

SESSION 1: SORTING AND MATCHING

Time: 1 hour

<p>Outline Learners will explore images from the Young Lives study of children in four different countries and sort and match them according to different criteria.</p>	
<p>Differentiated learning objectives</p> <ul style="list-style-type: none"> Learners achieving at P levels 1 to 3 will have the opportunity to encounter, react to, respond to, show interest in, engage in activities about, and communicate about sorting and matching activities based on the Young Lives study. Learners achieving at P levels 4 to 6 will have the opportunity to match pictures and group pictures according to given criteria. Learners achieving at P levels 7 and 8 will have the opportunity to classify pictures using different criteria, identify when a picture does not belong to a particular set, and recognise identifying features in a picture which identify it as belonging to a particular set. All learners will have the opportunity to engage with pictures of people from different cultures and places. 	<p>Differentiated learning outcomes</p> <ul style="list-style-type: none"> I have taken part in sorting and matching activities. I have matched pictures. I have sorted pictures according to a given criterion. I can spot when a picture does not belong in a group. I have looked at pictures of people from different cultures and places.
<p>Key questions</p> <ul style="list-style-type: none"> What is the same? What is different? What can you see? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow 1: Sorting and matching Printout of the slides Photos of your learners doing different activities, for example, at school, playing or helping
<p>Differentiation</p>	
<p>Circle times have been designed to be as inclusive as possible. We hope your whole class will be able to participate in these together, with each learner accessing the content at a level appropriate to them. Differentiated activities have been provided. We encourage you to make the most of the sensory opportunities provided in each session, by choosing suitable resources; for example, instead of using small plastic counters for counting, choose something that will stimulate your learners as they handle it, such as pom poms. We understand that your learners are likely to present a unique set of abilities and skills and trust that you will be able to use these resources to meet their differing needs.</p>	

Activity Outline

Starter (10 min)

Life in four different countries

- Show slides 1–24 briskly, allowing learners to comment on what they see.

Activity 1.1 (20 min)

Similarities and differences

- Look at the photos of the different countries again (slides 5-24). You can do this as a whole group using the slideshow or work in small groups using printouts of the slides.
- Support your learners in noticing similarities and differences. Here are some suggestions of things to look for:
 - Clothes
 - Landscape
 - Wet – dry
 - Electricity – no electricity
 - Cars – no cars
 - Animals – no animals
 - Grass – no grass
 - Vegetables – no vegetables.
- You could give particular learners responsibility for spotting particular things. For example, it would be one learner's responsibility to comment on the clothes, and another's to say whether they saw evidence of electricity in the pictures.

Activity 1.2 (20 min)

Taking a closer look

- Split learners into groups, give each group a set of images and tell them to sort the images according to given criteria, for example, by country. Other ideas include the following:
 - Provide two sets of images per group and have learners match the pictures.
 - Preselect some images and ask learners to sort them into categories; for example, images with/without animals in or those showing a city and those showing a rural area.

Activity 2.2 (30 min)

Meet the Young Lives children

- Show slides 25–35.
- Using the notes in the slideshow, talk about the children shown on the slides.
- In groups, ask learners to select printed images of these slides in the following ways:
 - Children who work in farming
 - Children who have to help their mother
 - Children who go to school

- Ask learners the following questions:
 - Do you work on a farm?
 - Do you have to help your mother? What do you do to help her?
 - Do you know anyone who doesn't go to school?
- Give your learners the opportunity to comment on the lives of the Young Lives children. What similarities or differences can your learners spot between their own lives and the lives of the Young Lives children? You can support your learners in spotting these by using photos of themselves engaged in different activities alongside the images of the Young Lives children.

Extension task:

You might like to carry out the activities in Unit 1, session 5 of the main 'Everyone Counts' resource with higher-ability learners. Slides 36-41 are provided in the slideshow for this session for your convenience.

Plenary

We're not all the same

- Ask learners a few questions, in order to establish that there are similarities and differences between them. For example:
 - What is your favourite colour?
 - How do you get to school?
 - Has your family got a dog?
- When learners have given their answers, point out that this shows that there are similarities and differences between them.
- Tell them that there are also similarities and differences between the children in the photos and other children who live in their countries, which means that we shouldn't assume that all Ethiopian boys are the same as Afework, for example. Boys living in the countryside might have to do more to help with farm work, for instance, just as children living on farms in the UK might.

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