

LESSON 3

Input and Output: Devices and How They Work Together

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U1.2

WHAT THIS LESSON DOES

Learn to distinguish input devices from output devices and match them to everyday tasks. Complete a quick ergonomic check at your desk and assess your confidence with different tools for project work.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.2	Understand and explain key concepts relating to devices, storage and software.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify common input devices and explain how each supports LCA-style tasks
- Identify common output devices and match them to practical uses
- Apply a brief ergonomic check when sitting at a computer
- Self-assess device confidence and name one device to improve on

BEFORE THE BELL

- Arrange seating so students can do the ergonomic check at their desks.
- Confirm every student can open the shared Project Portfolio path in cloud storage. If the folder is missing, plan to create it live on the board at the start of Portfolio Build.
- Be ready to model Word Online or Google Docs on the board machine (create file, rename, Insert then Table 3x9), and scan the Portfolio Build template so you can project sample rows.
- Open the drag-sort on the board machine before that step. Plan about 5 minutes talk-first, then about 10 in challenge mode.
- Optional: a spare mouse, keyboard, headset and USB printer cable on a side table for a quick show-and-tell.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
4 min	content	Key concepts
2 min	content	Ergonomic mini-check
15 min	activity	Input or output?
4 min	content	Common issues
20 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Read the input and output definitions aloud once; keep Peripheral as a quick student-facing aside after the table.
- Run the ergonomic mini-check on its own for its two minutes with students seated, before the drag-sort begins, so posture is sorted before anyone is absorbed in the cards.
- Have the class discuss device placements verbally before any dragging begins.
- Model the portfolio document live before independent work; supply the improvement sentence frame.
- Require five core device rows for everyone; treat microphone, speakers/headphones and projector as extension.
- If Something Real is not chosen yet, rate devices against Work Experience, CV print, or a class mini-task.
- Collect 01_devices_i_can_use as Module 1 portfolio evidence today (not a named SEC KA ticket on its own).

WHAT TO WATCH FOR

- Labelling a standard screen as input: explain that only touch-enabled devices accept input while monitors display output.
- Misjudging data direction: reinforce that input moves information into the computer and output moves it out.
- Inflated self-ratings: prompt students to base ratings on actual task needs; honest Haven't tried is useful.
- Saving outside Project Portfolio: pause the class and recreate the folder path before independent work continues.
- Filename drift: the file must be named 01_devices_i_can_use with no version suffix.

DIFFERENTIATION

- Support: allow paired work during the device sorting activity.
- Support: provide the sentence frame for naming a device to improve; accept five core rows only.
- Extension: add the three extra device rows, or write a first practice task under the improvement sentence.