

problem

plan

data

analysis

conclusions



Lost Property!

What is worth noticing about lost property in school?
Can you think of a question to investigate?

How can we find out what's going on?

What sort of trail does lost property already leave?

What do we want to know about or find out more about?

Have we already got loads of lost property? Is any of it named?

LOST
PROPERTY

What problems might we encounter? What else do we need to think about? For example where and when might most things get lost?

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Lost Property!

How will you collect information (data) to answer your question (problem)?

Who else will need to use or understand the data?

How could you record this data?

What have you chosen to count or collect as data?

What sorts of details do you need?

What do you think the possible answers could be?

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Lost Property!

How will you collect and organise the data?



How can you sort your data?

Can you sort it in a different way?

How can you gather your data?

water bottles
||||

P.E. t-shirts
###

wooly hats
###|

What different ways can you think of to represent this information?

Are you sure that all the details are correct? Are you missing any data?

toys / accesories
||||

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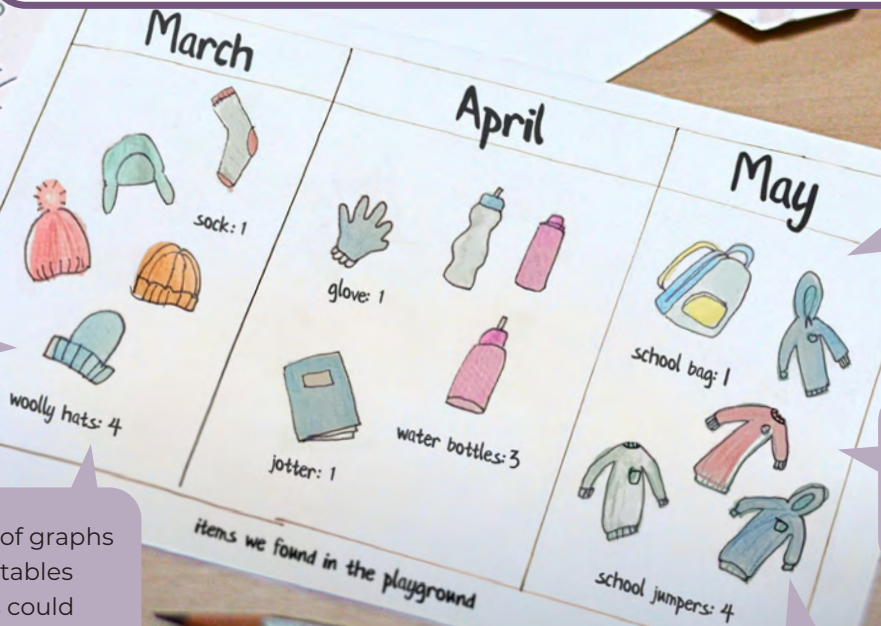


Lost Property!

What have you found out?

What's been happening?
What do you notice or wonder?

What kinds of graphs or charts or tables or diagrams could you use to share your information?



Looking at the data, what can you tell...?
What was lost?
Where it was lost?
When it was lost?

Are there shapes or patterns that tell you something interesting?

What can't you tell?

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Lost Property!

Can you answer your question?

Are there new problems you need to think about?

Does what you found out make sense? Is it what you expected?

Do you need more information to answer your question or problem?

What was effective about how you tried to find out what's going on? What were the challenges and limitations?

How can you use what you have learned to create change?

