

EVERYONE COUNTS

TEACHERS' OVERVIEW

Contents

- Introduction
- Aims of Everyone Counts
- Curricular links
- Structure of Everyone Counts
- Differentiation
- Age group
- Timings
- Detailed resource outline
- Global citizenship
- Acknowledgements

Introduction

What is Young Lives?

This maths resource has been developed by Oxfam in conjunction with Young Lives. Young Lives is an international research project studying the causes and consequences of children's poverty. For over 15 years, researchers have been following the lives of 12,000 children in four countries. The project is led by a team in the Department of International Development at the University of Oxford in the UK, in association with research and policy partners in four study countries: Ethiopia, India, Peru and Viet Nam.

The research follows all 12,000 children and involves repeat interviews with them every three years (rather like the Seven-Up initiative in the UK). Survey data has been collected about their lives, their families, their communities and their schools through interviews with all the children, their parents and some community representatives. Further in-depth work was carried out with a smaller number of children in each country: researchers spent roughly a week in the community, working with the children individually and in groups with their peers. They also interviewed other members of their families and communities. This provided insight and information which is hard to capture in a large survey questionnaire.

This resource introduces learners to selected children from each of the four Young Lives countries. These featured children are some of the children involved in the in-depth interviews. However, their names have been changed and none of the photos accompanying the resource are of the Young Lives children. This is to protect the children from outside interest and prevent individuals from being identified and possibly singled out in any way. Many different children appear in the photographs throughout the resources. For example, in the daily timetables in *Unit 2*, the photographs are of various children carrying out different activities.

The aim of Young Lives is to provide evidence for governments and international organisations to help them to improve policies and programmes for children. The researchers have found out a lot about the individual children and their families, such as where and how they live, some of the problems they face and whether they think they have a good life or a bad life. They know about the children's hopes and fears as well as their dreams for the future.

Find out more: younglives.org.uk/

Inequality theme

The underlying theme of *Everyone Counts* is inequality, which refers to wide differences in a population in terms of their wealth, their income and their access to essential services such as health and education. These differences can occur between communities in the same country, or between countries. Inequality can also apply to unequal opportunities (life chances) and outcomes. A rapidly growing gap between rich and poor is now being seen in many countries around the world. Seven out of ten people in the world live in countries where economic inequality has increased in the last 30 years.¹ If the entire wealth of the planet were divided into two, almost half would go to the richest one per cent and the other half to the remaining 99 per cent of the population.² Inequality is an increasing problem in the UK. The richest five families in the UK are now wealthier than the bottom 20 per cent of the population (12.6 million people).³

References

¹*An Economy for the 1%: How privilege and power in the economy drive extreme inequality and how this can be stopped* (Deborah Hardoon, Ricardo Fuentes-Nieva and Sophia Ayele, Oxfam International, 2016)

²*Working for the few: Political capture and economic inequality* (Ricardo Fuentes-Nieva and Nick Galasso, Oxfam International, 2014)
policy-practice.oxfam.org.uk/publications/working-for-the-few-political-capture-and-economic-inequality-311312

³*A Tale of Two Britains: Inequality in the UK* (Sarah Dransfield, Oxfam, 2014)
policy-practice.oxfam.org.uk/publications/a-tale-of-two-britains-inequality-in-the-uk-314152

For further background information about inequality, see separate document *Background notes for teachers*.

Young Lives and inequality

The majority of the families in the Young Lives study are poor, or relatively poor. Over the 12 years since the children and their families were first interviewed in 2002, the economic situation in all of the countries in which they live has improved. Between 1995 and 2010, Gross National Income (GNI) per capita grew by 91 per cent in Ethiopia, 122 per cent in India, 61 per cent in Peru and 145 per cent in Viet Nam. Overall, researchers have found that the Young Lives families also became less poor during this period. Many families have noticed an improvement in living conditions and infrastructure such as electricity, safe water, toilets and roads.

However, Young Lives researchers have also found that inequality has grown over this time. There is an increasing gap between rich and poor, rural and urban, boys and girls, and ethnic majority and minorities. In all four countries, researchers found that the same children often face multiple disadvantages based on where they live, what ethnic or caste group they come from, and whether they are girls or boys. As children get older, the differences between them increase, including those between boys and girls. Overall, the Young Lives study has seen how inequality undermines the development of human potential, with children from disadvantaged families quickly falling behind in terms of early learning and other outcomes.

For further background information about inequality and the four Young Lives countries, see separate document *Background notes for teachers*. You might also want to read the Young Lives report: [What Inequality Means For Children](#).

Aims of *Everyone Counts*

- To use real-life case studies and data to engage learners and enable them to see the practical relevance of maths in the world around them.
- To develop learners' mathematical skills in a range of areas including: comparing and ordering numbers; using percentages; measuring time and distance; problem solving and handling data.
- To encourage participatory, investigative and collaborative teaching and learning styles.
- To encourage critical thinking about issues and values.
- To help enable teachers to fulfil the demands of the maths national curricula in England, Scotland and Wales. Note that in the case of England, the 2014 curriculum has been used.

Curricular links

The resource focuses on the maths curriculum, in particular handling data and measuring time and distance. Some activities link to other areas of the curriculum such as English, Geography or Social Studies. There are many ways in which learning and understanding could be further developed and each session provides ideas for this.

Structure of *Everyone Counts*

The resource is divided into four units and each unit is sub-divided into a number of sessions.

- Unit 1: six sessions, two slideshows.
- Unit 2: two sessions, one slideshow.
- Unit 3: six sessions, two slideshows.
- Unit 4: one session.

Ideally, learners would complete all four units and there is a lot of signposting to encourage this. However, we realise that this may not always be possible and so we have tried to keep the resources as flexible as possible. The resources have therefore been structured to enable teachers to create personalised learning journeys for learners, at the same time keeping the inequality message throughout. Teachers may decide to omit some sessions and/or activities depending on the time available and learners' existing knowledge, understanding and learning needs. It may also be appropriate to spread the activities in some sessions over more than one lesson.

Each session starts with an overview and includes learning objectives, learning outcomes, key questions and curricular links. Suggested activities are provided along with approximate timings. No starters and plenaries are included as it is assumed teachers will want to plan these individually. Any resource and activity sheets are included in the session plan. The exception to this is the set of country image cards accompanying *Unit 1 Session 4*, which are available to download separately. The sessions also refer to slideshows which are provided separately.

Unit 1: Welcome to Young Lives

In the first session learners are introduced to the Young Lives project and eight children from four countries: Ethiopia, India, Peru and Viet Nam. They will start to identify and discuss the similarities and differences between the lives of these children and their own lives. The table below provides a quick reference to the eight featured children:

Name of child	Gender	Country	Town/village	Urban/rural
Afework (A-fee-work)	Boy	Ethiopia	Addis Ababa, capital city	Urban
Seble (Seb-lay)	Girl	Ethiopia	Village in Oromiya State	Rural
Ravi (Rav-y)	Boy	India	Village in Andhra Pradesh	Rural
Harika (Har-i-ka)	Girl	India	Village in Telangana	Rural
Manuel (Man-well)	Boy	Peru	Village in Andean highlands	Rural
Luz (Loose)	Girl	Peru	Town in Puno region	Urban
Hung (Hungh)	Boy	Viet Nam	Village in Red River Delta region	Rural
Lien (Lee-en)	Girl	Viet Nam	Hanoi, capital city	Urban

Learners will then investigate the four Young Lives countries in more detail by comparing distances and flight times from the UK. They will use images to explore how preconceptions and assumptions can influence people's impressions about what a place is like.

In the last sessions, learners will consider what it means to be doing well in life by identifying and ranking a list of 'well-being' indicators. They will also have the opportunity to compare their ideas with those of two children in Ethiopia and Peru. Finally, learners will develop their approaches to problem-solving and use the concept of sharing to understand what inequality means.

- *Session 1: Welcome to my life*
- *Session 2: Where in the world?*
- *Session 3: How long will it take to get there?*
- *Session 4: Challenging assumptions*
- *Session 5: What does it mean to be doing well in life?*
- *Session 6: What does inequality mean?*

Unit 2: Time and inequality

In this unit learners find out more about the daily lives of children living in two of the Young Lives countries: Ethiopia and India. They will develop their skills in reading, writing and converting time using analogue and digital 12-hour and 24-hour clocks. They need to interpret and complete daily timetables and calculate how long they and other children spend on different activities each day. Learners will start to identify similarities and differences between the lives of the featured children and their own lives. They will begin to consider and discuss possible reasons for any differences.

- *Session 1: Daily life*
- *Session 2: How much time do you spend?*

Unit 3: Handling inequality data

This unit introduces learners to some ways in which the well-being of a country is quantitatively measured. Learners will ask and answer questions about data and explore the use of infographics to represent percentages.

Learners will find out more about the daily lives of some of the Young Lives children and make comparisons with their own lives. They will evaluate different ways in which data can be presented and select appropriate ways to present data to show their own daily time use. Learners will also consider the importance of using a large sample size when collecting data and calculate mean time use. Learners will then compare time use data to investigate how gender and living in a rural or urban area can affect how long a child spends on different activities each day.

Learners will also investigate another aspect of daily life by collecting, presenting and interpreting data about the method of travelling to school in their class, the UK and the four Young Lives countries.

In the last session learners will use line graphs to investigate how income per person, life expectancy and levels of inequality have changed over time in the UK and each of the four Young Lives countries (Ethiopia, India, Peru and Viet Nam).

- *Session 1: How can we measure well-being?*
- *Session 2: Presenting time use data*
- *Session 3: Calculating mean time use*
- *Session 4: Comparing time use*
- *Session 5: How do you travel to school?*
- *Session 6: Line graphs*

Unit 4: Reflection and sharing

In this final unit, learners will reflect on and evaluate their learning and understanding about well-being and inequality. They will then work in groups to discuss, choose, plan and carry out an activity to share with others.

Differentiation

Where possible the activities and resources are differentiated to meet the needs of different learners in the class. This might also be useful in adapting some of the activities to meet the needs of

younger and older learners. Differentiated activities are referred to as *make it easier* (lower ability), *make it slightly harder* (middle ability) and *make it harder* (higher ability).

Age group

These resources are suitable for use with learners aged 8 to 12 years old. Curricula links are provided for the KS2 and KS3 curricula in England, and the relevant curricular in Wales and Scotland. However, many of the activities could also be adapted for use with younger or older learners.

Timings

Suggested timings are provided for each activity. Please note these timings are approximate only and don't include time that may be needed for additional teaching input about some of the mathematical concepts.

Important teaching notes

- *These are suggested activities and resources to **support** your maths teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.*
- *Some of the data in this resource, such as the data from the World Bank, are subject to change. Therefore you may find that if your learners are finding data from the Internet themselves, their figures differ slightly from those published in this resource, which were correct at time of publication.*
- *All of the web links provided were correct at the time of publication.*

Everyone Counts – detailed resource outline

Unit 1: Welcome to Young Lives

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 1: Welcome to my life	<ul style="list-style-type: none"> To develop broader knowledge about the lives of children in the four Young Lives countries. To recognise similarities and differences between learners' own lives and the lives of the featured children. To develop empathy for others. 	<ul style="list-style-type: none"> Learners will use secondary sources of information to act in role as one of the featured children. Learners will listen carefully and ask questions about the lives of others. Learners will write a list of similarities and differences between the life of one of the featured children and their own lives. 	<ul style="list-style-type: none"> How would you introduce this young person to others? What similarities and differences are there between the life of this young person and your own life? Can you think of any reasons for these similarities and differences? 	Activity 1.1 Activity 1.2 Activity 1.3	<ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 1 - 3): Slides 2 – 15 Resource sheets: 1. <i>Meet Afework</i>; 2. <i>Meet Tufa</i>; 3. <i>Meet Ravi</i>; 4. <i>Meet Harika</i>; 5. <i>Meet Luz</i>; 6. <i>Meet Manuel</i>; 7. <i>Meet Hung</i>; 8. <i>Meet Lien</i> Activity sheets: <ol style="list-style-type: none"> <i>Interview questions</i> <i>Similarities and differences</i>
Session 2: Where in the world?	<ul style="list-style-type: none"> To locate the UK and each of the Young Lives countries (Ethiopia, India, Peru and Viet Nam) on a world map and know which continents they are in. To recognise different units of measurement used for length and distance. To convert between miles and kilometres. 	<ul style="list-style-type: none"> Learners will use maps and atlases to locate the Young Lives countries on a world map and identify which continents they are in. Learners will match each country with its respective distance from the UK. Learners will solve problems requiring conversion between miles and kilometres. 	<ul style="list-style-type: none"> Where are the UK and the four Young Lives countries on a world map? Which continents are these countries in? Which country do you think is furthest from the UK? Which country do you think is closest to the UK? How would you convert this distance into miles? How would you convert this distance into kilometres? 	Activity 2.1 Activity 2.2	<ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 1 - 3): Slides 16 – 22 Resource sheet 1: <i>Where in the world?</i> (enlarge to A3) Activity sheet 1: <i>Match them up!</i> Calculators are optional for Activity 2.2.
Session 3: How long will it take to get there?	<ul style="list-style-type: none"> To locate the position of the Prime/Greenwich Meridian line on a world map. To be able to read a timetable using the digital 24-hour clock. To calculate the time duration of a flight (taking into account time zones). 	<ul style="list-style-type: none"> Learners will mark the position of the Prime/Greenwich Meridian line on a world map. Learners will read and interpret information in timetables using the digital 24-hour clock. Learners will calculate the time duration for flights from the UK (London) to each of the four Young Lives countries. Learners will use knowledge of time zones to calculate a time difference. 	<ul style="list-style-type: none"> What are time zones and why do we have them? How long will your journey take? What is the time difference between...? 	Activity 3.1 Activity 3.2	<ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 1 - 3): Slides 24 – 29 Resource sheet 1: <i>Where is the Prime/Greenwich Meridian line?</i> Activity sheets 1 - 3: <i>How long will it take?</i> Learners' world maps from Unit 1 Session 2 (if completed)

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 4: Challenging assumptions	<ul style="list-style-type: none"> To express existing knowledge about the four Young Lives countries. To develop broader knowledge about the four Young Lives countries. To understand how preconceptions and assumptions can influence our ideas about what a place is like. To order and compare country data. 	<ul style="list-style-type: none"> Learners will use existing knowledge, ideas and assumptions to match images with their respective Young Lives countries. Learners will use secondary sources of information to find out some background information about the four Young Lives countries. 	<ul style="list-style-type: none"> What do we know about these countries already? Where do we think this photograph was taken? Why do we think this photograph is from that country? Do you think our impressions about what places are like are always correct? 	Activity 4.1 Activity 4.2 Activity 4.3	<ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 4 - 6): Slides 2 - 25 Resource sheets: <ol style="list-style-type: none"> <i>Welcome to Ethiopia</i> <i>Welcome to India</i> <i>Welcome to Peru</i> <i>Welcome to Viet Nam</i> <i>Welcome to the UK</i> Photograph cards: <i>Country images (see separate document)</i>
Session 5: What does it mean to be doing well in life?	<ul style="list-style-type: none"> To develop awareness and understanding of the meaning of 'well-being'. To be able to work collaboratively with others to make decisions. To develop empathy for others. 	<ul style="list-style-type: none"> Learners will identify and rank well-being indicators collaboratively with others. Learners will compare and discuss own well-being indicators with those of their peers and well-being indicators devised by young people in Ethiopia and Peru. 	<ul style="list-style-type: none"> What do we need to be 'well'? What do we mean by 'needs' and 'wants' and how are they different? How are your ideas similar and different to those of others? Do you think everyone in the world has the things they need to be well? Why or why not? 	Activity 5.1 Activity 5.2	<ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 4 - 6): Slides 26 – 31 Resource sheets: <ol style="list-style-type: none"> <i>Well-being indicators: Ethiopia</i> <i>Well-being indicators: Peru</i> Activity sheet 1: <i>What do we need to be doing well in life?</i>
Session 6: What does inequality mean?	<ul style="list-style-type: none"> To be able to solve a mathematical problem in a logical way. To explain what inequality means. To recognise that inequality exists, both between and within countries. To know some of the ways in which life is unequal for people living in poorer countries or sectors of the population. 	<ul style="list-style-type: none"> Learners will use logic to identify all possible ways of sharing six pencils between three children. Learners will use sharing to show equal and unequal distributions. Learners will identify some ways in which the lives of young people might be impacted by inequality. 	<ul style="list-style-type: none"> What does inequality in different places and countries mean? What different combinations are there? How will you make sure that you find all the possible combinations? Is there a logical way to solve this problem? What might be unequal about the lives and opportunities of young people? How might inequality affect the lives of young people? 	Activity 6.1 Activity 6.2	<ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 4 – 6): Slides 32 – 40 Activity sheet 1: <i>What does inequality mean?</i>

Unit 2: Time and inequality

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 1: Daily life	<ul style="list-style-type: none"> To be able to read, write and convert time using analogue and digital 12- and 24-hour clocks. To interpret and complete timetables. 	<ul style="list-style-type: none"> Learners will complete daily timetables using analogue, digital 12-hour and 24-hour time. Learners will compare own daily timetable with that of other young people. 	<ul style="list-style-type: none"> What activities do I do each day? What time is this on an analogue clock? What time is this using the digital 12-hour clock? What time is this using the digital 24-hour clock? 	Activity 1.1 Activity 1.2	<ul style="list-style-type: none"> Unit 2 Slideshow: Slides 2 - 25 Activity sheets: <ol style="list-style-type: none"> <i>Afework's Day</i> <i>Tufa's Day</i> <i>Harika's Day</i> <i>Ravi's Day</i> <i>My Day</i>
Session 2: How much time do you spend?	<ul style="list-style-type: none"> To know how to read, write and convert time using analogue clocks and digital 12- and 24-hour time. To understand how to calculate the amount of time spent on an activity. 	<ul style="list-style-type: none"> Learners will calculate the duration of different activities carried out during a typical day. Learners will read and compare daily timetables, identifying similarities and differences between them. Learners will suggest reasons for differences and discuss the impact of inequality on the featured children's lives. 	<ul style="list-style-type: none"> How long does Harika spend in school? How long does Afework play with his friends for? What might be the reasons for some of the similarities and differences in the lives of these children? Do you think every child in Ethiopia would have the same daily timetable? Why or why not? What similarities and differences are there between the lives of Harika and Ravi? What similarities and differences are there between their lives and your life? 	Activity 2.1 Activity 2.2	<ul style="list-style-type: none"> Unit 2 Slideshow: Slides 26 – 30 Resource sheets: <ol style="list-style-type: none"> <i>Meet Afework</i> <i>Meet Tufa</i> <i>Meet Harika</i> <i>Meet Ravi</i> Activity sheets: <ol style="list-style-type: none"> <i>How much time does Afework spend?</i> <i>How much time does Tufa spend?</i> <i>How much time does Harika spend?</i> <i>How much time does Ravi take?</i> <i>How do I spend my day?</i> <i>Similarities and differences</i>

Unit 3: Handling inequality data

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 1: How can we measure well-being?	<ul style="list-style-type: none"> To know some ways in which well-being is quantitatively measured. To understand that per cent (%) relates to the 'number of parts per hundred'. To round decimals to 1 decimal place and to the nearest whole number. To interpret data and represent it in different ways. 	<ul style="list-style-type: none"> Learners will interpret a set of data measuring well-being. Learners will ask and answer questions about a set of data. Learners will round decimals to 1 decimal place and to the nearest whole number. Learners will use infographics to represent percentage data. 	<ul style="list-style-type: none"> How can we measure well-being? What does the data tell us? What is the best way of representing the data? 	Activity 1.1 Activity 1.2	<ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 1 - 3): Slides 2 - 18 Resource sheets: <ol style="list-style-type: none"> Measuring well-being How many people? Activity sheets: <ol style="list-style-type: none"> Which is which? Show me the data
Session 2: Presenting time use data	<ul style="list-style-type: none"> To collect data about how much time is spent on different daily activities. To identify some different ways in which data can be presented and to evaluate advantages and disadvantages of different representations. To construct bar charts and pie charts. 	<ul style="list-style-type: none"> Learners will collect data about their own daily activities. Learners will compare and discuss different ways of presenting data. Learners will construct bar charts and pie charts to show time use data for some of the Young Lives children. 	<ul style="list-style-type: none"> What activities do I do each day? How much time do I spend on different activities? What are the advantages and disadvantages of each way of presenting the data? Which way do I prefer and why? Are any of these ways not suitable for the data? Why? Are there any other ways in which the data could be presented? 	Activity 2.1	<ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 1 - 3): Slides 19 – 33 Resource sheets: <ol style="list-style-type: none"> Presenting time use data A Presenting time use data B Activity sheet: <ol style="list-style-type: none"> How do you spend your day?
Session 3: Calculating time use	<ul style="list-style-type: none"> To know why we need to use a large sample size when collecting data. To understand and interpret the mean as an average. To calculate the mean as an average. 	<ul style="list-style-type: none"> Learners will explain why Young Lives researchers used a large sample size when collecting time use data. Learners will compare individual time use data for Young Lives featured children in Ethiopia and India with mean time use in each country. Learners will use class time use data to calculate mean time use for different categories of daily activities. 	<ul style="list-style-type: none"> Why do we need a large sample size? Why might time use vary among different children? What is the mean and how do we calculate it? 	Activity 3.1 Activity 3.2 Activity 3.3	<ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 1 – 3): Slides 34 – 39 Resource sheets: <ol style="list-style-type: none"> Meet Ravi; Meet Harika; Meet Hung; Meet Lien; Time use data – Ravi; Time use data – Harika; Time use data – Hung; Time use data - Lien Activity sheet: <ol style="list-style-type: none"> My time use data Calculators may be required for Activity 3.3

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Session 4: Comparing time use</p>	<ul style="list-style-type: none"> To understand how to use inequality signs to compare amounts. To recognise that factors such as gender and living in an urban or rural area can affect the amount of time young people spend doing different daily activities. 	<ul style="list-style-type: none"> Learners will use inequality signs to compare time use data between boys and girls and between children living in urban and rural areas. Learners will ask and answer questions about a set of data . 	<ul style="list-style-type: none"> What do $<$ and $>$ mean? What differences in time use and daily life are there between boys and girls? What similarities and differences in time use and daily life are there between children in urban and rural areas? What do you think are the reasons for some of these differences? Do you think this is fair? 	<p>Activity 4.1 Activity 4.2</p>	<ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 4 – 6): Slides 2 – 7 Resource sheets: <ol style="list-style-type: none"> <i>Time use and gender - Table A</i> <i>Time use and gender – Table B</i> <i>Urban and rural time use – Table A</i> <i>Urban and rural time use – Table B</i> <i>Time use and gender – Bar charts A</i> <i>Time use and gender – Bar charts B</i> <i>Urban and rural time use – Bar charts A</i> <i>Urban and rural time use – Bar charts B</i> Activity sheets: <ol style="list-style-type: none"> <i>Comparing time use and gender</i> <i>Comparing urban and rural time use</i> <i>Investigating time use and gender</i>
<p>Session 5: How do you travel to school?</p>	<ul style="list-style-type: none"> To collect and present data to test a hypothesis about the frequency of different methods of travelling to school. To compare the frequency of different methods of travel within the UK and within and between the Young Lives countries. 	<ul style="list-style-type: none"> Learners will collect and present data to investigate which is the most frequent method of travel for going to school in their class or school. Learners will compare school travel data for the UK, Ethiopia, India, Peru and Viet Nam. 	<ul style="list-style-type: none"> What other effects might inequality have on the lives of the Young Lives children? How do you travel to school? What do you think is the most frequent way of travelling to school? How could we find out which is the most frequent way of travelling to school? What might affect how young people travel to school? 	<p>Activity 5.1 Activity 5.2 Activity 5.3</p>	<ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 4 – 6): Slides 8 – 15 Resource sheet: <ol style="list-style-type: none"> <i>How do other children travel to school?</i> Activity sheets: <ol style="list-style-type: none"> <i>How do we travel to school?</i> <i>Table and bar chart</i>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 6: Line graphs	<ul style="list-style-type: none"> To interpret data represented in line graphs. To construct a line graph for a set of data. To know why a line graph is useful for certain types of data. To understand how well-being and inequality can be measured in different ways. 	<ul style="list-style-type: none"> Learners will interpret and answer questions about line graphs showing how income per person and inequality have changed over time in the UK and the four Young Lives countries. Learners will construct a line graph to show how life expectancy has changed over time in the four countries. Learners will discuss differences in income per person, inequality and life expectancy between and within and countries. 	<ul style="list-style-type: none"> What does the data tell you? Why is a line graph suitable for this data? What has happened to 'income per person' over time? How do the different countries compare? What has happened to life expectancy over time? What are the reasons for these changes? 	Activity 6.1 Activity 6.2 Activity 6.3	<ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 4 - 6): Slides 16 – 35 Resource sheets: <ol style="list-style-type: none"> <i>Income per person</i> <i>Life expectancy - Table</i> <i>Inequality</i> Activity sheet: <ol style="list-style-type: none"> <i>Life expectancy - Line graph</i>

Unit 4: Reflection and sharing

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 1: Reflection and sharing	<ul style="list-style-type: none"> To evaluate learning and understanding about well-being and inequality. To collaborate effectively with others to choose, plan and carry out activities. 	<ul style="list-style-type: none"> Learners will use an evaluation wheel to evaluate learning about well-being and inequality. Learners will work with others to choose, plan and carry out an activity to raise awareness of inequality among the wider community. 	<ul style="list-style-type: none"> Which areas of learning are we more confident about? Which areas of learning are we less confident about? What do you think is the most important thing you have learned? Which activities did you find the most interesting and why? Which data did you find the most interesting and why? What would you like to learn more about? 	Activity 1.1 Activity 1.2	<ul style="list-style-type: none"> Activity sheets: <ol style="list-style-type: none"> <i>Evaluation wheel</i> <i>Blank evaluation wheel</i> <i>Sharing your learning with others</i>

Global citizenship

This is a global citizenship resource written for teachers of maths with 8 to 12 year olds. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see:

www.oxfam.org.uk/education/global-citizenship

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Diversity • Globalisation and interdependence • Sustainable development • Peace and conflict 	<ul style="list-style-type: none"> • Critical thinking • Ability to argue effectively • Ability to challenge injustice and inequalities • Respect for people and things • Co-operation and conflict • Resolution 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Empathy • Commitment to social justice and equity • Value and respect for diversity • Concern for the environment and commitment to sustainable development • Belief that people can make a difference

Acknowledgements

With particular thanks to Caroline Knowles, María José Ogando Portela and Emma Wilson from the Young Lives team at Oxford Department of International Development for their input in writing these materials and sourcing and collating the data and images.

Thanks to Rachael Horsman (The Mathematical Association) for her advice and support.

With special thanks to the following teachers, schools and their pupils for testing and reviewing materials:

- Susan Bush and colleagues at Torriano Junior School, London.
- Teaching colleagues from The Mathematical Association based at 12 primary schools and four secondary schools.

This publication would not have been possible without the support and contributions from many Oxfam staff.

For further information about Oxfam Education, including a wide range of other curriculum-linked resources, see: www.oxfam.org.uk/education

For further information about the Young Lives project, see: younglives.org.uk/

For further information about The Mathematical Association, see: www.m-a.org.uk/

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