

Numeracy in practice teaching and learning examples



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!

Overview "BIG TIME"

Context Everyday life

ContentQuantity and number

How to convert time?

Target group (incl. necessary prior skills and competences)

Adults and young adults;

knowledge of basic concepts of mathematics.

Outcomes and results

Learners will be able to work with time conversions

Cognitive processes

Managing situations Processing information

DispositionsFlexibility
Math anxiety







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Main information

| Content | Quantity and number; Multiplication and division; Decimal numbers | | | |
|-------------------------------|--|--|--|--|
| Target group | Adults and young adults; 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? Which unit of measurement to express time do you use the most? Do you know how to convert time measurements? 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 (lessons) | Description of content/activities | Material | Methodical and didactic information ¹ |
|-------------------|---|--------------------------|--|
| 45' | 1.Discover The teacher introduces the topic based on the "working questions". Based on the knowledge of the | Diagrams, | Explicit |
| | learners this phase can be conducted differently. If the learners turn out to have a good knowledge on the topic, they can explain the part related to the conversion, clearly with the assistance and support of the teacher. Otherwise, this activity can be managed through a frontal lesson. | charts, picture cards | teaching Questioning |
| 60' | 2. Time conversion exercises Learners are assigned exercises regarding the conversion of time into the different units of measurement. Some exercises are also based on real situations (e.g. duration of shows at the cinema/theatre, train journeys or other means of | exercises | Hands on learning |
| | transport). [This activity can be linked to another where students are required to plan a trip (means of transport, activities, etc.) giving them material in which the relative timing is indicated with different measurement units.] | | |

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





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| 45' | [Potentially 2.1 time operations on Excel] If there is the possibility, at the discretion of the teacher, this topic can also be treated by inserting a bit of computer science. Learners are taught how to use spreadsheets to manage time operations. An activity on which to test them is, for example, the calculation of the total hours worked in a month or a certain period by simply inserting the entries and exits from work. | Computers | Explicit learning Collaborations Hands on learning |
|-----|--|-----------|--|
| 30' | 3.Discussion The activity concludes with a moment of discussion in which learners express their impressions about the topic covered. | | Feedback |



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Appendix

 $\frac{https://www.youmath.it/lezioni/fisica/unita-di-misura/equivalenze/2874-equivalenze-misure-tempo.html\#: ``:text=Secondi%2C%20minuti%20ed%20ore%20rientrano,%3D%2060%20minuti%20%3D%203600%20secondi.$

https://npronline.tech/npr-matematica/grandezze-e-misure/grandezze-e-misure-esercizi-conversione-misure-di-tempo-parte-1/

Tabella conversione misure di tempo

| | rabella deliversione misare ar tempe | | | | | | | | |
|-------------------------|--------------------------------------|------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|--|
| | Secondi | Minuti | Ore | Giorni | Settimane | Anni solari | Anni civili | Anni bisestili | |
| 1 secondo (1 s) | 1 | 0,01667 | 2,778×10 ⁻⁴ | 1,157×10 ⁻⁵ | 1,653×10 ⁻⁶ | 3,169×10 ⁻⁸ | 3,171×10 ⁻⁸ | 3,162×10 ⁻⁸ | |
| 1 minuto (1 min) | 60 | 1 | 0,01667 | 6,944×10 ⁻⁴ | 9,92×10 ⁻⁵ | 1,901×10 ⁻⁶ | 1,902×10 ⁻⁶ | 1,897×10 ⁻⁶ | |
| 1 ora (1 h) | 3600 | 60 | 1 | 0,0417 | 5,952×10 ⁻³ | 1,1407×10 ⁻⁴ | 1,1415×10 ⁻⁴ | 1,1384×10 ⁻⁴ | |
| 1 giorno (solare medio) | 86 400 | 1440 | 24 | 1 | 0,143 | 2,737×10 ⁻³ | 2,739×10 ⁻³ | 2,732×10 ⁻³ | |
| 1 settimana | 604 800 | 10 080 | 168 | 7 | 1 | 0,01916 | 0,01917 | 0,01912 | |
| 1 anno solare | 31 556 925 | 525 948,75 | 8765,8125 | 365,242 | 52,177 | 1 | 1,00066 | 0,9979 | |
| 1 anno civile | 31 536 000 | 525 600 | 8760 | 365 | 52,143 | 0,9993 | 1 | 0,9973 | |
| 1 anno bisestile | 31 622 400 | 527 040 | 8784 | 366 | 52,286 | 1,00207 | 1,00274 | 1 | |





Some examples of exercise:

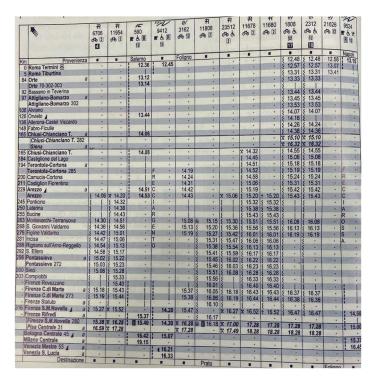
Considerando la durata del film, se vai allo spettacolo delle 19:40 al Cinema Nazionale, a che ora ti aspetti di uscire dal cinema?

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









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??





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