

1

The early starter

Set two students going with one of them allowed to begin before the signal, and ask the class whether this is a fair way to find out which job takes longer.

"Is this a fair way to find out which job takes longer?"

"Set it up so it is fair."

A student at this level stops the run, says both have to start together, and restarts it with one signal for both rather than waiting to be told to.

2

Which job really took longer

Run a pair where one job finishes first but that student began two counts early, and ask which job really took longer.

"Which job really took longer, and how do you know?"

"Can we tell from this run?"

The answer is that the early start makes the finishing order unreliable, and the run has to be done again from a shared start before anything can be said.

3

It felt slow

Have a partner claim their job took longer because it felt slow, not because it finished last. Students answer using the sentence.

"They say theirs took longer. Use the words I took longer because to tell me what really happened."

"Is that about the clock or about the feeling?"

4

Design a fair race

Pairs choose two job cards, decide who gives the signal, set the rule for when each job counts as finished, and run it for the group. The group only accepts the result if the finish line for both jobs was named before the start.

"Choose your two jobs. Tell us when each one counts as finished."

"Who is giving the signal?"

Job cards

thread 10 beads

build a tower of 8 blocks

do up 4 buttons

put on both shoes

pack away the blocks

draw 5 circles

do a 6 piece puzzle

write your name twice

put on a jumper

stack 10 cups

tie a bow

count to 20

Blank cards for jobs the class chooses
