

UNIT 3 SESSION 4: COMPARING TIME USE

Age range: 8 - 12 years

<p>Outline Learners will explore how gender and living in an urban or rural area affects how long a child spends on different activities each day. Time use data is available for boys and girls and children in urban and rural areas in the four Young Lives countries: Ethiopia, India, Peru and Viet Nam. Learners will use $<$, $>$ or $=$ to compare the data and discuss possible reasons for any differences.</p>										
<p>Learning objectives</p> <ul style="list-style-type: none"> To understand how to use $<$, $>$ or $=$ 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. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will use $<$, $>$ or $=$ 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. 									
<p>Key questions</p> <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>Resources</p> <ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 4 – 6): Slides 2 – 7 Resource sheets: <table border="0" style="width: 100%;"> <tr> <td>1. <i>Time use and gender - Table A</i></td> <td>2. <i>Time use and gender – Table B</i></td> </tr> <tr> <td>3. <i>Urban and rural time use – Table A</i></td> <td>4. <i>Urban and rural time use – Table B</i></td> </tr> <tr> <td>5. <i>Time use and gender – Bar charts A</i></td> <td>6. <i>Time use and gender – Bar charts B</i></td> </tr> <tr> <td>7. <i>Urban and rural time use – Bar charts A</i></td> <td>8. <i>Urban and rural time use – Bar charts B</i></td> </tr> </table> 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> 		1. <i>Time use and gender - Table A</i>	2. <i>Time use and gender – Table B</i>	3. <i>Urban and rural time use – Table A</i>	4. <i>Urban and rural time use – Table B</i>	5. <i>Time use and gender – Bar charts A</i>	6. <i>Time use and gender – Bar charts B</i>	7. <i>Urban and rural time use – Bar charts A</i>	8. <i>Urban and rural time use – Bar charts B</i>
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<p>Curriculum links</p>										
<p>England <i>Pupils should be taught to:</i> Mathematics Number – number and place value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct bar charts, pictograms, tables, pie charts and line graphs and use these to solve problems. 	<p>Wales Mathematics Number</p> <ul style="list-style-type: none"> Count, read, write and order whole numbers. Understand place value in relation to the position of digits. <p>Handling Data</p> <ul style="list-style-type: none"> Use and present data in a variety of ways including tables, pictograms, charts, bar charts, line graphs, diagrams, text and ICT. Collect, represent, analyse and interpret data. 	<p>Scotland Numeracy and Mathematics: Time</p> <ul style="list-style-type: none"> I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. <p style="text-align: right;">MNU 2-10a</p>								
<p>Important teaching note These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.</p>										

Note that you may find it useful to refer to the Background notes for teachers document for this session.

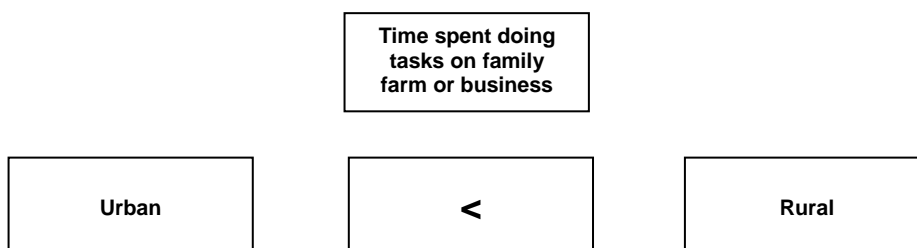
Activity 4.1 (25 min)

- Organise learners into pairs. Give half the class a copy of *Time use and gender – Table A or B* (Resource sheets 1 and 2) and the other half *Urban and rural time use – Table A or B* (Resource sheets 3 and 4). Make sure learners understand the meaning of ‘rural’ and ‘urban’.
- The *Time use and gender* tables show the mean time use for boys and girls in each of the four Young Lives countries (Ethiopia, India, Peru and Viet Nam). The *Urban and rural time use* tables show the mean time use for children in urban and rural areas for each of these four countries. In *Table A*, time use is recorded in hours and minutes. *Table B* shows time use in decimal hours.
- Allow time for learners to look at their tables and share their initial responses to them. Support learners to understand the data in the tables. You might like to challenge learners to come up with a sentence or two themselves to explain the table and the data being shown. *Do they notice any differences in time use between boys and girls, or children in urban and rural areas, for any of the countries?*
- Work through the examples in slides 3 to 6 of the *Unit 3 Slideshow (Sessions 4 – 6)* as a whole class activity and then give pairs of learners a copy of *Comparing time use and gender* (Activity sheet 1) or *Comparing urban and rural time use* (Activity sheet 2), according to which of the tables they have. Ask learners to cut out the boxes on their activity sheet. They should then select a country from the table and choose one of the activity categories, such as sleeping. Ask learners to use $<$, $>$ or $=$ to compare the mean time girls and boys, or children in urban and rural areas, spend on that activity during a typical day.

Example 1: *Ethiopia*



Example 2: *Viet Nam*



- Ask learners to repeat this using the same country but different activity categories. Next ask them to display two of their statements for the same country (they should fill in the blank box provided with the country name) and then rotate around the classroom to look at others' findings.
- Show slide 7 and discuss any similarities and differences learners notice between the daily lives of in each country. Then ask them to compare the activities of boys and girls in each country.
- Distribute copies of the *Time use and gender – Bar charts* (Resource sheets 5 and 6) or *Urban and rural time use – Bar Charts* (Resource sheets 7 and 8). Discuss which is easier to read, their table or the bar chart.

Possible questions include:

- *What similarities and differences in time use and daily life are there between children in urban and rural areas in each of the four countries?*
- *What similarities and differences in time use and daily life are there between boys and girls in each of the four countries?*
- *What do you think are the reasons for some of these similarities and differences?*
- *Do you think the differences are fair?*
- *Do you think the bar charts are easier or harder to read than the table? Why do you think this?*

Activity 4.2 (35 min)

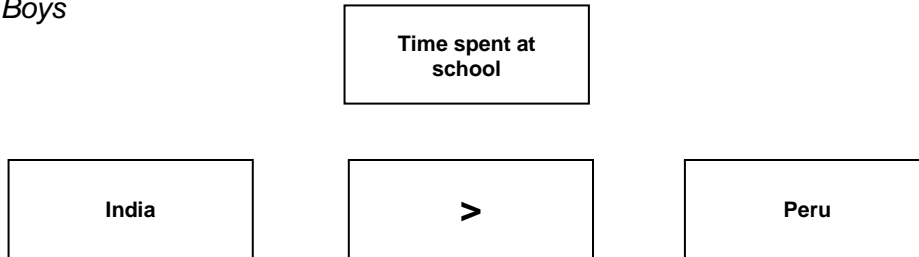
- Ask learners to collect and compare time use data according to gender for their own class or school. In *Unit 3 Session 2*, learners are asked to record their individual time use data. In *Unit 3 Session 3*, learners compare and collate time use data for their group or class and then calculate mean time use.
- Distribute copies of *Investigating time use and gender* (Activity sheet 3) and ask learners to complete the table to show the data for their class or school. Ask pairs of learners to focus on one activity category and one gender type, for example *Sleeping: Girls*. Learners could circulate around the class to collect data and then calculate the mean time use. More able learners could be asked to collect more than one set of data if needed. Then come together as a class to complete the whole table using data from all the pairs.
- Ask learners to use the completed table to come up with statements as in *Activity 4.1*.
- Discuss any similarities and differences learners notice between the daily lives of boys and girls in their class or school. You could ask the questions provided in *Activity 4.1*.

Further ideas

- Ask learners to record the statements they come up with in *Activities 4.1* and *4.2*. They could do this individually or in pairs.

- Learners could investigate the conversion between time use in decimal hours and time use in hours and minutes. For example, learners could convert the time use data in *Table 2* (provided in decimal hours) to hours and minutes.
- Ask learners to compare time use in different countries by selecting a gender and one of the activity categories. Learners could use sticky notes for the *country* labels.

For example: *Boys*



- Learners could use the data for their class or school to construct a bar chart to represent mean time use data for boys and girls for different activity categories.

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Time use and gender - Table A

Resource sheet 1

Cut out the boxes in *Comparing time use and gender* (Activity sheet 1). Choose a country and one of the activities. Use the *Boys* and *Girls* cards and <, > or = to compare how long boys and girls in this country spend on this activity. Repeat for different examples.

Time use provided in hours (h) and minutes (min).

Activity	Ethiopia		India		Peru		Viet Nam	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Time spent sleeping	9h	9h	8h 54min	8h 54min	9h 30min	9h 42min	8h 54min	8h 36min
Time spent caring for others	30min	48min	6min	18min	1h 12min	1h 24min	18min	24min
Time spent doing domestic tasks	1h 42min	2h 48min	42min	1h 24min	2h 12min	2h 18min	1h	1h 24min
Time spent doing tasks on family farm or business	2h	54min	24min	12min	54min	54min	42min	36min
Time spent working for pay outside of household	12min	6 min	24min	24min	18min	12min	0	6min
Time spent at school	5h 18min	5h 30min	6h 6min	6h 12min	4h 48min	4h 48min	4h 24min	4h 24min
Time spent studying outside of school	1h 42min	1h 42min	2h	1h 48min	2h 54min	3h	2h 42min	3h
Time spent playing or doing leisure activities	3h	2h 36min	4h 6min	3h 30min	2h 42min	2h 24min	6h	5h 30min

Time use and gender - Table B

Resource sheet 2

Cut out the boxes in *Comparing time use and gender* (Activity sheet 1). Choose a country and one of the activities. Use the *Boys* and *Girls* cards and <, > or = to compare how long boys and girls in this country spend on this activity. Repeat for different examples.

Time use provided in decimal hours.

Activity	Ethiopia		India		Peru		Viet Nam	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Time spent sleeping	9.0	9.0	8.9	8.9	9.5	9.7	8.9	8.6
Time spent caring for others	0.5	0.8	0.1	0.3	1.2	1.4	0.3	0.4
Time spent doing domestic tasks	1.7	2.8	0.7	1.4	2.2	2.3	1.0	1.4
Time spent doing tasks on family farm or business	2.0	0.9	0.4	0.2	0.9	0.9	0.7	0.6
Time spent working for pay outside of household	0.2	0.1	0.4	0.4	0.3	0.2	0.0	0.1
Time spent at school	5.3	5.5	6.1	6.2	4.8	4.8	4.4	4.4
Time spent studying outside of school	1.7	1.7	2.0	1.8	2.9	3.0	2.7	3.0
Time spent playing or doing leisure activities	3.0	2.6	4.1	3.5	2.7	2.4	6.0	5.5

Urban and rural time use - Table A

Resource sheet 3

Cut out the boxes in *Comparing urban and rural time use* (Activity sheet 2). Choose a country and one of the activities. Use the *Urban* and *Rural* cards and <, > or = to compare how long children in urban and rural areas in this country spend on this activity. Repeat for different examples.

Time use provided in hours (h) and minutes (min).

Activity	Ethiopia		India		Peru		Viet Nam	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Time spent sleeping	9h 6min	9h	8h 42min	9h	9h 36min	9h 30min	8h 36min	8h 48min
Time spent caring for others	36min	36min	12min	12min	1h 12min	1h 30min	24min	18min
Time spent doing domestic tasks	2h 12min	2h 18min	48min	1h 6min	2h 12min	2h 18min	54min	1h 18min
Time spent doing tasks on family farm or business	24min	2h 12min	0	24min	36min	1h 42min	6min	48min
Time spent working for pay outside of household	6min	12min	12min	30min	18min	18min	0	6min
Time spent at school	5h 54min	5h 6 min	6h 48min	5h 54min	4h 54min	4h 18min	4h 42min	4h 18min
Time spent studying outside of school	1h 54min	1h 36min	2h 6min	1h 54min	3h 6min	2h 36min	4h 6min	2h 36min
Time spent playing or doing leisure activities	3h 18min	2h 30min	3h 42min	3h 48min	2h 42min	2h 12min	5h 12min	5h 54min

Urban and rural time use - Table B

Resource sheet 4

Cut out the boxes in *Comparing urban and rural time use* (Activity sheet 2). Choose a country and one of the activities. Use the *Urban* and *Rural* cards and $<$, $>$ or $=$ to compare how long children in urban and rural areas in this country spend on this activity. Repeat for different examples.

Time use provided in decimal hours.

Activity	Ethiopia		India		Peru		Viet Nam	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Time spent sleeping	9.1	9.0	8.7	9.0	9.6	9.5	8.6	8.8
Time spent caring for others	0.6	0.6	0.2	0.2	1.2	1.5	0.4	0.3
Time spent doing domestic tasks	2.2	2.3	0.8	1.1	2.2	2.3	0.9	1.3
Time spent doing tasks on family farm or business	0.4	2.2	0.0	0.4	0.6	1.7	0.1	0.8
Time spent working for pay outside of household	0.1	0.2	0.2	0.5	0.3	0.3	0.0	0.1
Time spent at school	5.9	5.1	6.8	5.9	4.9	4.3	4.7	4.3
Time spent studying outside of school	1.9	1.6	2.1	1.9	3.1	2.6	4.1	2.6
Time spent playing or doing leisure activities	3.3	2.5	3.7	3.8	2.7	2.2	5.2	5.9

Comparing time use and gender

Activity sheet 1

<

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Boys

Girls

Time spent sleeping

Time spent caring for others

Time spent doing domestic tasks

Time spent doing tasks on family farm or business

Time spent working for pay outside of household

Time spent at school

Time spent studying outside of school

Time spent playing or doing leisure activities

Comparing urban and rural time use

Activity sheet 2

<

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Urban

Rural

Time spent sleeping

Time spent caring for others

Time spent doing domestic tasks

Time spent doing tasks on family farm or business

Time spent working for pay outside of household

Time spent at school

Time spent studying outside of school

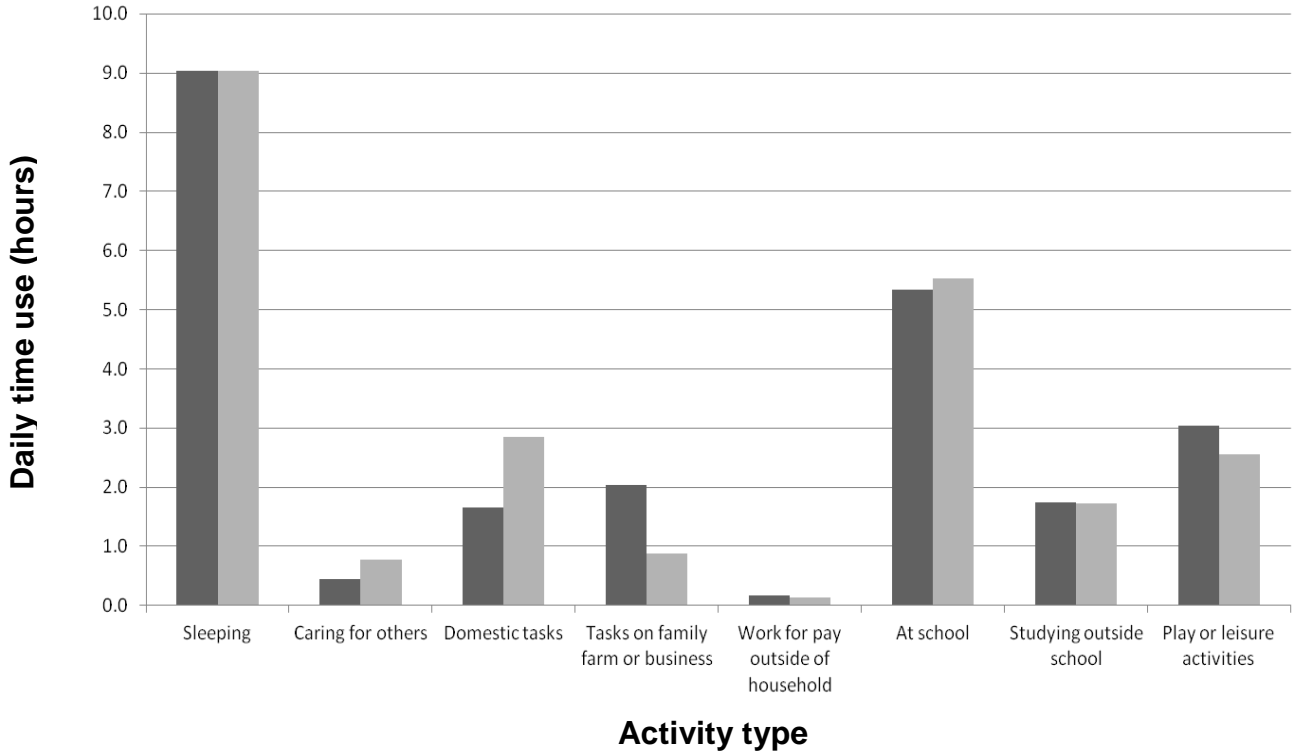
Time spent playing or doing leisure activities

Time use and gender - Bar charts A

Resource sheet 5

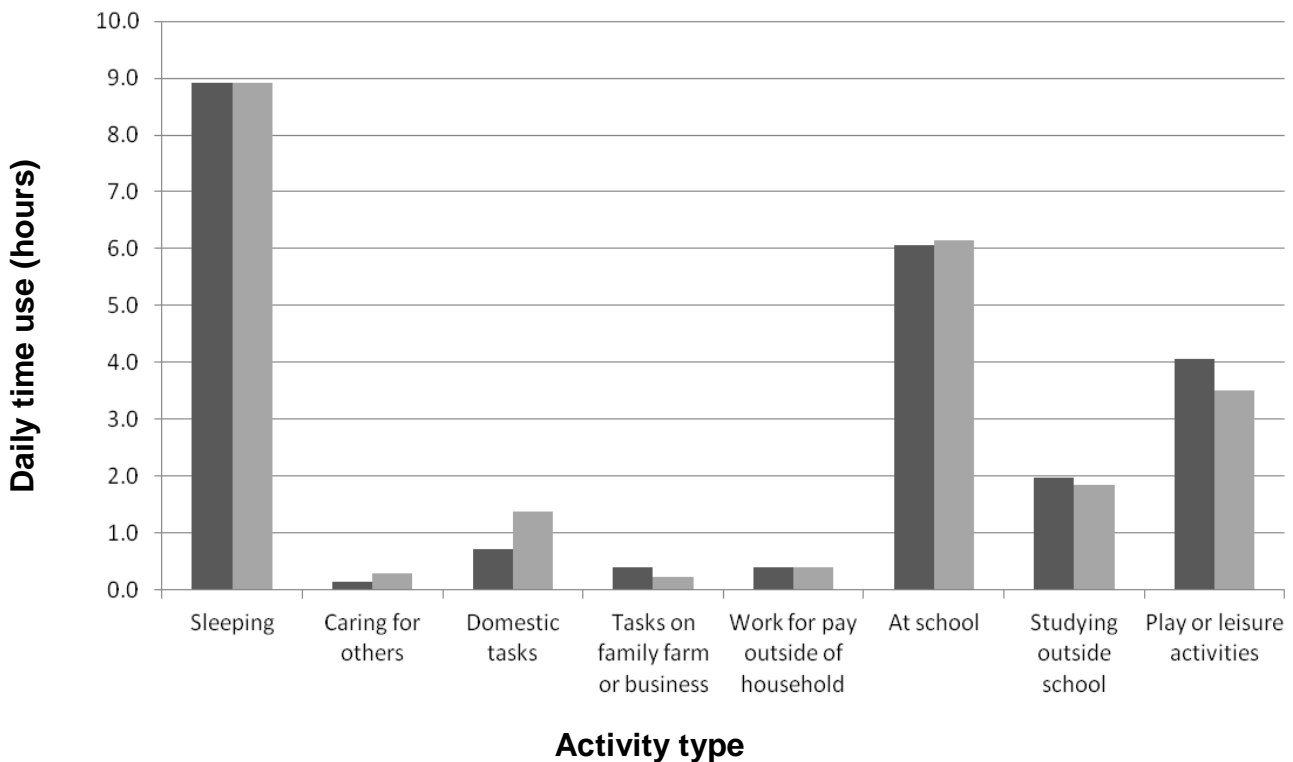
Ethiopia

 Boys  Girls



India

 Boys  Girls

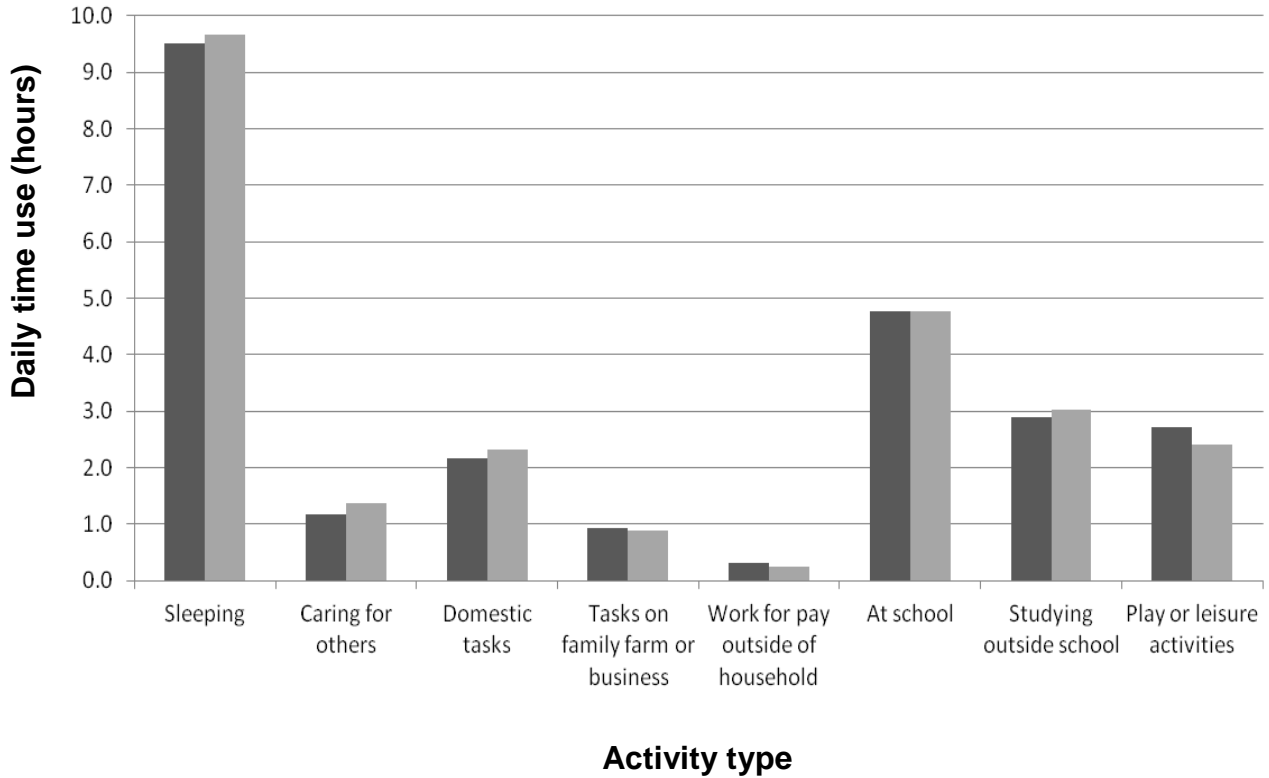


Time use and gender - Bar charts B

Resource sheet 6

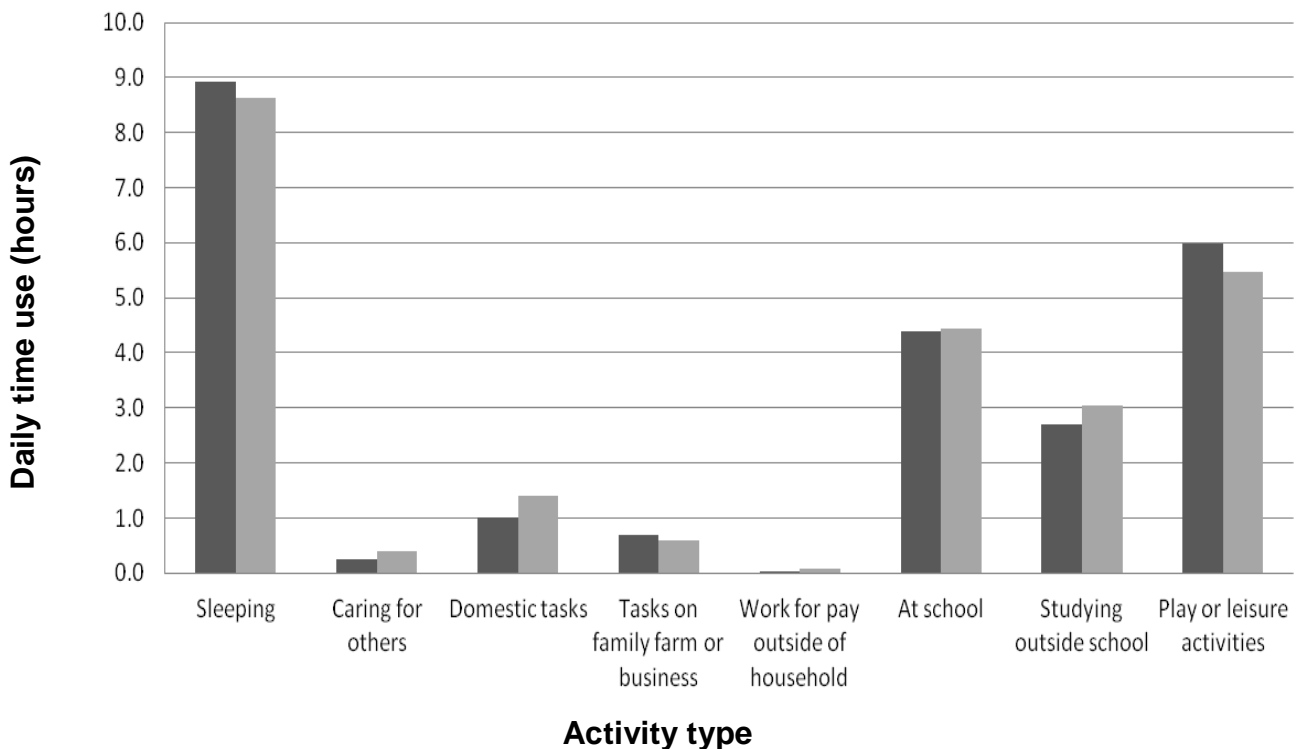
Peru

Boys Girls



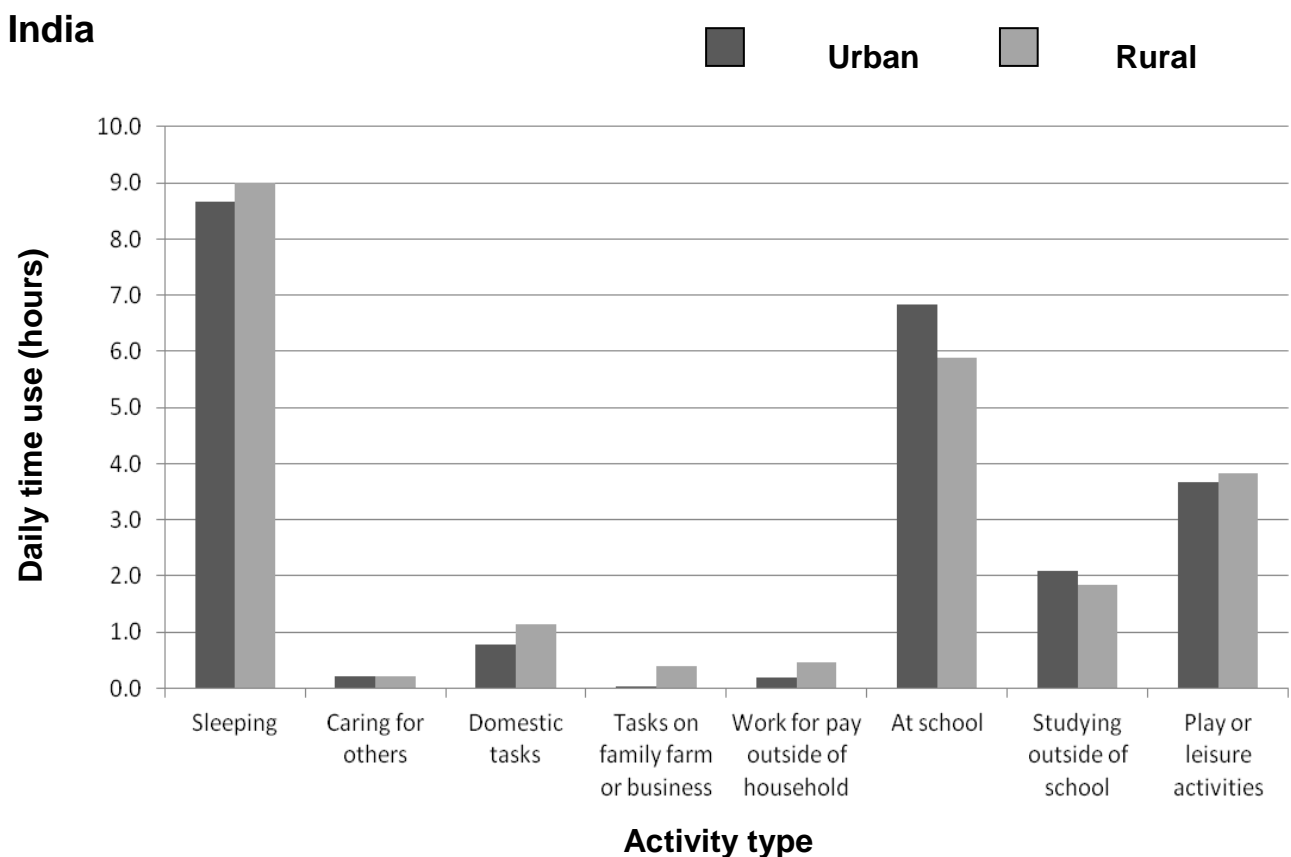
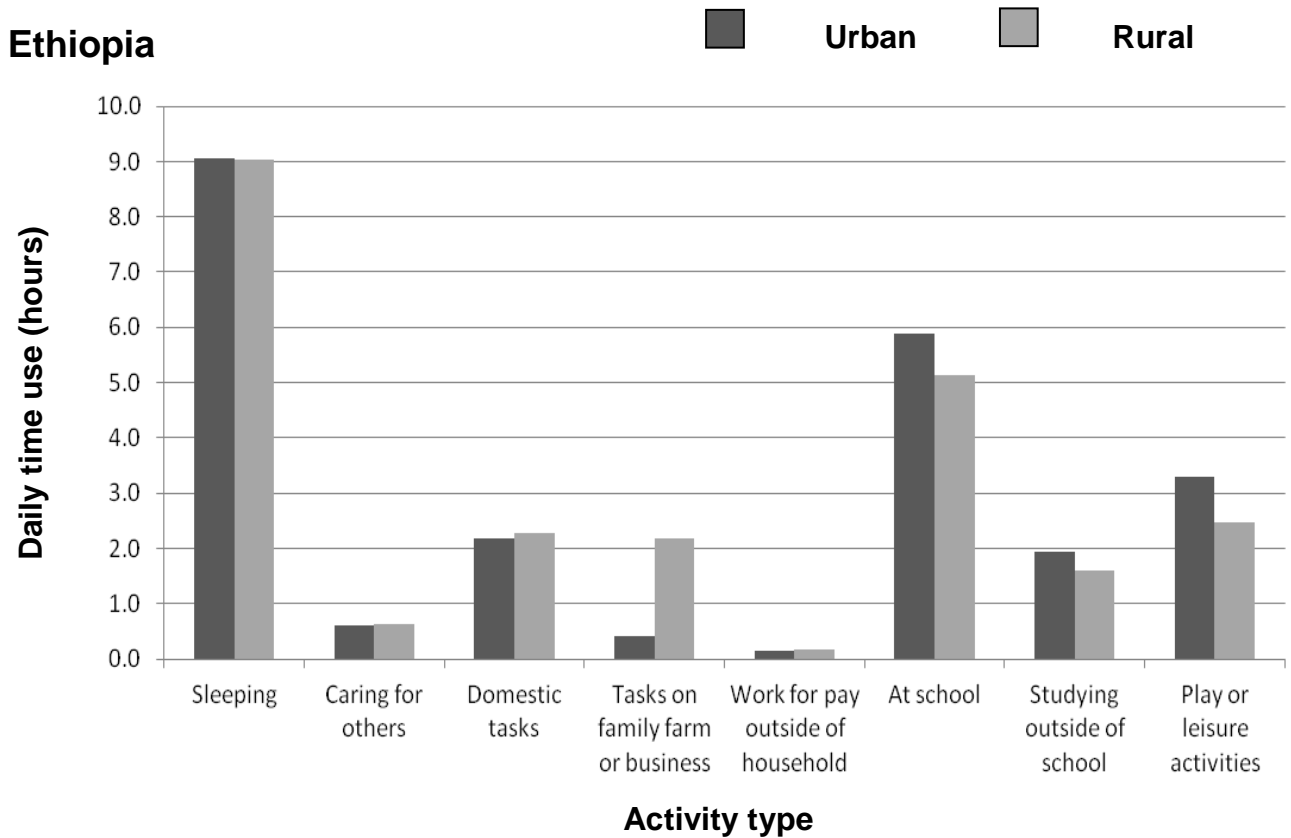
Viet Nam

Boys Girls



Urban and rural time use - Bar charts A

Resource sheet 7

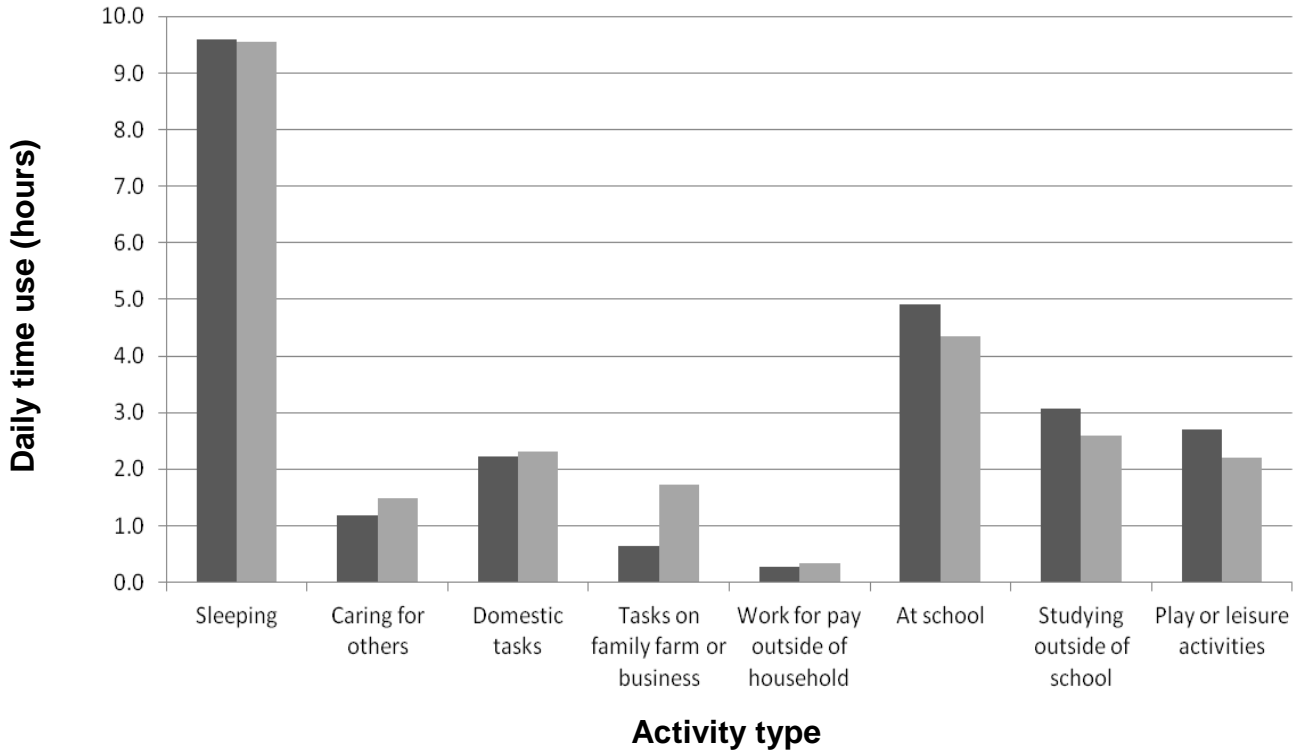


Urban and rural time use - Bar charts B

Resource sheet 8

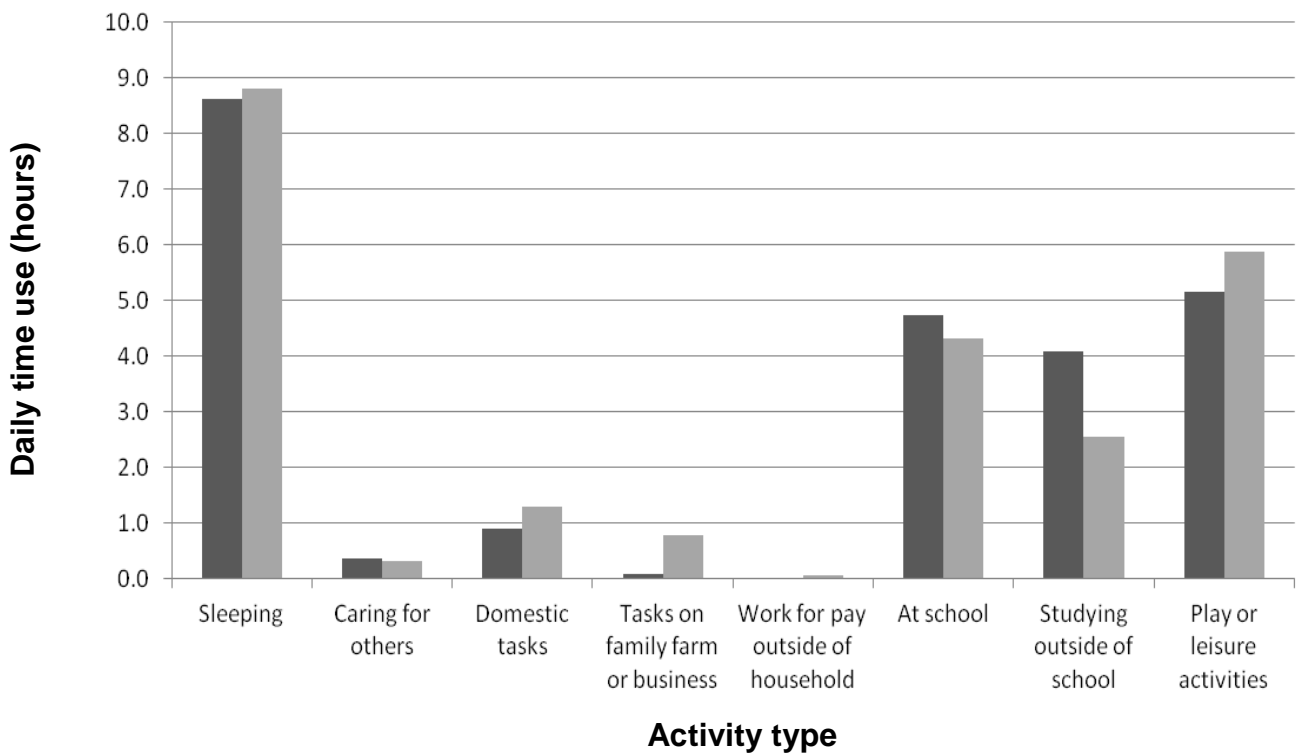
Peru

 Urban  Rural



Viet Nam

 Urban  Rural



Investigating time use and gender

Activity sheet 3

Activity	Mean time use: Girls	Mean time use: Boys
Sleeping		
Caring for others		
Domestic tasks		
Tasks on family farm or business		
Working for pay outside of household		
At school		
Studying outside of school		
Playing or leisure activities		