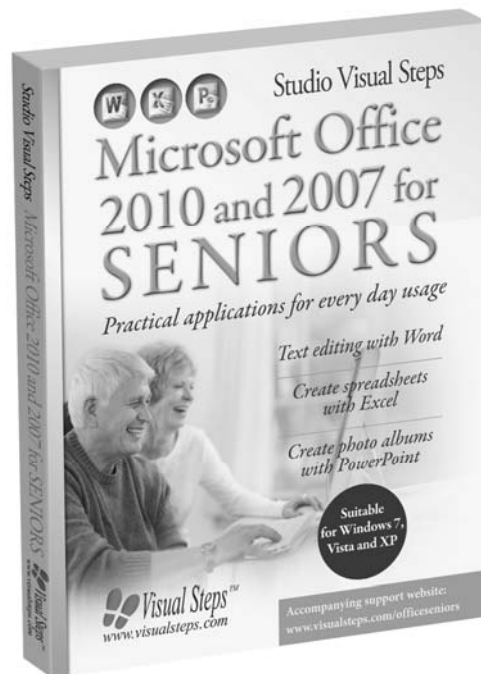


Teachers' Manual

for

Microsoft Office 2010 and 2007 for Seniors



ISBN 978 90 5905 177 5

 **Visual Steps**TM
www.visualsteps.com

1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- A Introduction**
1. Make sure the students are ready for class to begin.
 2. Explain this lesson's objectives.
 3. Review any necessary background knowledge.
- B Instruction**
1. Present the subject matter.
 2. Help the students learn the material.
 3. Have the students demonstrate the requested techniques.
 4. Give feedback on the demonstrations.
- C Conclusion**
1. Assess the final results of the learning process (testing).
 2. Recap and demonstrate uses for what's been learned.

This lesson structure should be followed step-by-step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the nine or more class meetings later in this manual. You can split the lessons which cover a longer chapter if needed. You may wish to handle the material in these chapters in two separate sessions.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

Lesson Structure

A Introduction 1. Make sure the students are ready for class to begin.

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

2. Explain this lesson's objectives.

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

3. Review any necessary background knowledge.

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

B Instruction 1. Present the subject matter.

The heart of the learning process is the offering of information by the instructor or by the textbook.

2. Help the students learn the material.

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

3. Have the students demonstrate the requested techniques.

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

4. Give feedback on the demonstrations.

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

C Conclusion 1. Assess the final results of the learning process.

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

2. Recap and demonstrate uses for what's been learned.

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

2. Previous Knowledge

A minimum of prior computer experience is assumed for this course. Students need to be able to:

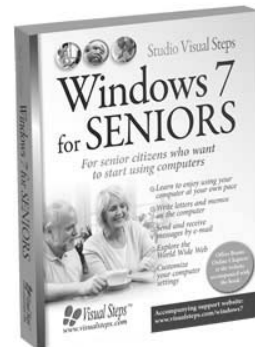
- click with the mouse
- start and stop programs
- type and edit text
- start up and shut down Windows

If your students do not have these basic skills, they can work through one of the following books:

Windows 7 for Seniors

Author: Studio Visual Steps
 ISBN 978 90 5905 126 3
 Number of pages: 336
 Paperback

With accompanying support website:
www.visualsteps.com/windows7



Windows Vista for Seniors

Author: Studio Visual Steps
 ISBN 978 90 5905 274 1
 Number of pages: 400
 Paperback

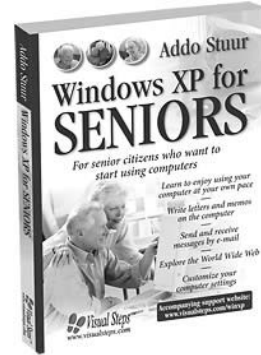
With accompanying support website:
www.visualsteps.com/vista



Windows XP for Seniors

Author: Addo Stuur
 ISBN 978 90 5905 044 0
 Number of pages: 344
 Paperback

With accompanying support website:
www.visualsteps.com/winxp



3. General

Technical matters such as proper installation of *Windows 7*, *Vista* or *XP*, *Internet Explorer* version 8 or 9 and an active Internet connection are essential for this course. It is important that the exercise material has been downloaded to the user's computer. The copying of the exercise material can be done by the students themselves, if you prefer.

Students will also need a working printer and blank and a writable CD. If you prefer, you could skip these actions.

4. Lesson Plan

There are nine lessons, covering Chapters 1 through 8 of the book. If you would like to, you can also use Bonus Online Chapter 9 and 10, which you can find on the website accompanied with the book www.visualsteps.com/officeseniors

Optional Lesson 0 Bonus Online Chapter 9 The Basics of Text Editing
 (For student who do not have the basics text editing skills or who want to refresh their knowledge)

- Lesson 1** Chapter 1 The Office Programs
- Lesson 2** Chapter 2 Writing and Printing a Letter
- Lesson 3** Chapter 3 Pictures in a Document
- Lesson 4** Chapter 4 Using Templates
- Lesson 5** Chapter 5 Bookkeeping
- Lesson 6** Chapter 6 Using Excel as a Database
- Lesson 7** Chapter 7 Printing Labels
- Lesson 8** Chapter 8 Creating a Photo Album
- Lesson 9** Chapter 8 Creating a Photo Album

Optional Lesson Bonus Online Chapter 10 Savings, Loans and Investments

If desired, you can split or combine lessons.

If desired, supplemental activities and/or chapters can be added to a lesson. The Bonus Chapters are available online on our website. You will find instructions on how to open, view, or print these documents in Appendix C Opening the Bonus Chapters.

Optional Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson you will learn about a few basic principles of text editing, which will come in handy when you are using the *Office* programs. If you are familiar with these basic operations, it will be easier to work through the chapters in the book.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- type a text;
- correct a typing error;
- type capital letters;
- enter a new paragraph;
- type accents, a dieresis, and diacritic marks;
- select a word;
- select a paragraph;
- select multiple words at once by dragging;
- select the whole text;
- format text;
- change the text color;
- change the font;
- change the font size.

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes.

B Instruction 1. Present the subject matter.

Pages 1-33 of Bonus online chapter 9 The Basics of Text Editing.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***A text with capital letters, quotation marks and accents*** on page 34 of the bonus online chapter. They may use *Appendix "How Do I Do That Again?"* beginning on page 37 of the online bonus chapter.

Have the students do the practice exercise ***Format text*** on page 34 of the bonus online chapter. They may use *Appendix "How Do I Do That Again?"* beginning on page 37 of the online bonus chapter.

Have the students do the practice exercise ***Font and font size*** on page 35 of the bonus online chapter. They may use *Appendix "How Do I Do That Again?"* beginning on page 37 of the online bonus chapter.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on page 36 of the bonus online chapter.

First Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

This course will familiarize you with three programs from the well-known *Microsoft Office* suite: *Word*, *Excel* and *PowerPoint*.

Word is an all-round text editor. You can choose from a wide variety of options available to create your documents, insert pictures and edit or format the text. The program also provides various options for printing your documents.

Excel is a spreadsheet program that lets you store, organize and manipulate data. For example, a list of addresses, a list of your CD collection, or your book collection. There are formulas and functions built into the program that will allow you to perform many types of calculations.

PowerPoint is a program for creating presentations. Use it to prepare a speech or a lecture for your company or club, or create a slide show of your favorite holiday snapshots and videos.

The most powerful feature of the *Office* suite is the similarity between the windows of the various programs. For instance, each program uses the *ribbon*, the toolbar shown in the top of each window. The ribbon contains the commands and options you need for executing specific tasks, such as editing a document. These commands are grouped into tabs, in a logical way. You can adjust the existing tabs or even create a custom tab of your own with the commands you prefer.

Furthermore, all *Office* programs display the *Quick Access* toolbar. This toolbar can contain the commands you use most often and it is easy to customize. The *Quick Access* toolbar lets you execute these commands with just one click.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open the *Office* programs;
- use and customize the *Quick Access* toolbar;
- open the *Backstage* view;
- customize the ribbon.

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes.

B Instruction 1. Present the subject matter.

Pages 19-35.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***The Quick Access Toolbar*** on page 36. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise ***The Ribbon*** on page 36. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on page 37.

Second Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson you will start by typing a letter. You will learn how to use some of the many useful features in *Word* as you go along. For instance, you will learn how easy it is to insert the current date into your document as well as all sorts of different symbols. You will also learn how to use the automatic spelling checker and how to find synonyms for specific words.

You can modify the formatting of a letter in a number of different ways. For example, by adjusting the line spacing or the margins. You can use the *Print Preview* window to see how your letter will appear as a printed document.

When your letter is finished, you can decide if you want to print it. *Word* contains a handy option that allows you to print a matching envelope to go with your letter. You can choose from a large number of different envelope sizes.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- draft a letter;
- change the line spacing for a paragraph;
- insert the current date;
- indent the text;
- use bullets;
- use the automatic spelling checker;
- look up synonyms;
- save the document while you are working;
- insert symbols;
- insert and delete hyperlinks;
- format the text;
- change the line spacing;
- undo the most recent operation;
- modify the page margins;
- view the print preview;
- modify the font size;
- print the letter;

- print a matching envelope.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open the *Office* programs;
- use and customize the *Quick Access* toolbar;
- open the *Backstage* view;
- customize the ribbon.

B Instruction 1. Present the subject matter.

Pages 39-82.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Write a Letter** on page 83. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Print a Letter** on page 84. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Print an Envelope** on page 84. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 85-92.

Third Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

'A picture is worth a thousand words', is a well-known expression. Adding a photo or illustration to your text can do much more than just express your feelings. The text can become more attractive and clearer by adding pictures.

In *Word* it is very easy to add photos, illustrations and WordArt to your documents. You can edit the picture any way you want and make it match the text. You can change the size, the color and the position of a picture within the text.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open a sample text;
- insert a photo;
- enlarge and shrink a photo;
- change the position of a photo;
- move a photo by dragging it;
- set the text wrap;
- crop a photo;
- adjust the brightness and contrast of a photo;
- change the colors;
- add artistic effects;
- create a watermark;
- delete the background of an image;
- open a new document;
- insert WordArt;
- edit WordArt;
- find and insert an illustration;
- remove an illustration.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- draft a letter;
- change the line spacing for a paragraph;
- insert the current date;

- indent the text;
- use bullets;
- use the automatic spelling checker;
- look up synonyms;
- save the document while you are working;
- insert symbols;
- insert and delete hyperlinks;
- format the text;
- change the line spacing;
- undo the most recent operation;
- modify the page margins;
- view the print preview;
- modify the font size;
- print the letter;
- print a matching envelope.

B Instruction 1. Present the subject matter.

Pages 93-136.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Insert and Edit a Photo* on page 137. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 138-140.

Fourth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In *Word* you will find many useful tools. For instance, you can quickly and easily create letters and other frequently used documents by using *templates*.

A template is a sample document which contains a number of predefined elements. These elements may include the page layout, fonts, styles and margins as well as image formatting. When you compose a letter, for example, you can build in a predefined area for the address and salutation. You can edit a template yourself, which is usually less time-consuming than drafting an entire document from scratch.

Several templates will be installed automatically on your computer when you install the *Office* package. Many more templates are available for free from the *Office* website: www.office.com. You do not need to close *Word* to download these templates.

In this lesson you will learn how to work with various templates for drafting a letter, a greeting card, an inlay for a CD and a booklet. The actions you perform while working with these templates can be applied to each and every template you use in the future.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- view the available templates;
- open a template;
- fill in a template;
- correct the data you have entered;
- record your name in *Word*;
- change the template's theme;
- download a template;
- insert a photo;
- delete a content box;
- print a greeting card on both sides;
- add a page to a template;
- paste copied text with the *Paste Special* function;
- create and print a booklet.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open a sample text;
- insert a photo;
- enlarge and shrink a photo;
- change the position of a photo;
- move a photo by dragging it;
- set the text wrap;
- crop a photo;
- adjust the brightness and contrast of a photo;
- change the colors;
- add artistic effects;
- create a watermark;
- delete the background of an image;
- open a new document;
- insert WordArt;
- edit WordArt;
- find and insert an illustration;
- remove an illustration.

B Instruction 1. Present the subject matter.

Pages 141-182.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Using and Printing a Template*** on page 183. They may use *Appendix B “How Do I Do That Again?”* of the book.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Extra material Background information and Tips on page 184.

Fifth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

The strength of *Microsoft Excel* lies in its ability to perform calculations. *Excel* is also known as a 'spreadsheet program'. *Spread* means that the text is spread out over multiple columns, in a *sheet*. In fact, a spreadsheet looks like a big sheet of graph paper. In each of the boxes or *cells* you enter data. This could be in the form of numbers, values, text, or underlying formulas that calculate information from other cells. A spreadsheet is an ideal tool for creating a summary or a report for further analysis.

In this lesson you will learn how to create a simple household budget. When you enter the correct formulas, the totals are rapidly and accurately calculated. *Excel* also provides simple tools to present data pictorially (as charts or graphs). This helps you see more easily how well your earnings and expenses are developing.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- distinguish columns, rows, and cells;
- move the cursor and select cells;
- enter numbers and text;
- change the column width and insert columns;
- create ranges;
- add, subtract, divide and enter formulas;
- round off figures;
- adapt and copy formulas;
- use *Sum* for automatic additions;
- copy, rename and save workbooks;
- use data from a different workbook in your calculations;
- format cells and use borders and padding;
- use conditional formatting;
- create, move and modify a chart;
- print a workbook.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- view the available templates;
- open a template;
- fill in a template;
- correct the data you have entered;
- record your name in *Word*;
- change the template's theme;
- download a template;
- insert a photo;
- delete a content box;
- print a greeting card on both sides;
- add a page to a template;
- paste copied text with the *Paste Special* function;
- create and print a booklet.

B Instruction 1. Present the subject matter.

Pages 185-257.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Calculate Totals** on page 258. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Create a Chart** on page 261. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 262-270.

Sixth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

You can use an *Excel* worksheet to keep track of various types of information. For instance, a list of your favorite movies, a membership list, or a list of all your staff. You can also use *Excel* to maintain lists of your CD collection, your books, or your stamp collection.

A technical term for such a list is a *database*. An *Excel* worksheet is well ordered, neat and tidy, and can contain hundreds of columns and thousands of rows. You do not need to perform calculations, but will instead use the simple, yet powerful, sorting tool in *Excel*. This is a great help in creating and maintaining such lists.

Furthermore, there are many options available that will allow you to select specific records from large lists (in *Excel* this is called *filtering*). This option lets you easily find people or objects in a specific list, sorted or unsorted.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- create a book list;
- sort data in ascending or descending order;
- sort data in a list by multiple levels;
- filter data from a list;
- use customized filters.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- distinguish columns, rows, and cells;
- move the cursor and select cells;
- enter numbers and text;
- change the column width and insert columns;
- create ranges;
- add, subtract, divide and enter formulas;
- round off figures;
- adapt and copy formulas;
- use *Sum* for automatic additions;

- copy, rename and save workbooks;
- use data from a different workbook in your calculations;
- format cells and use borders and padding;
- use conditional formatting;
- create, move and modify a chart;
- print a workbook.

B Instruction 1. Present the subject matter.

Pages 271-284.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Sorting** on page 285. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Filtering** on page 286. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Top 10** on page 286. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 287 and 288.

Seventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

If you are planning to send a large number of letters or greeting cards, it can be very useful to set up the address labels so that they can be printed automatically. You can buy labels in assorted sizes from your local office supply store.

For example, you can use mailing labels to send a newsletter to members of your club, or use them for your own Christmas card or other type of card such as a Thank You card. This saves you a lot of time writing and typing the addresses by hand.

In *Word* you can use the *Mail Merge* function to easily and quickly print label sheets. The *Mail Merge* function works as a *wizard*. A wizard is a small program that guides you through a number of steps in creating a specific type of document.

You can use the data from an existing address list to populate your labels. You can use lists that are created in *Excel* or *Word*. In the previous chapter you learned how to make an address list in *Excel*. In this chapter you will learn how to create an address list in *Word* by using a table.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- create a table in *Word*;
- make labels with an address list from *Word*;
- make labels with an address list from *Excel*;
- format labels;
- add an illustration;
- print labels.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a book list;
- sort data in ascending or descending order;
- sort data in a list by multiple levels;

- filter data from a list;
- use customized filters.

B Instruction 1. Present the subject matter.

Pages 289-325.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Mail Merge** on page 326. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on page 327-331.

Eighth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

PowerPoint is a program you can use to create presentations. A presentation consists of a number of slides. You can view these slides on a computer or project them on a screen with a beamer. You can create a presentation, for example, to support a speech you are going to deliver at your company or club.

In this lesson you will learn how to create a presentation in the form of a photo album containing vacation pictures. While you are creating this photo album you will become acquainted with the most important *PowerPoint* functions. For instance, you will learn how to add text, illustrations, audio clips, video clips and voice messages to your slides. You can make your album even livelier by altering the styles or by adding different transitions and animations.

If you want to share your presentation with others, you can send your presentation by e-mail, burn it on a CD, or copy it to a USB stick. The *PowerPoint Viewer* program enables people to view presentations on computers even when the *PowerPoint* program is not installed.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- create a photo album;
- select a theme;
- modify the title slide and enter a page title;
- move, duplicate, replace, enlarge, shrink and remove photos;
- add a new slide;
- render a photo full screen;
- add a caption;
- change the style of the pictures and add illustrations;
- edit photos and illustrations;
- add sound clips, voice messages and video clips;
- crop a video file;
- move, duplicate and remove slides;
- add slide transitions and animations;
- compress the presentation and send it by e-mail;
- package the presentation and use it elsewhere;
- download and install the *PowerPoint Viewer*;

- view the presentation with the *PowerPoint Viewer*.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a table in *Word*;
- make labels with an address list from *Word*;
- make labels with an address list from *Excel*;
- format labels;
- add an illustration;
- print labels.

B Instruction 1. Present the subject matter.

Pages 333-400.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Creating a Photo Album** on page 401. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Slide transitions and animations** on page 402. They may use *Appendix B "How Do I Do That Again?"* of the book.

Have the students do the practice exercise **Video and sound** on page 402. They may use *Appendix B "How Do I Do That Again?"* of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on page 403-411.

Optional Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Have you ever dreamt of owning a beautiful house by the beach? And are you wondering how much your monthly mortgage payments would be? You could always ask your banker or real estate agent to answer these questions for you, but maybe you are not up to that yet. Why not try to calculate these figures yourself with the help of *Excel*?

Many people save their money for a variety of different goals. Let's say for example, in about twenty year's time you want to have saved \$100000 to buy a beautiful boat or a cottage in the countryside. You might expect an average return of 9% interest a year, then how much would you need to save each month to finally reach that goal of \$100000? These are the kinds of calculations *Excel* can do for you.

There are many savings strategies or formulas that promise great results if you save a certain amount a month for twenty years. But what would happen if the return on your capital turns out to be lower than expected?

In this chapter we will discuss several types of financial calculations along with some other examples. *Excel*'s financial functions will help you calculate exactly how much you should pay or save and what the results will be. You can use this data to back up your claim when you are ready to have a chat with a financial consultant.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- the total amount of a savings strategy with variable results or deposits;
- the costs of annuity loans, overdraft loans, or mortgages;
- the return on investments in stocks and bonds.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a photo album;
- select a theme;
- modify the title slide and enter a page title;

- move, duplicate, replace, enlarge, shrink and remove photos;
- add a new slide;
- render a photo full screen;
- add a caption;
- change the style of the pictures and add illustrations;
- edit photos and illustrations;
- add sound clips, voice messages and video clips;
- crop a video file;
- move, duplicate and remove slides;
- add slide transitions and animations;
- compress the presentation and send it by e-mail;
- package the presentation and use it elsewhere;
- download and install the *PowerPoint Viewer*;
- view the presentation with the *PowerPoint Viewer*.

B Instruction 1. Present the subject matter.

Pages 1-24 of Bonus Online Chapter 10 Savings, Loans, and Investments.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **A Loan** on page 25 of the bonus online chapter. They may use *Appendix "How Do I Do That Again?"* beginning on page 28 of the online bonus chapter.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on page 26 and 27 of the bonus online chapter.

6. The Final Exam

The *Certificate Microsoft Office 2010 and 2007* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Word*, *Excel* and *PowerPoint* is. If they pass the test, they'll receive a free computer certificate by e-mail.

The test can be taken online at www.ccforseniors.com.

7. Other Course Material

Each Visual Steps book is also optimized for classroom use.

If you would like to be informed about the Visual Steps books, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

Teachers' manuals will also become available for these books. For more information, please visit www.visualsteps.com/instructor