Teaching resources for Preliminary *The Social and Cultural World*

CONSTRUCT A QUESTIONNAIRE - CREATABLE WORLD

by Christina Kalinic

Syllabus link:

Quantitative and qualitative research

Students will:

- examine at least TWO contemporary issues within society, using ONE appropriate research method drawn from:
    - questionnaire (short)

Syllabus outcome:

P8 plans and conducts ethical and social research

Learning intention:

Students learn to construct a short questionnaire that incorporates diverse question types and unbiased language to gather targeted information effectively.

Success Criteria:

By the end of this teaching and learning activity, students will be able to:

- Identify the purpose and structure of a questionnaire.
- Develop clear, unbiased, and ethically sound questions aligned to an aim statement.
- Incorporate demographic, close-ended, and open-ended questions to gather both quantitative and qualitative data.
- Provide constructive feedback to peers and refine their own questionnaire based on collaborative critique.
- Publish and distribute their questionnaire ethically, demonstrating awareness of confidentiality and informed consent.
- Analyse and represent quantitative data visually (i.e., graph, table) and reflect critically on the research process.

This sequence of activities immerses students in the practical application of social research methods while building critical thinking, collaboration, and digital literacy. By investigating a contemporary social issue - Mattel's gender-neutral *Creatable World Dolls*, students connect theory to practice, exploring how societal change and inclusivity influence consumer perceptions.

The hands-on creation of a questionnaire enables students to engage with ethical research design, developing skills in wording neutral questions, structuring data collection tools, and considering audience and bias. The gallery walk fosters peer learning through visible thinking and constructive feedback, encouraging students to reflect on the clarity, validity, and reliability of their instruments.

Publishing via Google Forms integrates technology meaningfully, simulating authentic data collection used in real-world social research. The data collation and reflection stages consolidate both analytical and evaluative skills, helping students distinguish between quantitative and qualitative data while assessing the effectiveness of their methodology.

This teaching and learning activity exemplifies effective backward mapping within Stage 6 program design. By engaging Year 11 Society and Culture students in the practical processes of ethical research, teachers intentionally scaffold the foundational knowledge and skills essential for success in the *Personal Interest Project (PIP)* in Year 12. The activity provides an authentic context for students to practise designing, implementing, and evaluating research methods, ensuring a purposeful progression of learning outcomes from the Preliminary to HSC course. This alignment promotes continuity of learning and develops student confidence and autonomy in independent, ethical inquiry.

Construct a Questionnaire - *Creatable World*

TASK INSTRUCTIONS:

1. Get into small groups (3-4 students).
2. Analyse the stimuli provided below - *annotate around each stimulus.*
3. Collaboratively in your small group, develop a questionnaire on butcher's paper.

AIM:

To investigate the perceptions and attitudes of consumers towards Mattel's release of Creatable World, its first series of gender-neutral dolls.

Your questionnaire must reflect the aim statement above AND include the following:

- A confidentiality statement
- 2x demographic questions
- 6x close-ended questions (include at least 2x different types of questions)
- 2x open-ended questions
- A thank you statement

SOURCE A- *Mattel released Creatable World, its first series of gender-neutral dolls*

Sourced from: **https://www.kidsnews.com.au/humanities/new-range-of-genderneutral-dolls-launched/news-story/3294b090ca11d7b4e42b726e36f1d291**

Construct a Questionnaire - *Creatable World*

SOURCE B- *Description of Creatable World*

Mattel is a 74-year-old company slowly taking on Gen-Z values. The maker of Barbie and Hot Wheels has announced the release of Creatable World, its first series of gender-neutral dolls.

The dolls differ from Mattel's gendered Barbie and GI Joe dolls in subtle but significant ways. The dolls are a blank slate. No broad shoulders, no full hips, no long lashes. Children of any gender identification are encouraged to play with them.

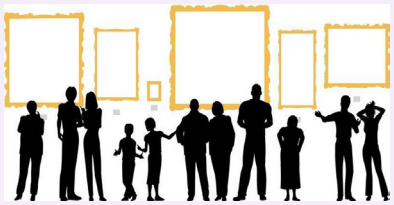
Sourced from: **https://www.theguardian.com/lifeandstyle/2019/sep/25/barbie-maker-gender-neutral-dolls-release**

SOURCE C- *Switchable hair, from long to short*

Sourced from: **https://www.target.com.au/p/creatable-world-trade-deluxe-character-kit-dc-414/63110579**

Our small group has written our questionnaire- *now what?*

GALLERY WALK:



1. Stick up your butcher's paper questionnaire on our classroom wall.
2. In your small group, review each group's questionnaire- *approximately 3-4 minutes at each before moving on to the next group*. Using the sticky notes provided, provide feedback- ***stars*** **(yellow sticky notes)** *and* ***wishes*** **(pink sticky notes)**.

Construct a Questionnaire - *Creatable World*

APPLYING FEEDBACK:

Using the sticky note feedback provided from your peers- ***stars*** **(yellow sticky notes)** *and* ***wishes*** **(pink sticky notes)** improve your questionnaire in your small group.

PUBLISH AND DISTRIBUTE:

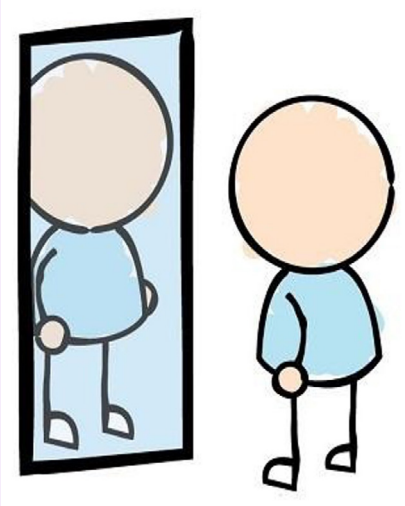
Publish your questionnaire on a Google form AND aim to distribute it to 20 people over the next 7 days.

DATA COLLATION:

Record your findings in tables- set up a shared document for your small group to all access and contribute to this.

Select ONE close-ended question and represent the findings in a graph- i.e., *bar graph, pie chart, etc.*

Please note: *Graphs can be constructed using Smart Art in Microsoft Word or through Excel.*

REFLECTION:

1. *Did the questionnaire effectively capture the intended aim? Why/Why not?*
2. *Were there any biases or leading language in the questions that could have influenced respondents' answers?*
3. *Were there any technical issues or challenges encountered during the distribution of the questionnaire? How could this be overcome in future?*
4. *Were there any unexpected or surprising responses from the respondents that could inform future research or revisions to the questionnaire?*
5. *What were the response rates and any demographic patterns observed among respondents?*