

Focus Data representation and
Interpretation

• Average



Statistics and Probability 3

BASKETBALL BLITZ

In 6 basketball games, Miranda averaged 10 goals per game.

In game 1, she scored 4 goals.

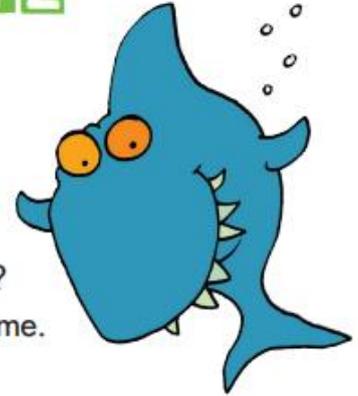
In game 2, she scored 12 goals.

In game 3, she scored 5 goals.

a) How many goals must Miranda have scored in games 4 to 6?

b) After game 7, Miranda's goal average went up to 11 per game.

How many goals must Miranda have scored in game 7?



Extension

Hannah scored 47 for her 5 spelling tests. Each test was out of 10.

If you removed her worst performance on any test, her average would have been 9.75.

How many 10 out of 10s did Hannah score?

Strategy hints!

- ★ Look for the important words in the question.
- ★ Think logically.

Show your working out:

SES volunteer



Focus Questions

1. Describe the work the State Emergency Services does.
2. About how many volunteers does the SES recruit each year?
3. What sorts of things are SES volunteers trained in?
4. What character traits do you think SES volunteers would have?
5. How can kids become involved in the SES?
6. Are volunteers important in our community? Explain your answer.
7. Choose three adjectives to describe volunteers.
8. How has your thinking changed since watching the BtN story?
9. Who do you know that works as a volunteer in the community? Describe the work they do.
10. How did this story make you feel?

Why volunteer?

Students will explore what it means to be a volunteer and the role of volunteers in the community. Ask students to write their own definition of what a volunteer is. Share definitions with other students (in small groups or as a whole class). Discuss any differences in their understandings.

Use the following questions to help guide a discussion about volunteers and the work they do. Record responses on a concept map.

- What is the difference between paid and unpaid work?
- How do volunteers help the community?
- Why do people become volunteers?
- What qualities and values do volunteers need to have?
- Which organisations, groups or events use volunteers?
- What personal experiences do you have of volunteers or volunteering?
- Who does volunteering benefit in the community?

Students will then choose an organisation to research that relies on volunteers for work that it does. Identify the different roles volunteers have within the organisation. To take the investigation further, students could interview a volunteer that works for the organisation. Possible questions to ask them include

- How and why did you become a volunteer?
- What skills are needed to carry out the volunteer work?
- What do you gain personally and professionally from volunteering?

Students can present their research to the class as a Power Point, oral presentation or poster.

EPISODE 4

1ST MARCH 2011

Learning Area

Society and Environment

Key learning

Students will develop a deeper understanding of what it means to be a volunteer and their role in our community.

Further investigations

Use the internet to investigate the role volunteers have played in the recent floods in Australia and the Christchurch earthquake.

Write a short narrative about working as a volunteer.

Related Research Links

ABC Behind the News – SES SOS

<http://www.abc.net.au/btn/story/s2338976.htm>

SES – Kids corner

<http://www.ses.vic.gov.au/CA256AEA002F0EC7/page/Kids+Corner?OpenDocument&1=50-Kids+Corner~&2=~&3=~>

Volunteering Australia – Volunteering

http://www.volunteeringaustralia.org/html/s12_content/default.asp?tnid=10

South Australian SES – SES Cadets

http://www.ses.sa.gov.au/site/join_the_ses/ses_cadets.jsp

Physical Education

Term 1

Week 10 – Year 5

Cricket Skills

Confident Cricketer

Skill Explanation

Watch the link below for this week's task of being a confident cricketer, playing rocket fuel batting. Do as much as you can!

(Markers can be any item)

[Link](#)

Skill Practice

CHANCE TO SHINE WEEKLY SESSION: WEEK 7 – CONFIDENT CRICKETER PARENT & CHILD ACTIVITY



LEARNING OUTCOMES:

Select and apply the appropriate batting, running, bowling, throwing and catching techniques. Demonstrate the social skills of fair play.

EQUIPMENT:

- A cricket bat (or something to strike with)
- 3 balls (or something to hit)
- Markers to place the ball on and run between
- Something to note down the score on



ROCKET FUEL BATTING:

- The bowler should bow 3 balls to the batter who will strike them into the playing area
- After the third ball is struck, the batter should complete as many runs as possible between the markers, keeping count whilst they do so
- Meanwhile, the bowler should return the three balls to the starting point and shout 'Stop' when they are done

ADAPT THE CHALLENGE:

- Alternate between bowling underarm and overarm
- Add wickets for the bowler to aim at
- Add in a bonus target zone for the batter



LET US KNOW HOW YOU GET ON! SHARE A VIDEO OF YOU COMPLETING THE SESSION ON OUR SOCIAL MEDIA CHANNELS!



@chance2shine



@chance_to_shine



/chancetoshinecricket

How to show us!

Please create a video of yourself playing a part of the game and upload it to your class dojo portfolio.

Remember – ask your parents/guardians for some safety rules if you're doing this inside. We suggest going out into the backyard for this activity, if you can.

Send Mrs Bastick or Miss Stumpf (whoever teaches you for PE) a dojo message to let us know that you have completed it.