

GRADE  
1

Let's Learn

# ICT SKILLS

GRADE 1 | PUPIL'S TEXTBOOK



Mauritius Institute of Education  
under the aegis of  
Ministry of Education, Tertiary Education, Science and Technology







1

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# Preface

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Information and communication technology (ICT) is a broad area of study that at one end, has core computer science concept and at the other, digital literacy and computer fundamentals. At the same time, with technological advancements children are exposed to the world of technology at a young age. It becomes therefore important to help our children have a good understanding of how computers work in this highly digital world.

This book has been written by taking into consideration the National Curriculum framework. It also takes into account that children are now exposed to learning through the tablet as part of the EDLP project as from Grade 1. The panel has carefully designed activities that can be easily contextualised to the learner's environment and the practical activities are relevant to the learner's everyday life. The learners will develop their skills and knowledge of the subject area gradually and will advance with confidence through the various topics and contents presented in the workbook.

The workbook consists of seven different units:

1. Working safely with computers.
2. Working with tablets.
3. Identify parts and types of computers.
4. Developing mouse skills.
5. Developing keyboarding skills.
6. Browsing the Internet safely.
7. Multimedia: Video viewing and drawing.

The workbook is learner-centered and consists of:

1. Practical activities.
2. Book activities in the form of drawing, colouring and joining the dots.
3. Activities on tablet.

Throughout the workbook, there are a number of colours, boxes and symbols used to facilitate learning. We have created an avatar named Kimo that will be used as guidance throughout the book and to make the book child friendly.

**The Information and Communication Technology Panel**





# Introduction

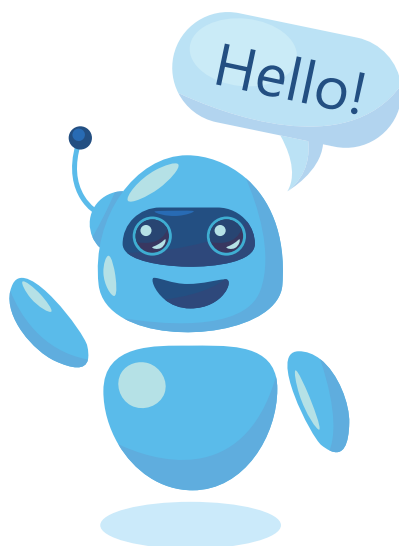
---

**Hello Friends,**

**My name is Kimo,**

**I will guide you throughout your ICT Skills book.**

**What is your name?**



# Key

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**Activity on computer**



**Activity in books**



**Activity on tablet**



**Observation**



**Reward**



**Tips**



**Extra challenge**



**Note to teacher:**





# Table of contents

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## Unit 1

Working safely with computers..... 1 - 8

## Unit 2

Working with Computers: Tablets. .... 9 - 14

## Unit 3

Identifying parts and types of computers ..... 15 - 21

## Unit 4

Developing Mouse Skills ..... 22 - 32

## Unit 5

Developing Keyboarding Skills ..... 33 - 62

## Unit 6

Browsing the Internet Safely..... 63 - 70

## Unit 7

Multimedia: Video Viewing and Drawing..... 71 - 90

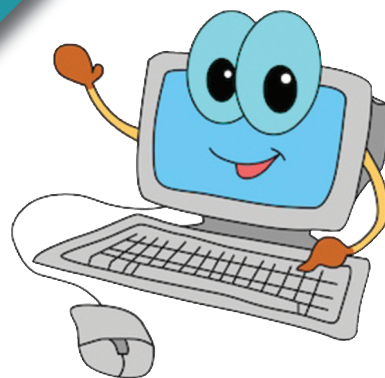






# Unit 1

INTERNET  
SAFETY



## Working safely with computers

### Aim

To work in a safe and healthy environment.

### Learning objectives:

**By the end of this unit, pupils will be able to:**

- Recognise the health risks existing in the computer lab.
- Show understanding of the proper way to sit in front of a computer.

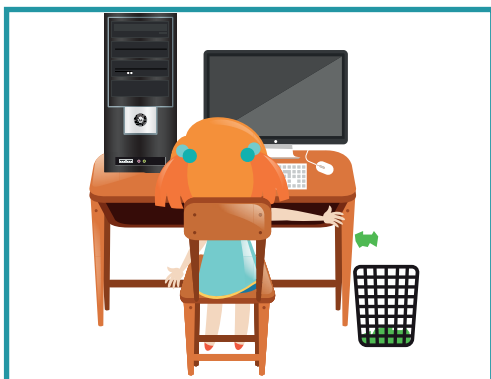


# Rules and regulations of a computer lab



I make sure that my hands are clean  
before using the computer.

I enter and leave the computer lab quietly.



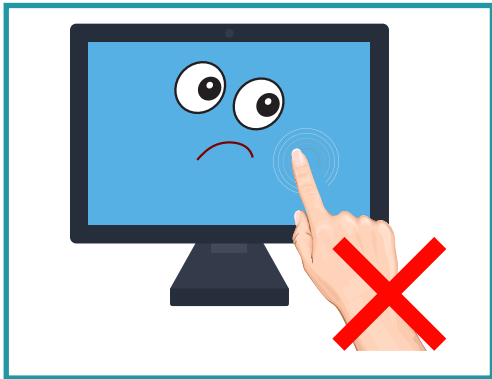
I keep the computer lab clean.  
I use the bin.

## Unit 1 - Working safely with computers

I do not eat or drink in the computer lab.



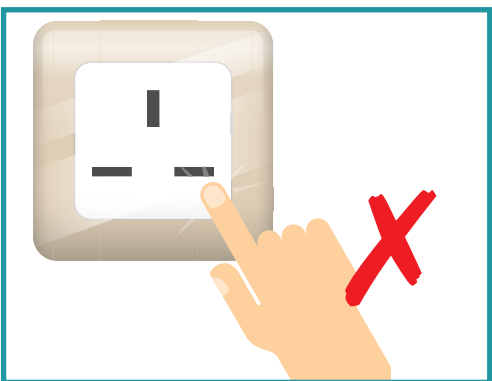
I do not touch the screen.



I tell my teacher if I have problem with the computer.

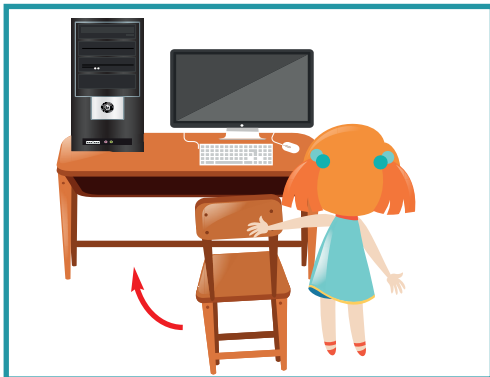
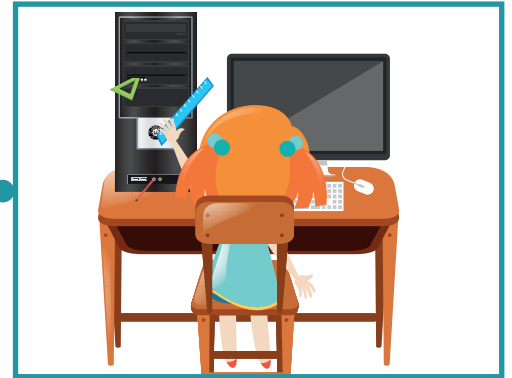


I do not touch the electrical sockets and plugs.





I do not insert any objects in the drives, USB ports or jack socket.



I push my chair under the table before leaving the computer lab.

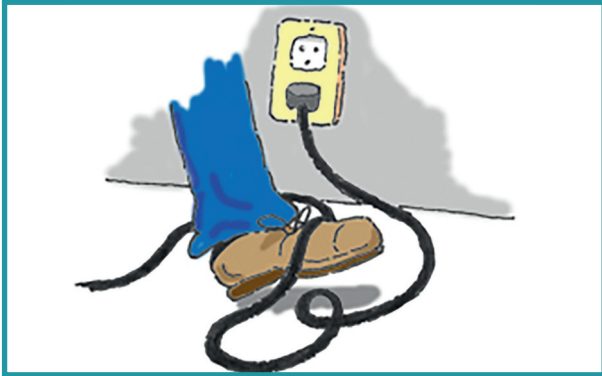


I do not run in the computer lab.



# Risks in the computer lab

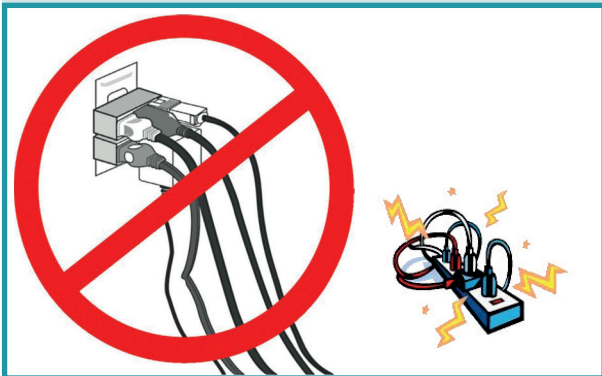
Trailing wires



Damaged electrical sockets and wires



Overloaded electrical sockets



Working with glare or reflections



Wrong sitting posture

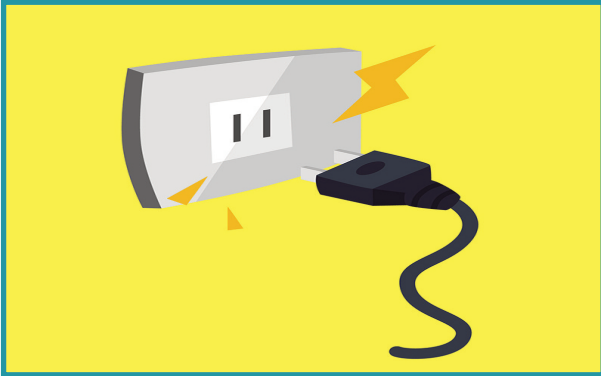


Food or liquids near computer



# Risks in the computer lab

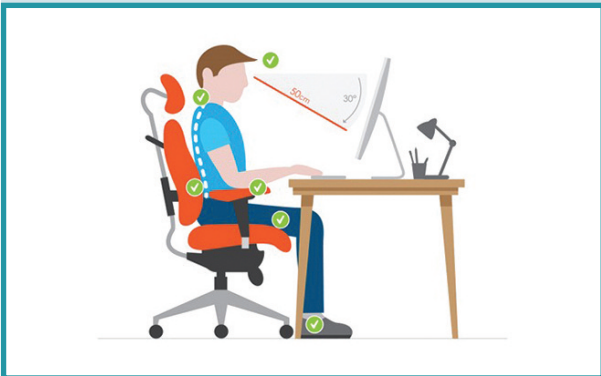
Do not touch electrical sockets



Do not insert objects in the computer parts



Sit properly



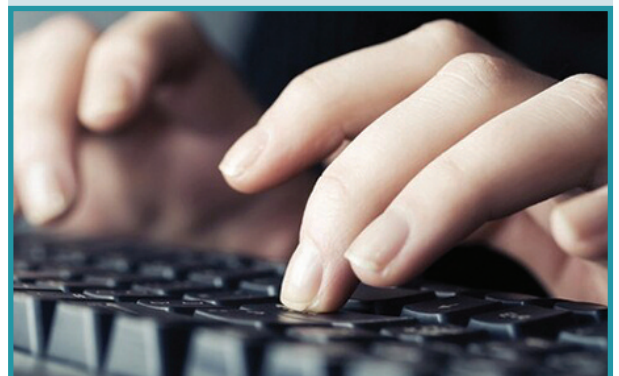
Do not play or run in the computer lab



Do not touch computer parts with wet hands

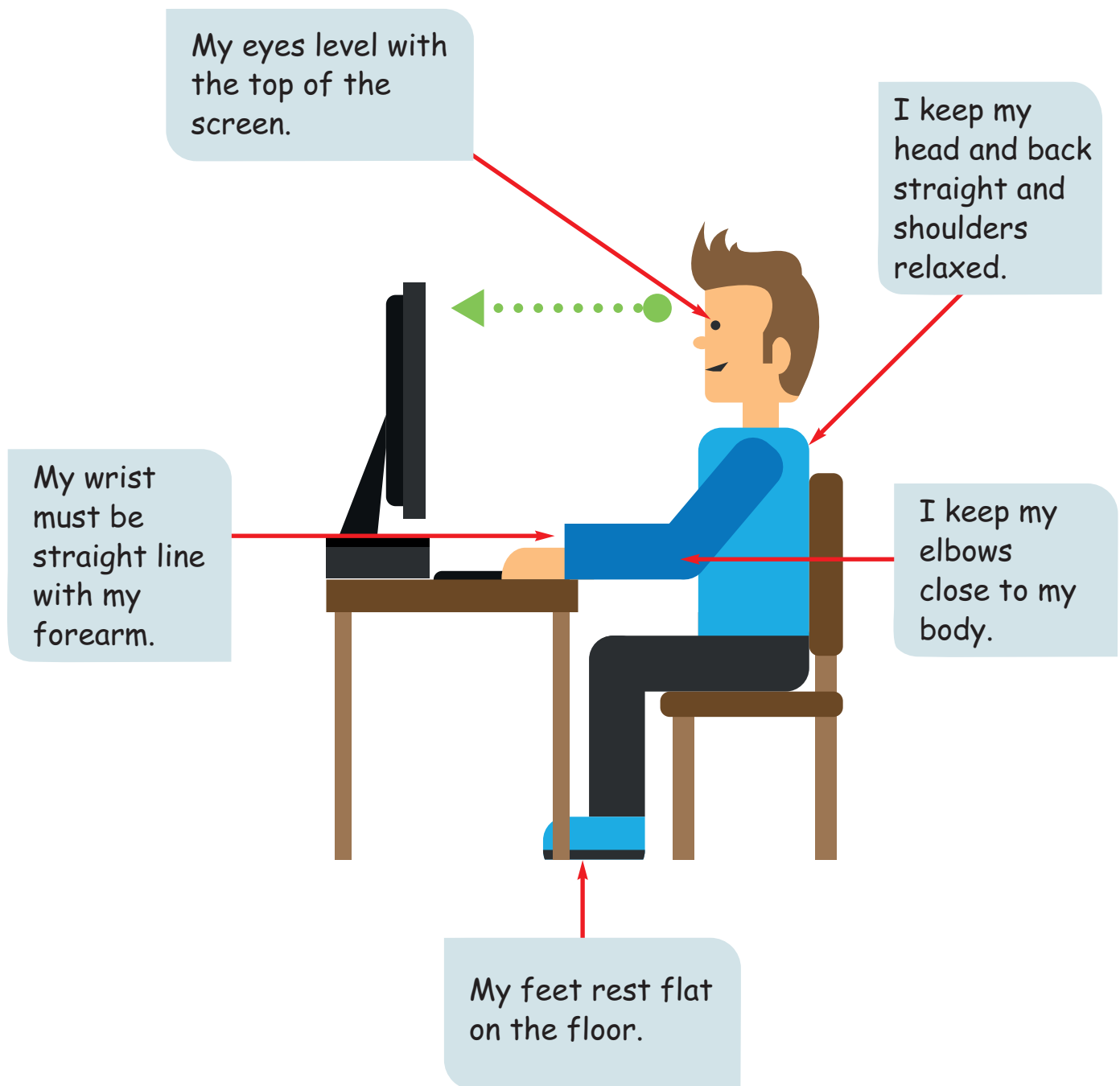


Do not hit the keys too hard





# Good sitting posture in front of the computer



# Sitting Posture



When you sit in the computer lab, use a good sitting posture.

**1** → Sit up straight

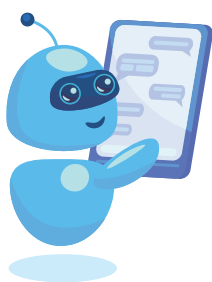
**2** → Eyes level with the monitor

**3** → Shoulders and arms relaxed

**4** → Feel your back supported



# Unit 2



## Working with Computers: Tablets

### Aim

To introduce pupils to tablets.

### Learning objectives:

**By the end of this unit, pupils will be able to:**

- Handle a tablet.
- Identify the parts of a tablet.
- Switch on and switch off a tablet.



# How should we handle a tablet?



● Keep the tablet in the tablet casing.



● Tap softly on the screen.



● Keep your keyboard clean.



● Use the pen stylus with care.



● Avoid eating and drinking when using the tablet.





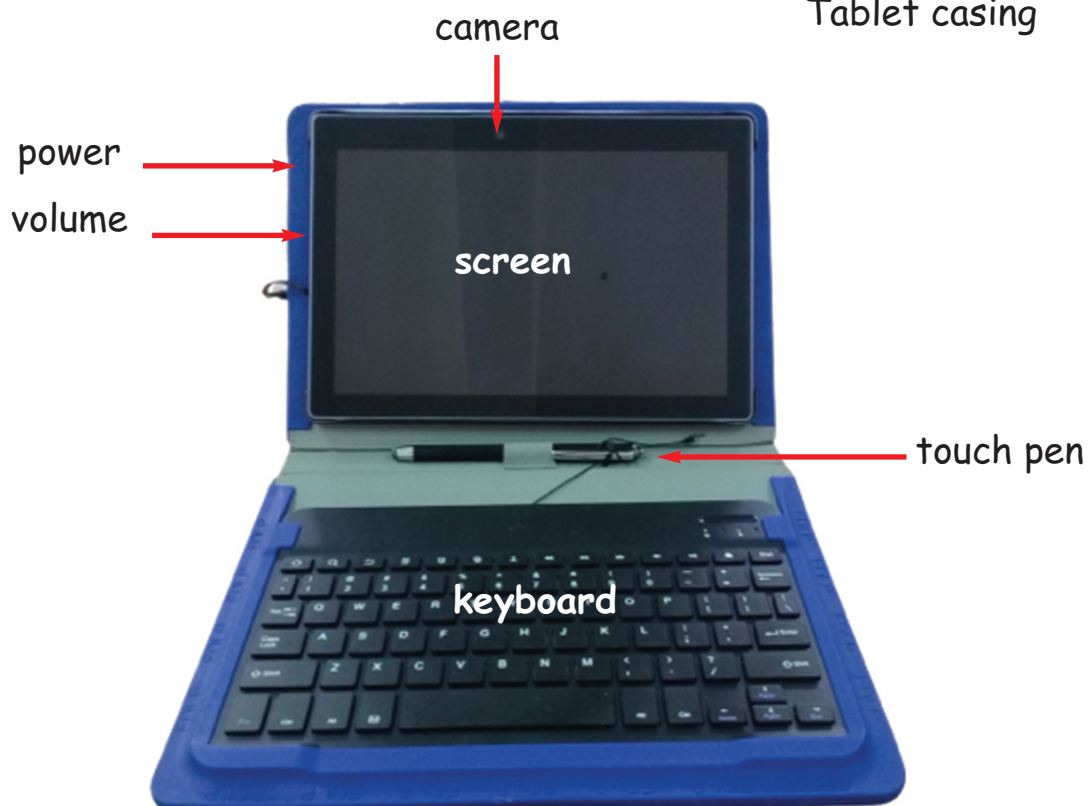
# Parts of a Tablet



The Tablet

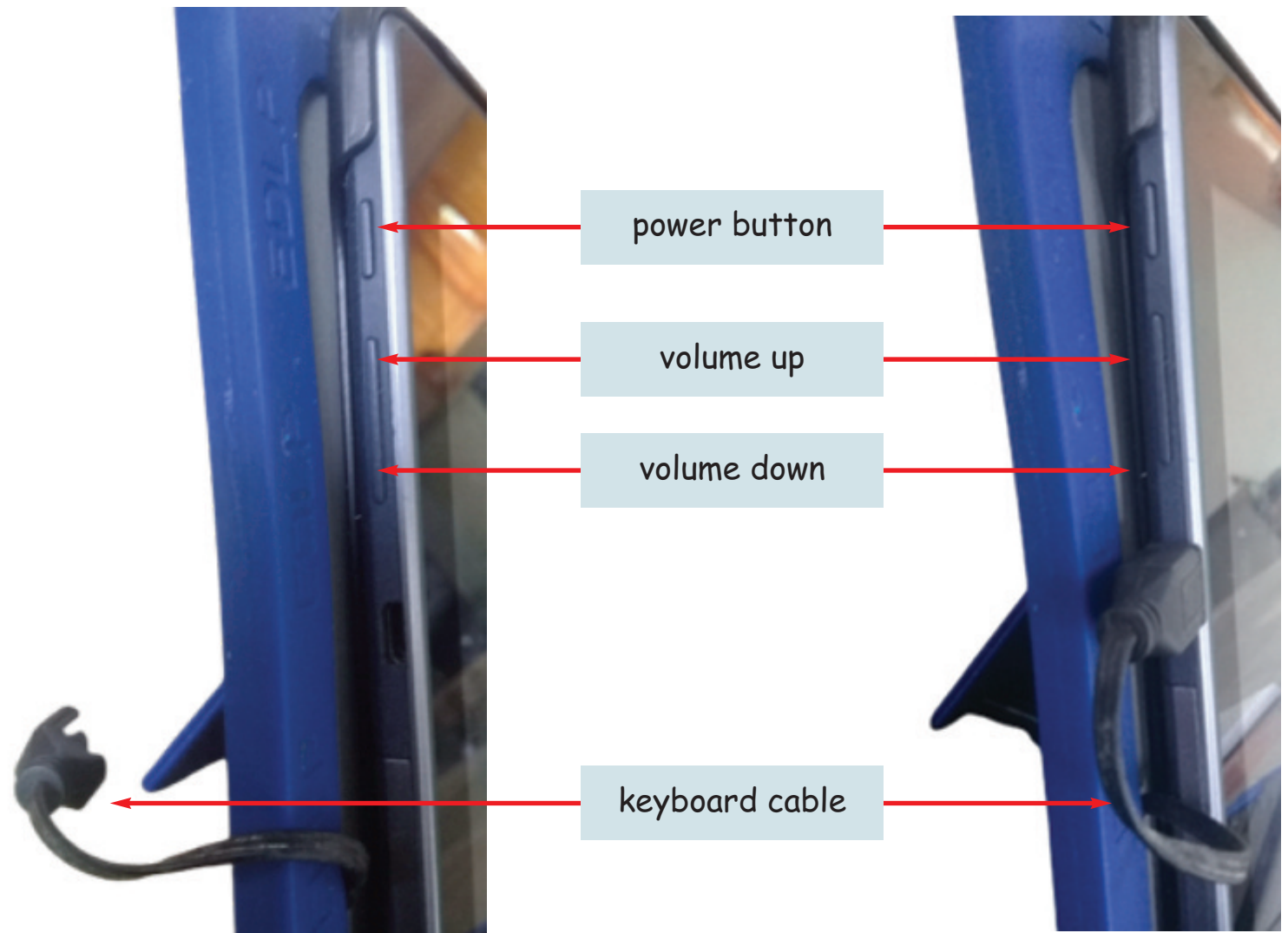


Tablet casing



# Parts of a Tablet

---



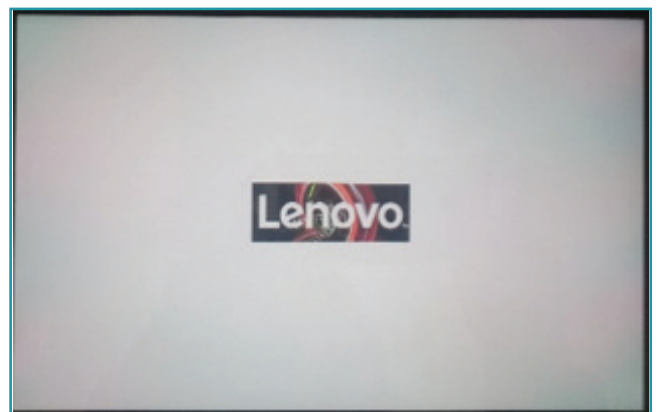
# How to switch on a Tablet.

Press and hold the power button for 3 seconds.  
The following screens appear :

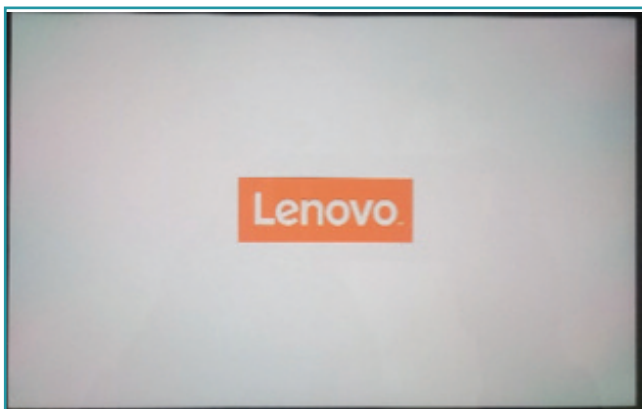
1



2



3



4

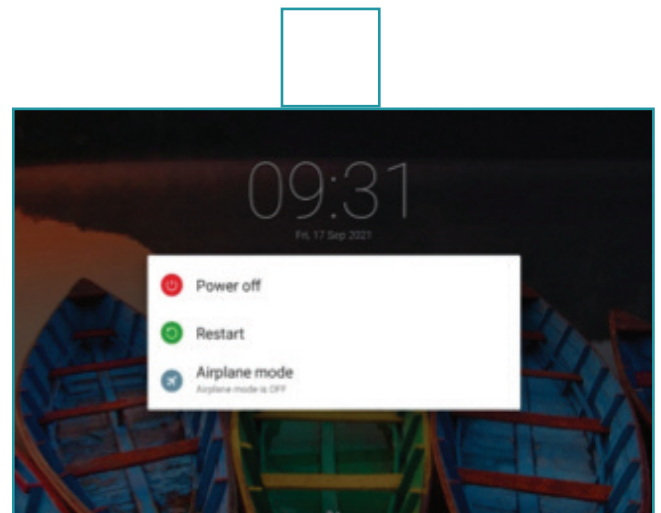
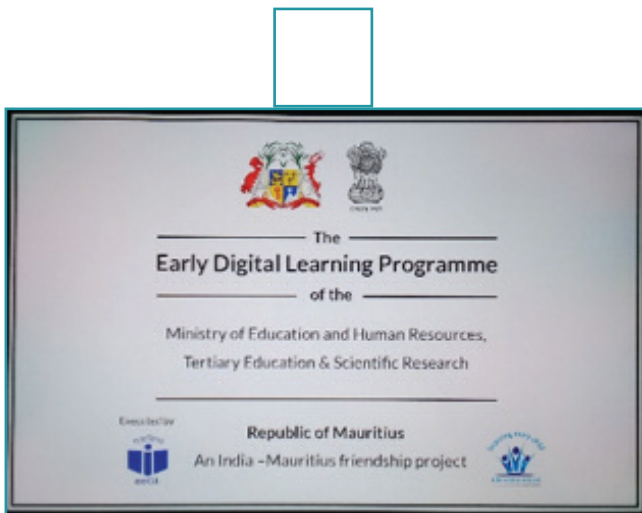




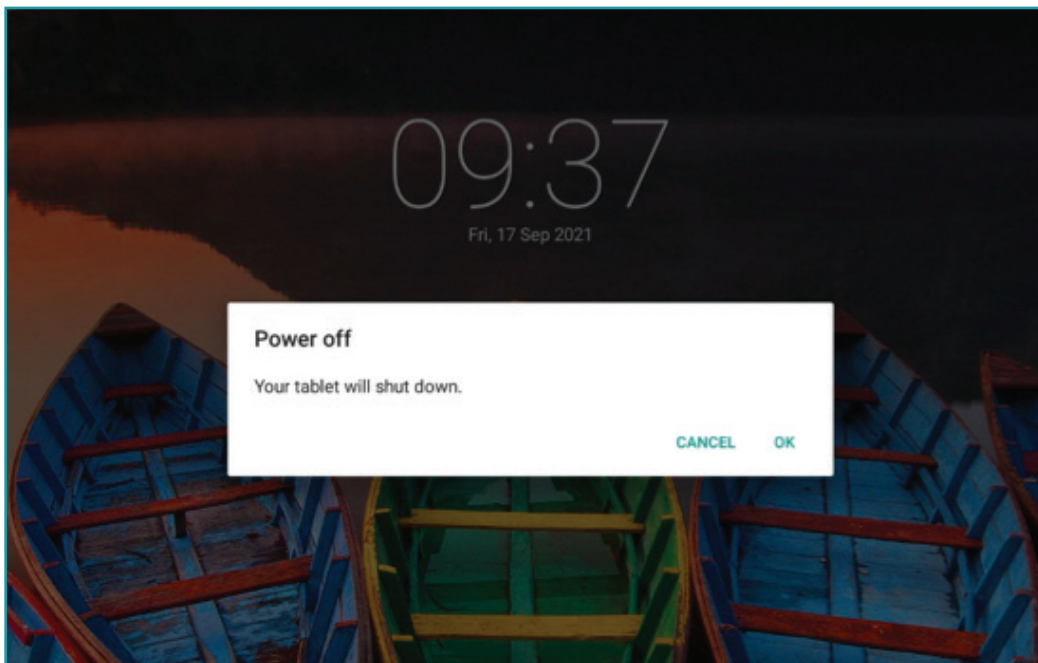
# How to switch off a Tablet.

Press and hold the power button for 3 seconds.

Tick ✓ the screen that appears :



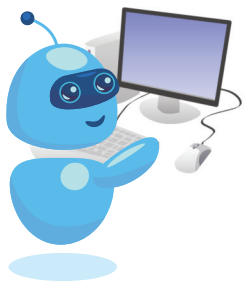
Tap on Power off.



Tap on OK.  
The Tablet shuts down.



# Unit 3



## Identifying parts and types of computers



### Aim

To introduce pupils with the different parts and types of computers.

### Learning objectives:

**By the end of this unit, pupils will be able to:**

- Identify the desktop computer, tablet, laptop, smartphone and the smartwatch.
- Recognise the different parts of the computer: monitor, mouse, keyboard, speakers, printer, system unit and headsets.



# Types of computers



Desktop Computer



Laptop



Smartwatch



Smartphone



Tablet



# The Desktop Computer



System unit



Monitor



Mouse



Headset



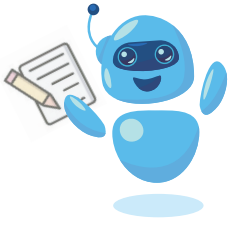
Keyboard



Speakers



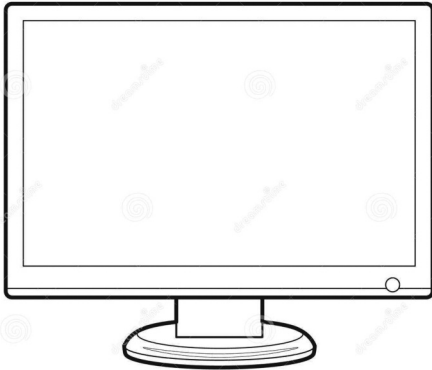
Printer



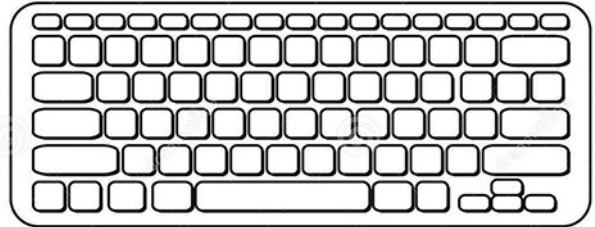
## Activity 1

I colour the different parts of the computer.

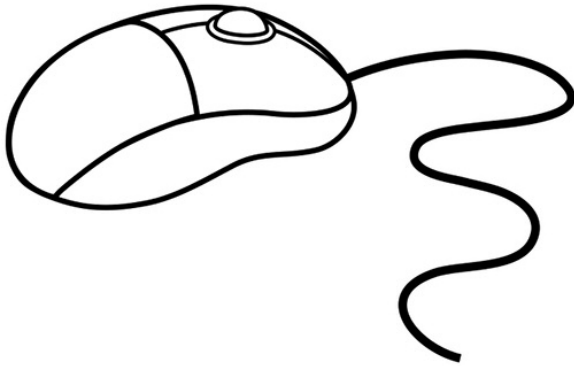
I colour the monitor **blue**.



I colour the keyboard **yellow**.



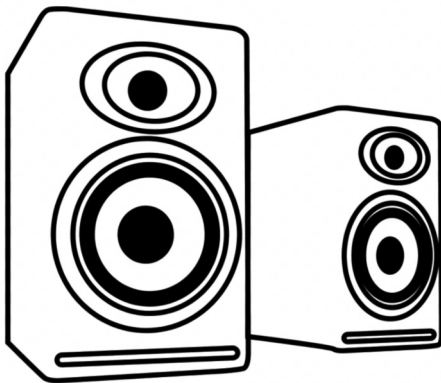
I colour the mouse **red**.



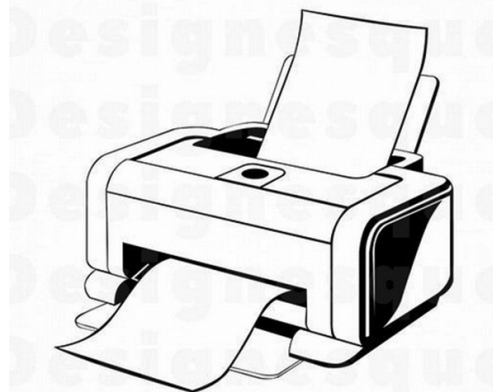
I colour the system unit **green**.

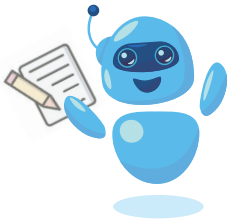


I colour the speakers **grey**.



I colour the printer **orange**.





## Activity 2

I match each computer part with its correct name.



Keyboard



Mouse



Printer



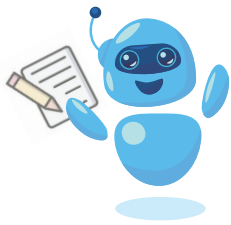
Monitor



System Unit

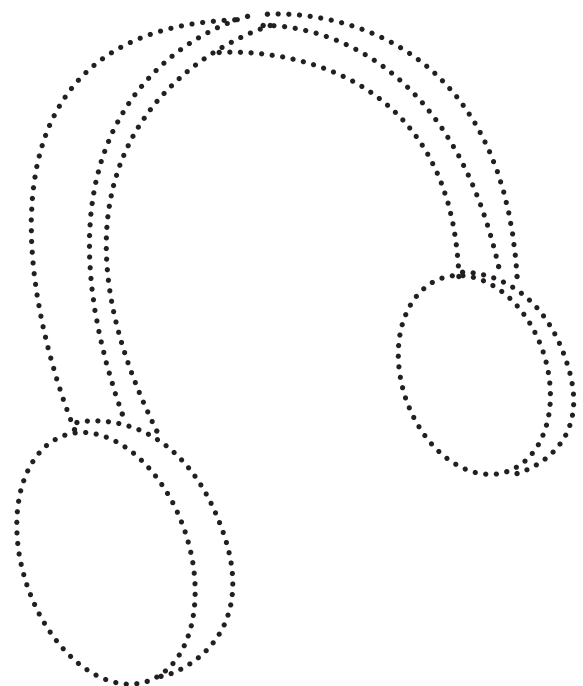
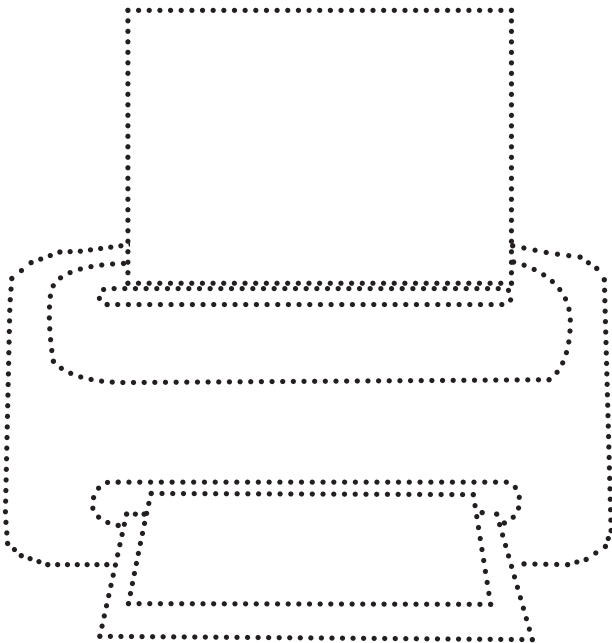
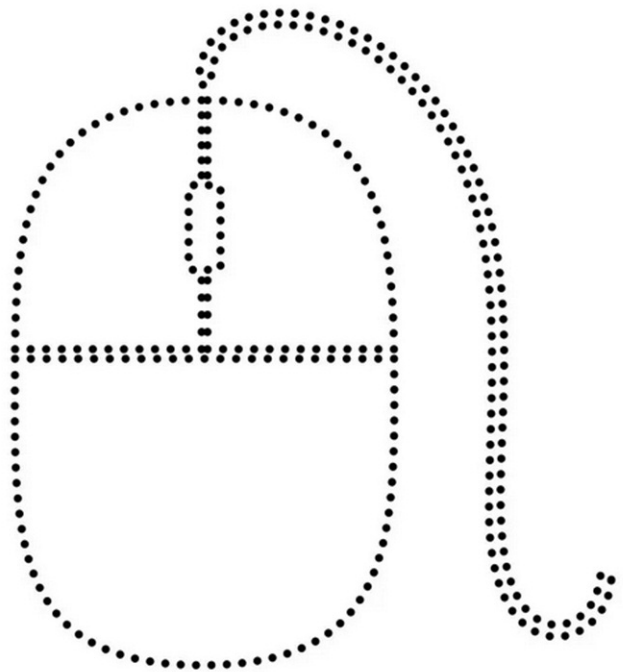
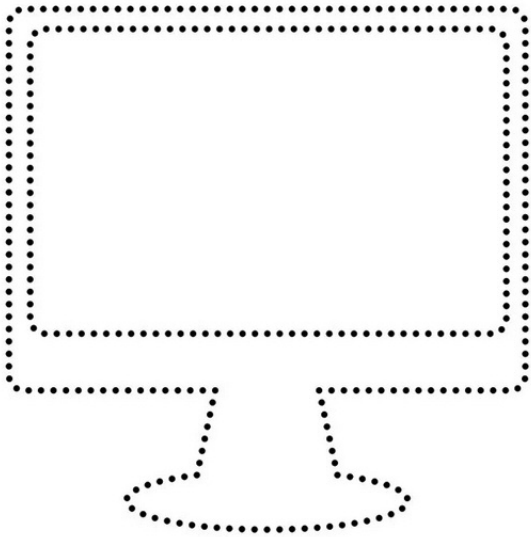


Headset

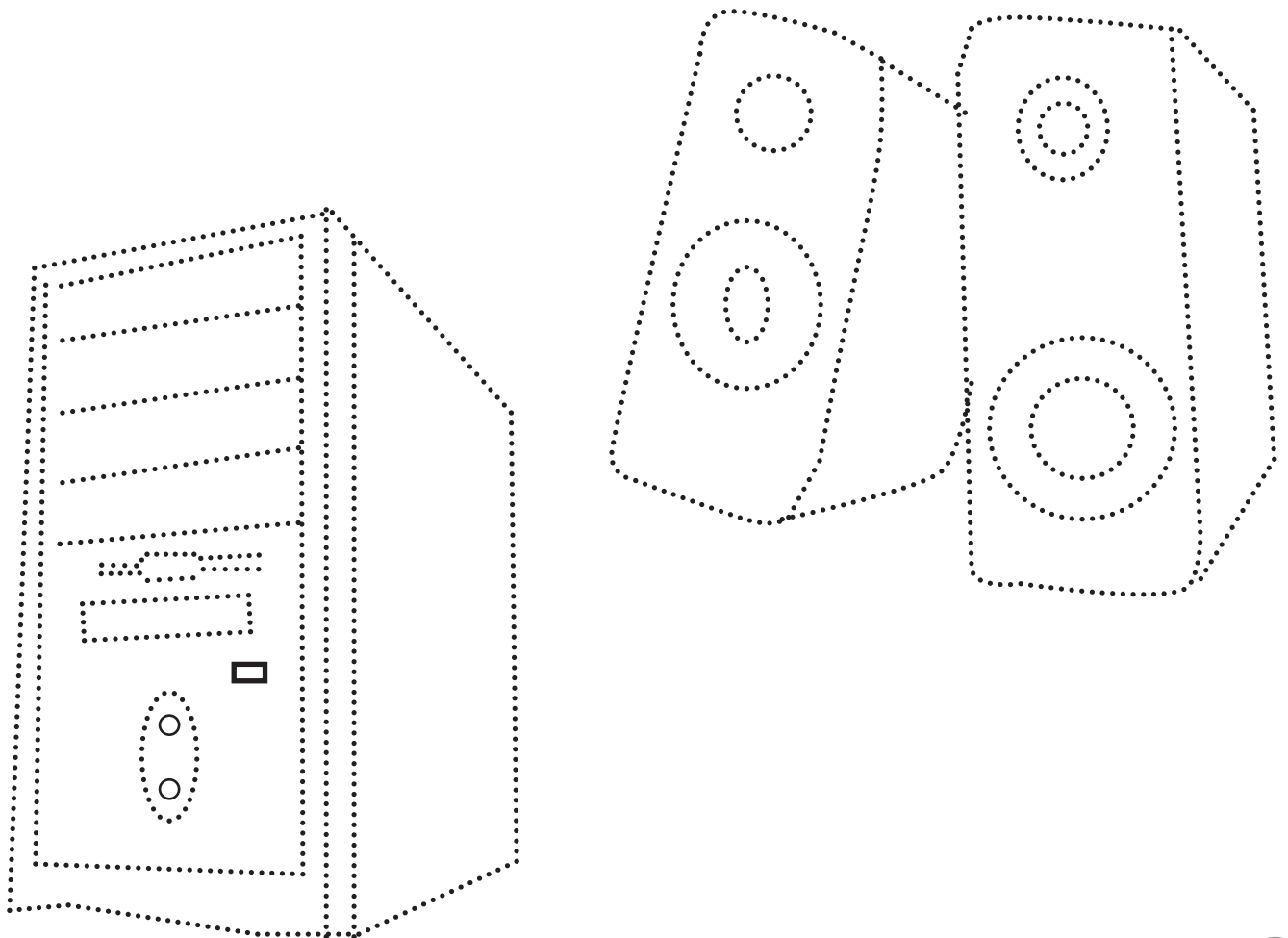
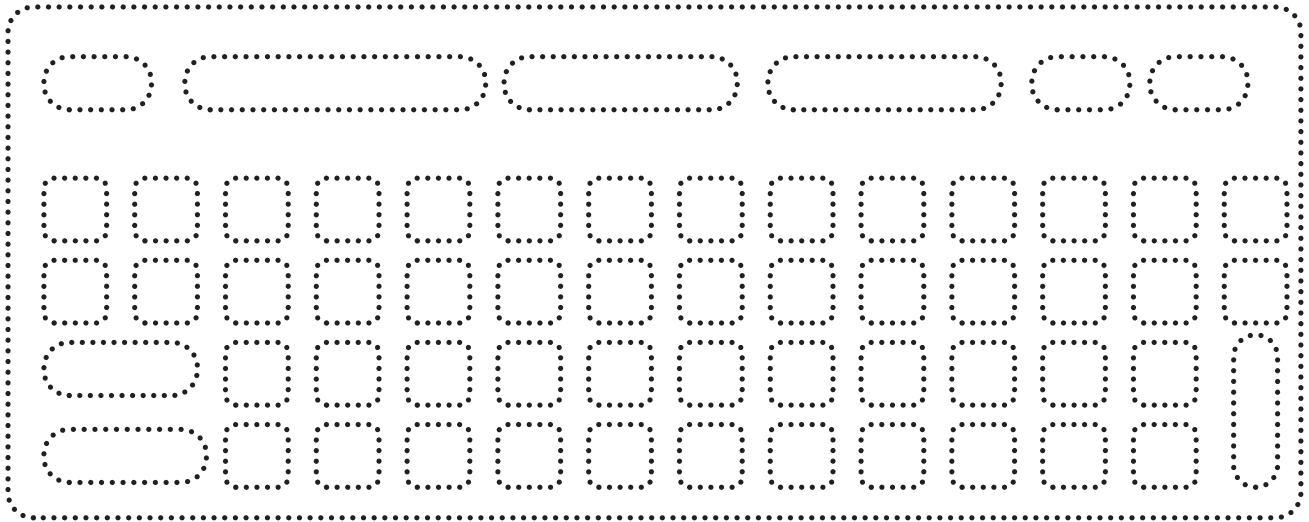


## Activity 3

I join the dots to complete the parts of the computer.







# Unit 4



## Developing Mouse Skills

### Aim

To introduce pupils to the use of the mouse.

### Learning objectives:

**By the end of this unit, pupils will be able to:**

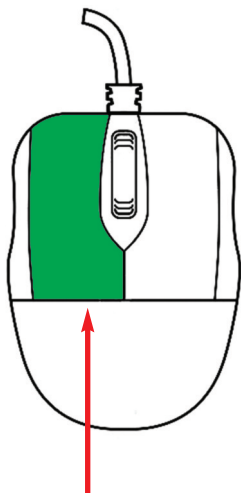
- Hold the mouse properly.
- Show an understanding of the various functions of the mouse.
- Manipulate the mouse.



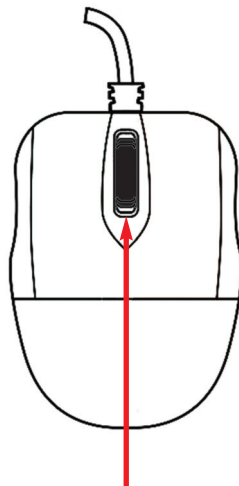
# THE MOUSE



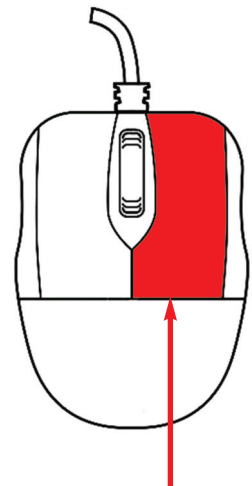
## Parts of the mouse



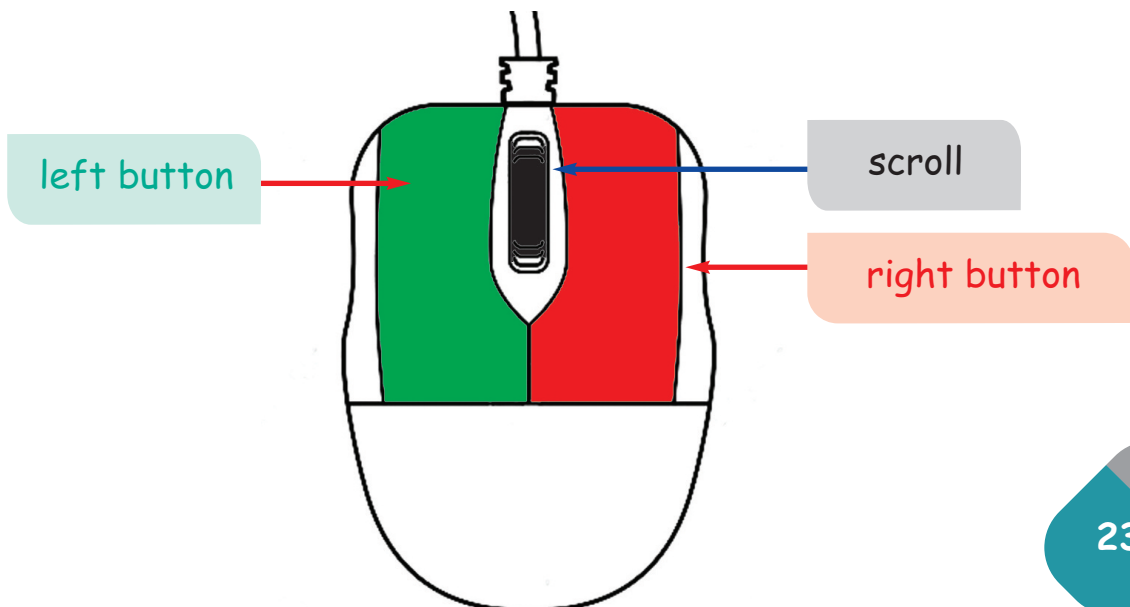
left button



scroll

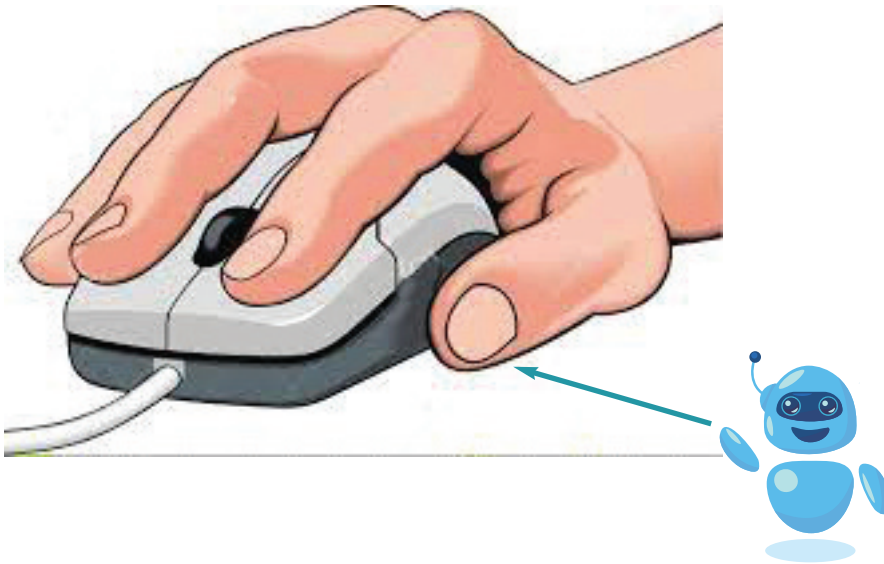


right button

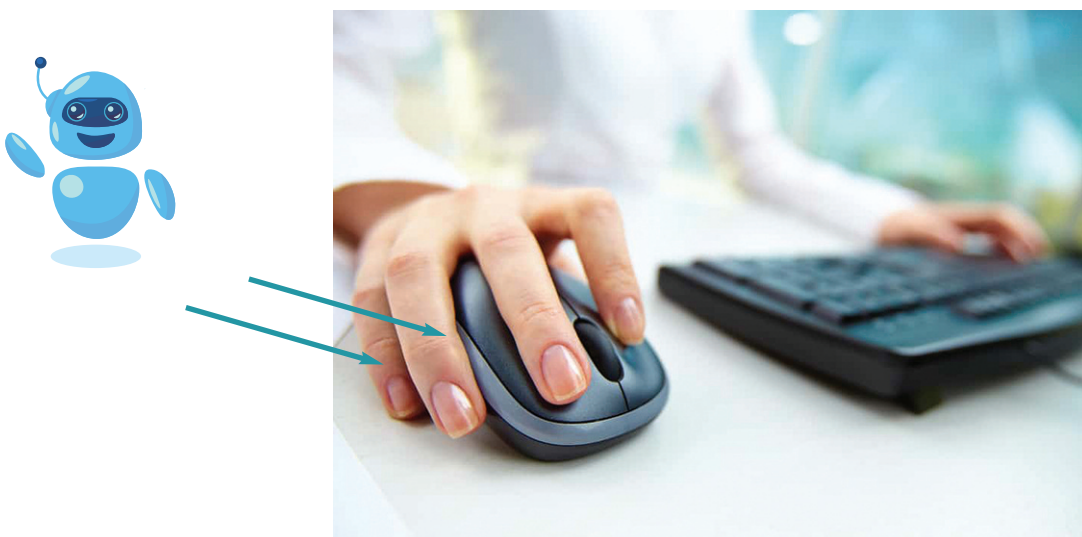


# Holding the Mouse

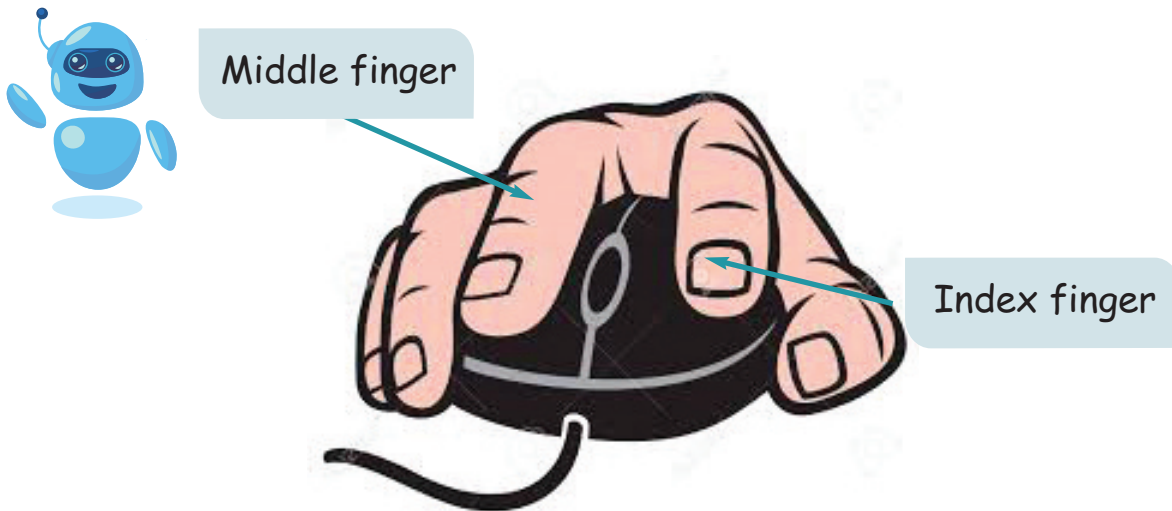
- I place my **thumb** on left side of the mouse.



- I place my **ring** finger and my **little** finger on the right side of the mouse.



- I place my **index** finger on the left button.
- I place my **middle** finger on the right button.



## Handling of the mouse

- I always put the mouse on a flat surface. I can also use a mouse pad.

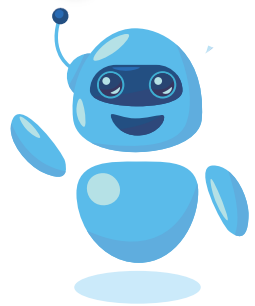




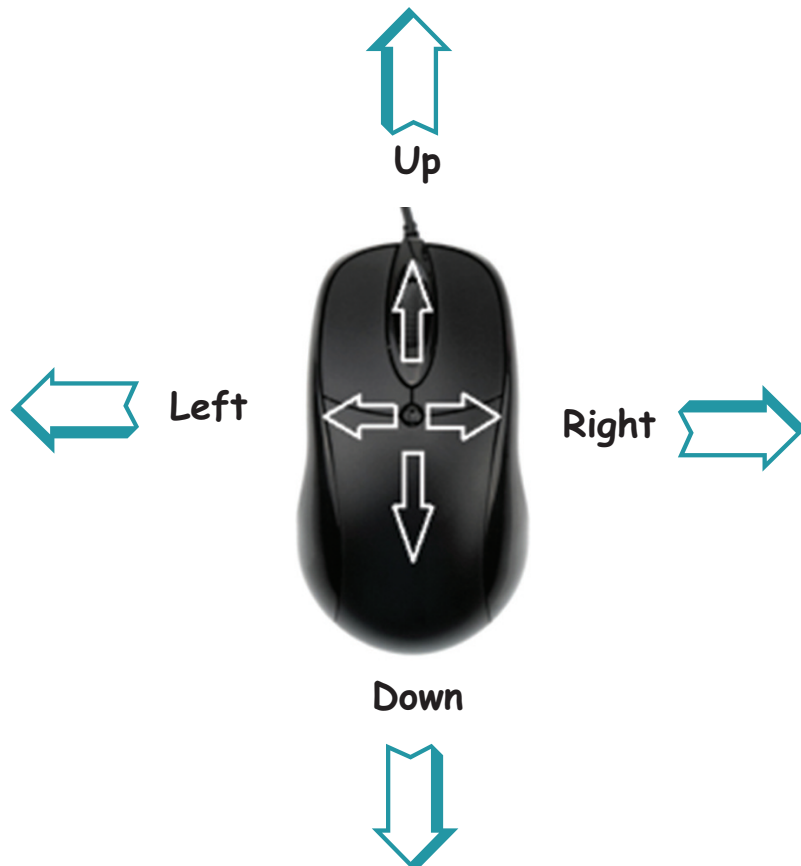
# Mouse Pointer

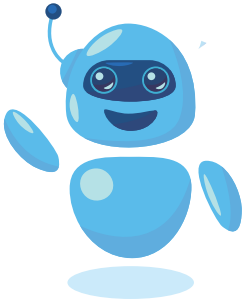


I can see the  
pointer  
on the monitor.



- When I move the mouse, the pointer moves on the screen. The pointer can move to the right, left, up and down.



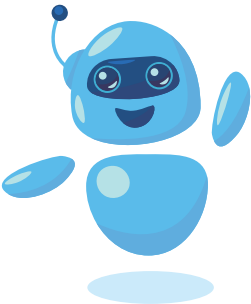


Let's learn about the different mouse functions

- I can use the mouse to: Click, Double click, Right click, Point, Drag and drop.

## Using the mouse to click

---



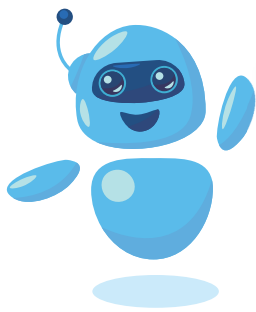
I click on the left mouse button **once**.

Click



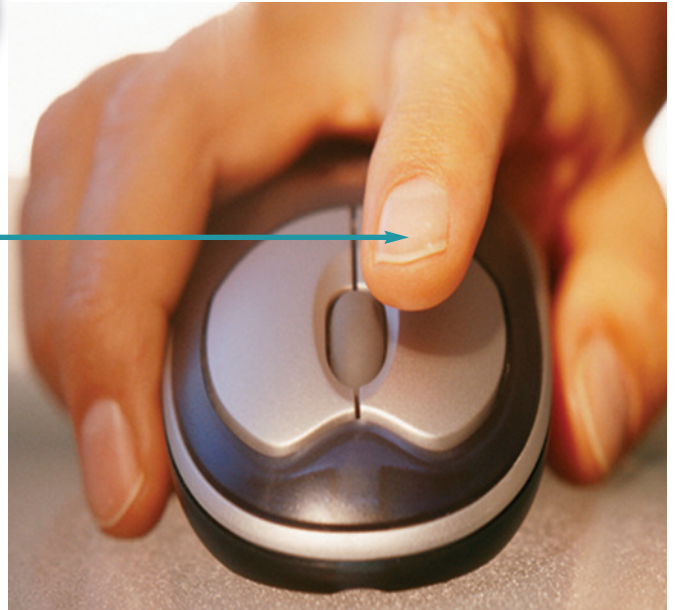


# Using the mouse to double click



I click on the left  
mouse button  
**two times** quickly.

Click  
Click



# Using the mouse to right click



Click

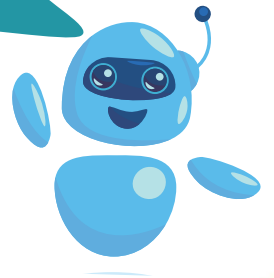
I click on the  
Right mouse button  
**once**.




# Using the Mouse to Drag and Drop

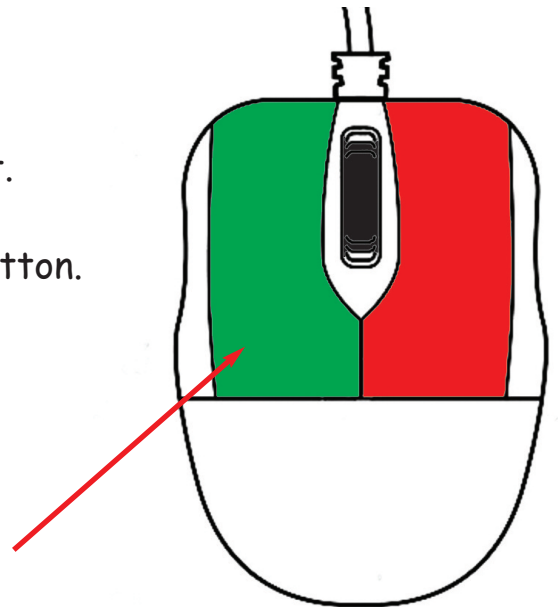


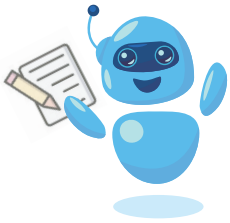
I select an item and move it to another place on the computer.



To drag and drop an icon:

1. I move the mouse pointer  to an object.
2. I click and hold on it with the left mouse button.
3. I pull the object to the place I want.(drag)
4. I release the button.(drop)





## Activity 1

Using the mouse to point at objects.

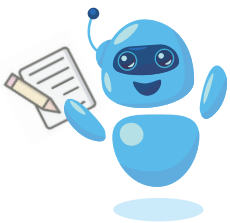
1. I move the pointer on the Word  icon on the taskbar.

2. I click on the left mouse button once.



### Note to teacher:

Pin Word program  
on the taskbar.



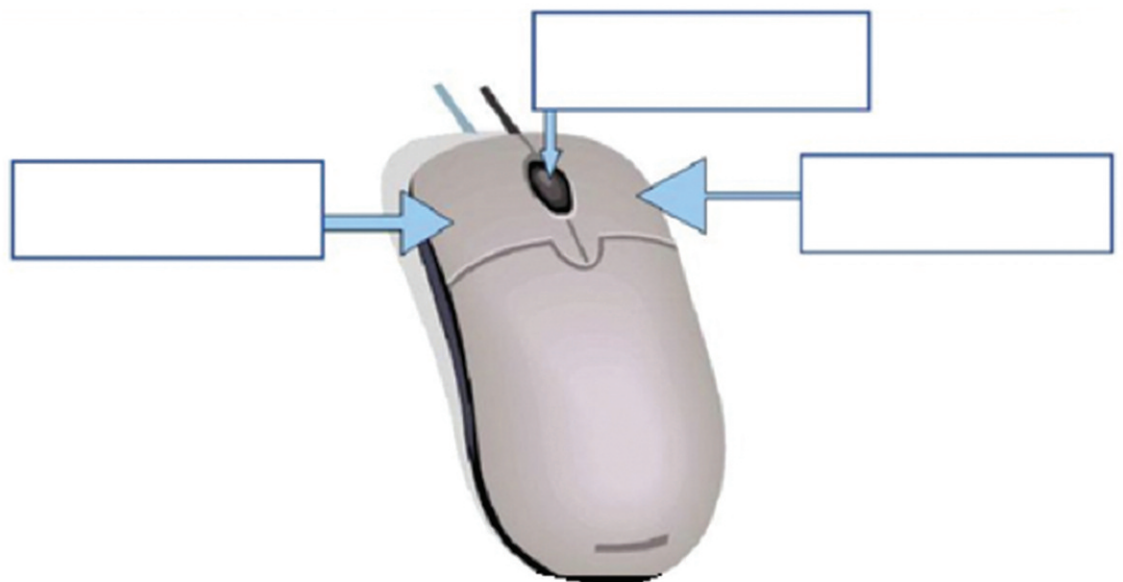
## Activity 2

Label parts of the mouse using words below.

Scroll Wheel

Right button

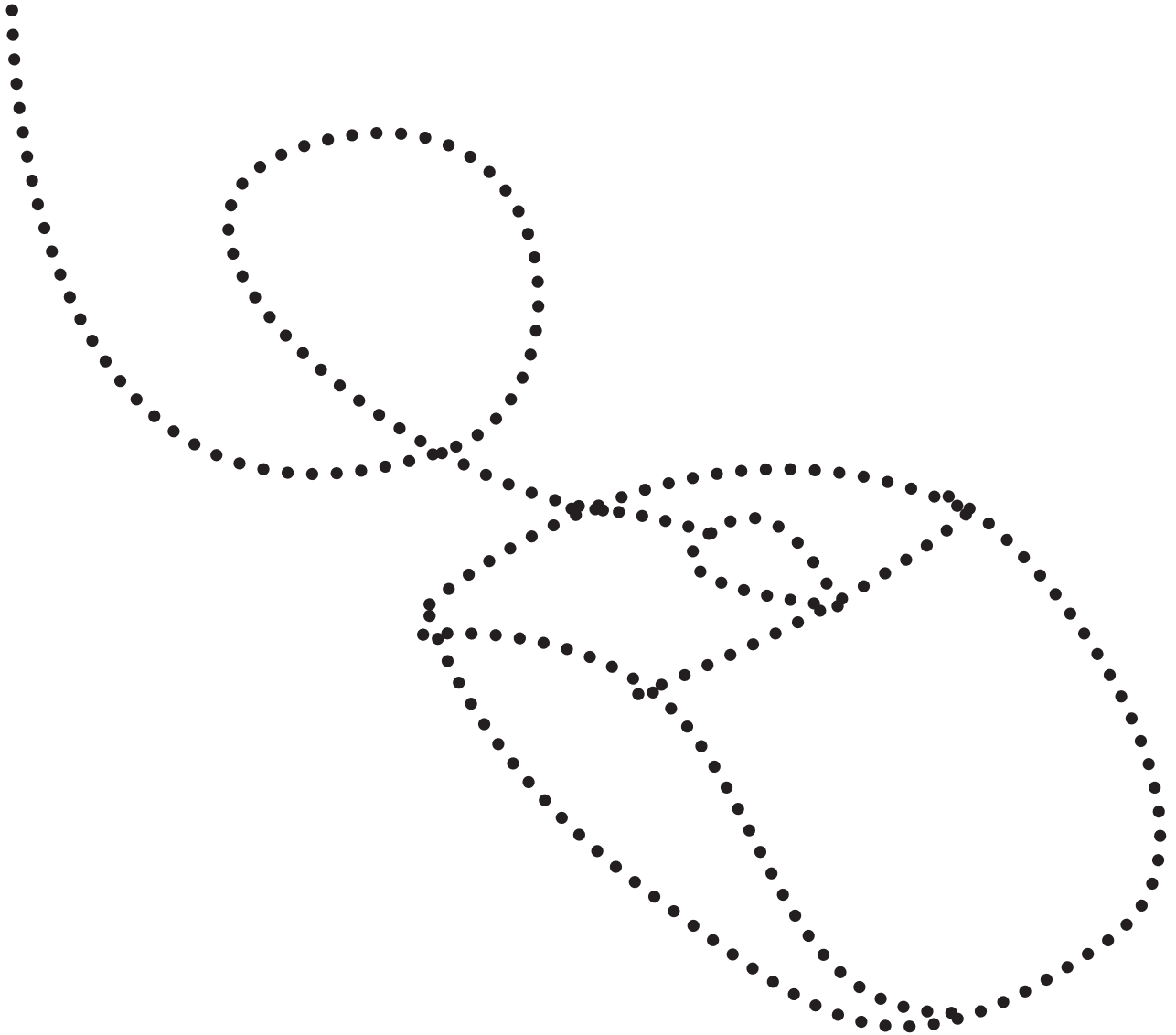
Left button





## Activity 3

Join the dots to draw the mouse.

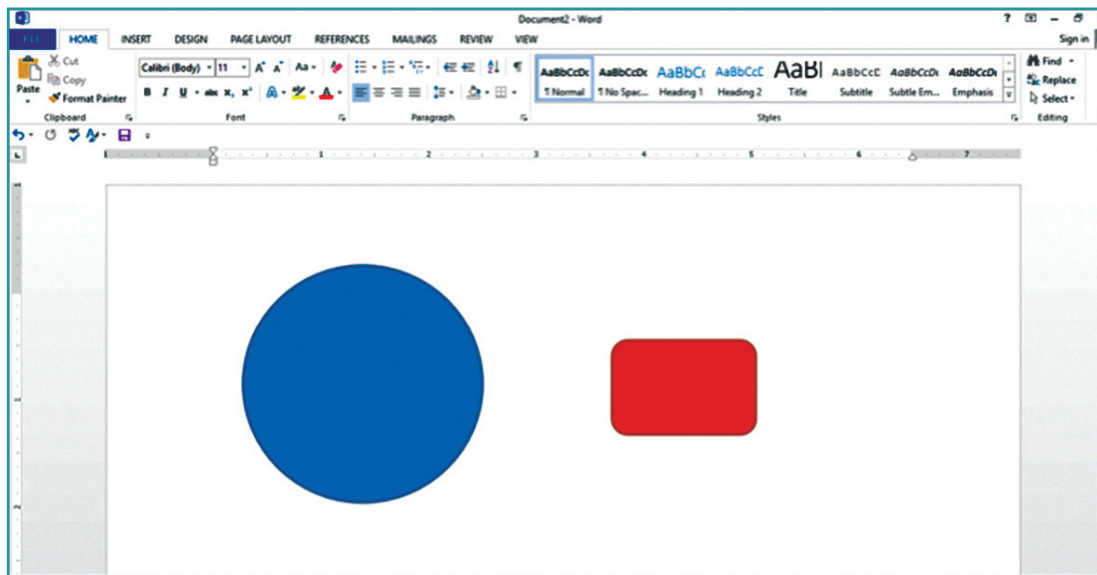




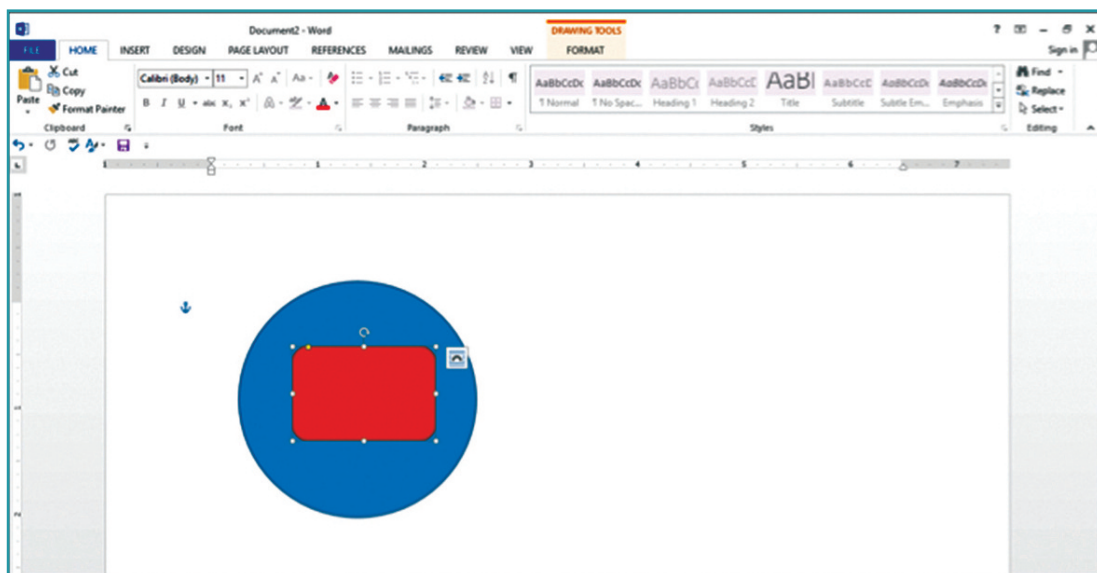
## Activity 3

Using the mouse to drag and drop.

1. Open Word 2019.
2. Open a blank page.
3. Use Insert Tab to insert a big circle and a small rectangle as shown below.



4. I drag the small rectangle and drop it in the big circle.







# Unit 5



## Developing Keyboarding Skills

### Aim

To introduce pupils to the computer keyboard and the Word Processing Program.

### Learning objectives:

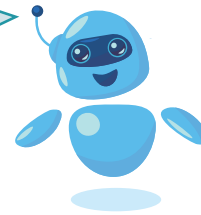
**By the end of this unit, pupils will be able to:**

- Identify a Word Processing Program.
- Open a Word Processing Program.
- Identify the cursor.
- Close a Word Processing Program.
- Recognise different keys of the keyboard.
- Type letters and numbers using **Alphabet Keys** and **Number Keys**.
- Type simple words and sentences.
- Edit a sentence using the **Spacebar Key**, **Enter Key**, **Caps Lock Key** and **Backspace Key**.



# WORD PROCESSING

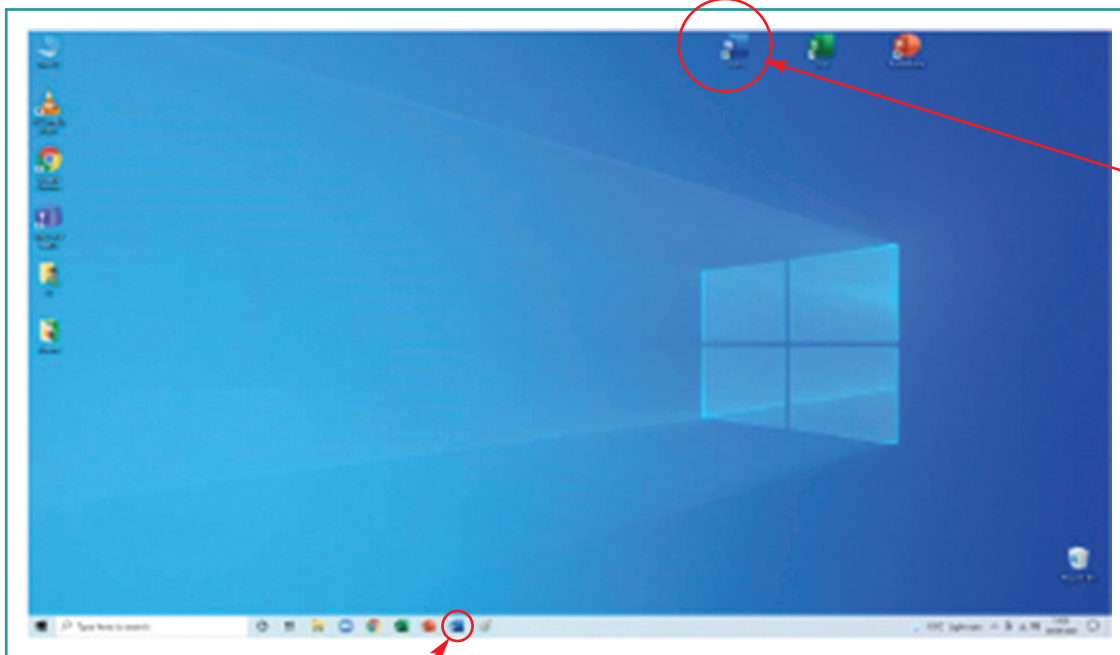
I use a  
word processing program  
to write (type).



Microsoft Word 2019  is an example of a Word Processing Program.


## Opening Word 2019 Program

I double click on the icon  on the desktop to open the program Word 2019.



I double  
click on  
this icon  
to open  
Word  
2019  
program.

I click on this icon to open Word 2019  
program.

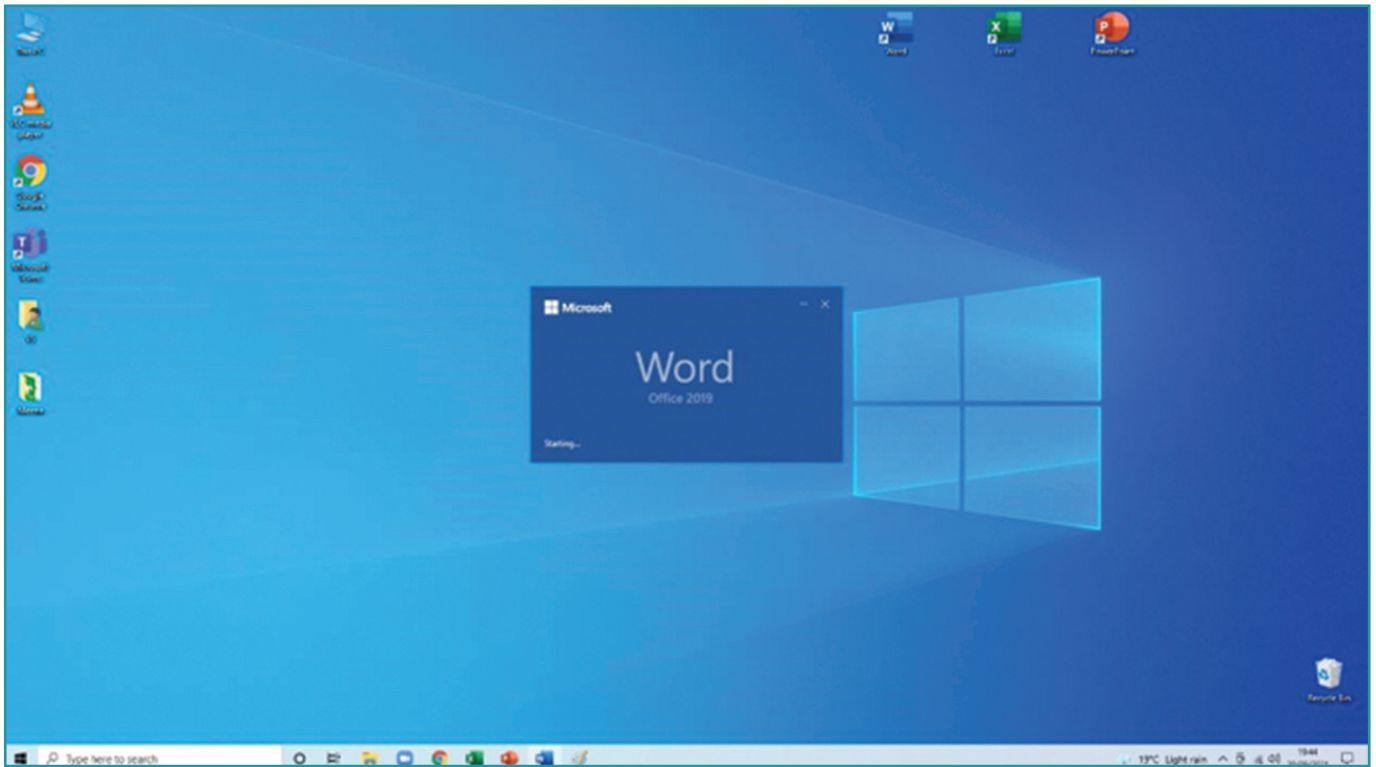
I can **also** click on the icon  on the  
taskbar to open the program Word 2019.

### Note to teacher:

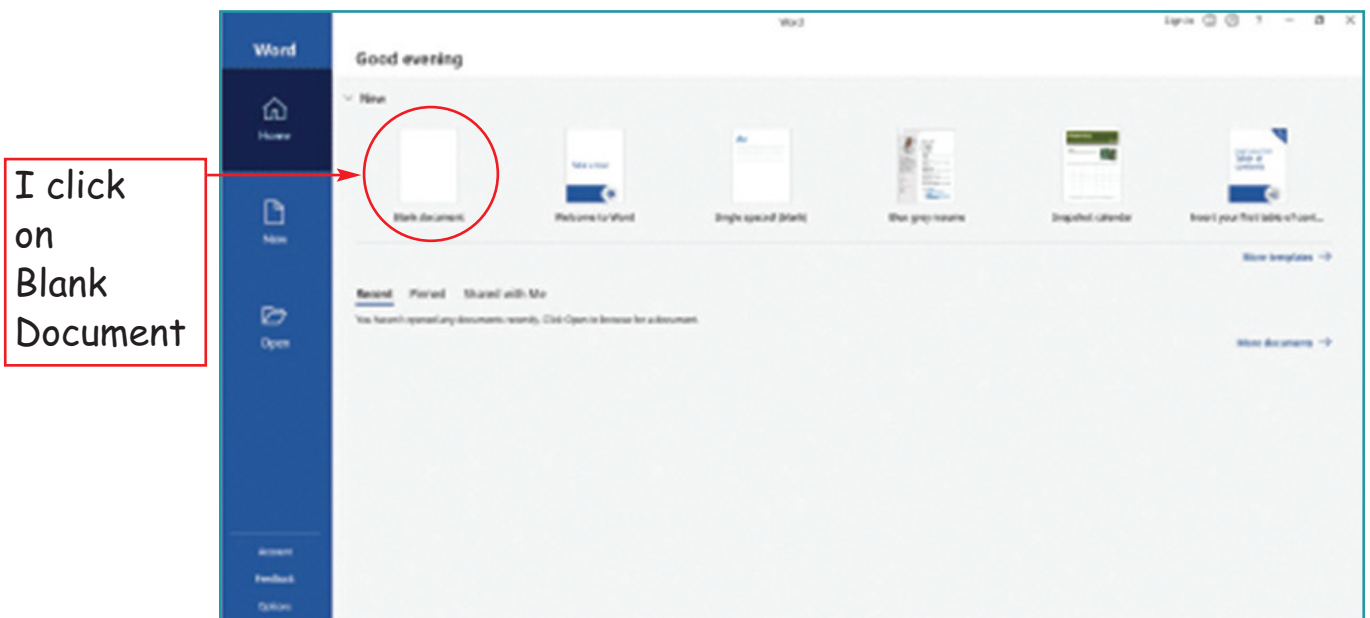
Please ensure that the  
icon of the program Word  
2019 is available on the  
desktop as well as on the  
taskbar.

## Unit 5 - Developing Keyboarding Skills

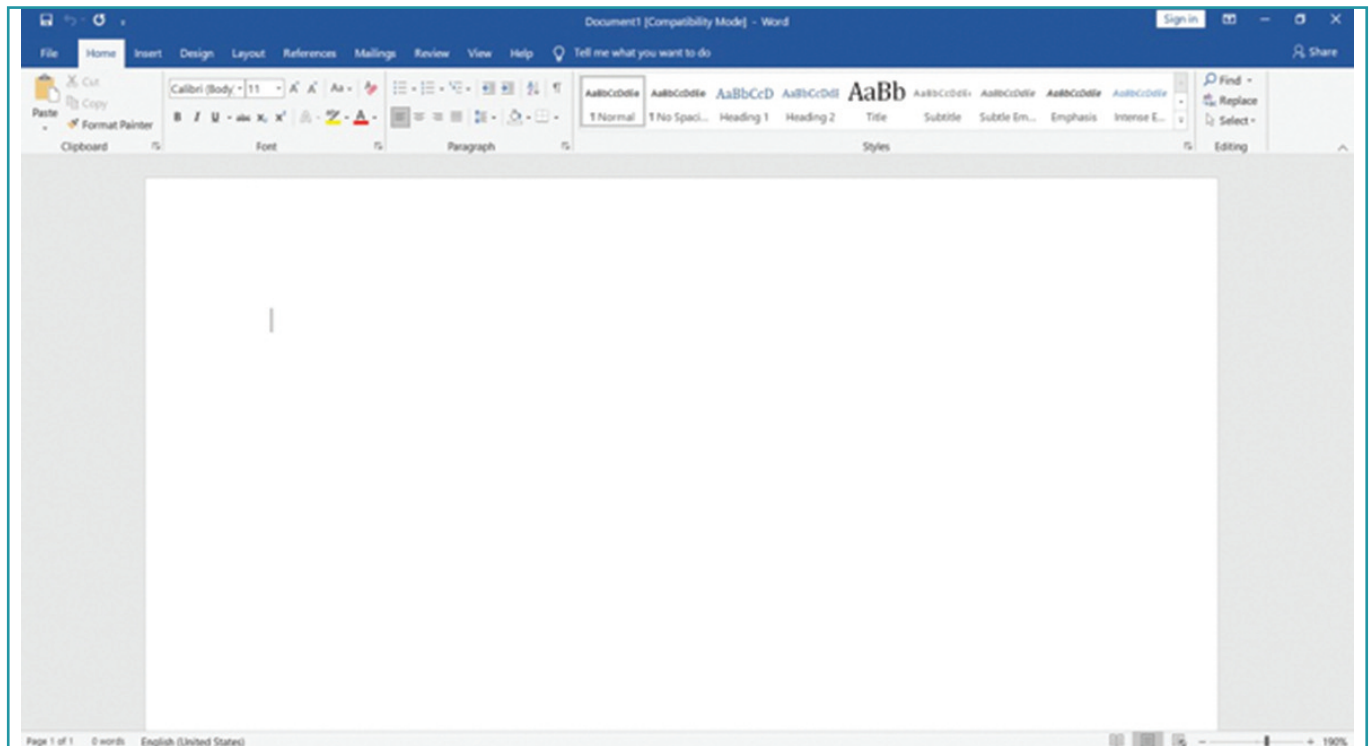
Word 2019 program will open:



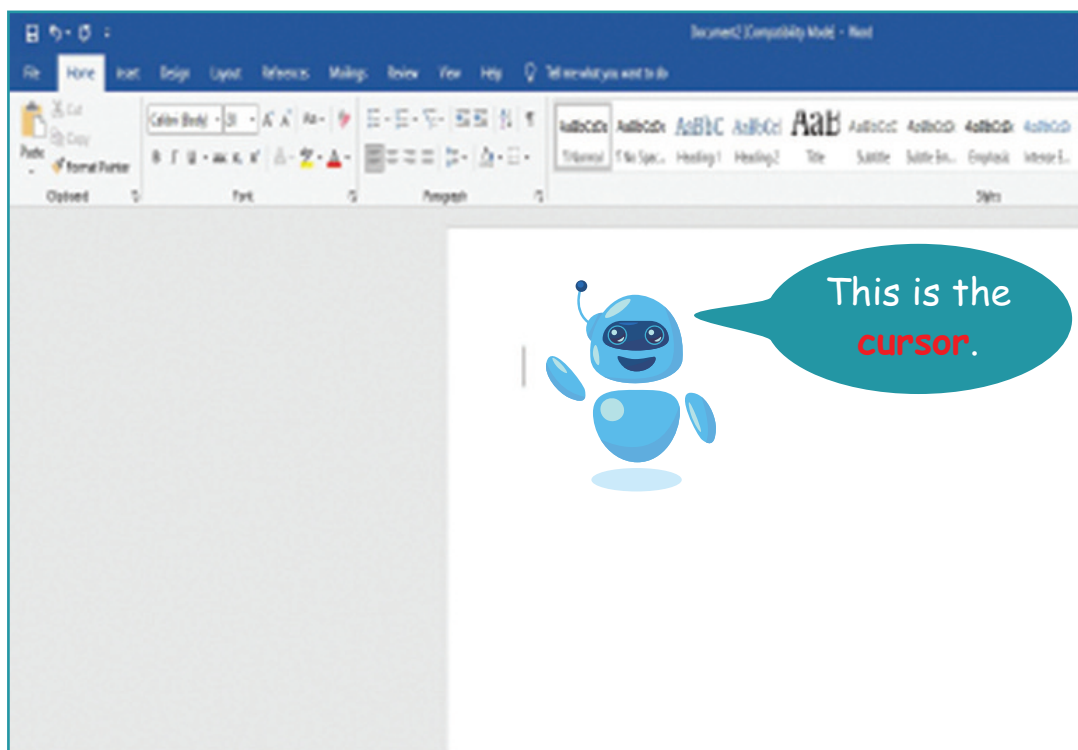
I click on **Blank Document**:



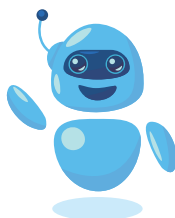
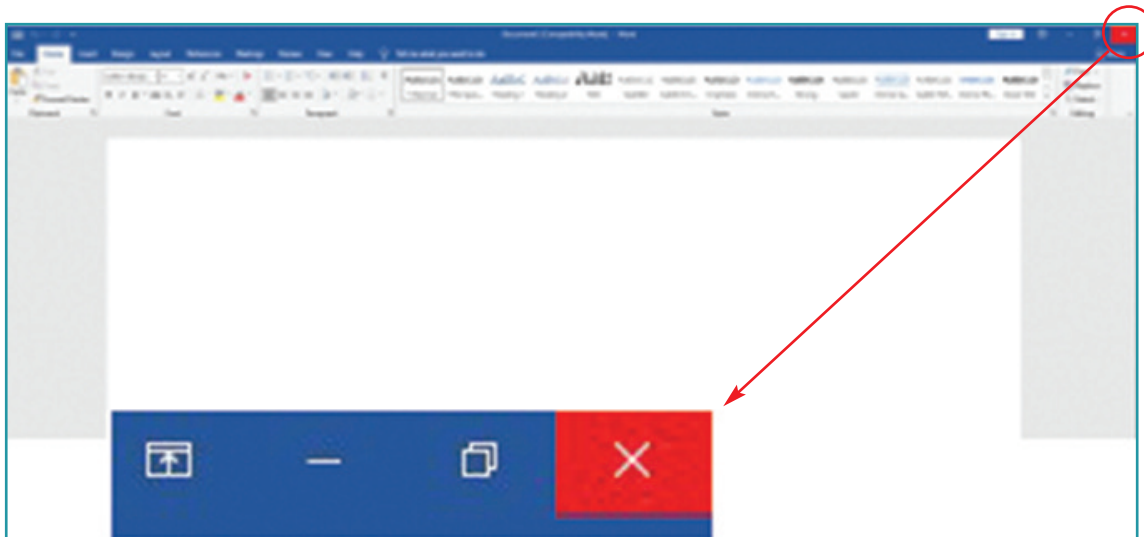
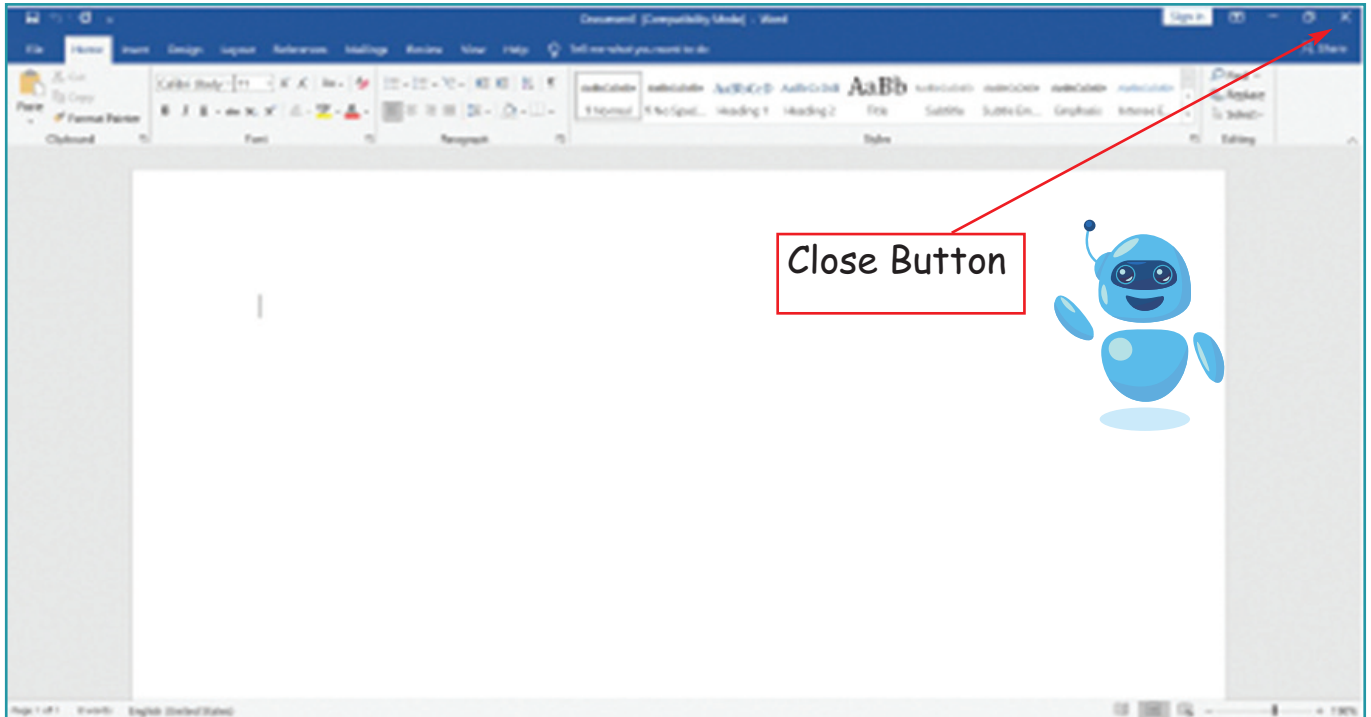
I can see the following:



The Cursor



## Closing Word 2019 Program



This is the close button.  
I click on it to close the program.



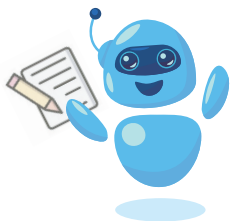
## Activity 1

Identify the Word 2019 program and the cursor.

I circle the **Word 2019** program.

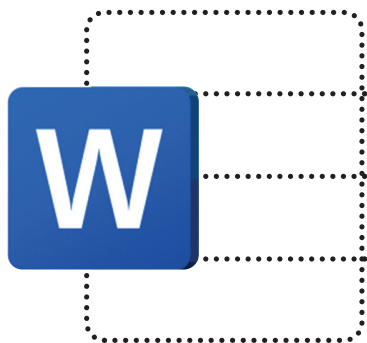


I circle the **cursor**.



## Activity2

Join the dots.



Word 2019 Program



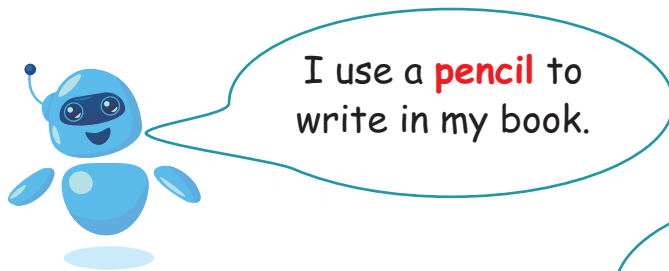
cursor



## The Keyboard



There are many keys on the keyboard.

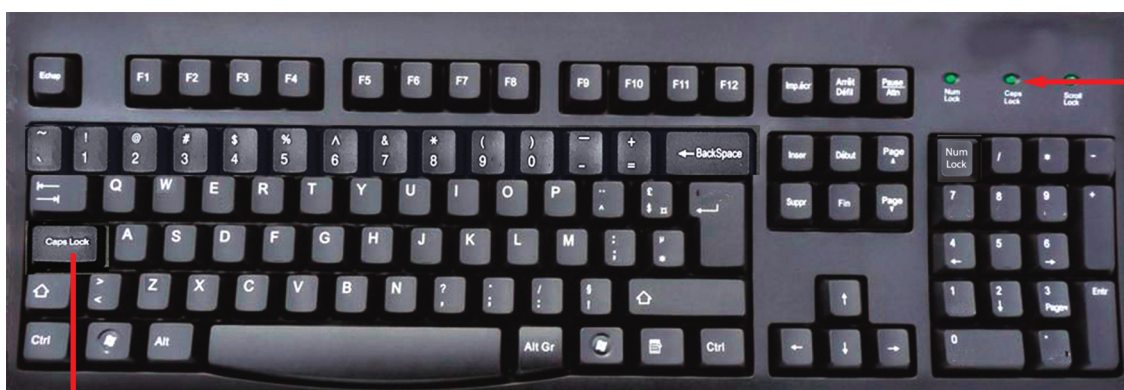


## Alphabet Keys

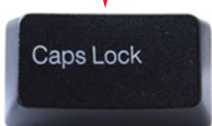


I use the  
Alphabet  
Keys to type  
alphabets.

## Caps Lock Key



Caps Lock  
Light



Each keyboard has different  
Caps Lock Key.



The pictures show some  
Caps Lock Keys.






### Activity 3

Using the Caps Lock Key.



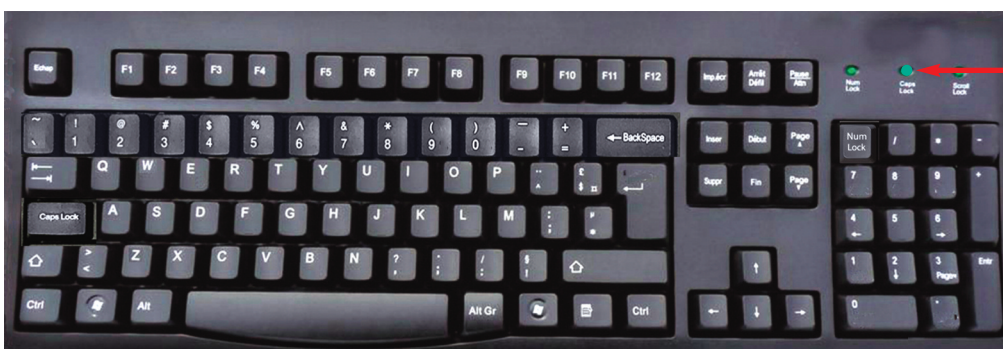
#### Note to teacher:

Ensure that Caps Lock is OFF

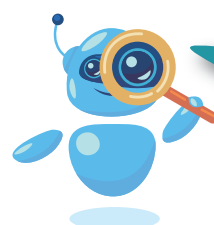
1. I click on Word 2019 icon  on the taskbar.
2. I press the Caps Lock Key on the keyboard.



3. What do I observe?

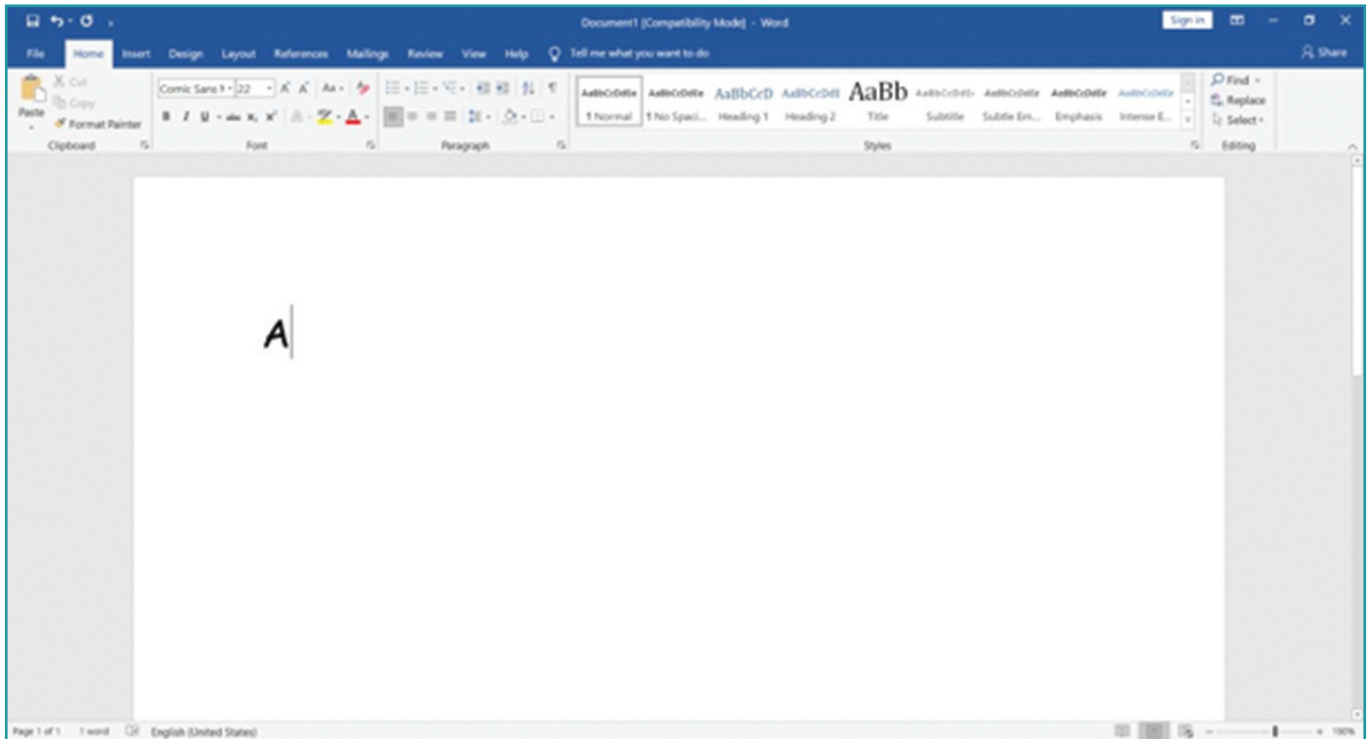


Caps Lock Light

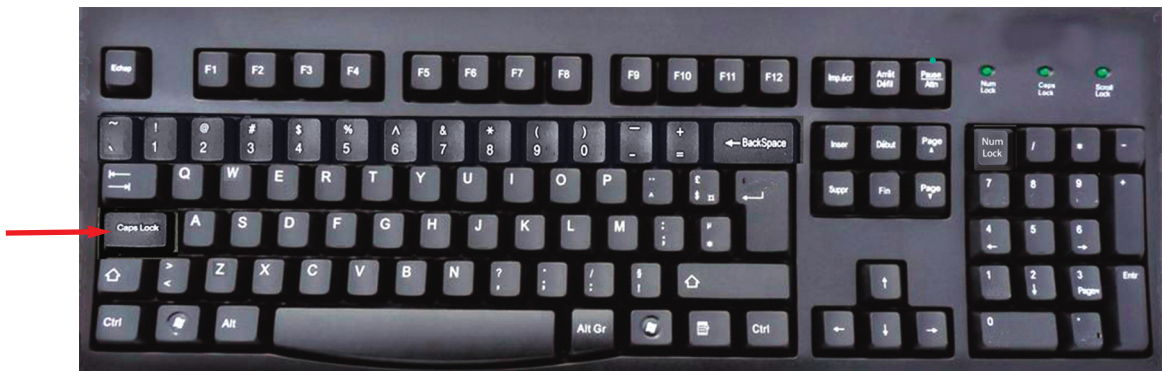


The Caps Lock Light is switched on

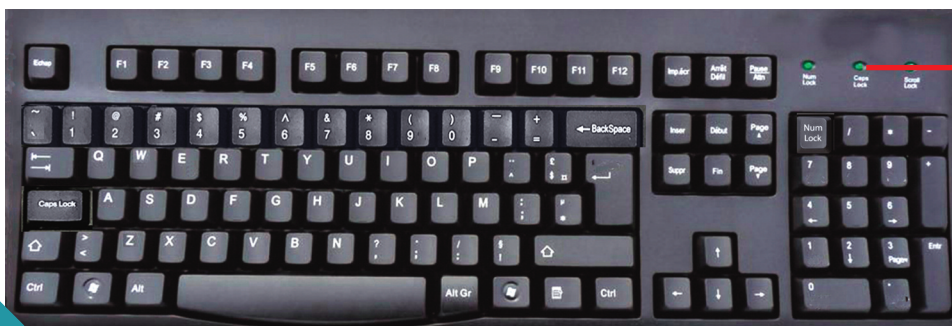
4. I type the alphabet **A**.



5. I press the **Caps Lock Key** once again.

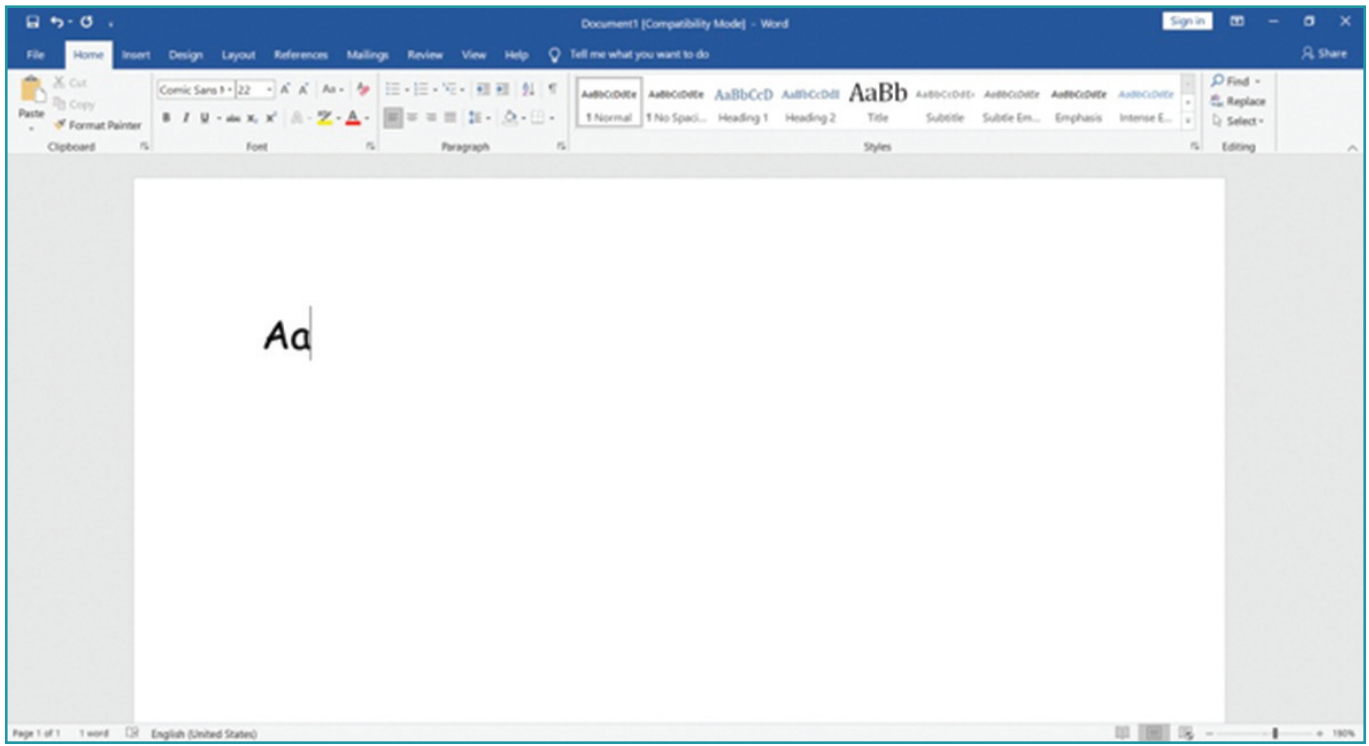


6. What do I observe?

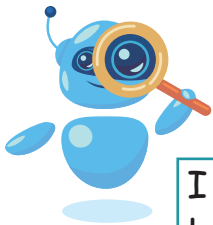


## Unit 5 - Developing Keyboarding Skills

7. I press the alphabet A once more.

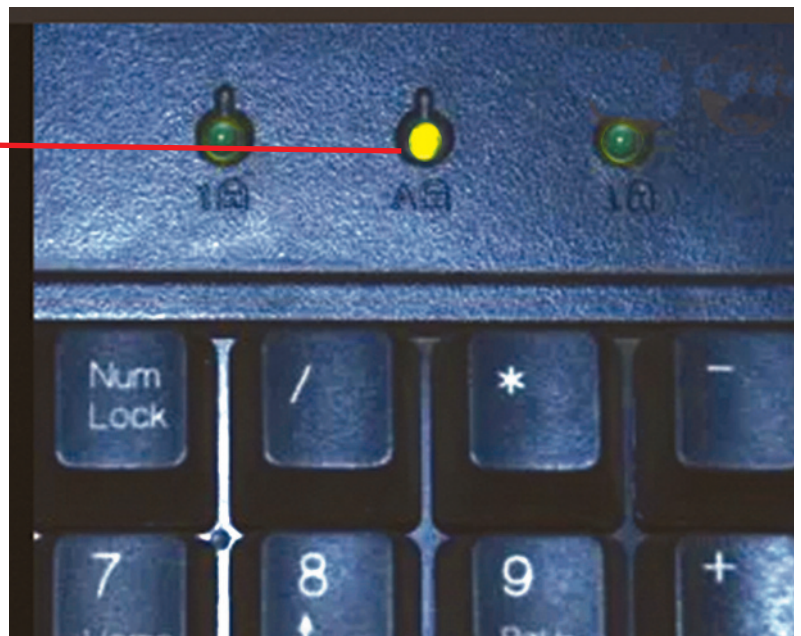


8. What do I observe?



I type capital letters when the Caps Lock Light is ON.

I type small letters when the Caps Lock Light is OFF.

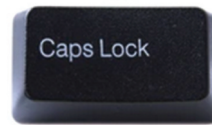





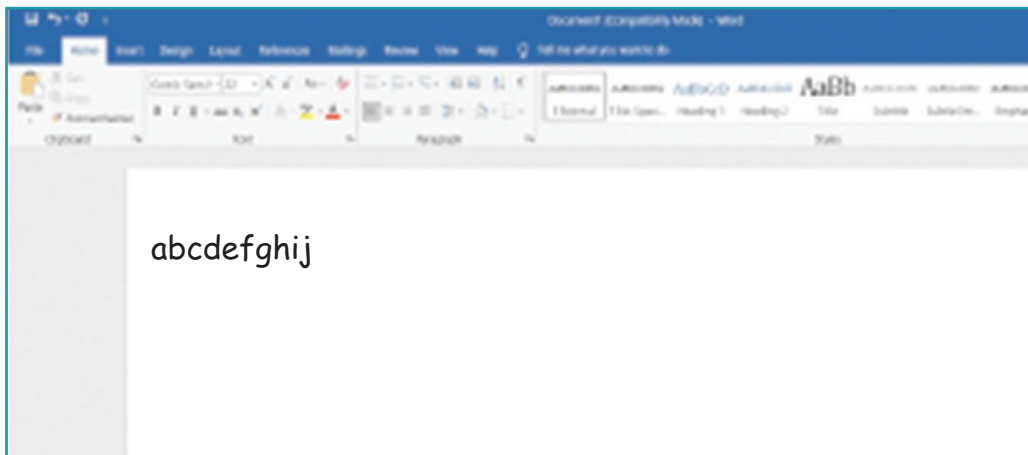


## Activity 4

Using the Caps Lock Key.



- 1 I click on Word 2019 icon  on the taskbar.
2. I ensure that the Caps Lock Light is OFF.
3. I type the alphabets in small letters.



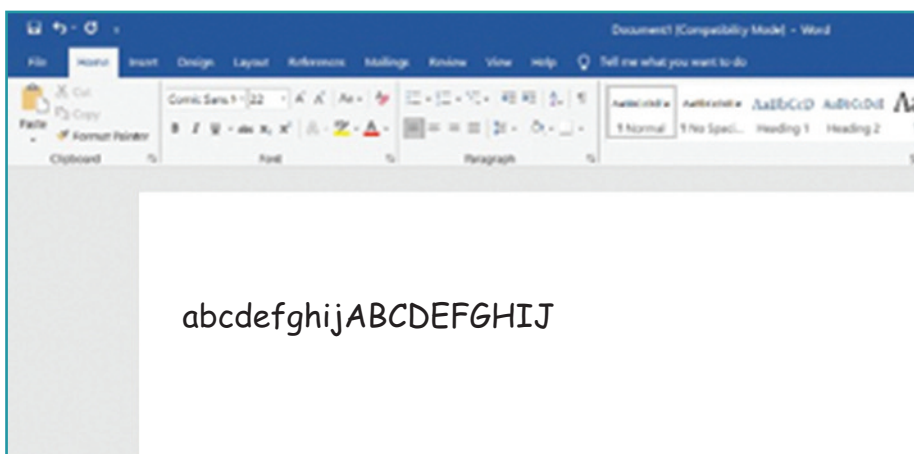
4. I press the Caps Lock Key.
5. I check if the Caps Lock Light is **ON**.
6. I type the alphabets in capital letters.



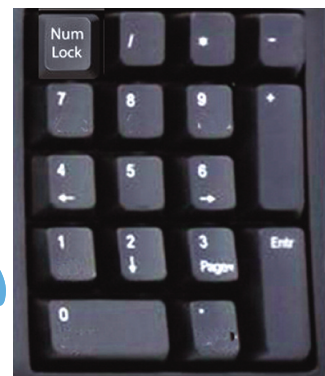
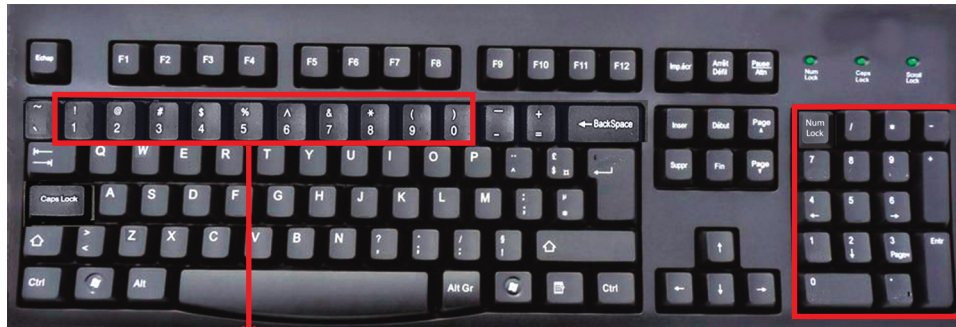
### Note to teacher:

Pupils can type as many alphabets as the latter can depending on their ability.

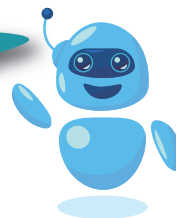
This exercise can be carried many times to help pupils get familiar with the Alphabet Keys.



## Number Keys




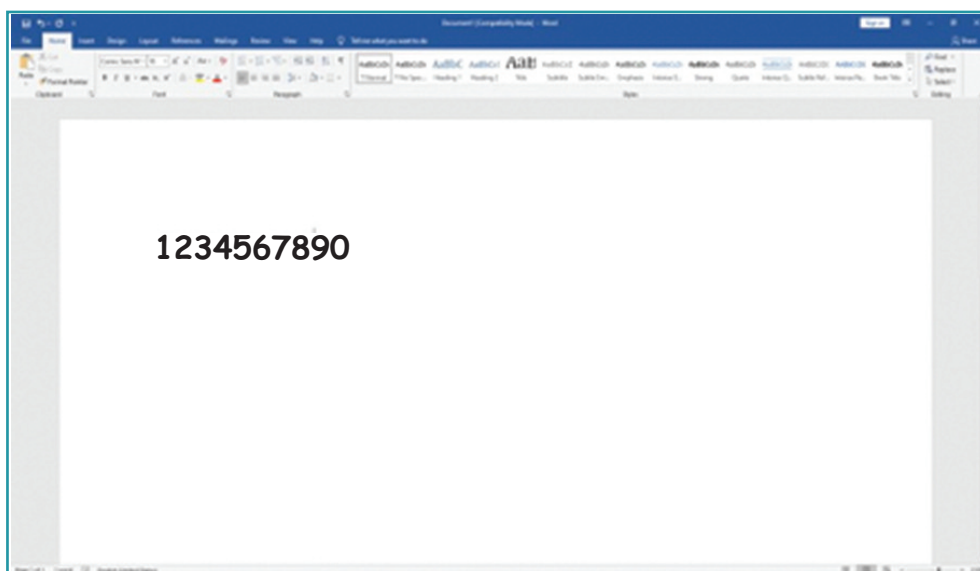
I use the Number Keys  
to type numbers.



### Activity 5

#### Typing numbers

1. I click on Word 2019 icon  on the taskbar.
2. I type numbers 1 to 0, as shown below:



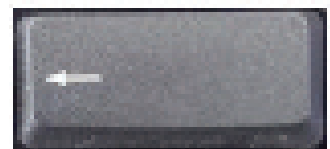
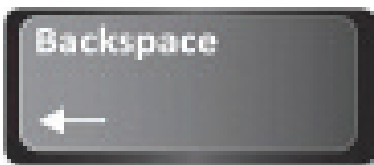
## Backspace Key



There are different types of keyboards.

Each keyboard has different Backspace Key.

The pictures below show some Backspace Keys:



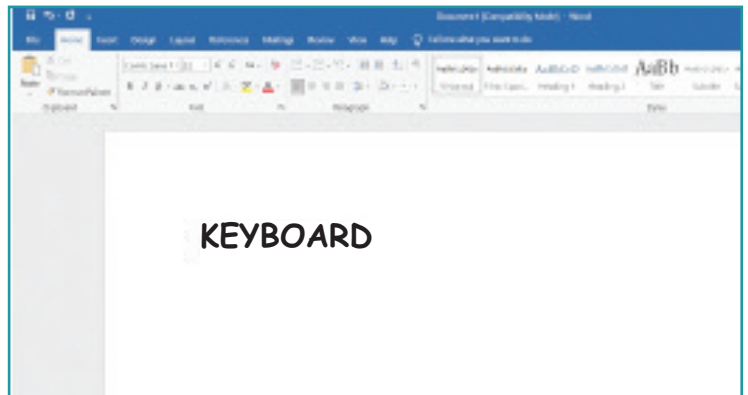


### Activity 6

#### Using the Backspace Key

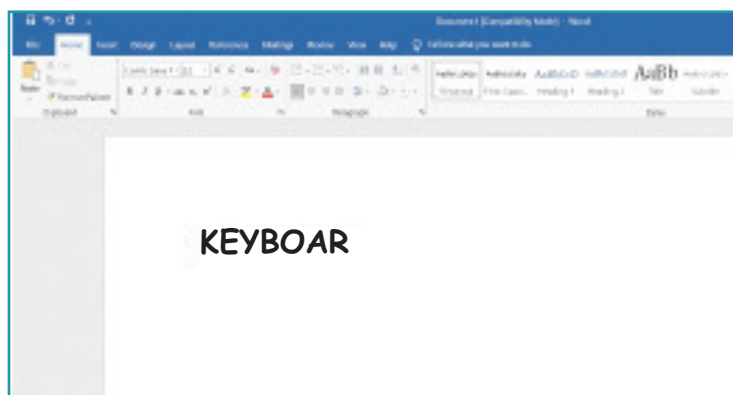


1. I click on Word 2019  on the taskbar.
2. I type the word KEYBOARD.



3. Press the Backspace Key once.
4. What do I observe?

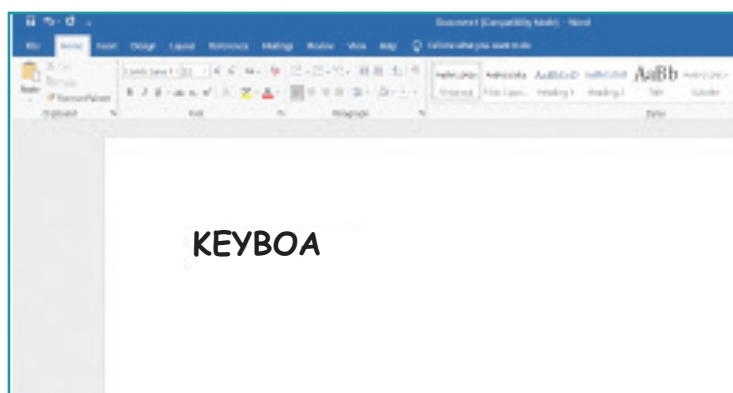
#### OBSERVATION :



I use the  
Backspace Key  
to erase.



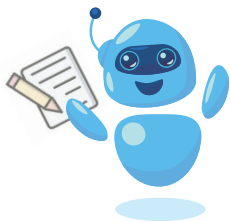
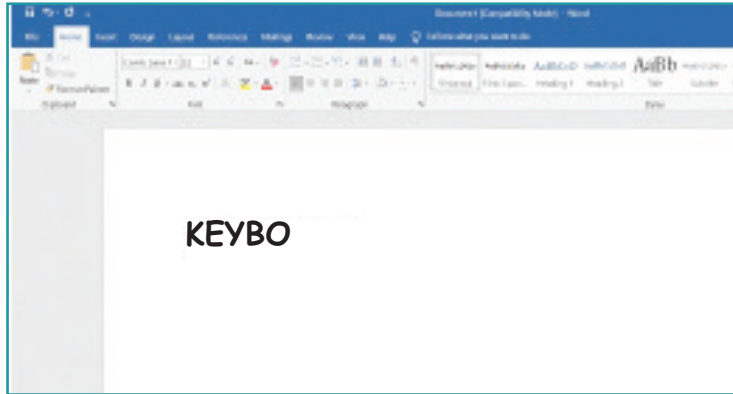
5. I press the Backspace Key again.



#### Note to teacher:

Brainstorm with pupils  
about their observations.

6. I press the Backspace Key once again.

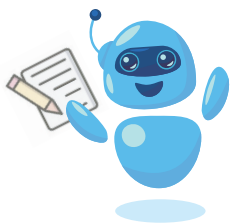


## Activity 7

Using the Backspace Key.

I put a cross (x) on the letter which disappears when I press  once.

monitor  
printer  
speaker



## Activity 8

Using the Backspace Key.

I put a cross (x) on the letters which disappear when I press  2 times.

keyboard  
mouse  
system unit



### Note to teacher:

Activity 7 and Activity 8 can be done simultaneously on the computer and then the pupil crosses the specific alphabet(s) upon observation.



## Enter Key



Each keyboard has different **Enter Key**.

The pictures below show some Enter Keys:



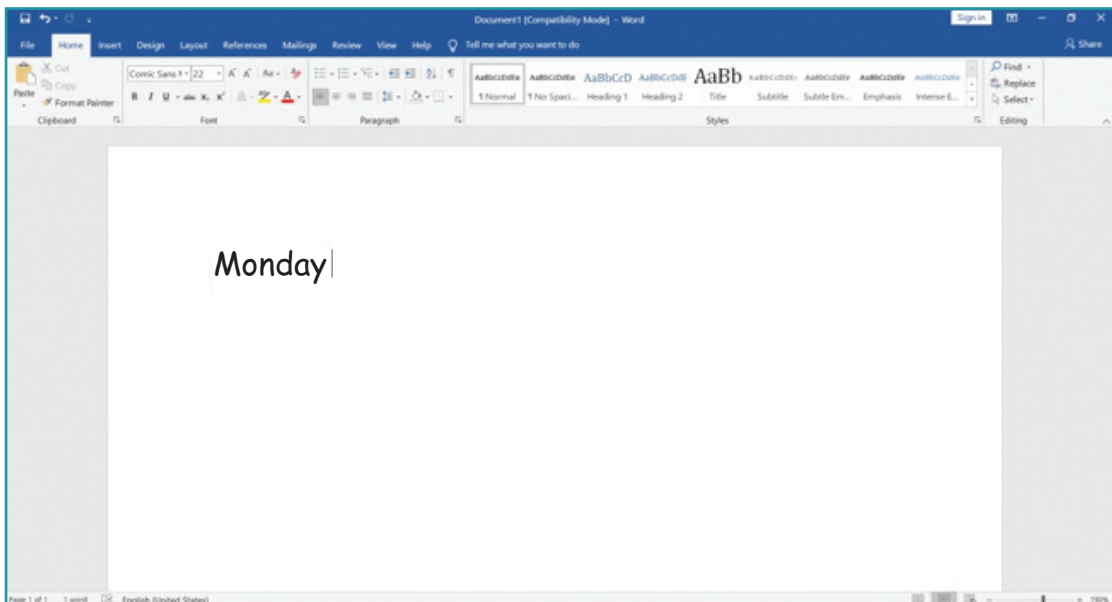


## Activity 9

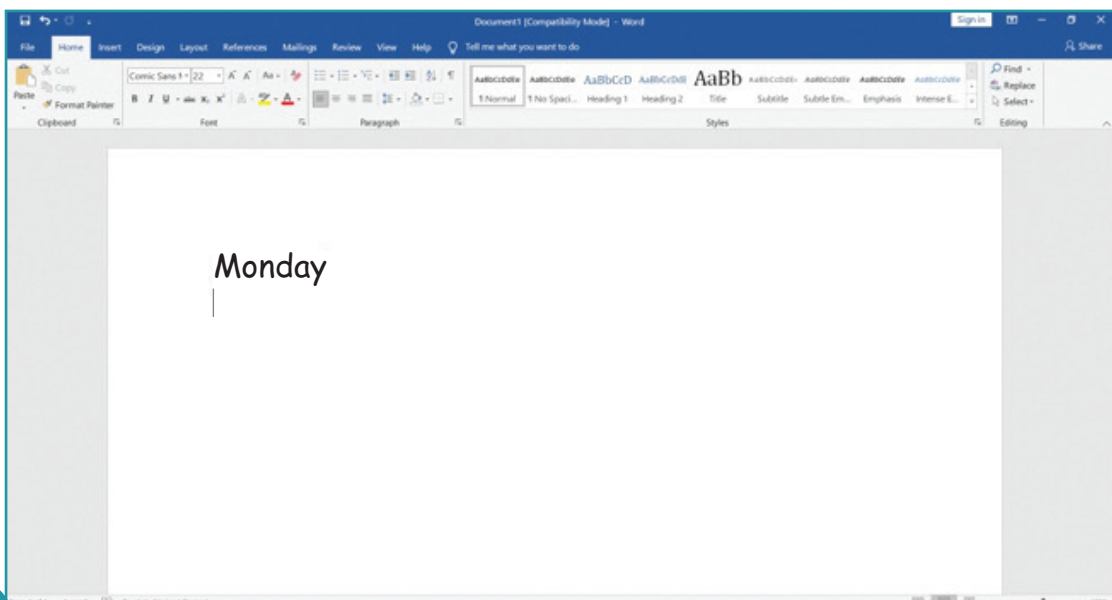
Using the Enter Key.



1. I click on Word 2019 icon  on the taskbar.
2. I type the word **Monday**.

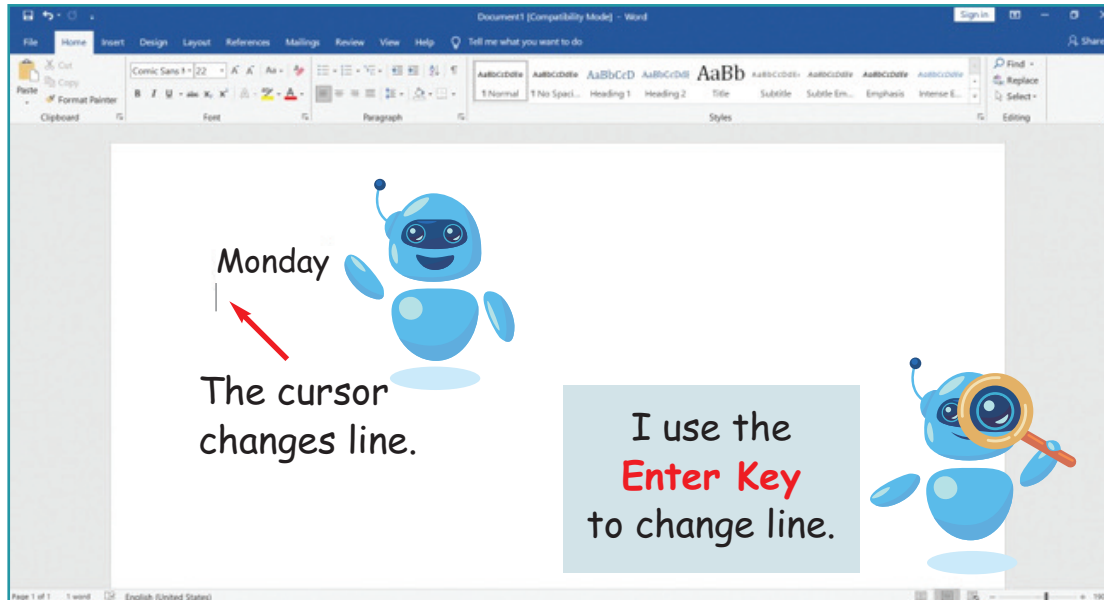


3. Then I press the **Enter** Key.

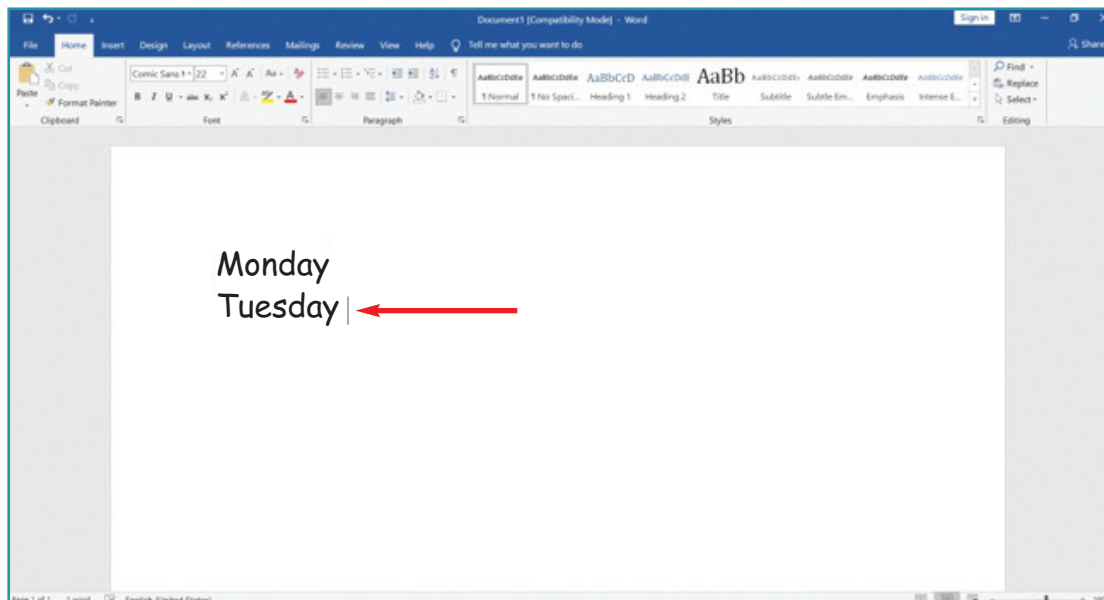


## Unit 5 - Developing Keyboarding Skills

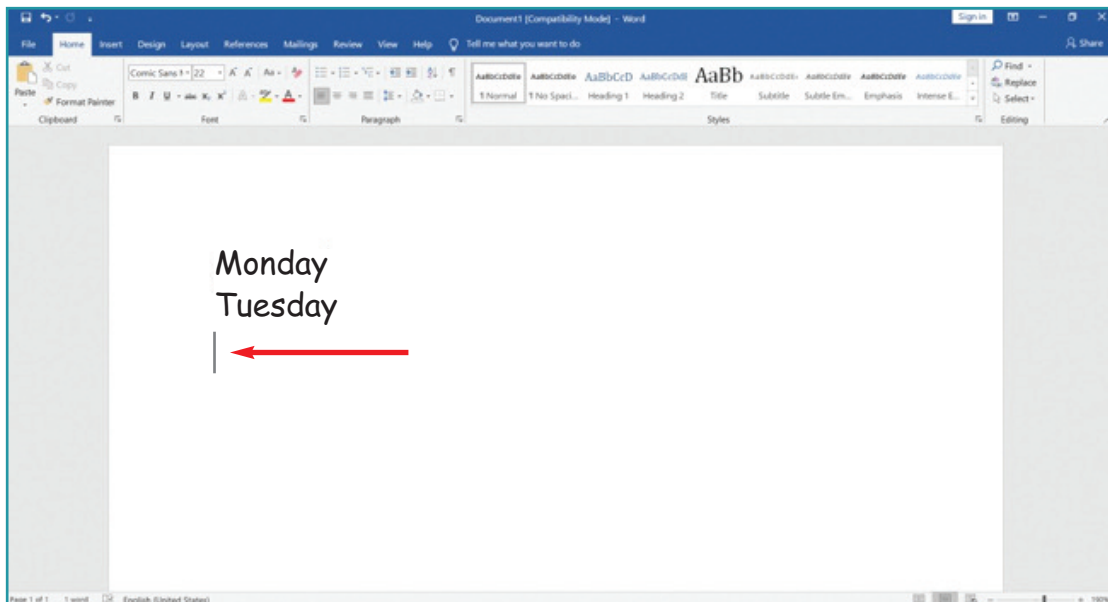
### 4. What do I observe?



### 5. I type the word **Tuesday** and I press Enter Key once.

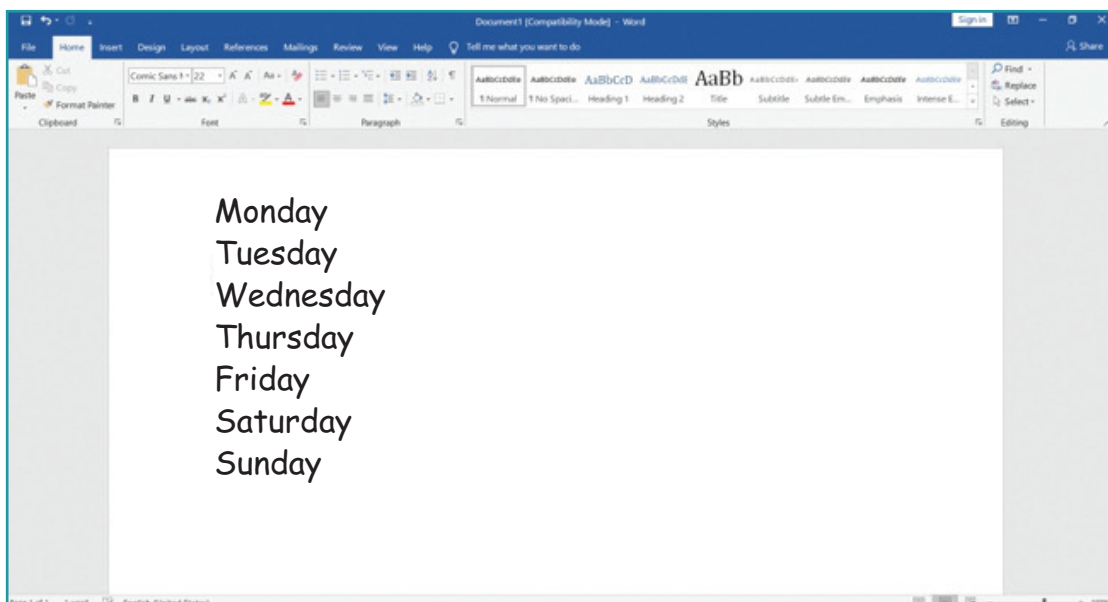


## Let's Learn ICT Skills Grade 1



I press Enter Key.  
The Cursor changes line.

6. I type the name of the other days of the week.  
I press Enter Key after each name as shown below:



## Spacebar Key



This is the Spacebar Key.  
It is the longest key on the keyboard.




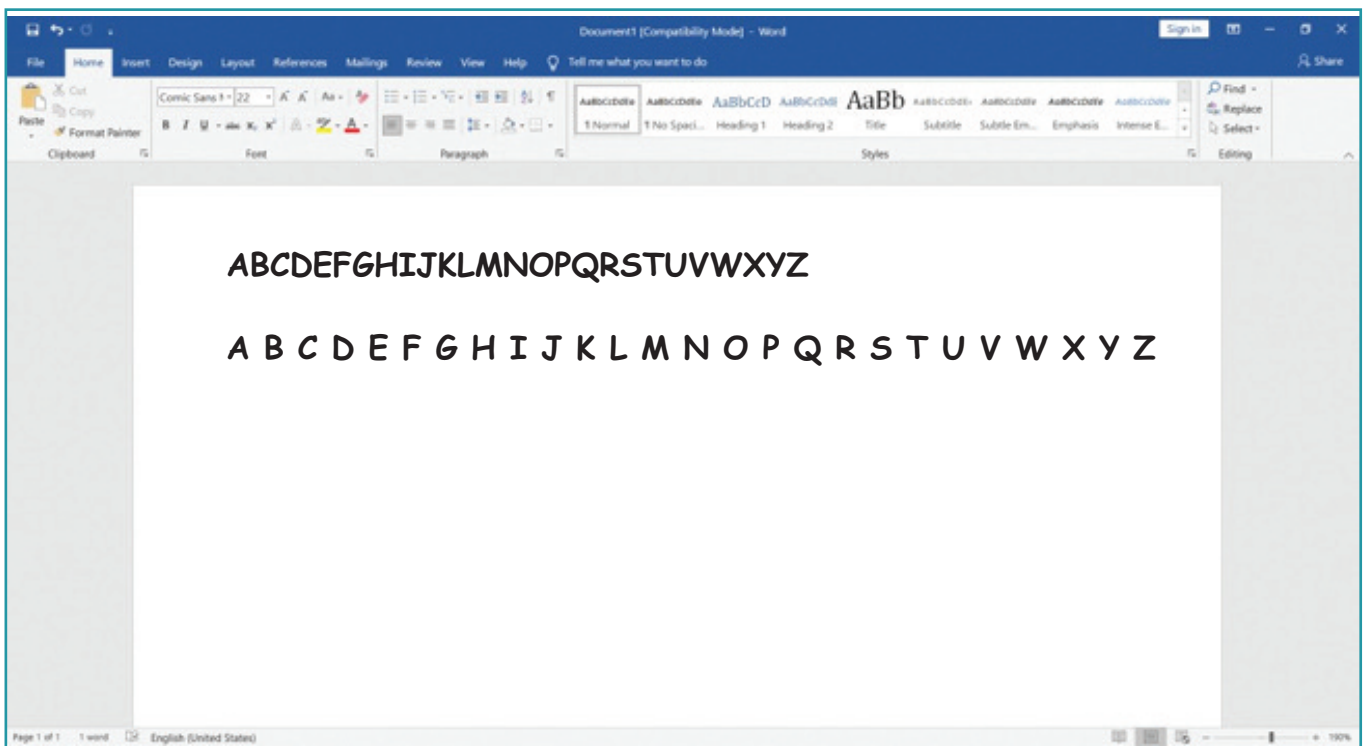


## Activity 10

Using the Spacebar Key.



1. I click on Word 2019 icon  on the taskbar.
2. I type the alphabets in capital letters.
3. I type the alphabets in capital letters again, leaving a space between each alphabet. I press the spacebar **once** after each alphabet.



4. What do I observe?

### Observation:




I use the Spacebar Key to leave a space between the Alphabets.

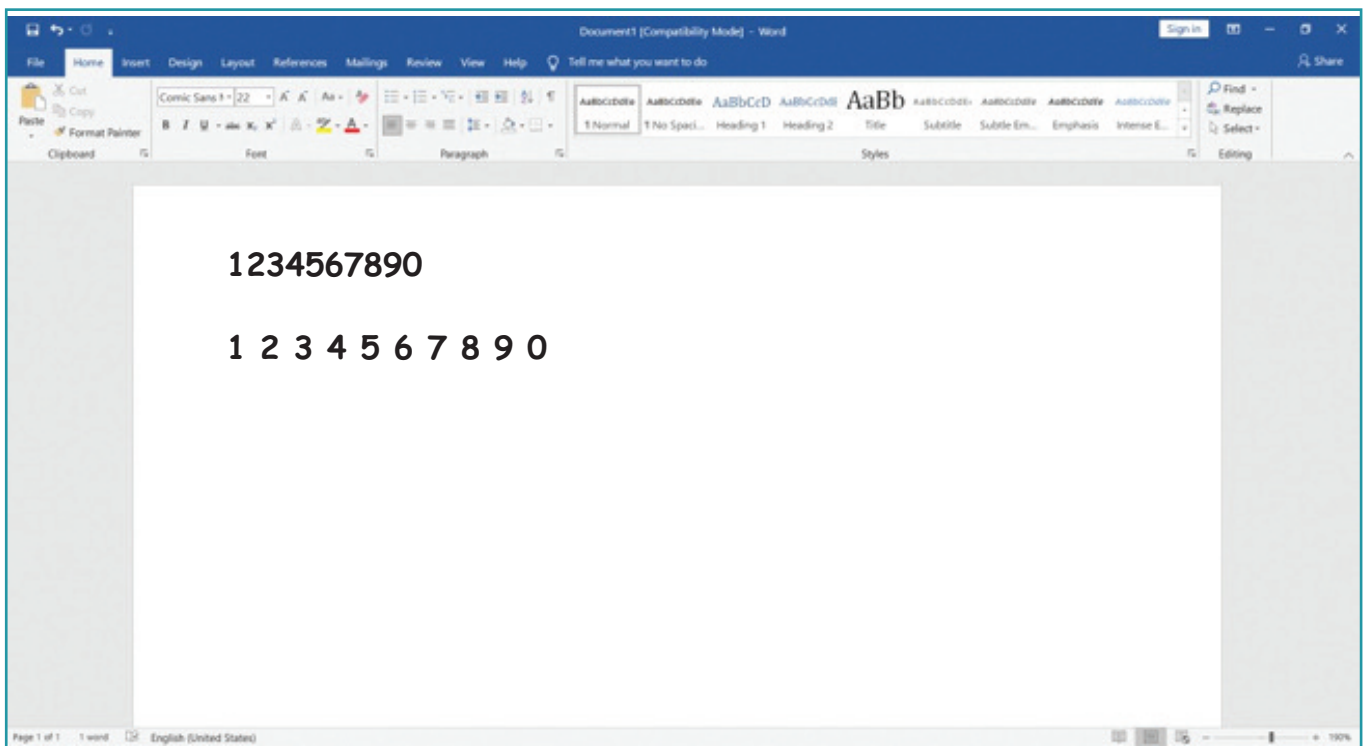


### Activity 11

Using the Spacebar Key.

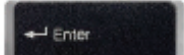




1. I click on Word 2019 icon  on the taskbar.
2. I type numbers 1 to 0.
3. I type numbers 1 to 0 again, by leaving a space after each number as shown below:



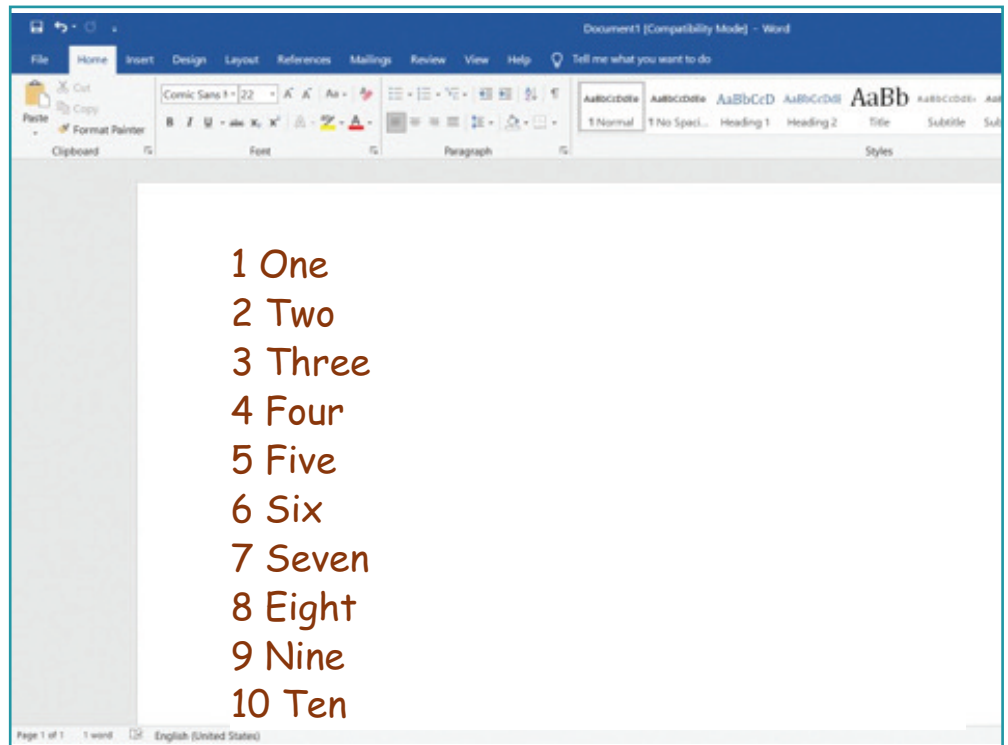


## Activity 12

Using the Enter Key  and Spacebar Key. 

1. I click on Word 2019 icon  on the taskbar.
2. I type the following words as shown below:

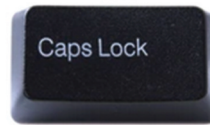
- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five
- 6 Six
- 7 Seven
- 8 Eight
- 9 Nine
- 10 Ten






### Activity 13

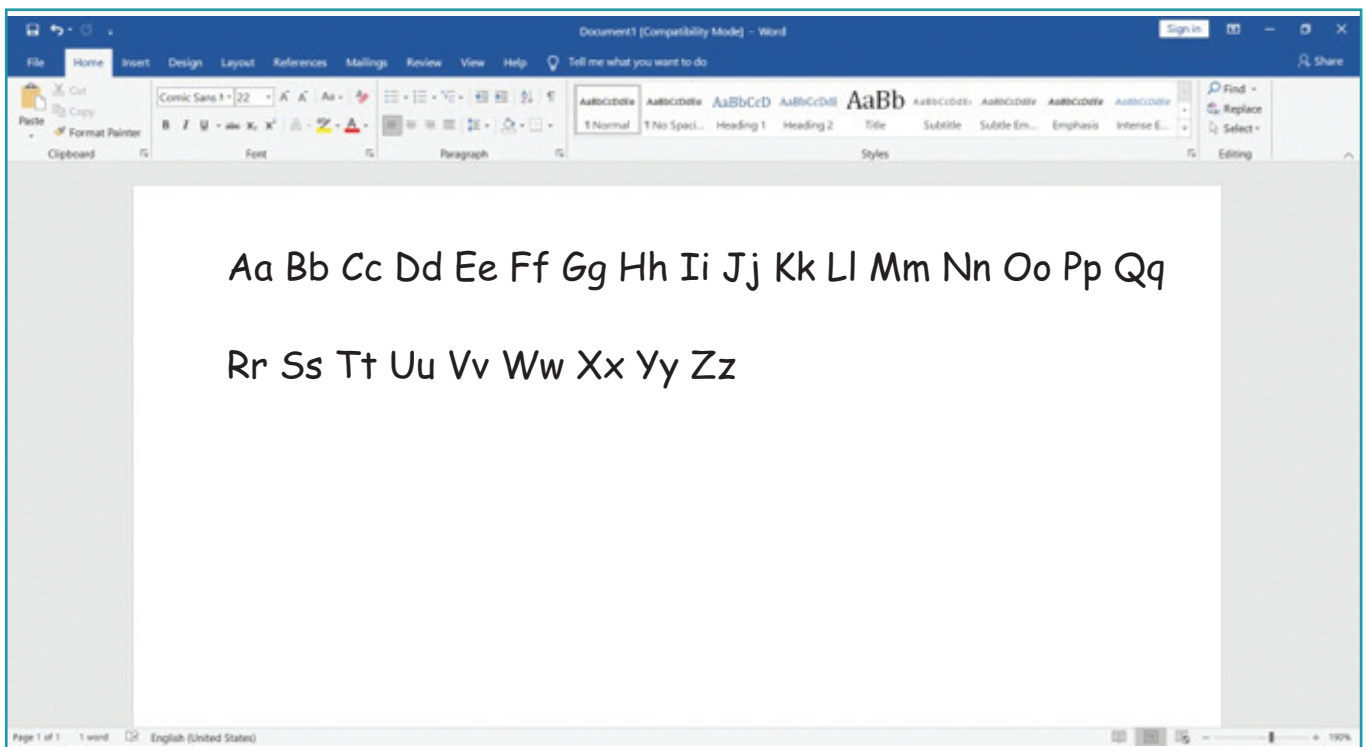
Using the Caps Lock Key



and Spacebar Key.



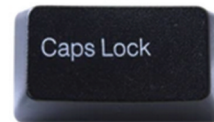
1. I click on Word 2019 icon  on the taskbar.
2. I type all the alphabets both in capital and small letters.
3. I leave a space after each set of alphabets as shown below:





## Activity 14

Using the Using the Caps Lock Key

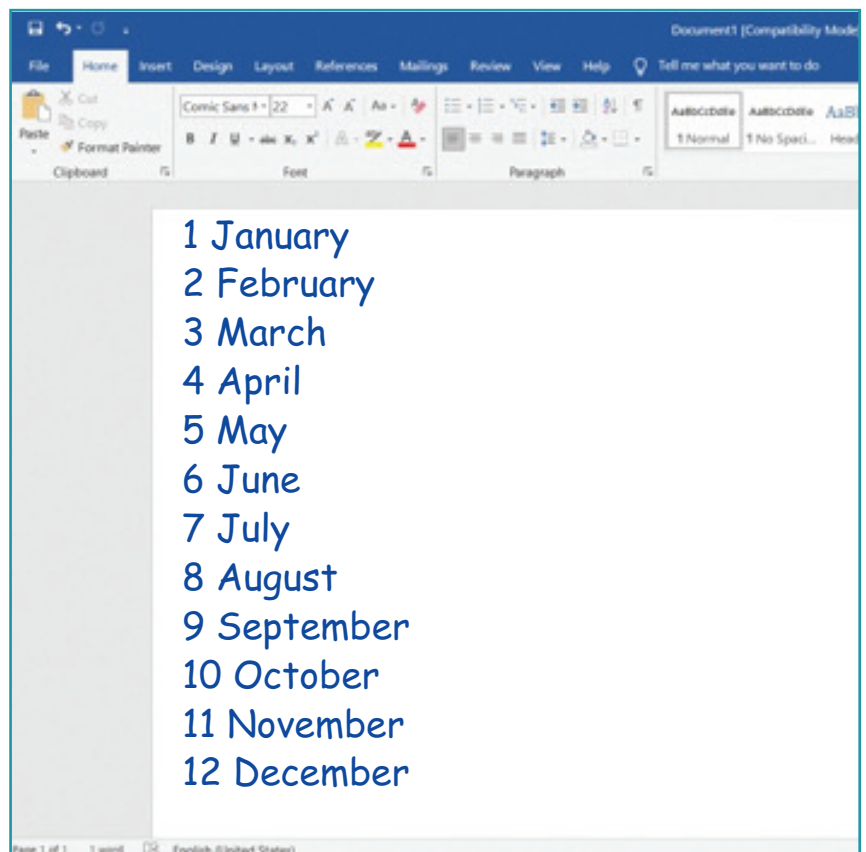


and Spacebar Key.



1. I click on Word 2019 icon  on the taskbar.
2. I type the names of all the months of the year as shown below:

1 January  
2 February  
3 March  
4 April  
5 May  
6 June  
7 July  
8 August  
9 September  
10 October  
11 November  
12 December







## Activity 15

### Typing Practice

1. I click on Word 2019 icon  on the taskbar.
2. I type the following sentences:

Mother has 5 beautiful dresses.

My brother buys 2 pencils.

I give Tom 4 sweets.

10 boys are playing football.

Father brings 18 marbles.

The boys share 2 cakes.



## Activity 16

Typing and Editing Practice.



1. I click on Word 2019 icon on the taskbar.
2. I type the following sentences with the mistakes:

My sister has 5 dollis.

Uncley Jim washes his car.

Shri brings 5 flopwers.

Grandfather gives me 15 rupeeas.

I ride my blue bicycleee.

3. I place the cursor accordingly and correct the mistakes with the Backspace Key.



### Note to teacher:


Pupils must have prior knowledge that mistakes are underlined with a red wavy line.

Guide pupils where to place the cursor to correct the mistakes.

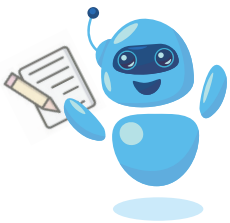


## Activity 17

Typing Practice.

1. I click on Word 2019 icon  on the taskbar.
2. I type the following sentences:

My teacher has 3 markers.  
I have 6 books in my bag.  
The baby plays with a ball.  
Alisha brushes her teeth.  
There are 2 flowers on the tree.



## Activity 18

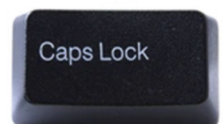
Join the dots to get the name of the corresponding key.



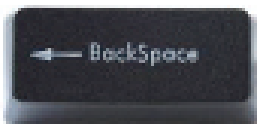
Spacebar



Enter



Caps Lock



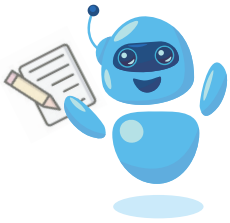
Backspace



Alphabet

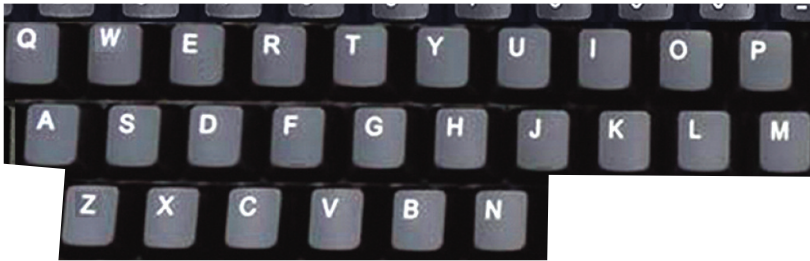


Number



## Activity 19

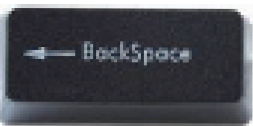
Match the keys with their correct names.



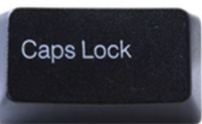
Enter Key



Backspace Key



Alphabet Keys



Number Keys



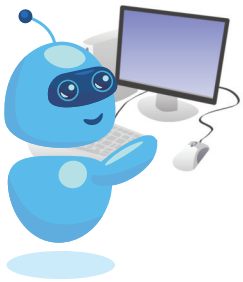
Spacebar Key



Caps Lock Key



# Unit 6



## Browsing the Internet Safely

### Aim

To introduce pupils to a web page and its contents.

### Learning objectives:

**By the end of this unit, pupils will be able to:**

- Understand that web pages contain text, images and videos.
- Navigate around a given web page using hyperlinks.
- Navigate from one web page to another using hyperlinks.






# Web page



## Activity 1

Opening a web page.

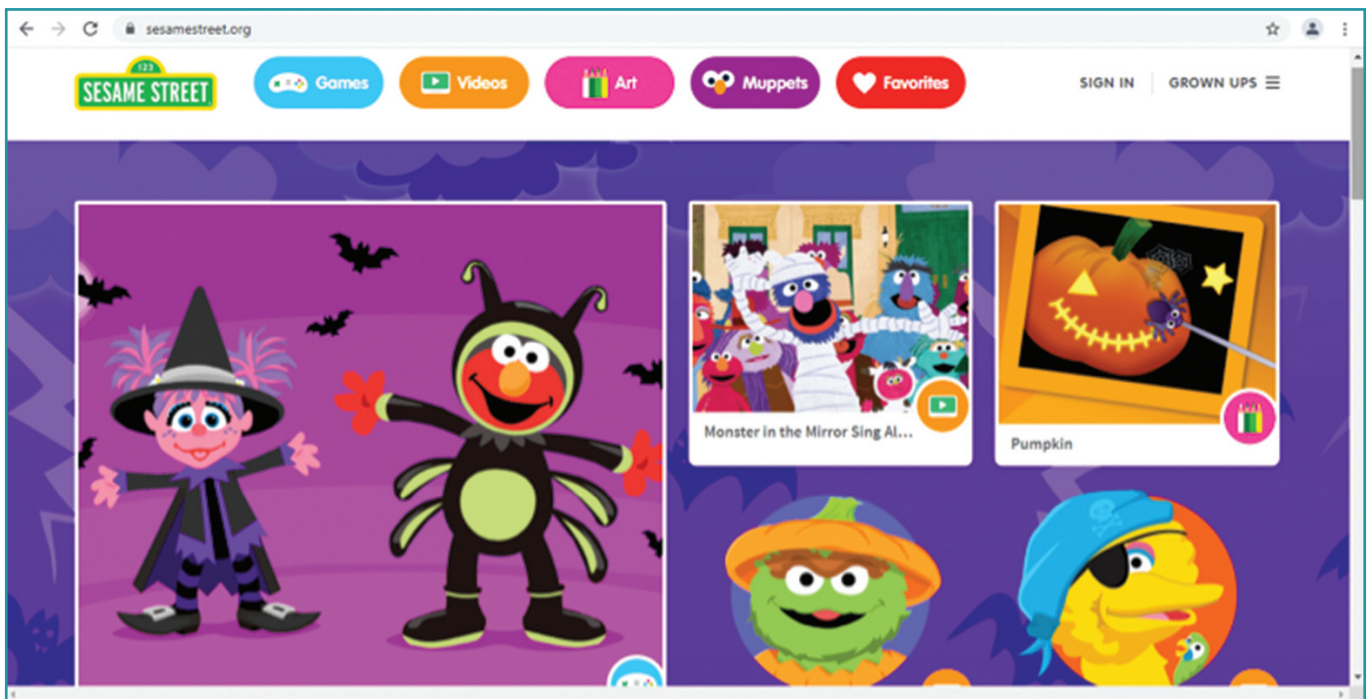
1. I click  on the taskbar.
2. I type the following address:  
<http://www.sesamestreet.org> in the address bar.

**Observation:** The page below appears:

### Note to teacher:

The two web sites in this unit are updated regularly. The existing pictures might no more be the same.

The following link can also be used for this topic: <http://www.ixl.com>



# Hyperlink

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A hyperlink allows us to navigate from one web page to another.

A hyperlink can be a picture, a text and a video.

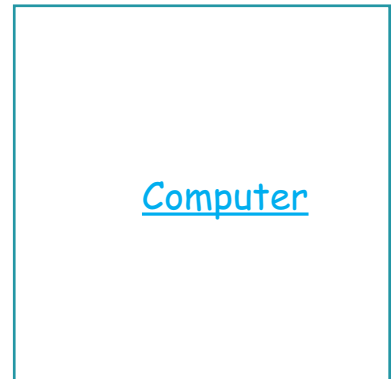
A text hyperlink is often blue in colour and underlined. Example: [Computer](#)



Video



Image




Text

While moving the mouse pointer on a hyperlink, it changes from as shown below:

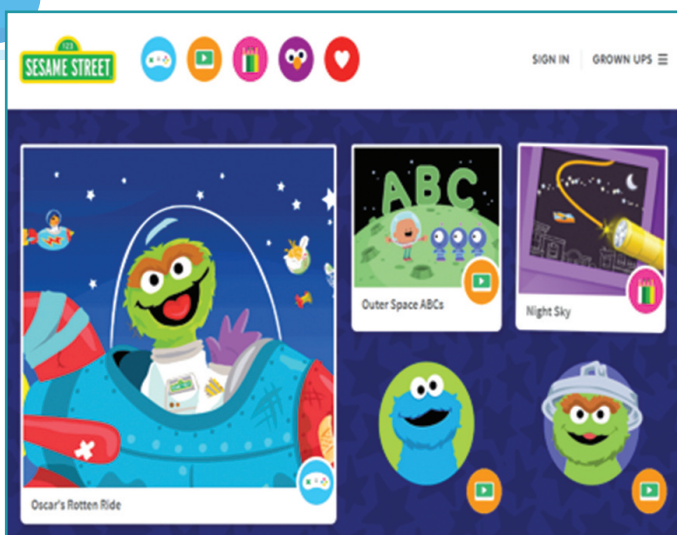


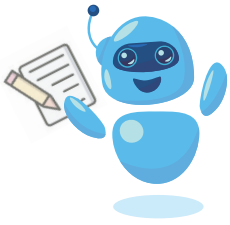
**Observation:** Mouse pointer changes.

I can see a small hand  when I put the pointer on a hyperlink.



I click on a hyperlink to see another part of the webpage.





## Activity 2

Identifying text, image and hyperlink.

1. I circle the **text**.

Flower



2. I circle the **image**.

Boat



3. I circle the **hyperlink**.

House



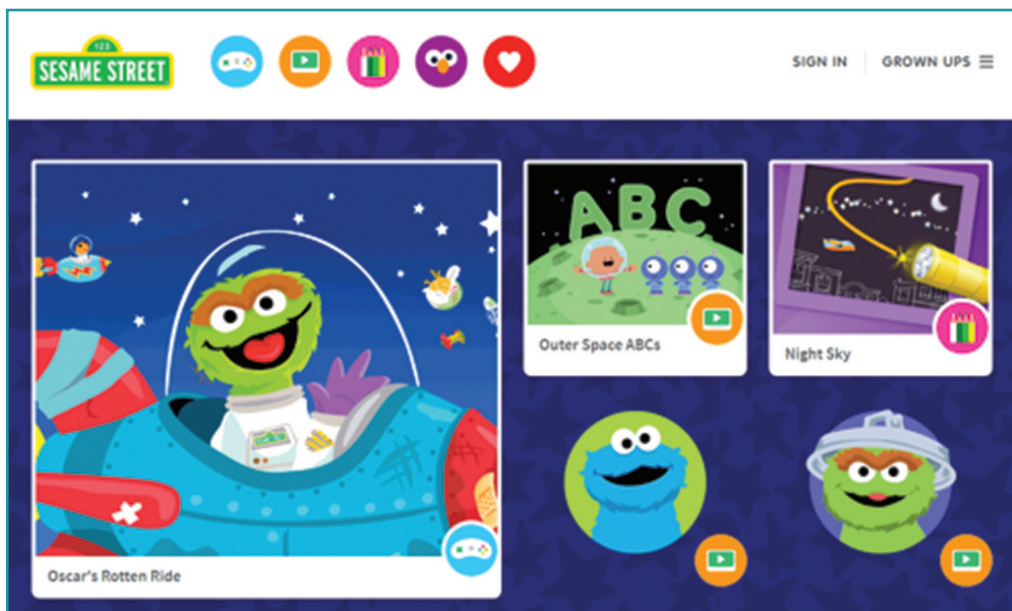




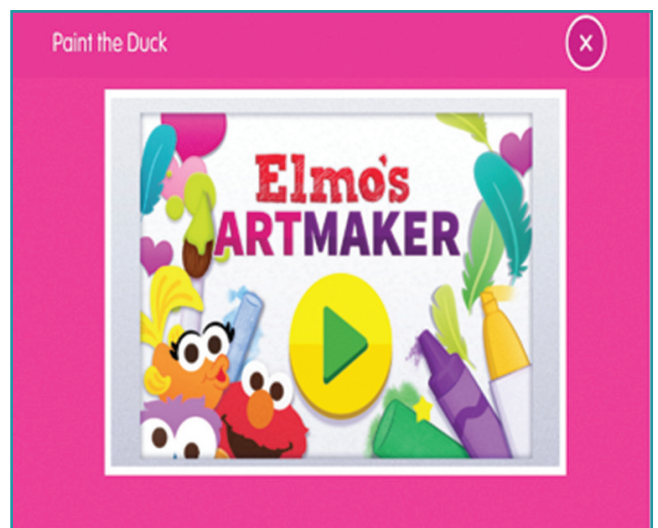
## Activity 3

Navigating around a web page using hyperlinks.

1. I open the following web page <http://www.sesamestreet.org>.
2. I click on the hyperlink .



3. I choose Paint the Duck coloring page.





4. I color it.



## Activity 4

Navigating from one web page to another using hyperlinks.

Let's look at the steps.

1. I open the web page <http://www.sesamestreet.org>.

2. I move the pointer on .

3. I circle what I observe.

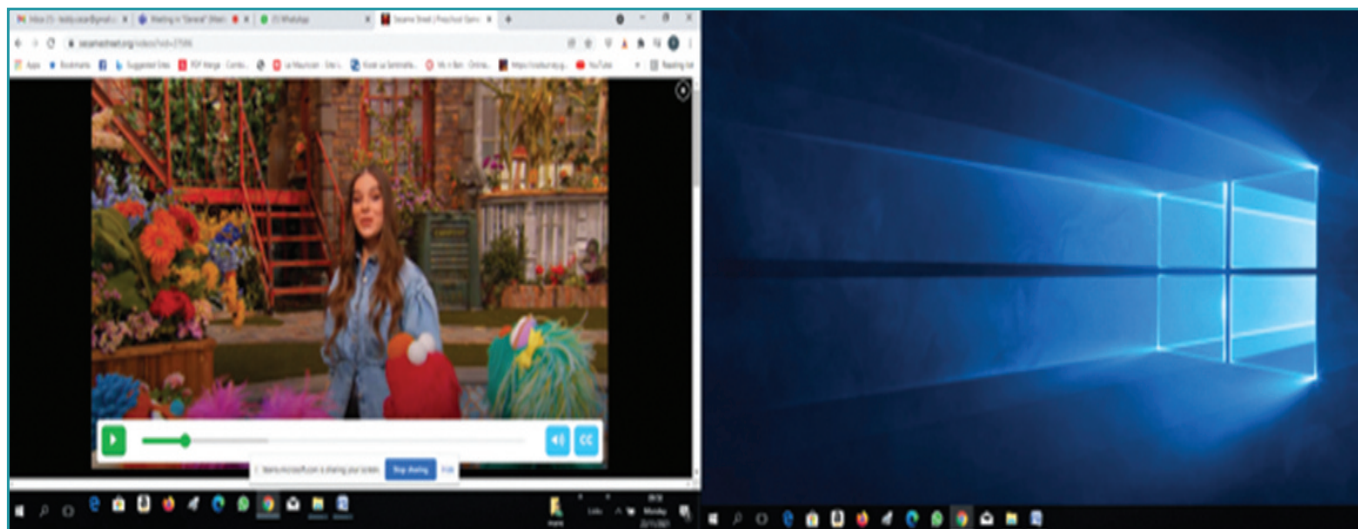


4. I click on  or  to watch a video.

Please tick (✓)

☐☐

**Observation:** The video starts playing as shown in the picture below.





# Unit 7



## Multimedia: Video Viewing and Drawing

### Aim

To introduce pupils to a media playing interface and a graphic program.

### Learning objectives:

**By the end of this unit, pupils will be able to:**

- Watch videos on the computer.
- Interact with a media playing interface.
- Use the Pencil tool to draw.
- Use the Eraser tool to correct mistakes while drawing.
- Use the Brush tool to draw simple shapes.
- Use the Text tool to write the names of shapes.
- Use the Line tool to draw.
- Use the Undo and Redo buttons.



**Note to teacher:**

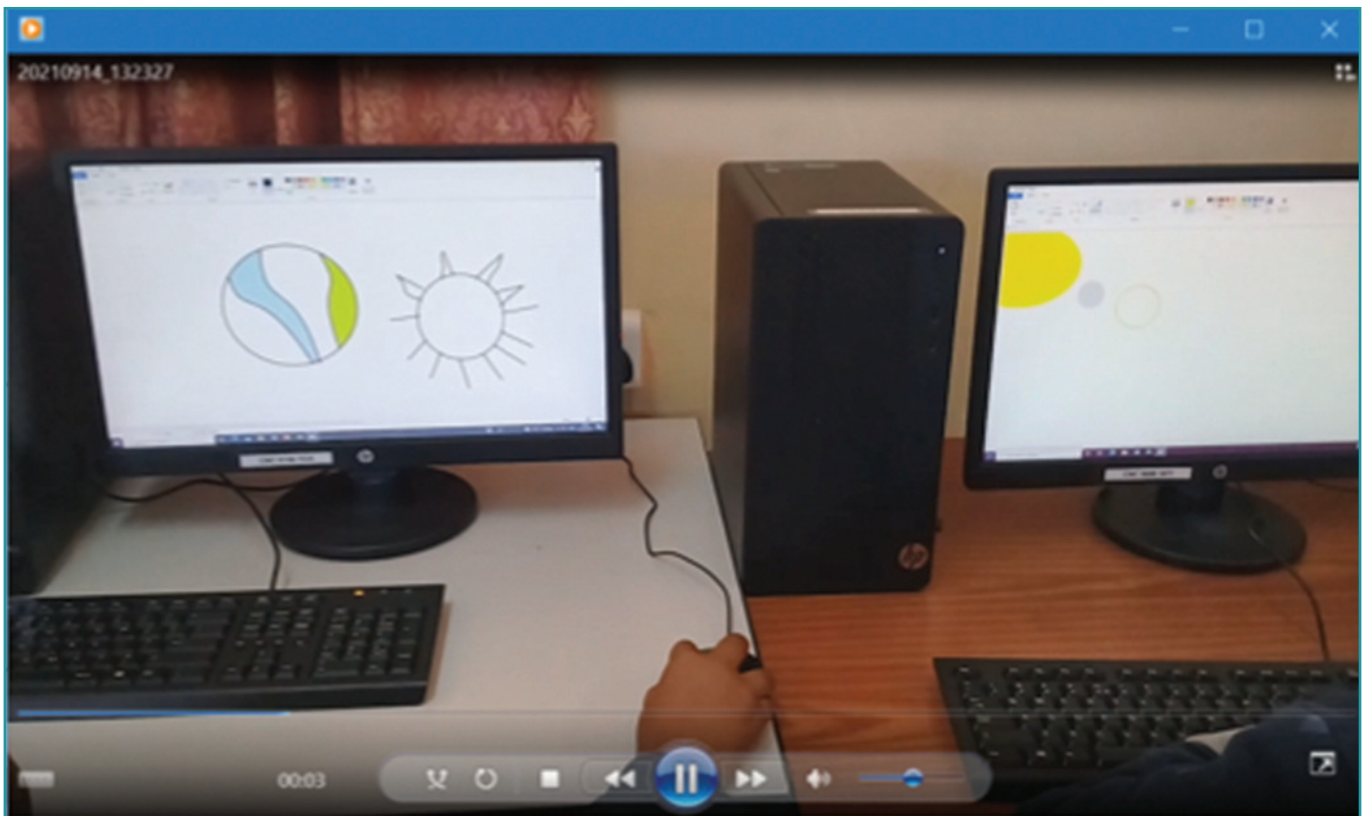
Create a small video and save it on the desktop or play a CD.  
Use a specific software to teach this topic.



## Activity 1

Interacting with a media playing interface.


1. I double click  on the computer to see a video playing.




2. I click  to pause the video.

3. I click  to play the video.

4. I press hold  to move the video forward.

5. I press hold  to move the video backward.

6. I click  to stop the video.



I can also listen to music and play games on a computer.



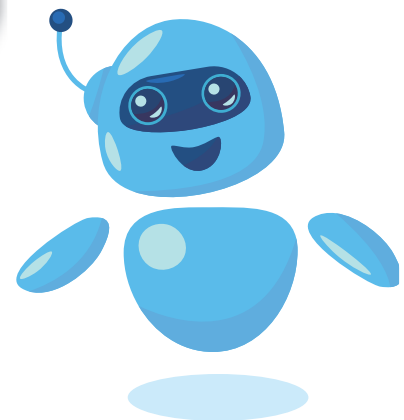
# MULTIMEDIA

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## Speakers



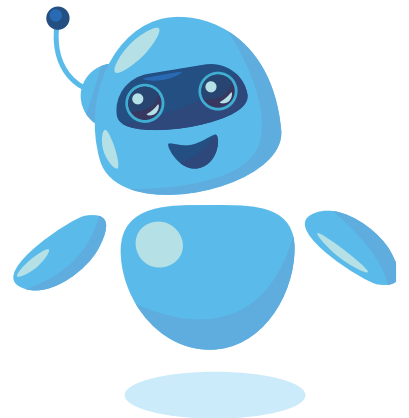
I can hear the sound  
of the video from the  
speakers.




## Headsets



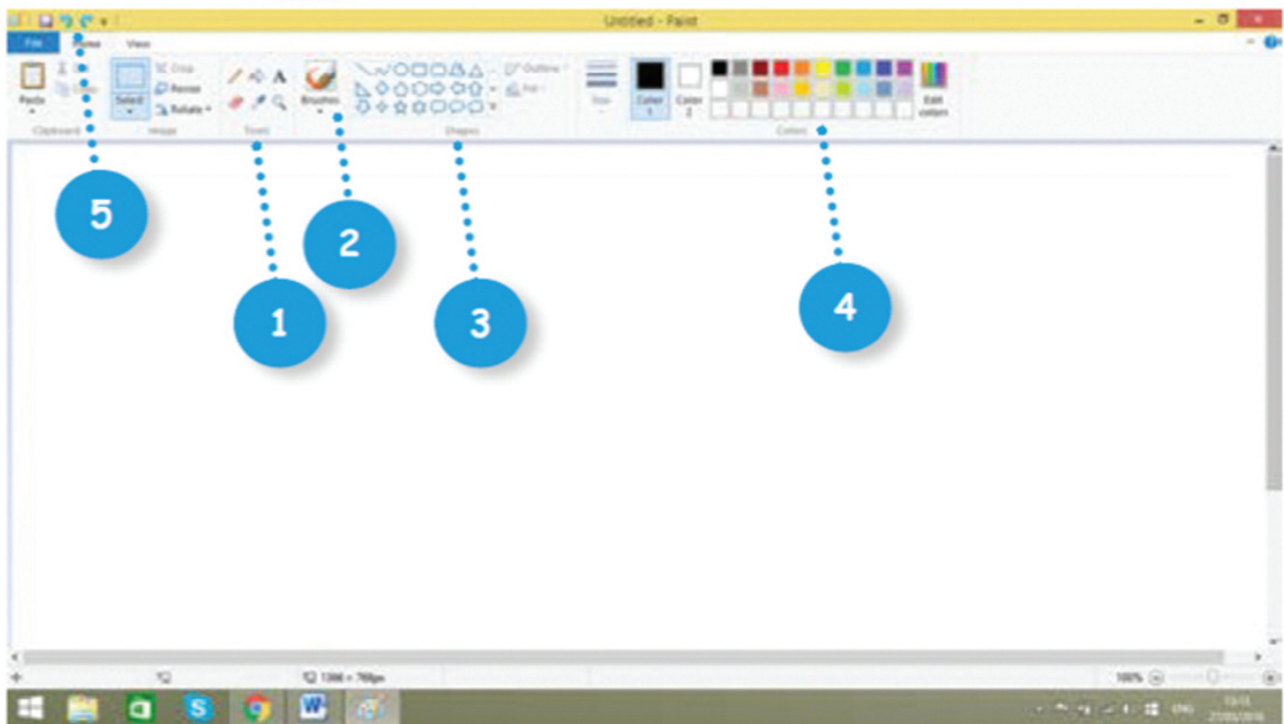
I can also hear the  
sound of the video  
from the headsets.



## Multimedia

I double click  on the computer.

MS Paint



1

Tools box



2

Brushes box



3

Shapes box



4


Colour box





5


Undo/ Redo buttons





Pencil tool 


Text tool 

Eraser tool 

Line tool 

Redo button 

Brush tool 

Undo button 

## The Pencil Tool



### Activity 2

Drawing with the Pencil tool.

1. I click on Paint

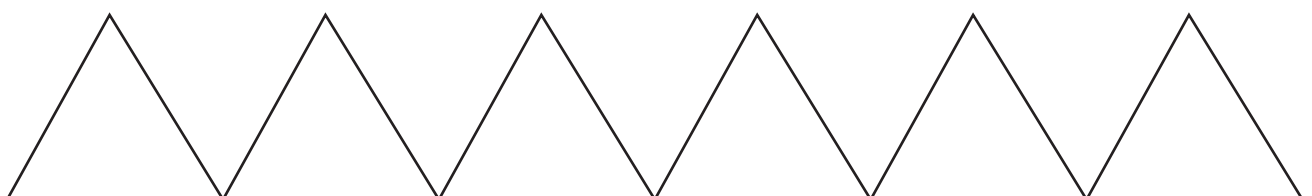
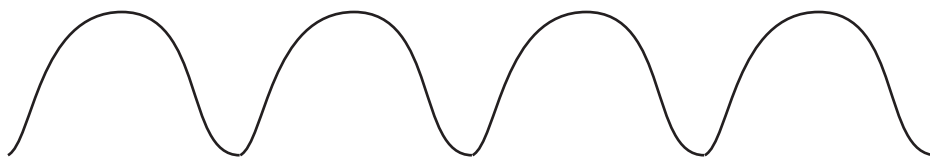
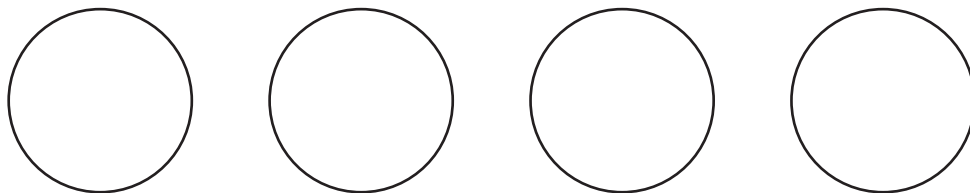
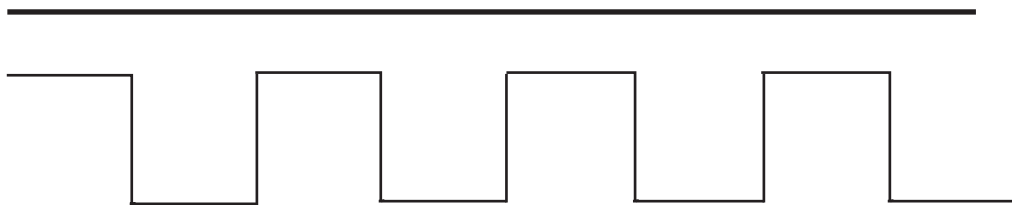


on the taskbar.

2. I click on the Pencil tool.

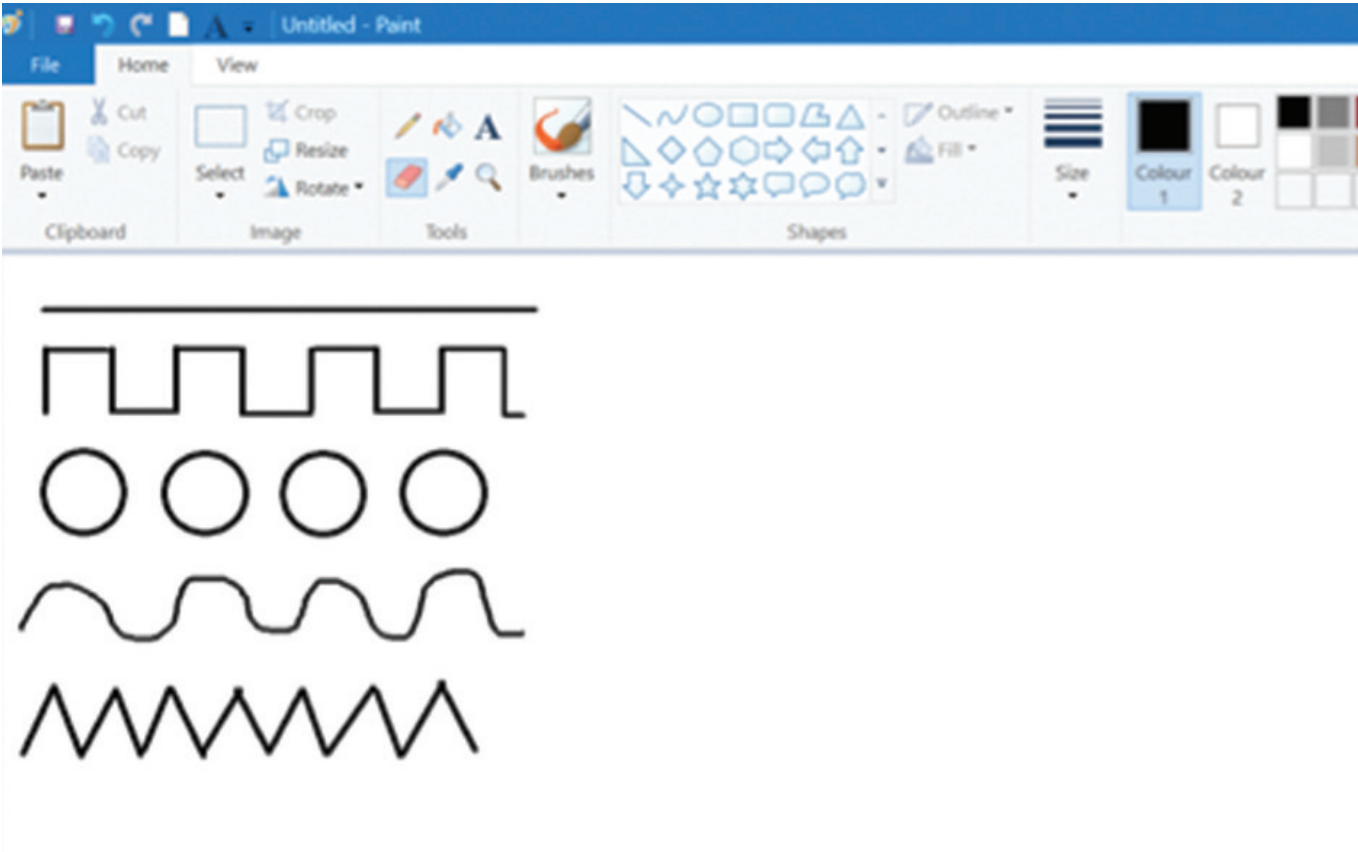


3. I draw:





Unit 7 - Multimedia: Video Viewing and Drawing



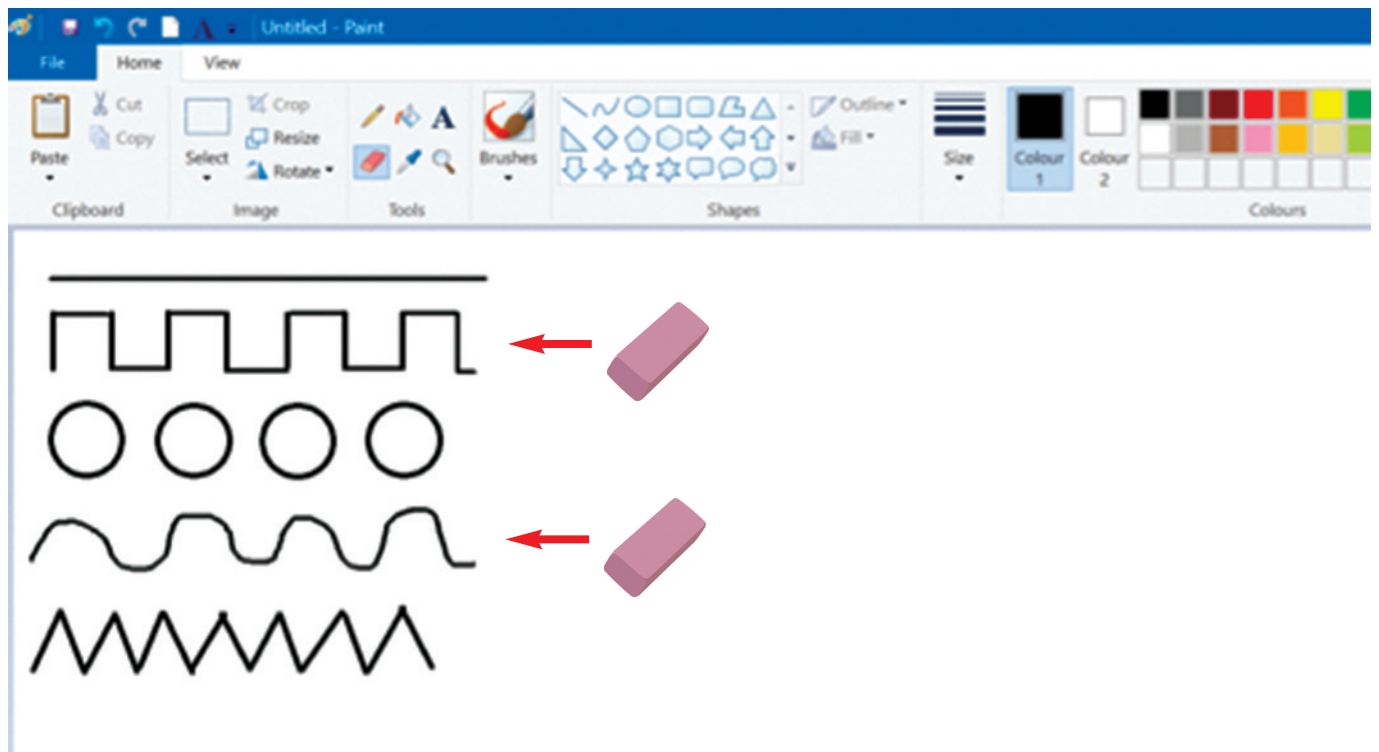
## The Eraser Tool



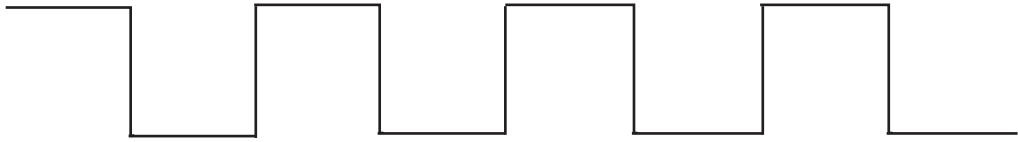
### Activity 3

Using the Eraser tool.

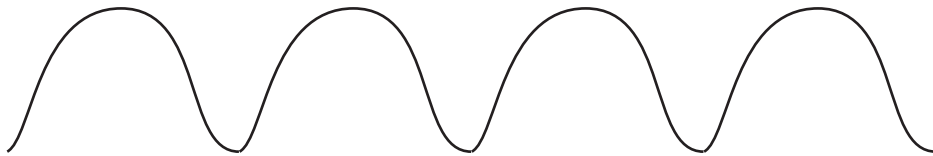
1. I click on the Eraser tool.



2. I erase

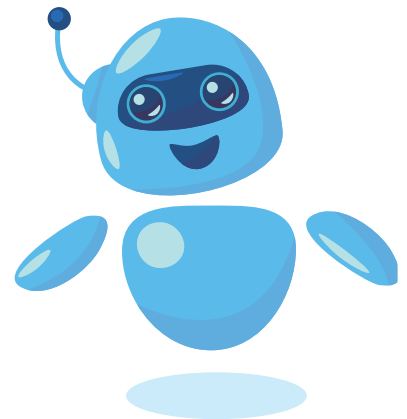


3. I erase



When I draw, I use

the Eraser tool  
to erase.



## The Brush Tool



### Activity 4

Drawing with the Brush tool.

1. I click on Paint  on the taskbar.

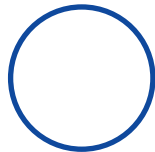
2. I click on the Brush tool.



3. I click on the blue colour in the colour box.

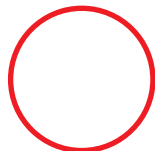


4. I draw a blue circle.



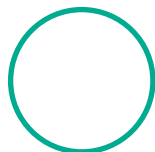
5. I click on the red colour in the colour box.

6. I draw a red circle.



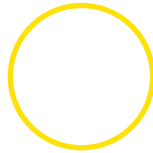
7. I click on the green colour in the colour box.

8. I draw a green circle.

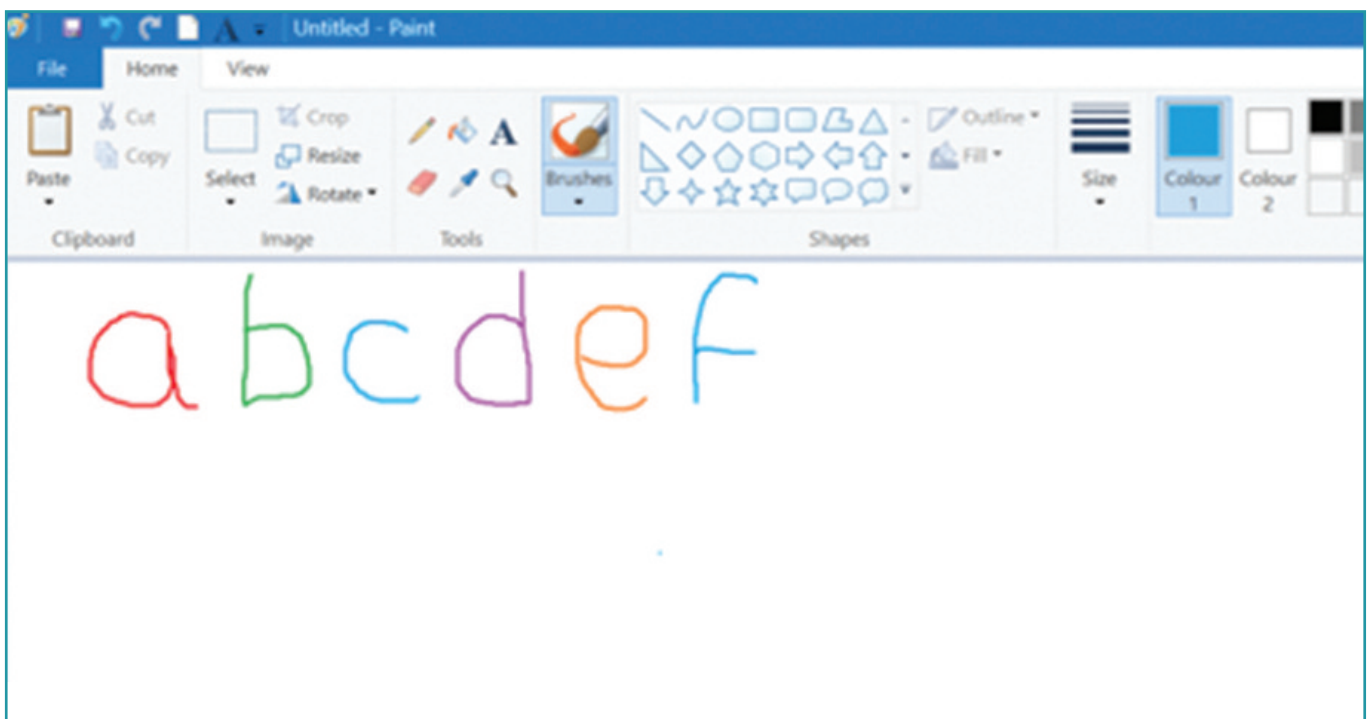


9. I click on the yellow colour in the colour box.

10. I draw a yellow circle.



11. I can also write alphabets with the Brush tool.







## Activity 5

Drawing shapes using the Brush tool.

1. I click on Paint  on the taskbar.

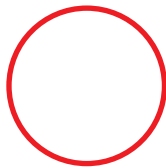
2. I click on the Brush tool.



3. I click on the **red** colour in the colour box.

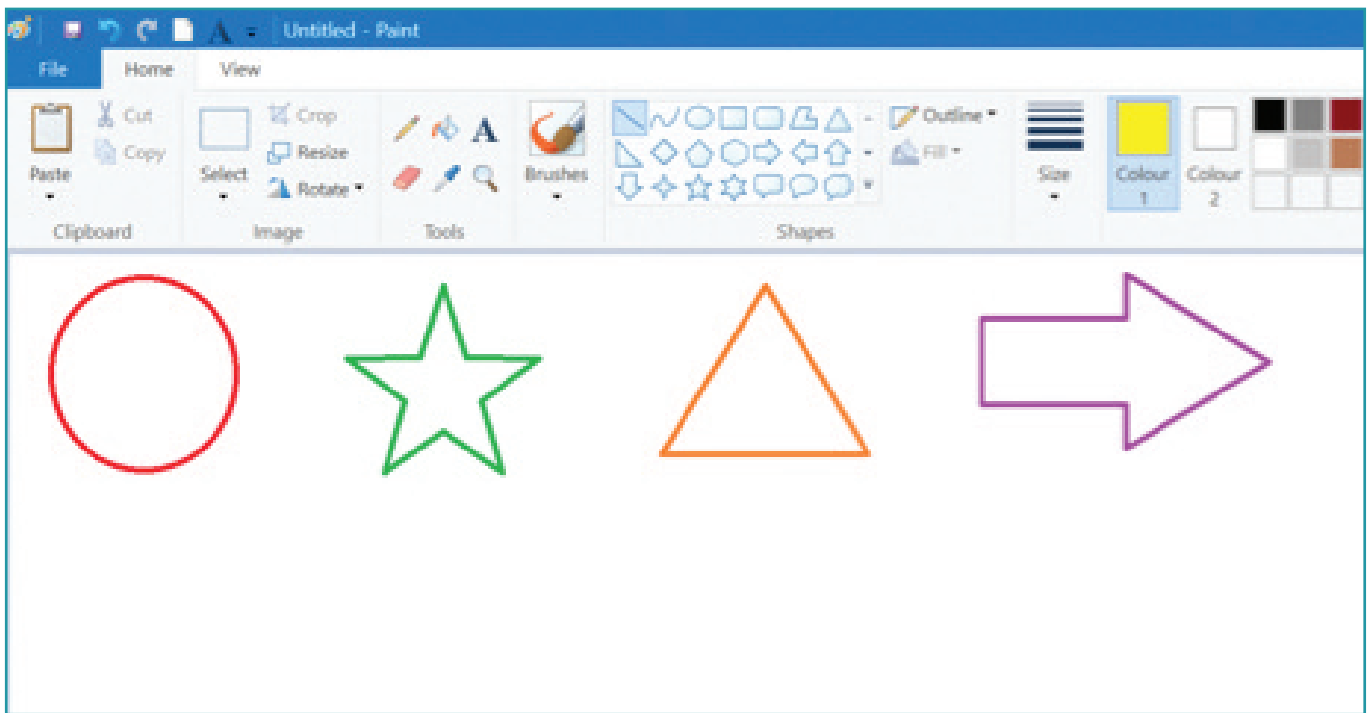


4. I draw a **red** circle.



## Unit 7 - Multimedia: Video Viewing and Drawing

5. I click on the **green** colour in the colour box.
6. I draw a **green** star.



### Note to teacher:

Give instructions to pupils to continue the drawing of the different shapes.

## The Text Tool



### Activity 6

Writing the names of the shapes using the Text tool.

1. I click on Paint  on the taskbar.

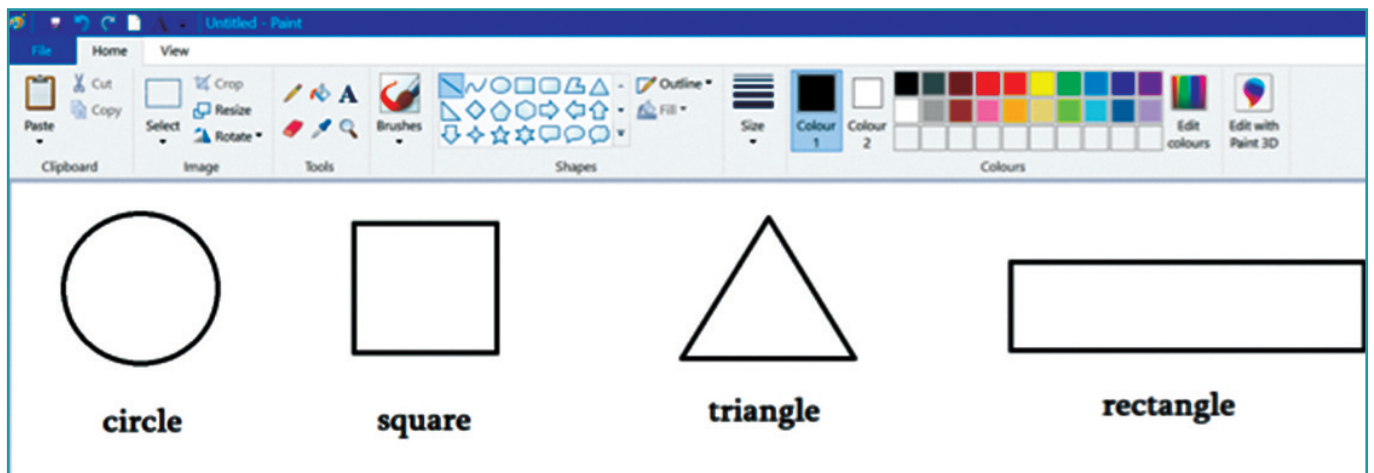
2. I draw a circle using the Brush tool.



3. I click on the Text tool. 

4. I click on the blank space under the circle shape.

5. I write the word: **circle**.



6. I draw a **square**.

7. I click on the **Text** tool.

8. I click under the **square** shape.

9. I write the word: **square**.



#### Note to teacher:


Give instructions to pupils to continue to draw different shapes and write the names below the shapes.

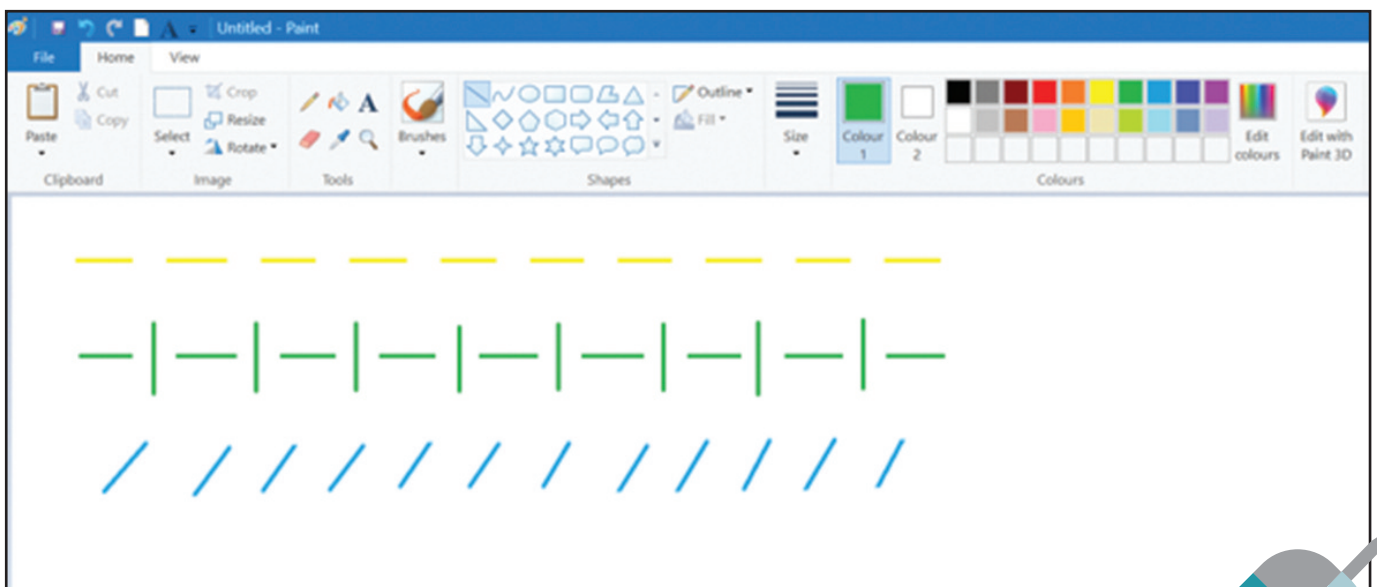
## The Line Tool



### Activity 7

Drawing using the Line tool.

1. I click on Paint  on the taskbar.
2. I click on the **Line** tool.
3. I click on the **yellow** colour in the colour box.
4. I draw — — — — —
5. I click on the **green** colour in the colour box.
6. I draw | — | — | — | — | — | —
7. I click on the **blue** colour in the colour box.
8. I draw / / / / / / / / / / / / /





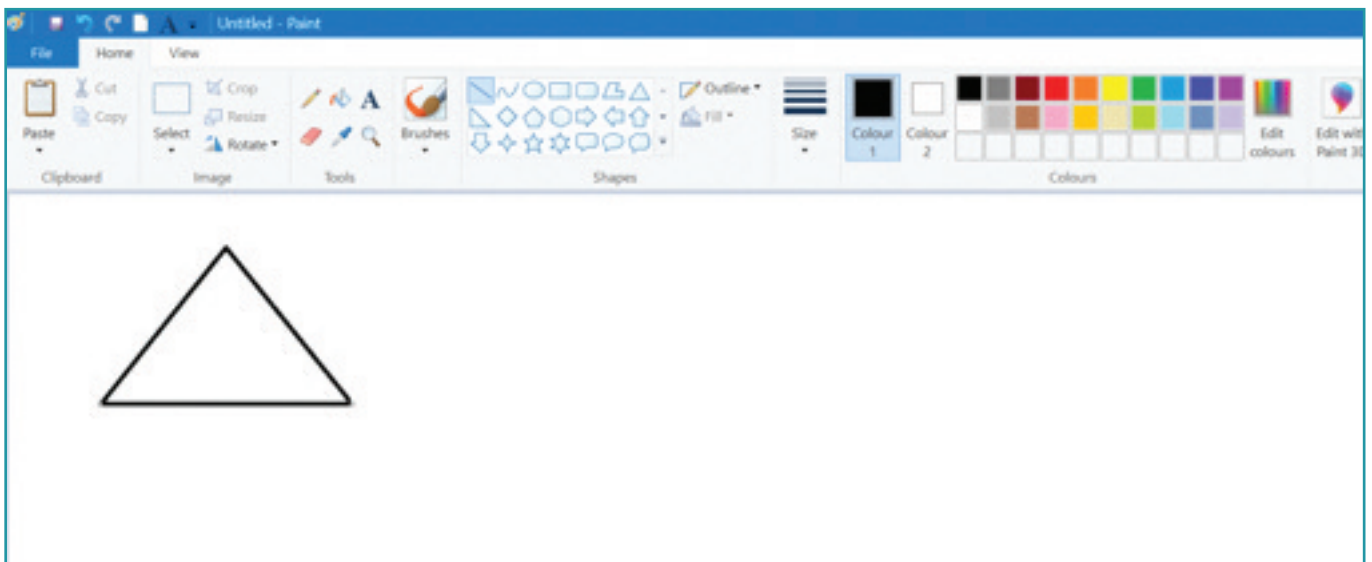
## Activity 8

Using the Undo and Redo button.

1. I click on Paint  on the taskbar.

2. I click on the **Line** tool.

3. I draw a triangle.



4. I click on the Undo button.





## Unit 7 - Multimedia: Video Viewing and Drawing

5.



6. I click on the Undo button again.



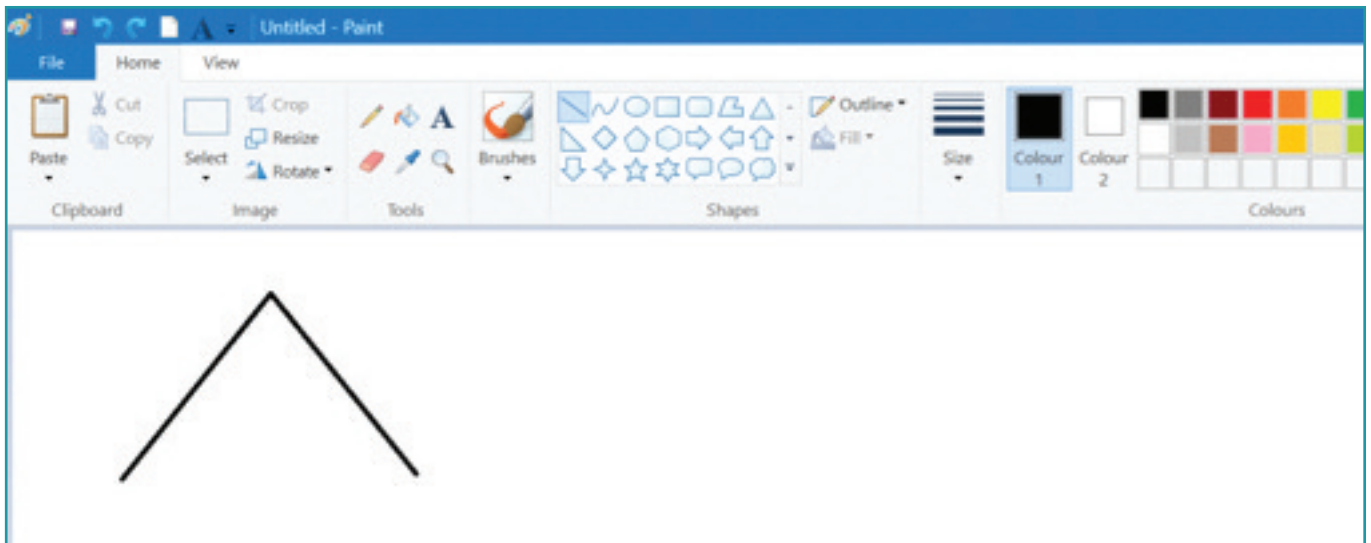
7.



8. Now I click on the Redo button.



9.



10. I click on the Redo button again.



11.

