

Suggested Exercises for Core Module

Communication

Suggested Introductory Activity

Course introduction and introduction to using email.

Have plenty of examples of work done by students on the course in previous years. Some of this could be printed out and displayed, or you could prepare a folder of sample materials (all read-only) for students to look at and discuss.

Exercise One

Possible activity for session one in suggested scheme of work.

Show students how to log on to the system and how to access email. A prepared 'Welcome to the course' email (subject: Welcome) should be waiting in everyone's Inbox. It should also contain an instruction to send an email to the teacher's email address, giving specified information such as full name and class.

A second email to each student (subject: Course Outline) could give them a brief course outline of the Core and Optional Modules and a brief summary of expectations in terms of hours of work on each section, using the ICT facilities and how to hand in completed work.

Before leaving the classroom, everyone should have closed the email facility, logged-off (and shut down the machine if appropriate).

Exercise Two

Possible activity for session two in suggested scheme of work.

Introduction to using the Internet. You will need to prepare a printed instruction sheet on how to access the Internet and how to exit from it correctly. This should include a screenshot of the screen students will see when they log on, showing the first URL they will enter. The instructions should tell students to follow a specified link to another page and to write down the address that appears at the bottom left of the screen when they are on the new page. They should also find out what 'back' at the top left does. Draw attention to the colour change when a link has been used.

Exercise Three

Possible activity for session two in suggested scheme of work.

Searching a specified site for information. You will need to prepare a worksheet with several questions which can be answered after visiting the chosen site.

For example, for a site about a particular tourist destination such as a theme park, you could ask them to:

- find out how many hotels are at (or close to) the theme park
- write down the name of one of the attractions
- write down the name of the largest /most luxurious hotel and the smallest /cheapest hotel

Students should make a note of the relevant answers to each question, then exit the internet and send an email to the 'tutor' (i.e. completed work for marking) address, with numbered answers to the questions. The subject of the email should be the site name (not its URL).

Exercise Four

Possible activity for session two in suggested scheme of work.

Show students how to print out a web page and how to download information from a web page. Give them a URL and ask them to find and print a particular image from the site, or to download it and save it in a folder marked 'Images'.

If you are following a tourism/theme parks theme, you could choose an image of an attraction such as a 'ride' or a carnival, a well-known tourist destination or simply an image of a beach or a city scene, for example. This is a good time to draw attention to the time it can take for files to download and for images to print. To avoid the frustration of long waits to print out, encourage students to save rather than print directly.

Exercise Five

Possible activity for sessions three and four in suggested scheme of work.

Searching for information using a search engine. (Theme parks and resorts approach).

Use the search engine and try to find sites for theme parks (or a particular type of holiday destination)

For your chosen destination, find the times of trains/planes from a named city or town to arrive at your destination by late afternoon/early evening.

If you have time (or if the search didn't give you good results) try the search again, but starting with a different search engine.

Or

Exercise Six

Possible activity for sessions three and four in suggested scheme of work.

Your employer has to leave on a business trip at the beginning of March. The first meeting is in London on 3 March. The next meeting will be in New York on 9 March and then another on 13 March. The final meeting will be in Tokyo on 17 March returning on 20 March if possible. Find comparative costs (at least two suppliers) for

- the flights (1st class and business class)
- the hotels (suite, superior double room)

If you have time (or if the search didn't give you good results) try the search again, but starting with a different search engine.

Or

Exercise Seven

Possible activity for sessions three and four in suggested scheme of work.

What courses are available in travel and tourism/sports management/retail management (Choose one!) in the nearest city? What qualifications do these courses lead to? Choose one of these. What qualifications do you need to be able to apply for the course?

If you have time (or if the search didn't give you good results) try the search again, but starting with a different search engine.

Document Production

Suggested Introductory Activity

Possible activity for session five in suggested scheme of work.

Have a collection of newspaper/magazine cuttings, leaflets and letters on display, printed out or stored in a folder labelled 'Document Production samples'. For example:

- different font and font size in different parts of a newspaper or magazine article
- samples of different fonts being used in letters, advertisements, articles
- samples showing the use of bold, italic or underline in instructions, letters or advertisements
- samples showing the use of left/right aligned, centred or justified text

Use these samples to support a short overview of what will be covered in this section of the module and to introduce some of the relevant key terms.

Exercise Eight

Possible activity for session five in suggested scheme of work.

You will need to teach delete, backspace, cut/copy/paste and drag/drop for these short activities. All of them should be accessible to students as appropriately named templates which they can edit and 'save as' with a modified title.

Jumbled messages and silly verses: to practise deleting text and moving text. Prepare samples of nursery rhymes, song lyrics or text (familiar to the students), in which some of the words have been jumbled up and sentences which have extra, irrelevant words inserted in them. Students need to produce corrected versions.

Close passage for moving text. Prepare a short passage (100-150 words) with a description or instructions for a task. Move several words out of the passage to the bottom of the page, marking the gaps with a highlighted space or underlining. Ask students to put the words back into the correct places.

Sequencing activity to practise moving text. Set up a document with a short sequence of four to eight instructions for a familiar activity such as making a cup of tea or switching on the computer and sending an email. The sequence should be in the wrong order in the document the students open, so that they can rearrange the sequence to make sense.

Exercise Nine

Possible activity for session five in suggested scheme of work.

Keying in text. This needs to be on a printed sheet, with additional instructions as appropriate on printing/saving versions etc. The saved version can then be used for further work, practising the use of bold, italics, change of font and so on. You will need to write a further set of instructions for this.

Using word-processor facilities

Before the advent of word-processors, many people produced business letters using typewriters. This gave only a limited range of effects. Ordinary typewriters offered only one font and the only way to emphasise things was to use upper case letters (block capitals) or to underline.

It is sometimes tempting to try to use lots of the features in a word-processed document 'because they're there'. Remember, though, that effects are meant to emphasise and draw attention to features in the text, so using too many effects simply confuses the reader. Here are a few, simple guidelines:

- nowadays, we do not usually use underline for titles or sub-titles. Instead, we tend to use bold and a slightly larger point size than in the main body of the text
- avoid using lots of fonts and font sizes. It is usually best to keep to one main font and to use bold or italics for emphasis
- avoid using block capitals for emphasis in a letter, to many people, it is the print equivalent of shouting. Some fonts are considered 'informal' and should not be used in business letters, but can be used to good effect in posters and advertisements

Finally, remember that it is usually better to get the content right before you start to edit the text appearance or layout. Use the word processor 'cut and paste' facility to 'play' with phrases and the order of sentences and paragraphs in draft versions. Use the 'save as' facility to allow you to keep alternative versions and to update a document. Make careful use of the spell-check facilities before you consider a document complete.

Exercise Ten

Possible activity for session six in suggested scheme of work.

You will need to demonstrate the features used (e.g. centre, bold, font and point size) before students carry out this activity. Ensure that the relevant toolbar icons will be visible. Prepare the following document for students to open and edit:

Holiday ideas

Do you long for a beach holiday 'away from it all'. Visit the fabulous holiday paradise of Maritima, on the beautiful coast of Aquatica. Here, you can spend lazy days lying on our sandy beaches or swimming in the clear blue waters which make this area a delight. Take a boat trip to one of the many islands with their strange and wonderful wildlife, where trained guides can show you the best places to observe some of our shyest and most beautiful birds. Do you love excitement and fun all day long? Then the Splashdown theme park is just for you. Splash, swoop and swirl your way through our special white water rafting ride, or brave the waves in our thrilling 'tidal wave' zone. Teddybear World an ideal day out for families with small children. Set in beautiful parkland, there are fairy-tale houses and miniature villages. Children can join in activities led by our jolly bears, ride through the park on one of the toy trains or play in the colourful 'magic forest' adventure playground.

Prepare and print out an accompanying instruction sheet, including the following instructions:

1. make the main body of the text Arial, 10 point and the title Arial, 12 point, bold
2. centre the title
3. create new paragraphs- double line to separate – after 'beautiful birds' and 'tidal wave zone'
4. the following terms should be in bold: Maritima, Splashdown, Teddybear World
5. the following items should be in italics: sandy beaches, clear blue waters, many islands, white water rafting ride, 'tidal wave' zone, fairy-tale houses, miniature villages, toy trains, 'magic forest'

Exercise 11

Possible activity for session six in suggested scheme of work.

You will need to demonstrate the features used (e.g. centre, bold, font and point size) before students carry out this activity. Ensure that the relevant toolbar icons will be visible.

Prepare a document (template) for a letter asking for details of room availability, rates and facilities at a hotel for a family of two adults and two children, wishing to stay for four nights, beginning 2nd August 2002 as follows:

Sender address details
 Hotel address details
 Body of letter

Provide a printed instruction sheet showing the font details and layout to be used. Instruct students on where to insert the (specified) date for the letter. NB. If you provide the template, this can be a relatively quick activity. You may prefer to set a longer exercise with the text printed for students to key in as well as edit.

Exercise 12

Possible activity for session seven in suggested scheme of work.

Individual progress review

Prepare a template for students to edit and enter information on, similar to the one outlined below:

Individual progress review

Name: (student to enter, in bold)
 Date: (student to enter)

These are the activities you should/ could have completed so far. Place a number to the right of each activity to show what you have completed: 2= completed, 1= started but unfinished, 0= not done.

List of activities

The list below shows the things you should be able to do
 List (*NB tutors: these will be the performance criteria expressed less formally in 'I can' type statements*).

Move each statement/description so that it is under the most appropriate heading for you right now.

I can do these independently and well

I need some help with these / I'm not very confident with these yet

I need help with these

I haven't done these

Exercise 13

Possible activity for session seven in suggested scheme of work.

Further Internet searches and related activities. You will need to provide specific instructions and relevant documents for students to access. These could include searches for information and images related to particular places/attractions.

- students could be instructed to download suitable images and save them in their own 'Images' folder for later use
- students could be asked to look for information about a particular resort. (e.g. number of hotels, price ranges, hotels with pools, average summer temperature, nearest airport). They could then be asked to enter this information into a prepared template document, 'Factfile for resort X'

Exercise 14

Possible activity for session seven in suggested scheme of work.

Questionnaire. (This can be used to provide data for use in the next section of the module)

Instruct students to prepare a short questionnaire (Title 'Holiday questionnaire') about favourite holiday destinations/favourite holiday activities/favourite types of theme park ride etc. Several students can use the same set of questions and work cooperatively to interview as many people as possible in their class or year group. They should also produce a summary of their survey in the format

Question	response	number of people giving response
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and save it with the title 'Holiday questions and answers'.

Exercise 15

Possible activity for session seven in suggested scheme of work.

To give students further experience of using email and sending to a new address. Send an email from a (named, fictional) individual to 'Tourist information, Resort X', asking for some information about the resort they prepared a factfile on (see Exercise 13 above): for example, what time of year has the warmest weather/are there any hotels suitable for families with young children? The questions you ask will obviously have to depend on what information the students have access to. Provide a new email address for the students to reply to.

Ask students to send an email to the new address, supplying the information requested.

Data Manipulation

Suggested Introductory Activity

Possible activity for session eight in suggested scheme of work.

Have samples illustrating real spreadsheets in use (e.g. for business accounts, bank accounts, personal finance, scientific/engineering research results) printed out and displayed. Discuss how the spreadsheets are useful, in particular emphasise how they enable repeated calculations to be made on lots of data and can display the data and results.

This activity should be fairly short, to allow students to get practical experience of working with spreadsheets.

Exercise 16

Possible activity for session eight in suggested scheme of work.

Prepare a spreadsheet, title 'Weather data' with column headings set out as follows

Resort	Month	average max temp °C	average min temp °C	hours of sunshine	rainfall mm
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Enter the resort name and each month and some data for the resort you have chosen: provide a printed instruction sheet with the rest, for students to enter. Instruct students to leave a blank row below the completed table, then type in

Jan-Mar total rainfall
Apr-Jun total rainfall
Jul-Sep total rainfall
Oct-Dec total rainfall
Annual total rainfall

Show them how to add up the relevant months' rainfall and place it in that row of the rainfall column for Jan-Mar and Apr-Jun, then let them try the other three totals for themselves. Students should save the completed spreadsheet document as 'Weather data 1'.

Exercise 17

Possible activity for session eight in suggested scheme of work.

Set up a spreadsheet called 'Calculations and formulae practice'. Worksheet one should be called 'demos' and worksheet two should be called 'practice'.

Set up four, well separated, columns to demonstrate each of the operations addition, subtraction, multiplication and division. Set the format to number, 2dp for each of the calculation columns, right aligned.

Under each column set out an easy calculation with the answer immediately below (but remember to use the appropriate formula for each one rather than just typing in the answer!):

E.g.	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
	13	225	4	2250

14
27

121
104

5
20

1125
2

Two rows below that, set out a harder calculation (i.e. on that is too big to be done easily as mental arithmetic) but do not fill in the answers.

You will also need a printed instruction sheet. Draw attention to the formula in the answer box for each of the 'easy' calculations, then ask students to work out the formula to find the answer to each 'hard' calculation. Provide the answers - **but not the correct formulae** – on the instruction sheet so that students can check if they have got the right formula each time.

Review the formulae to use, then get students to carry out further practice calculations using formulae in the appropriate column on the 'practice' worksheet (set up with same column headings, formatting and alignment).

NB. It is useful to instruct them how to show the answer in bold at this stage, as it makes checking easier for them.

Show them to how to print out the section of the spreadsheet, set to 'show formulae' (and how to place their name on the printed sheet, too).

Exercise 18

Possible activity for session eight/nine in suggested scheme of work.

Using a spreadsheet to try out ideas to solve a problem: working with a fixed budget for a short break.

For this you will need to prepare a spreadsheet/worksheet called 'Short break' plus a printed sheet giving information and instructions. You will also need brochures giving details of accommodation in a chosen holiday destination (or you will need to make up your own for a fictional) resort. You may also wish to send the original task as an email to 'tourist information' and ask students to send two possible solutions to the email address provided in the letter.

Information you will need to provide via leaflets/other printed materials, names and locations of several hotels at or near a holiday attraction such as a theme park with details of room prices; typical cost of meals evening meals /meals not included in hotel package; cost of tickets to at least two local attractions.

Information you will need to provide in the task instructions: return email address (if appropriate); details of group (e.g. two adults and two children able to share a family room); when they want to stay for two nights; how much they are prepared to spend overall, excluding transport and daytime snacks. Assume they would like to visit at least one local attraction during their stay.

In the worksheet, you will need to set up suitably formatted and aligned columns for calculations. You will also need to help students by providing a structure for them to work to, for example:

Solution A				
Room type	Cost per room	Number of rooms	Room cost (x2 nights)	Total Room cost
Visit	Cost per ticket	Number of tickets	Visit cost	Total cost visit

Meals venue/type	Likely cost per meal per person	Number of people	Likely total meal cost	Total meals cost
				Total cost of solution A

Exercise 19

Possible activity for session eight/nine in suggested scheme of work.

Using display facilities.

You will need to set up a spreadsheet/worksheet (called 'Hotel prices and details') and a set of printed instructions. The worksheet could contain the following column headings (with suitable information entered): students can complete the data entry working from printed sheets or travel brochures, or you can make the task more focussed if you enter the data yourself.

HOTEL NAME LOCATION CATEGORY/STAR RATING ROOM TYPE COST PER ROOM PER NIGHT

Show students how to adjust column width, alignment and format for one column and specify alignment and format for the remaining columns. Specify saving and printing details.

NB. The saved worksheet can be used again for Exercise 21, in session 10.

Other possible content could be (for 'Travel prices and details')

FLIGHT AIRLINE DESTINATION DURATION COST.

Again, you will need to supply the information to complete this from a printed sheet or from brochures, and specify saving/printing details.

Exercise 20

Possible activity for session ten in suggested scheme of work

Entering text in a spreadsheet, sorting data and searching data: Setting up a glossary. You will need to prepare a spreadsheet/worksheet (named 'My glossary')

Possible column headings:

WORD OR PHRASE NOTES CONTEXT ASSESSMENT OBJECTIVE LINK

Enter some of the key terms used under WORD OR PHRASE and ask students to enter others. CONTEXT could be the section or the session in which the term was introduced. Making notes should help provide an opportunity for review: you may wish to provide some of these yourself. Students will need to adjust column width.

Show students how to sort information in ascending and descending order using one of the column headings. Show students how to search for entries with the same context or linked to the same assessment objective.

Exercise 21

Possible activity for session ten in suggested scheme of work.

Sorting data and searching data: Price and details sorts and searches

You will need to set up a spreadsheet/worksheet (called 'Prices and details') **or** use the one completed by students in Exercise 19. See this for details of the worksheet.

You will also need a set of printed instructions (and/or email if you want to give students practice in this, too).

Students could be instructed to **sort** by cost, by room type, or by location (for 'Hotels') or by cost, airline, duration or destination (for 'Travel').

Students could be asked to **search** for rooms/flights below a specified cost, for flights to a specified destination or for hotels in a particular category or location.

Exercise 22

Possible activity for session 11 in suggested scheme of work.

Individual progress review: prepare an updated version to the same format as outlined in exercise one.