

# Activities for the collection of evidence for literacy and numeracy unit standards

## Planning a celebration

### Planned learning experiences

The activities below are designed to provide opportunities for the collection of evidence for the Numeracy unit standards. The teacher/tutor can adapt the activities within this module to suit the needs and interests of the learners.

The activities in this module could provide evidence for Numeracy (number, measurement & statistics).

### Information for teachers/tutors

This module of work would need to be part of the learning activities for an existing course or programme in order to be considered naturally occurring evidence. The evidence for the standards needs to be generated over time and must be drawn from a variety of different activities. The learning activities suggested can be adapted to meet the needs and interests of individual learners and learner groups.

Please ensure you are familiar with the requirements of the Literacy unit standards, as well as evidence collection requirements, should you wish to use evidence generated through this learning experience towards the standards. The standards and associated clarifications can be found on the NZQA website.

Helpful link: <http://www.nzqa.govt.nz/literacy-numeracy>

In this activity, learners plan a small celebration for a group of their choice. Learners make decisions about the amount and type of food to be provided, determine approximate costs for food and drink, and take measurements to calculate the size of the venue and number of music tracks required.

### Learning activities

Learners decide on the type of celebration (e.g. a lunch, an afternoon tea, an evening event with a supper) and the number of people to attend.

#### Food

Learners determine the amount and type of food to be provided then research prices of food to determine the best buys (in terms of price and size). They then estimate the total cost for the required amount of food.

### **Liquid Refreshments: Fruit Punch**

- Give learners a smaller amount of one of the ingredients (e.g. 200mls of juice) to measure. Ask them to calculate how much of the other ingredients would be needed.
- Learners adapt the recipe for the number of serves required and/or calculate quantity of ingredients needed to make half/a third of the amount.
- Learners calculate the cost of the ingredients for the required amount of punch.

#### **FRUIT PUNCH** recipe

Serves: 30

##### *Ingredients*

1 litre pineapple juice  
1 litre apricot or mango juice  
5 Tablespoons of Lime Juice Cordial  
2 litres sparkling lemonade

##### *Preparation method*

Prep: 5 minutes

1. In a punch bowl, combine pineapple, apricot or mango juice and lime cordial. Add the sparkling lemonade.

##### *Serving suggestion*

Add a 440g can of sliced pineapple, drained and chopped.

### **Venue**

Learners estimate, then measure the dimensions of a room and make a scale drawing of the room (including tables) with a plan of how the room might be set up for the party.

- How many tables/chairs are needed?
- Where will the food /drink/stereo be set out?

### **Music**

Create a playlist of two hours in length, including song title, artists, and song lengths (as well as total time)

- *(If learners time some of their favourite song tracks and use their measurements to compile the playlist, this could also generate evidence for measurement of time; however, if they take the length of the songs from the album/digital information, evidence will only be generated for number).*

### **Cost**

The teacher/tutor/education organisation offers to pay 15% of the total cost of the food and the fruit punch. The remaining cost is to be shared equally among the learner group. Learners calculate how much the teacher and each learner should pay based on their estimated costs.

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## Information for learners

### You are going to plan a celebration for a small group.

You need to decide on the:

- purpose for the celebration (e.g. end of course class lunch, birthday afternoon tea etc.)
- number of people attending
- type of catering required (e.g. lunch, afternoon tea, supper).

#### 1. What food will be provided?

Determine the type of food to be provided e.g. if you are planning an afternoon tea – sandwiches, savouries and slices/muffins.

#### 2. How much food would be needed?

#### 3. Best buys

What is the best way to buy the food?

- Is it cheaper to buy large packs of frozen savouries?
- How many loaves of bread would be needed for sandwiches?
- What is the average price of a loaf of bread?
- What is the cheapest way to buy potato crisps?
- What will the total cost of food be?

#### 4. Liquid refreshments: fruit punch

- Your teacher/tutor will provide you with the recipe for fruit punch, plus ingredients. Take measurements to make the fruit punch and make changes to the recipe as a result of those measurements.
- You want to try out the recipe by making a small amount of the punch. Adjust the recipe to serve 6 people. Make up the fruit punch and try it.
- How much will the ingredients for the fruit punch cost? Include this with the cost of food to work out the total cost of food and beverages for the celebration.

#### 5. Venue

Where can you hold the party? How will you work out whether the room is big enough?

- Estimate, then measure, the dimensions of a room and make a scale drawing of the room (including tables) with a plan of how the room might be set up for the party.
- You could also work out how many tables and chairs are needed and where you will put them in the room.

## **6. Music**

You want some background music playing during the celebration.

- Work out a two hour playlist. Detail the title, artist and length for each song, and the total time of the play list.

## **7. Cost**

Your teacher/tutor offers to pay 15% of the cost of the food and the fruit punch. The rest of the cost is to be shared equally between the members of your group.

- Calculate how much the teacher/tutor and each group member should pay.