

Understanding Computer Parts and their Tasks

TOPIC: HARDWARE AND SOFTWARE

GRADES: 6-8

LESSON DURATION: N/A

SOFT SKILLS: COMMUNICATION; COLLABORATION; CRITICAL THINKING

Introduction:

- This lesson will review the basic parts of a computer by comparing a computing device to the human body. This lesson is designed to coincide with a lesson in health class. The follow-up lesson on malware continues the human analogy.

Learning Outcomes:

- Students will review the parts of a computing device and label them appropriately.
- Students will creatively compare computing devices and human anatomy for the sake of easy understanding.

Activities:

1. Review the definition of hardware and software. Allow students to explain the difference between the two. It should also be pointed out that a computer cannot function without both.
2. Utilizing the following body parts and list of computer parts, allow students to critically think and figure out which computer part matches best with a listed body part. This lesson can be done with visuals or via text. A fun way to engage students is to allow them to draw a picture that combines the two systems into one. For example, a student might draw a robot with all of the human parts but label them as the technology features. The students could also lay on the ground and trace their own body by using large paper. They can then label both the appropriate physical feature, along with the computer counterpart on the outline of their body.
3. Body parts: heart, brain, nervous system, muscles, mouth, hands, eyes, ears, face, skin
4. Computer parts (hardware): CPU, RAM, motherboard, hard disk, BUS, speaker/printer, mouse/keyboard, webcam, microphone, monitor, system casing
5. Software would be similar to the language(s) we learn to speak. In a computer system, software is the set of instructions that tell a computer what to do. Software can be installed via operating system settings, apps, updates, etc. It is imperative that to keep your device safe, updates/patches to software are run from the source as often as they are released.
6. [Teacher correct responses](#) The lesson can then be expanded. What happens if our heart begins to malfunction? What part of the computer is similar to the heart? What happens when it begins to malfunction? What could be some possible causes of the malfunction?
7. The teacher can use these same questions for each body part and computer part-what happens if it breaks/malfunctions? How can this be prevented? What may have caused the break/malfunction?

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