

**Walk About Survey**  
 (Add three categories to focus thinking)

Survey Topic:

(Category)			
<i>My Idea</i>	Name	Name	Name
(Category)			
<i>My Idea</i>	Name	Name	Name
(Category)			
<i>My Idea</i>	Name	Name	Name





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## Walk About Survey

The Walk About Survey is a three part strategy which causes students to independently respond to a topic, survey classmates for their ideas, and end with a small group discussion. The strategy involves all students in generating new ideas, processing past learnings, synthesizing information, and sharing current thoughts and understanding about a topic.

### How to Use the Strategy

1) Determine the topic students will survey and three specific categories to guide their thinking about the topic. Examples include:

- recollections about the topic,
- understandings gained,
- connections made to other topics or the real world,
- observations made during the unit of study,
- applications made, and
- insights acquired.

If students are reading a novel, the ideas can center around impressions before reading, during reading, and after reading.

2) Organize students into small groups.

3) Give each student a copy of the Walk About Survey. Explain the purpose of the strategy and the three different responses students are to make about the topic.

Overview the three parts of the strategy:

Part I: Individually record three ideas

Part II: Survey classmates, excluding group members

Part III: In small groups compare and categorize learnings, search for themes, and prepare to report findings to the entire class.

4) Part I: Instruct students to individually record one idea for each category in the boxes on the left side of the survey labeled "My idea. . ."

5) Part II: Have students walk about to survey other students, excluding group members, using the following process:

- Student tells one idea to another classmate, partner listens, restates idea heard, and writes idea in the appropriate box on the survey.
- Student telling the idea reads what partner wrote and then signs his name on the line in the same box. Student signature provides accountability as well as a future reference for more information.
- Students reverse roles and continue to survey other classmates. Students may record only one idea from each person.
- Students continue to survey classmates until all boxes contain one idea or the time is up. The time frame varies from ten to fifteen minutes.

6) Part III: Have students return to their small groups and exchange ideas captured. Students can record new ideas in empty boxes. The small group discussion can focus on categorizing ideas collected into themes, and/or exploring and elaborating on ideas gathered.

7) Discuss ideas organized in their small group with the class.

**Option**



Use three levels of questioning from the Question-Answer Relationship strategy (p. 141). Students develop one question about the selected topic for each level of processing: “Right There”/literal, Think and Search”/inferential, and “On My Own”/ application. Students walk about to survey and record questions from their classmates.

**Option**

Students select a book they have read and record one idea about the characters, plot, setting, problem/solution, or theme in the “My idea...” box. Students survey each other sharing ideas about the books they have read.

**Benefits of the Strategy**

- Engages the mind of the learner before, during, or after learning
- Encourages students to respond at different levels of cognitive processing
- Serves as a tool for organizing prior knowledge or as a prewriting activity
- Involves students as independent and interdependent learners
- Incorporates productive communication skills: active listening, and restating
- Involves movement
- Adapts to all grade levels and all content areas

**Book Survey Example**

**Selection Read**

<b>Setting</b>	<b>Book Signature</b>	<b>Book Signature</b>	<b>Book Signature</b>
<b>Characters</b>	<b>Book Signature</b>	<b>Book Signature</b>	<b>Book Signature</b>
<b>Theme</b>	<b>Book Signature</b>	<b>Book Signature</b>	<b>Book Signature</b>

