



**Unit/Topic:** Creating a film based on data

**Target age:** 9+

**Topic 5.1:** Conclusion and Delivery 1 - Poster 1: The film choice

**Recommended Teaching hours:** 1-2

**Lesson Objective:** To be able to present data in a way that is suitable for your target audience and appropriate for your chosen solution

**Lesson Overview & Outcomes** (Please refer to [STATWARS® curriculum mapping document for KS2 Mathematics and Computing National Curriculum outcomes for this topic](#)):

This topic allows pupils to develop their analysis into a visual representation of the data and communicate it effectively using suitable software. They will then present their data and ideas to the CEO in an elevator pitch scenario.

**Key words:** Sales Pitch, Infographics, Unambiguous

**Suggested software/Resources:** MS Excel, Canva, MS PowerPoint, MS Publisher, MS word, Google Docs, Paper, Paints/Coloured pens or pencils

*Please refer to [project overview](#) and [medium term plan](#) for additional support*

Time (minutes)	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	<p><b>5.1. Slide 2.</b> Ask pupils to think about key terms/words/phrases that they would need to consider in a sales pitch – such as you can see this data clearly shows.... It is evident from the data that... this idea would be a hit because the data suggests...</p> <p>They should begin to pre-empt questions the CEO (you) might ask them after their pitch</p>	Support pupils here with prompts and display suitable answers on the white board for reference throughout the lesson	Directed questioning should allow you identify groups that may require extra support during the creation of their poster/pitch

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	<b>Slide 3-4.</b> Introduce the idea of a poster and help pupils understand what is expected of them	<b>Challenge 1:</b> If groups wish to enhance the presentation of their findings, they can produce a written report or presentation alongside their poster. They can split this task accordingly to work within the short time frame	Pupils will produce a visual representation of the data they have analysed to communicate their decision and answer the question posed at the beginning of the project
5	<b>Slide 5.</b> Give them time to think about the correct graphs to use and explain importance of choosing correctly – e.g. pie chart not the best for comparing.		
20	<b>5.1.1. Slide 6. Explain the importance of Infographics.</b> <b>Slides 7-13.</b> Show them the example infographic posters and discuss the positives and negatives and note this on the board for them to refer to. Ask them to then create their poster whilst displaying the review questions on slide 15 for them to refer to throughout and ensure suitability of their finished poster. Ask them to keep them brief, clear and to the point as the data should speak for itself. You can decide what software they can use (see <b>slide 14</b> ), please refer to overview for support and guidance and links to Canva tutorial	<b>Challenge 2:</b> Pupils answer the additional review questions displayed on slide 15 - What could be done differently next time? What additional data would have been helpful? What should happen next? Where else could this type of analysis of data be useful?	They will select/use suitable software

	<p><b>5.1.2. Slide 15.</b> Pupils should review their work before presenting it. Check they have prepared for the following questions (or similar – see overview):</p> <p><b>What do they recommend and why (Solve the problem)?</b>  <b>What data can they provide to support that decision (to defend against objections)?</b>  <b>Are there any limitations to their recommendation? (Does it guarantee success)</b></p>		
20	<p><b>Slide 16.</b> The Pitch (you may wish to leave this part of the project until students have completed both posters and allow extra time to create their infographic poster)</p> <p>Students have 1 minute (or you decide) to give their pitch then answer 1 minute (or you decide) of questions</p>	You can produce and display the phrases or sentences the pupils should use to help them articulate their findings/data/ideas	They will be able to discuss their findings coherently and succinctly in an elevator pitch scenario

#### Concluding the lesson:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	You can have a class vote on the best pitch/idea to go forward to the competition final.		All pupils should have created and pitched their idea based on their statistical data analysis. Collect all work in ready for formal assessment if applicable.

#### Homework:

If this was the first lesson of topic 5 - Ask pupils to consider ideas for their 2nd poster to advertise their film next week. If not, then this is the end of this unit of work.

#### Evaluation:

- ▶ What went well in the lesson?
- ▶ What needs addressing/revisiting?
- ▶ What might you do differently for next time?