



Unit/Topic: Creating a film based on data

Target age: 9+

Topic 1: Defining the problem

Recommended Teaching hours: 1-2

Lesson objective: Be able to develop ideas on what makes a successful TV show or film and understand what data we could collect to investigate those ideas

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

How can we use data to create a film?

This topic is aimed at providing context to the project and helping pupils understand what needs to be done to provide a solution to the problem. They will be expected to begin to understand what count as success - money, ratings, awards? Does this mean it is a good film?

Pupils should be asked to think/write/discuss their ideas on what makes a successful film individually, then as a group to feed back to the class. They will then begin to consider potential ideas for their solution and their “gut instinct” for what might work.

If possible, they can search the internet for relevant information to support the discussion and begin to store information they may find in an organised manner.

Key words: Data, Information, Statistics, Analysis, Order, Problems, Calculate

Suggested software/Resources: Internet Web Browser (Google Chrome, Internet Explorer etc.), Word processing package, Spreadsheet or presentation software to collect some initial ideas/research)

Please refer to project overview and medium term plan for additional support

Lesson Structure:

(Based on 1 hour lesson) – **Guidance notes are provided on lesson PowerPoint where necessary Please amend resources accordingly to suit your class.**

Introduction:

Time (minutes)	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	Slides 1-2. Introduce pupils to the project using Slide 3. Ask pupils to write down their favourite ever films and why	Can they begin to spot any trends? For those who require additional support offer prompts using popular films suitable for the class or provide key adjectives to use	Pupils should produce a list of films and reasons for liking them Some pupils will be able to identify similarities in their choices

Main Content:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10	Slide 4. Introduce pupils to part one of the main task Get pupils into pairs/groups and ask them to use their lists to discuss and compare film choices. If possible, get them to mind map this to identify key adjectives and reasons for liking those films and begin to appreciate the importance of collecting data from other people	You can prompt pupils with some example answers here, see slide 4 Can they develop a list of trends or similarities in their group choices	Think/pair/share - observe group discussions A mind map/list of what they think makes a good film
5	Slide 5. Question pupils about their findings noting down key words/phrases on the board. Move the discussion towards headings such as genre, plot, actors etc. Explain that this is a dataset for your class, but ask if it means they have the answer? Does this mean everyone else would think the same and why/why not?	Pupils should now begin to consider the importance of collecting data so you can ask pupils to begin to consider the type of data they would need to find out to support their answer to the problem	Outcomes here can vary depending on class - the aim is to discuss/document important headings/phrases or words that help shape opinion of films
15	Slides 6-11. Challenge pupils to consider if liking a film means it was successful? How do we measure success? Which are fact, and which are opinion? Push pupils to	At this point some pupils can consider when someone like Netflix has used their	Use white boards or similar to gauge understanding for each example.

	<p>appreciate measurements such as revenue, profit, ratings and use slides 7-11 to support the discussion.</p> <p>Optional activity. Before you get pupils to complete worksheet you may want to show them the video that shows how Netflix use data https://www.ted.com/talks/sebastian_wernicke_how_to_use_data_to_make_a_hit_tv_show</p> <p>This will help them appreciate how technology (use of data collection) has helped companies develop what they offer</p>	<p>data? Is this good or bad? Why?</p>	
20	<p>Slides 12-13. Ask pupils to complete worksheet 1. Introduce Challenge 1 here if you want also. At this point you should ask them to be creative in their ideas and not look to just copy something that they think has been successful in the past.</p> <p>Once pupils have discussed/wrote some ideas down they can begin to search the internet broadly to develop their thoughts on possible film ideas. Ask pupils to consider the key terms they need to search for</p> <p>Ask pupils to save their answers and findings in an appropriate location</p> <p>You may at this point wish to introduce them to the interviewing an industry professional aspect of this project.</p>	<p>Challenge 1: What is a computer cookie? Why is this important to companies? Are there any risks to you as a person using the World Wide Web? Are there any social, moral or security implications of collecting or using this data?</p> <p>Support: Pupils should complete worksheet 1 provided using the starter sentences if needed</p>	<p>You may want to gauge understanding through observation of group work or ask pupils to complete the worksheet or create their own document to answer the questions/challenge activity</p> <p>All pupils should be able to explain their thoughts on what makes a successful and/or good film and have some initial ideas on what a solution might look like. Some pupils will have developed their answers further using challenge 1</p>

Concluding the lesson:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	<p>Slide 14. Ask everyone to write down the 3 most important criteria for a successful film based on what they have found today. Do a quick survey and collect the most popular answers. Ask pupils to answer why they are the most popular. Target pupils for questioning accordingly</p> <p>You may want to provide pupils with the “Checklist for completed work” document to store in their folders at this point</p>	<p>Challenge pupils to explain why they think the criteria is important. Justifying an answer is an important higher order thinking skill</p> <p>Have their thoughts changed as a result of today?</p>	<p>Pupils will produce a list of answers and justify their choices.</p> <p>Use targeted questioning to ensure pupils are involved and engaged</p>

Homework:

Slide 15 - Collect any images/pictures/posters etc. of films/TV shows to bring in next lesson. They will be used to create a class mood board to display throughout the project.

At this point if you have not already, please ask pupils to prepare for interviewing one or more industry professionals during this project, dependant on who you have signed up to interview -

<https://www.eventbrite.co.uk/o/statwars-competition-30258493092>

Evaluation:

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