



Module 2 – Useful programs and apps

Module Background

Nowadays, in order to be prepared for the labour market is essential to be able to manage several digital skills related to the creation and edition of documents on digital devices. Furthermore, smartphones and their different applications are not only necessary for work tasks, but they are also fundamental for the management of daily life in different contexts.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 2	USEFUL PROGRAMS AND APPS			
SU 2.1	Introduction to MS Word	10	8	18
SU 2.2	Graphic design	10	8	18
SU 2.3	Using smartphone apps	10	8	18
TOTAL MODULE HOURS		30	24	54



Skill Unit 2.1 Introduction to MS Word

Skill Unit Background

Knowing how to manage a Word processing program is basic and essential to apply for a job. Such knowledge allows young people to create new documents, edit and modify them according to their necessities at work. Furthermore, it provides the opportunity for utilising it in their daily life for many other different uses and purposes.

Learning Objectives

This Skill Unit will teach how to do basic word processing of a text

Learning Outcomes

The learner is able to underline, use different fonts, sizes, colours and bold types in a Word document (2.1.1)

The learner is able to delete, copy and paste in a Word document (2.1.2)

The learner is able to use different margins, orientation and alignments (2.1.3)

The learner is able to insert an image and tables into the Word document (2.1.4)

Pre-knowledge

Turn on the PC, use the mouse and keyboard, open a Word document and save it with a name, search information and photos on the internet, copy and paste the information on the document

Indicative content: Topics and Key concepts

- Fonts, sizes, colours and bold types
- Underline, delete, copy, paste and insert
- Margins, orientation and alignments



Teacher led Activities

Do you know my family? (2.1.1):

Inform your partners about you and three members of your family by writing four informative paragraphs using different fonts, sizes, colours, bold types and underlining specific information

This is what I like! (2.1.2, 2.1.3): Inform your partners about two of your hobbies by searching information on the internet and create two documents applying specific formats, margins and orientation

My favourite celebrities (2.1.4): Inform and show images about your two favourite celebrities by inserting three different photos of each in a table

Teacher backed Activities

This is me! (2.1.1, 2.1.2, 2.1.3, 2.1.4):

Inform and show information about you, your town and a trip you would like to go by presenting a document with three paragraphs applying to each one specific font, sizes, bold type, format, margins and inserting images related to them

Assessment methods

As final assessment of this Skill Unit, learners will be able to create their personal CV using a specific font, size, bold types and italics where necessary and adding a photo of themselves. They will transform this document into PDF and save.



DO YOU KNOW MY FAMILY?

Step by step process

1. The learner starts the word processor program.
2. The learner writes the activity title in capital letters selecting font, size and bold.
3. The learner changes the text's font, size and colour to write a first paragraph indicating the name, surname, age and hobbies.
4. The learner repeats this process three times to write about three members of their family.
5. The learner selects the names and surnames with the mouse and put them in bold
6. The learner selects each hobby in the text and underlines them in the text.
7. Move to the debriefing questions.

Debriefing

Are you able to select part of the text with the mouse?

Do you know how to write texts in upper and lower case?

Are you able to change the font of a text?

Are you able to write texts in different colours and sizes?

Tips

Check that the computer equipment to be used works and has the word processor installed.

Make sure that students are able to find the necessary buttons and tools in the program interface to carry out the activity.

Activity type: Follow-up

Topics and content:

Word and its formats

Learning outcomes:

The learner is able to underline, use different fonts, sizes, colours and bold types in a Word document

Target group:

individual activity

Material

Physical materials: laptop or desktop computer with mouse, keyboard and monitor



THIS IS WHAT I LIKE!

Step by step process

Activity type: Follow-up

Topics and content:

"Word" and its formats.

Learning outcomes:

The learner is able to delete, copy and paste on the Word document

The learner is able to use different margins, orientations and alignments

Target group:

Individual activity

Material

Physical materials: laptop or desktop computer with mouse, keyboard and monitor.
Projector.

1. The learner chooses two hobbies (sports, music, movies, videogames,...)
2. The learner opens a Word document and goes to the page layout tab
3. Once in the document, they look for horizontal orientation and narrow margins.
4. The learner opens another Word document and selects portrait orientation and normal margin
5. The learner looks up information on the Internet about the two hobbies selected in step one.
6. The learner copies the information about one of the hobbies in the horizontal document and in the vertical one about the other selected hobby.
7. The learner organises the information in each document into three paragraphs.
8. The learner aligns one of the paragraphs to the right in each document, another to the left and the last one centred.
9. The learner presents the work done to the large group.
10. Move to the debriefing questions.

Debriefing

Where do you have to go to open the word documents?

What browser can you use to find information about our hobbies?

What tab do you have to open to change the document orientation and margins?

Tips

Prepare the projector so that once the students finish the activity they can project the result of the activity and show it to the rest of the class

Connections with other activities

Activities "Online interview" (MODULE 1-SU 1.3)



MY FAVOURITE CELEBRITIES

Step by step process

1. The student chooses two personalities of their liking.
2. Open a word document and go to the Insert tab, and insert a table with four rows and two columns.
3. In the first row, write the names of the two personalities. Alignment will be centered, bold font. Color to be chosen by the student.
4. Search the Internet and download three images of each of the personalities.
5. Insert in each of the cells and classified by columns the downloaded images of the two personalities, ordering them from top to bottom according to the student's taste.
6. Center align the images in the cell.
7. Present the work done to the large group.
10. Move to the debriefing questions.

Debriefing

- Am I able to insert tables and select their size?
- Do I know the way to download an image from the Internet?
- Can I insert an image in a word document?
- Am I able to align text and images when creating tables?

Tips

Check that the computer equipment to be used works and has the word processor installed. Prepare the projector so that once the students finish the activity they can present it to the rest of their classmates.

Activity type: Follow-up

Topics and content:
Word and its formats

Learning outcomes:
The learner is able to insert an image and tables into theworld document

Target group:
Individual activity

Material

Physical material: laptop or desktop computer with mouse, keyboard and monitor. Projector



THIS IS ME!

Activity type: Evaluation

Topics and content:

Word and its formats

Learning outcomes:

The learner is able to underline, use different fonts, sizes, colours, in a Word document.

The learners are able to delete, copy and paste in a Word document.

The learners are able to use different margins, orientation and alignment.

The learner is able to insert an image and tables into the Word document

Target group:

Individual activity

Material

Physical material: laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. Create a Word document.
2. Go to page layout and set up the margins of the document with a 3 cm of alignment for each side (top, bottom, right and left).
3. In this document write three paragraphs.
4. Fill in the first paragraph with personal information (age, family, friends, hobbies).
5. In the second paragraph write information about your town or city of residence.
6. In the same paragraph insert a table with different cells and insert in them two pictures of the most touristic places in your town or city.
- 7.. In the third paragraph write information about a tourist destination you would like to go to, insert a table and insert two pictures of that place.
8. At the beginning of the first paragraph write your name in bold and in the second paragraph write your name in bold.
9. At the beginning of the second and third paragraphs write the names of the corresponding places in italics and underlined.

Driving questions

Where should you go to open word documents?

Which tab should you open to change the margins in a document?

Which browser should you use to search for information?

Which tab should you open to create a table?

How can you copy an image from the internet?

How can you paste an image into a table?

Which tab should you open to make the font bold, underline and italicise it?

Connections with other activities

Activity "This is my e-mail" (MODULE 3. - SU 3.1)