

Sustainable Community Lesson Plan

Created by the BCTF Committee for Action on Social Justice
Antipoverty Action Group

Survey

Includes optional handout (Survey sheet & Reflection sheet).

Suggested that the lesson be done on a Friday and the survey assigned over the weekend (with debrief/follow-up on Monday).

Recommended for Grade 7 and up.

Objectives

- students will recognize the value of using a survey to gain information and form opinions
- students will develop an understanding of the goals and objectives of a survey.

Curriculum connections:

- Critical Thinking
 - analyze and critique
 - develop and design
- Positive Personal and Cultural Identity
 - personal values and choices
- Mathematics 3
 - collecting data, creating a graph, and describing, comparing, and discussing the results
 - Choosing a suitable representation
- Science 4
 - use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Science 5, 6, 7 and 8
 - construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data.

Lesson Plan (30 & 30 min.)

Introduction: (10 min.)

- survey the class by asking a simple question (favourite subject in school, etc.)

- record the findings on the board (can use a tally, etc.)
- discuss the results
 - ask students to interpret the results (possible meanings)
 - ask students what actions could be taken based on these findings (ex. – offer more courses in a particular subject; discuss career options for a popular subject, etc.).

Discussion (20 min.)

- discuss the purpose of surveying
 - gather information
 - compare results
 - base decisions on findings
- discuss goals and objectives of a survey
 - what are you trying to find out? Why?
 - who will you ask? (specific vs. random sampling)
- how many people would constitute a fair sample?
 - what actions are you trying to inform?
- discuss and model different forms of presenting the findings of a survey
 - pie chart, percentage, bar graph, etc.

Assignment (on their own time – suggested to be done over a weekend)

- define small and big business (local vs. multinational, size threshold, etc.)
- tell students that they will work in pairs or groups (your choice) to survey people in their community
 - Students will ask people if they work for a small or large company (the name of the company is not necessary)
 - if it is not practical for students to survey community members, they can ask their family members and the class can create their findings from the collective results
 - another alternative is to create an online poll and email it to people they know
- www.easypolls.net/
- www.surveymonkey.com/mp/online-polls/
- students will exhibit their results in one of the forms discussed in class
 - pie chart, percentage, bar graph, etc.

Activity (20 min.)

- students present their findings to the class the next day
 - students can either present in front of the class or display their various charts/graphs/etc. (allow students to walk around and observe)

Debrief (10 min.)

- discuss the results

- ask students to interpret the results (possible meanings)
- ask students what actions could be taken based on these findings (ex. – will these findings affect where they shop? Or where they might choose to work in the future? etc.)
 - alternately, students can complete the above as a reflection (see attached)

Attachments

- survey sheet (can be used by students or used as an example for students to create their own)
 - Alternately, students can create an online poll (see links above) and use an iPad to record data
- reflection sheet

Date _____

Name _____

Survey

Question: Do you work for a small or large company?

Tally:

Small	Large

Date _____

Name _____

Survey Reflection

What are the results?

What do the results mean? (How would you interpret the results?)

What actions could be taken based on these findings?
