

Basic Computer Skills, Lesson 8: Customizing and Updates

Northstar Digital Literacy Standards <i>This lesson aligns with the following standard/s.</i>	Vocabulary <i>This lesson focuses on the following digital literacy terms.</i>
<p>13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor).</p> <p>14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.</p>	<p>background</p> <p>customize</p> <p>settings</p> <p>software</p> <p>update</p>

Technology Concepts

Important lesson background and teaching tips for instructors

In this lesson, learners will practice adjusting computer **settings** to work for their specific needs. They will also learn ways to keep a computer healthy. At the end of the lesson, learners should be able to access **settings** in multiple ways, recognize when they need to run computer **updates**, and **customize** common **settings** on their device.

Teaching Tips:

- We recognize many labs have **settings** restrictions. [Handout B](#) allows learners to practice **customizing settings** without access in the lab. If your site's lab allows learners to access **settings** on the computer, you may choose to ask learners to follow along with the questions in [Handout B](#) while interacting with the authentic computer **settings**.

Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare to find settings on computer in three different ways. <input type="checkbox"/> Prepare to project Reference A for Model & Explain. <input type="checkbox"/> Prepare to project Reference B for Model & Explain. <input type="checkbox"/> Prepare to project Reference C for Do It Together.
Task 1	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout A for each learner.
Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout B for each learner.
Vocabulary Work	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout C for each learner.

Warm Up

Find out what learners know and prime them for the work ahead.

Pair/Small Group Work:

- Share with learners:
 - ◆ “**Customize** means to make something work for your specific needs and what you like best. Many people like to **customize** their cell phone according to what they like best and their needs.”
- Ask learners to share about their own cellphones with a partner. Project the following sentence frames to support pair discussions:
 - ◆ I **customized** the *outside* of my cell phone by _____
 - adding a new case.
 - adding a screen protector.
 - other?
 - ◆ I **customized** the *inside* of my cell phone, so it works well for me by _____
 - changing the **background**.
 - changing the language.
 - adding/changing a password.
 - choosing the ringtone.
 - other?

We will Learn...

Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

change **settings** to **customize** the computer for your specific needs and preferences (likes).

recognize necessary **updates** for your computer.

MODEL & EXPLAIN

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, learners should not work on their own computers at this time.

Settings

- Project [Reference A](#) and define **settings** for learners.
 - ◆ “**Settings** is an area of the computer where you can **customize** the computer to be specific for your use.”
 - “For example, **settings** can help you **customize** the **background** picture or change how you use your mouse.”
- Say to learners, as you project and model:
 - ◆ “There are multiple ways to find **settings** on your computer. I will show you three different ways.”
 - ◆ Model for learners how to access **settings** the following ways:

- start menu, **settings** icon
- start menu, scroll to **settings**
- search **settings** in search bar

Updates

- Project images of **software update** images on [Reference B](#).
 - ◆ “If I see these images, it means I need to **update** my computer **software**. **Software** is the operating system of your computer. **Software** is the instructions your computer follows to do different tasks. Some reasons to **update** my computer **software** are:
 - the computer is running slowly
 - there are new features, something new to add to the computer’s system
 - new security
 - ◆ “To **update** means to make it newer or better for you to use.”
 - ◆ Project [Reference B](#) and say to learners:
 - ◆ “Here are some different images you may see when you need to **update** your computer **software**.”
 - Point out where to click on the various images.

DO IT TOGETHER

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Ask learners the following question:
 - ◆ “If I want to get into **settings** to change how some things look on my computer, how can I find **settings**?”

Encourage learners to use sequence words to restate the steps in the procedure: first, next, then, etc.

 - Make sure learners summarize all three ways to access **settings**.
 - Project and model to review with learners the three ways to access **settings**.
- Project [Reference C](#).
- Have learners turn and talk and then share out.
 - “What is a **software update**?”
 - “What are some reasons to do **software updates**?”
 - “What do you think might happen if we don’t **update** our **software**?”
 - “Where can we go to find **software updates** on our device?”

PAIR EXPLORE

*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the “How to Facilitate Pair Explore” for teacher support.*

- Learners practice three different ways to find **settings** on their computers.
 - 1) Go to the start menu, click the **settings** icon.
 - 2) Go to the start menu, scroll to **settings** icon.
 - 3) Search **settings** in search bar.

Task 1

Learners practice skills by completing an authentic task/s.

- Give learners [Handout A](#).
- Allow time for learners to look at the pictures of **software update** icons and answer the questions.
- Check answers together as a class.

Task 2

Learners practice skills by completing an authentic task/s.

- Say to learners:
 - ◆ “Now, let’s practice customizing **settings** on the computer.”
- Give learners [Handout B](#).
- In pairs, have learners fill in the blanks with the correct icon name to complete the **customization**.
- Check answers together as a class.
- Answers:
 1. Time & Language
 2. Network & Internet
 3. System
 4. Personalization
 5. Ease of Access

Vocabulary Work

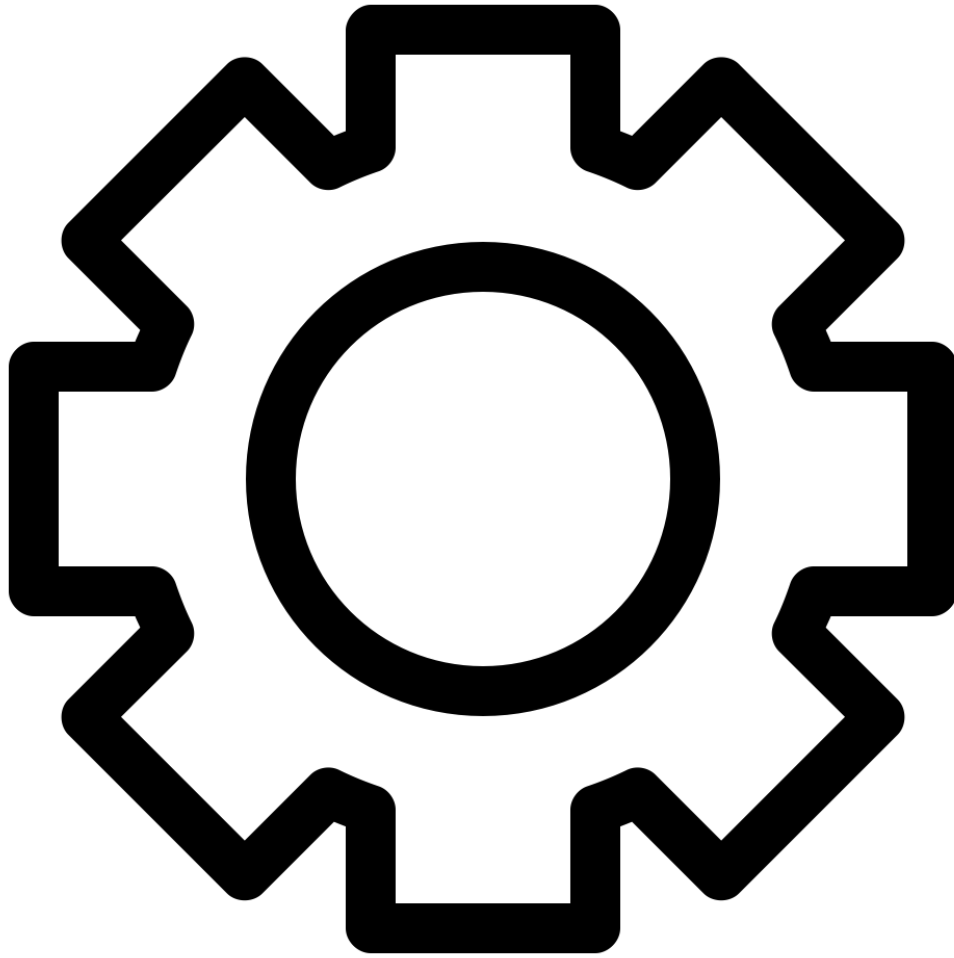
Learners practice vocabulary presented within the lesson.

- Give learners [Handout C](#).
- Learners match the vocabulary word with its correct definition.
- Check answers together as a class.
 - **Customize**: to change something to make it personal for an individual
 - **Software** (Application): programs used on a computer
 - **Update**: to get a newer version
 - **Background**: the main area of a screen behind icons and open programs, also known as the desktop
 - **Settings**: an area of the computer where you can **customize** the computer to be specific for your use

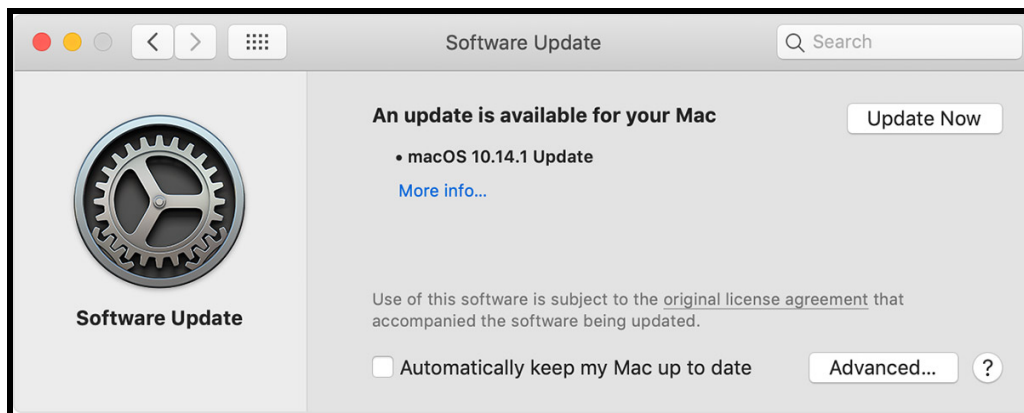
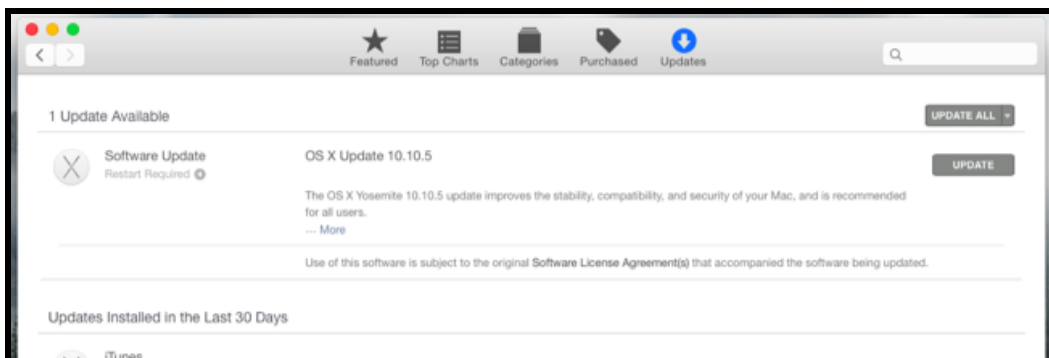
Wrap-Up

A final check in with learners. An opportunity to review, reflect, or check for understanding.

- In pairs, have learners show their partner three different ways to find **settings** on a computer.
- Circulate to check for understanding.



Reference B



Reference C

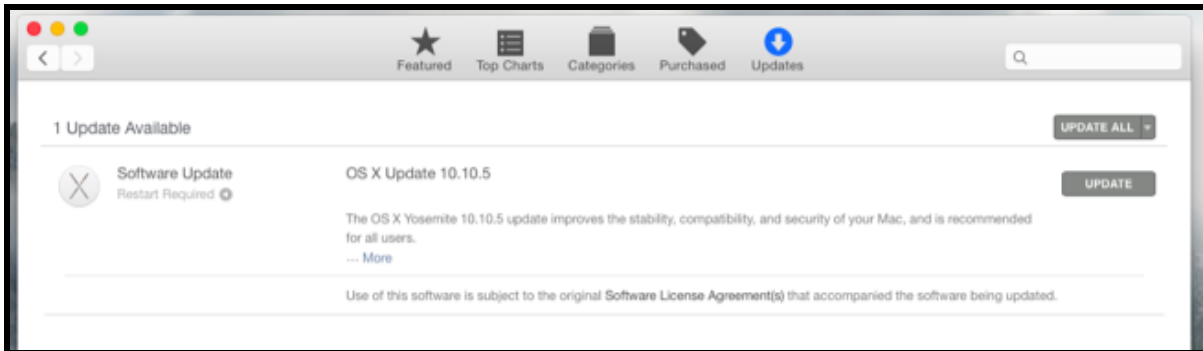
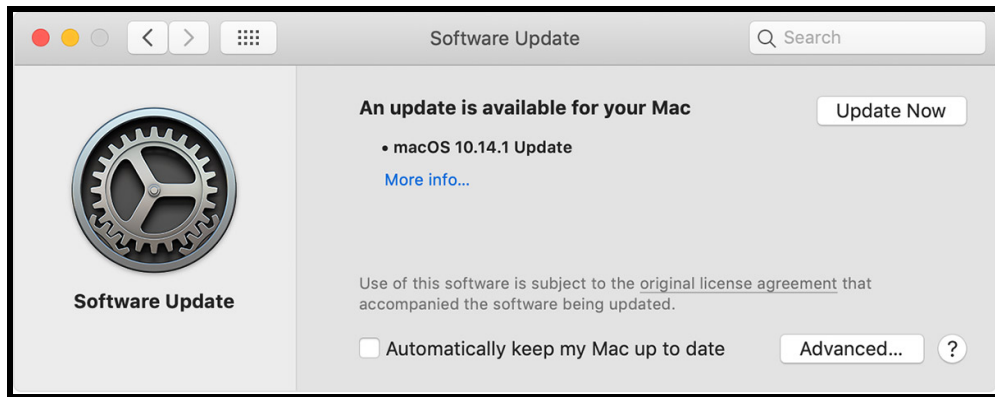
Directions: Answer the following questions with a partner, and then share as a class.

1. “What is a software update?”
2. “What are some reasons to do software updates?”
3. “What do you think might happen if we don’t update our software?”
4. “Where can we go to find software updates on our device?”

Handout A

Directions: Look at the pictures below to answer the questions.

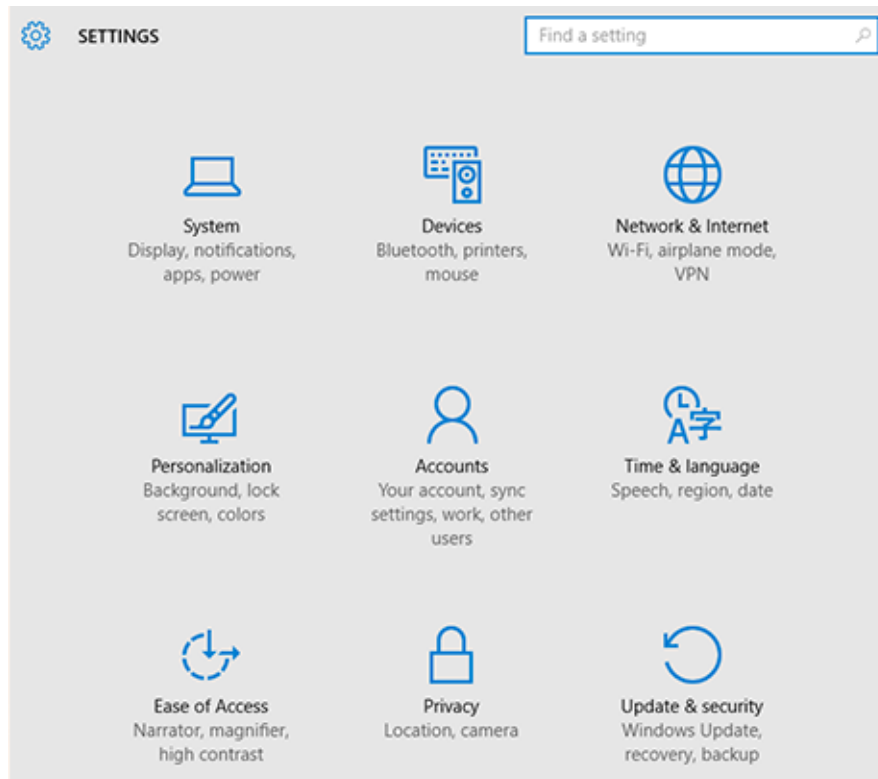
1. What word is the same in each of the pictures below?
a) advanced b) software update c) install
2. In each picture below, circle the place you should click to update the device.



Handout B

Here is an example of a settings screen on a computer.

Directions: Look at the icons (pictures) below. Guess how the icons can help you customize your computer.



1. What icon do you think helps **change the language**?
→ I think _____ helps change the language.
2. What icon do you think helps **select a different WiFi network**?
→ I think _____ helps select a WiFi network.
3. What icon do you think helps **change the display of your computer screen**?
→ I think _____ helps change the display.
4. What icon do you think helps **change the computer's background to a different color or picture**?
→ I think _____ helps change the background.
5. What icon do you think helps **make the computer easier to use by making mouse pointer bigger**?
→ I think _____ helps make the computer easier to use.

Handout C

Directions: Draw a line to match the vocabulary word with its correct definition.

<u>Vocabulary</u>		<u>Definition</u>
Customize:		the main area of a screen behind icons and open programs, also known as the desktop
Software:		an area of the computer where you can customize the computer to be specific for your use
Update:		programs used by a computer
Background:		to get a newer version
Settings:		to change something to make it personal for an individual