# Idea 19

## Lesson plan: Mastering time estimation

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| **Section** | **Activity** | **Objective** | **Notes for the teacher** |
| Introduction (10 minutes) | A brief discussion about time – how it is measured, its importance, etc. | Set the stage for the topic of time estimation. | Introduce the concept of time perception and estimation. Use questions to gauge students' initial thoughts and awareness.  Create a ‘safe space’ environment that encourages students to be kind and supportive – as part of neurodiversity awareness and different brains having different strengths and challenges. |
| Estimation station (20 minutes) | Students carry out a number of everyday activities in pairs, with one person doing the activity and the other timing them (e.g. tying a shoelace, writing their names a number of times, time it takes to walk from one point to another, etc.). The student who carried out the activity then estimates how long it took, without looking at the clock. | Understand students’ initial ability to estimate time. | Record each student’s estimation and the actual time taken. Make the activity competitive to add a fun element (use tokens or stickers as rewards). |
| Time trials (15 minutes) | Various stations with different tasks that take a specific amount of time to complete. Students estimate the time before starting. | Provide hands-on experience in time estimation and build awareness of personal time perception. | Offer guidance and encouragement. This is not just a game but a learning experience. Ensure the tasks are age-appropriate and safe. |
| **Section** | **Activity** | **Objective** | **Notes for the teacher** |
| Reflection round table (10 minutes) | Students share their experiences – challenges and surprises encountered during the time trials. | Promote reflection and discussion about individual time perception and its variability among peers. | Foster an environment of respect and empathy. Highlight that it’s okay to have different time perceptions and that understanding this helps in teamwork and communication. |
| Wrapping up (5 minutes) | Summarise key learnings. Each student writes down one thing they learned about their time perception and one thing they learned about a peer’s. | Reinforce learnings and cultivate empathy. | Emphasise that the goal is not to be perfect but to understand and improve. Commend students for their participation and discoveries. |