

# Figure it out

## Introduction to Module 4

The number skills used in residential care reflect everyday number skills in many ways, with the additional burden of recording numerical information. The skills in this module include:

- time and time management
- money
- weighing and measuring.

Of these three, time is the most commonly used skill in the care sector and care workers should have the skills to manage their own time, work within a schedule, and record dates and times for diaries or daily records. Generally we assume that people will have these skills, but time and time calculation is an area where errors are made.

The number skills in this module reflect the skills required by care workers in residential care settings but not those working in a nursing capacity.

Social care – Module 4: Figure it out							
Theme	Page ref.	NOS/ NVQ	Induction Standards	Foundation Standard 1	Literacy	Numeracy	Key Skills
Time to think	Sc 4:1–8	HSC21; HSC28; HSC210; HSC221; HSC224				MSS1/E3.3; MSS1/L1.2; MSS1/L1.3	
Shopping for residents	Sc 4:9–12	HSC21d; HSC29				N2/E3.3; N2/E3.4; MSS1/E3.1; MSS1/L1.1	N1.2
Fluids and weights	Sc 4:13–16	HSC213; HSC224				N2/E3.3; N2/E3.4; N2/L1.5; MSS1/L1.4; MSS1/L1.6; HD/L1.1	N1.1; N1.2

# Skills checklist

In order to meet all the needs of the residents in your care you must have some good practical skills. This might include time management, monitoring diets and medical conditions and carrying out day-to-day tasks such as shopping.

You will need the following skills in order to feel confident about handling the different calculations, charts and scales used at work. Tick all the skills you have already and then look again at the checklist when you have used the materials.

Skills for 'Figure it out'	Now	Later
Understanding 24-hour times		
Calculating time		
Calculating money and giving change		
Recording money transactions and handling receipts		
Estimating metric measurements for fluids		
Estimating metric weights		
Measuring metric fluids accurately		
Comparing and converting weight measured in imperial – stones and pounds with weight measured in metric – kilograms		

## PAGES 4:1–4:2

## Time to think (1)

Time is important in all work settings. Care workers need to be able to read times, record times and manage their own time effectively.

Most residential homes run to a timetable where regular activities take place at set times. There also needs to be space within that timetable to accommodate individual needs and a range of recreational, personal and medical appointments. Some kind of diary will be an important part of the day-to-day running of the home, and all care staff will be expected to contribute to this. This focus page develops the skills needed to read and understand 24-hour time.

## Materials

Commonly used tables, sheets, diaries, appointment books

Examples of digital and analogue clocks

## Learning outcomes

- 1 To recognise the range of different ways that time can be written or displayed (focus page, Task 2 extension)
- 2 To understand 24-hour clock time (Tasks 1–3)
- 3 To convert from 12-hour to 24-hour clock time and vice versa (Tasks 1–3)

## Introduction

- Discuss the frequency of reading and recording time in the workplace. How is time recorded in different places in the workplace? What are the consequences of this being done inaccurately? Relate this to appointment books, diaries and so on from the workplace.
- Confirm that, in most places of work, 24-hour clock time is the standard format used for record keeping.
- Discuss the difference between the way time is written and the way it is spoken. For example, we say 'ten to nine' but write 8:50. Discuss difficulties learners have had with interpreting times from spoken instructions. This could be linked with difficulties experienced in interpreting bus and train timetables. You may

want to use digital and analogue clocks to illustrate times.

## Focus page

- As a group, think quickly of different ways to express the same time, for example, 4 pm, 4 o'clock, 4 in the afternoon, 1600 hours, 16:00. Twenty to five, 4:40, 04:40, 16:40. Refer to the focus page to look at a workplace example. This should highlight two things:
  - there are many ways to express the time
  - using 24-hour clock times clarifies whether it is morning or afternoon.
- This is also an opportunity to check that learners can tell the time. Pay particular attention to times 'to' the hour, such as 'ten to', 'twenty five to ...'. Learners having difficulty will need additional support. Use *Skills for Life* materials if required (Numeracy Level 1, Unit 3).
- Look at the differences between digital and analogue clocks, and how these clocks can be used to show 24-hour time.
- Demonstrate and practise converting from 12-hour to 24-hour clock times and vice versa. Supporting materials can be found in *Skills for Life* Numeracy Level 1 Unit 3.
- Demonstrate different methods of recording time and practise the ones commonly used in the workplace, using the focus page and relevant workplace materials (e.g. appointment books) if possible.

Curric. refs

MSS1/L1.2

NOS

Key skills

N1.1

## Task 1

Convert times from 24-hour to 12-hour format MSS1/L1.2

- Introduce the scenario of recording times during night observation. Discuss the importance of making accurate records.
- Check that learners understand the method for converting 24-hour times to 12-hour times (use the model on the page).

- Confirm that many service users will not understand time in the 24-hour format.

#### *If the learner has difficulty*

- Create a conversion table for showing the hours of the day in 12-hour times and 24-hour times for the learner to complete and use as a memory aid.
- Dyslexic learners may be confused about whether to add or subtract 12 when converting times. The use of a chart showing all the times (hours) of the day in both 12- and 24-hour format will help.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.
- Check understanding of the concept of am and pm.
- Learners may not have experienced the range of different ways of noting time, so may find them, and the relationship between them, confusing. The most helpful strategy may be to develop a 'conversion chart' showing the range of options for different times in the day: 24-hour, 12-hour with am/pm, spoken version, as in the following example:

24-hour time	23:55 or 2355
12-hour time	11:55 pm
Spoken time	5 to midnight

#### *Extension*

- Give learners more difficult examples to ensure the skills are secure.
- Get learners to match spoken times to written times. For example, ten to 9 and 8:50. This work could be used to support learners who are having difficulty (see above).

### **Task 2**

Convert times from 12-hour to 24-hour format from written text

#### **MSS1/L1.2**

- Ask learners to think about the timetable of events in their own work setting.
- Check learners know how to write times in numbers from written prompts such as 'twenty past seven'.

- Learners complete the timetable using the description in the speech-bubble. It would be more realistic if you read out this instruction as if it were a workplace instruction. This also takes away the burden of reading. Learners can use the written version to check what you say.

#### *If the learner has difficulty*

- Read the speech-bubble a bit at a time, allowing the learner to record each event in sequence.
- Give support for times that may be difficult to interpret such as 'a quarter to ...'.
- Learners may need support for the times past midday.

#### *Extension*

- Ask learners to look at the diary on the focus page and to write all the times in one common format of their choice.
- Develop a quiz based on 12- and 24-hour clock times.

# Time to think (1)

Focus

## Reading the time



You may **read** time from a watch or wall clock.



You may also **read** the time on a digital display like a digital watch, mobile phone or cooker that uses 24-hour clock time.

May	Week 22	Week 22	May																																										
<div>24 Monday</div> <div>Physio at 3 for Ted and Amos Mrs Edwards to day centre at 9:30 am</div>		<div>28 Friday</div> <div>Minibus for market - half past 8 prompt Quicksilver Club - 8:30</div>																																											
<div>25 Tuesday</div> <div>1600 Social Services review meeting - Mrs Nawaz Ted hospital appointment - pick up at 8:30</div>		<div>29 Saturday</div> <div>Coffee morning 10-12 Mrs Salter - visitor expected pm</div>																																											
<div>26 Wednesday</div> <div>Fire alarm 5 pm <del>Mrs Cunter Hospital appointment 1.30</del> Mr Cox - Doctor 11:25 Mrs Smith - Doctor 4 o'clock</div>		<div>30 Sunday</div> <div>Rev Slater 11:45 am</div>																																											
<div>27 Thursday</div> <div>Mark White - 0900 to see Fred</div>		<div>Notes</div> <div>MAY</div> <table><tr><td>M</td><td>3</td><td>10</td><td>17</td><td>24</td><td>31</td></tr><tr><td>T</td><td>4</td><td>11</td><td>18</td><td>25</td><td></td></tr><tr><td>W</td><td>5</td><td>12</td><td>19</td><td>26</td><td></td></tr><tr><td>T</td><td>6</td><td>13</td><td>20</td><td>27</td><td></td></tr><tr><td>F</td><td>7</td><td>14</td><td>21</td><td>29</td><td></td></tr><tr><td>S</td><td>1</td><td>8</td><td>15</td><td>22</td><td>29</td></tr><tr><td>S</td><td>2</td><td>9</td><td>16</td><td>23</td><td>30</td></tr></table>		M	3	10	17	24	31	T	4	11	18	25		W	5	12	19	26		T	6	13	20	27		F	7	14	21	29		S	1	8	15	22	29	S	2	9	16	23	30
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### am and pm

**am** is before midday (morning)

**pm** is after midday (afternoon or evening)

### 24-hour time

- 24-hour clock time starts at midnight with 00:00 and continues right through the 24 hours of the day until it gets to 23:59.
- The hours after 12:00 midday are added on to 12:00, so 2 o'clock in the afternoon is 14:00, 6 o'clock in the evening is 18:00 and eleven o'clock at night is 23:00.
- You may see 24-hour times written as 4 digits without any dots to separate them, for example 1324 or 13 24.

## Writing the time

You may need to **write** the time in an appointment book, day sheet, clocking on book, night-time observation list or diary.

Time may be written in many different ways.

All of these mean 9 o'clock in the morning:

- 9 o'clock
- 9 am
- 0900

All of these mean 9 o'clock in the evening:

- 9 pm
- 21:00
- 2100

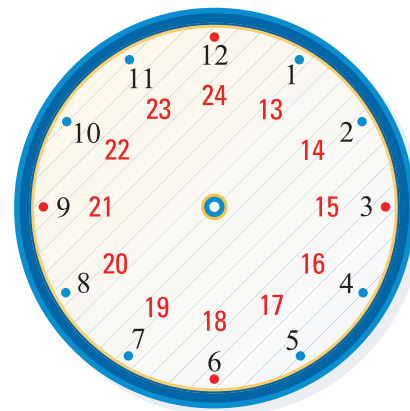
It is clearer if everybody in your workplace uses the same way of writing the time.

# Time to think (1)

## Task

To change 12-hour times after midday to 24-hour, add on 12, e.g. 2 o'clock in the afternoon is  $2 + 12 = 14$ . This is written as 14:00.

To change 24-hour times to 12-hour times, subtract 12, e.g.  $19 - 12 = 7$  so 19:00 can be written as 7 o'clock or 7 pm.



## Task 1

Fill in the times during the night shift when these residents were checked. Change the 24-hour clock times to 12-hour clock times. Use am and pm.

Room	Name	Time (am/pm)	24-hour time	Comments
1	Mrs Evans		21:00	
2	Mr Brooks		22:00	
3	Mr Richards		23:00	
4	Major Davies		03:00	
5	Mrs Singh		05:00	

### Tips

**am** is written after the times from midnight to midday

**pm** is written after the times from midday to midnight

## Task 2

Look at the information about times of events in a care home. Use 24-hour clock times to fill in the timetable.

### NIGHTINGALE HOUSE

Meals and drinks	Time
Early-morning tea	
Breakfast	
Mid-morning drinks	
Lunch	
Afternoon tea	
Evening meal	
Evening drinks	

We start handing out early-morning tea at ten past seven. Breakfast starts at a quarter past eight and they get a mid-morning drink at half past ten. Lunch starts at noon. Afternoon tea is at a quarter past three and before we know where we are it's time for the evening meal at half past five. The evening drinks trolley starts its rounds at a quarter to eight and then it's time to get everybody to bed.



## PAGES 4:3–4:4

## Time to think (2)

Generally, care workers in the residential setting will need a good feel for time – they have many duties to complete within the structure of the day as well as having to respond to the individual needs of residents and any non-routine events. Being able to calculate with whole hours, half hours and quarter hours will be useful for managing their time on a day-to-day basis.

There will also be occasions when carers need to be more precise about time management: organising appointments, escorting residents to appointments and booking events in the diary. For this, carers must be aware of minutes as well as hours and be able to calculate time precisely.

The skills practised in this focus can be used to support units from the Occupational Standards such as HSC28 (Support individuals to make journeys); HSC210 (Support learners to access and participate in recreational activities); HSC221 (Assist in the administration of medication).

## Materials

Workplace time sheets

## Learning outcomes

- 1 To identify the problems around time management (focus page)
- 2 To estimate time using quarter-hour, half-hour and whole hours (Tasks 1 and 2)
- 3 To calculate time using minutes (Tasks 1 and 2)

## Introduction

- Ask learners to list the routine jobs they do everyday: helping residents to get dressed, helping with meals, laundry, etc. Include breaks for lunch and coffee. Ask them to estimate the time taken for each job/activity and to calculate the total hours spent on these routine jobs. Learners can use a simple table to do this. Confirm that an estimate should be based on normal circumstances, but allowing a little bit of extra time in case things go slowly.

- Learners may use time sheets at work – use these to structure this activity if they are suitable (they would need to show time for each activity in minutes or quarters of an hour).

## Focus page

- Ask learners to list other less routine jobs (e.g. shopping for residents) they may be asked to do during the day. Agree an estimate of the time needed for each. Give the group a set of instructions (as if at handover) to include a selection of their jobs. Learners fit the tasks into a timetable and add up the total for the day. How much time is left for other jobs and talking to residents? During this activity, observe methods used by learners to calculate with time. These may include:
  - estimating and rounding to the nearest quarter or half hour
  - counting on – hours first and then minutes
  - adding the minutes and then converting to hours (divide by 60).
- Encourage learners to share their strategies for doing time calculations and look at the example calculations on the focus page.
- If necessary, show learners how to add time using halves and quarters (see focus page) and practise by giving problems to solve by mental arithmetic: ‘Beds take 15 minutes each to change – how many can I change in 2 hours?’; ‘It takes half an hour to give a bath and quarter of an hour to clean up properly. How long does each bath take in minutes?’
- Look at the worked problems on the focus page. Discuss the use of ‘counting back’ time to calculate when you should start a task. Additional materials for practising time calculations can be found in *Skills for Life* Numeracy Level 1, unit 3.
- Explain terms such as ‘tight schedule’, ‘review meeting’ if necessary.

## Curric. refs

MSS1/L1.2

MSS1/L1.3

## NOS

## Key skills

N1.1

N1.2

### Task 1

Complete a timetable for routine jobs and add up the total hours for the day

MSS1/L1.2

MSS1/L1.3

- Emphasise the need to put fixed jobs in first and then to fit the other jobs around them.
- Suggest learners use pencil or small sticky notes to be more flexible.
- Learners can adapt the timetable (to fit in 15-minute slots) or re-draw as required.

#### *If the learner has difficulty*

- Some learners may have difficulty with sequence and order. Suggest learners write each job on a sticky note, together with the time taken, and physically sort these into an order.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.
- Support may be needed to calculate totals. Learners who struggle to calculate time will need further support using *Skills for Life* materials.

#### *Extension*

Learners can copy the timetable and complete it using their own workplace routines.

### Task 2

Organise appointments within a limited timescale

MSS1/L1.2

MSS1/L1.3

- Working in pairs, suggest that learners start by listing the appointments that need to be made.
- Remind them that appointments can be slotted in when clients are under the drier or waiting for a product to work. They should identify clients whose appointment includes these activities.
- Check by adding all treatment times.

#### *If the learner has difficulty*

- Talk through the time demands of each treatment – relate to learners' own knowledge of hairdressers or other professionals who visit (e.g. chiroprapist).
- Provide a structure (appointment table) for learners to work in. Alternatively, use sticky notes to record the schedule of each appointment time and manipulate these until all the appointments are fitted in.
- ESOL learners may have difficulty with some of the language, for example 'set', 'trim', 'fit me in', 'a proper barber'. This will need to be explained.
- Dyslexic learners may benefit from first highlighting the words that are to do with hairdressing, for example 'trim'.

#### *Extension*

Learners can organise appointments for other activities or visiting professionals – physiotherapy, aromatherapy and doctor, using an appointments book.

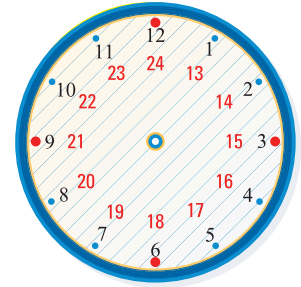


# Time to think (2)

Focus

## Time planning

You don't always need to work out your time to the minute. Sometimes you can estimate. However, there will be some days when you need to be more precise and work out whether you can fit in all your work tasks, or get a resident to an appointment on time.



May Week 22	
24 Monday	Physio at 3 for Ted and Amos Mrs Edwards to day centre at 9:30am
25 Tuesday	1600 Social Services review meeting - Mrs Nawaz Ted hospital appointment - pick up at 8:30
26 Wednesday	Fire alarm 5 pm <del>Mrs Cunter Hospital appointment 1.30</del> Mr Cox - Doctor 11:25 Mrs Smith - Doctor 4 o'clock
27 Thursday	Mark White - 0900 to see Fred

You have to take Mr Cox to the doctor for 11:25.

It takes 20 minutes to get to the doctor. If you're lucky you'll be out for 12:00.

Will you be back in time to help with lunch at 12:30?

Think about the time you need to get there.

11.25

Count back 20 minutes to work out the time you must leave

11.05

### Wednesday 26th

*You're on a tight schedule today...*

Breakfast should be finished by 9:00 am. You have 6 beds to sort out and 2 baths. Each bedroom takes about 15 minutes – a quarter of an hour.

**Time spent on beds will be  $1\frac{1}{2}$  hours.**

Each bath usually takes 45 minutes from start to finish.

**Time spent on baths will be  $1\frac{1}{2}$  hours.**  
(beds) (baths)

$1\frac{1}{2}$  hours +  $1\frac{1}{2}$  hours = 3 hours altogether

Count on 3 hours from 9:00 am

Can you fit in the doctor with Mr Cox?

60 minutes = 1 hour

$\frac{1}{2}$  hour = 30 minutes

$\frac{1}{2}$  hour +  $\frac{1}{2}$  hour = 1 hour

30 mins + 30 mins = 1 hour

$\frac{1}{4}$  hour +  $\frac{1}{4}$  hour =  $\frac{1}{2}$  hour

15 mins + 15 mins =  $\frac{1}{2}$  hour

60 minutes = 1 hour

$\frac{1}{4}$  hour = 15 minutes

$\frac{1}{4}$  hour +  $\frac{1}{4}$  hour =  $\frac{1}{2}$  hour

15 mins + 15 mins =  $\frac{1}{2}$  hour

$\frac{1}{4}$  hour +  $\frac{1}{2}$  hour =  $\frac{3}{4}$  hour

$\frac{3}{4}$  hour = 45 minutes

$\frac{1}{4}$  hour +  $\frac{3}{4}$  hour = 1 hour

# Time to think (2)

## Task

Time is limited. Planning how to use it can make you and the people you work with more efficient and less stressed! Making a timetable may help.

Work in pencil, or use sticky notes, so that you can move things around on the timetable.

Add up the total time when you have completed the timetable.

### Task 1

Use the information to complete the timetable

8:00–8:30	8:30–9:00	9:00–9:30	9:30–10:00	10:00–10:30	10:30–11:00	11:00–11:30	11:30–12:00
<b>Breakfast</b>							
12:00–12:30	12:30–1:00	1:00–1:30	1:30–2:00	2:00–2:30	2:30–3:00	3:00–3:30	3:30–4:00

Beds – 1 hour 15 mins  
 Baths – 2 residents (30 mins each)  
 Help at breakfast  
 Help at coffee time  
 Help at lunch time  
 Help at tea time  
 Sort laundry (45 mins)  
 Tidy day room

All these routine jobs need to be done in the shift that starts at 8 am and finishes at 4 pm.

- 1 First fit in the jobs that cannot be changed.
- 2 Add in time for your own lunch break (30 minutes) and 2 tea breaks (15 minutes each).
- 3 Find time slots for the other jobs you have to do.
- 4 How long have you got left to do the day room, chat to residents and keep your records up to date?

### MEAL TIMES

Breakfast  
 8:00–9:00 ✓  
 Morning coffee  
 11:00–11:30  
 Lunch  
 12:30–1:30  
 Afternoon tea  
 3:00–3:30  
 Supper  
 5:30–6:30

### Task 2

The hairdresser is coming from 1:30 to 4:00. Can you fit all the appointments into the time she has available?

**Rose:** *I need a set – my daughter is coming.*

**Ted:** *I'd like a trim if that nice lady can fit me in.*

**Serena:** *A trim for me as well.*

**Josie:** *A set for me – she always does it well.*

**Amos:** *No thanks. I'll go to a proper barber.*

**Queenie:** *Do you think she can give me a colour rinse?*

### Tip

How long is the hairdresser going to be there? Put the longest treatments in first and fit in the trims while they are drying.

Trim (15 mins)  
 Cut and blow-dry (30 mins)  
 Colour rinse (20 mins + 20 mins developing time + 10 mins finish)  
 Perm (35 mins + 30 mins developing time + 10 mins finish)  
 Shampoo and set (20 mins + 20 mins dryer + 10 mins finish)

## PAGES 4:5–4:6

## Time to think (3)

Record keeping is an essential part of care, and all organisations are legally required to keep detailed and meaningful records for each individual. Getting the basic details right such as dates, times and names, is one aspect of record keeping that is often overlooked. Dates are recorded, but often not accurately or consistently, for example the day of the week may be used as a short cut but is not adequate when others need to access the records at a later date.

## Materials

Examples of workplace materials where dates need to be recorded – weight monitoring, mobility programmes, daily records, care plans

## Learning outcomes

- 1 To understand the need for accuracy when recording dates (focus page)
- 2 To recognise the different date formats used in the UK (focus page, Tasks 1–3)
- 3 To recognise all abbreviations used in dates (focus page, Task 1)

## Introduction

- Prepare cards showing a range of dates written in as many different ways as possible, including abbreviations such as Oct, Thurs, etc. Give pairs a set of cards to sort into chronological order as quickly as possible or within a limited time.
- Check that each pair has sorted the dates correctly – ask what makes it difficult. Demonstrate on the board the range of different methods people use to write the date.
- Check that learners are familiar with the abbreviations used for days of the week and months of the year and that they know the number for each month.

## Focus page

- Using the focus page, explain the importance of accuracy when writing dates and the benefits of consistency. Agree an acceptable method that is

full and accurate; this should be based on workplace requirements if these are known.

- Read out some dates for learners to write in the correct format. These must include the day, the month and the year.
- Explain to learners that numbers used for the elements of dates should always be two digits long: dd/mm/yy rather than d/m/yy etc. Explain why this is (to avoid confusion with 21st century dates).

Curric. refs	NOS	Key skills
MSS1/E3.3	HSC21 HSC224	

## Task 1

Amend dates on a day sheet into a consistent format

MSS1/E3.3

- Refer to the day sheet. What is it for? Why do the dates need to be accurate?
- Ask learners which dates are not written properly.
- Having identified the mistakes, learners can choose their own method of recording dates as long as they include day, month and year, in that order. The method chosen should be used throughout the document.

*If the learner has difficulty*

- Learners may be confused by the range of different formats. It is important for them to establish a method that they understand and that will also suit their work setting:
  - Give the learner a range of dates to practise in the format they have chosen.
  - Ask learners to say the date in full and to write the information in this order, 'the 16th of January 2004'.
- Check that learners know abbreviations for days and months and the number of each month (e.g. Sept = 9).
- Signpost to *Skills for Life* Numeracy Entry 2 Unit 3, Entry 3 Unit 3.

- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

### ***Extension***

Move on to next task.

## **Task 2**

Check written dates against a calendar

MSS1/E3.3

- Check that learners are familiar with the use and purpose of reality orientation charts or similar date boards.
- Point out that the calendar for September is needed for this task.

### ***If the learner has difficulty***

- It may be necessary to support learners with the calendar format and explain how it is set up. This is also practised in the next focus page (page 4:7) about calculating dates.

## **Task 3**

Write dates in a range of formats

MSS1/E3.3

- Remind learners that they will encounter dates written in many ways – including some that will not be very clear or accurate.
- Refer learners back to the focus page and earlier activities.

### ***If the learner has difficulty***

- Show them examples of dates to read out.
- It is a good idea to practise and consolidate skills in writing dates from oral prompts, so develop some examples of these.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

### ***Extension***

Look at other conventions for date formats, such as the one used in America where the month precedes the day, for example 9/10/02 is September 10th 2002.

# Time to think (3)

Focus

## Dates

You will see dates written in many different ways. In all records for care they must be clear and precise.

It may seem obvious that these dates are all in July 2004, but it is good practice always to be precise about dates.

Include the **day**, the **month** and the **year**.

Numbers in dates should always be written as 2 digits. 14.7.04 should be written as 14.07.04

Letters and messages should always be clearly dated. There will be many documents in a resident's records and clear dates will help to keep things in order.

### JULY 2004

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

### Dalelands – Day Sheet

Resident's name: **Mr Johnson**

Date	Comment	Signature
12/07/04	Unable to bear weight today - needed hoist for toilet	R.Masib
13th July	Not very happy today - mobility poor - un-cooperative	J Smith
Weds 14	Physio appointment today - very tired when he got back. Extra medication pm to help sleep.	HJJames
14.7.04	Good night	H. Bol
Weds 15th July		

Foley Medical Practice  
Townsend Rd  
Foley  
SP12 F33

15th July 2004

Dalelands Residential Home  
Dalelands Rd  
Foley  
SP4 10GH

Re: Mr Ewan Johnson

Dear Mrs Bold,

Please find attached the notes for Mr King following his consultation with Mr Chandra. Recommendations for a mobility programme.

### MESSAGE

Date: Thurs Time: pm

To: Hilary From: Mr Chandra

Message:

Please ring Mr Chandra asap Mr Johnson's appointment has been changed to same time next Monday

Make sure you know the abbreviations used for days and months, e.g. Weds for Wednesday, Oct for October.



# Time to think (3)

## Task

Recording dates accurately may not seem important, but records are no use if they are not clear and accurate.

### Task 1

Copy this Day Sheet, putting all the dates in the same format.

#### SEPTEMBER 2004

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

#### Dalelands – Day Sheet

Resident's name: **Ms Josie Simavitz**

Date	Comment	Signature
Sept 16 (Night)	Bad night – worried about animals and house – settled after hot drink and chat.	Jean
Fri (Day)	Confused state am. Improved later. Played cards with Mrs G. Again expressed concern about home. Need to find out about animals.	Carol
17/9/ night	Better night.	Jean
Sat	Became increasingly anxious during the day – same worries. Is asking to go home – very agitated when visitors arrived for other residents.	H.Bol
eve	very restless – wandering to the door often settled to watch TV later	Penny
Sun 19th	Taken out this morning by son. Very perky when she returned.	Carol

#### Tip

Make sure all dates include the day, the month and the year.

### Task 2

Check these Reality Orientation Charts against the dates highlighted on the calendar and finish filling them in.

#### Dalelands

Today is

The month is

The date is

The year is

The season is

The carers today are:

#### Dalelands

Today is

The month is

The date is

The year is

The season is

The carers today are:

### Task 3

How many different ways can you find to write these dates?

- 1 September 15th 2004
- 2 January 4th next year
- 3 Your birthday

Highlight the format you think is clearest.

#### Tip

You can use dots or slashes to separate the numbers.



## PAGES 4:7–4:8

## Time to think (4)

Care workers have to deal with time in many formats. Being able to use a calendar to arrange appointments or review dates is a skill that many carers use every day. Some care homes use electronic diaries, though many will use appointment books or a diary as a record.

Being able to calculate dates and ages is more challenging and depends on background knowledge of dates and time – months of the year, how many days in a month, working over 1999/2000.

## Materials

Documents with review dates such as mobility reviews, care plan reviews, appointment diaries

A 'year-to-view' calendar

## Learning outcomes

- 1 To calculate dates using days, weeks and months (focus page, Task 1)
- 2 To use a calendar to calculate dates for appointments or reviews (focus page, Task 2)
- 3 To calculate time between dates (focus page, Task 3)

## Introduction

- Discuss calculating dates. Work through one or two of these examples, using a current calendar or appointment diary:
  - a You will be having a formal assessment 4 weeks from today. Work out the exact date.
  - b You need to review Mr Smith's progress in 14 days. What will the date be?
  - c You will need to make another appointment for 6 months' time.
  - d Mrs Griffiths is expecting a visit from her son in 6 days' time. What day and date is this?
- Confirm that this involves several skills:
  - knowledge of number of days in a week and the month
  - knowledge of sequence of months
  - knowledge that months are different lengths
  - counting on in 7s.

- Do not assume that learners know the months in sequence or how many days there are in each month. Use the mnemonic rhyme if they do not know: '30 days hath September, April, June and November. All the rest have 31 except for February all alone, which has 28 days clear. And 29 days in a leap year.'
- Dyslexic students may have difficulty with sequencing, but they may be able to offer strategies to the group. See *Access for All* MSS1/E2.3.

## Focus page

- Use the focus page to explore different situations in which learners may need to calculate dates.
- Work through the examples. Give other work-related examples if possible.

## Curric. refs

MSS1/L1.3

## NOS

## Key skills

## Task 1

Count in 7s to work out review dates

**MSS1/L1.3**

- Discuss with learners what is meant by review dates.
- Relate to their own experience as a student or trainee and also to aspects of care.
- Check that they understand the concept of counting in 7s (1 week), including over the end of a month, and that they can use the calendar to do this.

## If the learner has difficulty

- Learners may have difficulty when calculations go from one month to another. They will need to know how many days there are in the month or they will need a calendar.
- Use additional teaching materials in *Skills for Life* Numeracy Level 1, Unit 3.
- Dyslexic learners could be encouraged to highlight all the words to do with time in the Mobility Review Chart.

**Extension**

- Give learners an additional scenario to work out review dates, e.g. reviews are completed four-weekly and are always done on a Thursday.
- Work out fortnightly reviews for another resident, based on the current date.
- Extend this to reviews every 4/5 days, i.e. not using week divisions.

**Task 2**

Counting on in days

**MSS1/L1.3**

- Introduce the scenario of making appointments for residents in advance. This may be months, weeks or days ahead.
- Learners should use today's date to work from in this task – this means the level of difficulty may vary depending on the date.
- Adding 10 to today's date may be a good strategy to use, but this can get complicated if you go over the end of the month.

**If the learner has difficulty**

- Demonstrate how this can be done using a calendar or diary, counting each day space in the calendar.
- You will need to confirm when to start counting, i.e. day 1 is tomorrow, not today.

**Extension**

Give other examples, with different numbers of days and weeks, to reinforce the task.

**Task 3**

Working out dates and ages in years

**MSS1/L1.3**

- Discuss the idea that age is important to us all and can be particularly important to older people.
- Discuss the idea that subtracting the year somebody was born from the current year is only an approximation of somebody's age (e.g.  $2004 - 1920 = 84$ ). In order to work out their exact age you need to know the date and month they were born and the date and month of today's date (e.g. Jan 2004 – June 1920 = 83 years and 7 months).
- This task requires some addition and subtraction skills. Learners may need to write the dates down. They may also need help unpicking the time logic of Ted's speech.

- Encourage other strategies to work out dates – looking for number patterns or bonds, counting in tens.
- Establish Ted's year of birth first.

**If the learner has difficulty**

- Talk through the known facts to help unpick the problem (e.g. if he was 19 in 1941, when was he born?).
- Break the task down into steps. Use a time line or sticky notes to help (e.g. year of birth, year he started work, etc).
- If learners have problems with addition and subtraction, signpost to *Skills for Life Numeracy Entry 3*, unit 1.
- Dyslexic learners could be encouraged to highlight the words to do with time in Ted's speech.

**Extension**

- Ask learners to work in pairs and give each other problems based around their own birth dates. How old am I? How long is it until my birthday? How much older/younger am I than you?

**Theme assessment**

- Ask learners to create their own timetable based on their own work setting. This may include additional daily activities. This can be extended to a weekly timetable.
- Ask learners to create their own timetable (work schedule) about completing tasks and assignments on their course – a time planner.
- Plan a journey (to an interview for example), using bus/train timetables, and showing when you need to leave home in order to get to the destination in good time.
- Ask learners to develop a schedule (dates and times) for a service user, showing regular appointments and visits. This should be based on information from the service user and his/her care plan.
- Learners could interview a service user, to find out his/her history and making time calculations, as in the example of Ted, on the task pages.

# Time to think (4)

Focus

## You've got ages ...

You may need to work out dates for reviews, for appointments, for working out a resident's age or for recall therapy.

The easiest way to work out dates is to use a calendar or diary.

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

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

If you are working out a date that is months ahead you can jump through the months.

June 2nd, July 2nd, August 2nd.

You must know the months in order to do this.

*I need to see Mr Amos in 3 months.*

*I've got an appointment for November 10th. It's June 4th now. How long is that?*

If you're working out how long it is to an appointment, you can also jump through the months.

July (1 month), August (2 months), September (3 months), October (4 months), November (5 months). So the appointment is 5 months away.

It helps to use your fingers to keep track of the number as you say the months.

If you are working out a date that is weeks ahead you can count on in 7s:



You need to know how many days in each month.

- Counting on in tens 1943 ... 53 ... 63 ... 73 ... 83 ... 93 + 8 years (to get to 2001) = 58 years ago  
Try this to work out how old Lily was when she got married.
- Taking one number away from the other ...  
 $2001 - 1943 = 58$  years ago  
Try this method to check how long Lily was married.

*I was born in 1922. I got married in 1943.  
How many years ago was that?  
How old was I then?  
He died in 2001 – we'd been married for 55 years you know!*

## Dalelands Residential Home

### Resident's Care Plan – Record of Assessments

*Review of the care plan should be completed every 4 weeks, or more frequently if appropriate.*

Resident: **Mr Ewan Thomas**

Date of last review	Date of next planned review	Signature
7/05/04	4/06/04	H.Bol
4/06/04	2/07/04	H.Bol
2/07/04		

# Time to think (4)

## Task

Dates are important to us all. In the care setting you need to work out dates for appointments and reviews. You may also be involved in recall therapy when dates and ages are very important.

### Task 1

Check the review dates on this Mobility Review Chart.

- 1 Make any corrections you need to.      2 Write in the next review date.

Date	Mobility problems and causes	Objectives	Care instructions	Review date
10/08/04	Rapid deterioration in mobility due to arthritis in hips and knees - experiencing stiffness and pain.	Maintain current level of mobility.	Encourage Mrs West to move regularly. Train in use of walking aid - Zimmer or tripod. Observe, to establish conditions aggravating condition. Review weekly.	17/08/04
	<b>Tip</b> You need to count on in 7s to work out these dates or count on the weeks using a calendar.		First Review	24/08/04
			Second Review	30/08/04
			Third Review	6/09/04
			Fourth Review	14/08/04

### Task 2

Use today's date to work out when to make another appointment for Mrs Fisher to go back to the doctor.



Mrs Fisher needs to be on antibiotics for 10 days.  
I would like to see her again then.

### Task 3

Approximately, how old was Ted when he stopped working?  
How old is he now?

I joined up in 1941. I was 19. At the end of the war I got a job in a shipyard - that was 1945. I worked there for 33 years until they closed the yard down. I never really worked after that. How old was I then?

#### Tip

First work out when Ted was born.

## PAGES 4:9–4:12

## Shopping for residents

Residents are generally encouraged to manage their own finances; however, care workers are often asked to shop with individuals or for residents. Every care organisation has its own procedures for dealing with residents' money and it is vital that these are followed. This includes cash transactions with residents who manage their own money, and handling money on behalf of residents who do not manage their own money.

Where money is managed on behalf of residents, accurate and detailed records must be kept and money kept separately. When carers shop for individuals it is common for the cash to be taken out first and recorded as a transaction. The change will then be recorded as another transaction. Two signatures are usually required for each transaction.

Work in this theme may support units from the Occupational Standards such as HSC29 (Support individuals to meet their domestic and personal needs).

## Materials

Workplace policies and/or procedures about handling money for residents

OHTs showing shopping receipts

Calculators

## Learning outcomes

- 1 To understand the importance of following procedures and guidelines when dealing with money for residents (focus page)
- 2 To identify good strategies for adding and subtracting money accurately (focus page, Tasks 1 and 2)
- 3 To use a calculator correctly to calculate with decimals (focus page, Task 2)
- 4 To organise shopping activities, keeping shopping and receipts separate (focus page, Task 1)
- 5 To record money transactions (focus page, Tasks 1 and 2)

## Introduction

- As a group discuss the implications of handling money for residents and the importance of keeping accurate records. Are there procedures relating to this in learners' workplaces?
- This is a good opportunity to discuss issues around the need for transparency when dealing with other people's money.
- Discuss the difference between handling money for residents who manage their own money and handling money for residents whose money is managed by the home. Make a list of the main differences between the two.

## Focus page

- Read out a short shopping list for a resident. You could use the information on the focus page for this. Ask learners to jot down the items. Display on an OHT an enlarged receipt that includes the items on their list, but has other items on it as well. Ask learners to pick out the items, add up the total for the resident and work out the change from £10. Observe different strategies used for adding and subtraction. These may include:
  - calculator
  - mental arithmetic
  - written methods.
- Check answers and ask learners to explain their methods to colleagues. Encourage learners to try different methods as long as they are accurate. Learners who have difficulty with adding and subtracting money may need extra teaching. Additional materials include *Skills for Life* Numeracy Entry 3 Unit 2.
- Watch out for learners who forget the decimal point when using a calculator.
- Check understanding of the use of a decimal point to separate pounds and pence, the use of '0' in £1.05 as a place holder and the use of '0' in £0.56. Emphasise the fact that only £ or p is used, so 50p = £0.50. (£0.50p is incorrect notation.)
- Learners who have problems with 0 as a place holder will need additional support from the *Skills for Life* materials.



- Refer to the focus page and go through both scenarios. Check that learners are clear about the procedure for each type of resident and understand the need for accuracy. Emphasise that doing shopping separately for each service user may seem time consuming but can be labour saving.
- Complete the last part of the second scenario by calculating the new total to be recorded in the book for Delia Jones.

Curric. refs	NOS	Key skills
MSS1/E3.1	HSC29	N1.2
N2/E3.3	HSC21d	
N2/E3.4		

### Task 1

Add up the total cost of shopping for one resident and work out the change

MSS1/E3.1

N2/E3.3

N2/E3.4

- Remind learners to check the items against the receipts before finding the total.
- Emphasise the advantages of keeping separate receipts for each resident's shopping and writing the name of the resident on the receipt.
- Learners should set out this problem in the correct format, as shown on the task page. It should be useable as a formal record of the purchases.

#### *If the learner has difficulty*

- Talk through what needs to be done to complete this task. Break down the process into steps.
- You may need to read out the information in the speech-bubble and, for ESOL learners, explain any words/phrases that may be difficult to understand, e.g. 'popping down', 'could do with'. However, the task does not rely on their understanding of this text.
- Check understanding of decimal notation and zeros.
- Check answers with a calculator, ensuring correct use of calculator.
- Reassure learners who use a calculator that this is not cheating and is actually good practice.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or

misreading them. Careful attention and checking will help.

#### *Extension*

Repeat with further examples, using multiple purchases, to introduce multiplication on top of addition and subtraction.

### Task 2

Calculate the cost of shopping for two residents where only one receipt has been obtained

MSS1/E3.1

N2/E3.3

N2/E3.4

- Start by listing the items bought for each resident with the relevant prices.
- Check that the number of items is correct.
- Check answers with a calculator.
- Remind learners about the 'counting on' method of giving change.

#### *If the learner has difficulty*

- Read out the information in each speech-bubble and support the learner to make two shopping lists.
- You may need to explain, for ESOL learners, any words that may be difficult to understand, e.g. 'Gingernuts', 'squeeze that out of'. However, the task does not rely on their understanding of this text.
- Check that learners can interpret the abbreviated information on the receipt.
- Encourage a systematic, step-by-step approach to each problem.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

#### *Extension*

- Give learners another set of shopping requirements through role-play and ask them to estimate the total cost.
- Discuss methods of estimating (nearest 10p, £1, etc.).
- Set up an activity in which the resident questions the amount of change they have received. The learner has to explain to the resident why they have got this amount of change. This will also help to develop interpersonal skills.



### Task 3

Record spending for residents whose money is managed for them

MSS1/E3.1

N2/E3.3

N2/E3.4

**MSS1/L1.1**

- Go through the model of a money transaction record.
- Check that learners understand the process of recording spending.
- Talk about the rounding up method of mental addition, as shown in the tip box.
- Emphasise the importance of keeping these records up to date.
- Although most carers at Level 2 will not be directly involved with the upkeep of these records, they will be asked to provide receipts and to sign to say that they are correct. It is important that they understand the process, so that they give the correct information to the administrator.

#### *If the learner has difficulty*

- Compare the process to running a bank account: 'If you take £30 pounds out, you will then have £30 less in your account – you subtract it or take it away.'
- Go through each step on the form before they begin the task.
- If the learner is having difficulty with the calculations, use additional learning materials from *Skills for Life Numeracy Entry 3, Unit 2*.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

#### *Extension*

Set a further task based on workplace information.

#### *If the learner has difficulty*

- Take each row separately and model the flow of money. Check addition and subtraction skills.
- Allow the learner to use a calculator. Reassure the learner that this is not cheating.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or

misreading them. Careful attention and checking will help.

#### *Extension*

Use a similar record sheet to log a service user's money over a period of a week or month.

### Task 4

An integrated shopping activity involving three different residents and recording spending

MSS1/E3.1

N2/E3.3

N2/E3.4

**MSS1/L1.1**

- Discuss the need to keep accurate records.
- Discuss the 'counting on' method of giving change (cost £9.23, add 2p to make £9.25, 5p to make £9.30, 20p to make £9.50, then 50p to make £10.00. The change is obtained by adding up all the coins given, i.e.  $2p + 5p + 20p + 50p = 77p$ ).
- Encourage learners to use a step-by-step process, dealing with one resident at a time:
  - shopping list for each resident
  - cost of each item
  - add up totals
  - work out change
  - check.

#### *If the learner has difficulty*

- Some learners, especially ESOL learners, may have difficulty with the colloquial language used in this activity (e.g. 'baccy', 'fiver', 'tenner', 'stuff' and the irony of the phrase 'a winning lottery ticket'). Discuss ways to check understanding by confirming the items with the resident.
- Read out the speech-bubbles and support the learner to make shopping lists.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

#### *Extension*

- Conduct a group activity with different learners giving their own shopping requirements. Learners list the shopping items, add totals based on estimated costs and record spending.
- Discuss/revise ways of estimating.

- Repeat with similar shopping activities, using information from the learners' workplace. Learners should be able to cope with shopping for more than one service user at a time, keeping accurate records and giving the correct change.
- Learners should locate and confirm workplace guidelines for shopping and should be able to complete workplace documentation.

## Theme assessment

- Repeat with similar shopping activities, using information from the learners' workplace. Learners should be able to cope with shopping for more than one service user at a time, keeping accurate records and giving the correct change.
- Learners should locate and confirm workplace guidelines for shopping and should be able to complete workplace documentation.

# Shopping for residents

## Focus

Some residents handle their own money. In other cases, the residential home may hold a resident's money on his/her behalf. If you have to shop for any resident you must follow the procedures.

- Be accurate about adding up and giving change.
- Record everything very carefully.
- Keep all receipts.

Some numbers you can add up in your head  
 $£1.30 + £4.00 = £5.30$   
 $£10$  subtract  $£5.30$   
 is  $£4.70$

Get me four Lucky Dips and one of those puzzle books I like. Here's a tenner. Thanks.

Here's your change – four pounds seventy. Let's hope you're lucky this time!

**Tip:** It's easier and quicker to get separate receipts for each resident if you can.

COSTO	
Mytown 0845 666 666	
People puzzler	1.30
0.40kg Red seedless grapes	1.05
0.35kg Cox's apples	0.42
Wafer finger bisc	0.56
Choc dig bisc	0.41
Costo Tea biscuits	0.30
Plain choc 100g	0.67
Softy tissues	0.75
Blackcurrant squash	0.85
Lucky Dip lotto (x4)	4.00
TOTAL	10.31
Cash	12.00
CHANGE DUE	1.69

### Healthwise Chemist

	£
Tights	12.30
Toothpaste	0.87
Total	13.17
Cash	20.00
Change	6.83

Delia needs some more support tights from the chemist, and toothpaste and wafer biscuits!

Date	Mrs Delia Jones	In	Out	Balance	Signed
14/05/04	Brought forward			48.12	
15/05/04	Pension	67.00		115.12	K R Madra R Smith
16/05/04	Shopping - Laura		20.00	95.12	K R Madra L W Wright
16/05/04	Shopping - biscuits, support tights, toothpaste, (total 13.73)	6.27		101.39	K R Madra L W Wright

Delia	
Tights	12.30
Toothpaste	0.87
Biscuits	0.56
	13.73
Change from £20.00	
- 13.73	
= 6.27	
£6.27 to go back in the book.	
£6.27 + £95.12 = 101.39	

For bigger bills you may need to write it down or use a calculator.

### On paper:

Line up decimal points and each column of figures. Start by adding the pence.

### On a calculator:

If items are just in pence, put in the decimal point first.

# Shopping for residents

## Task

Shopping for residents sounds simple enough but it can become complicated when shopping for many people.

### Task 1

*If you're popping down to the shops can you pick up my magazines from the newsagents and 20 Gold Tips? I could do with some more of those lovely biscuits you got me last week and a tube of toothpaste as well. Here's £15.*



#### Best News

Mag. Woman Today	£2.30
Mag. TV Chat	£1.75
Gold Tips (20)	£4.63
Total	£8.68

Delicio Biscuits	0.78
Pearlywhite Toothpaste	0.85
Total:	1.63
Cash:	2.00
Change:	0.37

#### Tip

Keeping separate receipts for different residents is a really good idea. It will save a lot of time and adding up.

Mrs Gunter	
Newsagent	_____
Supermarket	_____
Total spent	_____
Change from £15	_____

- 1 What are the totals for Mrs Gunter's shopping?
- 2 How much change should you give her?

### Task 2

Work out the totals and the change for these residents.



*It's my Emily's birthday – can you get me a card? She'll be 8 – amazing! Can you find me something nice to send her? She likes pretty things for her hair. £10 should be enough shouldn't it? Get me a few bananas if you can.*

Bananas 0.56kg	0.43
Gingernut bisc	0.67
Choc ging 100g	1.85
Stationery Card	1.09
Writing pad	1.34
Hair accessories	2.36
Hair accessories	2.99
Total	10.73
Cash:	15.00
Change due:	4.27

*Writing paper for me and some of those ginger sweets. I'll have a packet of gingernuts as well. Can you squeeze that out of £5?*



#### Tip

If you use a calculator, don't forget the decimal point, e.g. 78p should be displayed as 0.78 NOT 7.8

Mrs Ramsey	
	_____
	_____
	_____
Total:	_____
Change:	_____
Mr Dar	
	_____
	_____
	_____
Total:	_____
Change:	_____

# Shopping for residents

## Task

If a home is managing a resident's money on their behalf, everything must be recorded accurately.

### Task 3

John needs some more shopping. Use the blank rows on the chart below to record the money transactions made for him on June 20th.



*John's tape player is completely worn out – I think I can get one for about £50 but I'll take £60 in case. He would also like some more tobacco while I'm there.*

#### Tips

- 1 If you are adding in your head, you may find it easier to round up £39.99 to £40, add on £4.25 (= £44.25) and then take off the 1p you used for rounding up (£44.24).
- 2 You must record both the money you have taken out for the shopping and the change you put back in.

Money coming in is added to the balance.  
 $£85.00 + £67 \text{ (pension)} = £152$

All transactions should be signed by 2 people.

You must write down details about the date and the type of transaction.

Date	Mr John Ward	In	Out	Balance	Signed
12/06/04	Brought forward			85.00	
12/06/04	Pension	67.00		152.00	L W Wright L A Haslam
16/05/04	Shopping - Lori (clothing items)		50.00	102.00	L A Haslam L W Wright
16/05/04	Shopping - pyjamas, etc. M&T receipt £36.36	13.64		115.64	L A Haslam L W Wright
20/06/04					
20/06/04					

Money taken out is subtracted from the balance:  
 $£152.00 - £50 \text{ (for Lori to do the shopping)} = £102.00$   
 The change from the shopping is then added back in.



## Shopping for residents

## Task

Life can get complicated when you have to shop for several people at the same time. You must make sure everybody gets the right change.

## Task 4

Work out the cost of shopping and the change for these three residents.

### Tip

Counting on is an easy way to give change especially when the total is close to a whole pound.



*Queenie Parker*

Some of those little notelets – see if you can get some pretty ones and a book of stamps as well... you have to keep in touch! If you're going to the supermarket I really need some more hair spray and some soft pears. Can you manage all that out of £10?



## Amos Pilgrim

Here's a tenner. Some of my special baccy and my papers please....and I wouldn't mind a winning ticket for the lottery while you're at it. A jar of that special marmalade as well - I can't stand that stuff you have here!

## The Corner Shop

25g Virginia tobacco	3.65
6 Stamps 2nd Class	1.20
Sporting Times	0.60
Racemeet News	1.50
Notelet pkt 6	2.37
Lotto Lucky dip	1.00
Total	10.32

## COSTO

450g William pears	0.58
Choc Bisc	0.85
350g Dark marmalade	1.35
Softhold hairspray	2.69
Clothing: tights	2.25
TOTAL	7.72
CASH	10.00
CHANGE DUE	2.28

### Tip

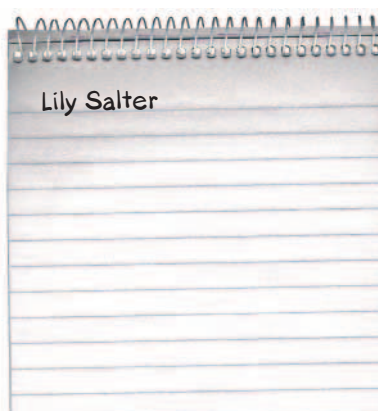
Check that you have worked out your change correctly.



*Lily Salter*

My tights are all in holes –  
look at them. Chocolate  
biscuits. That would be a treat  
wouldn't it? Will £5 be enough?

So you want me to get a pair of  
tights and a packet of chocolate  
biscuits. Is that right?





## PAGES 4:13–4:14

## Fluids and weights (1)

When residents are well, it is not necessary or desirable to worry about the number of drinks consumed or the amount of urine passed on a daily basis. The most important thing is to encourage residents to drink as much as possible. Monitoring fluids is an aspect of care that care workers will encounter at some time if there are medical concerns about an individual service user. In some care settings there may be a significant number of residents whose fluid balance is monitored and systems and equipment will be in place to do this accurately on a daily basis. Other settings may have a non-standard method of estimating which is applied to measuring and recording fluids.

Lack of familiarity with measuring liquids, and confusion between metric and imperial systems of measure may present problems to learners. This theme develops the skills required to measure fluids accurately: the skills required for Units HSC213 and HSC224.

## Materials

Fluid Balance Charts

Measuring jug

Glass of water

Copies of Ted's Fluid Balance Chart from the focus page

## Learning outcomes

- 1 To understand the metric units used to measure fluids (focus page, Tasks 1–3)
- 2 To use non-standard methods to estimate fluids (focus page, Task 1)
- 3 To record fluids in millilitres (Tasks 1–3)
- 4 To calculate using millilitres (focus page, Task 1)

## Introduction

- Discuss the term 'fluids' to ensure that learners understand what it means, why a Fluid Balance Chart may be needed and what this means in practice.

- Ask learners to write down as many liquid measures as they can think of. Remind them of visits to the pub, shopping for things in liquid form, recipes, etc. Learners may name pints, gallons, litres, millilitres and centilitres. Ask learners to add the abbreviations to each unit: pt, l, ml etc.
- With the group, sort these into metric and imperial units on the board or flipchart. Make sure learners are aware of this difference and know that metric measures are used, though many people still use imperial measures.
- Ask learners to think about which of these units they might use in the workplace and when. Some may be involved in monitoring fluids, some with preparing drinks. Ask learners how they measure fluids for these tasks. What equipment do they use?

## Focus page

- Use the examples on the focus page to talk about the concept of estimation. This skill is best practised with practical activities. Ask learners to estimate the volume of a glass of water and then measure it accurately. Compare it with other quantities they already know.
- Direct learners towards the Fluid Balance Chart on the focus page and work through the process of completing this chart.
- Ask learners to look at the scale on the measuring jug on the focus page and compare it with measuring jugs from the workplace. Look in particular at labelled units (this may be for every 100 ml or possibly 25 ml) and marked but unlabelled units (usually 25 ml or 10 ml). The size of the jug determines the marking and labelling. It might be useful to look at the scale on a small measuring device such as a syringe to see how unmarked divisions (e.g. 0.5 ml) can be read.

## Curric. refs

MSS1/L1.4

## NOS

HSC213

HSC224

## Key skills

N1.1

N1.2

### Task 1

Estimate and record fluid intake

**MSS1/L1.4**

- Introduce the scenario of a resident whose fluid balance is being monitored.
- Learners need to refer to the chart for Ted on the focus page to complete this task. They can use times of meals etc. from their own workplace.
- Check that volumes are accurately recorded, with ml after the number.

#### *If the learner has difficulty*

- Some learners may have difficulty extracting the number of drinks consumed from the script. Support them by reading the script while they complete a linear list. They can then find the quantities for each by referring to the focus page.
- Learners may use non-standard methods to add and subtract numbers where zero is a place holder.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

#### *Extension*

Make suggestions for how Ted can increase his fluid intake. Calculate the difference this would make.

### Task 2

Read quantity of fluid accurately on a measuring jug (container) using labelled and marked divisions

**MSS1/L1.4**

- Make sure learners are familiar with catheters and the reasons why individuals may need one.
- Point out the marks and labels on the jug (container).

#### *If the learner has difficulty*

- Learners may have difficulty calculating quantities where divisions are marked but not labelled. They need to be encouraged to count on in 25s.
- Additional material to support this skill can be found in *Skills for Life Numeracy Entry 3*, Unit 4.

- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

#### *Extension*

- Find out what quantity of urine different catheter bags hold: day and night bags.
- Find out the expected relationship between intake and output.

### Task 3

Mark off a quantity on a measuring jug (container) using marked but not labelled divisions

**MSS1/L1.4**

- Check that all learners are now familiar with the scale used on the jug (container).

#### *If the learner has difficulty*

- As above, support the learner using a range of measuring jugs (containers) with marked and labelled divisions, starting with just one non-labelled division between two labelled divisions.
- It might be useful to turn this into a practical activity, using water.

#### *Extension*

Give learners some more quantities that fall between the marked divisions – Level 2.

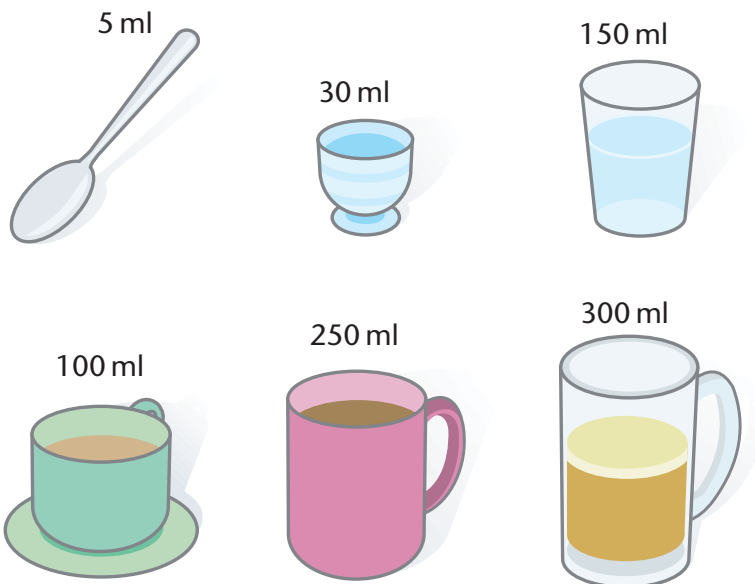
# Fluids and weights (1)

## Focus

Fluid Balance Chart				
Resident: <b>Ted Simms</b>			Date: <b>25/09/04</b>	
Time	Fluid	Intake	Output	Sig
7 am				T Davies
8 am	Tea Water	100 ml 150 ml		Francis
9 am				
10 am	Coffee	100 ml		Francis
11 am				
12 noon				
1 pm	Water	150 ml		JB

### Estimating fluids in and fluids out

Your workplace may have a system of estimating, using everyday things as a guide.



Older people should be encouraged to drink as much as possible – 2 litres per day is recommended for everybody.

**1 litre = 1000 ml**

How many cups of tea in 1 litre?

How many glasses of water in 1 litre?

You may be asked to measure liquids and record the amount on charts or tables. Make sure you:

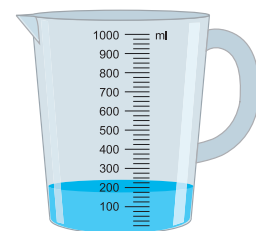
- keep records up to date
- **do not** mix up metric units with imperial measures
- record the amount in millilitres
- write millilitres as **ml**.

### Measuring fluids accurately

You may be asked to measure fluids accurately using a marked jug. Make sure you know what each division on the scale represents.

If the fluid rests between the marks you will have to estimate.

This jug contains about 190 ml of fluid. It is labelled every 100 ml. The small divisions are each 25 ml.



### metric measures:

litre (l), millilitre (ml);

1000 ml = 1 l

### Imperial measures:

pint (pt), fluid ounce (fl oz);

20 fl ozs = 1 pt

# Fluids and weights (1)

## Task

Taking care of an individual's physical needs is a big part of your job. Monitoring a service user's weight or liquid intake may be part of this work.

### Task 1

Ted is supposed to drink at least 1 litre a day. Using a copy of the Fluid Balance Chart from the Source material, fill in his intake column using the information here and on the focus page. How much more should he be drinking daily?

#### Tip

Use the break times and lunch times from your own workplace to complete the chart.

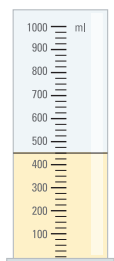
1 litre = 1000 ml

Fluid Balance Chart				
Resident: <b>Ted Simms</b>			Date: <b>25/09/04</b>	
Time	Fluid	Intake	Output	Sig
7am				
8am				

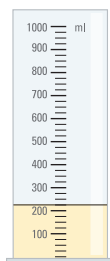
What has Ted had today? One cup of **tea** and a glass of **water** with breakfast at 8 am. A cup of **coffee** at break time. He had a glass of **water** with his lunch. He'll have another **tea** in the afternoon and he has a **beer** with his dinner. That's **300 ml**. He never bothers with a late drink.

### Task 2

Ted has a catheter. Using the same chart, measure and record the output at 7 am and 7 pm and record his total output.



7 am



7 pm



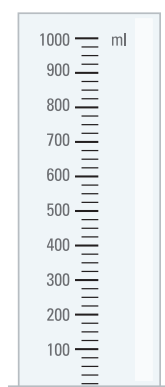
#### Tip

The containers are labelled every 100 millilitres.

The other marks show 25 ml divisions.

### Task 3

Mark this container to show 175 ml.



## PAGES 4:15–4:16

## Fluids and weights (2)

A service user's weight may be recorded as part of a regular health review or it may be closely monitored as part of a weight control programme. Care workers will be asked to use a range of measuring scales to accommodate the mobility needs of different people. Weights are usually recorded in kilograms. Calculations may need to be completed to work out weight loss or gain. Service users will often be more familiar with imperial measurements and care workers may need to adjust the display on the weighing equipment (if possible) or convert the metric weight into stones and pounds.

## Materials

Examples of Weight Monitoring Records from the workplace

Healthy Weight Charts

Conversion charts as examples

## Learning outcomes

- 1 To understand and calculate metric weights (Task 1)
- 2 To understand imperial weights: stones and pounds (lbs) (focus page)
- 3 To convert kilograms to pounds (focus page, Tasks 2 and 3)
- 4 To convert pounds to stones and pounds (focus page, Task 3)
- 5 To use a table to check weight (focus page, Task 2)

## Introduction

- Ask learners to name the units used to measure and record weight. On the board, sort these into imperial and metric weights.
- In pairs, ask learners to sort the units by size, starting with the smallest. Add examples of things that may be weighed using the units next to each one, e.g. ounces are used in cooking, for buying tobacco.
- Use this opportunity to assess how much learners know about different units of weight.

## Focus page

- Stones and kilograms should be identified as the units used to measure a person's weight. Refer to the Weight Record Chart on the focus page and emphasise that weights should be recorded in kilograms.
- Check learners are familiar with the concept of working out weight loss and weight gain and are able to carry out additions and subtractions either on paper or using a calculator. Learners having difficulty will need support and can be referred to additional materials in *Skills for Life*.
- Look at the Healthy Weight Chart and elicit from learners that this chart is in pounds whereas they are weighing in kilograms. Discuss the 'small/medium/large frame' description and how to judge this in relation to the person being weighed. Confirm that this is just one example of an 'ideal weight for height' chart and that there are many more which may give different weights. It might be useful to locate the chart used in the learners' workplace.
- Follow the method shown on the focus page to convert from kilograms to pounds and use the information to look up Rose's weight in the chart. Give support where learners are unable to complete calculations. Activities about rounding can be found in *Skills for Life* Numeracy Level 1, Unit 1.
- Work through the activity to convert pounds to stones. Learners need to know the relationship between stones and pounds. This cannot be completed successfully on a calculator as learners should be working in base 14. Learners need to count on in 14s or make numerical connections such as 140 lbs = 10 st, take away 2 lbs. Rose weighs 9 st 12 lbs.
- Rounding to the nearest pound should also be discussed and examples explained.

## Curric. refs

MSS1/L1.6

N2/E3.4

N2/L1.5

HD/L1.1

N2/E3.3

## NOS

HSC224

## Key skills

N1.1

### Task 1

Add and subtract using metric weights

MSS1/L1.6

N2/E3.3

HD/L1.1

- Monitoring weight over a period of time may show a general trend of loss or gain that carers should be aware of.
- Encourage confident learners to complete this task in their heads.
- Adding and subtracting can be done using a calculator.

#### *If the learner has difficulty*

- Dyslexic learners may have problems with the loss/gain (–/+) encountered in this task and how this relates to weight. Encourage them to verbalise what is happening in each row (e.g. 'In February Sally weighed 44.7 kg. In March she weighed 44.1 kg. Is this more or less? It is less so she lost weight. How much? 0.6 kg.').
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.
- Learners who are not secure with this should be given additional support to build their confidence with weights and decimals. Refer to *Skills for Life Numeracy L1 Unit 1* and Entry 3 Units 2 and 4.

#### *Extension*

Give additional examples that are more demanding, to confirm skills. For example, an example over a longer period of time oscillating between positive and negative but with a definite trend for learners to identify.

### Task 2

Convert kilograms to pounds in order to check weight on a Healthy Weight Chart

MSS1/L1.6

N2/E3.3

HD/L1.1

- Introduce the concept of healthy weight and how this can be checked. The calculation should be based on Sally's latest weight.
- Ask learners how they convert kilograms to pounds (multiply by 2.2).

#### *If the learner has difficulty*

- Ensure the learner understands the task: to convert a weight in kilograms to pounds, by multiplying by 2.2, then checking this on the Healthy Weight Chart on the focus page.
- They can use a calculator for the calculation.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.

#### *Extension*

Give learners the weight of the same person at two different times. Ask learners to calculate weight change in kilograms and in pounds.

### Task 3

Convert weights from kilograms to pounds and then into stones

MSS1/L1.6

N2/E3.4

N2/E3.3

- Check that learners are comfortable with the processes completed so far.
- Explain why older people may want to know their weight in imperial weights.
- Go through the process to confirm it and get learners to complete the pounds–stones conversion table. This will help them to calculate stones from pounds without a calculator.
- Make sure learners are familiar with the concept of rounding (many may experience problems here).

#### *If the learner has difficulty*

- Go through the first example step by step and identify particular areas of difficulty. Work with the learner to complete the first example.
- Learners may have difficulty with rounding. Show them how to round decimals up or down to the nearest whole number. This will make further calculations and conversions into stones far easier. Additional materials can be found in *Skills for Life Numeracy Level 1 Unit 1*.
- Note that some dyslexic learners may have a problem with reading and writing numbers in the correct order, transposing numbers or misreading them. Careful attention and checking will help.



**Extension**

- Ask learners to look up other Healthy Weight Charts (for men and women) on the Internet.
- Find a body mass index (BMI) chart and get learners to calculate their own BMI.

**Theme assessment**

- Learners should complete a 'fluids in/fluids out' chart for a service user (or themselves). Check that the figures gained are within the norm, or recommended intake.
- Use the Healthy Weight Chart to discuss weight problems that may occur with elderly residents and the reasons for monitoring a person's weight.
- Use a digital weighing scale or other weighing equipment to record weights.



# Fluids and weights (2)

## Focus

### Weight watching

Weights should be recorded in kilograms (kg). You may need to work out if residents have lost or gained weight.

$$62.8 - 62.4 = 0.4 \text{ kg}$$

$$\begin{array}{r} 62.8 \\ 62.4 \\ \hline 00.4 \end{array}$$

#### Weight Record

Resident: **Rose Lloyd**

Date	Weight (kg)	Loss/gain
09/02/04	62.8 kg	
11/03/04	62.4 kg	-0.4 kg
10/04/04	62.7 kg	+0.3 kg

#### Healthy Weight Chart – Women (pounds)

Height	Small Frame	Medium Frame	Large Frame
4' 10"	102–111	109–121	118–131
4' 11"	103–113	111–123	120–134
5' 0"	104–115	113–126	122–137
5' 1"	106–118	115–129	125–140
5' 2"	108–121	118–132	128–143
5' 3"	111–124	121–135	131–147
5' 4"	114–127	124–138	134–151
5' 5"	117–130	127–141	137–155
5' 6"	120–133	130–144	140–159
5' 7"	123–136	133–147	143–163

#### Kilograms to pounds

You may need to check whether a resident is a healthy weight for his/her height.

Many weight charts give weights in pounds (lb) only.

Rose weighs 62.8 kg.

Convert **kilograms to pounds** by multiplying the weight in kg by 2.2, like this:

$$62.8 \times 2.2 = 138.16$$

Round this down to whole pounds.

Rose weighs 138 lbs

Rose is 5' 1" and has a medium frame.

She is a bit overweight.

$$14 \text{ lbs} = 1 \text{ stone}$$

#### Pounds to stones

Some residents will want to know their weight in stones and pounds. There are several ways to do this.

- You may be able to re-set the scales to give the weight in stone and pounds.
- You can use a conversion table to change weights in kilograms to stones and pounds.
- You can work out the weight yourself:

$$\begin{aligned} \text{Rose's weight} &= 138 \text{ lbs}^* \\ 138 \div 14 &= 9 \text{ remainder } 12 \\ \text{Rose's weight} &= 9 \text{ st } 12 \text{ lbs} \end{aligned}$$

\*lbs = pounds

Kilogram is written as kg.

Pounds are written as lbs.

Stones are written st.

$$1 \text{ kg} = 2.2 \text{ lbs}$$

$$14 \text{ lbs} = 1 \text{ st}$$

# Fluids and weights (2)

## Task

Residents may be weighed as part of a regular review or because you are concerned about their weight. Make sure you read the scales accurately and keep good records.

### Tip

Be careful with the decimal point when using a calculator and when writing weights.

## Task 1

- 1 Work out the monthly weight loss or gain for this resident.
- 2 Compare her start weight in February with her weight in July. How much has she lost all together?

## Task 2

Sally is 5' 2" and medium build. Is she a healthy weight for her size? Use the Healthy Weight Chart on the focus page.

### Tip

There are 2.2 pounds in 1 kilogram.

### Weight Record

Resident: **Sally Lord**

Date	Weight (kg)	Loss/gain -/+
09/02/04	44.7 kg	
11/03/04	44.1 kg	
10/04/04	44.5 kg	
11/03/04	44 kg	
10/04/04	43.7 kg	
11/03/04	43.8 kg	

### Tip

Step 1: Change kilograms to pounds ( $\times 2.2$ )

Step 2: Change the pounds into stones and pounds ( $\div 14$ )

## Task 3

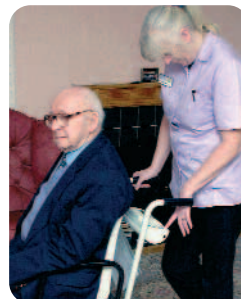
These residents have been weighed but they want to know their weight in stones and pounds. Use the methods shown on the focus page to do this.



70.5 kg



63.6 kg



45.1 kg

Pounds	Stones
56 lbs	4
70 lbs	5
84 lbs	6
98 lbs	7
112 lbs	8
126 lbs	9
140 lbs	10
154 lbs	
168 lbs	
182 lbs	

A conversion table like this will help you to work out the stones from the pounds. Finish it off yourself.

# Check it

1 Which of these dates is four weeks after 3<sup>rd</sup> March?

- A 31<sup>st</sup> March                      C 28<sup>th</sup> March  
B 1<sup>st</sup> April                          D 24<sup>th</sup> March

MSS1/E3.3

2 Which of these is ten to six in the evening?

- A 06:10                              C 18:50  
B 05:55                              D 17:50

MSS1/L1.2

3 Changing and washing down a bed takes about 25 minutes. How long would it take to change and wash down 5 beds?

- A 2 hours  
B 2 hours and 5 minutes  
C  $2\frac{1}{2}$  hours  
D 130 minutes

MSS1/L1.3

Date	Mrs K Morris	In	Out	Balance	Signed
01/05/04	Brought forward			25.30	
01/05/04	Pension	67.00			L W Wright L A Haslam
03/05/04	Shopping - Anne (food and magazines)		15.00		L A Haslam L W Wright
08/05/04	Shopping - chocolate, biscuits and 3 magazines	4.18			L A Haslam L W Wright

4 This is a money transaction record for a resident. What is the balance on 1<sup>st</sup> May 2004?

- A £107.30  
B £40.30  
C £92.30  
D £41.70

MSS1/L1.1

5 The care worker took £15.00 out of Mrs Morris's account on 3<sup>rd</sup> May to buy biscuits and magazines. How much did the biscuits and magazines cost?

- A £4.18  
B £15.00  
C £10.82  
D £67.00

MSS1/L1.1

- 6 Look at this Fluid Balance Chart.  
What's the difference between  
Intake and Output?

- A 900 ml  
B 600 ml  
C 230 ml  
D 330 ml

MSS1/L1.4

Fluid Balance Chart				
Resident: <b>Florence Garfield</b>			Date: <b>13/05/05</b>	
Time	Fluid	Intake	Output	Sig
7am			<b>320 ml</b>	
8am	<b>Tea</b>	<b>100 ml</b>		
9am				
10am	<b>Coffee</b>	<b>100 ml</b>		
11am	<b>Water</b>	<b>150 ml</b>		
12 noon				
1pm	<b>Water</b>	<b>150 ml</b>		
2pm			$\frac{1}{4}$ litre	
3pm	<b>Tea</b>	<b>100 ml</b>		
4pm				
5pm				
6pm	<b>Water - 2</b>	<b>300 ml</b>		
7pm			<b>100 ml</b>	
Total				

- 7 What is 1050 ml in litres?

- A  $1\frac{1}{2}$  litres  
B 1.05 litres  
C 1 litre 5 ml  
D 10.5 litres

MSS1/L1.7

- 8 Look at this resident's Weight Record. Which  
of these statements is true?

- A Overall she has lost 1.7 kg.  
B Overall she has lost 2.5 kg.  
C Overall she has gained 0.8 kg.  
D Overall she has gained 8 kg.

MSS1/L1.6

Weight Record		
Resident: <b>Bharti Patel</b>		
Date	Weight (kg)	Loss/gain
<b>9/02/05</b>	<b>75.3 kg</b>	
<b>11/03/05</b>	<b>72.8 kg</b>	
<b>10/04/05</b>	<b>73.6 kg</b>	

- 9 In May she has put on 1500 g. What is her weight?

- A 88.6 kg  
B 75.1 kg  
C 76.8 kg  
D 1573 kg

MSS1/L1.7

- 10 There are approximately 2.2 kg per lb. A resident weighs 75 kg.  
What is this in lbs?

- A 165 lbs  
B 1650 lbs  
C 152 lbs  
D 77.7 lbs

MSS1/L2.3



# Answers

## PAGES 4:1–4:2

### Time to think (1)

#### Task 1

- 1 9 pm
- 2 10 pm
- 3 11 pm
- 4 3 am
- 5 5 am

#### Task 2

Early-morning tea 07:10  
 Breakfast 08:15  
 Mid-morning drinks 10:30  
 Lunch 12:00  
 Afternoon tea 15:15  
 Evening meal 17:30  
 Evening drinks 19:45

## PAGES 4:3–4:4

### Time to think (2)

#### Task 1

The timetable can be organised in different ways, but you should have a total of 7 hours spent on tasks and 1 hour left for cleaning up the day room, chatting to residents and keeping records up to date.

#### Task 2

The hairdresser is there for  $2\frac{1}{2}$  hours.  
 Appointments may be organised as follows:  
 1:30 Rose – set (20 minutes)  
 1:50 Ted – trim (while Rose is drying)  
 2:10 Rose – finish (10 minutes)  
 2:20 Josie – set (20 minutes)  
 2:40 Serena – trim (while Josie is drying)  
 3:00 Josie – finish (10 minutes)  
 3:10 Queenie – Colour rinse (50 minutes total)  
 There is just enough time for all 5 residents to have their hair done.

## PAGES 4:5–4:6

### Time to think (3)

#### Task 1

Correct answers must include day, month and year, for example, 16/09/04, 17/09/04, 18/09/04, 19/09/04

#### Task 2

Dalelands		Dalelands	
Today is	Friday	Today is	Thursday
The month is	September	The month is	September
The date is	10th	The date is	23rd
The year is	2004	The year is	2004
The season is	Autumn	The season is	Autumn
The carers today are:		The carers today are:	
Jane	Sarah	Jane	David
Hilary	David	Sarah	Hilary

#### Task 3

You may have any of the following: 15/09/2004, 15/09/04, 15/9/04, 15.09.04, 15 Sept 04.

## PAGES 4:7–4:8

### Time to think (4)

#### Task 1

The dates should be: 17/08/04, 24/08/04, 31/08/04, 7/09/04, 14/09/04, 21/09/04

#### Task 2

This is an open question that depends on the current date.

#### Task 3

Ted was born in 1922 so that makes him about 82 years old in 2004.

He stopped working in 1978, when he was about 56 years old.

## PAGES 4:9–4:12

## Shopping for residents

## Task 1

1 Total spent (£8.68 + £1.63) = £10.31

2 Change from £15 = £4.69

## Task 2

Mrs Ramsey: total = £5.78, change = £4.22

Mr Dar: total = £3.86, change = £1.14

## Task 3

Date	Mr John Ward	In	Out	Balance	Signed
12/06/04	Brought forward			85.00	
12/06/04	Pension	67.00		152.00	L W Wright L A Haslam
16/06/04	Shopping - Lori (clothing items)		50.00	102.00	L A Haslam L W Wright
16/06/04	Shopping - pyjamas, underwear, handkerchiefs, M & T receipt £36.36	13.64		115.64	L A Haslam L W Wright
20/06/04	Money for shopping - £60		60.00	55.64	A signature Another signature
20/06/04	Katung Tape player £39.99 + tobacco 4.25	15.76		71.40	A signature Another signature

## Task 4

## Queenie Parker

Notelets	2.37
Book stamps	1.20
Hair spray	2.69
Pears	0.58
Total	£6.84
Change	£3.16

## Amos Pilgrim

Tobacco	3.65
Sporting Times	0.60
Racemeet News	1.50
Lottery	1.00
Marmalade	1.35
Total:	£8.10
Change:	£1.90

## Lily Salter

Tights	2.23
Choc bisc	0.85
Total:	£3.08
Change:	£6.92

## PAGES 4:13–4:14

## Fluids and weights (1)

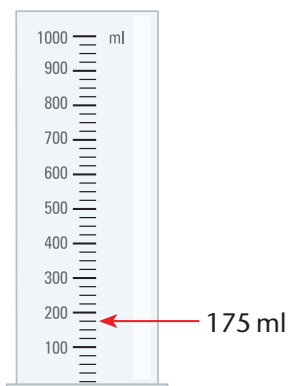
## Tasks 1 and 2

He has drunk 900 ml. He should drink at least another 100 ml.

Your chart should be filled in like this, though the intake times may differ:

Fluid Balance Chart				
Resident: <b>Ted Simms</b>			Date: <b>25/09/04</b>	
Time	Fluid	Intake	Output	Sig
7 am			<b>450 ml</b>	
8 am	<b>Tea</b>	<b>100 ml</b>		
	<b>Water</b>	<b>150 ml</b>		
9 am				
10 am	<b>Coffee</b>	<b>100 ml</b>		
11 am				
12 noon				
1 pm	<b>Water</b>	<b>150 ml</b>		
2 pm				
3 pm	<b>Tea</b>	<b>100 ml</b>		
4 pm				
5 pm				
6 pm	<b>Beer</b>	<b>300 ml</b>		
7 pm			<b>225 ml</b>	
Total		<b>900 ml</b>	<b>675 ml</b>	

## Task 3



## PAGES 4:15–4:16

## Fluids and weights (2)

## Task 1

- 1  $-0.6\text{ kg}$ ,  $+0.4\text{ kg}$ ,  $-0.5\text{ kg}$ ,  
 $-0.3\text{ kg}$ ,  $+0.1\text{ kg}$   
 2  $0.9\text{ kg}$

## Task 2

No, she weighs less than 100 lbs so is underweight for her height.

## Task 3

- 11st 1lb  
 10st  
 7st 1lb

## Check it

- 1 A  
 2 D  
 3 B  
 4 C  
 5 C  
 6 C  
 7 B  
 8 A  
 9 B  
 10 A

