



Learner Analysis:

1. General Characteristics:

Approximate Age:

- Students are approximately 6-13 years old.

Education and Ability Levels:

- Students are currently enrolled in Kindergarten through Grade 5.

Behavior Considerations:

- Students need the information to use the networked computers.

Previous Experience with Topic:

- Students in grade 1-5 have little formal instruction on some of these topics.

Attitude Toward Content:

- Students are highly motivated to use computers and learn new things.
- Students want guidelines and to know what is expected of them.

Attitude Toward Content Provider:

- Students have a positive attitude toward the teacher
- Students work well with teacher and respond positively to chosen methods

Entry Competencies:

Prior to the start of instruction learners should be able to:

All learners

- Turn on and shut down the computer.
- Identify and use mouse and headphones.
- Know left from right.

Grades 3-5

- Know how to insert and remove a disk.
- Know how to save to disk and network.
- Know how to “minimize” screen on the monitor.

2. Learning Styles:

Successful Instructional Strategies:

- Students enjoy working in groups.
- Hands on activities increase motivation.
- Enjoy problem solving.
- Examples from schools are relevant.
- Keep material applicable to current needs.
- Like to make suggestions that feel would benefit their school.

Instructional strategies to avoid:

- Lectures need to be brief and to the point.
- Lengthy handouts.

Objectives

1. All Students will demonstrate the proper handling of headphones and mice.
2. All students will demonstrate proper methods for logging out and shutting down computers.
3. Students in Grades 3-5 will create in small groups sets of rules for using the computers.

Learning Process

1. Preview the materials.
The teacher will have Lab guidelines", "Going On-Line" and "Network Use" visuals.
2. Prepare the materials
The teachers will pass out pencils and papers to students at each table. The teacher will make sure that there is the correct number of magnets to hold each of the lab guidelines on the magnetic dry erase board.
3. Prepare the environment
The teacher will be sure the dry erase board is clear. Cut out of "Lab Guidelines" will be on dry erase board. Also the visuals "Going On-Line" and "Network Use" to post.
4. Prepare the learners
The teacher will ask how the students to write some guidelines for using the lab. The teacher will stress that these are not behavior rules, but rules for making sure that the lab is always ready for the next scheduled class. The rules for "Going on-line" are specific to using the Internet. The rules for "Network use" are suggestions to avoid losing work and having other students access their files.
5. Provide the Learning Experience
 - Step 1:** The teacher will tell the students that because our lab is used by all the students' teachers in the school we need to have some guidelines so that it is always "ready" for the next class.
 - Step 2:** The teacher will ask students to give some "suggestions" for taking care of the lab. (10 minutes)
 - Step 3:** The teacher will write these suggestions on the board. (5 minutes)
 - Step 4:** The teacher will show one of the "lab guidelines" and ask the students which of their rules "fits" that guideline. (5 minutes)

This same process will be repeated for "Going On-line" and "Network Use"

Participation Checklist:

Objectives	Activity	Learner Participation
1	Students will write down ideas for guidelines for using the lab, going on-line, and using networked computers	Requires individual participation in a group activity