

OVERVIEW

These activities provide students with the opportunity to examine numerical and graphic displays of data, make predictions based on the data, and explore ways statistics are used in real life.

LEARNING OUTCOMES

The students will:

- Determine relevant data in a given situation
- Use relevant statistical information to test, refine, and defend inferences drawn from sets of data
- Describe how statistics are used in real-world situations

TEACHER NOTES:

Activities A and B may be done independently or by teamwork.

A. BILLS CAREER CONNECTIONS

MATERIALS: Playbook p.16, calculators

SPOTLIGHT:

“As Vice President of Business Development and Marketing, I work with our local sponsors to maximize their relationships with the Bills. I oversee the marketing programs and promotions that our sponsors do involving the Bills both inside the stadium and out in the marketplace.”

In broadcast terms, “Share” means the percentage of all televisions in an area that are tuned into a program. The Bills Marketing Department keeps track of the average “Share” for each game broadcast on TV for the purpose of encouraging sponsor participation. For each game televised during the 2001 season, the Bills received the following “Share”:

61, 58, 57, 65, 61, 62, 67, 61, 62, 62, 62, 58, 61, 51, 49

Q: What was the average (mean) “Share” for the season?

A: 59.8

Q: What is the median and mode for the same data?

A: Median: 61, Mode: 61, 62

TIME:



10-15 minutes,
Small or Whole
Group Activity



TIME:

20-30 Minutes,
Individual Activity

BILLS STATS

B. BUFFALO BILLS STATISTICS CONNECTION

MATERIALS: Playbook p.17

The students will discuss the Bills statistics given, why they are important and how they can be utilized.

Next, the students will choose three situations in which statistics are used in real life experiences. The information should include specific data and use actual sources.

Example: Newspaper—the number sold per month; per year; total cost; profit, etc.

