

# SESSION 6: COLLECTING AND DISPLAYING DATA

Time: 1 hour

<p><b>Outline</b></p> <p>In this session learners will have the opportunity to collect data of their own, giving them an insight into the Young Lives data-gathering. Learners will then display their data and be invited to look at similarities and differences between their lives and the lives of their peers, both in their class and in other countries.</p>	
<p><b>Differentiated learning objectives</b></p> <ul style="list-style-type: none"> <li>Learners working at P levels 1–3 will have the opportunity to encounter and experience stimuli relating to different forms of transport and to take part in data collection.</li> <li>Learners working at P levels 4–6 will have the opportunity to use their counting skills in the collection of data.</li> <li>Learners working at P levels 7 and 8 will use a tally chart to collect data.</li> <li>All learners will have the opportunity to participate in creating a visual representation of the data.</li> <li>Some learners will have been able to answer simple questions by looking at the bar chart.</li> <li>All learners will have the opportunity to engage with pictures of people from different cultures and places.</li> </ul>	<p><b>Differentiated learning outcomes</b></p> <ul style="list-style-type: none"> <li>I have encountered stimuli relating to different modes of transport.</li> <li>I have been involved in collecting data.</li> <li>I have counted how many people travel using a particular mode of transport.</li> <li>I have used a tally chart to record data as it was collected.</li> <li>I have taken part in creating a visual representation of data.</li> <li>I was able to answer questions about how people got to school by looking at our bar chart.</li> <li>I have looked at pictures of people from different cultures and places.</li> </ul>
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>How many?</li> <li>Do more people travel to school by ... than by ... ?</li> <li>How do other people travel to school?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Slideshow 6: Collecting and displaying data</li> <li>Tally charts (one per group) and associated useful equipment, for example, clipboards and pencils</li> <li>Photos/symbols or objects to represent different modes of transport (optional)</li> <li>Coloured dot stickers, or glue and thumbnail printouts of different modes of transport</li> <li>A large sheet of paper with graph axes marked on it</li> <li>A second large sheet of paper with a graph on it – you can create this as a representation of an imagined school; better yet would be to partner up with a class in a mainstream school and compare their results with yours</li> </ul>
<p style="text-align: center;"><b>Differentiation</b></p> <p>Circle times have been designed to be as inclusive as possible. We hope your whole class will be able to participate in these together, with each learner accessing the content at a level appropriate to them. Differentiated activities have been provided. We encourage you to make the most of the sensory opportunities provided in each session, by choosing suitable resources session; for example, instead of using small plastic counters for counting, choose something that will stimulate your learners as they handle it, such as pom-poms. We understand that your learners are likely to present a unique set of abilities and skills and trust that you will be able to use these resources to meet their differing needs.</p>	

## Activity Outline

### Starter (10 min)

*Getting to school in different countries*

- Remind your learners of their previous Young Lives work and talk about how they have been learning about the similarities and differences between people's lives, both between their own and the lives of the children in the Young Lives study and between the lives of the different Young Lives children. Explain that we know a lot about the lives of the children in the Young Lives study because researchers collected information, known as *data*, about them. Tell them that today they are going to explore another way that lives are similar or different and that they are going to do that by collecting data from the learners at their school, just as researchers collected data from the children in the Young Lives study. When researchers went collecting data they wanted to know about lots of things, whereas today your learners are to find out just one thing: how people travelled to school.
- Show slides 1–7, which look at how the different children in the Young Lives study get to school.
- Show slide 8 and model how to do a tally chart as you ask the learners in your class how they got to school. Learners can be supported in responding to this question with symbols or objects that relate to their mode of transport.

### Activity 6.1 (10–30 min)

*A survey on getting to our school*

Activities 6.1 and 6.2 are flexible in their timings, to allow for the size of your school and the mobility of your learners; collectively they should account for 35–40 min of this session.

- Decide whether your learners should only interview each other, or whether arrangements can be made for them to interview learners in other classes in their survey of transport used to go to school. Divide learners into mixed-ability groups. Put the higher-ability learners in charge of keeping the tally chart, and tell the mid-ability learners to count how many learners travel by each mode of transport (for example, by counting how many hands go up in response to the question “Who travels to school by car?” Instruct the lower-ability learners to ask the questions, either vocally or by holding up a photo/symbol or related object.
- Tell the groups to put the questions either to the other groups of learners in your class or to learners in other classes or both. They should record the results on the tally chart.

### Activity 6.2 (10–30 min)

*Collating the data*

- Stick up a large piece of paper with graph axes marked on it onto the wall or board. Leaving space for about six bars, label the x-axis with the modes of transport used in the survey.
- When learners return from collecting data, have them add their findings to this graph. For example, if they have found that five people travel to school by car then they

would add five coloured stickers or five thumbnail printouts of a car to the “car” column of the bar chart. (The exact way you organise this will depend on the scale of the graph.)

- Once their collected information has been added to the graph, they can look at the information displayed by the graph and comment on its changes as it gets updated by other groups. Once everyone is back, bring the class back together in a circle.

### **Plenary (10–15 min)**

#### *Asking questions about graphs*

- Look at the graph and review the findings from your data collection. Support your learners to notice how it is easier to gain information and make comparisons by looking at the graph than by looking at the tally charts.
- Together with your learners, consider whether another school’s graph might look the same. (You can use a second graph as a visual comparison – see note in resources). Typically learners at special schools arrive by bus or taxi, whereas many mainstream learners arrive at school on foot or by car.
- Look at slides 9 and 10 and discuss how people are travelling.
- Look at slide 11 and discuss the data the World Bank collated recently about motor vehicles in different countries. (See slideshow 4, slides 27 to 29, for more information and similar statistics.) Discuss the implications for how children might travel to school in each of the countries.

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