

## PR2.A – TEACHING SOURCES

<b>Title</b>	A Youth Survey
<b>Duration</b>	2 sessions
<b>Age Group</b>	14 – 16 YO
<b>Dimension of the advised group of students</b>	<i>One group of 20-30 people divided in small groups</i>
<b>Area</b>	<input type="checkbox"/> Area 1: Reading, writing and literature <input checked="" type="checkbox"/> Area 2: Math <input type="checkbox"/> Area 3: Second language learning <input type="checkbox"/> Area 4: Sciences <input type="checkbox"/> Area 5: Soft skills
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>- <i>To gather data to analyze</i></li> <li>- <i>To write survey questions</i></li> <li>- <i>To evaluate and communicate findings</i></li> </ul>
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- <i>Photocopies</i></li> <li>- <i>Pen and paper (online, Google Forms or similar platform)</i></li> <li>- <i>Graphing software (Excel)</i></li> </ul> <p>If the training is organized <b>online</b> one communication platform will be necessary.</p>
<b>Software</b>	<ul style="list-style-type: none"> <li>- <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i></li> <li>- <i>Graphing software</i></li> <li>- <i>In person, no software is needed.</i></li> </ul>
<b>Description</b>	<p><i>When people carry out research, they usually gather a great amount of data that is easier to understand and draw conclusions from if they are organized and represented in graphs. Graphs make it easier for people to record and show information about any kind of work. Graphs are also useful to make predictions about things like the weather, interest rates, and the future cost of our home electricity usage. Information in graphs and tables is often found in newspapers and pamphlets, so it is necessary that the youth know how to interpret this kind of information in order to be global citizens.</i></p> <p><i>This activity teaches participants to design and conduct a survey and represent the data in graphs. To appeal to the youth, the activity is designed to be part of a youth survey into the needs of youngsters in an area. To that end, participants will survey their peers to identify policy areas where improvements are needed and gather their opinions. As such, the end result could be present to local or regional politicians and governments so that participants feel their task was useful for their communities.</i></p>

<p><b>Procedure on how to put in practice</b></p>	<p><b>1<sup>st</sup> session</b>  <b>Duration:</b> 60 minutes  <b>No of participants:</b> small groups  <b>Methods used:</b> group discussion, collaborative work  <b>Competences developed:</b> critical thinking, logical thinking, graph design</p> <p><b>Step-by-step description:</b></p> <ol style="list-style-type: none"> <li>1. Display or ask questions from a short survey to present the idea to participants. Ask “What’s your favorite color?”, gather the data and represent it with a graph.</li> <li>2. Give participants an example survey and ask them in groups to identify the different types of questions contained (open-ended, range, etc.) as well as how to best represent answers in graphs.</li> <li>3. Tell participants they are going to write survey questions to research how the youth in their community feel about the facilities and resources available to them and how they would improve them. They have the freedom to choose how they design the questionnaire, which shouldn’t be longer than ten questions.</li> <li>4. Monitor questionnaire writing and help participants.</li> <li>5. Ask the groups to mingle to ask the wider group their questions. In the following session, participants will gather the data and represent it with 10 graphs.</li> </ol> <p><b>Debriefing question:</b> With which type of graph would you represent each question?</p>
<p><b>Link</b></p>	<p><a href="https://www.thecreativeeducator.com/2017/lessons/simple-surveys-and-great-graphs">https://www.thecreativeeducator.com/2017/lessons/simple-surveys-and-great-graphs</a></p>
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