



Lesson 30: Research methods 7.9 Dealing with data

Learning objective	To gain knowledge and understanding of measures of bar charts
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Define measures of spread and range • Explain how to calculate the range • Explain the use and format of bar charts • Draw accurate, clear bar charts from data in written or table form
Vocabulary	Measures of spread: a value that shows how similar or different values are in a set of data Range: the difference between the highest value and the lowest value in a set of data
Previous learning	Learners have studied measures of average and data tables.

Plan

Activities	Resources
Beginning (5 mins)	Learners complete the starter activity to introduce the purpose of the range.
Middle (50 mins)	<ul style="list-style-type: none"> • Share the definition of measures of spread and range with learners to add to this notes or glossaries. Address any questions or misunderstandings • Demonstrate the method for calculating the range. Ask learners to complete the individual activity on the data set and self-assess. • Introduce the use and format of bar charts using the information provided. Use question and answer to encourage learner thinking. For example, <i>why do we use bar charts as well as data tables? What type of data is suitable for a bar chart? What might be some common errors when creating bar charts?</i> • Ask learners to work in pairs to create their own bar charts using the data provided. Encourage learners think about using correct materials (pencils, graph paper and rulers), and how to create a suitable scale bar chart for the paper they have.

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- Learners can self-assess their bar charts against the model answer.

End (5 mins)

Learners can check their understanding by completing the reflection task to identify three things to remember when creating bar charts. Examples might include ensuring the bars do not touch, using units and labels for axes, etc.

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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