

Intel[®] Easy Steps

A Digital Literacy Program

SAMPLE: FOR DEMONSTRATION ONLY

Facilitation Guide

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Module 1

Introducing Computers and Operating System

Description: Computers have become an important part of everyday life in today's world. Many people use computers to keep records, do calculations, to search information, store pictures and music, play games and communicate with others. Computers have changed the way we work and live. This course is structured to develop technology literacy skills which involves being able to use technology such as computers to communicate, solve problems, and collect, organise and share information. The course provides you many hands-on experiences to explore and discover the basic computer applications. The objective of this module is for you to learn about the basic parts of a computer and the operating system.

Initiate a discussion by asking participants: about computers. Ask simple questions like "Have you seen a computer?" and introduce the objectives of the module. Explain the importance of computers in daily life.

Activity 1: Introducing Yourself

In this activity, you will have an opportunity to introduce yourself and meet other participants.

1. On the lines below, you can list the key points you want to share with others, such as your name, occupation, interests and an interesting fact about yourself.

2. Introduce yourself to the group.

This is an ice breaker activity. Direct the participants to write down something about themselves and introduce themselves to the group. As they introduce, make appropriate comments to engage the participants.

This activity has been included to assess the prior knowledge of the participants about computers.

Guide the participants to answer the questions listed in the activity.

Discuss the questions and review their answers to gauge their knowledge.

Activity 2: Do you Know Computers?

Let's see what you know about computers? Answer the questions below:

1. Have you seen a computer before? Do all computers look the same? Can you name some parts of the computer?

2. Do you know what a computer does? What do you think a computer can be used for?

3. Have you used a computer before? If yes, what have you used it for?

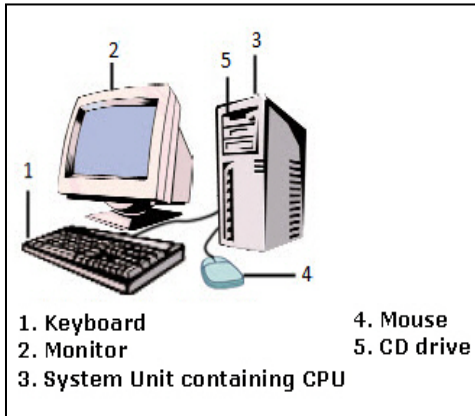
4. Do you know what a computer application is? If yes, can you name some computer applications? Which applications have you used before?

5. Have you heard about internet? Have you used it before? If yes, what have you used it for?

Activity 3: Naming the parts

A computer is an assembly of many parts working together. Before you begin using the computer, you need to learn about these basic parts of a computer. There are two main types of computers - a desktop computer and a laptop. The parts of computer are listed in the following table. Try to locate the corresponding part on your computer.

Parts of Computer



Desktop



Laptop

Initiate a discussion by asking the participants if they can identify any of the computer parts. Make note of their answers.

Identify and explain the functions of the parts explained in the manual by demonstration.

Identify the parts for both a Desktop PC and a laptop.

The **system unit** is the core of a computer system. **CPU** (Central Processing Unit), the brain of the computer is found enclosed within a system unit. In a Desktop, the system unit is usually a separate rectangular box placed on or underneath your computer desk. In a laptop, the system unit is in-built into the body of the computer and is not a separate unit.

The **monitor**, like television has a screen to display information.

The computer **keyboard** is designed like the keyboard of a typewriter. It has keys for letters and numbers, but it also has special keys. It is used to type and give commands to the computer.

On the Desktop, the **mouse** is a small hand-held device that controls the pointer on the screen. A mouse usually has two buttons, a primary button (usually the left button) and a secondary button (the right button). A mouse can also have a wheel between the two buttons, which allows you to scroll smoothly through screens of information. The laptop has a touchpad which functions like the mouse. Also, on many laptops, there may be a small mouse built into the keyboard.

The **CD drive** is usually located on the front of the system unit in a desktop computer. In a laptop, the CD drive is located on the side of the computer. It is used to 'read' information from the Compact Disk or CD-ROM. The CD-ROM is the short form of Compact Disk Read Only Memory. It is used to store information for or from the computer.

Give instructions on how to hold the CD and demonstrate how to insert CD in the CD drive.






Inform the participants that they will be doing this on daily basis from Module 3 onwards.

This is a reinforcement activity for the participants to identify and be familiar with the function of the parts.


Guide participants to associate the function with the computer part image, then write the name of the computer part.

Activity 4: Match the Following

Draw a line to match the Function (Column A) with its associated Computer Part (Column B), then name the computer part (Column C).

Function	Computer Part	Computer Part Name
The display device of the computer		
The brain of the computer is found in this part		
The device that helps move the pointer		
Device used to type information		
Device used to hold disks that store information		

Activity 5: Turning On Computer

Turn on your computer by pressing the Power On button  on the computer.

Have participants turn on the computer. Ask them to please wait and not to touch the keyboard or mouse till the entire process is completed.

Activity 6: Introducing Operating System

Whenever you turn on the computer, the operating system, which is the most important program in the computer, starts automatically. An operating system controls almost everything a computer does, such as recognising the input from the keyboard and mouse, sending output to the monitor, and organising and managing files and folders on the computer. There are different types of operating systems. For e.g. Microsoft Windows*, Linux, MacOS, MS-DOS, Unix, etc.

Ensure that all the systems are turned off prior to this activity.

If that is not feasible, demonstrate on one computer and allow a few participants to try the activity

When you turn on the computer and the operating system has finished loading, the computer's desktop is displayed on the monitor.

In this activity, we will explore Microsoft Windows*, which is one of the most popular operating system.

Step 1: Learning about Desktop

After you turn on the computer, the monitor will display a main image on the screen. This is called the desktop. The desktop is so named because it functions like a "virtual" desk workspace; it has place to work, a place to file documents, and is the location of various tools to help you complete your tasks. There are many *icons* or small pictures on the desktop.

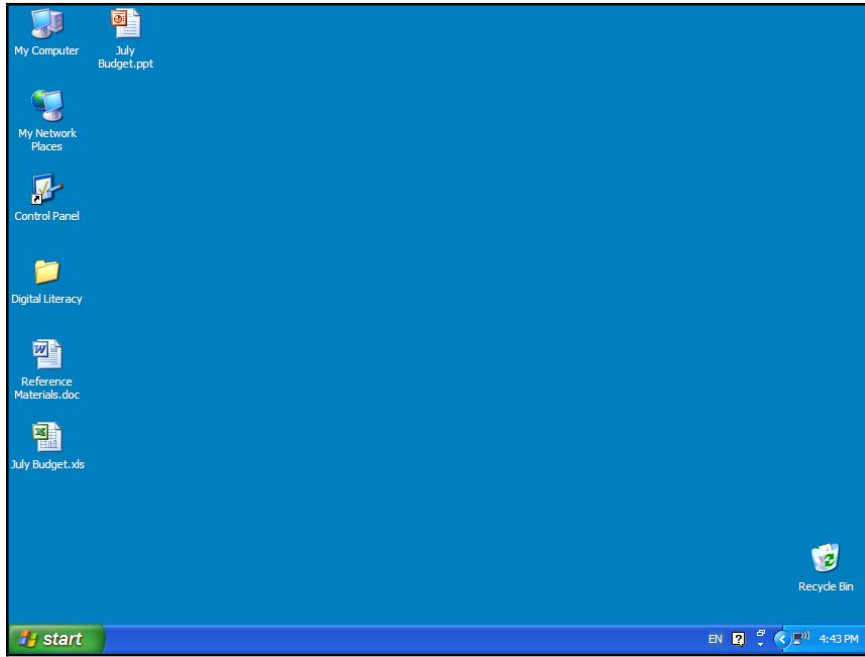
Introduce the activity by explaining about the operating system.

Initiate a discussion by asking the participants about what they see on their computer screens. Introduce and explain the “desktop”.

Explain the different terms related to desktop such as icons and taskbar.

Provide time for the participants to explore the desktop.

Guide them to write down the answers to the questions listed in the activity.



Icons are small pictures that represent some of the actions or tasks you can perform on a computer. Some of the icons represent computer software. Other icons represent places on your computer where files can be stored. Icons provide an easy way to open the programs or files you would be using on a daily basis.

What picture, or icons, do you see on your computer desktop?

Taskbar is the blue rectangular bar located at the bottom of the Windows desktop. The taskbar includes Start button, status area, and the systems clock.



Demonstrate holding and using the mouse. Advise participants not to hold the mouse tightly and give a brief demonstration on how to move the mouse.

Follow the steps to explore desktop and practice mouse movements:

1. Hold the mouse gently with your index finger resting on the left button and your thumb resting on the side.
2. Move the mouse by sliding it slowly in any direction. Notice that as you move the mouse, the pointer on your screen moves in the same direction.
3. Click any desktop icon. What happens to the desktop icon?

Introducing Computers and Operating System

Note: *Click* means to point an item on the screen, then pressing the primary button (usually the left button) of mouse once and quickly letting it go. Most of the time you will be doing left clicking. As a general rule, "Click or single click" refers to clicking the primary button (usually the left button). On a laptop, the primary button on the touchpad is clicked.



Click in an empty area of the desktop. What happens to the desktop icon?

Demonstrate all the steps in the activity and guide the participants to try the same.

Right click in an empty area of the desktop. What happens?

Explain the different clicks and "Clicking and Dragging"

Direct participants to write down answers to the questions listed in the activity.

Note: *Right click* means to point an item on the screen, press the secondary button (usually the right button) and release it.



Double click any desktop icon. What happens?

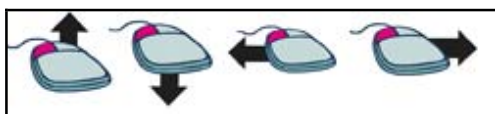
Note: *Double click* means to point to an item on the screen and press the primary button (usually the left button) twice very quickly. Note that if the two clicks are spaced too far apart, they might be considered as two individual clicks rather than as double-click.



Click the Close button  at the top right corner.

Click and Drag any desktop icon to empty area of the desktop.

Note: *Drag* means to point an item on the screen, press the primary button (usually the left button) and move the item to a new location and release the button. You can drag the mouse towards left, right, up or down or any other direction.




Click and Drag the desktop icon back to its original position.

Step 2: Exploring Start Menu

Explain about the start menu and allow the participants to explore the Start menu. Demonstrate the process, if required.

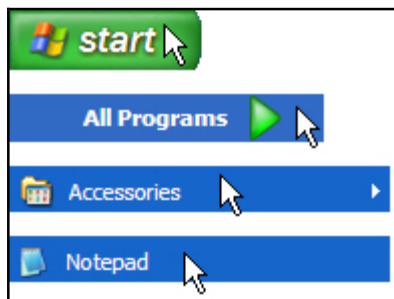
The desktop icons represent only the most frequently used programs and features. For more options, you need to use the **Start** button which is the main gateway to all your computer's programs, folders, and settings. Follow the steps to explore start menu.

1. Click the **Start** button  at the bottom-left corner of the desktop. What are some of the listed options?

2. Click **All Programs**. What are some of the listed options?

3. Click **Accessories**. What are some of the listed options?

4. Click **Notepad**. It is the most basic text editor included in Microsoft Windows.



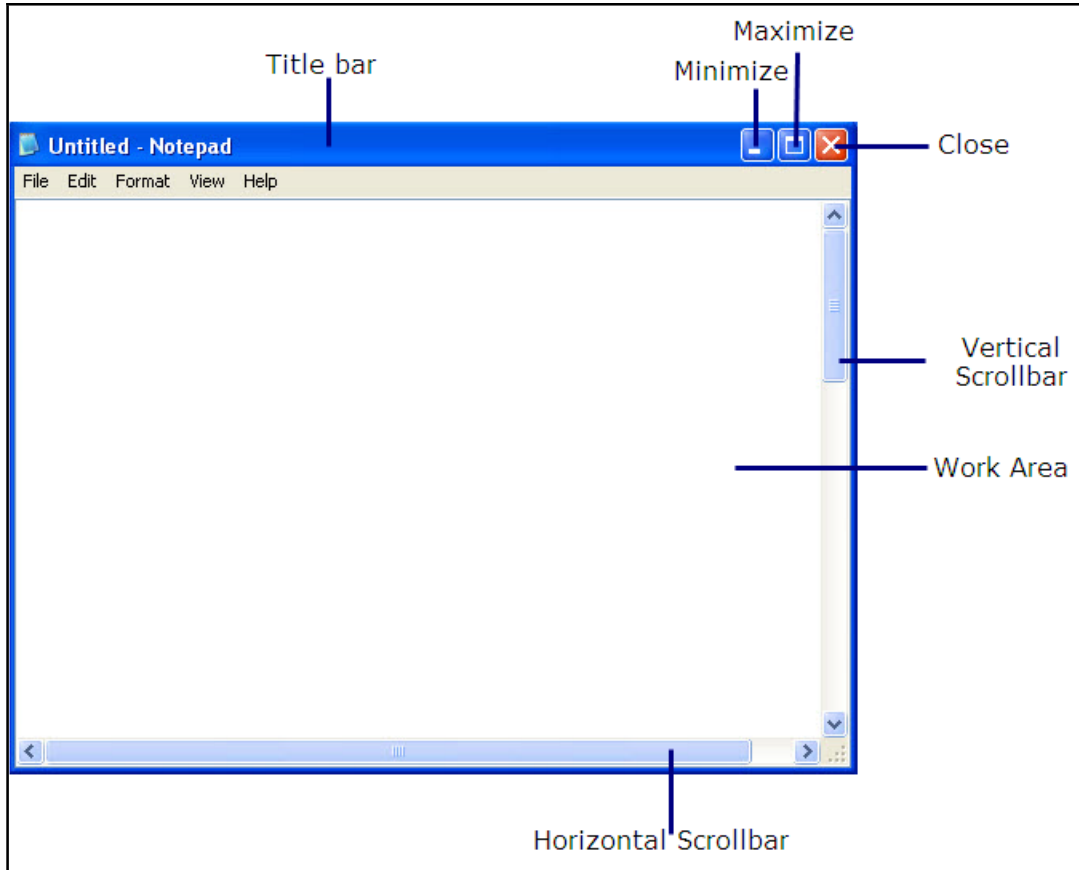
5. Notice that **Notepad** has opened in a new window. This window is on the top of the desktop. The **title bar** at the top of the window shows the name of the application, for e.g. *Untitled - Notepad*. The **taskbar** at the bottom of the desktop displays the name of the program which is currently open. Notice the notepad button on the taskbar.


Explain about "All Programs" and "Accessories" and the type of files/programs that are listed under these sub-menus.

Introduce the Notepad and guide the participants to open the Notepad.


Explain the function and how to use the different buttons of the Notepad.

Guide them to write down the answers for the questions listed in the activity.



6. Click the **Minimize** button  at the top-right corner of the **Notepad Window**. What happens to the window?

7. Click the **Notepad button** on the taskbar at the bottom of the desktop. What happens?

8. Click the **Maximize** window  at the top-right corner of the **Notepad Window**. What happens to the window?

Guide the participants that before they use the notepad, they will have to be familiar with the keyboard.

Initiate a discussion by asking the participants if they identify any of the keys on the keyboard.

Explain the different types of keys and their functions.

Step 3: Using Notepad

Notice a blinking vertical line (|) in the work area of the **Notepad Window**. It is a cursor, which shows where the text will begin.

The keyboard is the main way to enter information into the computer. There are different types of keyboards available, but basically all keyboard keys can be divided into several groups based on their functions.

- **Typing keys:** These keys are used to type letters, numbers, punctuations, and symbols just like a typewriter .
- **Control keys:** These keys are used alone or in combination with other keys to perform certain actions. The most frequently used control keys are CTRL, ALT, the Windows logo key, and ESC.
- **Function keys:** The function keys are used to perform specific tasks. They are labeled as F1, F2, F3, and so on, up to F12. The functionality of these keys differs from program to program.
- **Navigation keys:** These keys are used for moving around in documents and editing text. They include the arrow keys, HOME, END, PAGE UP, PAGE DOWN, DELETE, and INSERT.
- **Numeric keypad:** The numeric keypad is handy for entering numbers quickly. The keys are grouped together in a block like a conventional calculator or adding machine.



Guide the participants that they will be able to practice using the keyboard in this activity.

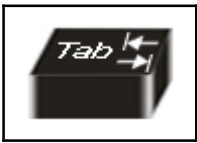

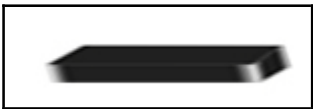
Guide the participants to follow the steps and type in the Notepad.

Review the participants' work and provide guidance, if required.

Using Typing Keys





In addition to letters, numerals, punctuation marks, and symbols, the typing keys also include SHIFT, CAPS LOCK, the TAB key, ENTER, the SPACEBAR, and BACKSPACE.

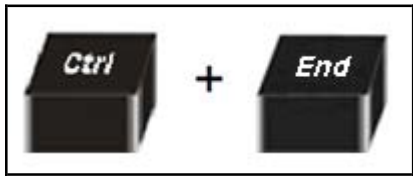




Key Name	Key Image	Function
SHIFT		Press SHIFT in combination with a letter to type an uppercase letter. Press SHIFT in combination with another key to type the symbol shown on the upper part of that key.
CAPS LOCK		Press CAPS LOCK once to type all letters as uppercase. Press CAPS LOCK again to turn this function off.

TAB		Press the TAB key to move the cursor (the blinking vertical line (I) which shows where the text will begin) several spaces forward. You can also press the TAB key to move to the next text box on a form.
ENTER		Press ENTER to move the cursor to the beginning of the next line. In a dialog box, press ENTER to select the highlighted button.
SPACEBAR		Press the SPACEBAR to move the cursor one space forward.

Using Navigation Keys

The navigation keys allow you to move the cursor, move around in documents and web pages, and edit text. The following table lists some common functions of these keys.

Use this	Key Image	Function
LEFT, RIGHT, UP or DOWN ARROW		Move the cursor in the direction of the arrow or use it to scroll pages of information in the direction of the arrow.
HOME		Move the cursor to the beginning of a line.
END		Move the cursor to the end of a line.
CTRL+HOME		Move to the top of a document.

CTRL+END		Move to the bottom of a document.
PAGE UP		Move the cursor or page up one screen.
PAGE DOWN		Move the cursor or page down one screen.
DELETE		Delete the character after the cursor, or the selected text.
INSERT		Turn Insert mode off or on. When Insert mode is on, text that you type is inserted at the cursor. When Insert mode is off, text that you type replaces existing characters.

Follow the steps to use Notepad and explore different keys on your key board

Type your name using the typing keys of the keyboard. Press **SHIFT** key in combination with the first letter of your name to type an uppercase letter. For e.g. Raheela




1. Press the **SPACEBAR** key to move the cursor one space forward.

Type your surname using the typing keys of the keyboard. Press **SHIFT** key in combination with the first letter of your surname to type an uppercase letter. For e.g. Siddiqui

2. Press **ENTER** key to move the cursor to the beginning of the next line.
3. Type your address.

(See example below)

Raheela Siddiqui
1st Floor,
Zainab Plaza,
P.E.C.H. Society,
Shara-e-Faisal,
Karachi

4. Keep the cursor at the last letter of your name and press **BACKSPACE** key to delete the letter before the cursor.
5. Keep the cursor at the first letter of your name and press **DELETE** key to delete the letter after the cursor.
6. Notice the vertical scroll bar along the right side of the Notepad Window. To view the text not visible on the screen, click the Down scroll arrow . To go back to the top of the page, click the Up scroll arrow . You can also press the left mouse button and drag the rectangle on the scroll bar to display the part of the page that you want to see.
7. Click the **Close** button  at the top right corner of the **Notepad Window**. What happens to the window? Also, notice the change in the taskbar.

You will have an opportunity to develop your typing and mouse control skills as you complete the sample in the *Guided Practice* section and create samples in *Self Practice* section later.

Activity 7: Guided Practice

1. Follow the instructions and type a paragraph about yourself.
 - a. Open **Notepad**
 - b. Type a paragraph about yourself.


(See example below)

My name is Raheela Siddiqui.
I live in Karachi, Pakistan.
I am a housewife
I like to listen old songs,
watch television and read books.
My favorite television channel is Discovery Channel.
I love to travel and wish to travel around the world.

Explain that the objective of the exercise is to type all the sentences and phrases correctly in the shortest time.

You can make it a contest by informing participants that the person who completes the activity first will be declared as the winner .

Encourage the participants to type out all the phrases. If possible, reward the persons who types out everything correctly in the shortest with some token gift or award

- c. Click the **Close** button  at the top right corner of the **Notepad Window**.
- 2. Fun with Keyboard: Open the Notepad and type the following sentences as quickly as possible. This will help you gain practice with the key board. Make note of the uppercase, lowercase and special characters.
 - a. The Quick Brown Fox Jumps Over The Brown Fox!
 - b. tHe fivE boXing wizArds jumP quiCkly!
 - c. I have \$28 in my Pocket; how much is it in Rupees?
 - d. The interest is @ 13% /Annum.
 - e. 651 is > (234 +97 - 36) & 3 is < (2*2). (2+3+8 -3) = (2*5).
 - f. He said, "Hello, my name is Rashid Khan".
 - g. #Names: 'Blue_Star', {Flower}, [Square], ^Pup^.
 - h. What is the difference between /,| and \?

Activity 8: Self Practice

1. Letter

In this Self Practice, you will learn how to type in your Note pad.

Type a letter to your trainer informing about your progress in using computer keyboard.

Type the letter as shown in the sample.

Inform the participants that they can gain more confidence to use the keyboard and the mouse by completing the activities suggested in Self Practice section.

Muhammad Ahmed,
Office # 321,
Rafiq Trade Towers,
I.I. Chundriger Road,
Karachi.

Dear Sir,

I am very happy to share with you that I have learned to type and I am really amazed at my rapid progress.

I find that all the letters are almost equally easy to reach. Even fingers that are commonly supposed to be weak are able to key on the letters with ease. This is because the keyboard has been shaped to fit the human hand. I really seem to enjoy typing. I can type all punctuation marks like , . - : ; * ? ! without any difficulty now. I can also type symbols like =) / & @ #] \ * with ease. I can now rate my typing skills as 5 on a scale of 1-10.

I shall keep writing such letters to you to practice different keys and inform you about my progress.

Thank you very much for all your support and encouragement.

Yours faithfully,

Raheela

As an interesting point, you can inform the participants that this sample letter is unique its sentences contain all the letters of the alphabet.

Participants may try the self practice activities at their own pace as a Take Home Activity for the day.

2. List of Address

In this self practice, you will practice special characters such as underscore(_),at the rate(@) and forward slash(/);punctuation marks such as colon(:) and hyphen(-) and numeric keypad.

<p>Ms. Rehana Kanwal D/o: Liaquat Ali Vill: Bhawalpur Pin: 65664 Ph: 00923343455662 Email: rkanwalali@yahoo.com</p> <p>Mr. Syed Muhammad Mohsin S/o: Tahir Khan House No. 12, lane 2/7, Shaheed-e-Millat Road, Lahore. Ph: 0092-42-35554455 Email: smuhammadmohsin@hotmail.com</p> <p>Miss. Taiyaba Saleem C/O - Mr. Khalid Iqbal, House Number D2/9, China Chowk, Islamabad. Ph: 0092-51-34455332 Email:tsaleem@gmail.com</p>

Explain the meaning of a folder by using examples of a filing cabinet, an envelope or a bag.

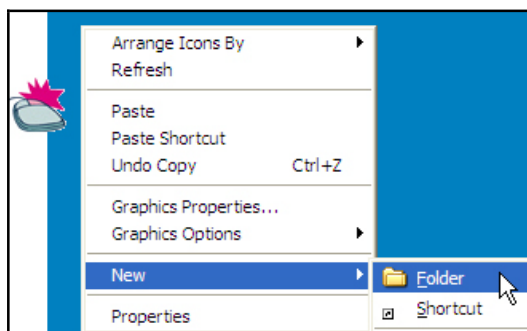
Show the different files and folders on the system for their better understanding.

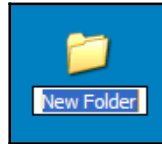
Direct the participants to follow the instructions to create the folders.

Activity 9: Creating Folders

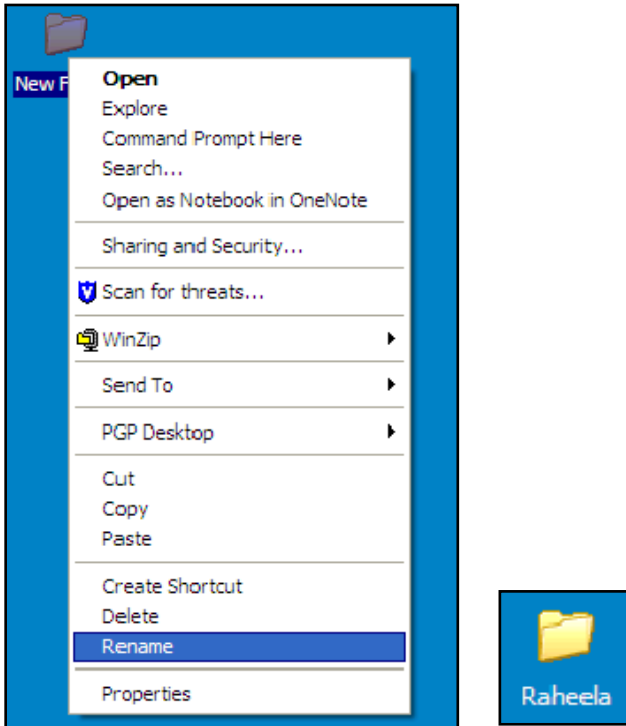
A folder is like a filing cabinet, where you can store files and subfolders. It assists you in organising and managing your files and documents. All documents, spreadsheets and presentations relating to this course will be saved in specific folders so that you will be able to find them easily. Follow the steps to create folders on the desktop.

1. Right click in the middle of the desktop, click **New** → **Folder** on the drop down menu.



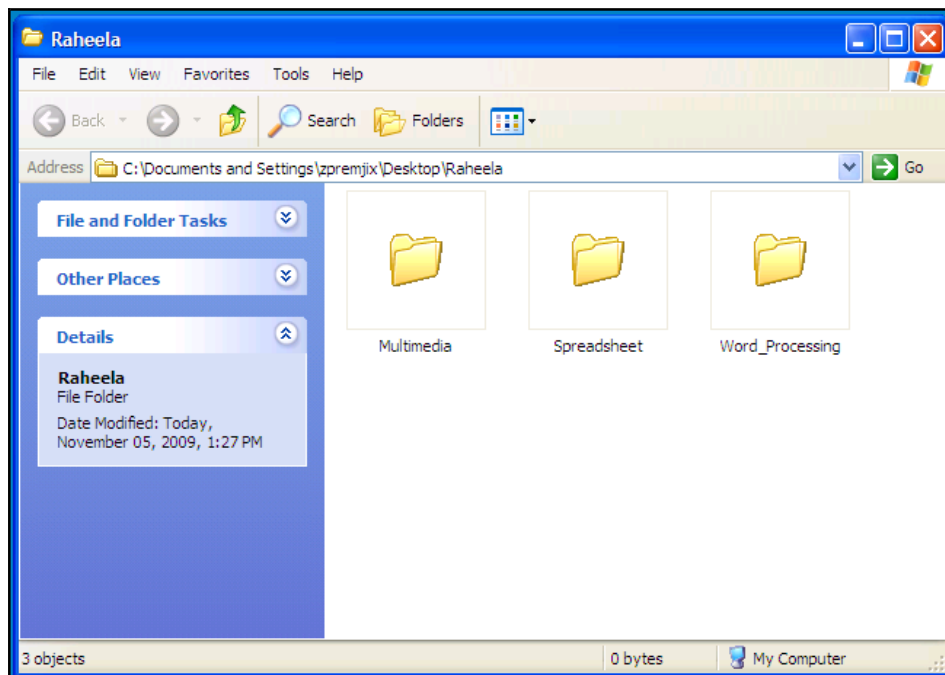



2. Notice that a new folder icon appears on your desktop.
3. Rename the folder by typing your first name underscore your last name. (for example, Raheela) Press **Enter**. If the new folder text is not selected, right-click the folder, and click **Rename**.



4. Double-click the folder that you renamed, to open the folder. Inside, create three more folders in the same manner described above.

5. Name the new folders: **Word_Processing**, **Spreadsheet** and **Multimedia**.



6. Click the **Close** button  in each window. You will now be able to see the desktop again.

Demonstrate this activity, if possible.

Try to conduct the activity at the end of each day's session so that the participants learn to turn off the computer.

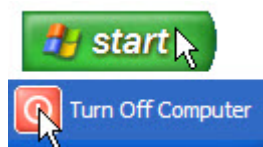
Ask the participants to follow the steps to turn off the computer.

Activity 10: Turning Off the Computer

When you have finished working on your computer, you must shut down the computer.

Follow the steps to shut down the computer using the Start menu:

1. Click the **Start** button and click *Turn Off Computer*.



2. The computer is turned off.

Activity 11: Using What I Learnt

1. Given below is a list of tasks. The objective of this activity is to finish the list of tasks in the shortest time.
 - a. Switch on the computer (if the computer is switched on, omit this task)
 - b. Create the "Test" folder on the desktop
 - c. Open the notepad
 - d. Type a Welcome note for your classmates. The welcome note must mention the names of the classmates and the sentence "Welcome to the Class."
 - e. Save the note in the folder "Test".
 - f. Close the notepad
 - g. Close the folder.

2. In this activity you will discuss the uses of computer in your daily life. The computer has many uses. For example, you can use computers for:
 - Creating documents and presentations
 - Making Calculations
 - Communicating with others
 - Desktop Publishing

The "Using What I Learnt" section is used to reinforce what the participants have learnt during the session.

Encourage participants to complete all the activities in this section.

The first activity tests the participants' skills in using the computers and being familiar with the tasks listed. Review as they complete the tasks and provide guidance if required..

For the second activity, discuss the uses of computer and ask the participants to list the uses of computer.

Encourage participants to share their answers with the rest of the class.

Think about other possible uses of Computers in your day to day life. Use the space given below to list the different uses of Computers.

Share the list with your friends and note down any additional points.



Skills Set Checklist

Ask participants to go through the checklist and complete it.

Explain that this will help them identify areas in which they have gained practice and areas in which they might need improvement.

Encourage participants to use the checklist to assess and improve their skills.

Skills Acquired	Yes	No
I can name the different parts of a computer.		
I know about the functions of different parts of a computer.		
I can turn on the computer.		
I can identify the different keys of keyboard.		
I know functions of the keys of keyboard.		
I know how to hold and move the mouse.		
I can type using different keys of the keyboard.		
I can use Notepad.		
I know about Windows desktop.		
I can identify the parts of a Window.		
I can use the Start Button and Start Menu.		
I can use the Task Bar.		
I can create folders and subfolders.		
I can turn off the computer.		

Module 2

Introducing Internet and Email

Description: While searching for some information about health, jobs vacancies or entertainment through books, friends, neighbours, etc., we often end up without finding relevant information. Today, with just a click of mouse, we can get the latest information from any corner of the world right at our fingertips. And, similarly with just a mouse click, we can communicate instantly with people from anywhere in the world.

Initiate a discussion by asking participants: 1) where they look for information 2) how they communicate with someone abroad.

Introduce the module by explaining about Internet, its use as an information source and means of communication.

Stress on the importance of Internet in our daily routine and list the objectives of the module.

The objective of this module is for you to learn how to use the Internet effectively for searching information and communication. You will develop Internet skills by conducting an information search. You will learn how to create an Email account, send and reply to Emails. You will also get introduced to the *Intel® Education Help Guide*, a digital resource to help you do tasks on the computer.

Activity 1: Exploring the Help Guide

At various points during this course, you might have asked help from your friends or instructor. Now onwards, when you want any technical help, you can use the *Intel® Education Help Guide*. The *Help Guide* provides simple step-by-step directions for completing technical tasks. You can use *Help Guide* to quickly learn how to do certain tasks on your computer as they are needed.

Explain the importance of the Help Guide, which will not only be during the course, but will be a valuable resource after the course.

Follow the steps to learn how to use the *Help Guide*

1. Insert the Help Guide CD in the CD Drive and wait for auto run.
2. Select **“Open folder to view files”**, and click **OK**.
3. Double click Help Guide folder.
4. Double click **Help Guide.exe** to start the application.
5. Click the *Help Guide* link on the left navigation pane, which shows the contents of the *Help Guide*.


The Help Guide is a resource that provides easy to understand step-by-step instructions on how to complete technical steps.

Ensure that each participant becomes familiar with the Help Guide and is able to use it independently

Guide participants to follow the steps and learn how to use the Help Guide.

Demonstrate the steps, if necessary, and have participants practice the same.

Encourage them to take notes and seek clarifications for doubts.

Note: To select a link, move your cursor over it. You will notice the cursor changes to a hand .

6. Check the two main skills:

1. Click *Finding Technology Skills* (Help Guide Skill 1.)
 - a. Read the instructions to find a skill in the left navigation pane. **(See Help Guide Group 1.1)**
 - b. Read the instructions to search for a skill. **(See Help Guide Skill 1.2)**
2. Click *Viewing Skills While You Work* (Help Guide Skill 2.)
 - c. Read the instructions to view a skill in the main window. **(See Help Guide Skill 2.1)**
 - d. Read the instructions to view a skill in the individual skill pop up window. **(See Help Guide Skill 2.2)**
 - e. Read the instructions to close the pop up window and return to the main window. **(See Help Guide Skill 2.5)**

Prompt participants to define internet.

Introduce the basic terms related to the Internet.

Illustrate with examples for better understanding

Activity 2: Learning Internet Basics

Before you begin using Internet, you need to learn about the basic terms related to Internet.

Internet:

The Internet sometimes called “the Net” is a worldwide network of computers, where computers across different locations can communicate with each other.

Web:

Web/World Wide Web (WWW) is similar to a library. It refers to the collection of information available on the Internet. It consists of millions and millions of pages of text, pictures, sounds and animation on various topics.

Browser:

A browser is a software program that is necessary in order for you to view Web pages on the Web, for example, **Microsoft Internet Explorer***, **Mozilla Firefox***, **Apple Safari**, **Google Chrome**, and **Opera** etc.

Web Address or URL:

A Web address (URL) refers to the address of the Web page or Web site on the Internet. It specifies the exact location of the Web page on the Internet like your detailed address including your name, house name, flat number, street name or number, city name and pin code. For example, <http://www.dawn.com/wps/wcm/connect/dawn-content-library/news/pakistan>

Activity 3: Exploring Web Browser

You need a software program called a Web browser to explore the information available on the World Wide Web. A Web browser is used to display Web pages on your computer. In this activity we will explore Web browsers in detail.

Reintroduce the definition for the Web Browser.

Guide the participants to use the Help Guide and explore the web browser.

The Web browser consists of a title bar, a toolbar, a menu bar, a status bar and scroll bars. In addition, it includes an address bar. The address bar displays the Web address or URL of the Web page you are currently viewing. The toolbar provides navigation buttons that can be used to explore the Web.

Demonstrate the use of different navigation buttons for better understanding.


Ensure that all participants are familiar with the browser and guide them, if required.

Use Help Guide to explore Web browser.

1. Start the web browser (**See Web Technologies Skill 1.1 or 3.1**) or double-click the web browser icon on the desktop.
2. Type <http://www.yahoo.com/> on the Address or Location bar. (**See Web Technologies Skill 1.4 or 3.4**)

Note: Make sure you type the web address correctly or else the desired web page will not open.

3. Read the information and use vertical or horizontal scroll bars to view the text not visible on the screen.
4. Click on any hyperlink. (word, picture or object linked to other information)

Note: You will notice that the cursor changes to a hand  when it placed on any hyperlink.

5. Click on the **Back / Go back one page** button to go back to the first page.
6. Type <http://epaper.dawn.com/> on the Address or Location bar. (**See Web Technologies Skill 1.1 or 3.1**)
7. Read the information and click on any hyperlink.
8. Click on the **Home** icon on the toolbar to go to the home page of the Web browser.

Explain the meaning of search engines with examples.

Explain their importance and function in Internet search.

Activity 4: Exploring Search Engines

Search engines are tools used to find information on the World Wide Web. Search Engines are similar to Web pages and have to be opened using a Web Browser. Usually, searches are based on a word or a combination of words or topics. The search results may consist of Web pages, images, information and other types of files (presentations, documents, spreadsheets, etc), which can be opened in a Web Browser.

Certain search engines used widely are:

<http://www.google.com>

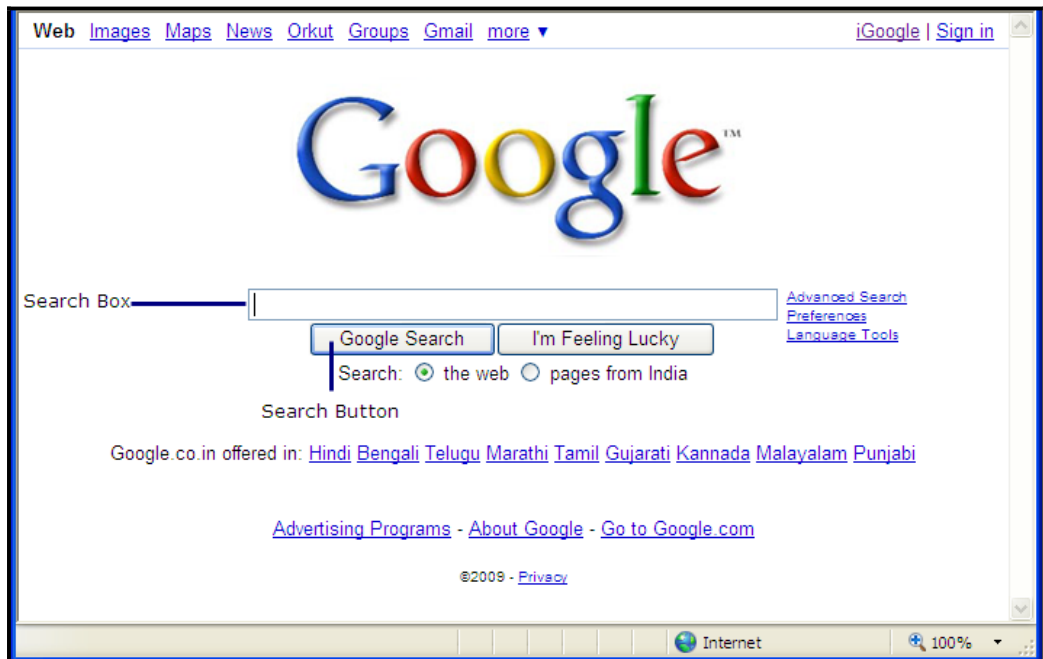
<http://www.bing.com>

<http://search.yahoo.com>

<http://www.altavista.com/>

Follow the steps to explore search engines:

1. Start **the web browser (See Web Technologies Skill 1.1 or 3.1)** or double-click the **web browser** icon on the desktop.
2. Type <http://www.google.com.pk> on the Address or Location bar. **(See Web Technologies Skill 1.4 or 3.4)**



3. Suppose you want to see the technology education initiatives in Pakistan, type the keywords as suggested below in the **Search Box**.



Note: Keyword is the word used by the search engines in its search for relevant websites. Choose the keywords carefully to save your time on search engines. Certain tips:

- Instead of asking the question “Who was the first man on the moon?” you can just put “first man moon.”
- Make it more specific – Instead of typing “cars”, you can just type “Nano”
- Write correct spellings of keywords.
- Avoid, “a”, “the” “is” “are”, etc. unless you are searching for some exact phrase.

Define “keywords” and provide examples.

4. Click the **Search** button.

Discuss the tips provided, with examples.

5. Look at the list of links that are shown as results and click on the most relevant link. These links take you to the Web pages or Web Sites displayed in the link

Review the keywords chosen by the participants and provide guidance.

(For this search, the most relevant result link is www.intel.com/education/pk. Click on this link now.)

Note: Notice that the keywords are highlighted in the entire search result and under each website; the search engines display the phrases with the keywords. You can identify which website is relevant by reading the phrases written under each website instead of going to each one of them.



6. Click **Back / Go back one page** button to go to the home page of the search engine.

7. Type keywords about any information you want to find on Internet.

Frame your keywords in the space provided below:

8. Click **Search** button.

9. Look at the list of Web site and click on the most relevant website address.

10. Read the required information. In case, the Web site does not have the required information, click **Back / Go back one page** button and click on other Web site link from the search list.

11. Click on the **Images** link at the top of the search engine window to search for relevant images.

12. Save the image in the folder Raheela you created in Module 1. **(See Web Technologies 4.4)** Initiate discussion by asking participants to list various communication methods they use.
13. Click the **Close** button.

Introduce Email and explain how sending mail electronically can be very helpful.

Discuss the terms related to email and provide simple examples for better understanding.

Activity 5: Introducing Email

In our everyday life, we often send letters to our family members or friends living in another city or abroad. With the Internet we can send our messages electronically and communicate with others across the globe in seconds. Before you start using Internet as a means to communicate, it is important to learn a few important terms.

a. Email:

An Email is a short form of “electronic mail”. It is a modern day tool to send and receive messages using the Internet.

Emails have changed the world of communication. It used to take days or even weeks to send a letter in earlier times, while now with Email you can send it in seconds or minutes. All you need is an Email account, Internet connection and the Email address of the person you are sending the Email to.

b. Email address:

Email address is a like any other address. It is unique and two people cannot have the same email address. An e-mail address typically has two main parts: The user name (raheelasiddiqui2009), the sign (@- at the rate) which is the same in every email address and mail server address (gmail.com)

There are many Email service providers like Yahoo, Rediff, Hotmail, Gmail, etc. You can create an Email ID with any service provider by registering your details. In the next step, you will create your Email ID with Gmail.

Explain that they will be using Gmail to create an email account. Discuss the different features of Gmail.

Note: There are many Email service providers but for this particular activity, Gmail is used.

Guide the participants to follow the steps to create the email account and provide guidance, if required.

Ask participants to follow the instructions to learn how to send an email.

Provide email addresses which participants can use to send emails, if required.

It will help if they send out emails to their classmates as they will be able to reply to mails they have received from their classmates

If time permits, encourage them to send more than one mail to gain practice.

Activity 6: Creating an Email ID

- a. Start the Web browser or Double-click the Web browser icon on the desktop. **(See Web Technologies Skill 1.1 or 3.1)**
- b. Type www.gmail.com on the Address or Location bar. **(See Web Technologies Skill 1.4 or 3.4)**
- c. Click on **'Create an account'** to create a new Email ID.
- d. Fill in the appropriate information in the form.
- e. Click **I accept. Create my account.** Button.
- f. Record your Email ID and Password in the space provided below. Remember that the password is not supposed to be shared with anyone.

Email ID: _____

Password: _____

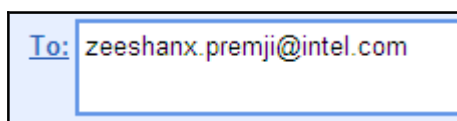
- g. Click **Show me my account** to see your account details.
- h. Take a look at the table below and learn about the basic features of Gmail.

Inbox	Shows all the incoming mails with details.
Sent Mail	Stores all mail sent by you.
Compose Email	To create a new mail.
Sign out	To sign out from the account

Activity 7: Sending an Email

Follow the steps given below to send an Email.

- a. Click **Compose mail.**
- b. Type the Email address of the person to whom you would like to send the message in the **To** box.

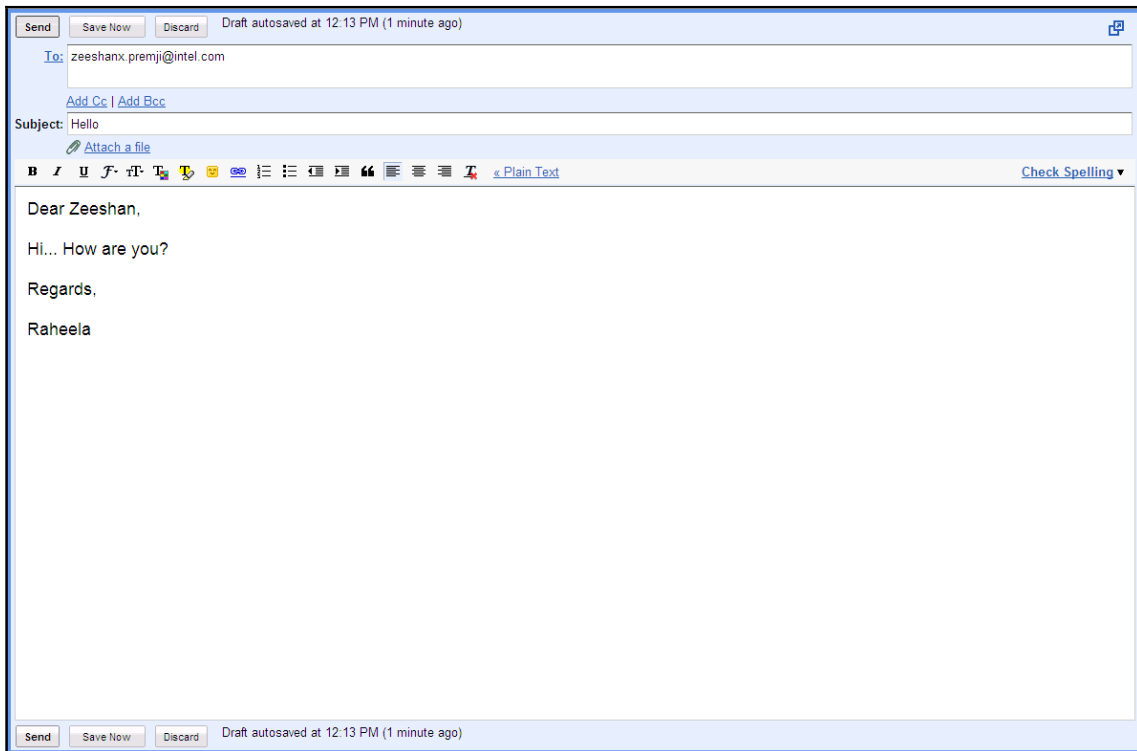


Note: In case you do not have any Email address with you, take the Email address of your friends in this course, and send a message to them. In case you want to send the message to more than one person, separate their Email addresses by inserting a semi-colon For example: *****@gmail.com; *****@yahoo.com

c. Type an appropriate subject in the **Subject** box.

Subject: Hello |

d. Type the message you would like to send. Click **Send**.



e. Click **Sign out**.

Encourage participants to check their inbox and send replies to the mails they have received by following the provided instructions. Demonstrate the process, if required.

If time permits, allow the participants to reply to the replies they receive so that they can experience how an email chain works.

Activity 8: Checking and Replying to Emails

You can access your Email account from any place and from any computer with an Internet connection.

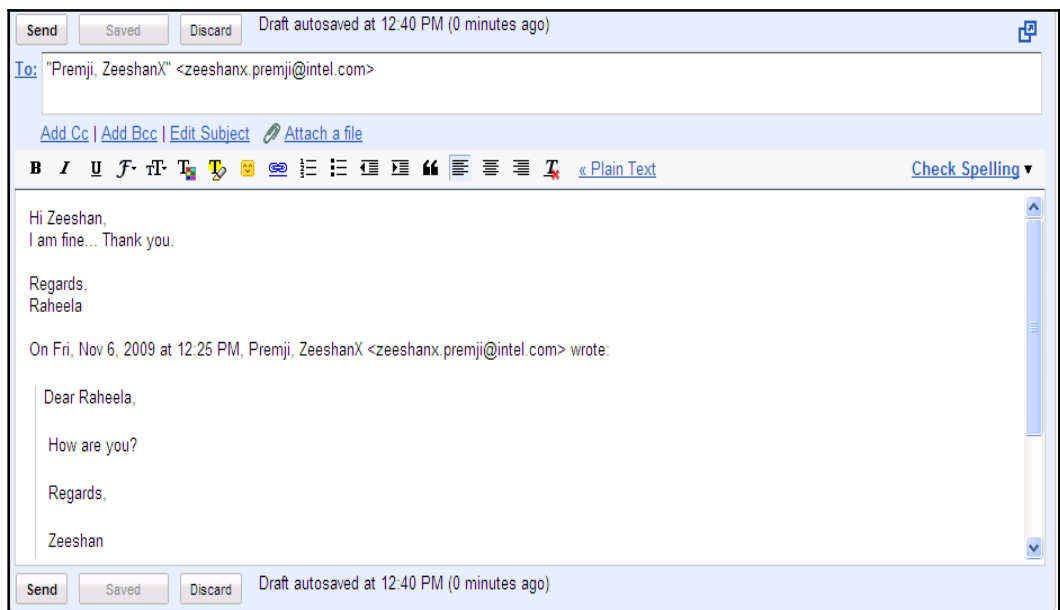
- a. Start the web browser or double-click the Web browser icon on the desktop. **(See Web Technologies Skill 1.1 or 3.1)**
- b. Type **www.gmail.com** on the Address or Location bar. **(See Web Technologies Skill 1.4 or 3.4)**
- c. Type your username and password.
- d. Click the **Sign in** button.
- e. Click on the message you want to check.

Note: In Gmail, the incoming mails with Sender's name and Subject of the message are already displayed on the left side.

- f. Click on **Reply**.
- g. The Email address of the person to whom you would like to reply comes automatically.

Note: Do not type the subject here, as it is a reply mail for the same subject.

- h. Type your message.
- i. Click **Send**.



- j. Click **Sign Out**.

Activity 9: Using What I Learnt

This activity is used to reinforce what the participants have learnt during the session.

Encourage participants to complete all the activities in this section.

The first activity tests the participants' internet browsing and search skills. Encourage them to obtain answers to all the questions in the scavenger hunt and send out the answers by email.

1. Use the Internet and obtain the following information. Once you have found all the information, type out the answers and email them to your trainer and your classmates:

- a. Go to Google.com and search for information on online shopping and write down the following:
- b. Keyword used: _____; URL of the first result on the search page: _____
- c. Go to <http://www.xe.com/> and find the exchange rate of 1 US dollar in your currency. Exchange rate for 1US dollar: _____
- d. List one of the top news stories on <http://www.express.com.pk/> News Story Title: _____
- e. Go to www.rozee.pk and write down about one job opening which you can apply to Job Opening Title: _____; Company: _____
- f. Go to www.youtube.com and find a video of your choice: Name of the video: _____; Type of video: _____

2. In this activity you will discuss the uses of internet in your daily life. The internet has many uses. For example, you can use Internet to:

- Find information
- Communicate with others
- Shop online
- Listen to music and watch videos
- Book tickets

For the second activity, discuss the uses of internet and ask the participants to list the uses of internet.

Encourage participants to share their answers with the rest of the class.

Think about other possible uses of Internet in your day to day life. Use the space given below to list the different uses of Internet.

Share the list with your friends and note down any additional points.

Inform the participants that they can gain confidence to use Internet and Email by completing the activities suggested in this Self Practice section.

Briefly explain the activities.

Encourage participants to try the self practice activities at their own pace as a Take Home Activity.

Activity 10: Self Practice

1. Visit the following websites
 - To watch news online - <http://www.express.com.pk/>
 - To send e-greeting cards - <http://www.123greetings.com/>
 - To view recipes - <http://www.masalatv.tv/>
 - To search for activities for children - <http://kids.nationalgeographic.com/>
2. Conduct Internet search on your favourite topics.
3. Send an email to your friend or relative.
4. Send an email to your trainer, sharing your experience about the course and your expectations from the course based on what you have learnt so far.



Skills Set Checklist

Skills Acquired	Yes	No
<ul style="list-style-type: none"> • I know about Internet, World Wide Web, browser and Web address. • I can start Web browser. • I am able to search the Web using search engines. • I can download and save images. • I know about Email. • I can check my Email account. • I can send, check and reply Email messages. • I can sign out of my Email account. 		

Ask participants to go through the checklist and complete it.

Explain that this will help them identify areas in which they have gained practice and areas in which they need improvement.

Encourage participants to use the checklist to assess and improve their skills.

Module 3

Introducing Word Processing

Description: In personal or professional life, writing letters, resumes, documents, etc. is an essential activity. Writing involves drafting, checking spellings and grammatical errors, revising and editing the content. Many times, while writing letters we end up rewriting it entirely because of spelling mistakes or we end up with a rather untidy letter with many cancellations. Word processing software makes the entire process very fast and simple. It allows you to change the way words look and even insert pictures. In this module you will explore Word Processing software in detail. You will develop word processing skills by creating documents that will be useful in your daily routine.

Initiate a discussion by asking participants how they currently draft letters and other documents.

Introduce the module by explaining about Word Processing software, and some of its uses.

Explain that they will be learning about and using word processing skills in this module.

Activity 1: Exploring Word Processing

Before you learn to use Word Processing software using the Help Guide, spend a few minutes exploring the software on your own. Try to complete the following tasks:

- a. Find the Word Processing software and open it
- b. Type your name in two different styles (different colours, different sized letters)
- c. Copy the typed names without retyping them
- d. Delete one of the typed names
- e. Move one of the typed names to the center of the page.

Encourage participants to first explore the Word Processing software without the Help Guide.

Assist them, if required to find and open the Word Processing software.

Prompt them to complete the tasks listed.

The objective of the activity is for the participants to explore the Word Processing software and learn on their own before they start using the Help Guide.

Answer the following questions once you complete the exploration:

1. Were you able to complete the tasks? What skills did you learn?

Discuss the answers to the questions and encourage the participants to share the answers with the rest of the class.

2. What kind of activities can you do using the Word Processing software?

3. Compare Word Processing software to writing on paper? Which is better? Why?

Share your answers with the rest of the class and note down points shared by your friends.

Direct the participants to now explore the Word Processing section of the Help Guide.

Guide them to follow the steps suggested in the activity and answer the questions to familiarise themselves with the software.

Ensure that they complete all the steps in the activity by reviewing their work.

Activity 2: Getting to know Word Processing using the Help Guide

Follow the steps to explore Word Processing skills using the *Help Guide*:

1. Double click *Help Guide* icon on the desktop to start the application.
2. Click the Word Processing link on the left navigation pane.
3. What are some of the listed skills?

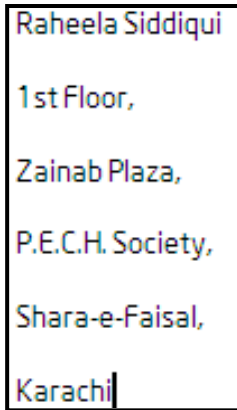
4. Click *Getting to Know Microsoft Word** (See Word Processing Group 1)
5. What are some of the listed options?

6. Open a new document (See Word Processing Skill 1.1)

Note: To view individual steps while you work, click the serial number of the skill. Click **Return** at the bottom of the individual pop up window to come back to the main window.

7. View the different toolbars. (See Word Processing Skill 1.2, 1.3, 1.4 and 1.5)
8. Type your name and address (See Word Processing Skill 2.1)


(See example below)



Raheela Siddiqui
1st Floor,
Zainab Plaza,
P.E.C.H. Society,
Shara-e-Faisal,
Karachi

9. Change the colour of the text. (See Word Processing Skill 2.2 and 3.4)
10. Make the text of your name bold. (See Word Processing Skill 3.3)
11. Increase the font size of your name. (See Word Processing Skill 3.2)

(See example below)



Raheela Siddiqui
1st Floor,
Zainab Plaza,
P.E.C.H. Society,
Shara-e-Faisal,
Karachi

12. Make Copies of your name and address without retying them. (See Word Processing Skill 2.6 and 2.8)

13. Click the Close button  to close Word Processing.

Orient the participants that they will be developing their word processing skills by completing the guided practice activity.

Inform them that they will first “plan” how to make a flyer and then implement the steps according to the plan.

Activity 3: Using Word Processing Skills

You will have an opportunity to develop word processing skills as you complete the sample in the *Guided Practice* section and create samples in *Self Practice* section later.

Guided Practice: Flyer

Flyer

Flyers are used by individuals or in business to inform people about products, events, services, or special offers. Flyers are usually single page leaflets given on the streets, at events, posted on notice boards, etc. They are also called pamphlets.

PLAN IT OUT

Imagine you run a shop and want to promote it. You make a flyer to inform people about the special offers. Look at the following sample:

Introduce the Plan It Out section and explain why planning an activity is important.

Guide the participants to view the example of the flyer provided and prompt them to answer the questions in section to plan their flyer.

Review their answers and the layout and provide directions and suggestions, if required.

WRAP UP GIFT SHOP

"Great Gifts, Great Service!"

Visit our Gift Shop to check wide variety of gifts for all ages.

Don't miss out on your chance to save – Avail special offers on all our products!

1. Wall Clock	20% Off
2. Soft Toys	25% Off
3. Paintings	30% Off

Offer Valid till 20th July 2009

VISIT US TODAY!

Shop # 15, Zamzama, Karachi

Flyer example

Think about the following questions and plan your flyer.

What will you sell in your shop?

What will be the name of your shop?

List your ideas about the special offers you would like to provide on your products.

What will be the contact details of your shop?

Which images will you need to create your flyer?

Plan your content and layout of your flyer in the space below:

Introduce the Try It Out section and explain that they will now use the word processing software to create their flyer according to their plan.

Guide them to follow the instructions provided and use the Help Guide to create their flyer.

Provide directions and guidance as required, encourage them to complete the activity.

TRY IT OUT

Try to complete the following steps using the *Help Guide*.

A. OPEN A NEW DOCUMENT

1. Start the word processing software and open a new blank document. **(See Word Processing Skill 1.1)**
2. Save your work in the Word Processing folder created in Module 1. **(See Word Processing Skill 1.7)**

B. ADD TEXT TO YOUR FLYER

1. Type a title at the top of the page that tells the name of your shop. **(See Word Processing Skill 2.1)**
2. Below the title, type a few words about your shop. This could be a slogan or a catchy line.
3. Make the text bigger or smaller. **(See Word Processing Skill 3.2)**
4. Change the look of the words. **(See Word Processing Skill 3.1, 3.3 and 3.4)**
5. Change the alignment of the words. **(See Word processing Skill 4.2)**
6. Save your work.

C. ADD PICTURES TO YOUR FLYER

1. There are two ways you can add pictures:
 - Draw your own picture with the use of drawing tools. **(See Graphics Group 5)**
 - Add a picture from the clipart gallery. **(See Word Processing Skill 5.1)**
2. Move or resize the pictures. **(See Word Processing Skill 5.4, 5.5 and 5.6)**
3. Save your work.

D. INSERT A TABLE TO YOUR FLYER

1. Insert a table to your flyer. (See Word Processing Skill 7.1)
2. Type information about special offers in the rows. (See Word Processing Skill 2.1)
3. Change the look of words in your table. (See Word Processing Skill 3.1, 3.3 and 3.4)
4. Save your work.

E. MAKE YOUR FLYER ATTRACTIVE

1. In the empty spaces on the flyer, add some more clipart pictures that show what people will find in the shop. (See Word Processing Skill 5.1)
2. Add a colourful page border to your flyer. (See Word Processing Skill 6.12)

F. CONCLUDING YOUR FLYER

1. Type the contact details of the shop at the bottom of the page. (See Word Processing Skill 2.1)
2. Type any other information inviting people to the special offer. Change the look of words as you wish.
3. Save your work.

G. PREVIEW YOUR FLYER

See how your flyer will look before you print it. (See Word Processing Skill 6.18)

Activity 4: Using what I learnt

In this activity you will discuss the uses of Word Processing software in your daily life. The software has many uses. For example, can use Word Processing for making

- Invitation Cards
- Banners
- Business Cards
- Personal Calendars

Think about other possible uses of Word Processing in your day to day life. Use the space given below to list the different uses of Word Processing.

Share the list with your friends and note down any additional points.

Inform the participants that they can further develop their word processing skills by completing the activities suggested in Self Practice section.

Briefly explain the examples and discuss the technical skills required to complete the examples.

Ask them to try the self practice activities at their own pace as a Take Home Activity for the day.

Activity 5: Self Practice

Practice your Word Processing skills by making samples using the *Help Guide*.

1. Resume

A resume is the first step to apply for a job. Have a look at the sample and make your resume using *the Help Guide*.

RESUME

Name: Rahim Khan
Age: 22 years
Address: E-56, Miran Muhammad Shah Road, Muhammad Ali Society, Karachi.
Contact No: (R) 0092-21-35354545, (M) 0092-333-4545444
E-mail Address: rahim.khan2009@gmail.com

Academic Background:

Course	Institution	Percentage (%)	Year of Passing	Subject
B.Com (Accountancy)	University of Karachi	48	2006	Accountancy and Finance, Economics, Business Mathematics, Banking
Higher Secondary Certificate (Commerce)	Govt. S.M College	55	2003	Commerce
Secondary School Certificate	Govt. Elementary School	73	2001	Computer Science, Mathematics

Additional Qualification:

- Typing spend of 40-50 words per minute. Certified typist
- Microsoft Office and Internet

Working Experience:

September 2007 to September 2008 - worked as accounts and office manager with Khans Engineers a company dealing in machine spare parts.

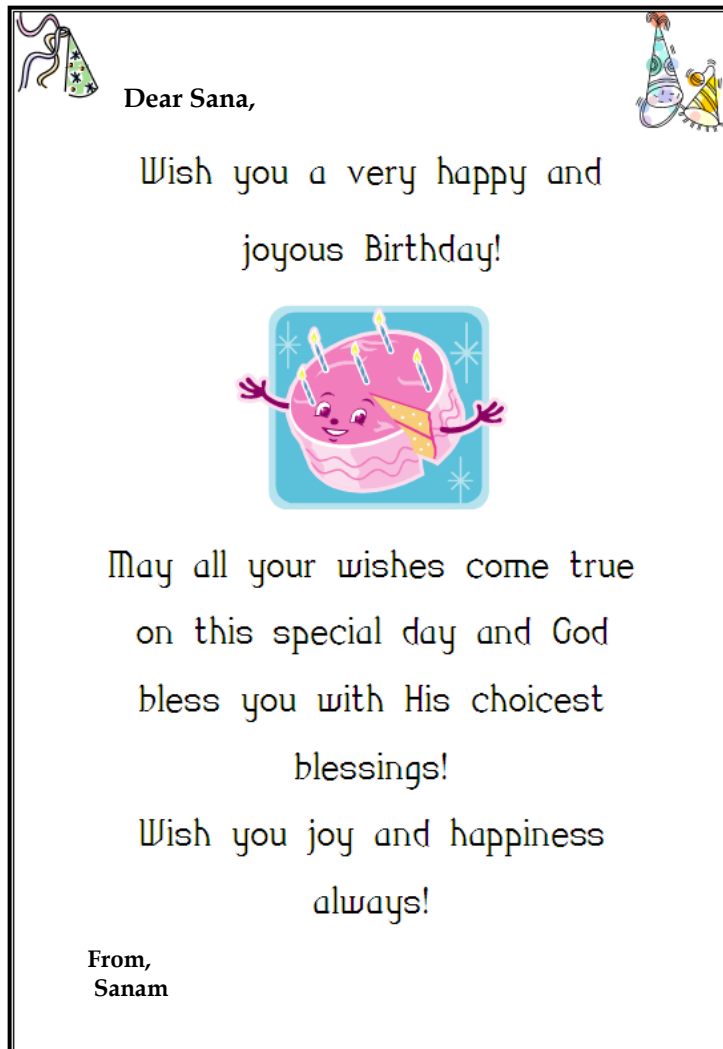
Responsibilities:

- Handling accounts and dealing with banks and dealers, maintaining petty cash and stock register

Resume example

Greeting Card

Create a greeting card to make your family or friends feel special. You can create a greeting card for any occasion birthday, anniversary, festivals, etc. Look at the sample and make a greeting card using *the Help Guide*.



Greeting card example



Skills Set Checklist

Skills Acquired	Yes	No
I can type and change words.		
I can change the colour of words.		
I can change the style of words.		
I can make the words bigger or smaller.		
I can change the space between lines.		
I can make a numbered list.		
I can change alignment of words.		
I can insert pictures.		
I can insert tables.		
I can apply page borders.		
I can save a document.		

Ask participants to go through the checklist and complete it.

Explain that this will help them identify areas in which they have gained practice and areas in which they need improvement.

Encourage participants to use the checklist to improve their skills.

Module 4

Introducing Spreadsheets

Initiate a discussion by asking participants how they currently calculate and record their expenses.

Introduce the module by explaining about Spreadsheets software, and some of its uses.

Explain that they will be learning about and using spreadsheets skills in this module.

Description: A spreadsheet or worksheet is an effective tool to record all sorts of data like addresses, financial data of businesses, income and expenses, etc. It is used to perform simple to complex calculations and organise data. It can also be used to make charts and graphs.

In this module, you will explore spreadsheet software in detail. You will develop spreadsheet skills by creating worksheets that will be helpful in your daily routine. You will use the Intel® Education Help Guide to help you do tasks on computer.

Activity 1: Exploring Spreadsheets

Before you learn to use Spreadsheets software using the Help Guide, spend a few minutes exploring the software on your own. Try to complete the following tasks:

Encourage participants to first explore the Spreadsheets software without the Help Guide.

- a. Find the Spreadsheets software and open it
- b. Type 3 different words in different cells of one row.
- c. Type 3 different number in different cells in a single column. Add the total of these numbers below them using the "Sum" formula.
- d. Type all the 3 words in one cell one below the other. Make sure all the 3 words are visible.
- e. Change the height and width of rows 1 - 3 and columns A - C

Assist them, if required to find and open the Spreadsheets software. Prompt them to complete the tasks listed.

The objective of the activity is for the participants to explore the Spreadsheets software and learn on their own before they start using the Help Guide.

Answer the following questions once you complete the exploration:

Discuss the answers to the questions and encourage the participants to share the answers with the rest of the class.

1. Were you able to complete the tasks? What skills did you learn?

2. What kind of activities can you do using the Spreadsheets software?

3. Compare Spreadsheets software to using a calculator? Which is better? Why?

Share your answers with the rest of the class and note down points shared by your friends.

Direct the participants to now explore the Spreadsheets section of the Help Guide.

Guide them to follow the steps suggested in the activity and answer the questions to familiarise themselves with the software.

Try to ensure that they complete all the steps in the activity.

Activity 2: Getting to know Spreadsheet using the *Help Guide*

Follow the steps to explore Spreadsheet skills in the *Help Guide*:

1. Insert the Help Guide CD in the CD Drive and wait for auto run.
2. Select “Open folder to view files”, and click OK.
3. Double click Help Guide folder.
4. Double click **Help Guide.exe** to start the application.
5. Click the Spreadsheets link on the left navigation pane.

- What are some of the listed skills?

6. Click *Getting to Know Microsoft Excel** (**See Spreadsheets Group 1**)

7. What are some of the listed options?

8. Open a new spreadsheet (**See Spreadsheet Skill 1.1**)

Note: To view individual steps while you work, click the serial number of the skill. Click **Return** at the bottom of the individual pop up window to come back to the main window.

9. View the different toolbars. (**See Spreadsheet Skill 1.2, 1.3, 1.4, and 1.6**)

10. Notice that an Excel window has several unique elements identified in the table below.

Row:	A horizontal group of cells in a worksheet. A Number is used to identify each row.
Column:	A vertical group of cells in a worksheet, identified by a letter.
Cell:	A Cell is an intersection point between row and column. Each Cell is assigned a name according to its COLUMN letter and ROW number. When referencing a cell, you should put the <i>column</i> first and the <i>row</i> second (e.g., Cell "A2").

11. View the **Name Box** (See Spreadsheet Skill 1.5)

12. View the **Formula Bar** (See Spreadsheet Skill 1.6)

13. Type "Numbers" in cell B1 (See Spreadsheet Skill 4.1)

14. Type any number in cells - B2, B3 and B4.

15. Type "Total" in cell A6.

16. Click cell B6. Then, find sum of the numbers. (See Spreadsheet Skill 7.1)

17. Type any number in cell B5. Notice the change in the total of numbers automatically.

	A	B
1		Numbers
2		10
3		45
4		60
5		20
6	Total	135



18. Click the **Close** button to close the spreadsheet.

Advise the participants that they will be developing their spreadsheet skills by completing the guided practice activity.

Inform them that they will first “plan” how to calculate their income and expenses and create a budget and then implement the steps according to the plan.

Explain that they will also create a chart for their budget.

Reinforce the value of the Plan It Out section; explain why planning is important.

Guide the participants to view the example of the budget and the chart provided, and prompt them to list their income and expenses (this may be hypothetical data) to plan their budget.

Review their listed items and provide directions and suggestions, if required.

Activity 3: Using Spreadsheet Skills

You will have an opportunity to develop spreadsheet skills as you complete the sample in the *Guided Practice* section and create samples in *Self Practice* section later.

Guided Practice: Monthly Budget

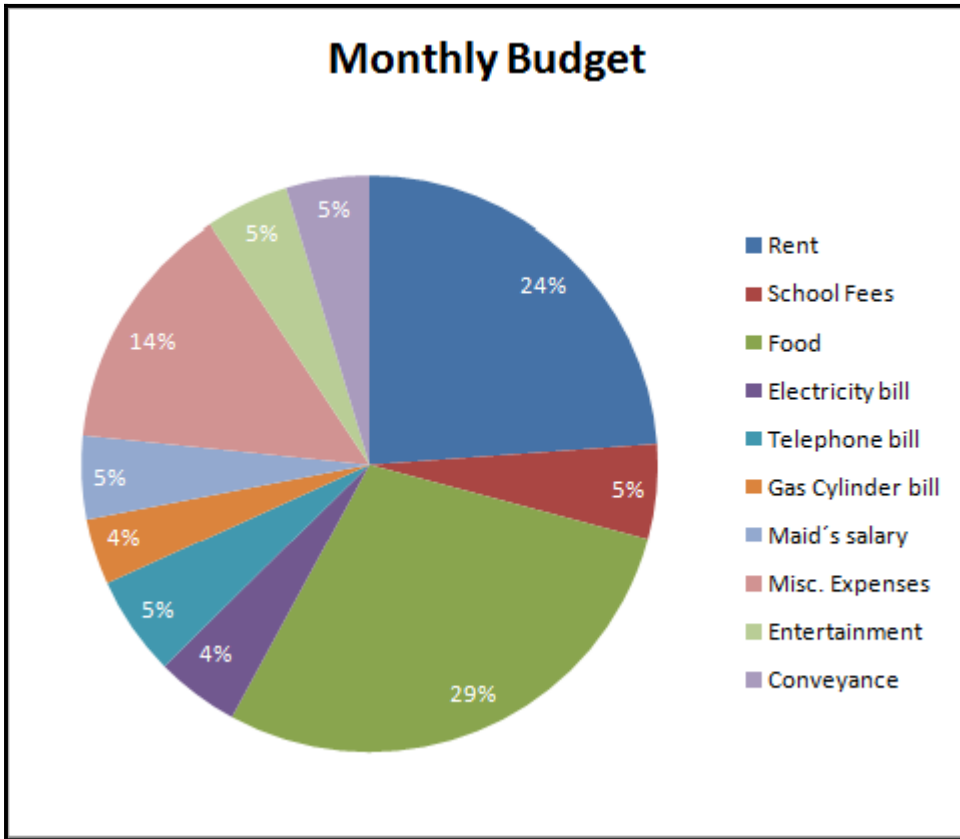
Monthly Budget

Monthly Budget is a list of planned monthly expenses and income. Nowadays, many people prepare a monthly budget to plan for their savings and investments.

PLAN IT OUT

Create your monthly budget based on your monthly income and expenses. Look at the following sample.

MONTHLY BUDGET			
INCOME		EXPENDITURE	
Particulars	Amount (in Rs.)	Particulars	Amount (in Rs.)
Salary	15000.00	Rent	2550.00
		School Fees	570.00
		Food	3076.00
		Electricity bill	500.00
		Telephone bill	600.00
		Gas Cylinder bill	400.00
		Maid's salary	500.00
		Misc. Expenses	1500.00
		Entertainment	500.00
		Conveyance	500.00
TOTAL	15000.00	TOTAL	10696.00
Savings			4304.00
Percentage of total Income			29%



List all the sources of income (For example, Salary, Rent, etc.) and probable expenses in the following table and plan your monthly budget.

INCOME		EXPENDITURE	
Particulars	Amount (in Rs.)	Particulars	Amount (in Rs.)

TRY IT OUT

A. TYPE COLUMN HEADINGS FOR YOUR BUDGET

1. Start the spreadsheet software and open a new blank sheet. (See Spreadsheets Skill 1.1)
2. Type a title for your budget in cell A1. (See Spreadsheets Skill 4.1)
3. In the cells below, type column headings "Income", "Expenditure", "Particulars", "Amount (in Rs.)". (See Spreadsheets Skill 4.1)
4. Make the headings bigger or smaller. (See Spreadsheets Group 2 and Skill 5.2)

Re-introduce the Try It Out section and explain that they will now use the spreadsheets software and the Help Guide to create their budget according to their plan. Try to make sure that they complete the activity.

5. Change the look of the words. (See Spreadsheets Skill 5.1, 5.3 and 5.4)
6. Change the alignment of the words. (See Spreadsheets Skill 5.7)
7. Save your work in the Spreadsheet folder created in Module 2. (See Spreadsheets Skill 1.8)

B. TYPE THE AMOUNTS FOR YOUR BUDGET

1. In the cells below the column labels, type the amount for income and expenditure that you had planned in the table. (See Spreadsheets Skill 4.1)
2. Save your work.

C. MERGE COLUMN HEADINGS

1. Merge cells with the column headings of your budget title, "Income" and "Expenditure". (See Spreadsheets Skill 5.10)
2. Save your work.

D. FORMAT NUMBERS

Format the numbers so they show as decimal. (See Spreadsheets Skill 4.9)

E. CHANGE THE APPEARANCE OF YOUR SHEET

1. Change the height and width of cells. (See Spreadsheets Skill 5.5 and 5.6)
2. Add a background colour and effects for cells. (See Spreadsheets Skill 5.9)
3. Save your Work.

F. ADD TEXT IN THE CELLS

1. In the cells below the total, type "Savings", and "Percentage of total income". (See Spreadsheets Skill 4.1)
2. Save your work.

G. ADD FORMULAS IN YOUR BUDGET

1. Insert a sum function to total the income and expenditure. (See Spreadsheets Skill 7.1)
2. Insert a formula to show the savings. (See Spreadsheets Skill 7.4)
3. Insert a formula to show the percentage of total income. (See Spreadsheets Skill 7.6 and 4.9)
4. Save your work.

H. ADD A CHART IN YOUR BUDGET

1. Create a chart using the wizard. (See Spreadsheets Skill 8.2)
2. Change the look of words and numbers in the chart. (See Spreadsheets Skill 8.5)
3. Change the colour of slices in chart. (See Spreadsheets Skill 8.8)
4. Save your work.

Activity 4: Using what I learnt

In this activity you will discuss the uses of Spreadsheets software in your daily life. The software has many uses. For example, you can use Spreadsheets for making

Discuss the uses of spreadsheets software and encourage participants to share their answers with the rest of the class.

- Surveys
- Shopping List
- Expense Sheets
- Accounts and Balance sheets

Think about other possible uses of Spreadsheets in your day to day life. Use the space given below to list the different uses of Spreadsheet.

Share the list with your friends and note down any additional points.

Inform the participants that they can further develop their spreadsheet skills by completing the activities suggested in Self Practice section.

Briefly explain the examples and discuss the technical skills required to complete the examples.

Ask them to try the self practice activities at their own pace as a Take Home Activity.

Activity 5: Self Practice

Practice your Spreadsheet skills by making samples using *the Help Guide*.

1. Address Book

You can record the contact addresses in spreadsheet. The format of spreadsheet makes it easier to create and manage large number of addresses. Create your address book using the *Help Guide*.

ADDRESS BOOK			
Sr. No.	Name	Address	Contact Number
1	Mr. Raheel Khan	Office # 44, HBL Tower, Blue Area Islamabad	0092-51-34433441
2	Mr. Salman Anwar	88 Dockyard Road, West Wharf, Karachi	0092-21-38788423
3	Ms. Lubna Ali	Suite # 223, Faizan Center, Opp FTC Building Shara-e- Faisal, Karachi	00921-21-3554223
4	Mr. Zubair Ahsan	House # 45/3, H-10, Islamabad	0092-51-99887722
5	Ms. Laila Mansoor	442 Munir Road, Lahore	0092-42-87877878
6	Ms. Rashida Khan	453/0 najeeb Corner, 4/F, Block 2, PECHS Karachi	0092-21-34544544
7	Mr. Uzair Siddiqui	House # 88, Street 9, F-9/9, Islamabad	0092-21-34455443

Address Book Example

2. Inventory List

You can keep the stock of your inventory in a spreadsheet. Create an inventory list using the *Help Guide*.

	A	B	C	D	E	F	G	H	I	
1	Sr. No	Category	Name	(Manufacturing Company's Name)	Quantity In Stock	Unit Cost Price (Amount In Rs.)	Total Cost Price (Amount In Rs.)	Unit Selling Price (Amount In Rs.)	Total Selling Price (Amount In Rs.)	
2	45670	Board Games	Snakes a& Ladders	Hugo Co.	22	13	286.00	25	550.00	
3	78902		Scrabble	Tello Co.	14	20	280.00	55	770.00	
4	63568		Chess	Tello Co.	57	25	1425.00	60	3420.00	
5	89765	Toys	Kitchen Set	Sohall Co.	80	30	2400.00	70	5600.00	
6	67903		Winding Toys	Zohra Co.	59	5	295.00	15	885.00	
7	22345		Animal Set	Sohall Co.	31	10	310.00	26	806.00	
8	22334		Lay an Egg Blrd	Rafiq Co.	56	17	952.00	38	2128.00	
9	88778	Electronic Toys	moblle	Best Co.	67	8	536.00	25	1675.00	
10	33232		Car	Farooq Co.	15	23	345.00	45	675.00	
11	32324	Electronic Games	A-B-C Learning	unnl Co.	7	35	245.00	100	700.00	
12	23234		Hand Video Game	Zubair Co.	90	40	3600.00	115	10350.00	
13	Total						226	10674.00	574	27559.00

Inventory Example



Skills Set Checklist

Skills Acquired	Yes	No
I can enter and edit text and numbers in a Spreadsheet. I can move around the spreadsheet. I can perform simple calculation and apply a formula. I can combine and merge cells. I can format cell and change height and width of rows and columns. I can create chart and define chart type. I can save a Spreadsheet.		

Ask participants to go through the checklist and complete it.

Explain that this will help them identify areas in which they have gained practice and areas in which they need improvement.

Encourage participants to use the checklist to assess and improve their skills.

Module 5

Introducing Multimedia

Description: Sometimes, merely words are not enough to express our ideas and thoughts. A visual presentation with examples, pictures, diagrams, sounds etc. can be more effective to communicate. Multimedia is used to communicate and deliver information, ideas, reports, etc. to a large group of people efficiently and effectively.

In this module, you will explore Multimedia software in detail. You will develop multimedia skills by creating presentations that will be helpful in your daily life. You will use the *Intel® Education Help Guide* to help you do tasks on computer.

Initiate a discussion by asking participants how they would currently present an idea creatively to an audience.

Introduce the module by explaining about Multimedia software, and some of its uses.

Explain that they will be learning about and using multimedia skills in this module.

Activity 1: Exploring Multimedia

Before you learn to use Multimedia software using the Help Guide, spend a few minutes exploring the software on your own. Try to complete the following tasks:

- a. Find the Multimedia software and open it
- b. Insert a Title slide. Type something as the title.
- c. Insert two more slides. Include pictures and text in these slide
- d. Add sound effects and animation to the slides
- e. View the slides as a Slide Show

Encourage participants to first explore the Multimedia software without the Help Guide.

Assist them, if required, to find and open the Multimedia software.

Prompt them to complete the tasks listed.

Discuss the answers to the questions and encourage the participants to share the answers with the rest of the class.

Answer the following questions once you complete the exploration:

1. Were you able to complete the tasks? What skills did you learn?

2. What kind of activities can you do using the Multimedia software?

3. Compare Multimedia software to using a flip chart for a presentation? Which is better? Why?

Share your answers with the rest of the class and note down points shared by your friends.

Ask the participants to now explore the Multimedia section of the Help Guide.

Guide them to follow the steps suggested in the activity and answer the questions to familiarise themselves with the software.

Ensure that they complete all the steps in the activity.

Activity 2: Getting to know Multimedia presentation using the Help Guide

Follow the steps to explore Multimedia skills in the *Help Guide*:

1. Insert the Help Guide CD in the CD Drive and wait for auto run.
2. Select **“Open folder to view files”**, and click **OK**.
3. Double click Help Guide folder.
4. Double click **Help Guide.exe** to start the application.
5. Click the Multimedia link on the left navigation pane.
6. What are some of the listed skills?

7. Click *Getting to Know Microsoft PowerPoint** (**See Multimedia Group 1**)
8. What are some of the listed options?

9. Open a new presentation (See Multimedia Skill 1.1)

Note: To view individual steps while you work, click the serial number of the skill. Click **Return** at the bottom of the individual pop up window to come back to the main window.

10. View the different toolbars. (See Multimedia Skill 1.2, 1.3, 1.4 and 1.5)

11. Notice that a presentation has some unique elements identified in the table below.


Slide:	The white rectangular area on the screen is called the slide, which is the basic component of a presentation. A presentation can contain any number of slides, just as a book can contain any number of pages. Slides can contain text, pictures, charts and tables. You can also include animation (moving pictures) effects, audio and video clips to the slides in the presentation.
Outlines:	An outline is a text-only version of the entire content of a presentation. The text is indented according to the levels of headings, subheadings and running text. These are useful for editing and rearranging the text in the slides.

12. Notice that your new presentation has by default opened a Title Slide.

13. Type your name in title text box and your address in subtitle text box. (See Multimedia Skill 5.2)

14. Insert a clip art in the slide. (See Multimedia Skill 6.1)



15. Apply a design template to make your slide and make the presentation look good. (See **Multimedia Skill 4.1**)
16. Insert a new slide with space for title, text and picture. (See **Multimedia Skill 3.1**)
17. Type "My City" as title, the name of your city in the text box and insert an appropriate picture. (See **Multimedia Skill 5.2 and 6.2**)
18. Change the font colour of the name of your city in the text box. (See **Multimedia Skill 5.9**)
19. Change the font type of the name of your city in the text box. (See **Multimedia Skill 5.6**)
20. Change the font style of the name of your city in the text box. (See **Multimedia Skill 5.8**)
21. Play the presentation. (See **Multimedia Skill 9.4**)
22. Notice that the presentation runs just like the slide shows through slide projector. The difference is the presentation is broadcast through a computer instead of a slide projector.
23. Click the **Close** button  to close the presentation.



Advise the participants that they will be developing their multimedia skills by completing the guided practice activity.

Inform them that they will first "plan" how to create a presentation about themselves and then implement the steps according to the plan.

Activity 3: Using Multimedia Skills

You will have an opportunity to develop Multimedia skills as you complete the sample in the **Guided Practice** section and create samples in **Self Practice** section later.

Guided Practice: Introducing Myself

In our day to day life, we introduce ourselves with the use of words. In this activity you get an opportunity to create an "Introducing Myself" presentation.

PLAN IT OUT


Create an "Introducing Myself" presentation to share your hobbies, personal details, likes, dislikes etc. with others. Look at the following sample.

Re-Introduce the Plan It Out section and explain why planning an activity is important.

Guide the participants to view the example of the presentation provided and answer the questions listed to plan their presentation.

Review their answers and provide directions and suggestions, if required.

INTRODUCING MYSELF




PERSONAL DETAILS


- My name is Haroon Sheikh.
- I am 30 years old.
- I am salesman in a garment shop.
- I live in Lahore, Pakistan

MY HOBBIES

- I like to play football and watch movies in my leisure time



- I also like to listen soft music





MY FAVOURITE

Holiday Place	Quetta
Film	Hum Tum
Book	Harry Potter

MY EXPERIENCE

- I joined his course to learn basic computing skills and during the course, I have learned to use MS Word*, MS Power Point* and MS Excel* for my daily use.
- Before joining this course, I was scared to touch a computer, but now I can work on it with the help of Help Guide





Haroon Sheikh
Lahore

Plan your presentation using the space below. You may consider the hints provided in each slide.

Slide 1: Presentation Title

Title: _____

1. Do you want to insert a clip art? If yes, what kind of clip art would you like to insert?

2. Do you want a subtitle? If yes, what would it be?

Slide 2: Personal Details

<Title> (For example, I am, personal details, Know me, etc.) _____

- Name: _____
- Age: _____
- Where do you live? _____
- Occupation: _____
- Qualification: _____
- Do you want to insert a clip art? If yes, what kind of clip art would you like to insert?

Slide 3: My Hobbies and Interests

<Title> (For example, I like to..., My Hobbies, My interests, etc.) _____

- Describe your hobbies

- Do you want to insert a clip art? If yes, what kind of clip art would you like to insert?

Slide 4: My Favourite

<Title> (For example, My Favourite, I like to, etc.)

- Describe your favourites (For example, favourite actor, dish, poet, novelist, artist, holiday destination, sport, etc.)

- *Do you want to insert a clip art? If yes, what kind of clip art would you like to insert?*

Slide 5: Experience of doing this Course

<Title> (For example, My Experience, My Journey, etc.)

- Describe your experience.

(For Example, I liked, I learnt....., It was difficult to, etc.)

- *Do you want to insert a clip art? If yes, what kind of clip art would you like to insert?*

Slide 6: Concluding Slide

- *You may want to conclude your presentation by some quotes, thank you, etc.*
- *How do you plan to conclude your presentation?*

- *Do you want to insert a clip art? If yes, what kind of clip art would you like to insert?*

Re-introduce the Try It Out section and explain that they will now use the multimedia software to create their presentation according to their plan.

Guide them to follow the instructions provided and use the Help Guide to create their presentation.

Provide directions and guidance as required to ensure that they complete the activity.

TRY IT OUT

A. ADD A TITLE TO YOUR SLIDE

1. Start the multimedia software and open a new blank presentation. (See **Multimedia Skill 1.1**)
2. In the title text box, type a title for your presentation. (See **Multimedia Skill 5.1, 5.2**)
3. Make the words bigger or smaller. (See **Multimedia Skill 5.7**)
4. Change the look of the words. (See **Multimedia Skill 5.6, 5.8 and 5.9**)
5. Save your work in the Multimedia folder created in Module 1. (See **Multimedia Skill 1.9**)

B. DESIGN YOUR SLIDE

1. Change the slide layout. (See **Multimedia Skill 4.4**)
2. Select a design template from your computer. (See **Multimedia Skill 4.1**)
3. Select a colour scheme. (See **Multimedia Skill 4.2**)
4. Select a background colour. (See **Multimedia Skill 4.3**)
5. Save your work.

C. ADD A PICTURE TO YOUR SLIDE

1. Add a picture to your slide. There are two ways you can insert pictures:
 - Draw your own picture with the use of drawing tools. (See **Graphics Group 5**)
 - You can add a picture from clipart or from file. (See **Multimedia Skill 6.1 and 6.2**)
2. Save your work.

D. INSERT A NEW SLIDE

1. Insert two new slides with a box for a title and another box for a picture. (See **Multimedia Skill 3.1**)

2. Type your personal details and your hobbies. Add appropriate pictures. **(See Multimedia Skill 5.1, 5.2, 6.1 and 6.2)**
3. Add border, 3D effects and shadow effects to your picture or clipart if you desire. **(See Multimedia Skill 6.3, 6.5 and 6.6)**
4. Save your work.

E. ADD A TABLE TO YOUR PRESENTATION

1. Insert a new blank slide. **(See Multimedia Skill 3.1)**
2. Add or insert a table into a slide. **(See Multimedia Skill 5.10)**
3. Type about your favourites in the table. **(See Multimedia Skill 5.2)**
4. Make your table look good. **(See Multimedia Skill 5.11)**
5. Save your work.

F. ADD MORE SLIDES

1. Insert two more slides. **(See Multimedia Skill 3.1)**
 2. Change the slide layout. **(See Multimedia Skill 4.4)**
 3. Type your experience about the course. Add appropriate pictures. **(See Multimedia Skill 5.2, 6.1 and 6.2)**
 4. In the concluding slide, include the information you had planned earlier. **(See Multimedia Skill 5.2, 6.1 and 6.2)**
5. Save your work.

G. ADD SOUND AND MOVIES IN YOUR PRESENTATION

1. There are four ways to add sound in your presentation.
 - You can add sound or music from the clip organiser. **(See Multimedia Skill 7.1)**
 - You can add sound or music saved on your computer. **(See Multimedia Skill 7.2)**
 - You can also play audio track in your presentation. **(See Multimedia Skill 7.3)**
 - Record voice for your presentation. **(See Multimedia Skill 7.4)**
2. You can add Movies in your presentation by following two ways.
 - You can add movie from the clip organiser. **(See Multimedia Skill 7.6)**
 - You can add movie saved on your computer. **(See Multimedia Skill 7.7)**
3. Save your work.

H. ADD ANIMATION AND SLIDE EFFECTS IN YOUR PRESENTATION

1. Add effects plays between the slides. **(See Multimedia Skill 8.1)**
2. Add animation or movement to an object. **(See Multimedia Skill 8.3)**
3. Add animation effects to words. **(See Multimedia Skill 8.4)**
4. Set the order and timing of animation on the slide. **(See Multimedia Skill 8.13)**
5. Save your work. **(See Multimedia Skill 1.9)**

Activity 4: Using what I learnt

In this activity you will discuss the uses of Word Processing software in your daily life. The software has many uses. For example, you can use Multimedia presentations for making

Discuss the uses of multimedia software and encourage participants to share their answers with the rest of the class.

- Business Reports
- Family Functions
- Teaching Children
- Awareness Programs

Think about other possible uses of Multimedia presentations in your day to day life. Use the space given below to list the different uses of Multimedia presentations.

Share the list with your friends and note down any additional points.

Inform the participants that they can further develop their multimedia skills by completing the activities suggested in Self Practice section.

Briefly explain the examples and discuss the technical skills required to complete the examples.

Ask them to try the self practice activities at their own pace as a Take Home Activity.













Activity 5: Self Practice

Practice your Multimedia skills by making samples using *the Help Guide*.

1. My Family

Introduce your family to your friends and relatives by creating "My Family" Presentation.

My Family Example

<p style="text-align: center;">MY FAMILY</p> 	<p style="text-align: center;">INTRODUCTIONS</p> <p>▶ <i>I would like to introduce my family members.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>My Wife</p> </div> <div style="text-align: center;">  <p>My Son</p> </div> <div style="text-align: center;">  <p>My Daughter</p> </div> </div>
<ul style="list-style-type: none"> ▶ <i>This is my wife, Salima.</i> ▶ <i>She is an accountant working for Kfians Engineers Pvt. Ltd.</i> ▶ <i>She is also a great cook!</i> 	<ul style="list-style-type: none"> ▶ <i>This is my son, Salafuddin. He is 4 years old. He likes to play puzzles.</i> ▶ <i>He likes to watch National Geographic Channel and Cartoon Network.</i> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>
<ul style="list-style-type: none"> ▶ <i>My daughter, Alishah is studying in class 4</i> ▶ <i>She is very intelligent and hard working.</i> ▶ <i>She likes to watch movies.</i> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><i>I Love My Family Very Much</i></p> 

2. Annual Function

Community annual functions are very common and essential part of our daily life. Create a presentation to share different events organized by your community throughout the year.

Annual Function Example

 <p>CLIFTON HOUSING SOCIETY ANNUAL DAY FUNCTION</p> <p>December 15, 2009 Karachi</p>	<h3>COMMITTEE MEMBERS</h3> <ul style="list-style-type: none">• Chairman – Mr. Saad Abbas• Secretary – Mrs. Salima Suleman• Treasurer – Mr. Khalid Ali• Reporter – Mrs. Anila Saleem• Member – Mr. Ali Yousuf Mr. Sumair Rahim Ms. Rehana Khan
<h3>YEARLY ACTIVITIES</h3> <ul style="list-style-type: none">• Election: It held on 2-1-2009 at committee hall. 25 members elected the new committee members by voting system. 	<h3>YEARLY ACTIVITIES</h3> <ul style="list-style-type: none">• Festival Celebrations:<ul style="list-style-type: none">• Eid ul Fiter: Eid was celebrated in the society compound with lot of enjoyment and happiness.• Independence Day Celebration: Independence day was celebrated in society community hall.• Society members performs different acts to show there love for country. 
<h3>YEARLY ACTIVITIES</h3> <ul style="list-style-type: none">• Festival Celebrations:<ul style="list-style-type: none">• Annual Sports Day: Sports day was arranged by society on July, 09• Children as well as adults participated in different sports activities and enjoyed a lot.  	<p><i>Thank You</i> </p>

Direct participants to go through the checklist and complete it.

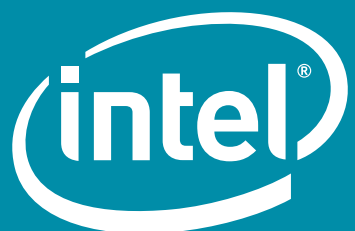


Skills Set Checklist

Explain that this will help them identify areas in which they have gained practice and areas in which they need improvement.

Encourage participants to use the checklist to assess and improve their skills.

Skills Acquired	Yes	No
I can create a new presentation.		
I can create slides with various layouts.		
I can edit slides.		
I can apply design templates to slides.		
I can insert picture and clipart to slides.		
I can insert a table in slides.		
I can apply animation.		
I can save a presentation.		
I can start a slide show.		



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