DART Digital Access & Resilience in Texas

Lesson Plan 10: Computer Sign In and Sign Out

Lesson Overview: In this lesson, students will turn on and wake up a computer, use a username and password to log in to a computer, and lock, sign out of, and shut down a computer.

Lesson Objectives:

Students will:

- turn on and wake up a computer and put a computer to sleep and shut it down.
- sign in to a computer using a username and a password.
- use the password eye symbol (if present) to check password characters.
- use keyboard shortcuts to lock, sign out of, and shut down a computer.

Materials and Setup:

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (Laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Mouse Pointers
- Handout 2: Using Keyboard Shortcuts to Lock, Sign Out, and Shut Down

Instructional Tips:

- ***Teacher and Student Devices***. Ensure that you have an Internet-enabled device that projects to a screen. If possible, use a device for the screen projection that has the same operating system that your students are using. For example, your device and the students' devices should all be Windows 10, all be Chromebooks, all be iPads, etc.

- ***Device Login Name and Password.*** You will need to know the login name and password for all computers. Many classrooms have a different username and password for the teacher than for the students. In some locations, the student username and password will be the same for everyone. In other locations, the student usernames and passwords will be different and may be located on the actual device.

- ***Key Vocabulary***: You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.

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- - The terms for mouse pointers vary. We have introduced the arrow pointer for the standard mouse pointer, the text pointer rather than the I-Beam pointer, and the hand pointer rather than the link pointer.
  - The terms for log in, log out, and shut down vary. Windows uses the terms "sign out" and "shut down" as screen options, so we use those terms in the vocabulary. We have listed log in, sign in, and log on because we realize that we use all of these.

- ***Keyboarding Practice:*** Ask students to write a text message on their phones with the computer password written 3 times with spaces in between each time. Ask them to text the computer password to your Google Voice number or to themselves. Ask students to delete their text messages off of their phones after texting the message to themselves. (Also delete the text message you receive on your Google Voice number.)

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.
- 4.1. Express an opinion about a familiar topic, experience, or event.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L3.5: Recognize negative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.1: Recite letters of alphabet, letters in words, and numbers when reading aloud from a text or sign
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- S4.7: Use simple requests for repetition or simple clarification

Seattle Digital Equity Initiative Skill(s)

- SDEI EF.5: Understand My Computer
- SDEI EF.7: Understand the Internet
- SDEI EF.11: Connect to Wi-Fi
- SDEI MO.2: Understand Online Access
- SDEI DO.3: Keep Devices Safe and Secure
- SDEI WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 3: Log on to and shut down a computer
- Basic Computer Skills 6: Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)).
- Basic Computer Skills 7: Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).
- Basic Computer Skills 16: Identify whether or not a computer is connected to the internet

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- Basic Computer Skills 18: Turn computer and monitor on and off

Key Vocabulary

- mouse pointers
  - arrow, standard, or normal mouse pointer
  - text or I-Beam mouse pointer
  - link or hand mouse pointer
- mouse actions
  - left click / double-click
- turn on (optional to also teach power on)
- wake up
- sign in / log in / log on
- swipe up / swipe down (if applicable to computer devices)

- Keyboard shortcuts: CTRL (Control), ALT (Alternate), DEL (Delete), Windows key
- lock
- put to sleep / sleep mode
- sign out / log out / log off
- shut down / turn off
- charging cart (if applicable to classroom setting) / power plug / power cord
- icon / button / symbol

Reinforced Vocabulary
- mouse, touchpad (or trackpad), screen or touchscreen, hold down, tap

ENGAGEMENT

NOTES

- **Say:** We talked about logins. Do you remember why we use a login? (Wait for responses.)
- **Say:** Today you will learn how to turn on your computer. You will use a username and a password to log in to your computer. You will learn how to lock your computer and sign out. You will learn how to shut down your computer.
- **Say:** Before we log on to the computers, let's learn some words that we use to talk about logging in and logging out.
- Write the following on the board on one line: *log in = log on = sign in = log in = log on*
- Write the following on the board on another line: *sign out = log out = log off*
- **Say:** In English, we say "sign in to the computer." We say, "log in to the computer." We say, "log on to the computer." We say it three ways. They are all correct.
- **Say:** In English, we say "sign out of the computer." We also say, "log out of the computer." And we also say, "log off of the computer." We say it three ways. They are all correct.
- **Say:** Repeat after me. (Say each term and have students repeat: "sign in to the computer," "log in to the computer," and "log on to the computer."). Which way do you like best? (Get responses.)
- **Say:** Repeat after me again. (Say each term and have students repeat: "sign out of the computer," "log out of the computer," and "log off of the computer."). Which way do you like best? (Get responses.)
- **Say:** You will also learn how to shut down the computer today. Shut down means to turn off.

EXPLORATION

- Teacher Note: Classrooms will have different devices and equipment setup, so adjust the script as necessary.

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- **Say:** Before we get on the computer, let's learn about the mouse (or touchpad or trackpad). (If you are using a touchscreen with no mouse, tell students that they will be using their fingers to tap the screen and demonstrate how this works. They only need to know how to tap one time for today's lesson.)

- Distribute **Handout 1: Mouse Pointers**

- **Say:** Let's look at 3 kinds of mouse pointers you need to know when you use a computer. (Display the handout on a screen. Note that the handout shows the images but not the pointer type. Choose the term YOU typically use and write it on the board so students can copy it down on the handout.)

- Demonstrate the pointers on the computer and have them tell you what kind of pointer you are using.

- **Say:** Now, I will show you how to set up and log in to your computer.

- As applicable to your classroom, demonstrate how students will access the computers, unplug them from power cords as necessary, and set them up on their tables or desks.

    - If the computers are powered off, model how to hold down the power button until the students hear that the computer has turned on and is starting.

    - If the computers are powered on and asleep, model how to wake up the computer.

- Demonstrate to students how to log in to the computer. Point out the mouse arrow pointer on the screen as you move the mouse or touchpad.

- When the password box appears, move the mouse arrow pointer over the text box and point out to students that the pointer changes to the text (or I-Beam) pointer.

- Click in the box. Type the password. Then press and hold down on the password eye icon.

- **Say:** When you see this eye icon, it means that you can see the password you type.

- **Say:** My password looks good. Now I can click on the arrow. (Demonstrate.) I am logged in to the computer.

EXPLANATION

- Write the class username and password for the computers on the whiteboard or show students where the individual computer username and password is located.

- Ask students to get a computer and set it up at their desk or to sit at a computer.

- Have students follow along as you bring it out of sleep mode. Then demonstrate how to log in as you did in the Exploration section.

- Once everyone is logged on to the computer, pass out **Handout 2: Using Keyboard Shortcuts to Lock, Sign Out, and Shut Down.** Use a projector or document camera to display the handout.

- Ask students if they know what a shortcut is. (Wait for responses and explain.)

- Ask students what they think a keyboard shortcut would be. (Wait for responses and explain that it is a combination of keys that will make doing something on the computer faster.)

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- **Say:** Look at the keyboards on your handout. There are some special keys that help us lock, sign out, and shut down the computer. Find the Windows home key. (Demonstrate where the key is and have students find the key on their handout.)

- **Say:** To lock your computer quickly, you can press and hold the Windows key and then tap on the letter "L." Watch what happens. (Demonstrate Windows-L; the computer screen will lock).

- **Say:** The screen is locked. Why do people lock their computer screens? (Wait for responses.) If we need to leave our computer and there are people near us, we want to keep our information private. We need to lock our screen when we leave our computer.

- **Say:** Now I need to unlock the computer. When I unlock the computer, I will see the computer exactly like it was.

- **Ask:** What do I need to do to unlock the computer? (Use a projector or document camera to display the handout. Wait for responses. Sign in as you did previously and narrate what you are doing to students.)

- **Say:** Now look on your handout at the CTRL-ALT-DEL keys. **Ask:** Can you find the key that says CTRL? That is the Control Key. (Ensure students find the key.) **Ask:** Can you find the key that says ALT? That is the Alternate Key. (Ensure students find the key.) **Ask:** Can you find the key that says DEL? (Ensure students find the key.)

- **Say:** Let me show you what happens to the laptop when I use all of those keys. First, I press and hold down the CTRL key. I keep holding it down and then I press and hold down the ALT key. I hold both of the keys down. Then with my other hand, I tap on the DEL key. (On your computer that you have already logged into, exaggerate pressing and holding down the CTRL key and then pressing and holding down the ALT key. Then tap on the DEL key. Students should see that you get a new screen with a list of options.)

- **Say:** I have a list of options. Options are actions that I can do. I can click on "Lock" to lock the computer. I can click on "Sign out" to sign out of the computer. I can click on the Power icon to see Shut down. (Demonstrate where the Power icon is on the handout you have projected on the screen.)

- Write the word "icon" on the board. Ask students to repeat it after you.

- **Ask:** Does anyone know what an icon is? (Wait for responses. Explain that an icon is a special picture that we see on the computer.)

- **Say:** When I click on the power icon, I see three options. I can put the computer to sleep, shut down the computer, or restart the computer.

ELABORATION

- **Say:** Let's practice now with the keyboard shortcuts. First make sure you are logged in to your computer. (Ensure that all students are logged in.)

- **Say:** Let's start with the Windows-L shortcut. Try it now. (Demonstrate and ensure that all students lock their computers with the shortcut.)

- **Say:** Now you need to sign back in. (Demonstrate and ensure that all students sign back in.)

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- **Say:** Let's practice using the CTRL-ALT-DEL shortcut. Type CTRL-ALT-DEL on your keyboard. (Demonstrate and ensure all students access the correct screen.)
- **Say:** Choose the Sign out option. (Demonstrate and ensure all students are signed out.)
- **Ask:** What is different about locking the computer and signing out of the computer? (Wait for responses; students may not know.)
- **Say:** We sign out of the computer when we leave for the day. When we sign out, the computer closes what we are working on. When we log back in the computer, we will not see what we were working on.
- **Say:** Sign in to your computer again (Demonstrate and ensure all students are signed in.)
- **Say:** Now we will use CTRL-ALT-DEL to shut down the computer. Type CTRL-ALT-DEL. Click on the Power icon. Click on Shut down. (Demonstrate and ensure all students shut down their computers.)
- **Ask:** What is the difference between shutting down and signing off? (Students may be able to respond that shutting down totally powers the computer off but signing off keeps the computer powered on. If not, explain.)
- Demonstrate how to turn on the computers using the Power button and ask students to turn their computers back on.

EVALUATION

- Write the following instruction on the board:
  - Turn on the computer
  - Log into the computer
  - Use Windows-L
  - Log back into the computer
  - Use CTRL-ALT-DEL
  - Click on Sign out
- **Say:** You will work with a partner to show that you can sign in and sign out of a computer.
- Ask a more advanced student to read the instructions to you as you follow them.
- **Say:** Now you and your partner will read the instructions to each other. You can help each other.
- Observe students as they perform the instructions. Encourage students to help each other rather than by asking you to help.

Differentiation Resources to Meet Diverse Learner Needs

- For beginning literacy students, you will want to break this lesson up over a few class sessions and incorporate review into each one.
- For more advanced students, for the evaluation section, you can write additional instructions on the board for more advanced students to follow:
  - Log back in to the computer

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- Use CTRL-ALT-DEL
- Click on the Power icon
- Click on Shut down

- Additional mouse and touchpad practice can be accessed by navigating to https://www.skillblox.org and entering the student access code **9SN7N8**.