2, *Tools for Community Analysis*

Eight-to-ten local newspaper articles about public policy issues (e.g., decision about a new park, controversy about road construction, debate concerning health care, discussion of incentives for big business, argument about zoning, etc.)

Poster board or chart paper (one sheet for each group of four)

Parent Letter (one per student)

Procedure

1. Display or duplicate a newspaper article that deals with a local public policy issue. (e.g., decision about a new park, controversy about road construction, debate concerning health care, discussion of incentives for big business, argument about zoning, or any issue falling within the domain of local government)
2. Ask students why everyone doesn't agree about how this particular issue should be resolved. (*People are concerned about their own interests and the things that benefit them. They tend to agree with and vote in favor of resolutions that benefit them while disagreeing with and voting against others. People have different philosophies about government's role.*)
3. Explain that while it is unlikely that all people will agree on any one issue, decisions must ultimately be made. By analyzing the costs and benefits of various alternatives, community leaders try to make wise decisions.
4. Explain that when economists talk about the costs and benefits of a decision, they are referring to aspects of the decision that are viewed by particular people as disadvantages (costs) or advantages (benefits).

5. Display Visual 1, *What Are Costs and Benefits?*. Engage the class in a discussion of the chart by asking the following questions:
 - a. How will Farmer Jones benefit from selling her land? (*She will receive \$500,000, and she will have less work to do because she will have less acreage to cultivate.*)
 - b. What are some costs that the community will face if a gas station is built? (*There will be more traffic jams, more noise, and less peace and beauty when the field becomes a business.*)
 - c. What are some benefits that the community will receive if the gas station is built? (*There will be more jobs for local workers, the community will receive more tax revenue, and people will have a new service in the community.*)
 - d. What are some benefits that ABC Oil Company will enjoy if it is permitted to build the gas station? (*It will get new customers, and its stock price might rise.*)
6. Explain that when people make decisions about issues in the community, they consider the costs and benefits that various resolutions to the issue have for them.
7. Tell students that as future voters, they have a responsibility to learn as much as they can about issues so that they can make informed choices. As voters, they too will consider costs and benefits. This lesson will give them some practice.
8. Divide the class into groups of three, and assign roles to each group member: **recorder**– takes notes about the group’s discussion; **timekeeper**– insures that the group comes to closure within the allotted time; **leader**– guides the group in remaining focused and assures that the group’s comments are well reasoned and accurate.
9. Distribute one newspaper article about a public policy issue to each group. Allow 20 minutes for the members of each group to read their article carefully and prepare a short oral presentation summarizing what they have read.
10. Instruct each group to formulate two arguments: one in favor of what is being proposed in the article and one opposed. Explain that they may use facts from the article as well as personal observations in their arguments.
11. Distribute a piece of poster board (or chart paper) to each group and have students construct a T-chart identifying the costs and benefits of what is being proposed in the article. For instance, if the topic is a proposal for a new subdivision, students should examine the costs and the benefits of having the new subdivision. (See the example on the following page.)

New Subdivision	
Benefits	Costs
increase in revenue from property taxes	must provide services for new residents
more housing available for families	houses will displace natural environment
attract new residents	greater traffic congestion

12. Have each group present an oral report including a summary of the issue, the arguments in support of and in opposition to the issue, and the costs and benefits associated with the issue. Each group may use its poster as a visual during the oral report. Later, display the posters in the room.
13. Explain that most of the public policy decisions about which the students have reported represent attempts to solve the economic problem of scarcity. Define **scarcity** as not enough resources to satisfy people’s wants.
14. Select one of the posters and ask the following question: What are the scarce resources associated with this public policy issue? (*examples of issues and answers: **new subdivision** – scarcity of natural resources (land); **road construction** – scarcity of natural resources (land) or of human resources (labor) to complete the project; **health care** – scarcity of human resources such as medical practitioners, scarcity of capital resources such as medical equipment; **zoning** – scarcity of land upon which to build adequate housing facilities, etc.)*)
15. Explain that because of scarcity, people cannot have everything they want; therefore, choices must be made.
16. Define **opportunity cost** as the next best alternative that is given up when a choice is made. For example, a student may be allowed to choose only one of three items for an after-school snack: a yogurt, an apple, or a bag of chips. If he were to place the snacks in order of preference, he would choose to have the chips, then the apple, then the yogurt. If he were only allowed to choose one item, he would choose the chips. If the chips were not available, he would choose the apple. Therefore, his second favorite snack, the apple, is his opportunity cost. The yogurt, being third on the list is not an opportunity cost because he could have only one snack.

17. Ask students to brainstorm a list of 10 ways that a town could use 20 acres of vacant land. Help students envision 20 acres by explaining that an acre is 43,560 square feet and a football field is approximately 45,000 square feet, so 20 acres is approximately the size of 20 football fields. (*Accept any reasonable answers, e.g., park, swimming pool, hospital, community center, school, sports fields, library, shopping mall, etc.*)
18. When the list is complete, have students rank each item on the list, giving #1 to their favorite use of the land and #10 to the choice they like least. Instruct them to be mindful of the reasons for their choices.
19. Explain that if choice #1 is made, then choice #2 is the next best alternative. Choice #2 is the opportunity cost. The third through tenth alternative choices are not considered opportunity costs because there is only one plot of land to hold one project.
20. Instruct students to share their choices and to identify their opportunity cost. Most likely, students will have different alternatives listed as #1 and #2. Ask students why we all don't agree on the best use for the vacant land. (*Depending upon each individual's likes and dislikes, she will choose an alternative that she values most. Students could state the reasons for placing a higher value on some uses of the land than on others.*)
21. Explain that when the students listed the costs and benefits of the issue from their article, their conclusions were based mostly on opinion, with some facts from the newspaper report they read in class. Ask students what would be a better method for drawing conclusions about important issues. (*Gather facts from a number of sources and analyze them.*)
22. Explain that there are a number of ways that decision-makers gather information about important issues. Display Visual 2, *Tools for Community Analysis*, and give examples of how each tool can be used to derive facts about an issue. (e.g., **Data collection**— employment statistics would be important if a new shopping mall were being considered. **Public Meetings**— if a hiking trail is proposed for a community, meetings usually bring proponents and opponents face to face; **Surveys**— citizens are often asked to respond to specific questions about school reform or curfew laws; **Interviews**— an in-depth view of issues such as low-income housing or parking regulations can result from a well planned interview; **Focus Groups**— often people are more likely to respond candidly to issues such as road repairs or lawmakers' salaries when they are part of a group discussion rather than in a one-to-one interview.)

23. Ask students to give additional examples of situations in which each tool can be appropriately used. (*Possible answers: **Data collection** — population statistics would be important if a new school were being considered. **Public Meetings** — if a shopping mall is proposed for a community, meetings usually bring store owners and residents face to face; **Surveys** — citizens are often asked to respond to specific questions about road construction or zoning ordinances; **Interviews** — an in-depth view of issues such as public safety or fire protection can result from a well planned interview; **Focus Groups** — often people are more likely to respond candidly to issues such as health care or teen smoking when they are part of a group discussion rather than in a one-to-one interview.*)
24. Distribute Activity 1, *Tools for Community Analysis*, and have students work in their groups to complete the activity. Explain that policy makers use some or all of these tools as they seek to develop an accurate assessment of the community and determine what residents want.
25. Explain that each group will be responsible for gathering information about the article it received earlier in the lesson. Students should use as many of the five tools for community analysis as they can to compile evidence to support their cause.
26. Distribute the *Parent Letter*, and explain that students will probably need adult assistance as they complete their community issue research. Remind students of the importance of returning the letter to class after their parents have checked the items with which they can help.
27. Prepare a packet for students to take home. The packet will consist of Activities 3–7.
28. Review Activity 2, *Data Collection Records*, with the class. Point out that data includes information and statistics about such things as population, birth rates, income, unemployment, legislation, mobility, and education. The recorder in each group will be responsible for maintaining organized records of the data collected by the group.
29. Review Activity 3, *Public Meeting Summary*, and tell students to begin immediately to arrange a visit to a local meeting. They may wish to talk to someone who is in charge of the meeting prior to attending so that they will be prepared for the discussion of issues that will take place.
30. Review Activity 4, *Survey Report*. Explain that good surveys guide respondents by providing a set of possible answers to the survey questions. This limits responses and makes them easier to tabulate. Read through the *Good Survey*

Items and Bad Survey Items sections of Activity 4, making sure that students recognize the differences. Activity 4 suggests that students use a computer spreadsheet to tabulate survey responses. Using a spreadsheet allows students to generate graphs. See the Appendix for instructions about how to set up the spreadsheet.

31. Instruct each group to design a survey about their topic. After they complete the survey, students will prepare a written summary of their findings and create charts and graphs to illustrate people's responses to the survey.
32. Review Activity 5, *Interview Notes*, reminding students to make an appointment to interview someone soon about their topic. Be sure students understand about leading questions, open-ended questions, yes/no questions and follow-up questions. (*Leading questions are worded in a way that seems to call for a specific answer from respondents; open ended-questions require more than a simple "yes" or "no" answer; yes/no questions can be useful for comparison with the answers of other interviewees; follow-up questions are those that follow logically from a preceding answer.*)
33. Tell students to prepare a list of questions to use in their interviews, but to feel free to ask additional follow-up questions that may be generated from answers to other questions.
34. Review Activity 6, *Focus Group Highlights*, by reading together the six questions listed in the activity. Explain that a focus group is a brainstorming group that seeks to elicit many responses about a particular topic. Tell students to remind the members of their focus groups to concentrate on costs and benefits as they brainstorm ideas about community issues.
35. Re-display Visual 2, *Tools for Community Analysis*, and review each of the procedures. Be sure students understand their assignments, and allow 1 - 2 weeks for them to compile all their research.
36. Explain that each group will use the information it collects to draw conclusions about the issue they are studying. Remind students that because all issues have costs and benefits, they will find differences of opinion as they study questions of public policy. The task of policy makers, legislators, and other leaders is to ensure that all sides are heard and that, in the end, decisions are made in which benefits outweigh costs.
37. Conclude the lesson by helping student groups prepare written and oral reports. Students should be encouraged to provide logical arguments about their issues, and their oral presentations should be organized, concise, and articulate.

38. When reports are completed, have students look back to the posters or charts they completed at the start of this lesson. Engage in a class discussion of how students' views may have changed based upon their collection of facts for their reports.
39. Student reports can be videotaped and shown to policy-making bodies concerned with the specific issues addressed. Some students might even be invited to present their findings to the town council, school board, park district committees. Their implementation plans could be introduced via *Power Point* presentations or in person.

Closure

Distribute Activity 7, *Closure*, to each student. When students complete the worksheet, discuss their responses in class.

Assessment

The students' completed written reports and their oral presentations will serve as assessment for this lesson.

Extension

Suggest that students take a stand **opposing** the point of view of the majority of respondents to their survey (Activity 5), i.e., if most respondents were in favor of the issue, they should oppose it; if most were opposed, they should be in favor. Instruct them to write an argument that not only outlines the costs and benefits of each point of view, but also tries to persuade readers that their position has more benefits than costs. Explain that by arguing a stance that is at odds with the majority, students will strengthen their analytical skills.

ACTIVITY 1

TOOLS FOR COMMUNITY ANALYSIS

On the lines below each method, write an idea for your community issue that could be explored using that method.

Data Collection — a way to gather information on such matters as population, employment, housing, businesses

Public Meetings — good places to find out about community plans and the reasons behind them

Surveys — questionnaires that elicit detailed information rather than simply numbers

Interviews — face-to-face conversations providing features of a community that do not show up in data and surveys

Focus Groups — small groups that share their views about how certain issues affect different parts of the community or about reasons why things have happened in the past

ACTIVITY 2

DATA COLLECTION RECORDS

Names of Group Members _____

Topic _____

What kinds of data would help your group make an informed decision about your issue?

(e.g., Knowing the number of children under age 5 in the community would be important if a child care facility were being considered.)

List some good sources of data (from the library, county records, internet, census figures, etc.)

Use the spaces below and additional notebook paper to record the data you have found. Be sure to identify your sources. When you prepare your final report, you will be more believable if you can indicate exactly where your information was discovered.

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If your town were considering whether or not to build a senior citizens' center, what data would be important?

If your school were trying to decide whether or not to build a new gym, what data would you need to have?

If a decision about whether to build a new street in your town were being discussed, what kinds of data would you need to make a wise decision?

If a local city council were arguing about whether an airport would bring jobs to your community, what data would be helpful?

Every decision involves costs and benefits. List the costs and the benefits to your community to build a new golf course.

COSTS

BENEFITS

ACTIVITY 3

PUBLIC MEETING SUMMARY

Arrange with a parent or other adult to attend the meeting of a local civic group, such as a town council, school board, PTO, Chamber of Commerce, or planning commission. When you arrive, let the adults know why you are there and that you will be taking notes during the proceedings.

Issues being discussed at the meeting _____

List some of the people who spoke about the issues at the meeting. What are their titles/roles in the community? _____

Choose one issue, and list arguments that were in favor of it. _____

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List arguments in opposition to the issue.

What is your opinion about the issue, now that you have heard both sides? Explain your view, and list the costs and benefits to the community if the idea is implemented.

COSTS

BENEFITS

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List some productive resources that will be necessary to turn the idea into a real project.

If the community chooses the idea, what is the opportunity cost?

ACTIVITY 4

SURVEY REPORT

A survey can help you learn about people's attitudes and opinions. People do not want to take the time to write long answers to surveys; therefore, surveys often present a list of short responses from which people can choose. Those taking the survey may sacrifice some detail in order to get many responses. As you construct a survey, be sure that the responses can easily be counted and documented. Supply a number of responses for those being surveyed, rather than letting them write their own, open-ended responses.

Here are examples of good and less desirable survey items. Can you explain why the second one will be more difficult to count and document?

<p>Good survey item: Put a check next to the most important reason for buying a house in _____. <i>your city name</i></p> <p>_____ cost</p> <p>_____ schools</p> <p>_____ climate</p> <p>_____ shopping</p> <p>_____ friends & family nearby</p> <p>_____ low taxes</p> <p>_____ sports teams</p> <p>_____ other</p>	<p>Less desirable survey item: Why would you buy a house in _____? <i>your city name</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Why would the second survey be more difficult to record than the first? _____

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Some surveys pose statements and ask respondents if they agree with the statement. For example, a survey seeking information on why someone chose to buy a home in St. Louis might offer the following statement: “The climate was important in my decision to buy a home in St. Louis.” The statement would be followed by options expressing some level of agreement, such as Strongly agree, Agree, Neutral, Disagree, Strongly disagree.

With your group, create a survey that you will administer to 25 people (or more). The survey should have at least 10 questions or statements that deal with the issue your group has been assigned to study. After you have brainstormed good questions for your subjects, design a method for recording the results.

You might choose to use a paper-and-pencil tally sheet, or you can use a computer spreadsheet. When you finish your survey, report your findings in the following ways:

- ✓ Written narrative report
- ✓ Chart
- ✓ Graphs (bar and pie chart)

Your written report should conclude whether your issue is favored by many or by few people; include statistics and percentages, and explain the reasons why certain people believe the way they do.

Questions

ACTIVITY 5

INTERVIEW NOTES

An interview allows you to collect in-depth information from individuals. Their answers can provide valuable facts as you formulate an argument in favor of your issue.

The Questions

In an interview, you will probably begin with a prepared set of questions, but you may ask additional follow-up questions as the interview progresses. You must be careful, however, not to ask leading questions. Leading questions are those that seem to coax a specific answer from your subject. Read the two questions below, and determine which is a leading question and which is not.

- 1. Do you think skateboarding is dangerous and a public nuisance?*
- 2. What is your opinion of skateboarding?*

The first question is a leading question because, by the way it is worded, it appears to offer an opinion. If the subject does not have strong feelings about skateboarding, the question might lead the person in one direction or another. It is best, in an interview, to ask open-ended questions that respondents can answer in their own ways.

The Interviewees

Another important component of the interview, of course, is the interviewee. Choose persons whose opinions are important to the issue at hand. For example, if the issue is whether to build a swimming pool at your local high school, non-swimmers in another state would *not* be the best subjects for your study. Can you name three people who would be important interviewees in a study of the swimming pool issue?

With your group, brainstorm questions about your assigned issue, and include questions that examine its costs and benefits. Be sure to include questions that are open-ended, i.e., not questions that can be answered with a simple “yes” or “no.” (Questions that can be answered with a simple “yes” or “no” can be useful if the intent of the interview is to compare the interviewees’ answers with those of others.)

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After you have narrowed your list to 10 really good questions, practice asking and answering them in your group. Rehearse additional follow-up questions that you can add as the interview progresses. Edit and change any question that isn't clear, that is hard to understand, or is unrelated to the issue. Write out the questions (or use a word processor), and leave space on your response sheet for answers and follow-up questions.

Finally, develop a record-keeping sheet that will help you compile the subjects' responses. This information will be essential when you prepare your written and oral reports.

Some other details to remember:

- ✓ Spell the subjects' names correctly
- ✓ Record their titles (It is important in your report to mention if an opinion comes from the president of a bank, a construction supervisor, or a school board member. The person's expertise makes his/her statements more credible.)
- ✓ Use quotations accurately.
- ✓ Be sure that you maintain the correct context if you paraphrase a subject's words.

To get started, imagine that you are interviewing the mayor of your town about how to solve the problems listed below. Think about the costs and benefits of possible solutions, then write a question on the lines provided.

Need for traffic signals near a new pre-school _____

How to enforce week-end curfews for teens _____

Need for more bus service for senior citizens _____

Vandalism at a local shopping mall _____

ACTIVITY 6

FOCUS GROUP HIGHLIGHTS

Marketing firms use focus groups to obtain ideas about issues of importance to them. An athletic shoe manufacturer might assemble a group of teens to share ideas about what they like best in a shoe: color, laces, design, comfort, weight, cushioning, stability, etc. From these ideas, the shoe manufacturing company can plan a new style of shoe, using the teens' input as they design it.

Often, focus groups are also an integral part of the packaging of products, too. When you see a familiar candy bar in a new wrapper, you can be fairly certain that focus groups somewhere provided opinions about color, logos, and design.

Many focus groups spend a lot of time brainstorming. Most experts would agree that the first 5 minutes or so of a brainstorming session tend to bring out ideas that are fairly predictable. It is only later in the session that members begin to explore new and unique notions. Keep this in mind as your team plans to assemble a focus group.

1. What is the purpose?

Be sure you have a goal when you assemble the group. Let them know why they are there. For example, are they trying to decide the best use for vacant land, or are they supposed to suggest ways that police can be more effective? There is not much focus in a focus group that is confused about its purpose.

2. Who is the leader?

In some focus groups, a leader is chosen from among the participants. In other groups, the leader is the one posing the questions. Be sure your group is comfortable with the leader.

3. What is the format?

Is it a formal session of questions and answers, with people raising their hands to speak? Or is it informal, with subjects speaking out whenever they want to. (This format can be troublesome if the group becomes more like a daytime TV talk show than a serious group trying to provide input about an important issue.)

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4. How long will it last?

Be sure to set a time limit; it may even be a good idea to limit the amount of time that each person can speak. Some members will be outgoing and may tend to monopolize the discussion, preventing others, who have good ideas but who are reluctant to speak, from voicing their concerns.

5. Who is the recorder?

Be sure to assign either a group member or yourself to record what is said. You might even tape record the session and transcribe it later.

6. What is the conclusion?

Instruct the leader to summarize the conclusions of the focus group at the end of the session. In this way, members can object if they feel their views were misrepresented, or they can concur and emphasize points of importance.

Time to get started ----

Your team should develop a series of questions about the community issue you are studying. Then, make a list of names of people who will be in your focus group. (Name a few extra people, just in case some on the list are unavailable.) Set a time and place for the focus group to meet, contact the people, and invite their participation.

Make sure the meeting room is comfortable, with seating for everyone in the group. (A large table is better than straight rows of chairs in a classroom.) Present the issue, introduce participants to each other, and explain why they are there. Stress the importance and seriousness of their input.

Record what is discussed, and, after the group adjourns, write a summary of the focus group's remarks as soon as possible. If you wait until the next day to write your summary, you are likely to forget important details.

Maintain a record of the focus group's conclusions, and keep it with your other data about this issue. You will need all of your facts and statistics as you write a final report and suggest an implementation plan.

ACTIVITY 7

CLOSURE

Solving community problems requires a thorough understanding of different points of view and a clear analysis of the costs and benefits of different policies. You have analyzed a community issue using five different tools for community analysis. You have also examined the advantages and disadvantages of solutions to community concerns.

This activity will challenge you to do two things: First, evaluate the advantages and disadvantages of the five tools for community analysis. Second, list the costs and benefits of the solution your group suggested. You can use the T-Chart format below to do both things.

	Advantages	Disadvantages
Data Collection		
Public Meetings		
Surveys		
Interviews		
Focus Groups		
	Costs of my group's solution	Benefits of my group's solution
<i>Write your group's issue and your solution in this space</i>		

VISUAL 1

WHAT ARE COSTS AND BENEFITS?

ISSUE: Farmer Jones owns a ten-acre field just outside of your town. Should she sell the field to ABC Oil Company for \$500,000 so that a new 24-hour gas station and restaurant can be built?

INTERESTED PERSON(S)	COSTS	BENEFITS
FARMER JONES	loss of field	less work
	may have to relocate corn crop	\$500,000
ABC OIL COMPANY	other things that could be done with \$500,000	stock price may increase
	must hire more workers	possibility for big profits at new location
LOCAL COMMUNITY	loss of farm's beauty, peace and quiet	jobs for local workers
	traffic jams	tax revenues for local projects
	noise	convenient service for residents

VISUAL 2

TOOLS FOR COMMUNITY ANALYSIS

DATA COLLECTION — a way to gather information on such matters as population, employment, housing, businesses

PUBLIC MEETINGS — good places to find out about community plans and the reasons behind them

SURVEYS — questionnaires that elicit detailed information rather than simply numbers

INTERVIEWS — face-to-face conversations providing features of a community that do not show up in data and surveys

FOCUS GROUPS — small groups that share their views about how certain issues affect different parts of the community or about reasons why things have happened in the past

Parent Letter

Date: _____

Dear Parents,

During the next three weeks, our class will be analyzing issues in the community. Students will be placed into groups, and each group will research one public issue. Your son or daughter will use the following research tools to prepare a report. Please help your son or daughter's group by looking over the list of people and places below and checking those with which you might assist (either by driving, acting as a chaperone, making phone calls, or contacting people you know who work in community organizations).

Collecting Data

- ___ library
- ___ government archives
- ___ real estate records
- ___ city hall

Public Meetings

- ___ school board
- ___ city council
- ___ chamber of commerce
- ___ local civic groups

Surveys

- ___ fellow students
- ___ neighbors
- ___ friends
- ___ relatives

Interviews

- ___ business leaders
- ___ civic officials
- ___ school personnel

Focus Groups

- ___ students
- ___ adults
- ___ senior citizens

If you are able to help, please return this form by the end of the week so that student groups can begin to organize and plan their research strategies. Thanks so much for taking the time to assist us.

Sincerely,

Teacher's Signature