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ABSTRACT These workshop materials are designed to provide basic information and develop competencies necessary for the health occupations teacher to use and integrate metrics into the curriculum. Objectives and activities of the three-hour workshop are outlined. Informational materials cover historical development of the metric system, metric units, metric equivalents, rationale for metrification, and metric symbols. A glossary of metric terms is provided. Questions to guide discussion about the metric system are listed. Material specific to use of the metric system in the field of health is then provided. Activities are included that allow for practice in using the metric system and identifying strategies for implementing metric education into the health occupations curriculum. A pretest and prepost test are presented. Ten transparency masters that may be used by the teacher in the classroom are also given. A 12-page bibliography compiled by the National Council of Teachers of Mathematics lists metric information sources in these categories: books, workbooks, and posters; manipulative aids and kits; films and filmstrips; filmloops and videocassettes; slides and transparencies; audiocassettes and records; periodicals, reports and pamphlets; games; and duplicating masters. (YLB)

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ED 209471

METRIC EDUCATION RESOURCES

for

HEALTH EDUCATORS

A Workshop for Health Educators

by

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November, 1981

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METRIC EDUCATION RESOURCES.

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METRIC EDUCATION
A WORKSHOP FOR HEALTH EDUCATORS

General Description

This workshop is designed to provide the basic information and develop the competencies necessary for the health occupations teacher to use and integrate metrics into the curriculum. The workshop will begin with a review of the major metric units and discussion of how metrics will effect health occupations. Participants will be introduced to the metric system as it relates to health occupations and develop competencies in group and individual activities. Participants will be engaged in activities and exposed to strategies that may be integrated into their own curriculum. The occupation specific modules used in this workshop contain metric measurement information related to health occupations, as well as overhead transparency masters that may be used by the teacher in his/her classroom.

Objectives

At the conclusion of a three hour workshop covering the introduction to the metric system the participant will be able to:

1. Measure length, area, mass, capacity, volume and temperature in metric units.
2. Identify strategies for integrating metric instruction into the curriculum.
3. Identify the effects metric measurement will have on health occupations.

Training Activities

During this three hour workshop the participants will:

Minutes

- | | |
|----|--|
| 20 | 1. take a pre-test and score the test, |
| 20 | 2. view the film strip "Think Metric" introducing the metric system of measurement, |
| 40 | 3. participate in a lecture/discussion, |
| 60 | 4. divide into groups and review the material and perform selected activities identified in this workshop guide, |
| 20 | 5. identify strategies for implementing metric education into the health occupations curriculum, |
| 20 | 6. take a post-test and score the test. |

180

HISTORICAL DEVELOPMENT OF THE METRIC SYSTEM

It is widely supported that the concept of the metric system originated with the French mathematician, Gabriell Mouton, who proposed a comprehensive decimal measurement system based on a unit of length equal to a portion of an arc representing the distance between the North Pole and the equator. Numerous other proposals were made, yet over a century later, no uniform measurement standards had gained wide acceptance. It was not until 1790, that the French Academy of Sciences developed the metric system based upon the work of Mouton and others.

It may be well to note here that although there were no national or international standards for measurement, there were numerous measurement systems in use. Measurement systems evolved wherever they were needed but very little uniformity existed. Our customary system, as used today, is not based on a single concept but rather on numerous imprecise concepts. For example, the inch was once described as the length of three barley grains laid end to end; a furlong, the distance a man and mule could plow in one day; and a pound as the weight of 7,200 dried barley corn grains. Considering these examples, it becomes evident why some uniform standards of measurement were necessary.

The metric system, as finally adopted by the French National Assembly in 1795, was both simple and scientific. The unit of length, (metre) was defined as a portion of the earth's circumference and measures for volume (litre) and weight (gram) were derived from this unit of length therefore relating the basic units of the system to each other and to nature. Larger and smaller variations of these units were created by multiplying or dividing by 10 and its powers. The metric system is therefore referred

to as a "base-10" or "decimal" system.

The metric system gained popular use on the European continent due to the efforts of Napoleon-Bonaparte. During his sweep across Western Europe, conquered countries were forced to utilize the system. Because of the ease of the system, these countries retained it after Napoleon left power.

In the United States the need for a unified system of weights and measures was also recognized. It was Thomas Jefferson who, in 1790, as Secretary of State, was requested to prepare a plan. Although Jefferson's plan was not adopted, three main principles of the plan are actually evident in the metric system. They are:

- 1) The standard unit of length should be based on some unchanging, absolute standard found in the physical universe.
- 2) Length, volume and weight should be directly related to each other.
- 3) The subdivisions and multiples of each unit should be based on the decimal system.

The adoption of the metric system was encouraged by worldwide scientific societies to achieve some uniformity in world commerce.

In 1795, copies of the metric standard units were sent to the United States by France but Congress took no action to approve the system.

President Madison, in 1816, reminded Congress that the United States still had no uniform system of weights and measures. A study was prepared and in 1821, "The Report Upon Weights and Measures", listed advantages and disadvantages of the English (customary) and metric systems. Although the report encouraged a great deal of discussion, no action was taken.

Between 1830 and 1856, the yard, the avoirdupois pound and the Winchester bushel were to become official units of measure in the United States. Interest in the metric system did not subside, however. The United States joined other countries in signing the "Treaty of the Metre" which established the International Bureau of Weights and Measures. By 1893 the United States had actually redefined the yard and pound in terms of the metre and kilogram, but had not adopted the metric system for use.

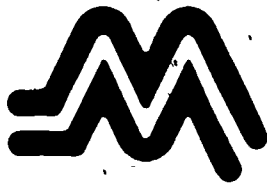
Throughout the early and mid 1900's, attempts were made to adopt the metric system. In 1968, Congress directed the Secretary of Commerce to start the U.S. metric study. The report, delivered in 1971, recommended that the United States change to the International System of Units deliberately and carefully. Again, Congress took no action.

Congress, in 1974, recognizing the growing number of businesses and industries committed to metric changeover, included a section in PL 93-380 that obligated the U.S. Office of Education to make provisions for metric education. In December of 1975, the Metric Conversion Act became Public Law 94-164. This Act authorized the President to appoint a Metric Conversion Board with responsibility for regulating the voluntary metric conversion in the United States.

The Florida Metric Council was formulated in 1976 by Cabinet Resolution to plan for Florida's overall conversion to metrics. The major obstacle facing Florida's conversion, however, is the apparent inactivity at the federal level pursuant to the Metric Conversion Act of 1975. Metric training literature and programs have been developed by the public and private sector and are in use today. Florida educators have made a firm commitment to bring Florida into the metric age!

HISTORICAL PERSPECTIVE TOWARD METRICATION

- 1670 Gabriel Mouton proposed a decimal system of weights and measures.
- 1790 Development of the metric system by the French Academy of Sciences. U.S. Congress notes the need for a uniform system of weights and measures, but takes no action.
- 1795 France officially adopts the metric system.
- 1821 John Quincy Adams metric study receives exhaustive attention, but no action by Congress.
- 1840 Metric system made compulsory in France.
- 1850 Spain, Netherlands, Greece and Italy adopt the metric system.
- 1866 Legislation makes it legal in the U.S. to use the metric system in trade. Use is voluntary.
- 1875 U.S. signs "Treaty of the Metre". The International Bureau of Weights and Measures is established.
- 1890 U.S. receives prototype metres and kilograms. Most of Europe and South America has gone metric.
- 1893 The metric prototypes become the fundamental standards by which the customary measures are defined.
- 1960 The metre is redefined as equal to 1,650,763.73 wavelengths of the orange-red line of krypton 86 under specific conditions.
- 1965 Great Britain starts metrication.
- 1968 Congress initiates a three-year metric study.
- 1971 U.S. Metric Study recommends U.S. begin a 10-year conversion plan.
- 1974 PL 93-380, authorizes a Metric Education Program.
- 1975 Congress passes and President signs Metric Conversion Act of 1975.
- Today Only Brunei, Burma, Liberia and Yemen not committed to metrication.



UNITED STATES METRIC BOARD

Suite 600
1815 North Lynn Street
Arlington, Virginia 22209

All You Will Need to Know About Metric (For Your Everyday Life)

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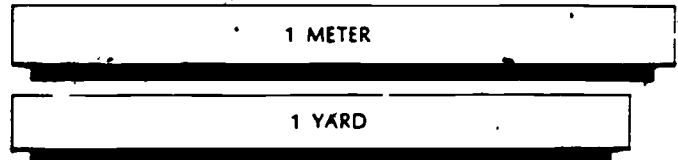
Metric is based on Decimal system

The metric system is simple to learn. For use in your everyday life you will need to know only ten units. You will also need to get used to a few new temperatures. Of course, there are other units which most persons will not need to learn. There are even some metric units with which you are already familiar: those for time and electricity are the same as you use now.

BASIC UNITS

- METER:** a little longer than a yard (about 1.1 yards)
- LITER:** a little larger than a quart (about 1.06 quarts)
- GRAM:** a little more than the weight of a paper clip

(comparative sizes are shown)

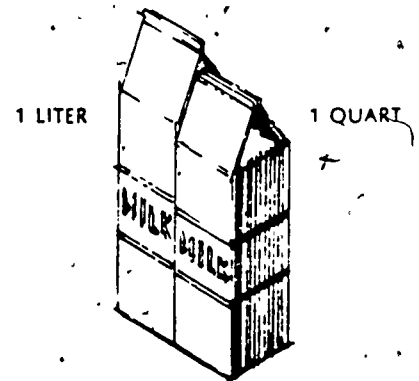


25 DEGREES FAHRENHEIT

COMMON PREFIXES (to be used with basic units)

- milli: one-thousandth (0.001)
- centi: one-hundredth (0.01)
- kilo: one-thousand times (1000)

For example:
 1000 millimeters = 1 meter
 100 centimeters = 1 meter
 1000 meters = 1 kilometer



25 DEGREES CELSIUS

OTHER COMMONLY USED UNITS

- millimeter: 0.001 meter diameter of paper clip wire
- centimeter: 0.01 meter a little more than the width of a paper clip (about 0.4 inch)
- kilometer: 1000 meters somewhat further than 1/2 mile (about 0.6 mile)
- kilogram: 1000 grams a little more than 2 pounds (about 2.2 pounds)
- milliliter: 0.001 liter five of them make a teaspoon

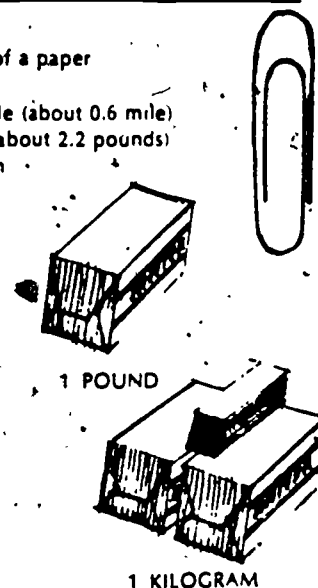
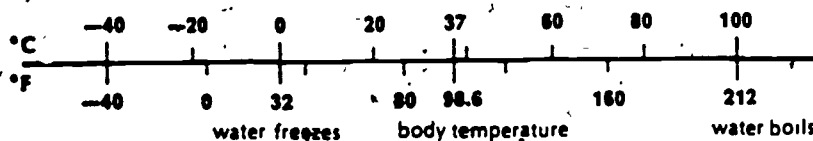
OTHER USEFUL UNITS

- hectare: about 2 1/2 acres
- metric ton: about one ton

WEATHER UNITS:

FOR TEMPERATURE
degrees Celsius

FOR PRESSURE
kilopascals are used
100 kilopascals = 29.5 inches of Hg (14.5 psi)



A SHORT COURSE IN METRICS

Metric is based on a Decimal system

All you will really need to learn is ten new units. The units you now use for time and electricity will remain the same.

Basic Units

Meter, liter, gram and Celsius degree (which replaces centigrade) are the basic units.

METER

a little longer than a yard (about 1.1 yards)

LITER

a little larger than a quart (about 1.06 quarts)

GRAM

a little more than the weight of a paper clip

Common Prefixes

(to be used with basic units)

milli: one-thousandth (0.001)

centi: one-hundredth (0.01)

kilo: one-thousand times (1000)

For example:

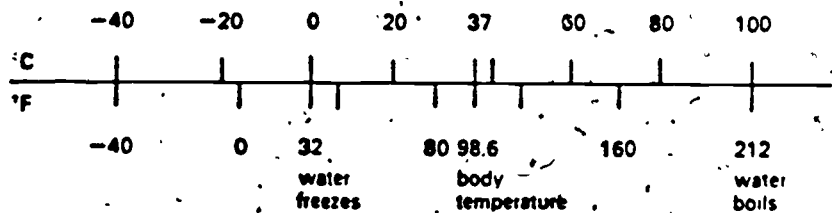
1000 millimeters = 1 meter

100 centimeters = 1 meter

1000 meters = 1 kilometer

CELSIUS

TEMPERATURE degrees Celsius are used



Other Commonly Used Units

millimeter: 0.001 meter diameter of paper clip wire

centimeter: 0.01 meter a little more than the width of a paper clip (about 0.4 inch)

kilometer: 1000 meters somewhat further than 3/4 mile (about 0.6 mile)

kilogram: 1000 grams a little more than 2 pounds (about 2.2 pounds)

milliliter: 0.001 liter five of them make a teaspoon

Other Useful Units

hectare: about 2 1/2 acres

tonne: about one ton

METRIC EQUIVALENT TABLE

Prefix meanings:

kilo means 1000
 hecto means 100
 deka means 10

deci means 0.1 or 1 part of 10
 centi means 0.01 or 1 part of 100
 milli means 0.001 or 1 part of 1000

METER TABLE - Linear

1 <u>kilometer</u>	1000 meters	1 meter	0.001 kilometer
1 <u>hectometer</u>	100 meters	1 meter	0.01 hectometer
1 <u>dekameter</u>	10 meters	1 meter	0.1 dekameter
1 <u>METER</u>	1 meter	1 meter	1 meter
1 <u>decimeter</u>	0.1 meter	1 meter	10 decimeters
1 <u>centimeter</u>	0.01 meter	1 meter	100 centimeters
1 <u>millimeter</u>	0.001 meter	1 meter	1000 millimeters

LITER TABLE - Capacity

1 <u>kiloliter</u>	1000 liters	1 liter	0.001 kiloliter
1 <u>hectoliter</u>	100 liters	1 liter	0.01 hectoliter
1 <u>dekaliter</u>	10 liters	1 liter	0.1 dekaliter
1 <u>LITER</u>	1 liter	1 liter	1 liter
1 <u>deciliter</u>	0.1 liter	1 liter	10 deciliters
1 <u>centiliter</u>	0.01 liter	1 liter	100 centiliters
1 <u>milliliter</u>	0.001 liter	1 liter	1000 milliliters

GRAM TABLE - Weight (Mass)

1 <u>kilogram</u>	1000 grams	1 gram	0.001 kilogram
1 <u>hectogram</u>	100 grams	1 gram	0.01 hectogram
1 <u>dekagram</u>	10 grams	1 gram	0.1 dekagram
1 <u>GRAM</u>	1 gram	1 gram	1 gram
1 <u>decigram</u>	0.1 gram	1 gram	10 decigrams
1 <u>centigram</u>	0.01 gram	1 gram	100 centigrams
1 <u>milligram</u>	0.001 gram	1 gram	1000 milligrams

Note: Care must be exercised in area and volume equivalents in the explanation of the prefixes. Example:

$$1 \text{ m}^3 = 1000 \text{ dm}^3 \text{ (} 10^3 \text{ or } 10 \times 10 \times 10 \text{)}$$

BASE UNITS OF THE SI METRIC SYSTEM

Unit	Symbol	Definition
metre (length)	m	The metre is equal to a specific number of wavelengths of the light given off by the atom krypton-86. Commonly used related measures are the kilometre (km) = 1000 metres; the centimetre (cm) = 0.01 (one-hundredth) metre, and the millimetre (mm) = 0.001 (one-thousandth) metre.
kilogram (mass)	kg	The kilogram is equal to the mass of the standard kilogram cylinder located at the International Bureau of Weights and Measures in France. A copy of this kilogram is located at the National Bureau of Standards in Washington, D.C. The kilogram is often used to measure what we commonly call weight. However, a weight is actually based upon mass and the pull of gravity. Common related measures are the gram (g) = 0.001 (one-thousandth) kilogram and the milligram (mg) = 0.001 (one-thousandth) gram.
second (time)	s	The second is equal to a specific number of movements of the cesium atom in a device known as an atomic clock. A common related measure is the millisecond (ms) = 0.001 (one-thousandth) second. The minute, hour, day, and year are also used, although they are not SI units because they are not based upon ten.
kelvin (temperature)	K	The kelvin is equal to a specific fraction of the temperature at which water exists as a solid, liquid and vapor. This is called the triple point of water. The kelvin is used mainly for scientific measurements. For practical, everyday purposes, the degree Celsius (°C) is used. Water boils at 100°C, and it freezes at 0°C. The Celsius scale is equal to, but replaces, the old Centigrade temperature scale.
ampere (electric current)	A	The ampere is equal to the amount of current in two parallel wires one metre apart, that results in a specific force between the two wires. The milliampere (mA) = 0.001 (one-thousandth) ampere, is a common related measurement.
candela (luminous intensity)	cd	The candela is equal to the amount of light given off by platinum at its freezing point, under pressure. At this freezing point, platinum is glowing hot. The candela is used to measure an amount of light.
mole (amount of substance)	mol	The mole is equal to the number of particles contained in a specific amount of carbon. This unit is used mainly in special scientific measurements.

Multiples and Submultiples - SI Metric System

Most educators will not need the very large multiples or the very small submultiples used in the SI Metric System. The 16 common prefixes are included here for informational purposes.

Prefix	Symbol	Multiples and Submultiples	
exa	E	1 000 000 000 000 000 000	(10 ¹⁸) one quintillion
peta	P	1 000 000 000 000 000	(10 ¹⁵) one quadrillion
tera	T	1 000 000 000 000	(10 ¹²) one trillion
giga	G	1 000 000 000	(10 ⁹) one billion
mega	M	1 000 000	(10 ⁶) one million
kilo	k	1000	(10 ³) one thousand
hecto	h	100	(10 ²) one hundred
deka	da	10	(10 ¹) ten
deci	d	0.1	(10 ⁻¹) one tenth
centi	c	0.01	(10 ⁻²) one hundredth
milli	m	0.001	(10 ⁻³) one thousandth
micro	μ	0.000 001	(10 ⁻⁶) one millionth
nano	n	0.000 000 001	(10 ⁻⁹) one billionth
pico	p	0.000 000 000 001	(10 ⁻¹²) one trillionth
femto	f	0.000 000 000 000 001	(10 ⁻¹⁵) one quadrillionth
atto	a	0.000 000 000 000 000 001	(10 ⁻¹⁸) one quintillionth

METRICS: How, When, Why?

The change to metrics in the United States is primarily for economic reasons. To remain competitive in a world market, that is virtually all metric, U.S. corporations have had to affect a voluntary change over to metric measurement. The use of metric measurement in trade has been legal in the U.S. for over a century. Such fields as medicine, science, electronics, and even the postal service have been metric for almost that long. In 1960 pharmaceutical manufacturers changed most of their products to metric specifications.

Industries have been encouraged to convert to the metric system by economic need and federal mandate. The Metric Conversion Act of 1975 recommended the development of a rational plan for voluntary change over. As the various sectors of our economy are ready for change over, the change will take place. Some of American's largest retailers such as Sears, Montgomery Ward and Penneys, even though not motivated by world markets, are leading the way to a metric United States.

In consumer products, metric conversion can be completed in three stages. These are: (1) dual labeling, (2) soft conversion, and (3) hard conversion.

Dual labeling involves no change other than labeling the product in customary and metric terms. This stage is recommended simply for familiarization. The main problem with dual labeling is that most people tend to ignore the new measure and rely on the more familiar customary measure. We still buy 12 oz. sodas not 355 ml sodas.

Soft conversion again requires no changes other than the customary measure is dropped from the package and only the metric measure applies. The product remains the same size and the metric measures are rounded off to eliminate decimals. Problems with soft conversion occur when the

converted metric measure end up uneven or "odd" quantities. For example: a 10 oz. box of cookies becomes 283 g, a quart of milk would be 946 ml and a square foot would be 0.092 m².

The long range goal of conversion is hard conversion. This is considered the last and permanent stage. Hard conversion requires a major readjustment because it calls for elimination of impractical, unpopular and uneconomical sizes of tools and products. The 283 g box of cookies may become 250 g the 355 ml can of soda may become 350 ml or 300 ml. It is obvious that hard conversion will be the most difficult stage but it will offer industry the opportunity to develop simple uniform sizes. Evidence of hard conversion is evident today in the soft drink and liquor industry.

The conversion to metric standards in some industries may be up to 50 years away. Others are converting at their convenience, and still others are already completely converted. As the economic sector of our country recognizes the desirability of going metric we will become a metric nation.

TO CONVERT OR NOT TO CONVERT

It is the opinion of educators that in learning the metric system, conversions from the metric system to the customary system and the customary to the metric should be kept to a minimum. Some believe that conversions should not be part of metric education at all. It is best, they believe, for the student to think in only one measurement system. Obviously, some conversion is desirable, but students should not be encouraged to commit conversion factors to memory. It would be best if they learn to recognize common objects and their metric measurements, for example: A 5 cm paper clip has a width of approximately one centimetre, the wire is approximately one millimetre in diameter and it weighs approximately one gram. Speaking of a metre in terms of a measure "a little longer than a yard", is actually better than saying 39.37 inches unless it is necessary to convert a specific measurement.

USING PROPER METRIC (SI) SYMBOLS

It is important for the teacher to stress, by example, correct usage of SI symbols. The rules below should serve as a guide.

1. Metric symbols should not be followed by a period unless they are at the end of a sentence.

cm NOT c.m. or cm.

2. Abbreviations and symbols are written in singular form. An "s" is not added to form a plural or possessive.

5 kg NOT 5 kgs

3. Metric symbols should be used instead of full names when units are used in conjunction with numerals.

6 l NOT 6 litres

4. Square and cubic unit symbols should be expressed using the exponents.

4 cm² NOT four square cm

5. Decimal fractions are used rather than common fractions.

6.5 cm NOT 6 1/2 cm

To eliminate the fraction 6.5 cm becomes 65 mm.

6. Compound symbols use a slash (/) for the word "per". As in kilometres per hour - km/h.

7. When writing numbers less than one, a zero is placed in front of the decimal point.

0.25 m NOT .25 m

8. Grouped numbers are separated by a space not a comma. In European countries the comma is used as a decimal point.

60 000 km NOT 60,000 km

Four digit numbers do not require a space.

1000 m NOT 1 000 m

9. A space is left between the last digit of a numeral and the symbol.

5 m NOT 5m

10. Unit names and symbols (except degrees Celsius, °C) are written in lower case letters unless they are used at the beginning of a sentence.

MASS OR WEIGHT

When speaking in metric terms it will be necessary for educators to refer to what has commonly been referred to as weight, as mass. In common practice weight has been used to refer to both the concept of force and mass. In scientific applications weight refers to the concept of force. It is therefore necessary to refer to the mass of an object rather than its weight.

GLOSSARY OF METRIC TERMS

AREA - Small areas are usually measured in square centimetres (cm^2). In building construction the square meter (m^2) is used. The hectare (ha) is used for land surveys. (See the individual terms for more specific definitions).

LENGTH - The common metric units of length are the millimetre (mm) for small dimensions, the centimetre (cm) for daily practical use, the metre (m) for expressing dimensions of larger objects and short distances and kilometre (km) for longer distances. (See the individual terms for more specific definitions).

MASS - For most uses the kilogram (kg) is the convenient measure. In pharmaceutical and scientific work the gram (g) is the unit used. Farm commodities, minerals and other large shipments are measured by metric ton (t). (See the individual terms for more specific definitions).

TEMPERATURE - Temperature is measured on the Celsius ($^{\circ}\text{C}$) scale. The preferred temperature scale for engineering and physics is kelvin (k). (See the individual terms for more specific definitions).

VOLUME - The most convenient unit is the cubic decimetre (dm^3) which is more commonly referred to as the litre (l). In dispensing drugs the preferred unit is the cubic centimetre (cm^3) or millilitre (ml) as it is also called. In excavation work and in pouring concrete the cubic metre (m^3) is used. (See the individual terms for more specific definitions).

ARE - (a) - A unit of area equal to 100 m^2 .

CELSIUS - The scale, formerly called centigrade, which is used to measure temperature. On the Celsius scale water freezes at 0°C and boils at 100°C . Normal human body temperature is 37°C , while a comfortable swimming temperature is about 28°C . (See also kelvin).

CENTIMETRE - (cm) - One hundredth (0.01) of a metre (or 10 mm). A penny is approximately 2 cm in diameter.

DECIMETRE - (dm) - One tenth (0.1) of a metre (or 10 cm).

DEKAMETRE - (dkm) - Ten metres (10 m). Not commonly used.

GRAM - The gram (g) is a unit of mass. A paper clip weighs approximately one gram. There are slightly less than 30 g in one ounce.

HECTARE - (ha) - The unit of area used to measure land. Equal to 100 a which is approximately 2.5 acres.

HECTOMETRE - (hm) - One hundred metres (100m). Not commonly used.

KELVIN - (k) - The temperature scale used for engineering and physics. The freezing point of water on the kelvin scale is 273.15 K.

KILOGRAM - The kilogram (kg) is the unit of mass most commonly used. Its mass is slightly greater than two pounds.

KILOMETRE - The kilometre (km) is the unit of length commonly used to express distances. Equal to one thousand metres (1000 m).

LITRE - The litre (L) is the unit of volume most commonly used. Equal in volume to a cubic decimeter (dm^3). A litre is slightly greater than a quart. A litre of pure water at a standard temperature and pressure has a mass of one kilogram.

METRE - The metre (m) is the basic unit of length. The metre is the length equal to 1 650 763.73 wavelengths in vacuum of the radiation corresponding to the transition between the levels $2p_{10}$ and $5d_5$ of the krypton - 86 atom. Or, slightly longer than a yard!

MILLIGRAM - (mg) Equal to one thousandth (0.001) of a gram (g). Used primarily in pharmaceutical and scientific work.

MILLILITRE - One thousandth (0.001) of a litre. Commonly used in scientific work and in the dispensing of drugs.

MILLIMETRE - (mm) One thousandth (0.001) of a metre. Approximately the thickness of a dime.






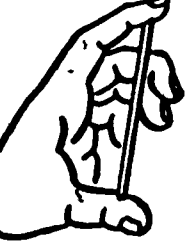
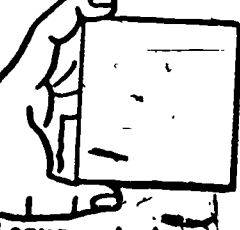
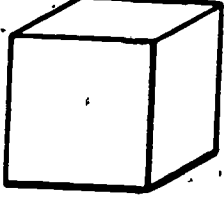
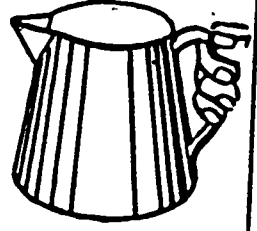


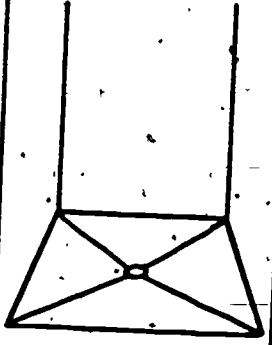
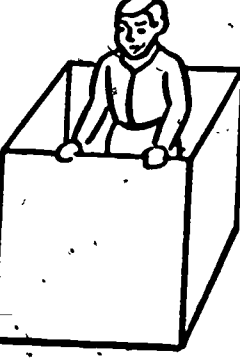
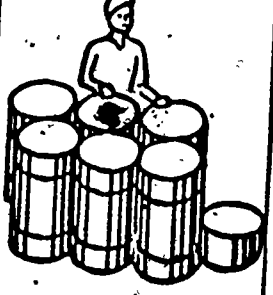
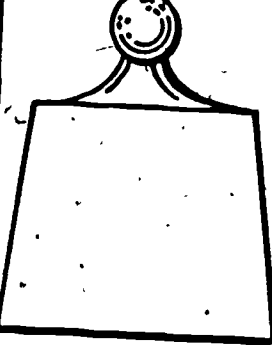
TON - The metric ton (t) is equal to 1000 kg and is used for shipping large quantities of product.

SI UNITS WITH SPECIAL NAMES

- hertz (Hz) The hertz is the number of repetitions of a regular occurrence in 1 second.
- newton (N) The newton is that force which, applied to a mass of 1 kilogram, gives it an acceleration of 1 metre per second squared.
- pascal (Pa) The pascal is the pressure produced by a force of 1 newton applied, uniformly distributed, over an area of 1 square metre.
- joule (J) The joule is the work done when the point of application of a force of 1 newton is displaced through a distance of 1 metre in the direction of the force.
- watt (W) The watt is the power which in 1 second gives rise to energy of 1 joule.
- coulomb (C) The coulomb is the quantity of electricity carried in 1 second by a current of 1 ampere.
- volt (V) The volt is the difference of electric potential between two points of a conducting wire carrying a constant current of 1 ampere, when the power dissipated between these points is equal to 1 watt.
- ohm (Ω) The ohm is the electrical resistance between two points of a conductor when a constant potential difference of 1 volt, applied to these points, produces in the conductor a current of 1 ampere, the conductor not being the seat of any electromotive force.
- farad (F) The farad is the capacitance of a capacitor between the plates of which there appears a difference of electric potential of 1 volt when it is charged by a quantity of electricity of 1 coulomb.

SI UNITS WITH SPECIAL NAMES (cont.)

- weber (Wb) The weber is the magnetic flux which, linking a circuit of 1 turn, would produce in it an electromotive force of 1 volt if it were reduced to zero at a uniform rate in 1 second.
- henry (H) The henry is the inductance of a closed circuit in which an electromotive force of 1 volt is produced when the electric current in the circuit varies uniformly at the rate of 1 ampere per second.
- tesla (T) The tesla is equal to 1 weber per square metre of circuit area.
- lumen (lm) The lumen is the luminous flux emitted within unit solid angle of 1 steradian by a point source having a uniform intensity of 1 candela.
- lux (lx) The lux is equal to an illuminance of 1 lumen per square metre.
- siemens (S) The siemens is the electric conductance of a conductor having an electric resistance of one ohm.
- gray (Gy) The gray is the unit of absorbed dose of radiation equal to one joule absorbed by one kilogram.
- becquerel (Bq) The becquerel is the unit of radioactivity equal to one disintegration per second.

LENGTH	AREA	VOLUME	LIQUID CAPACITY	WEIGHT (MASS) OF WATER
 <p>1 centimetre (cm)</p>	 <p>1 square centimetre (cm²)</p>	 <p>1 cubic centimetre (cm³)</p>	 <p>1 millilitre (ml)</p>	 <p>1 gram (g)</p>
 <p>1 decimetre (dm)</p>	 <p>1 square decimetre (dm²)</p>	 <p>1 cubic decimetre (dm³)</p>	 <p>1 litre (l)</p>	 <p>1 kilogram (kg)</p>
 <p>1 metre (m)</p>	 <p>shower stall</p> <p>1 square metre (m²)</p>	 <p>1 cubic metre (m³)</p>	 <p>Each barrel contains 42 gallons or about 160 litres.</p> <p>6.25 barrels of oil.</p> <p>1 kilolitre (kl)</p>	 <p>1 metric ton or tonne (t)</p>

DISCUSSION QUESTIONS

The following questions are designed to serve as a guide in leading discussion about the metric system. They serve primarily to:

- * stimulate inquiry and discussion within the group
- * serve as independent study and research
- * bring out differing points of view for debate, and
- * introduce the teachers to different aspects of metrology and conversion to the metric system.

1. What are the major advantages of more widespread use of the metric system?
2. What are the disadvantages?
3. How do you feel about using the metric system?
4. What countries, other than the U.S., are not metric?
5. How might conversion affect foreign trade?
6. What are the basic differences between the metric system and the customary system of measurement?
7. What metric units are already in use in the U.S. and in what product lines are metric units common?
8. How will metric conversion affect consumer education?
9. What are some ways to facilitate the conversion?
10. What would be the most difficult adjustments for American people to make in converting to the metric system?
11. What segments of the economy stand to gain through metrication?
Which will lose?
12. How might a working knowledge of metrics be an advantage in the job market? In what fields would it be most helpful?

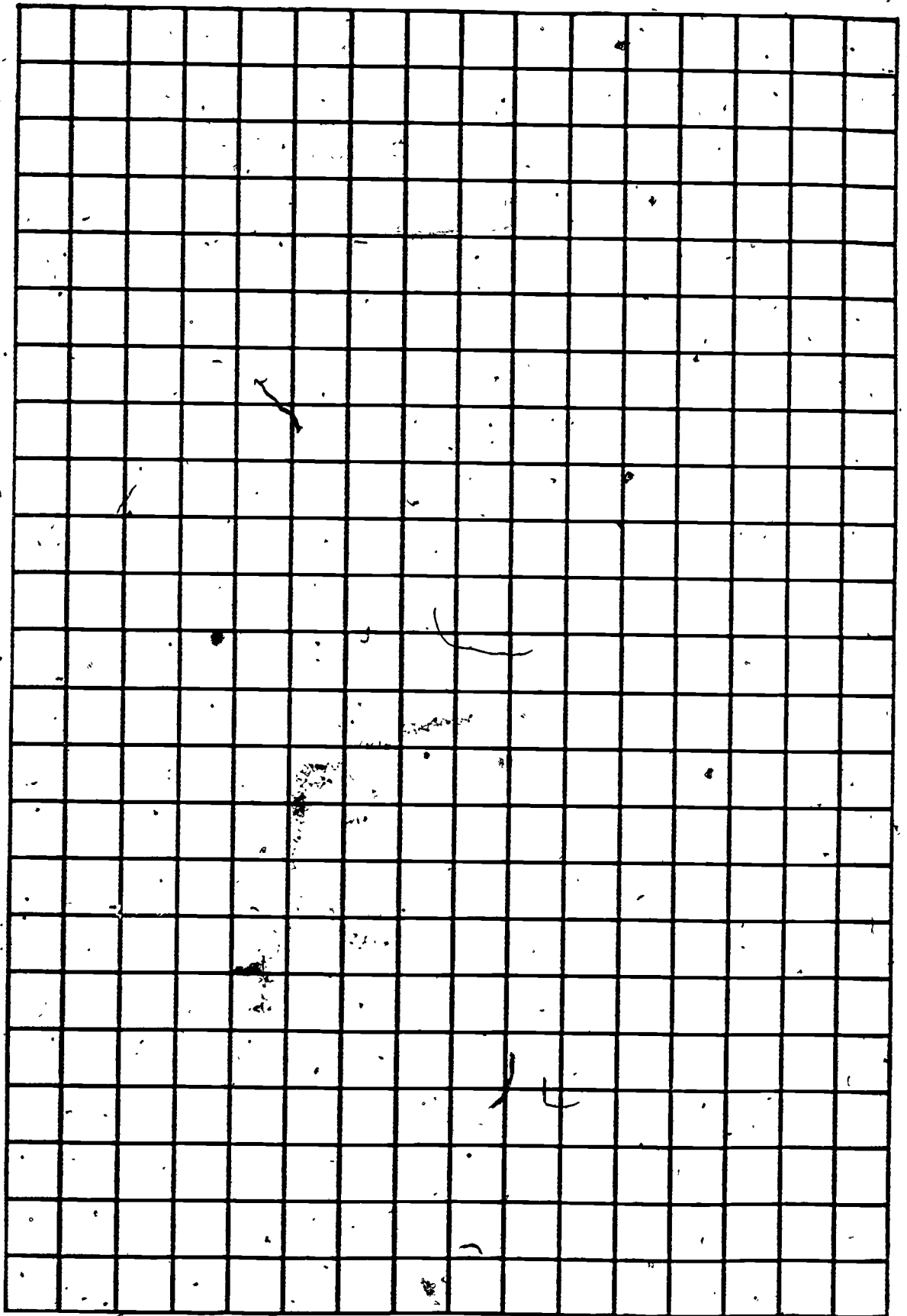
13.- How would metrication affect, . .

- running the home?
- shopping for food?
- buying home furnishings?
- buying clothing?
- traveling?
- manufacturing and servicing of autos?

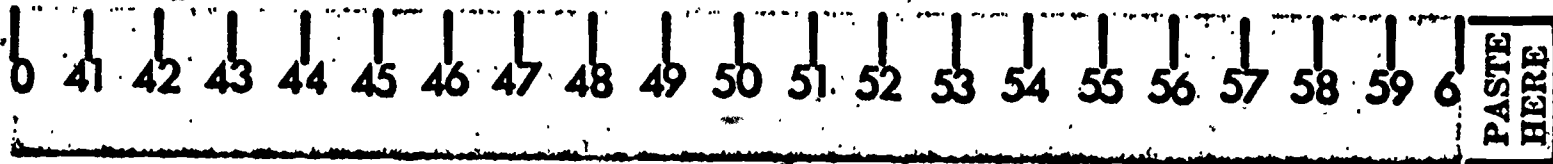
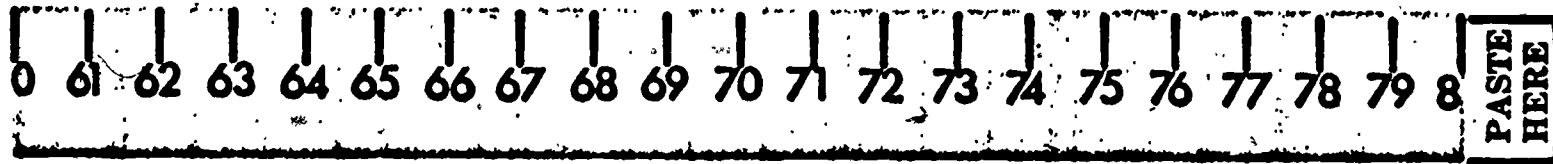
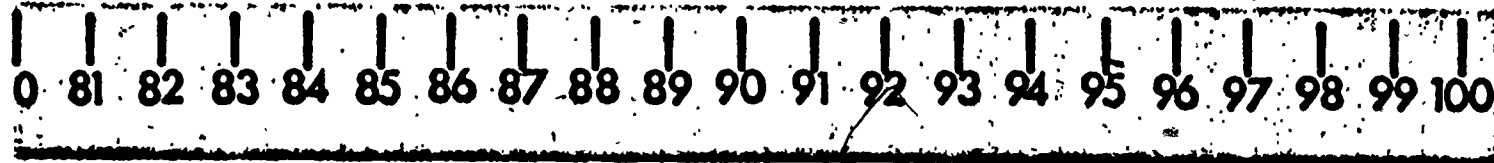
14. Why has there been so much resistance to the metric system in the U.S.?

15. What are the benefits of using a uniform measuring system throughout the world?

"An Educator's Guide to Teaching Metrication", Sears, Roebuck, 1974.



Make your own
meter ruler by
cutting out the
rulers on this
page. Tape the
rulers together
in the right order.
Paste your meter
ruler on cardboard



HEALTH OCCUPATIONS

In today's world, the use of several different measuring systems is not only inconvenient but could cause serious problems. This is especially true in the field of health where it is vitally important that medication standards and treatment be exact and accurate.

At present, five different systems of weights and measures are used to some extent in the field of health including:

(1) The apothecary system, historically used^a by physicians and pharmacists, for dispensing drugs.

(2) The avoirdupois system, for everyday activity, commonly referred to as the customary system.

(3) The household system, for determining dosages, which includes such familiar measures as the dropper, teaspoon, tablespoon and glass, a very loose measuring system due to differences in the sizes of these utensils.

(4) The traditional metric system which included the gram (g) for weight, (mass) the centimetre (cm) and metre (m) for linear measurement; the litre (l or L) and millilitre (ml) expressed in "cc's" for liquid capacity or volume and the centigrade scale for temperature.

(5) The SI metric system, a modernized version of the older metric system.

Practices When Using the SI Metric System

With the introduction of the SI metric system, certain traditional metric practices in the health field are incorrect and should be changed. These include the following:

(1) Referring to temperature as centigrade rather than the correct unit degrees Celsius ($^{\circ}\text{C}$).

(2) Using the abbreviation cc or c.c instead of the correct term cubic centimetre (cm^3) for solids, or millilitre (ml) for liquids. In SI metric, the letters cc stand for centi-centi-, which is meaningless. While pharmacists and others in the health field may continue to speak of so many "cc's" in conversation, it is extremely important that prescriptions be written with the correct symbols cm^3 or ml. In writing prescriptions in the metric system, it is very important to place a zero in front of the decimal point for all units less than one. For example, a dosage of five hundredths of a milligram should be written 0.05 mg. If the zero in front of the decimal point is omitted, it would read as .5 mg., which could be a serious error.

(3) Using the abbreviation "mcg" for microgram instead of the correct symbol μg .

Metric Practices in Health Occupations

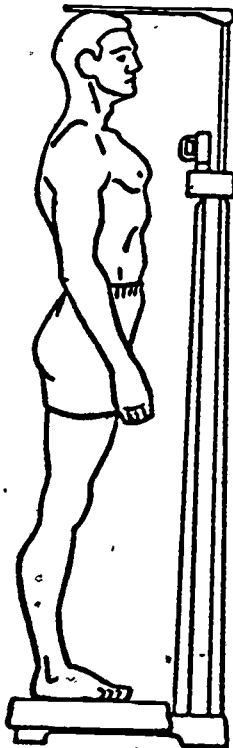
In utilizing the metric system the following recommendations should be utilized.

Temperature: Clinical thermometers showing degrees Celsius should be used. Temperatures should be recorded in increments of tenths of a degree. The normal body temperature is 37° Celsius. Some common reference temperatures are:

Low fever: 37.2° C to 37.8° C
 38° C is feverish
Mild fever: 37.9° C to 39.4° C
 39° C is very feverish
High fever: 39.5° C to 40.6° C
 40° C is dangerous

Human Measurement - Human measurements will be expressed in kilograms and centimetres. Body measurements should be marked in centimetres with subdivisions in millimetres. Weight should be expressed in kilograms.

HEIGHT AND WEIGHT



HEIGHT IN centimetres cm

WEIGHT IN kilograms kg

EXAMPLES

TALL HEAVY MAN

Height 188 cm

Weight 95 kg

MEDIUM AVERAGE MAN

Height 175 cm

Weight 74 kg

SMALL LIGHT MAN

Height 164 cm

Weight 58 kg

Diets: Diets should be given in kilojoules rather than the larger unit calories (kilocalories). Infants, for example, will require approximately 500 kJ per kilogram of body weight every 24 hours. An adult that previously required 2500 calories per day would be allowed 100 kJ per day.

Pressure gages: The unit to measure pressure will be the kilopascal rather than pounds per square inch.

The 24-hour clock: The 24-hour clock is not unique to the metric system, but it is used in most countries where the metric system is in use. The military services have used the 24-hour clock for many years because it eliminates the a.m. and p.m. confusion. With the 24-hour clock system the day begins at midnight and ends at midnight 24 hours later. The hours, minutes and seconds are numbered continuously until 24 hours is reached. Instead of a day broken into two 12 hour parts the hours are numbered from 1 to 24. Some examples follow:

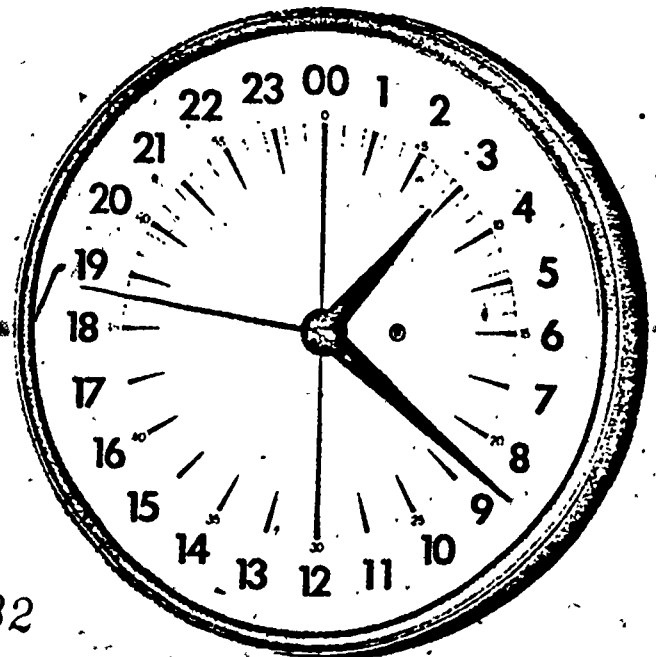
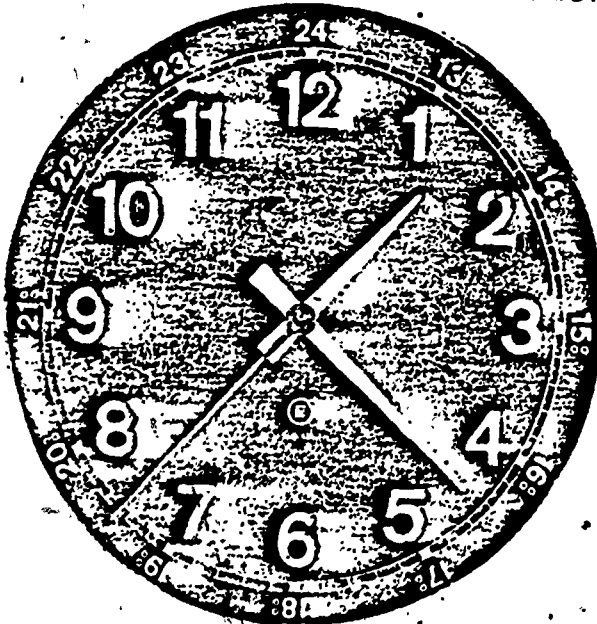
Conventional

8:25 a.m.
12:00 noon
2:45 p.m.
6:00 p.m.
11:30 p.m.

24-Hour Clock

8:25
12:00
14:45
18:00
23:30

The colon is used to separate minutes from hours. Two typical 24-hour clock configurations are shown below:



METRIC UNITS FOR NURSING

Quantity	Unit	Symbol	Use
Linear dimensions	centimetre	cm	Tracheotomy tube, orthopedic apparatus, anatomical part measurement, height/length of patient
	millimetre	mm	Anatomical measurement, dressing, iodoforn packing, tubings, needle size, cardiac massage
Surface dimensions	square centimetre	cm ²	Surgical preparation, pharmaceutical ointment
Fluid flow	millilitres per minute	ml/min	Fluid consumption ratio—IV, irrigation, aump pump, gavages
Mass	milligram	mg	Pharmaceutical measurements
	gram	g	Dietary instruction, body mass, pharmaceutical measurements
	kilogram	kg	Body mass, orthopedic traction weight
*Volume and capacity	cubic centimetre	cm ³ (cc.)	I and O measurements, stock solutions, hypothermia unit, intramuscular injections, pharmaceutical measurements
	millilitre	ml	
	litre	l	Oxygen administration, I and O measurement, pharmaceutical measurement, IV
Temperature	degree Celsius	°C	Body temperature, baths, sterilizing
**Pressure	kilopascal	kPa	Oxygen flow, volume ventilation, hyperalimentation, central venous pressure, arteride blood gases

*Note: Medical symbol for cubic centimetre will probably remain cc. (cm³). Also, cubic centimetre (cc.) and millilitre (ml) will be used interchangeably.

**The American National Metric Council is currently considering recommendations to measure body fluid pressures in kilopascals, but measuring pressure in mm/Hg will probably continue.

METRIC UNITS FOR LICENSED PRACTICAL NURSING

Quantity	Unit	Symbol	Use
Linear dimensions	centimetre	cm	Orthopedic apparatus, anatomical part measurement, height/length of patient
	millimetre	mm	Anatomical measurement, dressings, needle size, tubing
Surface dimensions	square centimetre	cm ²	Decubitus protective devices, pharmaceutical ointment
Fluid flows	millilitres per minute	ml/min	Fluid consumption ratio - IV, sump pump, specific irrigations
Mass	milligram	mg	Pharmaceutical measurements
	gram	g	Pharmaceutical measurements, body mass of children
	kilogram	kg	Body mass, orthopedic traction weights
*Volume and capacity	cubic centimetre	cm ³ (cc.)	I and O measurements, intramuscular injections, pharmaceutical measurements
	millilitre	ml	
	litre	l	I and O measurements, oxygen administration, IV
Temperature	degree Celsius	°C	Body temperature, baths, sterilization
**Pressure	kilopascal	kPa	Central venous pressure, oxygen flow

*Note: Medical symbol for cubic centimetre will probably remain cc. (cm³). Also, cubic centimetre (cc.) and millilitre (ml) will be used interchangeably.

**The American National Metric Council is currently considering recommendations to measure body fluid pressures in kilopascals, but measuring pressure in mm/hg will probably continue.



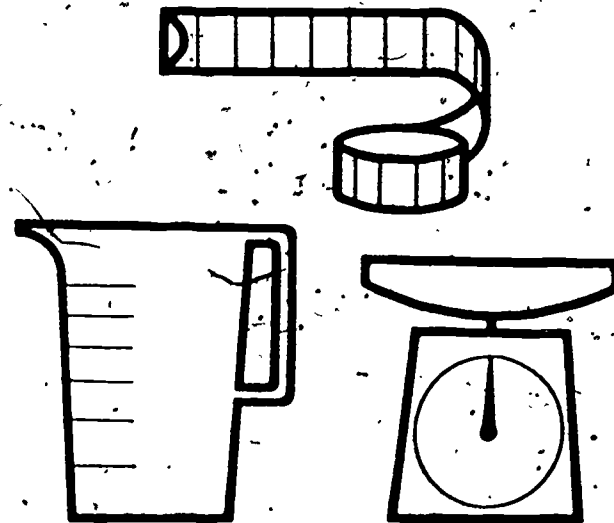
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NURSING WITH METRICS

It is important to know what metric measurement to use. Show what measurement to use in the following situations.

1. Capacity of a hot water bottle	
2. Volume of bedside pitcher	
3. P.O. fluid intake	
4. IV solution	
5. Length of traction ropes	
6. Length and width of crutches	
7. Length and width of foley catheter	
8. Liquid medicine dosage	
9. Mass of serving of meat	
10. Amount of metamucil granules	
11. Capacity of a juice glass	
12. Mass of oral medication	
13. Capacity of flask of 5% dextrose/water for an IV	
14. Needle size for intramuscular injection	
15. Capacity of tea cup	
16. Temperature of dangerous fever	

17. Amount of water in a tub	
18. Temperature of water in an aquatic pad	
19. Temperature of a hypothermia patient	
20. Measure anatomical landmarks for an intramuscular injection	
21. Record amount of fluid that patient takes	
22. Pressure of normal gas range	
23. Range of volume ventilation to maintain life functioning	



31

38

Metric Units for Nursing Aides

Quantity	Unit	Symbol	Use
Linear dimensions	centimetre	cm	Orthopedic ropes, anatomical part, height/length of patient
	millimetre	mm	Anatomical measurement, linens for bed protection
Surface dimensions	square centimetre	cm ²	Linens, chux/bed protectors
Fluid flows	millilitres per minute	ml/min	Article decontamination, foley drainage collection
Mass	gram	g	Body mass, food portions
	kilogram	kg	Body mass, orthopedic weights
Volume and capacity	cubic centimetre	cm ³ (cc.)	I and O measurements, bodily secretions, dietary containers
	millilitre	ml	
	litre	l	I and O measurement
Temperature	degree Celsius	°C	Body temperature, baths, sterilization

*Note: Medical symbol for cubic centimetre will probably remain cc. (cm³). Also, cubic centimetre (cc.) and millilitre (ml) will be used interchangeably.



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Metric Units for Dental Assistant

Quantity	Unit	Symbol	Use
Length	millimetre	mm	X-ray slide; rubber dam; drill appliance; packing materials; length/diameter of molar root
	centimetre	cm	Sutures; dental tape and carbon
Area	square millimetre	mm ²	X-ray slide; surgical preparation
Fluid flows	millilitres per minute	ml/min	Oxygen and gas intakes; developing tank
Mass	milligram	mg	Pharmaceutical measurement; impression and base materials; crown cap material, i.e., gold
	gram	g	
	kilogram	kg	
*Volume and capacity	cubic centimetre	(cc.) cm ³	Injections; plaster; liquid application, i.e., topical fluoride; septic; impression materials, i.e., alginate; dental equipment.
	millilitre	ml	
	litre	l	
Temperature	degree Celsius	°C	X-ray development solution; room temperature
**Pressure	kilopascal	kPa	Sterilizer; oral aspirator

*Note: Medical symbol for cubic centimetre will probably remain cc. (cm³). Also, cubic centimetre (cc.) and millilitre (ml) will be used interchangeably.

**The American National Metric Council is currently considering recommendations to measure body fluid pressures in kilopascals.



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METRIC ACTIVITIES

METRIC CURRICULUM PROJECT

Prepare a list of activities that could be used to introduce the metric system to the students in your occupational program. You should be able to identify at least 10 activities that would make learning the metric system both fun and interesting. You might consider such things as, using metric tools, producing learning packages, charts, bulletin board displays, etc. Try to make your activities relevant to your particular occupation area.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Body Facts

Materials: meter stick, metric tape measures

Directions: Complete the linear measurement portions of the Metric Measuring License. First estimate the length and then check your estimation using the tape measure.

Discuss the following questions with the rest of your group.

Do your estimates and actual measurements coincide? How close were you? Who in your group is the best metric estimator? Knowing these metric body facts could you now estimate metric lengths more accurately? Does knowing your metric body facts make it easier to THINK METRIC?

Metric Measuring License

This license entitles _____, upon completion of the form below, to be an **OFFICIAL METRIC MEASURER**, authorized to measure, at any time, using any **OFFICIAL METRIC UNITS** (such as cm, dm, m, km, g, or kg), **ANYTHING** that can be measured either with **OFFICIAL MEASURING TOOLS** or by **ESTIMATION**.

height _____ cm arm spread _____ cm nose to fingertip _____ cm elbow to fingertip _____ cm handspan _____ cm

palm _____ cm thumb _____ cm index finger _____ cm ring finger _____ cm pinkie _____ cm

knee to floor _____ cm foot length _____ cm foot width _____ cm shoe length _____ cm shoe width _____ cm

plain step _____ cm giant step _____ cm most gigantic step _____ cm circumference of head _____ cm

circumference of neck _____ cm circumference of chest _____ cm circumference of wrist _____ cm circumference of waist _____ cm

circumference of thigh _____ cm circumference of ankle _____ cm weight _____ kg weight of shoe _____ g

weight of relaxed hand _____ g

age _____ years

signature _____ date _____

ALL OF THESE MEASUREMENTS WILL CHANGE—KEEP YOUR METRIC MEASURING LICENSE UP TO DATE

CAPACITY MEASURE

Materials needed: metric measuring cups, full Coke bottle, empty
Coke bottle, large container of unknown size (?); tea cup,
drinking glass, source of water (sink).

Directions: To become familiar with the metric capacity of litre
and millilitre complete the exercises below.

1. Fill the measuring cup with 100 ml. Pour this into the empty
Coke bottle.

Now estimate with your eye how many ml in the full Coke bottle?

_____ ml

2. To check your estimate, fill the empty Coke bottle until it is
even with the full, capped bottle. Pour the water back into
the measuring cup to measure the contents of the bottle.

What are the actual contents of the Coke bottle? _____ ml

3. In measuring typical servings, decide upon an amount which could
be used in millilitres for the tea cup. Attempt to use whole
numbers.

_____ ml = an average tea cup serving

4. In measuring typical servings, decide upon an amount which
could be used in millilitres for the drinking water. Attempt
to use whole numbers.

_____ ml = an average drinking glass serving

5. By visualizing what one litre "looks like," attempt to guess
the contents in the large container marked "?".

Write your guess here: _____ ml

Now fill the large container and measure the contents. _____ ml,

_____ l. How far off was your guess? _____ ml

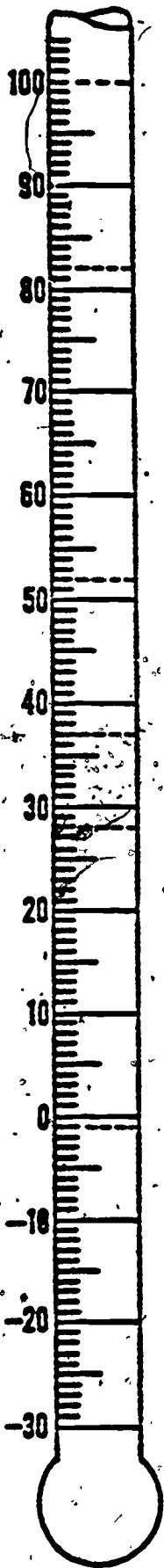
What's in a liter?

Materials: graduated containers or measuring beakers, household objects of varying capacity, e.g., teaspoon, coffee can, milk carton, juice cans, olive jars, cups, fruit jars, vases, etc., bucket, or other large container of water.

Participants will estimate and then measure the amount of water each container can hold by using the measuring beakers. Liquid volume of the smaller containers can more easily be found by first filling the container with water and then pouring its contents into the appropriate graduated cylinder.

After sufficient measurement exercises students will be challenged to estimate the capacity of bottles having different shapes, but not readily identifiable capacity.

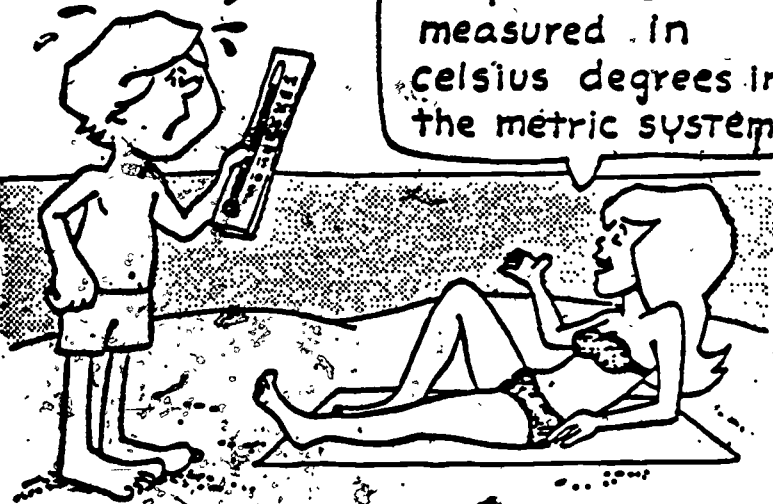
Container	Estimated Volume	Actual Volume
A		
B		
C		
D		
E		
F		
G		



Celsius temperature will be easy to use after some reference points are established. The freezing point of water is 0°C . Boiling point is 100°C . A comfortable room temperature is 20°C to 22°C and human body temperature is 37°C . Complete the chart below.

It's hot out here!
What's wrong with this thermometer?

Temperature is measured in celsius degrees in the metric system.



cartoon beside thermometer	estimated temperature
summer day	$^{\circ}\text{C}$
snowy day	$^{\circ}\text{C}$
water will boil	$^{\circ}\text{C}$
car radiator	$^{\circ}\text{C}$
drinkable coffee	$^{\circ}\text{C}$

SMALL DISTANCES

This exercise can help you to become accurate in estimating lengths under 300 millimeters. You'll need a millimeter ruler and a large sheet of paper. Follow these instructions very carefully:

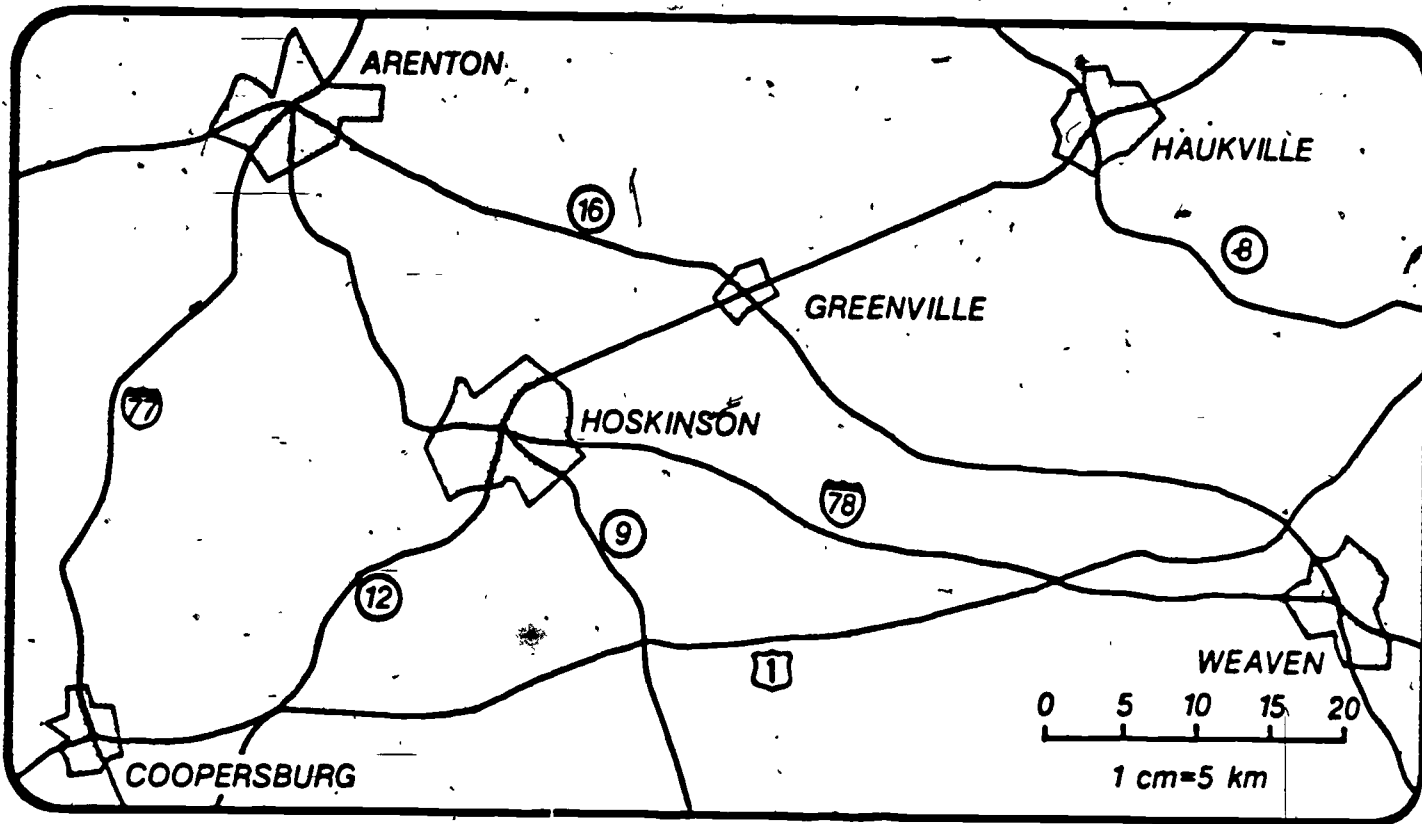
- (a) Without looking at the ruler, draw a line that you think is equal to the line specified under "Length" in the score sheet. Start with Group A, Trial 1.
 - (b) Measure your line with a ruler and enter this length under the column "Your Score" on the score sheet. Follow the same procedure for the other four trials of Group A.
 - (c) At the end of the five trials of Group A, add up your scores and subtract your total from the correct total given on the score sheet. Enter this difference on the score sheet.
 - (d) Repeat this process for additional groups of five trials each until you are satisfied with your accuracy.
- Remember, don't look at the ruler when you draw the lines.

SCORE SHEET

Trial	Length (mm)	Your Score	Trial	Length (mm)	Your Score
(A) 1	1		(B) 1	213	
2	130		2	64	
3	85		3	151	
4	7		4	3	
5	260		5	112	
Total	483		Total	563	
Difference			Difference		
(C) 1	96		(D) 1	120	
2	13		2	235	
3	176		3	35	
4	34		4	166	
5	3		5	8	
Total	322		Total	564	
Difference			Difference		
(E) 1	62		(F) 1	147	
2	181		2	9	
3	4		3	190	
4	221		4	51	
5	106		5	73	
Total	574		Total	470	
Difference			Difference		

Look at the map below. The scale of the map is 1 cm = 5 km. You are to:

- Estimate the distances between towns (center to center)
- Measure the distances with your ruler and figure the number of kilometers.
- Estimate the approximate travel time at 90 km/h.



	Distance		(c) Travel Time at 90 km/h
	(a) Estimated	(b) Measured	
1. Arenton to Weaven via Hwy 16	_____ km	_____ km	_____ h
2. Arenton to Weaven via Hwy 78	_____	_____	_____
3. Weaven to Coopersburg	_____	_____	_____
4. Coopersburg to Hoskinson	_____	_____	_____
5. Weaven to Haukville via 16 and 12	_____	_____	_____

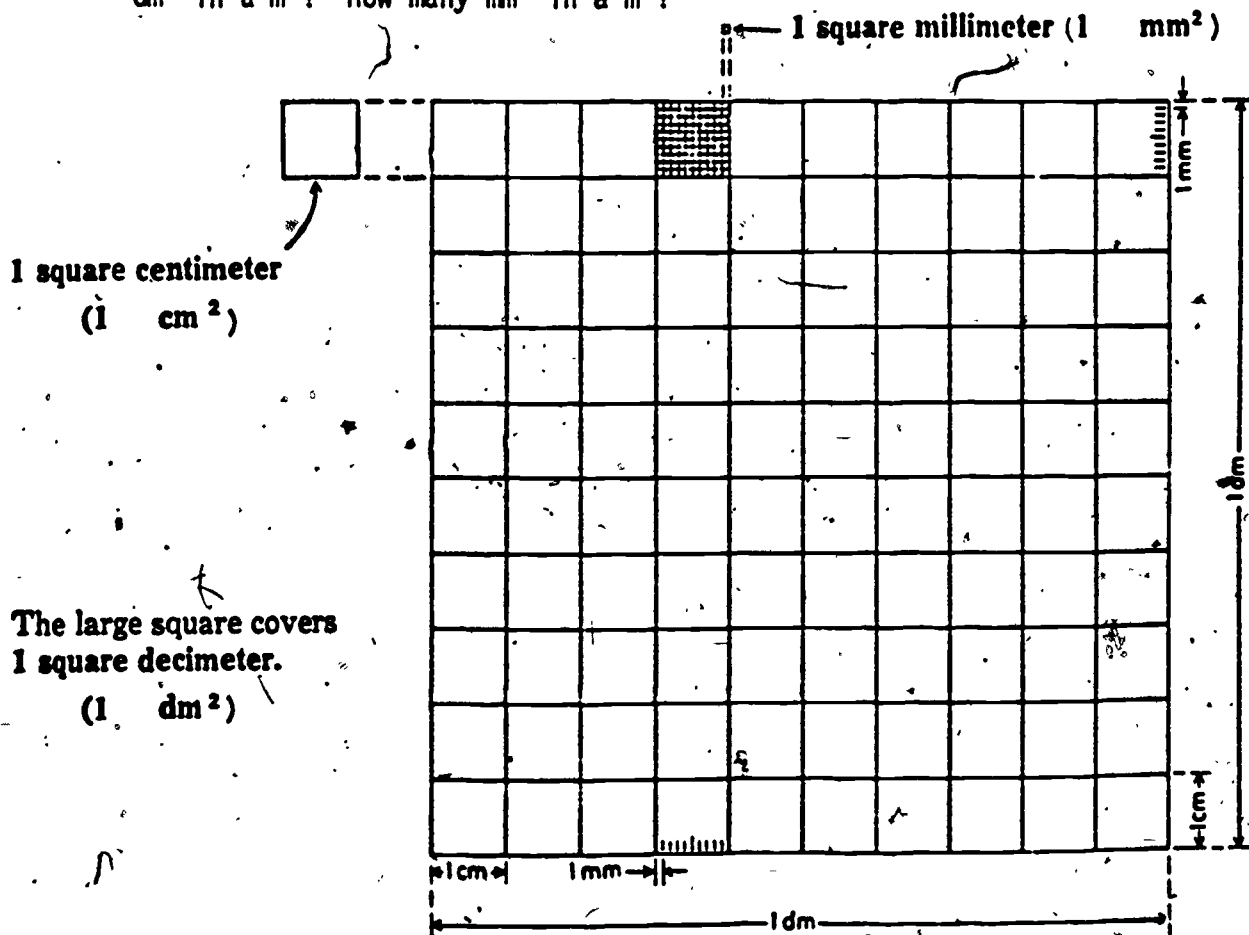
Square Metre

Materials: meter stick, newspapers, tape and/or stapler, centimetre/millimetre grid paper.

Directions: Measure off and then cut out a square meter. Two large sheets of newspaper taped together will provide more than enough area.

Using the square metre as a guide estimate the size of various large objects in the room (table top, windows, door, floor, chalk board, etc.). Now measure these objects.

Study the centimetre/millimetre grid paper. Identify the mm^2 and cm^2 . How many mm^2 in a cm^2 ? How many cm^2 in a dm^2 ? How many dm^2 in a m^2 ? How many mm^2 in a m^2 ?

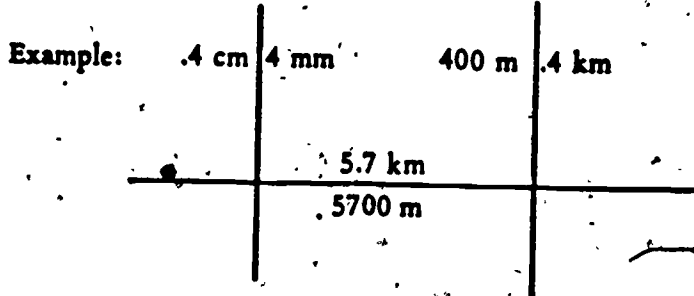


MIX AND MATCH PUZZLE (Linear Measure)

On the next page you will see the sheet you are going to work on.

Cut the squares on this page apart. You are going to arrange these squares on the next page so that every measurement *has the same value* as the measurement adjacent (right next) to it. See the example below. When you are sure your solution to the puzzle is correct, paste or tape your squares down.

57 km	23 mm	.057 km	570 mm
.01 m	4 m	4 mm	400 m
1000 cm	40 mm	10 cm	.4 mm
.23 km	5.7 km	230 dm	230 mm
5.7 m	.023 km	230 cm	23 m
.01 m	.4 cm	400 cm	.1 cm
1 m	400 mm	4 cm	10 dm
57 mm	5.7 mm	23 cm	57 cm
230 m	5700 m	2.3 dm	23 cm
400 km	4000 m	.04 m	10 dm
1 mm	4 mm	.4 m	.04 mm
57 dm	.057 cm	57 m	570 km
5.7 cm	.57 cm	23 m	.057 mm
.1 mm	40 mm	4 km	10 m
.4 km	1 dm	.4 cm	.01 mm
230 km	2.3 cm	2300 mm	.023 km

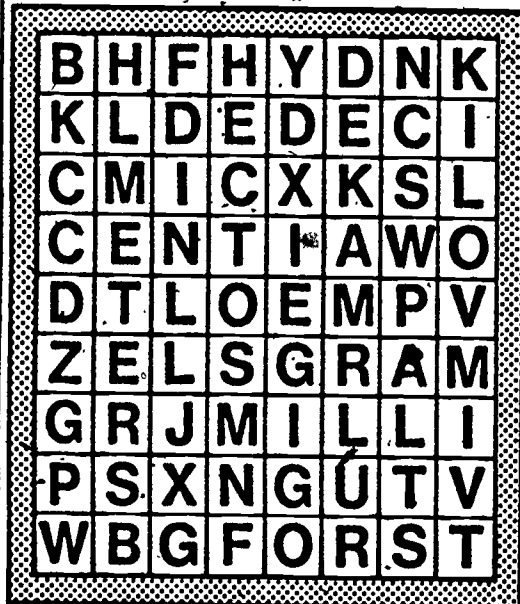


SOLUTION to MIX and MATCH PUZZLE

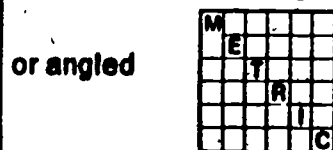
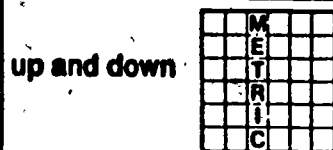
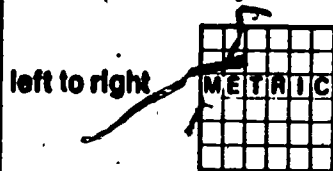
57 km			
.01 m	4 m		
.23 km			

FUN WITH METRICS

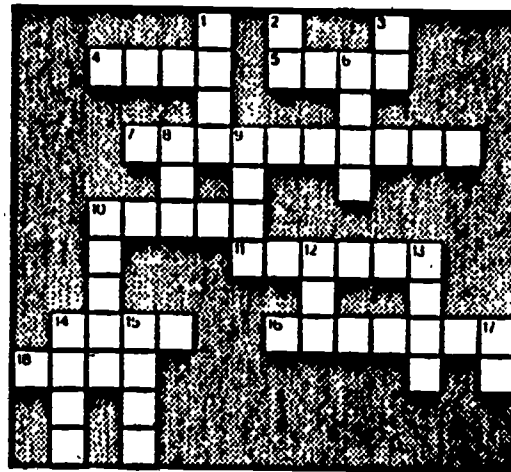
Metric Mumble



Find 10 metric terms in this mumble. Circle each term you find. They are:



Metric Crossword Puzzle



Across

- This metric prefix represents X 1000.
- Use this metric unit to measure mass or weight.
- Speed limits may soon appear in both miles and this unit.
- A girl's name but also the prefix 1/1000 in the metric system.
- An industry that wasn't short sighted when it came to metrics.
- The prefix representing 1/10 of a meter, liter, or gram.
- A mercurial messenger—the metric scale for temperature.
- Necessary temperature for a snow fall.

Down

- At 100 °C water is likely to _____.
- The symbol for the metric measurement you might find on a package of meat.

- Write the symbol for 1/1000 of a meter and you'll have this answer.
- An industry racing to the metric challenge.
- This word would describe your condition if your body registered 40 °C.
- The state that initiated the dual measurement look on its highways.
- A little longer than a yard is a good description for this metric unit.
- Legend has it that the length from heel to _____ of some king may have established our customary foot.
- Uphill or downhill, manufacturers of this sports equipment have already gone metric.
- This metric prefix represents X 10.
- Describe the weather at 5 °C.
- Abbreviation for the international metric system.

Metric Activities

- Become involved! Encourage others to get into the metric swing. Construct posters, wall hangings, mobiles, etc. displaying metric information. Naturally, use metric measurements.
- Run a contest in your community or school. Have people guess the weight of a jar of coins, a sack of peanuts, or the volume of a jug of water in metric measurements.
- For a long-term project, set up a weather watch recording the temperature in degree Celsius. With changes of weather and season, you'll learn the Celsius scale.

METRIC COMPETITION - AN OLYMPICS OF UNDERSTANDING

The following activities are designed primarily as "ice breakers" to encourage group interaction. All workshop participants will be expected to participate in the group activities to share in the learning experience. The activities are for fun and learning. Teachers are encouraged to adapt the activities for their own classroom use.

SQUASH

Supplies: Balls of clay of equal mass (3 to 5 cm in diameter), centimeter grid paper. Divide into teams. Select a volunteer from each team. Volunteers should remove jewelry and watches from "squashing" hand. Place the clay ball in the center of the grid paper. Each contestant is to hit the ball one time with their hand (fist or open hand is ok), striving to spread the clay ball over the largest possible area. Pressing or leaning on the ball is illegal - one "squash" per ball. Don't miss the ball! In measuring the area, partial squares are counted as complete squares. Remold your ball and repeat with another volunteer. Add individual scores for team score. The largest covered area wins.

FIREMAN

Supplies: Container of water, eyedroppers, metric graduated cylinders or beakers, paper towels.

Divide into teams. Team members are to transfer water from a large container on one side of the room to smaller graduated containers on the other side of the room in a specified period of time. Winners are

those with the most water in their graduated containers. The floor may become wet and slippery so be careful.

ROCKET

Supplies: Wrapped soda straws, a metric tape measure.

Divide into teams. Each contestant will mark the straw wrapper so they can identify their own. Remove one end of the wrapper. When given the word, all contestants will blow through the straw and "rocket" the wrapper as far as they can. The straight line distance is measured, added for each team, and the greatest measure is the winner.

JAVELIN - a version of ROCKET

Supplies: Soda straws, a metric tape measure.

This time toss the straws, running starts not allowed, like a javelin and measure the distance.

MASSIVE

Supplies: None

Divide into teams and select one volunteer from each group. The volunteers will come to the front of the room and stand as a group. The remaining team members will estimate the collective mass of the volunteers, in kilograms. Closest estimate wins. (Since most volunteers will know their mass in pounds simply add their mass and convert this combined figure into kilograms).

STUFF-A-METER

Supplies needed: Metre stick, or tape, chalk.

Divide the class into two groups. Mark two square metres on the

floor, leave about two metres space between. The object of this game is to fit as many people as possible into the square. All contestants must have both feet on the floor, inside the square - arms and bodies may hang over the side. Winning team is the one with most people in the square metre.

PIN-UP

Supplies: Metric tape measures, chalk.

Divide into teams. Select a volunteer who will have his/her measurements (bust, waist, hips) measured by the rest of the group. Draw a cartoon figure on the board and label BWH on the figure to correspond to the measurements of the volunteer. Class will vote on the "best" combination.

THE LONG AND SHORT OF IT

Supplies: Chalk, metric tape measures.

Divide into teams. Measure the height of each person in the group. Add these heights for a group score. Tallest and shortest combined score are winners.

HOT 'N COLD

Supplies: Containers for water, ice, metric thermometer.

Divide into groups. Groups will estimate the temperature of a container of tap water and one of ice water. Closest estimates win.

FEET 'N MORE FEET

Supplies: Metric tape measure.

Divide into teams. Have each member stand foot-to-foot each person in a row. Measure the length of feet in meters (no pun intended). Longest, or shortest, measurements wins.

ACTIVITIES AND DISPLAYS TO PROMOTE STUDENT UNDERSTANDING

ORGANIZE A METRIC INFORMATION CENTER

Collect metric catalogs, articles, pamphlets and books to serve as reference materials. Set up a metric resource center in your classroom or library.

METRIC MEASUREMENT DISPLAY

Set up a display of metric and customary measuring tools to illustrate the relationships and differences between them.

METRIC PRODUCT DISPLAY

Select common everyday products, i.e., canned goods, soda bottles, other grocery products that are labeled in metric and customary measure. Illustrate the difference between "hard" and "soft" conversion.

METRIC TOOL DISPLAY

Set up a display of metric and customary tools used by the craftsman/woman in your specific trade.

METRIC TEMPERATURES

Discuss Celsius with your students. Encourage them to think metric by discussing common temperatures in degrees Celsius.

For example:

Water boils at 100°C

Body temperature is 37°C

Water freezes at 0°C

Discuss whether 25°C would be beach or snow skiing weather. Discuss the merits of the metric system.

MAPREADING

Glue a road map to cardboard. Design and construct a kilometre ruler (must be the same scale as the map - consult the legend) that is long enough to reach any place on the map. Attach the ruler to the map so that it is moveable. Locate the origin (o) on a major city (i.e., Miami) so that students can measure a straight line distance to other cities. Make a list of cities and encourage students to determine the number kilometres to these cities.

VOLUME MEASURE

Glue centimetre grid paper all over a cigar box, small shoe box and other small boxes. Have the children estimate then actually determine the volume of the boxes.

METRIC FASTENERS

Display various metric and customary fasteners, nuts, bolts, etc., and the tools used to fasten them. Allow the students to compare the metric and customary fasteners and tools to determine the subtle differences. Discuss why the tools and fasteners are not interchangeable.

METRIC SHOPPING

Have students look for metric materials in their homes or as they shop. Have them bring empty containers and other metrically marked materials to class. A contest could be made out of this exercise by dividing the class into groups and having them seek varied items.

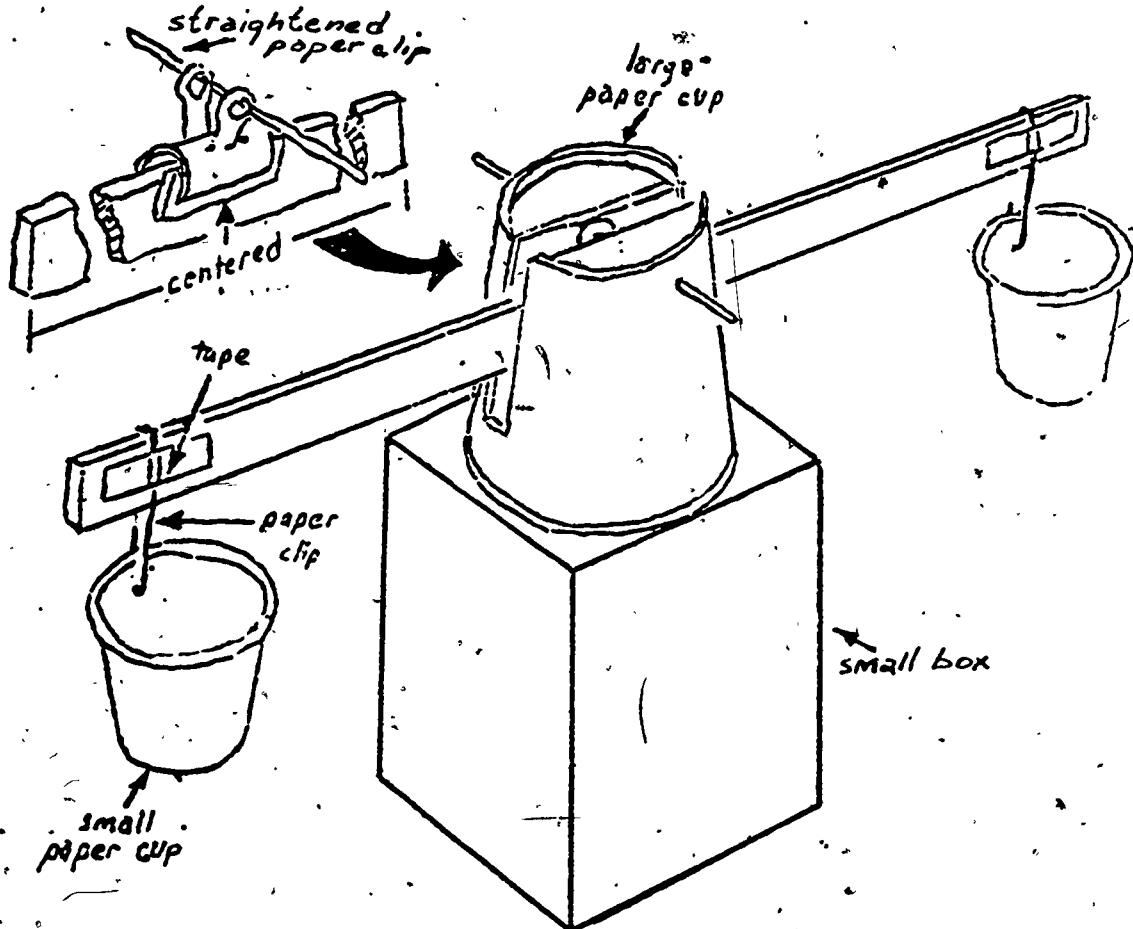
The gram is the basic unit of weight in the metric system.

A nickel weighs 5 grams.

A penny weighs 3.11 grams.

8 common straight pins weigh about 1 gram.

A balance scale



Use a balance scale to compare the weights of these objects.

1. How many paper clips weigh just about as much as a nickel?
About how much does a paper clip weigh?
2. About how much notebook paper weighs just as much as a nickel?
(Hint: Use pieces with an area of 100 square centimeters.)
About how much does a square centimeter of notebook paper weigh?

ARE YOU READY FOR METRICS? (PRE-TEST)

Please fill in the correct answers:

1. 1 ounce = _____tablespoon(s)
2. 4 ounces = _____gill(s)
3. 16 tablespoons = _____cup(s)
4. 32 ounces = _____quart(s)
5. 105 quarts = _____barrel(s)
6. 1 cord \Rightarrow _____cubic foot/feet
7. 4 pecks = _____bushel(s)
8. 1 bushel \approx _____quart(s)
9. 1 peck = _____quart(s)
10. 1 ton = _____pound(s)
11. 16 ounces = _____pound(s)
12. 1 dram = _____grain(s)
13. 12 inches \approx _____foot/feet
14. 1 rod = _____foot/feet
15. _____feet = 1 mile
16. _____yards = 1 mile
17. _____rods = 1 mile
18. _____cubic foot/feet = 1 cubic yard

Correct your answers to the Pre-test:

- | | |
|-------------------|-------------------|
| 1. 2 tablespoons | 10. 2000 pounds |
| 2. 1 gill | 11. 1 pound |
| 3. 1 cup | 12. 24 grains |
| 4. 1 quart | 13. .1 foot |
| 5. 1 barrel | 14. 16 1/2 feet |
| 6. 128 cubic feet | 15. 5280 feet |
| 7. 1 bushel | 16. 1760 yards |
| 8. 32 quarts | 17. 320 rods |
| 9. 8 quarts | 18. 27 cubic feet |

Scoring:

- 18 - 16 correct: CONGRATULATIONS! You really know the customary system, but you'd better get ready for the metric system anyway. It's coming!
- 15 - 11 correct: PRETTY GOOD! It may be difficult to adjust, but you have only about one-half of what you already know to forget!
- 10 - 0 correct: LUCKY YOU! You have almost nothing to unlearn. you'll love the metric system!

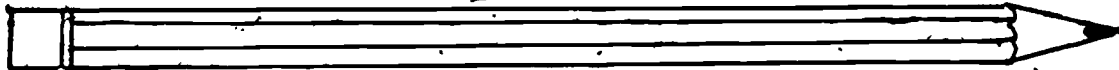
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METRIC SYSTEM PRE-POST-TEST

1. A metre is equal to:

- A) 10 centimetres
- B) 100 centimetres
- C) 1 000 millimetres
- D) both A and C
- E) both B and C

2. The length of the pencil is about:



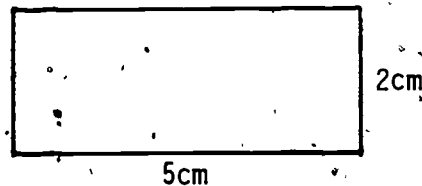
- F) 15 millimetres
- G) 15 centimetres
- H) 15 decimetres
- J) 15 metres

3. The symbol for kilometre is:

- A) KM
- B) Km.
- C) km
- D) Km
- E) Km.

4. The area of the rectangle shown is:

- F) 10 square centimetres
- G) 100 square millimetres
- H) 14 centimetres
- J) 1.4 decimetres
- K) both F and G

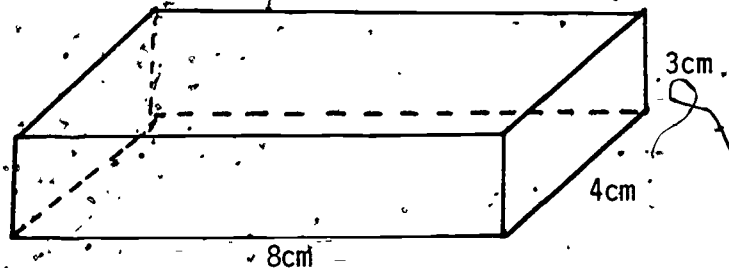


5. One square metre is equal to:

- A) 10 square decimetres
- B) 1 000 square decimetres
- C) 100 square centimetres
- D) 10 000 square centimetres
- E) both A and C

6. The volume of the box shown is:

- F) 0.96 cubic metres
- G) 9.6 cubic metres
- H) 9.6 cubic centimetres
- J) 96 cubic centimetres
- K) both F and J



Not to scale.

7. One litre is equal to:

- A) 1 cubic decimetre
- B) 10 cubic centimetres
- C) 100 cubic centimetres
- D) 1 000 cubic centimetres
- E) both A and D

8. One metric cup is equal to:

- F) 100 millilitres
- G) 250 millilitres
- H) 500 millilitres
- J) 750 millilitres

9. Water freezes at _____ °C

- A) -32
- B) -10
- C) 0
- D) 10
- E) None of the above

10. The kilogram is used to measure:

- F) length
- G) volume
- H) capacity
- J) mass

11. A ton (tonne) is equal to:

- A) 1 000
- B) 2 000 kilograms
- C) 1 000 grams
- D) 2 000 grams
- E) none of the above

12. A newton is equal to _____ kilonewtons

- F) 1 000
- G) 100
- H) 0.01
- J) 0.001
- K) none of the above

13. 23 m = _____ km

- A) 230
- B) 0.23
- C) 23 000
- D) 0.023
- E) none of the above

14. The prefix hecto means:

- F) 0.01
- G) 0.1
- H) 10
- J) 100
- K) none of the above

15. 15 cm² = _____ mm²

- A) 15 000 000
- B) 0.15
- C) 15 000
- D) 0.015
- E) none of the above

16. Comfortable room temperature might be:

- F) 5 °C
- G) 25 °C
- H) 55 °C
- J) 75 °C
- K) none of the above

17. Which represents the largest area?

- A) 30 hectares
- B) 300 ares
- C) 3 000 cm²
- D) 30 000 cm²

18. A roast might weigh:

- F) .5 mg
- G) 500 g
- H) 3 kg
- J) 20 kg.

19. The capacity of a car's gasoline tank might be:

- A) 60 l
- B) 6 l
- C) 0.6 ml
- D) 600 ml

20. The symbol for the prefix mega is:

- F) m
- G) Mg
- H) M
- J) M
- K) none of the above

OVERHEAD TRANSPARENCIES

CONVERTING FEET TO METERS





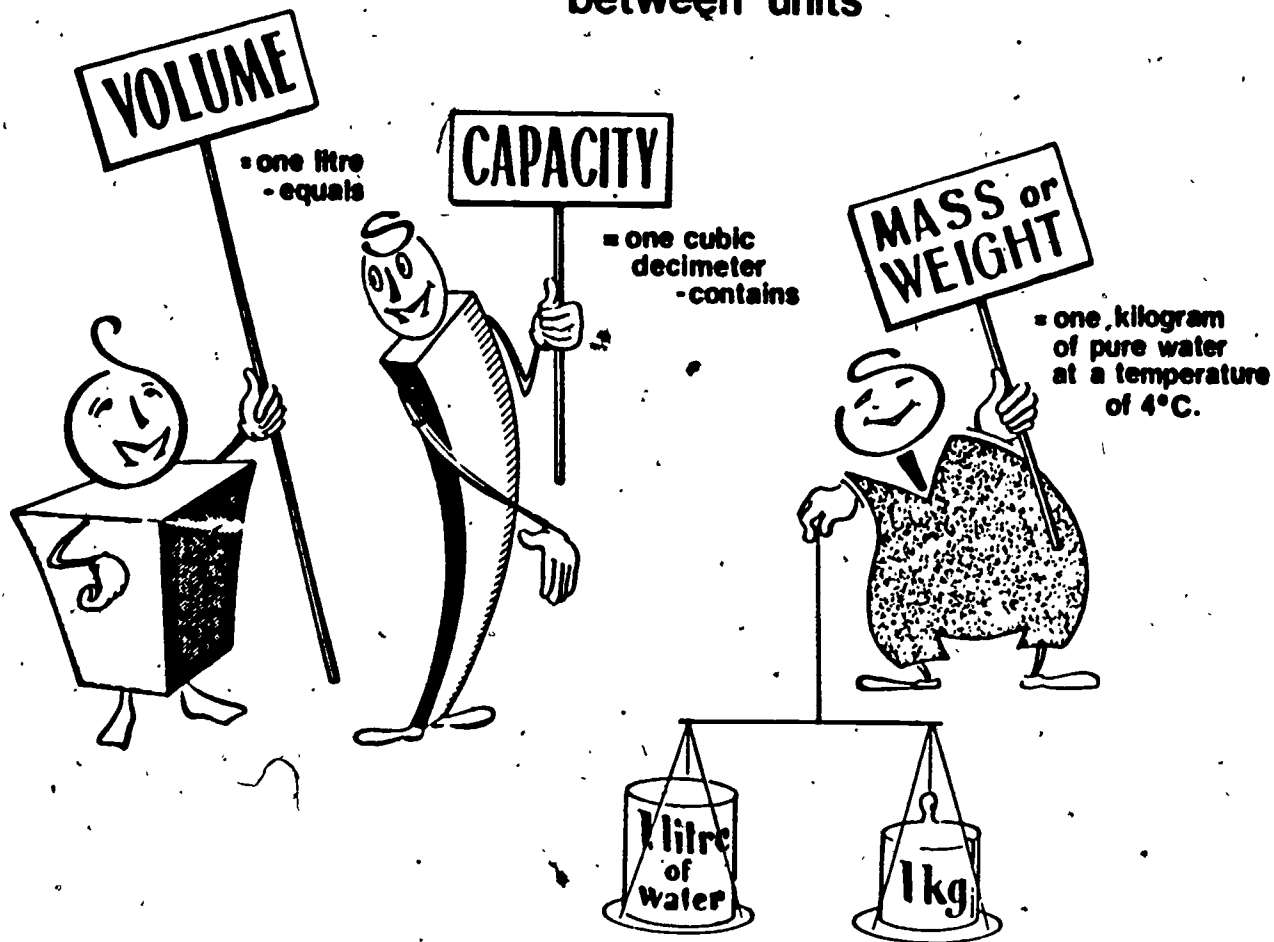
INTERNATIONAL SYSTEM OF UNITS (SI)

Seven Base Units

- 1. Metre: Unit of length*
- 2. Kilogram: Unit of mass*
- 3. Second: Unit of time*
- 4. Ampere: Unit of electric current*
- 5. Celsius: Unit of temperature*
- 6. Candela: Unit of luminous intensity*
- 7. Mole: Unit of amount of substance*



In the metric system
there is a definite relationship
between units



Length is a measure of distance.

METRIC

1 kilometer = 1000 meters

1 hectometer = 100 meters

1 dekameter = 10 meters

1 meter = 1 meter

1 decimeter = 0.1 meter

1 centimeter = 0.01 meter

1 millimeter = 0.001 meter

1000 millimeters = 1 meter

100 centimeters = 1 meter

1000 meters = 1 kilometer

CUSTOMARY

12 inches = 1 foot

3 feet = 1 yard

36 inches = 1 yard

5280 feet = 1 mile

Volume is a measure of space occupied.

METRIC

1 hectoliter = 100 liters

1 dekaliter = 10 liters

1 liter = 1 liter

1 deciliter = 0.1 liter

1 centiliter = 0.01 liter

1 milliliter = 0.001 liter

1000 milliliters = 1 liter

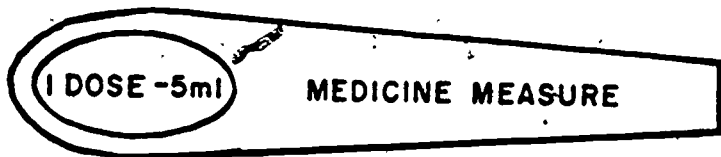
CUSTOMARY

2 cups = 1 pint

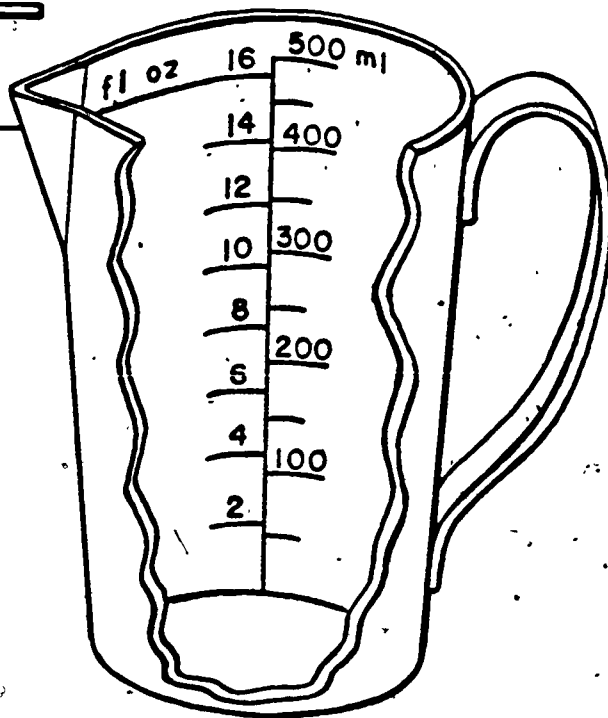
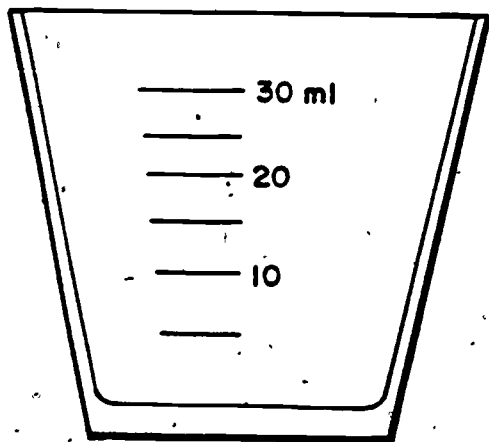
2 pints = 1 quart

4 quarts = 1 gallon

8 pints = 1 gallon



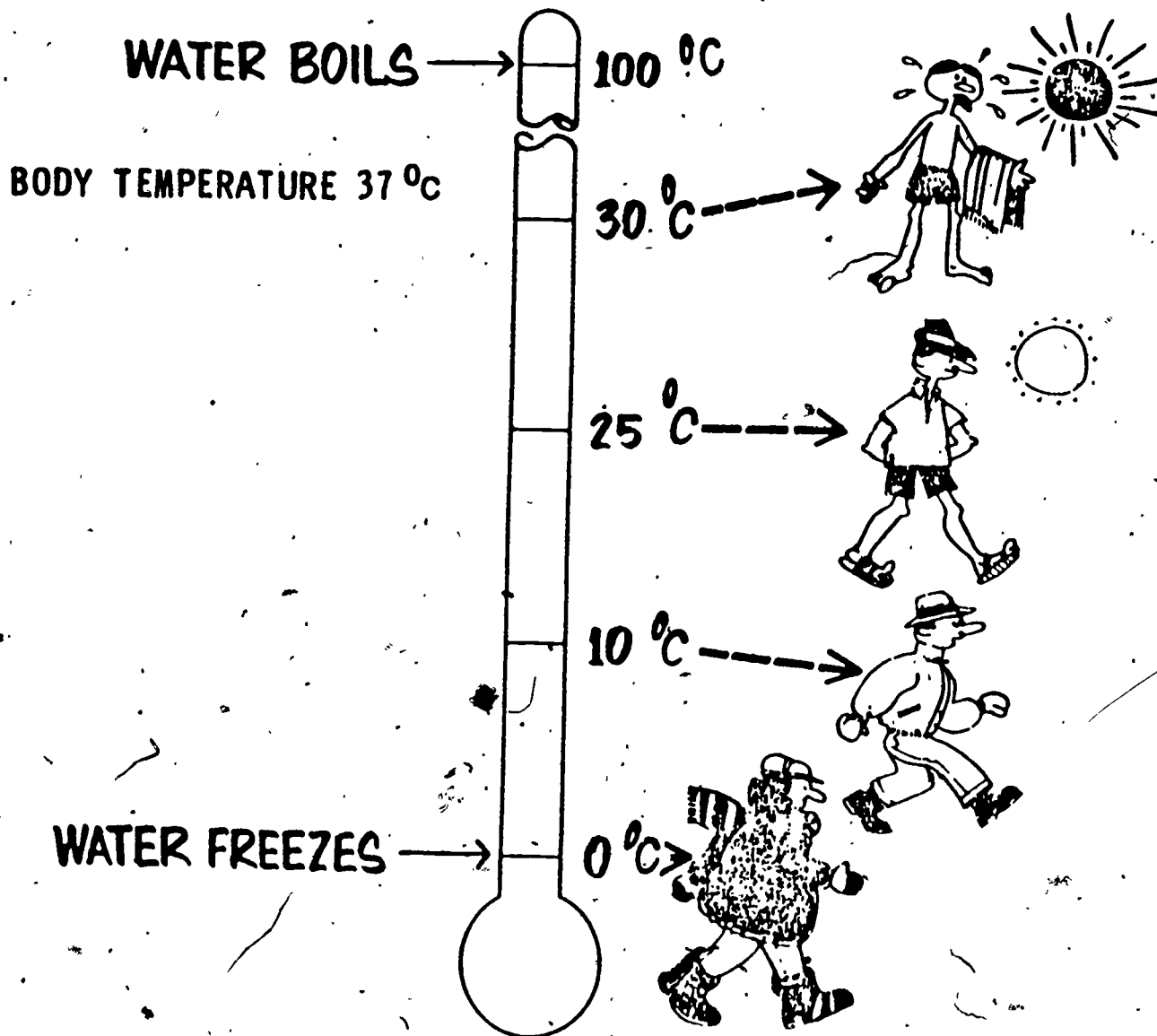
16 fluid ounces
1 pint



**Temperature is a measure
of hotness or coldness.**

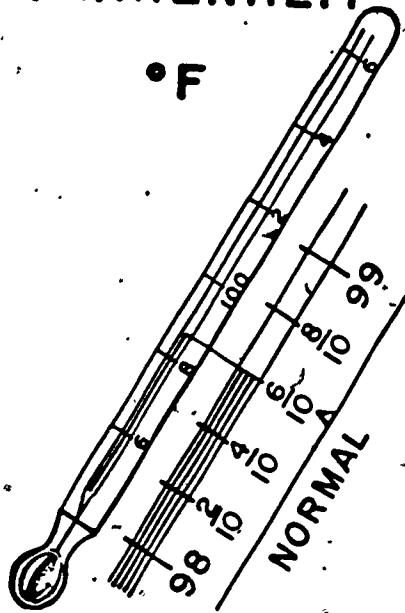
METRIC		FAHRENHEIT
0°C	freezing point of water	32°F
10°C	a warm winter day	50°F
20°C	a mild spring day	68°F
30°C	quite warm--almost hot	86°F
37°C	normal body temperature	98.6°F
40°C	heat wave	104°F
100°C	boiling point of water	212°F

METRIC TEMPERATURE (DEGREE CELSIUS)



THERMOMETER SCALES

FAHRENHEIT

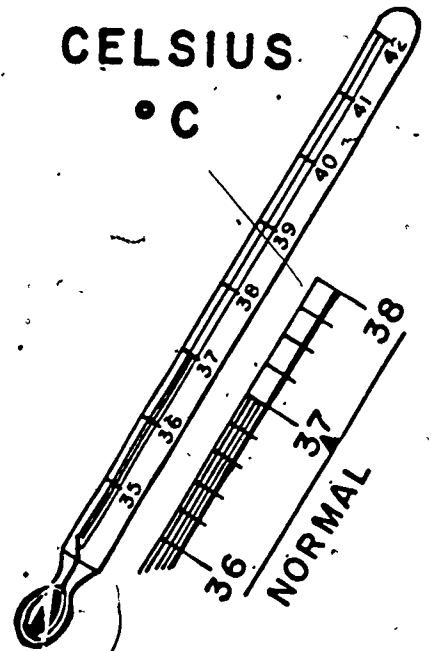


TO CONVERT
FAHRENHEIT
TO DEGREES
CELSIUS,
SUBTRACT 32 &
MULTIPLY BY 5/9.

FAHRENHEIT CELSIUS CONVERSION TABLE

°F		°C
111.2	—	44.0
109.4	—	43.0
107.6	—	42.0
105.8	—	41.0
104.0	—	40.0
102.2	—	39.0
101.3	—	38.5
100.4	—	38.0
99.5	—	37.5
98.6	—	37.0
97.7	—	36.5
96.8	—	36.0
95.0	—	35.0
93.2	—	34.0

CELSIUS

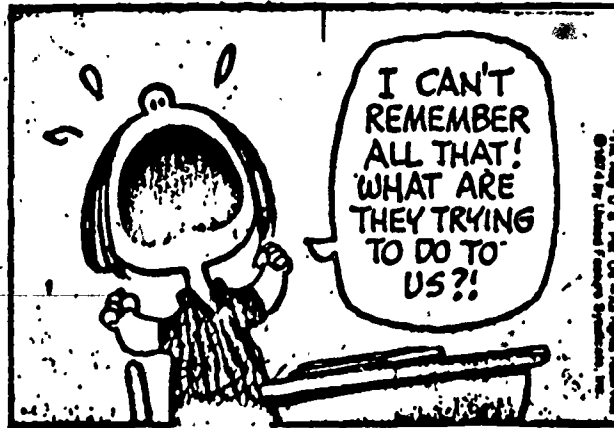


TO CONVERT
DEGREES CELSIUS
TO FAHRENHEIT,
MULTIPLY BY 9/5
AND ADD 32.

PEANUTS

By Schulz

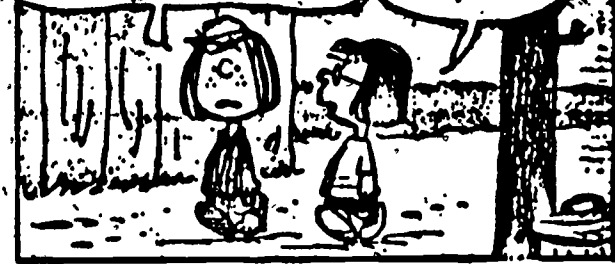
THERE ARE TEN MILLIMETERS IN ONE CENTIMETER... ONE HUNDRED CENTIMETERS IN ONE METER AND ONE THOUSAND METERS IN ONE KILOMETER...



I CAN'T REMEMBER ALL THAT! WHAT ARE THEY TRYING TO DO TO US?!

I JUST GOT INCHES AND FEET FIGURED OUT, MARCIE.. NOW, THEY THROW METRICS AT US! I'LL GO CRAZY!

YOU'LL CATCH ON BEFORE YOU KNOW IT, SIR...



SOMEBODY'S ALWAYS TRYING TO CHANGE THINGS!



IT'S THOSE PEOPLE ON THE SCHOOL BOARD! THEY ALWAYS GET CARRIED AWAY...



GIVE THEM A MILLIMETER AND THEY TAKE A KILOMETER!

SEE? YOU'RE CATCHING ON, SIR!



BIBLIOGRAPHY OF METRIC INFORMATION

INDEX OF METRIC INFORMATION SOURCES

The following information is provided by:

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(December 1978)

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P = Post-Secondary & Other

TITLE CATEGORIES

Category 1 = Line 1 Category 2 = Line 2 Category 3 = Line 3

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