



## Understanding statistics

### SELF STUDY

If students are working alone, note that 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

### Before watching

#### WARMER

**Write STATISTICS on the board and ask the class: What are they? To help them answer this question, provide prompts like these, or help them to express other things they want to say:**

*They're ...*

*They tell us about ...*

- 1 The exercise reviews the statistical terms students will need to understand the video. Point out that the words and phrases on the right generally tell you how to say the numbers and symbols on the left.

#### Answers


% – per cent


4,000 – four thousand

4,000,000 – four million

39 – just under 40

41 – just over 40

2  6 – average

 – one in four


4km<sup>2</sup> – four square kilometres

4.4 – four point four

### While watching

#### VIDEO SKILLS: Think before you watch


This focus introduces a key sub-skill (or strategy) – using your knowledge or common sense to make predictions about what you're going to hear, and thus increasing your chances of understanding things.

- 2a  14 **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. If your students have seen the video before, ask them to choose their answers before watching and then watch to check them. To reinforce the sub-skill, students should compare their predictions in pairs and discuss any differences.

#### Answers

1 23.4

2 east

- 2b  14 This exercise requires students to do some writing, so consider pausing at appropriate points to give students time to complete their answers.


#### Answers

1 people in the east of Australia

2 people in the west of Australia

3 people from Italy, Germany and Greece

4 the average age

- 3a  14 This exercise is more challenging as it focuses on some language that students may not have come across before (e.g. *were born, the coast*). Once again, it will help students if they can compare their answers in pairs so they can help each other to recall and make sense of things they heard.

#### Answers

1 one person for every 2.9 square kilometres

2 85% are on the coast

3 27%/6 million people were born outside Australia

4 one in six people is over 65

- 3b Give students the following prompt to help them express themselves when they react to the statistics: *I think it's surprising that ... because ...*

### After watching

- 4a This exercise develops the life skill by getting students to produce some statistical descriptions of their own country. Encourage students to write their ideas individually and then pool their ideas with their classmates. You could get a volunteer to write the statistics on the board, but only do this if everyone agrees on them.
- 4b **SKILLS 4 LIFE** The idea behind this activity is to use statistics in a fun way by getting them to imagine their class is a country. Students could do step 1 together and vote on the best name for their new country. They could then work in pairs to do step 2 before comparing their information as a whole class. Step 3 could be a competition to see which pair or group of students can produce the best poster to present statistics related to their new country.

### REFLECT ON IT



**The idea here is to encourage students to think about why so many people dislike statistics. To provide support, if needed, write prompts on the board:**  
*They're boring/difficult/confusing.*  
*I don't/can't understand them.*