

# OUT AND ABOUT

## OUTDOOR ACTIVITIES FOR KEY STAGE 2 MATHEMATICS

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### HANDLING DATA

# Probability Walk

## Learning focus

- Use the language of chance to describe the probability of an event occurring
- Identify events that are certain, likely, unlikely, impossible to occur
- Rank events in terms of likelihood of occurring

## Key vocabulary

- Impossible
- Never
- Possible
- Certain
- Always
- Very likely
- Unlikely
- Less likely
- Probable
- Improbable

## Resources

- Checklist of events for walk



## Activity

Review with the children what they already understand about the language of chance.

*What does it mean when we say something is certain to happen? Can anyone give me an example?*

*What does impossible mean? What could we say is impossible?*

*What do likely and unlikely mean? What could you say is likely to happen after school today? Is there anything you could say is unlikely to happen?*

## Teaching point

Ensure that children have a good understanding of the language of chance.

Vocabulary may include **impossible, never, possible, certain, always, very likely, unlikely, less likely, probable, improbable.**

It may be beneficial to ask children to jot down/discuss all the chance words that they know and to think of examples for each of the words.

Explain to the children that today we will be going on a walk around the local environment (the school grounds, a park or forest nearby, the local village, etc.). Ask the children to discuss what kind of things they would expect to see on our walk.

*Is there anything we are certain to see on our walk? Why do you think it is certain?  
Is there anything we will certainly not see on our walk? Why do you think that?  
What would you say we are likely to see? What makes you think we will see this?  
What are we unlikely to see? Why do you say it is unlikely and not impossible or likely/certain?*

## Teaching point

If an event is unlikely to happen, it has a low probability. If something is likely to happen, it has a high probability. We say something is certain to happen if it has 100% probability, we say it is impossible if it has 0% probability.

Present the children with a sheet similar to the one which follows. This can be edited to suit the locality to create a list of events that might happen, or items that children might see on their walk.

Ask the children to use appropriate chance vocabulary to describe how likely it is for each event to occur/each item to be seen when they go on their walk. They should justify their predictions.

Complete the walk, asking children to look out for the events/items on their list, recording if they saw them or not as they go along.

## Taking ideas further

Before participating in the walk, children could be asked to rank the events on the checklist from what they think is most likely to happen/be seen, all the way to least likely.

Encourage the children to discuss how their predictions might change if they did this walk again on a different day. For example, in three months how would changes in weather affect their predictions?

## Assessment opportunities

Are the children able to:

- Understand and use the language of chance
- Identify events that are likely, unlikely, certain
- Appropriately label the events on the checklist based on their probability of occurring
- Rank the events on the checklist in order of probability of occurring



Use the words to make predictions about what you will see on your walk.

*Certain/Very Likely / Likely / Unlikely / Impossible*

Then record whether you saw it or with a tick or a cross.

<b>Things we might see or that might happen</b>	<b>Prediction</b>	<b>Did we see it?</b>
We will see a red car.		
It will rain.		
We will see someone with an umbrella.		
We will see our principal jumping out from around a corner dressed as a kangaroo.		
It will snow.		
A famous footballer will be playing football in the park.		
We will see a student's parent.		
We will see a squirrel.		
We will pass the local shop.		
We will spot someone wearing sunglasses.		
We will pass someone walking their dog.		