



RICH MATHEMATICAL TASK BOOKLET

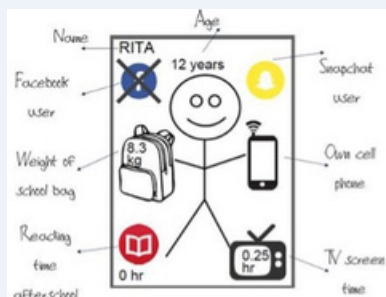
STATISTICS

YEAR 7-8 EVEN YEAR

Teacher Booklet

Task 1

Census at School collects data from students across New Zealand in relation to their leisure activities. This is some of the information they have collected.



Ayla thinks that most 12-year-olds have their own cell phone and use Snapchat and Facebook. Can you make predictions about the age of students with cell phones and using Snapchat and Facebook?

Use the data cards to investigate and sort these into sets. Use a table of data to show your results.

Now use a graph to record your results to present to the class. Can you represent this in different ways?

What statements can you make about cell phone use and Snapchat and Facebook for students of different ages?

Teacher Notes

For this task, use a subset of the data cards from <https://new.censusatschool.org.nz/resource/stick-figure-data-cards/>

To launch the task, give the students a set of data cards to look at. Do not explicitly highlight the variables but allow students to notice these and ask them to discuss the different datasets that they notice on the card.

Ask the students to choose one of the cards and tell a story about this. Then ask them to predict the questions that were asked. Finally, ask students to make predictions about what they think the results would be for their age group for each piece of data and record these and put them away for a later task.

Provide students with a sub-set (could be age bound or across ages) of the data cards and orient students to the variable that will be a focus for the lesson (category data including cell-phone, Facebook and Snapchat data).

Have grid paper available for students to be able to construct graphs. Expect students to represent using two different representations. This could include using the data cards themselves to build a graph, a table of data, a picture graph using symbols, or a grid paper graph.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations.

Patterns can be noticed, described, and analysed in sets of data and by using data visualisations.

Predictions can be made through using sets of data.

Outcomes can have different likelihoods, and these can vary.

Mathematical Language

Data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, justify, outcomes, trends, average, minimum, maximum, compare, cluster, table of data.

Teacher Notes

For the independent task, give the students a different sub- setof the data cards (groupthem into age sets), grid paper, stickers, or stamps. Students could also make the graphs using

<https://nces.ed.gov/nceskids/createagraph/Default.aspx>

Shareback

Select studentsto share who develop a graphical representation that clearly shows the data including a uniform simple symbol withspacing, alignment, and headings for the sets and numbers for the count.

Ask students to share statements and justify these by referring to the dataset that they have represented.

Connect

Ask students to re-represent their graph as a bar graph using grid paper and felts to make a column graph.

Model how to make a bar graph using

<https://nces.ed.gov/nceskids/createagraph/Default.aspx>

Suggested Learning Outcomes

Sort and analyse a dataset to answer a question.

Use data involving multivariate (variables), so that relationships between the variables can be explored.

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trendover time.

Communicate findings to others.

Justify choice of display/swith reference to the patternsto be highlighted.

Curriculum Links

Problem:

During Year 7 & Year 8:

Investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data (Year 7 only) by:

*-posing an investigative question about a local community matter
-making conjectures or assertions about expected findings*

Data:

During Year 7: Gather information about variables in sourced data, create a simple informal data dictionary, and check for errors

During Year 8: Collect or source data, including creating an informal data dictionary with information that will help others know about the context

Analysis:

*During Year 7 & **Year 8:** Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions*

Independent Tasks

Census at School collects data from students across New Zealand in relation to their leisure activities. This is some of the information they have collected.

What questions could you ask about this data set?
Record your results in a table.

Can you represent this in different ways using a bar graph or column graph?

Make statements about what you have found out.

Anticipations

Solutions, Misconceptions

Task 2

Census at School collects data from students across New Zealand in relation to their leisure activities. This is some of the information they have collected. Use the data cards to investigate the data below.

How much time do children spend reading after-school? Use a stem and leaf graph to show your results.

Make "I wonder" and "I notice" statements about the data.

What do you notice about the spread of data? What story is it telling?

Teacher Notes

Before you launch the task, introduce students to how to find the mean by asking a group of students to show how many people live in their house by using multi-link cubes. Ask students to put the sets of cubes in order from smallest to largest. Model to students how you can find the mean by adjusting the sets to make them equal (or close to equal).

To launch this task, model how to construct a stem and leaf graph with a set of data. Give students a sub-set of the data cards, select these so that students may have clusters in the data and potential outliers.

Have grid paper available for the students to use to develop their stem and leaf graph. Give students the options of using a calculator for the calculation aspects.

Facilitate the students to notice the main clusters and outliers in the data.

Monitor for students using vocabulary of statistics and model this for all students.

For the independent task, have available grid paper for the stem and leaf graphs and calculators for the students to use.

Big Ideas

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Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

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Patterns can be noticed, described, and analysed in sets of data and by using data visualisations.

Predictions can be made through using sets of data.

Outcomes can have different likelihoods, and these can vary.

Mathematical Language

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Shareback

Select students to share who make statements that highlight the main clusters and outliers in the numeric data.

Record these statements onto the whiteboard and ask all students to agree and disagree with the statements with reasons.

Facilitate students to notice and discuss that bar and column graphs show category data and stem-and-leaf graphs show numeric data.

Connect

Ask students to make statements about the shape of the data.
Introduce students to concepts of mode, range, mean, and median.
Ask students to find these on their stem and leaf graphs.

Suggested Learning Outcomes

Develop an investigative question.

Develop survey questions that will help to answer an investigative question.

Display numeric data on a stem-and-leaf graph.

Make statements about data in response to an investigative question.

Communicate trends and patterns of data in meaningful ways including clusters, outliers, and shape of the data set.

Independent Tasks

Below are the heights of a group of 11-year-olds in centimetres.
Represent the dataset using a stem and leaf graph.

148 134 145 148 121 151 146 128 134 145 129
142 137 135 165 138 142 145 130 132 136 141
140 146 148

Use the stem and leaf graph to find the range, median, mode, and mean.

What statements can you make about the heights of 11-year-olds?

Curriculum Links

Problem:

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- posing an investigative question about a local community matter
- making conjectures or assertions about expected findings

Data:

During Year 7: Gather information about variables in sourced data, create a simple informal data dictionary, and check for errors

During Year 8: Collect or source data, including creating an informal data dictionary with information that will help others know about the context

Analysis:

*During Year 7 & Year 8: Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions*

Anticipations

Solutions, Misconceptions

Task 3

The Warehouse is looking at stocking a new brand of schoolbags for children. They would like to ensure that the bags will be suitable and durable for students across a range of ages.

Make "I wonder" statements related to this topic.

Use the data card sets to help you give advice to the Warehouse.

Represent your findings in a table of data and as graphs.

Make statements about your findings using the data and draw conclusions that will provide advice to the Warehouse and the characteristics of the bags that they should stock.

Teacher Notes

With the whole class before you launch the task, discuss with the students how keeping healthy is one way of looking after yourself and ensuring well-being. Support your class to develop questions that they could investigate about keeping healthy. Ask them to draft a series of questions that they could use to answer their key question [note this could be a literacy activity].

These questions should offer opportunities for students to collect multi-variate data and include both category and numeric sets of data (e.g., different variables such as age, gender, and time or types of activities). Develop the questions into a survey, this could be developed into an online survey tool (<https://www.surveymonkey.com/>), alternatively, you could use a paper survey or develop data cards to be completed. Ask students from other classes in the school to complete the survey for Task 5. Ensure that the questions are appropriate and if necessary help students re-write or re-word the questions. Ask the students to make predictions about what they will find out.

For the task, facilitate the students to make "I wonder" statements. These are not questions but they can be re-shaped into questions. If needed model how to develop the statement into a question.

Have grid paper available to develop graphs. Expect students to represent using two different representations. This could include using the data cards themselves to build a graph, a table of data or grid paper graph. Students could also make the graphs using <https://nces.ed.gov/nceskids/createagraph/Default.aspx>

For the independent task, give the students a sub-set of the data cards, grid paper, or alternatively the graphs could be created using <https://nces.ed.gov/nceskids/createagraph/Default.aspx> or <https://www.geogebra.org/m/BxqJ4Vag>

Big Ideas

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Mathematical Language

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Shareback

Select students to share who have selected an appropriate set of data related to the overall scenario, represented this and developed statements and advice by using the data set.

Connect

Model to students how time-series data about the weight of bags for students of different ages using a line graph and ask them to use their data to do this on grid paper.

Introduce students to how to develop a line graph using <https://nces.ed.gov/nceskids/createagraph/Default.aspx>

Suggested Learning Outcomes

Sort and analyse a dataset to answer a question.

Use data involving multivariate (variables), so that relationships between the variables can be explored.

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trend over time.

Communicate findings to others.

Justify choice of display/s with reference to the patterns to be highlighted.

Curriculum Links

Problem:
During Year 7 & Year 8:
Investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data (Year 7 only) by:
-posing an investigative question about a local community matter
-making conjectures or assertions about expected findings

Data:
During Year 7: Gather information about variables in sourced data, create a simple informal data dictionary

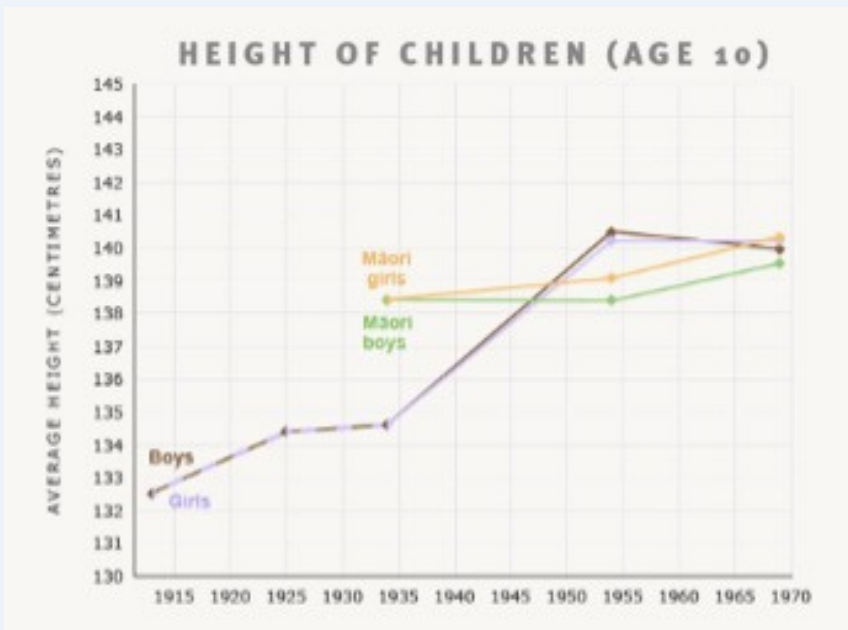
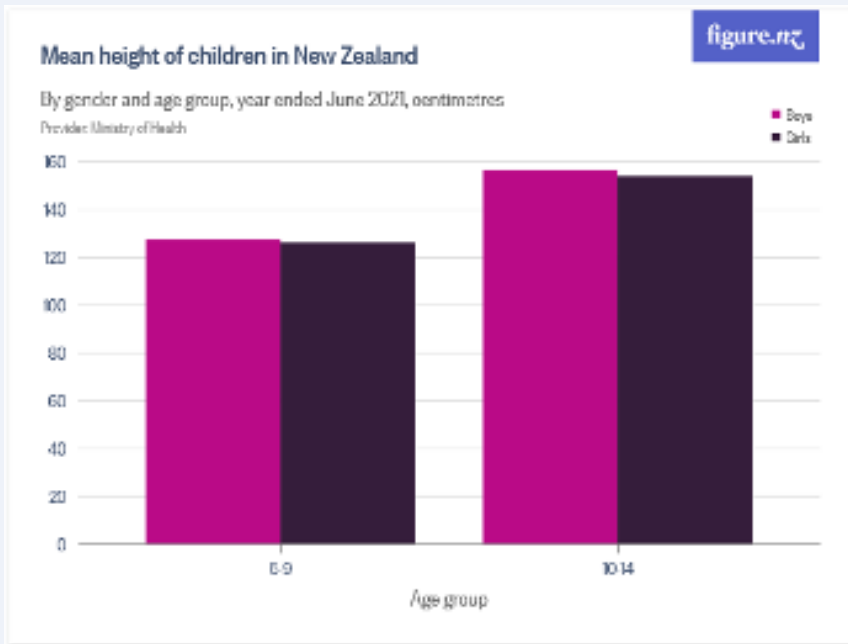
During Year 8: Collect or source data, including checking for errors and following up and correcting them when possible and creating an informal data dictionary

Analysis:
During Year 7 & Year 8:
*Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions*

Conclusion:
During Year 7 & Year 8:
*Communicate findings in context to answer the investigative question, using evidence from analysis, **considering possible explanations for findings**, and comparing findings to initial conjectures or assertions and their existing knowledge of the world*

Independent Tasks

The graphs below provide information related to the heights of children in New Zealand during different time periods.



Look at the graphs and make "I wonder" statements about the data that is shown.

Then make "I notice" statements about the data. Make sure that you justify your statements by using data shown on the graphs.

Anticipations

Solutions, Misconceptions

Task 4

Census at School collects data from students across New Zealand in relation to their leisure activities. This is some of the information they have collected.

What do you wonder about the data? Make "I wonder." statements.

What questions could you ask about this data set?

Choose some questions and sort the data cards to answer the question.

Now record your results as a representation.

Make "I notice" statements about the data in relation to your question.

What connections can you make between the different sets of data?

Teacher Notes

For the task, facilitate the students to make "I wonder" statements. These are not questions but they can be re-shaped into questions. If needed model how to develop the statement into a question.

Have grid paper available to develop graphs. Expect students to represent using two different representations. This could include using the data cards themselves to build a graph, a table of data or grid paper graph. Students could also make the graphs using <https://nces.ed.gov/nceskids/createagraph/Default.aspx>

For the independent task, give the students a sub-set of the data cards, grid paper, or alternatively the graphs could be created using <https://nces.ed.gov/nceskids/createagraph/Default.aspx> or <https://www.geogebra.org/m/BxqJ4Vag>

Shareback

Select students to share who have selected an appropriate set of data related to the overall scenario, represented this and developed statements and advice by using the data set.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions. Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical). Data can be represented and communicated in multiple ways including data visualisations. Patterns can be noticed, described, and analysed in sets of data and by using data visualisations. Predictions can be made through using sets of data. Outcomes can have different likelihoods, and these can vary.

Mathematical Language

Statistics, data, category data, whole number data, multivariate data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, justify, outcomes, trends, average, minimum, maximum, median, mode, range, compare, bar graph, pie graph, stem and leaf graph, dot plot, column graph, mode, median, shape, cluster, outliers, time series data, line graph.

Connect

Ask students to look at their initial predictions about the responses to the questions and see whether they now agree or disagree with these.

Model to students how to represent data using a dot plot and then give students a sub-set of the data related to time spent reading and ask them to construct a dot plot using the stickers.

Introduce students to how to develop a dot plot using <https://www.geogebra.org/m/BxqJ4Vag>

Suggested Learning Outcomes

Sort and analyse a dataset to answer a question.

Use data involving multivariate (variables), so that relationships between the variables can be explored.

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trendover time.

Communicate findings to others.

Justify choice of display/s with reference to the patterns to be highlighted.

Independent Tasks

These data cards have different information about the activities of students of different ages.

What questions could you ask about this data set? Sort the data cards to answer your question.

Record your results in a table.

Represent your results using at least two different graphs.

Make statements about the data.

Curriculum Links

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Analysis:
During Year 7 & Year 8:
*Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions*

Anticipations

Solutions, Misconceptions

Task 5

Making healthy choices is one way to look after your well-being.

Read the questions that you wrote for your survey and re-visit the predictions that you made.

Begin by sorting the data that you have collected and developing recording systems or tables of data to organise the data.

Reflect on the type of data that you have collected and which graphs will be appropriate to represent the data. Select a graph and write a justification of why it would be appropriate to display the data.

Use the following tools to make your graphs:

<https://nces.ed.gov/nceskids/createagraph/Default.aspx> OR

<https://www.geogebra.org/m/BxqJ4Vag>

Trial using different graphs to represent the data and reflect upon which tells the story of the data most clearly.

Develop other graphs and representations that will help you answer your overall question. Record your results to present to the class.

What statements can you make about the data?

Teacher Notes

Notice students who are able to sort and record the data in a systematic manner using a table of data. Facilitate students to sort systematically if needed.

Expect students to represent using different types of graphs and selecting these based on the type of data (e.g., category vs numeric data). This could include bar graphs, pie charts, dot plots, stem and leaf graphs and using comparative data displays. Students should be provided with opportunities to use online tools to develop different graphical representations. Two options for online tools are:

<https://nces.ed.gov/nceskids/createagraph/Default.aspx> (this provides options to make bar graph, pie graph, line graph, and area graph) and

<https://www.geogebra.org/m/BxqJ4Vag> (dot plot).

Facilitate the students to notice the main clusters and outliers in the data and to make connections to their investigative question.

For the independent task, students continue to work on their statistical investigation and could construct graphs using online tools.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

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Predictions can be made through using sets of data.

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Mathematical Language

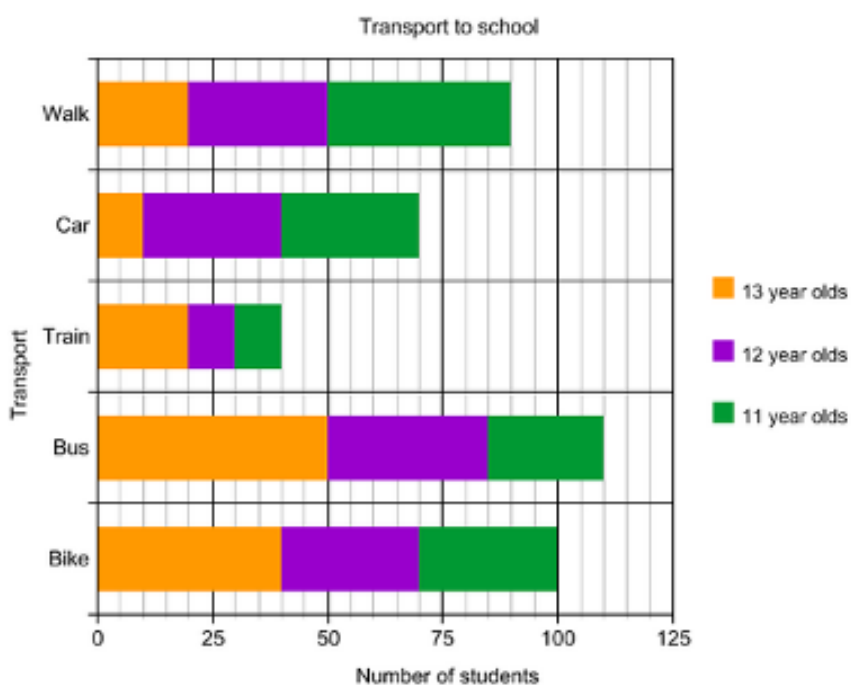
Statistics, data, category data, whole number data, multivariate data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, justify, outcomes, trends, average, minimum, maximum, median, mode, range, compare, bar graph, pie graph, stem and leaf graph, dot plot, column graph, mode, median, shape, cluster, outliers, time series data, line graph.

Shareback

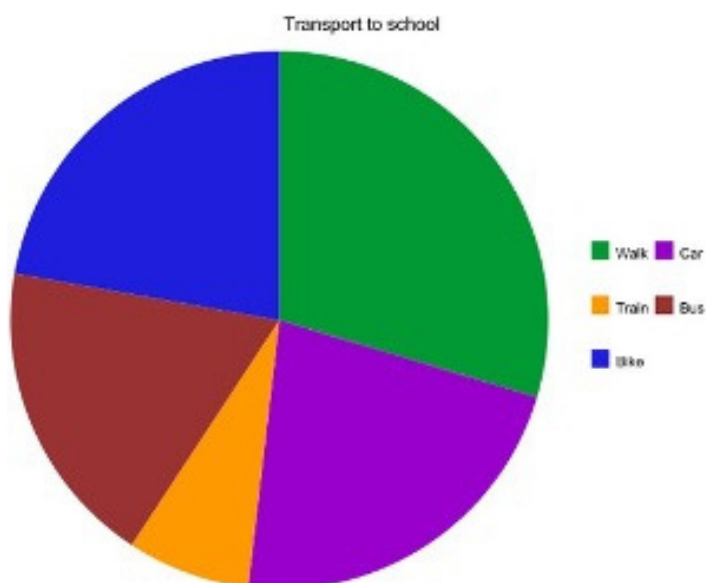
The sharing back for this task will be in the next lesson. Bring the students back together to examine different types of graphs during the connect.

Connect

Look at this graph, what story is it telling? What statements can you make related to the data on the graph?



Look at this graph, what story is it telling? What statements can you make related to the data on the graph?



Curriculum Links

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During Year 7 & Year 8: Investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data (Year 7 only) by:

- posing an investigative question about a local community matter
- making conjectures or assertions about expected findings

Plan

During Year 7 & Year 8: Plan how to collect or source data to answer the investigative question, including:

- determining or identifying the variables needed
- planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected
- identifying the group of interest or who the data was collected from
- building awareness of ethical practices in data collection by strategic questioning of data-collection questions or methods

Data:

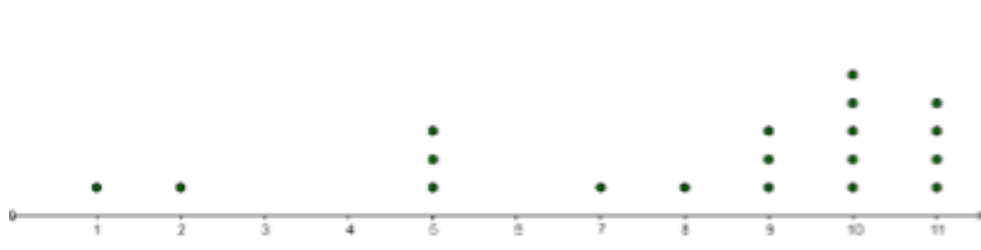
During Year 7: Collect primary data and gather information about variables in sourced data, create a simple informal data dictionary, and check for errors

During Year 8: Collect or source data, including checking for errors and following up and correcting them when possible and creating an informal data dictionary with information that will help others know about the context

Connect

Look at this graph, what story is it telling? What statements can you make related to the data on the graph?

Time to walk to school



How does each graph give you information?

What type of information is each graph useful for showing?

Support students to notice that strip graphs show number differences and can also be used to compare multi-variate groups while pie graphs illustrate the proportion across groups and dot plots show numeric data.

Suggested Learning Outcomes

Collect, gather, and sort datasets to answer a question and tell a story.

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trend over time.

Communicate findings to others.

Justify choice of display/s with reference to the patterns to be highlighted.

Curriculum Links

Analysis:

During Year 7 & Year 8:

*Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions*

Conclusion:

During Year 7 & Year 8:

*Communicate findings in context to answer the investigative question, using evidence from analysis, **considering possible explanations for findings**, and comparing findings to initial conjectures or assertions and their existing knowledge of the world*

Independent Tasks

Making healthy choices is one way to look after your well-being.

Continue sorting the data that you have collected and developing recording systems or tables of data to organise the data.

Reflect on the type of data that you have collected and which graphs will be appropriate to represent the data. Select a graph and write a justification of why it would be appropriate to display the data.

Use the following tools to make your graphs:

<https://nces.ed.gov/nceskids/createagraph/Default.aspx> OR

<https://www.geogebra.org/m/BxqJ4Vag>

Trial using different graphs to represent the data and reflect upon which tells the story of the data most clearly.

Develop other graphs and representations that will help you answer your overall question. Record your results to present to the class.

What statements can you make about the data?

Anticipations

Solutions, Misconceptions

Task 6

Making healthy choices is one way to look after your well-being.

Develop a presentation for the class that includes your investigation question, sampling methods, survey questions and the graphs and data displays that answer your question.

Look at the shape of your data and consider statistical aspects such as the mean, range, mode, and median and what story this tells about the data. Write statements and a conclusion about what you have found out.

Teacher Notes

Facilitate students to complete their presentations.

Notice students who are able to collect and sort the data in a systematic manner using a table of data. Facilitate students to sort systematically if needed.

Expect students to represent using different types of graphs and selecting these based on the type of data (e.g., category vs numeric data). This could include bar graphs, pie charts, dot plots, stem and leaf graphs and using comparative data displays.

Students should be provided with opportunities to use online tools to develop different graphical representations. Two options for online tools are: <https://nces.ed.gov/nceskids/createagraph/Default.aspx> (this provides options to make bar graph, pie graph, line graph, and area graph) and <https://www.geogebra.org/m/BxqJ4Vag> (dot plot).

Facilitate the students to notice the main clusters and outliers in the data and to make connections to their investigative question.

Shareback

Ask each group to share back their presentation including their question, sample, data displays, statements, and conclusions. Facilitate the students to agree and disagree with the statements and conclusions.

Big Ideas

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Curriculum Links

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Connect

Ask students to reflect on the use of different data displays and which graphs were useful to show different types of data and clusters, outliers, and overall patterns in the data.

Suggested Learning Outcomes

Collect, gather, and sort datasets to answer a question and tell a story.

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trend over time.

Communicate findings to others.

Justify choice of display/s with reference to the patterns to be highlighted.

Independent Tasks

Look at the investigative question, data display, and conclusion that matches this.

Think critically about the conclusion and whether it aligns with the data display. Write an explanation of why you agree or disagree with the conclusion.

Curriculum Links

Plan:
During Year 7 & Year 8:
Plan how to collect or source data to answer the investigative question, including:
– determining or identifying the variables needed
– planning how to collect data for each variable

Data:
During Year 7: Collect primary data and gather information about variables in sourced data, create a simple informal data dictionary, and check for errors
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Analysis:
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*Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions*

Conclusion:
During Year 7 & Year 8:
*Communicate findings in context to answer the investigative question, using evidence from analysis, **considering possible explanations for findings**, and comparing findings to initial conjectures or assertions and their existing knowledge of the world*

Anticipations

Solutions, Misconceptions

Task 7

Is New Zealand a fair country?

Think about different aspects of living in New Zealand that might help us answer whether New Zealand is a fair country?

Develop a series of "I wonder" statements about living in New Zealand. Use these statements to develop a question that you would like to investigate.

What predictions and statements can you make about your chosen question?

Use data sources and data displays that will help you answer your question. This could include resources from the following websites:

Figure NZ (<https://figure.nz/>)

Stats NZ (<https://www.stats.govt.nz/>)

Our World in Data (<https://ourworldindata.org/>)

Reflect on the data sources that you have found and the story that they are telling.

Develop your story and explanation of the data and what it shows. Write a series of statements that you can share with the class and a conclusion to answer your question.

Teacher Notes

Choose a topic of interest to your students and class (this could be linked to your inquiry topic). This could be whether New Zealand is a fair country, entertainment options, aspects of living such as employment or education or climate change.

During the launch, introduce the topic to the students and ask them to begin to brainstorm aspects that would be connected to the larger question. For example, in relation to whether New Zealand is a fair country, you could investigate income levels, cost of housing or food, educational opportunities, green spaces.

Facilitate students to consider reputable sources for data. Introduce them to the three website resources and ask them to share any ideas that they have for other reputable resources.

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Data can be represented and communicated in multiple ways including data visualisations.

Mathematical Language

Statistics, data, category data, whole number data, multivariate data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, justify, outcomes, trends, average, minimum, maximum, median, mode, range, compare, bar graph, pie graph, stem and leaf graph, dot plot, column graph, mode, median, shape, cluster, outliers, time series data, line graph.

Curriculum Links

Problem:
During Year 7 & Year 8: Investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data (Year 7 only) by:
-posing an investigative question about a local community matter
-making conjectures or assertions about expected findings

Teacher Notes

Have laptops available for students to be working on. They should also be able to either develop their presentation into a powerpoint to present or to print the graphs to make a poster presentation.

Facilitate the students to notice patterns in the data and to carefully reflect on what the graphs that they find are showing and the stories that they are telling.

Students are to continue to work on these during independent sessions.

Shareback

Ask students to share their over-arching questions and two interesting findings from their work.

Connect

Collate and discuss themes building awareness of ethical practices in data collection by strategic questioning of data-collection questions and methods

Suggested Learning Outcomes

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trend over time.

Communicate findings to others.

Tell stories and draw conclusions from data displays and reference to the patterns highlighted in these.

Curriculum Links

Plan

During Year 7 & Year 8: Plan how to collect or source data to answer the investigative question, including:

- determining or identifying the variables needed*
- planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected*
- identifying the group of interest or who the data was collected from*
- building awareness of ethical practices in data collection*

Data:

During Year 7: Collect primary data and gather information about variables in sourced data, create a simple informal data dictionary, and check for errors

During Year 8: Collect or source data, including checking for errors and correcting when possible and creating an informal data dictionary

Analysis:

*During Year 7 & Year 8: Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, in descriptions of distributions*

Conclusion:

*During Year 7 & Year 8: Communicate findings in context to answer the investigative question, using evidence from analysis, **considering possible explanations for findings**, and comparing findings to initial conjectures or assertions and existing knowledge*

Independent Tasks

Is New Zealand a fair country?

Think about different aspects of living in New Zealand that might help us answer whether New Zealand is a fair country?

Use data sources and data displays that will help you answer your question. This could include resources from the following websites:

Figure NZ (<https://figure.nz/>)

Stats NZ (<https://www.stats.govt.nz/>)

Our World in Data (<https://ourworldindata.org/>)

Reflect on the data sources that you have found and the story that they are telling.

Anticipations

Solutions, Misconceptions

Task 8

Is New Zealand a fair country?

Think about different aspects of living in New Zealand that might help us answer whether New Zealand is a fair country?

Use data sources and data displays that will help you answer your question. This could include resources from the following websites:

Figure NZ (<https://figure.nz/>)

Stats NZ (<https://www.stats.govt.nz/>)

Our World in Data (<https://ourworldindata.org/>)

Reflect on the data sources that you have found and the story that they are telling.

Develop your story and explanation of the data and what it shows. Write a series of statements that you can share with the class and a conclusion to answer your question.

Finish by developing your presentation into a PowerPoint or power presentation to share with the class.

Teacher Notes

Facilitate students to consider reputable sources for data. Introduce them to the three website resources and ask them to share any ideas that they have for other reputable resources.

Have laptops available for students to be working on. They should also be able to either develop their presentation into a powerpoint to present or to print the graphs to make a poster presentation.

Facilitate the students to notice patterns in the data and to carefully reflect on what the graphs that they find are showing and the stories that they are telling.

Shareback / Connect

Ask each group to share back their presentation including their question, data displays, sources, sample, statements, and conclusions.

Facilitate the students to agree and disagree with the statements and conclusions.

Big Ideas

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. Patterns can be noticed, described, and analysed in sets of data and by using data visualisations.

Predictions can be made through using sets of data.

Outcomes can have different likelihoods, and these can vary.

Mathematical Language

Statistics, data, category data, whole number data, multivariate data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, justify, outcomes, trends, average, minimum, maximum, median, mode, range, compare, bar graph, pie graph, stem and leaf graph, dot plot, column graph, mode, median, shape, cluster, outliers, time series data, line graph.

Suggested Learning Outcomes

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

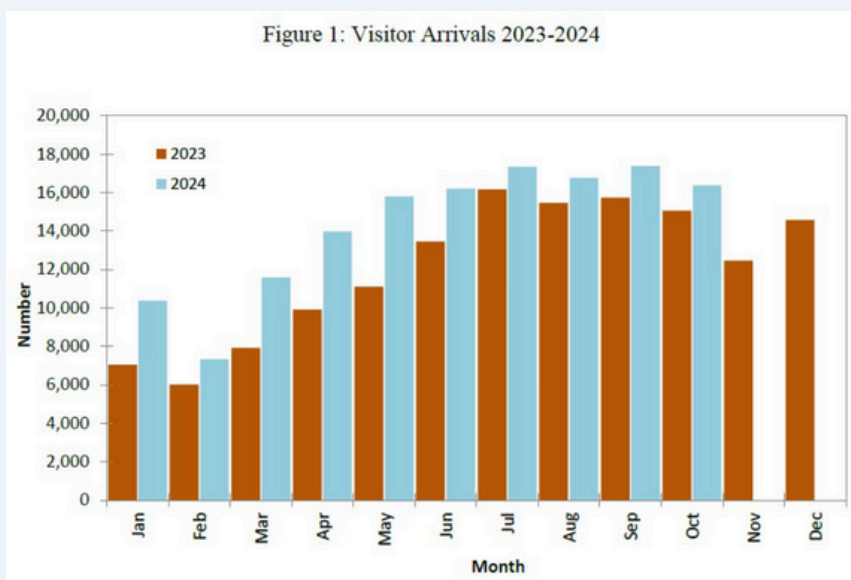
Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trend over time.

Communicate findings to others.

Tell stories and draw conclusions from data displays and reference to the patterns highlighted in these.

Independent Tasks

Viliani and his family are considering going to the Cook Islands for a visit. He has found these graphs showing yearly visitor numbers and precipitation.



Source: <https://stats.gov.ck/tourism-and-migration/>

Curriculum Links

Problem:

During Year 7 & Year 8: Investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data (Year 7 only) by:
-posing an investigative question about a local community matter

Plan

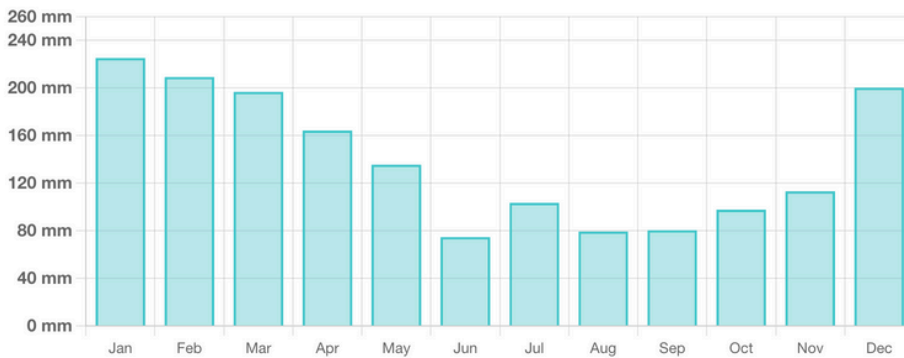
During Year 7 & Year 8: Plan how to collect or source data to answer the investigative question, including:
– determining or identifying the variables needed
– planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected
– identifying the group of interest or who the data was collected from

Data:

During Year 7: Collect primary data and gather information about variables in sourced data, create a simple informal data dictionary, and check for errors
During Year 8: Collect or source data, including checking for errors and following up and correcting them when possible and creating an informal data dictionary with information that will help others know about the context

Independent Tasks

The mean monthly precipitation over the year, including rain, hail and snow



Source: weather-and-climate.com

Can you use the graphs and datasets to give Viliami advice about his decision on the best time to go to the Cook Islands?

What factors do you think he should take into account?

Curriculum Links

Analysis:

During Year 7 & **Year 8:**

Create data visualisations for the investigation, **using multiple visualisations to provide different views of the data** and make statements about the data, including its features and context, in descriptions of distributions

Conclusion:

During Year 7 & **Year 8:**

Communicate findings in context to answer the investigative question, using evidence from analysis, **considering possible explanations for findings**, and comparing findings to initial conjectures or assertions and their existing knowledge of the world

Statistical literacy:

During Year 7: Evaluate the findings of others to check if their claims or statements are supported by the data visualisations they use.

During Year 8: Evaluate the data-collection methods, data visualisations, and findings of others' statistical investigations to see if their claims are reasonable.

Anticipations

Solutions, Misconceptions

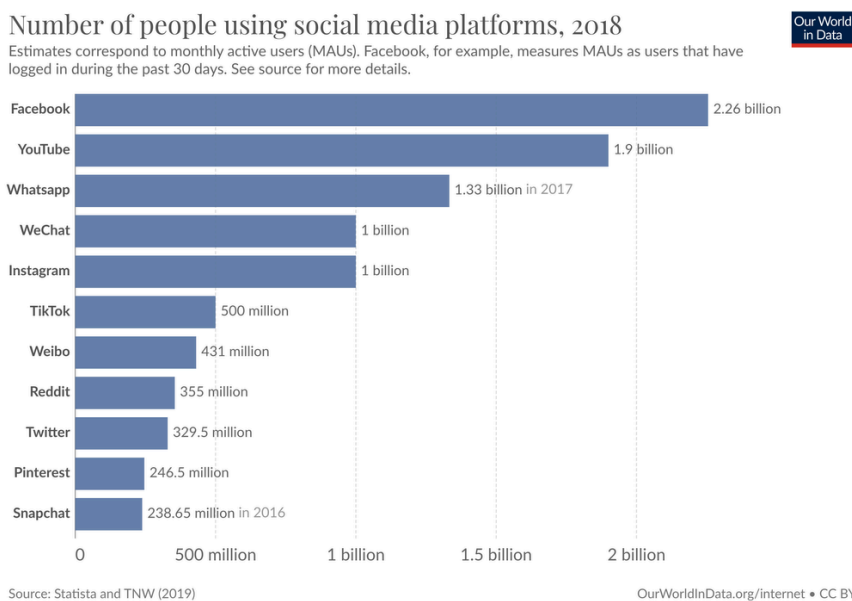
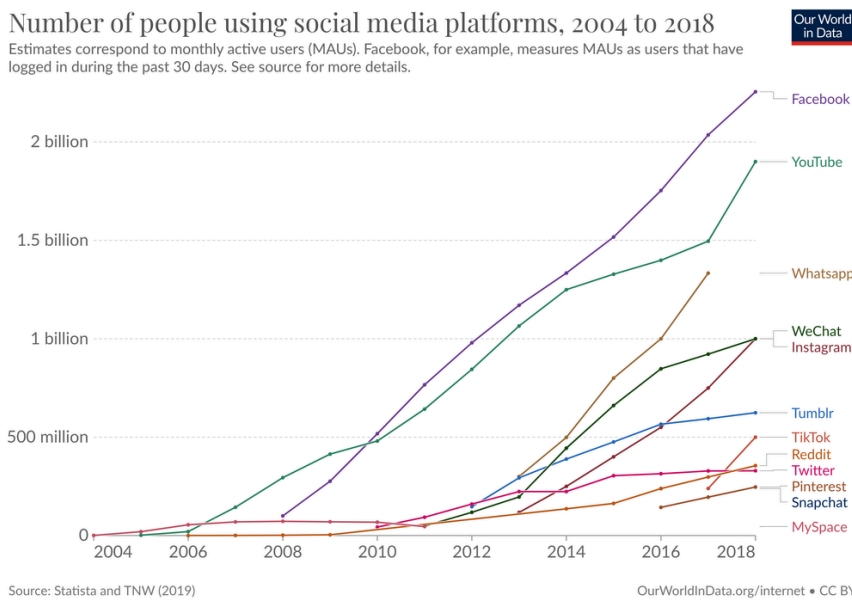


Task 9

The use of social media platforms has become popular in recent years. Have a look at the graphs below and think of the stories that they are telling us.

Begin by writing "I wonder" statements for each of the graphs. Discuss what you notice in each graph and write "I notice" statements.

What stories and conclusions can you write about the data shown in the graphs?



Big Ideas

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. Patterns can be noticed, described, and analysed in sets of data and by using data visualisations.

Predictions can be made through using sets of data.

Outcomes can have different likelihoods, and these can vary.

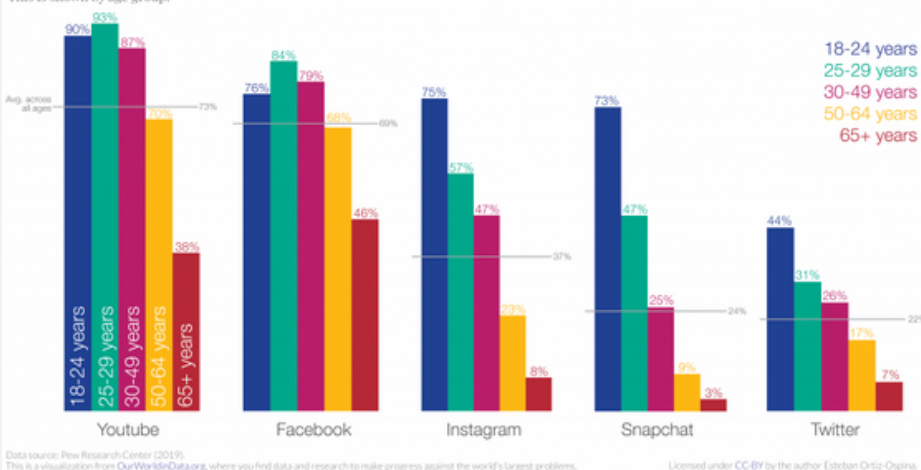
Mathematical Language

Statistics, data, category data, whole number data, multivariate data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, justify, outcomes, trends, average, minimum, maximum, median, mode, range, compare, bar graph, pie graph, stem and leaf graph, dot plot, column graph, mode, median, shape, cluster, outliers, time series data, line graph.

Task 9

Use of social media platforms by age group in the US

The share of adults in the United States who say they ever use the following online platforms or social media apps in 2019. This is shown by age group.



Make predictions about the use of social media platforms in the future.

Teacher Notes

Introduce the task in parts by giving students time to discuss and make statements about each graph prior to giving them the next graph. Support them to develop the story each graph tells and to discuss the shape of the data.

Support students to read the graphs carefully noticing the differences in the scales and discussing why this might be.

Notice whether students are able to name the graph and type of data (e.g., time series data, line graph, bar graph) and to make sense of what is shown on each axis.

Model the statistical language if necessary.

Shareback

Select students to share back who have developed a range of statements and conclusions from the graphs. Record the statements and the conclusions on the board or paper.

Curriculum Links

Conclusion:

During Year 7 & **Year 8**: Communicate findings in context to answer the investigative question, using evidence from analysis, **considering possible explanations for findings**, and comparing findings to initial conjectures or assertions and their existing knowledge of the world

Statistical literacy:

During Year 7: Evaluate the findings of others to check if their claims or statements are supported by the data visualisations they use.

During Year 8: Evaluate the data-collection methods, data visualisations, and findings of others' statistical investigations to see if their claims are reasonable.

Connect

Ask students to agree or disagree with the statements that have been recorded. Facilitate students to collaboratively develop a conclusion in relation to the story told on the graphs.

Suggested Learning Outcomes

Ask questions about a dataset including summary, comparison and relationship questions related to the variables.

Consider issues such as manageability, sampling, surveying, data safety, and technology use.

Find patterns including differences and similarities between distributions, clusters and outliers within distributions, associations of variables, trend over time.

Communicate findings to others.

Tell stories and draw conclusions from data displays and reference to the patterns highlighted in these.

Independent Tasks

The mean is 20. The median is 15. The data-set has 16 numbers. What might the numbers be?

Develop a story about the data-set and the question that it might be answering.

Represent your data-set and write statements about it.

Anticipations

Solutions, Misconceptions

Task 10

| Springboks | Stem | All Blacks |
|------------------------|------|-----------------------|
| 77 | 16 | |
| 987654433220 | 17 | 1267779 |
| 9999976665544444332100 | 18 | 2333456677899 |
| 888643110 | 19 | 000012223455677778899 |
| 65300 | 20 | 24 |

This stem and leaf graph shows the heights of the players in the Springboks and All Blacks squads.

The Springboks heights range from 167cm to 206cm and the All Blacks heights range from 171cm to 204 cm.

What statements can you make to compare players' heights shown on this stem and leaf graph?

Use mode, median, mean, range and distribution to describe some statements.

Teacher Notes

Give students the option of using a calculator for the calculation aspects.

Facilitate the students to notice the main clusters and outliers in the data.

Monitor for students using vocabulary of statistics and model this for all students.

Shareback

Select students to share who make statements that highlight the main clusters and outliers in the numeric data.

Record these statements onto the whiteboard and ask all students to agree and disagree with the statements with reasons.

Big Ideas

Data can be represented and communicated in multiple ways including data visualisations.

Patterns can be noticed, described, and analysed in sets of data and by using data visualisations.

Predictions can be made through using sets of data.

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, stem-and-leaf graph, mode, median, range, cluster, outlier.

Connect

Ask students to provide explanations of what the mode, median, mean, and range are helpful to show.

Suggested Learning Outcomes

Display numeric data on a stem-and-leaf graph.

Make statements about data in response to an investigative question.

Find the mean, median, range, and mode from a stem and leaf graph.

Communicate trends and patterns of data in meaningful ways including clusters, outliers, and shape of the data set.

Independent Tasks

Select the following assessment tasks (attached at the end of the document) as the independent activity:

Task 1: Blah bands and boing bands.

Task 2: Television and homework.

Task 3: Healthy eating.

Curriculum Links

Analysis:

*During Year 7 & Year 8:
Make statements about the data, including its features and context, in descriptions of distributions*

Anticipations

Solutions, Misconceptions

Assessment Task 1 - Statistics - Year 7/8

A company was testing rubber bands to see which were stronger. They recorded in centimetres how far the rubber band stretched before it broke. Here are the results for the tests.

| | Length of stretch at breaking point (centimetres) | | | | | | | | | | | | |
|-------------|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Blah Bands | 50 | 57 | 45 | 55 | 47 | 53 | 54 | 49 | 50 | 46 | 52 | 50 | 52 |
| | 48 | 53 | | | | | | | | | | | |
| Boing Bands | 61 | 36 | 38 | 40 | 61 | 61 | 43 | 38 | 60 | | | | |
| | 60 | 42 | 50 | 37 | 39 | 41 | | | | | | | |

How can you organise and compare this data? Think about things like the mean, mode, median and range.

What statements can you make about the different types of rubber bands?

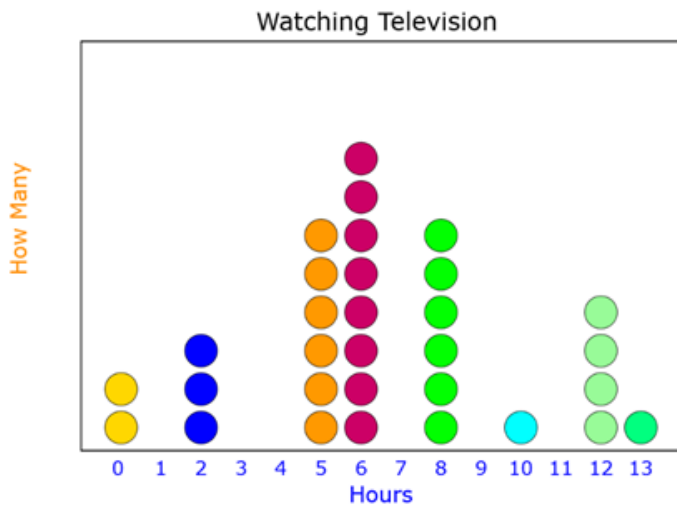
Which rubber bands do you think the company should sell? Why?

Assessment Task 2 - Statistics - Year 7 /8

This graph shows how many hours students in two classes watched television and did their homework over the week. Each dot represents a student.

Think about things such as the mean, mode, median and range.

Class One



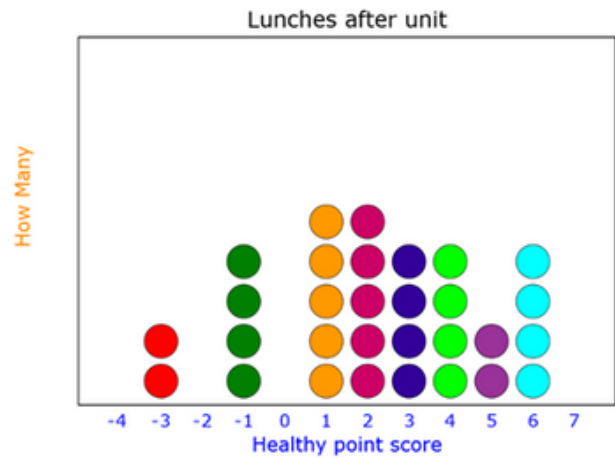
Class Two



Make statements about the data from the two classes and how much time they spend watching TV and doing homework.

Assessment Task 3 - Statistics - Year 7/8

Jane's class was doing a unit on healthy eating. Jane wanted to see if the unit would make any difference to her classmates' eating habits, so she developed a scale to measure the healthiness of the lunches they were eating. She applied the scale before and after the unit and created two dot plots to display the results.



Jane concluded that because of the unit, her classmates were now eating healthily.

Do you agree? Why or why not?