SECONDARY
JHS

LEARNING STRAND 6
DIGITAL CITIZENSHIP

SESSION GUIDES FOR MODULE 2: DIGITAL APPLICATIONS – WORD PROCESSING

ALS Accreditation and Equivalency Program: Junior High School

United Nations
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LEARNING STRAND 6

SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: DIGITAL CITIZENSHIP

SESSION GUIDES FOR MODULE 2 (DIGITAL APPLICATIONS – WORD PROCESSING)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 6: Digital Citizenship
Session Guides for Module 2 (Digital Applications – Word Processing)

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User’s Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guide of this module entitled Digital Applications – Word Processing under Learning Strand 6 Digital Citizenship of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners’ progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

DIGITAL APPLICATIONS:
WORD-PROCESSING
Module 2 Session Guide

One of the skills in the twenty-first century is to communicate through speaking and writing. People nowadays look for innovative methods to convey their messages to other people clearly. With different digital devices and software programs, they can create remarkable outputs. One of the basic software you can use is a word-processing application.

This module will give you the basic steps on using word processors. The following are the three lessons in this module:

Lesson 1 – Understanding Word-Processing Applications
Lesson 2 – Formatting and Inserting Graphics in a Document
Lesson 3 – Mail Merging and Finalizing a Document

Introductory Activity (optional)

1. Welcome the learners to Module 2. Introduce the lessons covered, the key concepts, and the learning objectives.
2. Let the learners answer the pre-assessment for Module 2 by identifying the commands in word-processing applications.
3. Tell the learners that they should not worry if they were not able to answer all items correctly because the module will help them understand more about the different commands in a word-processing application.

UNDERSTANDING WORD-PROCESSING APPLICATIONS

Session Guide No. 1

I. Key Understandings to Be Developed

- Word-processing is the term used to describe the writing of letters, reports, and other documents using a computer.
- Templates are predesigned documents that can be used to make a presentable document.
- Document files can be saved in another file type and location.

II. Learning Objectives

1. Use of a word-processing application to produce different documents used in everyday life.
2. Create a new document based on the different available templates.
3. Save documents under another name to a location on a drive.
4. Demonstrate how to save a document as another file type.
5. Switch between open documents and between page view modes.
6. Identify the process of inserting symbols or special characters.
7. Determine the use of the display and hide nonprinting formatting marks line.

III. Resources

- Module 2
- Slideshow presentation
- Computer unit for demonstration

IV. Activity

As a preliminary activity for lesson 1, ask the learners to do *Trying This Out* by recalling a moment where they need to create and submit a document in school, at work, or in a government transaction.

V. Analysis

1. After the activity, group the learners into five then let them share their answers to one another with the following guide questions:

  - How do you find the activity?
  - What are your experiences in creating a document?
2. Explain to learners that word-processing applications are the best tool to create these documents conveniently.
3. Present the definition of word processing, the most used word-processing application, and the uses of word processing through a slideshow presentation.
4. Introduce Microsoft Word and let them become familiar with its features.
5. Demonstrate how to create documents using the MS Word templates and how to save them as a new file name, as another file type, and to another location.
6. Demonstrate how to insert symbols or special characters, as well as how to switch views.

VI. Generalization

1. Emphasize the importance of using templates in MS Word to aid in conceptualizing a design for a document.
2. Review the features of MS Word.

VII. Application

Let the learners answer the activity in *Sharpening Your Skills* by listing down the step-by-step procedure in saving a file under a new file name and file type.

VIII. Concluding Activity

1. Ask the learners to acquire a computer unit to do the hands-on exercise on creating a baptismal invitation card using a template. Tell them to follow the step-by-step procedure in *Treading the Road to Mastery*.
2. End the session by reviewing key understandings.

FORMATTING AND INSERTING GRAPHICS IN A DOCUMENT

Session Guide No. 2

I. Key Understandings to Be Developed

- Formatting is the process of modifying specific parts of the document, which will determine how the document will look like when finalized and printed.

II. Learning Objectives

1. Demonstrate the use of formatting commands in a word-processing document.
2. Make use of formatting in paragraphs.
3. Demonstrate good practice in creating tables, formatting tables, and inserting graphical objects.

III. Resources

- Module 2
- Slideshow presentation
- Computer unit for demonstration

IV. Activity

1. Review the previous lesson.
2. Start Lesson 2 by asking learners to look at two different documents in *Trying This Out* then let them identify their differences by writing their answers on a separate sheet of paper.

V. Analysis

1. Process the learner's answer and then ask some learners the following question:

    - What is the importance of creating a good document?

2. Explain that knowing the basics of a good document is good practice.
3. Discuss the formatting in word-processing applications.

4. Demonstrate how to format using a sample paragraph:
    - Aligning and indenting paragraphs
    - Applying borders and shading
    - Applying styles in a text or paragraph

5. Continue the demonstration on the following:
    - Inserting and formatting tables
    - Inserting and deleting cells
    - Formatting contents
    - Modifying cell borders
    - Inserting pictures and other objects in the document
    - Inserting shapes and charts

VI. Generalization

Emphasize that the word-processing applications are flexible because of its wide variety of formatting commands that can be used to modify and personalize documents.

VII. Application

Let the learners acquire a computer unit to do the hands-on exercise and apply what they have learned in formatting by producing the output in *Sharpening Your Skills*.

VIII. Concluding Activity

1. Continue to let the learners do the hands-on exercise and apply what they have learned by writing a two-paragraph essay about themselves using MS Word. Follow the format given in *Treading the Road to Mastery*.
2. The learners will be graded according to the following criteria on the next page.

CRITERIA	SCORE
Appropriateness of the Format	50%
Content	25%
Organization of Ideas	25%
TOTAL	**100%**

3. End the session by reviewing key understandings.

MAIL MERGING AND FINALIZING A DOCUMENT

Session Guide No. 3

I. Key Understandings to Be Developed

- Mail merge is a feature within most data-processing applications that enables users to send a similar letter or document to multiple recipients.
- Finalizing a document before printing is important.

II. Learning Objectives

1. Demonstrate the process of mail merge.
2. Finalize a document using page setup, headers and footers, spell-check, and printing commands.

III. Resources

- Module 2
- Slideshow presentation
- Computer unit for demonstration

IV. Activity

1. Review the previous lesson on formatting and inserting graphics in a document.
2. Start the lesson by discussing the situation in *Trying This Out*.

V. Analysis

1. After the activity, ask the learners the following question:
    - What is your opinion about the situation presented?

2. Explain what mail merge is.
3. Demonstrate the process of mail merging using the MS Word.
4. Show the procedure in finalizing a document.
    - Setting the margins
    - Choosing a paper size and orientation
    - Inserting headers and footers

- Customizing headers and footers
- Adding page numbers
- Checking spelling and grammar
- Print a document

VI. **Generalization**

Call some volunteers and ask what lesson about word-processing applications do they find most significant.

VII. **Application**

Let the learners answer the activity in *Sharpening Your Skills* by identifying if the statement is correct or incorrect.

VIII. **Concluding Activity**

1. Let the learners continue improving their document in the concluding activity of Lesson 2. Follow the additional instructions in *Treading the Road to Mastery*.
2. End the session by reviewing key understandings.
3. Tell the learners to create their own resume while applying what they have learned in using word-processing applications.
4. The learners will be graded according to the following criteria:

CRITERIA	SCORE
Format and Appearance	30%
Organization	25%
Content	25%
Overall	20%
TOTAL	**100%**

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