

TRADE: COMPUTER APPLICATIONS

Level: I

**Module: 01 COMPUTER AWARENESS, OPERATION AND
TROUBLESHOOTING**

Unit: 1.1 COMPUTER BASICS, HARDWARE AND SOFTWARE

**Training and Learning Element [TLE]: 1.1.1 LOGGING ON TO WINDOWS
AND
SHUTTING DOWN YOUR
COMPUTER**

Preparation of Training

Learning objective	At the end of this element, trainees should be able to log on to windows and shut down the computer.
Duration	30 min
Range Statement	Computer and windows 95/98/2000 software
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Introduction to Microsoft Windows 95- for distribution only with new PC
Trainees preparation	Be aware of the computer room regulations

Presentation of training / teaching steps

Demonstrate and explain the process of logging on to Windows and shutting down the computer

When you start Windows, you may be prompted to log on to Windows or, if you are on a network, to log on to your network.

If you don't want to log on with a password, don't type anything in the password box, and click OK. You won't see this prompt in the future.

To log on to windows

- 1. In the User Name box, type your name.
- 2. In the Password box, type a password. The first time, windows prompts you to confirm your password

The start button and taskbar

The start button and taskbar are located at the bottom of your screen when you start Windows for the first time. By default, they are always visible when windows is running.

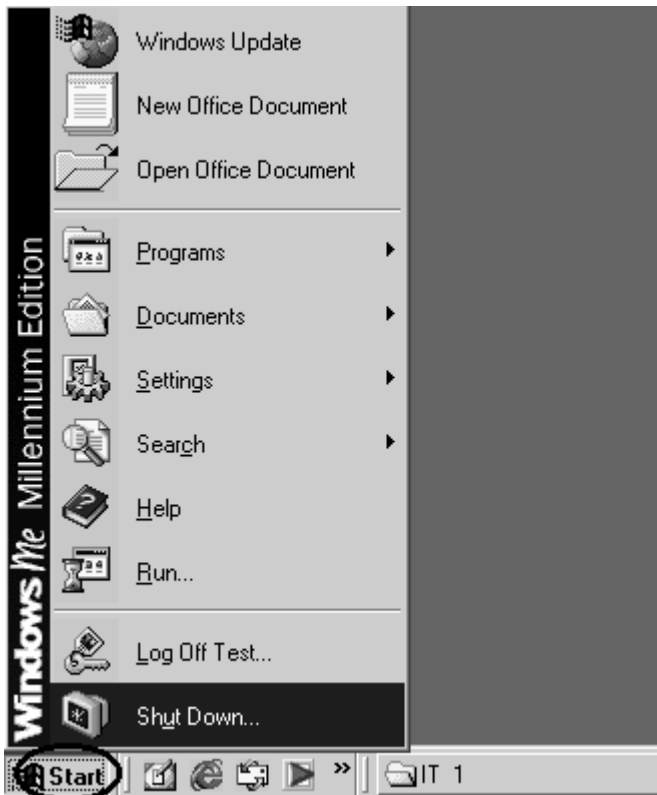
Shutting Down Your Computer

You need to shut down Windows before you turn off or restart your computer. That way you can be sure your work is saved to your hard disk.

Caution to Avoid damaging files, always shut down Windows before you turn off your computer.

To quit windows and Shutting Down Your Computer

1. Click the Start button, and then click shut Down
2. Click Yes. If you forget to save changes to documents, Windows prompts you to save changes.
3. A screen message lets you know when you can safely turn off your computer.



Practical performance Assessment
Direct Performance:

Performance Criteria	Direct Performance	Assessment		
Be able to log on to Windows and shutdown the computer		I	II	III
	(1) Log on windows (2) Shut down the computer			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

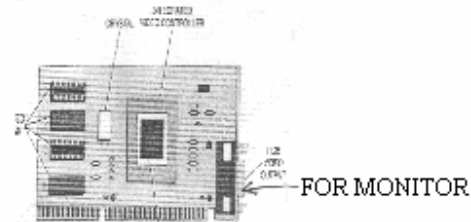
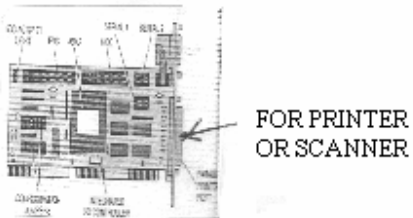
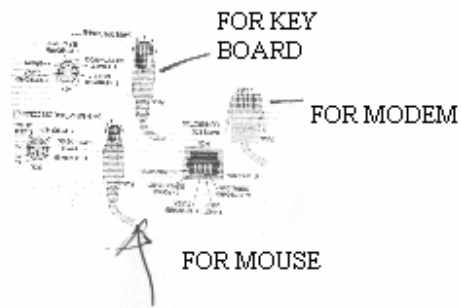
Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Computer logged on to windows (2) Computer shutdown			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p data-bbox="235 275 760 342">Explain why using the shutdown process instead of put off the switch button</p>	<p data-bbox="824 275 1365 342">(1) Describe the process of shutting down your computer</p> <p data-bbox="824 384 1349 451">(2) Describe the process of logging on to the windows.</p>

3. Information sheet (Handout)

- Check for configuration
- Connect the processor with its peripheral devices.
- Start and check for error message from the processor
- Open the program sequentially to check performance
- Clean out part and cover the computer system



ALL DEVICES ARE CONNECTED PROCESSOR

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Be able to identify the internal parts of the computer system unit		I	II	III
		(a) Identifying processor			
		(b) Identifying Hard disk			
		(c) Identifying floppy disk drive			
		(d) Identifying Data bus			
		(e) Identifying Mother board			
		(f) Identifying memory			
		(g) Cover is properly opened			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
(1) System Unit cover not damaged			
(2) Processor identified and not damage			
(1) Hard disk identified and not damaged			
(2) Data bus identified			
(3) Mother board identified and not damaged			
(4) Memory identified and not damaged			
(5) The computer closed properly and working as usual.			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>A trainee should answer this questions orally</p> <p>(a) What precautions should be considered when dealing with internal parts of the computer?</p> <p>(b) The extension slots are used for what?</p>	<p>(1) The following questions should be answer in a</p> <p>(a) What is the use of data bus?</p> <p>(b) What is the use of floppy disk drive?</p> <p>(c) What is the different between Memory and Hard disk?</p>

TRADE: COMPUTER APPLICATIONS

Level: I

**Module: 01 COMPUTER AWARENESS, OPERATION AND
TROUBLESHOOTING**

Unit: 1.1 COMPUTER BASICS, HARDWARE AND SOFTWARE

**[TLE]: 1.1.3 CONNECTING A COMPUTER SYSTEM UNIT AND
 ITS PERIPHERAL DEVICES**

1. Preparation of Training

Learning objective	At the end of this element the trainees must be able to connect the system unit and its peripheral devices recording to a giver standard and specifications
Duration	6 hours
Range Statement	Computer system unit, keyboard, mouse, printer, monitor, hand tools (screw driver etc), and extension cable, computer table
Training Materials	NIL
Instructional AIDS	Handouts, whiteboard, tutorial-CD if available
Reference Materials	At certification book – by Charles J. System upgrading 4 th Edition. How computer works – By Isaack
Trainees preparation	Be aware of the computer room regulations

3. Preparation of exercises/lessons

Demonstrate and explain to trainees how computer system works with peripheral devices.

Steps:

- 1.0 Connect Computer peripheral devices to the system unit
- 1.1 Connect monitor to system unit
- 1.2 Connect keyboard to system unit
- 1.3 Connect Mouse to a system unit
- 1.4 Connect printer to the system unit

Check to verify connection

- 2.1 Check the monitor connection

1. Preparation of exercises/lessons

1.2 Check and verify mouse and keyboard
Connection

1.3 Check and verify printer connection

3.0 Power on the system to
run software configuration

3.1 Power on the UPS (Un-interruptible Power Supply)

3.2 Power on the monitor

3.3 Power on the system unit

3.4 Wait until operating system software complete execution

2. Preparation of exercises/lessons

4. Demonstrate how to identify errors displayed on the monitor or beeps codes

4.1 Read messages displayed by the monitor during system load windows 95/98

4.2 Identify the monitor keyboard error

4.3 Disconnect keyboard and then start again the system to recognize error message

4.4 Disconnect mouse and start again the system

4.5 Repeat the exercise for all peripheral devices to recognize error message

Refer at certification by Charles J. Brooks

3. Information sheet (hand out)

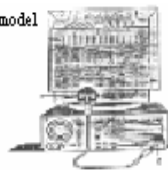
To start connecting your computer peripheral devices to the system unit follow the following:

STEPS:

- 1.0 Connect computer peripheral devices to the system unit
- 1.1 Connect monitor to the system unit
- 1.2 Connect keyboard to the system unit
- 1.3 Connect mouse to the system unit
- 1.4 Connect printer to the system unit
- 1.5 Check to verify connection
- 2.1 Check the monitor connection

Desktop model

Fig 1(a)

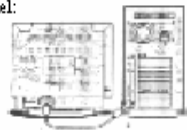


As you set up your computer, be sure to plug all cables in firmly and tighten any screws.

1. If the signal cable is not already attached to the monitor, plug one end of it into the monitor.

Minitower model:

Fig 1(b)



2. Plug the other end of the monitor signal cable into the back of the system unit where you see

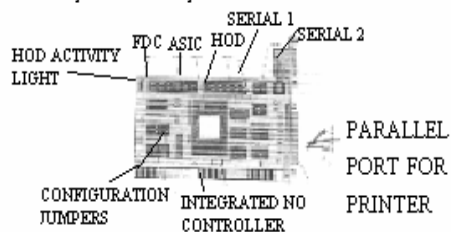


Fig 2

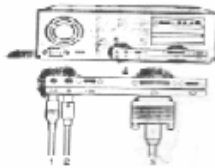
Information sheet (hand out)

- 2.2 Check and verify mouse and keyboard Connection
- 2.3 Check and verify printer connection**
3. Power on the system to run software configurations

Steps:

- 3.1 Power on the UPS (Un-interruptible Power Supply)
- 3.2 Power on the monitor
- 3.3 Power on the system unit
- 3.4 Wait until operating system software complete execution

Attach the keyboard, mouse, and printer to the system unit






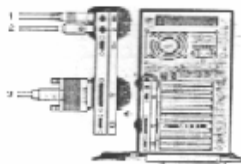
1. Plug in the keyboard cable where you see 
2. Plug in the mouse cable where you see 
3. If you have a printer, plug in the printer cable where you see 

Fig 3(a)

Minitower model:



INTEGRATED
CRYSTAL VIDEO CONTROLLER

VIDEO
RAM

RGB
VIDEO
OUTPUT

← MONITOR

Fig 3 (b)

ASIC

Information sheet (hand out)

Stops to check for error messages

- 4.1 Read messages displayed by the monitor during system load windows 95/98/2000
- 4.2 Identify the monitor or keyboard error
- 4.3 Disconnect keyboard and then start again the system to recognize error message
- 4.4 Disconnect mouse and start again the system
- 4.5 Repeat the exercise for all peripheral devices to recognize error message

Refer at certification by Charles J. Brooks

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
			I	II	III
	Be able to connect the computer peripheral devices to the system unit (monitor, mouse, printer and keyboard) according to a given standard and specifications	(1) Monitor connected accordingly (2) Mouse connected at the right port (3) Printer connected at the right port (4) Keyboard connected at the right port			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
(1) Computer connected as required			
(1) Peripherals connected to the right ports			
(2) Computer switched and working without displaying peripheral devices errors			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>Answer the following questions orally verbally</p> <p>(a) What will happen if you change the ports of the computer peripheral devices?</p>	

Trade: 1 COMPUTER APPLICATIONS

Module: 1 MICROSOFT WINDOWS 95/98/2000

Unit: 1.2 PREPARING DISKS AND ORGANIZING FILES AND FOLDERS

[TLE]: 1.2.1 CREATING NEW FOLDERS

Vocational Education and Training Authority (VETA)

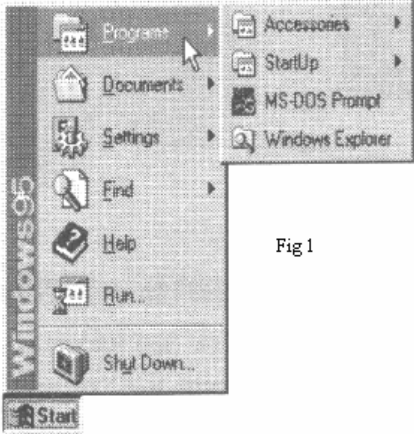
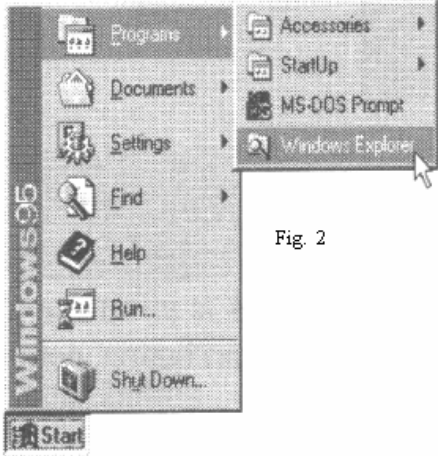
Preparation of Training

Objective	At the end of this element the trainees must be able to create folder
Duration	2 hours
Equipment/tools	Computer
Training Materials	NIL
Teaching aids	Handouts
Reference Materials	Microsoft word 97 Users guide

2. Preparation of Training

Duration	Instructional Steps	Illustrations/Instructional points aids
	<p data-bbox="381 304 803 378">Explain the importance of creating folders.</p> <p data-bbox="381 409 462 451"><u>Steps:</u></p> <ol data-bbox="381 451 803 1186" style="list-style-type: none"><li data-bbox="381 451 803 504">(1) Click on the start button<li data-bbox="381 514 803 598">(2) Slide the mouse pointer to programs<li data-bbox="381 619 803 745">(3) Click on the windows explorer to display the disk structure<li data-bbox="381 766 803 850">(4) Select the location, then click on file menu.<li data-bbox="381 871 803 1039">(5) On the file menu select New, then New folder will appear on the selected location click the new folder<li data-bbox="381 1060 803 1186">(6) Type the name of the folder so that it will represent the useful name for your folder	

Information sheet (Handout)

Duration	Implementation Steps	Illustrations
	<p>To create new folders follow the following steps</p> <ol style="list-style-type: none"><li data-bbox="386 457 865 491">(1) Click on the start button (fig 1)<li data-bbox="386 562 865 638">(2) Slide the mouse pointer to programs (fig 1)<li data-bbox="386 709 865 785">(3) Click on the windows explorer to display the disk structure (fig 2)<li data-bbox="386 856 865 932">(4) Select the location, then click on file menu.<li data-bbox="386 1003 865 1079">(5) On the file menu select New, then new folder will appear. Click it<li data-bbox="386 1150 865 1255">(6) Type the name of the folder so that it will represent the useful name for your folder	 <p data-bbox="1175 548 1219 573">Fig 1</p>  <p data-bbox="1175 1184 1230 1209">Fig. 2</p>

Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Able to create New folders		I	II	III
		1.1 Windows Explorer is selected and displayed on the screen			
		1.2 New folders are created			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
New folders are created			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
Explain the importance of creating folders	

Trade: COMPUTER APPLICATIONS

Level: I

Module: 1 MICROSOFT WINDOWS 95/98/2000

Unit: 1.2 PREPARING DISKS AND ORGANIZING FILES AND FOLDERS

[TLE]: 1.2.2 COPYING, MOVING AND DELETING FILES/FOLDERS

1 Preparation of Training

Objectives	At the end of this element a trainee must be able to copy, move and delete files/folders
Duration	1 hours
Equipment/tools	Computer table, computer, and its peripherals
Training Materials	NIL
Teaching aids	Handout
Reference Materials	Word 97 Users guide book

2. Preparation of Training

Demonstrate and explain to the trainees how to copy, move and delete files.

- (1) Explain why do we copy files
- (2) Click start button and point to programs
- (3) Click windows explorer
- (4) Select and right click the file you want to copy, move or delete the pop-up menu will appear
- (5) From the pop-up menu click either copy, move or delete

Right click on the folder you want to contain your file, and the pop-up menu will appear. Click paste in the case of copying

NB: In the case of deleting you end up at step 5

Information sheet (Handout)

Steps:

- (1) Click start button and point to programs (Fig 1)
- (2) Click windows explorer (Fig2)
- (3) Select and right click the file you want to copy, move or delete. The pop-up menu will appear
- (4) From the pop-up menu click either copy, move or delete
- (5) Right click on the folder you want to contain your file, and the pop-up menu will appear. Click paste in the case of copying

NB: In the case of deleting you end up at step 4

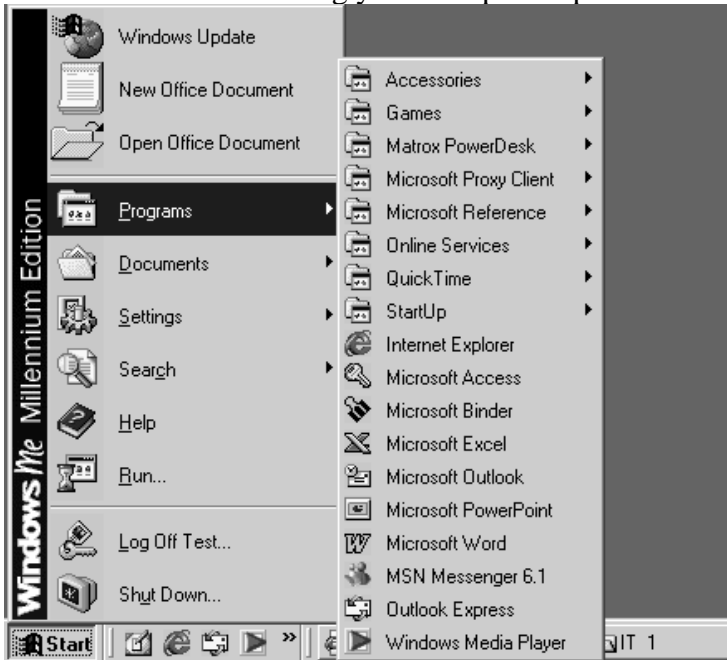


Fig. 1

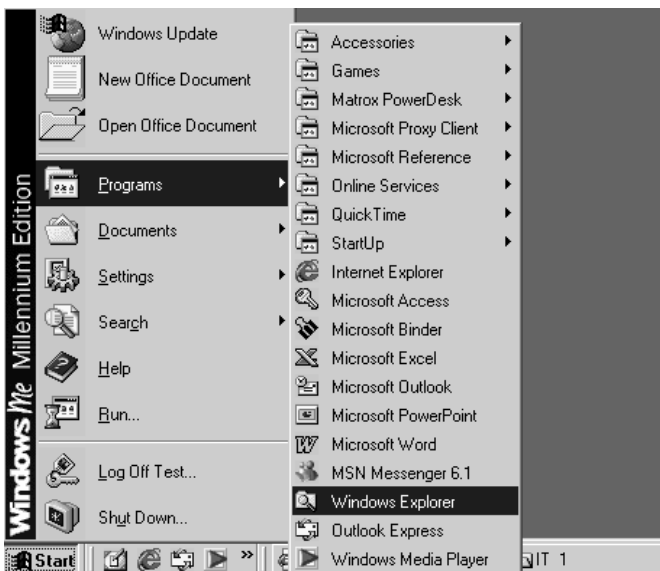


Fig. 2

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Able to copy, move and delete files using the tools/devices stated in the range statements		I	II	III
		1.1 Windows explorer is selected and displayed on the screen.			
		1.2 Copying, moving and deleting are properly done according to the steps provided			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
<ol style="list-style-type: none">1. Files are copied to another folder2. Files are moved from one folder to another3. Files are deleted from different folders			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
Explain the importance of copying, moving and deleting files	

Trade: COMPUTER APPLICATIONS

Level: I

Module: 1 MICROSOFT WINDOWS 95/98/2000

**Unit: 1.2 PREPARING DISKS AND ORGANIZING FILES AND
FOLDERS**

**Training and Learning Element [TLE]: 1.2.3 RENAMING FILES OR
FOLDERS**

Preparation of Training

Objectives	At the end of this element trainee must be able to rename files and folders
Duration	30 min
Equipment/tools	Computer
Training Materials	NIL
Teaching aids	Information sheet
Reference Materials	Word processing users manual books

2. Preparation of Training

Explain the importance of naming and renaming files or folders

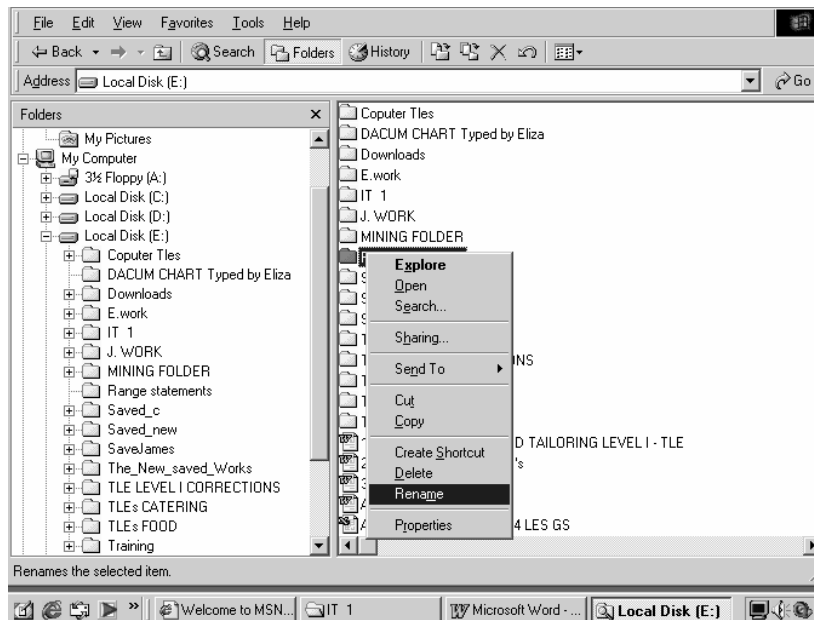
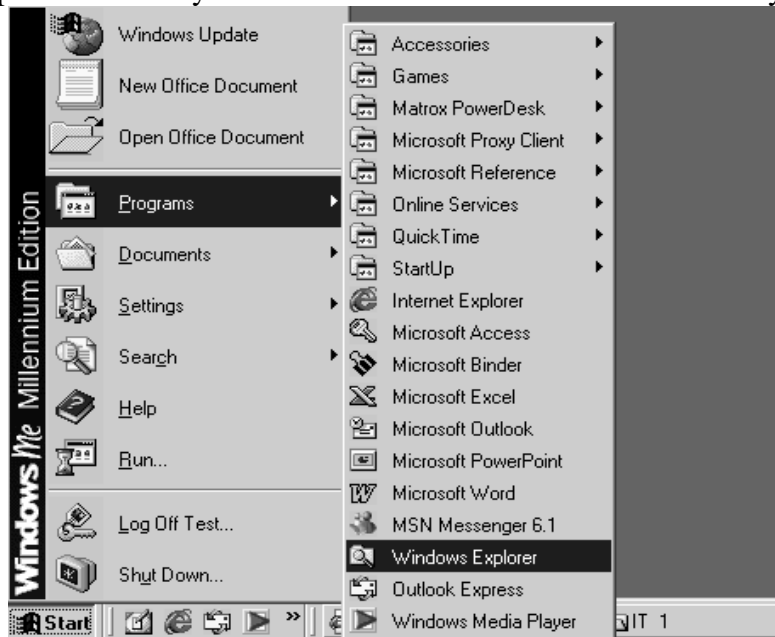
Steps:

- (1) Click on the start button
- (2) Slide the mouse pointer to programs
- (3) Click windows explorer to display the disk structure
- (4) Right click on the file or folder you want to rename
- (5) From the pop-up menu click on the rename option command
- (6) Type in the name you want and click mouse button anywhere on the screen

2 Information sheet (Handout)

In order to rename a file /folder follows the following steps.

- (1) Click on the start button
- (2) Slide the mouse pointer to programs
- (3) Click windows explorer to display the disk structure
- (4) Right click on the file or folder you want to rename
- (5) From the pop-up menu click on the rename option command
- (6) Type in the name you want and to finish click mouse button anywhere on the screen



Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Able to rename files/folders		I	II	III
		1.1 Windows explorer is selected and displayed on the screen.			
		1.2 Folder are renamed			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs Further Adjustments	Not Acceptable
Files/folders are renamed			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p data-bbox="235 346 592 382">Why renaming files/folders</p> <p data-bbox="235 420 763 493">Explain the procedures/steps to rename a folder/file</p>	

Trade: **COMPUTER APPLICATIONS**

Level: **I**

Module: 1 MICROSOFT WINDOWS 95/98/2000

Unit: 1.3 CUSTOMIZING WINDOWS ENVIRONMENT

**Training and Learning Element [TLE]: 1.3.1 CHECKING DISK SPACE ON THE
FLOPPY AND HARD DISK**

2. Preparation of Training

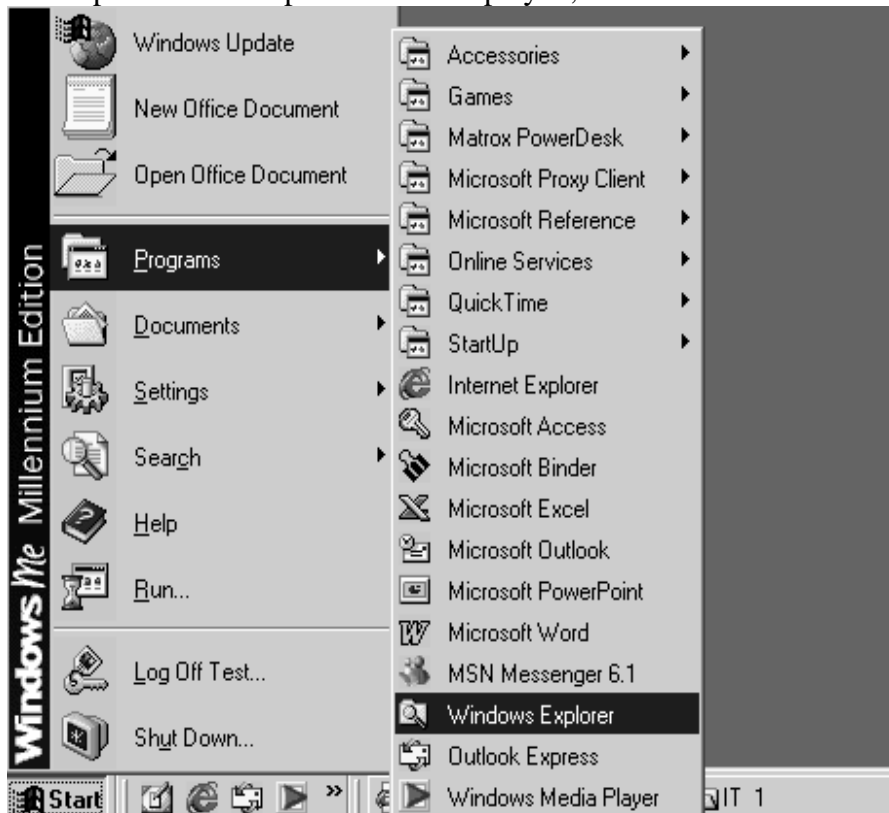
Learning Objectives	At the end of this element, trainee should be able to check disk space available on the floppy and hard disk
Duration	30 min
Range Statement	Computer, floppy disk, and windows software
Training Materials	NIL
Teaching aids	Information sheet
Reference Materials	Introduction to Microsoft Windows 95
Trainees Preparation	Be aware of the computer room regulations

2. Preparation of Training

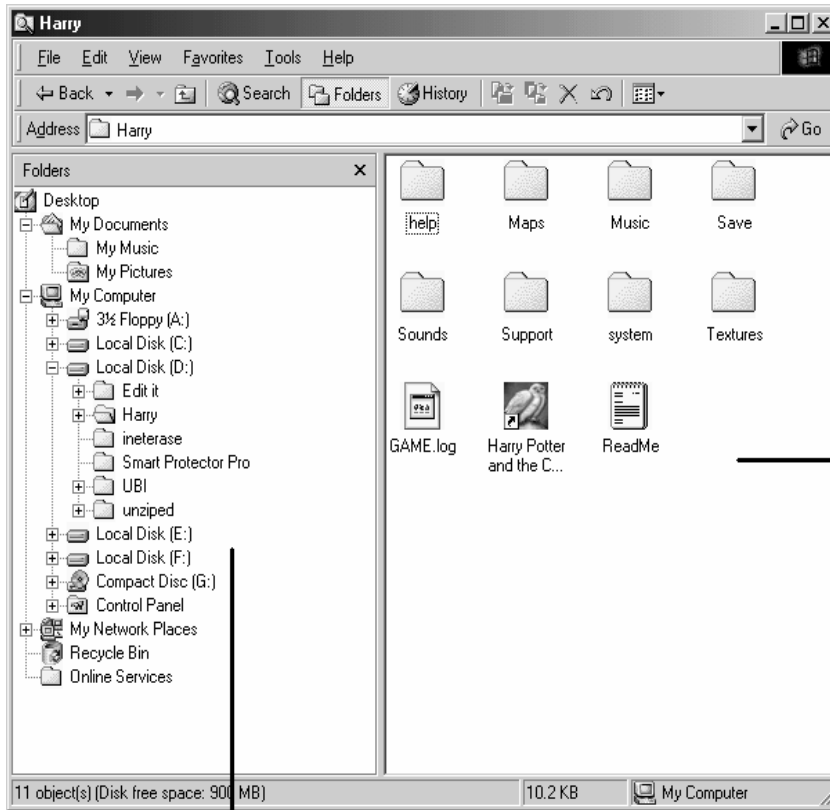
Demonstrate and explain the steps to follow when checking space available on the floppy or hard disk the importance of checking space should be explained

Steps:

- (1) Click on the start button
- (2) Point to programs
- (3) Click to windows explorer
- (4) Click the drive you want to check (Hard disk or Floppy disk)
- (5) Click file on the member
- (6) Select properties on the pull down menu appeared
- (7) Used space and free space will be displayed, and click OK to finish



Information sheet (Handout)



The right side of the window displays the contents of the item you click on left.

Your disk drives and folder appear here.
Select by clicking one of the drives

Information sheet (Handout)

To check the available space on the floppy or hard disks, use the steps below

Steps:

- (1) Click start button
- (2) Point to programs
- (3) Click to windows explorer
- (4) Click the drive you want to check (Hard disk or Floppy disk)
- (5) Click file on the member
- (6) Select properties on the pull down menu appeared
- (7) Used space and free space will be displayed, and click OK to finish

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Able to check the disk space available on the floppy and hard disk		I	II	III
		1.1 Space available on the floppy disk checked			
		1.2 Space available on the hard disk checked			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs Further Adjustments	Not Acceptable
(1) Space available on the floppy disk seen (2) Space available in the hard disk seen			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
Explain the steps to check the space available on the floppy diskette	(1) Write down the reasons for checking the space on the floppy disk and hard disk

Trade: **COMPUTER APPLICATIONS**

Level : **I**

Module: **1 MICROSOFT WINDOWS 95/98/2000**

Unit: **1.3 CUSTOMIZING WINDOWS ENVIRONMENT**

**Training and Learning Element [TLE]: 1.3.2 STARTING, QUITTING A
PROGRAM**

& SWITCHING BETWEEN PROGRAMS

1 Preparation of Training

Learning Objectives	At the end of this element, trainee must be able to start, quit and switch between programs
Duration	40 min
Range Statement	Computer, Windows 95/98/2000 Software
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Introduction to Microsoft Windows 95 – for distribution only with New PC
Trainees Preparation	Be aware of the computer room regulations

Presentation of Training/teaching steps

Demonstrate and explain how to start, quit and switching between programs

You can use the Start button to start any program you want to use, such as your word processor or a favorite game

- 1. Click start button, and then point Programs
- 2. Point to the folder, such as Accessories, that contains the program, and then click the program

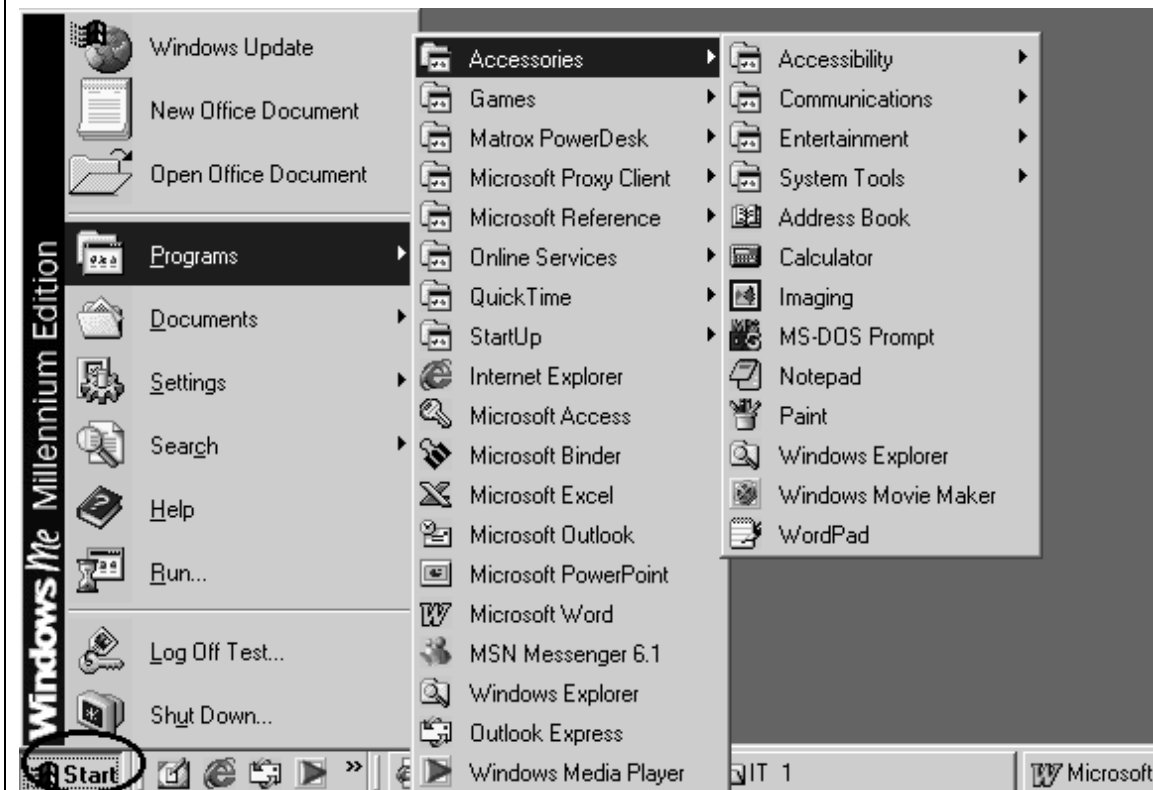
TIP

You can add a program to the top of the Start menu by dragging its icon onto the Start button.

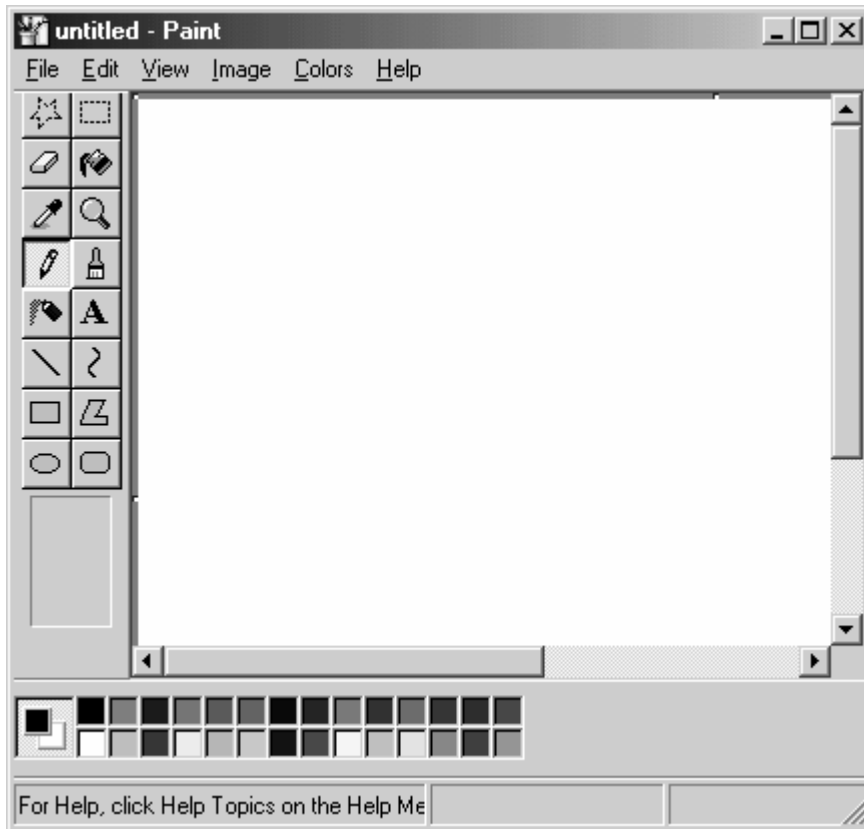
What appears when you click Programs?

The programs and folders you see when you point to programs come from several places:

- When you set up Windows, you see several programs, such as windows Explorer and MS-DOS Prompt, and several folders on the Programs menu. Each folder contains programs that are grouped together for easy access.
- Windows also includes the Startup folder, in which you can put programs you want to start automatically when you start windows.
- When you install new programs on your computer, you may see additional folders.
- If you upgraded from previous version of Windows, your old program groups appear as folders.



Presentation of training/ teaching steps



To quit programs follow the following steps

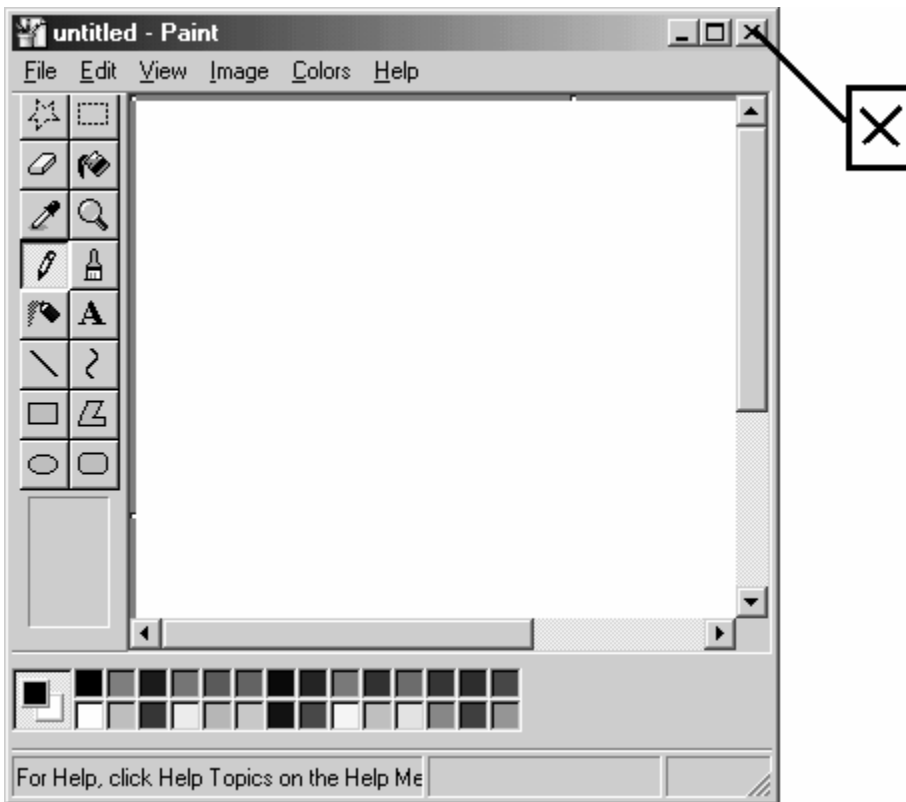
(1) To quit a Program

- Click the Close button in the upper-right corner of the window.

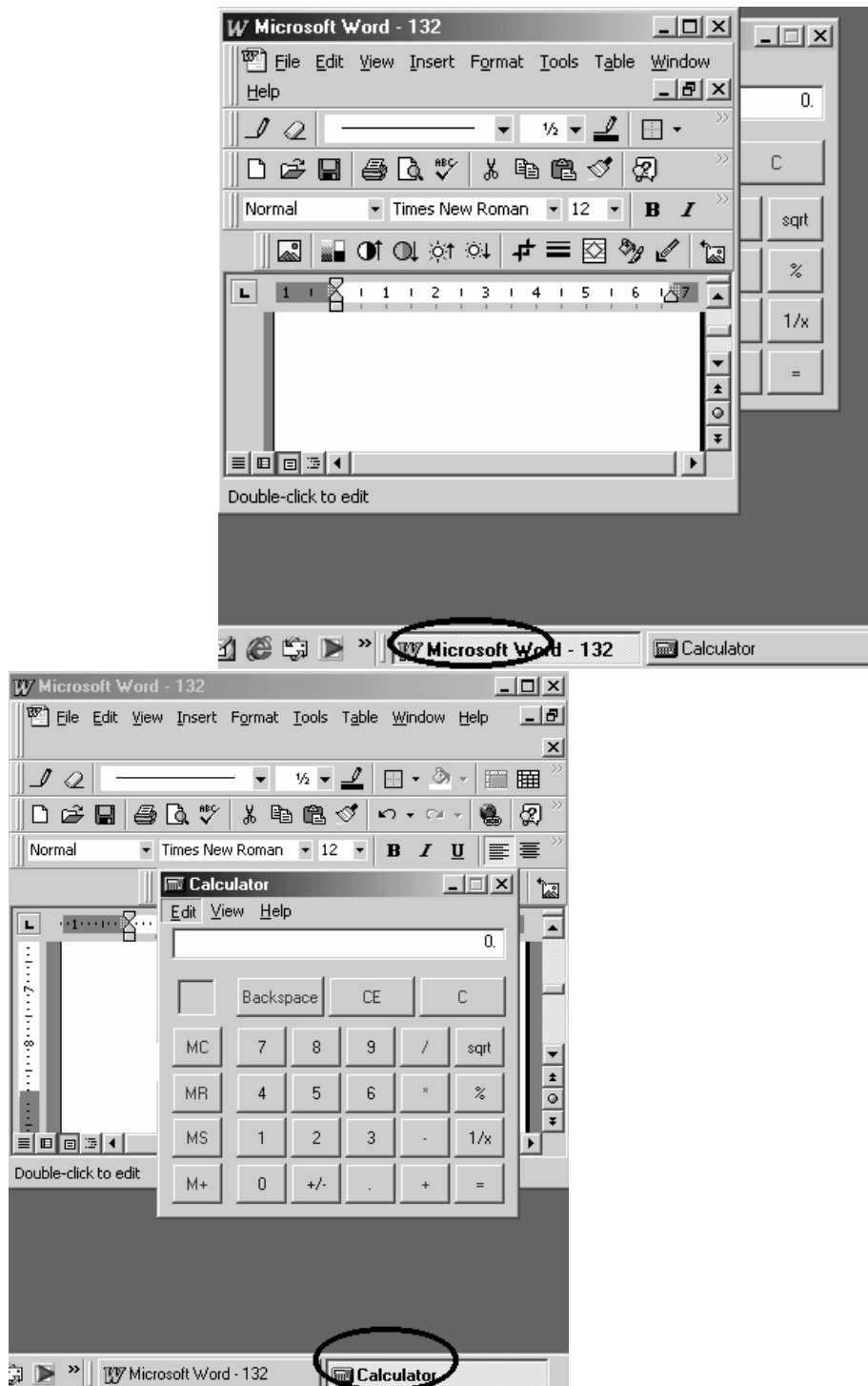
You can run as many programs as you want at the same time. Windows makes it easy to switch between programs or windows.

To switch between programs

- Click the taskbar button for the program you want.



2. Information sheet (hand out)



The program appears In front of the other

3. Information sheet (hand out)

You can use the Start button to start any program you want to use, such as your word processor or a favorite game.

- 1 Click the Start button, and then point to Programs.
- 2 Point to the folder, such as Accessories, that contains the program, and then click the program

TIP

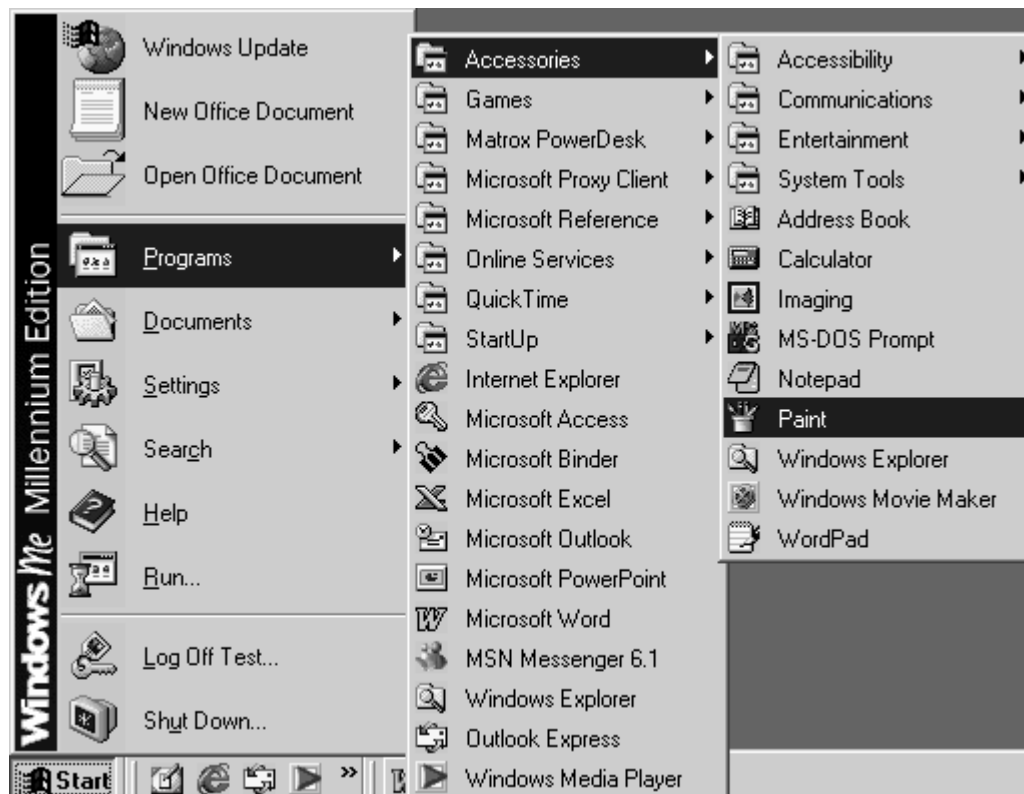
You can add a program to the top of the Start menu by dragging its icon onto the start button.

What appears when you click Programs?

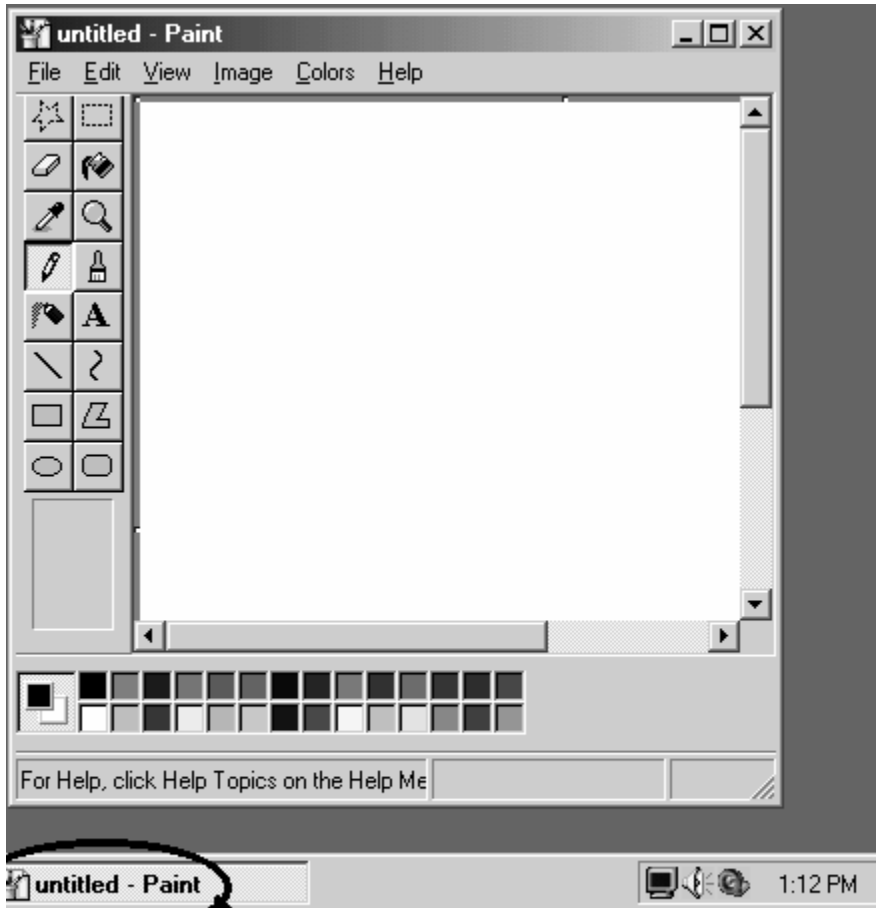
The programs and folders you see when you point to programs come from several places:

- When you set up Windows, you see several programs, such as windows Explorer and MS-DOS Prompt, and several folders on the Programs menu. Each folder contains programs that are grouped together for easy access.
- Windows also includes the Startup folder, in which you can put programs you want to start automatically when you start windows.
- When you install new programs on your computer, you may see additional folders.

If you upgraded from previous version of Windows, your old program groups appear as folders.



Information sheet (hand out)



The new button for the program appears on the task bar

Information sheet (hand out)

To quit programs follow the following steps

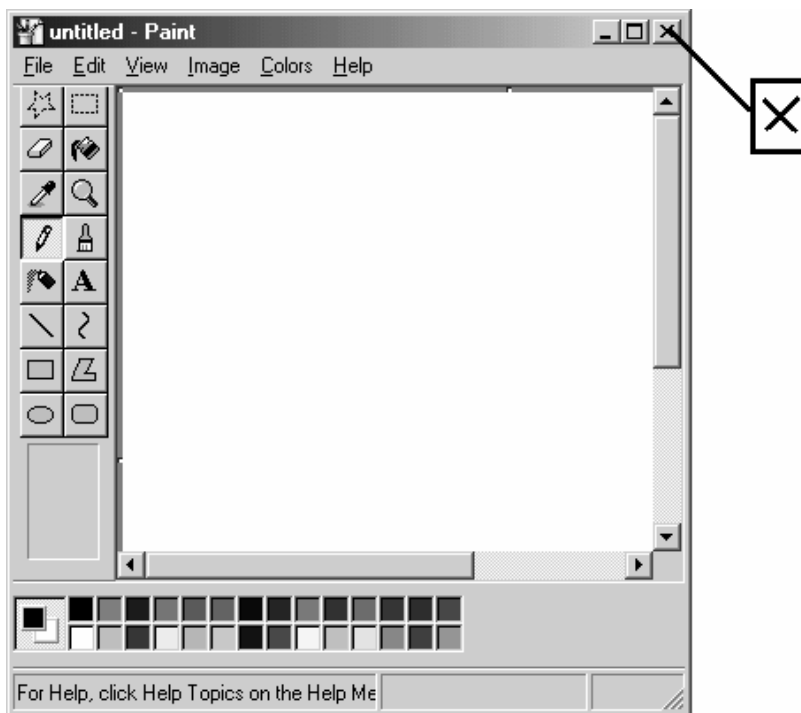
(2) To quit Program

- Click the Close button in the upper-right corner of the window.

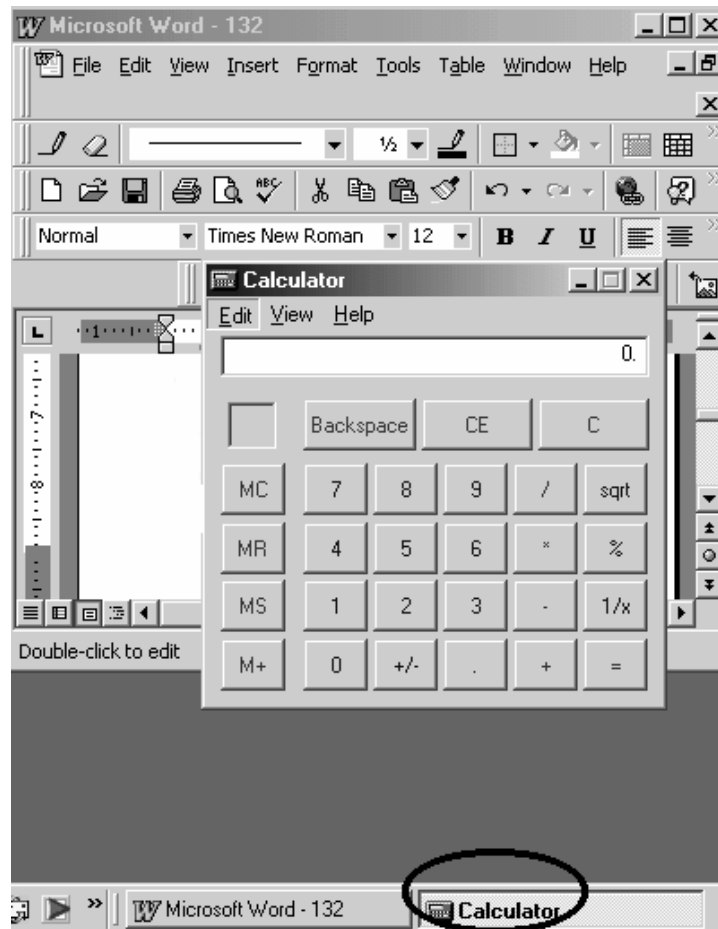
You can run as many programs as you want at the same time. Windows makes it easy to switch between programs or windows.

To Switch between programs

- Click the taskbar button for the program you want.



Information sheet (hand out)



The program appears In front of the other

Practical performance Assessment
Direct Performance

	Performance Criteria	Direct Performance	Assessment		
	Be able to start, quit and switch between programs		I	II	III
		(1) The program is started (2) Quitting the program (3) Switching between programs			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
(1) Program started			
(2) Program quitted			
(3) Different programs are switched on			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
1. Explain how the program is started and quitting	(1) Write down the steps for starting and quitting a program

Trade: COMPUTER APPLICATIONS

Level : I

Module: 1 MICROSOFT WINDOWS 95/98/2000

Unit: 1.3 CUSTOMIZE WINDOWS ENVIRONMENT

**[TLE]: 1.3.3 FINDING SOMETHING ON YOUR COMPUTER AND
 CHANGING SYSTEM SETTINGS**

1. Preparation of Training

Learning Objectives	At the end of this element, trainees must be able to find something on the computer and change system settings
Duration	40 min
Range Statement	Computer and Windows 95/98/2000 Software
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Introduction to Microsoft Windows 95 – for distribution only with a new PC
Trainees Preparation	Be aware of the computer room regulations

2. Presentation of Training/teaching steps

Demonstrate and explain how to find something on their computer and how to change the system settings

If you don't know where a document or folder is, you can use the Find command to find and open it.

- 1. Click start button, and then point to Find
- 2. Click Files or Folders

TIP

You can also use the find command to search for a computer on the network.

- 3. Click the Named box and then type the name of the file or folder you want to find.
- 4. To specify where to search, click the arrow next to the Look In box, or click Browse.
- 5. To start the search, click Find Now.

Changing System settings

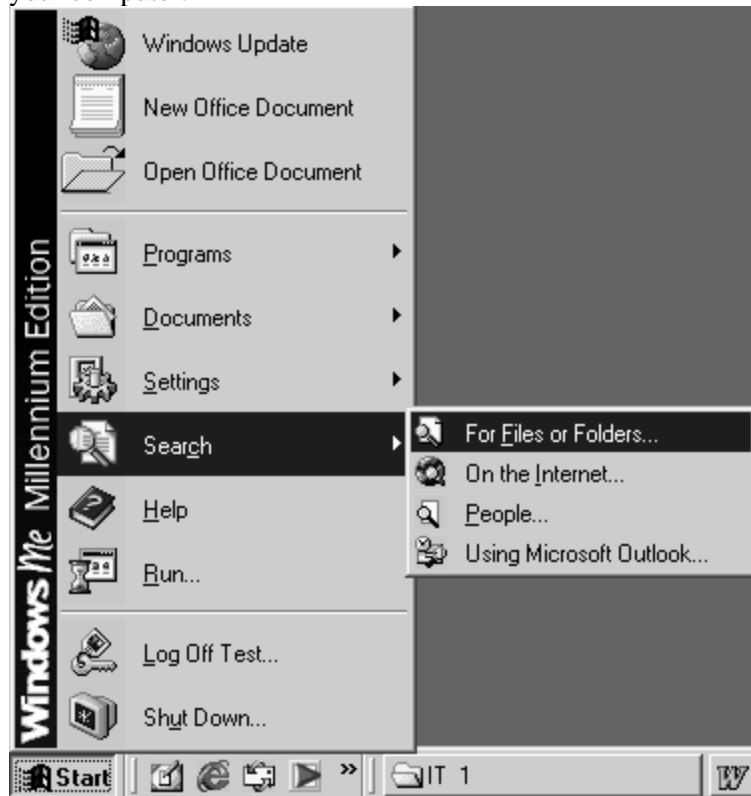
Using Control Panel, you can change the way Windows looks and works.

- 1. Click Start button, and then point to Setting
- 2. Click control Panel.

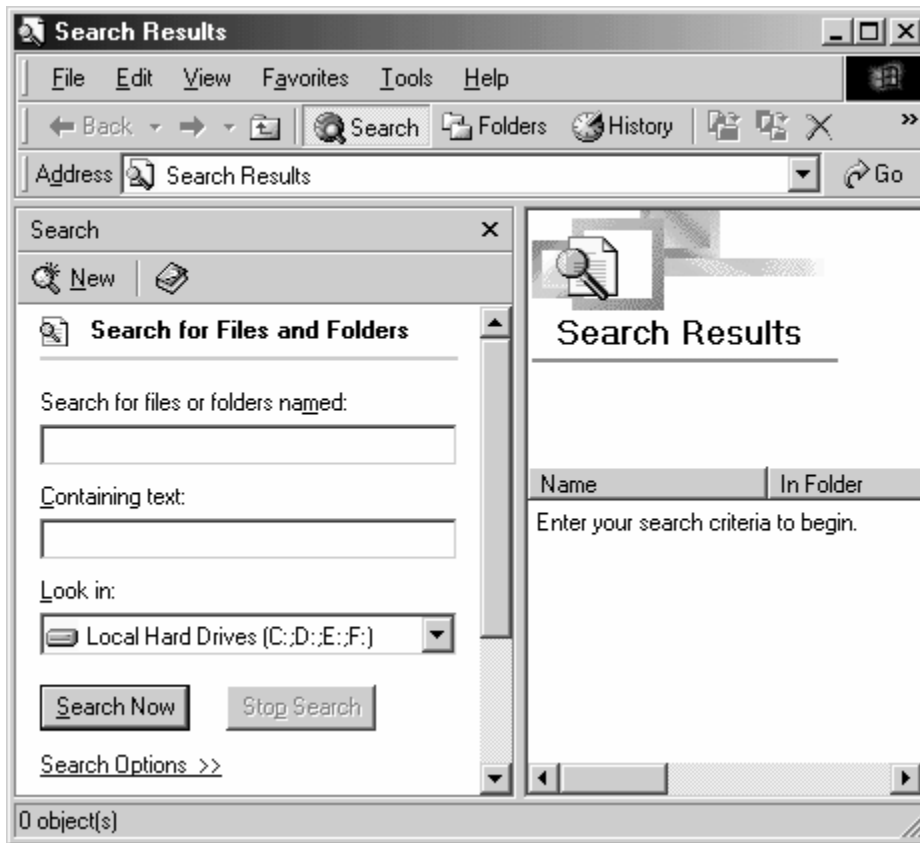
TIP

Some of the things you can use Control Panel for are changing your screen colors, installing or changing settings for a network

The icons that appear in Control Panel vary depending on the hardware and software installed on your computer.

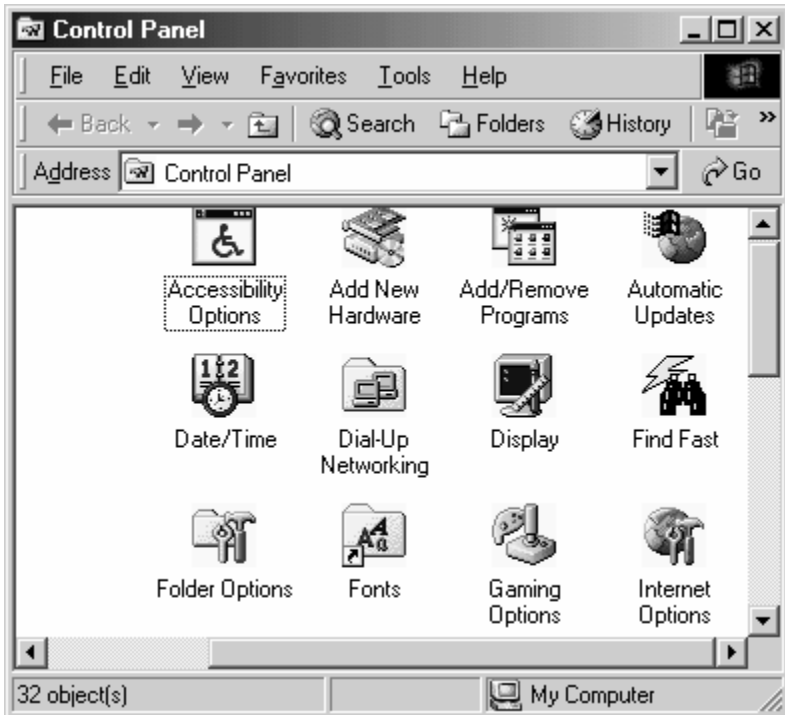


2. Presentation of training/ teaching steps

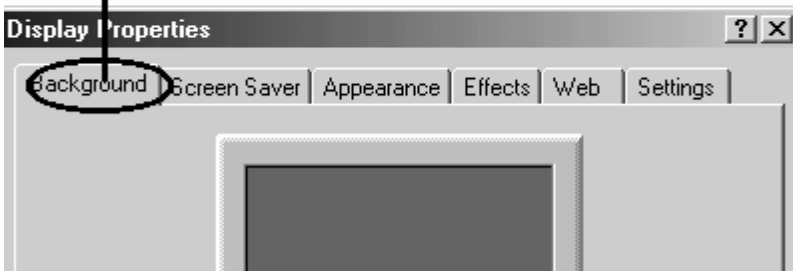


3. Presentation of training/ teaching steps

- 3. Double –click an icon to see the settings you can change



To See more settings, click on the tabs at the top of the dialog box that appears



2. Information sheet (hand out)

If you don't know where a document or folder is, you can use the Find command to find and open it.

- 1. Click start button, and then point to Find
- 2. Click Files or Folders

TIP

You can also use the find command to search for a computer on the network.

- 3. Click the Named box and then type the name of the file or folder you want to find.
- 4. To specify where to search, click the arrow next to the Look In box, or click Browse.
- 5. To start the search, click Find Now.

Changing System settings

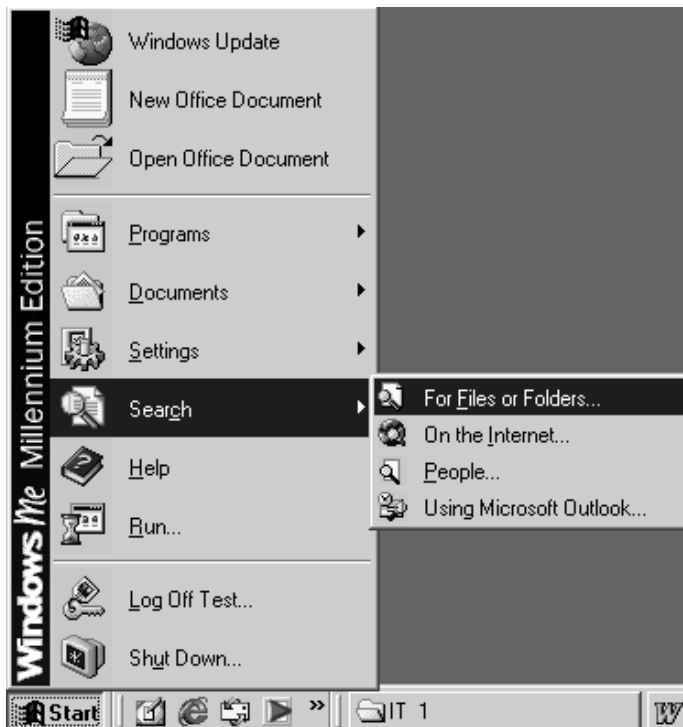
Using Control Panel, you can change the way Windows looks and works.

- 1. Click Start button, and then point to Setting
- 2. Click control Panel.

TIP

Some of the things you can use Control Panel for are changing your screen colors, installing or changing settings for a network

The icons that appear in Control Panel vary depending on the hardware and software installed on your computer.



3. Information Sheet (Hand out)

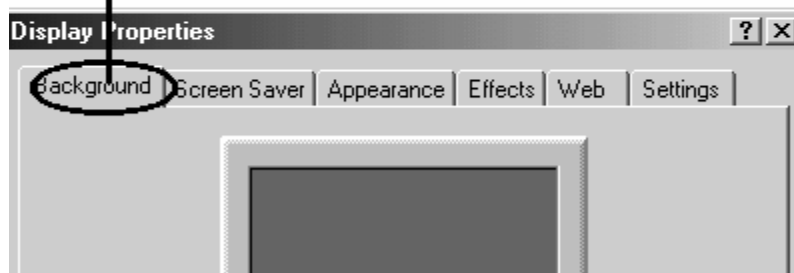


3. Information Sheet (Hand out)

- 3. Double-click an icon to see the settings you can change



To See more settings, click on the tabs at the top of the dialog box that appears



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Be able to find something on the computer and change system setting		I	II	III
		(1) Finding something on the computer			
		(2) Change system settings			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
(1) Something was looked after found			
(2) System settings changes affected			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
1. Why changing system settings	(1) Write down the steps to follow when changing your system settings

Trade: 1 COMPUTER APPLICATIONS

Level: I

Module: 1 MICROSOFT WINDOWS 95/98/2000

Unit: 1.3 CUSTOMIZE WINDOWS ENVIRONMENT

**[TLE]: 1.3.4 VIEW WHAT IS ON YOUR COMPUTER
AND GETTING HELP**

1 Preparation of Training

Learning Objectives	At the end of this element, trainees must be able to view what is on their computers and using the windows Help
Duration	20 min
Range Statement	Computer and Windows 95/98/2000 Software
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Introduction to Microsoft Windows 95 – for distribution only with a new PC
Trainees Preparation	Be aware of the computer room regulations

2 Presentation of Training/teaching steps

Demonstrate and explain the important items appear on the desktop when you start windows. The following are the four important ones

➤ **My computer**

Double-click this icon to see your computer' contents and manage your files. For more information, see Chapter 2, "Beyond the Basics".

➤ **Network Neighborhood**

Double-click this icon to see available resources on the network, if your computer is or can be connected to one. For more information, see Chapter 3, "Introducing Network."

➤ **Recycle Bin**

The recycle Bin is temporary storage place for deleted files. You can use it to retrieve files deleted in error. For more information, see chapter 2, "Beyond the Basic"

➤ **Start button**

You can click the Start button on the taskbar to start a program, open a document, change system settings, get help, find items on your computer, and more. For more information, see Chapter 1, "The Basics"

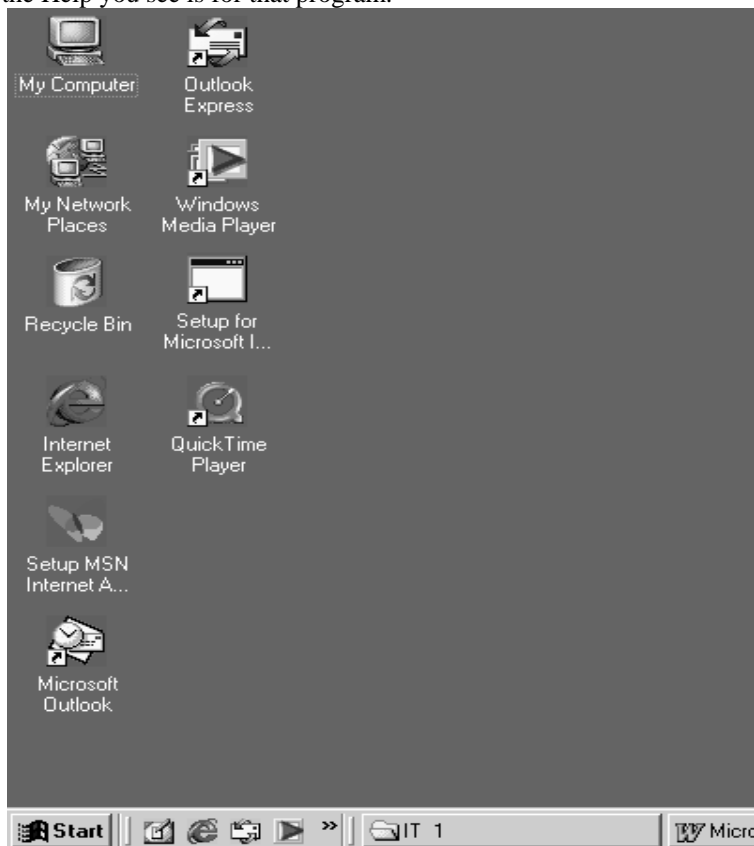
Getting Help

Online Help is essential to learning and using Windows. These are two kinds of Help: Help about a specific procedure and help that gives you information about what you see on your screen.

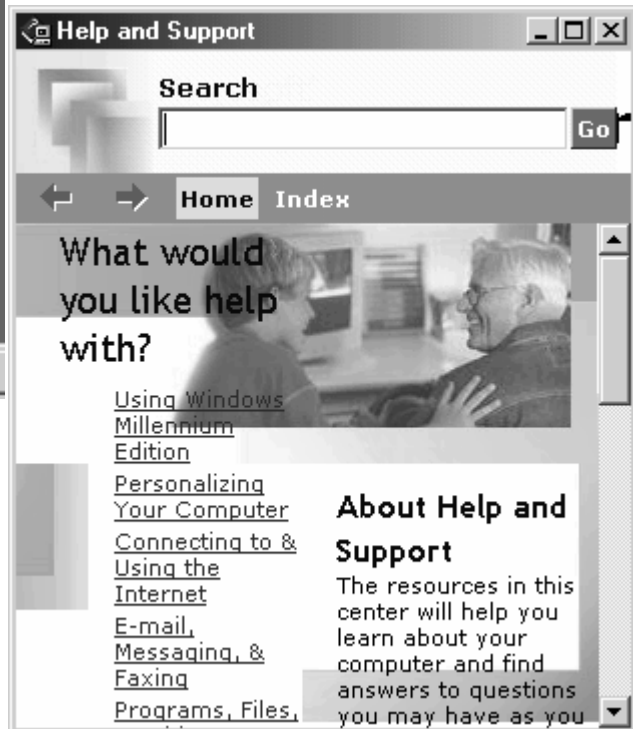
Steps.

- (1) Click the Start button, and then click Help. Fig 1
- (2) The list of Help topics appears. You can use the tabs in help to search for information in several ways. Fig 2

When you open help by using the Start menu, or the Help menu in My Computer or Windows explorer, you see help for Windows in general. If you use the Help menu in a program, such as WordPad, Paint, or Microsoft Word, the Help you see is for that program.



Presentation of Training/teaching steps



2. Presentation of Training

To find help through the contents follow these steps.

(1) Click the Contents tab to find topics grouped by subject, and then follow the instructions on your screen.

(2) To return to the list of topics, click Help Topics.

TIP

Some Help topics contain green underlined text. You can click the green text to see a definition of the term.

To find help through the under follow these steps

(1) Click the index tab to find specific topics listed alphabetically and then follow the instructions on your screen.

(2) To return to the list of topics, click Help Topics.

TIP

To scroll through the Help index, type the first few letters of the word you want to search for. The index is arranged just like a book index. If you don't find the entry you want, try another entry.

2. Presentation of Training/ teaching steps

To find help topics containing a word or phrase follow these steps

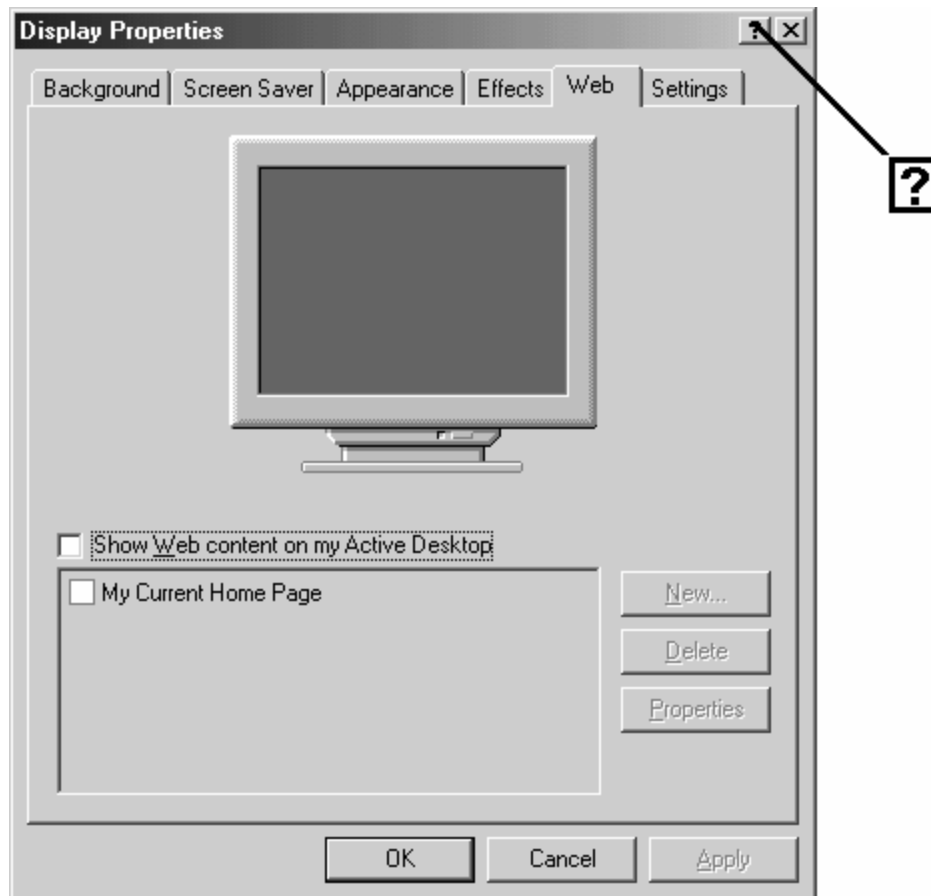
- Click the Find tab to find all the topics that contain a specific word or phrase, and then follow the instructions on your screen.
- To return to the list of topics, click help Topics.

To find help on a specific item follow these steps

- For information about an item in a dialog box, click ? and then click the item.
- A pop-up explanation appears, Click to make it disappear

TIP

You can also use your right mouse button to click an item on the screen. Then click the “What’s This? command



3. Information sheet (hand out)

The important items appears on the desktop when you start windows are the four ones mentioned below

➤ **My computer**

Double-click this icon to see your computer' contents and manage your files. For more information, see Chapter 2, "Beyond the Basics".

➤ **Network Neighborhood**

Double-click this icon to see available resources on the network, if your computer is or can be connected to one. For more information, see Chapter 3, "Introducing Network."

➤ **Recycle Bin**

The recycle Bin is temporary storage place for deleted files. You can use it to retrieve files deleted in error. For more information, see chapter 2, "Beyond the Basic"

➤ **Start button**

You can click the Start button on the taskbar to start a program, open a document, change system settings, get help, find items on your computer, and more. For more information, see Chapter 1, "The Basics"

Getting Help

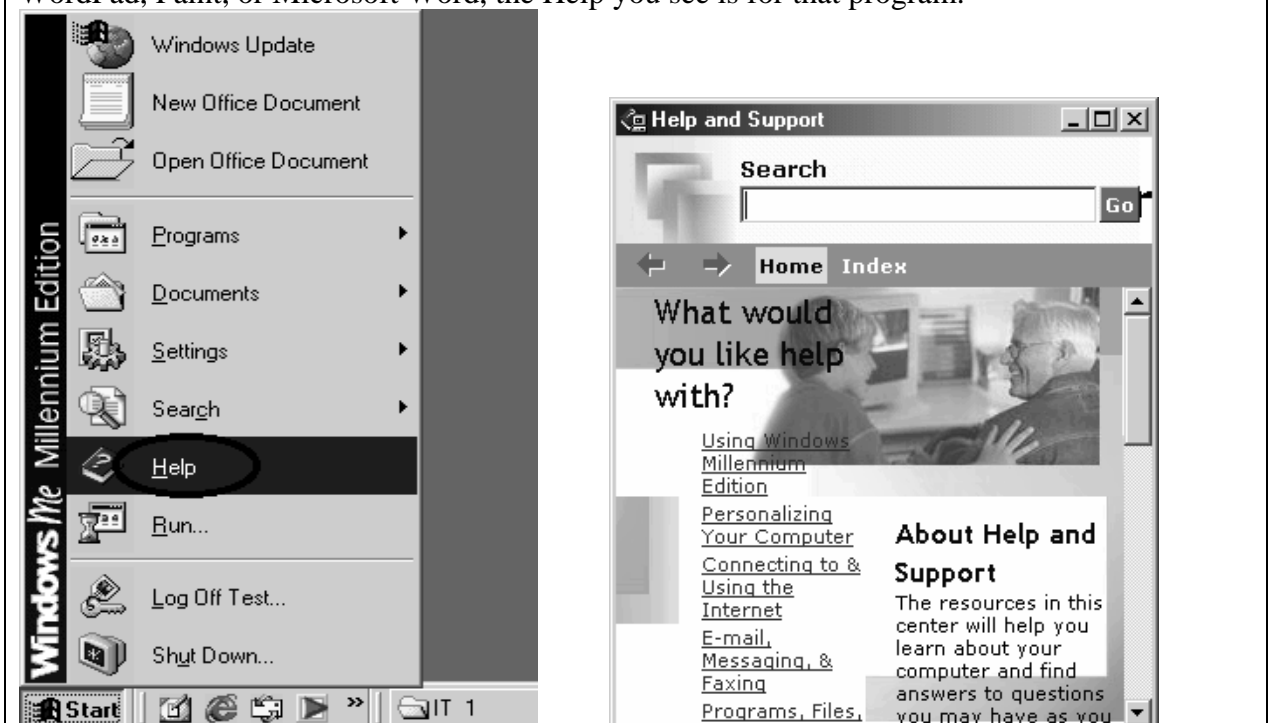
Online Help is essential to learning and using Windows. These are two kinds of Help: Help about a specific procedure and help that gives you information about what you see on your screen.

Steps.

(1) Click the Start button, and then click Help. Fig 1

(2) The list of Help topics appears. You can use the tabs in help to search for information in several ways. Fig 2

When you open help by using the Start menu, or the Help menu in My Computer or Windows explorer, you see help for Windows in general. If you use the Help menu in a program, such as WordPad, Paint, or Microsoft Word, the Help you see is for that program.



3. Information sheet (hand out)

To find help through the contents follow these steps.

(1) Click the Contents tab to find topics grouped by subject, and then follow the instructions on your screen.

(2) To return to the list of topics, click Help Topics.

TIP

Some Help topics contain green underlined text. You can click the green text to see a definition of the term.

To find help through the under follow these steps

(3) Click the index tab to find specific topics listed alphabetically and then follow the instructions on your screen.

(4) To return to the list of topics, click Help Topics.

TIP

To scroll through the Help index, type the first few letters of the word you want to search for. The index is arranged just like a book index. If you don't find the entry you want, try another entry

3. Information sheet (hand out)

To find help topics containing a word or phase follow these steps

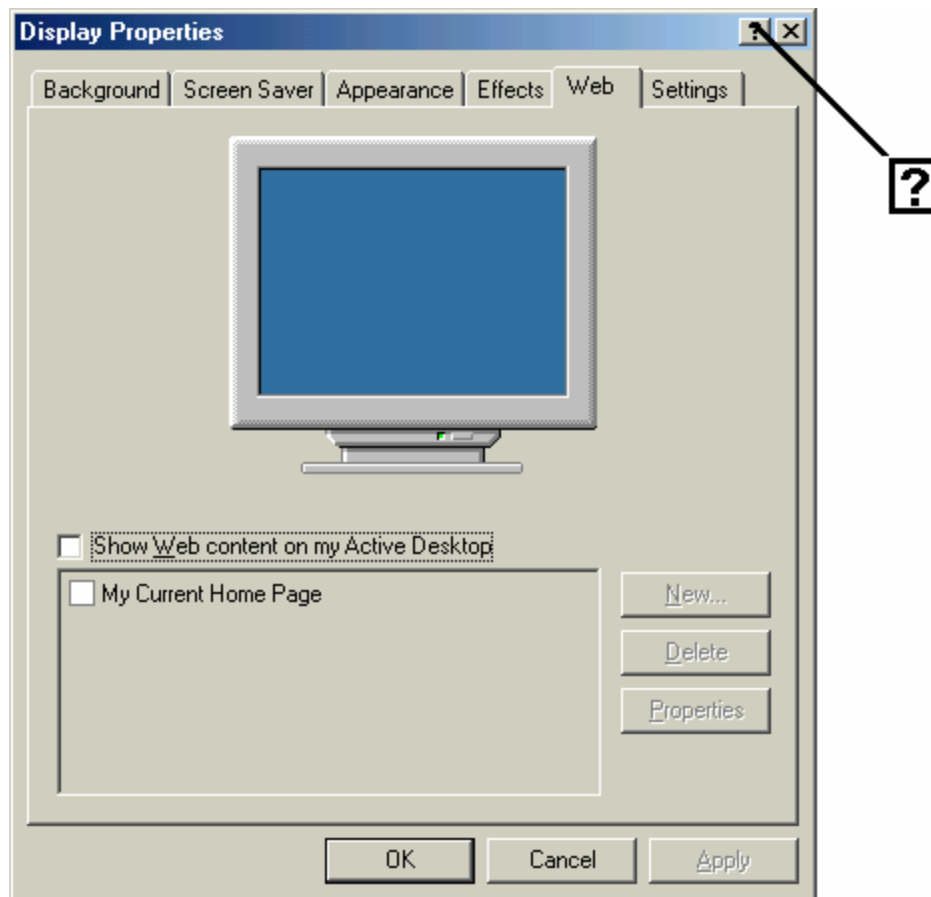
- Click the Find tab to find all the topics that contain a specific word or phase, and then follow the instructions on your screen.
- To return to the list of topics, click help Topics.

To find help on a specific item follow these steps

- For information about an item in a dialog box, click and then click the item.
- A pop-up explanation appears, Click to make it disappear

TIP

You can also use your right mouse button to click an item on the screen. Then click the “What’s This? command.



Practical Performance Assessment
Direct Performance

Performance Criteria	Direct Performance	Assessment		
Be able to view what is on the computer and use Windows help		I	II	III
	(1) Start Windows and the items seen (2) Find Help through contents (1) Find Help through the index (2) Find help topics containing a word or phase (3) Find Help on a specific item			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
(1) Items seen			
(2) Help through contents done			
(3) Help through index done			
(4) Help through specific item done			
(5) Find Help topics containing a word or phrase			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) What is the use of Help, and give an example?</p>	<p>(1) Write down the most important four items appears on the desktop, when you start window</p> <p>(2) Mention the steps to find help through Index, specific item and a word or phrase</p>

Trade: 1 COMPUTER APPLICATIONS

Level: I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.2 WORKING WITH DOCUMENTS

[TLE]: 2.2.1 ZOOM, UNDO AND REPEAT

1 Preparation of Training

Learning Objectives	At the end of this element, trainees must be able to zoom a page on the screen, undo and repeat(redo) the recent actions
Duration	20 min
Range Statement	Computer and Windows 95/98/2000 Software
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Microsoft Word 97 Users guide
Trainees Preparation	Be aware of the regulations guiding the computer room

2 Presentation of Training/teaching steps

Demonstrate and explain to the trainee the procedures for zooming, undoing and repeating recent actions.

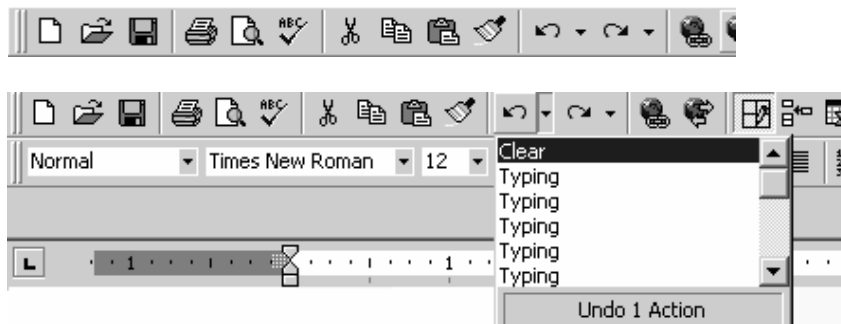
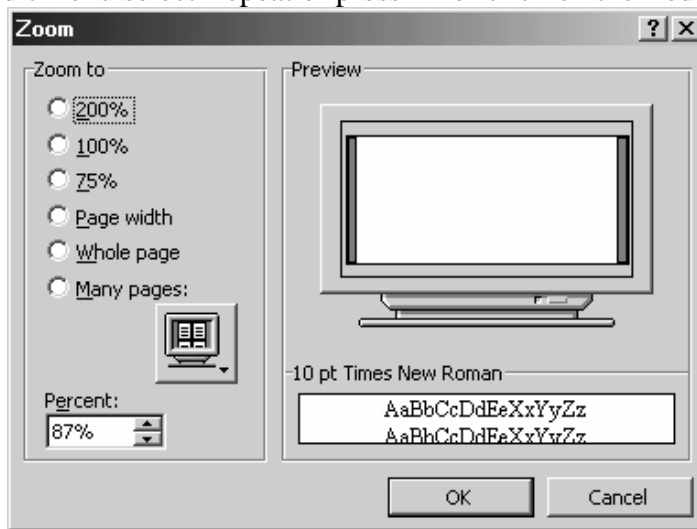
To zoom page on screen

Steps:

- (1) From the view menu choose the zoom command.
- (2) Press enter or choose OK (see Fig 1) to zoom a document using the zoom control icon
- (3) Use the zoom control button on the standard toolbar to quickly zoom to a certain settings (Fig 2)

To Undo and Repeat follow the following steps:

- (1) from the Edit menu choose the undo command or press ctrl+Z or click on the undo button on the standard toolbar.
- (2) From the edit menu select Repeat or press F4 or click on the Redo button on the standard toolbar



To undo or repeat a specific number of commands or typing changes

move the mouse pointer over a downward facing arrowhead to the right of the undo or redo buttons on the standard toolbar and click the left mouse button.

pull the mouse pointer down the list until the number of items required are selected and click the left mouse button again or press enter

if you decide that you do not want to undo or repeat anything but the list has actions, already been selected press Escape to get out of it. You can also get out of the list by moving the mouse pointer onto your document and clicking the left mouse button

Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Be able to zoom a page on the screen, Undo and Repeat (redo) the recent actions		I	II	III
		(1) The page on the screen is zoomed (1) The last action performed is seen (undo) (2) Repeat action is performed			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
(1) Page on the screen is zoomed accordingly			
(2) The previous last job done is seen on the screen			
(3) The document is repeated			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
1. Explain the reason for zooming a page	(1) Why do we undo recent actions (2) Explain the steps will need to zoom a page on the screen to 50%

2 Preparation of Training

Learning Objectives	At the end of this element, trainees must be able check spelling errors and grammar
Duration	30 min
Equipment /tools	Computer
Training Materials	NIL
Teaching aids	Handouts
Reference Materials	Word processing books-user manual

2 Preparation of Training

(1) Explain the important of spell checking

(2) Click on the tools drop down menu and select the options command

(3) Click on the spelling and grammar tab

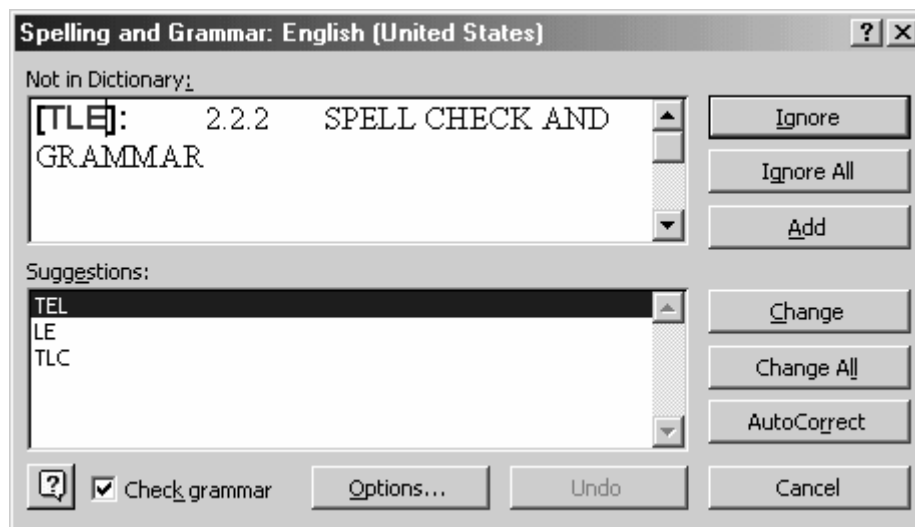
3. Information sheet (hand out)

The word processing program will display incorrect spell words as underlined in red.

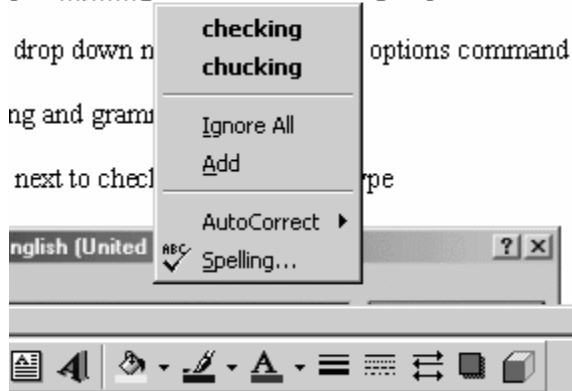
You can run a spell checker program at any time by clicking on the spelling icon in the standard tools bar (or pressing F7) You can also check the grammar used within your document.

To disable automatic spell checking follow the following steps

- (1) Click on the tools drop down menu and select the options command
- (2) Click on the Spelling and grammar tab
- (3) Remove the check next to check spelling as you type



pell checking follow the following steps



3. Information sheet (hand out)

To disable grammar check follow the following steps

- (1) Click on the tools drop down menu and select options command
- (2) Click on the spelling and grammar tab
- (3) Remove the check grammar as you type

To check the grammar in a document follow the following steps

- (1) Position the insertion point at the location in your document where you wish to begin the grammar check.
- (2) From the tools menu, select the spelling and grammar command to display the spelling and grammar dialog box (or press F7)

Practical Performance Assessment
Direct Performance:

Performance Criteria		Direct Performance	Assessment		
	Be able to check spelling errors and grammar		I	II	III
		1.1 Spelling are checked correctly			
	1.2 Grammar is properly checked				

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment:

Product/Service Specifications	Assessment		
	Acceptable	Needs Adjustments	Not Acceptable
(1) The spelling are checked properly (2) The grammar is checked			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p data-bbox="235 304 706 378">1. Explain the steps to follow when checking spelling</p> <p data-bbox="251 451 795 525">Explain the steps to follow when checking grammar</p>	

Trade: COMPUTER APPLICATIONS

Level : I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.2 WORKING WITH DOCUMENTS

[TLE]: 2.2.3 THE THESAURUS

1 Preparation of Training

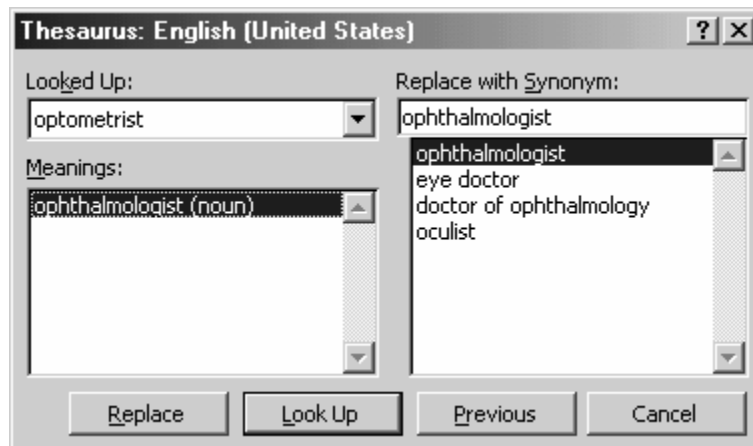
Learning Objectives	At the end of this element, trainees must be able to look up synonyms and antonyms
Duration	20 min
Range Statement	Computer table, computer and peripherals, voltage stabilizer, Uninterrupted Power Supply (UPS), printing papers, air conditioner and required software
Training Materials	NIL
Instructional aids	Computer, Information sheet
Reference Materials	Microsoft Word 97 Users guide

2 Presentation of Training/teaching steps

Explain the important of using thesaurus as a proofing tools within word 97/2000

Steps:

- (1) Select the word which you want to find a synonym or antonyms for.
- (2) Either from the Tools menu select language command and then from the sub-menu displayed select Thesaurus command or press shift+F7 to display the thesaurus dialogue box
- (3) A list of suggested synonyms will be displayed in the replace with synonym list box. Select a different meaning from the meaning list box if you want to display synonyms that have different meanings
- (4) Choose the related word or Antonyms option from the meanings list box to find any related word or antonyms. Any related words will be displayed in the replace with related words list box, and the antonyms will appear in the antonyms list box
- (5) Select the look-up button to find other meanings or and synonyms.
- (6) If you want to replace a word in your document select the replacement word form the replace with synonym list box choose the replace button when the word you selected appears in the replace with text box.
- (7) If you do not want to change the word in the document, select cancel button.



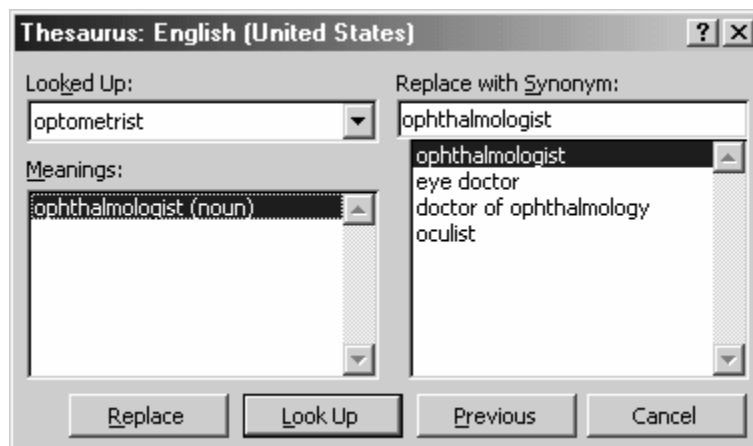
Information sheet (hand out)

The word processing program will display incorrect spell words as underlined in red.

You can run a spell checker program at any time by clicking on the spelling icon in the standard tools bar (or pressing F7) You can also check the grammar used within your document.

To disable automatic spell checking follow the following steps

- (1) Click on the tools drop down menu and select the options command
- (2) Click on the Spelling and grammar tab
- (3) Remove the check next to check spelling as you type



1. Information sheet (hand out)

Steps:

- (1) Select the word which you want to find a synonym or antonyms for.
- (2) Either from the Tools menu select language command and then from the sub-menu displayed select Thesaurus command or press shift+F7 to display the thesaurus dialogue box
- (3) A list of suggested synonyms will be displayed in the replace with synonym list box. Select a different meaning from the meaning list box if you want to display synonyms that have different meanings
- (4) Choose the related word or Antonyms option from the meanings list box to find any related word or antonyms. Any related words will be displayed in the replace with related words list box, and the antonyms will appear in the antonyms list box
- (5) Select the look-up button to find other meanings or and synonyms.
- (6) If you want to replace a word in your document select the replacement word from the replace with synonym list box choose the replace button when the word you selected appears in the replace with text box.
- (7) If you do not want to change the word in the document, select cancel button.

**Practical Performance Assessment
Direct Performance**

Performance Criteria		Direct Performance	Assessment		
1	Able to look up synonyms or antonyms		I	II	III
		1.1 The word is correctly highlighted 1.2 A list of suggested synonyms is displayed 1.3 The related word or antonyms is selected			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
Synonyms or antonyms are correctly performed			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain why it is important to use thesaurus?</p>	<p>(1) Write down the steps or procedure to find a synonyms or antonyms</p>

Trade: COMPUTER APPLICATIONS

Level: I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.2 WORKING WITH DOCUMENTS

[TLE]: 2.2.4 BOLD, UNDERLINE AND ITALICS

1 Preparation of Training

Learning Objectives	At the end of this element, trainees must be able to Bold, Underline the text and make it Italic
Duration	20 min
Range Statement	Computer table, computer and peripherals, voltage stabilizer, Uninterrupted Power Supply (UPS), printing papers, air conditioner and required software
Training Materials	NIL
Instructional aids	Information sheet
Reference Materials	Microsoft Word 97 Users guide

2 Presentation of Training/teaching steps

1. Explain to the trainee the importance of Bold, Underline and Italics

Steps:

- (1) Select the text you wish to format as Bold, underline or Italics
- (2) Click on the Bold, or underline or Italics icon in the formatting toolbar.
- (3) Click outside the selected text to remove the shade

To change the text that you enter (when start typing your text)

- (1) Place the insertion point where you wish to insert bold or underline or Italic text.
- (2) Click on the Bold or underline or italics icon in the formatting toolbar

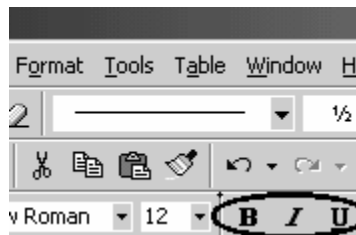
Bold and Italics

Bold keyboard shortcut

- ctrl +B

Italic keyboard shortcut

- ctrl +I
- Formatting toolbar shortcuts



1 Preparation of Training

To vary the type of underlining applied to selected text follow the following steps.

- (1) Select the text that you wish to underline

- (2) Click on the format drop down menu and select font command

- (3) Click on the down arrow next to underline option.

This will display a drop down list of options as illustrated.

- (4) Select the required option and then close the dialogue box

3. Information sheet (hand out)

- (1) Select the text you wish to format as Bold, underline or Italics
- (2) Click on the Bold, or underline or Italics icon in the formatting toolbar.
- (3) Click outside the selected text to remove the shade

To change the text that you enter (when start typing your text)

- (1) Place the insertion point where you wish to insert bold or underline or Italic text.
- (2) Click on the Bold or underline or italics icon in the formatting toolbar

To vary the type of underlining applied to selected text follow the following steps.

- (1) Select the text that you wish to underline
- (2) Click on the format drop down menu and select font command
- (3) Click on the down arrow next to underline option. This will display a drop down list of options as illustrated.
- (4) Select the required option and then close the dialogue box.

Bold and Italics

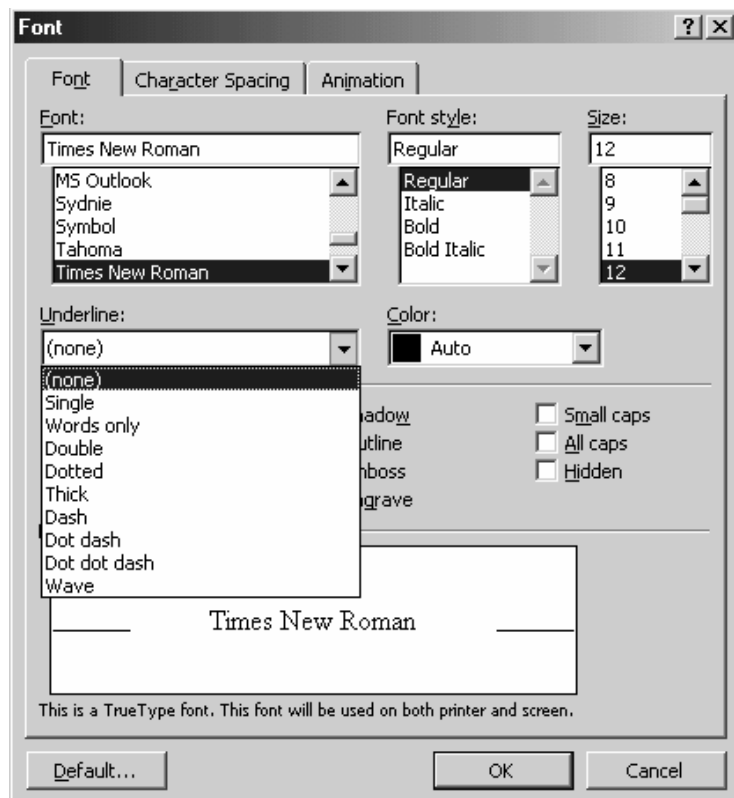
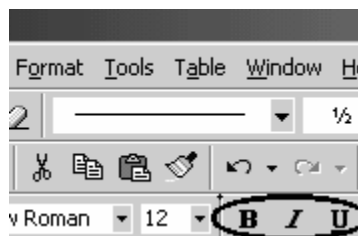
Bold keyboard shortcut

- ctrl +B

Italic keyboard shortcut

- ctrl +I

Formatting toolbar shortcuts



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Should be able to Bold, underline and make text italic		I	II	III
		1. The text is highlighted correctly 2. The text is bolded 3. The text is underlined 4. The text is changed to Italic 5. Different type of underlines are selected.			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
<ol style="list-style-type: none">1. Text is Bold2. Text is underlined3. Text is appear in Italics4. Different types of liens are produced			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain the importance of Bolding, underlining and making the text Italics</p>	<p>(1) Write down the steps Bold and to make the text Italics</p> <p>(1) Explain the steps to follow to produce Varying types of underline</p>

Trade: COMPUTER APPLICATIONS

Level: I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.2 WORKING WITH DOCUMENTS

**Training and Learning Element [TLE]: 2.2.5 OPENING, SAVING AND
CLOSING A FILE**

1. Preparation of Training

Learning Objectives	At the end of this element, the trainees must be able to (1) Open and save a file (2) Close a file
Duration	40 min
Range Statement	Computer table, computer and peripherals, voltage stabilizer, Uninterrupted Power Supply (UPS), printing papers, air conditioner and required software
Training Materials	NIL
Instructional aids	Information sheet
Reference Materials	Microsoft Word 97 Users guide

2. Preparation of Training

Demonstrate and explain the importance of saving, editing and closing a file

To open a file follow the following steps:

- (1) From the file menu, choose the open command the open dialogue is displayed.
- (2) Use the look in drop sown menu to select the drive or folder that contains the file you want
- (3) To open the file you want either double click on the filename, or select the file name by clicking on it, and then click on the open button.

Closing a file

- (1) select close from the File drop down menu or press ctrl+F4

Note: If you want to close the document without saving it word 97 will display a dialogue box asking if you want to save any of the changes you made to the document.

- (2) Or click on the close icon displayed at the top-right corner of the document window

1. Preparation of Training

To save a file

- (1) From the file menu choose the save or the save as command

- (2) Select the drive or folder you want to save in

- (3) Type the name in the Filename box

- (4) To change the file type, click the arrow next to save as Type, and then click the type you want

- (5) Click Save

3 Information sheet (hand out)

Demonstrate and explain the importance of saving, editing and closing a file

To open a file follow the following steps:

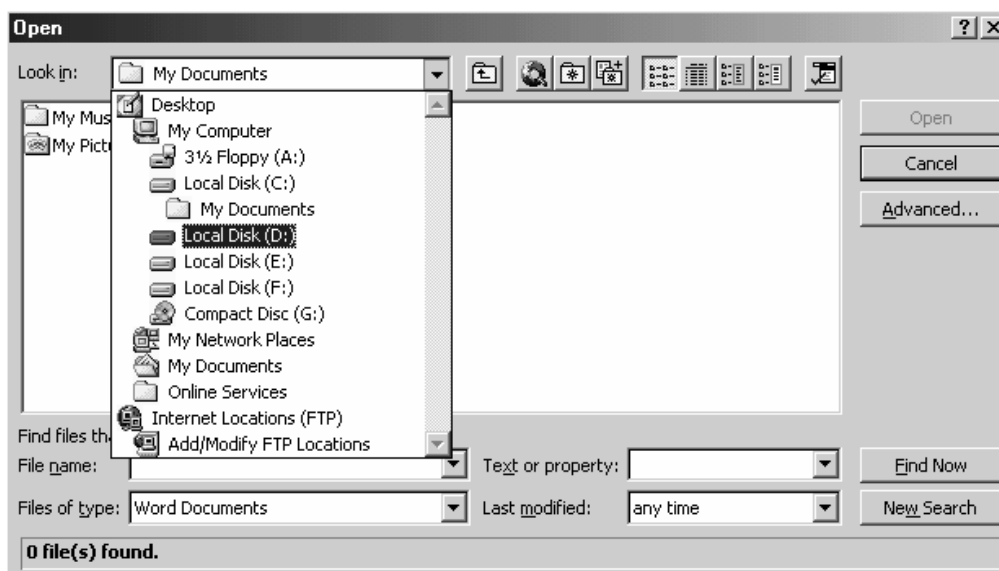
- (4) From the file menu, choose the open command the open dialogue is displayed.
- (5) Use the look in drop shown menu to select the drive or folder that contains the file you want
- (6) To open the file you want either double click on the filename, or select the file name by clicking on it, and then click on the open button.

Closing a file

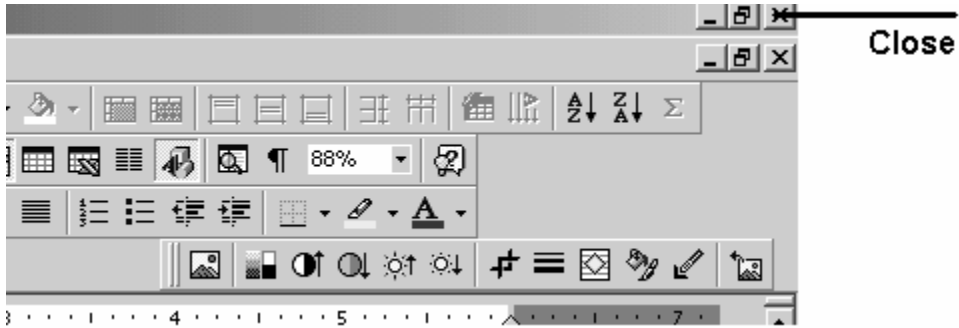
- (1) select close from the File drop down menu or press ctrl+F4

Note: If you want to close the document without saving it word 97 will display a dialogue box asking if you want to save any of the changes you made to the document.

- (2) Or click on the close icon displayed at the top-right corner of the document window



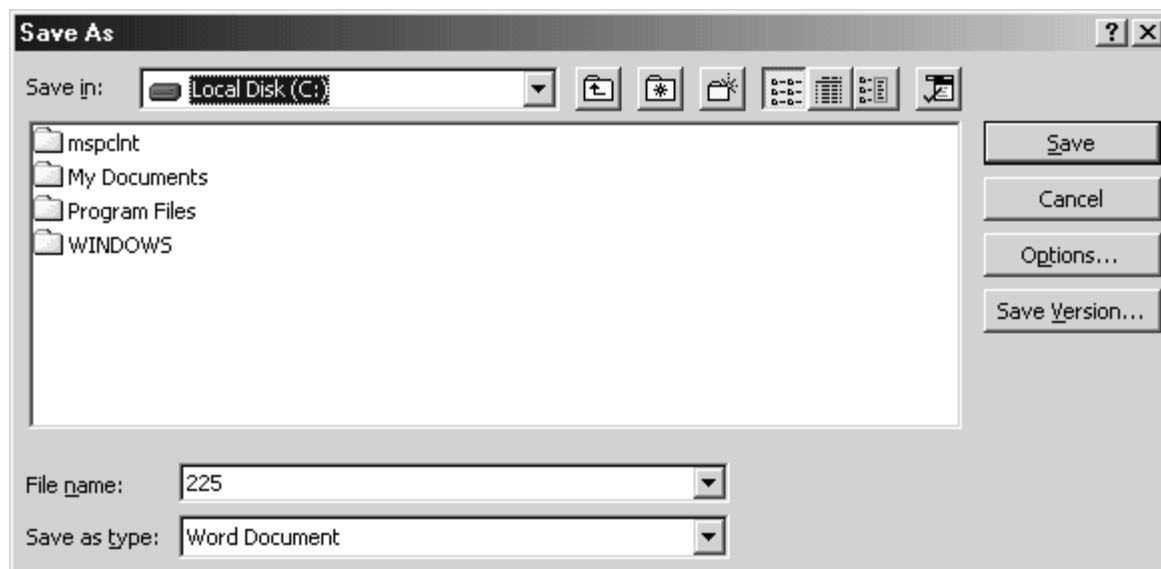
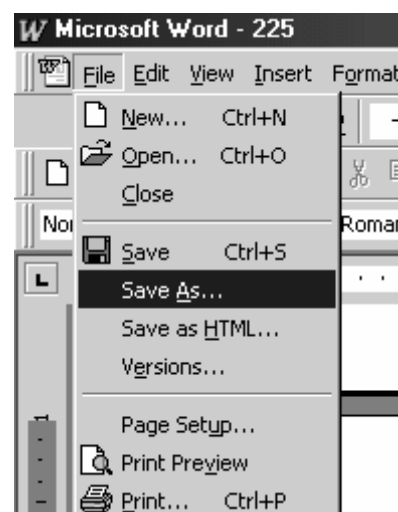
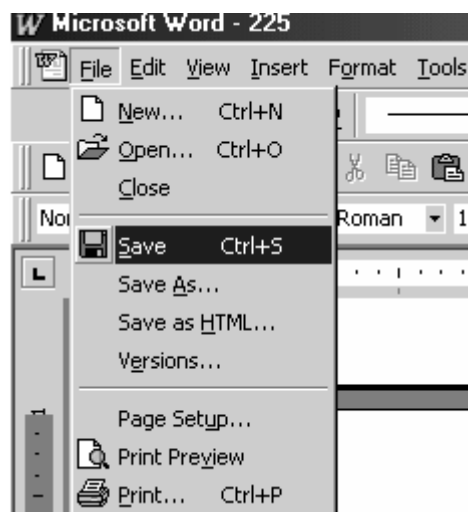
3. Information sheet (hand out)



3. Information sheet (hand out)

To save a file

- (1) From the file menu choose the save or the save as command
- (2) Select the drive or folder you want to save in
- (3) Type the name in the Filename box
- (4) To change the file type, click the arrow next to save as Type, and then click the type you want
- (5) Click Save



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Should be able to open, save and close a file		I	II	III
		(1) The file is opened accordingly (2) The New file is saved (3) The file is closed			

KEY: I - Has started but need further experience

II - Competent but with supervision

III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
1. File is opened			
2. File is saved			
3. File is closed			

KNOWLEDGE ASSESSMENT

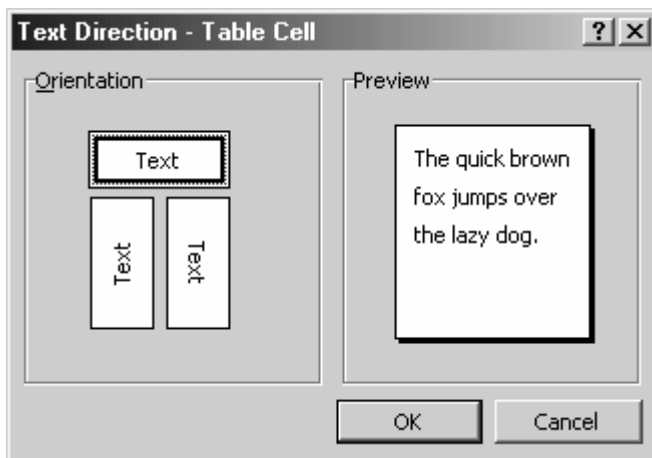
ORAL	WRITTEN
<p>(1) Explain why do we save documents?</p> <p>(1) What is the difference between saving the work in the Hard disk and floppy disk</p>	<p>Write down the steps to follow when:-</p> <p>(1) Saving a new file</p> <p>(2) Opening an existing file</p> <p>(3) Closing the file</p>

1 Preparation of Training

Learning Objectives	At the end of this element, the trainees must be able to change the direction of the text
Duration	30 min
Equipment/tools	Computer
Training Materials	NIL
Teaching aids	(Handout) Information sheet
Reference Materials	Word processing books – user manual

3. Information sheet (Hand out)

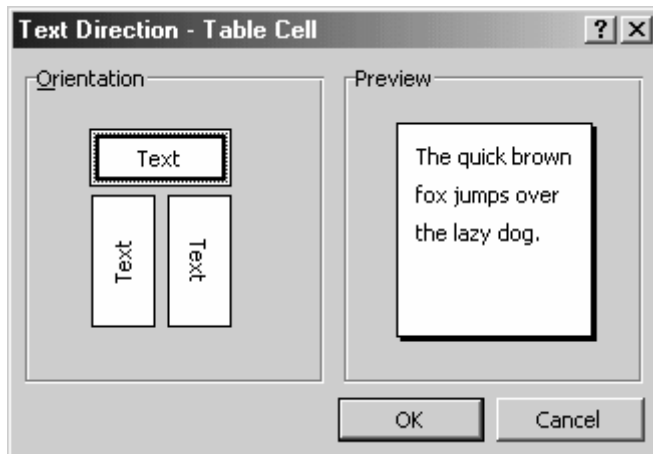
- (1) Explain the importance of changing text direction
- (2) Select the text you wish vertically oriented
- (3) Click on the format drop down menu, and select the text direction command.
- (4) Select the required orientation and then click OK button



3. Information sheet (Hand out)

In order to change the text direction follow the following steps

- (1) Select the text you wish vertically oriented
- (2) Click on the format drop down menu, and select the text direction command.
- (3) Select the required orientation and then click OK button



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Be able to change the direction of the text		I	II	III
		(1) The text is selected properly (2) The text is changed			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
The text is changed according to the specification or instruction			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) What is the advantages of changing text	

Trade: **COMPUTER APPLICATIONS**

Level: **I**

Module: **2** **WORD PROCESSING PROGRAMS**

Unit: **2.2** **WORKING WITH DOCUMENTS**

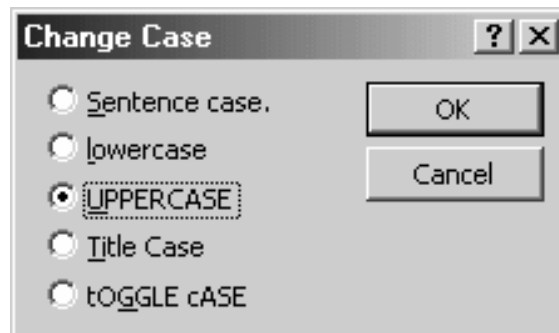
Training and Learning Element [TLE]: 2.2.7 CHANGING CASE

1 Preparation of Training

Learning Objectives	At the end of this element, the trainees must be able to change case
Duration	30 min
Equipment/tools	Computer
Training Materials	NIL
Teaching aids	Information sheet
Reference Materials	Word processing users manual books

2. Information sheet (Hand out)

- (1) Explain the importance of changing case
- (2) Select the text that you wish to change case of
- (3) From the format menu, select change case to display the change case dialogue box
- (4) Choose from the list of options, e.g. Sentence case, lower case, UPPER CASE, Tittle Case or toGGLE Case
- (5) Select OK or Press enter



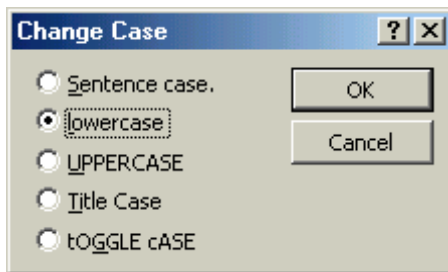
3. Information sheet (Hand out)

In order to change text case follow the following steps:-

- (1) Select the text that you wish to change case of
- (2) From the format menu, select change case to display the change case dialogue box
- (3) Choose from the list of options, e.g. Sentence case, lower case, UPPER CASE, Tittle Case or toGGLE Case
- (4) Select OK or Press enter

Changing Case

- From the Format menu, select Change Case



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Be able to change case		I	II	III
		1.1 The text is properly selected			
		1.2 The text case is properly changed			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
The change case is done			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) Why change case is necessary	

Trade: 1 COMPUTER APPLICATIONS

Level: I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.2 WORKING WITH DOCUMENTS

[TLE]: 2.2.8 DROP CAPS

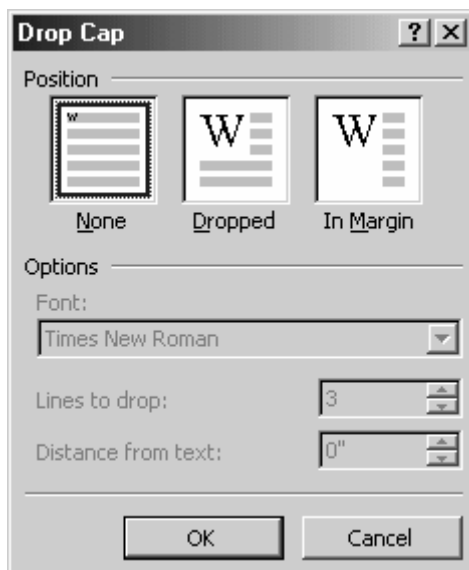
1 Preparation of Training

Learning Objectives	At the end of this element trainees must be able to perform drop capping
Duration	30 min
Equipment/tools	Computer
Training Materials	NIL
Teaching aids	Information sheet
Reference Materials	Word processing users manual books

2 Information sheet (Hand out)

- (1) Explain the importance of drop cap.
- (2) Place the insertion point within the paragraph that you wish to start drop case
- (3) From the format menu select drop cap to display the drop cap dialogue box
- (4) You can then select from one of the following
- (5) Select OK or Press enter.

Drop Caps



1. None–No dropped cap
2. Dropped- will insert a drop cap into the document of the size specified
3. In margin- Inserts drop cap into the margin, show as hanging indent

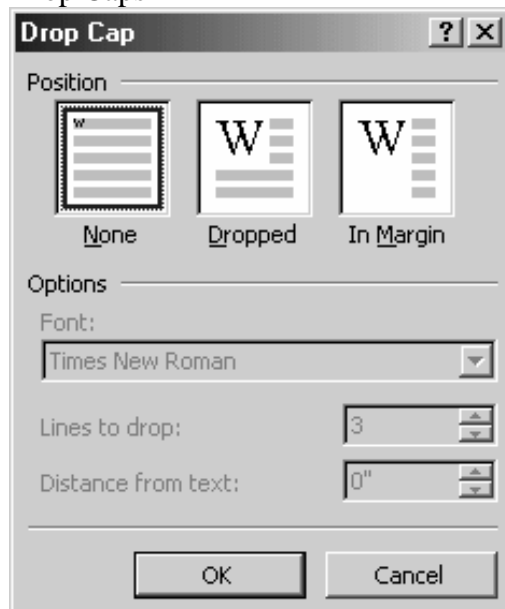
3. Information sheet (Hand out)

Drop caps are used to draw attention to the beginning of a chapter or other section text. This feature allows you to insert a large letter at the beginning of the text which drops down alongside the next few lines of the text. Text flows round the dropped capital letter as it would with an illustration

Steps:

- (1) Place the insertion point within the paragraph that you wish to start drop case
- (2) From the format menu select drop cap to display the drop cap dialogue box
- (3) You can then select from one of the following options
 - (i) None –No dropped cap
 - (ii) Dropped- will insert a drop cap into the document of the size specified
 - (iii) In margin- Inserts drop cap into the Margin, show as hanging indent
- (4) Select OK or Press enter

Drop Caps



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Must be able to perform drop capping		I	II	III
		1.1 The text is properly selected 1.2 The text is properly dropped			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
The case is dropped according to the instructions			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) What is a drop cap</p> <p>(2) What are the advantages of drop cap</p>	

Trade: 1 COMPUTER APPLICATIONS

Level: I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.3 UNDERSTANDING AND CUSTOMIZING ENVIRONMENT

**[TLE]: 2.3.1 USING SCROLL BARS, DIALOGUE
BOX, TOOLBARS, MOVING
WINDOWS, SIZING WINDOWS AND
USING MOUSE**

1 Preparation of Training

Learning Objectives	At the end of this element trainees must be able to use scrollbars, dialogue box tool bars, task bar, moving windows, sizing windows and using mouse
Duration	40 min
Equipment/tools	Computer and application software for word processing
Training Materials	NIL
Instructional aids	Information sheet, white board
Reference Materials	Introducing Microsoft windows 95- for distribution only with new PC
Trainees preparation	Be aware of the computer room regulations/rules

2 Presentation of Training/teaching steps

Scrolling

If a window is not large enough to display all the information, a scroll bar appears at the side and /or bottom of the window, you can drag the scroll box or click the scroll arrows.

Using a dialog box

Windows displays a dialog box when you must supply information or specify options or properties, for example, when you click the open command to open a document, a dialog box enables you to choose the one you want. The following is an example of another dialog box.

Using toolbars

Toolbars appear in many programs and provide quick ways to do tasks. Most toolbar buttons correspond to a menu command. You can find out what each button does by resting your pointer over the button: A box appears displaying the button name.

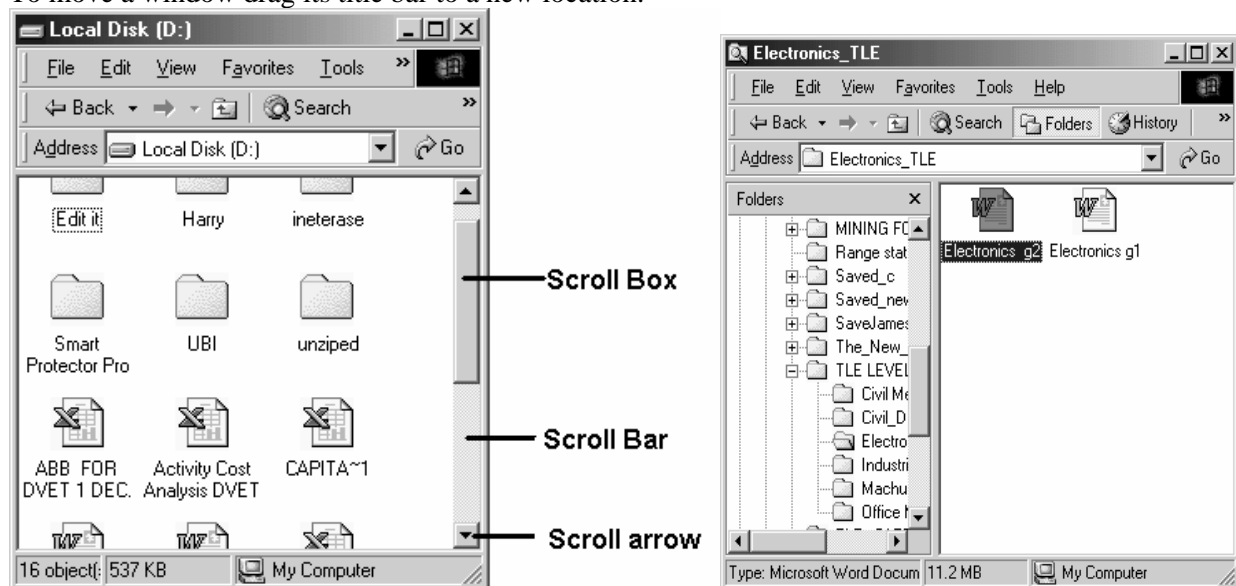
Using the taskbar

The taskbar, located at the bottom of your screen when you first start windows, contains the start button. To move the taskbar to a different edge of your screen, point to an empty part of the taskbar, and then drag it to the location you want.

Moving windows

Moving a window to a different place on the screen can make it easier to see more than one window at a time or see something the window is covering up.

To move a window drag its title bar to a new location.



Presentation of Training/teaching steps

Sizing windows

You can change a window's size or shape in order to see more than one window at a time or to adjust how much of a window's contents you can see.

There are two methods of sizing windows:

Use the buttons in the upper-right corner of the window

Click this to do this

Reduce (minimize) the window to a button of the taskbar

Enlarge (maximize) the window to fill the desktop

Return the window to its previous size. This button appears when you maximize the window.

Move the pointer to the window border. When the pointer changes shape, drag the border to enlarge, reduce, or change the shape of the window.

Using mouse

A mouse or other pointing device works on the principal that first you place your mouse pointer on (point to) something on your screen, and then you click with a mouse button to perform an action on that item.

Note: Windows documentation assumes you have a mouse and are right-handed; if you are left-handed, you can switch left and right mouse buttons. For information, look up "switching, mouse buttons" in the help index. Also, if you use a pen device, a mouse "click" corresponds to a pen "tap".

As you move your mouse on a flat surface, the pointer moves on your screen. If you run out of room, pick up the mouse and place it in another spot.

To point, move the mouse until the tip of the pointer is over the item or area you want to point to. Then you can do the following:

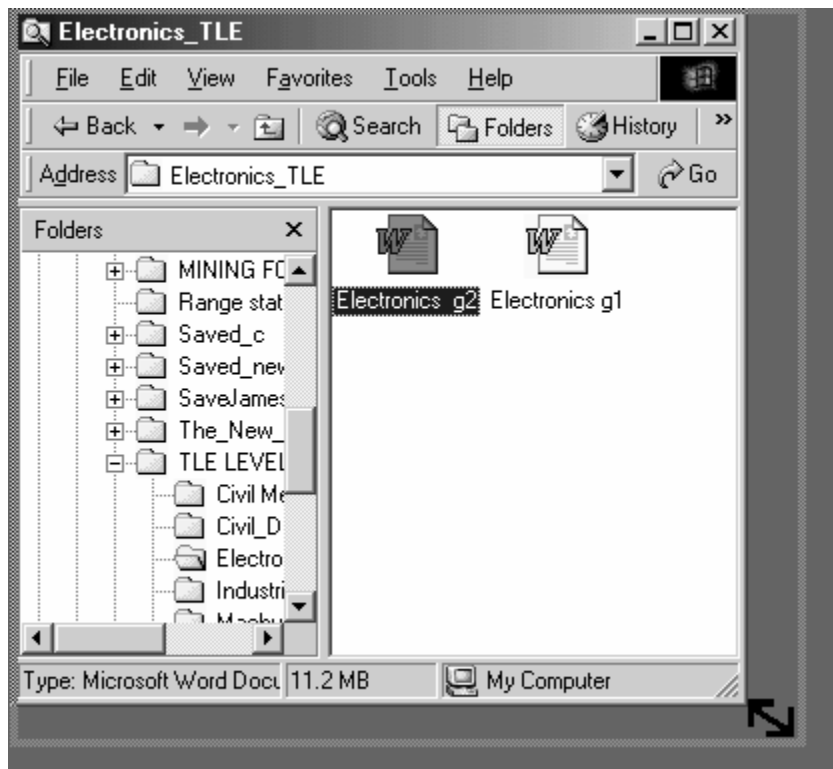
Click

Action	Description
--------	-------------

Click:	press and release the left mouse button on
--------	--

Double click:	quickly press and release the left mouse button twice
---------------	---

Click with the right mouse button:	Press and release the right mouse button once. A shortcut menu appears.
------------------------------------	---



3. Information sheet (Hand out)

Scrolling

If a window is not large enough to display all the information, a scroll bar appears at the side and /or bottom of the window, you can drag the scroll box or click the scroll arrows.

Using a dialog box

Windows displays a dialog box when you must supply information or specify options or properties, for example, when you click the open command to open a document, a dialog box enables you to choose the one you want. The following is an example of another dialog box.

Using toolbars

Toolbars appear in many programs and provide quick ways to do tasks. Most toolbar buttons correspond to a menu command. You can find out what each button does by resting your pointer over the button: A box appears displaying the button name.

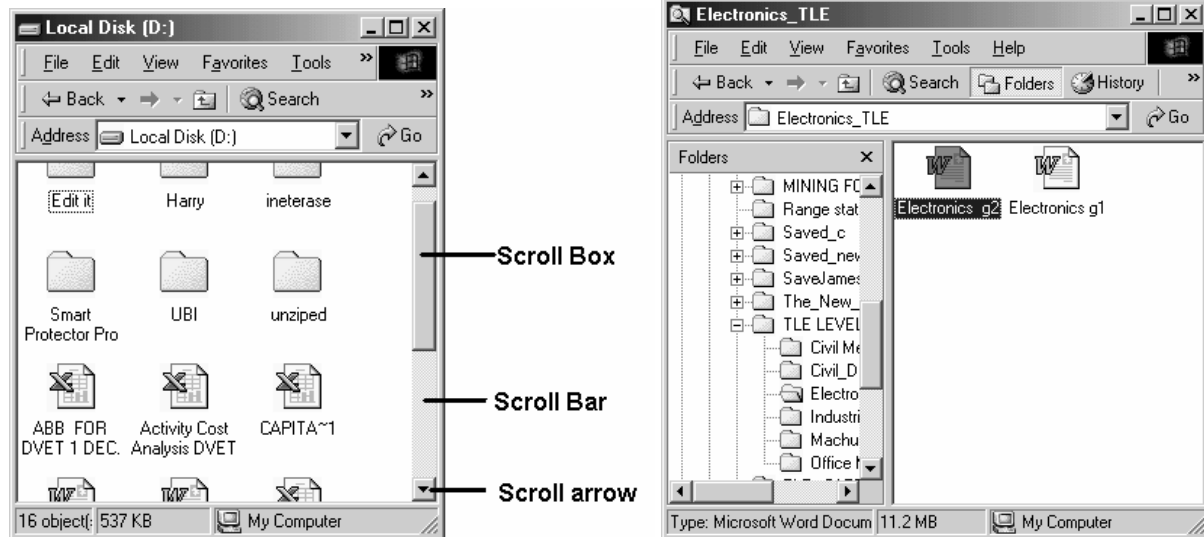
Using the taskbar

The taskbar, located at the bottom of your screen when you first start windows, contains the start button. To move the taskbar to a different edge of your screen, point to an empty part of the taskbar, and then drag it to the location you want.

Moving windows

Moving a window to a different place on the screen can make it easier to see more than one window at a time or see something the window is covering up.

To move a window drag its title bar to a new location.



3. Information sheet (Hand out)

Sizing windows

You can change a window's size or shape in order to see more than one window at a time or to adjust how much of a window's contents you can see.

There are two methods of sizing windows:

Use the buttons in the upper-right corner of the window

Click this to do this

Reduce (minimize) the window to a button of the taskbar

Enlarge (maximize) the window to fill the desktop

Return the window to its previous size. This button appears when you maximize the window.

Move the pointer to the window border. When the pointer changes shape, drag the border to enlarge, reduce, or change the shape of the window.

Using mouse

A mouse or other pointing device works on the principal that first you place your mouse pointer on (point to) something on your screen, and then you click with a mouse button to perform an action on that item.

Note: Windows documentation assumes you have a mouse and are right-handed; if you are left-handed, you can switch left and right mouse buttons. For information, look up "switching, mouse buttons" in the help index. Also, if you use a pen device, a mouse "click" corresponds to a pen "tap".

As you move your mouse on a flat surface, the pointer moves on your screen. If you run out of room, pick up the mouse and place it in another spot.

To point, move the mouse until the tip of the pointer is over the item or area you want to point to. Then you can do the following:

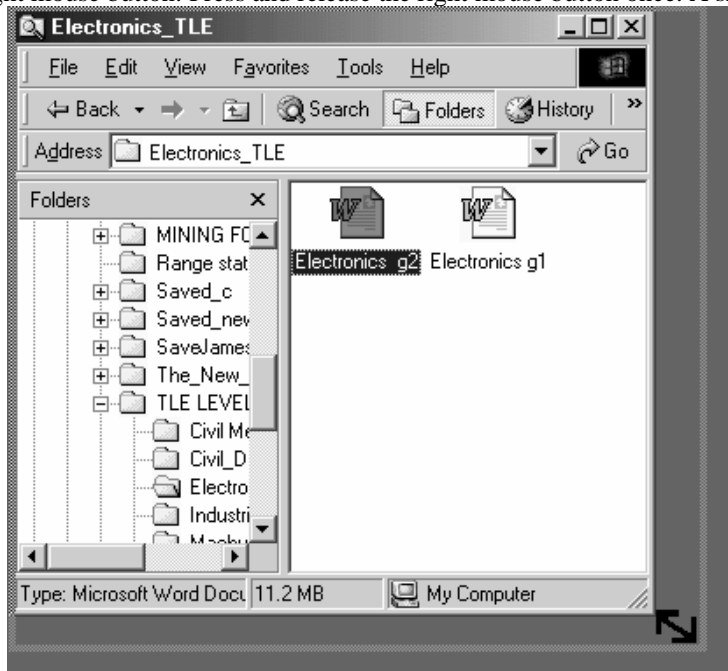
Click

Action Description

Click: press and release the left mouse button on

Double click: quickly press and release the left mouse button twice

Click with the right mouse button: Press and release the right mouse button once. A shortcut menu appears.



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
I	II	III			
1	Be able to use scroll bars, dialogue box, toolbars, taskbar, moving windows, sizing windows and using mouse	(1) Scrollbar used (2) Dialogue box used (3) Toolbars are used (4) Taskbar used (5) Windows moved (6) Windows sized (7) Mouse used			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
(1) Scrollbar used			
(2) Dialogue box seen and used			
(3) Toolbars seen and used			
(4) Taskbar used and seen			
(5) Windows moved			
(6) Windows sized			
(7) Mouse used			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain how to use a dialogue box</p>	<p>(1) What is the use of scrollbar?</p> <p>(2) What is the difference between Toolbars and Taskbar?</p> <p>(3) Explain how you can size a window</p>

Trade: 1 COMPUTER APPLICATIONS

Level : I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.3 WORKING WITH TABLES AND COLUMNS

**[TLE]: 2.3.2 INSERTING TABLE AND CHANGING
COLUMN WIDTH**

1 Preparation of Training

Learning Objectives	At the end of this element trainees must be able to insert table using the toolbar and insert table command. Change the column width.
Duration	30 min
Range statements	Computer and word processing software
Training Materials	NIL
Instructional aids	Information sheet
Reference Materials	Microsoft Word 97 users guide
Trainees preparation	Be aware of the computer room regulations

2 Presentation of Training/teaching steps

Explain and demonstrate how to insert table and change column width

- (1) Position the insertion point where you want to insert the table
- (2) Click the table button on the toolbar
- (3) On the table button grid drag the mouse to select the number of columns and rows you want the new table to have

The number of columns and rows you select is indicated at the bottom of the grid. For example if you select 2 rows and 3 columns “2x3” table appear at the bottom of the grid

- (4) Release the mouse button to insert the table

The table consists of rows and columns of boxes called cells. On the screen, word uses dotted gridlines to mark the boundaries of the table and end-of-cell marks to show where the text will appear in a cell. These items don't appear in the printed version of your document. (If you don't see the gridlines, choose Gridlines from the Table menu; if you don't see end-of-cell marks, click the Show/Hide button on the Standard toolbar)

3 Presentation of Training/teaching steps

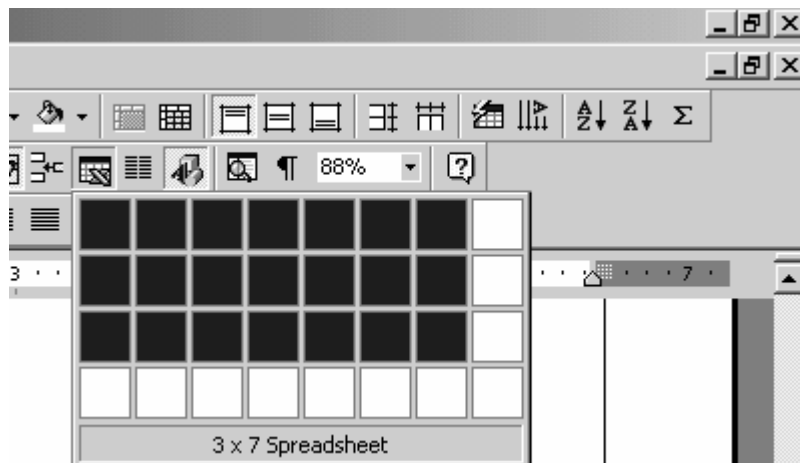
To insert a table using the insert table command.

- (1) Position the insertion point where you want to insert the table
- (2) From the table menu, choose insert table (ALT A,I)
- (3) In the number of columns box type or select a number indicating how many columns you want. If you want to set the number of rows and the widths now, you can do so in the appropriate boxes. If you are not sure what your requirements are, you can do so in the appropriate boxes. If you are not sure what your requirements are, you can accept the default settings (one row with columns of equal widths) Later, you can add rows and adjust columns widths to set your needs
- (4) Choose the OK button

To change column width:

- (1) Select entire table
- (2) From table menu, choose cell Height and width.
- (3) Select the column tab, and then choose the auto fit button.

To change the columns with different width, just drag the column's boundary



Information sheet (Hand out)

To insert a table using the insert table command

- (1) Position the insertion point where you want to insert the table
- (2) From the table menu, choose insert table (ALT A,I)
- (3) In the number of columns box type or select a number indicating how many columns you want.

If you want to set the number of rows and the widths now, you can do so in the appropriate boxes. If you are not sure what your requirements are, you can do so in the appropriate boxes. If you are not sure what your requirements are, you can accept the default settings (one row with columns of equal widths) Later, you can add rows and adjust columns widths to set your needs

- (4) Choose the OK button

To change column width:

- (1) Select entire table
- (2) From table menu, choose cell Height and width.
- (3) Select the column tab, and then choose the auto fit button.

To change the columns with different width, just drag the column's boundary

Information sheet (Hand out)

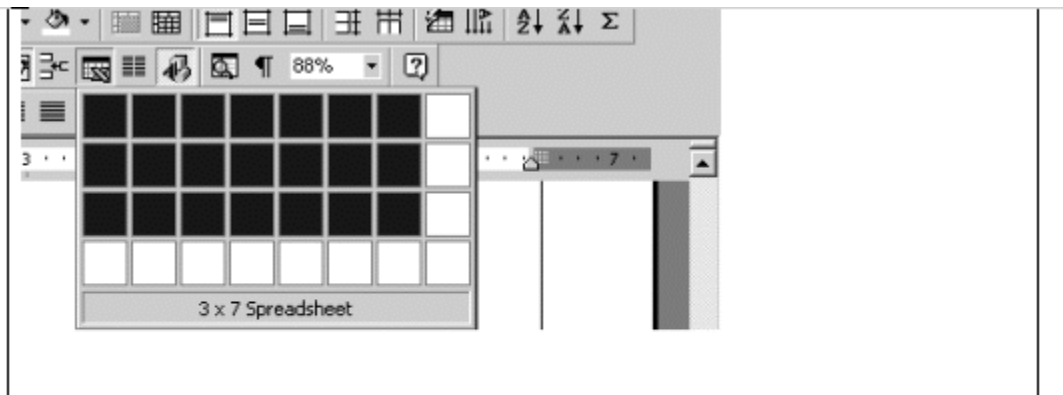
To insert a table using the insert table command

- (1) Position the insertion point where you want to insert the table
- (2) Click the table button on the Toolbar
- (3) On the table button grid drag the mouse to select the number of columns and rows you want the new table to have.
Drag over the grid to select the number of rows and columns for

The number of columns and rows you select is indicated at the bottom of the grid. For example if you select 2 rows and 3 columns “2x3” table appear at the bottom of the grid

- (4) Release the mouse button to insert the table

The table consists of rows and columns of boxes called cells. On the screen, word uses dotted gridlines to mark the boundaries of the table and end-of-cell marks to show where the text will appear in a cell. These items don't appear in the printed version of your document. (If you don't see the gridlines, choose Gridlines from the Table menu; if you don't see end-of-cell marks, click the Show/Hide button on the Standard toolbar)



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Be able to insert table using the toolbar, insert table command and change columns width		I	II	III
		(1) Inserting a table (2) Changing column width			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
(1) Table Produced (2) Column width changed			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain briefly the procedures to follow when insert a table</p>	

1 Preparation of Training

Learning Objectives	At the end of this element the trainees must be able to convert text to table and table to text.
Duration	30 min
Range statements	Computer and word processing software
Training Materials	NIL
Instructional aids	Information sheet
Reference Materials	Microsoft Word 97 users guide
Trainees preparation	Be aware of the computer room regulations

2. Presentation of Training/teaching steps

Explain and demonstrate how to invert text to table and vice versa

Converting Text to a Table

You can easily convert text separated by paragraph marks, commas, and tab characters to a table. When you select text and choose the Convert Text to Table command from the Table menu, Word automatically creates a table using one of these characters to separate text into different cells. If more than one character could be used to separate the text, Word displays a dialog box so that you can select the one you want Word to use. Sometimes, you may need to remove extra paragraph marks, commas and tab characters to get the table arrangement you want.

1. Select the lines of text or the paragraphs you want to convert to a table
2. From the Table menu, choose Convert Text to Table (ALT,A,T)

Word converts the selected text into a table. If Word cannot determine how to convert the text, it displays a dialog box listing different conversion options.

3. If word displays the convert Text to table dialog box, select the conversion options you want, and then choose the OK button.

If the resulting table is not what you want, choose Undo from the Edit menu before taking any other action.

2. Presentation of Training/teaching steps

Convert Text to Table Options

When you choose the Convert text to Table command and Word cannot determine how to convert the text, it displays the following dialog box so that you can choose the most appropriate conversion option.

To convert a table to regular text paragraphs

If you decide to present information in the table in a different way, you can convert the table text to ordinary text paragraphs. You can separate the contents of cells with commas and tab characters, or convert the contents of each cell into one or more paragraphs. Paragraph conversion is the best choice if any of the cells have several paragraphs.

1. Select the rows of the table that you want to convert to text paragraphs.
2. From the Table menu, choose convert table to Text (ALT, A,T)
3. Select a Separate text with option if you want to use one different from the one
4. word proposes.
5. Choose the OK button.

2 Information sheet (hand out)

Converting Text to a Table

You can easily convert text separated by paragraph marks, commas, and tab characters to a table. When you select text and choose the Convert Text to Table command from the Table menu, Word automatically creates a table using one of these characters to separate text into different cells. If more than one character could be used to separate the text, Word displays a dialog box so that you can select the one you want Word to use. Sometimes, you may need to remove extra paragraph marks, commas and tab characters to get the table arrangement you want.

1. Select the lines of text or the paragraphs you want to convert to a table
2. From the Table menu, choose Convert Text to Table (ALT,A,T)

Word converts the selected text into a table. If Word cannot determine how to convert the text, it displays a dialog box listing different conversion options.

3. If word displays the convert Text to table dialog box, select the conversion options you want, and then choose the OK button.

If the resulting table is not what you want, choose Undo from the Edit menu before taking any other action.

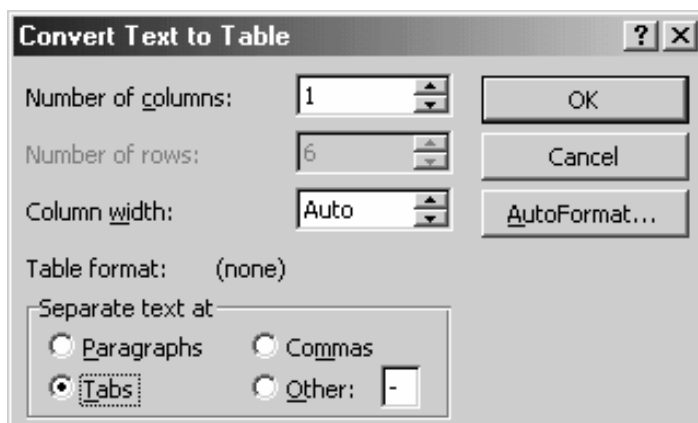
Convert Text to Table Options

When you choose the Convert text to Table command and Word cannot determine how to convert the text, it displays the following dialog box so that you can choose the most appropriate conversion option.

To convert a table to regular text paragraphs

If you decide to present information in the table in a different way, you can convert the table text to ordinary text paragraphs. You can separate the contents of cells with commas and tab characters, or convert the contents of each cell into one or more paragraphs. Paragraph conversion is the best choice if any of the cells have several paragraphs.

1. Select the rows of the table that you want to convert to text paragraphs.
2. From the Table menu, choose convert table to Text (ALT, A,T)
3. Select a Separate text with option if you want to use one different from the one word proposes.
4. Choose the OK button.



Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Be able to convert table to text and text to table		I	II	III
		(1) Table changed to text			
		(2) Text changed to table			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
(1) Text changed to table (2) Table changed to text			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain briefly the procedures for changing text to table and table to text</p>	<p>(1) Write down the steps to change text to table</p> <p>(2) Write down the steps to change table to text</p>

TRADE: COMPUTER APPLICATIONS

Level: I

Module: 02 WORD PROCESSING

Unit: 2.3 WORD WITH TABLES AND COLUMNS

**Training and Learning Element [TLE]: 2.3.4 CREATING MULTIPLE
COLUMN LAYOUT**

1. Preparation of Training

Learning objective	At the end of this element, trainees must be able to create multiple columns
Duration	30 min
Range Statement	Computer and word processing software
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Microsoft Word 97 user's guide
Trainees preparation	Be aware of the computer room regulations

2. Presentation of training/teaching steps

Explain and demonstrate how to create multiple columns.

To see the columns side by side on the screen choose page layout from the view menu before or after this procedure.

- (1) If the toolbar is not displayed choose toolbar from the view menu (ALT V,T)
- (2) Click in the section whose text you want to format.
- (3) On the toolbar, click the text columns button
- (4) Drag to the right to select the number of columns you want.

When you release a mouse button, word formats the section that contains the insertion point.

- (1) Select the text that you want to format in the multiple columns or position the insertion point where you want to change number of columns.
- (2) From the format menu, choose columns (ALT, T,D)
- (3) Type or select the number of columns you want.
- (4) In the Apply to box, select the amount of text you want to format.
- (5) Choose the OK button.

3. Information sheet (hand out)

STEPS

- (1) If the toolbar is not displayed, choose toolbar from the view menu (ALT V,T)
- (2) Click in the section whose text you want to format.
- (3) On the toolbar, click the text columns button
- (4) Drag to the right to select the number of columns you want. When you release a mouse button, word formats the section that contains the insertion point.

Another way

- (1) Select the text that you want to format in the multiple columns or position the insertion point where you want to change number of columns.
- (2) From the format menu, choose columns (ALT, T,D)
- (3) Type or select the number of columns you want.
- (4) In the Apply to box, select the amount of text you want to format.
- (5) Choose the OK button.

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Be able to create multiple columns		I	II	III
		(1) Multiple columns are created			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Multiple column are created			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
Explain the advantages of using multiple columns	(1) What is the use of multiple columns? (2) Write down the steps to create multiple columns

TRADE: COMPUTER APPLICATIONS

Level: I

Module: 02 WORD PROCESSING

Unit: 2.3 WORD WITH TABLES AND COLUMNS

**Training and Learning Element [TLE]: 2.3.5 CREATING AND EDITING
TABLES**

1. Preparation of Training

Learning objective	At the end of this element, trainees must be able to insert table, borders, shading and margin cells
Duration	30 min
Range Statement	
Training Materials	
Instructional AIDS	
Reference Materials	Word processing training manual
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain how to insert table, insert borders, shading and merging cells

Steps

To insert table

- (1) Open the table menu and select insert table.
- (2) Specify the number of columns and the number of rows you want for your table
- (3) Click OK

To insert border

- (1) Highlight the cells where borders have to be inserted
- (2) Open the format menu and select borders and shading
- (3) Select borders
- (4) Select grid if you want the borders all around your table and inside

To shade parts of the tables

- (1) Highlight the part of the table you want to shade
- (2) Open the FORMAT MENU and select BORDERS and SHADING
- (3) Select SHADING and then select the suitable shading percentage you can also choose the preferred columns
- (4) At the end click OK.

Merging cells on a table.

- (1) Highlight the part of the table you want to merge
- (2) Open the TABLE menu and select MERGE CELLS

3. Information sheet (hand out)

To insert table

- (1) Open the table menu and select insert table.
- (2) Specify the number of columns and the number of rows you want for your table
- (3) Click OK

To insert border

- (1) Highlight the cells where borders have to be inserted
- (2) Open the format menu and select borders and shading
- (3) Select borders
- (4) Select grid if you want the borders all around your table and inside

To shade parts of the tables

- (1) Highlight the part of the table you want to shade
- (2) Open the FORMAT MENU and select BORDERS and SHADING
- (3) Select SHADING and then select the suitable shading percentage
- (4) At the end click OK.

Merging cells on a table.

- (1) Highlight the part of the table you want to merge
- (2) Open the TABLE menu and select MERGE CELLS

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to create and edit table		I	II	III
		1.1 Creating table 1.2 Shading cells 1.3 Merging cells			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Table is created (2) Table is shaded (3) Cells are merged			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain the steps to insert a table (2) Explain the steps to insert borders</p>	<p>(1) Write down the steps to be followed in order to merge cells in a table.</p>

Trade: COMPUTER APPLICATIONS

Level: I

Module: 2 WORD PROCESSING PROGRAMS

Unit: 2.4 MAIL MERGE

**Training and Learning Element [TLE]: 2.4.1 CREATING FORM LETTER
USING MAIL MERGE**

1 Preparation of Training

Learning Objectives	At the end of this element, trainees must be able to create form letter using mail merge
Duration	40 min
Range statements	Computer and its peripherals
Training Materials	NIL
Instructional aids	Information sheet
Reference Materials	Microsoft Word 97 users guide
Trainees preparation	Be aware of the regulations of the computer room

2 Presentation of Training/teaching steps

Demonstrate and explain how to create form letters using mail merge. The following are the steps to follow:

- (1) Open a tools menu and select MAIL MERGE
- (2) Click CREATE under main document
- (3) Select FORM LETTERS
- (4) Select ACTIVE WINDOW if you want the current document to be your main document
- (5) Click GET DATA under DATA SOURCE
- (6) Select CREATE DATA SOURCE
- (7) Specify the field names you want in your data source.(NB: the fieldnames will appear as Header rows in the list of your data) Click and REMOVE any field names that you do not want, type and ADD any field names that you want and are not provided in the list.
- (8) At the end click OK.
- (9) Give the data source a file name and SAVE it.
- (10) Click EDIT DATA SOURCE

2. Presentation of Training/teaching steps

(11) Type in the data for the different copies, then OK

(12) Microsoft word will then take you back to the main document. Type the main document text as normal and when it is typed, click on each of the point where data will differ from one copy to another. Click INSERT MERGE FIELD and then click the appropriate FIELD NAME from the list.

(13) To view the merged data click the VIEW MERGED DATA button (ABC)

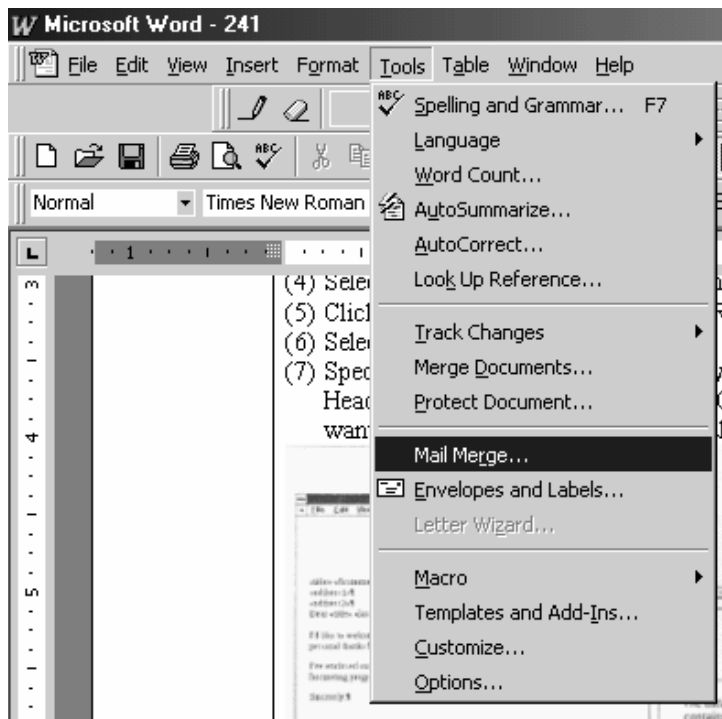
(14) To view next record, click arrow or click Record and then select Next record

3 Information sheet (hand out)

Mail merge is a feature used to print a number of copies of a letter (or any other document) which have more or less the same contents but differ in few details (may be names and addresses are different in each copy) in MAIL MERGE, there is only one document having the text which is the same for every copy. It is called THE MAIN DOCUMENT. The document that differ from one copy to another is called the DATA SOURCE. The MAIN DOCUMENT and the DATA SOURCE are each prepared and saved separately and then at the end they are merged into single file with several copies.

The following are the steps to follow:

- (1) Open a tools menu and select MAIL MERGE
- (2) Click CREATE under main document
- (3) Select FORM LETTERS
- (4) Select ACTIVE WINDOW if you want the current document to be your main document
- (5) Click GET DATA under DATA SOURCE
- (6) Select CREATE DATA SOURCE
- (7) Specify the field names you want in your data source (NB: the fieldnames will appear as Header rows in the list of your data) Click and REMOVE any field names that you do not want, type and ADD any field names that you want and are not provided in the list.



3. Information sheet (hand out)

- (8) At the end click OK.
- (9) Give the data source a file name and SAVE it.
- (10) Click EDIT DATA SOURCE
- (11) Type in the data for the different copies, then OK
- (12) Microsoft word will then take you back to the main document. Type the main document text as normal and when it is typed, click on each of the point where data will differ from one copy to another. Click INSERT MERGE FIELD and then click the appropriate FIELD NAME from the list.
- (13) To view the merged data click the VIEW MERGED DATA button (ABC)
- (14) To view next record, click arrow or click Record and then select Next record

Practical Performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
1	Be able to create form letter using mail merge		I	II	III
		(1) Main document created			
		(2) Data source created			
		(3) Fieldnames created according to instruction			
		(4) Fieldnames not needed are removed			
		(5) Main document and data source files are saved properly			
		(6) Data source edited as required			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
(1) Main document created as required			
(2) Data source produced			
(3) Merge letters are printed			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain what is mail merge</p> <p>(1) What do you understand by DATASOURCE</p>	<p>A trainee should answer the following questions.</p> <p>(1) Why do we use mail merge?</p> <p>(2) Write down the icon representing VIEW MERGED DATA</p> <p>(3) Write down the steps to follow to mail merge a form letter</p>

TRADE: COMPUTER APPLICATIONS

Level: I

Module: 02 WORD PROCESSING

Unit: 2.5 INSERT ITEMS

**Training and Learning Element [TLE]: 2.5.1 INSERTING HEADER AND
FOOTER**

1. Preparation of Training

Learning objective	At the end of this training unit the trainee must be able to insert header and footer in the document
Duration	10 minutes
Range Statement	System unit, monitor keyboard, mouse and printer
Training Materials	NIL
Instructional AIDS	Handouts
Reference Materials	Word processing books
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain to the trainees how to insert the header and footer

STEPS:

- (1) From the file menu, choose page setup the page setup dialogue box appears.
- (2) In the header and/ or Footer box, type the text you want to use as header or footer, along with any of the codes that can be used in these boxes. The header and footer boxes will scroll as you type in the text
- (3) Choose the OK button.

3. Information sheet (hand out)

- (1) From the file menu, choose page setup the page setup dialogue box appears.
- (2) In the header and/ or Footer box, type the text you want to use as header or footer, along with any of the codes that can be used in these boxes. The header and footer boxes will scroll as you type in the text
- (3) Choose the OK button.

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to insert header and footer		I	II	III
		(1) Inserting footer (2) Inserting header			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Inserting header (2) Inserting footer			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) What is header</p> <p>(2) What is a footer?</p> <p>(3) Explain the importance of inserting header and footer.</p>	

TRADE: COMPUTER APPLICATIONS

Level: I

Module: 02 WORD PROCESSING

Unit: 2.5 INSERT ITEMS

Training and Learning Element [TLE]: 2.5.2 INSERTING DATE AND TIME

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this training element the trainee must be able to insert date and time in the document
Duration	10 minutes
Range Statement	System unit, monitor keyboard, mouse and printer
Training Materials	NIL
Instructional AIDS	Handouts
Reference Materials	Word processing books
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain to the trainees how to insert date and time

Steps

- (1) From the insert menu choose date and time the dialog box appears
- (2) In the date and time dialog box, select the date and time style you want
- (3) Choose the OK button.

2. Information sheet (hand out)

- (1) From the insert menu choose date and time the dialog box appears
- (2) In the date and time dialog box, select the date and time style you want
- (3) Choose the OK button.

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to insert date and time		I	II	III
		(1) Insert date and time			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Insert date and time			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) What is the importance of inserting date and time?	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 02 WORD PROCESSING

Unit: 2.5 INSERT ITEMS

Training and Learning Element [TLE]: 2.5.3 INSERTING PAGE NUMBER

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this training element the trainee must be able to insert page numbers
Duration	10 minutes
Range Statement	A computer room with the required items: System unit, monitor keyboard and printer
Training Materials	NIL
Instructional AIDS	Handouts
Reference Materials	Word processing training manual
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain to the trainees how to insert page numbers

Steps

- (1) From the insert menu, choose page numbers. The page number dialog box will appear
- (2) Click the format to select the style of the member you want
- (3) Click OK.

3. Information sheet (hand out)

- (1) From the insert menu choose page numbers. The page number dialog box will appear
- (2) Click the format to select the style of the member you want
- (3) Click OK.

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to insert page numbers		I	II	III
		Insert page numbers			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Insert page numbers			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) Why do we need page numbers?	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 02 WORD PROCESSING

Unit: 2.5 INSERT ITEMS

**Training and Learning Element [TLE]: 2.5.4 INSERTING ENDNOTE AND
FOOTNOTE**

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this training element the trainee must be able to insert endnote and footnote
Duration	10 minutes
Range Statement	
Training Materials	
Instructional AIDS	
Reference Materials	Word processing training manual
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain how to insert footnote and endnote

Steps

- (1) Click next to the word you want to create the footnote or endnote (you must click exactly where you want the footnote number to appear)
- (2) Open the insert menu and select footnote or endnote
- (3) Click OK
- (4) Type the footnote or endnote text
- (5) Then scroll up the screen back to your document

3. Information sheet (hand out)

- (1) Click next to the word you want to create the footnote or endnote (you must click exactly where you want the footnote number to appear)
- (2) Open the insert menu and select footnote or endnote
- (3) Click OK
- (4) Type the footnote or endnote text
- (5) Scroll up the screen back to your document

**Practical performance Assessment
Direct Performance**

Performance Criteria		Direct Performance	Assessment		
	Able to insert endnote and footnote		I	II	III
		Insert footnote and endnote			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Insert footnote and endnote			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) What are the uses of footnote and endnote	

Trade: 1 COMPUTER APPLICATIONS

Level: I

Module: 3 WORD PROCESSING PROGRAMS

Unit: 3.2 MAIL MERGE

[TLE]: 3.2.1 CREATING FORM LETTER USING MAIL MERGE

Preparation of Training

Learning Objectives	At the end of this element, trainees must be able to create form letter using mail merge
Duration	40 min
Range statements	Computer and its peripherals
Training Materials	NIL
Instructional aids	Information sheet
Reference Materials	Microsoft Word 97 users guide
Trainees preparation	Be aware of the regulations of the computer room

Presentation of Training/teaching steps

Demonstrate and explain how to create form letters using mail merge. The following are the steps to follow:

- (1) Open a tools menu and select MAIL MERGE
- (2) Click CREATE under main document
- (3) Select FORM LETTERS
- (4) Select ACTIVE WINDOW if you want the current document to be your main document
- (5) Click GET DATA under DATA SOURCE
- (6) Select CREATE DATA SOURCE
- (7) Specify the field names you want in your data source.(NB: the fieldnames will appear as Header rows in the list of your data) Click and REMOVE any field names that you do not want, type and ADD any field names that you want and are not provided in the list.
- (8) At the end click OK.
- (9) Give the data source a file name and SAVE it.
- (10) Click EDIT DATA SOURCE

Presentation of Training/teaching steps

- (11) Type in the data for the different copies, then OK

- (12) Microsoft word will then take you back to the main document. Type the main document text as normal and when it is typed, click on each of the point where data will differ from one copy to another. Click INSERT MERGE FIELD and then click the appropriate FIELD NAME from the list.

- (13) To view the merged data click the VIEW MERGED DATA button (ABC)

- (14) To view next record, click arrow or click Record and then select Next record

Information sheet (hand out)

Mail merge is a feature used to print a number of copies of a letter (or any other document) which have more or less the same contents but differ in few details (may be names and addresses are different in each copy) in MAIL MERGE, there is only one document having the text which is the same for every copy. It is called THE MAIN DOCUMENT. The document that differ from one copy to another is called the DATA SOURCE. The MAIN DOCUMENT and the DATA SOURCE are each prepared and saved separately and then at the end they are merged into single file with several copies.

The following are the steps to follow:

- (1) Open a tools menu and select MAIL MERGE
- (2) Click CREATE under main document
- (3) Select FORM LETTERS
- (4) Select ACTIVE WINDOW if you want the current document to be your main document
- (5) Click GET DATA under DATA SOURCE
- (6) Select CREATE DATA SOURCE
- (7) Specify the field names you want in your data source (NB: the fieldnames will appear as Header rows in the list of your data) Click and REMOVE any field names that you do not want, type and ADD any field names that you want and are not provided in the list.

3. Information sheet (hand out)

- (8) At the end click OK.
- (9) Give the data source a file name and SAVE it.
- (10) Click EDIT DATA SOURCE
- (11) Type in the data for the different copies, then OK
- (12) Microsoft word will then take you back to the main document. Type the main document text as normal and when it is typed, click on each of the point where data will differ from one copy to another. Click INSERT MERGE FIELD and then click the appropriate FIELD NAME from the list.
- (13) To view the merged data click the VIEW MERGED DATA button (ABC)
- (14) To view next record, click arrow or click Record and then select Next record

**Practical Performance Assessment
Direct Performance**

Performance Criteria		Direct Performance	Assessment		
1	Be able to create form letter using mail merge		I	II	III
		(1) Main document created			
		(2) Data source created			
		(3) Fieldnames created according to instruction			
		(4) Fieldnames not needed are removed			
		(5) Main document and data source files are saved properly			
		(6) Data source edited as required			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product/Service Specifications	Assessment		
	Acceptable	Need Adjustments	Not Acceptable
(1) Main document created as required			
(2) Data source produced			
(3) Merge letters are printed			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain what is mail merge</p> <p>(1) What do you understand by DATASOURCE</p>	<p>A trainee should answer the following questions.</p> <p>(1) Why do we use mail merge?</p> <p>(2) Write down the icon representing VIEW MERGED DATA</p> <p>(3) Write down the steps to follow to mail merge a form letter</p>

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 03 SPREADSHEET

Unit: 3.2 WORKING WITH WORKSHEETS

[TLE]: 3.2.3 TO CREATE AND SAVING A (FILE) SPREADSHEET

1. Preparation of Training

Learning objective	At the end of this element, trainee must be able to create and save the spreadsheet
Duration	10 minutes
Range Statement	Computer with Excel installed
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Excel 97- Step by step book
Trainees preparation	Computer room regulations awareness

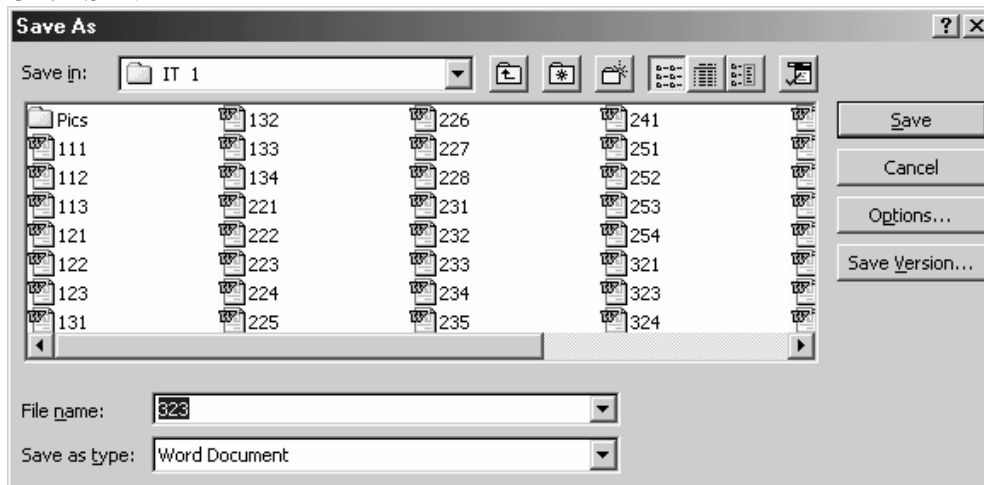
2. Presentation of training/teaching steps

Demonstrate and explain the process of saving a document

Steps

(To save)

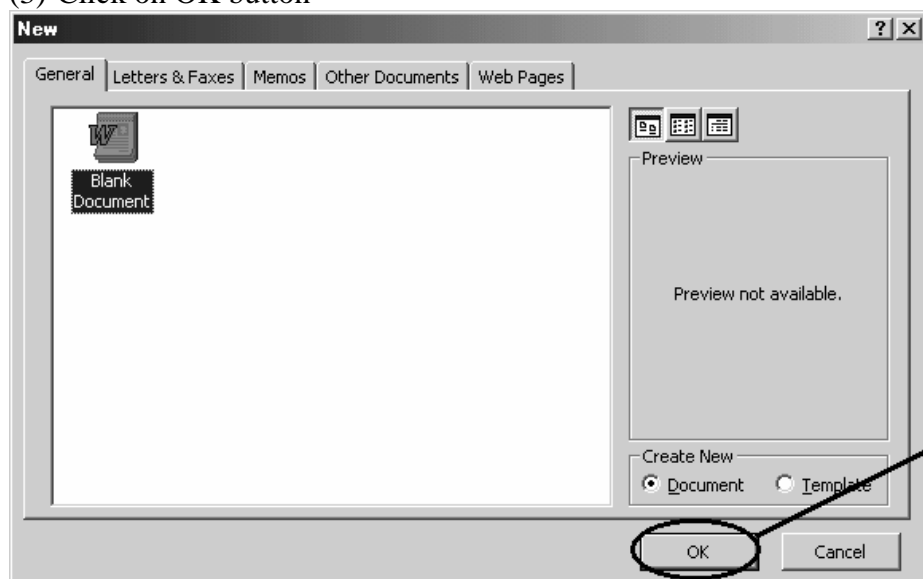
- (1) Open a file menu and select SAVE AS
- (2) Ms Excel will take you to a dialog box. Type the filename and select the folder you want to save your file in.
- (3) Click SAVE



NB: Save As is useful when you want to change the name of the file

To create

- (1) Open File menu
- (2) Select New
- (3) Click on OK button



3. Information sheet (hand out)

Steps

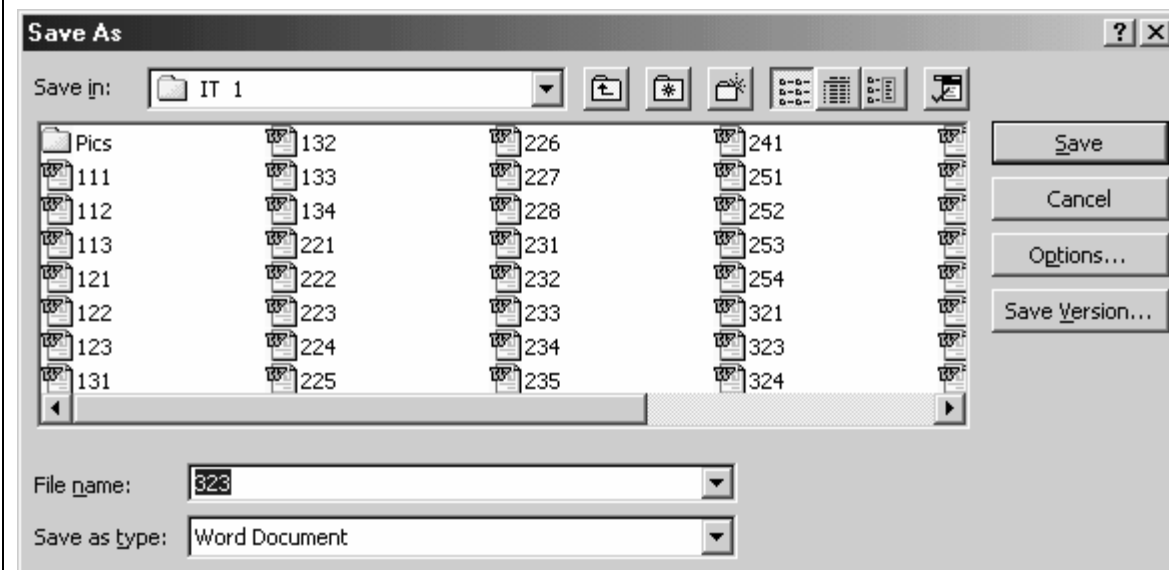
(Saving)

- (1) Open a file menu and select SAVE AS
- (4) Ms Excel will take you to a dialog box. Type the filename and select the folder you want to save your file in.
- (5) Click SAVE

NB: Save As is useful when you want to change the name of the file

To create

- (1) Open File menu
- (2) Select New
- (3) Click on OK button



Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	The file is created and saved		I	II	III
		1.1 The file is saved 1.2 The file is created			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Created a file (2) Saved file			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>Write down the procedures for saving a file</p> <p>Explain the steps to create a new spreads sheet</p>	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 3.2 SPREADSHEET

Unit:

**Training and Learning Element [TLE]: 3.2.4 SUMMARIZING DATA WITH
SUBTOTALS**

Vocational Education and Training Authority (VETA)

Preparation of Training

Learning objective	At the end of this element, trainee must be able summarize data with subtotals.
Duration	30 minutes
Range Statement	Computer with spreadsheet boarded
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	(Excel book) Spreadsheet books
Trainees preparation	Aware of computer room regulations

2. Presentation of training/teaching steps

Demonstrate and explain how to summarize data with subtotals

Steps

- (1) Select any cell within the inventory list
- (2) On data menu click subtotal (The subtotal dialog appears)
- (3) Click the At Each Change in down arrow and then click source country.
- (4) Click the use function down arrow, and then click Sum
- (5) In the Add subtotal to box, select the value check box and then scroll through the list to be sure that all the other check boxes are cleared
- (6) Be sure that the Replace current subtotals and summary below Data check boxes are selected
- (7) Click OK

3. Information sheet (hand out)

- (1) Select any cell within the inventory list
- (2) On data menu click subtotal (The subtotal dialog appears)
- (3) Click the At Each Change in down arrow and then click source country.
- (4) Click the use function down arrow, and then click Sum
- (5) In the Add subtotal to box, select the value check box and then scroll through the list to be sure that all the other check boxes are cleared
- (6) Be sure that the Replace current subtotals and summary below Data check boxes are selected
- (7) Click OK

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
Able to summarize data with subtotals			I	II	III
		1.1 Inventory list selected 1.2 Subtotal is selected 1.3 The summary is displayed			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
The summarize with subtotals is done			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) What is the importance of summarizing data?	(1) Write down the steps to summarize data with subtotals

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 3 SPREADSHEET

Unit: 3.2 FORMAT DATA AND PERFORM BASIC CALCULATIONS

**Training and Learning Element [TLE]: 3.2.5 INSERT AND DELETE
ROWS/COLUMNS**

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this element, trainee must be able to insert and delete rows/columns
Duration	10 minutes
Range Statement	Computer with spreadsheet application
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Excel training manual
Trainees preparation	Be aware of computer room regulations

2. Presentation of training/teaching steps

Demonstrate and explain the steps to insert and delete rows/columns

Steps

(Insert)

- (1) To insert a row/column click the row/column heading below where you want to insert
- (2) From the Edit menu, choose insert
- (3) Click rows/columns

To delete

- (1) To delete row/column click the row/column heading you want to delete
- (2) From the edit menu choose delete (ALT, E,D)
- (3) Select Entire row/column
- (4) Press Enter or OK

3. Information sheet (hand out)

To insert a row/column

- (1) Click the row/column heading below where you want to insert
- (2) From the Edit menu, choose insert
- (3) Click rows/columns

To delete

- (1) To delete row/column click the row/column heading you want to delete
- (2) From the edit menu choose delete (ALT, E,D)
- (3) Select Entire row/column
- (4) Press Enter or OK

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to Insert and delete row		I	II	III
		1.1 Insert column 1.2 Insert row 1.3 Delete row 1.4 Delete column			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
<ol style="list-style-type: none">1. Column Inserted2. Row Inserted3. Row deleted4. Column deleted			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
(1) Explain the steps for inserting and deleting a row/column	(1) Give the reason for deleting a row/column

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 03 SPREADSHEET

Unit: 3.3 FORMAT DATA AND PERFORM BASIC CALCULATIONS

[TLE]: 3.3.1 USING AUTO AND ADVANCED FILTER

Preparation of Training

Learning objective	At the end of this element, the trainee must be able to use Auto and advanced filters
Duration	30 minutes
Range Statement	Computer with excel program installed
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Excel book- step by step
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain the procedure of using Auto and advanced filters

Steps

- (1) Select the data you want to filter
- (2) Open the data menu
- (3) Select Filter
- (4) Under filter submenu, select auto filter. Once you click on auto filter, arrows will display next to every heading which are used for filtering data
- (5) To filter any one column click on the row for that particular column
- (6) Select custom
- (7) Type the criteria required
- (8) Click on OK button

3. Information sheet (hand out)

- (1) Select the data you want to filter
- (2) Open the data menu
- (3) Select Filter
- (4) Under filter submenu, select Auto filter. Once you click on auto filter, arrows will display next to every heading which are used for filtering data
- (5) To filter any one column click on the row for that particular column
- (6) Select custom
- (7) Type the criteria required
- (8) Click on OK button

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	1.0 Data filtered using Auto and advanced filters		I	II	III
		(1) Data filtered using Auto filter (2) Data filtered using advanced filter			

KEY: I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
1.1 Data filtered using Auto filter 1.2 Data filtered using advanced filter			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain the steps to filters data using advanced filter</p>	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 03 SPREADSHEET

**Unit: 3.5 NAME WORKING RANGES AND USE ABSOLUTE CELL
 REFERENCES**

Training and Learning Element [TLE]: 3.5.1 COPY AND PASTE RANGES

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this element, the trainee must be able to copy and paste cell range
Duration	10 minutes
Range Statement	Computer with excel program loaded installed
Training Materials	NIL
Instructional AIDS	Information sheet
Reference Materials	Excel training manual Ms excel –step by step book
Trainees preparation	

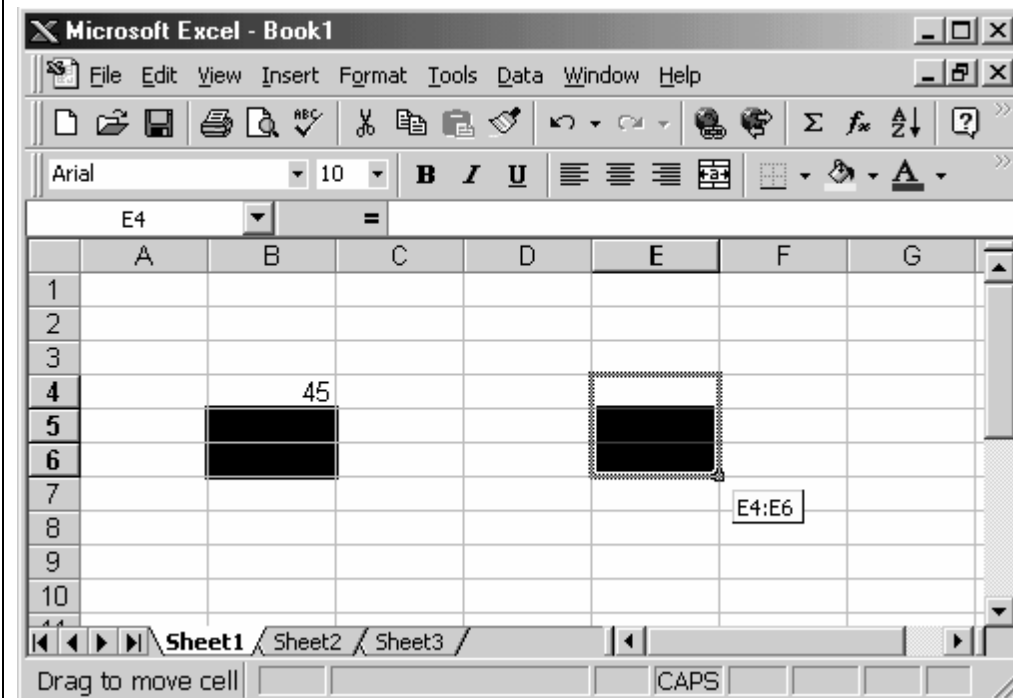
2. Presentation of training/teaching steps

Demonstrate and explain the steps to copy and paste the cell ranges

Steps

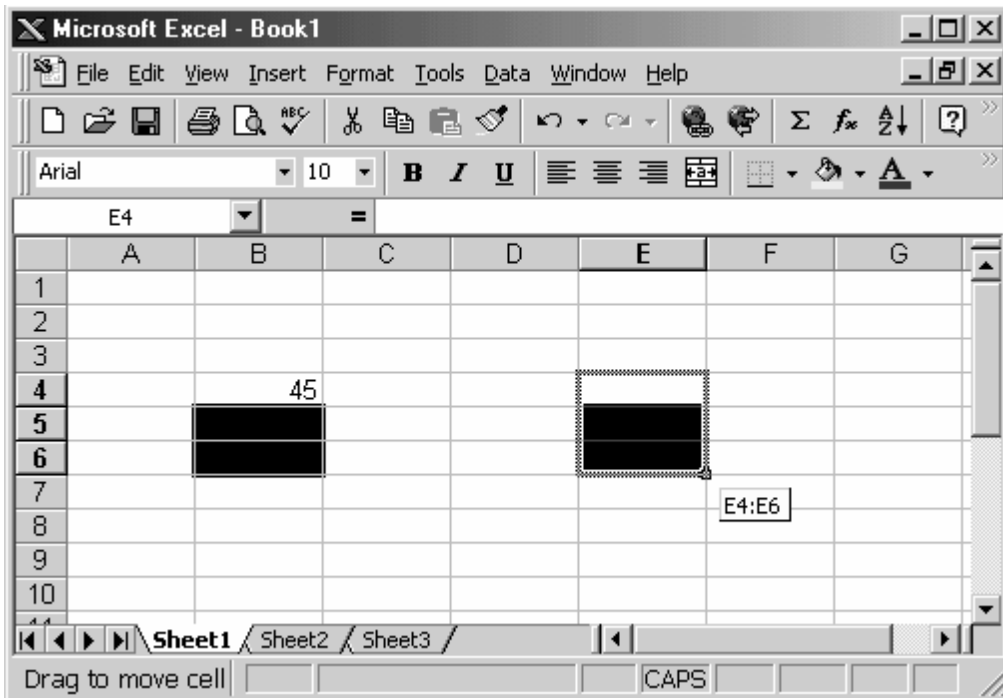
(Copy)

- (1) Select or define all the cell containing Data or objects
- (2) Open Edit menu
- (3) Select Copy from the menu
- (4) Move your cell/click where you want the data to start appearing
- (5) Open Edit menu again
- (6) Select Paste



3. Information sheet (hand out)

- (1) Select or define all the cell containing Data or objects
- (2) Open Edit menu
- (3) Select Copy from the menu
- (4) Move your cell/click where you want the data to start appearing
- (5) Open Edit menu again
- (6) Select Paste



Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Copy and paste cell ranges		I	II	III
		1.1 Cell ranges copied 1.2 Cell ranges pasted			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
1.1 Copied cell ranges 1.2 Cell ranges pasted			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
	<ol style="list-style-type: none"><li data-bbox="824 380 1299 451">(1) Explain the steps to copy the cell ranges<li data-bbox="824 489 1344 522">(2) Explain the steps to paste cell ranges

TRADE: COMPUTER APPLICATIONS

LEVEL 1

**Module: 03 COMPUTER AWARENESS, OPERATION AND
TROUBLESHOOTING**

Unit: 3.5 COMPUTER BASICS, HARDWARE AND SOFTWARE

[TLE]: 3.5.2 IDENTIFY AND CONNECT COMPUTER DEVICES

1. Preparation of Training

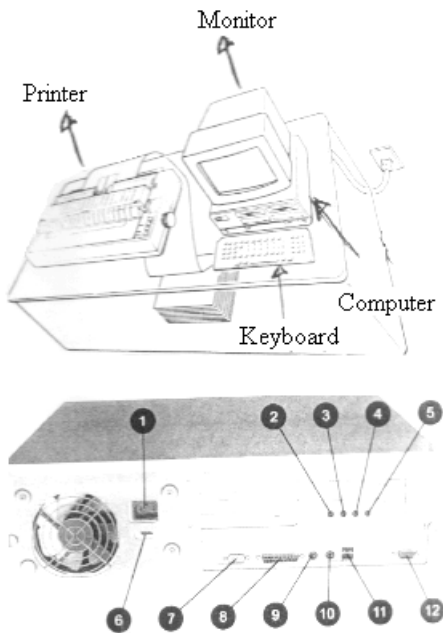
Learning objective	At the end of this element, the trainee must be able to <ul style="list-style-type: none">- Identify computer devices- Connect computer devices
Duration	1 Hours
Equipment/tools	System unit, monitor, keyboard, mouse and printer
Training Materials	NIL
Teaching AIDS	Handouts
Reference Materials	
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain to trainees how to identify ports and collect/prepare all devices to be connected to the system unit

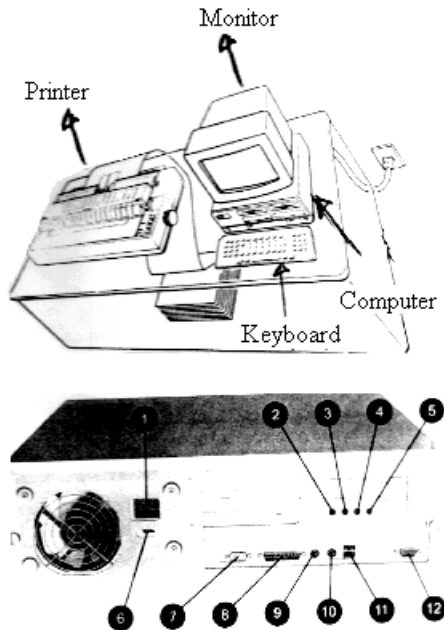
STEPS

1. Explain the use of each device and identify the ports to connect the devices
2. Connect each devices to the computer system unit.
3. Re-check the cables connections.
4. Connect the power supply cable to the wall socket outlet.



3. Information sheet (hand out)

1. Identify the ports to connect the devices
 2. Connect each devices to the respective port on the computer system unit.
 3. Re-check the cables connections.
 4. Connect the power supply cable to the wall socket outlet and put it on.
 5. Put on the system unit and the monitor to check if your correct
- NB: If the connection is not correct the computer will display error message.



Ref	Component	Function
1.	Power Cord Connection	Connects the computer to an electrical power outlet
2.	Microphone connector	Connects a microphone for recording sound and voice
3.	Line-In audio Connector	Connects an external audio output device. Such as speakers or a cassette tape recorder.
4.	Line-Out Audio Connector	Connects an audio in put device
5.	Headphone Connector	Connects headphones
6.	Voltage Select Switch	Switches voltage between 115 V (U.S) and 230 V to match geographical requirements.
7.	Serial Connector	Connects a serial device. Such as serial printer
8.	Parallel Connector	Connects a parallel device, such as parallel printer
9.	Keyboard connector	Connects the keyboard
10.	Mouse connector	Connects the mouse
11.	Universal Serial Bus Connector	Connects in the computer to any peripheral while the computer is operating. Is a fully functional plug and play connector
12.	Monitor Connector	Connects a monitor to an embedded graphics controller

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to identify computer devices and connect them accordingly		I	II	III
		1.1 Identify devices as per range statement 1.2 Identify correct ports for connecting peripheral devices to the system unit			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
After connecting all the devices to the correct ports then, the system will not give any error message. Error alarm or a message No signal			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<ol style="list-style-type: none">1. What is a port?2. Why are we connecting other devices (Peripheral devices) to the main unit?3. What is the difference between parallel and serial ports?4. List down the three components of the computer system5. What will happen if a keyboard is not going to be connected to the system unit.	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 05 ELECTRONIC MAIL

Unit: 5.1 SEND AND RECEIVE E-MAIL

Training and Learning Element [TLE]: 5.1.1 CREATING AND SENDING E-MAIL MESSAGE

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this element, the trainee must be able to create and send E-mail messages
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	Word processing training manual
Trainees preparation	Be aware of computer room regulations

2. Presentation of training/teaching steps

1. Click the compose button or from the mail menu, choose compose
2. Choose address button
3. Type the first few characters of your name
4. Press enter or choose To button. Your user name is added to the To box
5. Press enter or choose OK button.

Compose Email

SEND SAVE DRAFT SPELL CHECK CANCEL

Insert address from Address Book

To: _____

Cc: _____

Bcc: _____

From: jamesot@lycos.com

Reply To: jamesot@lycos.com

Priority: Normal (Default)

Subject: _____

Attachments: [Attach file]

Editor: [Basic | Advanced]

Address <http://www.mail.lycos.com/frameset.nlshtm>

Address Book

Group by: All

SEND MESSAGE DELETE

All	Last, First	Nickname
<input type="checkbox"/>	EVERYONE	everyone
<input type="checkbox"/>	Anapak, Pascaline	
<input type="checkbox"/>	Binagi, Kened	jibaba.
<input type="checkbox"/>	dr_jamesotdr_jamesot	
<input type="checkbox"/>	Juma, UPendo	
<input type="checkbox"/>	[contact info]	
<input type="checkbox"/>	[contact info]	

3. Information sheet (hand out)

Demonstrate and explain the process of sending E-mail message.

Steps

1. Click the compose button or from the mail menu, choose compose
2. Choose address button
3. Type the first few characters of your name
4. Press enter or choose To button. Your user name is added to the To box
5. Press enter or choose OK button.

Compose Email

SEND SAVE DRAFT SPELL CHECK CANCEL

Insert address from Address Book

To: _____

Cc: _____

Bcc: _____

From: jamesot@lycos.com

Reply To: jamesot@lycos.com

Priority: Normal (Default)

Subject: _____

Attachments: [Attach file]

Editor: [Basic | Advanced]

Address http://www.mail.lycos.com/frameset.nlshtm

Address Book

Group by: All

SEND MESSAGE DELETE

<input type="checkbox"/> All	[Last, First]	Nickname
<input type="checkbox"/>	EVERYONE	everyone
<input type="checkbox"/>	Anapak,	Pascaline
<input type="checkbox"/>	Binagi,	jibaba.
<input type="checkbox"/>	Kened	
<input type="checkbox"/>	Eldr_jamesotdr_jamesot:	
<input type="checkbox"/>	Juma,	UPendo
<input type="checkbox"/>	[contact	info]
<input type="checkbox"/>	[contact	info]

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to send E-mail messages		I	II	III
		(1) Compose button is selected (2) Address is inserted			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
1.1 Select compose button by click 1.2 Insert the recipient address			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
	<p>(1) Write down the steps involve in sending E-mail</p>

1. Preparation of Training

Learning objective	At the end of this element, trainee must be able to send message immediately, later or at a certain time.
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	Word processing training manual
Trainees preparation	Computer regulations awareness

2. Presentation of training/teaching steps

Demonstrate and explain the process of sending messages immediately later or at a certain time.

Steps:

(Immediately)

- (1) Click on the send button or select send immediately from the message menu. A progress window is displayed to show the progress of the transmission.

Send later

- (1) Click on the queue button or select queue message from the message menu. The message window is closed, and the message is saved in the out mailbox marked Q

Sending at a certain time

- (1) Select a message then select change queuing from the message menu.
The changing queuing dialog is
Displayed
- (2) If you choose right Now, the message is sent immediately when you click OK. If you choose Next time queued in the out mailbox with a Q in the status column and sent the next time queued messages are sent.

3. Information sheet (hand out)

Immediately

- (1) Click on the send button or select send immediately from the message menu. A progress window is displayed to show the progress of the transmission.

Send later

- (1) Click on the queue button or select queue message from the message menu. The message window is closed, and the message is saved in the out mailbox marked Q

Sending at a certain time

- (1) Select a message then select change queuing from the message menu. The changing queuing dialog is Displayed
- (2) If you choose right Now, the message is sent immediately when you click OK. If you choose Next time queued in the out mailbox with a Q in the status column and sent the next time queued messages are sent.

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to send messages Immediately, later or at a certain time		I	II	III
		1.1 Sending message immediately 1.2 Sending message later 1.3 Sending message at a certain time.			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Messages are sent immediately (2) Messages are sent later (3) Messages are sent at a certain time			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) How do you send the message immediately?</p>	<p>(1) Write down the steps to be followed to send a message at a certain time.</p>

1. Preparation of Training

Learning objective	At the end of this element, trainee must be able to set message priority and saving a message
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	Word processing training manual
Trainees preparation	Be aware of the computer room regulations

2. Presentation of training/teaching steps

Demonstrate and explain the steps to follow to set the message priority and saving a message

Steps:

(Message priority)

- (1) To change the priority of the current message, use priority pop up

Saving a message

- (1) To save the current message, select SAVE from the file menu.
- (2) To save all of the messages that you have opened, hold down the CTRL key and select save from the file menu

3. Information sheet (hand out)

(Message priority)

(1) To change the priority of the current message, use priority pop up

Saving a message

(1) To save the current message, select SAVE from the file menu.

(2) To save all of the messages that you have opened, hold down the CTRL key and select save from the file menu

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to set message priority and saving		I	II	III
		1.1 Message prioritizing set 1.2 Message saved			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Priority set (2) Message saved			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Write down the reason for setting priority.</p> <p>(2) Write the steps to save the message in your floppy diskette</p>	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 05 ELECTRONIC MAIL

Unit: 5.1 SEND AND RECEIVE E-MAIL

**Training and Learning Element [TLE]: 5.1.4 USING THE QUICK RECIPIENT
LIST AND**

ATTACHING A FILE TO A MESSAGE

1. Preparation of Training

Learning objective	At the end of this element, the trainee must be able to use recipient list and attaching a file to a message
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	Word processing training manual
Trainees preparation	Computer room regulations awareness

2. Presentation of training/teaching steps

Demonstrate and explain how to use quick recipient list and attaching a file to message

Steps:

(Use quick recipient list)

- (1) Select New message to, forward to or Redirect to from the message menu, and select the nickname from the displayed list.
- (2) To insert a nickname into a message that you have already opened, put the cursor where you want the nickname and select insert recipient from the edit menu.
- (3) To insert a real address(es) instead of nickname, hold down the shift key and select insert recipient from the edit menu.

Attaching a file to a message

- (1) Select Attach file (to new) from the message menu. The attach file dialog is displayed
- (2) Find the file you want select it and click on the attach button to attach the document to the current message or open a new message with the file attached to it. The name of the document is displayed automatically in the attachments field

3. Information sheet (hand out)

- (1) Select New message to, forward to or Redirect to from the message menu, and select the nickname from the displayed list.
- (2) To insert a nickname into a message that you have already opened, put the cursor where you want the nickname and select insert recipient from the edit menu.
- (3) To insert a real address(es) instead of nickname, hold down the shift key and select insert recipient from the edit menu.

Attaching a file to a message

(1) Select Attach file (to new) from the message menu. The attach file dialog is displayed. Find the file you want select it and click on the attach button to attach the document to the current message or open a new message with the file attached to it. The name of the document is displayed automatically in the attachments field

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to use quick recipient list and attaching a file to message.		I	II	III
		1.1 Quick recipient list is used 1.2 File is attached to the message			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Use of quick recipient list (2) The file is attached to the message			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) What is the recipient list</p>	<p>(1) Explain the process of attaching a file to a message.</p>

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 05 ELECTRONIC MAIL

Unit: 5.1 SEND AND RECEIVE E-MAIL

**Training and Learning Element [TLE]: 5.1.5 REDIRECTING A MESSAGE AND
SENDING
REPEATED MESSAGES AGAIN**

1. Preparation of Training

Learning objective	At the end of this element, the trainee must be able redirect and sending rejected messages
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	Word processing training manual
Trainees preparation	Be aware of computer room regulations

2. Presentation of training/teaching steps

Demonstrate and explain the steps of redirecting and sending rejected messages again

Steps:

(Redirecting messages)

- (1) Select Redirect from the message menu. A new message window is displayed with the original sender's address in the from field with the statement by way of your address "The original sender's text in the message body, and the original attachments in the attachments field.

(Sending rejected message)

- (1) Select Send again from the message menu. This eliminates the inserted extra text and reformats the message as it originally appeared. You can then make changes or additions and send the message again.

3. Information sheet (hand out)

(1) Select Redirect from the message menu. A new message window is displayed with the original sender's address in the from field with the statement by way of your address "The original sender's text in the message body, and the original attachments in the attachments field.

(Sending rejected message)

(1) Select Send again from the message menu. This eliminates the inserted extra text and reformats the message as it originally appeared. You can then make changes or additions and send the message again.

Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
			I	II	III

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Message is redirected (2) Repeated message is sent again			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p data-bbox="235 451 630 491">Why do we need to messages?</p>	<p data-bbox="820 451 1344 527">Explain the steps to redirect and sending repeated messages again</p>

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 05 ELECTRONIC MAIL

Unit: 5.1 SEND AND RECEIVE E-MAIL

[TLE]: 5.1.6 READING AND DELETING THE MESSAGE

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this element, the trainee must be able to read and delete E-mail messages
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	<ul style="list-style-type: none">- Internet and email books- Microsoft mail- User's guide
Trainees preparation	

2. Presentation of training/teaching steps

Demonstrate and explain how to read and delete e-mail messages

Steps:

(Reading)

- (1) In the message header click Inbox to display the message. Mail displays a closed- envelope symbol and shows the sender's name in bold.
- (2) Double click the message or press TAB to move the highlight from the Folders list to message list.
- (3) Press Enter. The message appears in read note form

(Deleting message)

To manage the number of messages you keep in your Inbox, you should delete messages you've already read and no longer need.

To delete a message from the Inbox

1. In the Inbox, select the second Test Message. To select Test Message, click it, or press TAB to move the highlight to the message list, use the ARROW KEYS to highlight it, and then press ENTER.

2. Click the Delete button, or from the File menu, choose Delete (ALT, F,D).
The message moves to the Wastebasket, where you can retrieve it until it is deleted there. The default Mail setting deletes messages in the Wastebasket when you quit Mail. To change this option, choose Options from the Mail menu.

3. Information sheet (hand out)

Steps:

(Reading)

- (1) In the message header click Inbox to display the message. Mail displays a closed-envelope symbol and shows the sender's name in bold.
- (2) Double click the message or press TAB to move the highlight from the Folders list to message list.
- (3) Press Enter. The message appears in read note form

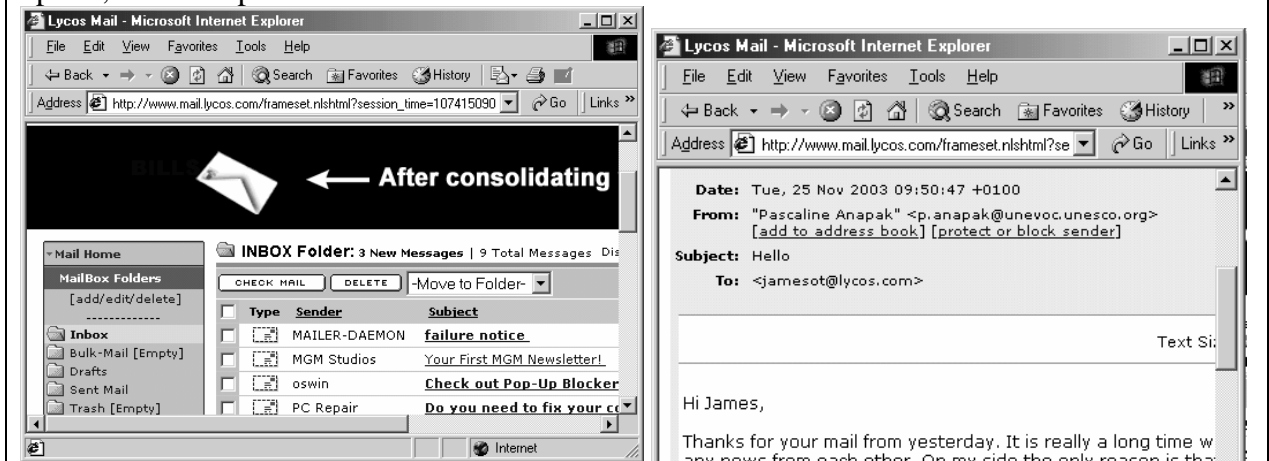
(Deleting message)

To manage the number of messages you keep in your Inbox, you should delete messages you've already read and no longer need.

To delete a message from the Inbox

1. In the Inbox, select the second Test Message. To select Test Message, click it, or press TAB to move the highlight to the message list, use the ARROW KEYS to highlight it, and then press ENTER.
2. Click the Delete button, or from the File menu, choose Delete (ALT, F,D).

The message moves to the Wastebasket, where you can retrieve it until it is deleted there. The default Mail setting deletes messages in the Wastebasket when you quit Mail. To change this option, choose Options from the Mail menu.



Practical performance Assessment
Direct Performance

Performance Criteria		Direct Performance	Assessment		
	Able to read and delete messages		I	II	III
		1.1 Reading message 1.2 Deleting message			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Message read (2) Message is deleted			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
<p>(1) Explain how to read and delete messages?</p>	

TRADE: COMPUTER APPLICATIONS

LEVEL 1

Module: 05 ELECTRONIC MAIL

Unit: 5.1 SEND AND RECEIVE E-MAIL

[TLE]: 5.1.7 REPLYING AND FORWARDING EMAIL MESSAGES

Vocational Education and Training Authority (VETA)

1. Preparation of Training

Learning objective	At the end of this element, the trainee must be able to reply and forward e-mail
Duration	30 minutes
Equipment/tools	Computer connected to the internet
Training Materials	NIL
Teaching AIDS	Information sheet
Reference Materials	E-mail reference books
Trainees preparation	Be aware of the computer room regulations

2. Presentation of training/teaching steps

Demonstrate and explain the steps to send E-mail messages

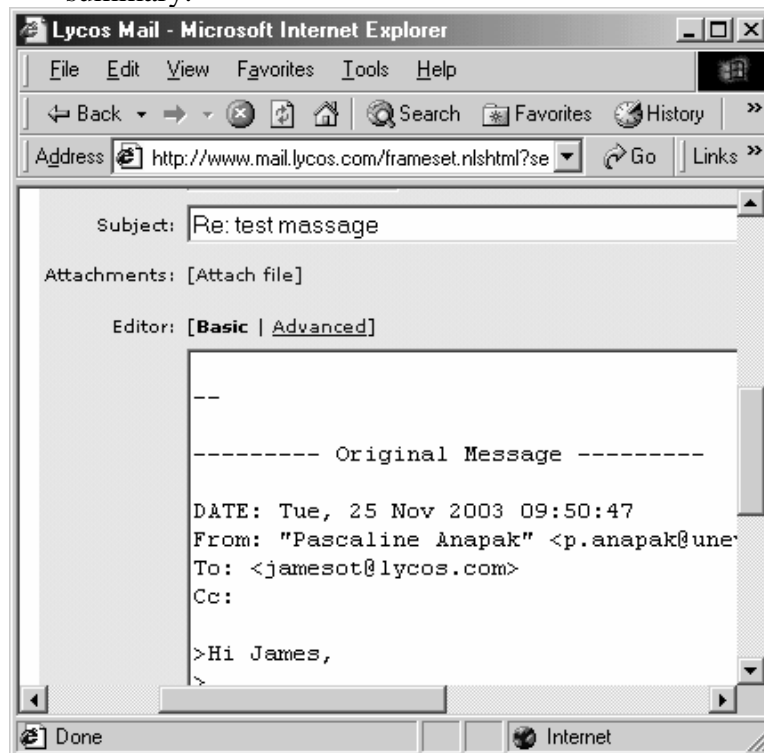
Steps:

(Replying a message)

- (1) To create a reply to addressed to the original sender select Reply from the message menu
- (2) To create a reply addressed to the original sender and all of the original recipients select reply to all from the message menu

(Forwarding a message)

- (1) To forward a current message, select forward from the message menu. A new message window is displayed with your address in the From field, and the original sender's text quoted in the message body. Make any changes you want, and enter the recipient's address in the To field.
- (2) The message can be sent or saved for further changes. The message that have been forwarded are identified with an "F" in the status column of their message summary.



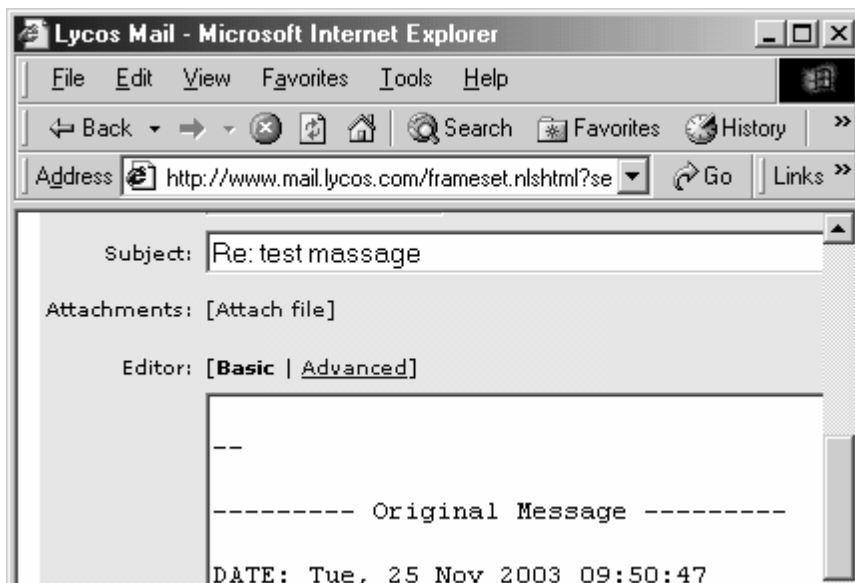
3. Information sheet (hand out)

Replying a message

- (1) To create a reply addressed to the original sender and select Reply from the message menu.
- (2) To create the reply addressed to the original sender, and all of the original recipient, select reply to all from the message menu.

Forwarding a message

- (1) To forward a current message, select forward from the message menu. A new message window is displayed with your address in the From field, and the original sender's text quoted in the message body. Make any changes you want and enter the recipient's address in the to field.
- (2) The message can be sent or saved for further changes. The message that have been forwarded are identified with an "F" in the status column of their messages summary.



**Practical performance Assessment
Direct Performance**

Performance Criteria		Direct Performance	Assessment		
Able to reply and forward message			I	II	III
		1.1 Message is replied 1.2 Message is Forwarded			

- KEY:** I - Has started but need further experience
 II - Competent but with supervision
 III - Competent unaided

Product Assessment

Product Specifications	Assessment		
	Acceptable	Needs for the Adjustments	Not Acceptable
(1) Message replied (2) Message forwarded			

KNOWLEDGE ASSESSMENT

ORAL	WRITTEN
What is an email?	Write down the advantages of using email