

# Recreational Use Survey

## **Standards Addressed**

Environmental Education Standards:

A. Questioning and Analysis: A.4.1, A.4.2, A.4.3, and A.4.4.

B. Knowledge of Environmental Processes and Systems: B.4.4, B.4.8, and B.4.10.

## **Key Concepts/Content**

✳ To describe the characteristics of the students' favorite recreational area.

✳ To develop a recreational survey.

✳ To graph the results of the students' survey.

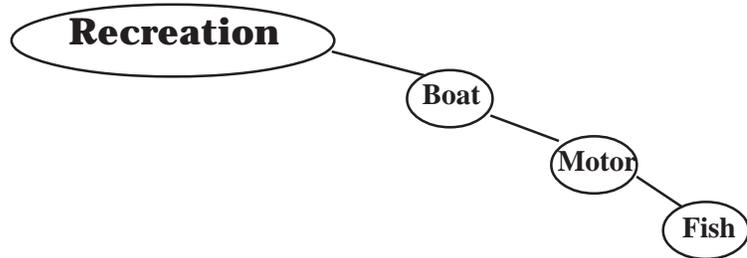
## **Teacher Background**

To supply the increasing demand for recreational opportunities, national, state, county, and city agencies have set aside thousands of acres of land as parks and recreational areas. These areas usually contain qualities, such as trees, rivers and lakes, that people value and want to protect. Some may be of educational or historical value.

There may be a recreational place that your students and their families enjoy on a regular basis. Many of these places may be located within the community where they live; others may be located great distances away. Surveying the attitudes of your students is a good way to record and graph where students and their families travel to enjoy recreational areas and what activity they participate in the most. Ask the students what they think of when they hear the

## Getting Ready

word recreation. Have them brainstorm components that make up a recreational area. Have the students work together at the board to create a word splash around the word recreation. Feelings, descriptive words, site names, and activities will be used to make up the word splash.



**Materials Needed** None

## Procedures

1. In small groups, have students develop a set of survey questions that will identify:
  - Favorite recreational areas and characteristics
  - Favorite recreational activities
  - Frequency of visits

Surveys can include any information the students may be curious about with regard to recreational opportunities. Have students record several possible questions. *Focus on the use of forested areas important for recreational activities!*

2. Assist groups with narrowing the number of questions to a reasonable number. Create survey forms. Ask groups to determine who their target audience will be.
3. Require each student to return 5 surveys completed by students and staff members from the school building.
4. Survey information should be compiled in a simple data table using the top five responses for each question.
5. Instruct each group to select at least one item from the survey to be graphed.

- Students should present the compiled survey results to the class.

**Evidence of Student Understanding**

The teacher will assess the groups based upon the quality of their survey and presentations. All students will also be graded on participation.

**Sample Survey**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

- Where does your family go on vacation?
- What do you do while you are there?
- How often do you visit areas that are forested?
- How often does your family go on vacation?
  - once a year
  - twice a year
  - once a month
  - every weekend

**Sample graph**

**Favorite Recreational Activities**

