

Computer Literacy Module 3

ABET Core Skills



Intermediate Skills for ABET Learners

Trainer's Guide

Summary: ABET ICT Training

Computer Literacy Module 1 – 3

Module 1: Basic Computer Skills

This unit consists of 50 computer literacy skills lessons for illiterate learners who cannot read or write. The focus falls on basic skills, like keyboard and mouse skills. Learners work in word processing documents and manipulate most of the time objects in templates. Lessons are mainly integrated with Fundamental Learning areas (Language, Literacy and Communication and Mathematical Literacy). Suggested time to complete: 25 - 35 hours

Module 2: Computer Skills for Beginners

This unit consists of 20 computer literacy lessons for beginner adult learners who start to obtain reading and writing skills. The focus falls on introduction to computers and basic word processing skills. Learners learn to work from scratch in a document. Lessons are integrated with ABET Learning areas (Fundamental and Core learning areas). Suggested time to complete: 30 – 40 hours

Module 3: Getting used to the computer for ABET learners

This unit consists of 20 computer literacy lessons for intermediate adult learners who have mastered the basic reading and writing skills. Skills obtained in the previous module are expanded. Focus falls mainly on word processing and Internet skills. Lessons are integrated with ABET Learning areas (Fundamental and Core learning areas). Suggested time to complete: 30 – 40 hours

Certification

Upon completion a report from the trainer will serve as proof of attending the courses.

An optional written examination from PresentIT may be taken.

Outcomes

ICT Skills	Other Skills
<ul style="list-style-type: none"> • Explain the difference between hardware and software • Identify the most important computer parts • Know how to shut a computer down • Identify parts of the Paint window • Know how to save a drawing • Draw in Paint • Erase parts of a drawing 	<ul style="list-style-type: none"> • Arts and Culture Title 3 SO 3 Indigenous practices • Arts and Culture Title 5 SO 1 Use art skills

Learner Goals

- Design and draw a CD cover on the computer

Content

1. Introduction: Revision

Let the learners complete the worksheet. Use the worksheet as discussion point for a quick revision on the basics.

Basic computer parts may include the following:

- Tower case
- Monitor
- Keyboard
- Mouse
- Printer
- Scanner
- Modem/Router

Computer hardware is all the parts of the computer one can see or touch. Computer software is the programs on the computer which makes the computer work.

Computers are used in almost every walk of life. Examples include: ATM for drawing money, cell phone technology, aeroplanes, computer games, financial calculations, typing letters, etc.

Examples of computer software include: Microsoft Office, Corel Draw, Lotus SmartSuite, OpenOffice.

2. Introduction/Revision: Presentation

Discuss the presentation on computer basics. Note that this is an optional activity. If you feel the learners will not benefit from this, skip to the next step.

Presentation Notes

Slide 2

Computers consist of hardware and software.

Hardware is all the different parts of the computer that you can see or touch.

Software is the instructions or programs that make the computer work.

Slide 3

All the parts of the computer are inside the case of the computer. There are two common types of cases. The desktop case and the tower case. The monitor (screen) is normally placed on top of the desktop case. The tower case is larger than the desktop case and stands on the floor or under a desk.

Slide 4

Computers are used in different places:

- In offices to calculate people's salaries
- In some cars to control the engine
- In aeroplanes to fly the autopilot
- In game centres by children (and adults!) to play games
- In homes to type letters

A personal computer is a computer system that is suitable for small businesses or home use.

Slide 5

Inside the computer case is the base unit of the computer. All the different parts of the computer that is responsible for the processing of the computer are in the base unit. (Processing is almost like thinking.)

Slide 6

Keyboards allow users to type commands and information into the computer system.

Slide 7

Monitors are devices that allow the computer to display information back to the user. This might be in either a text or pictures.

Slide 8

A mouse is used to click objects on the screen of the computer. The mouse is held in the hand. When the user moves his or her hand, the mouse position will move on the screen. The mouse has buttons. The buttons are used to select items and make choices on the screen.

Slide 9

A printer allows the user to print out on paper a copy of the information processed by the computer.

Slide 10

A modem is a device that allows the user to connect their computer system to another computer system. A modem attaches to a telephone line and dials up another computer via the telephone.

Slide 11

All the parts we have discussed are hardware. Software is necessary to make a computer useful. Software is instructions or computer programs that makes the computer work. Examples of software are: Microsoft Windows®, Lotus SmartSuite®, Corel Draw® and Microsoft Office®.

Slide 12

You must shut down Windows® properly before you turn off your PC. It is possible that Windows® still has some information stored in memory and this will be lost if you switch off your PC without using the Shut Down window.

3. Practice: Start, log in and shut down

Make sure that every learner knows how to start, log in and shut down the computer. Let the learners practice this. If you feel that the learners are comfortable with this, skip to the next step.

4. Presentation and Demonstration: Paint as Graphics Software

Talk about Paint and graphics software. Paint is a Windows program that is used to create pictures. The pictures can be saved and used again or printed. Use the visual displays to discuss the different parts of the Paint window and the Paint Tools. Let the learners complete the worksheet during the discussion. Hand out the notes to serve as information sheets for later use.

Discuss how to open and save. Use the presentation to show the steps of saving a drawing.

Advantages of saving

Can continue later or another day to work on the same drawing

No need to redo everything every time – just continue where you have stopped

Make small changes and save it under a different name to have similar drawings

Can print more copies later

Can e-mail the drawing

Presentation Notes

Slide 2

Open Microsoft Paint®.

Draw the picture in the Drawing Area.

Slide 3

To save the drawing:

Click File in the Menu bar.

Slide 4

Click Save.

Slide 5

Give the drawing a name. You must give a name otherwise the computer will not be able to identify the drawing. Name the drawing so that you can recognize it later.

Slide 6

Click Save to save the drawing.

Slide 7

Your drawing is now saved on the computer. The name of the drawing appears at the top of the window.

Slide 8

To open a drawing that you have saved earlier:

Open Microsoft Paint®.

Click File.

Slide 9

Click Open.

Slide 10

Click on the drawing you want to open.

Slide 11

Click Open.

Slide 12

Your drawing is open and the name appears at the top of the window.

5. Practice: Work in Paint

The learners complete the worksheet. During the exercise they will explore the different tools in Paint.

6. Presentation and demonstration: More tools in Paint

Use the presentation to demonstrate how to erase parts of a drawing and how to add text to a drawing.

Slide 2

Erase a small area.

Select the Color Eraser.

Slide 3

In the Option Box different sizes of the eraser can be chosen.

To Erase: Click and drag with the left mouse button. Wherever you drag the mouse, parts of the drawing will be erased.

Slide 4

Erase a larger area:

Click the Select Tool in the Toolbox.

Slide 5

Click and drag to select a part of the drawing.

Slide 6

Click Edit on the Menu bar.

Select Clear Selection from the dropdown menu.

Slide 8

Select the Text Tool.

Slide 9

Select either the white or transparent background.

Slide 10

Select either the white or transparent background.

Slide 11

Draw the text placeholder on the Drawing area.

Slide 12

Click View on the Menu bar.

Slide 13

The View Menu will appear. Click Text Toolbar to select it – there must be a mark in front of Text Toolbar.

Slide 14

The Fonts toolbar will appear.

Slide 16

Click the down arrow next to the formatting you want to change.

Choose the formatting from the list.

Slide 17

Type in the text placeholder. You can type, change and delete the text. Click outside the text placeholder when you are finished.

Slide 18

- Enlarge the text frame: Move the mouse pointer to the border of the text frame until it changes to a two headed arrow. Drag the arrow until the frame is the correct size.
- Move the text frame: Move the mouse pointer over the text frame until it changes to a pointer. Drag the pointer to where you want to move the text frame.
- Change the colour: Select the text in the text frame and click on a different colour in the colour box.
- Change the background colour: If you want the background to be see-through, click on the transparent icon below the toolbox. To insert the text in a coloured background, click on the coloured background icon below the toolbox.

7. Practice: Change Canvas Size

Use the visual display to explain how to change the canvas size. Let the learners change the canvas size on their own computers.

8. Worksheet: Design a CD Cover

Have a short discussion on music. Talk about indigenous music forms. If possible play a few music pieces and have a look at different CD covers. Talk about the entrepreneurial possibilities of recording own music. Discuss the process of making a CD.

How to make a music CD

1. Record the music with a microphone or other equipment.
2. Edit the music in music editing programs.
3. Burn the music to CD with software on a recordable CD.
4. Design a cover for the CD case.
5. Design a “face” for the CD.
6. Print the face on the CD with a special printer.

Let the learners complete the worksheet.

Assessment

The complete document goes into the portfolio.

Assess the CD Cover. Suggested assessment rubric.

Question answered in 1	1
CD cover planned in 2	2
Size of canvas changed	2
Name of CD included	1
Name of artist included	1
Colour used	2
Cover more or less as planned	1
Different tools used (level of difficulty)	5
Overall impression	3
Product is marketable and professionally done	3

Notes for the Trainer

Additional information on commercial CD making can be found online. Discuss that if a product, like a CD, is to be sold, it must be done professionally. The quality of the recording and the design of the cover are important.

Lesson Material on the CD

Presentations	<ul style="list-style-type: none">• Lesson 2 Computer Basics• Lesson 2 Open and Save (Paint)• Lesson 2 Graphic Tools (Paint)
Visual Display	<ul style="list-style-type: none">• Lesson 2 The Toolbox (Paint)• Lesson 2 Paint Window (Paint)• Lesson 2 Change Canvas Size (Paint)
Information Sheets	<ul style="list-style-type: none">• Lesson 2 Paint Window and Toolbox
Worksheets	<ul style="list-style-type: none">• Lesson 2 Revision (Computer Basics)• Lesson 2 Design a CD Cover

Notes for the Trainer

Brainstorm activity: Use the electronic whiteboard to share ideas or share it online with a social website like twitter (www.twitter.com).

Lesson Material on the CD

Presentations	<ul style="list-style-type: none">• Lesson 13 Email
Visual Display	<ul style="list-style-type: none">• Lesson 13 Attachments• Lesson 13 Security• Lesson 13 Group Activity
Worksheets	<ul style="list-style-type: none">• Lesson 13 Groupwork Email• Lesson 13 Attachments
Other	<ul style="list-style-type: none">• Lesson 13 Annual General Meeting (AGM)

Outcomes

ICT Skills	Other Skills
<ul style="list-style-type: none"> • Create a table • Add rows to a table • Add columns to a table • Delete rows from a table • Delete columns from a table • Merge cells in a table • Split cells in a table 	<ul style="list-style-type: none"> • Language Title 3 SO 1: Reading effectively • Language Title 4 SO 1: Produce text • Arts and Culture Title 4 SO 4: Forms of communication • Life Skills Title 7 SO 5: Safety in the local environment

Learner Goals

- Create a flyer which focuses on awareness of road safety in South Africa.

Content**1. Class Discussion: What is Word Processing?**

Read the piece on “What is Word Processing?” to the class or let one of the learners read it. Alternatively, let each learner have his/her own copy. It is available on the CD in the Visual Display folder.

Indicating the following, when is a word processing program preferred?

- Type a letter
- Work out a budget
- Do assignments for ABET classes
- Play games
- Practice typing
- Draw pictures
- Play cards
- Type report for meeting
- Make a door sign

2. Presentation: Tables

Explain what a table is and how it can be used. Use the presentation as visual aid.

Slide 2:

A table is a grid of rows and columns. Where the rows and columns intersect, you get cells. Rows run from left to right and columns from top to bottom.

Slide 3:

An example of a table.

Slide 4:

The steps in creating tables in most word processors are the same and very easy.

1. Click “Table” in the main menu and then “Insert Table”.

2. Then set the number of rows and columns you want in the window which appears.

3. Click "OK" or "Insert".

Slide 5:

In Microsoft Word®: On the Menu bar, click Table.

Select Insert from the menu and click Table.

Slide 6:

Specify the number of rows and columns and click OK.

Slide 7:

Moving the cursor around in a table is quick and easy.

To move the cursor to another cell click the mouse pointer in the cell you want to go to.

To move quickly from cell to cell just press the Tab key.

Slide 8:

What you can do in a Table

Here is a list of some of the many things you can do in a Table.

1. You can change column widths by just dragging the borders.

2. Every cell in a table is like a separate page - what you can do in a word processor you can do in a cell.

3. To join cells shade them and then choose the "Join" or "Merge" option in the "Table" menu.

4. To split a cell into more rows or columns click in the cell and then choose "Table" and the "Split Cell" option.

Slide 9:

There are many things you can do with tables - you must experiment with the different menu options and see what they do.

You will find that working with tables is very similar in the different word processors.

Tables is a very powerful tool.

Tables can improve the presentation of most documents.

Some word processors allow you to import clip art or pictures and to paste them into cells in a table.

3. Class Activity: Create a table

In the class, show the learners how to complete Activity 1 of the Table Activity (Lesson 14 Table Activity). Each learner create the same table in his/her word processing program.

Explain to the learners how to do the following: Insert rows and columns. Use the visual display (Lesson 14 Insert Rows and Columns) if necessary.

Show the learners how to complete Activity 2 of the Table Activity (Lesson 14 Table Activity). Each learner edit his/her table.

Explain to the learners how to delete cells. Use the visual display (Lesson 14 Delete Cells) if necessary.

Continue to Activity 3 of the Table Activity (Lesson 14 Table Activity). Each learner continue to work on his/her table.

Use the visual display (Lesson 14 Merge and Split) to explain how to merge and split cells.

Continue to Activity 4 of the Table Activity as previous.

4. Assignment: Road Accidents

Let the learners complete the assignment on road safety In South Africa. Lesson 14 Road Safety

Assessment

Assessment Rubric	
	Max
Heading in WordArt	2
Table typed	2
Missing information added	4
List added	2
Content of the list	5
Picture added	2
Extras	3
	20

Notes for the Trainer

Most of the work covered in this lesson, is done in the classroom with the whole group. You may want to add an additional mark for assessment for group and class participation.

Lesson Material on the CD

Presentations	<ul style="list-style-type: none"> • Lesson 14 Tables
Visual Display	<ul style="list-style-type: none"> • Lesson 14 Word Processing • Lesson 14 Table Activity • Lesson 14 Insert Rows and Columns • Lesson 14 Delete Cells • Lesson 14 Merge and Split
Worksheets	<ul style="list-style-type: none"> • Lesson 14 Road Safety