

Getting to know you  
surveys

## Getting to know you surveys

Surveys are a great way for teachers and children to get to know each other at the beginning of the year, and support the establishment of a welcoming, supportive environment in which individuals are respected and appreciated. Topics suitable to survey occur across the curriculum and are limited only by your imagination. With the incidental development of literacy and mathematical skills, they make an all-round great introduction to school.

These “Getting to know you surveys” allow for multiple responses, as well as different ways of collecting and representing the data. (Refer to [Yes or No class surveys](#) for surveys requiring an either/or response.)

This document includes suggestions for five different surveys to get you started.

Surveys are valuable learning experiences because they:

- connect with children’s lives and interests
- provide a meaningful context for learning
- integrate learning across curriculum areas, and
- help children develop an appreciation for the diversity and commonality of characteristics, interests, and cultures represented in the class.

This document includes:

- Survey questions to print and display
- Suggestions for conducting the surveys
- Additional pages for data collection

### What is your favourite colour?

Print the question. Print the sheet *My favourite colour is \_\_\_\_* on A3 paper.

Record children’s favourite colours on a class list.

Collect paints, pens, and collage materials in each colour listed.

Arrange for children to decorate their sheet in their favourite colours. This can be done as a whole class or small group activity.

Make a living graph (children stand or sit in rows) to compare the numbers of children who like each colour.

Display finished artworks with survey question.

### How old are you?

In addition to the question, you need a strip of paper as wide as the A4 sign and approximately 130 cm in length. Attach the strip below the sign.

Provide each child with a 5 cm square of paper or sticky note. Ask children to draw their face and write their name on their square.

Children attach their square to the strip of paper below their current age. When each child has a birthday, the square is moved to the next column showing the new current age. This is easy if sticky notes are used. If not, a small ball of reusable adhesive will work just as well.

This graph makes it easy to see the ages of children in the class, and to watch the numbers change as children celebrate their birthdays.

### **How many letters are in your name?**

In addition to the question, you need a strip of paper as wide as the A4 sign and approximately 90 cm in length. Attach the strip below the sign. Print enough copies of page 8 to have one grid for each child. Cut between the grids and distribute to the children.

Demonstrate how to write first names on the grid by placing one letter in each box, starting from the left.

When names are written, children cut off and discard the empty boxes.

Ask children to gather into groups having the same number of letters. Compare sizes of groups.

Ask children to line up in order from least number of letters to largest number of letters.

Attach the names to the chart, starting with the least number of letters at the top to the largest number of letters at the bottom.

### **How many teeth have you lost?**

Print on A3 paper: one copy of the question, and one copy of page 10 for each month the children will be at school. Staple along the top to form a booklet. Select a regular day each month to record the data; for example, the first Monday or the last Friday.

On the allocated day, ask each child to record the number of teeth lost by writing name or initials in the appropriate column, starting from the bottom.

The numbers of teeth lost can be compared, and it will be interesting to see the graph change each month as more teeth are lost.

### **How many people are in your family?**

Print one copy of the question, and one copy of the graph on page 12.

Families are complex. Discuss with the children what is meant by family for the purpose of this activity.

Provide children with paper on which to draw their family.

Ask children to write their name in the appropriate column on the graph to show how many people in their family. Discuss and compare.

Display the drawings with the question and graph.



What is your  
favourite colour?

My favourite colour is \_\_\_\_\_ by \_\_\_\_\_

How old are you?

4

years old

5

years old

6

years old

7

years old


8

years old

How many letters  
are in your name?

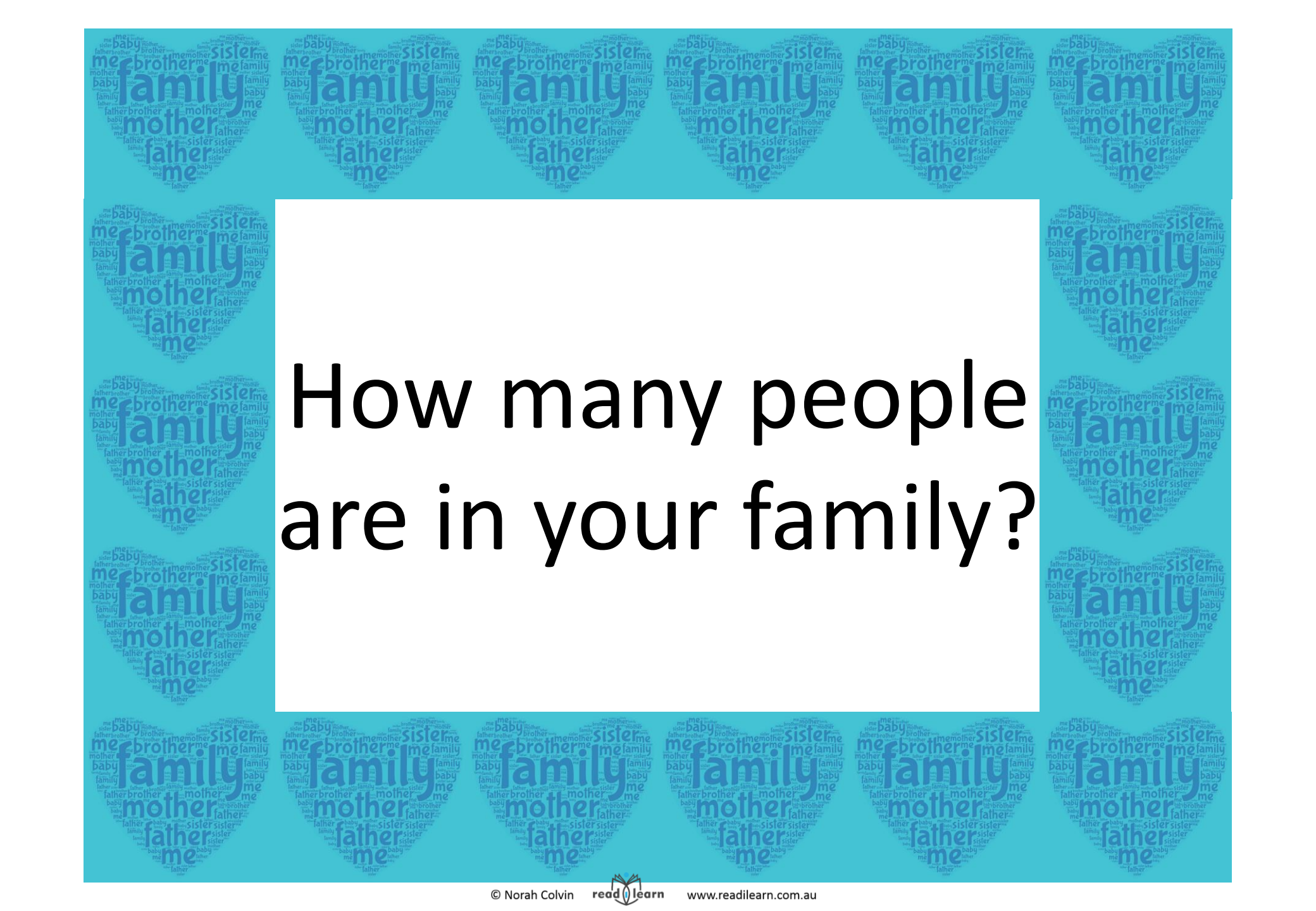






How many teeth  
have you lost?





How many people  
are in your family?

