



Digital Literacy Curriculum Resource

Module 1 Mouse and Navigating



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



Funded by:
Immigration, Refugees
and Citizenship Canada

Financé par :
Immigration, Réfugiés
et Citoyenneté Canada

Learning Objectives

1. Basic parts of the computer
 - Turn on the computer and screen
 - Sitting correctly / in a healthy way
2. Holding the mouse / placing a hand on the laptop touchpad
 - Mouse/touchpad ergonomics
3. Moving the mouse
 - Hovering over objects
4. Clicking
5. Double clicking
6. Cursor shapes
7. Scroll
 - Clicking, dragging and dropping

Pre-requisite Skills

- Physical ability to hold a mouse/ use a touchpad
- Ability to recognize very simple symbols

Preparation

- Set up the room with computers or laptops for each student.
- Make sure laptops or computers are ready to use and don't need to run updates before using.
- Make sure the teacher and student computers / laptops have some files, folders and icons on the desktop screen to demonstrate moving the mouse, hovering, clicking and click, drag and drop.
- Turn on the teacher computer.
- Don't turn on the student computers. You will show them how to do that later in the lesson to build independence.
- Turn on the interactive whiteboard or projector or print out visuals in large format to teach concepts.
- Put extra loose mice on each table.
- Read through the lesson outline and notes for the teacher.
- Print the handouts for students.

Notes about the lesson:

- Learners may be apprehensive during this first lesson. Let them know it's ok to make mistakes. That is how they will learn. Keep this in mind. Encourage them throughout the lesson.
- In the lesson, the --> symbol is used to give the answer when it's a part of the script. Otherwise, the word 'Answer' is used.
- Vocabulary: Don't spend time teaching vocabulary. Instead, demonstrate where things are on the computer and how they work.

Materials

- Desktop computers or laptops
- Computer mice connected to computers
- Loose mice on each table to practice
- Open on each computer:
<http://www.koalastothemax.com/>
- Create 6 empty folders on each desktop
- Create 6 new blank document files on each desktop
- Paint or Paint 3D program on each computer (Most computers have this or something similar already installed)

Visuals

- Module 1-Literacy/CLB 1-Introduction to the Module-Visual
- Module 1-Literacy/CLB 1-Digital Skill 1-Learn-Visual A
- Module 1-Literacy/CLB 1-Digital Skill 1-Learn-Visual B
- Module 1-Literacy/CLB 1-Digital Skill 2-Learn-Visual A
- Module 1-Literacy/CLB 1-Digital Skill 2-Learn-Visual B
- Module 1-Literacy/CLB 1-Digital Skill 6-Learn-Visual

Handouts

- Module 1-Literacy/CLB 1-Digital Skill 1-Learn-Handout
- Module 1-Literacy/CLB 1-Digital Skill 7-Learn-Handout
- Module 1-Literacy/CLB 1-Digital Skill 7-Practice-Handout

LESSON

Introduction to the Module

Maximum 10 minutes

Welcome learners. Introduce yourself, ask them to introduce themselves. Say:

*Welcome. This is computer class. My name is...
What's your name?*

Write your own name tag and have students do the same.

Point to the computer and ask students:

*What's this? --> a computer (or laptop)
Easy or difficult for you? --> (students answer)*

Acknowledge computers are sometimes difficult for you too.

Sometimes difficult for me

Go over the outline of the whole computer skills curriculum if you are teaching all the modules over a period of time. Display just the title of each module so learners have an idea of what will be covered.

Display on the interactive whiteboard and /or give as a hand out:
Module 1-Literacy/CLB 1-Introduction to the Module-Visual

Go over what they will learn in today's session, Module 1. Tell them as you use gestures:

- Today, we do:*
- *Parts of the computer*
 - *Turn on the computer and screen*
 - *Sit correctly*
 - *Hold the mouse*
 - *Use the mouse / laptop touchpad*
 - *Clicking*
 - *Double clicking*
 - *Cursor shapes*
 - *Scroll*
 - *Clicking, dragging and dropping*

Review

No review

DIGITAL SKILL 1

Approximate
time 25-35 min

Basic parts of the computer How to turn on the computer Sitting correctly / in a healthy way

Information for the teacher:

Do not spend time teaching vocabulary. Demonstrate where things are on the computer and how they work.

Objective

Students will be able to:

- turn on the computer
- name basic parts of the computer
- know how to sit correctly / in a healthy way

Vocabulary

- **laptop** – a small portable computer
- **screen** – a flat part of the computer/laptop/phone where you can see pictures or words
- **keyboard** – a set of keys on a computer
- **mouse** – a small object that you move in order to do things on a computer screen
- **touchpad/trackpad** – a small flat surface on a laptop computer that you touch with your finger in order to move the cursor on the screen

Learn

Approximate
time 20-30 mins

Basic parts of the computer

Ask them/ elicit as you show them the following:

Computer / laptop
Screen
Keyboard
Mouse
or
Touchpad/trackpad

Give as a handout: **Module 1-Literacy/CLB 1-Digital Skill 1-Learn-Handout**
Go over each item a few times.

Review. Ask them:

Show me the keyboard, the screen, the mouse, the computer / laptop

Do not teach more computer parts vocabulary now.

How to turn on the computer

If teaching on desktop computers:

NB: This depends on the computers you are using to teach students. It could be one button or two.

Ask them/ Elicit as you show them:

Turn on the computer. How? Which button? --> Yes, this button.

NB: The power button looks the same on each computer and cell phones.

Display the Module 1-Literacy/CLB 1-Digital Skill 1-Learn-Visual A

Sometimes you push two buttons: one here (on the computer) and one here (on the monitor.)

Point to the visual and say:

Turn on your computer now.

If teaching on laptops:

Ask them/ elicit as you show them:

Turn on the laptop? How? --> Yes, you push this.

Desktop computers and laptops:

Explain:

You need to wait.

Draw an arrow on the board. As you point to the cursor, say:

Do you see this (arrow)? --> No. Wait. --> Yes. Ok you can use the computer

Sitting correctly/ in a healthy way at the computer

Elicit:

What's this? --> sit.

Model a few 'wrong' postures, then the best posture.

Is this ok? or this?

Display this visual on the Smartboard: Module 1-Literacy/CLB 1-Digital Skill 1-Learn-Visual B

Go over the visual:

Look at the picture. Your feet on the floor. The table like this. Sit up. Back on chair. Your eyes here. Arms like this. It's important.

Model bad posture again and say:

I sit like this... My back hurts, my arm hurts, my neck hurts.

Practice

Approximate time 3-5 minutes

Have students try sitting correctly at a computer:

Please sit at a computer now.

Check they are sitting in a correct way. Have them check each other. Say:

Check your partner. Ok or not ok?

Your turn

Approximate time:

No activity

DIGITAL SKILL 2

Approximate time: 20 mins

Holding the mouse/ Placing a hand on the laptop touchpad Using the mouse / touchpad in a healthy way

Information for the teacher:

Laptop touchpad: It is recommended to use the middle finger to move the pointer/tap

Useful resource for teachers:

<https://edu.gcfglobal.org/en/mousetutorial/mouse-tutorial/1/>

NB: Any of the GCF Global tutorial videos require Flash Player installed and enabled on your computer. Adobe will stop supporting Flash at the end of 2020.

Objective

Students will be able to:

- hold a mouse correctly / place a hand on the laptop touchpad correctly
- use the mouse / touchpad in a healthy way.

Vocabulary

- **mouse** – a small object that you move in order to do things on a computer screen
- **touchpad** – a small flat surface on a laptop computer that you touch with your finger in order to move the cursor on the screen
- **place** – another way to say “put”
- **button** – what you push to make the computer do something

Learn

Approximate time: 15 mins

Holding the mouse

Desktop computers:

Introduce learners to the mouse. Gather learners at one table.

Use one loose mouse to demonstrate and have others for students to use. Say:

What's this? --> mouse

Holding the mouse correctly

As you demonstrate say:

Hold the mouse. How? --> students try to show you

Put your thumb here

(on the desk on the left side of the mouse)

Your thumb here

(the indented part)

Put this finger here

(i.e. your index finger) (on the left mouse button lightly)

Put your middle finger here

(lightly on the right button)

These fingers here

(the ring and baby fingers should rest on the right side of the mouse, not the top)

Your hand like this

(wrist rests on the desk)

Using the mouse in a healthy way

It's important to use the mouse in a healthy way. Show how to keep your wrist and arm in a good position. You can hurt your wrist, hand and arm if you are not careful. Make sure your elbow is bent.

Say:

Be healthy.

Model bad wrist position and good wrist position.

Ouch. This is bad. This is good. Look at these pictures.

Display this visual on the interactive whiteboard and go over it:

Module 1-Literacy/CLB 1-Digital Skill 2-Learn-Visual A

Show how the mouse should be on a flat clear surface. Put some papers or books on the desk and the mouse on top. Ask:

Is this ok? --> no

Clear the desk and ask:

Is this ok? --> yes

Using the touchpad

Laptops:

Introduce learners to the touchpad. Elicit:

What's this? --> touchpad

Using the touchpad correctly

As you demonstrate say:

Elicit / Ask:

How do I use it? --> one student shows you.

Put your fingers here

(lightly on the pad)

Your middle finger here

(in the middle of the pad, to move the cursor)

Put this finger here

(pointer finger on the left below middle finger but not on the edge)

Using the touchpad in a healthy way

Say:

Be healthy

Show students how to keep their wrist, hand and arm in a good position.

They can hurt these if not careful.

Model bad wrist position and good wrist position.

Ouch. This is bad. ... This is good.

Look at these pictures.

Display: Module1-Literacy/CLB 1-Digital Skill 2-Learn-Visual B

Show how to move fingers around on the touchpad a bit.

<p>Practice</p> <p><i>Approximate time: 5 mins</i></p>	<p>Desktop computers: Give out loose mice for each pair / group of students at tables or have them sit at computer stations with computers off. Leave the visuals up from Learn. Say: <i>Practice. Hold the mouse.</i> Check each student. For a bigger group, as you go around and check, say: <i>Check your partner. Ok or not ok?</i></p> <p>Laptops: Have students sit in front of a laptop turned off and say: <i>Practice. Put your hand on the touchpad.</i> <i>Check your partner. Ok or not ok?</i></p>
<p>Your turn</p> <p><i>Approximate time:</i></p>	<p>No activity</p>
<p>DIGITAL SKILL 3</p> <p><i>Approximate time: 25-40 mins</i></p>	<p>Moving the Mouse Hovering over icons/folders, etc. on the desktop and toolbar</p> <p>Information for the teacher: When first learning mouse skills, instead of just holding and moving the mouse, learners often mistakenly click at the same time they move the mouse.</p> <p>Preparation: Make sure the student computers / laptops have some files, folders and icons on the desktop screen to demonstrate moving the mouse.</p> <p>Open this link on the teacher computer and on each student computer for the students before teaching this section: http://www.koalastothemax.com</p> <p>NB: Do not teach learners how to open a browser and find that site. They have not been taught those skills yet and it will cause confusion.</p>
<p>Objective</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • move the mouse and in turn control the cursor on the screen or • use the touchpad and in turn control the cursor on the screen
<p>Vocabulary</p>	<ul style="list-style-type: none"> • cursor – a line on a computer screen that moves to show where you are going to do something • screen – a flat part of the computer/laptop/phone where you can see pictures or words • desktop – what you see on the screen when you turn it on. It has icons and the taskbar • taskbar – the bar (usually) at the bottom of your computer screen. It has icons and open programs

- **touchpad/trackpad** – a small flat surface on a laptop computer that you touch with your finger in order to move the cursor on the screen
- **pop up** – to show when you move the mouse in that place
- **hover** – to put the cursor on a computer screen in a particular place without clicking
- **icon** – a small picture on a computer screen that you click on to give the computer an instruction

Learn

Approximate time:
5-10 mins

Moving the mouse – desktop computers

Show how to move the mouse and in turn move the cursor around the screen. Say:

Let's practice. Move the mouse.

Point to the cursor on the screen and say:

I move the mouse, and this moves. Do you see? Where is it now? Show me.

As you move the mouse say:

Move up... down... right... left... over here... or here.

Look at my hand. It's on the desk. That's good.

Up like this is not good.

(Show with arm up, not horizontal)

Show how you don't want the mouse too close to the edge of the desk and how you can pick up and move the mouse to a better place. Say:

The mouse here is not good.

Move the mouse. No problem. Here is good.

Using the touchpad – laptops

Show how to use the touchpad and in turn move the cursor around the screen. Say:

Practice. Use the touchpad. Put this finger here

(the middle finger in the middle area of the pad)

Move your finger, this moves.

(the cursor moves on the screen.)

Do you see this? (the cursor)

Where is it now? Show me.

As you move your finger on the touchpad, say:

Move up... down... right... left... over here... or here.

Look at my hand. It's on the desk. That's good.

Up like this is not good.

(Show with arm up, not horizontal)

Desktop computers and laptops:

Show how while moving the mouse/ using the touchpad, you don't click at the same time you move it.

Make a single click and elicit:

What's this? --> Click

Point to the cursor and as you do it say:

What's this? --> Cursor

Have students repeat the word “cursor” a few times.

Cursor... cursor ...

Move the mouse. Move the cursor.

Do not click.

Show what happens on an empty area of the desktop when you move and click at the same time. Say:

Don't click. Just move the mouse.

Move and click is not good.

Hovering over icons, files, folders etc.

Move the cursor around again over the pictures (icons) on the desktop. Ask:

I move the cursor. What happens? --> See? They change colour.

Show this a few times with different icons.

I can choose this.

Move the cursor again over other icons or folder on the desktop to reinforce this.

Then hover over the toolbar icons (e.g. time and date, wifi etc.). Ask:

I move here. Look. Does it change? --> Yes. Look. A name.

(Answer: Something may pop up to show more options, e.g. date, languages, wifi, etc.)

I can choose this.

Practice

*Approximate time:
5-10 mins*

Have students practice holding the mouse / moving a finger on the touchpad without any clicking.

Gather students around one computer and as you demonstrate, say:

Let's practice. Move the mouse/ Use the touchpad.

Hold the mouse. Move it. Don't click.

Move it to the pictures (icons) on the screen. What happens? --> Yes, they change colour.

As you point to the icons on the desktop say:

Move it over all the pictures (icons and folders). See? They change colour.

Now go to your computer / laptop. Practice.

Write on the board:

Hold the mouse

Move the mouse

or

Use the touchpad

Go around and check each student is doing it correctly.

Your turn

*Approximate time:
15-20 mins*

Moving only / Hovering (no clicking)

<http://www.koalastothemax.com/>

NB: Teacher needs to open this on each student computer prior to class.

Students do more practice. They move the mouse over the circles until they reveal a picture of a koala.

Model how to use the program as you say:

Now practice more. Move the mouse.

One minute. I will open this for you.

Move the mouse (over each circle). Look.

The circles get smaller and smaller as you move the mouse over them. Keep moving over all the circles until you see the picture. Say:

Ok now go to your computer.

I will come and open this for you.

Move the mouse over the circles. All the circles.

Tell me when you see the picture.

Give them 5 minutes and then ask:

What is the picture? --> Yes, it's a koala

NB: Do not teach students the steps of how to open this. It will confuse or overload them. They have not yet learned the required skills. Instead, open it for each student.

DIGITAL SKILL 4

*Approximate time:
20-30 mins*

Clicking (single left-click)

Information for the teacher:

Single click is commonly used to open files and programs on the taskbar (as well as online links)

Common problems using a mouse:

When first learning mouse skills, students often mistakenly do the following:

- Click too hard. (It should be a gentle action.)
- Let go/ lose grip of the mouse when clicking.
- Move the mouse when clicking
- Double click instead of single click (and vice versa)

Preparation: Make sure you have Paint 3D (or a similar paint program) on the computers / laptops.

Objective

Students will be able to:

Desktop computers:

- Move the mouse and then (single left) click on items on the screen
- Understand that "click on X" means a single click on X

Laptop computers:

- Move a finger on the touchpad and then (single left) click on items on the screen
- Understand that "click on X" means a single click on X

NB: It's also possible to attach a mouse to each laptop if you want to teach how to use a mouse instead of or in addition to a touchpad. Many people find this easier.

Vocabulary

- **click** – to press and release a button on a mouse or press and release a finger on the touchpad

Learn

*Approximate time:
10-15 mins*

Mouse (desktop computers) or touchpad (laptops)

Gather students around one computer and display the desktop screen on the interactive whiteboard / projector.

Mouse:

As you model how to move the mouse and do a single left click on the open screen (not on an icon or folder), say:

Move the mouse. What's this? --> yes, the cursor.

Move the cursor here.

(So, the cursor goes to an open, blank area. Click once with the left mouse button.)

As you do it, say:

What is this? --> click

Do it multiple times. Say:

Click... click... click

Touchpad:

As you model how to move the middle finger on the touchpad to a place on the open screen and use the pointer finger to click, say:

Move this finger.

What's this? --> yes, the cursor

Move the cursor here.

Click once.

What is this? --> click

Do it multiple times. Say:

Click... click... click

Make sure learners see how you use your fingers on the touchpad. Say:

Look.

If using a mouse, they will hear the sound, if using laptops, it will be a very quiet sound.

Point to the taskbar on the desktop and say:

Here, click once to open.

Move the cursor to an icon on the taskbar on the desktop and show how a single click opens it. Say:

Open this... One click... click

As you demonstrate, say:

Close this... One click.

Click here. One click on the X. Close it.

Repeat this 3-4 times with different icons to show clearly. Just open the programs then close them.

Then click on some other icons. E.g. Start --> Power then notice the 3 choices but don't click on them: Sleep, Shut down, Restart

NB only click on icons/browsers on the taskbar, not on the desktop screen (the latter requires double clicking).

Review and elicit:

How do I close this? --> click here / on the X

Where is the X? --> point to the X

Practice

*Approximate time:
10-15 mins*

Give the students time to practice. Say:

Practice click. Open and close. Click to open. Click the X to close.

Open 5 and close them.

Go around and monitor and support as needed.

Have students finish by closing anything they opened. Say/ Elicit:

Please close.

How do you close? --> Click here / on the X.

Your turn

Approximate time:

No activity

DIGITAL SKILL 5

Approximate time:
25-30 mins

double click

Information for the teacher:

Double click is used to open files, folders and icons / programs on the desktop (not on the taskbar, which requires a single click).

Common problems using a mouse:

When first learning mouse skills, students often mistakenly do the following:

- click too hard (It should be a gentle action)
- let go/ lose grip of the mouse when clicking
- move the mouse and click at the same time
- double click instead of single click (and vice versa)

Objective

Students will be able to:

- move the mouse / a finger on the touchpad and then double click on items on the screen
- understand that “double click on X” means clicking twice on X, not just once
- understand when to use a single click or a double click

Vocabulary

- **double click** – to quickly press a button on a mouse or touchpad twice

Learn

Approximate time:
10-15 mins

Desktop

Show how to move the mouse/ move a finger on the touchpad and do a double click.

Gather students around one computer.

Display the desktop screen on the interactive whiteboard / projector.

Model how to move the mouse and double click on the open screen (not on an icon or folder). If using a mouse, they will hear the sound, if using laptops, it will be very quiet.

As you click once, elicit:

What is this? --> click

As you double click ask:

What is this? --> double click

Do it multiple times.

Click... double click... click... double click...

Laptop touchpad

Show how to click twice with the pointer finger after moving the cursor with the middle finger. Say,

Look. I move the cursor with... this finger. (the middle finger)

I double click with... this finger. (the pointer finger)

Do it multiple times.

Both desktop and laptops

Point to an icon or a folder on the desktop (not the taskbar) and say:

To open here, we double click.

Move the mouse to one icon or folder on the desktop and show how a single click doesn't open it. Then show how a double click opens it. Say:

Open this. One click is no good. I double click to open.

As you demonstrate, say:

Close with one click. Click on the X to close.

Repeat this 3-4 times to show clearly. double clicking on different folders or icons to open them, then closing them with a single click on X.

Review. Elicit:

I want to close. Click or double click the X? click

Where is the X? point to the X

Point to the desktop (not taskbar) and ask:

I want to open. Click or double click? --> double click

Point to the taskbar and ask:

I want to open. Click or double click? --> click, not double click

Practice

Approximate time:
15 mins

Give the students time to practice double clicking. Say:

Now you practice. double click and single click.

Point to the desktop icons (not the taskbar) and say:

Open and close... open and close.

double click to open. Click here (on the X) to close.

Open and close things

Go around and monitor and support as needed.

Have students finish by closing anything they opened. Say/ Elicit:

Please close.

Click on the X.

Your turn

Approximate time:

No activity

DIGITAL SKILL 6

Cursor shapes

Approximate time:
20-30 mins

Information for the teacher:

Objective

Students will be able to:

- recognize common cursor shapes

Vocabulary

- **cursor** – a line on a computer screen that moves to show where you are going to do something
- **browser** – a program used to go on the internet

Learn

Approximate time:
10 mins

Cursor shapes

Demonstrate how to open a browser, without using the term 'browser'. Have students do the same on their computers. Say:

Find this. (point to a browser icon)

Double click to open.

Move the cursor around the screen. Point to the cursor and ask:

What's this? --> Yes. The cursor.

Now, It's like this (an arrow.)

Draw one on the board.

Move the cursor to the address bar. Say:

The cursor changed --> Now it's an I.

Draw one on the board.

I can type here.

Bring the mouse to an icon or link. Say:

Now it's a hand.

Draw one on the board.

I can click to open.

Display the visual of common cursor shapes:

Module 1-Literacy/CLB 1-Digital Skill 6-Learn-Visual

Elicit as you point to each image:

A hand... I can click to open.

An I ... I can type.

An arrow... I can click.

Practice

*Approximate time:
10-20 mins*

Give as a handout to reinforce:

Module 1-Literacy/CLB 1-Digital Skill 6-Learn-Visual

Have students colour each cursor shape a different colour.

Have students practice moving the cursor around the screen and observing how the cursor shapes change. Say:

Work with your partner.

Move the mouse. Look at the cursor. Tell your partner:

"It's an arrow/ an I/ a hand."

"I can click to open / type / click."

Have learners leave the browser open on their computers for the next activity.

DIGITAL SKILL 7

Approximate time:
60-90 mins

Scroll
Click, drag and drop

Information for the teacher:

Common problems using a mouse:

When first learning mouse skills, students often mistakenly do the following:

- click too hard. (It should be a gentle action.)
- let go/ lose grip of the mouse when clicking.
- move the mouse when clicking
- double click instead of single click (and vice versa)
- forget to hold the mouse down when they drag

There are different ways to scroll.

Teach learners the easiest way(s). With the mouse: using the scroll wheel. With the laptop touchpad: using 2 fingers (from the same hand)

NB: These skills can be very challenging for new computer users.

Preparation:

Be sure to create and save the following on the teacher’s and students’ desktops:

- 6 empty folders to move around the screen and practice drag and drop (Create these quickly by right clicking on the desktop screen -- New -- Folder)
- 6 (or more) blank documents to drag and drop (Create these quickly by right clicking on the desktop screen -- New -- MS Word Document)

Check that all of the computers have the program Paint or Paint 3D.

Most computers have a paint program installed, so students can use this at home or at the library.

Objective

Students will be able to:

- use the scroll wheel
- scroll using the cursor on the scroll bar
- click, drag and drop documents into folders on the screen

Vocabulary

- **scroll** – to move information (text, pictures etc.) up or down a computer screen so you can see it.
- **scroll bar** – a long, thin strip at the side/at the bottom of a computer window used for moving information up, down, or across the screen
- **drag and drop** – to move something from one place to another across a computer screen. To do this you click and hold down the left mouse button on the item you want to move. Then, move the cursor to the place you want to move the item. After that, release the mouse button.
- **file** – a computer document
- **folder** – a place on a computer where files (documents, photos, videos or programs) can be saved. Saving things in folders helps you to find things more easily, be more organized.

Learn

Approximate time:
15-20 mins

Scroll

Briefly move the cursor and show scrolling, say:

Go up.

Go down.

Left... right...

Mouse

Demonstrate how to scroll with a mouse 2 ways:

1. Scroll wheel

Hold the mouse and use the scroll wheel. As you demonstrate, say:

With the mouse, 2 ways.

1, like this. (use the scroll wheel on the top of the mouse).

Which finger? --> this one (the middle finger)

Demonstrate by moving the scroll wheel on the mouse forwards/ away from you and then backwards/ toward you.

Do this a few times so it's clear how.

2. Click and drag on the scroll bar

2, like this

Demonstrate how to move the mouse / the cursor over to the scroll bar on the right side of the screen, click on it and drag it down or up. Point to it

Click.

Hold down.

Move the mouse... Drag.

Then move it forwards to move the bar up. Say:

Click.

Hold down.

Move the mouse... Drag.

Demonstrate this a few times. Emphasize the need to hold the fingers down as you move them.

NB: It's hard for new computer users to do this.

Practice

Your turn. Practice

Give learners 5-10 minutes to play with the scroll wheel and also click and drag with the scroll bar using the browser window that they already have open from Digital Skill 6.

Touchpad

Demonstrate how to scroll on the touchpad. Put two fingers (from the same hand), the middle and pointer fingers, on the pad at the same time and move them forwards and backwards. In some programs, you can also move left or right. Say:

2 fingers. Like this.

Click... and drag

Demonstrate a few times. Emphasize the need to hold the fingers down as you move them.

NB: It's hard for new computer users to do this.

Practice

Your turn. Practice

Give learners 5-10 minutes to practice scrolling with the touchpad using the browser window that they already have open from Digital Skill 6.

Click, drag and drop

Gather students around one computer.

Display the desktop screen on the interactive whiteboard / projector.

As you demonstrate again, elicit:

What's this? --> click... and drag

Watch.

Move a folder on the screen to a new place by clicking and dragging it.

Move this. I click... drag... And drop.

Demonstrate this 4-5 times.

Mouse

Model how to move the mouse, click, drag and drop:

As you click and release the mouse button, elicit:

What is this? --> click

As you do it, say:

Click. Hold down. Move the mouse.

Click, hold down and... move the mouse.

Let's click here (on a folder) now.

Drag it here. (to a different place on the screen. An empty space) Click... drag drag drag drag... here... and... drop.

Emphasize how you let go/release the button.

Click... drag... and drop

Do this again with another folder

Click... drag... and drop

Repeat with 4 or 5 folders.

Repeat this sequence a few times with the folders you created on the desktop.

Reinforce: As you click ask:

What is this? --> click

Then I (pause) --> drag

And then? --> drop

Do it multiple times.

Click... drag... drop...

Practice

Say:

You practice now.

Give learners 5-10 minutes to drag the folders around on their desktops.

Touchpad

Model how to move click, drag and drop on the touchpad using two hands.

Say:

Move the cursor. Use this finger.

The right pointer.

Go here.

To the folder you want to move.

Click on it.

Use the left pointer finger.

Hold down.

The left finger down.

Drag... and drop.

Use the right finger to drag and drop the folder.

Repeat this a few times with the folders you created on the desktop.

Reinforce: As you click ask:

What is this? --> click

Then I (pause)... drag

And then?... drop

Do it multiple times.

Click... drag... drop...

Practice

Say:

You practice now.

Give learners 5-10 minutes to drag the folders around on their desktops.

Reinforce.

Give as a handout:

Module 1-Literacy/CLB 1-Digital Skill 7-Learn-Handout

Go over it orally. Say the words and have students point to the pictures.

Elicit:

Again.

Which button do I click? --> This one. (left mouse button)

Which finger? --> This one (The pointer finger)

Move this... over here. (point to a different place on the screen)

Drag it here. Which hand and finger do I use?

etc.

Practice

Approximate time:
30 mins

Reinforce the learning of these skills.

Open the Paint or Paint 3D program on each computer for learners to practice moving the mouse and clicking.

Model well how to use it, saying:

Let's practice more.

Use Paint (or Paint 3D)

Write that name on the board.

Click "Start".

Type: Paint 3D.

Click to open. Click on "New". (this may be an icon only)

This is fun. Good for mouse skills.

Show the following:

How the pens and brushes are on the right side (or on the top if using Paint).

Paint: Click on the word 'Brushes'. Hover the mouse over the icons and show how words pop up: Marker, Oil Brush, Pencil etc.

Paint 3D: Hover the mouse over the icons and show how words pop up: Marker, Oil Brush, Pencil etc.

Choose Marker. Click on it. Just one left click. Say:

Click

Then move the cursor to the white area. Show how to write your first name.

Click and drag to write your name. Say:

Write your name.

Click... and drag

Demonstrate this a few times.

Then, make some lines or draw a picture somewhere for fun.

Open New (a new document.) It's a new (blank) page.

To open a new document:

With Paint: click "File-New-Don't Save"

With Paint 3D: click "Menu-New-Don't Save"

Now try different colours. Write your name again.

Demonstrate how to use a different colour for each letter:

Move the cursor to red, click on it. Then move the cursor back to the white area. Click and drag to write the first letter only. Then go and choose a different colour. Move the cursor to another colour, click on it. Then move the cursor back to the white area. Click and drag to write the second letter.

Keep doing that with different colours.

After that, open a new document again. Say:

Open, New.

Remember? --

With Paint: click "File-New-Don't Save"

With Paint 3D: click "Menu-New-Don't Save"

Now, demonstrate how to use a different pen or brush and different colours. Go back to the pens and brushes on the right side? Marker, Oil Brush, Pencil etc.? This time choose Oil Brush or Pencil. Again, choose a different colour for each letter of your name. See how it looks different with each pen or brush.

Practice

Say:

Ok, your turn now. Practice!

Before students start, review how to open Paint or Paint 3D. As you show again, say/elicit:

Open Paint (or Paint 3D program)

Click ... Start

Type: ... Paint 3D or Paint.

Click to open it.

Give handout of the visual steps of how to open and use Paint:

Module 1 Literacy/CLB 1 Digital Skill 7 Practice-Handout

Check students are ok. Say:

Are you ok? Did everyone open Paint?

Monitor and offer support as needed while they play with it to practice their mouse skills for 30 minutes.

5 minutes before they stop, give them a heads up. Say:

Ok. 5 more minutes.

Teach how to close the program. Build in time (5 minutes) to do that. Say:

Let's close now.

Click on the X.

Click "Don't Save".

Your turn

*Approximate time:
15-30 mins*

Optional extension activity to the Practice above

For faster learners or to use as a review and reinforcement activity:

Show learners other features on the Paint / Paint 3D program so they can practice mouse skills. (2D, 3D, or stickers, depending on the program you are using with students).

As you model, say:

Open new.

With Paint: click "File-New-Don't Save"

With Paint 3D: click "Menu-New-Don't Save"

Practice more.

Click on 2D. There are many shapes.

Choose one. Click on it.

Move the cursor here (to the white page area.)

Click again. See? (The shape should be there now)

Do again.

Choose a few other shapes and do the same thing.
Move them to a different place on the white page. Just click and drag them.
Show how to make them bigger or smaller. Move the cursor to the corner of the shape. Click and drag out the little square. Then click and drag it in. It gets bigger / smaller. Click on any of the little squares to change the shape.

NB: If you click outside of the shape, you cannot move or resize it again.

Model other features to individuals or pairs of faster learners.

Closing:

What have you learned today?

Review the skills learned and practiced in this module, or just what you covered today if you only did one / a few of the Digital Skills.

Ask a few concept-check questions. For example:

How do I hold the mouse? (have students show you)

Do I click or double click to open this? (on the toolbar/dock)

etc.

What are you going to do to practice on your own?

Have students say what they will do for independent practice before next session, e.g.

- Practice with the Paint program at home
- Practice with the EPA-Module 1

(NB: You need to show students how to use this first.)