

Investigate relationships in data.

USE DATA, STATISTICS AND NEWS REPORTS TO UNDERSTAND DAIRYNZ.

ESSENTIAL QUESTION

Does the media make mountains out of molehills?

WHAT ARE WE LEARNING?

- Read data and make inferences.
- Investigate data used in different contexts.
- Read, understand and evaluate DairyNZ statistical reports.

TRY THIS WITH

- Year 12
- Students who have the ability to dig deeper.
- Students who love talking numbers.

FIND

Locate
Organise
Show

Reproduce
Select
Collect

Watch 'Dig Deeper'.
Look for NZ dairy industry 'big numbers' on websites, in [newspapers](#) and social media. Photograph and circle key information using [PicMonkey](#).
Collate the photographs on [Padlet](#).
Show the scale of the numbers on a 'DD' information [treemap](#).
Listen to 'DD' (2.56-5.13) about 'Mountains out of Molehills: Global Media Panic graph'.
Locate additional articles and information about disasters and [panic in the global dairy industry](#).
Categorise information according to theme.
Organise by date onto a [Timetoast](#) timeline.
Replicate the Mountains out of Molehills Panic graph with NZ dairy information.
Explain that the goal is to concentrate on situations where the media has focussed on the worst case scenarios in the dairy industry.
Collect numbers and articles about successes, sales and thrills in the industry.
Produce a positive information graph to counterbalance the panic graph.



APPLY

Consider
Analyse
Research

Focus
Summarise
Highlight

Ask: [Can statistics be misleading?](#)
Watch 'Dig Deeper' (9.50-end).
Discuss relationships between questions asked, data provided and data presented.
Listen to [Rod Oram's](#) Fonterra report.
Identify factors that make it difficult to compare data from year to year?
Learn how to [create reports and graphs](#) using [raw DairyNZ data](#).
Divide the class into [Fonterra](#) and [DairyNZ](#) groups.
Decide on a 'big numbers' topic to focus on, e.g. [price](#), [forecast](#).
Split the groups further and concentrate on primary (e.g. [annual reports](#), [graphs](#)) and secondary source information (e.g. [newspaper articles](#), [clips](#)).
Form group conclusions about the topic.
Decide on an idea for a 'Dig Deeper' report.



PRODUCE

Interpret
Speculate
Importance

Determine
Support
Present

Use [AppSmash](#) (a combination of apps) to produce group 'Dig Deeper' reports.
Watch examples of successful [Present.me](#).
Allocate roles of presenter, writer, designer, chief mathematician, recorder and editor.
Make decisions about which information is the strongest and most supportive.
Produce original graphs to present your evidence.
Create [Google Slides of the graphs](#).
Persuade your audience using original and discovered information.
[Manipulate the graphs and transitions using the animation features](#).
Export the Google Slides as a PDF.
Follow the instructions in [Present.me](#), choose the slide and video option with record video selected.
Import the Google Slides into [Present.me](#).
Record each other's reports and conclusions using a webcam and microphone.
Manipulate time to ensure the presentation is cohesive.
Post on [DairyNZ's Facebook page](#).



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Reading and analysing data from annual reports.
- Collating statistical data from a variety of sources.
- Presenting a NZ dairy industry report successfully as an AppSmash.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Learning to learn High expectations	Excellence Innovation, inquiry and curiosity	Thinking Using language, symbols and text	Economics Mathematics and Statistics	Inferences Investigation Evidence Populations	Statistical data Portfolio of evidence Statistical reports Justification