

Activity: Just a Minute



You will need: A one-minute egg-timer, stopwatch, timer app or clock with a second hand.

Before you start: -

Instructions:



Charlie

- Explain to children that you are going to investigate the question: What can we do in 1 minute?
- Ask them to tell you anything they know about minutes (e.g. they might say that there are 60 seconds in a minute...).
- Explain that you are going to start by seeing how good they are at estimating one minute. Look together at the egg-timer, stop-watch or clock and talk about how you are going to use it to time a minute.
- Then time one minute (without children seeing). Tell them when you are starting and ask them to put up their hand when they think 1 minute has passed. Keep track of what time children put their hands up. Tell them when one minute has passed and give them feedback on their estimates.
- Explain that you are going to estimate now how many times you can carry out a particular activity in 1 minute. Decide together on three or four activities (e.g. writing your name, doing sit-ups, throwing a bean bag into a hoop...).
- For each activity, ask children to estimate how many times they will be able to do the activity in a minute. Then test this out and compare the estimates with the actual number.
- End the session by repeating the estimating 1 minute activity to see if your estimates of 1 minute have improved.

Activity: Just a Minute



- How many seconds are there in one minute?
- What other facts do you know about time?
- Do you have any tips for knowing how long 1 minute is?
- How many times do you think you will be able to do this activity in 1 minute?
- How close was your estimate?
- Have your estimates improved? What helped you?

The mathematics

This activity encourages children to begin to appreciate the duration of 1 minute and to start to understand and use the relationship between different units of time.

Children also have opportunities to make, discuss and refine estimates.

Simplifications:



Together, practise a way of keeping approximate track of seconds, for example, counting: ‘one elephant, two elephants...’

Together, time how many of each activity children can do in 15 seconds. Discuss that this is a quarter of a minute and use this to make predictions for one minute.

Challenges:



Ask children to discuss relationships between other units of time e.g. how many hours in a day...

Ask children to make predictions for other time durations e.g. how many times they could walk around the playground in 3 minutes.