



### Lesson 16: Research methods 7.5 Sampling

<b>Learning objective</b>	To gain knowledge and understanding of population and samples
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> <li>• Define population and sample</li> <li>• Identify the population and sample in novel scenarios</li> </ul>
<b>Vocabulary</b>	<b>Population:</b> a group of people with one or more characteristics in common, from which a sample is selected <b>Sample:</b> a group of people selected to represent the population in research
<b>Previous learning</b>	Learners have explored different research methods and techniques and will be familiar with the concept of 'sample' from named studies.

### Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Learners complete the starter activity to consider reasons why researchers will use a population or sample. They can feedback their responses using a small whiteboard or hands up.	
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"> <li>• Discuss learners' responses. Ask why they would not need to ask everyone in the second example.</li> <li>• Provide a definition of population and sample. Ask them to write the definition in their notes/glossary and answer any questions.</li> <li>• In pairs or small groups, ask learners to work through the scenarios and answer the questions. Use question and answer with the groups as they work, checking understanding and any misconceptions.</li> <li>• As a whole class, ask learners to describe the population and sample of the novel scenario. Learners stick their sentences on the wall (physical or virtual). Read aloud and check understanding.</li> </ul>	

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### End (5 mins)

Learners can complete these sentence starters to reflect on their learning:

- Before this lesson, I thought a population was...
- Now I understand that a population is...
- A sample is useful because...

### Reflection and evaluation

#### Reflection:

#### Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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