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| Experiences and OutcomesHaving discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20aLearning OutcomePupils will learn that there are many ways to display data and the choice of display can influence the way that information is interpreted. | Resources Outdoor space – playground or local greenspaceTarpaulin and 2 lengths of rope (3m long or more)CameraBin bagsLitter pickers and glovesClipboard, paper and pencil (per group of 3-4)Per group of 3 or 4 pupils, large sheet of paper and felt pens  |
| Activity **Litter Survey** 1. Pupils are asked to conduct a litter survey of the chosen area. The survey will be shared with the whole school and pupils will be asked to think about ways to display their findings so that an audience from P1 to adult has an understanding of the results.
2. Once a risk assessment for the activity has been co-planned (adult and pupil input), in small groups, pupils collect litter. Gather in a larger group and groups show and explain the litter found. Larger group categorises the litter and once there is agreement on the categories, litter is sorted. Once sorted, pupils are allowed further discussion and revise original categories if necessary.
3. Using the ropes to mark the axes, bar chart is created using the actual objects found. Title for chart and labels and titles for axes agreed. The collected items of litter are placed in the appropriate place on the chart.
4. Pupils are asked to describe what they see and to identify any problems with the display – e.g. that 5 crisp packets take up more space on the chart than 17 drinks straws. Pupils reminded to think of their audience and how the audience might interpret the chart. Photograph the chart.
5. Groups record the litter pick survey in tally chart form – list the categories of litter and record the number of pieces as tally marks next to the relevant category.
6. Using previous and current classroom learning, pupils asked to create a chart suitable for sharing with the whole school audience. In small groups, pupils move into their own spaces to agree on suitable format for display.
7. Pupils use large sheets of paper to record their preferred display. Displays might include bar chart with equal space allocated to pieces of litter, a frequency table or a pie chart illustrating litter by category as a fraction or percentage of the entirety of the litter collected. Final displays completed in the classroom.
 | AssessmentPupils collect data in a variety of ways.Pupils can discuss how different audiences might interpret the data. Organises and displays data accurately in a variety of ways – eg bar chart, frequency table, pie chart. |