

Nels Jacobs

Memorial Hospital

July 2010

Lesson Plan

MEASUREMENT

GOAL: Students understand the concept of 24 time and units to measure it;

Rational: in the hospital strict attention needs to be paid to all aspects of the patients' health and treatment. Using a 24hr/Military clock insures that there will be no confusion between "AM" & "PM". A drug administered once a day, given at 8:00 in the evening could be mistaken for 8:00 in the morning. If given again at 8:am the patient would receive more of the dose than necessary. This is why it is better to use 20.00hour than 8:00PM.

(Note: Military time/24 hour time will be referred to as "Hospital" Time)

Objectives:

1. The student will describe the use of Hospital time and it's relevance in the hospital setting.
2. The student will convert from Standard time to Hospital time
3. The student will convert from Hospital time to Standard time

Activities:

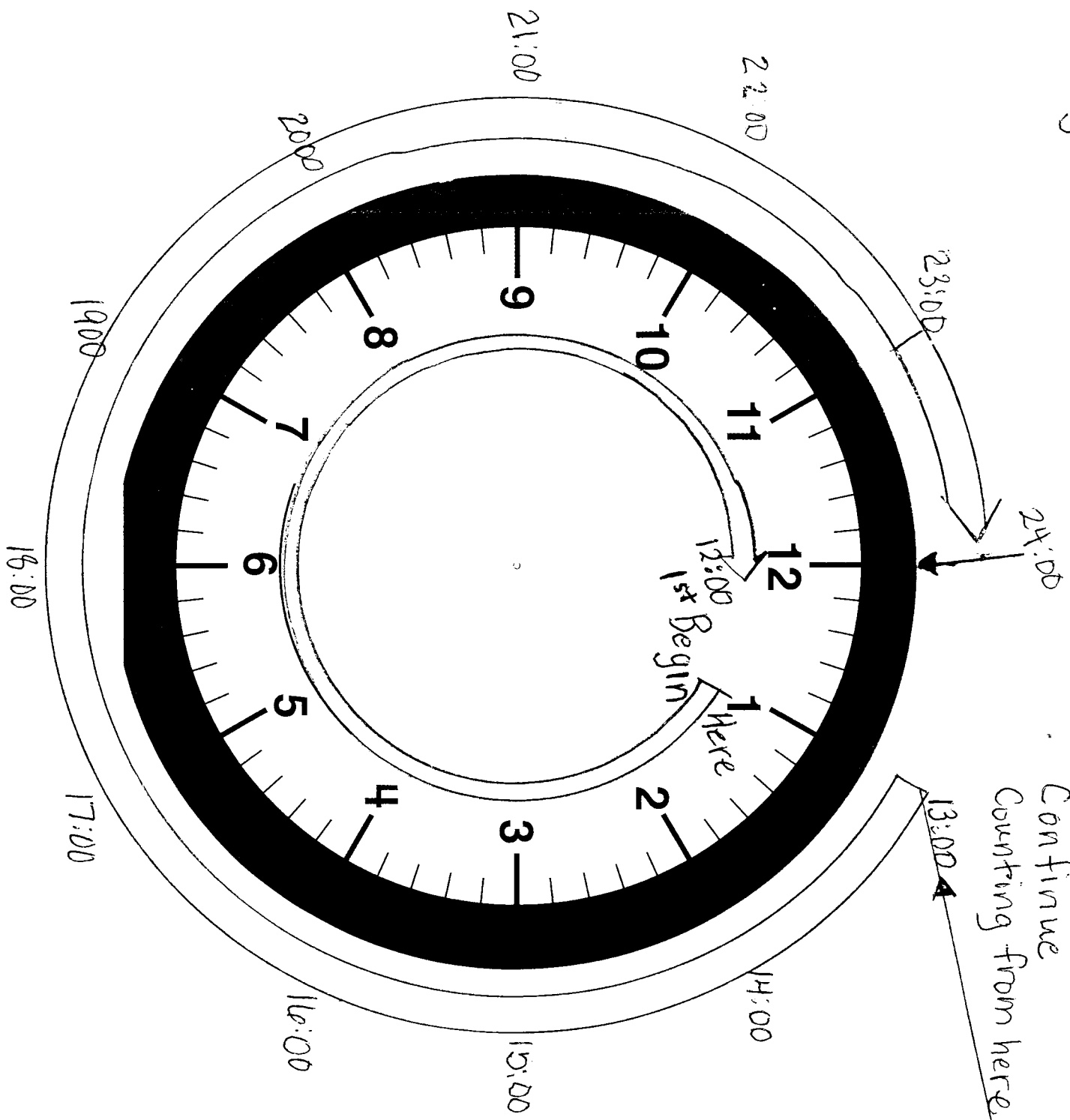
Suggested Vocabulary:	zero one hundred	thirteen hundred hours
	zero two hundred	fourteen hundred hours
	zero three hundred	fifteen hundred hours
	zero four hundred	sixteen hundred hours
	zero five hundred	seventeen hundred hours
	zero six hundred	eighteen hundred hours
	zero seven hundred	nineteen hundred hours
	zero eight hundred	twenty hundred hours
	zero nine hundred	twenty-one hundred hours
	ten hundred hours	twenty-two hundred hours
	eleven hundred hours	twenty-three hundred hours
	twelve hundred hours	twenty-four hundred hours

Lesson:

1. Step 1

Set two clocks, one 12 hour clock and one 24 hour clock, to the same time in the morning. Set the clocks next to each other so that they may be compared side by side.

Counting to 24:00



This will give children a basic knowledge of what times on the 12 hour clock correspond to the times on a 24-hour clock.

2. Step 2

Explain a 24-hour clock as an "extension" on a 12 hour clock, rather than as a completely different system. Explain that when a 12-hour clock reaches 12:59 and resets to 1:00, the 24-hour clock keeps on going to 13:00 and onward.

3. Step 3

Teach kids that an easy-to-remember way to read the clock is that any time past 12:00, say 14:32, and on a 24 hour clock is always going to be in the afternoon. Teach that the bigger the hour number is on the clock, the later is in a given day.

4. Step 4

If the children have a basic understanding of addition and subtraction, teach them that they may subtract 12 from the hour of any time past 12 on the 24-hour clock to find its 12-hour PM counterpart. For example, 15:34 minus 12 hours is 3:34PM.

5. Step 5 Make a game out of the two clocks set up side by side. Cover the 12-hour clock with a piece of construction paper and have the kids guess the time on the 12-hour clock, by only looking at the 24-hour clock beside it. When they have a good grasp of the concept, cover the 24-hour clock and have the students guess its time based on the 12-hour clock.

Methods: demonstration, matching, practice repetition, number review, drill work

Practice:

Matching. Give students a pack of instructor-made cards. For every card with a military time there is one with the same time in civilian form. Students match the appropriate military time with the same time in civilian form.

Bingo. Give students LEARN (bingo) cards and beans. Explain how to play. Call time in standard time. Students must convert to hospital time and place beans on the squares if they have the correct number.

Reading a Bus Schedule. If you have access to a bus schedule for a local city, use it to have students plan a trip using hospital time (i.e., go to the library, go see a movie). For starters, see the "Resource" worksheet that is included at the end of this lesson.

Journal Work. Ask students to pick one day of the week. Keep a list of the activities they do that day (e.g., get up, eat breakfast, start work, shop for food, watch TV) with the civilian time beside each activity. Write the equivalent hospital time at the end of each standard time entry. Sample:

ACTIVITY	TIME	Hospital time
Get up	6:00 a.m.	0600 hours
Eat breakfast	7:00 a.m.	0700 hours

Name _____ date _____

Practice:

Hospital Time

(intermediate to advanced)

You work at the hospital. You take a bus to get from your home to work. There is a bus stop near your home and a bus stop in front of the hospital. Use the schedule below to plan your departure time from home and arrival time at work.

bus departure time (near your home)	bus arrival time (in front of the hospital)
0630	0650
0845	0905
1100	1120
1315	1335
1530	1550
1745	1805
2000	2020

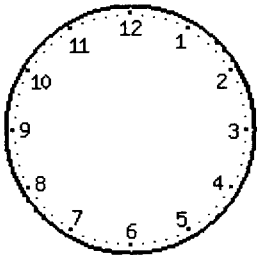
Example: On Saturday you are scheduled to work at 1:45 p.m. You will catch the bus at 1315 (1:15 p.m.). The bus will arrive in front of the hospital at 1335 (1:35 p.m.).

1. On Monday you work at 9:30 a.m. What time will you catch the bus? _____
What time will the bus arrive at the library? _____
2. On Tuesday you work at 7:00 a.m. What time will you catch the bus? _____ What time will the bus arrive? _____
3. On Wednesday you work at 2:00 p.m. When will you catch the bus? _____ When will the bus arrive? _____
4. On Thursday you work at 4:15 p.m. When will your bus depart? _____ When will your bus arrive? _____
5. On Friday you need to be at work by 1:45 p.m. When will you take the bus? _____
When will you get to work? _____
6. What is the latest departure time on the schedule above? _____
7. What is the earliest departure time on the schedule above? _____
8. How long is your bus ride to work? _____

Clock Worksheet 1

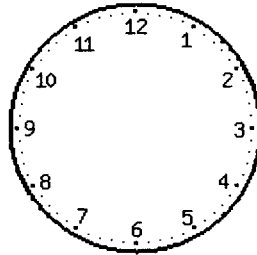
Draw the hands on the clock.

Military time for you!



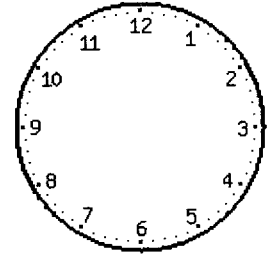
1a

04:00



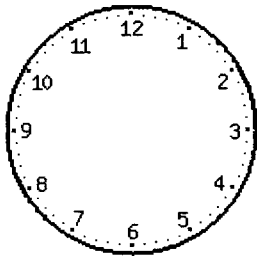
1b

12:00



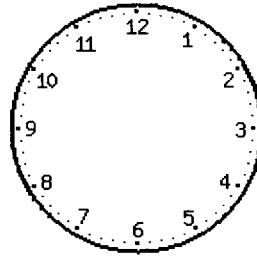
1c

21:00



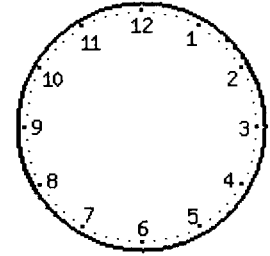
2a

11:00



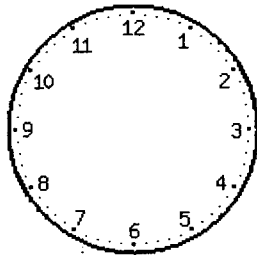
2b

15:00



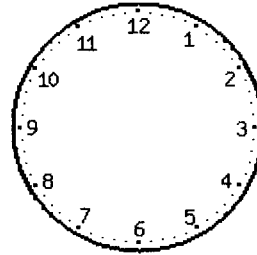
2c

10:00



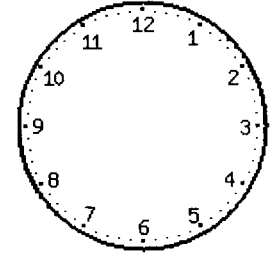
3a

02:00



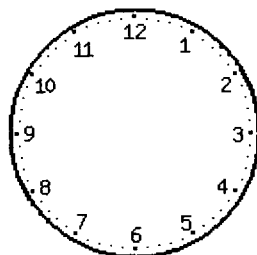
3b

17:00



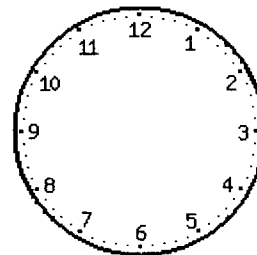
3c

05:00



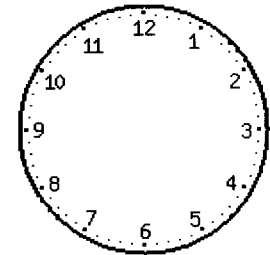
4a

23:00



4b

14:00



4c

08:00

5

Carrie King
Turlock Junior High School

Lesson Plan

C. Curriculum/Instructional Strategies

Curriculum - Students will explore the word and emotion “hate”. Do they hate someone or something? Why? Have they been told they are hated? What does that feel like? What does hate look like?

Materials - dictionary, scissors, glue, magazines, newspapers, and construction paper.

Instructional Strategies - Whole group discussion, exploration, Think, Pair, Share, and role playing. Teacher will facilitate by posing questions and letting students take discussion on the appropriate course. Students will role play given situations, or situations stated at the beginning of the lesson when asked the “hate” questions.

Objectives

1. When in a group setting, students will be able to correctly identify the hateful behavior described by the teacher with 95% accuracy in 3 out of 5 trials.
2. When in a group setting, students will be able to correctly identify an appropriate behavior to exhibit (after hateful behavior has been identified - see #1) with 95% accuracy in 3 out of 5 trials.
3. When in a group setting, students will be able to appropriately role play both situations (see #1 and #2) with 95% accuracy in 3 out of 5 trials.
4. When in a group setting, students will be able to appropriately verbalize to the group why at least 3 pictures on the student's collage (as chosen by the teacher) is on the poster with 95% accuracy in 1 trial.

Activities

Student will be able to conduct a self check of their emotions and feelings when feeling “hate” toward someone or something or feel as though they are being hated by someone, through group discussion and collage activity.

Assessment

Pretest, “What does it mean to hate?” After group discussion and collage activity the posttest, “What does it mean to hate?” will be given to gauge whether or not students' understanding of hate has changed at all. Can the student explain why any given picture/word is on their collage? (There is no right or wrong answer, student just need a valid reason related to the topic.)

Products

Students will have a pretest, posttest, and collage that depicts what hate looks like to them. The collage can contain pictures or words that are cut out of magazines or newspapers that depict what “hate” means to them.