Intel® Learn Program
Technology and Community

Digital Manual 3.0

Module 1

Overview

Welcome to the Intel$^®$ Learn Program! The Intel Learn Program is bringing the future within reach for thousands of young people such as you in communities around the world where there is limited access to technology in homes and schools.

Through your participation in the Intel Learn Program, you will learn skills necessary to work and compete in the 21st Century. These skills include technology literacy, critical thinking, and collaboration.

Technology Literacy

Technology literacy involves being able to use technology such as computers to communicate, solve problems, and collect, organize, and share information.

- What are some things that can be done with a computer?

- Have you used a computer before?

- What are some things you used the computer to do?

- What are some things that you would like to learn to do on a computer?

The Intel Learn Program will provide you with hands-on opportunities to explore and discover how to do many things on a computer. Not only will you have a chance to use the computer to find information on the Internet, but you will also use the computer to paint and draw pictures, to write, to solve mathematics problems, and to create presentations.

Critical Thinking

Critical thinking involves problem solving. There are many ways in which problems can be solved.

- What are some problems that you have experienced before?
- What are some of the ways you went about solving those problems?

The Intel Learn Program will introduce you to many processes that will help you develop and demonstrate problem-solving and critical-thinking skills. For example, as part of every activity and project that you complete, you will be asked to plan, do, review, and share.

Collaboration

Collaboration involves teamwork – working with one or more people to complete a task.

- What are some instances when you have worked with one or more people?
- What was your job to do, and what was the job of the other person or persons?
- Why can it be easier to work with others rather than working alone?

The Intel Learn Program will promote collaboration in many ways. Not only will you share a book such as this one with another learner, but you will also share a computer as you complete activities and projects together. This means that you will enjoy the benefit of having another person to help you learn, solve problems, and create.

Find Someone Who...

Now is the time to meet your classmates in the Intel Learn Program. Remember that your classmates will be a valuable resource to you.

- What type of information would you like to know about your classmates?

- What information would you like them to know about you?

Spend the next five minutes telling your partner one interesting thing about yourself and asking your partner one question that you would like to know about him or her.

Now, let's learn about your classmates. You and your partner will need to get a sheet of paper and number it from 1 to 20.

Then, you will move around the room and ask questions to find a class-mate who matches one of the numbered descriptions in the following list. When you and your partner find a match, you will ask that classmate to sign his or her name and to write his or her answer next to the corre-sponding number on your numbered sheet of paper.

You will have 20 minutes to find as many matches as you can. Note that each classmate cannot sign his or her name more than twice. When you are done, show the sheet with all the signatures to your staff member. Begin when you are instructed to do so.

Find someone who …

1. … likes to paint or draw. What have you painted or drawn?

2. … likes to go on hikes. Where is your favorite place to hike?

3. … has used a computer before. What did you use it for?

4. … likes ice cream. What flavor?

5. … likes to sing. Which songs?

6. … knows some words in another language? Which language?

7. … likes school. What do you like about school?

8. … knows the capital city of our country. What is it?

9. … has visited a different community. Where?

10. … likes to read. What is your favorite thing to read?

11. … has recently seen a film. What film?

12. … likes to play or watch sports. Which sports?

13. … is wearing blue. Where?

14. … likes to take care of pets and animals. Why?

15. … likes to tell stories. Which stories?

16. … likes to work alone. Why?

17. … can play a musical instrument. Which one?

18. … likes to collect things. What?

19. … joins lots of groups. Which groups?

20. … likes to build things. What have you built?

Using this Curriculum

To succeed in the 21st century, you need to know different processes or ways of doing things. All the activities and projects that you will complete in the *Technology and Community* curriculum involve a four-step process: **Plan It**, **Do It**, **Review It**, and **Share It**.

To learn more about **Plan It**, **Do It**, **Review It**, and **Share It**, read and discuss the information in this section.

Plan It

Step 1 is **Plan It**. The icon, or picture symbol, for **Plan It** shows a pencil. A pencil is shown because planning typically is done with a pencil and paper. A pencil is better than a pen because pencils often have erasers, so you can change your plans if needed.

You begin **Plan It** by learning what you are being asked to do or solve. Then, you discuss and answer questions that help you decide what you are interested in doing and how you are going to do it. Often, a helpful approach is to write your answers and draw a quick picture on a sheet of paper detailing your plan. **Plan It** ends when you have shared your plan with your teacher and your teacher approves your plan.

- Have you ever made a plan before?
- What did you plan?
- Did your plan change?
- How did having a plan help?

Do It

Step 2 is **Do It**. The icon for **Do It** shows a computer mouse. A computer mouse is shown because doing typically is done with a mouse, along with a keyboard and a computer.

During **Do It**, you follow your plan and complete what you have been asked to do or solve. Your ideas should be different from the ideas shown in the examples in the book. As part of doing, you carefully read and follow the numbered directions. In the directions, you will find helpful suggestions and new challenges. You may find that you want to change your original plans as you do your work. **Do It** ends when you have completed all of the numbered directions. You might also have tried one or more of the challenges.

- What have you done or made that has required you to read and follow directions?

- Why is reading and following directions important?

- Have you ever done something and needed to go back and change your original plan? Why?

Review It

Step 3 is **Review It**. The icon for **Review It** shows a magnifying glass. A magnifying glass is shown because a magnifying glass often is used when we want to see something more clearly and in greater detail.

During **Review It**, you go back and closely look over the product that you created. You check to see if you have followed your plan and the directions. You also make sure that your product has all the required elements. If an element is missing or if you would like to change an element, you can add or change your product. **Review It** ends when you have saved your work, checked it, and decided that no more changes are needed.

- Have you ever thought that you had finished something only to find out that it was missing an element or needed to be changed? What happened?

- How can going back and reviewing your work help improve it or make it better?

Share It

Step 4 is **Share It**. The icon for **Share It** shows an open hand. An open hand is shown because we often use our hands when we share our work with others.

During **Share It**, you begin by showing others the work you have done on the computer. As part of sharing, you might tell others about your work and answer any questions they might have. You should also read the questions in the book and discuss your answers. **Share It** ends after you share your answers with the class.

- When have you had an opportunity to share your work with others? What did you share?

- What can be learned by sharing work with others?

Computer Basics

Before you begin using the computer, there are some basic things that you should know. This includes knowing the names of some of the parts of the computer, as well as knowing how to move the mouse.

Parts of the Computer

1. The **CPU** (Central Processing Unit) is the brain of the computer. It is found within the enclosed part of the computer.	
2. The **monitor** is similar to a television in that both have screens used to display information.	
3. The **keyboard** is used to type or input information. It has keys or buttons with letters and numbers on them, plus some special keys.	
4. The **mouse** is used most often for pointing at different things on screen. There is a ball on the bottom of the mouse that moves when it is rolled on a desk. The movement sends a signal to move things on the screen. The mouse also has two buttons that can do things when pressed.	

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Moving the Mouse

1. The mouse can also be used for **clicking**. Clicking is tapping the mouse button once to press it and then quickly letting go.

   Although the mouse has two buttons, you will be doing **left-clicking** most of the time.

   However, there will be times when you will be doing **right-clicking** as well.

2. Also, there will be times when you will be **double-clicking**. Double-clicking means tapping the left button two times very quickly. A double-click is often used to open or start something.

3. **Dragging** is another type of movement you can do with the mouse. Dragging is holding down the left mouse button and moving the mouse. Once you have pressed down the left mouse button, you can drag left, right, up, down, or any other direction.

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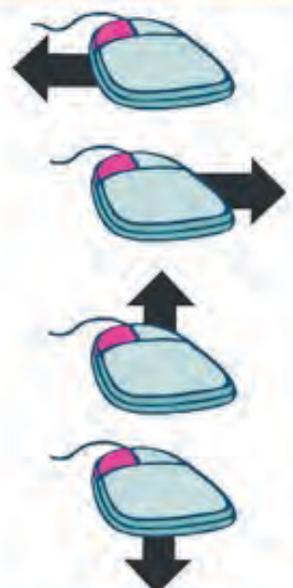
Internet Search

It is time for an Internet search! You and your partner will now become more familiar with the Internet as you search to find the information requested below.

1. Start the Web browser on your computer.

2. Type the Web site address given to you by your facilitator.

3. Make sure to check that the address you typed is the correct one since a typing mistake may take you to a different Web site or to a Web site that does not work.

4. Press the **Enter** key, or click the **Go** button. Then, wait as the Web page loads on your computer.

5. Read the Web page thoroughly.

6. What are three things you have learned from this page?

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7. Click one of the blue hyperlinks.

8. Where does this link take you?

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9. Go back to the first page by clicking the **Back** button on the toolbar.

10. Click in the address bar, and type in the following site: **www.recipe-delights.com**

11. Find a new recipe you would like to try for one of your meals.

12. What is the name of this recipe?

_____

13. Click in the address bar, and type the Web site address provided by your facilitator.

14. What are two stories on this page about? Is there information on your favorite sports?

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15. Click in the address bar, and type in one of the following Web site addresses:

    a. www.indiaexpress.com/specials/babynames

    b. www.sanyal.com/india/babyname.html

    c. www.babynamenetwork.com/origin.cfm?origin=Chinese

    d. http://zhongwen.com

16. Type your name or your family members' name.

17. What do the names mean?

_____

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18. You are going to visit a directory now. A directory will let you choose a big topic and then narrow the search by clicking on the hyperlinks. Click in the address bar, and type the directory address provided by your facilitator.

19. Where does this link take you?

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20. Click on a topic of your interest.

21. What did you find when you went there?

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22. Click the icon on the toolbar that looks like a house.

23. Where does this take you?

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24. Exit your web browser.

Using the *Help Guide*

Where would you look if you wanted to learn how to spell a word or find information for a report? Dictionaries and encyclopedias are two types of resources that can be used to get answers quickly without having to read the books from cover to cover. Similarly, the *Intel® Education Help Guide* can be used to learn how to do certain skills on the computer.

Exploration

Write your answers to each question in the spaces below.

1. Go to the Help Guide.

2. Go to the left navigation pane, which shows the contents of the Help Guide. Find the Help Guide link. This section has information about how to use the Help Guide.

    a. The Help Guide has sections for each of the four main computer technology areas—graphics, word processing, spreadsheets, and multimedia. The *Help Guide* includes several other technology areas that can be used for your own personal reference but will not be used in the course.

3. Find the Graphics section. The Graphics section includes groups of graphics skills. Each group has a number and a name. The name describes the type of information you will find in each group. Take a moment to figure out the following:

    a. How many groups are in the Graphics section?

    b. What is the name of Graphics Group 5?

4. Find Group 5: Using the Drawing Tools. Group 5 includes many graphics skills. Each skill has a number and a description. Take a moment to figure out the following:

    a. How many skills are in Graphics Group 5?

    b. Which graphics skill might you look at if you needed to know how to draw an arrow?

    c. Spend one or two minutes exploring the graphics skills.

d. Which graphics skill looks like the most fun? Why?

5. Find the Word Processing section. The Word Processing section is organized just like the Graphics section. The Word Processing section includes many word processing groups. Each group has a number and a name. The name describes the type of information you will find in each group.

a. Which word processing group has information about designing pages?

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b. Which word processing skill has information about how to change the color of your words?

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c. Which word processing group might contain information about changing the look of a table?

_____

d. Spend one or two minutes exploring the word processing skills.

e. Which word processing skill looks most interesting to you? Why?

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6. Answer the following questions about the Spreadsheets and Multimedia sections.

a. Which spreadsheet skill explains how to give a worksheet a new name?

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b. Which spreadsheet group has information about performing calculations?

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c. Which multimedia skill tells you how to record your voice?

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d. Which group has information about changing the look of your slides?

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    e. Spend one or two minutes exploring the spreadsheets and multi-media skills.

    f. Which spreadsheet or multimedia skills are you most excited to learn? Why?

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Discussion

Spend five minutes discussing with your partner your answers to the following questions:

- How is the *Help Guide* different from reference materials that you have seen?

- Is the *Help Guide* easy or hard to use? Why?

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Now share your answers with the class as directed.

Community

All the activities and projects that you will do in the Intel Learn Program are about community. Most of us would define community as the place where we live – our neighborhood. However, a community can also be a group of people who share similar beliefs, values, customs, traditions, and goals. In fact, many of us belong to several different communities, including school, religious group, and interest club communities.

- To what communities do you belong?
- What do you know about the community in which you live?
- What might you want to learn about this community?

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You will explore and answer these and other questions during the Technology and Community course. The course consists of 15 sessions, each two hours long. During the first ten sessions, you and your partner will use your technology and thinking skills to complete many activities involving some aspects of the community in which you live. During the last five sessions, you will work in a small group to create a presentation of your ideas about and solutions for a challenge facing your community today. This presentation may be shared with the leaders of your community.

For every activity and project you choose to do, you will need to plan, do, review, and share your ideas and work. All the activities and projects can be found be within this Technology and Community book. Take five minutes to look through not only the Contents page, but also the other pages in this book.

- Which activities are you looking forward to doing? Why?

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As you complete your activities and projects, you may have many questions about how to use the computer to do certain tasks. There are several ways you can find answers to your questions. You can always ask your partner, your group members, or your classmates for help. You can try and explore different things on the computer. You can search for help online or in books. One such book that can help you is the Skills Book. There you will find step-by-step directions for how to do certain skills. Take five minutes to look through this reference book.

- Which skills do you already know how to do?
- Which skills are you excited to try?

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If you attend classes regularly, participate actively, and complete your work satisfactorily, you will receive a certificate on the final day of class. Graduates of the Technology and Community course may be allowed to continue their learning in the Technology at Work course.

Using the Rubric

Have you ever finished an assignment then reviewed the work to make sure it was your best? What did you check for? How did you know if your work needed improvement? A rubric is a tool to help you review your work for specific elements.

Activity and Project Rubric

A rubric is a guideline to help you determine how well you are performing in several categories. These categories include originality, required elements, technical skills, communication to audience, and collaboration. In each category, your performance level can be assessed as exceeding expectations, meeting expectations, approaching expectations, or needing improvement.

The rubric can help you identify what changes you may want to make to a product so that you can share your best work. As you review your work, refer to the rubric often to make sure you are trying to reach the highest level in each category. It may help if you print the rubric and circle the level in each category you think your work best fits. Then you can determine where improvement is needed.

		LEVEL			
		Exceeding Expectations	**Meeting Expectations**	**Approaching Expectations**	**Needing Improvement**
CATEGORY	**Originality**	We used our skills to make a highly original product that reflects our own unique and creative ideas.	We used our skills to make an original product that reflects our own ideas.	We used our skills to make a partially original product that reflects some of our own ideas.	We mostly copied our product from an example or someone else's work.
	Required Elements	We completed all the "Review It" elements. We also tried to do one or more of the challenges.	We completed all the "Review It" elements.	We completed most of the "Review It" elements.	We completed few, if any, of the "Review It" elements.
	Technical Skills	Our work shows that we are very good at using the technology skills needed to make the product.	Our work shows that we are able to use the technology skills needed to make the product.	Our work shows that we can improve our use of the technology skills needed to make the product.	Our work shows that we need help with the technology skills needed to make the product.
	Communication to Audience	Our choices for colors, sizes, words, and other details clearly communicate our message.	Our choices for colors, sizes, words, and other details communicate our message.	Our choices for colors, sizes, words, and other details only partly communicate our message.	Our choices for colors, sizes, words, and other details distract from our message.
	Collaboration	We always worked together as a team to plan, do, review, and share our product. We worked hard on our parts and helped each other along the way.	We worked together to plan, do, review, and share our project. We completed our parts and helped each other most of the time.	We worked together sometimes to plan, do, review, and share our product. We completed our own parts and helped each other only part of the time.	We did not work together to plan, do, review, and share our product. We worked on our own parts.

Use the Activity and Project Rubric as you complete each activity in the Intel® Learn Program.

Class Rules

All of you now belong to a new community – the Intel Learn Program community. As you are building a new community together, it is important for you to agree on a set of behaviors and rules that all members of the community will respect.

There are many situations in life that require specific behaviors and rules.

- What are some of rules that you must respect at home, in school, or elsewhere?

- Why are those rules needed?

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It is now time for you to develop a list of rules for everyone in this class to follow.

- How do you want to treat each other?

- What rules are needed? Together, develop a list of rules for everyone in this class to follow.

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It is likely that some of these rules will need to change or will be broken in the weeks ahead.

- What can be done to help everyone remember the rules?

- If someone should break a rule, what could be done to help him or her practice the rule?

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For the next class, your staff member will consider your list of rules and present you with a written list of the final class rules for all to follow during your time as members of the Intel Learn Program community.

Module 2

Graphics

Have you ever painted a picture? What did you paint? What tools and materials did you use? Another tool that can help us paint is a computer with graphics software. Graphics software also helps us make changes to pictures and photographs.

Exploration

There are several graphics paint software titles, including *Microsoft* Paint* and *The GIMP**. Work with your partner to start the graphics paint software. Spend ten minutes completing the challenges below.

- **Challenge 1:** Paint a straight, blue line.

- **Challenge 2:** Paint a green circle. Color the inside of the circle red.

- **Challenge 3:** Use two different tools to write your name.

Use the remaining time to discover what else you can do with graphics paint software.

Discussion

Spend five minutes discussing with your partner your answers to the questions below.

1. What is your favorite thing about this graphics paint software?

2. How is painting a picture on the computer different from painting a picture on paper?

3. What are some projects that you could use this graphics paint software to do?

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Now you will share your answers with the class as directed.

Help Guide Resources

To learn more about graphics paint skills, check the *Help Guide* as you complete the activities and project. Within the Graphics section, there are three graphics paint skill groups:

• **Graphics Group 1:** Getting to Know the Graphics Paint Software

• **Graphics Group 2:** Painting Shapes and Lines

• **Graphics Group 3:** Making Changes to Pictures and Photos in the Graphics Paint Software

What are some graphics paint skills that you would like to learn to do? Share your answers with the class as directed.

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Graphics Activities

You will have an opportunity to learn and use graphics paint skills as you complete some of the featured graphics paint activities:

• **Graphics Activity:** Postage Stamp

• **Graphics Activity:** Desktop Display

Now you will learn more about these graphics paint activities so you and your partner can decide which activity you want to begin first.

Postage Stamp

People buy postage stamps and put them on letters, postcards, and packages to prove that they have paid enough to send those items. What written information is on a stamp? What types of pictures do you see on stamps? How much do different types of stamps cost?

Plan It

Design a stamp that shows something important about your community. Look at the following example:
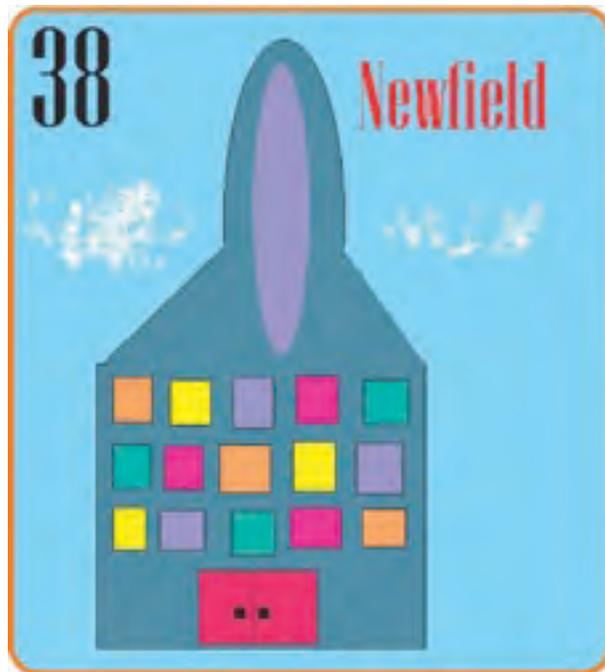
Think about the questions below, and discuss your ideas with your partner. It might be helpful to write your ideas on a sheet of paper and draw a rough sketch of what you want your stamp to look like.

• Is there an important person, place, or thing in your community that you would like to put on your stamp? What would you want your picture of this person, place, or thing to look like?

• How much money should the stamp be worth?

• What words might you put on the stamp?

- How might you arrange the picture, price, and words on your stamp?

For help on how to do certain tasks, look at the following groups in the Help Guide:

- **Graphics Group 1:** Getting to Know the Graphics Paint Software

- **Graphics Group 2:** Painting Shapes and Lines

- **Graphics Group 3:** Making Changes to Pictures and Photos in the Graphics Paint Software

Do It

1. Start *the graphics paint software*, and if necessary, open a new, blank painting canvas.

2. If needed, change the size and shape of your painting canvas so it is about the size of your screen. (See Graphics Skill 2.12: To change the size of a painting canvas.)

3. Paint a rectangle for the outer edges of your stamp design.

Challenge: Use the **Eraser/Color Eraser** tool to make the stamp's border look like it was torn from a sheet or a book of stamps. Make sure you pick the background color you want first! (See the Challenge Example at the end of this section.)

4. Use the different tools to paint the picture you want on your stamp. Be sure to pick the color you want before you paint any lines, shapes, or strokes. If you make any mistakes, just use the **Undo** command.

5. Zoom in if you need a close-up view of your painting.

6. Pick a place in your stamp where you want to put the price. Then, make a text box, and type a number that shows how much money the stamp is worth. (**Note:** You might want to make the box see-through, or *transparent*, so you do not get a big rectangle over your stamp design.)

7. Change the look of the price however you wish.

8. Repeat Steps 6 and 7 to put the name of your community in the stamp.

Challenge: Select and copy the stamp. Then, start Microsoft* Word and open a new, blank document. Select and copy the stamp. Then, paste into the document and make it larger or smaller as you wish. Below the stamp, type a sentence or two about your stamp design. (See the Challenge Example at the end of this section.)

9. Save your work as directed.

Review It

Look over your stamp. Make sure it has the following elements:

• A picture of an important person, place, thing, or event in your community

• The stamp's price

• The name of your community

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

*   How did you decide on the picture you painted for your stamp? Why is that person, place, or thing important to your community?

*   Which tools did you use to design your stamp? Which tool did you like the best? Why did you like that tool?

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Graphics

Desktop Display

There are many important places in your community that people go to for different reasons, including the place where you are right now. Why do people go to your learning center? What happens there? One way to let people know about your center is to make a picture called a *desktop display* that can be shown on the screen of your computer monitor. Then visitors will find out what happens at your center whenever the computers are turned on!

Plan It

Design a desktop display for the screen of your computer monitor. Look at the following example:

Think about the questions below, and discuss your ideas with your partner. It would be helpful to write your ideas on a sheet of paper and draw a rough sketch of what you want your desktop display to look like.

•   What is the name of this learning center? What things do people come here to do?

•   What words can you think of to get people to come to this learning center?

•   What pictures would help show what happens at the center?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

•   **Graphics Group 1:** Getting to Know the Graphics Paint Software

•   **Graphics Group 2:** Painting Shapes and Lines

•   **Graphics Group 3:** Making Changes to Pictures and Photos in the Graphics Paint Software

Do It

1. Start the graphics paint software, and you will see a new, blank painting canvas.

2. If needed, change the size and shape of your painting canvas so it is just a little bit smaller than the size of your monitor's screen. (See Graphics Skill 2.12: To change the size of a painting canvas.)

3. Add a background fill color.

Challenge: Because there are not many colors to pick from in the color box, you might want to make your own custom color to use. (For help, see Graphics Skill 3.13: To make and use your own colors.) (See the Challenge Example at the end of this section.)

4. Think about where in the picture you want to put the name of the learning center. If necessary, make a text box, and then type the name of your school's computer lab. (**Note:** If you are using Microsoft Paint and do not want a color rectangle around your words, make the text box transparent.) You can also change the look and color of the words any way you like.

5. Next, think about where in the picture you want to put the words to promote the learning center. Make another text box, and type those words. Change the look of the words however you wish.

6. Decide on one picture that you think would best show the things that people do at the learning center. Think about the ways you could use the different graphics paint tools to add this picture to your display.

7. Use the tools to paint the picture you want. Be certain to choose things like the color and line width before you start painting with any of the tools. If you make a mistake, you can use the **Undo** function to erase or undo your last action.

Challenge: To make your desktop display look even better, think about using the tools to add squiggly lines, colorful shapes, and simple symbols like stars and hearts. As you add these lines, shapes, and symbols, consider copying and pasting them to add many copies of the same thing. You can even flip and rotate these lines, shapes and symbols to make your design really interesting. Make sure you select the part of the display you want to change before copying, rotating, or moving it. (See the Challenge Example at the end of this section.)

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8. As needed, select and then resize or move the parts of your painting.

9. Save your work where directed as a bitmap.

10. Add your desktop display to your computer's monitor. If you are using Microsoft Windows, click **Start** > **Settings** > **Control Panel**. Double-click **Display**, and then click the **Browse** button, and find the folder where you saved your desktop display picture. Pick the file, and click **Open**. Then, click **OK**.

11. Close or minimize all open programs or windows, and you will see your desktop display picture on the monitor.

Review It

Look over your desktop display. Make sure it has the following elements:

- A background fill color

- The name of your learning center

- Words that would make people want to come to the center

- A picture that shows what people do at the center

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- What new graphics paint tool or skill did you learn today? For what other projects might you use that tool or skill again?

- What was your favorite part about creating the desktop display? Why?

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Draw Overview

How is drawing a picture different from painting a picture? Why might you decide to draw a picture instead of paint one? In computer graphics, there are two different types of software – paint software and draw software – and each is used for different reasons. Graphics paint software such as *Microsoft Paint* or *The GIMP* lets you freely add color as you would with a paintbrush or with spray paint, and you can easily make changes to the tiniest parts of a picture. In contrast, draw software such as *Microsoft Draw* or *OpenOffice.org Draw* lets you make pictures out of lots of lines and shapes that can be individually moved or made bigger or smaller.

Exploration

There are several graphics draw software titles, including Draw. To start Draw, you first need to start *Microsoft Word* or *OpenOffice.org Draw*. Then, click **View** > **Toolbars** > **Drawing** to show the Drawing toolbar. You are now using Draw. Spend ten minutes completing the challenges below.

- **Challenge 1:** Draw an AutoShape or Basic Shape.

- **Challenge 2:** Make the shape bigger or smaller, and move it to another place.

- **Challenge 3:** Draw other shapes, and move them around as you wish.

- **Challenge 4:** Change the color of the outer borders, and fill the inside of shapes with interesting colors and effects.

Use the remaining time to discover what else you can do with graphics draw software.

Discussion

Spend five minutes discussing with your partner your answers to the questions below.

1. What is your favorite thing about this graphics draw software?

2. How is this graphics draw software different from the graphics paint software you used before?

3. What are some projects you could use this graphics draw software to do?

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Now you will share your answers with the class as directed.

Help Guide Resources

To learn more about graphics draw skills, check the Help Guide as you complete the activities and project. Within the Graphics section, there are six graphics draw skill groups:

- **Graphics Group 4:** Getting to Know the Graphics Draw Software
- **Graphics Group 5:** Using the Drawing Tools
- **Graphics Group 6:** Changing the Look of Lines and Shapes
- **Graphics Group 7:** Adding Words to Your Drawings
- **Graphics Group 8:** Working with Objects in Your Drawings
- **Graphics Group 9:** Adding Special Effects

What are some graphics draw skills that you would like to learn to do? Share your answers with the class as directed.

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Graphics Activities

You will have an opportunity to learn and use graphics draw skills as you complete some of the featured graphics draw activities:

- **Graphics Activity:** Postcard

- **Graphics Activity:** Signs

- **Graphics Activity:** Map

Now you will learn more about these graphics draw activities so you and your partner can decide which activity you want to begin first.

Postcard

When people visit different communities other than their own, they often send postcards to their friends and relatives at home. Have you ever sent or received a postcard? What did the postcard look like? Most postcards have a picture of a place on the front side. Then on the backside, there is usually space to write a message and the name and address of the person receiving the postcard.

Plan It

Design a postcard with a picture of your community. The finished postcard should look like one a visitor to your community might find in a store. Look at the following example:
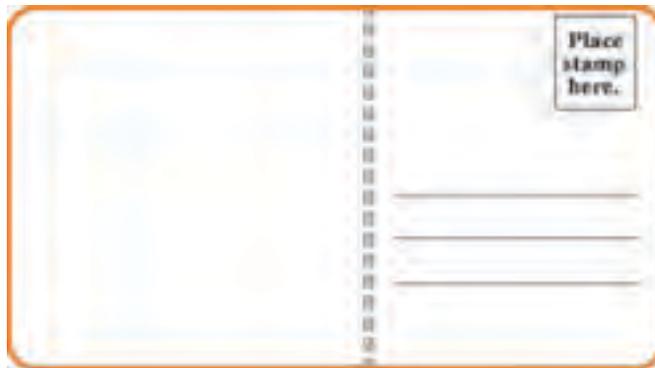
Think about the questions below, and discuss your ideas with your partner. It might be helpful to write your ideas on a sheet of paper. You can also draw what you would like the front and backsides of your postcard to look like.

- If you had to pick one picture of your community to put on a postcard, what would that picture be? Why? Where might you find a picture that you could use?

- How might you design the back of the postcard? How could you make it easy to tell the space for writing the message from the space for writing the name and address of the person receiving the postcard?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- **Graphics Group 4:** Getting to Know the Graphics Draw Software

- **Graphics Group 5:** Using the Drawing Tools

- **Graphics Group 6:** Changing the Look of Lines and Shapes

- **Graphics Group 7:** Adding Words to Your Drawings

- **Word Processing Group 5:** Adding Pictures to Your Pages

Graphics

Do It

1. Launch the graphics draw software, and open a new, blank document.

2. On the page, draw a rectangle that is about the same size as a post-card. This rectangle will be the front of your postcard.

3. Make a copy of the rectangle, and move it just below the first rectangle. This second rectangle will be the back of your postcard.

4. Now you need to add a picture of your community for the front side of your postcard. There are three ways you can do this:

   a. You can start *graphics paint software* and make your own picture. Then, save your finished painting on your computer and insert it into your postcard. (For help, see Word Processing Skill 5.2: To add a picture you have already made and saved on your computer.)

   b. You can add a picture from the clip art gallery. (For help, see Word Processing Skill 5.1: To add pre-made computer pictures, or clip art.)

   c. You can find an actual picture of your community on the Internet, copy the picture, and paste it into your postcard. (For help, see Word Processing Skill 5.3: To add a picture you have copied from a Web site or another document.)

5. After you have added your picture, change its text wrapping. (For help, see Word Processing Skill 5.4: To change the way words flow, or wrap, around a picture.) Then, move and resize the picture so it fits inside the first rectangle.

6. Make an artful title with words that invite or welcome people to your community. Make the artful title bigger or smaller as needed, and move it so it fits on top of the picture in your postcard.

7. Now you need to work on the back =side of the postcard. Scroll down so the second rectangle is on your screen. Then, draw a line down the center of the card to divide it in two halves.

8. Change the line width, color, and style as you wish.

Challenge: Sometimes the backside of a postcard has information about the picture on the front side. Make a text box at the top of the left side of the postcard. Type a sentence that explains the picture of your community that is on the front side of the postcard. Change the look of the words as you wish and pick a different text box border and fill color. (See the Postcard Backside Challenge Example at the end of this section.)

9. In the top-right corner of the back of the postcard, make a small text box about the size of an actual postage stamp. Inside the box, type, "Place stamp here." As needed, change the look and size of the words. You can also change the look of the text box border.

10. Below the stamp, draw a line where someone can write the name of the person receiving the postcard. Copy and paste that line two times so you have two more lines where someone can write an address. Move the lines so they are lined up and spaced apart evenly.

Challenge: Delete the three lines and in that space and make a text box so you can type the name and address of a person you and your partner want to receive the postcard. Change the look of the words as you wish and remove the text box border. You can also make a text box on the left side of the postcard and write a short message to this person. (See the Postcard Backside Challenge Example at the end of this section.)

11. Save your work as directed.
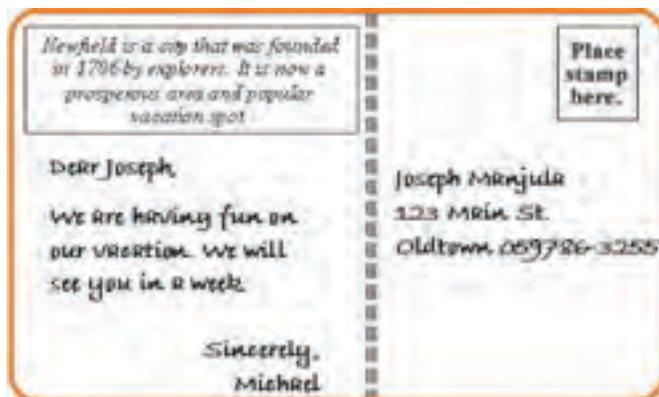
Review It

Look over your postcard. Make sure it has the following elements:

- A picture of your community on the front side

- An artful title that invites or welcomes people to your community

- A line that divides the back side of the card into two halves

- A place for a postage stamp

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- Why did you decide on the picture of your community that you put on the front of the postcard?

- What method did you use to put a picture of your community on the front side of your postcard? Why did you pick that method?

- What was the hardest part about making this postcard? How did you and your partner figure out how to complete that step or task?

- What other types of postcards might you make?

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Signs

There are many different types of signs in your community, including traffic and parking signs, signs that give directions, signs that label buildings and streets, and signs that explain rules. Where do you see signs in your community? What does each sign look like? Where else in your community might new signs be needed?

Plan It

Make four new signs that you think are needed in your community. It is important that these signs are easy to see and that they can be understood by people who may speak a different language or who cannot read. Look at the following examples:

Graphics

Think about the questions below, and discuss your ideas with your partner. You might want to write or draw sketches of your four sign ideas on a sheet of paper.

- Where in your community might a new or better sign be needed? Why would that sign be helpful?

- What shape or color could you use to make each sign look different?

- What words, numbers, or pictures would make the meaning of your sign clear?

- How would you arrange the shapes and information on your four signs so they are easy to read?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- **Graphics Group 4:** Getting to Know the Graphics Draw Software

- **Graphics Group 5:** Using the Drawing Tools

- **Graphics Group 6:** Changing the Look of Lines and Shapes

- **Graphics Group 7:** Adding Words to Your Drawings

- **Word Processing Group 5:** Adding Pictures to Your Pages

Do It

1. Start the graphics draw software, and open a new, blank document.

2. Use the *Draw* tools to make a shape for your first sign.

3. Change the line width and color of the shape's outline, and pick a different fill color.

Challenge: I you want different colors to pick from click **More Line Colors** or **More Fill Colors** and pick another color on the Standard tab. You can also make your own colors on the Custom tab. (See the Challenge Example at the end of this section.)

4. If you want to add words or numbers to your sign, make a text box that fits inside the shape. Then, type the words or numbers you want. Remove the box line and fill color, and change the color and look of the words or numbers so they are easy to read.

5. If you want a picture to show what your sign means, insert clip art or a picture from a clip art collection. Change the picture's text wrapping so it is positioned in front of text. (For help, see Word Processing Skill 5.1: To add pre-made computer pictures, or clip art, and Word Processing Skill 5.4: To change the way words flow, or wrap, around a picture.) Then, make the picture bigger or smaller, and move so it fits inside the shape.

6. When you are done with the sign, select and group all of the objects together so you can easily move and resize it later.

7. Repeat Steps 2 through 6 to make three more signs.

8. Resize the signs so they are all about the same height and width, and move them so they fit nicely on the page.

Challenge: Make a text box below each sign and type a sentence that explains what each sign is for and where it would go in your community. Change the look of the words and the text boxes and way you wish. (See the Challenge Example at the end of this section.)

9. Save your work as directed.

Review It

Look over your four signs. Make sure each one has the following elements:

- A unique shape and color that makes it stand out from the other signs

- Words, numbers, or a picture that help make the sign's meaning clear

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Why did you decide to make those four signs?

• Which of the four signs is your favorite? Why?

• What other types of signs might you make? Which of the tools or skills that you used today would you use to make those signs?

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Map

Have you ever gotten lost? How did you find your way to where you needed to go? It is easy to get lost, especially in a new place. What are some things people do to keep from getting lost? While some people ask for directions, others use maps. What do maps look like? What information is usually on a map? What places do you see on maps?

Plan It

Make a map that shows visitors how to get to some important or fun places in your community. Look at the following example:
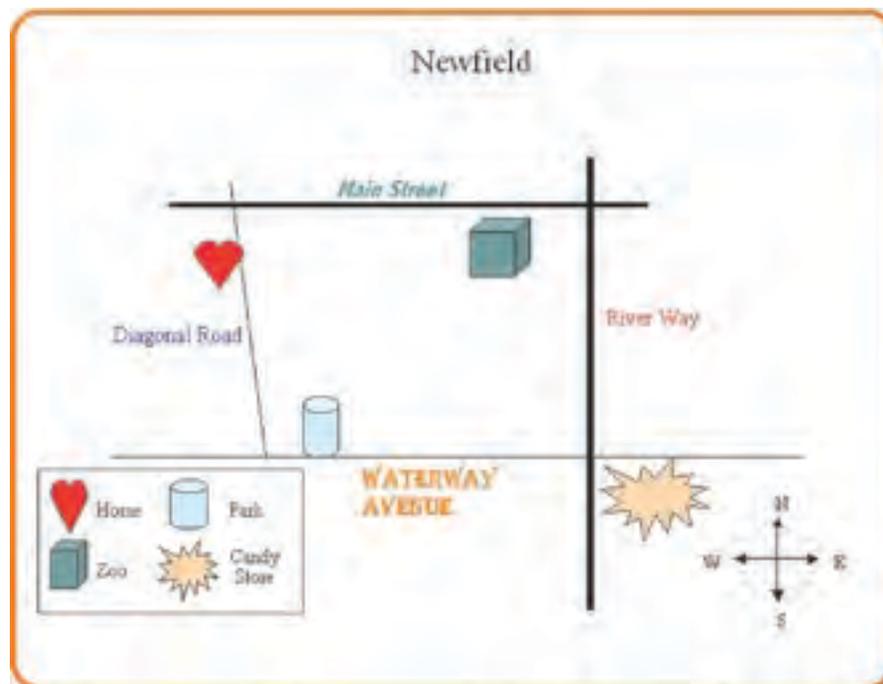
Think about the questions below, and discuss your ideas with your partner. You might want to write your ideas on a sheet of paper. You also can draw what you want your map to look like.

- Where do you like to go in your community? What other places might visitors like to see or need to go to?

- Where is each of these places located? What street is each place on?

- Are there any other main streets that you should put on your map? Which direction does each street run?

- What other community landmarks might you put on your map to help people find their way to the places on your map?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- **Graphics Group 4:** Getting to Know the Graphics Draw Software

- **Graphics Group 5:** Using the Drawing Tools

- **Graphics Group 6:** Changing the Look of Lines and Shapes

- **Graphics Group 7:** Adding Words to Your Drawings

- **Word Processing Group 5:** Adding Pictures to Your Pages

Do It

1. Launch the word processing software, and open a new, blank document.

2. Make a text box, and type the name of your community. Change the look of the words, and move the text box wherever you want on the page.

3. Draw a line for each street on your map. Be sure to draw the lines in the correct direction. Also, move and cross the lines so they look like the actual streets in your community.

4. Change the width and the color of the lines to show which are small streets and which are wide main streets.

5. Make a text box next to one of the streets. Then, copy and paste the text box to make as many boxes as you need for your map. Move each box next to a street.

6. Type the name of each street in the correct text box. Change the look of the street names however you wish.

Challenge: If you want the street names to run up and down along some of the street lines, change the text direction. (See the Challenge Example at the end of this section.)

7. After you have put the text boxes where you want them, remove the borders and fill colors.

8. Draw a different shape to stand for each of the fun or important places that visitors should go. Use some of the AutoShapes or Basic Shapes if you want. Be sure to put the shape for each place next to the correct street!

9. To help each shape look even more unique, add a different line and fill color to each. You might also want to add a fill effect such as a pattern or gradient.

10. How will visitors know what each shape means? You will need to make a legend that shows what place each shape stands for. In an empty area on your map, draw a rectangle for the legend's outside border. Change the line and fill color as you wish.

11. Copy and paste each of your map's shapes inside the legend border. Make the shapes smaller if needed, and move them so they are lined up and evenly spaced inside the legend border. (**Note**: You might want to zoom in so you can see better.)

12. Make a text box next to each shape, and type the name of the place that each shape stands for. Change the look of the words as you wish, and delete the borders and fill colors from the text boxes.

13. Use arrows to make a map symbol that shows which way is north, south, east, and west. Change the way the arrows look as you wish.

Challenge: You might want to add clipart pictures of trees, animals, people, cars, or other interesting things that are seen in your community. Make sure you change each picture's text wrapping so you can easily resize and move it as needed. (For help, see Word Processing Skill 5.1: To add premade computer pictures, or clip art, and [Word Processing Skill 5.4: To change the way words flow, or wrap, around a picture.) (See the Challenge Example at the end of this section.)

14. Save your work as directed.
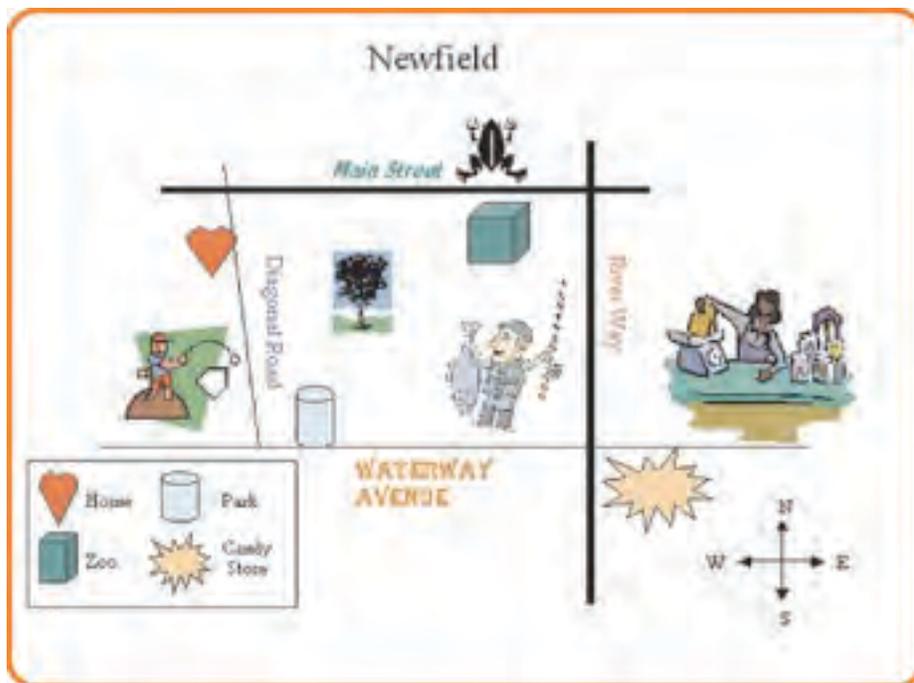
Review It

Look over your map. Make sure it has the following elements:

- The name of your community

- Lines that stand for the different streets in your community

- Different-colored shapes that stand for each place that a visitor might like to see or need to go to

- Text boxes with the street names

- A legend that explains what each shape stands for

- Directional arrows that point out which way is north, south, east, and west

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

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Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Why did you decide to include the places and streets on your map?

• What are some of the features that make it easy for a visitor to use your map?

• What other types of maps might you make? What skills and tools would you use again? What would you do differently the next time?

Module 3

Word Processing

What are some common writing projects or assignments? What tools and materials do you use to write? Pencils, pens, and typewriters are tools that help us write. Another tool that can help us is a computer with word processing software. Word processing software not only makes it fast and easy for us to change the way our words look, but it also helps us add pictures and even create Web pages.

Exploration

There are several word processing software titles, including *Microsoft* *Word* and *OpenOffice.org* *Writer*. Work with your partner to start Word. Spend ten minutes completing the challenges below.

- **Challenge 1:** Type your names.

- **Challenge 2:** Change the way your names look.

- **Challenge 3:** Make copies of your names without retyping them.

- **Challenge 4:** Move your names to the middle of the page without retyping them.

Use the remaining time to discover what else you can do with word processing software.

Discussion

Spend five minutes discussing with your partner your answers to the questions below.

1. What skills did you learn to do with the word processing software?

2. How is writing on the computer different from writing on paper?

3. What activities or projects could you use word processing software to do?

Now you will share your answers with the class as directed.

Help Guide Resources

To learn more about word processing skills, check the *Help Guide* as you complete the activities and project. Within the Word Processing section, there are ten skill groups:

- Word Processing Group 1: Getting to Know the Word Processing Software

- Word Processing Group 2: Typing and Changing Words

- Word Processing Group 3: Changing the Look of Your Words

- Word Processing Group 4: Making Paragraphs and Lines of Words Look Good

- Word Processing Group 5: Adding Pictures to Your Pages

- Word Processing Group 6: Designing Your Pages

- Word Processing Group 7: Working With Tables

- Word Processing Group 8: Working with Charts and Graphs

- Word Processing Group 9: Working with Diagrams

- Word Processing Group 10: Using Preset and Advanced Features

- Word Processing Group 11: Reviewing Documents

- Word Processing Group 12: Creating Web Pages

What are some word processing skills that you would like to learn to do? Share your answers with the class as directed.

Word Processing Activities

You will have an opportunity to learn and use word processing skills as you complete some of the featured word processing activities:

- **Word Processing Activity:** Flyer

- **Word Processing Activity:** Business Cards

- **Word Processing Activity:** Reference Guide

- **Word Processing Activity:** Calendar

- **Word Processing Activity:** Article

Now you will learn more about these word processing activities so you and your partner can decide which activity you want to begin first.

Flyer

What are the ways that people learn about big events in your community? Although some people might find out by reading the newspaper or listening to the radio, others might see a *flyer,* which is a sheet of paper with information about a big event. Flyers are sometimes posted on windows and walls, and sometimes they are handed out to people. When have you seen a flyer? What event was the flyer for? What information was on the flyer?

Plan It

Design a flyer for a big community event. Look at the following example:

Think about the questions below, and discuss your ideas with your partner. You might also want to write your ideas on a sheet of paper.

• What type of community event would you like to make a flyer for? A community festival? A public program or show? An important community meeting? A book or art fair?

• What type of information would people need to know about the community event? The name of the event? The date and time?

• What pictures might you put on the flyer to show what people will see and do at the event?

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For help on how to do certain tasks, look at the following groups in the *Help Guide:*

• Word Processing Group 1: Getting to Know the Word Processing Software

• Word Processing Group 2: Typing and Changing Words

• Word Processing Group 3: Changing the Look of Your Words

• Word Processing Group 4: Making Paragraphs and Lines of Words Look Good

• Word Processing Group 5: Adding Pictures to Your Pages

• Graphics Group 9: Adding Special Effects

Do It

1. Start the word processing software, and open a new, blank document.

2. Think of a name for the community event. Then create an artful title, such as a WordArt or Fontworks title, out of the event's name. Move the artful to the top of the page.

Challenge: Change the artful's shape and color. (See the Challenge Example at the end of the this section.)

3. Below the artful title, type a sentence that invites people to the community event. Then on the next line, type the date and time of the event.

4. Change the font, size, style, and color of the words any way you wish. You might also want to change the alignment of the lines of words.

Challenge: Make a text box below the date and time information. Then, type a list of things people can expect to see and do at the event. Make sure you put each item on a new line. Turn that information into a bulleted list. (For help see Word Processing Skill 4.7: To make a list of information with different symbols or a bulleted list.) (See the Challenge Example at the end of this section.)

5. Add a clip art picture that shows what people will see and do at the event. Change the picture's text wrapping, and then resize and move the image.

6. To make the flyer more interesting to look at, draw AutoShapes such as stars, arrows, and banners in empty spaces on the flyer. Change the color of the AutoShapes, and if you wish, add a fill effect such as a pattern, texture, or gradient.

7. Add a colorful page border to the flyer.

8. Save your work as directed.
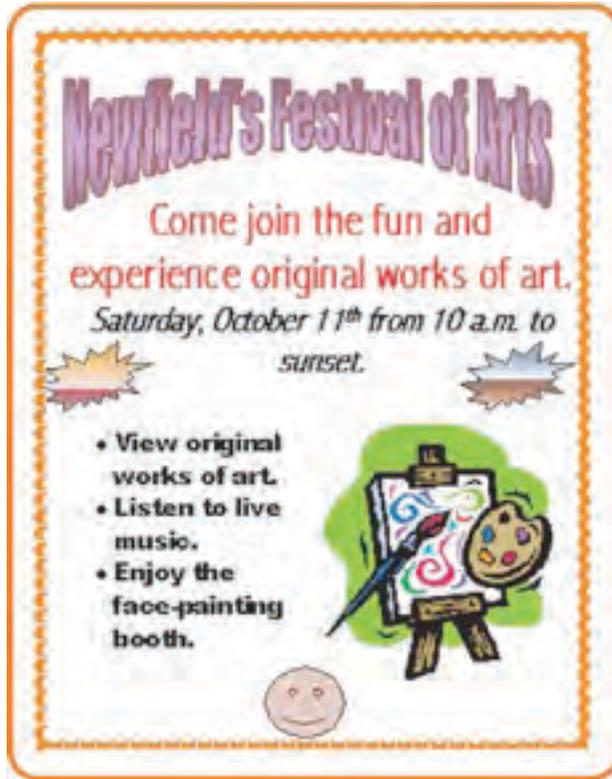
Review It

Look over your flyer. Make sure it has the following elements:

- Artful title with the name of the community event

- A sentence that invites people to the event, and the date and time of the event

- A picture that shows what people will see and do

- Colorful shapes that make the flyer more eye-catching

- A page border

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Why did you decide to make a flyer for that community event?

• What were some of the different ways that you changed the look of the words in your flyer?

• What are some things you did to make the flyer eye-catching?

• What other types of flyers might you make?

Business Cards

What are some ways that people advertise their business? One way is to pass out business cards so other people can contact you if they want to do business. What sort of information might you see on a business card? Business cards usually have the name of the business, a person's name and position at that business, a work address, telephone and fax numbers, and sometimes even an email address.

Plan It

Design business cards for a business of somebody you know, or if you and your partner have ideas for your own business, you can make cards for yourselves. Look at the following examples:
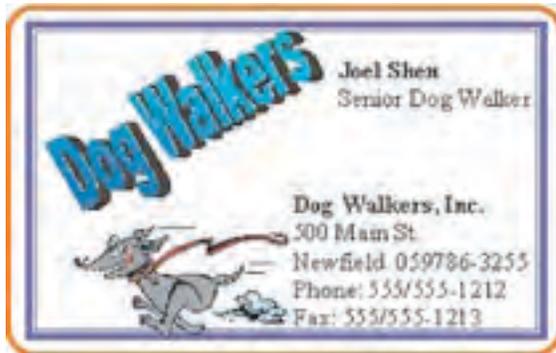
Think about the questions below, and discuss your ideas together. It might be a good idea to write your ideas on a sheet of paper and draw a sketch of your business card design.

- Who would you and your partner like to design a business card for? Or do the two of you have an idea for your own new business?

- What is the name of that business? What does that business do?

- What information would you include on the business card? What information would be most important for someone receiving the card?

- What sort of picture might you put on the business card?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Graphics Group 5: Using the Drawing Tools

- Graphics Group 6: Changing the Look of Lines and Shapes

- Graphics Group 7: Adding Words to Your Drawings

- Graphics Group 8: Working with Objects in Your Drawings

- Graphics Group 9: Adding Special Effects

- Word Processing Group 5: Adding Pictures to Your Pages

Module 3

Word Processing

Do It

1. Launch the word processing software, and open a new, blank document.

2. Draw a rectangle that is about the same size as a business card.

3. Change the border's width, style, and color.

4. Make an artful title with the name of the business. Resize and move the title as needed.

Challenge: Change the artful's shape and color. (See the Challenge Example at the end of this section.)

5. Make a text box in an empty space in the rectangle. Type the name of the person you are making the business cards for, and on the next line, type that person's position in the business. Or if you prefer, you and your partner can type your names and the positions you would hold in your own business.

6. Make another text box, and type the business's contact information in-cluding the address, the telephone number, and perhaps even an email address.

7. Change the look of the words however you wish.

8. Add a clip art picture that shows something important about the busi-ness. Change the picture's text wrapping, and move and resize it as needed.

9. Select and group all of the objects in the business card. Then, copy and paste the business card as many times as you need to fill the page. Move the copies of the business card around so they are neatly lined up and evenly spaced apart.

Challenge: You might want to ungroup the business cards and change the look of the artful, borders, and words. You can even use different clip art pictures if you wish. (See the Challenge Example at the end of this section.)

10. Save your work as directed.
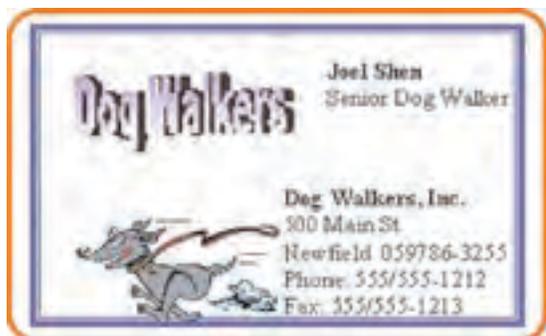
Review It

Look over your business cards. Make sure each has the following elements:

- Artful title with the name of the business

- The name of the person or people the card is for, as well as the position within the business

- Contact information including an address, telephone number, and perhaps even an email address

- A picture that shows something important about the business

- A colorful border around the outside of the business card

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- What new skill did you learn today to make the business cards? For what other project might you use that skill?

- What was your favorite thing about making the business cards? Why?

Reference Guide

Your community is full of places where you can go to get help, to learn new things, or to find something you need. How might you put together information about all of these places so people in your community can find what they need? One way is to make a reference guide that lists different places in your community and explains what people might find at each place.

Plan It

Put together a reference guide that lets people know where they can go in your community to get the help they need or the things they want. Look at the following example:

Community Reference Guide

Place	What Is There
Main Street Library	Books, newspapers, and films
Helping Hands Hospital	Doctors, nurses, patients, and medicine
History Museum	Paintings, sculptures, and stories about the people
Government Office	Postage stamps, letters, packages, and envelopes
Lancing School	Teachers, students, and books
Train Station	Trains and ticket booths

Think about the questions and suggestions below, and discuss your ideas with your partner. You might want to write your ideas on a sheet of paper.

- What are some important, fun, or helpful places in your community that people need to know about?

- What might people find or see at each of those places?

- How might you organize this information in columns and rows so it looks nice and is easy to read?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Word Processing Group 1: Getting to Know the Word Processing Software

- Word Processing Group 2: Typing and Changing Words

- Word Processing Group 3: Changing the Look of Your Words

- Word Processing Group 5: Adding Pictures to Your Pages

- Word Processing Group 7: Working with Tables

- Graphics Group 9: Adding Special Effects

Do It

1. Start the word processing software, and open a new, blank document.

2. Make an artful title, such as a WordArt or Fontworks title, for your reference guide. Move the artful title to the top of the page.

3. Below the title, insert a table with the number of columns and rows that you and your partner decided on in the planning stage.

4. Think of names or labels for each of the columns in your table. Then, insert a new row at the top of the table, and type the labels at the top of each column.

5. Look at the information you and your partner wrote down. Type this information in the table.

6. Change the look of the words in your table.

Challenge: Change the alignment or position of the words between the left and right borders of each table box or cell. You can also change the alignment between the top and bottom borders. (See the Challenge Example at the end of this section.)

7. Apply an AutoFormat to the table. Be certain to try different options before picking one.

Challenge: After applying the AutoFormat, you might want to change the width of the columns to better fit the information. The table might also look nice if you change the row height so they are all the same. (See the Challenge Example at the end of this section.)

8. Save your work as directed.

Community Reference Guide

Place	What Is There
Main Street Library	Books, newspapers, and films
Helping Hands Hospital	Doctors, nurses, patients, and medicine
History Museum	Paintings, sculptures, and stories about the people
Government Office	Postage stamps, letters, packages, and envelopes
Lancing School	Teachers, students, and books
Train Station	Trains and ticket booths

Review It

Look over your community reference guide. Make sure it has the following elements:

• An artful title that explains what type of information is on the page

• A table with a list of places in your community and information about what people might find or see at each place

• Labels at the top of each column

• An AutoFormat that makes the table look nice

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Why might people find your community reference guide helpful?

• What was the hardest thing about inserting and using a table? How did you and your partner manage to work your way through that task?

• What other types of information might you put in a table?

Calendar

Have you ever forgotten about an important event or holiday? What could you have used to help you remember the event? One way that people keep track of important dates and events is to write them on a calendar. What do calendars look like? How is information organized on a calendar?

Plan It

Make a calendar of community events for the current month. Look at the following example:

Think about the questions below, and discuss your ideas with your partner. It might also be helpful to write your ideas on a sheet of paper. You can even draw a sketch of your calendar design.

- How do you want your calendar to look? How many columns and rows should you add to show the current month? Might you need an extra row so you can include the days of the week?

- What community events would you like to include on your calendar? When does each event take place?

- What pictures of the events might you want to add to the calendar?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Word Processing Group 1: Getting to Know the Word Processing Software

- Word Processing Group 2: Typing and Changing Words

- Word Processing Group 3: Changing the Look of Your Words

- Word Processing Group 5: Adding Pictures to Your Pages

- Word Processing Group 6: Designing Your Pages

- Word Processing Group 7: Working with Tables

Do It

1. Start the word processing software, and open a new, blank document.

2. Set up the document so it prints sideways, or landscape. (For help, see Word Processing Skill 6.4: To set up a document so it prints sideways, or landscape.)

3. At the top of the page, type a title for your calendar. Be sure to include the name of your community and the month in the title. Change the look of the title as you wish.

4. Below the title, insert a table with seven columns (one for each day of the week) and the correct number of rows for the calendar you are making. Remember to include an extra row for the days of the week.

5. Type the days of the week in the spaces along the top row.

6. In the spaces below, type the numbers of each day in the month.

7. Type the name and time of at least five community events in the correct spaces on the calendar.

Challenge: To make the event dates on the calendar stand out more, add color to shading to those spaces or cells. Make sure you pick light shades of color so you read the information. (See the Challenge Example at the end of this section.)

8. Insert clip art pictures of the events. Change each picture's text wrapping, and resize and move it next to each event's space.

9. Change the look of the calendar's words and numbers any way you wish. You can also change the alignment or the position of the information between the left and right borders of a box in the table.

10. If needed, change the width of the columns so they are all the same. You can also make the height of all rows (except the days of the week row) the same.

Challenge: Change the look of the border lines in the table. You might want to add a thicker color border around the outside of the entire table. (See the Challenge Example at the end of this section.)

11. Save your work as directed.

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Review It

Look over your calendar. Make sure it has the following elements:

* A title that includes the name of your community and the month that the calendar is for

* A table with numbered spaces that stand for the days of the month

* Information about at least five community events in the correct spaces

* A clip art picture for each event

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

* What steps did you take to get this table to look like a page from a calendar?

* What new skill did you learn today? For what other projects might you use that skill?

* Why might people in your community find this calendar to be helpful?

* What other types of calendars could you make?

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Article

Everybody in your community plays an important role – including you and your partner! What is one way that members of your community can find out about the good things that important people do? One way is to read about them in a newspaper or on an Internet news site. Have you ever seen or read an article in a newspaper or on the Internet? What articles about people do you remember? What did those articles say?

Plan It

Work with your partner to write a newspaper article about each other and the important role you both play in your community. This article will then be turned into a Web page that can be viewed on the Internet. Look at the following example:

Newfield's Outstanding Citizens

by Michael Montrose and Cheryl Timmons

Newfield has lots of outstanding citizens who help the community. Michael Montrose and Cheryl Timmons are two of these outstanding citizens.

Michael has lived in Newfield all his life. He volunteers to work with younger kids at the Community Center.

Cheryl moved to Newfield when she was two, so she has lived here most of her life. She helps keep Newfield clean by picking up trash on the ground.

There are lots of outstanding citizens like Michael and Cheryl in Newfield. That's what makes our community such a great place to live!

Take turns asking your partner each of the questions below. Feel free to ask your own questions, too. To help you write your articles later, write your ideas on a sheet of paper.

- What do you want people to know about you?

- What makes you unique in our community?

- What have you done to help our community?

- What are some ways you might make our community better in the future?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Word Processing Group 4: Making Paragraphs and Lines of Words Look Good

- Word Processing Group 5: Adding Pictures to Your Pages

- Word Processing Group 9: Creating Web Pages

- Graphics Group 2: Painting Shapes and Lines

- Graphics Group 5: Using the Drawing Tools

Do It

1. Start the word processing software, and open a new, blank document.

2. Type a title for your article. Center the title, and change the look of the words as desired.

3. Below the title, write who the article is by (you and your partner). Change the look of the words any way you wish.

4. Begin your article by writing a short paragraph explaining that you and your partner are two outstanding citizens of your community.

5. Take turns writing a paragraph about your partner. For guidance, look at the information you wrote down when you interviewed your partner.

6. Work together to write a short closing paragraph.

7. When you and your partner are done writing the article, change the look of the words as you wish.

8. To make the article easier to read, change the line spacing and the paragraph indents. (For help, see Word Processing Skill 4.1: To change the space between lines, and Word Processing Skill 4.3: To move lines in a paragraph in or out, or to change the indent.)

Challenge: Highlight the paragraphs in your article and format them as two or three columns just like a real newspaper. (For help, see Word Processing Skill 6.6: To set up a page with columns, like a newspaper or a magazine.) (See the Challenge Example at the end of this section.)

9. Now you need to add pictures of yourselves below the written information in the article. If you want, you can use the different shape and line drawing tools to make cartoon-like pictures of yourselves. You can then add color to the shapes and lines as you wish. Or you can start the graphics paint program, use the different tools to make pictures, and then copy and paste those pictures into the article.

Challenge: Move the pictures to the center of the article and change the text wrapping so that the words flow tightly around the pictures. (Note: if you used the Drawings tools to make the pictures you must group all of the objects before you move each picture and change the text wrapping. For help, see Graphics Skills 8.1: To select several objects at the same time, and Graphics Skill 8.2: To bundle or group objects together.) (See the Challenge Example at the end of this section.)

10. Save your work as directed.

11. So as many people as possible have the chance to read an article, many articles are both printed on paper and posted on the Internet. To format your article so it can be viewed in an Internet browser, save it as a Web page. (For help, see Word Processing Skill 12:5: To save a regular word processing document as a Web page.) (**Note:** This skill may not be possible in every word processing software application. If your word processing software does not have this capability, simply skip Steps 11 and 12.)

12. Start an Internet browser. Open the saved Web page file to see how it would look online. Then, exit the Internet browser.

Newfield's Outstanding Citizens

by Michael Montrose and Cheryl Timmons

Newfield has lots of outstanding citizens who help the community. Michael Montrose and Cheryl Timmons are two of these outstanding citizens.

Michael has lived in Newfield all his life. He volunteers to work with younger kids at the Community Center.

Cheryl moved to Newfield when she was two, so she has lived here most of her life. She helps keep Newfield clean by picking up trash on the ground.

There are lots of outstanding citizens like Michael and Cheryl in Newfield. That's what makes our community such a great place to live!

Review It

Look over your article. Make sure it has the following elements:

- A title that explains what the article is about, and the names of you and your partner as the authors

- Written explanations of why you and your partner are good citizens in your community

- Indents and line spacing that make the paragraphs easy to read

- Pictures of you and your partner

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• What did you do to make the paragraphs in your article easy to read? For what types of projects might you use these skills again?

• What method did you use to make and add your pictures to the article?

• What other types of articles might you write?

• What other types of documents might you save as a Web page so they can be viewed on the Internet?

Module 4

Spreadsheets

What types of mathematics problems do you solve in your everyday life? How do you find answers to these problems? In the same way that word processing software can help you with writing projects, spreadsheets software can help you solve mathematics problems – especially complicated problems about money and other quantities. The nice thing about spreadsheet software is that it will automatically find new answers if you change any numbers used in the calculations. Spreadsheet software can also be used to make charts and graphs.

Exploration

There are several spreadsheet software titles, including *Microsoft Excel** and *OpenOffice.org Calc**. Work with your partner to start the spreadsheet software. Notice that spreadsheets have boxes that are organized in tables with columns and rows. The columns are named with letters, and the rows are named with numbers. The box where a column and a row cross, or intersect, is called a cell. Each cell is named with its column letter name and its row number name. Spend ten minutes completing the challenges below.

- **Challenge 1:** Type three different words in cells A1, A2, and A3.

- **Challenge 2:** Type three different numbers in cells B1, B2, and B3.

- **Challenge 3:** Click cell B4. Then click the **AutoSum** button or **Sum** button and press **Enter**.

- **Challenge 4:** Change the width of the columns and the height of the rows. Use the remaining time to discover what else you can do with spreadsheet software.

Discussion

Spend five minutes discussing with your partner your answers to the questions below.

1. What happened in cell B4 when you clicked the AutoSum or Sum button?

2. What is your favorite thing about this spreadsheet software?

3. When might you use spreadsheet software? What other types of calculations do you think you could do in a spreadsheet?

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Now you will share your answers with the class as directed.

Help Guide Resources

To learn more about spreadsheet skills, check the Help Guide as you complete the activities and project. Within the Spreadsheets section, there are nine skill groups:

• Spreadsheet Group 1: Getting to Know the Spreadsheet Software

• Spreadsheet Group 2: Selecting Cells, Rows, and Columns

• Spreadsheet Group 3: Using Worksheets

• Spreadsheet Group 4: Adding and Working with Information

• Spreadsheet Group 5: Changing the Look of Information

• Spreadsheet Group 6: Organizing Information

• Spreadsheet Group 7: Doing Math

• Spreadsheet Group 8: Making Charts

• Spreadsheet Group 9: Printing Worksheets

What are some spreadsheet skills that you would like to learn to do? Share your answers with the class as directed.

Spreadsheets

Spreadsheet Activities

You will have an opportunity to learn and use spreadsheet skills as you complete some of the featured spreadsheet activities:

- **Spreadsheet Activity:** Address Book

- **Spreadsheet Activity:** Survey

- **Spreadsheet Activity:** Transportation

- **Spreadsheet Activity:** Statistics

- **Spreadsheet Activity:** Budget

Now you will learn more about these spreadsheet activities so you and your partner can decide which activity you want to begin first.

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Address Book

How do people keep track of the names, addresses, and telephone numbers of people who live in their community? One way is to put this of information in an address book. Have you seen an address book? What does one look like? How are the names, addresses, and telephone numbers organized? How might you use the computer to make an address book?

Plan It

Make an electronic address book as a spreadsheet that you can add information to and use to quickly find the names and numbers you need. Look at the following example:

Think about the following questions, and discuss your ideas with your partner. You might find it helpful to write your ideas on a sheet of paper.

- Whose information would you like to add to your address book? You might want to include friends and family members, your classmates, and yourselves.

- What kind of information about these people would you like to keep track of? Do you want to list their first and last names? How about their addresses and telephone numbers? Might it be helpful to keep track of their ages, birthdays, or interests?

- How might you organize the information in columns and rows? What labels might you use for certain types of information?

- Fill in as much information as you can about each person in your address book. You can ask your classmates to give you any information you do not know, and if you do not know the address, telephone number, and other information about somebody else who is not in your class, that is okay. You can always get the information later and then add it to the address book.

Spreadsheets

For help on how to do certain tasks, look at the following groups in the Help Guide:

- Spreadsheet Group 1: Getting to the Spreadsheet Software

- Spreadsheet Group 2: Selecting Cells, Rows, and Columns

- Spreadsheet Group 3: Using Worksheets

- Spreadsheet Group 4: Adding and Working with Information

- Spreadsheet Group 5: Changing the Look of Information and Worksheets

- Spreadsheet Group 6: Organizing Information

Do It

1. Start the spreadsheet software, and open a new, blank spreadsheet.

2. Change the name of the Sheet 1 tab to "Address Book".

3. In the cells in row 1, type column labels that describe the different types of information you want to include in your address book. Some good ideas for column labels are: "Last Name", "First Name", "Address", "Telephone Number", "Age", "Birthday", and "Interests". However, you should feel free to use any labels that you want.

4. Change the look of the column labels as you wish, and if needed, make the columns wider.

5. Type in the personal information about yourself, your partner, your classmates, and the other people you want to include in the address book. Remember that it is okay if you do not know everyone's address and telephone number. You can always add this information later.

Challenge: If you have included any dates in your address book, pick one of the date formats to change the look of that information. (For help, see Spreadsheet Skill 4.10: To change the look of dates.) (See the Challenge Example at the end of this section.)

6. Change the look of the information you typed, and if needed, make the columns wider.

7. Challenge: To make the information in your address book stand out, you might want to change the cell borders or add different fill colors to each column of information. (For help, see Spreadsheet Skill 5.8: To add borders to cells, rows, columns, and worksheets, and Spreadsheet Skill 5.9: To add background color or shading to cells, rows, and columns.) (See the Challenge Example at the end of this section.)

8. Sort the rows in ascending alphabetical order according to the last name of the people in your address book. (For help, see Spreadsheet Skill 6.7: To sort or change the order of rows based on certain information.)

9. Save your work as directed.

Review It

Look over your address book. Make sure it has the following elements:

• A renamed worksheet tab that explains what type of information is on the sheet

• Column labels that explain the type of information found in the cells below

• As much information as you know about the people you want to include in your address book

• The rows are put in alphabetical order based on the last name of the people in the address book

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- Why might people find this electronic address book helpful?

- What were some of the things you did to make the information easy to read?

- What other names or types of information might you want to add to the address book later?

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Survey

What are the favorite foods, animals, or songs of people in your community? How could you find out? One way to get this type of information about lots of people is to take a survey. A survey is the act of gathering information about people based on different groupings such as age, gender, or even hair color. Have you ever taken part in a survey? What type of information was being gathered?

Plan It

Survey your classmates, and use spreadsheets to organize and calculate the information. Look at the following examples:

Think about the questions below, and discuss your ideas with your partner. You might also consider writing your ideas on a sheet of paper.

• What information would you like to know about your classmates? Perhaps you want to know their favorite sport, film, or school subject.

• What question could you ask your classmates to get the information you want? What are four or five possible answers that you could let your classmates pick from?

• How would you like to group your classmates? By age? By boys and girls?

• How might your survey information be organized in a spreadsheet? How might you label the rows and columns?

Spreadsheets

Once you have answered the above questions, gather the information you need by asking your classmates the survey question and letting them pick from the answers you decided on. Make sure you keep track of the survey group each classmate belongs to when you write down his or her answer.

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Spreadsheet Group 1: Getting to Know the Spreadsheet Software

- Spreadsheet Group 2: Selecting Cells, Rows, and Columns

- Spreadsheet Group 4: Adding and Working with Information

- Spreadsheet Group 5: Changing the Look of Information and Worksheets

- Spreadsheet Group 7: Doing Math

- Spreadsheet Group 8: Making Charts

Do It

1. Start the spreadsheet software, and open a new, blank spreadsheet.

2. In cell A1, type a title for your spreadsheet.

3. In cell A4, type the first of the possible answer choices that your class-mates had to pick from. In the cells below, type the remaining answer choices. Make sure you put each answer choice in its own cell.

4. In cell B3, type a column label that describes the first survey group. Then in the cells to the right, type column labels for each of the other survey groups.

5. Take the information you gathered during the survey, and type the numbers in the correct cells.

6. In the cell to the right of the last column label in row 3, type the word "Total".

7. In the cell below the Total column label, insert a **Sum** function to add the total number of people who chose your first survey answer. (For help, see Spreadsheet Skill 7.1: To sum or add the numbers in a row or column.)

8. Use the **Fill Down** feature to calculate the total for each of the other survey answers. (For help, see Spreadsheet Skill 7.11: To reuse a formula in many cells in the same row or column.)

Challenge: Sort the rows in order based on whatever information you think makes the worksheet easier to use. For example, you might sort the answers in column A in alphabetical order or you can sort the numbers in the Total column from the highest to lowest. (For help, see Spreadsheet Skill 6.7: To sort or change the order of rows based on certain information.) (See the Survey Worksheet Challenge Example at the end of this section.)

9. Change the look of the words any way you wish. You might especially want to make the worksheet title, the column labels, and survey answers stand out. Also, try different alignment options to see which one makes the information look good. If needed, make the columns wider.

Challenge: Add borders and colors to your spreadsheet table. Keep in mind that the goal is to make the information easy to read and to help important information stand out. (See the Survey Worksheet Challenge Example at the end of this section.)

10. Make a column chart that shows how many people from each group chose each of your survey answers. Save the chart as a new sheet. (For help, see Spreadsheet Skill 8.1: To make a column or bar chart that compares values or amounts.)

11. Save your work as directed.

Spreadsheets

Review It

Look over your survey spreadsheet. Make sure it has the following elements:

- A worksheet with the survey information that you gathered

- A Sum function that adds up the total number of survey participants who picked each of the survey answers

- A worksheet title, column labels, and survey questions that stand out from other information in your worksheet

- A column chart that compares the information

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

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Share It

Be prepared to discuss your answers to the following questions during sharing time:

• What did you like best about taking the survey and gathering the information? Why?

• What new spreadsheet skills did you learn today? When might you use those skills again?

• How does a chart help make the information in the worksheet clearer?

• What other type of information could you show in a column chart?

Transportation

If people wanted to come to your community, what forms of transportation could they take? Would they take an airplane, a train, or a bus? Which type of transportation would be the fastest or the least expensive? How might you use computers to compare different forms of transportation?

Plan It

Build a spreadsheet that people can use to figure out the best form of transportation to take to get to your community. Look at the following examples:
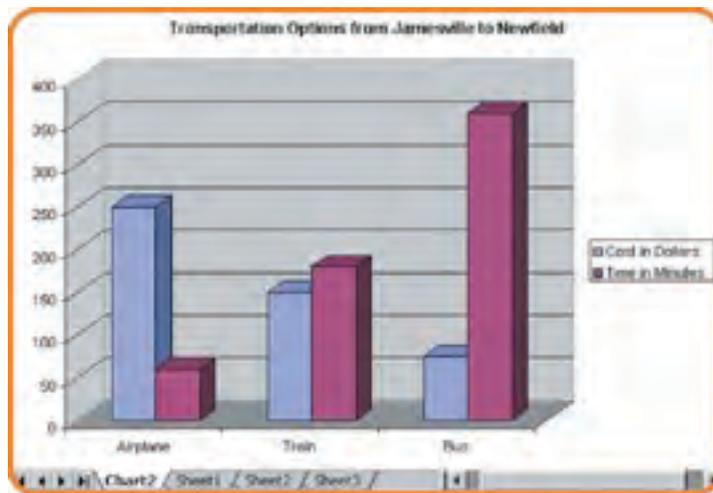
Think about the questions below, and discuss your ideas with your partner. You might also want to write your ideas on a sheet of paper.

- From what place might people come to visit your community? Might people come from a nearby city? How about a neighboring country?

- What are three different types of transportation that people could take to get from that place to your community?

- How much time would it take to get from that place to your community on each type of transportation? How much do you think each type of transportation might cost? Use available resources to find the information you need or make a best guess.

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Spreadsheet Group 1: Getting to Know the Spreadsheet Software

- Spreadsheet Group 2: Selecting Cells, Rows, and Columns

- Spreadsheet Group 4: Adding and Working with Information

- Spreadsheet Group 5: Changing the Look of Information and Worksheets

- Spreadsheet Group 8: Making Charts

Do It

1. Start the spreadsheet software, and open a new, blank spreadsheet.

2. In cell A1, type a title for your spreadsheet. It would be a good idea to include the name of the place people are coming from and the name of your community in the title.

3. In cell A3, type the word "Form". Then in the cells below, type the names of the three different forms of transportation that people could take to travel to your community. Make sure you type only one form of transportation in each cell.

4. In cell B3, type "Cost in", followed by the name of the currency or money used. Then in the cells below, type the cost of each form of transportation.

5. In cell C3, type "Time in Minutes". Then in the cells below, type the number of minutes it would take to get from the other place to your community by each form of transportation.

6. Change the look of the words any way you wish. You might especially want to make the worksheet title, the column labels, and the transportation names stand out. Also, try different alignment options to see which one makes the information look good. If needed, make the columns wider.

Challenge: Select all of the information in your worksheet except the title. Then, apply an AutoFormat to change the look of the information. Be certain to try different options before picking one. (See the Transportation Worksheet Challenge Example at the end of this section.)

7. Create a column chart that compares the cost and time for each form of transportation. Be certain to give the chart a title.

Challenge: Think of a fourth way that people might be able to travel to your community. Go back to the worksheet, insert a new row, and type the name, cost, and time for that fourth form of transportation. Then, go back to the chart, and notice that it has automatically changed based on the new information in the worksheet. (See the Challenge Examples at the end of this section.)

8. Save your work as directed.

Review It

Look over your transportation spreadsheet. Make sure it has the following elements:

- A worksheet with cost and time information about at least three different forms of transportation

- A worksheet title, column labels, and transportation names that stand out from other information in your worksheet

- A column chart that compares the cost and time of the different forms of transportation

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

* What was the hardest part about completing the transportation worksheet and chart? How did you manage to complete that step or task?

* How does the column chart make it easy to compare the different transportation options?

* Based on the information in your worksheet and chart, which type of transportation is the best option? Why?

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Statistics

What is a popular sport in your community? Which is the best team? How do you know for sure? One way is to keep detailed records of each team's performance. These records are called statistics. How might you use computers to organize and keep track of this type of statistical information?

Plan It

Create a spreadsheet of statistics about your favorite sports teams. Look at the following examples:

Spreadsheets

Think about the following questions, and discuss your ideas with your partner. You might also write your ideas on a sheet of paper.

*   Which sport do you and your partner like best and know the most about? What are the names of five teams that play that sport?

*   How can people tell which teams are the best? Do people look at which teams have won the most games? Do people keep track of how many points a team scores during each game?

*   If you do not know enough about the teams you want to include in your spreadsheet, where could you find the information you need?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

*   Spreadsheet Group 2: Selecting Cells, Rows, and Columns

*   Spreadsheet Group 4: Adding and Working with Information

*   Spreadsheet Group 5: Changing the Look of Information and Worksheets

*   Spreadsheet Group 6: Organizing Information

*   Spreadsheet Group 8: Making Charts

Do It

1. Start the spreadsheet software, and open a new, blank spreadsheet.

2. In cell A1, type a title for your worksheet. It might be a good idea to mention the name of your chosen sport in the title.

3. In cell A3, type "Team Name". Then in the cells below, type the names of the five teams you will be keeping statistics on.

4. In cell B3, type "Games Won". In cell C3, type "Games Lost". In cell D3, type "Points Scored". If there are any other types of information about the teams that you would like to include, type those column labels in empty cells in row 3.

5. Enter the real or imaginary statistical information in the correct cells. As needed, change the width of the columns.

6. Sort the rows so the teams are listed in an order that makes sense. For example, you might wish to list the teams in alphabetical order, or in numeric order according to how many games they have won.

Challenge: Type "Average" in cell A9. Then, in cell B9, insert an Average function to calculate the average number of games won. (For help, see Spreadsheet Skill 7.2: To figure out the average of numbers in a row or column.) Fill this Average function into the other cells in row 9. Now it is easy to tell which teams are good – they are the ones with number of games won and total points scored statistics that are above the average and with number of games lost figures below the average. (See the Statistics Worksheet Challenge Example at the end of this section.)

7. Change the look and alignment of the information as desired, and add borders and colors to the spreadsheet cells.

8. Create a column chart that compares the five teams. Make sure you give your chart a title, and save it as a new sheet.

Challenge: Change the look of the words in the chart. You can also change the colors of the different bards, or add a fill effect ot the chart's background. (For help, see Spreadsheet Skill 8.5: To change the look of words and numbers in a chart, Spreadsheet Skill 8.6: To change the color of a chart's background, and Spreadsheet Skill 8.7: To change the colors of bars in a column or bar chart.) (See the Statistics Chart Challenge Example at the end of this section.)

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Spreadsheets

9. Save your work as directed.

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Review It

Look over your statistics spreadsheet. Make sure it has the following elements:

- A worksheet with five team names, and information for each about the number of games won, the number of games lost, and the number of points scored for each team.

- Important information such as the title and column labels stand out, and borders and shading have been added to the cells

- The information is sorted in a way that makes sense

- A column chart that compares the statistics of the five teams

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Based on the completed worksheet and chart, which team is the best? How can you tell?

• What did you do to help make important information stand out? What did you do to make the information about the teams easy to read?

• Why did you decide to sort your information the way you did?

• For what other subjects could you gather and organize statistical information? How might these spreadsheets be similar to or different from this one?

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Budget

Imagine you were going on a trip to another place. How much money would your trip cost? How do you know how much money you should be spending on things like food and fun? To plan a trip, many people create a budget to figure out how to spend their money.

Plan It

Create a budget for one person's three-day trip to your community. Look at the following examples:
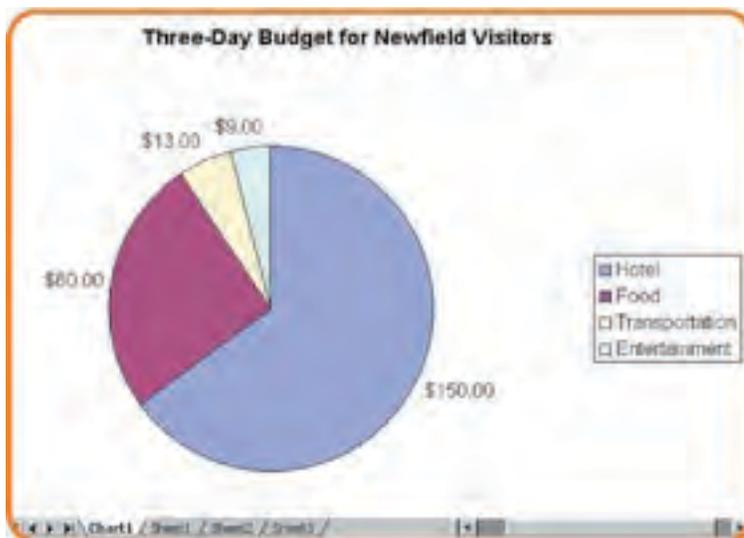
Spreadsheets

Think about the following questions, and discuss your ideas with your partner. It would be helpful to write a list of your ideas on a sheet of paper.

* What types of things might a visitor to your community spend money on? Try to think of groups of things, such as "food" or "entertainment," and not specific things, such as "breakfast" or "museums".

* How much do you think a person would spend each day for each item in your list? Might a visitor only need to pay for items on one or two days? Do not worry about being exactly right. A good guess will do.

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For help on how to do certain tasks, look at the following groups in the Skills Book:

* Spreadsheet Group 2: Selecting Cells, Rows, and Columns

* Spreadsheet Group 4: Adding and Working with Information

* Spreadsheet Group 5: Changing the Look of Information and Worksheets

* Spreadsheet Group 7: Doing Math

* Spreadsheet Group 8: Making Charts

Do It

1. Start the spreadsheet software, and open a new, blank spreadsheet.

2. In cell A1, type a title for your budget.

3. In cell A3, type the word "Costs". Then in the cells directly below, type the items you wrote on your list. Make sure you put each item in a different cell. Change the column width as needed.

4. In cell B3, type "Day 1". Then type "Day 2" in cell C3 and "Day 3" in cell D3.

5. In the cells below the column labels, type the amount of money that a person could expect to spend each day on the items you typed in column A. Make sure that you type this information in the correct cells.

6. Change the number format of the cells so the numbers look like currency or money.

7. In cell E3, type "Subtotal". Then in the cell below, insert a Sum function to add the Day 1, Day 2, and Day 3 costs for the first item in your list.

8. Fill the **Sum** function down so there is a subtotal for each cost in column A.

9. Click the empty cell two rows below the last cost amount in column D. Type the words "Grand Total", and change the column width as needed.

10. In the empty column E cell to the right, insert a **Sum** function that totals all of the item subtotals in the final column. This is the total amount of money that the visitor can plan on spending while visiting your community for three days.

11. Change the look of the information however you wish. You might especially want to make the worksheet title, the column labels, the cost names, and the grand total information stand out. Also, try different alignment options to see which one makes the information look good. If needed, make the columns wider.

Challenge: Instead of changing the look of the information yourself, you might try applying an AutoFormat. Begin by selecting all of the information in your worksheet except the title. Then, try out the different AutoFormat options before picking the one you like best. (See the Budget Worksheet Challenge Example at the end of this section.)

12. Select the cost names in column A, hold down the **Control** key, and then select the subtotal costs in column E. Then, insert a pie chart to show the relationship of each type of cost to the grand total. (For help, see Spreadsheet Skill 8.2: To make a pie chart that shows the relationship of parts to a whole.) Be certain to title your chart and add the values as data labels. When you are done, save the chart as a new sheet.

Challenge: Change the look of the words and numbers in the chart. You can also change the colors of the different pie slices. (For help, see Spreadsheet Skill 8.5: To change the look of words and numbers in a chart, and Spreadsheet Skill 8.8: To change the colors of the slices in a pie chart.) (See the Budget Worksheet Challenge Example at the end of this section.)

13. Save your work as directed.
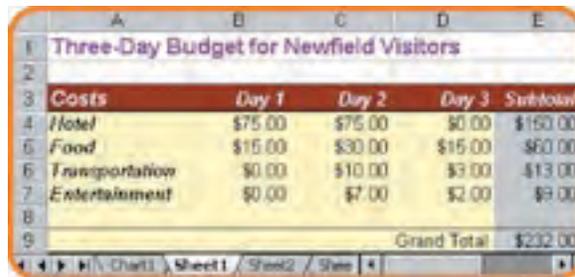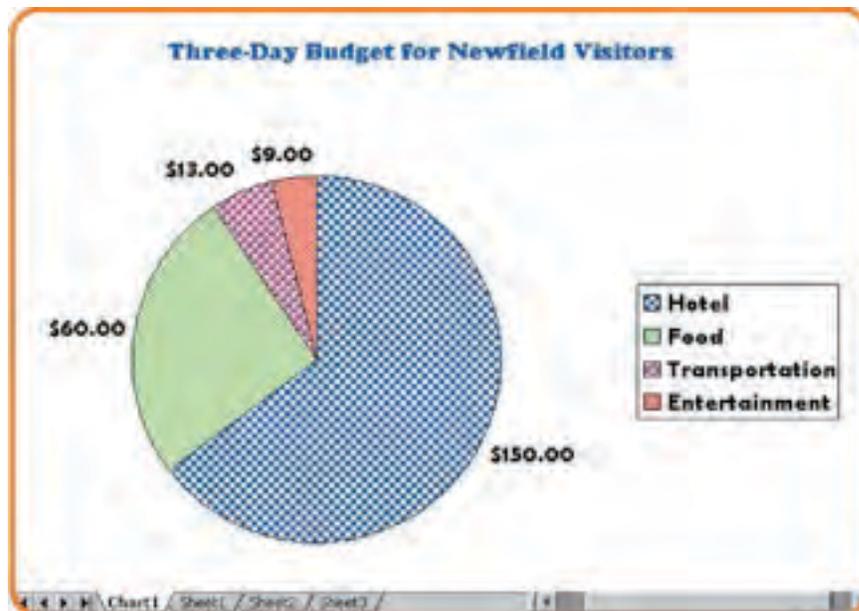
Review It

Look over your budget spreadsheet. Make sure it has the following elements:

- A worksheet with the amount of money visitors to your community can expect to spend for different things over a three-day trip

- Sum functions that calculate three-day subtotals for each item, as well as a grand total for the entire three-day trip

- Important information such as the title and column labels stand out, and borders and shading have been added to the cells to make the worksheet easy to read

- A pie chart that shows the relationship of each item's cost to the grand total

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- Based on the completed worksheet and chart, on what day will visitors to your community spend the most money? How can you tell?

- How is a pie chart different from other charts that you have made? What other information might you show in a pie chart?

- For what other reasons might you prepare a budget?

Module 5

Multimedia

What are some different ways people communicate with one another? When might you use words to explain something, and when might you use pictures to explain something else? Multimedia software lets you to create presentations with words, pictures, sounds, and videos. Multimedia presentations can be used not only to share information, but also to entertain.

Exploration

There are several multimedia software titles, including Microsoft PowerPoint* and OpenOffice.org Impress*. Work with your partner to start the multimedia software. Spend ten minutes completing the challenges below.

- **Challenge 1:** Add a new slide with at least one box for words and another box for a picture.

- **Challenge 2:** Type your names in the slide.

- **Challenge 3:** Add a picture to the slide.

- **Challenge 4:** Add another new slide with a layout that is different from the first.

- **Challenge 5:** Add new words, pictures, or other elements to complete the slide.

- **Challenge 6:** Play the slideshow presentation.

Use the remaining time to discover what else you can do with multimedia software.

Discussion

Spend five minutes discussing with your partner your answers to the questions below.

1. What is your favorite thing about this multimedia software? Why?

2. What topic could you make a slideshow presentation about?

Now you will share your answers with the class as directed.

Skill Book Resources

To learn more about multimedia skills, check the Help Guide as you complete the activities and project. Within the Multimedia section, there are nine skill groups:

• Multimedia Group 1: Getting to Know the Multimedia Software (**Note:** This group name will change depending on the Help Guide version being used.)

• Multimedia Group 2: Viewing and Working with Slides

• Multimedia Group 3: Building Presentations

• Multimedia Group 4: Making Slides Look Good

• Multimedia Group 5: Adding Words

• Multimedia Group 6: Adding Pictures and Artistic Effects

• Multimedia Group 7: Adding Sounds, Movies, and Links

• Multimedia Group 8: Adding Animation and Special Effects

• Multimedia Group 9: Setting Up and Playing a Presentation

What are some multimedia skills that you would like to learn to do? Share your answers with the class as directed.

Multimedia Activities

You will have an opportunity to learn and use multimedia skills as you complete some of the featured multimedia activities:

- Multimedia Activity: Advertisement

- Multimedia Activity: Timeline

- Multimedia Activity: Role Model

- Multimedia Activity: News Program

- Multimedia Activity: Talents

Now you will learn more about these multimedia activities so you and your partner can decide which activity you want to begin first.

Advertisement

Do many people come from other places to your community? How do they learn about all the great things your community has to offer? How could you get more people interested in coming to your community? Community leaders often have advertisements created to show viewers all the reasons why people should come to their community.

Plan It

Create an advertisement to convince others to come to your community. Look at the following example:

Think about the questions below, and discuss your ideas with your partner. You might also want to write your ideas on a sheet of paper.

- Why might people want to come to your community? What makes your community unique?

- What are the major sites and attractions in your community? What interesting things might people like to see and do

For help on how to do certain tasks, look at the following groups in the Help Guide:

- Multimedia Group 1: Getting to Know the Multimedia Software
- Multimedia Group 2: Viewing and Working with Slides
- Multimedia Group 3: Building Presentations
- Multimedia Group 4: Making Slides Look Good
- Multimedia Group 5: Adding Words
- Multimedia Group 6: Adding Pictures and Artistic Effects

Do It

1. Start the multimedia software, and open a new, blank presentation.

2. Add a new, blank slide. Then, change the slide's background color.

3. Create an artful title, such as a WordArt title or a Fontworks title, that invites people to come to your community. Change the look of the artful title so it looks nice.

Challenge: Add a sound or music file to your presentation's title slide. (For help, see Multimedia Skill 7.1: To add a sound or music file from the Clip Gallery, and Multimedia Skill 7.2: To add a sound or music file saved on your computer.)

4. Insert a slide with a box for a title and another box for a picture. Add a background color of your choice, or if you want, add a fill effect, such as a gradient, texture, or pattern.

5. In the title text box, type a sentence that explains why people should come to your community. Change the look of the words however you wish.

6. Add a picture that shows what you wrote in your sentence. You can insert clip art or a picture from the gallery, or you can start the graphics program, create a picture you want, and save it to your computer before inserting it into the slide. You can even use the drawing tools to make a picture on the slide.

7. Resize and move the text box and the picture, and delete any other boxes you are not using.

8. Insert three more slides, each with a box for a title and another box for a picture. In each, add a background color or fill effect, and type a sentence about something interesting to do or see in your community. Then, change the look of the words, and add a picture that shows what you wrote about. Resize and move the sentence box and picture, and delete any other boxes you are not using.

Challenge: To help the advertisement flow smoothly from one slide to the next, add transitions between the slides. (For help, see Multimedia Skill 8.1: To add a special effect that plays between slides, or a slide transition.) (**Note:** Because adding transitions does not change the look of the slides, there are no Challenge Examples at the end of this section.)

9. Save your work as directed.

Review It

Look over your community advertisement. Make sure it has the following elements:

• A title slide with an artful title that invites people to your community

• Four more slides, each with a sentence and a picture about something interesting to see or do in your community

• Background colors and fill effects that help the slides look good

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Why would people want to come to your community after seeing this advertisement? What about it might they find most interesting?

• Which is your favorite slide in your presentation? Why?

• What new skill did you learn today? For what other projects might you use that skill?

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Timeline

A timeline is a diagram that uses pictures and words to show the order of events that took place over a certain period of time. Have you ever seen a timeline? What sort of events were included? What did the timeline look like?

Plan It

Create a multimedia timeline of important events in your community's history. Look at the following example:

Multimedia

Think about the following questions, and discuss your ideas with your partner. You might find it helpful to write your answers to these questions on a sheet of paper.

• What important events do you remember taking place in your community? Why are those events important to your community?

• When did those events take place? In what order did they happen?

• Are there any other important community events that you know about even though they may have happened a very long time ago, before you were even born? What do you know about those events? When did they take place? Why are they important?

For help on how to do certain tasks, look at the following groups in the Help Guide:

• Multimedia Group 1: Getting to Know the Multimedia Software

• Multimedia Group 2: Viewing and Working with Slides

• Multimedia Group 3: Building Presentations

• Multimedia Group 4: Making Slides Look Good

• Multimedia Group 5: Adding Words

• Multimedia Group 6: Adding Pictures and Artistic Effects

• Multimedia Group 8: Adding Animation and Special Effects

Do It

1. Start the multimedia software, and open a new, blank presentation.

2. Add a new Title Only slide.

3. Apply a background fill effect.

4. In the title text box, type a title for your timeline. Be sure to include the name of your community in the title. Then, change the look of the words, and move the title box as you wish.

5. Insert a duplicate slide.

6. In the text box, type a sentence or two about the first event in your community timeline. Be certain to include the date the event took place.

7. Add a picture that shows something about the event you wrote about. You can insert clip art or a picture, or you can start a graphics program, create the picture you want, and save it to your computer before inserting it into the slide. You can even use the drawing tools to make a picture on the slide.

Challenge: Record your voice as you or your partner reads the information on this slide. (For help, see Multimedia Skill 7.3: To record your voice.) Or, instead of recording your voice, try adding a sound or music file. (For help, see Multimedia Skill 7.2: To add a sound or music file from the Clip Gallery.)

8. Repeat Steps 5 through 7 to make at least three more slides – one for each of the other community events in your timeline. (**Note:** If you recorded your voice or added a sound or music file on the second slide, you might want to do the same on any new slides.)

9. To help the slides flow smoothly from one to the next, add transitions between the slides. Take some time to experiment with different effects and speeds before choosing your transitions. (For help, see Multimedia Skill 8.1: To add a special effect that plays between slides, or a slide transition.)

Challenge: Add animation or movement to the words in pictures in your slides. (For help, see Multimedia Skill 8.3: To add animation or movement to an object, or Multimedia Skill 8.5: To make and add your own animation effect.) You might also want to set the timing of the effects in your slides to make sure any transitions, sounds, and animations play when you want them. (For help, see Multimedia Skill 8.13: To set the order and timing on a slide with many special effect.) **(Note:** Because adding animation and changing the timing does not change the look of the slides, there are no Challenge Examples at the end of this section.)

10. Save your work as directed.

Review It

Look over your timeline. Make sure it has the following elements:

• A title slide that explains what the timeline is about

• Four more slides, each with a sentence and a picture about an important event in your community timeline

• The same background fill color or effect is on all slides

• Transitions that help the presentation flow smoothly from slide to slide.

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• What new multimedia skill did you learn today? For what other projects might you use that skill again?

• Why might someone want to have the same background color or fill effect in all of the slides in a presentation?

• How does adding transitions improve your timeline presentation?

Role Model

What are role models? Why are role models important? Role models are people who set good examples by the words they speak and by their actions they take. Role models can be people you know personally or people you have learned about in the news, at school, or on television. Who are some role models for the people in your community?

Plan It

Create a multimedia presentation about a great role model in your community. Look at the following example:
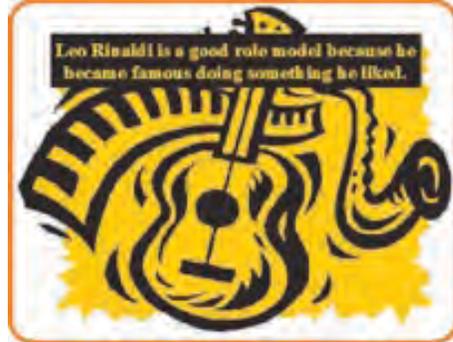
Multimedia

Think about the questions below, and discuss your ideas with your partner. Write your ideas on a sheet of paper so you can refer to them later.

• Who do you and your partner think is a good role model in your community?

• Why is this person a good role model? What has he or she done to make your community better?

• What information would you like to include in your slide show about this role model? What would you want other people to know about this person?

• What sorts of pictures, sounds, or music might you include in your presentation?

For help on how to do certain tasks, look at the following groups in the Help Guide:

• Multimedia Group 1: Getting to Know the Multimedia Software

• Multimedia Group 2: Viewing and Working with Slides

• Multimedia Group 3: Building Presentations

• Multimedia Group 4: Making Slides Look Good

• Multimedia Group 5: Adding Words

• Multimedia Group 6: Adding Pictures and Artistic Effects

Do It

1. Start the multimedia software, and open a new, blank presentation.

2. Insert a title slide, and add a background color or fill effect.

3. Make an artful title, such as WordArt or FontWorks, out of the name of your role model.

Challenge: Animate the Artful name. (For help, see Multimedia Skill 8.3: To add animation or movement to an object, or Multimedia Skill 8.5: To make and add your own animation effect.) (**Note:** Because adding animation does not change the look of a slide there is not Challenge Example at the end of this section.)

4. In the empty title text box on that same slide, type a short phrase that describes that person's importance to you and your partner. Change the look of the words as you wish.

5. Insert a new Title Only slide, and add a background color or fill effect.

6. In the text box, and type an interesting fact about your role model. Change the look of the words as you wish.

7. Add a picture that shows something about your role model. You can insert clip art or pictures, or you can start the graphics program, create the picture you want, and save it to your computer before inserting it into the slide. You can even use the drawing tools to make a picture on the slide.

8. Repeat Steps 5 through 7 to add three more slides to your presentation.

9. To make your presentation truly multimedia, add sound or music files to some of the slides.

10. To help your presentation flow smoothly from one slide to the next, add transitions between the completed slides. Take time to try out different effects and speeds before choosing your transitions.

Challenge: You might set the timing for any sound or animation effects in your slides so they play when you want them to. (For help, see Multimedia Skill 8.13: To set the order and timing on a slide with many special effects.)

11. Save your work as directed.

Review It

Look over your role model presentation. Make sure it has the following elements:

- A title slide with your role model's name as an artful title, such as WordArt or Fontworks

- Four more slides, each with a sentence and a picture about your role model

- Background colors and fill effects that help the slides look good

- Transitions that help your presentation flow smoothly from slide to slide

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- Why did you pick the person you chose as your role model? Why might other people in your community enjoy learning more about this person?

- What is your favorite multimedia skill? Why?

- What are some things you did to make your presentation interesting to watch?

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News Program

How do you learn about the important events in your community? How can you find out about a new government plan, the latest sports scores, or where a film is showing? Some people watch, listen to, or read the news to learn about everything that is going on in their community. Another way people get the latest news about their community is on the Internet.

Plan It

Create a multimedia news program that covers important community events over the course of a week. This program will then be saved as a Web page so it can be viewed on the Internet. Look at the following example:

Multimedia

Think about the questions below, and discuss your ideas with your partner. If you need help finding your answers, try looking at a local newspaper or an Internet news site. You might find it helpful to write your ideas on a sheet of paper.

- What types of stories are found in a newspaper or seen on a television news program?

- What important community events have taken place or will be taking place this week?

- Which news information do you think people would find the most useful, the most important, or the most interesting?

- What news stories or community information would you like to include in your own news program? What would you like to call your news program?

- How might you organize these different kinds of news information in a slide show?

For help on how to do certain tasks, look at the following groups in the Help Guide:

- Multimedia Group 2: Viewing and Working with Slides

- Multimedia Group 3: Building Presentations

- Multimedia Group 4: Making Slides Look Good

- Multimedia Group 5: Adding Words

- Multimedia Group 6: Adding Pictures and Artistic Effects

- Multimedia Group 9: Setting Up and Playing a Presentation

Do It

1. Start the multimedia software, and open a new, blank presentation.

2. Insert a title slide. Type a title for your news program, and on a second line, type the week that the news program is covering.

3. For a news program such as this, it is important that all of the slides look the same. To make sure all your presentation's slides are the same, open and view the Slide Master.

4. On the Slide Master, add a background fill effect. Be certain to apply the background to all slides.

5. Change the look of the words in the top title text box and in the large middle box. This will help all of the words on the different slides look the same. (For help, see Multimedia Skill 5.14: To use the Slide Master to change the look of the words in all slides.)

6. In one of the three boxes along the bottom of the Slide Master, type a name for your news program. Change the look of that information as you wish.

7. In a blank place on the Slide Master, add a news-related picture. You can insert clip art or pictures, or you can start the graphics program, create the picture you want, and save it to your computer before inserting it into the slide. You can even use the drawing tools to make a picture on the slide.

8. Go back to Normal view, and notice that the changes you made on the Slide Master can now be seen on the title slide.

9. Insert a new slide with a box for a title and another box for other words.

10. In the top box on that new slide, type a title for the news information you want to put on that slide. "News", "Weather", or "Sports" are some title ideas.

11. In the other text box on the slide, type a sentence or two about that news topic.

12. Add a picture that shows what you wrote about on that slide. Resize and move the picture to an empty space on the slide.

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Challenge: To make your slide even more interesting for viewers, animate the title box any way your wish. (For help, see Multimedia Skill 8.3: To add animation or movement to an object, or Multimedia Skill 8.5: To make and add your own animation effect.) (**Note:** Multimedia Skill 8.5 may not be possible in every software application.)

13. Repeat Steps 9 through 12 for to make two more news slides. (**Note:** If you added animation on the last slide, you might want to add it to the next two slides also.)

Challenge: To help your news program flow smoothly from one slide to the next, add transition effects.

14. Save your work as directed.

15. Because lots of news information can be found on Internet, save your community news program as a Web page. (For help, see Multimedia Skill 1.10: To save a presentation as a Web page.) To see how your presentation would look on the Internet, start an Internet browser, and open the Web page file you just saved. Exit the browser when you are through. (**Note:** This skill may not be possible in every multimedia software application. If your multimedia software does not have this capability, simply skip this step.)

Review It

Look over your news program presentation. Make sure it has the following elements:

- All of your slides have the same shared features including the back-ground fill, the look of the words, a news-related picture, and even a name for your news program

- The first slide has a title for your news program and mentions the week that the program covers

- Three more slides with a title for the information in each slide, a sen-tence or two about that news item, and a picture

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

• Why might people find your news program interesting to watch?

• What are some things that you did to help all of your slides look like they belong to the same presentation?

• What did you like about using the Slide Master? How did it help you save time in finishing the slides in your news program?

Talents

Everybody in your community is good at something. While some people can sing, dance, or draw well, others are good cooks, musicians, or athletes. In a community such as yours, it is important for people to share their knowledge and talents with others. What are some ways that people can show others how to do something? Why might other people want to learn how to do certain things from other people?

Plan It

Create a presentation that shows other people in your community how to do something that you are good at. Look at the following example:

Think about the questions below, and discuss your ideas with your partner. To help you plan your presentation, write your ideas on a sheet of paper.

- What are you good at? What is your partner good at?

- How did you learn to do those things well?

- Why might other people in your community want to learn how to do those things?

- What are the steps someone needs to follow to learn how to do your special talent? What important tips do you have for somebody who is learning your talent?

- How might you organize information about how to do your talent on different slides?

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For help on how to do certain tasks, look at the following groups in the Help Guide:

- Multimedia Group 3: Building Presentations

- Multimedia Group 4: Making Slides Look Good

- Multimedia Group 5: Adding Words

- Multimedia Group 6: Adding Pictures and Artistic Effects

- Multimedia Group 8: Adding Animation and Special Effects

Do It

1. Start the multimedia software, and open a new, blank presentation.

2. Insert a Two Text Box slide. Add a background color or fill effect.

3. In the top text box, type a title for your presentation, such as "Our Special Talents".

4. In each of the text boxes below, you and your partner must type your names and a brief explanation of the skill or talent that you want to teach people.

5. You and your partner must now take turns creating slides for the steps that people must follow to learn each of your special talents or skills. Decide who will go first and who will go second.

6. The first partner must insert a new title slide. Apply a background color or fill effect.

7. In the text box, type one or two sentences that explain the first step that people need to follow to learn your talent or skill. Change the look of the words as you wish.

8. Add a picture that shows something about that step. You can insert clip art or pictures, or you can start the graphics program, create the picture you want, and save it to your computer before inserting it into the slide. You can even use the drawing tools to make a picture on the slide.

Challenge: To make your presentation truly multimedia, you might to animate the picture in the slide or insert a sound or music file.

9. Insert duplicate slides, and type words for each of the steps that are needed to teach the first partner's talent. Apply a different background fill if you want, and add pictures that show something about each step.

10. Once the first part of the presentation is finished, switch roles so the second partner can complete his or her part of the presentation. Repeat Steps 6 through 9 to finish the slides to teach the second partner's talent.

11. Go back to the first slide (the one with the title and your two names). Here you will create buttons that, when clicked, will take viewers to the first slide in each partner's part of the presentation.

12. Add an action button below the first name. (For help, see Multimedia Skill 8.9: To add an action button that takes you to a certain slide when clicked.) Then, link the action button to the second slide in the presentation (the first slide of the first partner's part of the presentation). Add another action button below the second partner's name, and link that action button to the first slide in the second partner's part of the presentation.

13. On the last slide of each partner's part of the presentation, add an action button that links back to the very first slide in the presentation – the one with the title and your two names. You might want to pick the Home action button option to let viewers know that clicking that button will take them back to the first slide, often called the home slide.

Challenge: Add transitions between the slides in your presentation. If you have already added animation and sound or music files to your slides you should also set the timing of the different effects to they play when you want them to.

14. Save your work as directed.

Review It

Look over your talents presentation. Make sure it has the following elements:

- A title slide with the names of you and your partner and with action buttons that can be clicked to take viewers to the first slide of each part of the presentation

- Slides with written information and pictures that teach people how to do the talents of you and your partner

- Action buttons on the last slide of each partner's talent that can be clicked to take viewers back to the first slide

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- Why do you think other people might enjoy learning how to do the things you and your partner are good at?

- What multimedia elements did you include in your presentation?

- How do action buttons change the way viewers see the slides in the presentation?

- What is your favorite skill that you used to complete this presentation? Why do you like that skill so much?

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Module 6

Scrapbook

Many people like to collect memories of important events and achievements in their lives so they can be shared with others. How might someone organize and present these memories? One way is to put together a scrapbook. Although most scrapbooks contain paper with photographs, pictures, letters, and other types of documents attached to them, many people now make electronic scrapbooks that can be seen on the Internet or on a CD-ROM.

Plan It

Create an electronic scrapbook that shows the best examples of the work done by you and your partner during the last few class sessions. Look at the following example:

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Read the questions below, and discuss your ideas with your partner. Write your ideas on a sheet of paper, and draw sketches that show how you might organize the slides in your presentation.

• Which activity from each of the four technology areas (graphics, word processing, spreadsheets, and multimedia) do you think is an example of your best work?

• Why did you select each of the four activities?

• What should other people know about these four activities?

• How might you organize these work samples on different slides in a multimedia presentation?

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Scrapbook

For help on how to do certain tasks, look at the following groups in the Help Guide:

- Multimedia Group 3: Building Presentations

- Multimedia Group 4: Making Slides Look Good

- Multimedia Group 5: Adding Words

- Multimedia Group 6: Adding Pictures and Artistic Effects

- Multimedia Group 7: Adding Sound, Movies, and Links

- Multimedia Group 8: Adding Animation and Special Effects

Do It

1. Start the multimedia software, and open a new, blank presentation.

2. Insert a title slide, and type a title for your scrapbook. Then in the box below, type the name and age of you and your partner. You should also type the name and location of your learning center.

3. Change the look of the slide however you wish. For example, you might add a background color or a fill effect. You can also change the font, size, and color of your title, names, and other words.

4. Decide which activity example you want to put on the next slide. Then, insert a slide by picking a layout that you think would work well for that example. (**Note**: For best results, pick a layout that has a title box, a box for a picture or an object, and a box where you can type a few sentences.)

5. Type the technology area for that first example as the title for that slide.

6. Next, add the best example of your work from all of the activities you did in that technology area. If you want to add a word processing document, a spreadsheet or chart, or a multimedia slide as an example, insert it into the slide as a linked object. (For help, see Multimedia Skill 7.8: To insert another document as an object.) But if you want to add one of the graphics program pictures you made of the postage stamp or the desktop display, just insert it as a picture.

7. Drag the inserted object into the picture or object box on the slide. Make the object bigger or smaller as you wish, and add a border around it.

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8. In a text box, type a sentence or two about the activity example you just added to the slide. Be sure to explain why you picked this activity as a good example of your work in that technology area. If needed, you should also change the size or position of the text box.

9. Change the look of the slide however you wish. For example, you might add a background color or a fill effect. You can also change the font, size, and color of your title and sentences. (**Note**: When you change a slide's background, the background of the inserted object might change also. To fix this, just add a fill color, such as white, to the object in a slide.)

Challenge: Instead of changing the look of each individual slide in your presentation, you might want to apply a design template so all of your slides look the same. (See the Challenge Example at the end of this section.)

10. Repeat Steps 4 through 9 to make three more slides – one for each of the other three technology areas.

11. Add clip art pictures, transitions, animation, sound, and even video to your slides as you wish. You might even want to record your voices on the different slides. (**Note**: Recording your voices may not be possible in every multimedia software application. If your multimedia software does not have this ability, simply skip this step.)

Challenge: If you are adding more than one effect to the same slide (such as animation and sound), try setting the timing of the effects so they take place in the correct order and play for the amount of time that you want.

12. Play your presentation to make sure everything works the way it should. Make any changes.

13. Save your work as directed.
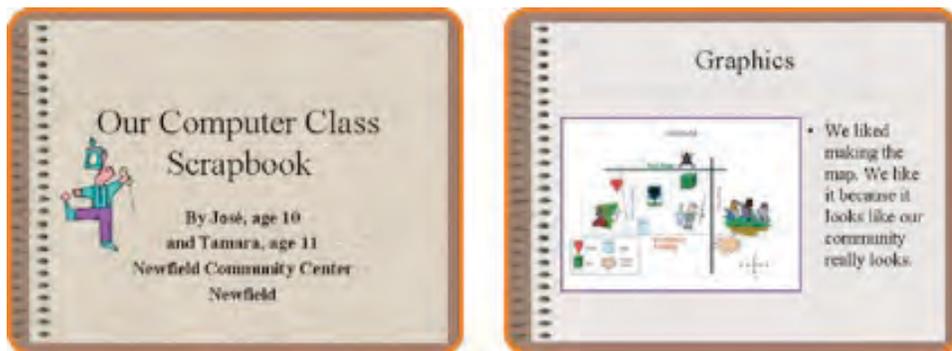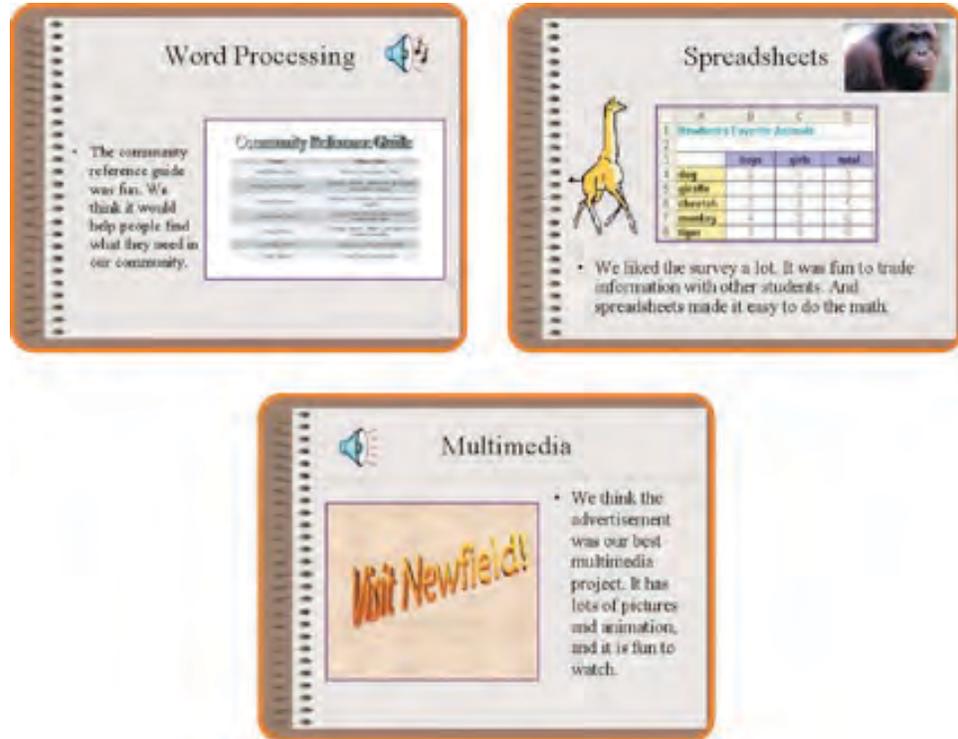
Review It

Look over your completed scrapbook. Make sure it has the following elements:

- A title slide with your names and ages, as well as the name and location of your learning center

- One slide for each of the four technology areas, with the name of the technology area, an activity sample, and an explanation of why you picked that activity as an example of your best work

- Background colors and fill effects that look good with the text formatting you have picked for each slide.

If any of these elements are missing, add them to your scrapbook now. You should also make other desired changes. Remember to save your work as directed. Then, print your slide show as handouts with two slides on each sheet of paper (or as instructed).

Share It

Be prepared to discuss your answers to the following questions during sharing time:

*   Why would people want to come to your community after seeing this advertisement? What about it might they find most interesting?

*   Which is your favorite slide in your presentation? Why?

*   What new skill did you learn today? For what other projects might you use that skill?

Module 7

Project

You and your partner have used your technology and thinking skills to complete many activities involving some aspects of your community. Now, the leaders in your community need your help in creating a project presentation with your ideas and solutions for a challenge facing your community.

Beginning today and continuing through several class sessions, you will create a 10-minute presentation on one of five project ideas:

• Travel

• Park

• Disasters

• Future

• Problems

Similar to the process you used to complete the activities, you also will plan, do, review, and share as you complete your project presentation. However, unlike the activities when you worked with a partner to complete a product in one or two class sessions, you will work with a group of three to five students over several class sessions to complete a presentation.

Technology and Community will conclude with a showcase, when you will give your final project presentation to an audience that may include other students, family members, community leaders, and invited guests. You also will get to watch and listen to other group presentations.

Planning

You and your partner have used your technology and thinking skills to complete many activities involving some aspects of your community. Now the leaders in your community need your help in creating a presentation with your ideas and solutions about a challenge facing your community.

Beginning today and continuing through the final class session, you will be working in a group of three to five learners to create a ten-minute presentation on one of the following projects:

1. **Travel:** Community leaders want to encourage people from other areas to travel to your community on holiday. They want to see a presentation that would convince people from other areas to spend their time and money in your community.

    Some questions to consider include:

    *   Why would visitors want to travel to your community?

    *   What might visitors do in your community?

    *   Where would they stay?

    *   What should they eat?

    *   How much should they expect to spend?

2. **Park:** There is much excitement about a new park to be built in your community. The community leaders want to see a presentation with your recommendations about where the park should be built and what should be in the park.

Some questions to consider include:
    *   Might you want to survey the people in your community to collect their opinions? What questions would you ask?

    *   Where should the new park be built? Why is that a good place for a park?

    *   Where else might people want to build a park? Why might that place be not as good as the place you have suggested?

    *   What should be in the park? A pond? A picnic area? A field to play sports? Playground equipment?

3. **Disasters:** Many people are injured or die each year from natural disasters such as floods, fires, hurricanes, and earthquakes. Community leaders would like to see a presentation of your ideas about what your community can do to prepare for natural disasters.

Some questions to consider include:
- What natural disasters are most likely to happen in your community?

- What are the warning signs?

- How can people plan in advance? What supplies should they have ready?

- What should people do when disaster strikes?

4. **Future:** There are many ways your community has changed since you were born, and there will likely be just as many changes in the future. Community leaders would like to see a presentation that explains what changes your community will experience over the next 15 years.

Some questions to consider include:
- How has your community changed since the time you were born?

- How is your community likely to change in the next few years?

- What new or improved living conditions, transportation, communication, buildings, and services might be needed? Why?

5. **Problems:** As communities grow, issues such as traffic, pollution, overcrowding, and unemployment often arise. Community leaders would like to see a presentation that explains how to fix one of these problems.

Some questions to consider include:
- What is an important issue facing your community? Why is this issue a problem?

- What do you already know about this problem? What other information might you need to find out? Where might you find this information?

- What have people done in the past to solve this problem? Why is a new solution needed?

Think about the five projects. Which ones do you think are most interesting? Which ones might you already know something about? Listen to learn more about the process by which you will select a project to investigate further with others.

Once you know what project you will be working on, you must work with your group to create a plan that all of you can follow to complete your presentation. Discuss your answers to the following questions. Review the description of the project you will be working on, and rewrite the challenge in your own words. Then, discuss the questions for consideration.

1. What are the big ideas that you will address in your presentation? Which ones will you need to research and explore further?

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2. Where will you get the information you need? What information might you search for in newspapers, books, or on the Internet? What people might you want to speak with?

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3. How will you begin your presentation? What information might you put in the middle? How do you want your presentation to end?

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4. Do you want to make a multimedia presentation with multimedia software, or would you rather put together a presentation with word processing software? Why?

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5. What smaller activities might you include as part of your big presentation? What pictures might you design in the paint program or the draw program? What flyers, posters, or other documents might you create in the word processing program? What worksheets and charts might you make in the spreadsheet program?

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6. How will you entertain your audience? Might some members of your group act, sing, or dance? Might you hand out any printed materials for the audience to read?

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7. Which group members are good at which software? Which group members would like to work on the different parts of your presentation? Based on these answers, which group members should be assigned to work on which tasks?

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8. How long do you think it might take for the group members to complete each of their assigned parts? Which parts need to be completed first? Which should come last?

Review your presentation plan. If any questions have not been answered, answer them now. Make any other desired changes as well.

Before class ends, you must share your plan with a staff member who will want to hear your answers to the previous questions. Be prepared for the staff member to ask you additional questions as well. You might even be directed to do more planning and to share your revised plan before approval is given.

Doing

Now that your group has put together a plan and has received approval from a staff member, it is time to start work on your presentation. Remember that you have two or three class sessions to complete work on your presentation, so it is important to use your time wisely.

Before you begin work, meet as a group and review the steps below:

1. Read your approved project plan again. Be certain that everyone knows what tasks he or she must do, and the order in which they must be completed.

2. Discuss how you can let others in your group know what to do if you need help with a task.

3. Each group member should begin work on his or her assigned tasks.

4. Complete any needed research. Use available resources such as news- papers, books, or the Internet to find the information you need. If you are interviewing people in your community, make sure you have writ- ten a list of questions to ask and have scheduled a time to speak with each person.

5. Should you need ideas about how to do a certain task, refer to the activities you completed in earlier class sessions. Also, look at the Help Guide for help with the software.

6. Assemble each part of the presentation into one whole as needed.

7. Save your work as directed.

Toward the end of each class session, you should review the work you have completed so far, and consider the following questions:

• What information that you gathered is not needed? What other infor- mation might you still need to find?

• How does each completed part of the presentation help make your big ideas clear? What could be done to make those ideas even clearer?

• What could be done to make the different parts look like they belong in the same presentation?

Make any desired changes. Remember to save your work when you are finished.

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Before each class session ends, each group member should share the work he or she has completed so far and answer the following questions:

- What parts of my work do I feel good about?

- What parts of my work do I need help with?

As each group member shares his or her work, the other group members should listen and then answer the following questions:

- What do I really like about that group member's work?

- What good ideas do I have to help make that group member's work even better?

Reviewing

Now that your group has finished creating your presentation, you need to review your work and make any changes. You also need to practice giving your presentation to make sure that it lasts about ten minutes, that everything works properly, and that each group member knows his or her role during the presentation.

Meet as a group, and review the steps below:

1. Practice your presentation from start to finish.

2. As you practice, make sure all group members speak slowly and clearly so the audience will be able to understand you and your ideas.

3. Make sure your presentation and any associated links, transitions, video, animation, and sounds work properly on the presentation computer.

4. Print any materials that you will need for the presentation.

5. Talk about any questions that you think the audience might ask, and come up with answers in advance.

6. Save your work as directed.

Toward the end of today's class session, think about the presentation you practiced, and make sure it has the following elements:

• Ideas that are clear, well-researched, and convincing

• Information that is organized with a beginning, middle, and end

• Pictures, words, documents, worksheets, and charts that are easy to see and read

• Similar fonts, colors, and other visual elements that make the presentation look like it all belongs together

• Technology that works in the way it was intended

• Participation by all members of the group

If any of these elements are missing, add them to the presentation now. Share your presentation materials with a staff member. Make any desired changes based on the feedback you receive. Remember to save your work when you are finished.

Before the class session ends, discuss your answers to the following questions:

• What encouragement or help did you give to the group?

• What encouragement or help did you receive from the group?

• What is your favorite part of the presentation? Why?

• What are some ways your group works well together?

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Sharing

Today your group will give your final presentation to an audience including other class members, parents and family, and members of the community. In addition, you will get to watch and listen to other groups' presentations.

Meet as a group, and review the steps below:

1. When it is your turn, give your presentation with your group. Remember to speak slowly and clearly so people can understand what you are saying. When you are finished, allow members of the audience to ask questions.

2. As other groups give their presentations, watch and listen quietly, and pay attention to the information they are sharing. Think about things that you like about each presentation, as well as any questions you might wish to ask later.

Once you have finished giving your presentation and have seen how the audience has responded, discuss your answers to the following questions:

- What worked well in your presentation?

- What might you do differently if you were to give your presentation again?

- What was the hardest thing about planning, completing, and giving the presentation?

- What are some ways that your group worked well together?

- What things did you like about some of the other presentations?