



Digital Literacy Curriculum Resource

Module 1 Mouse and Navigating



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



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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. (see Materials below)
- 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
- 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-CLB 2/3-Introduction to the Module-Visual
- Module 1-CLB 2/3-Digital Skill 1-Learn-Visual A
- Module 1-CLB 2/3-Digital Skill 1-Learn-Visual B
- Module 1-CLB 2/3-Digital Skill 2-Learn-Visual A
- Module 1-CLB 2/3-Digital Skill 2-Learn-Visual B
- Module 1-CLB 2/3-Digital Skill 6-Learn-Visual

Handouts

- Module 1-CLB 2/3-Digital Skill 7-Practice-Handout

LESSON

Introduction to the Module

Maximum 10 minutes

Welcome learners. Introduce yourself, ask them to introduce themselves and say what they want to learn in this workshop

Please tell us 2 things: your name and one thing you want to learn in computer class.

Allow time to hear from everyone.

Ask students:

How do you feel using a computer? It's difficult for many people. Some people feel nervous. Practice and you will feel more comfortable.

Acknowledge that for you too, it can be difficult.

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 hand out:

Module 1-CLB 2/3-Introduction to the Module-Visual

Go over what they will learn in this session, Module 1.

Refer to the Learning Objectives on the previous page. Display them on the interactive whiteboard or write them on the whiteboard and tell them:

In this session, we will cover the following:

- Basic parts of the computer*
- Turn on the computer and screen*
- Sitting correctly / in a healthy way*
- Holding the mouse / placing a hand on the laptop touchpad*

(see Learning Objectives on the previous page)

Review

No review

DIGITAL SKILL 1

Approximate
time 10-15 min

Basic parts of the computer How to turn on the computer/laptop 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.

“Trackpad” and “Touchpad” are interchangeable. Choose one name and be consistent. Throughout this lesson, “touchpad” is used.

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
- **trackpad/touchpad** – 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 5-10 mins

Basic parts of the computer

Elicit as you show them the following:

Computer / laptop
Screen
Keyboard
Mouse
or
Trackpad/touchpad

Review. Ask them:

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

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:

*How do you turn on the computer?
Which button do you push? --> Yes, this button*

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

Display the Module 1-CLB 2/3-Digital Skill 1-Learn-Visual A

On some computers you need to push two buttons: one on the computer and one on the monitor.

Now, find the power button at the bottom of your screen. It looks like this
(point to the visual)

Please turn on your computer now.

If teaching on laptops:

Elicit as you show them:

How do you turn on the laptop? --> Yes, you push this button.

Display the Module 1-CLB 2/3-Digital Skill 1-Learn-Visual A

Desktop computers and laptops:

Explain:

The computers need time to be ready to use. You need to wait to use them

As you point to the cursor, say:

See this. It is moving around. Wait until this is an arrow.

Draw an arrow on the board.

Then you know you can use the computer

Sitting correctly/ in a healthy way at the computer

Elicit:

What's a good way to sit at the computer?

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

Display this visual on the Smartboard: Module 1-CLB 2/3-Digital Skill 1-Learn-Visual B

Go over the visual:

Look at this picture. Your feet on the floor. The table at this height. Sit up. Your back on the chair. Your eyes here. At the top of the screen. Arms like this. It's important to sit in a good way.

Model slouching and leaning forward and feet dangling. Say:

This is not good. Maybe later, my back hurts, my neck hurts, my legs hurt.

Practice

Approximate time 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. Are they sitting in a good way?

Your turn

Approximate time:

No activity

DIGITAL SKILL 2

Approximate time: 10-15 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.

NB: It is 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. This is easier for many people

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: 5-10 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? --> a mouse

Let’s look at the mouse and what it does

Elicit / ask:

What does the mouse do? --> it tells the computer what to do.

Holding the mouse correctly

As you demonstrate say:

How do you hold the mouse? --> put your thumb on the desk, on the left side of the mouse

Your thumb goes here (the indented part).

Put this finger (your index finger) on the left mouse button, lightly.

Put your middle finger on the right button, lightly.

Your last two fingers go here. On the right side of the mouse, not the top.

Your wrist is on the desk.

Using the mouse in a healthy way

Say:

Use the mouse in a healthy way. It’s important.

Keep your wrist and arm like this (in a good position)

Bend your elbow. Be careful. You can hurt your wrist, hand, arm, shoulder, neck... Let’s look at these pictures.

Model bad wrist position and good wrist position.
Display this visual on the interactive whiteboard:
Module 1-CLB 2/3-Digital Skill 2-Learn-Visual A

Show how the mouse should not be on papers etc., but should be on a flat clear surface. Say:

Make sure the mouse is flat on the desk. Don't put it on papers, a binder etc.

Using the touchpad

Laptops:

Introduce learners to the touchpad. Say:

What's this? --> the touchpad (also called touchpad)

Let's look at the touchpad and how to use it.

Using the touchpad correctly

As you demonstrate, elicit:

What does the touchpad do? --> It tells the computer what to do.

How do you use it? --> Put your fingers on the pad lightly.

Use your middle finger on the pad (to move the cursor).

Put the middle finger in the middle of the pad.

Don't put it on the edge.

Using the touchpad in a healthy way

As you demonstrate, say:

Use the touchpad in a healthy way. It's important.

Keep your wrist and arm like this. (in a good position)

Be careful. You can hurt your wrist, hand, arm, shoulder, neck...

Let's look at these pictures. Use the touchpad like this... not this...

Model bad wrist position and good wrist position.

Display: Module1-CLB 2/3-Digital Skill 2-Learn-Visual B

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

Practice

*Approximate time:
2-5 mins*

Desktop computers:

Give out loose mice for each pair / group of students at tables or have them sit at computer stations with computers off.

Say:

Now practice holding the mouse.

Check each student. For a bigger group, as you go around and check, say:

Check your partner. Is he/she holding the mouse correctly?

Laptops:

Have students sit in front of a laptop turned off and say:

Now practice putting your hand on the touchpad.

Remember, use your middle finger to move the pad.

Check your partner is using the touchpad correctly.

Your turn
Approximate time:

No activity

DIGITAL SKILL 3

Approximate time:
20-35 mins

Moving the mouse

Hovering over icons/folders, etc. on the desktop and toolbar

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.

Preparation:

Make sure the student computers / laptops have some files, folders and icons on the desktop screen to demonstrate moving the mouse.

Open this link on the teacher computer and on each student computer for the students before class: <http://www.koalastothemax.com>

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.

Objective

Students will be able to:

- 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

Vocabulary

- **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
- **trackpad/touchpad** – 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.

When you move the mouse, this moves on the screen.

This is the cursor. Do you see the cursor? Everyone say "cursor".

Where is it? Show me.

As you move the mouse say:

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

Look at this (my wrist). Is it on the desk? --> Yes. 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:

You don't want the mouse here. You want it here.

Pick it up and move it, no problem.

Using the touchpad – laptops

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

Let's practice with the touchpad .

Remember, put the middle finger in the middle area. When you move your finger on the touchpad, this moves (the cursor) on the screen.

This is the "cursor".

Do you see the cursor? Everyone say "cursor".

Where is it? Show me

As you move your finger on the touchpad, say:

You can move up... down... right... left... over here... or here.

Look at my wrist. Is it on the desk? --> Yes. 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

*I want to move the cursor. I move the mouse/use my finger on the touchpad but I **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.

If I move the mouse and click at the same time, look! We don't want that.

Hovering over icons, files, folders etc.

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

When I move the cursor over pictures (icons) here (on the desktop)...

What happens? --> Yes, they change colour.

Show this with different icons.

This means I can choose that.

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. Does it change?

(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 and move it. Don't click.

Move it over the pictures (icons) on the screen. See how they change colour a little bit.

Point to the icons on the desktop and say:

Move it over all the pictures (icons and folders). See how they change colour a bit?

Now go to your computer / laptop and practice.

Just hold and move the mouse / move your finger on the touchpad.

Don't click.

Go around and check each student is doing it correctly.

Your turn

*Approximate time:
10-15 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 / use the touchpad.

One minute. I will open this (program) for you in a minute.

Move the mouse over each circle.

Look. The circles get smaller and smaller.

Keep moving over all the circles until you reveal/see the picture. Say:

Ok now go to your computer. I will come and open the program.

Move the mouse over all the circles.

Tell me when you see the picture.

Give them 5-10 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:
15-25 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)

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. This is easier for many people.

Vocabulary

- **click** – to press and release a button on a mouse or press and release a finger on the touchpad
- **cursor** – a line on a computer screen that moves to show where you are going to do something.

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 so the cursor moves here (to an empty area)

Click once with the left mouse button.

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 your middle finger on the touchpad. Move the cursor here (to an empty area on the desktop screen)

Click once with this finger (your pointer finger)

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 at my fingers.

Which finger do I use to move the cursor? --> this one (middle finger)

Which one do I use to click? --> this one (the pointer finger)

Both mouse and touchpad:

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:

This is the "taskbar".

Here, click once to open (icons)

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

I open this with one click... click

As you demonstrate, say:

Close this with one click

Click on the X to close the window.

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 on the X

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

Practice

*Approximate time:
5-10 mins*

Give the students time to practice. Say:

Now you practice "click".

Open and close 4-5 programs on the taskbar.

Just open and close them.

Click to open them. Click the X to close them

Go around and monitor and support as needed.

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

Please close anything you opened.

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

Your turn

Approximate time:

No activity

DIGITAL SKILL 5

Approximate time:
20-30 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 at my fingers.

Which finger do I move the cursor with? --> middle finger

Which finger do I double-click with? --> the pointer finger

Both desktop and laptops

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

To open some things, we need to double-click on them.

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.

	<p>Say: <i>I want to open this. One click doesn't work. I need to double-click.</i></p> <p>As you demonstrate, say: <i>Remember we close with one click. Click on the X to close this</i></p> <p>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.</p> <p>Review. Elicit: <i>I want to close this. Do I click or double-click the X? --> click</i> <i>Where is the X? --> point to the X</i></p> <p>Point to the desktop (not taskbar) and ask: <i>I want to open this. Do I click or double-click? --> double-click</i></p> <p>Point to the taskbar and ask, <i>I want to open something here. Do I click or double click? --> click</i></p>
<p>Practice</p> <p><i>Approximate time: 15 mins</i></p>	<p>Give the students time to practice double-clicking. Say: <i>Now you practice. Double-click and single click.</i> <i>Open and close things (programs). Here, not here (on the taskbar)</i> <i>Just open and close them.</i> <i>Double-click to open; (single) click the X to close.</i> <i>Open and close 10 things (icons)</i></p> <p>Go around and monitor and support as needed.</p> <p>Have students finish by closing anything they opened. Say/ Elicit: <i>Please close anything you opened.</i> <i>How do you close them? --> (single) click on the X</i></p>
<p>Your turn</p> <p><i>Approximate time:</i></p>	<p>No activity</p>
<p>DIGITAL SKILL 6</p> <p><i>Approximate time: 10-15 mins</i></p>	<p>Cursor Shapes</p> <p>Information for the teacher: This lesson covers the 3 most common cursor shapes: arrow, I-Beam and hand.</p>
<p>Objective</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> recognize common cursor shapes
<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 browser – a program used to go on the internet
<p>Learn</p> <p><i>Approximate time: 5 mins</i></p>	<p>Cursor shapes</p> <p>Demonstrate how to open a browser, without using the term 'browser' at this point. Have students do the same on their computers. Say: <i>Find this (point to a browser icon) --> Double click to open it.</i></p>

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

What's this? --> the cursor

What shape is it? --> an arrow

Move the cursor to the address bar. Say:

What shape is it now? --> It's an "I".

What does it mean? --> It means we can type here.

Bring the mouse to an icon or link. Say:

What shape is it now? --> It's a hand.

What does it mean? --> It means we can click and open this

Display the visual of common cursor shapes:

Module 1-CLB 2/3-Digital Skill 6-Learn-Visual

Elicit as you point to each image:

A hand... I can click and open this.

An arrow... I can use the cursor, I can click

An I... I can type here.

Practice

*Approximate time:
5-10 mins*

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

Work in pairs. Move the mouse around. Tell your partner:

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

"It means I can _____"

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:

Make sure the browser is open on your computer so you can demonstrate with the scroll bar.

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:
20-25 mins

Scroll

As you demonstrate what scroll is, say:

We need to go up and down, left and right.

How do we do that? --> we scroll.

Everyone say "scroll".

We can go up ... or down ... and left ... or right

Mouse

Demonstrate how to scroll with the mouse 2 ways. 1. With the scroll wheel.

2. Click and drag on the scroll bar.

Say:

With the mouse we can do it two ways.

One. Like this. With this. (scroll wheel on top of the mouse)

Which finger do we use? --> 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.

As you demonstrate, say:

The other way. Move the cursor here. (over to the scroll bar on the right side). Do you see the scroll bar? (point to it)

Click here (on the scroll bar).

Hold your finger down. (Show this clearly)

Pull down ... then up... down... up ...

On the computer, this is called "Drag"

Drag it down... drag it up... Everyone say, "drag".

What happens to the screen? – it moves

Click. Hold down the mouse button and move the cursor.

This is called click and drag. Everyone say, "Click and drag"

Demonstrate this a few times. It's hard for new computer users to do this. Ask:

Which way is easier? With the wheel or click and drag?

Give learners a few 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. The latter will likely be hard for some.

Touchpad

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

Say:

On the touchpad, use 2 fingers. Like this. Up... down... up... down...

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

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.

So, we moved up and down on the screen. That is "scroll".

We used "click and drag" to do that just now.

We also do "click and drag" to move something on the screen.

Point to a file and a folder on the desktop screen and say:

Maybe we want something on the desktop (a file or a folder). To do that we click, drag and drop.

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:

I click and I hold the (left mouse) button down and move the mouse.

At the same time. Click, hold it down and move the mouse.

Click on a folder. Drag it to a different place. An empty place.

Click ... drag drag drag drag... over here. Then drop it.

I want it here. So, I let go (of the button).

Click... drag... and drop

Do this again with another folder

Click... drag... and drop

Emphasize how you let go/release the button.

Repeat this 4-5 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...

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

Touchpad

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

Do the following: Use the right pointer finger to move the cursor. Go to the folder you want to move, then use the left pointer finger to click on it. Hold the left finger down, and use the right finger to drag and drop the folder. Move it to a different place on the screen.

Let's move a folder. Click on it.

Which hand and finger do I use to click? --> The left pointer finger.

I hold my finger down. I drag it over here.

Which hand and finger do I use to drag? --> The right pointer finger.

Click ... drag drag drag drag... over here. Then drop it.

I want it here, so I let go. I drop it here. Click... drag... and drop

Emphasize how you let go/release the button.

Do this again with another folder

Click... drag... and drop

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... and drop

Practice

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

Practice

Approximate time:
30-40 mins

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

Model how to use it, saying:

Let's practice more. We'll use the Paint (or Paint 3D)

Most computers have this so you can use it at home or at the library.

Write that name on the board. Say:

Click "Start".

Type: Paint 3D

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

This is fun. Good to practice your mouse / touchpad skills.

Show the following:

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

Say:

See the pens and brushes

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 here

Move the cursor here (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. Say:

Draw a picture

Let's open a new document, a new page.

To open a new document:

With Paint: click “File -New-Don’t Save”

With Paint 3D: click “Menu-New-Don’t Save”

Say:

Click here (File icon) then New (and don’t save – if it comes up)

Now try different colours.

Write your name again. Use a different colour for each letter.

Move the cursor to red, click.

Move back to the white area.

Click and drag to write the first letter.

Then choose a different colour.

Move the cursor to another colour, click.

Then move back to the white area.

Click and drag to write the second letter.

Do that with different colours.

Now, open a new document again.

Do you remember how? What do I do?

With Paint: click “File-New-Don’t Save”

With Paint 3D: click “Menu-New-Don’t Save”

Now, try a different pen or brush and different colours.

Where are the pens and brushes?

Marker, Oil Brush, Pencil etc

This time choose Oil Brush or Pencil.

Click on a different pen or brush.

Choose a different colour for each letter of your name.

See how it looks different with each pen or brush

Write on the whiteboard:

Paint: click “File-New-Don’t Save” or

Paint 3D: click “Menu-New-Don’t Save”

Say:

Ok, your turn now. Practice!

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 mins.

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

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:

Let's open a new document now. Then we have a new page.

Remember how to open a new page? -->

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

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

Now practice again.

This time click on 2D.

See the different shapes?

Choose one. Click on it.

Move to the white area.

Click again.

See how I put the shape there?

Model that again with other shapes.

You can move them to a different place. Click and drag them.

You can also make them bigger ... or smaller.

Move the cursor to the corner (of the shape).

See the little square in each corner?

Click and drag it out.

Then click and drag it in. It gets bigger / smaller. You can click on any of the squares to change the size.

NB: However, if you click outside the shape, you cannot move it or resize it again.

Model other features to individuals or pairs of faster learners.

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.

Closing:

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 will need to model how to use this.
