Pearson BTEC Uzbekistan Level 3 Award in

IT Literacy

Teacher Resources

Issue 1

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Contents

Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 3 Award in IT Literacy specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification

- recommended resources to support the delivery of the units in the qualification

- schemes of work that show the topics, activities and assessments covered in all units across the qualification

- lesson plans with detailed guidance on how to deliver the lessons in the units.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information on:

- the structure of your qualification

- how you can build the qualification for your learners

- suggestions for how you might make contact with appropriate employers

- information on other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 1: IT Fundamentals

Delivery guidance

Approaching the unit

The purpose of this unit is for learners to develop the skills required to use computers effectively in the workplace.

Learning aim A is about using internet browsing software. Learners may have some experience of this and it will be beneficial to find out what they know already. For example, many of them will have used internet browsers such as Chrome or Safari on their mobile devices. Since this qualification is focused on the business use of IT, learners need to be introduced to using browser software on desktop or laptop computers using the Windows operating system. The choice of browser software is up to the centre delivering the qualification but it is worth remembering that Chrome is the most popular desktop browser. This is a practical learning aim with much of the lesson time demonstrating a range of browser features followed by practical tasks for learners to develop their knowledge and skills on using computers.

For learning aim B, learners may have some experience of using email, so it is important to investigate what they already know. Coverage of email features and tools should be in the context of business use. Learners will need their own email addresses set up for them to use for the practical tasks and there is a number of providers who allow the creation of free email accounts (Gmail, Yahoo!, Hotmail, etc.)

Learning aim C is more theoretical than the other learning aims but IT security is a very important topic and learners should be made aware of its importance. Some research may be needed as IT security is a rapidly changing area and investigation into the latest threats may be needed.

Learning aim D is another practical learning aim with learners having the opportunity to develop their skills in file and folder management. This topic links closely with later units where learners will need to organise folders for their word-processing, spreadsheet and presentation files. These skills are also used to organise the evidence files for the assessment of this unit.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 1: IT Fundamentals
Introduction
Many businesses, both large and small, make extensive use of computers, therefore IT skills are often a requirement for employees. Staff need to be able to make effective use of powerful tools such as internet search engines and email, they also need to be able to organise their files and folders effectively. However, the use of IT is not without its risks and employees need to be aware of security threats and the methods they can use to protect the company systems.
Learning aim A – Use the internet to find and manage information
- Learners should think about how internet search might be used in a business context. It's also important that learners recognise the difference between paid for and organic search results.   - Some discussion about the possible disadvantages of using internet search engines will be beneficial (too many results, results not relevant, etc.) as it will help learners understand why using advanced search options is helpful.   - Providing learners with a number of realistic business-related search requirements will help them practice their skills.

Learning aim B – Use emails to communicate information

- As with learning aim A it will be beneficial to discuss with learner what the business uses of email might be, such as communicating with employees, customers and suppliers, sending documents, using mailing lists to send promotional materials (such as newsletters) to interested people.

- It will be worth mentioning some business email etiquette. For example, sending unsolicited promotional material (spam) is regarded as bad practice. It will probably also be useful to discuss how to word a business email in an appropriate professional manner.

- Providing some realistic business-related email scenarios will help learners develop the appropriate skills. Finding scenarios where learners can work in pairs or small groups will probably work well, allowing them to send and receive emails to and from each other, such as arranging a meeting or event.

Learning aim C – Know how to stay safe when using information technology

- It is important that learners understand the security threats associated with working online and this applies to both business and personal use.

- Providing case study examples of actual security breaches will help learners understand how security threats can have a massive impact on individual and business users. There are many examples that can be found on the internet (see resources section) and learners themselves many have some personal experience of phishing attempts, virus infections, etc.

- There is some overlap in this learning aim with the others, particularly with learning aim B – as email can be a source of threats, such as phishing emails, email attachments and links – so learners need to be taught to be aware of these dangers when using email. This learning aim also relates to the content in learning aim A about downloading files from the internet, as learners need to be confident of the contents of any files before downloading them.

Learning aim D – Manage files and folders

- Managing files and folders is a basic IT skill but it is important that learners know how to use meaningful files names and create folder structures to organise their work.

- As with other learning aims the focus of this Learning aim is on business uses, e.g. organise folders by customer or date (year or month).

- The unit is mostly aimed at developing practical skills and can be taught in relation to other units by getting learners to create a folder structure to store their files for this and other units.

Details of links to other BTEC units and qualifications

This unit has links to other units in this qualification:

- Unit 2: Word Processing

- Unit 3: Spreadsheets

- Unit 4: Presentation Software.

Resources

Websites

https://support.google.com/a/users/answer/9310143?hl=en

Google Learning Centre guide to using Chrome

https://support.google.com/a/users/answer/9259748?visit_id=636980000638984256-1883354918&hl=en&rd=1

Google Learning Centre guide to using Gmail

https://support.microsoft.com/en-gb/help/30055/windows-10-surface-book-microsoft-edge-quick-start-guides

Guides for Windows 10 and Microsoft Edge Browser

https://support.office.com/en-us/article/get-help-with-outlook-com-40676ad0-c831-45ac-a023-5be633be798d?ui=en-US&rs=en-US&ad=US

A guide to Microsoft Outlook

https://www.lifewire.com/fundamental-email-etiquette-1171187

A guide to email etiquette

https://www.cisco.com/c/en/us/products/security/what-is-information-security-infosec.html

Cisco guide to information security

https://www.cisco.com/c/en/us/products/security/what-is-cybersecurity.html

Cisco guide to cybersecurity

https://www.pcworld.com/article/2999412/9-ways-to-keep-your-windows-computer-safe.html

Article on keeping computers safe

https://support.microsoft.com/en-us/help/4092060/windows-keep-your-computer-secure-at-home

Advice from Microsoft on keeping computers secure

https://uk.norton.com/norton-blog/2016/02/the_8_most_famousco.html

Article about some of the best known computer viruses

https://www.foxbusiness.com/features/the-worst-cyber-attacks-of-the-past-10-years

Article about the worst cyber attacks.

https://www.ezcomputersolutions.com/blog/best-practices-organizing-business-files/

Article on organising business files and folders

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 1: IT Fundamentals
Guided Learning Hours	25
Number of lessons	10
Duration of lessons	2.5 hours
Links to other units	Unit 2: Word Processing Unit 3: Spreadsheets Unit 4: Presentation Software

Key to learning opportunities			
AA	Assessment Activity	**RS**	Revision Session
GS	Guest Speaker	**V**	Visit
IS	Independent Study	**WE**	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	A1 Browser software	IS	• **Teacher-led discussion**: introduce the unit, initiate a discussion use and issues of computer systems. • **Quiz**: about basic IT skills – opportunity to check learners existing knowledge. • **Teacher-led discussion/presentation**: introduce objectives for the lesson. • **Teacher demonstration:** show how to use browser software. • **Practical session**: learners practise skills in using browser software, history, settings and managing pop-up and cookies. • **Plenary**: summarise the lesson and use question and answer activity to establish learners' understanding.	• Computers with internet access. • Projector or smartboard. • Unit specification. • Dry-wipe board or flipchart to collate feedback. • Quiz questions. • Learner activities for practical session. • Group activities.

#	Topic	Lesson type	Suggested activities	Resources
2	A2 Search for information on the internet A3 Organise and download information from the internet	IS	● **Teacher-led discussion/presentation**: recap the previous lesson and discuss the ways of searching for, downloading and organising information from the internet. ● **Teacher demonstration**: show how to use search engines. ● **Practical session**: learners practise skills in using search engines, filtering results and using advanced searches. ● **Teacher demonstration**: show how to download and organise information from the internet. ● **Practical session**: learners practise skills in downloading and organising information from the internet**.** ● **Plenary**: summarise the lesson, check for any issues during the practical session and use question and answer activity to check learners' understanding.	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● Learner activities for practical session.

#	Topic	Lesson type	Suggested activities	Resources
3	B1 Compose and send emails B2 Manage emails	IS	● **Teacher-led discussion/presentation**: introduce topic and use question and answer activity to check prior knowledge. ● **Teacher demonstration**: show how to send and receive emails. ● **Practical session**: learners practise skills sending and receiving emails. ● **Teacher demonstration**: show how to manage emails. ● **Paired/small-group activity**: learners carry out an email-related task. ● **Plenary**: summarise the lesson, check for any issues during the practical sessions and use question and answer activity to check learners' understanding.	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● Learner activities for practical session. ● Group activities

#	Topic	Lesson type	Suggested activities	Resources
4	B3 Use email tools	IS	● **Teacher presentation**: recap on previous session and use question and answer activity to check understanding. ● **Teacher demonstration**: show how to use email tools, including signatures, out-of-office replies and mailing lists. ● **Practical session**: learners practise skills using email tools. ● **Practical session**: learners attempt practice assessment tasks for learning aims A and B. ● **Plenary**: summarise the lesson, check for any issues during the practical session and use question and answer activity to check learners' understanding.	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● Learner activities for practical session. ● Practice assessment materials.

#	Topic	Lesson type	Suggested activities	Resources
5	C1 Maintain information security	IS	● **Teacher-led discussion/presentation**: introduce the topic and use a question and answer activity to check prior knowledge. ● **Tutor-led presentation**: explain what information security is and why it is important. ● **Paired/small-group activity:** learners work in their groups to develop a set of guidelines to help maintain information security. ● **Plenary**: feedback on the practical activity; summarise the lesson and use a question and answer activity to check learners' understanding.	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● PS presentation on information security. ● Learner activities for practical session. ● Group activities.
6	C2 IT security threats Stay safe online	IS	● **Teacher presentation**: recap on previous session and use question and answer activity to check understanding. ● **Teacher presentation**: on common IT security threats and how to avoid them. ● **Paired/small-group activity**: small groups research a security threat or recent security breach. ● **Learner presentation**: each small group presents their findings to the class. ● **Plenary**: summarise the lesson, use a question and answer activity to check learners' understanding.	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● PS presentation on security threats. ● Group activities.

#	Topic	Lesson type	Suggested activities	Resources
7	D1 Search for files and folders	IS	● **Teacher-led discussion/presentation**: introduce topic and use a question and answer activity to check prior knowledge. ● **Quiz**: on the previous topic (learning aim C). ● **Teacher demonstration**: show how to display files/folders in different ways and how to search for files. ● **Practical session**: learners practise skills search for files and folders. ● **Revision session**: practice activities for Assessment Tasks 2 and 3 (learning aim A). ● **Plenary**: summarise the lesson and use a question and answer activity to check learners' understanding.	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● Quiz questions. ● Learner activities for practical session. ● Practice assessment tasks.

#	Topic	Lesson type	Suggested activities	Resources
8	D2 Organise files and folders Assessment of learning aims A and D	IS AA	• **Teacher presentation**: recap on previous session and use question and answer activity to check understanding. • **Teacher demonstration**: show how to organise files and folders. In preparation for assessment, demonstrate how to take screen prints and paste them into a document. • **Practical session**: learners practise skills organising files and folders, and taking and pasting screenprints. • **Plenary**: summarise the lesson, use a question and answer activity to check learners' understanding. • **Assignment writing**: using the Assessment Workbook, learners should complete Tasks 1, 2 and 3.	• Computers with internet access. • Projector or smartboard. • Dry wipe board or flipchart to collate feedback. • Learner activities for practical session. • Assessment Workbook.
9	Assessment of learning aim B	AA	• **Teacher-led discussion**: introduce the assignment (see Assessment Workbook). • **Assignment writing**: using the Assessment Workbook, learners should complete Task 4.	• Computers with internet access. • Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
10	Assessment of learning aims C and D	AA	**Teacher-led discussion**: introduce the assignment (see Assessment Workbook). **Assignment writing**: learners should complete Tasks 5 and 6 using the Assessment Workbook. **Teacher-led discussion**: review of unit and feedback on assessment.	- Computers with internet access. - Assessment Workbook.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	1 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will understand how:
	• the structure and assessment works for this unit
	• to use web browser software.

Resources checklist	• Computers with internet access.
	• Projector or smartboard.
	• Unit specification.
	• Dry-wipe board or flipchart to collate feedback.
	• Quiz questions.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction to unit (30 minutes)	• **Teacher presentation**: introduction to unit. • **Quiz**: question on basic IT skills to check learners' prior experience. • **Learner question and answer activity**: learner experience of using computer systems. • **Teacher-led discussion/presentation**: introduce objectives for the lesson.
Main activity – using browser software (110 minutes)	• **Teacher demonstration**: show how browser software can be used, forward and back buttons, opening new tabs, setting a home page, viewing browser history, managing passwords, pop-ups and cookies. • **Practical session**: learners practise skills in using browser software, following a series of short activities. • **Feedback session**: feedback on any issues, problems or questions from the practical activities.
Concluding activity (10 minutes)	• **Plenary session**: teacher confirms the main learning points identified in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	2 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	• search for information on the internet and filter the results
	• download and organise information from the internet.

Resources checklist	• Computers with internet access.
	• Projector or smartboard.
	• Dry-wipe board or flipchart to collate feedback.
	• **AS** learner activities for practical session.
	• **AS** group activities.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (15 minutes)	• **Teacher presentation**: recap previous session and introduce aims and objectives for this session. • **Learner activity**: question and answer activity for previous session and about objectives for this session.
Main activity – using internet search engines (120 minutes)	• **Teacher demonstration**: show how to use search engines (e.g. Google) for basic searches, identifying paid for and organic results. Show how to use options to filter results, how to use advanced search features. • **Practical session**: learners practise skills in using internet searches following a series of short activities. • **Tutor demonstration**: show how to download and organise information from the internet. • **Practical session**: learners practise skills in downloading and organising information from the internet following a series of short activities. • **Feedback session**: feedback on any issues, problems or questions from the practical activities.
Concluding activity (15 minutes)	• **Plenary session**: teacher confirms the main learning points identified in the lesson and use question and answer activity to establish learners' understanding.

Lesson plan

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Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	3 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● send and receive emails
	● manage emails.

Resources checklist	● Computers with internet access.
	● Projector or smartboard.
	● Dry-wipe board or flipchart to collate feedback.
	● **AS** learner activities for practical session.
	● **AS** group activities.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (15 minutes)	• **Teacher presentation**: recap previous session and introduce aims and objectives for this session. • **Learner activity**: question and answer activity for previous session and about objectives for this session.
Main activity (120 minutes)	• **Teacher demonstration**: show how to compose an email, add a subject line, select recipients, enter and format text, use of *to:*, *cc:* and *bcc:*, how to attach files, how to reply and reply all and how to download attachments. • **Practical session**: learners practise skills in sending emails using a series of short activities. • **Teacher demonstration**: show how to use email folders, delete and restore emails, flag important emails, search for emails. • **Paired/small-group activity**: working in small groups or pairs, learners carry out a task involving sending, receiving and organising emails. • **Feedback session**: feedback on any issues, problems or questions from the practical activities.
Concluding activity (15 minutes)	• **Plenary session**: teacher confirms the main learning points identified in the lesson and uses a question and answer activity to establish understanding.

Lesson plan

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Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	4 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to use:
	• email tools, including signatures
	• out-of-office replies
	• mailing lists.

Resources checklist	● Computers with internet access.
	● Projector or smartboard.
	● Dry-wipe board or flipchart to collate feedback.
	● **AS** learner activities for practical session.
	● Practice assessment materials.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (15 minutes)	• **Teacher presentation**: recap previous session and introduce aims and objectives for this session. • **Learner activity**: question and answer activity for previous session and about objectives for this session.
Main activity (120 minutes)	• **Teacher demonstration**: show how to use email tools to create signatures, out of office replies and mailing lists for group emails • **Practical session**: learners practise skills using email tools through a series of short activities. • **Practical session**: learners attempt practice assessment tasks for learning aims A and B. • **Feedback session**: feedback on any issues, problems or questions from the practical activities.
Concluding activity (15 minutes)	• **Plenary session**: teacher confirms the main learning points identified in the lesson and uses a question and answer activity to establish understanding.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	5 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will understand how to maintain information security.

Resources checklist	• Computers with internet access.
	• Projector or smartboard.
	• Dry wipe board or flipchart to collate feedback.
	• **PS** presentation on information security.
	• **AS** learner activities for practical session.
	• Group activities.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (15 minutes)	• **Teacher presentation**: recap previous session and introduce aims and objectives for this session. • **Learner activity**: question and answer activity for previous session and about objectives for this session.
Main activity (120 minutes)	• **Teacher-led presentation**: presentation on information security, what it is and why it is important. • **Paired/small-group activity**: learners work in pairs, or small groups, and carry out research online on information security issues and best practice, including, use of passwords, backup procedures and maintaining confidentiality. Prepare a wall poster (paper or computer-based depending on skills) outlining guidelines to help maintain information security. • **Feedback session**: learners present their poster to the whole class and discuss appropriateness of the guidelines.
Concluding activity (15 minutes)	• **Plenary session**: teacher confirms the main learning points identified in the lesson and use a question and answer activity to establish understanding.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	6 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● understand common security threats
	● avoid common security threats.

Resources checklist	● Computers with internet access.
	● Projector or smartboard.
	● Dry-wipe board or flipchart to collate feedback.
	● **PS** presentation on security threats.
	● **AS** group activities
	● Websites giving details of security breaches/virus attacks:
	○ https://blog.avast.com/biggest-data-breaches
	○ https://uk.norton.com/norton-blog/2016/02/the_8_most_famousco.html
	○ https://www.csoonline.com/article/2130877/the-biggest-data-breaches-of-the-21st-century.html
	○ https://en.wikipedia.org/wiki/List_of_data_breaches
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (15 minutes)	● **Teacher presentation**: recap previous session and introduce aims and objectives for this session. ● **Learner activity**: question and answer activity for previous session and on objectives for this session.
Main activity (120 minutes)	● **Teacher presentation**: explain common security threats (malware, phishing, social engineering, etc.) and the protection methods. ● **Paired/small-group activity**: learners work in pairs, or small groups, and carry out research online on recent or famous security breaches, virus infections or hacks. Learners prepare a brief presentation on the security breach, covering what happened and how it might have been avoided. ● **Feedback session**: learners present the security issues they have researched to the whole class and discuss issues and prevention methods.
Concluding activity (15 minutes)	● **Plenary session**: teacher confirms the main learning points identified in the lesson and uses a question and answer activity to establish understanding.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	7 (2.5 hours)

Lesson objectives	● At the end of the lesson, learners will be able to display and search for files and folders.

Resources checklist	● Computers with internet access.
	● Projector or smartboard.
	● Dry-wipe board or flipchart to collate feedback.
	● Quiz questions.
	● **AS** learner activities for practical session.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (30 minutes)	• **Teacher presentation**: recap previous session and introduce the aims and objectives of this session. • **Learner activity**: question and answer activity for previous session and the objectives for this session. • **Quiz**: learners complete a quiz on previous topics (learning aim C). Teacher to provide feedback and recap on any areas of weakness.
Main activity (105 minutes)	• **Teacher demonstration**: show how to navigate between different drives and folders, display files/folders in different ways and how to sort and search for files. • **Practical session**: learners practise skills searching for files and folders, using a series of short activities. • **Revision session**: learners complete practice assessment activities for Tasks 2 and 3 (learning aim A).
Concluding activity (15 minutes)	• **Plenary session**: teacher confirms the main learning points identified in the lesson and uses a question and answer activity to establish understanding.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	8 (2.5 hours)

Lesson objectives	● At the end of the lesson, learners will be able to organise files and folders.

Resources checklist	● Computers with internet access. ● Projector or smartboard. ● Dry-wipe board or flipchart to collate feedback. ● **AS** learner activities for practical session. ● Assessment Workbook.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (15 minutes)	● **Teacher presentation**: recap previous session and introduce aims and objectives for this session. ● **Learner activity**: question and answer activity for previous session and on objectives for this session.
Main activity (45 minutes)	● **Teacher demonstration**: show how to organise files and folders. In preparation for the assessment activities, demonstrate how to take screen prints and paste them into a document. ● **Practical session**: learners practise skills managing files and folders, and taking and pasting screenprints, using a series of short activities.
Assessment activity (75 mins)	● **Assignment writing**: using the Assessment Workbook, learners should complete Tasks 1, 2 and 3.
Concluding activity (15minutes)	● **Plenary session**: teacher confirms the main learning points identified in the lesson and uses a question and answer activity to establish understanding.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	9 (2.5 hours)

Lesson objectives	● At the end of the lesson, learners will be able to complete assessment Task 4.

Resources checklist	● Computers with internet access.
	● Assessment Workbook.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (30 minutes)	● **Teacher presentation**: recap on learning aim B (email). ● **Learner activity**: question and answer activity on learning aim B.
Assessment activity (110 minutes)	● **Assignment writing**: using the Assessment Workbook, learners should complete Task 4.
Concluding activity (10 minutes)	● **Plenary session**: review of assessment. Reminder of the final assessment tasks in the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 1: IT Fundamentals
Lesson number	10 (2.5 hours)

Lesson objectives	● At the end of the lesson, learners will be able to complete assessment Tasks 5 and 6.

Resources checklist	● Computers with internet access.
	● Assessment Workbook.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide; **AA**: Assessment Activity	

Activities	Teaching notes
Introduction (30 minutes)	● **Teacher presentation**: recap on learning aims C and D (email). ● **Learner activity**: question and answer activity on learning aim B.
Main activity (90 minutes)	● **Assignment writing**: using the Assessment Workbook, learners should complete Tasks 5 and 6.
Concluding activity (30 minutes)	● **Plenary session**: feedback on unit, review of assessment. ● **Learner activity**: question and answer activity on unit and assessment.

Unit 2: Word Processing

Delivery guidance

Approaching the unit

The purpose of this unit is for learners to learn how to use word-processing software.

Learners will need access to word-processing software and printers.

For learning aims A, B and C, this unit could be delivered by a mix of teacher-led demonstration and practice activities. It is good to show learners examples of poorly formatted documents so that they can identify problems and understand what impact it has on the reader. It can, for example, make an organisation look unprofessional.

Learning aim D can be integrated into the other learning aims, as it is helpful for learners to know how to save documents in different formats quite early on in the qualification.

Learners benefit from using style guides (if you cannot find any to give to learners you could write your own). This way, learners can practise checking to see if a document conforms to a style guide, and then update the documents to match the style guide. They can also create their own style guide, as this would encourage them to start thinking about what makes a document look attractive and easy to read.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 2: Word Processing
Introduction In this unit, learners will practise creating and formatting documents, inserting and editing tables and images, and using collaboration features such as comments and track changes.
Learning aim A – Create documents using word-processing software
• The skills in this learning aim will need to be demonstrated and practised. There will need to be controlled practice, but practice activities need to be repeated over a number of sessions so that learners are fully confident in using the skills. The skills become increasing complex as learners progress from text, to paragraphs to documents. Learners could work on a single document from one session to the next, using it to practise their skills.
Learning aim B – Insert and format images and tables in documents
• The skills in this learning aim will need to be demonstrated and practised. Data and images for this learning aim could be sourced by the teacher in advance, or learners could find them for themselves, for example on the internet.
Learning aim C – Review documents using word-processing software
• This learning aim will benefit from pair or group work, for example with learners checking each other's work and sending documents to each other with comments and tracked changes.
Learning aim D – Manage files and control access to documents
• Saving of documents should be done early in the teaching of this unit so that learners can save their work from the first session onwards. • The 'control access' part of this learning aim will benefit from pair work: learners can send documents to each other as 'read only' and password-protected documents.

Details of links to other BTEC units and qualifications

This unit has links to:

- Unit 1: IT Fundamentals

- Unit 3: Spreadsheets

- Unit 4: Presentation Software.

Resources

Websites

https://support.office.com/en-gb/word

The official help site for Word.

https://www.word-tips.com/

Website containing help and tips for using Word.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 2: Word Processing
Guided Learning Hours	25
Number of lessons	10
Duration of lessons	2.5 hours
Links to other units	Unit 1: IT Fundamentals Unit 3: Spreadsheets Unit 4: Presentation Software

Key to learning opportunities			
AA	Guided Learning Hours	**RS**	Revision Session
GS	Number of lessons	**V**	Visit
IS	Duration of lessons	**WE**	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to the unit A1 Enter, edit and format text D1 Save documents	IS	• **Lead in**: introduce the unit and assessment criteria. • **Teacher-led presentation**: followed by **individual practice**. This will cover how to: open a new document; type and delete text; insert symbols and special characters; cut and paste, and copy and paste; use the undo/redo command; save a document as a .docx file. • **Teacher-led presentation**: followed by **individual practice**. This will cover how to: change font style, colour and size; change text formatting (bold, underline, italics); add highlighting to text; use 'paste format' tool; use the 'save as' command; save a document as a .pdf. • **Practice**: learners re-format a document to apply different types of formatting.	• Computers with word-processing software. • An unformatted document. • Projector or smartboard
2	C1 Accuracy and formatting: • show/hide format. A2 Format paragraphs	IS	• **Lead in**: practice activity to recap skills from Lesson 1, and introduce the 'show/hide' format tool. • **Teacher-led presentation**: followed by **individual practice**. This will cover how to: use the ruler; align paragraphs; indent paragraphs; change spacing between lines and paragraphs; insert and format bullet point and numbered lists. • **Practice**: learners re-format a document to apply different types of formatting.	• Computers with word-processing software. • Learners' saved document from Lesson 1. • Practice activities. • Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
3	A3 Format pages D2 Control access to documents	IS	● **Lead in**: practice activity to recap skills from Lesson 2. ● **Teacher-led presentation**: followed by **individual practice**. This will cover how to: change between landscape and portrait formats; change page margins; insert headers and footers; insert section breaks; page numbering; insert watermarks. ● **Practice**: learners reformat a document to apply different types of formatting. ● **Teacher-led presentation**: followed by **individual practice**. This will cover saving a document as read-only and with a password.	● Computers with word-processing software. ● Learners' saved documents from Lesson 2. ● Practice activities. ● Projector or smartboard
4	Revision and consolidation of Lessons 1–3	IS	● **Individual practice**: learners look at a badly formatted document. Ask learners if they can find where formatting has been used inconsistently. ● **Individual practice**: learners create a new document on a subject of their choice. Here, learners are expected to apply the skills they learned in Lessons 1–3. ● **Small-group activity**: learners compare what they have done.	● Computers with word-processing software. ● Learners' saved document from Lesson 3. ● Practice activities.

#	Topic	Lesson type	Suggested activities	Resources
5	B1 Insert and format tables	IS	• **Small-group activity**: learners look at how tables are used well and badly in given documents. 'What are the features of a well-presented table (not only in terms of appearance, but also what they contain)?' • **Teacher-led presentation**: followed by **individual practice**. This will cover how to insert and draw a table; select rows, columns and a whole table; insert and delete rows and columns; merge and split cells. • **Teacher-led presentation**: followed by **individual practice**. This will cover changing the size of rows and columns; changing the alignment of text; fixing the first row as a header; allowing or preventing a row to break across pages; adding and formatting borders in a table; adding shading to cells; wrapping text around a table and moving a table with text. • **Small-group activity**: learners use a style guide to apply different formatting to the tables they created in the main activities.	• Computers with word-processing software. • Learners' saved documents from Lesson 4. • Practice activities. • A style guide. • Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
6	B2 Insert and format images	IS	● **Small-group activity**: learners look at how images are used well and badly in provided documents. 'What are the features of well-presented images?' ● **Teacher-led presentation**: followed by **individual practice**. This will cover how to insert a saved image file; position an image on a page; change the size of an image with and without a fixed aspect ratio; crop an image; insert a caption. ● **Small-group activity**: learners are given images to insert into a document in different ways.	● Computers with word-processing software. ● Learners' saved documents from Lesson 5. ● Practice activities. ● Projector or smartboard
7	C1 Accuracy and formatting: C2 Find and replace text C3 Comments C4 Track changes	IS	● **Small-group activity**: learners find errors in a document. ● **Class discussion:** 'What impression is created when documents have errors?' ● **Teacher-led presentation**: followed by **individual practice**. This will cover using a spell checker; finding and replacing text; inserting comments and responding to comments; tracking changes. ● **Small-group activity**: practice reviewing documents, inserting comments and tracking changes.	● Computers with word-processing software. ● Learners' saved documents from Lesson 6. ● Two sets of documents for learners to review. ● Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
8	D3 Print documents Revision	IS	● **Small-group activity**: learners go through a pre-prepared document that has tracked changes. They need to decide whether to accept or reject the changes. ● **Teacher-led presentation**: followed by individual practice. This will cover using the print preview; selecting a printer; printing a range of pages; adjusting margins. ● **Individual practice**: learners work individually on a practice activity to consolidate skills from learning aims A, B, C and D.	● Computers with word-processing software. ● Learners' saved documents from Lesson 7. ● Practice activities. ● Printers. ● Projector or smartboard
9	Assessment activity	AA	● Learners complete Tasks A and B, using their Assessment Workbooks.	● Computers with word-processing software. ● Assessment Workbook with associated files. ● Printers.
10	Feedback		● Review the course and assessment.	● Assessment Workbook.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	1 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to: ● enter information into a document ● format text ● save documents in different formats.

Resources checklist	● Computers with word-processing software. ● An unformatted document. ● Practice activities. ● Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	● Give an overview of the unit and assessment criteria.

Main activities
 	
(60 minutes)
	● **Teacher-led presentation** followed by **individual practice**:
	   o open a document
	   o type and delete text
	   o insert symbols and special characters
	   o cut and paste, and copy and paste
	   o use undo/redo command
	   o save a document as a .docx file.
	
	● **Teacher-led presentation** followed by **individual practice**:
	   o change font style, colour and style
	   o change text formatting (bold, underline, italics)
	   o add highlighting to text
	   o use paste format tool
	   o use the 'save as' command
	   o save a document as a .pdf.

Practice activity (40 minutes)	● **Individual practice**: learners reformat a document to apply different types of formatting.
Concluding activity (30 minutes)	● **Small-group activity**: learners compare what they have done, and reflect on what they have learned.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	2 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to format paragraphs.

Resources checklist	- Computers with word-processing software. - Practice activity. - The documents learners saved in Lesson 1. - Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	**Individual practice**: learners carry out a short practice activity to recap skills from Lesson 1.
Main activities (60 minutes)	**Teacher-led presentation**: followed by **individual practice**: - use the ruler - align paragraphs - indent paragraphs - change spacing between lines and paragraphs - insert and format bullet point- and numbered lists.
Practice activity (40 minutes)	**Individual practice**: learners reformat a document from Lesson 1, to apply different types of paragraph formatting.
Concluding activity (30 minutes)	**Small-group activity**: learners compare what they have done and reflect on what they have learned.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	3 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	• format pages
	• control access to documents.

Resources checklist	• Computers with word-processing software.
	• Learners' saved documents from Lesson 2.
	• Practice activities.
	• Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	● **Individual practice**: learners carry out a short practice activity to recap skills from Lesson 2.

Main activities
 	
(60 minutes)
	● **Teacher-led presentation**: followed by **individual practice**:
	    o change between landscape and portrait formats
	    o change page margins
	    o insert headers and footers
	    o insert automatic page numbering
	    o insert section breaks
	    o insert watermarks.
	● **Practice**: learners reformat a document, to apply different types of formatting.
	● **Teacher-led presentation**: followed by **individual practice**:
	    o saving a document as read- only
	    o saving a document with a password.

Practice activity (40 minutes)	● **Individual practice**: learners reformat a document from Lesson 2, to apply different types of page formatting, saving it in different ways.
Concluding activity (30 minutes)	● **Small-group activity**: learners compare what they have done and reflect on what they have learned.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	4 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to apply their learning from learning aims A and D.

Resources checklist	- Computers with word-processing software. - Learners' saved documents from Lesson 3. - Practice activities. - Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	**Small-group activity**: learners look at badly formatted documents. Ask learners if they can find where formatting has been used inconsistently. - This leads to class discussion on why it is important to make documents look consistent and professional.
Main activities (100 minutes)	**Individual practice**: learners create a new document on a subject of their choice. They are told they have to apply the skills they have learned from Lessons 1–3.
Concluding activity (20 minutes)	**Small-group activity**: learners compare what they have done and reflect on what they have learned.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	5 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to insert and format tables.

Resources checklist	• Computers with word-processing software.
	• Learners' saved documents from Lesson 4.
	• Practice activities.
	• A style guide.
	• Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	• **Small-group activity**: learners look at how tables are used well and badly. 'What are the features of a well-presented table?'

Main activities
 	
(90 minutes)
	• **Teacher-led presentation**: followed by **individual practice**:
	  o insert a table
	  o draw a table
	  o select rows, columns and a whole table
	  o insert and delete rows and columns
	  o merge and split cells.
	• **Individual practice**: learners practise inserting tables.
	• **Teacher-led presentation**: followed by **individual practice**:
	  o changing the size of rows and columns
	  o changing the alignment of text
	  o fixing the first row as a header
	  o allowing or preventing a row to break across pages
	  o adding and formatting borders in a table
	  o adding shading to cells
	  o wrapping text around a table
	  o moving a table with text.
	• **Individual practice**: learners practise formatting tables.

Concluding activity (30 minutes)	• **Small-group activity**: learners use a style guide to apply different formatting to the tables they created in the main activities.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	6 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to insert and format images into documents.

Resources checklist	- Computers with word-processing software. - Learners' saved documents from Lesson 5. - Practice activities. - Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	● **Small-group activity**: additional practice with inserting and formatting tables as revision for the last lesson.

Main activities
 	
(90 minutes)
	● **Small-group activity**: learners look at how images are used well and badly in given documents. 'What are the features of well-presented images?'
	
	● **Teacher-led presentation**: followed by **individual practice**:
	   o insert a saved image file
	   o position an image on a page (make an image move with text; make text wrap around an image)
	   o change the size of an image with and without a fixed aspect ratio
	   o crop an image
	   o insert a caption.
	
	● **Small-group activity**: learners are given images to insert into a document in different ways.

Concluding activity (30 minutes)	● **Small-group activity**: learners are given images to insert into a document in different ways.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	7 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to review documents.

Resources checklist	- Computers with word-processing software. - Learners' saved documents from Lesson 6. - Practice activities. - A style guide. - Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (45 minutes)	• **Small-group activity**: learners find errors in a document. • **Class discussion**: 'What impression is created when documents have errors?'

Main activities
 	
(45 minutes)
	• **Teacher-led presentation**: followed by individual practice:
	  o using a spell check (accept or reject changes)
	  o finding and replacing text
	  o use the show/hide format command
	  o inserting comments and responding to comments
	  o tracking changes.

Concluding activity (60 minutes)	• **Small-group activity**: put learners in pairs. They each get a different text. They need to use a style guide and insert comments that explain what changes are needed. This includes using a spell-checker and finding and replacing certain words. Learners then send the document to their partner, who has to update the document using tracked changes, and respond to the comments. When this is complete, the documents are sent back again. Learners have to accept or reject the changes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	8 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to print documents.

Resources checklist	• Computers with word-processing software.
	• Learners' saved document from Lesson 7.
	• Practice activities.
	• Printers.
	• Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	• **Small-group activity**: learners go through a pre-prepared document which has tracked changes. They need to decide whether to accept or reject the changes.

Main activities
 	
(30 minutes)
	• **Teacher-led presentation**: followed by individual practice:
	  o using print previews
	  o selecting a printer
	  o printing a range of pages
	  o adjusting margins.
	
	• **Individual practice**: learners practise these skills using documents they created in previous lessons.

Concluding activity (90 minutes)	• **Individual activity**: learners practise creating a document. They are required to format the document to use skills from learning aims A, B, C and D.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	9 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to complete the assessment for the unit.

Resources checklist	● Computers with word-processing software.
	● Assessment Workbook with associated files.
	● Printers.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Assessment activity	● Learners complete Tasks 1 and 2 in the Assessment Workbook for Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 2: Word Processing
Lesson number	10 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to complete the assessment for the unit.

Resources checklist	- Assessment Workbook with associated files. - Printers.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Main activities (90 minutes)	- Return marked work to learners. - Give individual feedback to learners. While the teacher is doing this, the other learners are reviewing each other's work.
Concluding activity (60 minutes)	- Learners complete a questionnaire to give their views on the course and assessment. - Teacher-led feedback on improvements that could be made.

Unit 3: Spreadsheets

Delivery guidance

The purpose of this unit is for learners to develop the skills required to use spreadsheets. All the learning aims are practical and much of the lesson time will need to be spent demonstrating skills, followed by learners practising their skills.

Learning aim A covers how to create spreadsheets. It is important not to try to cover too much in one lesson because learners may become overwhelmed, especially if they are not confident with basic mathematics.

Learning aim B could easily be integrated into the teaching of learning aim A, since it builds on many of the skills covered in Unit 2: Word Processing, particularly in relation to text formatting, alignment and tables.

Learning aim C builds on the simple formulas covered in learning aim A. With cell references, it is important that learners understand when mixed and absolute references are used, for example when copying and pasting formulas and also when using autofill, which links back to learning aim A.

Learning aim D covers ways of presenting information. As well as being able to create graphs and charts, learners need to know which type of chart should be used. Learners will need to have opportunities to experiment with different chart types. They will also need time to try out the different printing options.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 3: Spreadsheets
Introduction   In this unit, learners will practise creating and formatting spreadsheets, entering formulas and functions, inserting graphs and printing worksheets.
Learning aim A – Create spreadsheets
• The skills in this learning aim will need to be demonstrated and practised. There will need to be controlled practice, but practice activities need to be repeated over a number of sessions so that learners are confident in using the skills. It is vital that learners are confident entering simple formulas in A2 as without this, the skills covered in learning aim C will be unmanageable for learners.   • For learners to practise sorting and filtering data, they will need access to different data sets, but these could be created quite easily. A single source data set could be modified in different versions to provide additional practice activities.
Learning aim B – Format spreadsheets
• It is recommended that this is delivered alongside learning aim A. The text-formatting skills link back to what they learners covered in Unit 2: Word Processing. This means that although there are a lot of separate skills, it should be possible to teach them relatively quickly and easily. It is important to link the insertion or deletion of rows and columns to formulas (covered in A2) so that learners can see that the formulas will update automatically.   • Working on multiple worksheets is relatively straightforward, with the exception of linking formulas between worksheets. Practice activities here will also reinforce what learners have covered in learning aim A.
Learning aim C – Use cell references and functions in formulas
• Leaners should be able to use data sets from previous learning aims here for this learning aim. When dealing with absolute and relative cell references, it is important that learners get sufficient practice using them when copying and pasting and using autofill.
Learning aim D – Present information
• Before learners create their own charts, they will benefit from seeing different examples of charts (good and bad). Again, it should be possible for them to use data sets they have worked on in the previous learning aims.

Details of links to other BTEC units and qualifications

This unit has links to:

- Unit 1: IT Fundamentals

- Unit 2: Word Processing

- Unit 4: Presentation Software.

Resources

Websites

https://support.office.com/en-us/excel

The official Microsoft help site for Excel.

https://www.lifewire.com/excel-step-by-step-basic-tutorial-3123501

A basic guide to using Excel.

https://www.tutorialspoint.com/advanced_excel/index.htm

A more advanced guide to using Excel

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 3: Spreadsheets
Guided Learning Hours	25
Number of lessons	10
Duration of lessons	2.5 hours
Links to other units	Unit 1: IT Fundamentals Unit 2: Word Processing Unit 4: Presentation Software

Key to learning opportunities			
AA	Assessment Activity	**RS**	Revision Session
GS	Guest Speaker	**V**	Visit
IS	Independent Study	**WE**	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to the unit A1 Entering and editing text and data B1 Format cells	IS	● **Lead in**: introduce the unit and assessment criteria. List key terminology associated with spreadsheets. ● **Teacher-led presentation** followed by **individual practice**: this will cover how to open a new workbook; enter text and numeric data into cells; edit, copy, cut and paste cell contents, save files using different file extensions. ● **Teacher-led presentation** followed by **individual practice**: this will cover how to format cells using different number formats; use autofill to complete cell entries over adjacent cells; changing font style, colour and size; using bold, underline and italics; and horizontal alignment. ● **Practice**: learners transfer data from a word-processing document into a spreadsheet.	● Computers with spreadsheet software ● A document containing data ● Practice activities ● Projector or smartboard
2	B1 Format cells (continued) A2 Simple formulas	IS	● **Lead in**: practice activity to recap skills from Lesson 1. ● **Teacher-led presentation** followed by **individual practice**: this will cover how to add borders; apply text wrapping; align cell contexts vertically; merge cells; use the 'paste format' command; use conditional formatting. ● **Teacher-led presentation** followed by **individual practice**: this will cover how to use cell references and arithmetic operators; use autosum; use brackets. ● **Practice**: learners practise using simple formulas.	● Computers with spreadsheet software ● The learners' saved spreadsheet from Lesson 1 ● Practice activities ● Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
3	A2 Operator precedence B2 Format rows and columns A3 Sort and filter data	IS	● **Small-group activity**: learners correct errors in formulas, then recap skills from Lesson 2. ● **Teacher-led presentation**: followed by individual practice**:** how to insert and delete rows and columns; cut, copy and paste rows and columns; adjust the size of rows and columns. ● **Small-group activity**: learners predict what will happen to their formulas in the spreadsheet from Lesson 2 when they add or delete rows and columns. ● **Teacher-led presentation**: followed by **individual practice**: how to search for and replace data; sort data; filter data on single and multiple criteria. ● **Small-group activity**: learners are given sets of data. They need to replace data, and carry out data sorting and filtering.	● Computers with spreadsheet software ● The learners' saved spreadsheets from Lesson 2 ● Practice activities ● Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
4	B3 Multiple worksheets A1 Enter and edit text and data: • autocomplete A2 Simple formulas (revision) C2 Cell references	IS	• **Small-group activity**: further practice of sorting and filtering. • **Teacher-led presentation followed by individual practice:** how to insert blank and duplicate worksheets; rename worksheets; link simple formulas between worksheets. • **Teacher-led presentation**: followed by **individual practice**: using absolute and mixed cell references; using autofill with simple formulas.	• Computers with spreadsheet software • The learners' saved spreadsheets from Lesson 3 • Practice activities • Projector or smartboard
5	C1 Functions D1 Charts (introduction)	IS	• **Small-group activity**: revision of unit content B1 and B2 from Lessons 1, 2 and 3. • **Teacher-led presentation**: followed by **individual practice**: this will cover how to use SUM, COUNT, MAX, MIN, AVERAGE, IF and COUNTIF, and also <, <=, >, >=. • **Small-group activity**: learners look at different types of chart. 'What are the pros and cons of different types of chart?'	• Computers with spreadsheet software • The learners' saved spreadsheets from Lesson 4 • Practice activities • Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
6	D1 Charts	IS	● **Small-group activity**: revision of functions. ● **Teacher-led presentation**: followed by **individual practice**: this will cover how to select data sets to create different chart types; how to format chart labels; how to format axes. ● **Small-group activity**: learners create charts for different data sets.	● Computers with spreadsheet software ● The learners' saved spreadsheet from Lesson 5 ● Practice activities ● Projector or smartboard
7	D2 Print spreadsheets Revision	IS	● **Small-group activity**: learners look at some charts that are badly formatted or which do not use the best type of chart for the data. ● **Teacher-led presentation**: followed by **individual practice**: this will cover adjusting margins and page orientation; editing headers and footers; selecting print areas; using scaling; setting rows and columns to repeat; turning gridlines on and off; printing in standard view and showing formulas. ● **Small-group activity**: practice activities to revise learning aims A, B, C and D.	● Computers with spreadsheet software ● The learners' saved spreadsheets from Lesson 6 ● Practice activities ● Printers ● Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
8	Practice assessment	IS	● **Individual activity**: learners do a practice assessment. ● **Small-group activity**: learners review each other's work to identify improvements that can be made. ● **Teacher-led discussion**: remedial work on any common problems the class are having.	● Computers with spreadsheet software ● Practice assessment activity ● Printers
9	Assessment activity	AA	● Learners complete Tasks A and B using their Assessment Workbooks.	● Computers with spreadsheet software ● Assessment Workbook with associated files
10	Feedback		● Review the course and assessment criteria.	● Assessment Workbook

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	1 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	• enter and edit text and data into cells
	• format cells.

Resources checklist	• Computers with spreadsheet software.
	• A document containing data.
	• Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Give an overview of the unit and assessment criteria.

Main activities
 	
(90 minutes)
	• **Teacher-led presentation**: followed by **individual practice**:
	  o open a new workbook
	  o enter text and numeric data into cells
	  o edit, copy, cut and paste cell contents
	  o save files using different file extensions (.xlsx, .xls, .pdf).
	
	• **Teacher-led presentation**: followed by **individual practice,** using the same spreadsheets, learners practise how to:
	  o changing font style, colour and size
	  o use bold, underline and italics
	  o change the horizontal alignment
	  o use autofill to complete adjacent cells (different numerical sequences and text such as days and months).
	
	Show learners how to apply different number formatting to the data that they have entered to make them dates, currency and percentages. Then show them how to change the number of decimal places.

Practice activity (40 minutes)	• **Individual practice**: learners are given a Word document containing arrays of data. They need to enter the information into a spreadsheet and format it appropriately.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	2 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● format cells
	● create simple formulas.

Resources checklist	● Computers with spreadsheet software.
	● Practice activity.
	● The spreadsheets learners saved in Lesson 1.
	● Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• **Individual practice:** learners do a short practice activity to recap the skills from Lesson 1.

Main activities
 	
(90 minutes)
	• **Teacher-led presentation**: followed by **individual practice** using their saved spreadsheets:
	   o add borders and background colours
	   o apply text wrapping
	   o align cell contents vertically
	   o merge and centre cells
	   o use the 'paste format' command
	   o use conditional formatting (data bars, icon sets, colour scales).
	
	• **Teacher-led presentation**: followed by **individual practice**, first, demonstrating how to use autosum. Then showing learners how to use arithmetic operators and brackets using relative cell references.

Practice activity (40 minutes)	• **Individual practice**: learners work through practice tasks that require them to insert simple formulas and reformat data.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	3 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	• understand operator precedence
	• format rows and columns
	• sort and filter data.

Resources checklist	• Computers with spreadsheet software.
	• Learners' saved spreadsheets from Lesson 2.
	• Practice activities
	• Projector or smartboard.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	● **Small-group activity**: Introduce learners to operator precedence. Then give learners a set of simple formulas that contain errors. They need to find and correct the errors. Then, learners carry out a short practical activity to recap skills from Lesson 2. This includes formatting cells and inserting formulas.

Main activities
 	
(60 minutes)
	● **Teacher-led presentation**: followed by **individual practice** using their saved spreadsheets:
	
	   o inserting and deleting rows and columns
	
	   o cutting, copying and pasting rows and columns
	
	   o adjusting the size of rows and columns
	
	   o hide and unhide row and columns
	
	   o freeze and unfreeze panes.
	
	Show learners how formulas are affected when rows and columns are inserted or deleted.
	
	● **Small-group activity**: learners predict what will happen to their formulas in the spreadsheet from Lesson 2, when they add or delete rows and columns.

Concluding activity
 	
(60 minutes)
	● **Teacher-led presentation**: followed by **individual practice** using their saved spreadsheets:
	
	   o search for and replace data
	
	   o sorting data (ascending and decending order)
	
	   o filter data on single and multiple criteria.
	
	● **Small-group activity**: learners are given sets of data. They need to replace data, and carry out data sorting and filtering.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	4 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● create and link multiple worksheets
	● use absolute and mixed references with simple formulas.

Resources checklist	● Computers with spreadsheet software.
	● The learners' saved spreadsheet from Lesson 3.
	● Practice activities.
	● Projector or smartboard.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	• **Small-group activity**: give learners various data sets. They need to sort and filter them.

Main activities
 	
(75 minutes)
	• **Teacher-led presentation**: followed by **individual practice** using their saved spreadsheets:
	  o insert blank and duplicate worksheets
	  o rename worksheets
	  o link simple formulas between worksheets.
	
	• **Teacher-led presentation**: followed by **individual practice** using their saved spreadsheets:
	  o using autofill with simple formulas to practise using mixed cell references
	  o using copy and paste with simple formulas to practise using absolute cell references.

Concluding activity (45 minutes)	• **Small-group activity**: learners look at spreadsheets that contain formulas with errors (connected to use of cell references). They need to identify and correct the formulas.

Lesson plan

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Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	5 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● create formulas using functions
	● understand different uses of graphs and charts.

Resources checklist	● Computers with spreadsheet software.
	● The learners' saved spreadsheet from Lesson 4.
	● Practice activities.
	● Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	• **Small-group activity**: learners complete practice activities that target content from B1 and B2 from Lessons 1, 2 and 3.

Main activities
 	
(90 minutes)
	• **Teacher-led presentation**: followed by **individual practice** in their saved spreadsheets:
	
	   o SUM
	   o COUNT
	   o MAX and MIN
	   o AVERAGE
	   o IF and COUNTIF
	   o $<, <=, >, >=$
	
	• **Individual practice**: learners practise using formulas using functions on different data sets.

Concluding activity (30 minutes)	• **Small-group activity**: as preparation for the next lesson, learners look at different types of chart: 'What are the pros and cons of different types of chart?'

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	6 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to create graphs and charts.

Resources checklist	● Computers with spreadsheet software.
	● Learners' saved spreadsheets from Lesson 5.
	● Practice activities.
	● Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (45 minutes)	● **Small-group activity**: learners are given sets of data. Each data set has a 'problem', for example, 'you want to know what the lowest age is.' Learners need to insert a function that will answer the problem.

Main activities
 	
(60 minutes)
	● **Teacher-led presentation**: followed by **individual practice** using the saved spreadsheets:
	  o select data sets from adjacent and non-adjacent cells to create different chart types
	    (pie, bar, line)
	  o format chart labels (titles, data labels, axis titles)
	  o format axes (upper and lower limits; scale intervals).

Concluding activity (45 minutes)	● **Small-group activity**: learners are given sets of data. They need to decide which type of chart is best and then work together to present them appropriately.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	7 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to print spreadsheets.

Resources checklist	• Computers with spreadsheet software.
	• The learners' saved spreadsheet from Lesson 6.
	• Practice activities.
	• Projector or smartboard
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (45 minutes)	• **Small-group activity**: learners look at some charts that are badly formatted or that do not use the best type of chart for the data. They discuss in groups what the problem is, then feed back to the whole class.
Main activities (45 minutes)	• **Teacher-led presentation**: followed by **individual practice** using the saved spreadsheets from Lesson 6: o adjusting margins and page orientation o edit headers and footers (file path, page number, date, number of pages) o selecting print area and fit to page o using scaling o setting rows and columns to repeat o turning gridlines on and off o printing in standard view and showing formulas.
Concluding activity (60 minutes)	• **Individual activity**: learners complete activities to revise learning aims A, B, C and D. They then compare in pairs.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	8 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to take the assessment.

Resources checklist	● Computers with spreadsheet software.
	● Practice assessment activity.
	● Printers.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Main activities (120 minutes)	● **Individual activity**: learners work through a practice assessment activity which requires them to use skills from learning aims A, B, C and D. ● **Small-group activity**: learners look at each other's work to identify where they have not done things correctly.
Concluding activity (30 minutes)	● **Class discussion**: conduct any remedial teaching that is required.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	9 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to complete the assessment for the unit.

Resources checklist	● Computers with spreadsheet software.
	● Assessment Workbook with associated files.
	● Printers.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Assessment activity (150 minutes)	● Learners complete Tasks 1 and 2 in the Assessment Workbook.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 3: Spreadsheets
Lesson number	10 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to understand their own level of skills with spreadsheets.

Resources checklist	● Computers with spreadsheet software.
	● Assessment Workbook with associated files.
	● Printers.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Main activities (90 minutes)	● Return marked work to learners. ● Give individual feedback to learners. In the meantime, the other learners are reviewing each other's work and carrying out additional practice activities to consolidate their skills.
Concluding activity (60 minutes)	● Learners complete a questionnaire to give their views on the course and assessment. ● Teacher-led discussion to feedback on improvements.

Unit 4: Presentation Software

Delivery guidance

Approaching the unit

The purpose of this unit is for learners to learn how to create, edit and format presentations.

Learning aim A could start by discussing and looking at different presentations, what makes them good or bad. Learners think about the content, layout, use of images and slide transition. Learners then try creating a new presentation, including: inserting, editing and formatting text. Encourage learners to use a slide master, it is important that you explain the reason for them using this.

Learning aim B uses the presentation learners create for learning aim A to add tables on different slides. Learners need to be shown how tables are used to organise information on a slide and how to insert images and text. They also need to be able to insert and format charts. This will require some understanding of spreadsheets and data sets.

Learning aim C builds on some of the skills that learners acquired in Unit 2: Word Processing, in relation to working with images and drawings. To practise these skills, learners could use the same presentation they have used in learning aims B and C.

Learning aim D focuses on setting up a presentation for audience. Learners will need the opportunity to experiment with these.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 4: Presentation Software
Introduction
Presentation slides are used for a number of different purposes in the workplace to support people when they are giving information to an audience. In this unit, learners will learn how to create, edit and format presentation slides and how to include tables and charts. They will also learn how to add images and simple diagrams to slides and how to set up ways in which slides are presented.
Learning aim A – Create presentation slides
- Learners should be able to open and create a presentation. Learners should be able to select slide layouts and add footers and headers, using appropriate names and conventions.   - Learners should be able to understand the tools used for editing, maybe based on some feedback on how to improve a practice presentation created by the learners. Then using different formatting, texts and colours, learners can improve the slides.   - Learners should be able to undo, copy into the presentation and delete where necessary.
Learning aim B – Create tables and charts
- Learners should understand why tables are used. They need to learn the different options for adding tables.   - Learners need to learn how to insert text and change the look of the table, merging cells or adding rows and columns.   - Learners should be able to change the table styles, applying borders and shading cells where appropriate.   - Learners should know how to add graphs or charts to the presentation. They should also be able to change the data set in spreadsheets. This links back to skills covered in Unit 3: Spreadsheets, and may require some revision of skills covered there.

Learning aim C – Insert and edit images and drawings
● Learners should understand how to insert images. This could insert them into a table or slides. Learners should be able to group and ungroup images, changing the layering of the drawing.
Learning aim D – Set up presentations
● Learners need to understand how to add transition effects between slides and apply different styles. They should also understand how to add transitions to the slide. ● Learners need to understand how to apply timings so that the presentation is self-running. Learners should practise to see if the timing actually works. The presentation could be to the whole class or to small groups.

Details of links to other BTEC units and qualifications

This unit builds on skills learned in:

- Unit 1: IT Fundamentals

- Unit 2: Word Processing

- Unit 3: Spreadsheets.

Resources

Websites

https://www.visme.co/videos/how-to-make-a-presentation/

A beginner's guide to how to create presentations

https://business.tutsplus.com/tutorials/how-to-learn-powerpoint--cms-29884

A beginner's guide to how to create presentations

https://www.tutorialspoint.com/powerpoint/index.htm

Detailed information about how to create and edit presentations

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 4: Presentation Software
Guided Learning Hours	25
Number of lessons	10
Duration of lessons	2.5 hours
Links to other units	Unit 1: IT Fundamentals Unit 2: Word Processing Unit 3: Spreadsheets

Key to learning opportunities			
AA	Assessment Activity	**RS**	Revision Session
GS	Guest Speaker	**V**	Visit
IS	Independent Study	**WE**	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to unit A1 New presentations A2 Insert, edit and format text A3 The slide master		• **Starter activity**: learners make a list of what they think makes a good presentation. • **Teacher demonstration**: followed by **individual learner practice activity**. This will cover how to create a new presentation and select a theme; add themes from the internet; select slide size; add new slides; select slide layouts; use slide footers and slide numbers. • **Teacher demonstration**: followed by **individual learner activity**. This will cover how to insert and edit (cut, copy, paste, undo, delete) text; insert bullets and numbered lists; change text formats (font size, face, bold italics, underline); change text alignment (left, right, centre, justified); change line spacing; change text colours and highlighting; copy formatting from one area of text to another.	• Computer systems with appropriate presentation software. • Practice activities and sample files. • Projector or smartboard
2	Revision of learning aim A B1 Tables		• **Starter activity**: further practice of skills learned in Lesson 1. • **Teacher demonstration**: followed by **individual learner activity**. This will cover how to create and edit tables; enter and edit text in tables; add, delete rows and columns, merge cells; adjust column width and row height; adjust table styles; apply borders and shading to cells.	• Computer systems with appropriate presentation software. • Practice activities and sample files. • Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
3	B1 Tables B2 Charts		● **Small-group activity**: consolidation of learning from previous lessons – learners create a slide for concert promotion, adding a table and text. ● **Teacher demonstration**: followed by **individual learner activity**. This will cover how to insert a chart and select chart type; modify or insert data to create a chart; edit chart data in Excel; edit the chart title and axis labels; modify colours used in the chart**.**	● Practice activities and sample files. ● Projector or smartboard
4	B2 Charts C1 Images		● **Group activity**: learners are given various sets of data. They need to decide which sort of charts are best to use and insert the charts into slides. Then discuss as a class the pros and cons of each sort of chart. ● **Teacher demonstration**: followed by **individual learner activity**. This will cover how to insert images; resize images, maintaining their aspect ratio; crop images in a presentation. ● **Individual learner activity**: from the previous lesson ask learners to use their PowerPoint presentation and tables to display images and format tables.	● Computer systems with appropriate presentation software. ● Practice activities and sample files. ● Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
5	C2 Drawings		• **Starter:** Learners express their opinions about how effective some sample slides are • **Teacher demonstrations** followed by **individual learner activity**, show learners how to insert, position and size drawings; adjust fill and line colour of drawings; group and ungroup drawings; adjust the layering of drawings (bring forward and send backward). • **Individual activity**: learners practise their skills, creating and formatting drawings on a new practice presentation. They then compare what they have done in groups.	• Computer systems with appropriate presentation software. • Practice activities and sample files • Projector or smartboard
6	D1 Presentation effects D2 Timing and presentation options		• **Teacher-led demonstration**: show the different ways we can transition between slides. Apply animation effects to images and text. • **Individual learner activity**: learners practise how to apply and edit transition effects between slides; apply different styles; apply and edit animation effects to objects on each slide; use timings between transitions. • **Small-group activity**: learners improve the presentation effects. • **Individual learner activity**: learners practise how to apply timings for self-running slide shows; select different slide formats for different display sizes and printing; adjust printing options; print slides one to a page; print multiple slides on a page; print notes.	• Computer systems with appropriate presentation software. • Practice activities and sample files. • Projector or smartboard

#	Topic	Lesson type	Suggested activities	Resources
7	Revision and practice of learning aims A, B, C and D		● **Individual learner activity**: learners are each given a subject for a presentation, including data and text that need to be turned into a presentation. They need to prepare a five-slide presentation which requires them to demonstrate their skills on the course. ● **Small-group activity**: learners share slides with each other, and discuss ways of improving them. ● **Teacher led discussion**: highlight any common issues. Then share the details for the assessment task to give learners a chance to think about which subject they will choose.	● Computer systems with appropriate presentation software. ● Practice activities and sample files.
8	Assessment	AA	Learners begin to work on assessment.	● Computer systems with appropriate presentation software. ● Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
9	Assessment	AA	Learners finish work on assessment.	● Computer systems with appropriate presentation software. ● Printers. ● Assessment Workbook.
10	Feedback		Review the unit and assessment criteria.	● Assessment Workbook.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	1 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● create a new presentation
	● insert, edit and format text.

Resources checklist	● Unit specification.
	● Smartboard or projector.
	● Computer systems with appropriate software and access to web browser.
	● **AS**: practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• **Teacher presentation**: deliver a presentation that introduces the unit to learners. Give an overview of the main topics covered and how learners will be assessed using the Assessment Workbook. Share and explain the assessment schedule. • **Starter activity**: learners make a list of what they think makes a good presentation, then discuss as a class.

Main activities (part 1)
 	
(60 minutes)
	• **Teacher-led demonstration**: show learners how to open the presentation software and start a new presentation. Show how themes can be added to slides.
	
	• **Individual learner activity**: learners create a presentation, for example a hobby or interest:
	   o create a new presentation and select a theme
	   o add themes from the internet.
	
	• **Teacher-led demonstration**: show learners how to:
	   o select slide size
	   o add new slides in different parts
	   o select slide layouts
	   o use slide footers and slide numbers.
	
	• **Individual learner activity**: learners practise these skills on their presentation.

Main activities (part 2)
 	
(70 minutes)
	• **Learner practice**: show learners the different menus and formatting skills. Learners work through a set of tasks that requires them to insert text and then apply formatting (much of this will be building on ideas and skills acquired in *Unit 2: Word Processing*):
	   o insert and edit (cut, copy, paste, undo, delete)
	   o insert bullets and numbered lists
	   o change text format (font size, typeface, bold italics, underline)
	   o change text alignment (left, right, centre, justified)
	   o change line spacing, text colours and add highlighting
	   o copy formatting from one area of text to another.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	2 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● apply the skills from learning aim A more confidently
	● create and format tables.

Resources checklist	● Unit specification.
	● Smartboard or projector.
	● Computer systems with appropriate software and access to web browser.
	● **AS**: practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Revision (60 minutes)	• **Individual activity**: learners work on their own with a presentation that is poorly formatted. They need to improve the formatting to make it look more professional. • **Group activity**: learners compare what they have done, followed by a whole-class discussion.

Main activities (part 1)
 	
(40 minutes)
	• **Teacher-led demonstration**: show learners how to insert tables and position tables using the insert or draw tool.
	
	• **Individual learner activity**: learners add tables to their presentation from Lesson 1. This should require them to:
	   o create and edit tables
	   o enter and edit text in tables
	   o add, delete rows and columns, merge cells.

Main activities (part 2)
 	
(40 minutes)
	• **Teacher-led demonstration**: show learners how to configure the tables on different parts of the slide. Then learners practise doing the same:
	   o adjust column width and row height
	   o adjust table styles
	   o apply borders and shading to cells.

Concluding activity (10 minutes)	• As a class, confirm the main learning points.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	3 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to create and format charts.

Resources checklist	- Unit specification. - Smartboard or projector. - Computer systems with appropriate software and access to web browser. **AS**: practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	• **Starter activity**: learners create a presentation slide for a concert promotion. They need to add a theme and a table to show concert times. Add text and any other helpful features.

Main activity 1
 	
(60 minutes)
	• **Teacher-led demonstration**: open presentation software. Explain how to select data sets and insert them as graphs on slides. This will require the use of a spreadsheet. Provide the data set and ask learners to follow through each step. Show them how to add labels and headers.
	
	• **Individual learner activity**: learners add graphs to their presentations (from previous lessons):
	   o insert a chart and select chart type
	   o modify or insert data to create a chart.

Main activity 2
 	
(60 minutes)
	• **Teacher-led demonstration**: explain how to select data sets they have already used and change to edit them.
	
	• **Individual learner activity**: ask learners to use the graphs (the ones from the previous lesson) and edit them, based on the following:
	   o edit chart data in spreadsheets
	   o edit the chart title and axis labels
	   o modify colours used in the chart.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	4 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● choose appropriate chart types
	● insert and edit images.

Resources checklist	● Unit specification.
	● Smartboard or projector.
	● Computer systems with appropriate software and access to web browser.
	● **AS**: practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (50 minutes)	● **Group activity**: give learners various sets of data. In groups, they need to decide which sorts of chart are best to use and insert the charts into presentation slides. Then discuss as a class the benefits and drawbacks of each.

Main activities)
 	
(60 minutes)
	● **Teacher-led demonstration**: show learners how to insert images into a presentation, how to resize and maintain their aspect ratio.
	
	● **Individual learner activity**: learners use their presentation from previous lessons and practise how to:
	
	   o insert images
	
	   o resize images, maintaining their aspect ratio
	
	   o crop images.
	
	● **Group activity**: learners compare what they have done.

Main activities (part 2)
 	
(40 minutes)
	● **Teacher-led demonstration**: using the same presentation, demonstrate how to insert tables, add images to each cell and align them. Format the table to make it more presentable with the theme that has been used.
	
	● **Individual learner activity**: from the previous lesson, ask learners to update their presentation to include:
	
	   o the use of tables to display images
	
	   o formatting tables.
	
	● **Teacher led discussion**: whole-class feedback.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson no	5 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to create, edit and format drawings in a presentation.

Resources checklist	- Unit specification. - Smartboard or projector. - Computer systems with appropriate software and access to web browser. **AS**: practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Starter activity (40 minutes)	• **Small-group activity**: give learners a few different slides to look at. They need to grade them according to how effective they are. This leads in to a class discussion.

Main activities (part 1)
 	
(30 minutes)
	• **Teacher-led demonstration**: open the presentation software, show how to insert drawings into the slides. Show how size and colours can be changed.
	
	• **Individual learner activity**: from the previous lesson, ask learners to update their presentation, to include:
	  o insert, position and size drawings
	  o adjust fill and line colour of drawings.

Main activities (part 2)
 	
(30 minutes)
	• **Teacher-led demonstration**: using the same presentation, demonstrate how to group and ungroup drawings. Show how to adjust the layering of the drawings.
	
	• **Individual learner activity**: from the previous lesson ask the learners to update their presentation, to include:
	  o group and ungroup drawings
	  o adjust the layering of drawings (bring forward and send backward).

Concluding activity (50 minutes)	• **Individual activity**: learners practise their skills from this lesson, creating and formatting drawings on a new practice presentation. They then compare what they have done in groups. • **Whole-class activity**: go back over the skills learned to deal with any problems that learners have had.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	6 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to:
	● apply presentation effects
	● set up timing and printing options.

Resources checklist	● Unit specification.
	● Smartboard or projector.
	● Computer systems with appropriate software and access to web browser.
	● **AS**: practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes

Main activities (part 1)
 	
(60 minutes)
	● **Teacher-led demonstration**: show the different ways of transitioning between slides and how to apply animation effects to images and text.
	
	● **Individual learner activity**: using their presentations from previous lessons, learners practise the following:
	  o apply and edit transition effects between slides
	  o apply and edit animation effects to objects on each slide.
	
	● **Small-group activity**: learners are given a presentation with poorly-applied presentation effects. They agree what is wrong with it. Then they make it better.

Main activities (part 2) (40 minutes)	● **Teacher demonstration**: followed by **individual learner activity** using presentations from previous lessons, learners practise applying timings for self-running slide shows.

Main activities (part 3)
 	
(50 minutes)
	● **Class discussion**: 'What support does a presenter need? What makes good notes?' Show learners how to add notes to a slide.
	
	● **Teacher-led demonstration**: show how to set up timing and presentation options.
	
	● **Individual learner activity**: using their presentations from previous lessons, learners practise the following:
	  o applying timings to self-running slide shows
	  o selecting different slide formats for printing
	  o adjusting printing options (slides on one page, multiple slides on a page, notes).

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	7 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to use presentation software to create a presentation.

Resources checklist	- Unit specification. - Smartboard or projector. - Computer systems with appropriate software and access to web browser. **AS:** practice activities and sample files.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Practice activities (60 minutes)	**Individual learner activity**: give each learner a subject for a presentation, including data and text that need to be turned into a presentation. They need to prepare a five-slide presentation that requires them to demonstrate their skills learned on this unit.
Review (30 minutes)	**Small-group activity**: learners share slides with each other and discuss ways of improving them.
Discussion (60 minutes)	**Teacher led discussion**: highlight any common issues. **Preparation for assessment**: share the assessment task to give learners a chance to think about which subject they will choose.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	8 (2.5 hours)

Resources checklist	● Assignment Workbook.
	● Computer systems with appropriate software and access to web browser.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Assessment activity (150 minutes)	● Learners begin to work on the assessment, following the instructions in the Assessment Workbook for Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	9 (2.5 hours)

Resources checklist	● Assignment Workbook. ● Computer systems with appropriate software and access to web browser.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Assessment activity (150 minutes)	● Learners finish work on the assessment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Award in IT Literacy
Unit	Unit 4: Presentation Software
Lesson number	10 (2.5 hours)

Lesson objectives	At the end of the lesson, learners will be able to review and feedback on each other's presentations.

Resources checklist	● Assignment Workbook.
	● Learner work produced for the assessment.
	● Feedback questionnaires.
Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide	

Activities	Teaching notes
Main activities (90 minutes)	● Return marked work to learners. ● Give individual feedback to learners. While the teacher is doing this, the other learners are reviewing each other's work.
Concluding activity (60 minutes)	● Learners complete a questionnaire to give their views on the course and assessment. ● Teacher-led feedback discussion on improvements.

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