

## Mean, Median, Mode and Range

This is an activity that intends to encourage broader ways of thinking about measures of central tendency (mean, median and mode) and range. Learners are given four sets of cards (one for mean, median, mode and range) with a list of numbers and a measure of central tendency on each card. The cards need to be arranged into sets of cards with the same numerical value.

### Introduction

Hand out the mini whiteboards.

Divide the board into three columns, and at the top of the columns write 3 ; 3,5 and 5.

Put up big card A0 ('Mean of 2; 3; 4; 5') and ask the learners to determine the mean on their mini whiteboard. When they have done this, ask the learners to write the answer on their boards and to show you. Establish that the answer is 3,5 and place A0 in the column labelled 3,5. Repeat with card B0 ('Mode of 3,5 ; 3 ; 5 ; 3,5 ; 3,5 ; 5'), card C0 ('Median 5 ; 4; 5; 7; 3') and card D0 ('Range of 0 ; 2; 1; 3 ; 1'), establish the answer for each card and place the card in the correct column.

### Card sorting activity

Put the learners into pairs. Each pair should have

- four set of cards;
- a sheet of A3 paper;
- Prestick.

Show them how to divide their poster into three columns and ask them to label the columns 3 ; 3,5 and 5 as you did on the board. Explain that they will be given sets of cards and need to place them in one of the three columns in the same way as you did with cards A0, B0, C0 and D0. Explain that there will not necessarily be the same number of cards in each column.

Allow them enough time to do the activity.

Try not to tell them the answers, just listen to what they are saying. This will help you choose which groups you ask to place a particular big card (during the discussion).

If any groups finish early, ask them to make up some cards to extend the activity. It may be interesting to see what they come up with.

### Record sheets

If you think it is necessary to record the work, give each learner a recording sheet. Ask them to write down what was on the cards that go in each column.

### Discussion

Hand out the big cards to the different groups and ask them to come to the board to place their cards in the appropriate column on the board. Ask the class to check that they agree with the placing of the cards and, where appropriate, ask the learners to explain their reasoning.