SECOND TERM
WEEKLY LESSON NOTES
WEEK 7

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.2 Demonstrate how to use styles, themes, templates and macros			Lesson: 1 of 2
Performance Indicator: Learners can explore and apply advanced features in MS Excel, including the use of styles, themes, templates, and macros				Core Competencies: CC8.2: CP6.1	
New words	Styles, Themes, Templates, Macros				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying two versions of the same spreadsheet—one with basic formatting and another with advanced styles, themes, and templates. Ask learners to discuss with a partner the differences they observe and how enhanced formatting might impact the usability and visual appeal of a document. Share performance indicators and introduce the lesson. **Main (35mins)** Discuss the key differences between templates and macros. Emphasize that templates provide preformatted structures, while macros automate repetitive tasks. Demonstrate how to create new spreadsheet documents from predefined templates in MS Excel.	Pictures and videos Computers with MS Excel installed	Exploring and apply advanced features in MS Excel, including the use of styles, themes, templates, and macros

Discuss the advantages of using templates for efficiency and consistency.

Distribute a handout with step-by-step instructions for applying styles and themes to sample worksheets.

Assign a task where learners apply styles and themes to enhance the visual appeal of provided worksheets.

Assessment
1. How can applying styles to your Excel data benefit readability and organization?
2. Describe two scenarios where using a pre-designed theme could add value to your spreadsheet.
3. Explain the difference between accessing a template and creating your own custom template in Excel.

Reflection (10mins)
Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions
- When might recording a macro be a useful way to automate tasks in your spreadsheet?
- What is one cautionary step you should take when using macros obtained from an external source?
- Which advanced feature, aside from macros, could help you analyze trends and patterns within a large dataset in Excel?

Cross-Curriculum Links/Cross-Cutting Issues
None

Potential Misconceptions/Student Learning Difficulties
None

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Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.2 Demonstrate how to use styles, themes, templates and macros			Lesson: 1 of 2
Performance Indicator: Learners can explore the basics of using macros to automate repetitive tasks.				Core Competencies: CC8.2: CP6.1	
New words	Styles, Themes, Templates, Macros				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying a well-formatted dataset on the screen. Ask learners to discuss with a partner how the use of styles and themes contributes to the visual appeal and readability of the data. Prompt them to identify specific formatting elements that stand out. Share performance indicators and introduce the lesson. **Main (35mins)** Provide a sample dataset and handouts with project instructions. Demonstrate how to apply styles and themes to the dataset, emphasizing the choices made in font styles, colors, and cell formatting. Assign the formatting project to learners, allowing them to choose a dataset or providing a specific dataset for consistency. Encourage creativity and exploration while applying styles and themes to enhance the dataset. Provide a brief overview and demonstration of macros. Introduce basic concepts, such as recording and playing back actions.	Pictures and videos	Exploring the basics of using macros to automate repetitive tasks.

Encourage learners to explore macros on their own using the provided sample dataset.

Guide them through basic macro recording and playback to automate repetitive tasks.

Assessment

1. What happens when you record a macro in Excel?
2. Describe two tasks you could automate using a macro that would save you time in your daily spreadsheet work.
3. Explain the difference between running a macro from the "Macros" window and using a shortcut key you assigned.

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions
● Where might you find the code behind a macro stored in Excel?   ● Why is it important to be cautious when using macros obtained from sources outside your control?   ● Imagine you need to automatically format every third row in your dataset with a specific color. Would a macro be the best approach for this task? Why or why not?
Cross-Curriculum Links/Cross-Cutting Issues
None
Potential Misconceptions/Student Learning Difficulties
None