

Using calendars and diaries



Word list

calendar = shows the days of the week, the months and the year.

diary = a daily record of events. A work diary helps us to keep track of what needs to happen and when. Some people also keep personal diaries at home.



Watch – Observe

Look around your workplace. Are there different kinds of calendars?
Who uses them and why?

Look around your workplace. Are there different kinds of diaries?
Who keeps them and why?



When do we use it? Context

Calendars divide the year into months, weeks and days. A calendar year begins on 1 January and ends on 31 December and is divided into 12 months. Calendars may also show weekends and public holidays.

A calendar will show a full month or a full year.



Using calendars and diaries

The name of the month is shown.

These days are the last two days of December. They do not belong to November (the previous month).

December						
M	T	W	T	F	S	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

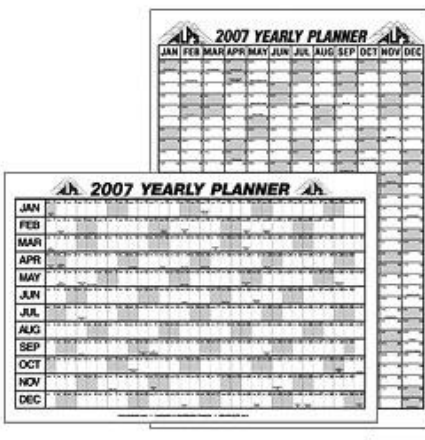
Letters (M = Monday, T = Tuesday) show the day of the week.

We put notes on a calendar to remind us of a special date or event.

The weekends and public holidays are marked.

Some calendars are set out like this so that each month has the same number of rows (a straight line that goes left to right) and columns (a straight line that goes from top to bottom).

There are lots of different ways to set out a calendar. But they all have the same information – days, months, years.



2008

January							February							March							April						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13		4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30	28	29	30				
														31													
May							June							July							August						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				
September							October							November							December						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

Column

Row

Using calendars and diaries

A diary page shows one day, two days or a week. Diaries also show weekends and public holidays. They have space for us to write in detail what we need to do that day or week.

Diaries can be on paper or on computer.

We use diaries at work to:

- plan what we have to do for that day or week
- make appointments for patients.

All diaries show the day and the date. Some diaries have more information than others.

The month is shown.

Sometimes diaries show the number of the weeks.

They always show the day and the date.

Some diaries tell you if there is something special about a day.

April - May	May	
Week 18	Week 18	
30 Monday	Thursday 3	
Renal clinic pickups by 11 thirty a.m		
1 Tuesday	Friday 4	
Labour Day / May Day	10am Well Men's clinic - talk on grog!	
2 Wednesday	5 Saturday	Sunday 6
10 - 10.30 meet plane etc.		Footy finals!



Think about – Reflect

In the diary on the front of the card, the person has written the time in different ways. Does this matter? How do you write the time?

They didn't put a time for the footy finals. Can you think why?

Using calendars and diaries



Why?

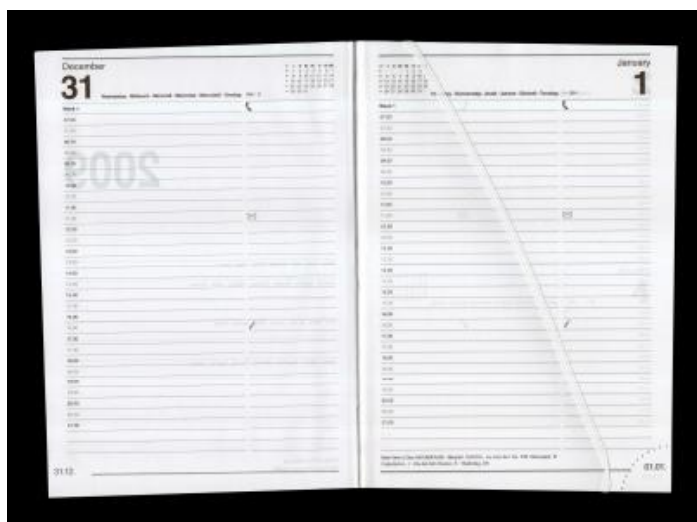
We use calendars for planning.

Calendars can help people and organisations to plan for the month or year. By writing on the calendar, we can easily see the big events for that month or year for example:

- who is going on leave and when
- when we get paid
- any special visitors or events
- when reports are due.

We use both calendars and diaries for planning. Calendars give us the big picture, diaries show the detail.

We use a diary to write down all the things we need to do that day or that week. We write just enough information to remind us what we need to do.



NUMERACY
• LEVEL 1 •

Using calendars and diaries



Write

Look at the calendar and fill in the answers.

April					
M	30	2	9	16	23
T		3	10	17	24
W		4	11	18	25
T		5	12	19	26
F		6	13	20	27
S		7	14	21	28
S	1	8	15	22	29

- What month is this?
- Are the days of the week in a column or row?
- How many days in this month?
- How many public holidays are there? (not counting Saturday and Sunday)
- Write down the date of the Easter weekend. to
- On what day of the week does the month begin?
- On what date and day is the other public holiday?

Using calendars and diaries



Write

When you record the time, it is sometimes important to write whether it was in the morning or afternoon. The letters 'a.m.' or 'p.m.' are a quick way of writing this.

a.m. = in the morning, before midday **p.m.** = in the afternoon or evening.

Fill in the times on this table and write whether they are a.m. or p.m.

	How would you write this time?
ten o'clock in the morning	10:00 a.m.
five twenty five in the afternoon	
fifteen minutes after midnight	
ten minutes before noon	
half past three in the afternoon	
twenty to twelve in the morning	



Write

In most organisations, the financial year starts on 1 July and ends on 30 June. Check if these are the dates used in your organisation.

Fill in the dates in each of these sentences. Choose from the dates below. The first one has been done as an example.

1 July 2010	1 January 2011	30 June 2010
1 July 2011	31 December 2011	1 January 2011
30 June 2010	31 December 2010	

The calendar year 2010 starts on 1 January 2010 and ends on 31 December 2010.

The financial year 2010 / 2011 starts on _____ and ends on _____.

The calendar year 2010 starts on _____ and ends on _____.

NUMERACY
• LEVEL 1 •

Using calendars and diaries



Do

The financial year is sometimes divided into quarters. Draw a line to match the quarter to the right months of the financial year.

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

1st Quarter

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

2nd Quarter

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

3rd Quarter

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

4th Quarter

In some organisations, a 1st Quarter report may be written at the end of September and will be about the 3 months of July, August and September.

What months would a 3rd Quarter report be about?

.....

.....

.....

.....

.....

Using calendars and diaries



Write

The Wonem Tours Board are planning the year.

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	X										

1. The Board meets every 3 months (quarterly). The first meeting of the year will be in February. Put crosses (X) on the calendar to show when the other meetings should take place.
2. The Annual General Meeting (AGM) must be held in one of the 3 months after the end of the financial year. Write AGM in one of these months on the calendar.



Write

Find out the dates when your organisation must send in financial reports. Write some of them here:

Date

e.g. 30 September

• _____

• _____

• _____

• _____

Type of report

Quarterly report to funders

• _____

• _____

• _____

• _____

NUMERACY
• LEVEL 1 •

Keeping number records

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
1.2.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.



Word list

patient records = all the information a clinic might keep about a patient – for example, notes from visits to the doctor or test results.

alphabetical order = all the words with the letter **a** come first, then words starting with **b** and then you go through all the letters to **z**.

numerical order = files or records can be kept in number order, starting from zero (0), then 1, then 2 and so on.

filing = putting patient records in order (maybe into a filing cabinet).



Watch – Observe

Does your workplace keep patient records on paper?

If so, how do you find the records for a patient? Is it by their name (alphabetical order) or by a number (numerical order)?

- Watch how people **find** patient files.
- Watch how people **return** patient files.
- Watch who makes a new file. Is there a sample file?

Keeping number records



When do we use it? Context

Many clinics keep most of the information about patients on the computer. But they may still need to keep some paper records.

It is quite easy to put something in numerical order if the numbers are not too big. Most numerical filing systems use a long string of numbers. This makes it a bit harder.

Josie, the Community Support Worker, wants to find a client's patient record. The client's patient number is 83834.

Josie knows that to find the file she has to find similar numbers. She does this by reading the numbers from left to right. First she finds the files that have **8** at the start.

Next Josie looks for the second number – **3**.

Once she knows she is in the right area, Josie looks for files that have **8383** at the start.

Finally she looks at the last number to find the right file. Paper records can be filed in number order going up (1, 2, 3 ...) or in number order going down (10, 9, 8 ...).

Sometimes there are gaps in the numbers (numbers missing). This happens when a file is being used or a patient goes to another clinic.

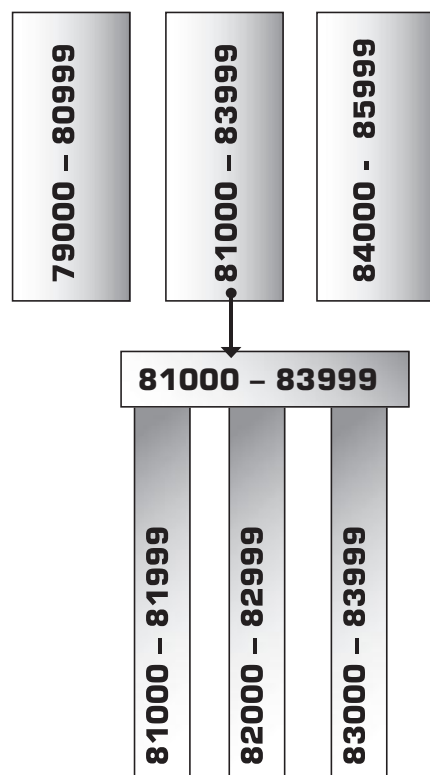
We use a filing system to keep information in a way that people can get it (access it) quickly and easily. In a clinic, the filing systems are being used all the time.

History

We could file information by colour or by size or by numbers or by clan groups or by time. There are many ways to group or file information.

In a health clinic there are standard ways to file information (data) about patients.

Patient Records



NUMERACY
• LEVEL 2 •

Keeping number records



Why?

Paper records need to be put away (filed) in order so that we can find them again.

Many places use numbers rather than names, so that people with similar names don't get mixed up.

- Putting patient files in alphabetical order is a way of organising the files so they can be found quickly and by anyone who can read the alphabet.
- Filing patient notes in chronological (time) order is a way of organising information so that you can go straight to the last visit to find out:
 - (i) what symptoms were noted
 - (ii) what diagnosis was made
 - (iii) what action was decided.
- You can file patient information by age group. (0-5 years) You can file patient information by gender. (men / women)

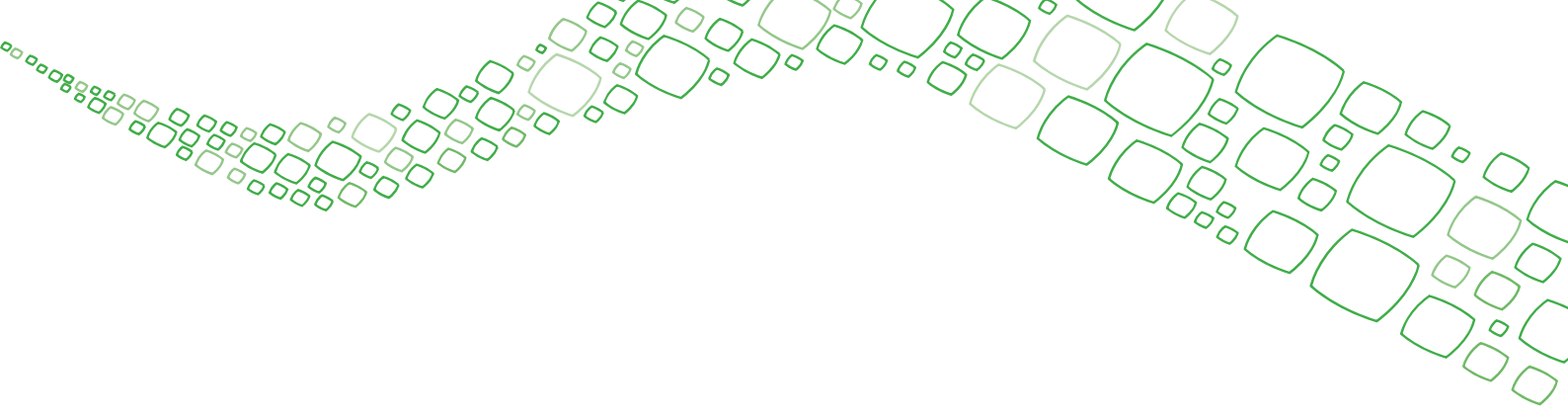


Think about – Reflect

The next time you are in a car have a look at the odometer (the dial that tells you how many kilometres the car has done). Watch it tick over (change) the numbers. How is this like numerical order?

Do people use computers to file information?



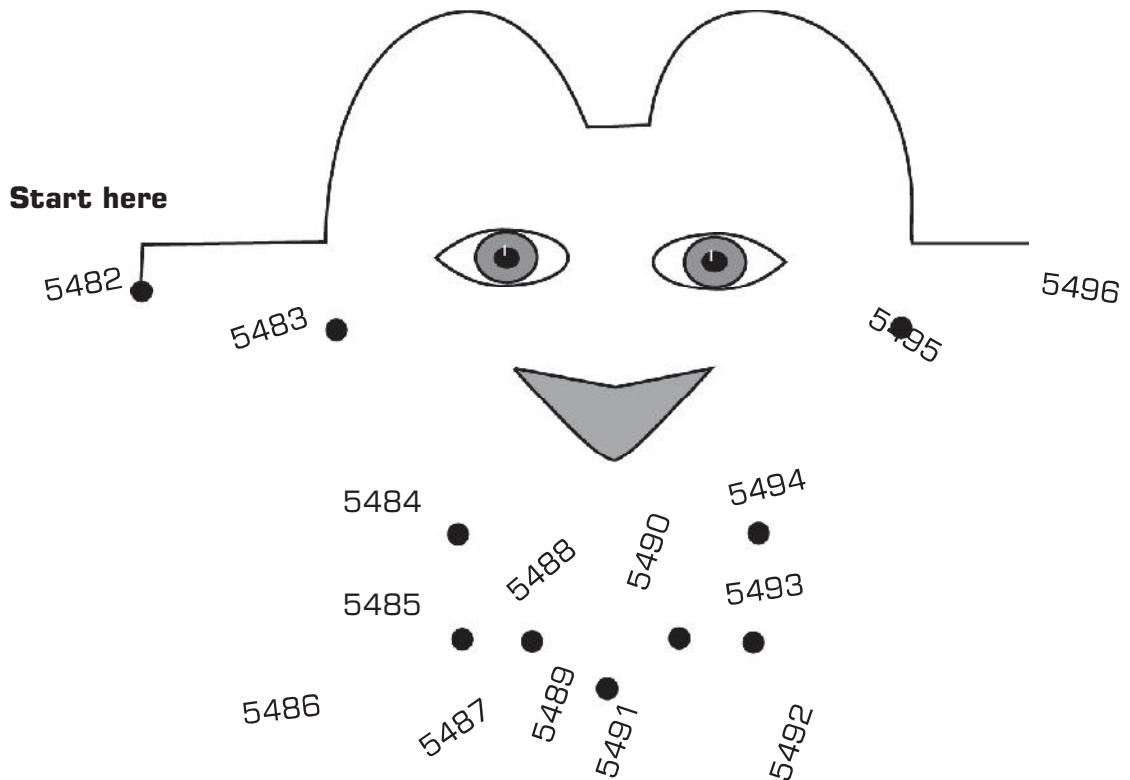


Keeping number records



Do

Draw a line to connect these numbers in order.



Write

Each row of numbers is in order.
Fill in the missing numbers.

These numbers are in order going **UP** and there are no gaps between.

123	124	12...	126	12...
2023	202...	202...	2026	202...
1998	199...	2001	200...

Keeping number records

These numbers are in order going **DOWN** and there are no gaps between.

5646	564...	5644	5643	564...
88101	8810...	8899...	88998	8899...



Write

There are gaps (missing numbers) between these numbers.

Put these numbers in order – going up and going down.

26

12

8

20

17

going up ↑	8				
going down ↓					8

650

881

790

899

701

going up ↑					899
going down ↓	899				

88999

89999

88101

89100

88209

going up ↑	88101				
going down ↓					88101

NUMERACY
• LEVEL 2 •

Reading and writing about money



Watch – Observe

Look at your organisation's financial reports. Is the money written like:

\$75 320.25

dollars and cents

or

\$50 645

dollars?



When do we use it? Context

When we write dollars and cents we use a decimal point.

\$250.75

dollars decimal point cents

The numbers in front of the decimal point tell you how many dollars. The numbers after the decimal point tell you how many cents.

We say:

Two hundred and fifty dollars and seventy five cents.

\$1,668,830.50

It is important to check if a comma or point is used. Large numbers sometimes have commas separating millions, thousands and hundreds.

Some financial reports only show whole dollars and no cents.

\$1,668,830

Cents are less important when the amounts of money are bigger.

Reading and writing about money



Why?

It is important to read and write money carefully so that we use the correct amounts.



Think about – Reflect

When we write dollars and cents, there are always two numbers after the decimal point.

$$100c = \$1.00$$

Amounts of money less than a dollar can be written in two ways.

$$50c = \$0.50$$



NUMERACY
• LEVEL 2 •

Reading and writing about money



Write

Write the amount of money that matches the words in the table.

Eighty seven dollars	\$87
Seventy nine dollars	
Four hundred and forty dollars	
Four thousand and forty dollars	
Two hundred thirty five thousand dollars	
Five hundred thousand eighty six dollars	
Nine hundred sixteen thousand, three hundred and twelve dollars	
One million, two hundred five thousand, four hundred and two dollars	
Two million, six hundred and one dollar	



Do

These are some of the things Wonem Tours spent money on in 2005.

Draw a line from each picture to the amount of money that best matches what they cost.



postage

\$443



wages

\$1,105



uniforms

\$18,450



power

\$226,326

Reading and writing about money



Do

The Wonem Health Board is asked to approve the purchase of a new four wheel drive for the Health Centre.

The Finance Officer says it will cost \$120 000. the best decisions.

I think it should cost about \$50 000. Could you check the amount?

No way. We can't buy it.

OK. I can sign the cheque.

Can you try to find a cheaper one?

NUMERACY
• LEVEL 2 •



Do

Look at the numbers and fill in the answers.

The telephone bill is \$635.67 The amount of dollars is

The amount of cents is

Is this amount closer to \$635 or \$636?

We spent \$1,812.32 on fuel this quarter.

The amount of dollars is

The amount of cents is

Is this amount closer to \$1,812 or \$1,813?





Word List

supplies = things that are bought now to be used later. Supplies may be kept in stock or store.



Watch – Observe

Look at the things you use in your job. Which things do you sometimes need to get more of?

Find a tape measure in your workplace.

Pull it out to 1 metre and put it on the ground.

Try to take a step that is 1 metre long.

Try doing it again without the tape measure.

Check the size of your step with the tape measure to make sure it is close to 1 m long.

To measure, you need to know some words and symbols.

- Look for measurement words and symbols in your workplace.
- Look on medicine labels, tables, charts, and in manuals.



Why?

Thinking about the estimate helps you to ask for the right amount.

If you don't think about the number you could get too many and waste money, or too few and run out of supplies.

Estimating length or distance using steps is a quick way of measuring when you don't need to be exact.

You can use it when it is hard to use a tape measure (e.g. when trees are in the way or when the distance is longer than your tape measure).



When do we use it? Context

We might estimate length in metres using steps when we:

- check if a rubbish disposal trench for a small outstation has been dug the right size
- work out the distance from a septic tank to the bore.

History

In the past, people used many different ways of measuring length, such as the length of their thumb, the length of their arm, or the length of their step.

Today, most countries in the world use measurements such as metres, centimetres and millimetres.

These units of measurement are called metric units. We still use some of the old ways to estimate.

Some words you need are:

less than | lower than | fewer than | under | below | smaller
greater than | higher than | more than | above | bigger

The symbols for these words are:

- $<$ less than
- $>$ greater than (more)

Sometimes a label says: Do **not** give medicine to a child who

- weighs **less than** 10 kg
- <10 kg

Both mean **all the weights below 10kg** (e.g. 9 kg, 8 kg, 3.5 kg).





When do we use it? *Context*

Before we ask for supplies for a job, we estimate (guess) how much we will need.

Shannayah is putting together supplies for a health education session for the secondary students at Wonem School. Aoife wants the students to paint anti-smoking posters in the colours of the Aboriginal Flag.

Shannayah needs to estimate:

- how many blank posters does she need?
- how many tubs of red, black and yellow paint does she need?

Shannayah knows that:

- 20 secondary students might be at school that day
- or all 30 students might be there
- the students will work in groups of 4
- each group needs one poster and one tub each of red, black and yellow paint.

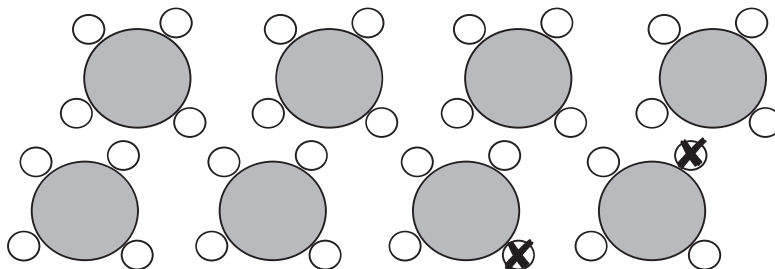
Shannayah counts the students. If all 30 students come, there will be 8 groups. She draws a rough map to help her work out the supplies she needs. See below.

So she will need:

- 8 blank posters (1 for each table)
- 8 tubs each of red, black and yellow paint (3 for each table).

Some students may not come on the day, so some of the supplies may not be needed. But Shannayah wants to make sure she has enough supplies for everyone.

Shannayah's map for the supplies needed. Four students can sit at each table.



Each group needs one poster and one tub each of red, black and yellow paint.

Estimating



Do

1. Look for something (e.g. a tree or a chair) that you guess is 5 metres away.
2. Check this guess by using steps to estimate the length in metres. Write your estimate here. _____ m.
3. Check your estimate by measuring with a tape measure.

Write the measurement here. _____ m.

Do this again with different distances, until your guesses are close to the measurements.



Do

1. Guess the width and length of a bedroom, or a room at the council office, clinic or school. Write your guess here.

width _____ m.

length _____ m.

2. Check this guess by using steps to estimate the width and length in metres. Write the estimates here.

width _____ m.

length _____ m.

3. Check your estimates by measuring with a tape measure. Write the measurements here.

width _____ m.

length _____ m.

NUMERACY
• LEVEL 2 •

Estimating



Joshua needs to plant some trees along the front school fence to help stop the dust coming in from the road.

He uses steps about 1 m long to estimate that the fence is 30 m long. Joshua will plant the trees about 3 metres apart.

How many trees will he need?

Estimate of number of trees =

Joshua uses steps 1 m long to estimate that it is 10 m from the school fence to the tap he can use for the drip system.

How many metres of poly pipe will he need for the watering system for the new trees?

Estimate of length of poly pipe =

The medicine label says:

Weight

<10 kg 11-19 kg

>20 kg

Dosage

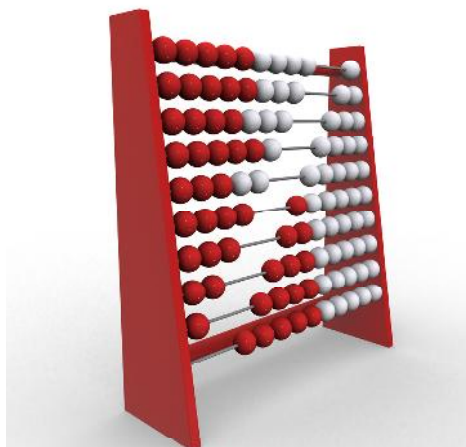
2.5 ml 5 ml

10 ml

How much for Anna? ml

How much for Billy? ml

How much for Tom? ml



Estimating



Do

Look at a football oval.

Estimate how many trees you would need if you wanted to plant them along one edge of the oval.



Write

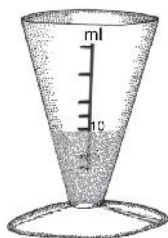
Write the right word under each picture.



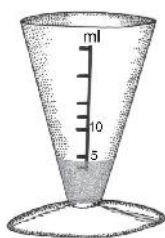
.....



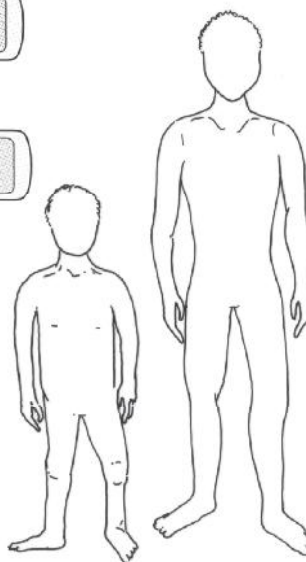
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.....



.....



Higher

Lower

Bigger

Smaller

More

Less

NUMERACY
• LEVEL 2 •

Estimating



Write

Write the words under their heading in the columns below.

Heavier

Lighter

Taller

Smaller

More

Less

Words that mean 'more'	Words that mean 'Less'

Draw

Draw the symbols $<$ and $>$ next to the correct words:

greater than	
Less than	

Read and answer

Here are the weights of 3 children:



Anna 6.5 Kg

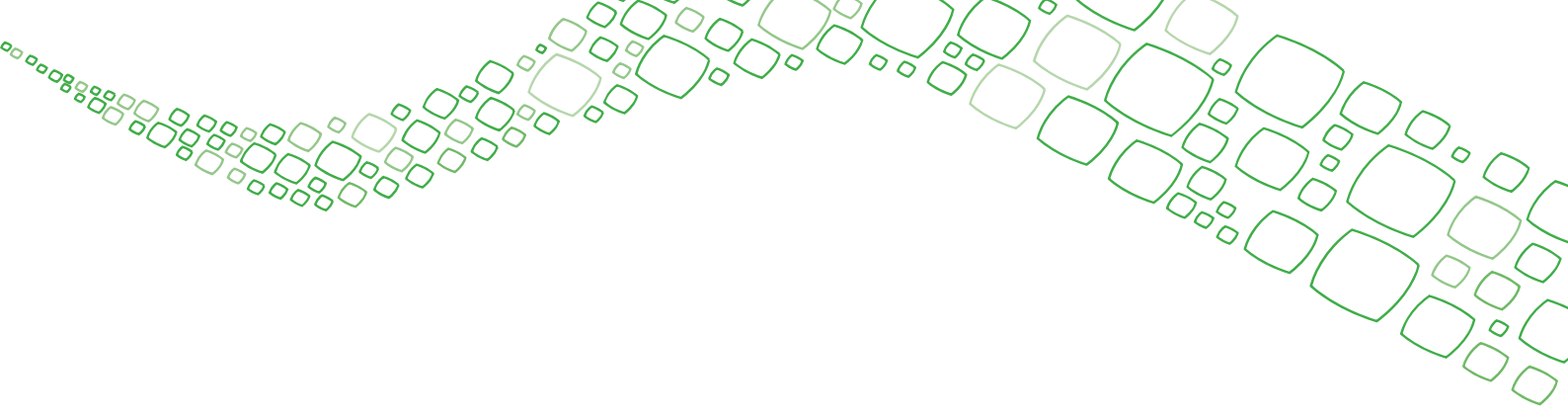


Billy 15Kg



Tom: 21 Kg

- Who weighs the most?
- Who weighs the least?
- Is Anna heavier or lighter than Billy?



Filling out time sheets



Word List

ABN = Australian Business Number – the number that shows that your employer has a tax record.

award = sets the levels of pay and conditions of employment for workers in your industry.

classification = what level you are within the award.

ordinary hours = the hours you are expected to work each week or fortnight.

overtime = extra hours, more than your ordinary hours, that your employer asks you to do. For example, you may need to stay at work longer if a parent is late picking up a child.

study leave = time away from the workplace to do study e.g. attend lectures. When and how you can use study leave would need to be agreed with your employer.

personal leave = time (whether days or part of days) you take off to meet your personal needs. This might include sick leave, leave to look after sick children or bereavement leave if someone close to you dies.

annual leave = time (whether days or part of days) you take off for your holidays.



Filling out time sheets

Staff time sheet

FORTNIGHTLY TIME RECORD

Employer details:	Wonem Health Board		ABN:										
Employee:	Josie Mungarra		Fortnight ending:	1/05/08									
Award:	Aboriginal Organisations Health and Related Services (Northern Territory) Award		Classification:	AHW C/I									
Employee's ordinary hours (excluding overtime): 7.2 hours...minutes													
Date (day, month, year)	Start time	Break (unpaid)	Restart time	Finish time	Total work hours	Start time	Finish time	Total Over time	Start time	Finish time	Total Study leave	Personal	Annual
Wednesday 18.4.08	7.30	12.00	12.42	4.00	7.48								
Thursday 19.4.08	8.18	12.30	1.00	5.00	8.12				4.00	5.00	1.00		
Friday 20.4.08		rostered day off											
Monday 23.4.08	9.00	1.00	1.30	5.30	8				4.00	5.00	1.00		
Tuesday 24.4.08	8.00	12.00	1.00	5.00	8								
Wednesday 25.4.08		Public holiday			8 (PH)								
Thursday 26.4.08	9.00	1.00	1.30	5.30	8	5.30	5.50	.20	4.00	5.00	1.00		
Friday 27.4.08	9.00	1.00	1.30	5.30	8								
Monday 30.4.08	7.30	11.30	12.30	4.30	8				4.00	5.00	1.00		
Tuesday 1.5.08	7.30	11.30	12.30	4.30	8								
Total:					72.00			Total: 0.20	Total:		4.00	Total:	
Signature (staff) Josie Mungarra													

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Filling out time sheets



Watch – Observe

Look at Numeracy Example Card - Staff time sheet.

Look at your time sheets. Do you know what you have to write and which boxes to fill in?



When do we use it? Context

We fill in time sheets to show the hours we have worked. Some people work the same hours every day.

Shannayah works with the Mobile Health Team. Her hours change all the time, depending on where the team are going. Today is a long day as they are going to Gunbolk Station.

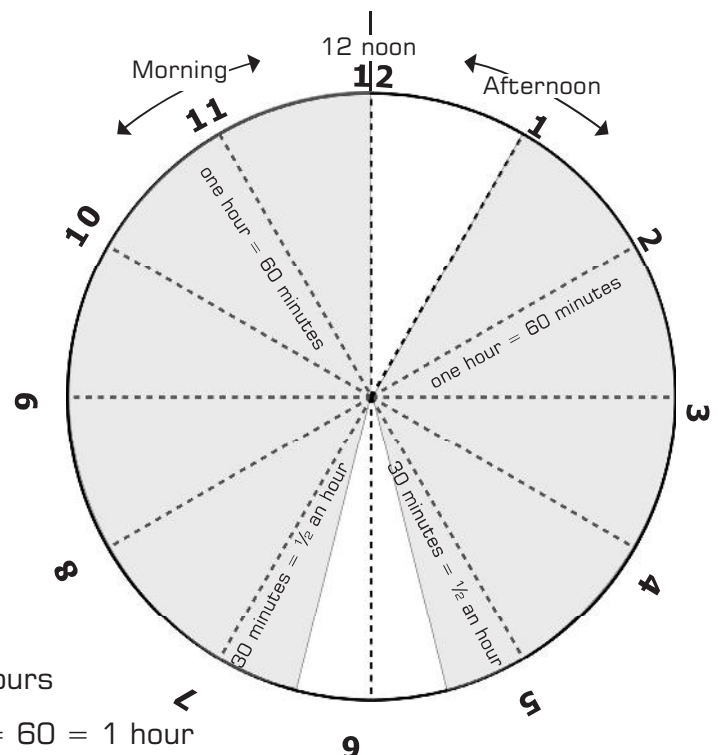
Shannayah adds up the morning hours – from the time she got to work until 12 o'clock. The total is 5 hours and 30 minutes.

Then Shannayah adds up the afternoon hours – from 1 o'clock until 5.30pm. The total is 4 hours and 30 minutes.

She adds up the hours: $5 + 4 = 9$ hours

She adds up the minutes: $30 + 30 = 60 = 1$ hour

Shannayah worked 10 hours today!



Filling out time sheets

Josie Mungarra, a community support worker, adds up the hours she worked on Thursday.

Day	Start	Break	Start	Finish
Thursday	8.18 a.m.	12.30 p.m.	1.00 p.m.	5.00 p.m.

Josie counts the full hours	Morning 8.18 to 12.18 is 4 hours	Afternoon 1 p.m. to 5 p.m. is 4 hours
To get total hours Josie adds: $4 + 4 = 8$ hours		
Josie counts the minutes	Josie worked until 12.30 p.m. She counted the full hours until 12.18 p.m. Now Josie counts the minutes between 12.18 and 12.30. ($18 + 12 = 30$ or $30 - 18 = 12$ minutes) Josie did not work any extra minutes in the afternoon. So her total minutes = 12	
To get the total time she worked, Josie adds hours to minutes: $8 + 0.12 = 8.12$ Josie's total time is eight hours and twelve minutes		

Pat Chan, a child care worker, adds up the hours she worked on Wednesday.

Day	Start	Break	Start	Finish
Wednesday	8.18 a.m.	12.20 p.m.	1.00 p.m.	5.00 p.m.

Pat counts the full hours	Morning 9am to 12pm is 3 hours	Afternoon 1pm to 5pm. is 4 hours
To get total hours Pat adds: $3 + 4 = 7$ hours		
Pats counts the minutes	Pat worked a part of an hour before 9am. Pat subtracts (-) the bit of the hour she did not work (18 minutes) from 60 (the full hour).	
	$60 - 18 = 42$ minutes.	
	Pat worked a part of the hour after 12 noon. Pat adds (+) the 20 minutes she worked after 12.	
To get total minutes Pat adds: $42 + 20 = 62 = \mathbf{1.02} = 1$ hour, 2 minutes		
To get total hours Pat adds hours to minutes: $7 + 1.02 = 8.02$		
Her total time is eight hours and two minutes.		

Filling out time sheets



Write

Peter works for eight hours each day. His normal hours are from 7.30 am to 4.30 pm with an hour for lunch.

Peter had to change his hours a bit this week. What time does he need to leave so he makes sure that he works for eight hours?

Remember that an hour equals sixty minutes

Date	Start time	Break (unpaid)	Restart time	Finish time	Total hours
Monday	7.30	11.30	12.30	4.30	8
Tuesday	7.30	11.40	12. 55		8
Wednesday	8.00	12.00	12.30		8
Thursday	7.30	11.30	12.30		8
Friday	7.30	11.30	12.15		8
Total weekly hours					



Talk about – Discuss

Some services show the time to the exact minute. With others, it is OK to write the time to the nearest five or 10 minutes.

Talk with someone at work about how you fill in your work hours. Do you have to write down the exact time? Do you know why?

For example, if you start work at about eight, what are you supposed to write? Do you write 8 am or 8.06 am?



Think about – Reflect

Why do you need to keep a record of the time you have worked?

Filling out time sheets



Do

Fill in the time sheet below and work out the total work hours for each day.

Mary-Jo's normal work hours are 7.30 to 4.30 every day, with an hour for lunch from 11.30 to 12.30.

On Tuesday, Mary-Jo arrives an hour late – at 8.30 a.m. So, on Wednesday, Mary-Jo has to work one hour longer.

It helps if you add up the hours before 12, then the hours after 12, and then add them together.

	Monday	Tuesday	Wednesday	Thursday	Friday
Start:	7.30				
Break	11.30				
Start:	12.30				
Finish:	4.30				
Total:	8 hours				



Do

Work out the hours that Krystal worked each day. She slept in twice!

morning hours + afternoon hours = total hours

	Monday	Tuesday	Wednesday	Thursday	Friday
In:	8.36	7.30	7.42	RDO	9.00
Out:	12.00	11.30	11.40		1.00
Total morning:	3.24				
In:	12.30	12.30	12.22		2.00
Out:	5.06	4.30	4.20		5.00
Total afternoon:	4.36				
Total hours:	8.00				

RDO = Rosted Day Off

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