

SESSION 3: TIME

Time: 1 hour

<p>Outline</p> <p>In this session learners will look at how different children around the world spend their time each day. They will have the opportunity to look at different clock displays and guess at what time of day some of the Young Lives children carry out particular activities. Learners will also consider similarities and differences between these children's lives and their own.</p>	
<p>Differentiated learning objectives</p> <ul style="list-style-type: none"> Learners working at P levels 1–3 will have the opportunity to encounter and experience activities for short and long periods of time. They will also have the opportunity to be involved in activities relating to specific times of day. Learners working at P levels 4–6 will have the opportunity to recognise numbers on a clock and talk about time. They will also have the opportunity to recognise activities that relate to specific times of day and talk about how long an activity takes. Learners working at P levels 7 and 8 will have the opportunity to organise activities according to the time of day they happen and to practise reading the time from both analogue and digital clock displays. They will also have the opportunity to time activities and talk about how long an activity takes. All learners will have the opportunity to engage with pictures of people from different cultures and places. 	<p>Differentiated learning outcomes</p> <ul style="list-style-type: none"> I have encountered or experienced activities for short and long periods of time. I have taken part in activities that relate to specific times of day. I have recognised the numerals on a clock display. I can talk about how long it takes me to do a particular task. I can talk about activities that happen at different times of the day. I have organised events in the order that they happen in my day. I have practised reading the time. I have looked at pictures of people from different cultures and places.
<p>Key questions</p> <ul style="list-style-type: none"> What time is it? What kind of clock is this? What happens next? What do you do at bedtime/in the morning/when you get in from school? How would it feel to be Afework/Harika? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow 3: Time Clocks, (and possibly number fans and individual whiteboards) Photos or symbols representing events in the school day and in the daily lives of your learners (optional) Role play accessories to help learners create role plays about different times in their day, for example, cutlery and a plate from the school canteen, a blanket to represent being in bed Stop watches (alternatively learners can count steadily to time events)
<p>Differentiation</p>	
<p>Circle times have been designed to be as inclusive as possible. We hope your whole class will be able to participate in these together, with each learner accessing the content at a level appropriate to them. Differentiated activities have been provided. We encourage you to make the most of the sensory opportunities provided in each session, by choosing suitable resources session; for example, instead of using small plastic counters for counting, choose something that will stimulate your learners as they handle it, such as pom poms. We understand that your learners are likely to present a unique set of abilities and skills and trust that you will be able to use these resources to meet their differing needs.</p>	

Activity Outline

Starter (15 min)

Afework's day

- Remind learners that in the previous session they thought about how to share things out equally. At the end of the session they thought about how it was not just a difference in money that could cause inequality. Differences in things like access to schools and health care also make things unequal. In this session learners are going to think about the different ways children spend their time.
- Show slide 3 and explain that the time of quarter past seven in the morning is displayed in three different ways using digital, analogue and 24-hour clocks. Ask learners which form of telling the time is most familiar to them.
- Use slides 2–11 to talk about Afework's daily activities, noticing similarities and differences between his life and your learners' lives. Then ask learners:
 - *Are there things about Afework's day that you would enjoy? For example, playing table football outside after school in the sunshine, eating outside, helping to bake bread.*
 - *Are there things you wouldn't enjoy? For example, helping your mother with the washing in the evening. Do you help your mother?*
 - *Did anything surprise you?*

Activity 3.1 (25 min)

What's your day like?

- Invite learners to mime activities relating to their own daily activities for others in the group to guess. Ask each learner who mimes what time of day they usually carry out this activity. Some may talk in terms of morning, afternoon or evening, while others may be able to name a more specific time of day.
- Select learners to mime activities either quickly or slowly, with those learners working at P7-8 timing how long they take using a stopwatch or counting steadily.
- Ask learners to draw a story board of activities they carry out at particular times of day or to sequence photographs of events in their daily lives or during the school day.

Extension task

- Show learners times on different clocks or flashcards representing clocks, including analogue and digital clocks. Ask them to match simple times, for example, matching 7pm on a digital display with seven o'clock on an analogue display.

Activity 3.2 (10 min)

Harika's day

- Remind everyone that at the start of the session they looked at Afework's day. Show slide 12 and explain that learners are now going to find out about Harika's day, but this time they are going to guess what time of day she does the activities shown. Show slide 13 and ask learners what time of day they think Harika gets up. Click onto slide 14 to find out the answer. *Note that the activities are shown in the order in which she does them.*

- Show slides 15-26, allowing time for learners to guess the time of day on one slide before revealing it on the next. Some learners may just guess morning, afternoon or evening.

Extension task

- Using slides 27-31, support learners to calculate how long each activity takes. You could then encourage the class to compare the length of time it takes Afework and Harika to do these activities with the time it takes them to do the same thing and discuss possible reasons for differences.

Plenary (10 min)

- Encourage learners to reflect on Harika's life, Afework's life and their own lives. Talk with them about how each spends their time, emphasising similarities as well as differences.
- Ask learners if everyone in their own class spends their day in exactly the same way as everyone else. This will not be case because each child is an individual. Use the differences to highlight how Harika and Afework are also individual children from India and Ethiopia. This means that not all children in these countries will spend their time in the same way as Harika and Afework, just as not everyone in their own class spends their time in the same way.

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