




# FOOTYSTATS

## KEEPING SCORE

## Activity Sheet 2

Level 	Setting Outdoor	Participants Whole group (in pairs)	Facilitators 2 facilitators	Time 50 min
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### **What you will need:**

Open space or ground (oval)

Large whiteboard or easel with butchers paper and markers

Footballs (1 per pair)

Handball target (alternatively use posts, or draw a target on a wall)

**Resource to print: Footy Stats Table (1 per participant)**

**Resource to print: Pie and Sauce Graph (1 per participant)**

### **Activity focus**

Using simple table and graph templates to become familiar with data collection

Collecting individual handball skills data to track personal progress

### **Statistical concepts**

Develop: Level 1 - statistics, data, table, pie graph, percentage

Extend: Level 2 - interpret, analyse

### **Statistical capabilities**

This activity aims to develop the following competencies:

**Level 1:** Data investigation, Data representation, Data interpretation

**Level 2:** Data representation, Data investigation, Variation

See: 'Footy Stats Program – Statistical Competencies' for more information





### Learning Activities and Experience

### Time

<b>Introduction</b>	The facilitator demonstrates recording scores in a table on board/paper while a selected participant handballs a football at the centre of the target Organise participants into pairs and provide each participant with a <b>Footy Stats Table</b> to record their partner's scores	<b>15 min</b>
<b>Body</b>	<p><b>Tip:</b> Give each pair <u>one football</u> to practise their handball skills while they wait to handball at the target</p> <p>Facilitator conducts handball drill with individual pairs:</p> <ul style="list-style-type: none"><li>• Each participant in the pair takes a turn to handball to the target <u>five times</u> while their partner records the scores on the <b>Footy Stats Table</b></li><li>• Pairs swap Footy Stats Tables to read their own results for how many of their five handball attempts went through the centre of the target</li></ul> <p>Facilitator assists participants to draw a graph using the <b>Pie and Sauce Graph</b> sheets:</p> <ul style="list-style-type: none"><li>• Introduce and discuss pie graphs</li><li>• Ask participants to read out their scores to ensure their understanding of data collection</li><li>• Provide each participant with a <b>Pie and Sauce Graph</b> to graph scores</li><li>• Participants colour (spreading sauce on) one fifth (a slice) of the pie for each handball they scored through the centre of the target. Eg. for a score of two out of five the participant will shade two slices of the pie</li></ul>	<b>30 min</b>
<b>Conclusion</b>	Celebrate the <b>Pie and Sauce Graphs</b> by inviting participants to share their Footy Stats statistical stories with the whole group:	<b>5 min</b>

Celebrate the **Pie and Sauce Graphs** by inviting participants to share their Footy Stats statistical stories with the whole group:

- How did the **Footy Stats Table** and **Pie and Sauce Graph** help you collect and understand your scores?
- Why is it helpful to calculate a **percentage**, what does it tell us?

If possible, put together a **Wall of Saucy Pies** in a shared indoor area



### Why this is important

The ABS Footy Stats program provides a fun and interactive introduction to the world of statistics. The program enables children to participate in a range of footy activities and learn how to collect, analyse, interpret and communicate basic statistical concepts.

### In this activity, participants:

- Begin to develop initial understandings and skills for data collection as they participate in a handball drill to record their performance using templates of tables and graphs
- Begin to demonstrate basic statistical understandings by describing data and the recording of data in simple tables and graphs
- Begin to use data representations to interpret and share their findings

### What you do

- Are the participants able to accurately record partner scores for each football drill activity on the provided table?
- Are participants able to create a simple graph from their personal tables with facilitator guidance?
- Are participants able to describe their skills performance from the collected data using graph representations as evidence?

### Explore statistical concepts further with this activity

#### Applying the Learning

1. Instead of collecting data for one drill, select a range of drills for different skills, (e.g. goal kicking, or marking) pairs rotate around drill stations to record data for each drill  
  
Group discussion of the key skills required for different AFL football positions, ask participants to identify which position is most suited to their skill strengths (based on their data)
2. Repeat activity on later dates to develop a series of data to assist participants to make comparisons and track their individual progress
3. Facilitator uses a tally to record scores for a group football game which can be used to construct a graph/s to more effectively represent the game statistics