

SESSION 5: MORE OR LESS

Time: 1 hour

<p>Outline In this session learners will explore the concepts of more and less using concrete examples and through considering the way they and the children in the Young Lives study spend their time.</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 differing quantities of items. Learners working at P levels 4–6 will have the opportunity to respond to the words more and less, for example, by responding to a request for more of something. Learners working at P levels 7 and 8 will have the opportunity to compare quantities and comment on whether a group has more or less than another group. 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 encountered different quantities of items, for example, I have experienced one of something and many of something. I can respond to requests for more. I understand “more” and “less” in familiar contexts. I can talk about differences in quantities, using the terms “more” and “less”. I am able to judge with reasonable accuracy whether one group has more or less items in than another group. I have looked at pictures of people from different cultures and places.
<p>Key questions</p> <ul style="list-style-type: none"> How many? Which has more? Which has less? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow 5: More or less Large signs (one for each learner) with < on them Objects to be grouped by amount, for example, bricks, coins, sand, paper and so on. By including items that are have interesting sensory properties you will make this activity more engaging and stimulating, so consider using things such as sand or clay for interesting tactile experiences, brightly coloured, high-contrast items for visual experience, and things that sound different when sorted for differing auditory experiences (for example, the clink of money, the rattle of beads). You may even be able to find some items that could stimulate taste and smell, for example, fruit.
<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)

More or less

- Show slides 1 and 2 to your learners. Explain that the < sign is a way of writing “more” and “less”. Give learners their own < sign to use. Show them that on the reverse of their sign is the = sign. This is the sign we use when two things are equal in quantity.
- Demonstrate how to use the sign to indicate more and less. Invite learners up to the front to have a go themselves.

Activity 5.1 (20 min)

Which pile is bigger?

- Set up a circle of tables with different quantities of things on them. On some of the tables the items will be in one pile, while on other tables they will be in two piles of differing sizes. For instance, on one table you could have a stack of plates at one end and a single plate at the other.
- Learners move from table to table, laying their < sign down appropriately. On tables where there is a single pile of items learners must sort these items into a small pile and a big pile and place their < sign accordingly. Once the < sign has been successfully placed ask learners to turn it over to be an = sign and reorganise the items on the table accordingly.
- Learners can complete this task in mixed-ability groups, with those at P1–3 having the opportunity to experience the different quantities. Those at P4–6 can be supported to create piles of differing amounts by responding to requests such as “Can we have more in this pile?” Those at P7–8 can respond to the question “Which has more?” and be supported to place their sign appropriately.

Activity 5.2 (30 min)

More time or less?

This activity can be done as a whole class in the circle or in small groups.

- Show slides 3–10, reminding your learners of eight of the children involved in the Young Lives study. Talk about how, in Sessions 1 to 4, they have been comparing their lives to their own. Ask them to think about more and less with respect to the Young Lives children and themselves. Remind them, if necessary, that not all the Young Lives children have the same sort of life. Some have more leisure time than others, and some may have more leisure time than children in your class, or may spend more time at school than they do.
 - Who has more time to play? (Afework, two and a half hours; Harika, half an hour; Ravi, three hours; Seble appears to have very little time to play, but she has a lot of company and she does her work with others.)
 - Who has to do more work? (Seble has to help a lot on the family farm as well as doing domestic chores and working outside the home to earn money. Ravi has to work for around six hours a day to earn money to support his family, as well as

working for three hours at home before he goes to work. He also helps with chores and errands in the evening; Harika has to do a lot of housework, as well as working in the fields in the cotton season, while her brother doesn't have to help with the housework. Afework spends half an hour helping with the housework on most days. Manuel works for a few hours to earn money for his family every day after school. Luz helps her parents with their business. She thinks it's right to do this because they support and look after her. Lien does all the cooking, washing and gardening because her parents both work quite a long distance from home.)

- Who gets less access to health care? (Generally speaking, the children living in towns and cities – of these eight, Afework, Luz and Lien – will find it easier to see a doctor. Most of the Young Lives families have to pay for medical care, so they don't go to see the doctor often.)
- Who spends less time at school? (Ravi isn't going to school at all at the moment, though he would like to rejoin when his family's debt is paid off. Seble has had to drop out of school twice. Harika has to drop out when there is work to be done in the cotton fields, though her normal school day is about the same length as that of learners in the UK. Afework spends nearly seven hours a day at school. Luz is planning to go to university. Hung has extra lessons after school.)
- Choose two learners and invite them to stand in front of the class. Ask them a question about their lives, for example, "How much television do you watch?" Invite a third learner to stand between them and hold the < sign the correct way round. Compare these learners to the children in the Young Lives study. Which group in general has more time to watch TV?
- Look at slides 11–12 which compare the differences between boys and girls, and slides 13-14 which compare the differences of children living in urban and rural areas in the different Young Lives countries. Find out similar information about your class – for example, do boys or girls spend more time doing domestic chores? Do some learners live in more rural areas than others and if so, what impact does this have on their lives?
- Ask your learners what they think about these differences. Are they fair?

Plenary (10 min)

- Ask learners why Ravi cannot go to school and why Seble and Harika had to drop out. Do children in the UK have to drop out of school in order to help their families?
- Is it right that some children cannot go to school? Do learners think that all children should go to school? Why or why not?

Further ideas

- For further information and practical activities which can guide learners in how to respond to the issue of children not being able to attend school, see the 'Send my friend to school' campaign: <http://www.sendmyfriend.org/>

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