

Digital

Kids

Starter



TEACHER'S GUIDE

TEACHER _____

CLASS _____

DATE _____

OVERVIEW

The general purpose of the lesson is for students to realize that the desktop is their working environment.

OBJECTIVES

Students have to learn about some desktop icons: e.g.

1. **Documents** is where you can save a picture or a drawing.
2. **Recycle bin** is where you can 'throw away' a document, picture or a movie.
3. **Microsoft Edge** lets you go on the Internet.
4. **This PC** is where you can find all the storage devices connected to the computer.
5. **Start button** is where you can access all the actions of the operating system.

SKILLS

Students will be able to:

- Identify basic desktop icons.
- Cut the icons and glue them in the correct place on the desktop.
- Replace pictures in the appropriate folder.

WHAT IS NEEDED

Resources

- Digital Kids Starter Student's Book.
- K.1.2.1_Worksheet.docx
- K.1.2.1_Computer_Shutdown_Extra.docx
- Folder "K.1.2.1_Documents "

Tools & Equipment

- Interactive Whiteboard
- Projector
- Scissors
- Glue
- Colored markers
- Microsoft Edge

LEARNING DIFFICULTIES

Different levels of computer experience

The students will have different levels of computer experience. Some will already have interacted with computers while others won't have.

The usage of computers

Students may see the computer as a game device, which they use to open programs automatically.

Associate icons with actions

They understand that the Microsoft Edge pinned icon guides them to the Internet. However, they cannot associate the other icons with specific

actions.

Fearfulness of the Start button and computer files

They may be afraid of clicking on the Start button and they may feel insecure when they open specific files.

LESSON DESCRIPTION

Preparation

- Place the computer on the main table and connect the projector, so that the students can see the activities they do on the desktop. Only 4 icons (Documents, This PC, Recycle bin and Microsoft Edge pinned on the taskbar) should appear on the desktop.
- Insert 2 pictures into the Documents folder, to show them ("*picture_1.jpg*" and "*picture_2.jpg*").
- Print the "*K.1.2.1_Computer_Shutdown_Extra.docx*" Word document.

Introduction-Brainstorming

Introduce the purpose of the lesson, which is for students to understand that the desktop is the first screen that they are going to see after they log on. Then :

- Turn on the computer.
- Point out to students that in order for the computer to start working, the loading icon of Windows must disappear.

Show them the desktop.

- Ask them to compare their computer desktop to the one that they see on the projector.
- Start a conversation about these differences.
- Change the desktop background so students can understand that it can be changed.
- Show them the time. Click **Time** to open **Time and Calendar** so that students can see it better.

Show them the desktop icons. Explain to them that in order to open a window or a program they need to select a desktop icon. More specifically, explain to them the following icons:

- The **Microsoft Edge** pinned icon.
 - o Place the cursor over the Microsoft Edge pinned icon.
 - o Ask them if they know what it does.
 - o Explain to them that this is the program that helps us to connect to the Internet and tell them that the Internet help us to:
 - > Listen to music
 - > Find pictures
 - > Play games
 - > Watch videos

> Find information

- o Open Microsoft Edge and show them something, such as a video.
- The **Documents** folder.
 - o Introduce the concept of saving a file and how it can be saved to **Documents** folder.
 - o Ask students where they store their drawings.
 - o Explain them that the folders on the hard drive are like the ones in the classroom where they store their drawings.
 - o Show them the 2 pictures which you placed in Documents folder.
- The **Start** button.
 - o Ask students if they have ever drawn on a computer.
 - o Explain that in order to do so they must open a paint program.
 - o After they find out that there is no such icon on the desktop, make them wonder if “behind” the desktop there are other icons and programs.
- o Then show them the Start button. Explain them that in the Start menu they can find many more options, programs and folders that they can open.
 - o Ask the students to open the Paint program and help them draw something simple.
 - o Exit the application without saving the changes.
- The **Recycle bin** icon.
 - o The Recycle Bin comes in handy when an item has been accidentally deleted, so that it can be easily restored.
- The **This PC** icon.
 - o Click on the **This PC** icon.
 - o Explain that this icon contains information about the computer.
 - o Mention, as an example, that just as people have characteristics (Name, Last Name, Class, Age) so does a computer.
- o Show students how to shut down a computer.
 - o Ask students how they think they can turn off the computer.
 - o Emphasize that it is better not to shut down the computer using the power button.
 - o Show them step by step how to properly shut down a computer.
 - o Hand out the “**K.1.2.1_Computer_Shutdown_Extra.docx**” document, if necessary.

Investigation – Implementation

- While the projector shows a desktop, hand out the “**K.1.2.1_Worksheet**” document.
- The students will make a collage which shows a desktop.
- On page 5 there is a screen where sachets and pictures should be glued.
- Firstly, ask the students to cut the dotted lines around the icons on page 2, in order to create sachets.
- Show them how to cut and glue their shapes in

order to form sachets.

- Then, ask the students to glue these icons (Documents, Recycle bin, and Microsoft Edge) in the correct places on the printed monitor.
- Request from the students to cut out the icons (This PC, Start, Time) on page 3 and then glue them in the correct places on the printed monitor.
- Ask students to look carefully at the pictures on page 4.
- Firstly, students have to color the picture with the house using their colored markers.
- Ask them where on the desktop collage they think they should place this image and mention them that they have to cut it out with scissors.
- Next, ask them to cut out the ball and the bird and put them in the Documents folder on the printed monitor.
- Then, ask the students to cut out the drawing with the tiger that is apparently damaged. Ask students if they should save it or not. Advise the students to put the damaged drawing in the correct sachet on the printed monitor.
- Finally ask them to observe the images that are in the ‘Surf the WEB’ section (Picture “Movies” and the picture with children). Explain to them that they should cut out these images and ask them in which sachet they have to put these pictures and why.
- During the activity check that every student has understood and followed the steps correctly and individual guidance must be offered to whoever requires assistance.

Completion-Evaluation

- Gather worksheets from students and file them in the class folder.
- See if the students understood all the objectives you had for this lesson.
- Check which part of the lesson students didn’t completely understand and make any changes required in the teaching process.

NOTES

TEACHER _____

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OVERVIEW

The general purpose of this lesson is for students to learn how to open and close programs. Furthermore they realize that programs appear inside a virtual window.

OBJECTIVES

Students have to:

- Realize that by double-clicking on a program icon you open the program.
- Understand that programs operate in particular areas on the screen which is called the "Program window".
- Learn the basic functions of a program window. More specifically :
 - o What does the Minimize button do: Hides the window.
 - o What does the Maximize button do: Fills the screen with a window.
 - o What does the Restore down button do: Restores the window to a previous position.
- Distinguish that the close operation function terminates a program without making it disappear or deleted from the computer.

SKILLS

Students will be able to:

- Use the double – click function in order to open a program.
- Minimize, maximize and restore a program window.
- Close a program.

WHAT IS NEEDED**Resources**

- Digital Kids Starter Student's Book
- K.1.2.2_Worksheet.docx
- K.1.2.2_Drawing.jpg

Tools & Equipment

- Interactive Whiteboard
- Projector
- Paint
- Scissors
- Glue
- Colored markers

LEARNING DIFFICULTIES**The right use of the mouse buttons.**

When we move the mouse cursor above an icon, it becomes highlighted. Students then may think that the program has been selected. However, they don't notice any change and they continue left clicking. At

this point, there is confusion between clicking two times and double-click.

Distinguish the difference in the speed of double click.

When they click twice on the name of the icon, the renaming function is activated and the effects are unpleasant.

Loss of the cursor on the desktop.

Students often cannot focus on where the mouse cursor is placed on the desktop so it disappears from their field of vision.

Understanding the different actions of mouse clicks.

Students also have difficulty in using and understanding the left single or double-click, the twice click and the right-click and choice option.

How to place their hand on the mouse correctly.

They may place the wrong fingers in the incorrect position on the mouse.

LESSON DESCRIPTION**Preparation**

Place the computer on the main table and connect the projector so students can follow the activities you carry out on the desktop. It is suggested that you do the following actions to each computer:

- Open all the students computers.
- Clear the taskbar on the desktop from all the icons except for the start icon and time icon (right-click each icon and then select "unpin from taskbar").
- Copy the file "*K.1.2.2_Drawing.jpg*" onto the Desktop of all the students' computers and create an icon with the name "*Drawing*" onto the desktop in order to show how to start a program.
- To open the "*Drawing*" file with the Microsoft Paint program:
 - o Right-click the icon
 - o Select "Open with" and then "choose the default program"
 - o Select the "Paint" program and check "Always use the selected program to open this kind of file"

Introduction-Brainstorming

- Begin by explaining the purpose of the lesson to the students so that they can understand how to start a program.
- At this point, you can compare by explaining that just like a TV is switched on by pressing a button on the remote control, a desktop icon opens in a window form with a mouse action in the same way.

TEACHER _____

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OVERVIEW

The general purpose of the lesson is for students to understand and become aware of the different types of digital information.

OBJECTIVES

Students have to:

- Distinguish the differences between each type of digital information such as Text, Sound, Picture and Video.
- Find the variation between the digital icon devices according to the digital information which it supports.
- Understand the difference between recording and playing digital information. For example, we use the webcam to record a video or take a picture but we cannot use this device to see what we have produced.
- Find out that we can transfer digital folders from one device to another.
- Combine icons with specific types of digital information.
- Learn that each file should be placed in the appropriate folder. For example, music files in the music file folder, picture files in the pictures file folder...and so on.

SKILLS

Students will be able to:

- Link each device to its operation.
- Distinguish the different types of digital information.
- Understand that different digital files could be combined in order to work simultaneously.

WHAT IS NEEDED**Resources**

- Digital Kids Starter Student's Book.
- K.1.2.3_Worksheet_1.docx
- K.1.2.3_Worksheet_2.docx

Tools & Equipment

- Interactive Whiteboard
- Projector
- Digital camera
- Paint
- Microsoft Word
- Scissors
- Glue
- Colored markers

LEARNING DIFFICULTIES**Distinguish the types of digital information.**

Students find it difficult to distinguish between the types of digital information presented, like when a child sees a text, he may regard it as picture when in reality it is a text document. Likewise, video can be a combination of picture, sound and text.

No reaction with text in comparison to multimedia.

Students react to digital material such as video, picture and sound, but this may not happen with text if they do not know how to type on the keyboard.

Different gadgets have different capabilities.

Students often confuse the capabilities of different type of gadgets, for instance an mp3 player in most cases does not have video functions nor can a webcam play music, this must be explained in detail.

Ignorance of the digital files transference.

Students do not know that digital files can be transferred from one device to another.

LESSON DESCRIPTION**Introduction**

- Begin by presenting the different digital gadgets.
- Describe each device's use and their capabilities.
- Point out whether each electronic device can produce picture, sound, video or text. What must be specified is that each electronic device can communicate directly (cable connected or wireless).
- Then, focus on computer digital files and how these can be combined.
- Introduce the purpose of the lesson which is for students to understand the various types of digital information.
- Start by asking questions to the students with reference to which device they should use in order to listen to music, take a picture, record a video or type words. During the lesson, repeat the phrase "digital sound /text/picture/ video" in order to get the students acquainted with these concepts.
- With the use of a digital camera, take a picture of the computer lab and record a video. Pass the camera in front of each student, with the picture visible on the camera's screen so it can be understood that the camera has saved the picture.
- Ask students how they think we can transfer digital files from the camera to the computer. At this point, a comparison can be made by

TEACHER _____

CLASS _____

DATE _____

OVERVIEW

The general purpose of this lesson is for students to acquire an understanding of the necessity of the correct body and hand posture and the importance of adhering to the computer lab rules.

OBJECTIVES

Students have to:

- Understand that it is necessary to have their body in the correct posture and their hands in the right position.
- Learn how to place their hand correctly upon the mouse.
- Adhere to the computer lab rules and regulations.

SKILLS

Students will be able to:

- Keep their computers and their desks clean.
- Sit in the correct way while using the computer.
- Distinguish the right and wrong actions while using a computer.

WHAT IS NEEDED

Resources

- Digital Kids Starter Student's book.
- K.1.2.4_Worksheet_1.docx
- K.1.2.4_Worksheet_2.docx

Tools & Equipment

- Interactive Whiteboard
- Projector
- Scissors
- Glue
- Pencils
- Rubber erasers

LEARNING DIFFICULTIES

Dangers in computer operation.

Students may not be aware of the dangers that can encounter when they operate a computer.

LESSON DESCRIPTION

Introduction-Brainstorming

- Firstly, explain to students how to place their hand on a mouse.
- Secondly, show them how to have their body in the correct posture and their hand in the right position.
- Demonstrate, by using a child in front of the class, how to be in the right body posture. Explain the way students should behave in the computer lab such as :
 - o Keeping the lab clean and tidy.

- o Making sure that their hands are clean and dry when they use the computer.
 - o Keeping a safe distance from the monitor in order to protect their eyes.
 - o Forming a queue when going to the computer lab.
 - o Sitting properly in front of the computer, waiting for the teachers' instructions.
 - o Reporting any problem with their computer to the teacher.
 - o Shutting the computer down properly.
 - o Sharing the computer with their classmates when it is necessary.
- Then explain what students should avoid doing in the computer lab such as :
- o Eating or drinking in the lab or on the desk.
 - o Pulling any wires or touch sockets.
 - o Disconnecting or removing any cable.
 - o Playing or running inside the computer lab.
 - o Hitting the keys on the keyboard too hard.
 - o Taking devices away from the computer lab.
 - o Inserting objects into the computer.

Development – Implementation.

- Firstly, hand out the "K.1.2.4_Worksheet_1.docx" document. Students must put ✓ or ✗ in the boxes in order to characterize the right or wrong hand and body postures.
- Then hand out the "K.1.2.4_Worksheet_2.docx" document. Students must create a collage which depicts the computer lab rules. Ask the students to cut out the pictures using scissors.
- Help students to understand the real meaning of each picture as they may be unable to read any caption. In the follow-up, they must glue their pictures in the right section (Do... and Do Not...) so as to create a complete collage.

Completion-Evaluation

- Gather worksheets from students and file them in the class folder.
- See if the students understood all the objectives you had for this lesson.
- Check which part of the lesson students didn't completely understand and make any changes required in the teaching process.

NOTES
