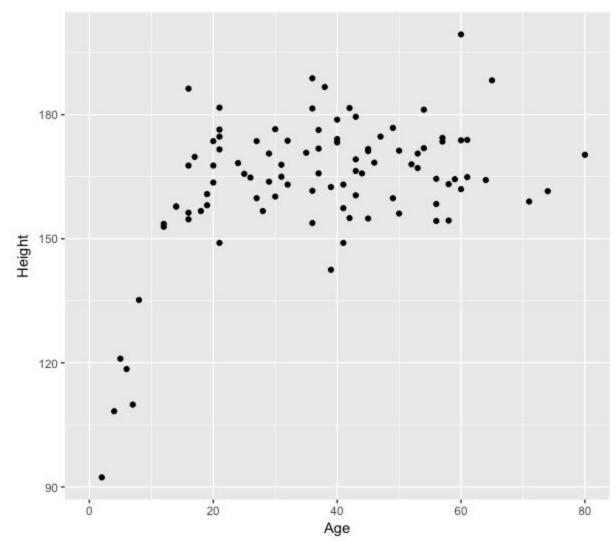
Regression and confidence

- 1. What is a function? Trace trajectory of height vs age.
- 2. Hand out the sheet protectors. Hand out data plots of the variables in the function: height and age.
  - a. Take a sample of about 100 cases from NHANES and make a data plot.
  - b. library(NHANES)
  - c. gf\_point(Height ~ Age, data = sample(NHANES, 100))

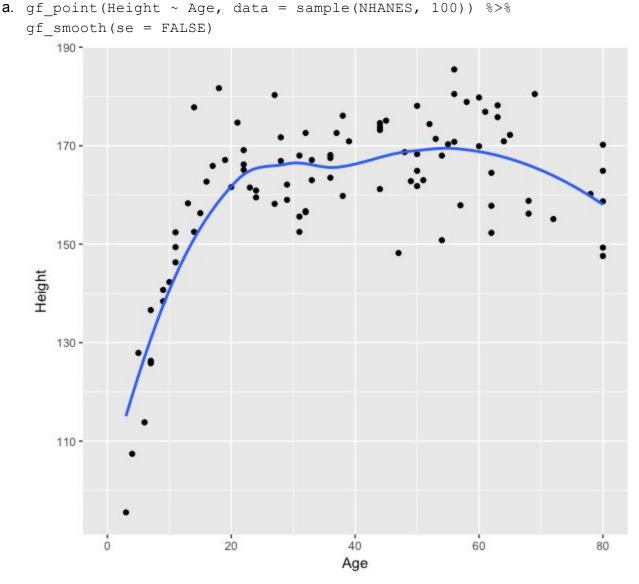
d. ;



Print out a dozen or so plots, each of a different sample of 100 from NHANES. Each group inserts the page into their paper protector, then draws the function with a sharpie. Ask the students to mark down a few points showing typical height at different ages, then connect them with a smooth curve.

3. Collect the paper protectors. Stack them on top of one another to show the variation in the student functions.

4. On the computer, make a plot of a sample and a smooth curve constructed by the computer.



Maybe do this several times to show how the function jumps around, just like the students' plots.

- b. Discuss the range of reasonable functions
- c. Then add in se = TRUE to see the confidence band
- 5. Other functions. Use to discuss whether they are better or worse.
  - a. gf\_point(Height ~ Age, data = sample(NHANES, 100)) %>%
     gf\_abline(intercept=175, slope = 2)
  - b. gf\_point(Height ~ Age, data = sample(NHANES, 100)) %>%
     gf lm(color = ~ Age > 20)

```
c. gf_point(Height ~ Age, data = sample(NHANES, 100)) %>%
gf_smooth(color = ~ Age > 20, group = ~ Gender)
```

P-value example

- 1. Pull out only the people over 20 years old. Select a small sample, say n = 5
- 2. Fit a linear trend, to data with Age shuffled. Plot out the confidence interval around the linear fit with the randomized data.
- 3. Plot out the linear trend for the actual data.
- 4. See whether the actual-data modelfits in the confidence bands for the null-hypothesis model..
- 5. Increase the sample size until it doesn't
- 6. Explain that the p-value quantifies how different the actual data is from the shuffled data.