

Teacher Guide to Student Surveys

Students will need to be guided through the process of selecting an issue, researching key facts about the issue and developing a survey to be conducted within the school community.

Select an Issue:

Use the class mind map from Part A of this lesson or any other prior learnings to highlight issues and environmental concerns that the school community may be interested in.

TIP: For further details as to how to identify areas of the community and school that need to be improved, consider completing the Roots and Shoots Observe lesson.

When students are giving examples of issues, emphasise the importance of narrowing down to a specific issue or example to focus on rather than a broader one. For example, land clearing is a complex issue which impacts many areas of the world in a variety of ways. If thinking about this topic, students could focus on deforestation in the Amazon, asking questions such as 'Do you know what the Amazon Rainforest is?, Do you think it is okay for the rainforest to be cleared for farming?'

Similarly, if thinking about air pollution, they could focus on transportation choices, asking questions such as 'Is driving good for the environment?', 'Did you drive to school today?' or 'Did you walk to school today?'.

Students may also choose to focus on awareness and understanding of issues rather than a particular occurrence. E.g. they may ask classes if they understand the terms sustainability, conservation, environmentalism, human rights and/or ask if they perform specific actions such as recycling, growing own food, keeping chickens, volunteering etc.

Explain to students what needs to be included in **Question 1** on the **Collecting Data Worksheet**.

1. Think about the world issues you discussed as a class and select a specific focus for your group.

Research Key Facts:

Once the issue has been narrowed down, use prior learning, factsheets and/or internet based research to list key information about the issue to support the need for change.

Explain to students what needs to be included in **Question 2** on the **Collecting Data Worksheet**.

2. Research and record key facts about the issue to ensure that your group has an accurate understanding of the topic.

Teacher Guide to Student Surveys

NOTE: If you are implementing this lesson as part of the full Roots and Shoots unit, you will be able to link the example to explorations in prior lessons.

Example: Initial Planning and Research

Issue	<i>Single Use Plastic Bottles</i>
Key Facts	<i>*Plastic pollutes much of our land and waterways worldwide. * Plastic pollution to land and waterways harms animals. * Floating islands of plastic have formed in various oceans around the world. * Australia produces almost 3 million tonnes of plastic per annum. * Things people can do to help are: opt for reusable drink bottles, drink tap water rather than bottled water.</i>
Survey Questions	<ol style="list-style-type: none">1. Do you have a reusable drink bottle?2. Do you bring your reusable drink bottle to school?3. Do you think bottled water is better than tap water?
Teacher Approval	

Creating Survey Questions:

Students will now have an understanding of the facts about the issue and be able to create questions to build their survey.

Creating questions with 'yes' or 'no' answers will allow students to survey a whole class at once rather than having to ask students individually, this will limit disruption to other classes and allow students to conduct their surveys as part of this lesson. They should also limit the number of questions they include to four, and ensure they are clear and simple. This will allow surveys to be conducted efficiently.

TIP: You may choose to carry out the surveys via a digital survey application (such as Google Forms) to gain a wider data set or avoid classroom disruptions to other classes.

Teacher Guide to Student Surveys

Explain to students what needs to be included in **Question 3** on the **Collecting Data Worksheet**.

3. Discuss what information you are going to try and find out about your community and decide on no more than four questions that you can ask other classes.

Remember:

- Questions should be simple.
- Questions should require a 'yes' or 'no' answer.
- They will need to be questions that students will know the answer to.

Note: While students are encouraged to have awareness of self and select a group size they will work productively in, it may be wise to avoid too many individuals or pairs to ensure that all 'groups' can be allocated a number of classes to survey without any being interrupted more than once.

Once all groups have been formed and survey questions approved, invite students to fill in their survey questions into the Data Collection Template.

Assign classes from across the school to each group to survey, adding their details to the Data Collection Template.

For example:

Group	Classes to survey
Group 1: Plastic Bottles	FA, 2B, 4C
Group 2: Palm Oil	1A, 3B, 5C

As groups complete their research and survey questions, check their survey plan completed on the Student Worksheet, signing the 'teacher approval' section of their activity sheet. Then guide them to their allocated classes to complete their surveys.

Example: School Survey

Question	Survey Group	Yes	No
Do you have a reusable drink bottle?	FA	23	0
	2B	20	2
	4C	25	0
	Total	68	2
Do you bring your reusable drink bottle to school?	FA	21	2
	2B	19	3
	4C	20	5
	Total	60	10
Do you think bottled water is better than tap water?	FA	8	15
	2B	3	19
	4C	11	14
	Total	22	48