ATENA
LEARNING MADE RELEVANT

EXPLORERS SERIES

Olympic Statisticians (February 19, 2026)

TEACHING GUIDE

ℹ️ **What?** Specialists who collect, organize, and analyze data from the Olympic Games: times, scores, medals, and records.

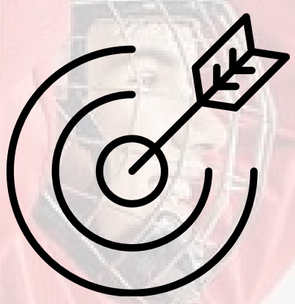
👤 **Who?** Sports statisticians who work with the Games organizers and sports federations.

🌍 **Where?** At the Winter Olympics in Milan-Cortina, Italy, and in the data centers where the results are compiled.

🚨 **When?** During the February 2026 Games, as well as before and after the competitions to analyze performances.

❓ **Why is it important?** To understand the results, compare countries, and measure athletes' achievements.

🎯 **For this activity, your goal will be to learn more about the job of a statistician and to play around with statistics!**

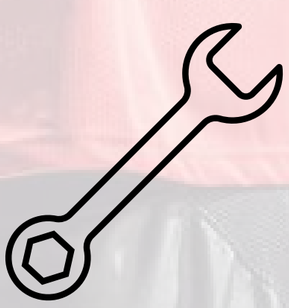


OBJECTIVES

- Understand the role of a sports statistician.
- Interpret a medal table.
- Calculate an average.
- Determine a mode.
- Calculate a range.
- Compare results using numerical data.
- Develop a critical approach to journalistic claims.

SUBJECTS

- **Mathematics**
  - Mean.
  - Mode.
  - Range.
  - Reading and interpreting data.
  - Comparing quantities.
- **Social Studies**
  - Winter Olympic Games.
  - Country performance.
  - Comparative analysis.
- **English**
  - Reading questions.
  - Writing complete answers.
  - Justifying a statement.



COMPETENCIES

- Search for and interpret information in a table.
- Perform mathematical calculations (mean, mode, range).
- Compare data.
- Justify an answer.
- Express an opinion based on figures.
- Read and understand instructions.

DURATION

- About 60 minutes

GETTING STARTED

- Ask the students:
  - "What is the purpose of statistics in sports?"
  - "Can we rely solely on an impression to judge a performance?"
- Briefly present the profession of sports statistician.
  - Explain the concepts of mean, mode, and range.

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QUESTIONS AND ANSWERS

STEP 1 — An Essential Profession. Reading of a short text about the profession of sports statistician and answers to three comprehension questions.

Q1 — Because they allow us to compare countries and determine who performed best.
Q2 — It would be difficult to know who won and how many medals each country won.
Q3 — Justified personal answer (e.g., Yes, if the student enjoys working with numbers).

STEP 2 — A Statistician to the Rescue! Analysis of the overall medal table to calculate the mean, determine the mode, calculate the range, and compare a country to the mean.

Q4 — 22.6 medals.
Q5 — France is below the mean (20 medals).
Q6 — The range is 7 medals (silver)
Q7 — The mode is 6 gold medals.

STEP 3 — The Champion on Two Skis! Analysis of results in sports requiring two skis to calculate the average, identify the mode, determine the range, and evaluate a journalistic statement.

Q8 — On average, each country won 14.4 medals.
Q9 — The most frequent number is 15.
Q10 — The range is 31 medals.
Q11 — No. The United States is not below average for the total (15 vs. 14.4), but it is slightly below average for gold medals (5 vs. 6.2).

WRAPPING UP

- Review:
  - The difference between mean, mode, and range.
  - The importance of numbers for analyzing performance.
  - The difference between opinion and data-driven analysis.
- Ask the student:
  - A surprising discovery.
  - A statement they can now confirm or refute using statistics.
- Remind them that statistics help us understand the world more accurately and objectively.

FURTHER EXPLORATION

📖 *By the Numbers. 110.01 Cool Infographics Packed with Stats and Figures*. National Geographic Kids.