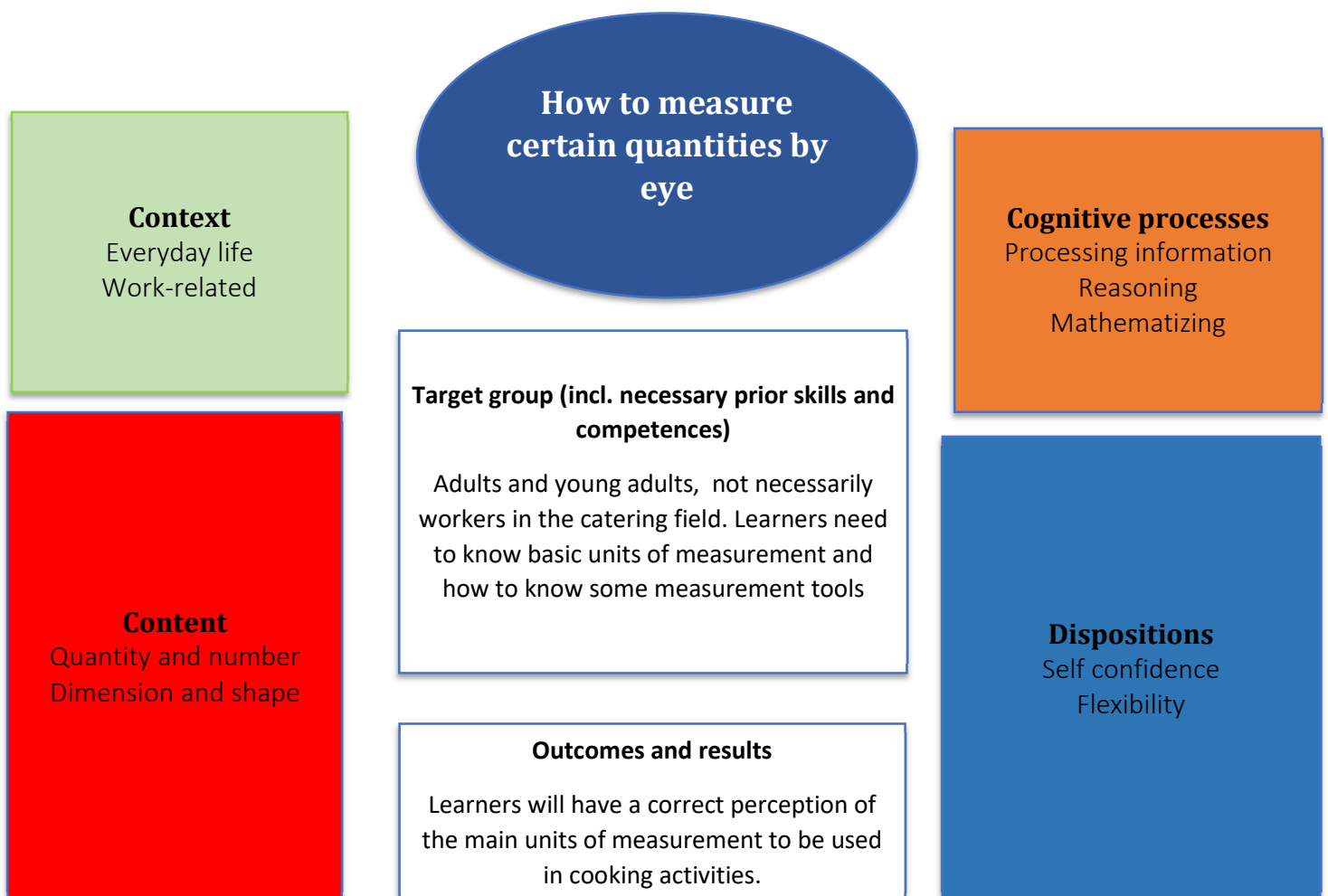


HUMAN METER

In the catering industry, speed is required to perform tasks in the kitchen, dining room and pastry shop. Consequently, being able to quickly identify the required quantities is essential. Finally, a correctly calibrated measuring instrument is used to check the accuracy of the estimate.

Overview “HUMAN METER”



Main information

Content	Natural and decimal numbers; Units of measurement: capacity weight and length.
Target group	Adults and young adults, not necessarily workers in the catering field. Learners need to know basic units of measurement and how to know some measurement tools.
Learning intention	<ul style="list-style-type: none"> – Numeracy for personal and private purposes – Numeracy for professional issues
Duration	Approx. 2 hours
Material and resources	Objects related to the professional catering sector: containers of different size and shape, materials with different specific weight (flour, cutlery, plates, chocolate, etc), objects with different lengths (mixture, cutlery, pots, tablecloths, etc.)
Group size	Range from 4 to 12 learners
Problem statement	In the workplace, in the restaurant/hotel sector, speed and precision are required in making recipes of cooking and pastry, in creating cocktails, in setting up the room. In the logic of good enough, the identification of measurements with good approximation is often sufficient to obtain an acceptable result in a plausible time.
Working questions	<ul style="list-style-type: none"> – How long is one meter? – Could you quantify 1 kg? And 1 l? – How do you use the meter? – How do you use a scale?
Learning outcomes and results	Learners will have a correct perception of the main units of measurement to be used in cooking activities and they will know how to estimate the quantities in the above context.
Reference to National Qualification Frame	Optional (country's decision)

Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information
20'	<p>1. Activation</p> <p>Each learner has direct experience of the basic reference measure.</p> <p>There will be 3 objects that represent exactly: 1 kg, 1 m, 1Lt</p>	<p>The meter (measuring instrument);</p> <p>1 weight of 1 kg;</p> <p>1 container graduated from 1 Lt.</p>	<p>Explicit teaching</p> <p>Experimenting</p>
50'	<p>2.Competition</p> <p>In this phase there will be heats during which 3 items will be exhibited.</p> <p><i>Learners will have to assign and write on a card the value they feel is closest to the correct weight, capacity and length.</i></p> <p><i>Learners will be awarded a score depending on how close they are: exact or very close value: 6 points average value: 3 points very different value: 1 point</i></p>	<p>Cards;</p> <p>Items (<i>like water, sugar, flour, table cloth and napkin</i>) in different quantity</p>	<p>Hands on learning</p> <p>Questioning</p>
60'	<p>3.Final competition</p> <p>Pairs of learners are created based on the score obtained in <u>phase 2</u> (<i>the student who has achieved the best result will be paired with the student who has achieved the worst result</i>).</p> <p>Pairs will compete to guess another measurements.</p>	<p>Cards;</p> <p>Items (<i>like water, sugar, flour, table cloth and napkin</i>) in different quantity</p>	<p>Hands on learning</p> <p>Questioning</p>

30'	<p><u>4.Conclusion</u></p> <p>The last part of the activity involves a final moment when learners compare on the experience. They are asked to do a self-assessment (<i>"Do you feel you have more confidence with the units of measurement analysed? do you think you have improved in what is the estimate of quantities?" ...</i>).</p>		Feedback
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