



Step Up to Word



SCHEME OF WORK

COURSE TITLE: Step up to Word

COURSE OUTLINE: A practical and hands on look at literacy to develop a range of skills used in the creation and use of a Word-processor.

DURATION: 6 hours

AIMS: To use Word as a tool to develop literacy in learners.

Health and Safety Issues	Equal Opportunities Issues
Issues that relate to working with computers.	Any issues that relate to the specific group. This is a basic computer course and would be suited to learners that have not used computers before.

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	Obj. No.	VOCATIONAL SKILLS OBJECTIVES
V1	Turn on computer	V2	Use the Word-processor
V3	Create, save and open a document in Word	V4	Copy and Paste
V5	Format text	V6	Printing
Obj, No.	ESSENTIAL SKILLS OBJECTIVES	Obj, No.	ESSENTIAL SKILLS OBJECTIVES
ES1	Speak, listen and respond	ES2	Writing – text
ES3	Writing – sentence		

Session No.	Topic Covered	Objective Covered
1	Turn on computer Using Word Create and save a document in Word	V1 V2 V3 ES1 ES2
2	Create, save and open a document in Word Format text Copy and Paste	V3 V4 ES2 ES3
3	Copy and Paste Printing Consolidation	V4 V5 V6 ES3



Step Up Session Planner

COURSE TITLE: Step Up to Word

LESSON No: 1

DURATION: 2 hours

AIMS: To turn on the computer and to open and work in word

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
V1	Turn on computer	
V2	Use Word	
V3	Create, save and open a document in Word	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
ES1	Use strategies to clarify and confirm understanding	SLlr/E3.4
ES2	Plan and draft writing	Wt/E3.1

Time	Topic	Activity	Resources/human resources to include use of LSAs and volunteers	Method of assessment	Additional Information	Obj. No.
15 mins	Introductions Health & Safety Overview of course content	Admin and housekeeping to include health and safety and fire information. Outline overview of course content. Brief discussion of course content.				
15 mins	Computer Components	Tutor to explain main components of the computer to include: VDU Tower/CPU Keyboard Mouse	Handout 1, computer components			

Time	Topic	Activity	Resources/human resources to include use of LSAs and volunteers	Method of assessment	Additional Information	Obj. No.
10 mins	Using the mouse and the desktop environment	Learners to turn on their computer. Tutor to demonstrate how to use the mouse. Tutor to talk about the desktop environment.	Computer with a mouse Memory stick	Discussion Questions & answer Tutor demonstrations	If learners have used other office applications the tutor could discuss similarities with saving and opening files etc.	V1
10 mins	Use Word	Tutor to talk about word-processing. Give out handout 2 and explain toolbars. Learners to label new icons on handout 2 as they use them.	Handout 2, computer toolkit	Discussion Learners label handout 2		V2
30 mins	Plan and draft writing	Tutor to advise learners that they need to plan and draft their own writing, using handout 3 (this should be hand written)	Handout 3, typing exercise Whiteboard & pens	Discussion Tutor demonstration/ observation	Learners are advised not to worry about spelling at this stage. This planning is to marshal their thoughts and organise what they want to write.	ES2
35 mins	Typing and saving in word	Learners to type the text they have just composed into Word. Tutor to demonstrate saving a document.	Handout 3 – electronic copy Whiteboard & pens	Discussion Tutor demonstration		V3 ES2
5 mins	Conclusion	Tutor to sum up session Review aims and objectives Questions and answers.				

Tutor Evaluation:
(Strengths, weaknesses, changes, improvements)

Student Progress:



STEP-UP SESSION PLANNER

COURSE TITLE: Step Up to Word

LESSON No: 2

DURATION: 2 hours

AIMS:

- Create, save and open a document in word
- Spell check
- Copy and paste
- To open and work in Word

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
V3	Create, save and open a document in Word	
V4	Copy and paste	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
ES2	Proof read and correct writing for grammar and spelling	Wt/E3.4
ES3	Construct simple and compound sentences, using common conjunctions to connect two clauses	Ws/E2.1

Time	Topic	Activity	Resources/human resources to include use of LSAs and volunteers	Method of assessment	Additional Information	Obj. No.
5 mins	Review of last session	Explain session aims		Discussion	Allow time for questions from last session	
10 mins	Open a document in Word	Tutor to demonstrate how to do this. Group to open work from last week.	Computer and mouse Whiteboard and pens	Discussion Tutor demonstration		V3
15 mins	Proof reading and correcting	Tutor to explain reasons for proof reading and why it is so important. Learners to proof read their own handwriting in handout 3 from session 1	Handout 3 – hard copy from session 1. Pens	Discussion Questions & Answer Tutor observation	Using highlighter pens, highlight errors to help learners to remember their mistakes. Underlining errors is a preferred method.	

Time	Topic	Activity	Resources/human resources to include use of LSAs and volunteers	Method of assessment	Additional Information	Obj. No.
25 mins	Spell-check in Word	Tutor to demonstrate using the spell-checker in Word. Learners to label this icon on handout 2. Learners to spell-check their work in handout 3. Learners to complete handout 4.	Handout 2 Handout 3 (electronic version from session 1) Handout 4, spell check exercise	Tutor demonstration/observation Discussion Handout 4 completed	Tutor to advise learners that the spellchecker is not always right. (See page 187 in Access for All)	
30 mins	Copy and paste	Tutor to talk about the copy and paste functions and point them out in Word. Learners to label on handout 2. Tutor to demonstrate copy and paste with the menu exercise. Learners to complete handout 5.	Handout 2 Handout 5, menu exercise	Discussion Tutor demonstration/observation Learners label handout 2 Completed handout 5	Extra exercise should be available	V4
30 mins	Compound sentences	Tutor to talk about conjunctions, what they are and why are they used etc. Tutor to ask group to suggest some words they think may be conjunctions. Tutor to record on flipchart. Tutor to explain putting sentences together exercise (handout 6) Learners to complete in Word using copy and paste.	Flipchart and pens Handout 6, conjunction exercise			

Tutor Evaluation:
(Strengths, Weaknesses, Changes, Improvements)

Student Progress:

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to maggie@skillsworkshop.org
THANK YOU



STEP-UP SESSION PLANNER

COURSE TITLE: Step Up to Word

LESSON No: 3

DURATION: 2 hours

AIMS:

- Copy and Paste
- Format Text
- Printing

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
V4	Copy and Paste	
V5	Format Text	
V6	Printing	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
ES3	Construct simple and compound sentences, using common conjunctions to connect two clauses.	

Time	Topic	Activity	Resources/human resources to include use of LSAs and volunteers	Method of assessment	Additional Information	Obj. No.
5 mins	Review of last session	Explain session aims		Discussion	Allow time for questions from last session	
20 mins	Compound sentences	Tutor to recap on last session and remind learners about conjunctions. Learners to recap (Handout 7)	Flipchart sheet from previous week Handout 7, conjunction exercise 2	Discussion Question and answers Tutor observation	More exercises to be made available	V4 ES3
60 mins	Format Text	Tutor to talk about formatting text. Tutor to demonstrate highlighting text Learners to type their name into Word and practice highlighting.	Handout 2 Whiteboard and pens All completed exercises – electronic versions	Discussion Questions & Answer Tutor demonstration/ observation Exercises formatted	By exploring different fonts, styles, sizes and colours, learners can compare readability and suitability.	V5

Time	Topic	Activity	Resources/human resources to include use of LSAs and volunteers	Method of assessment	Additional Information	Obj. No.
	Format text continued	Tutor to demonstrate formatting text, size, style, BI U and colour. Learners to label handout 2. Learners to open all completed exercises and format/enhance them.	Handout 2			
25 mins	Printing	Tutor to remind learners about proof reading before printing. Tutor to demonstrate the printing process. Learners to label icon on handout 2. Learners to print the exercises they have completed.	Handout 2 All completed exercises - electronic version Whiteboard and pens	Tutor demonstration/ observation Discussion Learners label handout 2 Printouts		V6
10 mins	Conclusion	Tutor to sum up session Review aims and objectives Information, Advice & Guidance Complete next steps in study material and record of achievement	Next step learning sheets	Questions & Answers		

Tutor Evaluation
(Strengths, Weaknesses, Changes, Improvements)

Student Progress:



So, What's Next For You?

Guide to Next Steps in Study

Congratulations, you have nearly finished your course. If you have enjoyed it, don't stop now. Why not think about other courses that you could join? There are all sorts of courses out there, so there's bound to be one for you.

Choose from:

- Courses for fun such as crafts or sport
- Courses for work such as NVQs, which are mostly carried out in the workplace
- Higher level courses in maths or English such as the national tests, key skills or GCSEs
- Learndirect courses in a whole bunch of subjects, which you learn about using the computer
- Family Learning which will help you to support your child with their reading and maths.

There are all sorts of ways to find out more about what is out there:

- Talk to your tutor
- Ask to see a list of courses offered – most colleges have a brochure
- When you have decided on the course you think you would like to take, ask to see a course description to make sure you have made the right choice
- Book an appointment with someone to talk about your options – your tutor will tell you how
- Phone Next Steps on 01329 227559. There are all sorts of ways they can help you. They will chat to you on the phone about what is out there, or arrange for someone to sit with you to talk through your options.
- Go to www.essu.org

We hope this helps you to find out more about your options.

Why not complete the form below to help you plan your learning?

RECORD OF ACHIEVEMENT - BE A LIFELONG LEARNER

NAME:

SECTION 1

Use the box below to list the courses you have already attended since leaving school. Don't forget to include the course you are on now.

Course	Date Attended	Qualification

SECTION 2

Use column 1 below to list the further skills you would like to develop. For example, you may like to improve your word processing skills or your spelling. Now think about a course, which would help you to develop that skill. Your tutor can help you here, or you may even like an interview with our information and advice expert. When you have decided the course, fill out the details in column 2. In column 3 give details of your plans. Are you going to enroll on the course? If so when? How much will it cost? Where is it?

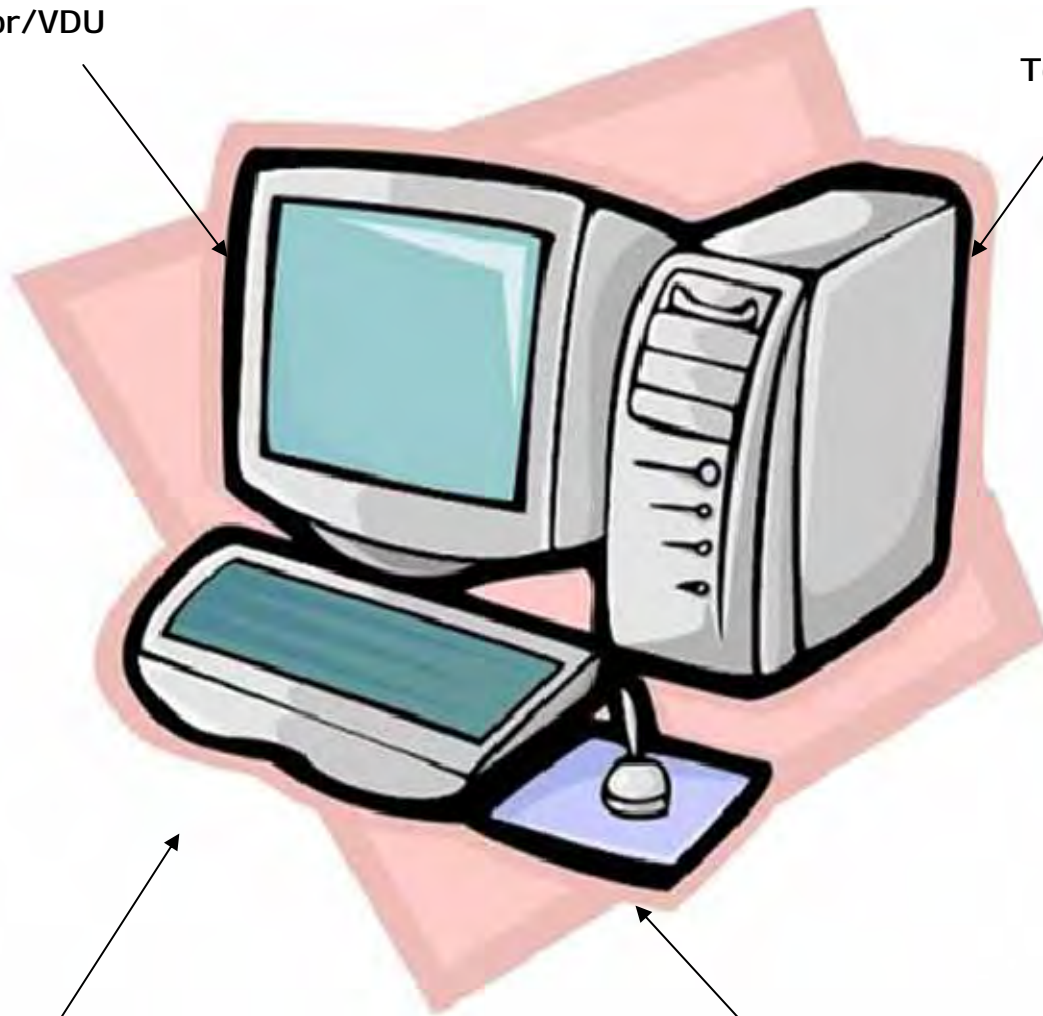
1: Skills Required	2: Course to address skills needs	3: Actions

Handout 1, session 1

Computer Components

Monitor/VDU

Tower/CPU

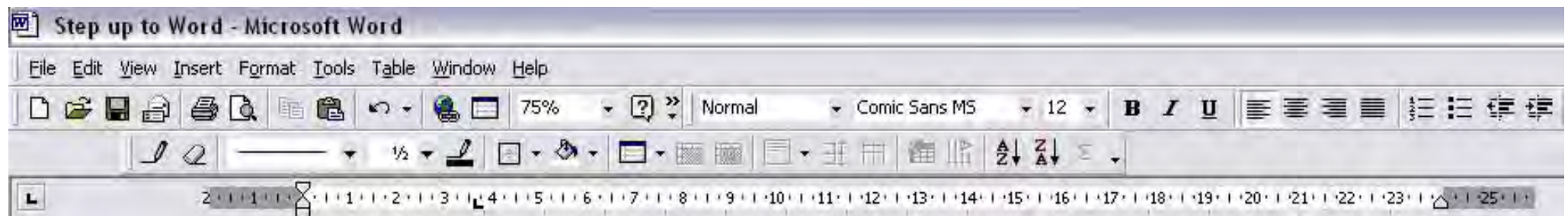


Keyboard

Mouse

Handout 2, session 1

Computer Toolbar



Handout 3, session 2

Typing Exercise



Where did you hear about the course?

Why did you decide to do the course?

What do you want to learn from the course?

Handout 4, session 2

Spell Check Exercise



There are several mistakes in this poem.

Replace the underlined words with the correct spellings.

Spellbound

I have a spelling chequer

It came with my PC

It plainly marks four my revue

Miss takes I cannot sea.

I've run this poem threw it

I'm shore you pleased too no;

It's a letter perfect in it's weigh

My chequer tolled me sew.

Handout 5, session 2

Dessert

Roast Chicken with a selection of Vegetables

Ice Cream

Prawn Cocktail

Roast Beef with a selection of Vegetables

Soup of the Day

Starter

Vegetable Risotto

Double Chocolate Cheesecake

Main Course

Apple Waffle Crunch

Melon

Handout 6, session 2

Conjunction Exercise

Choose the best conjunction (joining word) from the list below to join together the following short sentences.

Where, before, after, until, since, when, whenever, while, although, though, whether, as

Example

I want to go to the cinema. I am quite tired.

I want to go to the cinema, **although** I am quite tired.

1. He checked that the road was clear. He drove away.
2. It was extremely dark. The lights were switched off.
3. I can't be certain. We may change our plans if the weather is good.
4. The girls were eating burgers. We saw them at lunchtime.
5. I thought that he was the thief. I can't really be sure.
6. They have been much happier. They won the lottery last year.

Handout 7, session 3

Conjunction Exercise 2

Choose the best conjunction (joining word) from the list below to join together the following short sentences.

As well as and but so or therefore
--

1. The boy watched the TV.

The girl listened to the radio.

2. I liked the film.

I recommended it to my friends.

3. I enjoy my job.

I don't like working long hours.

4. Anna wants a shower.

The water is cold.

5. I must cut the grass.

I must clean the car.

I must make the dinner.

6. You can have an ice cream.

You can have a biscuit.

You cannot have both.