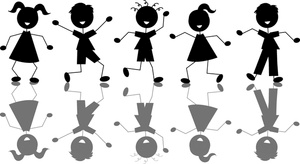


***A Week in the Life of….***



“[There’s no secret to balance. You just have to feel the waves](http://thinkexist.com/quotation/there-s_no_secret_to_balance-you_just_have_to/339690.html)” – Frank Herbert

10 080 minutes. This week you are going to keep a log on how those minutes are spent. How long do you sleep? What about the time spent in the bathroom? How much of your day is in a classroom? You might be surprised.

You are going to create a report all about your week

**Data Collection:** You are going to diligently record how many minutes you spend doing various activities in your week. The more accurate data you collect, the more valuable your results will be. You can record your minutes on paper, in an excel sheet or on your phone (print it out) and attach it in the data section of your report. (See chart below)

**Introduction**

How are you going to collect the data?

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Why are you being asked to do this? What is the point of this activity?

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What are you expecting to see after collecting your minutes?

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**Data Analysis:** Look at the minutes you spent over the week. Put your minutes into the following categories using an excel spreadsheet:

|  |  |
| --- | --- |
| **Categories** | **Total Minutes** |
| Spirituality |  |
| Physical Activity |  |
| Sleep |  |
| Physical Appearance |  |
| Environmental Impact |  |
| Intellectuality |  |
| Employment |  |
| Socializing |  |
| Family |  |
| Recreational Technology |  |

**Defining the Categories**

Spirituality - manage stress, reflect on values and beliefs, respect the beliefs and values of others

*Examples*: yoga, listening to music, church, gardening, volunteering, meditation, drawing, spending time in nature

Physical Activity –any bodily activity that enhances or maintains physics fitness and overall health

*Examples:* being active, sports, walking, dance

Sleep – a natural periodic state of rest for the mind and body

Physical Appearance – self-care practices

*Examples:* going to the doctor/dentist, personal hygiene, showering, make up, picking out clothes

Environmental Impact – creating a safe and sustainable community that recognizes the impact of personal and social environmental decisions

*Examples:* walking or taking the bus, reduce your waste, eat locally, re-use materials, toxic free personal care products

Intellectuality – expanding knowledge and seeking mental stimulation

*Examples:* in class learning, homework, studying, research, personal inquiry

Employment – condition of having paid work

*Examples*: part-time job, baby sitting, chores

Socializing – developing and maintaining healthy relationships with those around you

*Examples:* spending time with people, hanging out with friends, communicating and resolving conflicts

Family – a network of people you can rely on

*Examples:* parents, siblings, neighbours, grandparents, godparents, aunts and uncles

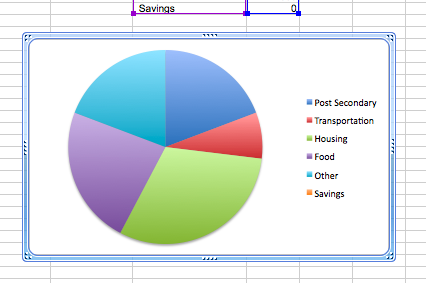
Recreational Technology – refreshing of one’s mind or body through different technologies

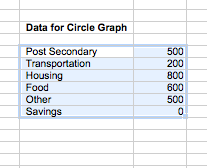
*Examples:* watching TV, texting, gaming, Facebook, talking on the phone, Twitter, YouTube

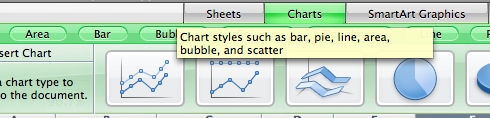
**Representing Data:** Create two visual representations of your time spent in the week.

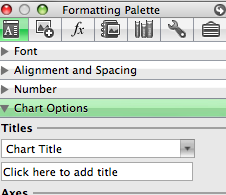
Circle Graph

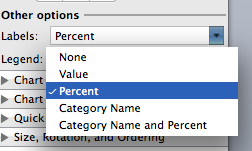
Use the totals for each category listed above to create a circle graph in Excel. Highlight the data, click on charts and choose the circle graph. Use the formatting palette to add a title and percentages. Copy and paste your circle graph into a word document and enlarge it to half a page. Print your circle graph. Use coloured pencils to identify the sectors with the legend. Attach your circle graph to the larger bar graph poster.

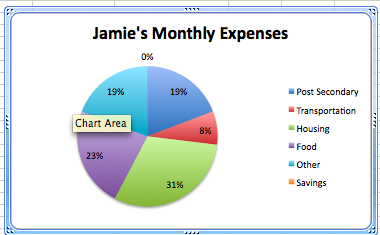












Bar Graph

Create by hand on paper no bigger than half the size of a poster board.

Steps:

1. Decide on a title for your graph
2. Draw the vertical and horizontal axes.
3. Label the horizontal axes
4. Write the names of the categories where the bars will be
5. Label the vertical axes
6. Decide on an appropriate scale.
7. Draw a bar to show the total for each category
8. Fill bars with pictures that relate to each category

**Conclusion and Reflection**

|  |
| --- |
| Summary of results and what they mean, compare the categories of time spent |
| Discuss interesting findings – what surprised you and why? Are you balanced? |
| List all sources of error or mistakes you may have made without realizing – be thorough. Do the graphs accurately represent that data? Why or why not? |
| Make a connection to the big picture (relevance) – why is it important? |
| Compare the bar graph and the circle graph – which one is the most effective to represent the data and why? |
| Ask new questions on this topic – that you could study in the future |

Conclusion and Reflection (Criterion D: Reflection )

***Data Analysis***

|  |  |  |
| --- | --- | --- |
| **Achievement level** | **Level descriptor** | **What does this mean?** |
| 0 | *I have not achieved a standard described by any of the descriptors to the right*. | |
| 1-2 | *I am able to:*  **identify** some of the elements of the authentic real-life situation  **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success. | Misunderstandings or is incomplete  ☐summary and comparison of results  ☐discussion of findings  ☐sources of error and misrepresenting data  ☐connection and relevance  ☐comparing graphs  ☐extension and further study |
| 3-4 | *I am able to:*  **identify** the relevant elements of the authentic real-life situation  **select**, with some success, adequate mathematical strategies to model the authentic real-life situation  **apply** mathematical strategies to reach a solution to the authentic real-life situation  **describe** whether the solution makes sense in the context of the authentic real-life situation. | Some of the following are incomplete or incorrect  ☐summary and comparison of results  ☐discussion of findings  ☐sources of error and misrepresenting data  ☐connection and relevance  ☐comparing graphs  ☐extension and further study |
| 5-6 | *I am able to:*  **identify** the relevant elements of the authentic real-life situation  **select** adequate mathematical strategies to model the authentic real-life situation  **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation  **describe** the degree of accuracy of the solution  **discuss** whether the solution makes sense in the context of the authentic real-life situation. | Completed but does not provide many details  ☐summary and comparison of results  ☐discussion of findings  ☐sources of error and misrepresenting data  ☐connection and relevance  ☐comparing graphs  ☐extension and further study |
| 7-8 | *I am able to:*  **identify** the relevant elements of the authentic real-life situation  **select** appropriate mathematical strategies to model the authentic real-life situation  **apply** the selected mathematical strategies to reach a correct solution  **explain** the degree of accuracy of the solution  **explain** whether the solution makes sense in the context of the authentic real-life situation. | Thorough and thoughtful  ☐summary and comparison of results  ☐discussion of findings  ☐sources of error and misrepresenting data  ☐connection and relevance  ☐comparing graphs  ☐extension and further study |

*“*[*Life is like riding a bicycle. To keep your* ***balance*** *you must keep moving*](http://thinkexist.com/quotation/life_is_like_riding_a_bicycle-to_keep_your/327432.html)*” - Einstein*