#### **Lesson 1 - Suggested Lesson Guide Chromebook**

*Updated 7/2025*

| **Duration** | **Content** | **Notes** |
| --- | --- | --- |
| 5 min. | Welcome by facilitator(s) | Introduce yourself and provide an overview of the session. |
| 10 min. | Introduction by participants | Have each participant do an introduction and a fun fact (e.g., one thing they want to learn from the course, an app they use often, etc.) |
| 5 min. | Purpose of this Foundations course | -Provide an overview of the course and the program.-Alternative Activities - Explain to participants that although the primary course material caters to beginners, participants with intermediate digital skills can engage with Alternative Activities, identified by an arrow icon, in selected curriculum modules.-Accessing Course Resources - If you decide to send a [Daily Email](https://docs.google.com/document/d/1pooljRkrhu8cBewxw3XFNpDxpRdbkh3fXKIDFwTGhA8/edit?usp=sharing) with resource links to students, this slide shares simple instructions on how students can access those activities. |
| 10 min. | Course requirements | - Provide the dates of sessions /schedule- Attendance- Pre/Post Survey requirements- Final showcase- Norms - Through group discussion, generate norms for the class (e.g., respect others, we are all learning, support your neighbor, etc.). Record on large Post-it paper or whiteboard. Will review each week.**\*\*\***Edit this slide in the slide deck with your information |
| 10 min. | Technology use | Ask the questions - what devices do you have at home and what applications/websites do you use most often? This will give you a better understanding of their tech knowledge and use.You can do this in a couple of ways. Have individuals write their responses on post-it notes and place in front of room or have a general discussion about it. |
| 45 min. | Out of the Box | Since it takes a bit of time to get the devices set up, we are going to jump right in. The purpose of this activity is to get them familiar with the devices. Have them take the device out of the box and do the following:- Plug in the device- Turn on the device- Follow the set-up instructions for the device, including choosing the language and connecting to the Internet.- Attach any accessories (e.g., keyboard, mouse, etc.)[Chromebook](https://www.google.com/chromebook/howto/get-started/)- Print and provide the [Chromebook Quick Setup Guide handout](https://docs.google.com/document/d/100te6VMpb2pVaTt2RfFYP6Y0flmJ9OVzwOfZL4S_6yo/edit?tab=t.0#heading=h.bpay6jg9gdyt) to help participants follow the instructions. - Additionally, print and provide the [Glossary of Terms](https://docs.google.com/document/d/100te6VMpb2pVaTt2RfFYP6Y0flmJ9OVzwOfZL4S_6yo/edit?tab=t.0#heading=h.mi6unq52llew), which will be a useful resource throughout the course. |
| 15 min. | Google Account | Have the participants create a Google account. Walk them through the slide and show them how to do it.- Sign in with a Google Account- If don't have an account, click Create New Account and complete the appropriate information.- Encourage them to create a username that is appropriate to communicate with others - doctor, teacher, etc. Have them write down their username and password on the [Device Information Sheet](https://docs.google.com/document/d/100te6VMpb2pVaTt2RfFYP6Y0flmJ9OVzwOfZL4S_6yo/edit?tab=t.0#heading=h.ck3dj31x2r8x) so they can log in later. |
| 15 min.\* | Chromebook interface | -Provide an overview of the keyboard and trackpad gestures you can use on Chromebooks.* Alternate Activity: [Explore accessibility features on Chromebook.](http://tinyurl.com/DSHaccess2)

-Using a Computer Mouse - Present the mouse as an accessory and its interface. Additional resources: [Mouse Tutorial](https://edu.gcfglobal.org/en/mousetutorial/mouse-tutorial/1/) & [Mouse Exercises](https://intouch-2000.net/seniornet/exercises/mousepractice.html)-Explore Chromebook Accessibility Features - Go to the [Chromebook Accessibility Feature](http://google.com/chromebook/accessibility/) page and scroll through available features.-Play videos on how to turn on accessibility features such as adjusting text size (Magnification), read aloud (Select-to-speak) and voice-to-text (Voice Typing). -Change Chromebook Language - **Important: If facilitating this exercise, ensure you know how to revert a student's keyboard to English**.-Typing Practice - Lead students through a typing practice exercise using the typing tool of your choice or share a list of tools for students to explore on their own. A list of typing tools can be found [here](https://docs.google.com/spreadsheets/d/14J5Qbmc-B6kLzh08UJlhwSzbVlKv4GvkX8v6g1cHZgM/edit?usp=sharing).  |
| 5 min. | Break |  |
| 5 min. | Browser | Introduce the concept of the browser and the Internet through the quick introduction video.- Show them how to open a Browser and explain the purpose of a Browser- Show the video on [What is a Browser](https://www.youtube.com/watch?v=BrXPcaRlBqo)? |
| 5 min. | Email | - Provide your email address and have each participant send you an email. Before next week's session, send each participant an email welcoming them to the course.- Prior to the start of this activity, poll and determine who has accounts. - If participants have an account, ensure they can log in and remember their password. If this can be accomplished, have them explore the other [Google Mail Resources](https://drive.google.com/file/d/1pm2p9UrbVoSvgoYIcYHgXB1e1CIV6YFd/view?usp=drive_link). (located in Content Resources - Google). |
| 15 min. | Pre-survey | - Once you receive an email from them, send the link to the [pre-survey](https://www.surveymonkey.com/r/WGCND5Q) to all participants and ensure they complete it during class time. |
| 5 min. | Wrap-up | - Close and wrap up for the session. Make any necessary announcements so they are prepared for the next session.- Homework - have them come to the next class with an email address of someone so they can send them an email during the next class.- Collect devices. If desired, use masking tape and have participants label their device. |
| **2 hour.****30 min.** | **Total Time** |  |

*\*Longer if including optional tutorials or activities*