

# Processing and Summarising

## VARIED OPINIONS ON THE DAIRY INDUSTRY

### ESSENTIAL QUESTION

## What different options do New Zealanders hold about our dairy industry?

### WHAT ARE WE LEARNING?

- People have different opinions about the further growth of the dairy industry
- People have different opinions about the value of the dairy industry to New Zealand
- How to make summary statements from a graph
- How to graph results on a survey

### TRY THIS WITH

- Years 5-8
- Students who have an interest in what others think
- Students who love to justify their opinion

## FIND

- Ask
- Rephrase
- Record
- Cite
- Recall
- Locate

Review the continuum and predictions from the previous lessons.

Discuss the value of the dairy industry to New Zealand.

The definition of value needs to be more than just monetary value. Consider creation of jobs, innovation, food and international recognition among others.

Place student responses on a continuum from highly important to highly unimportant. Positions on the continuum could be Very Important, Important, Moderately Important, Of Little Importance and Unimportant.

Record some of the students justifications using a Google Doc.

Discuss the importance of being detailed when taking notes on peoples opinions and justifications. The justifications explain the persons values position and allow for further and more in depth analysis of results.



## APPLY

- Act
- Organise
- Group
- Associate
- Inference
- Highlight

Graph the results from the continuum, modelling the correct requirements. Discuss how to make generalisations from the graph.

Discuss drawing correct and incorrect conclusions and the importance of accuracy.

Plan a survey of your wider community. Include a variety of people from different occupations. Some ideas are: a Farmer, your Parents, a student studying Ag Science, a retired couple, an Environmentalist, the Prime Minister, a Cook.

The survey questions are: 'What do you think about the value of the dairy industry to New Zealand?

Use the same scale for this question as the continuum used in the class section.

Should the growth of New Zealand dairy industry be encouraged, why and why not?

## PRODUCE

- Arrange
- Recommend
- Improve
- Integrate
- Validate
- Theorise

Record each respondents perspective in as much detail as possible on the values position graphics organiser.

Collate the information and place each response on the appropriate continuum.

Use the data from each continuum and produce a graph that shows New Zealand's opinion towards the dairy industry.

Analyse the graphs to make general statements about the opinions of New Zealanders towards our dairy industry.

Attempt to make five conclusions.

Compare results with your original class continuum. Are your class opinions indicative of the opinions from the community? Discuss and explain any similarities or differences. Compare the results with your predictions. Did they surprise you? Were you very wrong about them?

## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Including sufficient detail in the survey notes to make a decision about where the person belongs on each continuum
- Correctly graphing the results of the survey
- Identifying the five main conclusions from the graph and made general statements about them

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement Coherence Future focus	Innovation, inquiry and curiosity Respect Diversity	Using language, symbols and texts Managing self Participating and contributing	Science Mathematics and Statistics CREST	Continuum Generalisation Similarities Differences	Continuum and Predictions used in the Listening to Others: Opinions on the Dairy Industry Lesson