

Lesson 1	Study Module 1: Making the most of your computer	Time
Lesson objective	In this lesson students are learning how to: <ul style="list-style-type: none"> • customise computer settings to increase their own efficiency 	
Learning outcomes	At the end of the lesson students will be able to: <ul style="list-style-type: none"> • personalise the desktop • adjust system settings • resolve straightforward problems 	
Specification coverage	L1: 2.1 - 2.3 L2: 2.1 - 2.4	
Resources Study Module 1 SAM and Mark Scheme Images: L1.1-PC-in-the-box L1.2-PC-out-of-the-box L1.3-PC-effective-settings L1.4-Mark-Scheme-Lesson1 Key vocabulary Desktop Interface features System settings Icons Quick launch bar System tray Software application	Starter Show students the image L1.1-PC-in-the-box.  Ask students what the owner is likely to do with the new computer and why. Cover: <ul style="list-style-type: none"> • Installing applications software <ul style="list-style-type: none"> ○ give students different scenarios: who would install which application software and why? Examples: a teacher, an architect, a shop-keeper ○ ask students what application software they would install and why (leisure, socialising, studying) • Interface features (mouse, keyboard, touchpad, screen, audio and video) 	5-10 mins

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	<p>Show them the image L1.2-PC-out-of-the-box.</p>  <p>Although students cannot see fine details, ask them what this photo tells them about how the owner has customised their new computer. Cover:</p> <ul style="list-style-type: none"> • the user is left-handed • desktop: many icons for application software, some icons on the quick launch toolbar • interface features: screen: angle for best view; settings for mouse (left-handed user) and touch pad, volume for headset with microphone; system tray • external storage: memory stick, camera's memory card <p>Not visible on the photo:</p> <ul style="list-style-type: none"> • printer • date and time <p>Refer students to page 6 in Study Module 1.</p>	
	<i>Optional: input by ICT/network staff (see note at the end)</i>	15 mins
	<p>Share lesson objectives</p> <p>Introduce the lesson and share learning objective and outcomes.</p>	5 mins
	<p>Customising the desktop, changing system settings</p> <p>Show students a desktop. Tell them that it does not have to look like this. Make some changes, e.g. move some icons to new locations, rearrange all icons or change their size. Open the volume control and an application by double-clicking on its icon (make sure the students hear the clicks or count them).</p> <p>Establish that the mouse is a key tool to customise the desktop and get to system settings. Conclude with an open question which students answer after the hands-on activity: can the mouse itself be customised?</p>	<p>30 mins</p> <p><i>(20 mins if optional session included)</i></p>

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	<p>Ask students to explore the settings of their computer completing Skill Builders 1.1, 1.3, 1.4, 1.5 and 1.6.</p> <p><i>Notes:</i></p> <p><i>Include Skill Builder 1.2 if students need practice resizing, moving, layering and/or restoring windows.</i></p> <p><i>Skill Builder 1.4, last bullet "Experiment with using a data projector ...". Students can take it in turns; alternatively demonstrate to all or cover without hands-on activity.</i></p> <p>Ask two or three pairs/groups what desktop and which settings improve, which hinder their use of the computer.</p> <p>Conclude with going through the Tips for choosing software (Study Module 1, page 7)</p>	
	<p>Troubleshooting</p> <p>Users can face problems even with the best customised computer. Ask students what technical troubles they have come across that stopped or delayed them from completing a task. Ensure that you cover issues that could impact negatively on the students' performance during the test:</p> <ul style="list-style-type: none"> • printer: off-line, paper jam, out-of-paper • software: application is not responding • internet: no access • network: no access • screen / monitor: no display <p>Stress health & safety issues (handling electrical items with care) and tell students who to turn to for help.</p> <p>You may want to include Tips for working safely on page 9 of Study Module 1.</p>	<p>10 mins <i>(5 mins)</i> <i>if optional session included</i></p>

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	<p>Plenary</p> <p>Remind students of the learning objectives and what they have learnt in this and the previous lesson.</p> <p>Show students the image L1.3-PC-effective-settings.</p>  <p>For each of the green rings, ask them to summarise what settings can be changed and how this helps users to get the most of their computer.</p> <p>Encourage them to reflect on their skill level and refer them to the Knowledge Check on page 10 of Study Module 1.</p> <p>Conclude the lesson and introduce the homework by referring students to the Test Tips on page 10 and by showing them image L1.4-Mark-Scheme-Lesson1.</p> <table border="1" data-bbox="446 1288 1197 1758"> <tr> <td colspan="4">Mark Scheme</td> </tr> <tr> <td colspan="4">SAM</td> </tr> <tr> <td colspan="4">Functional Skills</td> </tr> <tr> <td colspan="4">Functional Skills qualification in Information and Communication Technology (ICT)</td> </tr> <tr> <th>Answer</th> <th>Additional Guidance</th> <th>Mark</th> <th>Standards reference</th> </tr> <tr> <td>Evidence of selection of a suitable software application to produce the leaflet</td> <td>Evidence on printout of Task 5 showing file type, eg DOC, PUB</td> <td>1</td> <td>2.1</td> </tr> <tr> <td>Candidate has used interface features and systems facilities to produce the leaflet</td> <td>Inferred from final product</td> <td>1</td> <td>2.2</td> </tr> </table> <p>Tell students that they will not be expected to change system settings in the test but that they can earn marks for:</p> <ul style="list-style-type: none"> • using interface and system facilities • selecting a suitable software application 	Mark Scheme				SAM				Functional Skills				Functional Skills qualification in Information and Communication Technology (ICT)				Answer	Additional Guidance	Mark	Standards reference	Evidence of selection of a suitable software application to produce the leaflet	Evidence on printout of Task 5 showing file type, eg DOC, PUB	1	2.1	Candidate has used interface features and systems facilities to produce the leaflet	Inferred from final product	1	2.2	<p>10 mins</p>
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Homework	Which software application should I use? Ask students to complete Skill Builders 1.7 and 1.8	30 mins
Notes	<p><i>Optional</i></p> <p>If the computers students use are 'locked-down' and managed in-house or by an external ICT Service Provider, invite the Network Manager or one of the ICT technical staff to attend the lesson for the first 10 minutes.</p> <p>After students have looked at the photo <i>L1.2-PC-out-of-the-box</i>, ask them what they do when they take a computer out of its box.</p> <p>Give them 15 minutes to cover the thinking behind the centre's choice of:</p> <ul style="list-style-type: none"> • application software • interface features • system settings • troubleshooting (school-specific 'You can ... but must not ...', especially with printers) 	15 mins