My First Computer Adventure

Ages 5-9 | Little Tech Explorers

Meet the main parts of a computer and practice using them carefully.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: Meet the computer

LEARNING GOAL: Meet the computer. Your finished work should demonstrate: A labeled picture map of computer parts.

EXPLAIN THE CONCEPT: A computer has parts that help us see, listen, type, point, and create. We can name a part and describe its job. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Look at the provided computer-parts visual and point to the screen, keyboard, and mouse or touchpad. 2. Point to each part and say its name. 3. Match each computer part in the visual to what it helps you do. 4. Show your map to a trusted adult. Finished result: A labeled picture map of computer parts.

LOOK CLOSELY: A screen shows information. A keyboard sends letters and numbers into a computer. A mouse or touchpad helps you point and choose. These parts have different jobs. Some devices combine jobs: a touchscreen can show a picture and notice your touch.

FOLLOW AN EXAMPLE: Pretend you want to write CAT. Point to the keyboard for entering the letters, then the screen for seeing them. A picture of a keyboard on paper cannot enter letters into a real computer. We are naming the job, not just spotting a familiar shape.

TRY AND EXPLAIN: Draw a screen, keyboard, and mouse. Ask an adult to name a job, then point to the matching part. If your device has no mouse, show its touchpad or touchscreen. More than one device design can solve the same task.

Understand with an example

The idea. Computer parts help with different jobs. A screen shows pictures; a keyboard lets us enter letters. Some screens also notice touch, so a part can do

more than one job. Look at the particular device instead of assuming every computer has the same controls.

Get ready. Use a paper drawing of a laptop with a screen and keyboard. An adult can point to a real device without opening settings.

Worked example 1

Follow the reasoning. Point to the drawing when asked where a story picture appears: the screen. Point to where you would enter the letter M: the keyboard. Match each part to its job, rather than matching by size.

Worked example 2: change one thing

Compare the result. Now draw a tablet with no separate keyboard. A keyboard picture can appear on its screen. The typing job stays, but the control looks different; a touchscreen can show information and receive a touch.

Try one action at a time

1. Find the screen in the picture.
2. Match a picture card to the screen.
3. Match a letter card to the keyboard or on-screen keyboard.
4. Show how your two matches help with different jobs.

A mistake to notice

Pause and check. Do not say that every screen only shows information: a touchscreen can also receive input.

Your own small challenge

Predict before trying. Draw a pretend computer for telling a picture story. Show one way to choose a picture and one place to see it.

Check your thinking

A mouse, touch control or keyboard can select a picture, and a screen can show it.

Accept different designs when the child can show the job of each part.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and

practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A labeled picture map of computer parts.

Investigate with pictures and choices

Mina wants to see her picture on a computer.

Which part shows the picture?

1. Screen
2. Power cable
3. Chair

Worked reasoning

Answer: Screen. A screen shows information. A touchscreen can also receive a touch.

Try a changed example

Point to the screen on a different device and show how it receives a choice.

Picture and meaning matches

Screen: Shows a picture

Keyboard: Enters letters

Mouse or touch: Chooses an item

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Look at the provided computer-parts visual and point to the screen, keyboard, and mouse or touchpad.
2. Point to each part and say its name.
3. Match each computer part in the visual to what it helps you do.
4. Show your map to a trusted adult.

Finished result: A labeled picture map of computer parts.

Check your understanding

1. You want to see your story picture. Which part helps?

A. Keyboard

B. Cable

C. Mouse mat

D. Screen

2. A tablet has no separate keyboard. How could you enter a letter?

A. Shake the tablet

B. Use its on-screen keyboard

C. Press its camera

D. Tap its back

3. What is one job of a keyboard?

A. Make every picture larger

B. Carry the computer

C. Keep drinks away

D. Enter letters

4. Two computers look different. How can you match their parts?

A. Assume every screen has touch

B. Show what each part helps you do

C. Choose the biggest part every time

D. Match only their colors

Answer review

1. D. The screen shows the picture. A touchscreen can also notice a touch.
2. B. Some tablets show a keyboard on the screen. Ask your adult to help open the writing area.
3. D. A keyboard lets you enter letters, numbers and other keys.
4. B. Match the part to its job. Different devices can do similar jobs with different controls.

Section 2: Point, click & type

LEARNING GOAL: Point, click & type. Your finished work should demonstrate: A tiny digital page with a name and one selected tool.

EXPLAIN THE CONCEPT: A pointer helps us choose things on a screen. Keys let us type letters, numbers, and spaces. Slow and careful practice builds control. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Open a safe drawing or writing app with an adult. 2. Point to and select one tool. 3. Type your first name or a pretend character name. 4. Use Backspace once to practice fixing a letter. Finished result: A tiny digital page with a name and one selected tool.

LOOK CLOSELY: The pointer shows where you are aiming. Move first, pause, then choose. Moving a pointer is different from clicking. A text cursor shows where letters will appear. Before typing, check that your writing area is selected.

FOLLOW AN EXAMPLE: In an adult-approved drawing app, point to the pencil tool and click once. Draw a short line. Then choose a text tool or writing area and type a pretend character name. If letters do not appear, ask an adult to help check the selected area rather than pressing many keys.

TRY AND EXPLAIN: Practice choosing one tool and drawing one mark. Say what changed after your click. In a writing area, type MAP, place the cursor after P, and press Backspace once: MA remains. Stop if a screen asks for private information or a download.

Understand with an example

The idea. Pointing chooses a location; activating a control asks it to do something. A typing cursor shows where text will go. Practicing on a paper screen lets you slow down and notice these different actions before using a device.

Get ready. Draw a page with two large boxes: Draw and Story. Put a pretend text line inside Story.

Worked example 1

Follow the reasoning. Point to Story, pretend to activate it once, then place a paper cursor on the text line. Add an M card beside the cursor. The letter goes in the chosen writing area, not in the Draw box.

Worked example 2: change one thing

Compare the result. Move the cursor to a second writing line and add A. The new letter belongs on that second line. If nothing appears, check whether the intended text area has focus before pressing more keys.

Try one action at a time

1. Point to the Story box.
2. Pretend to activate Story once.
3. Place the cursor on its writing line.
4. Add a letter and check where it appeared.

A mistake to notice

Pause and check. More clicking is not always the fix. First check what is selected and where the cursor is.

Your own small challenge

Predict before trying. Put the cursor before M and add A. Show the order of the two letters.

Check your thinking

With the cursor before M, adding A makes AM. Placing it after M would make MA; show the cursor position as evidence.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A tiny digital page with a name and one selected tool.

Investigate with pictures and choices

The Story box is open, but the writing cursor is in the Draw box.

What helps put M in the Story box?

1. Press M many times
2. Close every program
3. Choose the Story writing line first

Worked reasoning

Answer: Choose the Story writing line first. The active writing area receives typing. Choose the intended line before entering a letter.

Try a changed example

Move a paper cursor before M and add A. Compare AM with MA.

Picture and meaning matches

Screen: Shows a picture

Keyboard: Enters letters

Mouse or touch: Chooses an item

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Open a safe drawing or writing app with an adult.
2. Point to and select one tool.
3. Type your first name or a pretend character name.
4. Use Backspace once to practice fixing a letter.

Finished result: A tiny digital page with a name and one selected tool.

Check your understanding

1. You want to write in Story, not Draw. What should you choose?

A. The Draw shape tool

B. The Story writing area

C. The desk

D. Any cable

2. The cursor is before M. You type A. What do you see?

A. MM

B. AA

C. MA

D. AM

3. You type but see no letter. What is a good first check?

A. Press harder

B. Check the selected writing area and cursor

C. Download another app alone

D. Tap every tool quickly

4. You made one typing mistake in the practice app. What can help?

A. Hit the screen

B. Pull a cable

C. Keep typing without looking

D. Ask your adult to show a gentle correction

Answer review

1. B. Choose the intended writing area and check where the typing cursor appears.

2. D. A is added before M, making AM. Cursor position changes where a letter goes.

3. B. Check where you are typing before pressing more keys. An adult can help.

4. D. Slow down and correct the mistake carefully. You can practice Backspace with adult guidance.

Section 3: Care for technology

LEARNING GOAL: Care for technology. Your finished work should demonstrate: A simple device-care promise.

EXPLAIN THE CONCEPT: Clean hands, gentle taps, safe carrying, and asking before downloading help devices last longer and keep us safer. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Make two columns called Safe and Ask First. 2. Draw gentle carrying under Safe. 3. Draw downloading a new game under Ask First. 4. Tell a trusted adult one rule you will remember. Finished result: A simple device-care

promise.

LOOK CLOSELY: A device is a tool we care for. Use clean, dry hands and gentle touches. Keep drinks away. Ask an adult to move equipment with cords or anything heavy. A screen that does not respond is a reason to pause and ask, not press harder.

FOLLOW AN EXAMPLE: A pretend tablet is on a table beside a cup. Move the cup away with adult help before using the tablet. If a message offers a new game, do not press the download button. Show the message to an adult who can decide what is safe.

TRY AND EXPLAIN: Sort drawings into Careful action and Ask an adult. Gentle taps belong with careful actions. Unplugging cables and installing apps belong with adult help. Explain why one choice protects the device and another protects the person using it.

Understand with an example

The idea. Careful routines protect people and equipment. Keep drinks away, use clean dry hands and ask an adult about cables or power. A device that looks unusual is a reason to stop and ask, rather than a reason to experiment with it.

Get ready. Use a paper desk with a laptop picture, a water-cup picture and a clear space. Do not handle plugs or open a device.

Worked example 1

Follow the reasoning. The cup starts beside the laptop. Move the cup picture to a separate safe place chosen with an adult, leaving the device area dry and clear. Explain that the routine reduces spill risk before using the computer.

Worked example 2: change one thing

Compare the result. Add a picture of a damaged cable. Moving the cup does not fix the cable. Stop the activity and tell an adult; do not plug it in, touch a damaged wire or try a repair.

Try one action at a time

1. Look at the pretend desk.
2. Move the cup card away from the device area.
3. Check that hands and the workspace are dry.
4. Point to the adult-help card if anything looks damaged.

A mistake to notice

Pause and check. A neat-looking desk does not prove a device or cable is safe to use.

Your own small challenge

Predict before trying. Choose a safe response when the pretend computer will not turn on: keep pressing things or ask an adult to check it.

Check your thinking

Ask an adult to check. A child can explain the observation without handling power connections or opening equipment.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A simple device-care promise.

Investigate with pictures and choices

A water cup is beside the pretend laptop.

Which choice makes the workspace safer?

1. Wipe a plugged-in cable with water
2. Move the cup to a separate safe place
3. Balance the cup on the keyboard

Worked reasoning

Answer: Move the cup to a separate safe place. Separating drinks reduces spill risk. Ask an adult about power or damaged equipment.

Try a changed example

Use a paper damaged-cable card. Explain why moving the cup does not repair it.

Picture and meaning matches

Screen: Shows a picture

Keyboard: Enters letters

Mouse or touch: Chooses an item

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Make two columns called Safe and Ask First.
2. Draw gentle carrying under Safe.
3. Draw downloading a new game under Ask First.
4. Tell a trusted adult one rule you will remember.

Finished result: A simple device-care promise.

Check your understanding

1. A cup is next to the pretend laptop. What reduces spill risk?

A. Put it on the laptop

B. Move the cup card to a separate safe place

C. Balance it on the keyboard

D. Hide it behind the screen

2. You notice a damaged cable. What should you do?

A. Plug it in to test it

B. Cover it with your hand

C. Try to fix the wire

D. Stop and tell a trusted adult

3. Your hands are wet. What should happen before using the device?

A. Wipe them on the keyboard

B. Dry your hands and check with your adult

C. Hold the power cable

D. Tap the screen quickly

4. The computer will not turn on. What is the best choice?

A. Open it yourself

B. Pull every cable

C. Keep pressing things

D. Tell an adult what you noticed

Answer review

1. B. Keep drinks away from devices. Use paper cards for this practice.

2. D. Do not handle or try to repair damaged cables. Ask an adult.

3. B. Use clean, dry hands and an adult-supported care routine.

4. D. Describe the problem and ask for help. You do not need to handle power connections.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: Input, output, and a useful test

YOUR PRACTICE INPUT: Sam types SUN, sees SUN on the screen, and hears a chime. A drawing contains a screen, keyboard, speaker, and mouse.

WHY IT WORKS: Typing supplies input; the visible word and chime are outputs. Match each observation with its part instead of matching only the shape of the device.

PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.

WORK THE CASE: Draw three observation boxes, point to the part for each, and show a trusted adult one test that changes only the sound.

COMPARE WITH THE EXPECTED RESULT: The word remains visible when sound is muted; a new typed letter changes the visible word.

EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the first differing step rather than changing several things together.

KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.

LEARNING GOAL: Guided Project & Worked Examples. Your finished work should

demonstrate: A completed guided project with documented evidence: Device map, Careful-use checklist, Adult demonstration.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Match screen, keyboard, mouse or touch controls to the job each one performs. Practice opening, saving, closing, and finding a pretend project with an adult. Guided project: Create a labeled device map, then demonstrate one careful-use routine. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Create a labeled device map, then demonstrate one careful-use routine. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue. Finished result: A completed guided project with documented evidence: Device map, Careful-use checklist, Adult demonstration.
LOOK CLOSELY: Make a device map with a drawing of each part and its job. Then add a careful-use routine. Your map should help someone do a task, not only remember names. You may point, draw, speak, or use labels.
FOLLOW AN EXAMPLE: Choose a pretend task: draw a star. First check that an adult has opened a suitable drawing app. Use the pointer or touch to choose a tool, make a mark, and look at the screen to check it. Ask the adult how to save the practice drawing.
TRY AND EXPLAIN: Show which part helped you choose and which part showed the result. Add one care rule beside your map. Ask a helper to follow your explanation and tell you one part they found clear or confusing. Improve that label.

Understand with an example

The idea. A device map connects a part, its job and a careful-use action. A good project helps someone else understand the device. Labels may be spoken, selected from cards or drawn; handwriting speed is not the goal.
Get ready. Prepare a paper computer, screen/keyboard cards, a picture card and a dry-hands card with an adult.

Worked example 1

Follow the reasoning. Make a map with screen -> see my picture and keyboard -> enter M. Add the dry-hands card before the use step. Ask an adult to request one job, then

point to the matching part. This tests the map rather than its decoration.

Worked example 2: change one thing

Compare the result. Swap in a tablet picture. Replace the separate keyboard with an on-screen keyboard card. Keep the picture-viewing and careful-use steps. The map changes to fit the device, while the jobs remain understandable.

Try one action at a time

1. Choose a device picture.
2. Attach two part-to-job matches.
3. Add one careful-use reminder.
4. Ask someone to choose a job and test your map.

A mistake to notice

Pause and check. Do not mark the project understood just because labels are attached; try a part-to-job question.

Your own small challenge

Predict before trying. A helper points to the keyboard for seeing a picture. Use your map to show the better match.

Check your thinking

Point to the screen match and explain or demonstrate that the keyboard enters information while the screen shows the picture. Touchscreen designs can combine jobs.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing

the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: Device map, Careful-use checklist, Adult demonstration.

Investigate with pictures and choices

Your picture story uses a screen and a control.

Which pair helps choose and see a picture?

1. Mouse or touch plus screen
2. Chair plus cup
3. Two empty boxes

Worked reasoning

Answer: Mouse or touch plus screen. One control selects an item and the screen displays it. A touchscreen may do both.

Try a changed example

Draw a tablet version without a separate mouse.

Picture and meaning matches

Screen: Shows a picture

Keyboard: Enters letters

Mouse or touch: Chooses an item

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Create a labeled device map, then demonstrate one careful-use routine.
3. Record the steps you completed and the result you observed.

4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: Device map, Careful-use checklist, Adult demonstration.

Check your understanding

1. Your map says keyboard means see a picture. Which change helps?

A. Match the picture-viewing job to the screen

B. Add more stickers

C. Remove every label

D. Make the keyboard drawing bigger

2. Your project changes from a laptop to a tablet. What could change?

A. Careful use is no longer needed

B. The picture no longer needs a display

C. Use an on-screen keyboard on the map

D. Every tablet needs a separate mouse

3. How can a helper check that your map makes sense?

A. Ask you to show the part for one job

B. Hide all the parts

C. Count only its colors

D. Finish it for you

4. You do not want to write labels. How else can you show your learning?

A. Copy without looking

B. Ask the adult to answer for you

C. Point, speak, draw or choose picture cards

D. Skip showing any matches

Answer review

1. A. Check the part-to-job match. Decoration does not correct an incorrect match.

2. C. Adapt the map to the device. A tablet can use an on-screen keyboard.

3. A. A part-to-job question checks your understanding.

4. C. Different response methods can show the same understanding. Your helper can support you without choosing for you.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: Input, output, and a useful test

KEEP THE ORIGINAL BASELINE: Sam types SUN, sees SUN on the screen, and hears a chime. A drawing contains a screen, keyboard, speaker, and mouse.

CHANGE ONE CONDITION: The speaker is muted, but SUN still appears. The missing chime

does not mean the keyboard or screen stopped working.
YOUR TASK: Draw three observation boxes, point to the part for each, and show a trusted adult one test that changes only the sound.
PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.
REVIEW CRITERIA: The word remains visible when sound is muted; a new typed letter changes the visible word.
MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.
PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course's existing quiz or final assessment.
LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: Device map, Careful-use checklist, Adult demonstration.
EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Given three device problems, choose what to try yourself and when to ask an adult. Safety and responsibility: A pop-up asks for a name and location. Practice STOP, CLOSE, TELL. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Given three device problems, choose what to try yourself and when to ask an adult. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: Device map, Careful-use checklist, Adult demonstration.
LOOK CLOSELY: Solve three pretend problems: no letters appear, a tool is hard to select, and a pop-up asks for a location. Different problems need different responses. You do not need to solve them all by yourself.

FOLLOW AN EXAMPLE: For missing letters, check the writing area with an adult. For a hard-to-select tool, slow down and point carefully. For a location request, stop and tell an adult without entering information. Pressing random buttons is not a useful test.

TRY AND EXPLAIN: Choose one problem and act out your response using a paper screen. Name the device part involved and the person you would ask. Success means explaining a careful choice; it does not mean fixing a real device without help.

Understand with an example

The idea. Showing a skill in a new example helps check understanding beyond a practiced picture. Keep the task small and let the learner choose a response method. A missed match is information about what to revisit, rather than a reason to rush through every part again.

Get ready. Give the child a fresh paper device with two unlabeled controls. Keep the earlier map nearby but face down at first.

Worked example 1

Follow the reasoning. The child chooses where to see a picture and where to enter a letter, then adds one careful-use action. Ask how they know. A correct match with a visible explanation or demonstration supports the same goal as a written label.

Worked example 2: change one thing

Compare the result. Change one control to touch. The child may show a touch that selects a picture instead of drawing a mouse. Accept the changed design when its job is clear and the safety routine still fits.

Try one action at a time

1. Choose a fresh device picture.
2. Show two different jobs.
3. Demonstrate one careful-use action.
4. Compare with your earlier map and correct one match if needed.

A mistake to notice

Pause and check. A different layout is not automatically wrong. Check the purpose of each part, not whether it looks like the model.

Your own small challenge

Predict before trying. Create a new device map without copying the earlier layout.
Show which part you would use to choose a story.

Check your thinking

A reasonable map identifies a selection control and picture display, explains their jobs and includes an adult-supported care routine. There is more than one acceptable layout.
Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.
EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.
SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: Device map, Careful-use checklist, Adult demonstration.

Investigate with pictures and choices

A pretend computer has no separate keyboard.
Can it still let someone type?
1. No computer can type without a mouse
2. Only if it has a printer
3. Yes, it may show an on-screen keyboard

Worked reasoning

Answer: Yes, it may show an on-screen keyboard. Devices can provide different controls for the same job. Check the actual device.

Try a changed example

Invent another way to choose an item, such as a switch or a voice command with an adult.

Picture and meaning matches

Screen: Shows a picture

Keyboard: Enters letters

Mouse or touch: Chooses an item

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Given three device problems, choose what to try yourself and when to ask an adult.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: Device map, Careful-use checklist, Adult demonstration.

Check your understanding

1. You get a fresh device picture. What should you show?

A. How fast you can tap

B. Two jobs and a careful-use action

C. Only the brightest color

D. Someone’s real password

2. Your new map looks different from the example. Is it always wrong?

A. Yes, unless every color matches

B. No, labels never need checking

C. Yes, every map must match

D. No, explain the job of each part

3. You notice a wrong match on your map. What helps?

A. Rush to the next course

B. Correct the match and try it again

C. Say you finished without checking

D. Hide the map

4. Someone asks for your real name and location in a pop-up. What do you do?

A. Type both quickly

B. Ask another unknown player

C. Guess what the pop-up wants

D. Stop and ask your trusted adult

Answer review

1. B. Show how parts help with jobs, and include one care routine.

2. D. Different layouts can work. Check whether each part-to-job match makes sense.

3. B. A mistake tells you what to revisit. Correct it and check the result.

4. D. Keep private details out of practice. Stop interacting and tell your trusted adult.

Mastery & safe-use plan

Ages 5-9 with a trusted adult nearby

Digital safety: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices.

AI literacy: AI is a computer tool, can make mistakes, and should never replace a trusted adult.

Challenge: Complete a short picture, sorting, pattern, or safety-choice mission.

Portfolio: Save one drawing, map, story, or coding plan and explain it to a trusted adult.

Mastery check: Show the skill, explain one safe choice, and identify who to ask for help.

Project worksheet

My project: Create a picture map of computer parts and what they do

Who will use or review it? _____

My plan: _____

Checkpoint 1: A labeled picture map of computer parts.

Checkpoint 2: A tiny digital page with a name and one selected tool.

Checkpoint 3: A simple device-care promise.

Checkpoint 4: A completed guided project with documented evidence: Device map, Careful-use checklist, Adult demonstration.

Checkpoint 5: An independent demonstration with evidence: Device map, Careful-use checklist, Adult demonstration.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in practice projects.