Orientation to the Computer Lab

Overview: The purpose of this lesson is to introduce students to the EFF Standard Use Information and Communications Technology by teaching the rules and procedures to follow in the computer lab as well as an introduction to the basic parts of a computer. Adult learners will be provided with additional lessons that include information on CD’s and disks, managing data resources and accessing the Internet once they have completed the Learning Skills class and been assigned to the regular adult literacy classes.

Educational Goals: The goal of this lesson is for adult learners to (1) comprehend the rules and procedures to use in the computer lab, (2) recognize the names for the basic parts of a computer, (3) understand the use of the mouse and the keyboard, and (4) value the use of the computer in their daily lives.

Objectives:
Cognitive: — Demonstrate and verbally summarize the “General Rules of the Computer Lab” and “Procedures for Students” from the student packet.
— Turn off the computer by going to the start menu and shutting down.
— Turn on the computer by pressing the on button and being able to identify when Windows 98 is ready for use.
— Label the basic parts of a computer given an unlabeled diagram.
— Complete a handout demonstrating the proper uses of the mouse and keyboard.
— Identify the shift, backspace, enter, space bar, tab, arrow, and delete keys and state their functions.

Affective: — Describe why using a computer is valuable and how it applies in their lives.

Time: 1 hour

Teaching Materials:
— Pre-Survey
— Computer Lab (Learners go to the lab for this lesson)
— Magazine articles on technology

Student Materials:
— Typing Tutor 6
— Pre-Survey
— Computer Lab Orientation Packet
**Skills Connections:** This lesson has connections with the Tennessee KSA – *Use a Computer* and the EFF Standard – *Use Information and Communications Technology.* (Appendix II)

**Teaching Strategy:** This lesson will be taught using a directed teaching method. Learners will take a pre-survey before they begin the lesson. They will not be post-surveyed in *Learning Skills* but in their regular adult literacy class. This lesson should be the first of several lessons taught by the computer lab manager to adults in the adult literacy program. Learners complete lesson one of the Orientation to the Computer Lab while they are in the *Learning Skills* class.

The *Learning Skills* teacher will give each learner a pre-survey that will be given to the computer lab manager. After the survey is complete learners go to the computer lab for one hour. The computer lab manager directly teaches the skills and asks learners to demonstrate the skills throughout the lesson. Skills demonstrated are checked off the Instructor Observation Checklist.

**Lesson Plan**

**Introduction**

**Attention:** We are going to begin today to learn how to use technology to gather and manage information and communicate.

**Question:** How have you used a computer?

**Motivation:** We have many different levels of knowledge about the computer in our class. Some of you may be scared to use computers, and some of you maybe can’t wait to get into the computer lab and learn how to get online. Your willingness to learn how to use technology is a valuable tool for your future. It can make getting the GED easier, give you an edge when you apply for a job, and keep you from being a dinosaur. Today’s world is made up of cell phones, pagers, computers, fax machines and e-mail. In order to stay ahead and not get left behind, you’ll find it is important to become informed about the uses of technology and how it can impact your life.
Overview: Some of you have used a computer and others have never turned one on. What we want to do today is assess our technology skills and then begin to learn some simple steps in working with a computer. The computer lab manager will help you learn the basics of computers and some procedures that will enable you to be successful as you use the computer in your school, work, or home. As you continue in the adult literacy program you will have many opportunities to improve your computer skills.

Body of Lesson

Main Point 1: Computer Pre-Survey
(Give each learner the pre-survey and ask him or her to complete it. You may need to read the questions and answers if learners’ reading ability will hinder them from taking the survey.)

Before you begin the lesson, label the computer with numbers that match the numbers on the diagram in the student packet.

Main Point 2: Rules and Procedures
(Begin the session by explaining that the computer lab has some special rules and procedures. Have learners turn to the beginning of the student packet and read with them the General Rules of the Computer Lab. After reading the rules, ask learners why they feel these rules are important.

Next discuss the Procedures Section for Students.

Discuss each procedure and demonstrate each procedure to the learners. Give them time to ask questions. Have them perform each procedure once they have discussed it. For example, have the learners sign in the computer lab. Show them how to check in and out of the computer and have them practice this a few times.)

Main Point 3: Turn On and Turn Off the Computer
(All the computers should be on when the lesson begins. Show learners how to properly shut down the computer using the start menu. Demonstrate how to use the mouse to click on the start button. Next have learners click on “shut down,” and then have learners shut down the computer. Move around the room and help learners with this procedure. Do not

Teaching Tip
You may want to complete this survey prior to the one-hour scheduled for the Orientation Lesson 1. This survey will give you a profile of the learners in your group, which will allow you to group them for future work on the computer.
assume that this is so easy that everyone will understand it right away or feel comfortable with shutting down the computer.

Once learners have shut down the computer, have them start the computer by pressing the on button and waiting for Windows 98 to begin. Demonstrate the correct procedure for whatever operating system you are using. Have learners practice shutting down and turning on the computer several times.

Main Point 4: Parts of a Computer
(Have learners take out the labeled diagram of a computer and review the basic parts of the computer and functions for each. For example, give the learners the name of the monitor, have them touch the monitor and explain that this is their desktop. The monitor is like a real desktop. They will put the things they are working with on it, like essays, letters, or files.

The desktop also has a taskbar, a start button, and icons. Icons are the small pictures that they see on the desktop, such as My Computer, My Documents, Recycle Bin, Skills Bank, etc.

The CPU is what makes the computer work. It is the brain of the computer. The CPU is part of the hardware and it makes the software work. How students look at the CPU and find the following parts. 1) Diskette Drive. Show learners where the drive is located. This is called A:Drive. 2) CD ROM Drive. Show learners the location and have them press the button to open the drive. 3) Power button. Note that there is a light by the power button that indicates that the computer is on.

Review by letting students point out the monitor, desktop, icons, CPU, diskette drive, and CD ROM drive.

Next let students locate the keyboard. There are several keys to become familiar with. Give the name of the following keys and have students locate those keys on the keyboard. Ask learners to locate the following keys: Shift, Backspace, Enter, Space Bar, Delete, Tab, Arrow Keys, and Escape. Help learners with this part of the exercise. It will take many of them a long time before they are able to remember where the keys are located. Remind the learners that today is an orientation and that they will have an opportunity to practice these skills many more times.
The last part of the hardware to identify is the **mouse**. Show learners the mouse and the two buttons that are on the mouse.

Now go back and review Point 4 by asking questions and having learners demonstrate by identifying the basic parts of the computer. Next give them an unlabeled diagram and ask them to label the parts on the computer.

**Main Point 5: Individual Work**

(Ask for a show of hands of anyone who thinks he or she uses the mouse and keyboard well. Pass out the mouse and keyboard handout to these learners. Each learner will complete the handout and ask for the teacher to check the work. Learners will work through the handout independently. If the learner shows mastery, then he or she will play mouse games, which are found in Typing Tutor 6. The games allow the learners to practice with the mouse. The games are called Mouse Aerobics and Mouse Invaders. The learners may also choose to play one or more of the following games that practice with the mouse: Ski—for mouse control, Solitaire—for clicking and dragging, or Jigsawed—for clicking and dragging.

The learners who do not feel they work well with the mouse and keyboard will take the mouse tutorial from Typing Tutor 6, which will be pre-set on the toolbar. They will also have a diagram of a keyboard that they can go over and study. The teacher will quiz them on the keys and functions.

Do the Mouse and Keyboard Group Worksheet with the learners step by step. The handouts are found in the student packet.)

**Conclusion**

**Summary:** Today you have learned several new terms and been introduced to many new skills. (The teacher should briefly go over each main point, asking learners to summarize what they have learned.)

**Re-Motivation:** Today you were introduced to the computer as a tool that you can use to acquire, process, and manage information. As you continue in the adult literacy program you will have the opportunity to
refine the skills that you were introduced to you today. You have started your journey into the future. Remember that it is just as important to become informed about the uses of technology as it is to learn to read, write, or get your GED. Our world is always changing and by beginning to use technology to learn basic skills, you are demonstrating your ability to be independent and learn how to learn in new ways. This will enable you to stay ahead and not get left behind.

Close: (Close the lesson by giving each learner a Check for Understanding Handout and ask him or her to answer each question. Check the answers for the learners as they complete their work.)

The Orientation to the Computer Lab is a four-part lesson developed by adult literacy teachers in the Knox County Adult Literacy Program. This lesson includes part one of a student packet that the Adult Literacy Program uses as an orientation to the computer lab. This lesson includes only the part of the student packet that applies to this lesson (in Appendix I).

Homework Assignment: Fear of Technology – Give learners articles to read from magazines.
Instructor Observation Checklist – Computer Lab Orientation Part 1

Student Performance (X=Complete, 0=Incomplete)

<table>
<thead>
<tr>
<th>NAME __________________________________________</th>
<th>Date __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable samples: The Student...</td>
<td></td>
</tr>
<tr>
<td>Can state all 4 lab rules</td>
<td></td>
</tr>
<tr>
<td>Can state or summarize all 4 general procedures for lab use</td>
<td></td>
</tr>
<tr>
<td>Turns on computer correctly</td>
<td></td>
</tr>
<tr>
<td>Verbally identifies when Win '98 is ready for use (done loading)</td>
<td></td>
</tr>
<tr>
<td>Turns off computer using start menu commands</td>
<td></td>
</tr>
<tr>
<td>Can identify: Mouse</td>
<td></td>
</tr>
<tr>
<td>Keyboard</td>
<td></td>
</tr>
<tr>
<td>Monitor</td>
<td></td>
</tr>
<tr>
<td>CPU</td>
<td></td>
</tr>
<tr>
<td>CD ROM Drive</td>
<td></td>
</tr>
<tr>
<td>Floppy Disk Drive</td>
<td></td>
</tr>
<tr>
<td>Can use a mouse to: Click</td>
<td></td>
</tr>
<tr>
<td>Double Click</td>
<td></td>
</tr>
<tr>
<td>Click and Drag</td>
<td></td>
</tr>
<tr>
<td>Can locate and describe the function of keys on keyboard:</td>
<td></td>
</tr>
<tr>
<td>Shift</td>
<td></td>
</tr>
<tr>
<td>Backspace</td>
<td></td>
</tr>
<tr>
<td>Enter</td>
<td></td>
</tr>
<tr>
<td>Space Bar</td>
<td></td>
</tr>
<tr>
<td>Delete</td>
<td></td>
</tr>
<tr>
<td>Tab</td>
<td></td>
</tr>
<tr>
<td>Arrow Keys</td>
<td></td>
</tr>
<tr>
<td>Escape</td>
<td></td>
</tr>
<tr>
<td>Has completed Part 1 of Computer Lab Orientation</td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY: Improving Basic Skills Using Technology**

**Objective:** The objective of this activity is for learners to (1) comprehend how to improve their basic skills using technology, and (2) respond positively to technology as it applies to their lives and goals as parents, workers, and citizens.

**Teaching Tips:** When learners have completed the computer orientation lesson, introduce them to a computer program that will help them to improve their basic skills. Knox County’s adult literacy program uses a program called *Skills Bank*. This particular program begins at a 3.0 reading level and includes lessons on math, vocabulary, reading comprehension, life skills, etc. Adult learners receive a brief program description and introduction on how to use the program.

**Procedure:**
1. Give a brief introduction and description of the program and how it will help the learner. Descriptions and introductions will be different, depending upon what program will be used. The questions from the “Thought for the Day” could be asked to deepen understanding.
   a. What is the program?
   b. What does it mean to me?
   c. Why is it important?
   d. How can I use it?
2. Using the computer orientation rules, show the class how to use the program on the computer.
3. Ask learners to take notes on what they will learn.

**Summary:** Allow learners to work on the program for approximately 30 to 45 minutes. Gain their feedback and input about using the computer. Wrap up the activity by letting them know that they will also be using the program in their next class.