

# HEALTH AND SAFETY EDUCATION

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
	MATHEMATICS ACTIVITIES	# _____	__/__/__	# _____	__: __: __:	_____ BOYS	_____ GIRLS

STRAND	Mathematics (Numeracy) Activities
SUB STRAND	Comparing numbers
ESSENCE STATEMENT	To help the learner understand the relationship between two group of objects.
KEY INQUIRY QUESTIONS	Which group has more objects? How did you decide which group had more objects?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Compare amounts in two groups of objects and establish a relationship of greater than, lesser than or equal to.
CORE COMPETENCIES	Through the use of <i>Digital Literacy</i> , learners learn to <i>Communicate and Collaborate</i> and work together to <i>solve problems</i> and <i>think critically</i> about amount in groups of objects and compare them.
VALUES	Learners will learn to take responsibility for what they eat and the amount of food that they eat.
PERTINENT AND CONTEMPORARY ISSUE (PCI)	Health and Safety education, learners will become more aware of what they are consuming and the amount that they are consuming.
COMMUNITY SERVICE LEARNING	Have a community member who volunteers in an orphanage or homeless shelter to speak to learners about wasting food/overconsuming.
NON-FORMAL LEARNING	Watch a movie on obesity and the health risks.
LTK+	ELM – Compare activity.
OTHER LEARNING RESOURCES	ELM, plastic food (toys).

### Learning Organisation

Small groups and discussion.

### Review of previous lesson (2 mins)

Learners to share with the whole class in turns, on the previous lesson, what they liked about the lesson as they learn from one another.

### Introduction (5 mins)

Learners listen and watch the facilitator’s demonstration.

### Lesson development

Group learners according to their eating habits, for example (vegetarians, don't eat pork, allergies) and then have them compare which group of learners has more or less people in it. Alternate criteria (tall, medium, short) and redo activity. Then proceed to Step 1.

**Step 1:** Facilitator explains to learners what are good and healthy food choices and what are healthy portions of food to consume.

**Step 2:** Demonstrate with plastic food items what are the important food groups t have and amounts.

**Step 3:** In small groups, learners place plastic food items on plates, then compare amounts on each plate: who has more who has less? Who has made healthy food choices?

**Step 4:** Learners can add and remove items from the plate and compare the amounts on each plate again.

### Conclusion

Learners name a food and say what food group it belongs to, what they learned about it, is it good to eat this type of food in small or large amounts? Why?

### Learner Reflection

Ask learners what did you learn from this activity?

Will this activity change what you eat and how much you eat?

### Summary

Learners understand healthy eating habits, are able to express what healthy food choices are and are able to judge whether the amount of food is sufficient.

### Extended Activity

*Facilitator Preparation:*

- Divide Class into 2 groups.
- Subdivide group into pairs.
- These learners will go to the computer.
- Setup computer stations around the classroom and assign teams.
- Groups will switch after 20 mins.

Stage (Time)	Facilitator's Activities	Learners' Activities
Introduction (5 mins)	Tell learners: <i>You will be working on an activity on the computer. Take turns to solve each</i>	Learners work together and alternate to work on the



	<p><i>problem and complete your puzzle. Work together when you need help.</i></p> <p>Have learners go to ELM and log in:</p> <ol style="list-style-type: none"> <li>1) Learners select and complete the Compare activity in Number Concept, starting at Step1.</li> <li>2) Have them work 2-3 learners together, alternating between who solves the problem (puzzle piece) in one student's account.</li> <li>3) If learners need help they can ask a member of their group for help.</li> </ol>	<p><i>Compare activity in ELM.</i></p>
--	--	--

