

Measure for Measure_ Explain

Involvement of students in discussion to understand how to resolve the problem to have a unique unit of measure and why it is important. Sharing what they did before. You can also investigate whether they relate counting their steps to speed they had and if it could be a measure to find side length or if they link speed of a person with the length of his/her legs or if usually make sport or not. Probably you begin this discussion during the experience and in this part you use excel sheet or google sheet to convert steps into meters. This activity involves the concept of area to obtain sides of building.

Involvement of students in discussion on why they used the rhythm of their steps to measure building sides and if they know other rhythms. For example, you could ask your students (if it hasn't happened before): "We used the rhythm of our steps to measure building sides but what other rhythms do we know?" It may take some discussion for the students and with your tips they will think about heart rhythm. Another question could be: "Could we have used them for this measure?" The question about rhythm is used to bring out awareness of the heart rhythm (which they obviously will have) and to highlight why it is not correct to use this rhythm for our measurement. This allows you to introduce the concept of homogeneous quantities and the fact that steps are related to the linear dimension while the heart beat is related to time.

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