



EduTrend Contents

P4C · TIME AND CHANGE · PRIMARY

Can Time Go Faster?

Clock time and felt time

Ages 8–11

Level: Developing

45 minutes

Whole class circle · up
to 30

Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 · AT A GLANCE

Can Time Go Faster?

Pupils hear an invented story about twins on the same day: one waits for a doctor's appointment while the other plays at a birthday party. Both days last exactly three hours by the clock, but one twin says it took forever and the other says it flew by. Pupils create questions and enquire into whether time can really go faster.

Learning outcomes

By the end of the session pupils can:

- distinguish clock time and felt time;
- give examples from experience;
- reason about what is real;
- build on others' ideas.

KEY WORDS

clock · feel · fast · slow · measure · real

CURRICULUM LINKS

Maths: measuring time. Science: how clocks work. English: time in stories.

1**STIMULUS**

Share something to think about

2**THINK**

Quiet thinking time

3**QUESTION**

Create and choose a question

4**ENQUIRE**

Reason together

5**BUILD**

Agree, disagree, add

6**REFLECT**

Last words

Materials (per class)

- Twins story
- Clock and feel chart
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

ACTIVITY 02 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–8 min Stimulus	Read the twins' story.	<i>"What did you notice?"</i>
8–18 min Questions	Pupils create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
18–40 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Can time go faster?"</i>
40–45 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Explain whether time can go faster, with an example.

ACTIVITY 02 · FACILITATOR NOTES

The philosophy in brief

Clocks measure time by regular changes, such as the swing of a pendulum or the vibration of a crystal.

How long time feels depends on attention, mood and activity.

Common ideas to listen for

- “Felt time is not real.” Our experience is real, even if clocks disagree.
- “Clocks are always right.” Clocks can be wrong.
- “Everyone feels time the same way.” People differ.

Adapting the activity

Support

Compare two activities.

Stretch

Ask: could there be a clock for felt time?

WORKSHEET 1

Our questions

Name: _____

Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Clock or feel?

Compare.

Clock or feel?

Activity	Clock time	Felt time

WORKSHEET 3

Last words

Before and after.

Which is the real time, clock time or felt time? Before the enquiry I thought...

Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Asks a philosophical question	Gives reasons and examples	Listens and builds on others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Can Time Go Faster? is a sample activity from the EduTrend Contents P4C Time and Change programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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