

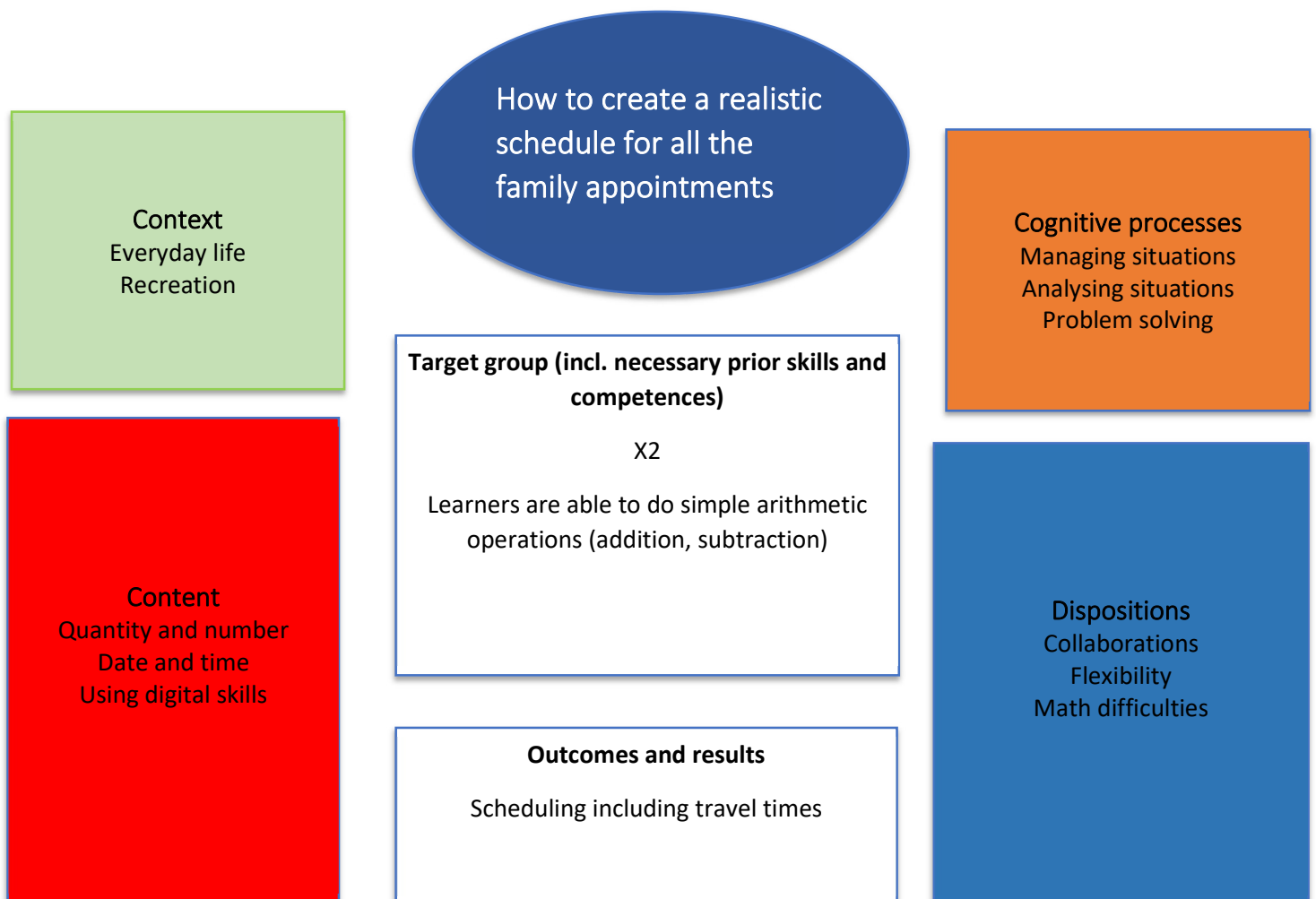
Situation:

My family's time management

How to manage my schedule at home

In our everyday life we sometimes have to manage a lot of things. There is a parent-teacher conference at school, we have an appointment at the doctor's, our son wants to visit a friend and we must take our daughter to her soccer training. How can we manage all these appointments without stress and without being late?

Overview "My family's time management"



Main information	
Content	Date and time Analog and digital clock Calculating with times
Target group	Adults and young adults (with family) The situation can also be proposed for parents with children at the beginning of school
Learning intention	What is the intention of adults to face this problem? <ul style="list-style-type: none"> – Numeracy for personal and private purposes – Numeracy for professional issues
Duration	4 hours
Material and resources	Timetables, picture cards, time schedules, online exercises, worksheets
Group size	Range from 5 to 10 learners
Problem statement	Planning appointments can be difficult, if we don't consider all time requests, such as travel time.
Working questions	Do the learners have problems with time management? How do they normally manage their appointments? Do they use a paper-pen-calendar, a digital tool or nothing? How do they check conflicts in their families' time management? How can we fix appointments considering travel times and time reserves? How can we estimate travel time? How can we calculate with time?
Learning outcomes and results	The learners are able to estimate / calculate the time needed for their appointments, they are able to understand and use timetables of public transport. They are able to use digital calendars (on their smartphone)
Reference to National Qualification Frame	Optional (country's decision)

Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information ¹
30'	<p>Activation Learners fill in their professional and private dates in a timetable.</p> <p>Discussion about time management</p>	Timetables	<p>HITs Cognitive activation</p> <p>Questioning</p>
60'+	<p>Estimation The learners estimate travel times for different means of transport (on foot, by bike, by car, by bus).</p> <p>Learners compare their estimation with each other.</p> <p>They compare with bus time schedule</p>	<p>Worksheet</p> <p>Picture cards</p> <p>Bus time schedule (Appendix 1)</p>	<p>HITs Questioning</p> <p>Collaborative learning</p> <p>Hands on learning</p>
45'	<p>Learning if needed: revision of analog and digital time</p>	Online-tools (Appendix 2)	<p>HIT</p> <p>Worked examples</p>
75'	<p>Learning The learners calculate the time needed</p> <p>The learners calculate with times (addition, subtraction)</p>	<p>Timetable</p> <p>Worksheets and exercises to solve (Appendix 3, 4)</p>	<p>HITs Hands on learning</p> <p>Worked examples</p>
30'+	<p>Transfer Revision of the learner's timetables and adaption, if necessary</p> <p>Use a digital timetable (on the smartphone)</p>	<p>Timetables</p> <p>Smartphone</p>	<p>HIT</p> <p>Questioning</p>

¹ for description and explanation of kinds of tasks, HITs and other background information please consult the teachers' guide

Suggestions for the teacher

The example presented here should be considered as exemplary and inspirational material presenting a guideline with a high range of possibilities of adapting those suggestions to a specific group of learners or an individual learner with his or her very personal requirements.

In concrete terms, the example “My family’s time management” could be adapted these ways:

- Duration: Depending on the learners’ individual prior knowledges the duration of this example can vary. It is also possible to lengthen the phase of activation, depending on the interest of the group. It may also be necessary to clarify the term “time management” with the learners and to put up a vocabulary list of appointments and free time activities.
- Individualization: Specifically, we need to adjust the activities related to hours, minutes, and how to write and talk about time to match what the learners already know. In the example, we suggest some exercises to help them get comfortable with understanding time and duration.
- Further or additional material: It is absolutely recommended to make the learners’ personally used material (calendars, watches, apps, smartphones etc.) part of the lessons.

Our educational activities aim at numeracy skills being not only memorized, but first of all being practiced and functionally used by the learners in daily life or/and vocational situations. It is therefore recommended to implement the idea of HITS² (higher impacts of teaching skills) as far and often as possible: ...

- ... work with concrete and authentic material that learners will recognize from everyday life situations.
- ... ask the learners questions and let them raise questions themselves. It can be crucial to discuss numeracy themes, contexts and numbers.
- ... think of possible ways of transfer: in this example, the learners can reflect their time management. They can create a timetable or adapt an existing one. Depending on the learner’s prior skills and personal needs, they can learn to use a digital calendar on the smartphone.

² For general information and explanation on HITs and other background information please consult the teachers’ guide.



- ... encourage the learners to collaborative learning. In this example the learners should discuss their different estimations of travel times in small groups. The discussion can lead to a common result.



Appendix

Appendix 1: Bus Fahrplan

1 (Puchberg –) Straubingersiedlung – Klinikum – Neustadt – Hauptbahnhof – Kaiser-Josef-Platz – Lichtenegg – Noitzmühle																						
Montag bis Freitag																						
	alle 15 Minuten 7:48 bis 12:33							alle 15 Minuten 13:03 bis 17:48 ²				alle 30 Minuten 18:03 bis 19:33										
Höllwiesenstraße	5:53		6:28	6:43	7:00	7:13	7:33	:48	:03	:18	:33	12:48	:03	:18	:33	18:03	18:33	20:03	20:33			
Puchberg	5:25	5:58	6:15	6:30	7:02	7:35		:05	:35				:05	:35		18:22	:35	20:07	20:35			
Straubingersiedlung	5:27	6:00	6:17	6:32	6:45	7:04	7:15	7:37	:51	:07	:21	:37	12:51	:07	:21	:37	:51	:07	18:20	:37	20:05	20:37
Sudetenstraße	5:28	6:01	6:18	6:33	6:46	7:05	7:16	7:38	:52	:08	:22	:38	12:52	:08	:22	:38	:52	:08	18:22	:38	20:04	
Toifflweg	5:29	6:02	6:19	6:34	6:47	7:06	7:17	7:39	:53	:09	:23	:39	12:53	:09	:23	:39	:53	:09				
Elisabethstraße	5:30	6:03	6:20	6:35	6:48	7:07	7:18	7:40	:54	:10	:24	:40	12:54	:10	:24	:40	:54	:10				
Klinikum	5:31	6:04	6:21	6:36	6:49	7:08	7:20	7:42	:55	:12	:25	:42	12:55	:12	:25	:42	:55	:12				
Herz-Jesu-Kirche	5:33	6:06	6:23	6:38	6:51	7:10	7:22	7:44	:57	:14	:27	:44	12:57	:14	:27	:44	:57	:14				
Stifterstraße	5:34	6:07	6:24	6:39	6:52	7:11	7:24	7:45	:58	:15	:28	:45	12:58	:15	:28	:45	:58	:15				
Sandwirthstraße	5:35	6:08	6:25	6:40	6:53	7:12	7:25	7:46	:59	:16	:29	:46	12:59	:16	:29	:46	:59	:16				
Hauptbahnhof (Neustadt) • Steig C2	5:36	6:09	6:26	6:41	6:54	7:14	7:27	7:47	:00	:17	:30	:47	13:00	:17	:30	:47	:00	:17				
Bahnhofstraße • nur Ausstieg	5:37	6:10	6:27	6:42	6:55	7:15	7:28	7:49	:02	:19	:32	:49	13:02	:19	:32	:49	:02	:19				
Kaiser-Josef-Platz	5:45	6:20	6:35	6:50	7:05	7:25	7:40	7:55	:10	:25	:40	:55	13:10	:25	:40	:55	:10	:25				
Hamerlingstraße	5:47	6:22	6:37	6:52	7:07	7:27	7:42	7:57	:12	:27	:42	:57	13:12	:27	:42	:57	:12	:27				
Polizeidirektion	5:48	6:23	6:38	6:53	7:08	7:28	7:43	7:58	:13	:28	:43	:58	13:13									
Herminenhof • Tierpark													:28	:43	:58	:13	:28	:43				
Kienzstraße • Welser Messe													:29	:44	:59	:14	:29	:44				
Bauernstraße	5:49	6:24	6:39	6:54	7:09	7:29	7:44	7:59	:14	:29	:44	:59	13:14	:29	:44	:59	:14	:29				
Schulstraße	5:50	6:25	6:40	6:55	7:10	7:30	7:45	8:00	:15	:30	:45	:00	13:15	:30	:45	:00	:15	:30				
Sonnensteinstraße	5:51	6:26	6:41	6:56	7:11	7:31	7:46	8:01	:16	:31	:46	:01	13:16	:31	:46	:01	:16	:31				
Zeltkirche	5:52	6:27	6:42	6:57	7:12	7:32	7:47	8:02	:17	:32	:47	:02	13:17	:32	:47	:02	:17	:32				
Margaretenstraße	5:28	5:53	6:18	6:28	6:43	6:58	7:13	7:33	7:48	8:03	:18	:33	:48	:03	13:18	:33	:48	:03	:18	:33		
Magnolienstraße	5:29	5:54	6:19	6:29	6:44	6:59	7:14	7:34	7:49	8:04	:19	:34	:49	:04	13:19	:34	:49	:04	:19	:34		
Traunaustraße / Lichtenegger Straße	5:30	5:55	6:20	6:30	6:45	7:00	7:15	7:35	7:50	8:05	:20	:35	:50	:05	13:20	:35	:50	:05	:20	:35		
Noitzmühle • an	5:32	5:57	6:22	6:32	6:47	7:02	7:17	7:37	7:52	8:07	:22	:37	:52	:07	13:22	:37	:52	:07	:22	:37		
Noitzmühle	5:32	6:04	6:22	6:34	6:49	7:07	7:22	7:39	7:54	8:09	:24	:39	:54	:09	13:24	:39	:54	:09	:24	:39		
Lärchenstraße	5:33	6:05	6:23	6:35	6:50	7:08	7:23	7:40	7:55	8:10	:25	:40	:55	:10	13:25	:40	:55	:10	:25	:40		
Grüne Zeile	5:34	6:06	6:24	6:36	6:51	7:09	7:24	7:41	7:56	8:11	:26	:41	:56	:11	13:26	:41	:56	:11	:26	:41		

¹ Verbindungen zur Polizeidirektion am Nachmittag • zum Herminenhof und in die Kienzstraße am Vormittag • siehe Linie 16
² Die Fahrt ab Höllwiesenstraße 17:48 – Kaiser-Josef-Platz 18:10 fährt zwischen Noitzmühle und Grüne Zeile zu geänderten Zeiten: Noitzmühle 18:22 – Lärchenstraße 18:23 – Grüne Zeile 18:24
³ Haltestellen werden in geänderter Reihenfolge abgefahren

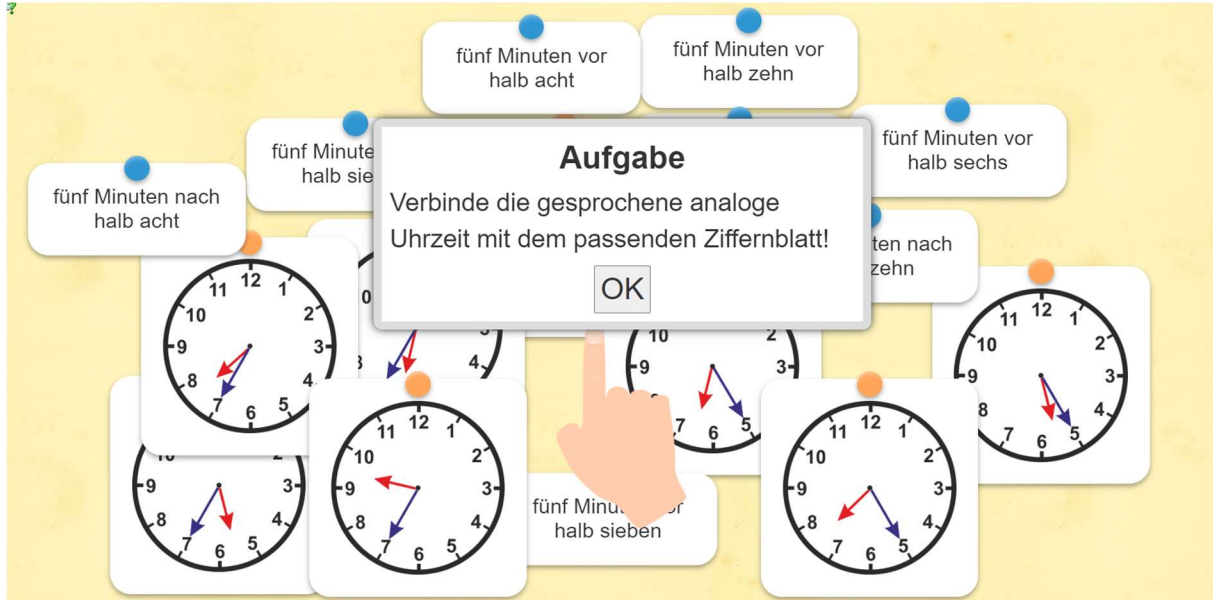
Beantworten Sie die Fragen:

1. Sie haben um 8 Uhr einen Termin im Klinikum. Der Bus hält direkt vor dem Klinikum. Wann müssen Sie den Bus in Puchberg nehmen, um pünktlich zu sein?
2. Wie viele Minuten fährt der Bus von Puchberg bis zum Klinikum?
3. Sie steigen um 13:00 am Hauptbahnhof in den Bus ein. Sie fahren bis in die Schulstraße. Wann steigen Sie wieder aus?



Appendix 2: Uhrzeit
Wie spät ist es?

<https://learningapps.org/view3305119> (01.06.2023)



Uhrzeit lernen online:

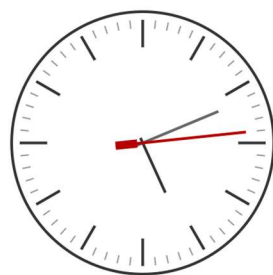
<https://www.matheretter.de/rechner/uhrzeit-lernen> (01.06.2023)



Uhrzeit lernen online - mit Aussprache

[Übersicht aller Rechner](#)

Dieses Programm ist zum Lernen der Zeit geeignet. Es richtet sich an Kinder und Deutschlerner. Die Uhrzeit wird digital und analog angezeigt. Gib die Zeit in den Feldern ein und du siehst die passende analoge Anzeige.



Today is Sunday the 30th of November. The time is:

17:11:14

Aussprechen

Appendix 3: Rechnen mit Uhrzeiten

Aktuelle Uhrzeit: **12:30 Uhr**

Wie spät ist es...

in 15 Minuten: _____ Uhr

in 30 Minuten: _____ Uhr

in 1 Stunde: _____ Uhr

in 3 Stunden: _____ Uhr

in 5 Stunden: _____ Uhr

in 38 Minuten: _____ Uhr

in 1,5 Stunden: _____ Uhr

Aktuelle Uhrzeit: **14:15 Uhr**

Wie spät ist es...

in 15 Minuten: _____ Uhr

in 30 Minuten: _____ Uhr

in 1 Stunde: _____ Uhr

in 3 Stunden: _____ Uhr

in 5 Stunden: _____ Uhr

in 42 Minuten: _____ Uhr

in 1,5 Stunden: _____ Uhr



Aktuelle Uhrzeit: **18:35 Uhr**

Wie spät war es...

vor 15 Minuten: _____ Uhr

vor 30 Minuten: _____ Uhr

vor 1 Stunde: _____ Uhr

vor 3 Stunden: _____ Uhr

vor 5 Stunden: _____ Uhr

vor 56 Minuten: _____ Uhr

vor 3,5 Stunden: _____ Uhr

Aktuelle Uhrzeit: **20:45 Uhr**

Wie spät war es...

vor 15 Minuten: _____ Uhr

vor 30 Minuten: _____ Uhr

vor 1 Stunde: _____ Uhr

vor 3 Stunden: _____ Uhr

vor 5 Stunden: _____ Uhr

vor 23 Minuten: _____ Uhr

vor 2,5 Stunden: _____ Uhr

Appendix 4 - Zeitpunkt und Zeitspanne

1. Vervollständigen Sie die Tabelle.

	Beginn	Dauer	Ende
Sie fahren 23 Minuten mit dem Zug in die Arbeit.	07:20 Uhr		
Der Bus kommt um 18:45 Uhr im Stadtzentrum an.		17 Minuten	
Der Film dauert 1 Stunde 55 Minuten.			22:10 Uhr
Meine Tochter ist um 17:30 Uhr vom Fußballtraining zurück.	14:45 Uhr		
Der Termin beim Arzt dauert 25 Minuten.	10:30 Uhr		
Der Elternsprechtag endet um 18:00 Uhr.	13:15 Uhr		

2. Vervollständigen Sie die Tabelle.

70 Minuten = 1 Stunde 10 Minuten	= 1 Stunde 23 Minuten
90 Minuten =	= 2 Stunden 5 Minuten
120 Minuten =	= 2 Stunden 55 Minuten
210 Minuten =	= 3 Stunden 12 Minuten
255 Minuten =	= 4 Stunden 41 Minuten

3. Finden Sie die richtige Antwort.

Sie haben einen Termin beim Arzt. Von zuhause gehen Sie 7 Minuten zur Bushaltestelle. Die Fahrt mit dem Bus dauert 18 Minuten. Vom Busbahnhof bis zur Ordination brauchen Sie noch einmal 12 Minuten.

- Wie lange dauert der Weg insgesamt?
- Wann müssen Sie zuhause weggehen, wenn Sie zu Ihrem Termin um 10:30 pünktlich sein möchten?