

COMPUTER SCIENCE & DIGITAL FLUENCY SMART START GRANT LESSON PLAN

Date: April 2026		Unit/Lesson: How Long Does A Minute Actually Feel?	
Approximate Time (in minutes) to complete lesson: 30 minutes		Grade Level:	
Materials and/or Resources: Canva Slide Deck Digital Timer Analog Clock Exit Ticket		CSDF Concept/Standard Addressed: ☒ Impacts of Computing ☒ Computational Thinking ☐ Networks and Systems Design ☐ Cybersecurity ☐ Digital Literacy	
Student-friendly “I Can” Statements: I can use our class data to tell a story about time and explain why we use clocks to be precise.		Vocabulary Words: Data Internal Clock vs. Analogue Clock Data Collection Tool	
ENGAGING THE LEARNERS		• Invite students to put on their "Scientist" hats to test a hypothesis: "Do we have a Superclock inside our own brains?" • Briefly review how we measure time (seconds, minutes, hours) and the tool we usually use (clocks). • Ask, "If I take away the clock, do you think you can still tell exactly when a minute is over?"	
EXPLORING THE CONCEPT		• Conduct the "Eyes Closed" experiment. Use a digital stopwatch as the Data Collection Tool. • Instruct students to raise their hands and open their eyes only when they feel 60 seconds have passed. • Students immediately look at the timer to find their personal Data Point and record it on a whiteboard or sticky note. • Emphasize the importance of not looking at neighbors to ensure the data is "clean" and truly reflects their own internal clock.	

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EXPLAIN THE CONCEPT(S)	• Use the Slow Reveal Graph routine to plot the dots on a number line without showing the scale first. • Formally introduce terms like Data (information), Cluster (where dots clump together), and Outlier (the lonely dots). • Ask students to interpret the "shape" of the dots. "What does this clump tell us about how our class feels time?" • Standard Connection (2-3.CT.3): Explain that the graph is a visualization that tells a story more clearly than a messy list of numbers.
ELABORATE	• Discuss the "What if?" scenario: "What would happen if the school used our 'brain clocks' to decide when lunch started?" • Connect the need for Precise Tools (digital/analog clocks) to how we stay organized as a society (Standard 2-3.IC.1). • Compare the analog clock (with its hands) to the digital timer. Ask students why a computer might be better at "counting" the data points of time than a human. • Have students write one "Expert Fact" for their nonfiction books using the data from the graph (e.g., "Most people in 2M think a minute is shorter than it really is").
EVALUATE: Assessment of Student Knowledge: ☐ Informal (observation, student work sample, etc..) ☐ Formal (formative or summative)	
Cross Curricular Links (standards): Math: NY-2.MD.7 - Tell and write time from analog and digital clocks to the nearest five minutes.	

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Homework / Notes / Reflection: