

An introduction to modelling – using a mouse to place items on a screen

Learning Objectives

- To use a mouse to place items accurately on a screen.
- To understand that the computer can represent real or fantasy situations.

Resources

- Three bears with a range of clothes to dress them with (alternatively, three sets of children's clothes for different weather conditions)
- My World Teddy and Dressing Teddy software
- Weather picture cards
- Pupil Activity Book – pages 8–9
- Photocopiable Resource Sheets pack – pages 10–12

Previous Knowledge

- Familiarity with the story of *Goldilocks and the Three Bears*.
- Operating a mouse.

Technical Vocabulary

- Computer
- Mouse
- Screen
- Software

Whole Class Introduction

- Using page 8 of the Pupil Activity Book, discuss the weather that can be seen from the windows in the three bears' house. Ask the children to think about the different clothes that would need to be worn when going out in these weather conditions.
- Using either three teddy bears or children to represent the bears, dress each in clothing to suit different weather conditions, preferably the three examples seen from the windows on page 8 of the Pupil Activity Book.

Teacher-Led Group Activity

- In groups of about four, demonstrate how the teddy bear can be dressed in the My World Teddy and Dressing Teddy software. Focus on the click, drag and drop movements required for carrying out the dressing activity. Give the children plenty of practice in trying out this action. Once you have carried out the demonstration, give each child a chance to dress teddy. Try to relate this to the concept of weather and appropriate clothing.

- The My World program also has an activity where teddy can be placed in different areas in a house. More able children can use this program independently and should begin to see its limitations: teddy cannot be placed under or behind objects.

Children's Activity

Using the information on page 9 of the Pupil Activity Book, ask the children to sort the clothes according to weather type. Give each child a picture of a bear that can be dressed. Working in small groups with support, ask the children to choose a weather situation and then draw the suitable clothing onto these bears.

More able children can work with adult support to put toy bears in different places using prepositions such as 'under' or 'behind'. This will mirror the second My World activity.

Independent Exploring Activity

Ask the children to use the role-play area to either dress the bears or themselves for different weather situations. Weather picture cards can be used: the children choose one and dress themselves or the bears appropriately.

Plenary

Discuss with the children the difficulties they may have encountered when dressing the bears or themselves in the independent exploring activity. Ask them to think about how much easier it is to dress the bear on the computer. Explain that the computer did not have real toy bears or clothes but a representation of the real objects, a bit like a cartoon character on the television. Explain that this is one of the useful things about computers: they can represent real things.

Those children who were able to use the second My World program can talk about placing the teddy around the house and highlight any problems or limitations they discovered.