

SESSION 4: DISPLAYING DATA

Time: 1 hour

<p>Outline In this session learners will continue considering how different people around the world spend their time and will be introduced to visual representations of data as a way of easily spotting similarities and differences.</p>	
<p>Differentiated learning objectives</p> <ul style="list-style-type: none"> Learners working at P levels 1–3 will have the opportunity to encounter and explore activities relating to their daily lives for long and short periods of time. Learners working at P levels 4–6 will have the opportunity to talk about how much time is spent doing different tasks. Learners working at P levels 7 and 8 will have the opportunity to talk about differences in how much time is spent on different task by different people. All learners will have the opportunity to create visual representations of their time use. Some learners will be able to use the pie/bar charts to gain information. 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 activities linked to what I typically do in a day. I have taken part in short and long activities. I can talk about how long a task takes. I can talk about the differences in time spent by different people on different tasks. I have taken part in creating a visual representation of data to do with time use. I was able to gain information from looking at the pie chart/bar chart. I was able to answer questions about the pie chart/bar chart. I have looked at pictures of people from different cultures and places.
<p>Key questions</p> <ul style="list-style-type: none"> How long does it take you to...? Who spends the most time...? Who spends more time than you...? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow 4: Displaying data Role play items linked to times of day Blank pie charts and bar charts (printouts of slides 14 and 15) Camera and printer (optional)
<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 session; 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)

Daily life around the world

- Show and discuss slides 1–10. Encourage your learners to notice how many of the activities are the same as activities we do in our days, but look different in another country.

Activity 4.1 (15 min)

How long does it take?

Note: Refer to the Teachers' Overview if you have not done any of Sessions 1 to 3.

- Tell learners to work in pairs. Each partner should think of a short activity they do every day, like the ones in the slides they've just seen. Tell them to either do a quick role play of an activity for their partner, or simply discuss it with them. If you wish, you can provide props such as blankets or plates.
- Bring the class together and ask which activities were acted out or discussed.
- Explain to learners that some activities take a long time and some not much time at all. Talk about the differences between their lives and the lives of the Young Lives children. Discuss how a child in the Young Lives study may spend more or less time on a particular activity than themselves; for example, they may spend less time at school than a child in the UK, or more time working or helping look after siblings.
- Tell your learners that, in order for us to understand the differences and similarities between our lives and those of children in different countries, it is useful to be able to see how much time people spend on different activities.
- Use slide 11 to introduce/remind learners who Manuel from Peru is. Then show slides 12 and 13 which show pie chart and bar chart representations of time spent by Manuel on different activities.

Activity 4.2 (25 min)

Graphs showing time use

Note: Your learners do not need to be able to do this independently. You are aiming for them to have an awareness that time can be visually represented, so for example, working with support a learner might identify that they sleep for a long time and a member of staff could estimate that they probably spend eight or nine hours sleeping and support them in colouring the right number of hours on a pie chart.

- Write these activities on a chart on the board: sleeping, going to school, doing homework, playing, using a computer/watching TV and chores. Ask a few learners how many hours they think they spend on them. Write these numbers on the board. You could talk a little bit about the similarities and differences between learners.
- Decide whether you want your class to work on pie charts or bar graphs. Give each learner a printed copy of slide 14 or 15.
 - Learners who are able can try to fill in a pie chart or a bar chart about their own lives independently.

- Provide learners who are not able to do this with information about your life, for example, how many hours you spend sleeping, and how many you spend at school, and ask them to fill in the information.

Plenary (10 min)

- Look at everyone's visual displays of time and point out similarities and differences.
- Look at slides 12 and 13 again and compare Manuel's use of time with some of the learners' use of time. What is the same? What is different? Point out that although Manuel spends time sleeping, at school and playing like they do, how much time Manuel spends caring for others, carrying out chores at home or doing paid work. Why do learners think he spends time doing these things, even though he is only 12?
- Remind learners that just as there are differences within the class about how learners spend their time, so there are differences between how children in Peru spend their time. However, some children spend a lot longer working and caring for others than other children and it is not always fair.

Further ideas

- You could take photographs of learners acting out various activities and display print outs of these linked with pieces of string to learners' pie or bar charts.
- You might want to show learners working at P7-8 slides 16-26. Explain that when we are considering how equal the world is, we have thought about how money is shared out and what people spend their time on. However, there are many other ways in which we might measure people's well-being in different countries around the world, such as life expectancy and how many children go to school (because not everyone can afford to go). Slides 27–29 contain the statistics relating to slides 16–26 and might be useful if you plan to do more work on this topic.

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