



Sample Lesson Plan
The Big Bus Module: Mouse Moves



Mouse Moves

Title

Using *The Big Bus Mouse Moves* to develop early mouse skills for young children.

Introduction

This module, with a range of settings can be differentiated to increase speed and accuracy with the mouse for all children.

In this lesson

The children are shown how to play the game, catching bees in their cells by clicking on them during the time window in which they are available. A running clock lets them know how long they have got left, and their score is displayed numerically as well as in the form of bees.

Age Range 3 – 5 years

Lesson Plan

Learning objectives

Having completed this module most children will have developed:

- Their hand eye co-ordination when using a mouse
- The use of “clicking” to select an object.

Technical preparation

Install *The Big Bus* CD-ROM on to the computer. After a short opening sequence select the button to take you to **Bo Bear’s World**. Open the notebook index and scroll through the available activities. Select **Mouse Moves**. Click on **Start the activity**. Leave the **difficulty level** at 1 and set the **duration** to 90 seconds.

Previous experience

If the children already have some practical experience with the use of the mouse, this lesson is a motivating method of developing their skill.

Introducing the module

Gather the children around a large computer monitor or interactive whiteboard. Explain that they are going to be catching bees in a honeycomb.

Click on the bee button that selects the **click** action with eight holes. When the module starts, point out to the children the dial counting down in the corner to show how long they have left. Remind the children how moving the mouse with their hand causes the pointer on the screen to move. This will take a few moments, so you will “miss” a few bees, however, once you are satisfied the children appreciate the connection between the mouse and the cursor, move it over a bee that has just appeared and show the children how to click with their forefinger to “catch” a bee before it disappears. Let the children follow the simple animation as the bee buzzes off to line up in the garden for counting.

When the allocated 90 seconds are over, use the mouse to move from one bee to the next as the children count with you to see how many have been caught. The numerical score is also shown at the top of the screen. Finally, point out the **again?** button that the children can select to have another go.

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves. The settings can be varied to suit groups of different abilities.

Allow the children about 15 minutes to complete the module, running through the module several times; ensuring each child has at least one turn. It is useful to watch the children to see how they are coping with the coordination needed, and particularly the effectiveness of their “clicking” Are they clicking the correct button on the mouse? Encourage them to hold the mouse correctly. Gather the children back together to discuss how they got on. Did the bee stay on screen long enough for them to catch it? Or would they like a little longer? Are they getting quicker at spotting then catching the bee? Scores can be compared if appropriate.

Classroom management

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the module to the whole class before pupils break into their groups.

If you have access to a computer suite this module can be completed as a whole class lesson. If you have access to only one or two computers, pupils will need to complete the module on a rotational basis.

Duration

Each group of children will require approximately 15 minutes of computer time. The teacher introduction and follow-up time will take approximately 10 minutes and 10 minutes respectively.

Differentiation

- The module can be tailored to suit all abilities, by using the set up screen to vary:
 1. The amount of time available.
 2. The length of time the bee is visible

Extending the module

- Allow the children to use the set up screen for themselves to increase their challenge by reducing the **exercise duration** and increasing the level of difficulty.

Foundation Stage: Using visual and written materials in different formats, including large print and symbol text, using information and communication technology (ICT), other technological aids and taped materials.

The Curriculum Framework for Children 3-5 (Scotland)

Early years and ICT in pre-school.

The Northern Ireland Curriculum for Science and Technology (KS1)

Carrying Out and Making: g.

Desirable Outcomes for Children's learning Before School Age (Wales)

Physical Development.

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