

# What's going on in my shopping centre?

## Related outcomes

- S 2.5: A student conducts simple surveys, organising, displaying and interpreting them using column graphs.
- WM 2.3: A student represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.
- WM 2.6: A student uses available technology to help in the solution of mathematical problems.
- VA 18: A student appreciates the impact of mathematical information on daily life.

## Possible indicators

- A student can:
- record results in a table using tally marks
  - construct a column graph
  - discuss and interpret information presented in a column graph
  - use a computer program to create column graphs e.g. Compute-A-Graph.

## Syllabus links

- Working mathematically** Questioning, Communicating, Problem solving, Using technology (pp 20-37)
- Space** Graphs 3, 4

## Teaching activity

1. Discuss with students the following questions:
  - (a) What types of trade occur in a major shopping centre?
  - (b) Why is a shopping centre important for a community?
  - (c) How does a shopping centre show that people depend on each other?
2. Plan an excursion to the closest major shopping centre.
3. In small groups, students complete a table which indicates the types of businesses within the shopping centre and use tally marks to indicate how many there are of each business. Shopping centre information guides could be a useful resource for larger centres.
4. In class, groups design a column graph which displays the information collected. Alternatively, data could be entered into a software program such as Compute-A-Graph, and the graphs then interpreted.
5. Groups explain their graphs to the class and discuss how their findings reflect the communities' needs. For example, groups explain why there might be eight clothes stores and one gardening store in the shopping centre.

## Language

least, most, column graph, categories, tally

## Equipment

cardboard, textas