



Years 1/2/3

30-40 mins

TEACHER



Self improvement

Make an Hour Glass Timer

WHAT YOU NEED

Instruction sheet. Items listed.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	
Integrity	

INSTRUCTIONS

1. Prepare the items listed on the instruction sheet.
2. Set tables up - sand, tape and scissors will need to be shared.
3. Create a discussion about the measurement of time. What other things measure time? (clocks, watches). When and why would you need to measure time?
4. Follow the steps.
3. Help the children to measure the time it takes for the sand to go from one bottle to the other. Were there big time differences between them? Ask the children why this might happen (the amount of sand is different in each). Which timer took the longest? How long? Which timer took the shortest amount of time? How long?





You will need:

- ✓ 2 x empty soda bottles with lids
- ✓ Fine sand (enough to fill each bottle halfway)
- ✓ Strong tape
- ✓ Scissors



STEP 1



- ✓ Make sure each bottle is clean and dry.
- ✓ Fill one bottle halfway with fine sand.

STEP 2



- ✓ Cut a hole in the top of both plastic lids. Make sure these holes are similar in size and shape. **For younger children, prepare these ahead of time, as the hard plastic lids are difficult to cut.**

STEP 3



- ✓ Place the lid back onto both bottles.
- ✓ Rest one bottle upside down on top of the other, making sure the lids match up neatly and the holes are level.
- ✓ Tip your hour glass timer over to ensure the sand runs freely from one bottle to the other with no leaks. Tape both bottles lids together.





Years 1/2
20-30mins

TEACHER

Daily Routine



Self improvement

WHAT YOU NEED

Sam's Daily Routine - Display this on a large screen or print enough for one per child.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

INSTRUCTIONS

1. **Sam's Daily Routine.** This is a simple time telling activity and can be completed as a group or individually.
Children read the time on the clock, next to the numbered picture, and write this time in the space provided.



Sam's Daily Routine



Sam wakes up at O'Clock.

1



He eats breakfast at .

2



He cleans his teeth at O'Clock.

3



Sam leaves for school at .

4



School starts at O'Clock.

5



School finishes at O'Clock.

6



Sam eats dinner at .

7



He goes to bed at O'Clock.

8





Years 2/3

30-40mins

TEACHER

Daily Routine



Self improvement



WHAT YOU NEED

Sam's daily routine - Display this on a large screen or print enough for children.

My daily routine - Printed, one per child.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

INSTRUCTIONS

1. **Sam's Daily Routine.** This is a simple time telling activity and can be completed as a group or individually. Children read the time on the clock, next to the numbered picture, and write this time in the space provided.

2. **My Daily Routine.** As an extension to the first activity, children can now create their own daily routine. Children draw the hands on the clock, next to the numbered picture, and then write this time in the space provided. Sam has been removed from each picture, so that children can draw a picture of themselves completing each routine task.



Sam's Daily Routine



Sam wakes up at .

1



He eats breakfast at .

2



He cleans his teeth at .

3



Sam leaves for school at .

4



School starts at .

5



School finishes at .

6



Sam eats dinner at .

7



He goes to bed at .

8



My Daily Routine

I wake up at .

1

I eat breakfast at .

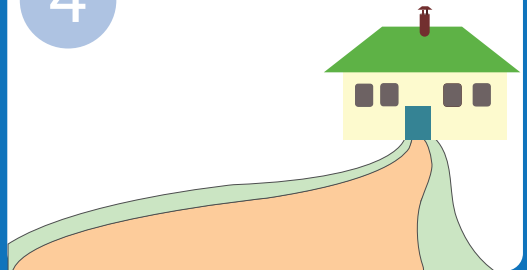
2

I clean my teeth at .

3

I leave for school at .

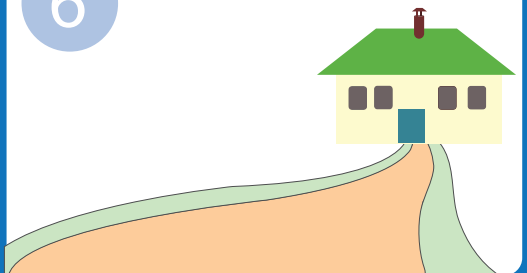
4

School starts at .

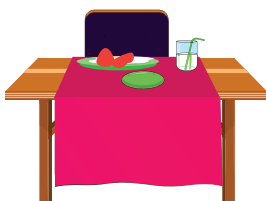
5

School finishes at .

6

I eat dinner at .

7

I go to bed at .

8





Years 1/2/3

30-40 mins

TEACHER

Minute to win it!



Self improvement

WHAT YOU NEED

Suggested Activity List. Items required for each challenge:

- Years 1/2** - Balls, 1 chair and 2 x larger containers. **Years 2/3** - Marbles, chopsticks, plastic cups.
- Years 1/2** - 2 or 3 large bolts. **Years 2/3** - 2 or 3 small bolts.
- Years 1/2/3** - 6 or 12 cups.
- Years 1/2/3** - Bucket, water, apples.
- Years 1/2** - 1 correct key and 6 padlocks. **Years 2/3** - 2 correct keys and 8 padlocks.
- Years 1/2** - Empty tissue box, taped to a belt or rope with 4 table tennis balls. **Years 1/2** - 6 table tennis balls.
- Years 1/2** - Wool gloves, packet or gift to unwrap. **Years 2/3** - Oven gloves, knife and fork, food to cut.
- Years 1/2/3** - Hula hoop.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

INSTRUCTIONS

- These activities help children to understand what a minute feels like, when they are trying to complete a task.
- Using a stop watch, set it to count down from 60 seconds. Each challenge should be completed within that time.
- Create a supportive environment with children cheering on the person who is attempting to beat the clock.
- Create a discussion. Which challenge was the hardest to complete in the time? How long do you think you would have needed?





Suggested Activity List

<p>1</p> <p>SUGGESTED ACTIVITY</p>	<p>Moving balls or mables</p>  <p>Years 1/2 - transfer balls from one container to another, using your feet.</p> <p>Years 2/3 - transfer marbles from one container to another, using chopsticks.</p>
<p>2</p> <p>SUGGESTED ACTIVITY</p>	<p>Undoing the bolts</p>  <p>*Years 1/2 - undo and remove the nuts from 2 or 3 large bolts.</p> <p>*Years 2/3 - undo and remove the nuts from 2 or 3 smaller bolts.</p> <p>*Use only as a rough guide.</p>
<p>3</p> <p>SUGGESTED ACTIVITY</p>	<p>Stacking cups</p>  <p>Years 1/2 - stack 6 or 12 cups.</p> <p>Years 2/3 - stack and unstack 6 or 12 cups.</p>
<p>4</p> <p>SUGGESTED ACTIVITY</p>	<p>Post it Note challenge</p>  <p>Working in pairs, children have one minute to stick as many post it notes on their partner as possible.</p> <p>The winner is the person that has used the most post it notes.</p>
<p>5</p> <p>SUGGESTED ACTIVITY</p>	<p>Find the right key</p>  <p>Years 1/2 - find one correct key from a small selection to open one padlock.</p> <p>Years 2/3 - find two correct keys from a small selection to open two padlocks.</p>
<p>6</p> <p>SUGGESTED ACTIVITY</p>	<p>Junk in the trunk</p>  <p>Years 1/2 - shake 4 balls free from an empty tissue box attached around the body.</p> <p>Years 2/3 - shake 6 balls free from an empty tissue box attached around the body.</p>
<p>7</p> <p>SUGGESTED ACTIVITY</p>	<p>The gloves game</p>  <p>Years 1/2 - using wool gloves, unwrap a packet or gift.</p> <p>Years 2/3 - using oven gloves, cut a food item with a knife and fork.</p>
<p>8</p> <p>SUGGESTED ACTIVITY</p>	<p>Hula hoop challenge</p>  <p>Years 1/2 - the child that can complete the most hula hoop turns in a minute wins.</p> <p>Years 2/3 - keep the hula hoop going for the full minute.</p>



Years 1/2/3

30-40 mins

TEACHER

The Rhythm Game



Self improvement

WHAT YOU NEED

Rhythm clapping sheet.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

INSTRUCTIONS

- 1. Explain what the rhythm is** - The rhythm is the way the words go.
- 2.** Clap out the rhythm for each food word, counting out each syllable.
- 3.** Practice the additional actions - clapping both hands together with a partner - clicking fingers - stamping feet in time with the rhythm. Apply these to the food words until the children are confident with each action.
- 4.** Starting with level 1, join the action to the word:
Level 1 - Clap for *Egg*, clap both hands together with a partner for *Ba - con*, stamp feet for *Cup - of - tea*.
- 5.** Move through the levels, according to the ability of your students.
- 6.** You may wish to create your own rhythm patterns or add more actions.



01



Clap out the rhythms for each of these food items...

Ce - re - al	Egg	Toast	Ba - con	Milk	Wa - ter
Sand - wich	Chips	Ap - ple	Pear	Ban - na - na	Cup of tea
Spag - het - ti	Bur - ger	piz - za	Fish and Chips	O - range juice	Su - shi

02

Follow the rhythms - the colours tell you which action to use for each.



Clap your hands



Clap hands with a partner



Click your fingers



Stamp your feet

Level 1



Level 2



Level 3

