## BIG TIME!

Different units of measurement are used to express time; although for the international system time should be indicated using the second, in everyday life we also use other ways.

Minutes and hours are the most frequent, as well as days, weeks and months.
For some people moving from one unit of measurement to another can be problematic, and errors in this conversion may affect the organization of a trip or the planning of a task. Let's see together how to convert time!


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## Main information

| Content | Quantity and number; Multiplication and division; Decimal numbers |
| :---: | :---: |
| Target group | Adults and young adults; <br> Learners have knowledge of basic concepts of mathematics; |
| Learning intention | Numeracy for personal and private purposes |
| Duration | 2UE |
| Material and resources | Picture cards, exercises |
| Group size | Range from 4 to 18 learners |
| Problem statement | Different measurements are used to express time: seconds, minutes, hours, days, weeks, months....for some people moving from one unit of measurement to another could be problematic, and errors in this conversion may, for example, affect the organization and the planning of a trip. There are some rules to convert time and this activity is focus on these. |
| Working questions | - How is time expressed? <br> - Which unit of measurement to express time do you use the most? <br> - Do you know how to convert time measurements? <br> - Have you ever had difficulty switching from one unit of measurement to another? |
| Learning outcomes and results | Learners will be able to work with time conversions |

## Working plan

| Time <br> (lessons) | Description of <br> content/activities | Material | Methodical <br> and didactic <br> information |
| :--- | :--- | :--- | :--- |
| $45^{\prime}$ | 1.Discover <br> The teacher introduces the topic <br> based on the "working questions". | Based on the knowledge of the <br> learners this phase can be <br> conducted differently. <br> If the learners turn out to have a <br> good knowledge on the topic, <br> they can explain the part related <br> to the conversion, clearly with the <br> assistance and support of the <br> teacher. Otherwise, this activity <br> can be managed through a frontal <br> lesson. | Diagrams, <br> charts, <br> picture cards |
| 2. Time conversion exercises | Explicit <br> teaching <br> Questioning |  |  |
| Learners are assigned exercises <br> regarding the conversion of time <br> into the different units of <br> measurement. <br> Some exercises are also based on <br> real situations (e.g. duration of <br> shows at the cinema/theatre, <br> train journeys or other means of <br> transport). | exercises | [This activity can be linked to <br> another where students are <br> required to plan a trip (means of <br> transport, activities, etc.) giving <br> them material in which the <br> relative timing is indicated with <br> different measurement units.] | Hands on <br> learning |

$\left.\begin{array}{|l|l|l|l|}\hline 45^{\prime} & \begin{array}{l}\text { [Potentially 2.1 time operations } \\ \text { on Excel] }\end{array} & \begin{array}{l}\text { If there is the possibility, at the } \\ \text { discretion of the teacher, this } \\ \text { topic can also be treated by } \\ \text { inserting a bit of computer } \\ \text { science. Learners are taught how } \\ \text { to use spreadsheets to manage } \\ \text { time operations. }\end{array} & \begin{array}{l}\text { Computers } \\ \text { An activity on which to test them } \\ \text { is, for example, the calculation of } \\ \text { the total hours worked in a month } \\ \text { or a certain period by simply } \\ \text { inserting the entries and exits } \\ \text { from work. }\end{array}\end{array} \begin{array}{l}\text { Explicit } \\ \text { learning } \\ \text { Collaborations } \\ \text { Hands on } \\ \text { learning }\end{array}\right\}$

## Appendix

https://www.youmath.it/lezioni/fisica/unita-di-misura/equivalenze/2874-equivalenze-misuretempo.html\#:~:text=Secondi\%2C\ minuti\ ed\ ore\ rientrano,\%3D\ 60\ minuti\ \% 3D\%203600\%20secondi.
https://npronline.tech/npr-matematica/grandezze-e-misure/grandezze-e-misure-esercizi-conversione-misure-di-tempo-parte-1/

Tabella conversione misure di tempo

|  | Secondi | Minuti | Ore | Giorni | Settimane | Anni solari | Anni civili | Anni bisestili |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 secondo <br> $(1 \mathrm{~s})$ | 1 | 0,01667 | $2,778 \times 10^{-4}$ | $1,157 \times 10^{-5}$ | $1,653 \times 10^{-6}$ | $3,169 \times 10^{-8}$ | $3,171 \times 10^{-8}$ | $3,162 \times 10^{-8}$ |
| 1 minuto <br> $(1$ min $)$ | 60 | 1 | 0,01667 | $6,944 \times 10^{-4}$ | $9,92 \times 10^{-5}$ | $1,901 \times 10^{-6}$ | $1,902 \times 10^{-6}$ | $1,897 \times 10^{-6}$ |
| 1 rora <br> $(1 \mathrm{~h})$ | 3600 | 60 | 1 | 0,0417 | $5,952 \times 10^{-3}$ | $1,1407 \times 10^{-4}$ | $1,1415 \times 10^{-4}$ | $1,1384 \times 10^{-4}$ |
| 1 giorno (solare <br> medio $)$ | 86400 | 1440 | 24 | 1 | 0,143 | $2,737 \times 10^{-3}$ | $2,739 \times 10^{-3}$ | $2,732 \times 10^{-3}$ |
| 1 settimana | $\mathbf{6 0 4 8 0 0}$ | 10080 | 168 | 7 | 1 | 0,01916 | 0,01917 | 0,01912 |
| 1 anno solare | $\mathbf{3 1 5 5 6 9 2 5}$ | 525948,75 | 8765,8125 | 365,242 | 52,177 | 1 | 1,00066 | 0,9979 |
| 1 anno civile | $\mathbf{3 1 5 3 6 0 0 0}$ | 525600 | 8760 | 365 | 52,143 | 0,9993 | 1 | 0,9973 |
| 1 anno bisestile | $\mathbf{3 1 6 2 2 4 0 0}$ | 527040 | 8784 | 366 | 52,286 | 1,00207 | 1,00274 | 1 |

Some examples of exercise:


Quanti minuti sono necessari al treno TN33065 per percorrere il tratto Treviglio- Brescia?


## Numeracy in practice

teaching and learning examples


Se prendi il treno che parte da Roma Termini alle 12:36, quanto tempo (in ore) dura il viaggio fino a Firenze Santa Maria Novella??

