



# COMPUTER BASICS

<b>COMPETENCY CATEGORY:</b>	Work Place
<b>COMPETENCY NUMBER:</b>	H.78
<b>COMPETENCY:</b>	Demonstrate basic computer operation skills.
<b>OBJECTIVE:</b>	Upon completion of this module, students will be able to demonstrate basic computer operation skills.

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**LEARNING ACTIVITY H.78-1**  
**“COMMON COMPUTER TERMS”**

**OBJECTIVE:** To define common computer terms

**RESOURCES:**

- Pencil or pen
- Work Sheet – Learning Activity H.78-1

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Pass out a copy of the work sheet for Learning Activity H.78-1.
2. Explain to your students that this is a test to make sure that they can identify the definitions of commonly used computer terms.
3. Review the work sheet answers with your students.

**LEARNING ACTIVITY H.78-1**  
**“COMMON COMPUTER TERMS”**  
**WORK SHEET**

**DIRECTIONS:**

Below are some common computer terms. Match the term with their appropriate definition. Write in the correct answer in the space provided.

<b>Terms</b>	<b>Definitions</b>
1. _____ Boot	A. Non-physical portion of the computer
2. _____ Font	B. Pictorial representation of something
3. _____ Icon	C. Main hardware of the computer
4. _____ Software	D. Starting a computer
5. _____ Central Processing Unit	E. Software designed to create text documents
6. _____ Laptop	F. Individual using the computer
7. _____ Personal Computer	G. Desktop, laptop, or notebook computer
8. _____ User	H. Character definition
9. _____ Mouse	I. Small tool that duplicates the moves of your hand
10. _____ Username	J. Device for storing information
11. _____ Drive	K. Unique 8 character phrase
12. _____ File	L. Information stored
13. _____ Password	M. Name given the user assigned by the network administrator
14. _____ Word processor	N. Computer designed to be taken with you
15. _____ Click	O. To press a mouse button

**LEARNING ACTIVITY H.78-2**  
**“COMPUTER SHOW-N-TELL”**

**OBJECTIVE:** To identify the parts of a computer

**RESOURCES:** Work Sheet – Learning Activity H.78-2

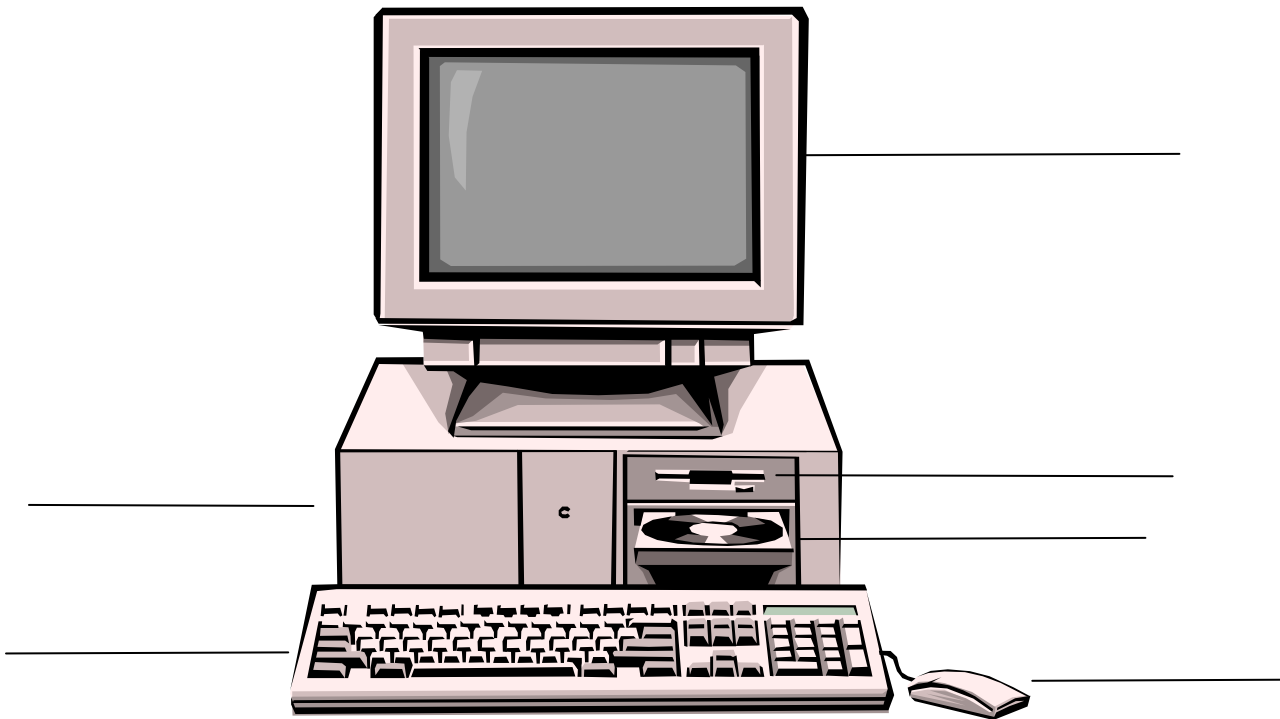
**SUGGESTED TIME:** 5 minutes

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity H.78-2.
2. Have students label the items shown.
3. Review the answers with your students.

**LEARNING ACTIVITY H.78-2**  
**“COMPUTER SHOW-N-TELL”**  
**WORK SHEET**

**DIRECTIONS:** Label the following items in the space provided.



**LEARNING ACTIVITY H.78-3**  
**“CREATING A MICROSOFT WORD DOCUMENT”**

**OBJECTIVE:** To create a Microsoft Word Document

**RESOURCES:** A computer with Microsoft Word

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Have each participant access Microsoft Word on the computer.
2. Have each student type a paragraph of text.
3. Instruct the participants to do the following:
  - a. Bold a word
  - b. Change the font of the first sentence to “Arial.”
  - c. Change the font size of the second line to 18 point.

**Note to Specialist: Expand on some of the basic functions of Microsoft Word if appropriate.**

4. Check the work of your students.

**LEARNING ACTIVITY H.78-4**  
**“CREATING A MICROSOFT EXCEL WORKSHEET”**

**OBJECTIVE:** To add a column of numbers using Microsoft Excel

**RESOURCES:** A computer with Microsoft Excel

**SUGGESTED TIME:** 15 minutes

**DIRECTIONS:**

1. Have each student access Microsoft Excel.
2. Instruct the student to enter the following information:
  - a. In A1 enter the number **12**
  - b. In A2 enter the number **14**
  - c. In A3 enter the number **20**
  - d. In A4 instruct the student to input the following formula to add the numbers in A1 through A3: **@sum(a1:a3)**
  - e. After pressing the enter key, the following information should appear in cell A4: **46**
3. Check the work of your students.

**LEARNING ACTIVITY H.78-5**  
**“CREATING A MICROSOFT ACCESS DATABASE”**

**OBJECTIVE:** To allow the participant to see an existing Microsoft Access database

**RESOURCES:** Access to a computer with Microsoft Access database

**SUGGESTED TIME:** 15 minutes

**DIRECTIONS:**

1. Instruct your students to access Microsoft Access.
2. Have the students open the database Wizard.
3. Select any one of the databases listed.
4. Instruct your students to follow the screen prompts to see an existing database.
5. Check the progress of your students.



**LEARNING ACTIVITY H.78-6**  
**“CREATING MICROSOFT POWERPOINT SLIDES”**

**OBJECTIVE:** To create slides using Microsoft PowerPoint

**RESOURCES:** Access to a computer with Microsoft PowerPoint

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Have students access Microsoft PowerPoint.
2. Select a blank presentation.
3. Select the “Title Slide.”
4. Have students place the cursor in the top box and type in their name.
5. Have students place the cursor in the next box and instruct them to type in their date of birth.
6. Have your students develop a short 10 - 15 slide presentation on a topic of their choice.
7. Review the work of your students.

**LEARNING ACTIVITY H.78-7**  
**“FINDING COMPUTER TRAINING COURSES”**

**OBJECTIVE:** To find computer training courses

**RESOURCES:** Access to a computer with Internet software

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Have each student access the Internet.
2. Have your students access a local college or university website.
3. Have your students research the type of computer courses offered at the institution.
4. Have your students write down three courses that would be of interest to them and how they can apply that skill in the future.

**LEARNING ACTIVITY H.78-8**  
**“RESEARCHING JOBS WORKING WITH COMPUTERS”**

**OBJECTIVE:** To research job opportunities in working with computers

**RESOURCES:** Access to a computer with Internet software

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Have your students access the Internet.
2. Have students find five job listings in the field of computers.
3. Have students print out the job listings.
4. Have students list the common skills that are needed for these jobs.
5. Have students share their findings with the class.

**LEARNING ACTIVITY H.78-9**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY H.78-9**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY H.78-10**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity H.78-10

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS



**SERVICE ACTIVITY ACTION PLAN**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY H.78**  
**“HAVE I GOT A DEAL FOR YOU”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity H.78

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity H.78 and distribute to each student.
2. Have students read “Have I Got a Deal for You.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

## “HAVE I GOT A DEAL FOR YOU”

“\$1399.00, You have got to be kidding!” exclaimed Darren. “I know a place where I can buy the same computer for \$800.”

“But sir, this computer has Windows 2000 already installed. That includes Microsoft Word, Power Point and loads of other software. You are ready to go with this machine,” continued the salesperson.

Darren turned to Keisha and stated, “Let’s go and look at the other computer.”

“Well sir, Computer Central will not be undersold, so if you find the same computer with the same software already installed, we will beat them by 10%,” stated the salesperson as Darren and Keisha headed toward the exit.

“What a rip off! \$1399 for that computer!” exclaimed Darren.

“I don’t know, I have been checking the newspaper ads for the last month and Computer Central has always had the lowest prices,” stated Keisha.

“That’s just a come on. The place down on 18<sup>th</sup> and Park has the best prices in town. Let’s go,” said Darren.

So off they went to Best Prices at 18<sup>th</sup> and Park. As they walked into the store, Keisha noticed the signs all included something about a 30-day warranty.

Darren found the same computer at Computer Central. “\$800 as is” was the price.

“Keisha,” called Darren. “The same computer - \$800. I told you this was the place with the best prices.”

“I don’t know,” said Keisha, “Something’s not right. Why do all the computers say ‘as is’?”

“Let’s see if we can find out,” questioned Keisha. “Excuse me, could you provide us with some assistance?”

“Yes, this computer is \$800,” remarked the Best Prices sales associate.

“What does the price include?” asked Keisha.

“Just the computer,” responded the sales associate. “All the software has been removed to avoid any problems with viruses and other problems.”

“What do you mean ‘to avoid any problems with viruses and other problems’,” asked Keisha.

“All these computers have been taken in as trades or have been rebuilt by the manufacturer,” responded the sales associate. “They are warranted for 30 days.”

“You mean all these computers are used?” asked Darren.

“Yes, that’s all we deal with at Best Prices. That computer you are looking at would sell at most computer retailers at \$1700, \$1800 or more. But now that would include the latest software,” continued the sales associate.

“Would you like me to box it up for you?”

“Let us think about this a little more,” exclaimed both Keisha and Darren.

“Are you satisfied? Someone once told me, ‘you get what you pay for.’ I think I am going back to Computer Central the first thing Saturday,” stated Keisha.

**MATH ACTIVITY H.78**  
**"ELECTRONIC MATH"**

**OBJECTIVE:** To demonstrate the ability to solve arithmetic problems using computer programs

**RESOURCES:** Work Sheet – Math Activity H.78

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity H.78 and distribute to each student.
2. Have each student complete number one of the work sheet as a “warm-up” to the format of spreadsheet programs.
3. Review the results of #1 of the activity sheet and lead the class in discussion as to how they approached and set up the problem.
4. Secure a computer lab with spreadsheet programs for students to complete #2, a – j of the work sheet.

**Note to Specialist: Some students may be more computer knowledgeable than others and will therefore complete the exercise before others. Have them help others understand the programs.**

5. Review the results in class and acknowledge any differences in the ways students went about solving the problems.

**MATH ACTIVITY H.78**  
**"ELECTRONIC MATH"**  
**WORK SHEET**

1. Most math done on a computer is calculated on a spreadsheet. A spreadsheet is similar to your checkbook register. If the following represented the register in your checkbook, what would your balance be?

<u>Chks</u>	<u>Dep</u>	<u>Balance</u>
		2680
	500	
	25	
70		
100		
50	25	

**Bal:** \_\_\_\_\_

2. Most common math functions are usually performed in a spreadsheet program. The different programs will vary somewhat on the way they write formulas to calculate the problem, but they will all get the same answers. In addition, they will all maintain the correct order of operation (**P**arenthesis first, then **E**xponents, then **M**ultiply, then **D**ivide, then **A**dd, then **S**ubtract – remember – “**P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally”).

Solve the following problems two ways, first by computer, then by hand to check accuracy. (Your class will need to utilize a computer lab for this activity.)

- a.  $(15+45+22-4)/6=$  a. \_\_\_\_\_
- b. Average: 204, 150, 33, 88, 25, 322 b. \_\_\_\_\_
- c. Subtract 342648 from 7632587 c. \_\_\_\_\_

- d.  $(78+12)4 + (128-62)/3 - (4 \times 3) =$  d. \_\_\_\_\_
- e. Divide 762411 by 13 e. \_\_\_\_\_
- f. Add:  $54+8+71+87+51+24+111+3+78$  f. \_\_\_\_\_
- g. Average:  $\frac{1}{2}, \frac{3}{4}, \frac{1}{4}, .7, .8$  g. \_\_\_\_\_
- h.  $(22 \times 4)/(3+5)$  h. \_\_\_\_\_
- i.  $12345 - 4321$  i. \_\_\_\_\_
- j.  $(16 + 84/3) - (3 + 11)2 + (27-8) =$  j. \_\_\_\_\_