

Mission 10: Training Day Attendance

Role: Team Wellbeing Officer **Duration:** 60 minutes

Learning Intentions & Success Criteria

We are learning to:

- Represent a set of data as a bar graph.
- Calculate a simple average (mean).
- Calculate what percentage a number is of a total.

Success criteria — I can:

- I can draw an accurate, labelled bar graph from a table of data.
- I can calculate the mean of a small set of numbers.
- I can use data — not just a guess — to support a recommendation.

Curriculum focus: Statistics — data representation (bar graphs), mean/average, percentage

Materials

- Ruler
- Calculator
- Coloured pencils
- Printed worksheet

Lesson Flow & Scripted Questions

Use these prompts rather than explaining the maths yourself — let students reason first.

Stage	Ask students
Context	"What sport or training sessions happen at school or in your community?" "How would organisers know if training is actually working well?"
Student Exploration	"Here are 5 weeks of training attendance numbers. Before we graph anything, what do you notice just by looking at the numbers?"
Discussion	"Is attendance going up, down, or staying about the same?" "Why might just looking at the numbers in a list make that harder to see?"
Introduce the Maths	"The Week 1 bar is already drawn for you — how tall should the Week 2 bar be?" "How would you work out one 'typical' number to describe all 5 weeks — what's that called?"
Reflection	"Why is using real attendance data better than just guessing whether something is working?"

Do Not Default To

- Assuming training is 'working' or 'not working' from a single week's number.
- Drawing the whole graph for students instead of having them draw Weeks 2–5 themselves.
- Skipping percentage — it lets students compare attendance fairly even if the squad size changes.

 Differentiation**Extra support:**

- Use only 3 weeks of data for a first attempt at the average.
- Model reading the bar height for Week 1 together before students draw Week 2.

Extension / mentor track:

- Ask students to calculate the average as a percentage of total squad size, not just as a raw number.
- Introduce a second team's data and have students compare which shows a stronger trend.

 Adapting This Mission To Your Community

- Replace footy training with whatever training or activity is most familiar — basketball, athletics, a girls' team, a cultural program.
- If real (de-identified) attendance data exists from a local team, use it instead of the example numbers.
- Involve a coach or wellbeing staff in discussing what this kind of data is actually used for.

This mission uses a placeholder context. Please localise names, places, and any cultural knowledge in consultation with local Traditional Owners, Elders, or community members, and only include specific cultural knowledge that has been given permission to share.