<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th>Baden Powell Tarneit</th>
<th><strong>Year Group:</strong></th>
<th>8 TML</th>
<th><strong>Day</strong></th>
<th>Wed</th>
<th><strong>Date</strong></th>
<th>19th September 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Percentages, Decimals and Fractions</td>
<td><strong>Aims</strong></td>
<td>Students will complete an in class project covering percentages, decimals, and fractions</td>
<td><strong>AUSVELS: Strands, Domain, Foci and Standards</strong></td>
<td>Level 8 - Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)</td>
<td>Level 7 - Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)</td>
<td>Level 7 - Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)</td>
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<tr>
<td><strong>Location / Setting</strong></td>
<td>Classroom</td>
<td><strong>Organisation / Student Groups</strong></td>
<td>Standard classroom setting</td>
<td><strong>Classroom management strategy</strong></td>
<td>Standard classroom practice</td>
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<tr>
<td><strong>Key Vocabulary</strong></td>
<td>fractions, percentages, decimals, ratios, conversion</td>
<td><strong>Materials, Resources and Equipment</strong></td>
<td>Our Global Village project Maths dictionaries</td>
<td><strong>References/Sources</strong></td>
<td>Nelsons Maths 8 Pearson Maths 7</td>
<td></td>
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<tr>
<td>INTRODUCTION</td>
<td>MAIN BODY</td>
<td>CONCLUSION</td>
<td></td>
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<tr>
<td>Connecting, Engaging and Modelling Inquiry</td>
<td>Guiding Inquiry and Practise</td>
<td>Sharing, Explaining and Reviewing Inquiry</td>
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| **Introduction:** (2 to 3 minutes)  
Brief introduction to the task.  
All components of the task are topics covered recently.  
Students may need to consult maths dictionaries. | **Our Global Village project:** (50 to 55 minutes)  
Students will work in pairs on the Our Global Village project.  
As a pair they will be expected to complete the project, but can discuss and decide within the pair if they will split the work or complete it together. | **Sharing**  
It may be necessary to start the students off thinking in the right direction, so possibly do the first few questions as a class on the board.  
Where students are stuck or have particular questions complete working on the board so that other students can benefit. |

**Reflection**

**Mentor Feedback**
There are over 7,058 billion people on the Earth today. Who is this large community composed of?

**By Race:**
- 0.597 Asian
- 0.105 European
- 0.05 North American
- 0.084 South American and Caribbean
- 0.052 African
- 0.001 Oceania (including Australia)

**Conditions:**
- 0.37 live without basic sanitation
- 0.13 don’t have access to clean, safe drinking water
- 0.16 are hungry and/or malnourished

**Wealth:**
- 0.06 of the population own 59% of the entire wealth
- \( \frac{1}{5} \) of the population have 75% of the income
- 0.53 of the population live on $2.50 or less per day

**Education and Technology**
- 0.17 of the population can’t read
- 0.07 have completed secondary education
- 0.22 have a computer
- 0.35 have access to the internet

**Child Health:**
- 0.018 of the world’s population are children under five years old classified as underweight
- \( \frac{28}{1000} \) of the world’s population are children under five years old classified as stunted (too short for their age due to malnutrition)
- 0.079 of the world’s population are children living in poverty

How can we help?
There are many charities out there that are trying to create more equality in the world – Oxfam is just one of these. Charities often rely on the generosity of ordinary people. Here is a pie chart of the age groups of Oxfam volunteers:
Project Worksheet

Class Survey

How many people are present in TML today? ____________

How many people in TML have a computer at home? __________

How many people in TML have access to the internet at home? __________

1. Write 7.058 billion out fully (with the correct amount of zeroes) _____________________________

2. Convert the decimal and fraction statistics into percentages for the categories Race, Conditions, Wealth, Education and Technology, and Child Health.

<table>
<thead>
<tr>
<th>Race</th>
<th>%</th>
<th>Conditions</th>
<th>%</th>
<th>Wealth</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>Sanitation</td>
<td>%</td>
<td>Own wealth</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>European</td>
<td>Water</td>
<td>%</td>
<td>Have income</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>N. American</td>
<td>Malnourished</td>
<td>%</td>
<td>$2.50 per day</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>S. American</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceania</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education and Technology</th>
<th>%</th>
<th>Child Health</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>Underweight</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed</td>
<td>Stunted</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>Poverty</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td>%</td>
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</tbody>
</table>

3. Calculate the percentage of people in TML who have:

a) a computer at home __________

b) access to the internet at home __________

c) Is there a greater or lesser percentage of people in TML that have computers and internet compared to the global percentage above? What is the difference, and what reasons can you think of for that difference?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
4. Using the facts you know or have calculated, find how many people in the world:

a) don’t have access to clean water

b) struggle to live on $2.50 or less per day

c) have a computer

d) have not completed secondary education

e) are children living in poverty

5. Using the pie chart, find out the following:

a) What percentage of volunteers are between 18 and 30?

b) Why do you think most volunteers are in this age range?

c) One of the challenges charities face is the need to pay for fundraising and administration costs. If Oxfam spends 24.4% of its income on fundraising and 8.9% on administration costs, what percentage of its income is available to go directly to community-aid projects?