

Collecting Societal Issues Survey

This method will connect your students to their school community and their homes as they practice data collection, surveying, and visual graphing and learn about what societal issues are important to their communities. During this activity the students will experience integrating societal issues with their math learning, expand their thinking about societal issues, and learning about societal issues that are important in their community. In addition to this principle, this activity supports Learning Through Dialogue and Interaction and Learning Through Thinking.

Expected Outcomes – students will:

- Be able to integrate societal issues with data and math skills.
- Be able to collect and present data on societal issues
- Be able to share which societal issues are important to their community
- Be able to categorize/group ideas
- Be able to use criteria to determine whether the issues are societal issues or not.

Timing

The timing of this activity is dependent on many factors: experience, classroom culture, and how you implement it, etc., the minimum amount of time you should plan through the survey creation is 35 minutes. The data collection will depend on how you have the students collect data. The final data presentation part of the method will take a minimum of 45 minutes.

Material

Offline	Blended
A clip board with a survey	Let your students create a survey on a survey tool with a laptop/tablet: Google forms or Microsoft forms A Canva account

Prepare yourself

- Get familiar with creating an online survey on e.g., Google Forms or Microsoft Forms.
- Make sure your students have an account on one of those platforms.
- Let the students gradually get used to online surveys. Maybe, have an introduction lesson beforehand, so your students have a basis.

→ Create a Canva account.

Step-by-step

1 Input

Explain to the students that they are going to practice their surveying and data collection skills and their graphing skills (already talked about in class in math or some other subject) as they learn about societal issues. What issues are important in their communities and which ones fall into the category of societal issues.

2 Brainstorm questions

Begin with a class brainstorm as to what questions they might want to ask people in the school, their homes and neighborhoods to help them find out what issues are important to them, and which issues people are facing.

Create a list of questions on the board or paper that the students offer. Discuss the questions and have the students think carefully about whether they are asking the question in a way that is easily understood.

It is possible that different students will find they are looking for different information. Remember the point is for the students to gather as many different societal issues as possible to help them understand how broad and diverse they are.

For example:

- ❖ What societal issue is important to you?
- ❖ What societal issue bothers you?
- ❖ What societal issue do you see in our school/home/neighborhood?
- ❖ What societal issue do you want to fix?
- ❖ Which societal issue do you want to understand better?

3 Create the surveys

In pairs, have the students begin to create their own surveys. Depending on your classroom and students you can determine whether the class all asks the same set of questions, whether each pair has a separate set of questions, etc.



Then work with the survey methods you have been teaching them. Here is the perfect chance to teach them to make an online survey with Google Forms or Microsoft Forms.

Have them practice asking their questions, using their survey collection method first within the classroom and begin their first data collection.

4 Data Gathering

Now it's time for the students to go out and collect their data. Here are several options.

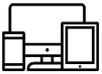
1. Give them time to walk throughout the school and to ask students, teachers, staff, administrators.

2. All students should take the survey home to ask parents, grandparents, siblings, etc.
3. Organize a way for them to ask the survey out in the community: going for a walk around the school; standing outside a grocery store, asking their neighbors.

5 Data Presentation

Now use the graphing techniques that you have already been working on in your classroom or use this as an opportunity to teach new methods. The students take their data and create a bar graph, pie chart, line graph, etc with their data.

Depending on what you are working on with your students this can be done by hand or digitally. Google forms and other digital solutions will make the chosen graph automatically. (This can be a good opportunity to show how different graphs display data and discuss this).



Use these suggested questions to run a discussion in the classroom:

- Are all issues mentioned societal issues?
- Which issues occur most? What does this mean? Do they also appear in *that/another graph*?
- Where do these issues occur?
- Who do the issues impact?
- Are there issues here that are new to the class?



Create a newsletter with all the different data and graphs to share with the school and families with [Canva](#).

*This is a great place from which they can now explore these issues further and you can use one of the methods from Learning Through Structured Processes to create a more in-depth learning unit.