

UnCover OK!

Investigation Sheet

Student/Group Name: _____ Class/Grade: _____

This sheet will help your group document your investigation as you go. Complete the GROUP sections together, then finish your INDIVIDUAL reflection on your own. Use your notes from this sheet to build your final project!

PART 1: YOUR ISSUE (Group)

What environmental issue is your group investigating?

Which topic does your issue fall under?

- ☐ Litter & Recycling ☐ Water Quality ☐ Wildlife & Habitat
- ☐ Pollinators ☐ Native Plants

Where is this issue happening? (your school, neighborhood, city, etc.)

How did your group first notice or learn about this issue?

Why does your group think this issue matters?

PART 2: YOUR EVIDENCE (Group)

Use this section to record what you found.

Check off every type of evidence your group collected.

- ☐ Photos or video ☐ Personal observations and notes ☐ Interviews with community members, teachers, or experts ☐ Online research or news articles
- ☐ Data or statistics ☐ Other: _____

Summarize your evidence below. What did you find out?

What is the strongest piece of evidence your group collected, and why?

PART 3: THE IMPACT (Group)

Who or what is affected by this issue? (people, animals, plants, water, etc.)

Is everyone affected equally, or are some groups more impacted than others? Explain.

How long has this issue been happening, as far as you can tell?

If nothing changes, what do you think will happen?

PART 4: YOUR RECOMMENDATIONS (Group)

What are two or three possible solutions to this issue?

Which solution does your group think is most realistic, and why?

Who would need to be involved to make that solution happen? (individuals, school administration, local government, businesses, etc.)

What is one action your group could actually take right now?

PART 5: BUILDING YOUR POSTER/INFOGRAPHIC (Group)

Use these questions to plan your final product before you start designing.

What pieces of evidence or data will you include visually?

What is the single most important thing you want someone to learn from your project? What is your call to action - what do you want your audience to DO?

PART 6: INDIVIDUAL REFLECTION

Name: _____ Group Role: _____

Please complete this reflection as an individual, not in your group.

What was your main contribution to this investigation?

What is one thing you learned that genuinely surprised you?

What was the hardest part of this investigation for you?

What would you tell another student who is just starting an investigation like this?

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Infographic Building Guide for Teachers

This guide is designed to help you walk your students through creating their final infographic or poster after completing their investigation. Students can create their infographic digitally (Canva, Google Slides, Adobe Express) or by hand - the content is what matters!

WHAT IS AN INFOGRAPHIC?

An infographic is a visual way to share information. Instead of writing a long report, students use a combination of text, visuals, and data to tell the story of their environmental issue in a way that's easy to understand at a glance. A great infographic is clear, accurate, and compelling enough to make someone care about the issue.

THE ESSENTIAL ELEMENTS

Walk your students through each of these. **Every infographic or poster submitted to UnCover Oklahoma! should include all six:**

1. A Clear Title

The title should immediately tell the viewer what the issue is. It doesn't have to be boring - encourage students to make it catchy and specific!

Weak: "Water Problems"

Strong: "What's in Our Water? Pollution in the Arkansas River"

2. The Issue Explained

In 2-3 sentences students should be able to answer: What is the problem? Where is it happening? Why does it matter?

3. Evidence

This is what makes their infographic credible. Students should include **at least one** of the following:

- A statistic or data point with its source
- A photo they took or a labeled diagram they created
- A quote from someone they interviewed
- A map showing where the issue is occurring

THE ESSENTIAL ELEMENTS CONTINUED

4. Who or What Is Affected

Students should clearly communicate the impact. Whether it's on people, wildlife, plants, water, or ecosystems, this is what makes viewers care.

Encourage specificity: "wildlife in our area" is less powerful than "the monarch butterflies that migrate through Cleveland County."

5. A Call to Action

Every good infographic ends with something the viewer can DO. This should be realistic and specific, not just "save the environment" but "pick up litter on your walk to school" or "ask your school to add a recycling bin to every classroom."

6. Sources

Students should list where their information came from: websites, interviews, articles, or data. This builds credibility and good research habits. Even a simple "Source: Oklahoma Water Resources Board" at the bottom is enough.

DISCUSSION QUESTIONS TO USE WHILE STUDENTS DESIGN

- If someone walked past your poster in ten seconds, would they understand the issue? How do you know?
- What is the most important thing you want people to feel when they see your infographic?
- Is your call to action something a real person could actually do? How could you make it more specific?
- Where did your information come from? How do you know it's accurate?

A NOTE ON CREATIVITY

There is no single right way to design an infographic or poster. Students who draw by hand, use bold colors, include original photography, or take a creative approach to layout should be celebrated! They do not need to follow a specific template, rather than have specific elements included. The goal is for their message to be clear and their evidence to be accurate. Everything else is up to them.