



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 4-Introduction to the Module-Visual
- Module 1-CLB 4-Digital Skill 1-Learn-Visual A
- Module 1-CLB 4-Digital Skill 1-Learn-Visual B
- Module 1-CLB 4-Digital Skill 2-Learn-Visual A
- Module 1-CLB 4-Digital Skill 2-Learn-Visual B
- Module 1-CLB 4-Digital Skill 6-Learn-Visual

Handouts

- Module 1-CLB 4-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 to you feel about using a computer? Many people feel nervous or uncomfortable. With practice you will feel more comfortable.

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 4-Introduction to the Module-Visual

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

Refer to the Learning Objectives on the Teacher Notes 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 Teacher Notes 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

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 4-Digital Skill 1-Learn-Visual A

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

Please, 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.

Desktop computers and laptops:

Explain:

The computers need time to be ready to use (load).

You need to wait to use them

As you point to the cursor, say:

Wait until this is an arrow. 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 4-Digital Skill 1-Learn-Visual B

Go over the visual:

This picture shows how to sit correctly. Your feet on the floor.

The table at this height. Sitting upright. Back support.

Your eyes at this level to the screen. Arm support.

It's important to sit in a healthy 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 2-5 minutes

Have students try sitting correctly at a computer:

Please sit at a computer now.

Check they are sitting in a correct way.

Give as a handout: Module 1-CLB 4-Digital Skill 1-Learn-Visual B

Your turn

Approximate time:

No activity

DIGITAL SKILL 2

Approximate time: 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:

Let’s look at the mouse and what it does

Elicit / ask:

What does the mouse do? --> it lets us tell the computer what to do.

Holding the mouse correctly

As you demonstrate say:

How should you hold the mouse? --> put your thumb on the desk, on the left side of the mouse. Your thumb fits on this part of the mouse (the indented part). Put this finger (your index finger) on the left mouse button (lightly) and your middle finger lightly on the right button. Your last two fingers, the ring and baby fingers should rest on the right side of the mouse, not the top. Your wrist rests on the desk.

Using the mouse in a healthy way

Say:

It’s important to use the mouse in a healthy way.

Keep your wrist and arm in a good position. Make sure your elbow is bent.

You can hurt your wrist, hand and arm if you are not careful.

Let’s look at these pictures.

Display this visual on the interactive whiteboard:

Module 1-CLB 4-Digital Skill 2-Learn-Visual A

Model bad wrist position and good wrist position.

Show how the mouse should be on a flat clear surface. Say:
*Make sure the mouse is on a flat, clear place on the desk.
It should not be on papers, a binder etc.*

Using the touchpad

Laptops:

Introduce learners to the touchpad. Say:
Let's look at the touchpad and how it works.

Using the touchpad correctly

As you demonstrate, elicit:
*What does the touchpad do? --> It lets us tell the computer what to do.
How do you use it? --> Place your fingers (lightly) on the pad.
Use your middle finger on the pad (to move the cursor).
Put this finger in the middle area of the pad, not on the edge.*

Using the touchpad in a healthy way

Say:
*It's important to use the touchpad in a healthy way. Keep your wrist and
arm in a good position. You can hurt your wrist, hand and arm if you are
not careful. Let's look at these pictures.*

Display: Module1-CLB 4-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 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 to 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 moving the mouse . When you move the mouse, the cursor moves on the screen. Do you see the cursor? Where is it now? Show me.

As you move the mouse say:

You can move in any direction... 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)

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.
You can 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 using the touchpad. Remember to put the middle finger in the middle area. When you move your finger on the touchpad, the cursor moves on the screen. Do you see the cursor? Where is it now? Show me.

As you move your finger on the touchpad, say:

*You can move in any direction... 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

*When you want to move the cursor, move the mouse/use your finger on the touchpad but **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, see what happens?
We don't want that.*

Hovering over icons, files, folders etc.

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

*What happens when I move the cursor over pictures (icons) on the desktop?
--> Yes, they change colour a little bit. This means you 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:

*Does anything 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 moving the mouse/ moving a finger on the touchpad but not

clicking. Hold the mouse and move it. Don't click. Move it over the pictures (icons) on the screen. What happens? --> Yes, they change colour a little bit. 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 holding and moving the mouse / moving a finger on the touchpad.

Go around and check each student is doing it correctly.

Moving only / hovering (no clicking)

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

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

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 moving the mouse some more. I will open this program for you to use in a minute. Move the mouse over each circle. See how the circles get smaller and smaller? Keep moving over all the circles until you see the picture.

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

Keep moving the mouse over the circles. Tell me when you see the full picture.

Your turn

*Approximate time:
10-15 mins*

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:
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 goes to an open area and 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 so the cursor moves to an open area on the desktop screen. Then click once with your pointer finger.

This is your pointer finger (indicate)

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 one do I use to move the cursor? --> middle finger
Which one do I use to click? --> 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". We click once on icons here to open programs.

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:

We also 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 clicking. Open and close 4-5 programs on the taskbar.

Don't use them. 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 any programs 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 on it to open it.</i></p> <p>As you demonstrate, say: <i>Remember you can close with just one click. Click on the X to close the window.</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>Do I click or double click the X to close this? --> click</i> <i>Where is the X? --> point to the X</i> <i>Do I click or double click to open something on the desktop? --> double click</i> <i>If I open something here (point to the taskbar), do I click or double click?</i> <i>--> just click, not double click</i></p>
<p>Practice</p> <p><i>Approximate time:</i> <i>10-15 mins</i></p>	<p>Give the students time to practice double clicking. Say: <i>Now you practice double click and single click. Open and close programs on the desktop. Not on the taskbar. Don't use them. Just open and close them.</i> <i>Double click the icon to open the program.</i> <i>(Single) click the X to close the program.</i> <i>Open and close 10 programs</i></p> <p>Go around and monitor and support as needed. Have students finish by closing anything they opened. Say/ elicit: <i>Please close any programs 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:</i> <i>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:</i> <i>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.</p>

Say: *Find this*
(Point to a browser icon)
Double click to open it.

Move the cursor around the screen. Point to the cursor and ask:
What's this called again? --> the cursor
What shape is it? --> an arrow

Move the cursor to the address bar. Ask:
What does it look like now? What can I do now?
--> The arrow turns into an I.
What does it mean? --> It means we can select the text or type here.

Bring the mouse to an icon or link. Ask:
What shape is it? What can we do now? --> It looks like a hand.
What does it mean? --> It means we can click and open it.

Display the visual of common cursor shapes:
Module 1-CLB 4-Digital Skill 6-Learn-Visual

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 helps me to ____/ It means I can _____"

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

DIGITAL SKILL 7

Approximate time:
65-85 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)

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.

NB: The steps to open Paint or Paint 3D may differ on your computers.

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

Say:

*We often need to look at different parts of the screen. How can we do that?
How can we go down the page or up the page? --> we scroll.*

Scroll means we can go up or down and sometimes also 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 in two different ways.

One way is with the wheel on the top of the mouse.

This is called the scroll wheel.

Which finger do we use on the scroll wheel? --> 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.

The other way is to move the cursor over to the scroll bar on the right side of the screen, click on it and drag it down or up.

Do you see the scroll bar? (point to it)

So, first click on the bar. This time hold the mouse button down. Keep it down as you move the mouse backwards to drag the scroll bar down.

Then move it forwards to move the bar up. See how it moves what you see on the screen?

When you click and hold down the mouse button and move the cursor, this is called click and drag

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

Which way is easier?

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

Say:

To scroll on the trackpad, put two fingers (from the same hand) on it at the same time and move them forwards and backwards. In some programs, you can also move left or right

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 used click and drag to scroll just now. We also use it when we want to move something on the screen. .

Maybe we want to move something on the desktop (a file, a folder etc).

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:

This time I click but I hold the left mouse button down as I move the mouse. I do this at the same time.

Click, hold it down and move the mouse.

Let's click on a folder now and drag it to a different place on the screen.

An empty space. Click... drag drag drag drag... over here. Then drop it.

I want to put it here, so now I let go/release the button. I drop it here.

Click... drag... and drop

Do this again with another folder

Click... drag... and drop

Emphasize how you let go/release the button.

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...

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.

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. To move it to a different place on the screen.

Let's click on another folder now. Which hand and finger do I use to click? --> The left pointer finger.

Now let's drag it to a different place on the screen. 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 to put it here, so now I let go/release the button. I drop it here.

Click... drag... and drop

Do this again with another folder

Click... drag... and drop

Emphasize how you let go/release the button.

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

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 mouse skills now. We'll use the Paint program.

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

Click on "Start", then find the Paint or Paint 3D program.

You can type: Paint 3D. Then click to open it. Click on "New".

This is a fun program. You can use it to practice your mouse skills.

See the pens and brushes on the right side (or on the top if using Paint)?

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

Paint 3D: Hover the mouse over the icons and read the words that pop up: Marker, Oil Brush, Pencil etc?

Choose Marker. Click on it. Just one left click. Then move the cursor to the white area. Try to write your first name. Click and drag to write your name.

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

Let's open a new document. Then we have 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 using different colours. Write your name again but choose 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.

Remember how to do that? What do I do? -->

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

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

Now, try using 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.*

Write on the whiteboard

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

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

Ok, now it’s your turn to try it. Practice your mouse skills!

Open the Paint /Paint 3D program.

Click on Start, then look for Paint 3D. (You can just type: Paint 3D after you click Start.) Then choose it. Click on it to open it.

Check students are ok. Say:

Did everyone find it? Did everyone open it?

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 let’s practice for 5 more minutes.

Teach how to close the program:

Let’s close the program now. Click on the X in the corner.

Choose “Don’t Save”

Give the handout: Module 1 Literacy-CLB 4 Digital Skill 7 Practice-Handout

Your turn

*Approximate time:
15-20 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 document? -->

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

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

Now practice your mouse skills again. This time, click on 2D. See all the shapes? Choose one now. Click on it. Then move the cursor to the white page area. Then click again. See how I put that shape there? Choose a few other shapes and do the same thing.

You can also move them to a different place on the white page. Just 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 out.

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

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

NB: If you click outside the shape, you cannot move it 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)

How should I use the mouse so it is healthy for me?

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

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)
- etc.