

# Foundation Programme in Literacy, Numeracy and Skills

## DIGITAL LITERACY GRADE 8 | Lesson 1 **Teacher's Guide**



Mauritius Institute of Education  
*under the aegis of*



Ministry of Education &  
Human Resource

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## DIGITAL LITERACY PANEL

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## Hardware

**Core Competency:** Use the computer system to perform various tasks

**Element:** Describe the major components of the computer system and their functions

**Performance Criteria:**

- Define the term “hardware”
- Identify categories of hardware: input, output, processing, and storage

**Purpose of Activity:**

To help students understand what computer hardware is, recognise its categories, and identify common hardware components used in daily life

**Learning Outcomes:**

By the end of this lesson, students should be able to:

- Define the term “hardware”
- Classify different hardware components
- Match categories of hardware to their corresponding functions

**Resources and Materials:**

- Real or dummy computer parts
- Flashcards
- Charts, markers
- Pictures or posters of computer components
- Projector or interactive screen (Interactive Flat Panel Display) - OPTIONAL

**Implementation Guidelines:**

1. Begin with a class discussion on what students already know about computers.
2. Define hardware as physical components that can be *seen* and *touched*.
3. Show real items or images of hardware.
4. The teacher names each part and asks students to repeat the same by showing or pointing to the specific part.
5. Explain the four main categories: input, output, processing and storage.
6. Students sort a set of flashcards into these four categories.
  - Divide students into groups.
  - Provide flashcards with images and names, bristol paper, and glue.
  - Cut the bristol paper into four equal parts.
  - Label each part using one category.

- Students must select the flashcard and stick it in the correct category.
  - Provide guidelines for the exercise.
  - Get the students to work.
  - Students present their work.
7. Encourage students to present their sorted sets and justify their choices.
  8. The final work can be used as charts.

**Assessment:**

- Activity 1: Match hardware components to their corresponding categories.
- Activity 2: Fill in the blanks.
- Activity 3: Define hardware and give two examples.

**Extension of Activity:**

- Ask students to research and present their findings on hardware like biometric devices, scanners, and VR headset.
- Homework: List five hardware components found at home and their uses.