

'The Weakest Link' Use in Numeracy

This lesson was designed to develop the pupils' numeracy skills. The class was a low ability class. Ten of the sixteen children in the class are statemented and the other six children were academically weak.

The class had been studying a module in 'Money'. This module was designed to develop skills involved in using money, such as calculating change, adding up bills and understanding how different coins and notes relate to each other and the monetary values associated with them.

The purpose of this particular lesson was to further develop the children's numeracy skills and to encourage them to be able to work out calculations in their head, just like they may have to in a real life situation. For example, when they are at the supermarket and making purchases.

The resources needed for this exercise are mini white boards, non-permanent pens, and mini board erasers. Motivational rubbers were used as prizes. I read out each calculation, the children then wrote down their answers and held their boards answer side in until I told them to flip them over. This only happened when every child had written an answer. The children then flipped the boards. I brought various children up to write the calculation on the board.

No child was ever put out, like in the TV version of Weakest Link, as I wanted to build up their confidence in using money, not tear it down. The lesson proved to be highly motivating and was followed up in the next lesson with a recap session and some calculations completed in their numeracy books.

Topic: numeracy	Year: 8b	Date: 11/11/03	Time:12:00-1:00
Title of Lesson: Money – ‘The Weakest Link’ getting change and adding up bills.			
Learning Outcomes (Objectives) <ul style="list-style-type: none"> • To be able to recognise and use bank notes • To be able to subtract, several amounts of money from a larger amount (up to value of £10) • To be able to participate in a team effort (the weakest link) • To encourage peer learning • To show motivation on an individual basis 			
Resources: paper coins, whiteboards, pens, erasers, motivational erasers for prizes, numeracy notebooks			
Cross-Curricular Links:			
Differentiation: This is a low ability class, so the work is based purely on developing their numeracy skills. They will have opportunity to practise written and oral calculations. The class has a classroom assistant to provide extra assistance where needed.			
Introduction: (5 mins) Recap on previous lesson, that money can be made up of several combinations of coins, what coin values are that are used in the UK. State that today we are going to be doing subtraction with money and then play a special game, with prizes.			

Lesson Development: (50 mins)

Pupils will take out their numeracy notebooks and do the questions on sheet 'target 6a'. check answers with the class (total 35 questions)

Distribute resources for the weakest link.

Explain how game will be played, using the whiteboards. That the question will be read and that they will write their answer in the board and flip them over when asked.

Several will be done on an individual basis.

Break class into small groups for some harder questions. This time groups will be knocked out for wrong answer. This time there will be prizes for the last surviving group (motivational rubber)

Conclusion: (5 mins)

Recap on what class have learnt today about spending money, getting change and how we add up and subtract multiple amounts of money

Collect in all resources and distribute prizes.

Assessment Opportunities:

The class will be assessed on the work they do in their jotters and by the answers they give to the weakest link.

Evaluation of Learning:

This was a highly effective lesson. The use of competition encouraged the children to participate. This was especially good for the children who are normally slow / unwilling to do their classwork. The children all put extra effort into the class and were able to clearly demonstrate that they had met the learning objectives.

All children were given a motivational rubber

Evaluation of Teaching:

I felt that this lesson went well. The children were clearly engaged with the use of this teaching technique. I was able to show that the children had met the learning objectives. I feel that this was a good example of best practice. The children have asked if they can use the mini whiteboards again. I have informed the class that if they continue to work hard over the coming weeks that they will be allowed to use the boards as a reward in another lesson

50p_____

70p_____

90p_____

76p_____

17p_____

28p_____

15p_____

45p_____

65p_____

85p_____

95p_____

68p_____

11p_____

81p_____

93p_____

9p_____