

<b>Lesson: Jedi...the new religion?</b>		
<b>Learning Objectives</b> Sort data in order to answer questions. Make good inferences from data and justify conclusions. Pupils realise importance of using data effectively to answer questions. Appreciate the effects of the media on people's decisions and choices.		
<b>Starter</b> Use the BBC article as an introduction to the lesson. Read the article and discuss what you think may have actually happened in the 2001 Census. Some data regarding this is actually available.	<b>Pupils</b> Listen to the article; ask questions to clarify what is being said. Share any ideas/experience they have had regarding article.	<b>Teacher</b> You should read the ONS summary for background information. Read the BBC article; answer questions. Lead pupils into examining data.
<b>Main</b> Use the spreadsheet to investigate actual responses. Either come up with your own hypotheses about what you may find, or use the worksheet as a prompt.	<b>Pupils</b> Interrogate spreadsheet using a number of techniques to answer either hypotheses or worksheet questions	<b>Teacher</b> Aid pupils in techniques needed to analyse spreadsheet (see notes for hints).
<b>Plenary</b> Feedback what has been discovered. Have a discussion on whether you think that 'Jedi' should become an official religion.	<b>Pupils</b> Share ideas as a class. Have they found anything interesting? Take part in discussion; justifying their arguments from the data.	<b>Teacher</b> Facilitate feedback and discussion. Encourage pupils to support their arguments.
<b>Outcomes</b> <b>All pupils will:</b> Listen to article, make attempt to use spreadsheet, have ideas on 'Jedi' becoming a religion. <b>Most pupils will:</b> Perform simple analysis on spreadsheet, answer some questions, give reasons for their conclusions <b>Some pupils will:</b> Perform good analysis of spreadsheet to justify their conclusions, give thoughtful ideas during discussion.		
<b>Resources:</b> ONS summary, BBC article, Worksheets, Internet connection, computer access.		
<b>Classroom Management:</b> Dependent on computer use in school. Ideally whole-class teaching with pupils in pairs at computers.		
<b>Keywords</b> Data, Inferences, Religion, Jedi, Spreadsheet.	<b>KS3 Strategy Links:</b> KS3 ICT Finding things out KS3 Mathematics Framework pg 256-67.	<b>Cross-Curricular Links:</b> Media, Religious Education.
<b>Prior Knowledge</b> Use of spreadsheet software.		
<b>Assessment of Learning</b> Computer printouts; Oral feedback from discussions.		
<b>Extension Activity</b> Further investigate the 'Jedi' religion idea using the web. Find more data to support their arguments.		
<b>Homework Ideas</b> Write a report on lesson findings; write an essay on 'My religion and what I believe in'.		

Question ideas:

Which religions do you think were on the official Census form?  
How did this idea find its way into the public domain so rapidly? Does this method cause problems for email/internet users?  
Do you think Jedi is a religion or a series of beliefs of some fictional characters?

Which age group do you think the email was focused at?  
Do you think the email campaign was successful? Which groups do you think would be more receptive to an email such as this?  
How many of the 58 million people in the UK put 'Jedi' as their religion?  
Looking at the data that you have, what question could you answer/hypotheses you can come up with?

Use links below for further information:

<http://www.statistics.gov.uk/CCL/nugget.asp?ID=297>

<http://news.bbc.co.uk/1/hi/uk/2757067.stm>

[http://news.bbc.co.uk/1/hi/entertainment/new\\_media/1271380.stm](http://news.bbc.co.uk/1/hi/entertainment/new_media/1271380.stm)

Your own notes/questions:

Notes on lesson/evaluation

Websites of use: [www.statistics.gov.uk](http://www.statistics.gov.uk) ,  
[www.censusatschool.ntu.ac.uk](http://www.censusatschool.ntu.ac.uk) (use this link to reach helpsheets on how to use Excel effectively), [www.bbc.co.uk](http://www.bbc.co.uk).



This resource is from the Office for National Statistics at: [www.statistics.gov.uk](http://www.statistics.gov.uk)