



## Sporting Decisions Lesson Plan 3

### Main focus of activity:

- To be able to interpret sporting statistics accurately

### Learning objectives:

- To be able to interpret data from pie charts
- To understand the importance of having the raw data.
- To be able to extract statistics from a pie chart.

### Links to curriculum: Links to the maths curriculum are as follows

- Pie charts
- Fractions
- Percentages

### Activity outline:

#### Introduction

- The students are presented with the graphs and charts of players in key positions. They need to make their selections based on the data available. In some cases they will need to draw the charts to work out who the best player to choose is.
- There is a prepared excel worksheet in the resource pack with the player data available.
- Pupils are asked to pick their team based on position and the statistics available

### Starter

From the information on the flipchart which striker is best? Two pie charts are presented (with no actual data) and pupils are asked to decide which striker is best. Many pupils will say striker 2 because he/she has a larger proportion in his pie chart of goals scored.

The pupils are then presented with statements to discuss. This leads into the main activity which is designed in Excel.

### Main

Pupils are asked to answer predesigned questions in a bespoke designed excel worksheet. (This is available in the resource pack for lesson 3)  
The questions involve fractions and percentages as well as making sure we have all the data before making big decisions.



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Pupils are also asked to construct charts/graphs from the information provided to help them make their decision. This helps them to understand why using graphs and charts is important to visualise data.

The task will be easier to complete if students have ICT access to the spreadsheet, though it will work just as well if not.

### **Plenary**

When looking at data like the information you have been presented with what do you need to be careful to consider? Similar to lesson 2, you may want students to work in pairs or small groups to prepare a list of suggestions before discussing.