



### Yes or No class surveys

A great way of introducing young children to data collection is through the use of class surveys. It's fun, engaging, and provides opportunities for integrated learning across the curriculum.

#### These are some of the benefits:

- Children feel valued when they have opportunities to share information about themselves and their families.
- Children's social skills develop when they interact to find out interesting information about each other.
- Children become more aware of their similarities and differences. This helps to develop feelings of acceptance and appreciation for the diversity represented in the class.
- Children's language skills develop as they talk to each other, asking questions and clarifying information.
- Children learn to be organised and methodical in the collection, recording, interpretation, and reporting of data.
- Children are fully engaged in the learning when they are asking questions they have raised and to which they are interested in finding the answers.
- Because learning occurs in meaningful contexts and is integrated across subject areas, children can transfer learning to other situations.
- Children enjoy learning about their classmates and the classroom community is strengthened.

#### Get to know each other through Yes or No surveys

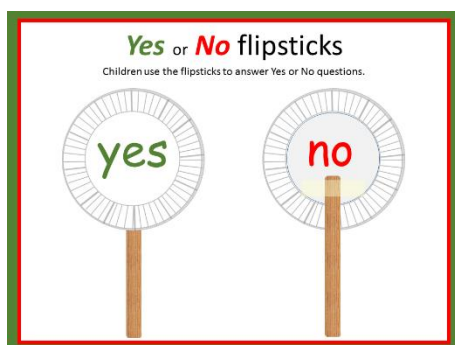
In early childhood classrooms, Yes or No surveys make a great introduction to data collection; for example:

- Do you have any brothers and sisters?
- Do you have a pet at home?
- Do you like ice cream?
- Have you been skiing?

Before children are asked to conduct their own surveys, they require many opportunities to both answer and generate Yes or No questions.

It is important, also, that the process of conducting a survey is modelled several times with whole class surveys.

## Provide practice in answering Yes or No questions:



### 1. Yes or No flipsticks

Each child needs:

- a small paper plate or cardboard circle
- a popstick or chopstick
- adhesive tape
- a red and a green pen or crayon

Children:

- Write 'yes' with the green pen or crayon on one side of the plate.
- Write 'no' with the red pen or crayon of the other side of the plate.
- Attach the popstick or chopstick to the plate with adhesive tape.

*If children keep the flipsticks in their desks, impromptu questioning can occur during the day; for example, at transition or during waiting times.*

How to use:

- Ask the children a question; for example:
  - Are you a boy?
  - Are you a girl?
  - Do you have a pet at home?
  - Is blue your favourite colour?
  - Do you have a bookshelf in your bedroom?
  - Do you play football?
  - Are you ready for lunch?
- Children hold up their flipsticks by the popstick or chopstick to display their answers.

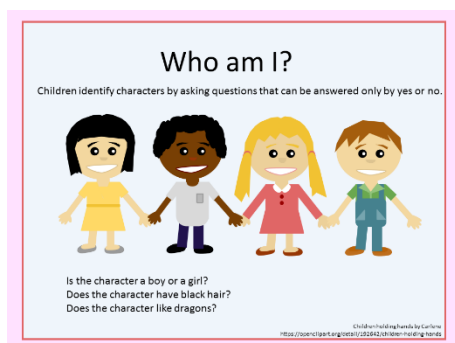
### Additional ideas:

- *Invite children to generate and ask their own yes or no questions of the class.*
- *Play an elimination game. Ask a series of questions. Include some that cannot be answered with either yes or no; for example, "What is your favourite colour?" "How many children are in your family?" Children who use their flipstick to answer are eliminated. (Note: this should be quick and a bit of fun and not an attempt to embarrass anyone who answers inappropriately.) If you are unable to eliminate anyone, congratulate them on careful listening and quick thinking*

### Extension

Introduce graphing by making a living graph. Invite the children who answered "Yes" to form one line and the children who answered "No" to form another line alongside. Compare and discuss, for example:

- Did more people say "Yes" or "No"?
- How many said "Yes"?
- How many said "No"?
- How many more said "Yes" (or "No")?



## 2. Who am I? guessing game

- Define a context from which the characters are chosen, for example:
  - a particular book you have been reading as a class
  - a collection of books on display
  - fairy tale characters
  - characters from a movie viewed together, or with which everyone is familiar
  - Christmas characters
- Explain that the questions to be asked must be answered with “Yes” or “No” only; and that children are not to guess a character until they are sure of who it is.
- Model the first one or two examples so that children understand what to do, then give children turns of choosing a character and answering the questions.

For example, if you were to use the characters from *The Bad Tempered Ladybird*:

- Say, “I’m a character from the story of *The Bad Tempered Ladybird*. Who am I?” Invite children to ask questions, such as:
  - Are you a big character?
  - Do you have spots?
  - Do you have wings?
  - Do you eat aphids?
  - Do you live in the sea?

Questions that cannot be answered with a yes or no should be ignored.

Reveal the character when it has been guessed.

*Perhaps the child who guesses the character could take the next turn, but try to spread the turns around. This is a great game for transitions, waiting times, or to release children for lunch.*

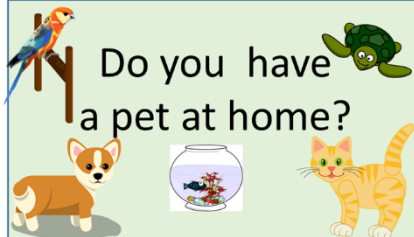
## 3. Guess what I’m thinking of

Similar to “Who am I?”, children ask questions to identify something. Questions need to begin broad and become more specific, for example:

- Is it living?
- Is it a plant?
- Is it an animal?
- Does it have four legs?
- Does it live on a farm?

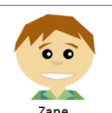
*This is also a great game for transitions, waiting times, or to release children for lunch.*

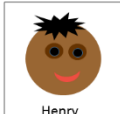


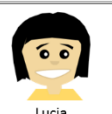



## Do you have a pet at home?


Yes
No

  
Zane

  
Henry

  
Lucia

  
Penny

  
Jacob

### Collect and record data from class surveys in picturegraphs

Begin with yes or no class surveys.

You need:

- A long strip of paper, approximately 2 m x 30 cm
- 2 – 3 sheets of A4 paper cut into 7 x 7 cm squares; one square for each child. (Ensure they are squares or the graph may not work correctly. You will need to discard a narrow strip of paper.)

Children need:

- Pencil
- Glue

What you do:

- Write or attach a question to the top of the strip. Display. Read with the children.

*If children have Yes or No flipsticks, they could answer using them. They could also make a living graph, as described above.*

- Distribute the 7 x 7 cm squares of paper, one to each child.
- Ask children to draw a picture of their face and write their name on the square.
- Starting from the bottom of the sheet, children glue their squares into the column appropriate to their response.
- Compare and discuss, for example:
  - How many people have a pet?
  - How many don't have a pet?
  - What is the difference in number between those who have a pet and those who don't?
  - How many more people ... ?
  - How many fewer people ... ?

*This question and graph may stimulate other questions that could be answered with a yes or no response. Children could use some of these to design their own class surveys; for example:*

Do you have a cat at home?

Do you have a dog?

Do you have a fish?

Do you feed your dog x?

Does your cat sleep inside at night?



## Children conduct their own surveys

Participation in a variety of class Yes or No surveys is necessary for children to develop an understanding of the process before they are asked to conduct a survey of their own.

To conduct class Yes or No surveys:

- Use the Yes or No graph as described above.
- Use the [Yes or No – Class survey form](#) on the Interactive Whiteboard (IWB).

Prior to the lesson

- Complete the form by adding the children's names. Save.

During the lesson

- Display the survey form on the IWB.
- Conduct a survey with the class. Use the IWB tool to complete the form.

I have found that, when they are confident in asking yes or no questions and understand graphing, children enjoy generating their own questions to ask their classmates. The *Yes or No – Class survey form* helps them keep track of who has been asked and their responses.

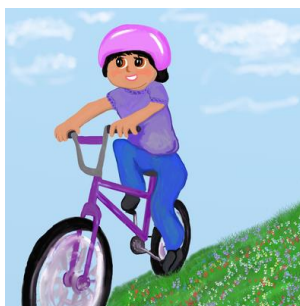
Worksheets can be glued into scrapbooks but, if available, attaching them to clipboards helps children feel official. They could even wear a badge marked "Official researcher".



It is best if each child conducts a unique survey, so it is wise to be prepared with a number of suggestions in case there is a need to prompt.

### Questions could include things like:

- Do you like football?
- Do you like ice cream?
- Do you have a trampoline at home?
- Can you ride a bike?
- Can you swim across the pool?
- Do you have an iPad?
- Do you have a television in your bedroom?
- Do you have your own bedroom?
- Do you have a bookshelf in your bedroom?
- Do you have a little sister?
- Do you have a big brother?
- Have you ever been camping?
- Do you like going to the beach?
- Do you have a pool at home?
- Do you like to play snowball fights?
- Do you have toast for breakfast?
- Do you like reading?



**Yes or No – Class survey**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Students use tally marks to record and interpret data.

Task: Think of a question you could ask your classmates. The question must require a yes or no answer only.

Write your question in the box.

Record the answers on the chart.

Use tally marks to record the number of yes and no responses.

Write a sentence to explain what you found out.

My question:

	Yes	No		Yes	No
Student name			Student name		
Student name			Student name		
Student name			Student name		
Student name			Student name		
Student name			Student name		
Student name			Student name		
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Student name			Student name		

Tally your results here. Remember how to count tallies:

I	II	III	IIII	V
1	2	3	4	5

Yes

No

I found out that

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### What you need:

[Yes or No – Class survey form](#) (personalised with names of children in the class) to display on the IWB, and one printed copy for each child.

### Note:

Completion of this survey could take up to an hour, and possibly a little more. If you are unable to allocate sufficient time in one block, schedule it over two or three shorter sessions.

### Be aware:

As *all* the children are talking *all* the time, the session will be noisy. But it will be productive noise. It may appear that children are having fun, and they will be, but the learning will be powerful.

### Introduce the surveys

- Display the [Yes or No – Class Survey form](#) on the IWB.
- Discuss the topic and tell children that they will conduct their own Yes or No class surveys.
- Ask children to suggest some suitable questions.
- Demonstrate how to complete the form. If you have previously conducted class surveys using this form, the children will require only a reminder.
  - Complete your name and date.
  - Write a question on the form.
  - Ask some children the question.
  - Add a tick in the column “Yes” or “No” to record their responses.
  - Explain and demonstrate how to use the tally boxes and the results box.

### Conduct the surveys

- Distribute the worksheet [Yes or No – Class Survey form](#).
- Explain that children can interview others in any order.
- Allow children time to interview all classmates. Provide appropriate support.

### Interpret and report results

Demonstrate a method of tallying responses to ensure that all are counted; for example, cross each one as it is tallied.

Children should:

- Represent the results in tallies, and cross-check by counting yes and no responses.
- Compare the number of yes and no responses.
- Write a statement about their results.

### Share survey questions and results

Invite students to tell the class about their survey question, the number of each response, and their findings.