

1

The question, the answers and the groups

Put three hoops on the floor with a dog, a cat and a fish card in them. Read the question card aloud and ask six students one at a time, each one putting a cube in the matching hoop.

"This card is the question. It is the thing we asked."

"Sam said cat. That is one response. Each hoop is a category."

2

Naming the groups before anyone is asked

Hold up a second card and stop before asking anybody. Have the class name the groups the answers will go into, put an empty hoop down for each one, then run the survey.

"Before we ask, what groups will the answers go into?"

"Did every answer find a hoop? A hoop that stays empty is still a category."

3

Turning a yes or no question into more than two groups

Read out the card asking do you have a pet and collect the answers into two hoops. Ask the class to change the question so it makes more groups, then collect again.

"Which pet do you have. How many groups does that make now?"

"What did changing the words do to the data?"

4

The question that leaves nothing to compare

Ask six students what their favourite thing in the whole world is, and put one cube on the floor for each answer. Stand back and look at the row of single cubes.

"Every answer was different. What can we compare here?"

"What would we have to change about the question?"

5

What the data can and cannot tell us

Go back to the filled hoops, read the question card again, and ask two questions, one the data answers and one it does not.

"Which pet did most students have? Can the hoops tell us that?"

"Which pet do students like best? Can the hoops tell us that?"

Word cards. Print one set for the board.

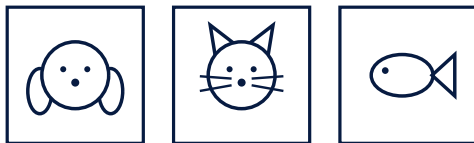
question

response

category

Question cards. Print one set and cut them out.

Which pet do you have?



Which fruit do you like best?



How do you get to school?



Which fruit did you bring today?



Do you have a pet?

yes

no

What is your favourite thing in the whole world?