



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.
- 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 5/6-Introduction to the Module-Visual
- Module 1-CLB 5/6-Digital Skill 1-Learn-Visual A
- Module 1-CLB 5/6-Digital Skill 1-Learn-Visual B
- Module 1-CLB 5/6-Digital Skill 2-Learn-Visual A
- Module 1-CLB 5/6-Digital Skill 2-Learn-Visual B
- Module 1-CLB 5/6-Digital Skill 6-Learn-Visual

Handouts

- Module 1-CLB 5/6-Introduction to the Module-Visual
- Module 1-CLB 5/6-Digital Skill 1-Learn-Visual B
- Module 1-CLB 5/6-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 5/6-Introduction to the Module-Visual

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

Refer to the Learning Objectives above. 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*
- Mouse /trackpad ergonomics*

(see Learning Objectives on previous page)

Review

No review

DIGITAL SKILL 1

Approximate
time 10-15 min

Name basic parts of the computer Turn on the computer Sit 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:

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

Vocabulary

- **power button** – the button that turns the device on/off
- **device** – computer, laptop, tablet, phone
- **monitor** – a computer screen
- **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 5-10 mins

Basic parts of the computer

Ask students/ Elicit as you show them the following:

Computer / laptop

Screen / monitor

Keyboard

Mouse

or

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:

Ask students/ Elicit as you show them:

How do you turn on the computer? Which button do you push? What does it look like? Does it always look the same, or is it different on each computer? --> The power button looks the same on each computer and many other devices. It is used to turn your device on / off.

(Display the Module 1-CLB 5/6-Digital Skill 1-Learn-Visual)

Ask:

*Where is the power button located on your computer?
(Have students locate and show you the button)*

Say:

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

Please, locate the power button at the bottom of your computer monitor. What does the button look like? (Answer: The button has a universal power symbol, just like the computer power button)

If teaching on laptops:

Ask students/elicite as you show them:

*How do you turn on the laptop? Which button do you push? What does it look like? Does it always look the same, or is it different on each laptop?
--> The power button looks the same on each laptop and many other devices. It is used to turn your device on / off.*

(Display the Module 1-CLB 5/6-Digital Skill 1-Learn-Visual)

Ask:

*Where is the power button located on your laptop? --> The button is usually located in the top right part of the keyboard.
(Have students locate and show you the button)*

Desktop computers and laptops:

Have students turn on their computers / laptops by pressing the power button once (and the monitor button if necessary). Explain that they will have to wait a bit for the computer/laptop to warm up and turn on.

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.

Distribute the handout: **Module 1-CLB 5/6-Digital Skill 1-Learn-Handout Sitting at a Computer** to each pair of students. Enlarge the image if necessary and also project it on the board. Student A reads the questions and checks with the answer key. Student B uses the image to find the answers.

If there is time, have students switch roles.

Check the answers/Review. Ask:

Where should your feet be placed? --> Both of your feet should be flat on the floor or on a footrest.

How high should the computer monitor be? --> At or slightly below your eye level.

Etc.

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.

DIGITAL SKILL 2

Approximate time: 5-10 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

- **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”

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 allows us to give instructions to the computer.

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 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 at a 90° angle.

You can hurt your wrist, hand and arm if you are not careful. Let's look at these pictures.

Show this visual: Module 1-CLB 5/6-Digital Skill 2-Learn-Visual

Show how to move the mouse around a bit on the desk.

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 what it does.

Elicit / Ask:

What does the touchpad do? --> It allows us to give instructions to the computer.

Using the trackpad correctly

As you demonstrate say:

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.

Practice

*Approximate time:
5-10 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 placing your hand on the touchpad. Remember to use your middle finger to move the pad.

Check your partner is using the touchpad correctly.

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.

NB: Do this just prior to class. If your school has specific security protocols, information stored on the hard drive may be deleted automatically at the end of the workday.

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

- **desktop** – what you see on the screen when you turn it on. It has icons and the taskbar
- **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
- **icon** – a small picture on a computer screen that you click on to give the computer an instruction
- **hover** – to put the cursor on a computer screen in a particular place without clicking
- **highlight** – to mark an area on a computer screen
- **taskbar** – the bar (usually) at the bottom of your computer screen. It has icons and open programs

Learn

Approximate time:
5-10 mins

Moving the mouse/finger on the trackpad

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

Let's practice moving the cursor around the desktop. When you move the mouse/your middle finger on the trackpad, the cursor moves on the screen. Do you see the cursor? Where is it now? Show me

As you move the mouse/finger on the trackpad 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. When the wrist is 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/the laptop at the edge of the desk. You want it here. You can pick it up and move it no problem.

Show how when moving the mouse/finger, you don't click.

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 but **do not click.***

Show what happens on the desktop screen when you move and click at the same time. Say:

Don't click. Just Just move the mouse/finger. If I move the mouse/finger and click at the same time, see what happens? We don't want that.

Hovering over icons, files, folders etc.

Move the mouse/finger on the trackpad around again over the pictures (icons) on the desktop. Ask:

What happens when I hover (move the mouse) over icons on the desktop? --> Yes, they get highlighted. This means you can select that program.

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

Hover over the taskbar/dock icons (e.g. time and date, wifi, Start button etc.). Ask:

Does anything change when you hover the cursor over the taskbar icons? (Answer: Something may pop up to show more options, e.g. date, languages, WiFi, etc.)

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 without clicking.

Hold the mouse and move it/Move your finger on the trackpad. Don't click. This is called hover. Hover over the icons on the screen. What happens? --> Yes, they get highlighted. Hover over all the icons and folders. See how they change colour a bit?

Now go to your computer / laptop and practice just holding and moving the mouse / finger on the trackpad.

Your turn

*Approximate time:
10-15 mins*

Moving only / hovering (no clicking)

Open <http://www.koalastothemax.com/> on each computer.

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:

Let's practice hovering. I will open this program for you to use in a minute. Move the cursor over each circle. See how the circles get smaller and smaller? Keep hovering 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 cursor over the circles. Tell me when you see the full picture.

Give them 5 minutes and then ask:

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

NB: Do not teach students how to open the program on the internet. 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:

- Move the mouse/finger on the trackpad 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.

Vocabulary

- **click** – to press a button on a mouse or trackpad

Learn

*Approximate time:
5-15 mins*

Show how to move the mouse and do a single click.

Display the desktop screen on the interactive white board / projector, or gather students around one computer.

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 on the desktop screen and click once with the left mouse button.

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)

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

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

Point to the taskbar on the desktop and say:

This is the "taskbar". We click once on things here to open them.

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

N.B. only click on icons **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? --> In the top right corner of the window

Practice

Approximate time:
5-10 mins

Give the students time to practice. Say:

Now you practice clicking. Open and close a few programs from the taskbar.

Don't use them. Just open and close them.

Click the icon to open the program. Click the X to close it.

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.

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 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/ a finger on the touchpad and do a double-click.

Gather students around one computer.

Display the desktop screen on the interactive white board / 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 programs, folders, or files from the desktop, 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.

Say:

One click doesn't work to open this. I need to double-click on it to open it.

As you demonstrate, say:

Remember you can close with just one click. Click on the X to close the window.

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:

Do I click or double-click the X to close this? --> click

Where is the X? --> In the top right corner of the window

Do I click or double-click to open something on the desktop?

--> double-click

If I open something from the taskbar, do I click or double click?

--> just click, not double click

Practice

Approximate time:
10-15 mins

Give the students time to practice double-clicking. Say:

Now you practice double-click and single click. Open and close programs on the desktop, not on the taskbar. Don't use the programs; just open and close them.

Double-click the icon to open the program. Single click the X to close the program.

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? --> Single click on the X

DIGITAL SKILL 6

Approximate time:
10-15 mins

Cursor Shapes

Information for the teacher:

This lesson covers the 3 most common cursor shapes: arrow, I-Beam and hand.

Objective

Students will be able to:

- recognize common cursor shapes

Vocabulary

- **browser** – a program used to go on the internet

Learn

Approximate time:
5 mins

Cursor shapes

Demonstrate how to open a browser, without using the term 'browser' at this point. Have students do the same on their computers. 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?

--> The arrow turns into an I-bar / I-beam.

What does it mean? --> It means we can select the text or type in this field.

Bring the mouse to an icon or link. Ask:

What shape is it? --> 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 5/6-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-bar/I-beam / 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:
60-80 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

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)

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

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

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, depending on the program and the size of the page.

Mouse

Say:

There are two ways to scroll with a mouse.

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

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 to scroll 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 towards you to drag the scroll bar down.

Then move it away from you 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. Ask:

Which way to scroll do you find easier – using the scroll wheel or dragging the scroll bar?

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.

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.

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 white board / 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, such as 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 did I just do? --> 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 the left button 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 a few 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.

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 release the button and I drop the folder 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 a few minutes to drag the folders around on the desktop.

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.

Note: The handout for students, **Module 1-CLB 5/6-Digital Skill 7-Practice-Handout Click, Drag and Drop** includes instructions for both Paint and Paint 3D. Edit the handout according to the selected program.

Model how to use the program, saying:

Let's practice mouse skills now. We'll use the Paint (3D) 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/Paint 3D program. You can type in the search bar: Paint (3D). Then click on the icon to open the program.

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 (Paint 3D)/on the top (Paint)?

Paint: Click on the word 'Brushes'. Hover the mouse over the icons and read the words that pop up. Locate the Marker. Click on it once to select it.

Paint 3D: Hover the mouse over the icons and read the words that pop up. Locate the Marker. Click on it once to select it.

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 try using different colours. Write your name again but choose a different colour for each letter.

But first, 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 move the cursor to the red color and click on it to select 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 brushes. Hover over the icons and 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

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.

Distribute Module 1-CLB 5/6-Digital Skill 7-Practice-Handout Click, Drag and Drop and have students follow the instructions.

Say:

Ok, now it's your turn to try it. Follow the instructions on the handout to practice your mouse skills.

Check students are ok. Say:

Has everyone found the program? Has everyone opened it?

Monitor and offer support as needed while they play with it to practice their mouse skills for 20 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 5/6 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).

As you model, say:

Let's open a new document now. Then we have a new blank 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. With Paint: click "Shapes" at the top of the screen.

With Paint 3D: Find 'Brushes' at the top of the screen. Click on it. Do you see another menu? Click on "2D Shapes"

Do you see all the shapes? Choose one now and 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 shapes 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.

You can move the shape and change its size again and again while you are working on it. Please note that once 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 workshop.

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 taskbar?

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