# Lesson 5: Comparing people

## Introduction

During this lesson learners will understand that people can be described using attributes. They will practise using attributes to describe images of people and other learners in the class. The learners will collect the data needed to organise people using attributes, and create a pictogram to show this pictorially. Finally, learners will draw conclusions from their pictograms and share their findings.

## Learning objectives

To recognise that people can be described by attributes

* I can choose a suitable attribute to compare people
* I can collect the data I need
* I can create a pictogram and draw conclusions from it

## Key vocabulary

Attribute, compare, tally chart, pictogram, more than, less than, most popular, least popular, conclusion

## Assessment opportunities

**Introduction:** Assess how confidently learners can describe people using attributes.

**Activity 1:** Assess the learners’ ability to use a range of attributes to describe people.

**Activity 2:** Assess the learners’ ability to create their own question and gather the relevant data.

**Activity 3:** Assess the learners’ ability to create a customised pictogram to present their data.

**Plenary:** Assess the learners’ ability to come to a conclusion based on the data collected.

## Preparation

**Subject knowledge:**

You will need an understanding of the word ‘attribute’ and knowledge of creating tally charts and pictograms. An understanding of the ‘J2Data - Pictogram’ software would be an advantage, although this is supported in the slides.

**You will need:**

* L5 Slides
* Whiteboards, pens, and rubbers
* A1 Handout – Who have I picked?
* Counters, or laminated handouts and drywipe pens
* A2 Worksheet – Tally charts
* A2 Handout – Example questions

## Outline plan

Please note that the activities are labelled in the top right-hand corner of the slide deck to help you navigate the lesson.

*\*Timings are rough guides*

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| Introduction (Slides 2–4)  5 mins | **Introduction**  Show slide 2 and discuss the lesson objectives with the learners.  Show slide 3. Remind the learners of the work they did last lesson on ‘attributes’. Remind them that they can describe objects using attributes such as ‘number of wheels’, ‘number of legs’, etc.  Show slide 4. Ask the learners ‘Can you think of any attributes you can use to describe people?’ Allow time for the learners to think, write, pair, and share their ideas. Learners could record their ideas on whiteboards, share with a partner, and then share with the wider group. |
| **Activity 1**  (Slides 5–7)  10 mins | **Who have I picked?**  Give the learners handouts and counters.  Show slide 5. Tell the learners that we are going to play a game. Explain that someone is going to choose one of the people on the board, but keep their choice secret. They are going to try to guess who has been picked by asking questions about the people’s attributes.  Tell the learners that you are going to model the game to them. Ask them to get their game boards and counters ready.  Explain to the learners that someone picks one of the people on the board. Tell them that you have chosen this time. Tell the learners to ask questions with ‘yes’ or ‘no’ answers. Tell them that you are going to model some example questions and that they should cover up the people on their game boards as they play, as demonstrated on the slides.  Click through the animation asking the relevant questions as you go.  You might ask me the question ‘Are they happy?’  I would tell you ‘yes, they are happy’, so we will cover up anyone who is not happy.  Are they wearing glasses?  No, they are not wearing glasses, so we cover up the people wearing glasses.  Are they female?  No, they are not female, so we cover up all the female people.  Do they have hair?  Yes, they do have hair, so we cover up anyone without hair.  Do they have curly hair?  No, they don’t have curly hair, so we cover up anyone with curly hair.  Do they have brown hair?  No, they don’t have brown hair, so we cover up anyone with brown hair.  Do they have a moustache?  Yes, they do have a moustache. Can you see who it is?  Tell the learners that you chose ‘Bob’.  Ask some of the learners to pick a person. Play the game a few times with the class to ensure their understanding.  Show slide 6. Explain to the learners that the game has given us some of Kat’s ‘attributes’. These are all pieces of information we could collect and use when creating pictograms. If relevant, you might want to reference Top Trump cards.  Click the animation on slide 6. Explain to learners that not all attributes of people are about how they look. Now they’re going to discover their values for the following attributes.  Show slide 7. Click through the animation and ask the learners how many brothers they have. Ask them how many pets they have. Tell the learners to use their fingers to show you the answers.  Ask the learners to show you, by putting their thumbs up, or thumbs down, whether they like tomatoes. Ask them whether they have a packed lunch today.  Reiterate that these are all ‘attributes’ that tell us about people. Ask the learners what other attributes there could be that we can’t see, for example the town they live in, or the month of their birthday.  **Note:** These have been chosen because they are not personal information (such as address or date of birth). If appropriate, you may want to talk to learners about personal information, and information we shouldn’t share with strangers. |
| **Activity 2** (Slides 8–11)  10 mins | **Collect the data**  Show slide 8. Ask the learners ‘What would you like to find out about the people in our class?’ Tell the learners we are going to choose an attribute and create a question based on it. For example, ‘What is the most common hair colour in our class?’ Tell the learners you would like them to choose 5 possible answers for people to pick from. Ask the learners ‘What happens if your hair colour isn’t on the list?’ Someone might have dyed their hair! Allow learners to offer their ideas.  Show slide 9. Ask the learners ‘What else would you like to find out about the people in our class?’ Tell the learners they could ask ‘What is the most common eye colour in our class?’ Ask them ‘What happens if your eye colour isn’t on the list?’ Allow learners to offer their ideas, such as an ‘other’ category.  Show Slide 10. Ask the learners ‘What would you like to find out about the people in our class?’ Tell the learners they could ask ‘What is our class’s favourite subject?’ Ask them ‘What happens if your favourite subject isn’t on the list?’ Someone might prefer P.E! Allow learners to offer their ideas.  Allow the learners time to write up their questions.  Show slide 11. Show the learners how to lay out their questions and answers on the tally sheet, and allow them time to gather their data and create their tally charts on the worksheet provided.  **Scaffolded:** Some learners might benefit from choosing their question from a list of options. Give the handout to these learners, allowing them to choose an appropriate question.  It may also aid the data collection process if learners could sit in two concentric circles once they have prepared their tally charts. They can ask the person they are opposite their question, record their answer and offer theirs. The outer circle can move around one space to the right, and repeat until all learners in the opposing circle have been asked. Then the two circles could separate to different parts of the room, and ask the same questions in smaller groups. |
| **Activity 3**  (Slides 12–13)  15 mins | **Pictograms**  Tell the learners they are going to use the data they have collected to create a pictogram.  Show slide 12 and watch the video.  Show slide 13, and allow the learners time to move the data from their tally chart to their pictogram. |
| **Plenary**  (Slides 14–15)  5 mins | **What did you find out?**  Show slide 14. Tell the learners that the question you decided to answer was ‘What is our class’s favourite subject?’ Looking at the pictogram, ask them ‘What is my conclusion?’ Tell the learners that your overall conclusion will be the answer to your question. Looking at the data gathered overall, which is the class’s favourite subject? Explain that the overall favourite is computing.  Show slide 15, and ask the learners if they can draw any other conclusions from the data shown. What else did they find out? Support learners by asking questions such as ‘Which subject was least popular?’  Allow time for the learners to share their questions and offer their conclusions based on the data collected. Discuss the different conclusions and address any misconceptions. |
| **Next time**  (Slides 16-17)  5 mins | Review the ‘Assessment’ and ‘Summary’ slides. |

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