

## Read your work schedule and calculate your hours

A work schedule is an essential document to understand, whether it's to know when and where you're working, to organize your travel arrangements or to calculate your working hours. The question asked is: "You have the impression that your pay slip doesn't correspond to the hours you've worked. How can you calculate your hours with your schedule to be sure?"

### Overview

Read a work schedule - calculate working time

How cleaners in cleaning companies calculate their working time

Context  
Work-related

Cognitive processes  
Problem solving

Target group (incl. necessary prior skills and competences)

Employed people without necessary much prerequisites in numeracy except :  
-Have already worked on reading and locating information in a double entry table.  
-Differentiate between morning and afternoon times.  
- Differentiate between hours and minutes.

Level A1 orally for understanding the instructions  
Level A1.1/A1 in writing and reading numbers

Dispositions  
Collaboration  
Low math anxiety

Content  
Quantity and number  
Digital skills

Duration calculation

Outcomes and results

- Identify information in a work schedule
- Calculate simple working hours



### Main information

<b>Content</b>	<ul style="list-style-type: none"> <li>- Reading a work schedule</li> <li>- Identifying hours</li> <li>- Calculating working time</li> </ul>
<b>Target group</b>	Employed people without necessary prerequisites in numeracy - level A1 orally for understanding the instructions - A1.1/A1 in reading/writing
<b>Learning intention</b>	Numeracy for professional issues
<b>Duration</b>	3h
<b>Material and resources</b>	Material : video projector Resources : simple work planning – simple blank work planning - Work schedule of the trainers
<b>Group size</b>	Around 10 learners
<b>Problem statement</b>	Cleaners sometimes have problems noting their working hours but also calculating their working time. This situation is likely to cause conflicts in the company but also in the training group. This skill (being able to note, read work schedules and calculate durations) allows cleaning agents to compare the hours actually worked in relation to the timesheet or pay slip.
<b>Working questions</b>	<ul style="list-style-type: none"> <li>- Which day/hours am I working this week?</li> <li>- How many hours am I working per day? And per week?</li> </ul>
<b>Learning outcomes and results</b>	Students are better able to record times and calculate simple durations
<b>Reference to National Qualification Frame</b>	



### Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information <sup>1</sup>
Introduction 30 mn	Discussions around interns' practices for counting and checking their working time: do they write down their hours somewhere, are their schedules sent by message, how do they check their working hours, ...?	No hardware	This involves identifying the needs and strategies put in place by the trainees to respond to this problematic situation.
Phase 1 1h30	The trainer plans a simple work schedule by explaining: "M. PABLOS works in a cleaning company. His team leader has sent him his work schedule. We will find out together what his working days and hours are. Then, we will calculate his working time."	Project a simple work schedule – Activity 1 and 2	It is therefore a question of researching with the trainees based on questions asked by the trainer. The trainer shows or asks the trainees to come and show the answer they provide on the work schedule.  Gradually, the working days and hours of the cleaning agent are understood by the group. The trainer can rephrase the same question at different points in the scenario to ensure everyone understands or ask a more advanced trainee to explain the working time at the end of the activity.
Phase 2 30 mn	The trainer suggests that learners note their working hours. First, work to identify planning information is carried out from the document projected on the board.	Project a simple blank work schedule – Activity 3	The trainer comes to accompany the trainees while carrying out the activity.

<sup>1</sup> for description and explanation of kinds of tasks, HITS and other background information please consult the teacher's/user's guide



	Next, she gives them the material (support 2) in order that the trainees write their time schedule.		
Phase 3 30 mn	<p>The trainer suggests that the trainees form pairs. It involves exchanging your work schedule with another person and transmitting the information to them.</p> <p>The pair checks that the information given corresponds to what is noted on the schedule.</p>		The trainer comes to accompany the trainees while carrying out the activity.



## Suggestions for the teacher/user

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.

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 HITS<sup>2</sup> (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: identify all measurement situations related to their specific professional environment, rely on internship periods in companies if they exist in the training program...

In relation to this training course, it seems preferable that the group already knows each other. This allows you to work with greater confidence, facilitate exchanges and have a less difficult relationship with errors.

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<sup>2</sup> For general information and explanation on HITS please see the teacher's / user's guide



## Appendix

### Appendix 1



Read a work schedule - Activity 1

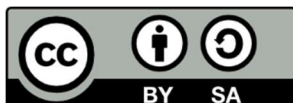
Name of work cleaning: M. José PABLOS

Site: ALPES

Schedules: - Morning : 7h30 – 9h00  
- Afertoon : 18h00-19h30

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Missions	- Washing Rooms, - Washing Offices				
Afternoon Missions	- Washing The Corridors - Disinfection Of Sanitary Facilities	- Washing The Corridors - Disinfection Of Sanitary Facilities	- Washing The Corridors - Disinfection Of Sanitary Facilities	- Washing The Corridors - Disinfection Of Sanitary Facilities	- Washing The Corridors - Disinfection Of Sanitary Facilities

EQUIPMENT AVAILABLE	COMMENTS	EMERGENCY NUMBER
- CART - BROOM - BUCKET - SPANISH BROOM	- ALARM TO ACTIVATE AND DEACTIVATE	- FIREFIGHTERS : 18 - POLICE : 16 - SAMU : 15



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## Written comprehension (for the teacher if necessary)

Based on the schedule, answer the following questions :

1. What is the name of the cleaning agent ?

.....

2. What is the name of the site ?

.....

3. What are the morning working hours ?

.....

4. What are the afternoon working hours ?

.....

5. On What days does the cleaner work in the morning ?

.....

6. On what days does the cleaner work in the afternoon ?

.....

7. On what days should the corridors be cleaned ?

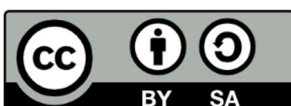
.....

8. What days should the offices be cleaned ?

.....

9. On what days should the rooms be cleaned ?

.....





## Calculate working hours – Activity 2

Based on the schedule, answer the following questions :

1. How many hours does the cleaning agent work ?

- Monday ? .....
- Tuesday ? .....
- Wednesday ? .....
- Thursday ? .....
- Friday ? .....
- The weekend ? .....

2. How many hours does the cleaning agent work per week ?

.....



## My work schedule - Activity 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING (HOURS)							
AFTERNOON (HOURS)							
EVENING (HOURS)							
TOTAL / DAY							
TOTAL/WEEK							

