



Lesson Title: Social Data Collection in the Field

Chapter: Involving the Community at your Site

Unit: Where should future oyster restoration take place?

Curriculum: Standalone Units

LESSON OVERVIEW

Grade: 7-12 **Class Periods:** 2-3 **Setting:** classroom, field

Subject Area(s): science

Summary: Students create a data collection tool to gather data about people at the shoreline, use the tool, and revise the tool after using it.

Outline

In this lesson, students...

1. *create a data collection tool that they will use to better understand shoreline visitors at the field site.*
2. *visit the shoreline and attempt to use the social data collection tool they've created.*
3. *reflect on and revise the data collection tool.*
4. *Extension: use the data collection tool at their own proposed oyster restoration site to learn more about the community*

Objectives

- Use observations, experiences, and data to make informed predictions.
- Evaluate a question to determine if it is relevant.
- Plan an investigation in a safe and ethical manner including considerations of environmental, social, and personal impacts.

MATERIALS & RESOURCES

Supplies

- Computer and internet access
- ArcGIS Online access

Handouts

- [Who and What Will I See at the Shoreline? - Handout](#)
- [How Might We Collect Data About People - Handout](#)

Additional Resources

- [Potential Survey Questions - Resource](#)
- [Rubric - In the Field](#)

Vocabulary

BEFORE YOU GET STARTED

Tips for Teachers

- You can use [Potential Survey Questions - Resource](#) to get your students started with potential questions if you'd like.
- When you are in the field, keep students in a defined area so that you can monitor everyone. Also, keep students in small groups or pairs at a minimum so that no student ventures off alone.
- This lesson utilizes class [discussion](#), a commonly used teaching tool in BOP curricula. Use the link provided to read more about how you might implement a class discussion.
- You can also use the [Rubric - In the Field](#) to help assess your students in the appropriate parts of the lesson.

Preparation

- You might visit the same shoreline site that you visited earlier in this unit or you might choose to visit a different site. Either option works for this lesson.
- Be sure to have multiple adult chaperones or teachers on this field visit. Students may be spread out making observations in different areas of the shoreline and students may be interviewing strangers. You'll want to keep an eye on everyone and you'll need additional adults to do so.

INSTRUCTION PLAN

In the classroom: Students create a data collection tool that they will use to better understand shoreline visitors at the field site.

1. Explain: We will be returning to the shoreline to observe and/or talk to the people who are there. As a class, we need to figure out what people might be at the shoreline and what we are most interested in understanding about those people.

2. Each student completes [Who and What Will I See at the Shoreline? - Handout](#) to predict and then research who might be at the shoreline.
3. Ask the students: What information would you like to learn about these people visiting the shoreline? Why? Write student ideas down and gauge class interest in asking questions about each topic.
4. As a class, come to a consensus about the 5 things you are most interested in understanding about the people at the shoreline.
5. Each student has a copy of [How Might We Collect Data About People - Handout](#). Put students in small groups of 2-3 to complete the handout together.
6. Discuss potential ways to gather data about each question as a class.
 - a. Is this way of collecting data always going to provide true and reliable data? Why or why not?
 - b. Is this way of collecting data going to make people visiting the shoreline feel uncomfortable in any way? How? How might we adjust our methods?
7. Based on the students' ideas, together create a tool (survey, observation checklist, datasheet, photo archive, etc.) to collect data about the 5 things the class is most interested to learn.

In the field: Students visit the shoreline and attempt to use the social data collection tool they've created.

1. Students take time to collect data about the people visiting the shoreline using the tool they created as a class.
2. Check in with students as they are collecting data. You might ask:
 - a. Are there certain things that you are finding challenging?
 - b. Which methods of collecting data are you finding most useful?
 - c. Is the data you are collecting what you expected? Why do you think that is?

Students reflect on and revise the data collection tool.

1. Have students talk in pairs or small groups about:
 - a. What went well?
 - b. What didn't go well?
 - c. What would they adjust about the data collection tool or how they went about collecting the data?

2. Discuss:

- a. Would you consider doing something like this to learn more about the people at your restoration site? Why or why not?
 - i. If yes, what would you change about the data collection tool if you were going to use it to better understand the people at your restoration site? Why would you make those adjustments? What would those adjustments help you do better?
 - ii. If not, what other methods could you use to better understand the people at your restoration site?

Extension: Students use the data collection tool at their own proposed oyster restoration site to learn more about the community.

1. For students who are interested and able, they might try and use their modified data collection tool to learn about the people at their own reef site. If students are interested in this, make sure they have an adult to go to the site with them and supervise.