

LEARNING AND EVALUATION SITUATION (SAÉ)

3ND LEVEL

STUDENT'S NOTEBOOK

**Your Challenge**

After the presentation of the "My Friend Needs My Help..." video, your class will take part in a fundraising campaign suggested by Leucan for cancer-stricken children and their families. On Halloween night, you will carry a money box to raise funds. You will then calculate the amount raised by all the students from your level using the appropriate processes.

Name: _____



Activity #1 "Planning the campaign"

Date: _____

A fund-raising campaign is _____

The goal is to _____

Give two examples: _____

A non-profit organization is _____

The goal is to _____

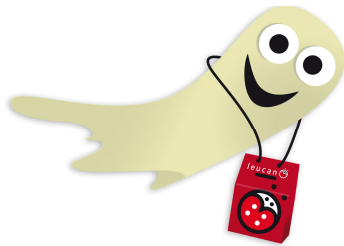
Give two examples: _____

These are the steps of a fundraising campaign in my opinion:

1.
2.
3.
4.
5.
6.

According to my teammates, there are also these steps:

→ Mark with an arrow the steps accepted by the whole class.



Activity #2

"Percentages, decimals and fractions"

Date: _____


1.a) Your grand-father recently underwent a hearing test. The doctor told him he had lost 45% of his hearing. Can you explain what this means?

b) If he could hear perfectly, could you represent this by a percentage? If yes, which one?

c) What percentage of your grand-father's hearing is still functional?

 Leave traces of your process.

2. Complete the chart. In the "Illustration" column, illustrate one of the notation (percentage, decimal or fraction) through a drawing or diagram .

Percentage	Decimal Number	Fraction	Illustration
	0.30	3/10	
75%			
		1/5	
	2.75		

 My calculations:

Answer the following questions and compare your results with your teammates

 **Leave traces of your process (illustrations or calculations)**

1. What is $\frac{1}{10}$ of 30% worth?

2. What is $\frac{2}{6}$ of \$36?

3. Martine says: "I have twelve quarters in her money box. This represents $\frac{1}{2}$ of my coins." How many coins does she have in total?

4. The fundraising campaign has officially begun. You must start by forming up teams according to the following criteria:

- 15% of the class must be part of the Marketing team
- $\frac{1}{2}$ of the class must be part of the Production team
- The remaining students must be part of the Finance team

Find the number of students in each team

 **Leave traces of your calculations and illustrations below.**

Validation of my teammate:

INDICATOR	VERY GOOD	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
Proper application of selected process	The student made the appropriate operations with no mistake.	The student made the appropriate operations with one or two mistakes	The student made the appropriate operations with three or four mistakes.	The student made the appropriate operations with at least five mistakes.



Activity #3

"My profile as a teammate"

Date: _____

Color the five squares that describe you the best.

At ease with people	Enjoy working with others	Observant
Can draw well	Capable of making a budget	Constantly on the go and prefers being in the heat of action
Good at looking up information on the Internet	Good in math	Capable of doing many things at once
Preoccupied by neatness	Take notes in a structured manner	Like things to be concrete
Good at persuading others	Spend money carefully	Like to understand how things work
Good writer	Like things to be well-organised	Capable of resourcefulness
Creative	Patient	Handle pressure well

According to my characteristics, I should be part of this team: _____

According to the characteristics of the students in the class, which percentage could be associated to each team?

- _____ of my classmates should be in the Marketing team
- _____ of my classmates should be in the Production team
- _____ of my classmates should be in the Finance team

Are these numbers the same or different from what was previously stated?



Activity #4

"Planning the fundraising campaign"

Date: _____

You will organise a fundraising campaign to help Leucan. Start by setting a work plan in order to ensure everyone's participation.

- a) In the appropriate space, write the names of your teammates.
- b) Establish the steps **to follow** to raise the money (see Activity #1).
- c) With your team, write in detail the **tasks to be done** at each step.
- d) Set a deadline.
- e) Write the name **of who the student in charge of each task**.
- f) Lastly, determine and write down the required material.

List of my teammates:

Step 1:

Tasks	Responsible	Deadline	Material
• • •			

Step 2:

Tasks	Responsible	Deadline	Material
• • •			

Step 3:

Tasks	Responsible	Deadline	Material
•			
•			
•			

Step 4:

Tasks	Responsible	Deadline	Material
•			
•			
•			

Step 5:

Tasks	Responsible	Deadline	Material
•			
•			
•			

Step 6:

Tasks	Responsible	Deadline	Material
•			
•			
•			

INDICATOR	VERY GOOD	GOOD	NEEDS IMPROVEMENT
Evaluation of attitudes and performance	I have the behaviour and attitude of a leader.	I respect others and am open to new ideas.	I am close-minded and negative.



Activity #5

"Scrooge McDuck never misses a penny!"

Date: _____

1-First, determine the exact amount **YOU** have collected and then calculate your team's amount.

Use the chart to make your calculations.

- Verify if your teammates have come up with the same amounts.
- If not, redo your calculations and correct your mistake(s) with a blue pen.

Good Luck!

Number of coins/bills			Amount	
	Me	My team	Me	My team
Pennies			\$	\$
Nickels			\$	\$
Dimes			\$	\$
Quarters			\$	\$
\$1			\$	\$
\$2			\$	\$
\$5			\$	\$
The total amount raised for my team :			\$	
Same <input type="checkbox"/> or different <input type="checkbox"/> than the amounts calculated by my teammates.				

Leave traces of your calculations.

2-Second, determine the amounts of the other teams in your class.

Use the chart to make your calculations.

- Verify if your teammates have come up with the same amounts.
- If not, redo your calculations and correct your mistake(s) with a blue pen.

Good Luck!

Number of coins/bills			Amount	
	Me	My team	Me	My team
Pennies			\$	\$
Nickels			\$	\$
Dimes			\$	\$
Quarters			\$	\$
\$1			\$	\$
\$2			\$	\$
\$5			\$	\$
The total amount raised by my class :			\$	
Same <input type="checkbox"/> or different <input type="checkbox"/> than the amounts calculated by my teammates.				

 Leave traces of your calculations.


3-Third, calculate the total amount raised by the entire school.

Use the chart to make your calculations.

- Verify if your teammates have come up with the same amounts.
- If not, redo your calculations and correct your mistake(s) with a blue pen.

Good Luck!

Number of coins/bills			Amount	
	Me	My team	Me	My team
Pennies			\$	\$
Nickels			\$	\$
Dimes			\$	\$
Quarters			\$	\$
\$1			\$	\$
\$2			\$	\$
\$5			\$	\$
The total amount raised by my school:			\$	
Same <input type="checkbox"/> or different <input type="checkbox"/> than the amounts calculated by my teammates.				

 Leave traces of your calculations.

4-Finally, illustrate the amount raised by each class by a percentage or a fraction of the school's total.

Find a way to illustrate the amounts raised by each class in the school to communicate this information with other.

 Leave traces of your calculations.

Coévaluation

Legend: Absolutely (1) Generally (2) I don't think so (3)

Criteria	What I think	What my teacher thinks
I came up with strategies to count the money raised by me, my team and the school.		
I completed the charts.		
I made accurate additions and multiplications on decimal numbers.		
When my results were different to those of my teammates, I made the appropriate corrections.		

Explain the mistakes that you have made.

Has the sharing of strategies with your team helped you to improve or adjust your process? How so?

Should you need to calculate the amount raised by every school in your city, how would you go about it?

INDICATOR	VERY GOOD	GOOD	SOME DIFFICULTY	MANY DIFFICULTIES
Appropriate solution.	I suggested an appropriate three-step solution with no mistake.	I suggested an appropriate three-step solution with only minor mistakes.	I suggested an appropriate two-step solution.	I suggested an appropriate one-step solution.



Activity #6

"Let's give the accounting team a hand!"

Date: _____

1. Money distribution

The accounting team needs you as they are overwhelmed! They would like you to help them distribute the money by taking the needs into account.

- Taking into account the proportion of the money needed for different types of groups, determine how much money will go to each category.
- To make this activity easier, you may round up the numbers.



Needs	Proportion of the money raised by the school	Amount this represents
Organization of benefit events (other fundraisers)	1/3	
Support for the active members (patients and their families)	40%	
Financing research	20%	
Communication, publications, news bulletins et Websites, information and advertisement	1/30	

***✍* Leave traces of your calculations.**

2. Unexpected donations

The accounting team informs you that a local business would like for you to add \$158.25 to the money box. A second local business will give an amount equal to $\frac{1}{4}$ of the new amount (including the first donation), rounded off. What will be the amount of the cheque you will make to Leucan (including both donations)?

 Leave traces of your calculations.

INDICATOR	VERY GOOD	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
Proper calculation of the decimal numbers.	The student is capable of doing the different calculations on percentages and decimal numbers with no mistake.	The student is capable of doing the different calculations on percentages and decimal numbers with one or two mistakes.	The student is capable of doing the different calculations on percentages and decimal numbers with a few mistakes.	The student is capable of doing the different calculations on percentages and decimal numbers but with many mistakes.



Activity #7

"Evaluation of the cooperation project"

Date: _____

	Prediction	Result	Gap analysis
Before the fundraising campaign			
During the fundraising campaign			
After the fundraising campaign			

In your own words, what could explain the differences?

Possible improvements

What did I get out of the organization of a fundraiser?

What have I learned from this experience that could help me in other fields?
