

Using Data in Presentations

Before you watch

A

This activity introduces the topic of using data effectively when giving a talk.

Students identify three visuals used to present data. Students discuss how they have used charts and graphs previous presentations. If you are delivering an online class to a larger group of students, use break out rooms for discussions. You can also use the chat feature.

Key:

1. bar graph
2. pie chart
3. line graph

B

Point out that there are different ways to present data. To help audiences understand and compare numbers, all statistics should be given in the same format. Students calculate the percentages of each statistic to make a direct comparison of the data.

50% bought helmets.

25% bought hybrid bikes.

66% spent money for bike repairs.

9% bought clothing

Key:

1. c
2. d

Video

For online classes, before playing the video, make sure that you're sharing both the screen and the sound.

Alternatively, upload the video to a shared folder before class, ask students to download it, and watch on their own devices.

A

This activity is designed to check students' comprehension of the main ideas. Tell students to view the video and focus on the steps for using data effectively in presentations. Ask students to work individually or in pairs to determine if the statements are true or false. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

Key:

1. True
2. True
3. False (Only include data that is relevant.)
4. False (Too much data will bore the audience.)
5. True
6. False (Choosing descriptive words makes the presentation more exciting.)

B

Have students watch the video again and listen for details about using data in a presentation. Ask students to work individually or in pairs to select the correct option. Monitor and support. Check answers with the class.

Key:

1. results
2. complex
3. reliable
4. relevant
5. exciting
6. entertaining

C

This activity requires students to use the concepts and vocabulary from the video in the context of conversation. Ask students to work individually or in pairs to complete the conversation with the correct option. Monitor and support. Check answers with the class.

Key:

- | | |
|-------------|-----------|
| 1. data | 6. story |
| 2. relevant | 7. recite |
| 3. figures | 8. sleep |
| 4. number | 9. graph |
| 5. boom | |

Digital skills focus

A

This activity offers tips on finding reliable data from websites when researching a topic. Emphasize that finding trustworthy websites is absolutely necessary during the research phase. If possible, students should go to several sources to verify the data is correct. Ask students to work individually or in pairs to select the correct option. Monitor and support. Check answers with the class.

Key:

1. domain name
2. current
3. reliable
4. valid
5. are not

Language focus

A

This activity has two purposes. The text serves as a model for the student's own talk, and it focuses students' attention on the language needed to present data in the Digital Communicative Task.

Tell the students to fill in the gaps to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

If you are teaching an online class, set a timer for the individual practise so you don't disturb students by asking them if they've finished.

Key:

1. 75 percent
2. out of five
3. Nearly
4. statistics
5. six
6. 30 percent reduction
7. 25 percent savings
8. .5 percent

B

This activity is designed to focus students' attention on selecting descriptive words that are memorable and exciting. The choice of words can help create a story and communicate the speaker's point of view on the topic. Encourage students to use a dictionary or a thesaurus, as needed, to find a synonym or similar phrase.

Key:

- | | |
|------|------|
| 1. c | 4. d |
| 2. a | 5. f |
| 3. e | 6. b |

C

This activity gives students the opportunity to practice putting raw data into a visual and preparing a story from the data. In pairs or groups, have students prepare a chart or graph using the data. They should discuss what the data shows about bicycle purchasing trends for the years given. One interpretation is that during the pandemic, bicycle sales increased as people stayed home and went outside to exercise more. Encourage students to choose descriptive language that will make a memorable point about the data.

For online classes, use break rooms to have students work in pairs or groups. Set a timer so the students know when they have to go back to the whole class chat.

Key

Student's own answers

Digital communicative task

A

This activity is designed to give students the opportunity to apply the communicative skill in an online situation.

Divide students into pairs or small groups. They should choose a topic for an informational talk. Ask the group to research data about their topic. They should collect statistics that will engage their audience and provide you with a list of their online sources. They will likely need time to do the research, and this should be included in the time allotted to the activity.

Once the research is complete, students create a visual that will explain the data in an easy to understand way. They should write sentences that explain the data and develop a story from the data that supports their point of view on the topic.

Students can do their planning in a breakout room and present their written document to you at the end of the breakout session.

B

Give students about 5 minutes to do a short talk while the rest of the class observes. Encourage the observers to take notes about the effectiveness of the visual and the story that was created from the data. Allow time for the audience to give feedback to the presenters after the talk.

Record their talks (if you can do this with the video conferencing software you use) and analyze their use of a data, the story, and descriptive language.