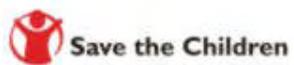


ICT for Life, Learning, and Work

DBE 3 is a partnership of:



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Welcome!

By opening up to this page you have made the first step  in using your toolkit. Before beginning you may have many questions about this toolkit and how to use it. The following pages contain some important information which will help to answer some of your questions. Please read through carefully!

What is a toolkit?

A toolkit is like a *guidebook*. It is a collection of information, resources and activities to guide you to design and implement an out of class/school learning program for young people to develop skills for their future *life*, their future *work* and their future *learning*.

Who is the toolkit for?

The toolkit has been written for *use* by anyone who works with young people in a learning capacity, such as a teacher, tutor, youth worker or mentor. However, the toolkit is really *for young people*. The toolkit has been designed *for formal school students* between the ages of 12 and 16 and so the terminology used often refers to the formal education sector. However, if you are not working with youth in the formal education sector, *do not let that stop you* from using this toolkit. The activities are equally useful and applicable for young people learning in a *non formal* or *informal* learning environment.

What is the purpose of the toolkit?

The aim of the toolkit is to support you to provide opportunities for young people to *develop* and *expand* on the academic skills they learn through the core curriculum in school whilst at the same time develop a number of important *skills* to prepare them for life, learning and work. The activities included in the toolkit have been developed in order to *supplement* and *not replace* the contents of the formal education core curriculum. For that reason, many of the activities start with an assumption of knowledge and skills that young people already have.

When can you use the toolkit?

As the activities in the toolkit have been developed for young people to *expand on* or *practice* and *not repeat* what they have learned in the core curriculum in the classroom in formal schools. Therefore, the toolkit is best used in *non core curriculum* time – that is all the times in the school day/week when young people are not learning the *compulsory* academic subjects determined by the national government¹. Non core curricular time includes *extracurricular activities*, *personal development activities* and the *local content curriculum*. Nevertheless, it is still possible to use the activities during core curriculum time. Information included in the activities indicates the curricular subject, standard and base competency the activity is appropriate for.

What sorts of activities are included?

The activities have been developed to provide an experience for young people, which is *beyond their ordinary everyday experience* of school and education. The activities aim to build young people's *practical skills*, promote *team work*, *creativity* and *discovery* learning and allow

¹ Core curriculum subjects are Mathematics, Indonesian, English, Natural Science, Social Science, Citizenship, Religion, Sports, Arts and Culture and Skills/ICT

young people to have *fun*. A key theme in the toolkit is activities is to try and promote *school-community* and *school – home* links many activities require young people to go out and try to find out more about their community.

Are the activities difficult to use?

Some of the activities may be very different from what you have experienced either as a learner or an educator. You may find some of them very *challenging* to use. Nevertheless, you should try to use them. To make it as easy as possible, all activities have been written in *detail* to provide clear guidance for you. Furthermore, all activities have been developed with the general situation in most schools and non formal education providers in mind and therefore only use resources that are available in the school, community and home, have a minimal financial impact and can be done in the local environment. You are strongly advised to read through all the information included in the activity prior to using it and make all preparations necessary.

Can activities be modified or new ones created?

Yes! As you use more of the activities you will gain in confidence and you can change the activity to suit your context and you will be able to develop your own activities. We hope that you do. An *activity template* has been included at the back of the toolkit for you to use when developing your own activities. If you do develop new activities, please send them to us and we may include them in our second version.

Do all the activities have to be used?

No! The toolkit is *not a curriculum*. You do not have to use all the activities in the toolkit and you do not have to use them in sequence. Activities are *optional* and only the ones considered useful and relevant should be used. However, it is not you – the facilitator-, who decides which activities to use, but the participants, the young people. Only they can decide what is relevant and useful for *their future life, learning and work*.

How are the activities organized?

The activities have been organized into themes or *units*. At the beginning of each unit there is a brief overview to give you a picture of what the unit is about. Within each unit there are a number of activities. All activities follow the same pattern and are designed to be as detailed and as easy to follow as possible. Each activity contains the following:



Introduction:

Provides a brief explanation of the activity



Objectives and learning outcomes:

Explains the purpose of the activity and what young people will learn through participating in the activity



Target age range

Indicates the age the activity is suitable for. As this toolkit was developed specifically for formal education junior high school, the numbers given refer to the three grade levels 7, 8 and 9. The darker shaded circle represents the grade the activity is most appropriate for.

*** Difficulty Rating

Indicates how difficult the activity is for young people to complete. If an activity has only one star it means that it is relatively easy and most young people should be able to complete it. On the other hand, five stars means that it is difficult and young people will find it challenging.



Links to the Core Curriculum and life skills

Illustrates how the activity can be used in the core curriculum (the compulsory academic subjects determined by the government). The information explains which subject the activity is appropriate for and what academic and life skills competencies young people will practice by completing the activity.



Time

The approximate minimum time required to complete the activity. However, this is an estimated time and is a minimum. The activity may take longer and take place over a number of sessions, days and weeks. This depends on you, the young people and the time you have available.



Resources

Lists the resources which are needed to complete the activity. However, it is a suggested list of resources and you should not be put of doing the activity if you do not have exactly what is on the list. Try to be creative and replace the suggested resource with something else available in your school or community.



Assessment

This explains how you can assess the learning of the participants as they complete the activity. However, please remember that the activities are for non core curricular activities and therefore, assessment is not formal and not compulsory. It is a good idea to remind them of what you expect but participants should not feel threatened nor should they fear making mistakes, they should not feel under pressure to perform for examinations. Tell them that making mistakes is okay because we learn from these mistakes. Let them enjoy their interactive learning.



Technology

Provides some suggestions as to how you can integrate technology into the activity. All suggestions are optional and whether you use it or not will depend on the technology that is available to you and your confidence in using it.



Detailed Steps

Includes very detailed step by step instructions on how to conduct the activity. By following the steps you should be able to successfully work with young people in an engaging and interesting way and to meet the objectives of the activity. It is strongly recommended that you read through all steps before beginning the activity.

Sometimes in this section you will find this symbol  followed by some notes. This is additional information for the facilitator to help you to provide guidance and input to the young people you are working with.



Extension

Gives suggestions for further activities to follow up and extend the learning from the activity. These are optional and can be done by young people themselves without the guidance of a facilitator.



Handout for Participants

Some activities include a handout for participants to use. If possible they should be copied and distributed. However, remember that if you are not able to photocopy the handouts there are other ways to use them such as writing the information on the board or flipchart paper or reading it out loud.

What else is included in the toolkit?

The toolkit contains some *additional information* to support you to develop and implement non core curricular activities with young people. The additional information at the back of the toolkit includes useful tips on how to set up *after schools clubs* and also list of *resources* for further support and learning. The information also includes some suggestions on how you can use the community as a learning resource for young people by bringing the community into the school and by taking the young people into the community to engage in *service learning activities*.

Is it possible to provide feedback?

Yes! Actually we really *want* your feedback and we *welcome* it. We want to know if this toolkit is everything we hope it is. We want to know whether it is practical, realistic and easy for you to use and we want to know how we can make it better. Therefore, we have included an *evaluation form for facilitators* at the back of the toolkit and we hope that you complete these and send them to us as you use the toolkit. However, as this toolkit has really been designed for *young people* it is equally as important for us is to know what they think of the activities and so we have also included an *evaluation form for participants* to fill in as they complete the activities and we hope that you can send them to us also.

Is it possible to a replacement toolkit or more toolkits?

In the future, yes, at the present time, no. This is a *first version* of the toolkit and there are only a limited number of copies available, as we receive your feedback we will improve and re-print a second version of the toolkit next year make many more copies available.

We believe that the competencies young people gain from the use of the activities included in this toolkit in combination with the abilities developed through related classroom experiences will contribute to a wide collection of skills from which young people may use for many years to come and which will support them to be successful in future life, learning and work.

Good luck in using it!

Lorna Power
Formal Education Adviser
Decentralized Basic Education Three
November 2006

Overview

Information and Communication Technology for Life, Learning and Work

If there were a time machine. Imagine that you are walking around your city in 1940s. What do you see? Perhaps you will see that some people are still using horses as a transportation mode. You will also see that there are only a few people using electricity as a lighting tool.

There is one interesting thing from the years that various inventions were not yet discovered. It is quietness. You may not hear noisy voice from bus muffler or car horn, electronic equipments, etc. We felt everything was slow and it seemed slow.

But, now it is different. Time really is money. Imagine if you travel from Jakarta to Medan. How much time will it take if you ride a horse? Perhaps months and even years! But now you can easily take an airplane from Jakarta and arrive in Medan in two hours.

Many cases we obtained from the inventions of technology. In the area of trading, we can easily buy goods and services from other countries. The other thing is transaction; it makes us very easy to buy things. With the presence of debit and credit cards we don't need to bring big amount of cash money. In the area of health, various medicines were invented that previously could not have been made without the help of health technology, also in exchanging information. Nowadays, any information, wherever, and whenever they are, we can get them in *millisecond* (1/1000 second).

This world has experienced economic development for many times. In the past, economy was controlled by agriculture sector, and then industrial revolution happened, where capital holders controlled the economy. Now, the main factor in developing the economy is not on land, and also not on capital. We are entering an information era where the society is now based on information (knowledge based society). The more we have and the faster we get information, the bigger role we will have in the society.

Let's get back to the time machine. One more time I remind you that you are now in 1940s. You are walking in a school. What do you see? You see students sitting in chairs learning and a teacher standing in front of the class explaining a subject using chalk and a ruler.

Now I ask you again to come back to present time. This time you are in year 2007. I want you to walk around in a school. What do you see? You see students sitting in chairs learning and a teacher standing in front of the class explaining..... (stop!!) What you would say perhaps would not be much different with the previous paragraph.

In the area of trading, health, transportation, and many other things is changing because of the technology. But, one more time I ask you to look outside, and visit schools. What has changed? How is the learning process conducted? How does the teacher teach??

Yes!! Everything is still the same. The old method has been used decades and decades. Are you able to say that your children are ready to face the future that full of technology? Can they compete in a workplace??

This ICT4LLW ² Toolkit will help to prepare students to face the future which is full of technology. Students will learn about the basic of Information and Communication Technology (ICT) Skills needed for life, learning and work.

Students will learn how to take advantage of technology to help them understand a concept and to memorize subjects explained in the class. Beside that, students will also do activities on creating things; such as poem, short story, and even school newspaper, digital graphic, etc.

On the last unit of this toolkit, students will be more prepared to face the working world by 'holding ICT' as their partner. Students will conduct a research about the skills needed in the workplace, prepare a database on local companies, then analyze and present the result of their research by using and taking advantage the ICT.

Change the learning activity in classes, and prepare your student to face the future by participating activities included in this ICT4LLW Toolkit.
I wish you all SUCCESS!! 😊

² Information and Communication Technology for Life, Learning, and Work

INFORMATION AND COMMUNICATION TECHNOLOGY FOR LIFE, LEARNING, AND WORK TOOLKIT

Information and Communication Technology for Life, Learning, and Work Toolkit is one of six topic discussions started by DBE3 to promote extra curriculum activities in school. It is expected to give schools idea and resource to design and develop extra curriculum activities that will improve teenager's skill to use Information and Communication Technology in every aspect of their life, therefore it would give them more chance to get a job that needs skills on using Information and Communication Technology.

Information and Communication Technology for Life, Learning, and Work consists of six topics as it is shown in the table below:

Topics of ICT Toolkit			
1.	Computer and Internet	3.	Language and Communication
2.	ICT for Learning	4.	Towards My Dream Career

Each topic contains some activities. Participant can choose one of the activities or can choose all activities within one topic.

Web Quest in Computer and Internet topic is obliged for all participants who follow extra curriculum activities. This activity will learn from computer history up to the practice of using the Information and Communication Technology. This activity is also the base for other activities.

Other activities are optional. Participants can do one or all activities in all units.

Computer and Internet topic introduces participants about computer history, explains about hardware, software, how to operate basic computer, to choose a strategy to search in the internet to obtain information, analyze and prepare report and presentation, to use the computer and internet to communicate with other people, and participants will learn how to make a website in some easy steps.

ICT for Learning topic helps participants in learning activities, of which participants will learn Mind Map and Flash Card to ease the understanding and memorizing. Participants will explore the internet to obtain animation of science processes and include them to a learning material. Participants will also be introduced to the use of worksheet application to learn on how to manage finance. In the last activity of this unit, participants will try to collaborate with other people through Internet.

Language and Communication topic introduces participants to printing concept, how to manage school newspaper, publish a small book containing poems and short stories, teaches how to write a diary, learn to communicate ideas through pictures and caricatures, and obtain knowledge on how to make posters, banners, and invitation cards.

Topic of **Towards My Dream Career** gives an understanding to participants about condition in work place. Participants will do a brainstorming and survey on what skills needed in work place, to get information on work vacancies in newspaper and internet,

input data in a database, to do sorting and filtering activities on local companies to get data needed.

All activities have been designed to give direct experiences for participants. Skills that will be sharpened are the skills they will need in school, workplace, society, and personal life.

Assignments and activities provided in this toolkit are adjusted to conditions in Indonesia. As a result, participants will know more about situations and conditions in Indonesia.

All activities provided in the ICT toolkit are interactive, of which all activities, step by step, will be done by participants such as discussion, brainstorming, presentation, computer practice, research work and data analysing.

Assessment is a process from beginning to the end. All participants' involvement in all activities must be recorded.

Each activity will end by making a final project. This final project can be worked on during outside of the class hour.



Objectives and Learning Outcomes

By following the activities contained in this toolkit, the teenagers are expected to gain the knowledge, understanding and skills:

To understand the basics for computer and internet operation

- To explain the hardware, software as well as the function
- To conduct computer basic operation
- To scrutinize and select strategy of search in the internet to obtain information
- To prepare and process report and presentation
- To use computer for communications with another person
- To carry out Micro Teaching Practice on ICT Skills

To create personal website and school website

- To understand the concept of website
- To determine the hierarchy or personal web map
- To arrange and manage the content of personal web
- To determine the design and layout of personal web
- To create personal web
- To save and appear personal web in internet and/or intranet.
- To set up group and share duty
- To plan of Making school website
- To determine hierarchy or school web map
- To arrange and manage the content of school web
- To determine the design and layout of school web
- To create school web
- To save and appear the school web in internet and or intranet.

To make learning easier, more exciting and more effective using Mind Mapping, FlashCard, and Scientific Animation

- To understand and explain the concept of mind map
- Understanding the rules of mind map
- To use the application of mind map
- To make a mind map on one of the topics of subject
- To understand and explain the concept of flash card
- To see and study flash card which has existed in internet
- To make flash card for one of the lessons
- To share the flash card with the world
- To find out the source of scientific process animation in the internet
- To combine the scientific process animation with the learning subject
- To conduct micro teaching in front of the class on the scientific process through the animation

To manage, plan and create a personal financial system

- To understand and explain the concept of basic equation of accounting
- To input number into the number processor
- To make operation of simple addition
- To use the function in processing the number
- To make graph from the existing data
- To make a cooperative/school canteen accounting system using the number processor

To join and make learning group in virtual world

- To understand and explain the concept of collaborative learning
- To set up a dynamic group
- To join in the community which has existed
- To set up a form in learning

To create of school newspaper, as well as to write short story and poem

- To understand and explain the concept of printing
- To set up a group/club
- To organize the content
- To prepare and combine the content and supporting drawing
- To print a school newspaper
- To understand and explain the concept of poem and short story
- To practice writing diary book
- To compose an English poem
- To compose an English short story
- To prepare a small book which contain English poem and short story

To communicate through graphics/visual

- To understand and explain the concept of caricature
- To analyze and to contain idea in the drawing sketch
- To use line and fills of the drawing
- To combine the object as well as drawing in a “canvas”
- To conduct technique of animation in the drawing which has been made
- To make a caricature/animation

To create a digital graphics work

- To understand and explain the concept of graphics
- To set up a poster
- To make a banner
- To design invitation card
- To make poster, banner or invitation card

To understand the skills needed in work

- To conduct brainstorming regarding the important capability in the work
- To obtain data regarding the important capability from the local company
- To insert the said data into database application
- To make/prepare presentation regarding the important capability in the work

To understand the particulars and details of business world

- To find information regarding vacancy available in the labor market
- To determine and set up/stipulate the short term and long term objectives
- To prepare strategy to achieve the said career/work desired
- To make and present the objective, strategy and dream career
- To collect data of each local company based on the type

To carry out a survey on job data of local company

- To collect data of each company on worker/number of workers, gender of worker, level of income, etc.)
- To make query of the company based on the type, number of workers, gender of worker, level of income, etc.)
- To make a database of local company

Glossary

Dictionary of Computer Terms

<http://dhani.singcat.com/IT/dict.php>

A **Access Time** - The term for measuring the accessing speed in a storage Media or Memory. The access time on a Hard Disk and CD-ROM is measured using the milisecond unit, while on memory the nanosecond unit is used. The smaller the figure of access time, the higher the speed.

AGP - *Accelerated Graphics Port*. The *Interface* developed by Intel to support high speed graphics processing on a Pentium II *processor* and higher. (*See diagram*)

Algorithm - The logical path of human thinking which is transformed into steps that are later implemented in the form of instruction lines in a programming language to produce a *software*.

AT - *Advanced Technology*. The name for a PC using the Intel 80286 *processor* and its compatibles.

ATA - *AT Attachment*, also known as IDE (*Integrated Drive Electronics*), is a harddisk *interface* design with an integrated *controller* in it. The ATA design is later further developed into the ATA-2 and Ultra ATA by adding various plus features, among which is the capability to provide information on harddisk characteristics for *plug and play* purposes and the acceleration of access speed.

ATA-PI - *ATA Packet interface*. is the standard design for a *device* such as a CD-ROM and a *tape drive* connected to the conventional *ATA* (IDE) *interface*.

B **BASIC** - A high level programming language developed at *Dartmouth College* (Hanover, N.H.) in 1964 for use on mini computers. The inventor, *Thomas E. Kurtz* and *John G. Kemeny* composed Basic as a simple programming language meant for those learning computer for the first time. In the 1980s, *Bill Gates* (now head of *Microsoft*) succeeded to develop *Basic* for a *PC platform*. At present *Basic* has developed into the *Visual Basic* language for Windows based programming.

BIOS - *Basic Input/Output System*. is a program which facilitates input and output operation on a computer.

Bottleneck - SUMBATAN at the neck of the bottle. The term used to refer to a disturbance taking place whenever the *output* ware does not match the performance of the processing ware leading to the slowing of the system's working as a whole.

Bug - The term for a defect/ an error in the *software* and *hardware* which causes malfunctioning. The process to find and overcome a *bug* is called *debugging*.

Bus - The main path of data stream between the *processor* and the other components (such as *sound card, video card, memory*) on the *motherboard*.

C - The programming language first developed by *Dennis Ritchie* at *Bell Laboratories* in 1972. The C language is known to be efficient and most portable so as to be useable with various *platforms*. In the mid 1980s, *Bjarne Stroustrup* of *Bell Laboratories* developed the C++ language by adding the *OOP* capability.

Cache - In hardware technology, this term usually refers to high speed memory which bridges data flow between the processor and the main memory (RAM) which usually has lower speed. The use of a cache is meant to minimize any occurrence of bottlenecks in the data flow between the processor and the RAM. Whereas in software terminology, this term refers to the place of temporary storage for often accessed files (usually applied in a network).

CAD - *Computer Aided Design*.

CD-R - *Compact Disk Recordable*. A storage device of the CD-ROM type which is designed to be writeable by using a special *drive* ware. Unlike a CD-ROM, in which the data are directly written at the time the CD piece is produced, CD-R is sold in *blank* condition. The recording process is done with the help of a special software and termed as *burning*. The data recorded on it has the quality of WORM (*Write Once Read Many*), meaning that data can only be written once and subsequently can be read only.

CD-ROM - *Compact Disk Read Only Memory*. An optical storage media that physically is identical with a CD-Audio which has previously been used as a storage of voice recording. This media is read using a CD-ROM Drive ware. The access speed of a CD-ROM drive is usually measured by the following unit of speed, 1x *speed* equivalent to 150 kbps (kilobyte per second), i.e. the reading speed of an Audio CD ware.

CD-RW - *Compact Disk Recordable and Rewriteable*. A further development of the CD-R media in which the data recorded on the CD-RW disk can be added, changed, or erased at any time.

Chipset - Chips on the mainboard serving to bridge data stream between the subsystems of a PC. A chipset is divided into two main chips called the *northbridge* and the *southbridge*. The *northbridge* chip functions to control data stream from the processor, AGP port, and the main memory system. Meantime, the *southbridge* chip controls data flow from the PCI bus, hard disk *interface*, and other external wares.

CHS - *Cylinder Head Sector*. The conventional method to address a certain *sector* on a harddisk.

CISC - *Complex Instruction Set Computing*. A series of instructions *built-in* in the processor that consists of complex commands. The available instructions make it easy for programmers to develop applications for the CISC platform. On the other hand, the numerosity of instruction in the CISC could reduce its speed. The CISC constitutes the converse of a RISC, which is usually used in the family of processors for a PC (Intel, AMD, Cyrix).

Clock Set - The speed of a processor which is a multiplication of a value by the *FSB*.

CPU - *Central Processing Unit*. The central processing unit in a computer. Generally a CPU is interpreted as the box in which the whole peripherals are assembled. However, in the technical sense, a CPU refers to the processor installed in a computer system.

D Database - A collection of information arranged in such a way as to be accessible by a certain software. A database is arranged into parts called *fields* and *records* stored in a file. A field constitutes the smallest unit of the information within a database. A collection of interrelated *fields* will make up a *record*.

DDE - *Dynamic Data Exchange*.

DDR-RAM - *Double Data Rate-Random Access Memory*. A RAM type that works with a higher speed than SDRAM. Usually used on a *PC* with the Pentium 4 *processor* or an equivalent.

DLL - *Dynamic Linking Library*.

DOS - *Disk Operating System*. An operation system which is used in most *PCs* until the mid-1990s era. DOS was first released by the *Microsoft* company in 1981 as a standard operation system for the IBM-PC. The last version of DOS was MS-DOS 6.3 which was launched in 1993. Lately, the popularity of DOS has begun to recede and it is being replaced by more dependable operation system such as Windows or UNIX.

DPI - *Dot Per Inch*. The scale used to measure the level of resolution of a printer's printing output and also of a monitor's display. The higher the DPI, the finer will the display appears.

DVD-ROM - *Digital Versatile Disk-Read Only Memory*. A storage media type with a physical form resembling a CD-ROM but has a much higher capacity and the capability to store data on both its sides. A DVD-ROM is usually used to store multimedia files of big sizes.

E EDO - *Enhanced Data Out*. A memory module possessing a higher speed than *SIMM*.

EISA - *Extended Industry Standard Architecture*. A standard architecture developed by several computer companies (Compaq, AST, Zenith, Tandy, etc.) to standardize the 32-bit operation.

Ethernet - The protocol usually used in a *LAN*.

F File - In computer technology, this term bears the understanding of an electronic dossier containing information and kept in a *storage*.

Freeware - The *software* which is distributed gratis by the maker.

FSB - *Front Side Bus*. The speed of a system *bus* on the *mainboard*. For example, the

Pentium 4 *processor* has an FSB of 400 MHz (4 x 100 MHz) while AMD Athlon Thunderbird has an FSB of 266 MHz (2 x 133 MHz).

G **GIF** - *Graphics Interchange Format*. A standard format for a compressed graphic file (*image*). A GIF file applies the *non-lossy* compression making it more suitable for application in a not too complex *image* with a small number of colors. For a more complex image *image*, usually the JPEG format is used.

GIS - *Geographic Information System*. A geographic based information system.

GUI - *Graphical User Interface*. The term used to refer to the display is a graphics based program.

H **Hardware** - This notion comprises the whole *peripheral* wares together with the supporting wares in a computer system.

Hyperthreading - The technology developed by Intel for the Pentium 4 processor family with the speed of 3 GHz and above. This technology enables the different elements of a processor—such as the integer unit, graphic processing, and *floating point* for a complex calculation—to be active simultaneously. Intel claims this technology is capable to step up system performance from 25 to 30 percent.

I **IC** - *Integrated Circuit* or *chip*. A microelectronic series in the form of semiconductor made up of a number of big transistors and other components. An IC is packed in a square piece of silicon wafer (called “die”). The IC can be grouped into analogue, digital or *hybrid* (mixture) ICs.

IDE - *Integrated Drive Electronics*. See ATA.

Interface - In software terminology, an *interface* could mean a display or the way the said software interacts with the user. In hardware terminology, *interface* refers to the standard used by a certain *peripheral* to relate with another *peripheral* in a system.

ISA - *Industry Standard Architecture*. An expansion slot of 8 bit and 16 bit used on an XT and AT computer. (See diagram)

J **JPEG** - *Joint Photographic Experts Group*. An *image* file format compressed by the *lossy* methode. This format is suitable for application on a complex *image* file with a great number of colors.

K **Compression** – A technique of data placement such that a *file* is obtained with a size smaller than the original. Compression works by seeking recursive patterns on the data and replace them by a certain marker. There are two types of the compression methode, *non-lossy* and *lossy*. A compression of the *non-lossy* characteristics ddoes not erase the information bits in the original file so that it suits for application on a document file. On the contrary, the *lossy* methode erases information which is considered insignificant. Usually this technique is applied on big size multimedia files, for example on the JPEG (image), MPEG (video and MP3 (audio) files.

L LAN – *Local Area Network*. A computer network that is inter-connected within a local scope (unaccessible to other network). Several LAN network can be connected through a certain hierarchy such as to form a WAN (*Wide Area Network*).

LBA – *Logical Block Address*. One of the methodes of *sector addressing* on a harddisk which is using the numbering method, from 0 as the address of the first *sector* on the harddisk.

Linux – An operating system which is an open source variant of UNIX distributed free of charge under the GNU *General Public License* (GPL). Linux is developed by individuals as well as groups wroking voluntarily. The developers of Linux utilize the Internet to exchange codes, report bug, and resolve any problems. Anyone interested is invited to join in the development of Linux. Linux was for the first time created by Linus Torvalds at the University of Helsinki, Finland. Then Linux is further developed through the assistance of many programmers an UNIX experts on the Internet. Now Linux can be obtained through generally used public distributions, for example RedHat, Debian, Slackware, Caldera, Stampede Linux, Turbo Linux and so on. The applied kernel is the common Linux, while the differences are only the attached application package, directory system, init style, *et cetera*.

M Mainboard – Also commonly called *motherboard*, a panel for the main assembly on a computer where the processor, memory and other peripherals are installed. (See diagram)

MBR – *Master Boot Record*. A *sector* on the harddisk located on the cylinder 0 *head* 0 *sector* 1 (or known as LBA 0).

MCA – *Micro Channel Architecture*. A bus developed by IBM in 1987. Used on a number of PS/2 computer models.

MIDI – *Musical Instrument Digital Interface*. A standard for connecting a computer with an electronic musical instrument and the processing of special effects.

MMX – See Pentium

Modem – *Modulator and Demodulator*. A ware for the purpose of data communication between computers using the telephone media as channel. (See diagram)

Motherboard – See Mainboard

MP3 – *MPEG layer 3*. A format of compressed digital audio recording. The MP3 format is compiled based on an algorhythm developed by Karlheinz Brandenburg of the University of Fraunhofer, Germany. This technology enables a format of recording digital audio with a quality close to that of a CD of relatively small size so as to be distributeable and downloadable via the Internet.

MPEG – *Motion Picture Expert Group*. A popular name for the compressed multimedia file. In the beginning MPEG was used for the compression of audio-video data on a VCD, but later is developed into the MP3 format.

O **OLE** - *Object Linking and Embedding*.

OOD - *Object Oriented Programming*. A programming technique which is oriented to the object.

Open Source – A *software* distributed together with the *source code*. This software is free for modification by any user in adaptation to his need.

P **Pascal** – A high level programming language developed by *Niklaus Wirth* in Zurich at the close of the 1960s through the early 1970s. Pascal is a structured programming language, often used as the initial means of studying computer programming language. The Pascal version much used is *Turbo Pascal*, created by *Borland International*, which works in the environment of a DOS operating system. Lately, Pascal has also been developed as a visual programming language in the environment of the *Windows* operating system by the name *Delphi*.

PC – *Personal Computer*. A personal computer comprising all kinds of computer system in general use today for personal or business purposes.

PCI – *Peripheral Component Interconnect*. A bus with a high speed developed by Intel to support a computer which is based on a processor of the 486 series and above. (See diagram)

Pentium – A trademark for the processor of the fifth generation produced by Intel. The Pentium processor was first developed in the vicinity of 1993 with the speed of 60 Mhz and 66 Mhz. In 1997 Intel released the Pentium MMX (*Multimedia Extension*) which is supplemented with special instructions for multimedia data processing. The Pentium MMX is capable of working at the speed of up to 233 MHz. Presently the Pentium Processor has developed into the 4th generation (Pentium 4) with a speed exceeding 1 GHz (1000 Mhz).

Port – An interface that enables a PC to send and receive information to and from an external ware, such as a printer or a modem. A PC generally has the serial, parallel ports and several USB ports.

Processor – An IC that controls the whole running of a computer system. (See diagram)

Prolog – The acronym of *Programming in Logic*. A high level programming language developed by French scientists in the 1970s era. Prolog is usually used to develop an application that needs *knowledge processing*, a kind of an *expert system* and *artificial intelligence*.

R **RAM** – *Random Access Memory*. The physical memory installed on a PC.

ROM – *Read Only Memory*. Also known as static memory, that is a physical memory which can only be read. In a computer, the ROM is usually used to store the BIOS configuration.

RISC – *Reduced Instruction Set Computing*. A series of *built-in* instructions on a *processor* which is made up of briefer commands compared with CISC. RISC has an advantage in matter of speed so that many are being used for applications needing intensive

calculations. The RISC concept was first developed by IBM in the 1970s era. The first computer to use RISC is the IBM 807 mini computer introduced in 1980. Today, RISC is used on the *processors* family made by Motorola (PowerPC) and SUN Microsystems (Sparc, UltraSparc).

S **SCSI** – *Small Computer Systems Interface*. The standard in connecting peripherals to the computer by using an interface applying the SCSI command. The SCSI standard can be distinguished into SCSI (SCSI1) and SCSI2 (the *SCSI wide* and the *SCSI wide and fast*). SCSI2 is the newest version of SCSI which connects various peripherals such as CD-ROM and Tape Drive.

SDRAM – *Synchronous Dynamic Random Access Memory*. A memory module (RAM) with a higher *clock speed* than SIMM or EDO. Usually used on processors of the newest generation. This module is usually sold with a certain clock bus specification, e.g. 32MB/133Mhz, meaning an SDRAM with a capacity of 32 MB which works on an FSB of 133Mhz. A high clock bus is used whenever the SDRAM is installed on a PC with a new generation processor that also works on a high FSB but not affecting in any way any machine having an old and low FSB. SDRAM is packed in a 172 pin module.

Server – A computer that serves as a network “servant”. A server manages the traffic of data in a network and provide resource useable by another computer connected within the network.

Shareware – A software distributed free for trial by user-to-be during a certain period. Should the user-to-be be interested, he may buy the commercial version.

SIMM – *Single Inline Memory Module*. A Memory module generally used by PCs from the 286 type up to the Pentium of early generation. Physically, SIMM is packed in a module of 30 pins and 72 pins.

Software – This term also comprises a program made for running on a certain hardware.

SQL – *Structured Query Language*. A programming language designed especially for sending a *query* command (accessing data based on certain addressing) into a database. Most database software available today can be accessed through SQL. Every specific application can implement the SQL with some differences, but the whole SQL database does support the existing standard subset.

Storage – A data storage medium on a computer. *Storage* is distinguished from *removable storage*, a data storage medium that can be moved at any time, and *non-removable storage*, a storage medium of a fixed nature. *Floppy disk* (disket) is grouped into the *removable storage*, while a harddisk is in the group of *non-removable storage*.

T **Trojan horse** – A computer pprogram conataining hidden routines, usually destructive, running in the background while the main program is run. The Trojan horse usually manifests itself in an attractive program to be as a trap on the *user* in order to interest him to run it. Although its working resembles a virus, the Trojan horse (usually) is not designed to infect a program.

U **UNIX** – One of the popular operating systems for the server these days. UNIX was developed by Ken Thomson and Dennis Ritchie around the year 1969 at AT&T Bell Laboratories. Initially, this system was developed in the assembly language. But then because of its low portability (so that it was difficult to be developed in other systems) Ritchie developed a new programming language called the C language (circa 1972). The UNIX system later developed in the universities environment and there began emerging variants of the UNIX system. The major variant is UNIX BSD and UNIX System V.

USB – *Universal Serial Bus*. The technology that enables the easy installation of a *peripheral* with a *bandwidth* bigger than the serial or parallel port.

Upgrade – The term for any act of replacement partially or wholly of the system ware with a similar ware which has a higher specification.

V **Virus** – The term for a computer program that has a capability to self-multiply through the method of inserting its own program into another file without human interference. Resembling the biological virus, the computer virus can spread into the files in a computer, or even infect files in another computer, both through the network and through the exchanges of files. A virus can contain certain routines injected by a virus programmer. These routines can contain destructive commands or just to display a message.

VLB – *Vesa Local Bus*. A 32 bit extension possessing a high speed for ISA. VLB is promoted by VESA (*Video Electronic Standard Association*).

W **WAN** – See LAN

Worm – A computer virus type that does not infect a program. A worm self-duplicates and infects other computers (usually by taking advantage of a computer network). Although a worm does not spread through a program, it can also assume a destructive characteristics.

X **XT** – *eXtended Technology*. The term for a computer that uses the Intel 8086/8088 processor.

If the word searched is not found in the above list of terms, open http://www.pnri.go.id/official_v2005.4/glossary/computer/index.asp?search_keyword=&submit=Lihat+Hasil&box=list enter the keyword for the search, then press the button “**See Result**”.

Content Matrix

Level of difficulty, age target and objectives.

INFORMATION AND COMMUNICATION TECHNOLOGY FOR LIFE, LEARNING AND WORK

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
1	Computer and Internet Activities			
	Activity 1: Web Quest/Treasure Hunt	All Grade	**	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and Skills to think critically as well as able to demonstrate their Skills in using the technology:</p> <ul style="list-style-type: none"> • To explain the hardware, software as well as the function • To conduct computer basic operation • To scrutinize and select strategy of search in the internet to obtain information • To prepare and process report and presentation • To use computer for communications with another person • Micro Teaching (Final Project of Activity 1) <p>Source from Internet: http://www.teachersfirst.com/summer/webquest/quest-a.shtml http://school.discovery.com/schrockguide/webquest/webquest.html http://adulted.about.com/cs/computerliteracy/a/computerbasics.htm</p>
	Activity 2: Making personal web	Grade 9	***	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and Skills to solve problem, make decision as well as actualizing oneself. They are also expected to demonstrate their Skills in using the technology:</p> <ul style="list-style-type: none"> • To understand the concept of website • To determine the hierarchy or personal web map • To arrange and manage the content of personal web • To determine the design and layout of personal web • To make personal web (Final Project of Activity 2)

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
				<ul style="list-style-type: none"> To store/keep and appear personal web in internet and/or intranet. Source from Internet: http://www.freewebs.com/buatsite/index.htm http://www.woodlands-junior.kent.sch.uk/website/getting_started.htm
	Activity 3: Making school web (online or intranet)	Grade 9	****	By following this activity, the Youth is expected to obtain the knowledge, understanding and Skills to solve the problem, cooperate, as well as making decision. The youth is also expected to demonstrate their Skills in using the technology: <ul style="list-style-type: none"> To set up group and share duty To plan of Making school website To determine hierarchy or school web map To arrange and manage the content of school web To determine the design and layout of school web To make school web (Final Project of the Activity 3) To store/keep and appear the school web in internet and or intranet. Source from Internet: http://www.freewebs.com/buatsite/index.htm http://www.woodlands-junior.kent.sch.uk/website/getting_started.htm
2	ICT for Learning Activities			
	Activity 1: Mind Map for Understanding	All Grades	***	By following this activity, the Youth is expected to obtain the knowledge, understanding and Skills to solve the problem, organize thought/concept, as well as making decision. The youth is also expected to be able to demonstrate their Skills in using the technology: <ul style="list-style-type: none"> To understand and explain the concept of mind map Understanding the rules of mind map To use the application of mind map To make a mind map on one of the topics of subject/Project at the end of Activity 1) Source from Internet: http://www.sekolahindonesia.com/sidev/NewDetailArtikel.asp?id_artikel=16&cTipe_art

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
				ikel=2 http://www.sinarharapan.co.id/ekonomi/mandiri/2002/04/3/man01.html http://cybershopping.cbn.net.id/book2.asp?postid=131
	Activity 2: Flash Card for Memorizing	All Grades	**	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and Skills to solve the problem, organize thought/concept, as well as making decision. The youth is also expected to be able to demonstrate their Skills in using the technology:</p> <ul style="list-style-type: none"> • To understand and explain the concept of flash card • To see and study flash card which has existed in internet • To make flash card for one of the lessons (Final Project of Activity 2) • To share the flash card with the world <p>Source from Internet: http://www.flashcardexchange.com http://www.flashcardmachine.com http://www.teach-nology.com/arcade/math/</p>
	Activity 3: Animation of science process	All Grades	***	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to think critically. The youth is also expected to be able to demonstrate their skills in using the technology:</p> <ul style="list-style-type: none"> • To find out the source of animation of science process in the internet • To combine the animation of science process with the learning project • To conduct micro teaching in front of the class on the science process through the animation (Final Project of Activity 3) <p>Source from Internet: http://www.e-dukasi.net http://www.edumedia.fr</p>
	Activity 4: Making accounting system using	All Grades	***	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, as well as making decision. The youth is also expected to be able to demonstrate their skills using the technology:</p>

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
	worksheet application			<ul style="list-style-type: none"> To understand and explain the concept of basic equation of accounting To input number into the worksheet application To make operation of simple addition To use the function in processing the number To make graph from the existing data make a cooperative accounting system/school canteen using the worksheet application (Final Project of Activity 4) <p>Source from Internet: http://www.ilmukomputer.com/umum/tua-excel.php http://www.e-dukasi.net/modul.php?s=2&set=1&mp=16&nm=akuntansi http://www.belajar-gratis.com/v10-panduan-pelajaran-akuntansi.html</p>
	Activity 5: Collaborative Learning	All Grades	**	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, as well as making decision. The youth is also expected to be able to demonstrate their skills in using the technology:</p> <ul style="list-style-type: none"> To understand and explain the concept of collaborative learning To set up a dynamic group To join in the community which has existed To set up a discussion group in learning materials (Final Project of Activity 5) <p>Source from Internet http://www.studygs.net/indon/cooplearn.htm http://ekuator.com/forummizan/index.php http://ksi.plasa.com</p>
3	Language and Communication Activity			
	Activity 1: Writing and printing a school newspaper	All Grades	***	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, think critically as well as making decision. The youth is also expected to be able to demonstrate their skills in using the technology:</p> <ul style="list-style-type: none"> To understand and explain the concept of printing

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
				<ul style="list-style-type: none"> To set up a newspaper club To organize the content To prepare and combine the content and supporting drawing To print a school newspaper (Final Project of Activity 1) Source from Internet: http://www.komputeraktif.com/langkah.asp?tahun=2004&edisi=90&file=langkah2
	Activity 2: Preparing and publishing English poem and short story booklet	All Grades	***	By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, think critically as well as analyze. The youth is also expected to be able to demonstrate their skills in using the technology: <ul style="list-style-type: none"> To understand and explain the concept of poem and short story To practice writing diary To compose an English poem To compose an English short story To prepare a booklet which contain English poem and short story (Final Project of Activity 2) Source from Internet: http://andreasharsono.blogspot.com/2005/02/cara-belajar-menulis-bahasa-inggris.html
	Activity 3: Caricature regarding school activity, social or local problem	All Grades	***	By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, think critically as well as skills to analyze. The youth is also expected to be able to demonstrate their skills in using the technology: <ul style="list-style-type: none"> To understand and explain the concept of caricature To analyze and to contain idea in the drawing sketch To use line and content of the drawing To combine the object as well as drawing in a “canvas”, To conduct technique of animation in the drawing which has been made To make a caricature/animation (Final Project of Activity 3)

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
				Source from Internet http://dana-studio.tripod.com/artikel_fl_c.htm http://www.babaflash.com http://www.cartoonsmart.com
	Activity 4: Digital Graphics	All Grades	***	By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, as well as making decision. The youth is also expected to be able to demonstrate their skills in using the technology: <ul style="list-style-type: none"> • To understand and explain the concept of graphics • To set up a poster • To make a banner • To design invitation card • To make poster, banner or invitation card (Final Project of Activity 4) Source from Internet http://www.gfxindo.com http://www.fotografer.net
4	“Go Toward My Dream Career” Activity			
	Activity 1: Skills in the Workplace	All Grades	***	By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, and think critically as well as making decision. The youth is also expected to be able to demonstrate their skills in using the technology: <ul style="list-style-type: none"> • To conduct brainstorming regarding the important capability in the work • To obtain data regarding the important capability from the local company • To insert the said data into database application • To make/prepare presentation regarding the important capability in the work (Final Project of Activity 1) Source from Internet: http://pembelajar.com/wmview.php?ArtID=313
	Activity 2:	All	***	By following this activity, the Youth is expected to obtain the knowledge, understanding

Unit	Theme/Topic	Age Target	Level of Difficulties	Objectives
	My Dream Career	Grades		<p>and skills to solve the problem, cooperate, and think critically as well as making decision. The youth is also expected to be able to demonstrate their skills in using the technology:</p> <ul style="list-style-type: none"> • To find information regarding vacancy available in the labour market • To determine and set up/stipulate the short term and long term objection • To prepare strategy to achieve the said career/work desired • To make and present the objective, strategy and dreamt career (Final Project of Activity 2) <p>Source from Internet: http://www.ekarir.com http://www.karir.com http://www.jobsdb.com/ID http://www.e-bursa.com</p>
	Activity 3: My Local Company	All Grades	***	<p>By following this activity, the Youth is expected to obtain the knowledge, understanding and skills to solve the problem, cooperate, think critically, analyze as well as making decision. The youth is also expected to be able to demonstrate their skills in using the technology:</p> <ul style="list-style-type: none"> • To collect data of each local company based on the type of company • To collect data of each company on worker/number of workers, gender of worker, level of income, etc.) • To make query of the company based on the type, number of workers, gender of worker, level of income, etc.) • To make a database of local company (Final Project of Activity 3) <p>Source from Internet: http://www.ilmukomputer.com/umum/agus-access.php http://www.pcmidia.co.id/detail.asp?Id=279&Cid=23&Eid=7</p>

Computer and Internet



Unit One

Computer and Internet

Participants: Teenagers who do not want to be left behind with the developments in information and communication technology. They want to know further about everything relevant with the world of computer and internet.

Unit One: **Computer and Internet** introduce the participants about the history of computer, describe about its hardware, its software, performing basic computer operation, selecting and choosing search strategy in the internet in order to find information, to write and process report and presentation, using computer and internet to communicate with other people, and the participants will learn how to make a website in several easy steps.

The main objective of this unit is to provide a basic understanding on information and communication technology, particularly on Computer and Internet. The skill which the participants will get is the skill in putting into application ICT in their life and work environments. The participants will be introduced with the source of knowledge which is called internet. Almost all activities in unit one are related with internet.

Three activities in this Unit One introduce the skill of ICT to the participants so that they will be able to work within a society that depends on technology.

- ***Web-Quest on ICT Skill***
- ***Creating Personal Website***
- ***Creating School Website***

All activities have been designed to give direct experiences for participants. Skills that will be sharpened are the skills they will need in school, workplace, society, and personal life.

Assignments and activities provided in this toolkit are adjusted to conditions in Indonesia. As a result, participants will know more about situations and conditions in Indonesia.

All activities provided in the ICT toolkit are interactive, of which all activities, step by step, will be done by participants such as discussion, brainstorming, presentation, computer practice, research work and data analysing.

Assessment is a process from beginning to the end. All participants' involvement in all activities must be recorded.

Each activity will end by making a final project. This final project can be worked on during outside of the class hour.

Activity 1

Webquest on ICT Skills



Introduction

This activity will take the participants into exploring the internet. This exploration will be guided through by following several activities. By so doing, the participants will no longer need to seek in the online search engine.

What will be explored is the Information and Communication Technology (ICT) skill.

This skill is obtained through participating in the following activities:

- ✓ Describing computer functions, its hardware and its software.
- ✓ Performing basic computer operation.
- ✓ Going through internet exploration.
- ✓ Writing and editing report and presentation.
- ✓ Using computer to communicate with other people.

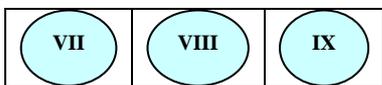


Objectives and Learning Outcomes

The objective of this activity is to arouse and increase the participants feeling of interest in exploring the internet. Aside from that, this activity will also arouse participants learning interest in relation with various things. In the first stage, the exploration will be focused on skill in ICT. Almost all basic skills in the use of ICT are included in this activity. However, when it comes to how far one can get during learning process, this will depend on each of the participants' interest.

By following this activity, the participants are expected to be able:

- To be aware of the benefits of using internet in searching for knowledge.
- To know the basic skills in the use of Information Technology and communication.
- To possess high level of interest and desire in further learning and digging Information in the internet.
- To participate in Micro Teaching in relation with one skill of ICT (finishing project one).



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

ICT Competency

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:

Grade VII, Semester 1

Competence Standard	Basic Competence
1. Understanding the use of information and communications technology and future prospect.	1.1 Identifying various equipment of information and communications technology 1.2 Describing the history of development of the information and communication technology from the past to the present 1.3 Explaining the role of the information and communication technology in daily life 1.4 Identifying various benefits and uses of the information and communication technology 1.5 Identifying various negative impact of using the information and communication technology
2. Familiarizing the basic operation of computer equipment.	Activating the computer in accordance with the procedure Turning off the computer in accordance with the procedure Conducting the basic operation in a operating system systematically

Grade VII, Semester 2

Competence Standard	Basic Competence
2. Practicing the basic skill of computer	Identifying various components of the computer hardware Identifying various software of application program Understanding the usefulness of several program of application Practicing one application program

Grade VIII, Semester 1

Competence Standard	Basic Competence
1. Using word processor software to present information	Identifying the menu and icon in the software of word processor Explaining the function of menu and icon in the word processor program Using menu and main icon in the software of word processor Creating document on simple word processor

Grade VIII, Semester 2

Competence Standard	Basic Competence
2. Using numbers processor software to present information	Identifying the menu and icon the number processor software Explaining the function of menu and icon in the number processor program Using the menu and icon in the number processor of the software Creating document on simple numbers processor

Grade IX , Semester 1

Competence Standard	Basic Competence
1. Understanding the basics of internet/intranet use	Explaining the basic understanding of internet/intranet Understanding the basics of network system in internet/intranet Identifying the size of speed of internet access Identifying the hardware used in the access of internet/intranet Conducting various ways to obtain connection of internet/intranet

Grade IX , Semester 2

Competence Standard	Basic Competence
2. Using Internet to obtain information	Demonstrating the access of Internet in accordance with the procedure Identifying several information serious, which are available in Internet Accessing various sites to obtain information, which is useful.

Life Skills

Also related to the development of life skills, as follows:

Learning Skills	Searching Information	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “ICT Skills Internet Address” sheet to be distributed to the participants



Information and Communications Technology

- Computer Unit which has been installed with the following applications:
 - Internet Explorer (or any other browser)
 - Acrobat Reader
 - Microsoft Office Word

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

The skill in using ICT is often born because of a person’s ability in motivating himself to learn without being continuously accompanied by a teacher or facilitator. In this one particular activity, the participants are trained to understand a computer application only by reading it and discussing it with fellow members of one group. After this, the Micro Teaching will start.

During the Micro Teaching, the followings are some of things that need to be attended to and perhaps should become points of consideration in assessment:

- Answers given are correct or incorrect
- Mastery of the materials
- Ability in presenting the materials
- Interactivity during presentation of the materials
- Ability in troubleshooting
- Etc.

In order to be objective during assessment, pass the assessment matrix sheet to each of the participants, and let each of them evaluate the result of another participant’s work.



Step One: Assigning Groups and Exploration assignments (15 Minutes)



Notes for the Facilitator

This activity will be more managed and performed without being guided by the facilitator. What the facilitator should do in this context is to organize the participants into groups and manage to control the time to be as allocated. On the first step, let all participants be divided into several groups. Try seeing, in the best way you can, that the division into groups would please all participants in one group and that each participant has varying degrees of initial ICT ability. When all participants have been organized into five groups, assign to each group an exploration assignment. The assignment goes as follows (each group has a different assignment):

1. What is the meaning of hardware, software and computer itself?
What must we do whenever we want assemble computer by ourselves?
What are the things to buy?
How can we install a computer's operating system?
2. When a computer has been successfully assembled, then installed with an operational system, how do you turn-on and turn-off the computer in accordance with its correct procedural steps? How do you change the time written in an operation system? How do you change the background and screen saver on a desktop? What are the ways in finding a file or a folder?
3. Our computer will soon or has been connected with the internet. What are the necessary things you need to do to get connected with internet? How do you explore through the internet? When we have found the file we're searching for, how do we retrieve and save keep it? How do you search for an article or a drawing in the internet?
4. Now, we are going to write a report in relation with the assignment that we've carried out. How do you make a document? If we are going to write 100 invitation letters how can we do that fast (Ref: mail merge)? How do you insert a picture, edit the text, and set columns etc., in a document? How do you write a presentation document, giving it a moving effect and then exhibiting it?
5. With the use of internet, we are able to communicate with anyone, wherever and whenever they are. What must we do so that we can communicate like this? What is the meaning of e-mail, chatting, blogs and mailing list?



Step Two: Begin to Explore and Study the Assignment Given (45 Minutes)



Notes for the Facilitator

Distribute to each participant the sheet that is found at last part of this activity, but do it fractionally. After that, let them go through internet exploration in order to answer all the questions distributed earlier. Tell all the participants that the remaining 30 minutes will be used for micro teaching. Micro teaching is a teaching conducted on other group pertaining to what has been studied during the internet exploration.

There are some files that need to be opened by using certain applications. For example, the file extension .pdf, this file must first be opened by using Adobe Acrobat Reader program (may be obtained in: <http://www.adobe.com/downloads/>). Or if the file is compressed (.zip), it must first be extracted by following this procedure. Right click at file extension .zip. Then choose Extract All.



Step Three: Techniques in composing Micro Teaching Presentation (30 Minutes)



Notes for the Facilitator

After completing the internet exploration and then all materials and information needed in answering the questions have been gathered, the facilitator may begin to intercede the discussion with the participants on techniques of compositions which will be taught to other participants that they may know and understand about materials and information they are about to explore in the internet. Try the touch of attractiveness to fully catch the participant's attention during the materials presentation. Also tell the participants that there will be an assessment by using the assessment sheet.



Step Four: Micro Teaching (30 Minutes)



Notes for the Facilitator

During the micro teaching, each member of the group is to be separated and joins again in a new group which members consisting of "alumni" of each group that has been assigned with different internet exploration assignment. When a new group is formed, then the facilitator may begin the micro teaching, where each group member gives an answer to all questions distributed from the beginning of this activity.



Extension

The subject on this occasion is very numerous. For that purpose, it is necessary to have several extensions, among others:

- Outside the time of lesson, request representative of each participant to teach to another participant on what they have learnt.
- If the school provides a computer laboratory as well as internet access, after to the surrounding community about computer course where the instructor is the participant.



Handouts for Participant 1.1

Internet Address on ICT Skills

Describing the function of computer, hardware, and software

- ❖ <http://www.ilmukomputer.com/pengantar/romi-apaitukomputer.php>
- ❖ <http://www.ilmukomputer.com/pengantar/ivansudirman-hardwarekomputer.php>
- ❖ <http://www.ilmukomputer.com/pengantar/ivansudirman-softwarekomputer.php>
- ❖ http://www.oke.or.id/tutorial/Struktur_Komputer.pdf
- ❖ [http://www.oke.or.id/tutorial/Yamta-Merakit%20Komputer\[1\].pdf](http://www.oke.or.id/tutorial/Yamta-Merakit%20Komputer[1].pdf)
- ❖ <http://artikel.webgaul.com/Komputer/merakitkomputer.htm>
- ❖ <http://www.ilmukomputer.com/umum/arifirwansyah-merakit.php>
- ❖ <http://www.kompas.com/kompas-cetak/0209/06/ipitek/mera31.htm>
- ❖ <http://www.komputeraktif.com/laporan.asp?tahun=2003&edisi=57&file=laporan2>
- ❖ http://www.oke.or.id/tutorial/Troubleshooting_Komputer.pdf
- ❖ http://www.oke.or.id/tutorial/Pemeliharaan_Komputer.pdf

Conducting computer basic operation

- ❖ <http://ikc.cbn.net.id/umum/zaki-windows.php>
- ❖ <http://ikc.cbn.net.id/umum/yuhefizar-komputer.php>

Internet searching

- ❖ <http://www.oke.or.id/tutorial/inter-intra.pdf>
- ❖ <http://www.oke.or.id/tutorial/Panduan%20Internet.pdf>
- ❖ <http://www.oke.or.id/tutorial/Cara%20Aman%20Menggunakan%20Internet.doc>
- ❖ <http://www.ilmukomputer.com/umum/yadi-internet.php>
- ❖ <http://ikc.cbn.net.id/umum/yuhefizar-internet.php>
- ❖ <http://www.smu-net.com/main.php?act=ti&xkd=3>

Preparing and editing reports and presentation

- ❖ <http://ikc.cbn.net.id/umum/deddy-word.php>
- ❖ <http://www.oke.or.id/tutorial/7Mencetak%20Dokumen.doc>
- ❖ <http://www.oke.or.id/tutorial/6Membuat%20MailMaerge.doc>
- ❖ <http://www.oke.or.id/tutorial/5Membuat%20tabel%20dan%20kolom.doc>
- ❖ <http://www.oke.or.id/tutorial/4Menggunakan%20Tabulasi.doc>
- ❖ <http://www.oke.or.id/tutorial/3Melakukan%20editing%20sederhana.doc>
- ❖ <http://www.oke.or.id/tutorial/2Mengoperasikan%20Software%20Pengolah%20Kata.doc>
- ❖ <http://www.oke.or.id/tutorial/1Mengoperasikan%20Software%20Pengolah%20Kata.doc>
- ❖ <http://www.ialf.edu/kipbipa/papers/OudaTedaEna.doc>
- ❖ <http://www.kmpk.ugm.ac.id/data/tutorial/Membuat%20Slide%20Presentasi.pdf>
- ❖ <http://ikc.cbn.net.id/umum/yuhefizar-office.php>

Using computer to communicate with other persons

- ❖ <http://www.oke.or.id/tutorial/Yamta~Email%20OKE.pdf>
- ❖ <http://belajarblogger.tk/>
- ❖ <http://bebas.vlsm.org/v10/onno-ind-2/application/education/belajar-internet-melalui-istilah-internet-04-2001.rtf>
- ❖ http://www.sony-ak.com/articles/2/apa_itu_blog.php
- ❖ <http://student.unpar.ac.id/milis/index.htm#Apa%20itu%20Mailing%20list?>
- ❖ <http://balita-anda.com/milis.html>
- ❖ <http://www.smu-net.com/main.php?act=ti&xkd=2>

Activity 2

Creating a Personal Website



Introduction

This activity will explain how to create a personal website through several easy steps. Starting from an explanation about what is meant by a website, the hierarchy and map of a website, arrangement and planning of contents, design and layout; and how to save our website on the Internet or intranet to enable other people to see and read them when and wherever they may be.



Objective and Learning Outcomes

By this activity the participants are expected to gain ability to create a personal website used to display all works done (portfolio) by the participants. The works can be poetry, short story, or tasks as well as works that they have completed. On this personal website, any achievements they have accomplished in the past, the ideals and goals of their lives et cetera, can also be displayed.

The aim of creating the personal website is to enable the participants to collect and appreciate personal works. From the pieces displayed on the personal website, hopefully the potentials and talents of the participants can easily be seen. It is also hoped to facilitate their effort in creating a web based curriculum vitae which is fully filled for use in application for a job.

By joining the activity, the participants are expected to be able:

- To understand the website concept
- To determine the hierarchy or map of a personal website
- To arrange and manage the contents of a personal website
- To determine the design and layout of a personal website
- To create a personal website (Final Project of Activity Two)
- To save and display a personal website on the Internet and/or an intranet



Age Target:

This activity is intended for all grade IX

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

ICT Competence

This activity can be used to intensify the Competence Standard (SK) and Basic Competence (KD) of ICT subject. Specifically the SK, KD which are contained are:

Grade IX , Semester 2

Competence Standard	Basic Competence
2. Using Internet to obtain information	2.1 Demonstrating the access of Internet in accordance with the procedure 2.2 Identifying several information serious, which are available in Internet 2.3 Accessing various sites to obtain information, which is useful.

Life Skills

Also related to the development of life skills, as follows:

Working in small group	Cooperation	Decision Making	Problem Solving	Self Consciousness	Vocational
		✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work, it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “8 Steps in Creating Website” sheet to be distributed to the participants.



Information and Communication Technology

- Computer Unit which has been installed with Microsoft FrontPage 2003 application.
Note:
See the attachment for the instruction on the method of obtaining the above application and installation.
- LCD Projector (if permissible)
Note:
If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Like it is with the works of art, it will be difficult to assess a website, the creation of the respective participants, for they all differ in style and aesthetic judgment in design and website layout.

However, there are technical matters that should be heeded and could be used as material of assessment:

- File management (e.g. keeping prints in print folders, naming files, etc.)
- Aptitude to follow instructions or ready steps
- Good website navigation
- Coordination of layout, text, animation, etc.
- Size of web sheets
- Overall design (web usability);
- Creativity
- Etc.

In order to be objective during assessment, pass the assessment matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: In depth Understanding of the Website (15 Minutes)



Note for the Facilitator

If access to the Internet is available, ask the participants to open the web page <http://www.amperaweb.com>. Amperaweb is an Indonesian owned webhosting company. On it are found a number of tips and tricks for creating a website as well as the procedure to conduct web hosting registration, to register the domain, and save files in the server.

The following is a definition of the term *website* taken from www.amperaweb.com/apa_itu_website.php

DEFINITION OF WEBSITE

What is meant by website?

Basically a Website is a method of presenting yourself on the Internet. Your Website is a place on the Internet, whoever may be in this world could visit it, at any time they could get to know you, present your questions, give you input or even come to know of and buy your product.

The Internet is like a big trade center in the world and your Website is one of the Shops/Kiosks in that trade center.

Why do you need a Website?

Five years ago one owns a Website just for prestige.

Two years ago one owns a Website only because it was trendy.

Today owning a Website is a must.

All people use the Web for everything from schoolwork to making orders for food because the process is speedy, cheap, convenient & satisfying! You do not need to leave your table. In fact, even people who are shoppers look for the products they want on the Web. Now they are trying to find your product or service, the first place they seek is on the Web – and if they do not find your product and service on the Web, most likely they will find your competitor who already owns a Website!

What can be done with the presence of a Website?

Your Website can be used to serve various tasks, for example:

To make announcements or notifications.

To provide services to your Customer.

To get inputs from your visitors/customers.

To share and distribute files and photos.

To communicate directly with your Customers on any other sides of the world.

And, of course, to sell your product and service. Perhaps the above still sounds like not attractive enough, but don't forget that you can do the above to the whole world any time .. during the day or the night at a very cheap cost!

How does a Website work?

A Website is a mere collection of files placed in a computer that is connected to the Internet. When someone visits your Website, he actually is only connected to a computer and the computer (which is later called a Server) provides him with the file he wants to see.

This sounds simple, but generally an ordinary computer does not have the power and the software necessary to respond to all the requests of the visitors of your Website. And although your computer/server can, your computer will still need a connection or access to the Internet which is mighty fast to serve the number of visitors to your Website.

Generally a small company is incapable of running a Web Server and here comes the need for Web Hosting!

How do you create a Website?

To have your own Website will need a Website Address, namely a Domain Name and the service of a Computer/Server to store your data, that is the Web Hosting Service.



Step 2: Creating a personal Website (90 minutes)



Note for the Facilitator

Distribute the “Creating a Website in 8 Steps” paper to the participants. Make sure each of the participants already has the paper.

Before starting the activity, make sure the participants don't open any other application. If anyone is opening the Internet or any other applications, have it shut down. Full attention is necessary from the participants to follow this activity so that none of them will get confused.

Assist the participants if they get confused. Don't give too much help, let them discover for themselves what their problems are. With more participants making trials and errors, the faster they will understand a material.



Handout for Participant 2.1

8 Steps in Creating Website

To create a website, please follow the following easy steps. There are a few prints in this tutorial to prime your ability to read and your aptitude to follow instructions. So, please follow the instructions☺. Good luck!!

1. Open Microsoft FrontPage. (2 Minutes)

Click the **START** button -> **All Programs** -> **Microsoft Office** -> **Microsoft Office FrontPage 2003**.

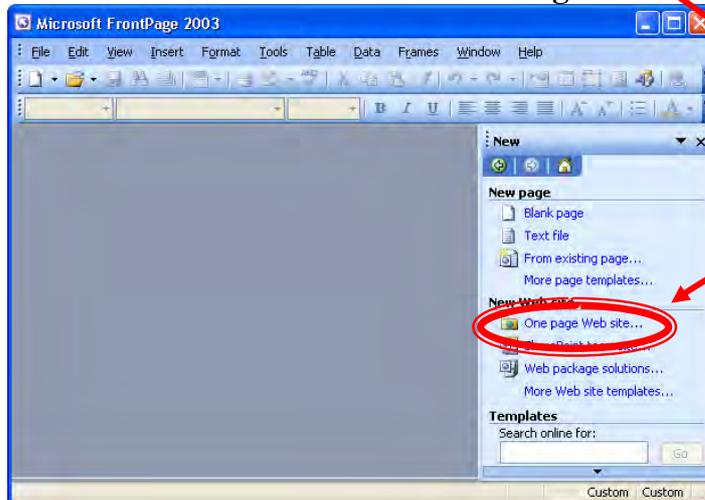


Notes for the Facilitator

Do not rush, use the allocated time well. Be careful lest you get trapped too long in just one step. If the allocated time is up, move immediately to the next step. If there is still time left, ask around and assist those who were not yet done.

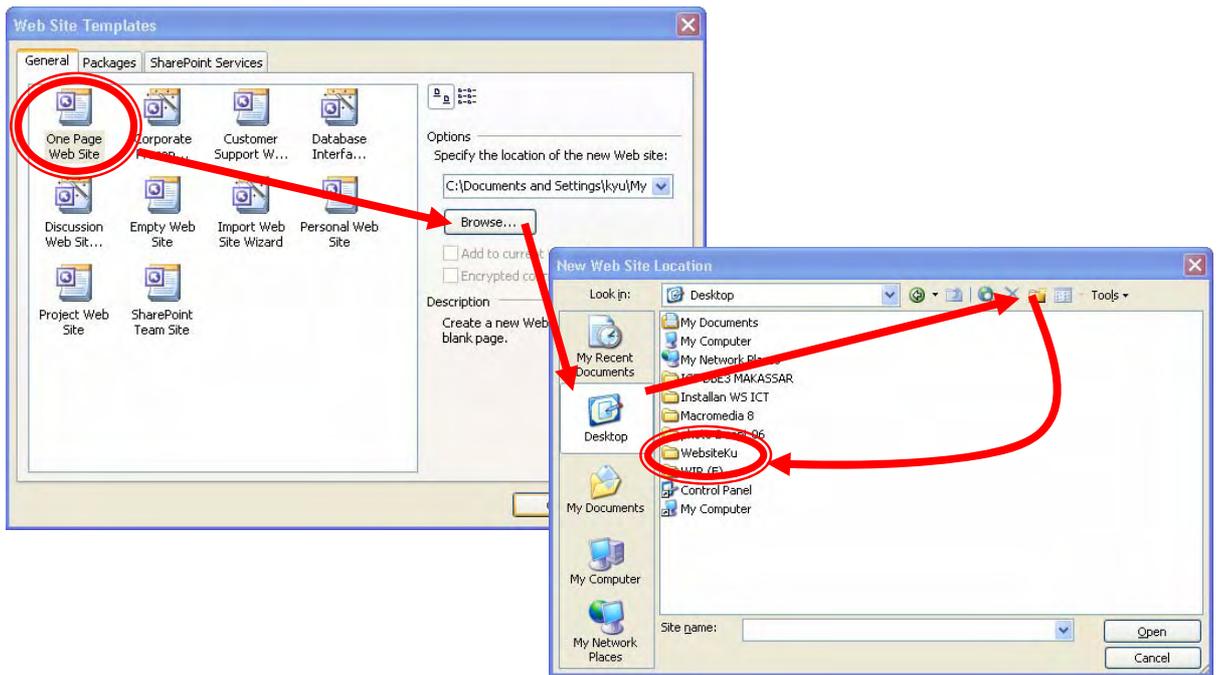
2. Create a New Website. (3 Minutes)

Click the menu **File** -> **New...** -> **One Page Website**



3. Make a Folder for Keeping Websites. (5 Minutes)

Click the display **One Page Website**. Then click **Browse**. Click the **Desktop** display (on the left side). Make a new folder and named it **WebsiteKu (My Website)**. Then click the WebsiteKu folder twice and push the **OPEN** button, then push the **OK** display.

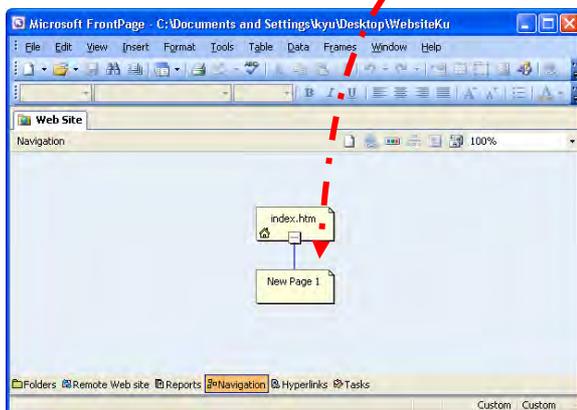
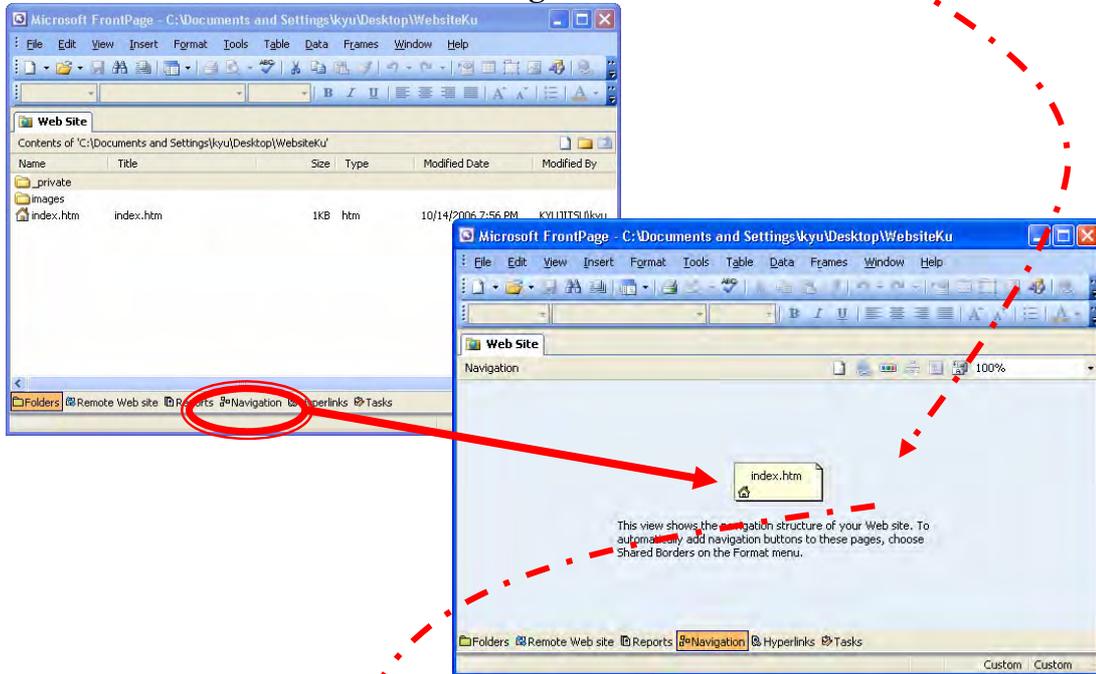


Notes for the Facilitator

In step 3, make sure that all participants keep their folders in the designated place. It is important to watch over this as the participants often forget where they kept their folders.

4 Site Structural Design (Navigation). (25 Minutes)

- Push the **Navigation** display. Right click the box on which is displayed **index.htm** Then select **New Page**.

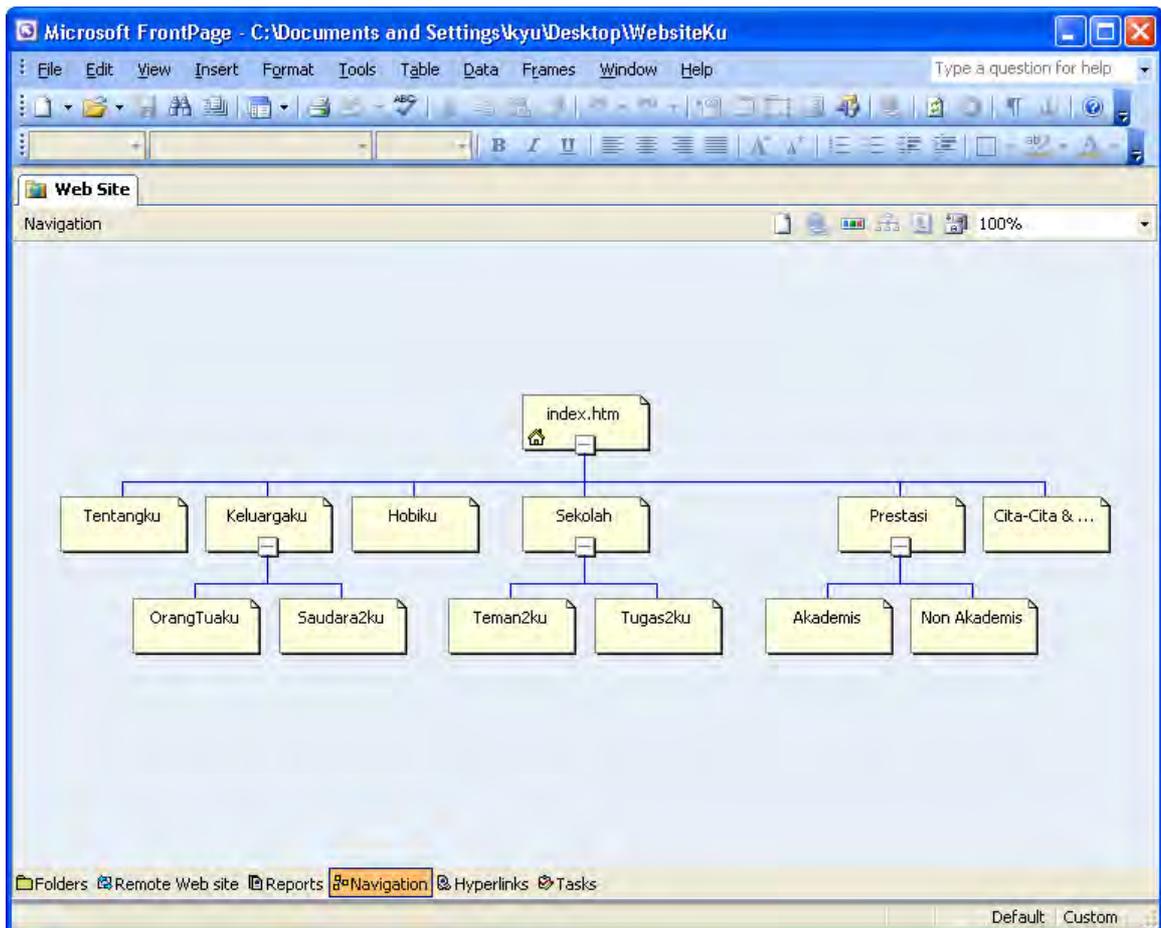


After the new page emerged, right click the printed **New Page 1** and select **Rename**. (*Do not click twice!!*) Change that name to **"Tentangku"** ("**About Me**"). Then create the sites structure like the print on the next page.

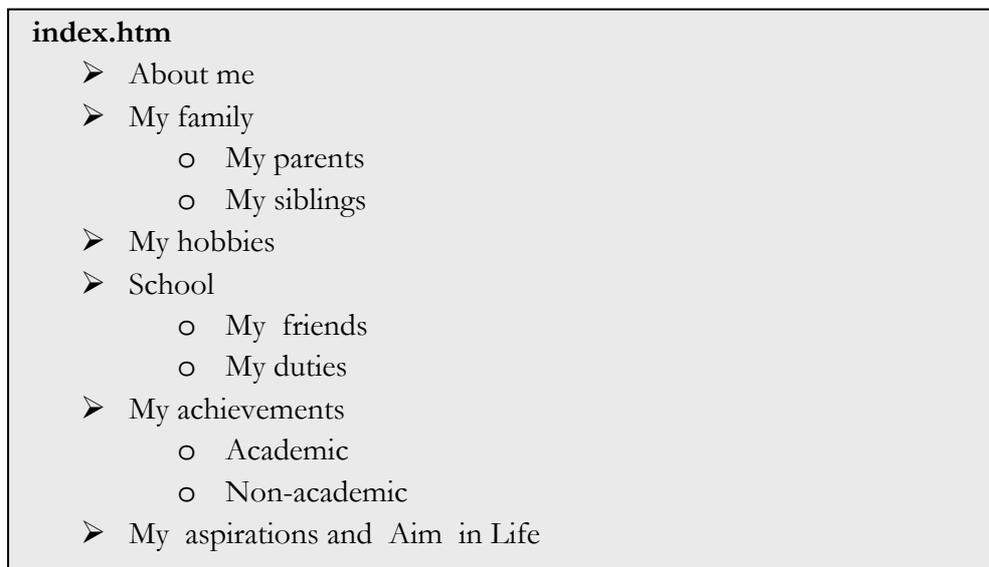


Notes for the Facilitator

Participants are allowed to create website maps/ hierarchy according to their respective desire. However, it is recommended that for the initial stage they follow the given example of the website map/hierarchy.

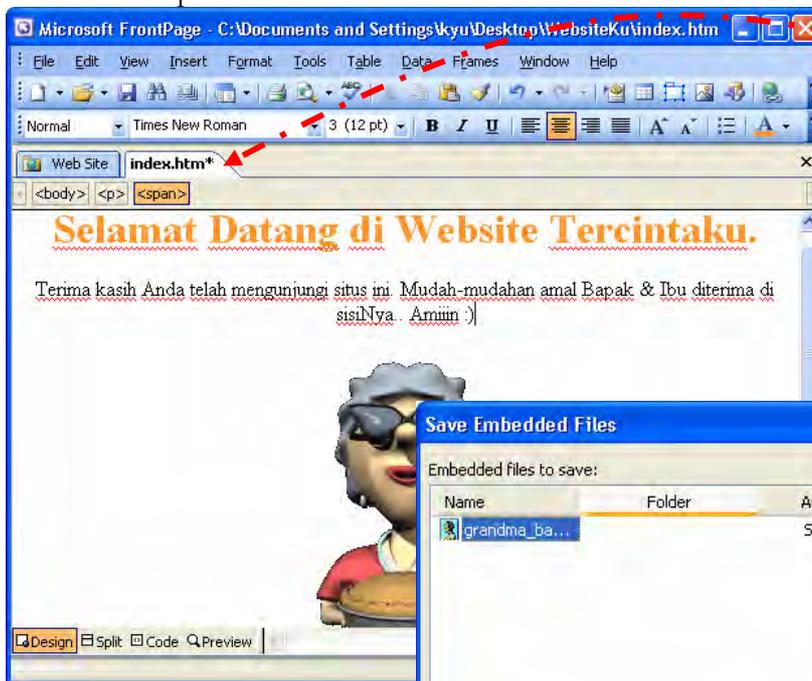


The above figure shows **sites map or website hierarchy**. On the top part there is “index.htm”. This page is the main page of website, the page which is first presented when we visit a website. The following is the detail of WebsiteKu sites map:

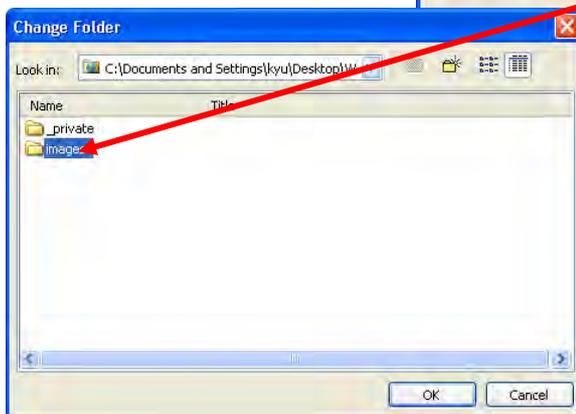


5. The contents of website pages. (30 Minutes)

Click **index.htm** twice. Then enter an expression of welcome, of thanks, briefly explain what the website holds, etc. **Be Creative!!** ☺ Insert images, Flash animations, alter text, create marquees, etc. Make them as nice and as attractive as possible.



Note the sign * This means that the page has not been saved yet. Be sure to always save them!! The sign * will not appear if the page were saved.



The above window will appear when the page shows a images or Flash animation. Don't worry, it is just file management (file tidiness). Because what we are keeping are images, keep them in the **images** folder (click twice). Then push the **OK** button.

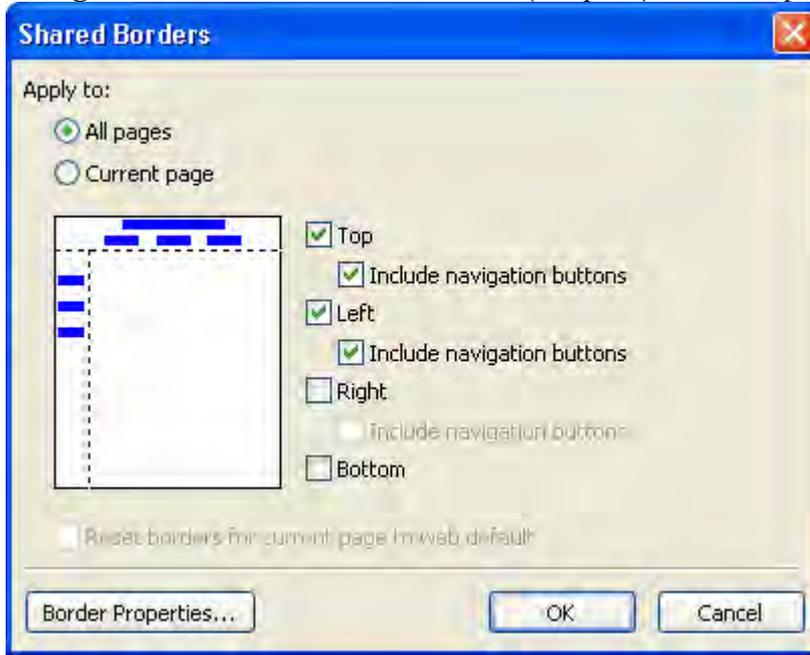
Note for the Facilitator

Step 5 is given the most of the available time. Impart to the participants tips and tricks for colouring, letter sizes, entering prints, flash animation, etc. Attention should also be given to the size of the print files. Don't make them too large for this will slow down the loading of the website.

6. Create a Navigation Menu. (5 Minutes)

This navigation menu is to facilitate moving from one page to another. Do these steps please.....

Click menu **Format -> Shared Borders**. Select **All Pages**, select **Top, Include Navigation**, select also **Left, Include...** (See print). If done, push **OK**.



Note:

To activate the **Shared Borders**. Select the **TOOLS -> PAGE OPTIONS ->** select tab **AUTHORING ->** tick off **SHARED BORDERS**. Then push **OK**.



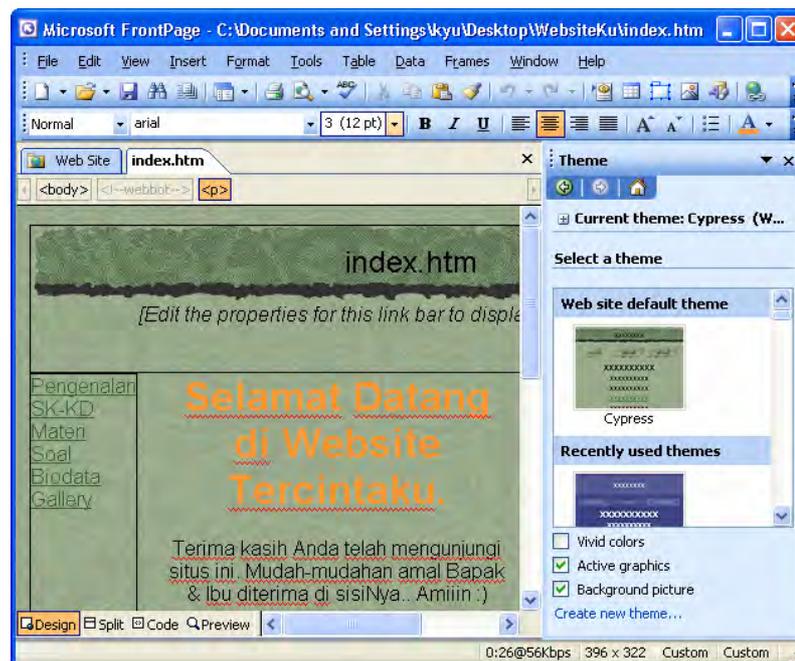
Note for the Facilitator

Creating the navigation menu by using the shared borders is the quickest step in linking one page to another. If there is time, show the different ways of hyperlinking one page to another.

7 Designing a Theme. (10 Minutes)

- To adorn our page, we will furnish it with a **THEME**, a design packet prepared by Front Page. We can choose a **THEME** out of tens of Themes. Moreover, we can download from the internet.

To apply the **THEME** to our page, we will do the following:
Select the menu **Format -> Theme....** Select the Theme you want. Push the arrow button at the side of the theme to elect whether to apply the theme to the whole website page, or only to that particular page. For this tutorial, we choose **Apply as Default Theme**, then push **Yes**.



CONGRATULATIONS!! Your Website has been successfully created!! 😊



Note for the Facilitator

Explain to the participants that these frontpage themes are easily available on the internet. Explain also that we can create these themes ourselves according to our wishes. Make it as nice and as attractive as can be, but remember! Note the size of the pages, do not have them too large for this will impede access to the website.

8. Upload Website!!! (15 Minutes)

After we finished creating the website, we must store the website in the server at the internet (the impressive term is **WebHosting**) so that our website can be seen by anyone, anytime, anywhere.

There are several steps to be taken for keeping the website in the internet, including:

1. Using Front Page Extensions (Publish Web)

This second method is not quite easily done. Easy because all you have to do is push the **File->Publish site** menu.. Select **Frontpage or Share Point Services**, then enter the registered website address, then push **OK**. When requested, enter user name and password.

The image shows a screenshot of Microsoft FrontPage. The 'Remote Web Site Properties' dialog box is open, with the 'Publishing' tab selected. Under 'Remote Web server type', 'FrontPage or SharePoint Services' is selected. The 'Remote Web site location' is set to 'http://iqbalfir.netfirms.com'. The 'Publish Web site' button in the bottom right corner of the FrontPage window is circled in red. A text box with a red arrow points to this button, containing the text: 'To upload, just push the **Publish Website** button. Then wait until all files are sent to the sever.'

CONGRATULATIONS!!

To see your website in internet, type the address given by the netfirms.

Example:

<http://iqbalfir.netfirms.com>

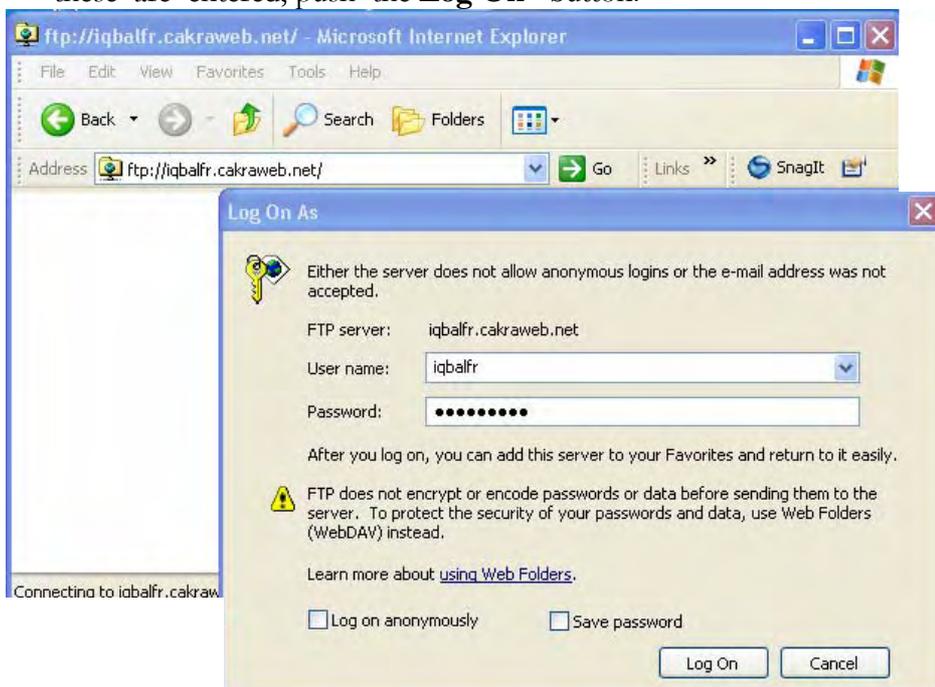


Note for the Facilitator

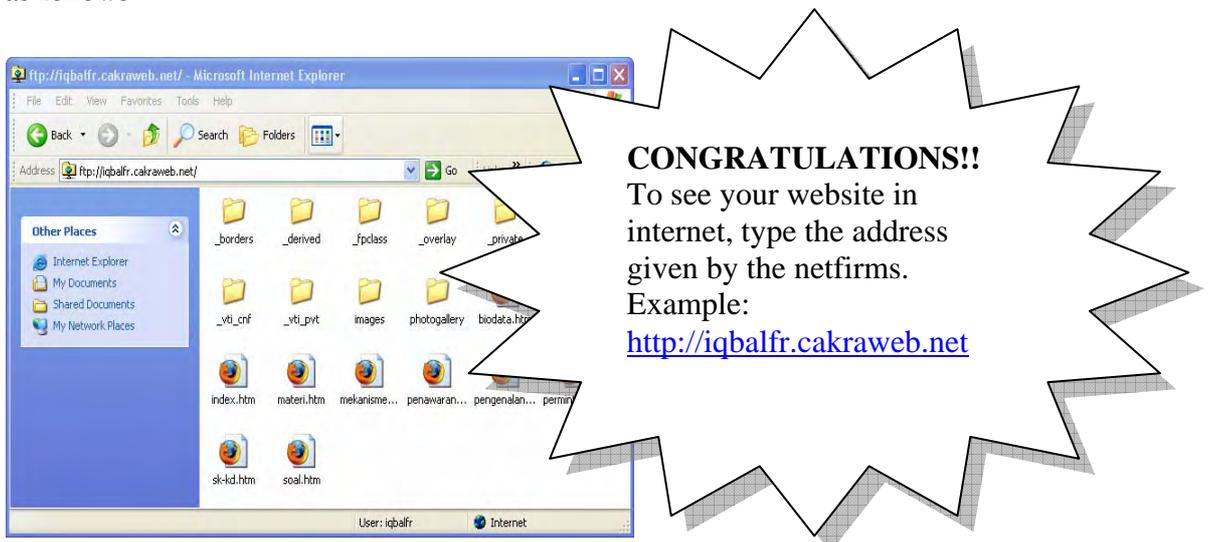
One of the webhostings that provides free FrontPage Extension services is www.netfirm.com. If the internet connection is available, guide the participants to enroll in that webhosting. Remember to choose the FREE one. 😊. FrontPage Extensions enable us to have guest books, feedback, counter hits, etc., easily.

2. Using FTP (File Transfer Protocol)

Open **Internet Explorer**. Type the ftp address at the **Address Bar**. An example: <ftp://iqbalfr.cakraweb.net>. Then enter **username** and **password**. After these are entered, push the **Log On** button.



After entered into the cakraweb server, put a **copy** of the contents of WebsiteKu folder into the cakraweb server. If the copied file were going well, it will be shown as follows.



3. Using the File Manager provided by webhosting

The third method appears in different presentations depending on the respective websites. The File Manager facilitates a direct upload from the browser without using the FTP program or the FrontPage itself.



Note for the Facilitator

There are many free webhosting sites that provide these services. Point out one or several webhostings that provides these services. A File manager is also provided in webhosting www.netfirms.com. To seek free webhosting, type the keywords **free webhosting** in www.google.com. Hundreds and even thousands of free webhosting addresses will appear. Have a try! 😊



Extension

The work we have done forms the basis of the website we created. For further developments, the following are suggested:

- Add several web components provided by FrontPage, such as marquees, interactive buttons, and hit counters (hit counters and several web components at FrontPage are called WebBot. Be sure that those webhostings have FrontPage Extensions)
- Add the “guest book” page to record whoever has visited the website and the comments they wrote.
- Add the picture gallery page to include personal , family, friends, school pictures, etc. (a picture gallery constitutes one of the Web’s and FrontPage’s components).

Activity 3

Creating a School Website



Introduction

This activity shall explain how to create a school website. The steps to be taken correspond to the ones taken for the creation of a personal website. However, creating a school website requires good group-cooperation, and it will be more specialized. If in creating a personal website everything were done by a single person, the creation of a school website requires good group-cooperation, and it will be more specialized. The creation of a school website requires several persons gathered in one group, each member of the group possessing a different skill.



Objectives and Learning Outcomes

It is hoped that this activity will enable the participants to create a school website to be used for presenting the school's profile, i.e. its mission and vision, activities, achievements, database of the entire civitas academica, announcements, posters of the works of the students, etc.

The purpose of creating this school website is to establish the ability of the participants to cooperate with each other and the ability of coordinating with the school administrator. By merging several skills in a single group, the participants may get a sense of the condition of the working world which is filled with all kinds of people possessing various skills.

By participating in this activity, participants are expected to be able to:

- Form a group and share duties
- Plan the creation of a school website
- Determine a hierarchic or personal web map
- Organize and manage the contents of a personal web
- Determine the design and layout of a personal web
- Create a personal web (End Project of Second Activity)
- Store and present the personal web in the internet and/or intranet



Age Target:

This activity is intended for grade IX

**** Level of Difficulty

The level of difficulty of this activity is **four stars**. The same as that of a general with four stars, this activity is quite difficult.



Links to the Curriculum

ICT Competence

This activity can be used to intensify the Competence Standard (SK) and Basic Competence (KD) of ICt subject. Specifically, the SK, KD which are contained are:

Grade IX , Semester 1

Competence Standard	Basic Competence
1. Understanding the basic of internet/intranet use	1.1 Explaining the basic understanding of internet/intranet 1.2 Understanding the basics of network system in internet/intranet 1.3 Identifying the size of speed of internet access 1.4 Identifying the hardware used in the access of internet/intranet 1.5 Conducting various ways to obtain connection of internet/intranet

Grade IX , Semester 2

Competence Standard	Basic Competence
2. Using internet to obtain information	2.1 Demonstrating the access of internet in accordance with the procedure 2.2 Identifying several information, which are available in Internet 2.3 Accessing various sites to obtain information, which is useful.

Life Skills

Also related to the development of life skills, as follows:

Working in small group	Cooperation	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work, it can be adjusted to the needs.

(Because this is a joint project, give the opportunity from two to three weeks to complete the school website.)



Required Materials

- Blackboard
- Stationary
- Photocopy of “8 Steps in Creating Website” sheets to be distributed to the participants.



Information and Communication Technology

- Computer Unit which has been installed with Microsoft FrontPage 2003 application.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Like it is with the works of art, it will be difficult to assess a website the creation of the respective participants, for they all differ in style and aesthetic judgment in design and website layout.

However, there are some technical matters that should be heeded and could be used as material for assessment:

- File management (e.g. keeping print files in a print folder, naming of the file, etc)
- Aptitude to follow instructions or the available steps
- Good website navigation
- Arranging the layout of prints, text, animation, etc.
- The size of web sheets
- Overall design (web usability): would it be easy or not for visitors to understand the context of the website.
- Creativity
- Group collaboration
- Etc.

In order that the assessment is objective in nature, give the matrix of the assessment sheet to the respective participants, and leave them to assess the work of the other participants.



Step 1: Forming Groups (10 minutes)

In creating a Website, at least three skills are combined in one group. The first is that of **Web Designer**: his/her task is to design the layout, colouring, website theme, and so on. The core of his/her task is to beautify the page in order to attract visitors and make them feel comfortable visiting the Website.

The second is the skill of a **Web Developer**: his/her task is to create and manage the database and the codes found on the Website. With the presence of the web developer, the web designer does not have to create tens of web pages, enough with only certain codes tens and even hundreds of pages can be formed automatically. The database such as a guest book, contacts list, inventory, students profile etc. are few of the job of the Web Developer.

The third skill is that of **Web Manager**: his/her task is arranging and coordinating all members of the group. It is also his/her task to determine the website contents, and to decide what messages are to be conveyed to visitors. It can be said that the web manager is the leader of the website creating project.



Note for the Facilitator

Divide the participants into several groups, each group having at least the three major skills. Determining what the task of participant A will be can be done through several ways.

The first method is by seeing the results of their work in the activity of creating a personal website. It will be seen which participant will suit as the web designer. Then to pick out the web developer, it will be seen if he prefers to make web components such as a guest book, hit counter, etc. For a web manager, this will be seen from the daily activities of the participants.

The second method is presenting a questioner about Multiple Intelligences. It will be seen which way is the intelligence tendency of a participant. If he inclines to have a visual intelligence, he is a web designer; if the tendency is toward logical-mathematical intelligence, he is suitable for the web developer; and if his tendency is to have interpersonal intelligence, he will be the right one for the web manager. (Questioner is available in attached paper.)



Step 2: Planning (10 minutes)

A proverb says, *failing to plan is planning to fail*. We need to observe a number of things in creating a Website. Among these are:

- Goal – What actually do we want to convey or to achieve?

What are the indicators of having a successful website?

- Visitors Target – Which groups do we aim at? E.g.: *parents, youths, high school and university students, the elites, consumers, etc.*
- Content – Just what materials are to be displayed on the website that will attract the interest of visitors and achieve our goal?
- Resources – How much time and money are provided to create and manage our website?



Note for the Facilitator

Give as much time as needed for the participants to make an analysis of the website creation. Give inputs if there are things the participants still do not understand.



Step 3: Understanding the benefit of a School Website (10 minutes)



Note for the Facilitator

If Internet access is available, ask the participants to open the web page <http://www.amperaweb.com>. Amperaweb is an Indonesian owned webhosting company. On it are to be found a number of tips and tricks of creating a website as well as the procedure of web hosting registration, registering a domain, saving a file in a server.

The following is the benefits of owning a website taken from http://www.amperaweb.com/saatnya_memiliki_website.php

IT'S TIME TO OWN A WEBSITE

The Internet began to spread and grow busy in 1995. The rise in number of Internet users occurred in the whole world including Indonesia. Then in 1998 numerous dotcom companies began to develop with offers of various information. The increase of websites on the Internet makes the Internet a global information vehicle.

By owning a website on the Internet you can:

Widen Your Promotion Space

In addition to catalogue, brochure and advertisement in the print media, by owning a website on the Internet you can expand your promotional network. For your fans or would-be customers can see information on your website anytime and anyplace.

Facilitate Communication

You can get into two-way communication with your customers or would-be customers by the Internet through email or contact information available on your

website. Thus two-way communication is made more convenient. And the ongoing communication is very efficient.

Interacting

With the website, you can interact with your website visitors. The interactions made possible are such as arena for sale-purchase transactions, forum of discussions, file upload and download and the like. Therefore your website will not only be presenting information but more than that and the benefits can be felt.

e-PR (electronic Public Relations)

Widening the communication reach of your Public Relations team. At present many companies utilize the Internet as an effective, fast and wide channel to build relationships between the market and the business company.

Brand Imaging

You can build the image of your company's brand or product through the Internet which is an expansive market reaching the whole countries of the world.



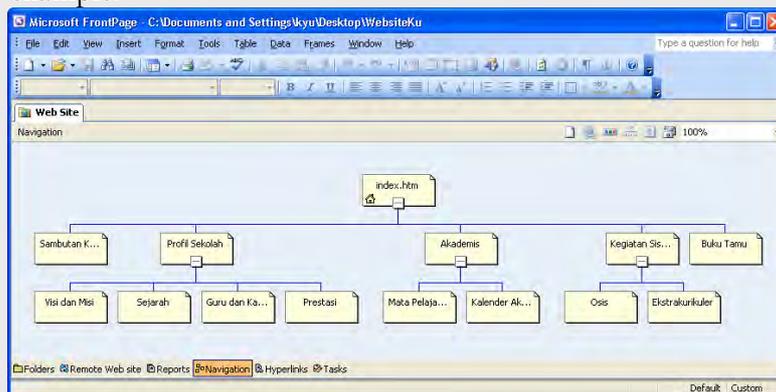
Step 4: Creating a School Website (90 minutes)



Note for the Facilitator

Distribute the “Creating a Website in 8 Steps” sheet to the participants (found in the “Sheets for Participants in Activity 2”). All the steps of creating a website are the same, but in Step 4 – Navigation there's a little difference. See the example of navigation given below:

For this website hierarchy/map, the participants are allowed to make for themselves on the basis of their respective wishes. However, in the first stage, it is suggested to follow the website hierarchy/map as given in the example.



The diagram above shows a **site map or website hierarchy**. On the top part there is “index.htm”. This page is for the front page of the website, the first page displayed when we visit a website. The following is the details of the site map of WebsiteKu:

index.htm

- Remarks of the School Principal
- School Profile

- Vision and Mission
- History
- Teachers and Employees
- Achievement
- Academic
 - Subjects
 - Academic Calendar
- Students' Activities
 - OSIS (School Intra-Students Organization)
 - Extracurricular
- Visitor Books

Before carrying out this activity, ensure that all participants do not open other applications, immediately stop. Full attention is needed from the participant to follow this activity in order that the participant does not undergo confusion.

Help the participants, if they feel confused. Don't give them many aids, let the participants find themselves what become their problems. The more the participants conduct tests and trials, the faster they understand a subject.



Extension

The activity which has been completed is creating a website for a third party, in this case the school. To make a further development, the following are suggested:

- Give to the participants web form and cooperation contract. Let them form their group as well as let them seek their own clients. Under this activity the participants will feel the condition of real world. And if there is an interested client, all service pay for the creation of website is owned by them. (the form and example of contract are included inside the CD)

Information and Communication Technology for Learning



Unit Two

Information and Communication Technology for Learning

Participants: Young people who want to improve their capability in understanding and memorising one subject, to study with easier way and fun, and to study how the brain works.

Unit Two: **ICT for Studying** helps participants in studying activities such as learning of how to use mind map and Flash Card to ease understanding and memorisation. Participants will explore internet to take animation of science process and include it to a study material. Participants will also be introduced with the benefit of number process application to learn to manage finance. In the last activity in this unit, participant will try to collaborate with other people through internet.

The main purpose of this unit is to help participants in learning process. Participants will learn how the brain works, so that it will be easy for them to understand a lesson. Participants also will learn to memorize fast, and to use helping equipment of Information and Communication Technology.

The time length in this Unit Two will ease the participants' learning process.

- *To learn how to use Mind Map*
- *To Memorize with the help of Flash Card*
- *Animation of Science Process*
- *To Learn finance with using Worksheet*
- *Collaborative learning*

All activities have been designed to give direct experiences for participants. Skills that will be sharpened are the skills they will need in school, workplace, society, and personal life.

Assignments and activities provided in this toolkit are adjusted to conditions in Indonesia. As a result, participants will know more about situations and conditions in Indonesia.

All activities provided in the ICT toolkit are interactive, of which all activities, step by step, will be done by participants such as discussion, brainstorming, presentation, computer practice, research work and data analysing.

Assessment is a process from beginning to the end. All participants' involvement in all activities must be recorded.

Each activity will end by making a final project. This final project can be worked on during outside of the class hour.

Activity 1

Learn How To Use Mind Map



Introduction

This activity will explain what mind map is and how to implement it. Mind Map can be used to ease participants in studying or memorizing one subject's topic. Mind Map also will ease participants to do planning, in studying as well as in life.



Objective and Learning Outcomes

With this activity, participants will be able to manage thoughts in their mind. With the help of mind process application, thoughts and concepts managed can be done easily. The mind map will ease the understanding as well as memorizing a discussion topic. It also can be used to plan, make decision and solve problems.

By doing this activity, participants are expected to:

- Understand what mind map means
- Understand tip and tricks to make mind map
- Create a mind map
- Present the mind map created by them (Final Project of Activity 1)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

ICT Competence

This activity can be used to intensify the Competence Standard (SK) and Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:

Grade VII , Semester 1

Competence Standard	Basic Competence
2. Understanding the use of information and communications technology and future prospect	1.6 Identifying various equipment of information and communication technology 1.3 Explaining the role of the information and communication technology in daily life. 1.4 Identifying various benefits and uses of the information and communication technology.

Life Skills

Also related to the development of the life skills, as follows:

Learning skill	Planning	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work, it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “Tips & Tricks in Creating Mind Mapping” sheet to be distributed to the participants.



Information and Communication Technology

- Computer Unit which has been installed with MindMapper Jr application.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Mind Map is one of ways to ease to memorize. Certainly, each individual has a different way of memorizing something.

But, there are some technical matters that need to be considered that that might become a data for making an assessment:

- Selection of Key Word
- Colouring
- Using of drawing

- Association among thinking
- Creativity
- Etc..

In order to be objective during assessment, pass the assessment matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: To understand mind map concept (10 Minutes)



Note for the Facilitator

If there is an internet access, ask participants to open the website <http://www.sekolahindonesia.com>. “SekolahIndonesia.com” is educational portal containing data of all schools and students that have become members of “Proyek Sistem Informasi Akademik **Sekolah Online**” completely and detail. Through this website, parents, students and teachers can see academic data of students such grade, absence, conduct, and school data and matters, school activity, library, educational articles and other school information by using login code and password given.

Beside being able to see academic data in internet, members of “Proyek Sistem Informasi Akademik **Sekolah Online**” also receives data transmission through SMS, e-mail and printed academic report. Therefore, now, teachers and parents together can observe and monitor all children development while they are in school easily and fast.

The following is an explanation on mind map created by one of school students. The full address is:

http://www.sekolahindonesia.com/sidev/NewDetailArtikel.asp?iid_artikel=16&cTipe_artikel=2

Mind Mapping

Mind Mapping is a method of learning a concept discovered Tony Buzan. This concept is based on the way of our brain to keep information. A research result show that our brain does not keep information in boxes of nerve cells laid in a row neatly but they are kept in nerve cells having many branches which look like tree branches. From this fact, we can conclude that if we keep the information like how our brain works, the information saved in our brain can be kept better and of course the final result is that our studying process will be better.

Through the above explanation, it can be concluded the way of Mind Mapping works is to write down the main theme as a central/mid point and to think branches or sub-themes coming out of the central point and to look for the relationship between the sub-themes. That means that every time we study something, our focus will be directed to topic of the main theme, important points of the main theme that we are now studying, the development of each important point and to look for the relationship of each point. By doing this way, we can get a picture of what we have known and which area that have not been handled well.

Some important things in making Mind Mapping are listed below:

1. Make sure that main theme is located in the center

For example, if we are studying history of Indonesian independence, the main theme is Indonesian History.

2. Form main theme, sub-themes related with the main theme appeared will be appeared

From main theme "Indonesian History ", sub-themes can consist of: Period, Area, Form of the Independence, etc.

3. Look for the relationship between each theme and underline it with a line, color or symbol

From each first sub-theme, second sub-theme will appear, third and so on. Then, next step is to look for the existing relationship among each sub-theme. Use line, color, arrow or branch and other symbol forms to show the relationship among those sub-themes. This relationship patterns will help us to understand the topic that we are reading. Beside that, the Mind Mapping that has been modified with symbols and marks that we like, will be more beneficial compared with Mind Mapping that "lack of colors"

4. Use capital letter

Capital letters will encourage us to only write important points in Mind Mapping. Beside that, to read a sentence in a picture will be easier if they are in capital letters compared to in small letters. The use of small letters can be used for points that function to explain key points.

5. Make Mind Mapping on plain paper and avoid editing process

The idea of Mind Mapping is so that we think creatively. Therefore, use plain paper and don't be tempted to modify Mind Mapping at the beginning. Because if we do the modification at early stage, our focus will often be changed that slows down the absorbent of the theme's understanding that we are studying.

6. Live room to add themes.

The useful Mind Mapping is usually the one that has been added with additional themes and modified several times for a period of time. After drawing the first Mind Mapping, usually we will add information, write questions or mark important points. So, live space in Mind Mapping paper to add themes.

Sender: Cinthya Dewi | Email : - | cinthya@hotmail.com



Step 2: Explanation of Mind Mapping (10 minutes)



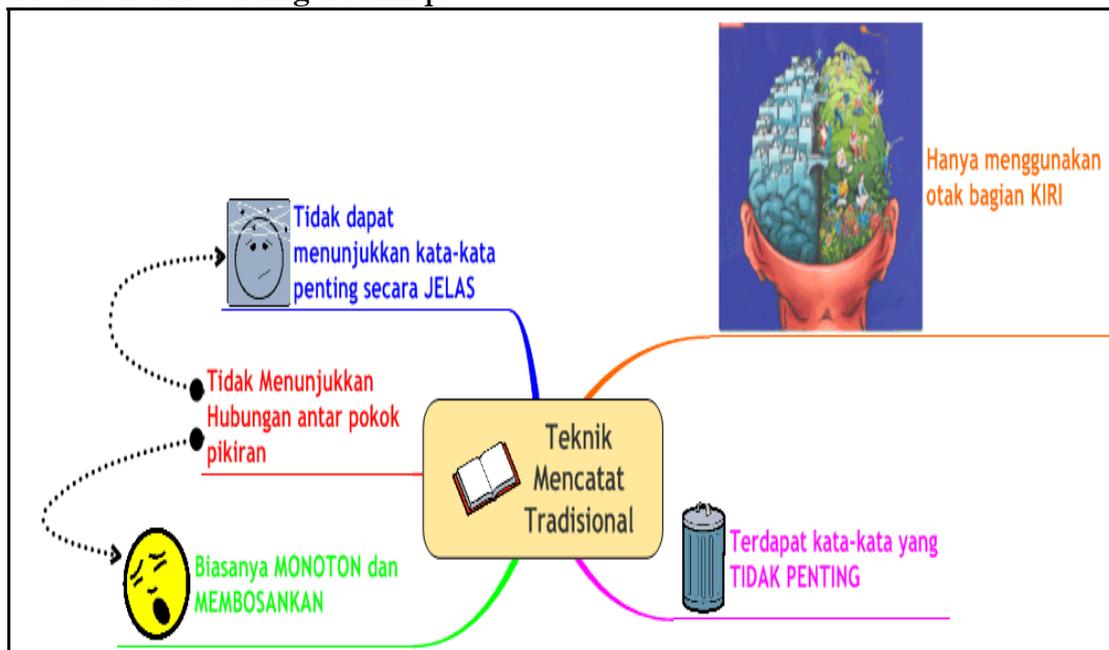
Note for the Facilitator

Because this material is about Mind Mapping, use mind mappings in explaining all concepts of mind mapping. Beside showing examples of Mind Mappings that has been done, the teaching using mind mapping eases participants to understand and remember the concept and idea.

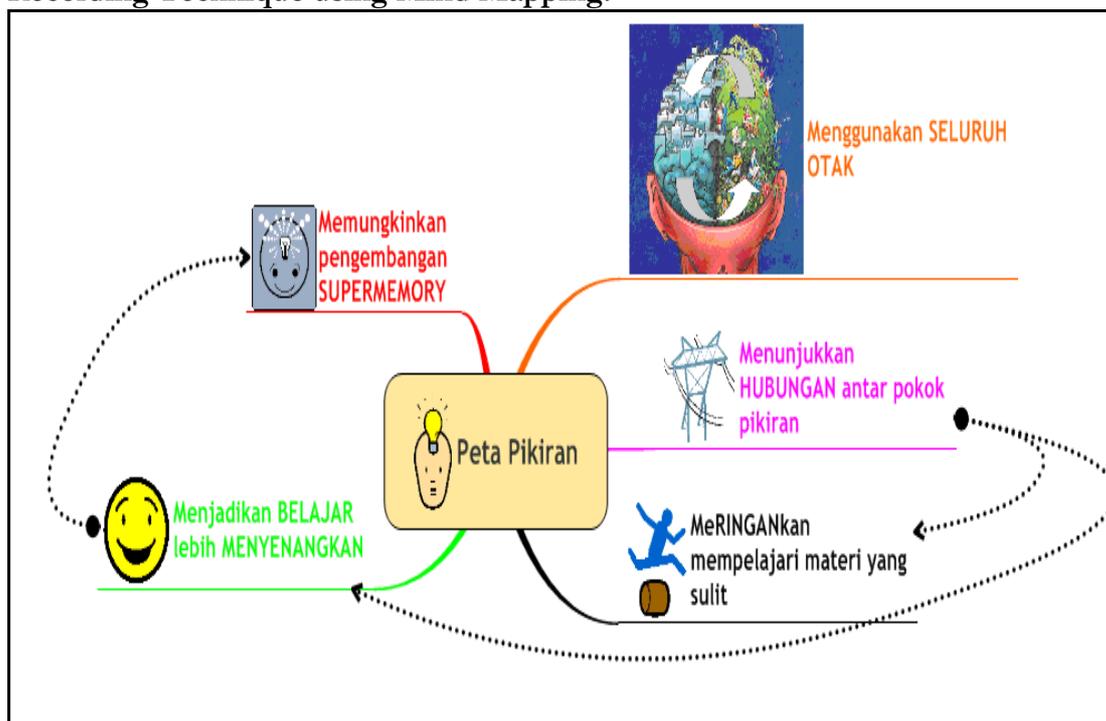
For the first five minutes, explain about the weakness of traditional note taking and the benefits of using mind mapping. If time allows, ask participants to tell their difficulties in traditional note taking or perhaps its benefits. On the other hand, let participants tell the benefits and weaknesses of taking notes with using mind mapping.

Ideas that given by participants should be written down on the chalk board by using mind mapping.

Traditional Recording Technique:



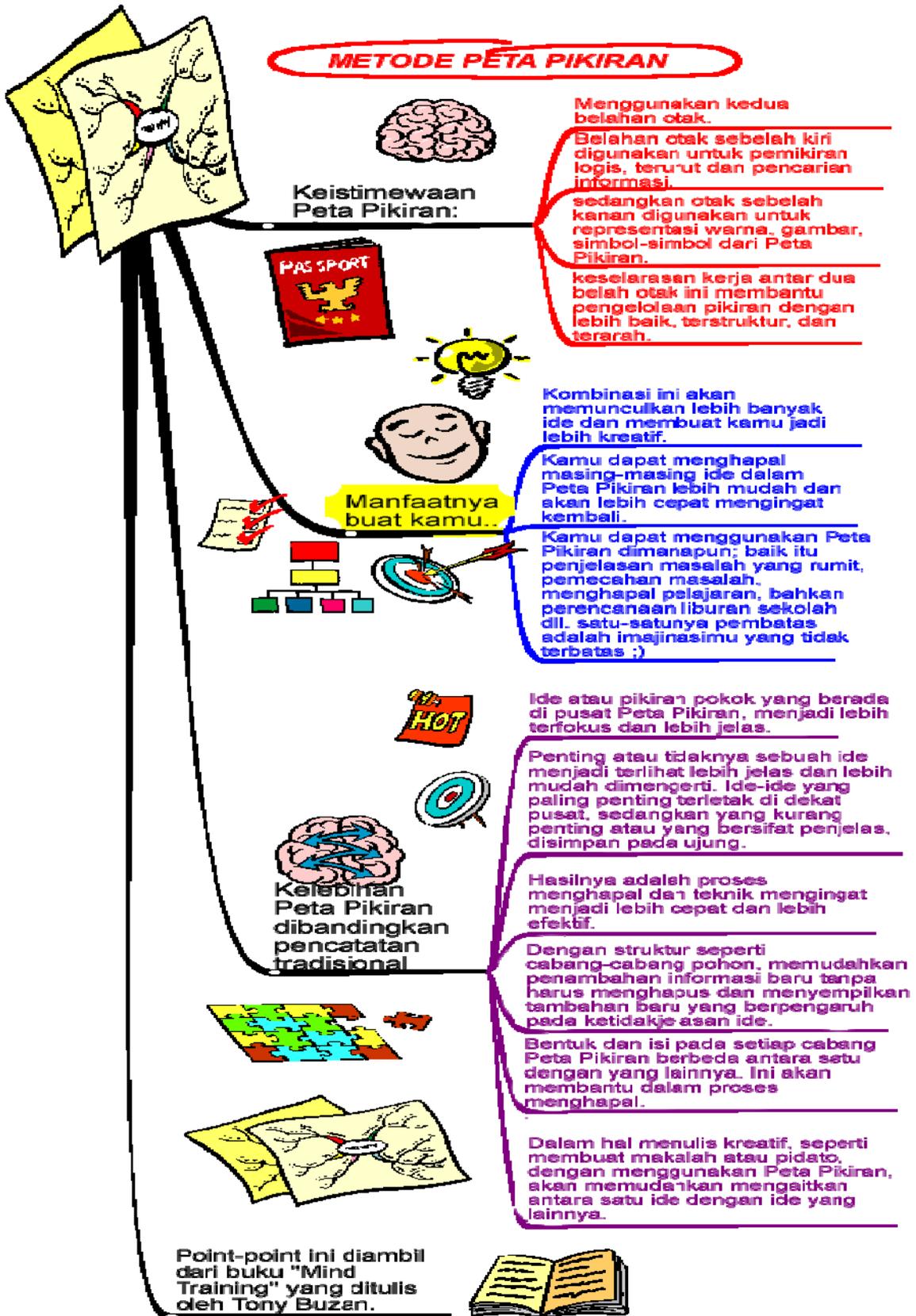
Recording Technique using Mind Mapping:



Note for the Facilitator

Five minutes later explain method of mind mapping which is adapted from the book "Mind Training" written by Tony Buzan.

METODE PETA PIKIRAN



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CAN & US Tol Free 1-888-NLP-MIND
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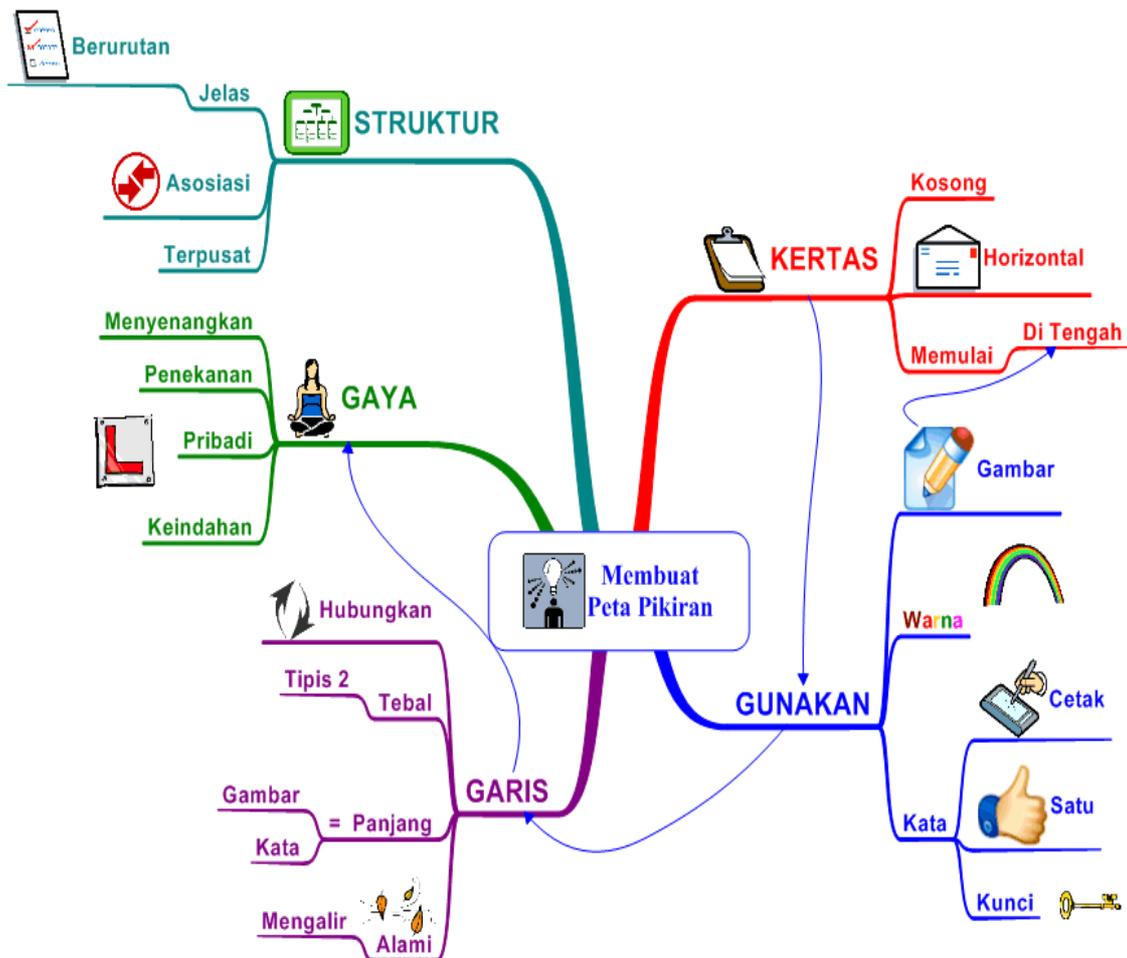
Step 3: Tips dan Trick to Make Mind Mappings (10 Minutes)



Note for the Facilitator

Explain step by step how to make mind mappings. Participants need to understand that the best, effective and suitable mind mapping is not the one done by sophisticated software. It is not also the one that is made by people who we think smarter than us.

The most effective Mind Mapping is a mind mapping that is made by each individual. To understand easily, memorize and remember again a subject, it will be better if each participant make his/her own mind mapping to be used by each of them. So, participants will understand much faster and easy to memorize it instead of looking at and memorizing the mind mapping that has been prepared.





Step 4: To make Mind Mapping (*60 Minutes*)



Note for the Facilitator

This is the time to practice of what have been explained. Distribute paper on “Periode Menjelang Kemerdekaan RI” to participants. Ask participants to make Mind Mapping from the article that has been distributed.

For the first sub-theme, guide them to make the mind mapping. When they can make some branches, let them do it by themselves. Give a guidance if participants have some questions. If picture collections are available, distribute its file to participants as a supporting material for mind mappings that they make.

Remember that no body is wrong in making mind mapping! Try to give enough inputs, don't dictate participants in making their Mind Mapping.

In this Step 3, the making direction will be more detail. Please follow step by step will. Pay attention also to time allocation. Try not exceeding the time that has been designated.



Handout for Participant 3.1

Sheet for Exercise in Making Mind Map

Period Approaching RI Independence

(Taken from: http://id.wikipedia.org/wiki/Indonesia:_Era_Jepang)

On the 6th of August 1945, two atomic bombs were dropped down into two ICTies of Japan, Hiroshima and Nagasaki, by The United States of America. This caused Japan to surrender to the U. S and its allies. This moment was then used by Indonesia in proclaiming its independence.

On the 7th of August—BPUPKI changed its name into PPKI, Committee for the Preparation of Indonesia's Independence.

On the 9th of August 1945, Soekarno, Hatta and Radjiman Wydeodiningrat were flown to Vietnam to meet Marshall Terauchi. They had been informed that the Japanese war forces were heading for destruction but still Japan wanted Indonesia's Independence on the 24th of August.

Meanwhile, in Indonesia, Sutan Syahrir had heard the news from radio on the 10th of August 1945, that Japan had surrendered to the Allied forces. The underground fighters got themselves ready to proclaim RI independence, and they rejected the construction of independence that was a gift from Japan. When Soekarno, Hatta and Radjiman returned to Indonesia on the 14th of August 1945, Syahrir insisted that Soekarno immediately proclaim independence. Soekarno, however, was still not convinced wheather Japan had really surrendered, and proclamation of independence at such a time might cause a huge mass bloodshed, and bring down fatal consequences if the fighters were not ready.

On the 15th of August—Japan surrendered to the Allied forces. The Army and Navy of Japan were still in power acrossed Indonesia because Japan had pledged to return the power of occupation of Indonesia to the hands of the Dutch.

Those young freedom fighters, includedly Chaerul Saleh, who were joined in the Underground movement, got impatient, and by the dawn of the 16th of August 1945, they kidnapped Soekarno and Hatta, took them to Rengasdengklok, a forceful move later to be known as Rengasdengklok affair. There, they again tried to convince Soekarno that Japan had surrendered and that all the fighters were ready to fight against Japanese forces at whatever risk they might encounter.

By the same evening, Soekarno and Hatta returned to Jakarta, met with General Yamamoto and were accommodated at the Vice Admiral's residence. From the communication between Hatta and the Right hand of the Japan's commander in Java, Soekarno and Hatta were convinced that Japan had really surrendered to the Allied forces and they no longer had the authority in granting Independence.

Knowing that proclamation of independence without bloodshed was no longer possible, Soekarno, Hatta and other members of the PPKI, held a meeting and by the same night the proclamation text was written to be on the following morning read aloud throughout Indonesia on the 17th of August 1945.

5 Steps in Making of Mind Map!!!

At this moment we are going to learn the how-to of making mind map with the help of an application that is called MindMapper Jr. This application is meant for children and teenagers, containing many drawings and interfaces that are not uncommon for children and teenagers.

To begin with the first Mind Map, go through the following steps:

1. Open MindMapper Jr. (5 Minutes)

Click the **START** button -> **All Programs** -> **MindMapper Jr** ->

1. MindMapper Jr.

When the program opens, the following window will appear:



At this time, just choose **Open Empty Map**.

Note for the Facilitator

Do not rush, use your time wisely as allocated. Please be careful that you are not trapped in anyone step too long. When the allocated time is over, immediately move on to the next step. When time still remains, ask all the participants whether they have all completed or not yet, if there are some who are not yet through, give them a hand.

When time allows, please describe what is meant by **Run Wizard** (to open the file of mind map already made by the program before). **Open Existing File** (to open the mind map file we have just made), and **Open Empty Map** (to open mind map file which is still empty)

2. Determining the Main Theme. (5 Minutes)

As is described earlier, the main theme is placed in the middle of the page. For the example now, the main theme is **Approaching Proclamation of Independence of RI.**

The way how to do it is by clicking twice on the elliptical that is inscribed with **Please Insert Title**, then change it with **Approaching Proclamation of Independence of RI..**



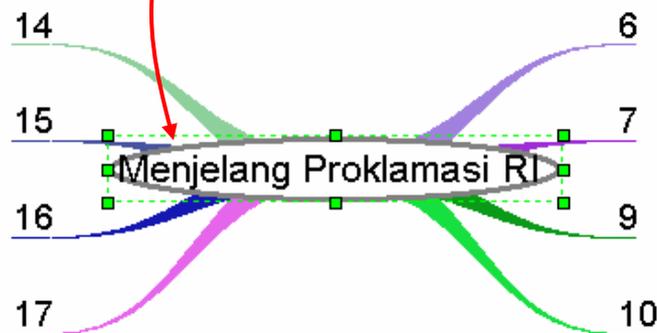
Note for the Facilitator

The participants are actually free in determining the main theme based on their own will, however, since this is still in practice, you want to make all the participants obey as instructed.

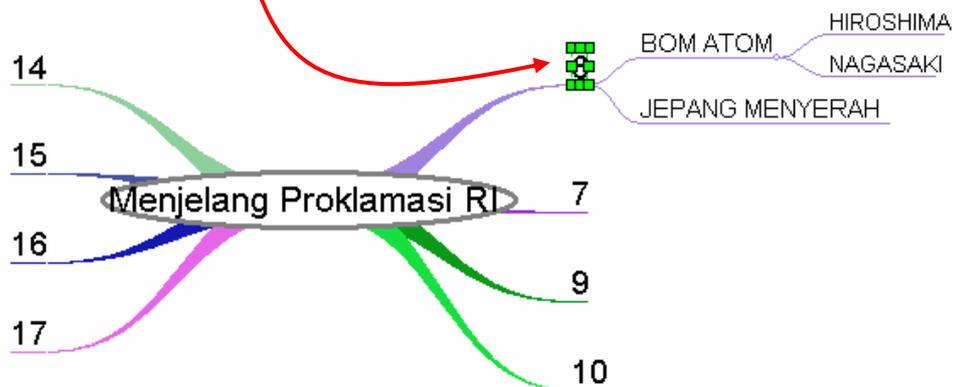
3. Making Branches and Sub Branches. (15 Minutes)

Now, let's take a look at branches and sub branches. Branch is a derived theme which is related with the main theme. While sub branch is a derived theme from the branch, and so on it goes.

To construct branches and sub branches is very easy. Make sure that the main theme has been chosen (ref. to the box with green lines). Then, push spacebar or insert button on the keyboard. This brings up new branch, then you will type figure "6". This figure represents the date 6 August 1945. To make it easy to remember, just type 6. Please do the same thing with all the dates included in the article "Approaching Proclamation of Independence of RI".



After making branches, continue doing the same thing with sub branches (description of derived theme). The method is just the same with making branches, this time however, you need to make sure that the derived theme chosen is the figure "6". After that, you will again push the **spacebar** or **Insert** button on the keyboard. The same procedure applies when we want to add more Sub branches on the ATOMIC BOMB, it's very easy, just click again on the ATOMIC BOMB, and then push the **spacebar** or **insert**. It's easy, isn't it? Because it's easy, you can go on with those points that follow it. ☺



4. Inserting Drawings and Designs. (25 Minutes)

- When all steps have been fully followed, now is the pleasing to the soul part that is to beautify our mind map by altering types of letters, their colors, and inserting drawings.

Click the picture of paper to get the menu of STYLE

These are the contents of STYLE menu, explore on your own to get to know each of their functions.

Choosing from the already existing pictures, just click it. It's easy isn't it? 😊 (Do not forget to first choose which branch you want to insert picture).

Note for the Facilitator

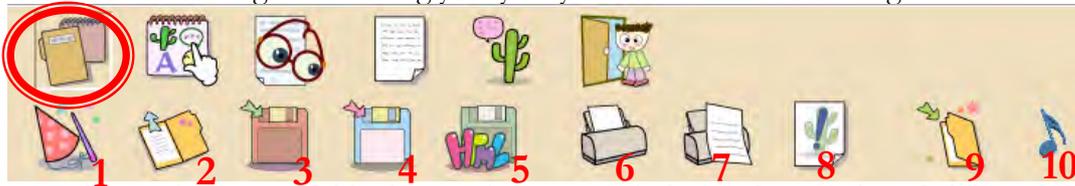
Let the participants try each function in the menu and let them insert any design they want. If the computer is connected at the moment with internet, allow them to explore picture or drawing of the proclamation figures such as Soekarno—Hatta, etc.

On this fourth step, try stimulating the participant's creativity by doing modifications on our mindmap or by issuing mindmap which is also done by them earlier.

5. Saving and Printing Mind Map. (10 Minutes)

Finally....the first Mind Map making is finished. The next step is to save it to be later accessed whenever it deems necessary. Or, have it also printed in order that we can easily read this mind map anytime.

How?? Again. Amazingly very easy. Please note the following visuals:



Push or press folder button (menu FILE). Soon after a series of pictures appear under it. The following is a brief description:

1. Wizard: making new file.
2. Open: To open files that have been made before
3. Save: To save keep file
4. Save As: If you –wanting to have the same file named differently or you want the file readable anywhere, you must use .bmp(bitmap), under Save As.
5. Save As HTML: If you want an appearance in the monitor in the form of HTML
6. Print: Yup!! This is for printing.
7. Print Preview: To have a view on what it's like when printed
8. Document Information: Information which regards with the maker of this mind map, its title and etc.
9. Close: This is obviously clear. This will end the program of MindManager Jr.
10. Sound On/Off: To let sounds on or off the computer.

E Extension

The mind map which has been made is based on the already existing article. For the Purpose of further development, try the following things:

- Try making a mind map of one of your school subjects. For example, on Cell making (Biology), Market Mechanism (Economics), Grammar (English) and etc.
- Make a mind map on participant's purpose for life. Whenever possible, make it as clear as possible. For example, a five—year plan, 10 – year plan, 20— year plan, 25—year plan and etc.
- Make a mind map on school holiday plan or a comparative study plan to other school.

Activity 2

Memorizing with the Help of FlashCard



Introduction

“Amin, what is meant by tectonic earthquake?” asked a teacher. Amin answered, “hmmmm...forget it again mam.”

The answer given by Amin is very likely the answer most frequently heard by a teacher. As a teacher, we are frequently forced to feel wanting to give up being faced with low memorizing capability of students. The materials that we discussed last week, could be easily forgotten but students.

Is there any way for the students to quickly and easily remember what have just been learnt? One of the solutions is by using Flash Card.



Objectives and Learning Outcomes

The objective of this activity is that participants are enabled in raising the level of their memorizing capability by using a computer application called Flash Card. It is expected that by participating in this activity, the participants will no longer have difficulty in memorizing a topic for discussion, school subjects, foreign vocabularies, and etc.

By participating in this activity, the participants are expected to be capable of:

- Understanding what is meant by Flash Card
- Knowing the tips and tricks in making Flash Card
- Making a Flash Card
- Memorizing a topic in some school subjects. (Finishing project of Activity two)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

** Level of Difficulty

The level of difficulty of this activity is **two stars**. This means the difficulty level of this activity is not that difficult to follow



Links to the Curriculum

ICT Competence

This activity can be used to intensify the Competence Standard (SK) and Basic Competence (KD) of the ICT subject. Specifically, the SK, KD which are contained are:

Grade VII , Semester 1

Competence Standard	Basic Competence
3. Understanding the use of information and communications technology and future prospect	1.7 Identifying various equipment of information and communications technology 1.5 Explaining the role of the information and communication technology in daily life. 1.6 Identifying various benefits and uses of the information and communication technology.

Life Skills

Also related to the development of life skills, as follows:

Learning Skills	Planning	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work, it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “Tips & Trick in Memorizing” sheet to be distributed to the participants.
- Photocopy of English vocabulary sheet and the translation thereof.



Information and Communication Technology

- Computer Unit which has been installed with FlashCard (MemoryLifter) application.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Flash Card is a methodology for remembering all things easily and quickly. Frequent repetitions in planned schedule will increase participants speed in remembering a discussion topic and or material. It is somewhat difficult though evaluating the degree of effectiveness in the use of Flash Card by the participants, during their learning process because each participant's spin-off capability is different.

However, there are some techniques which need to be attended to which can also be points of consideration during evaluation:

- Asking the right question
- Colouring
- Use of pictures
- Grouping of question types
- Readability
- Correct, conceptually
- Creativity
- Etc.

In order to be objective during assessment, pass the assessment matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: Description of Flash Card (10 minutes)



Note for the Facilitator

Before using Flash Card, it would be also good arousing the participants curiosity by showing them a couple of flags of different countries. Show them, and then ask which country's flag did they see? Give them appreciation or prize if they gave the right answer. Or, at the beginning of the activity, imitate a question in the "Who Wants to be a Millionaire". Ask the participants various easy things but often forgotten.

After a few minutes, the room will be crowded with voices. Then is the right time to introduce the concept of Flash Card. Tell the participants that there are quick ways in winning Questions of the "Who Wants to be a Millionaire", that is through the use of Flash Card. ☺

If there is internet accessibility, ask the participants to open the page of <http://agro.web.ugm.ac.id/pagefiles/trivial/laporan-trivial.pdf>. This article was written by one of education world practitioners and there in the writer discusses on recollection-capability, effective mind recollecting method, and the methodology of Flash Card application. The Flash Card application used is Trivial.

Show the participants that there are plenty of applications that cover Flash Card. Ask the participants to carry out some explorations in order to discover application that suits them. In this activity, we are going to use Flash Card application which is called Memory Lifter.



Handout for Participant 2.1

Tips and Trick in Memorizing

Effective Repetition Method

Based on experiences, we are conscious of the facts that information known or memorized previously may at any time be difficult to recall if that information happens to be not in use for a significant length of time. In order to prevent us—you and I, from such an issue, we need to conduct a review at every certain time interval (making use of repetition factor). The effective method for that necessity is spaced time repetitions.

This method does not use constant review time interval. Each time a review is done, we raise the time interval for the next. For example, Tony Buzan proposes in his book “Make the Most of Your Mind”, the following time intervals:

Review 1: 10 minutes after preliminary understanding

Review 2: one day after the earlier review

Review 3: one week after the earlier review

Review 4: one month after the earlier review

Review 5: four months after the earlier review

Next reviews: only if needed

The idea emerges in accordance with our daily experience. Those things that we have well memorized, for example, dates of birth, home addresses, don't need to be frequently repeated. While those things that we have not memorized well, like for instance newly learnt vocabularies, must often time be repeated if we want to always remember them.

The difficulty that may appear from the methodology of repetitions with spaced time intervals is its management. It is for that purpose that programs written directed at managing schedules in spaced time intervals are in application businesses.

What the users need to do is only entering data and doing review on schedules determined by the computer. The programs so written are called Flash Card programs.

Flash Card Programs

Flash Card (or flashcard) is a piece of paper that contains on its one side questions and on its other side answers. This learning assistant facilitates memorizing process. We read the question on the one side of the flashcard and then the answer that we have in mind can be compared with the answer written on the other side of the flash card. Here's an example:

Question: Who was the first Indonesia's president?

Answer : Soekarno

Inputs needed for writing the programs of Flash Card come also in the form of questions and answers.

Next, the flash card program will prepare its scheduling following a certain algorithm. For example, “The user is exercising his flashcard program. He sees that under the days Flashcard program there are 6 questions scheduled to be discussed. He then answers those questions. Every time he answers one question and comparing his answer with the answer provided, he informs the program to make sure whether his answer was either right or wrong. After completing all the questions and answers, he adds two new information that need to be memorized”

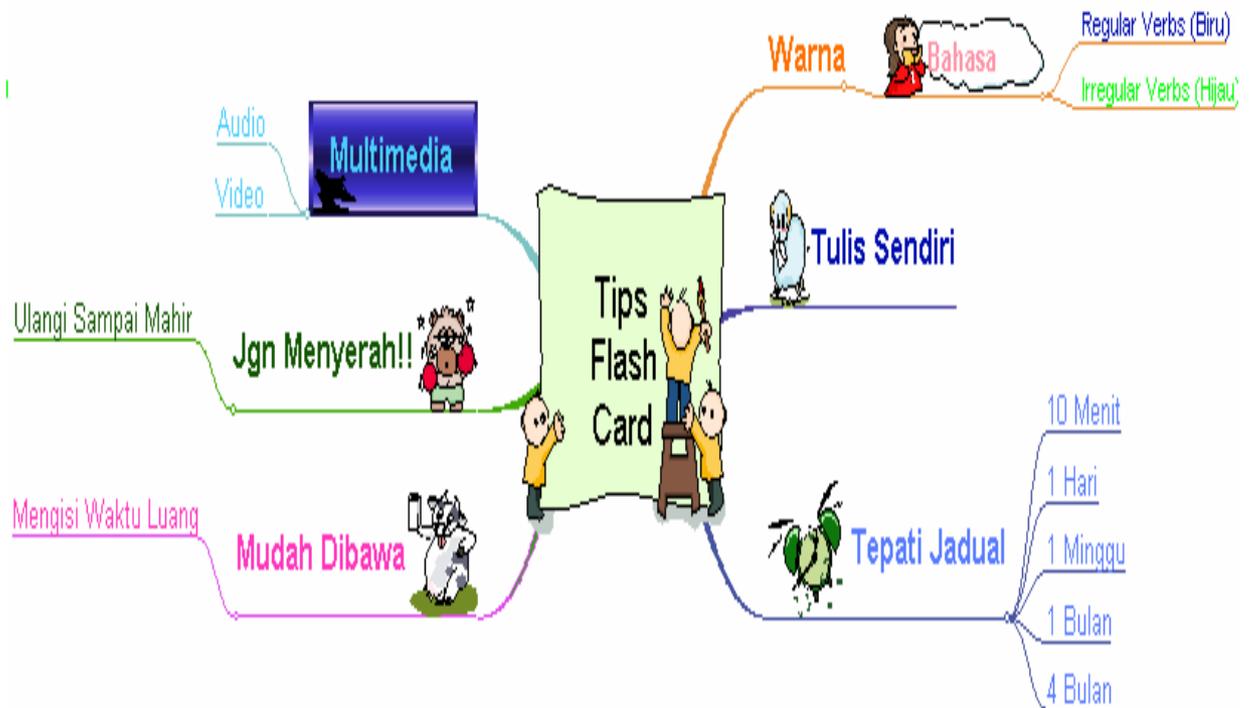


Step 2: Flash Card Tips dan Trics (10 minutes)



Note for the Facilitator

On Activity one, the participants have all learnt how to make Mind Map. Show to the participants Mind Map Tips of Flashcard. The use of this Mind Map is to facilitate their understanding and to show them one of the examples in the use of Mind Map in learning.



Note for the Facilitator

The following is a description of each point of the Mind Map:

1. Color – You may use color to distinguish between one behavior from another and making it easier for you to memorize. In language lesson, for example: If the word in question is Regular Verb, color it Blue. If the word in question is Irregular Verb, color it Green
2. Write it yourself- Flash Card that is self written is far more effective. Because by so doing, the association between question and answer will become clearer and easier to bring back to memory.
3. Be timely on schedule- The Flash Card that you have made will be worthless if not reviewed, and if not again and again put into practice. Based on a book written by Tony Buzan entitled “Make the Most of Your Mind”, spaced time repetitions are as follow:

1st review: 10 minutes after preliminary understanding

2nd review: One day after the earlier review

3rd review: One week after the earlier review

4th review: One month after the earlier review

5th review: four months after the earlier review

Next reviews: if only needed

4. Multimedia – use as many media as possible; both in the form of Audio or Video or combination of both. The more media you use, the better will it be to the brain as it can do more association in recalling the memory of one word or certain discussion. This will also be very helpful for students who love auditory and visual learning styles.
5. Never give up! Usually the students would feel happy if they could answer any question correctly. However, often time they feel disappointed if answers that they give are not the right answers. Give them encouragement and motivation to continue reviewing a material until they are able to know and understand well.
6. Easy to Carry – Try in the best way you can, make the flash card easy to carry anywhere. When the students are waiting for transportation, or waiting on queue, they could easily produce the small flash card and again be on the review of lesson. If you make flash card by using a computer application just have it printed in small size. The more often you do the reviews, the better and easier for you to remember



Step 3: Making a FlashCard (60 Minutes)



Note for the Facilitator

This is the time to put into practice what we have discussed earlier distribute the sheet of paper containing vocabularies in English, vocabularies of which are equipped with pictures. Ask the participants to make flash card of those vocabularies just given to them. It will be better if the participants are also provided with a file of pictures that they may use in facilitating their learning process. If the participants are accessible to microphone and speakerphone, they can pronounce words in English and exercise themselves in the pronunciation of those words. The participants will feel happy learning their voices recorded and then being replayed. If there is video file, use it.

The applications program which will be use in making flash card is Memory Lifter. This application is free of charge and maybe of use by anybody.

In this step 3, the instruction for the making will be more in detail. Please follow the sequences carefully. Also note the time allocation. Try not to overshoot the time allocation.



Handout for Participant 2.2

Example of FlashCard Exercise

(For complete vocabulary it is contained in the CD)

Picture	English
	antelope
	beaver
	bee
	budgie
	butterfly
	buzzard

	<p>Cock</p>
	<p>crocodile</p>
	<p>donkey</p>
	<p>duck</p>
	<p>eagle owl</p>
	<p>elephant</p>
	<p>ferret</p>

5 Steps in Creating FlashCard!!!

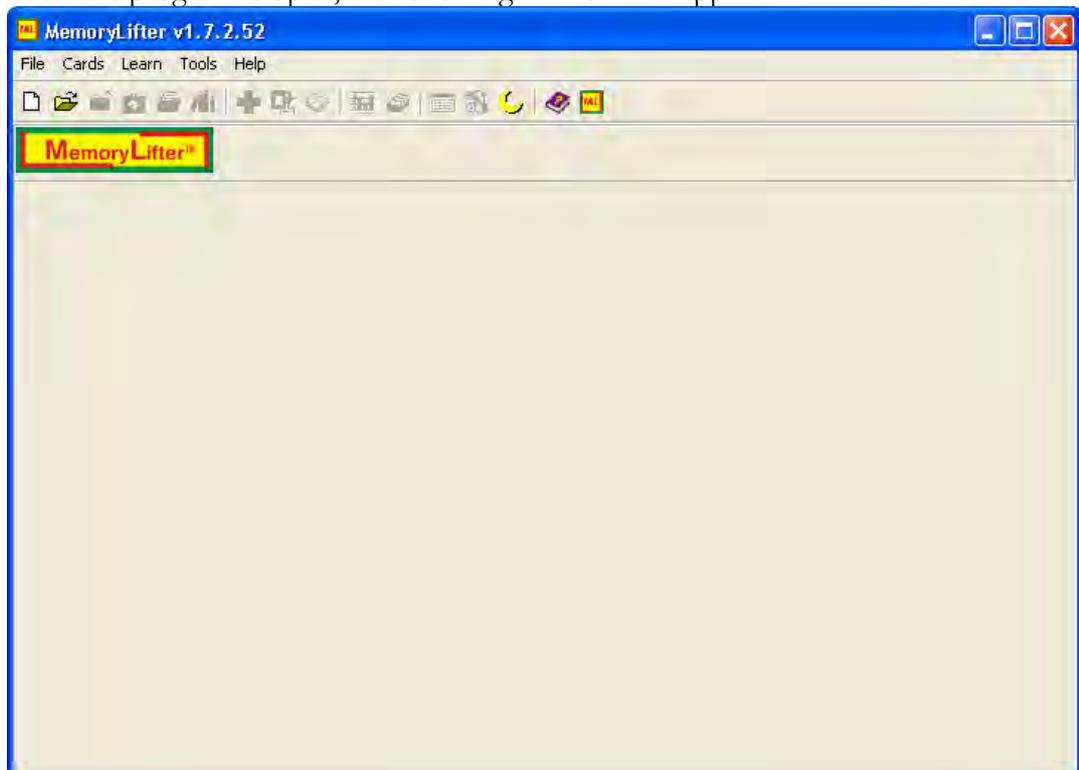
This time we will learn how to make flash card with the help of an application called MemoryLifter. Like the name, this application is useful to assist us in remembering or memorizing a lesson. As an example, we will make a flash card on the names of animal in English.

To start creating FlashCard, follow the following steps.

1. Open MemoryLifter. (5 Minutes)

Click **START** button -> **All Programs** -> **LearnLift** -> **MemoryLifter 1.7**

After the program is open, the following window will appear:



Note for the Facilitator

Don't hesitate, use the time allocation properly. It is also necessary to observe, don't be trapped in a step very long. If the time allocated is used up, immediately move to the next step. If there is still time, ask all participants, whether they have finished or not if there are those who have not finished yet. Give assistance immediately.

2. Creating a New Dictionary. (5 Minutes)

Dictionary is a collection of flashcard which has been made. Since we begin from the start, we must make new dictionary first, by selecting the menu **File** -> **New**. The following window will appear:

The image shows two dialog boxes from a software application. The top dialog box is titled "Dictionary options" and has three tabs: "General", "Commentary", and "Advanced". The "General" tab is selected. It contains the text "Define language title/topic for questions and answers". There are two input fields: "Question:" with the text "Gambar" and "ex.: Español", and "Answer:" with the text "Bhs Inggris" and "ex.: English". There are also two small icons with "AA" next to each field. The bottom dialog box is titled "Manage chapters" and has a close button (X). It contains the text "Chapters can be used to organize the cards into logical sections. Use this screen to setup the chapters you need:". There is a list box containing "Chapter 1 - Nama-nama Binatang". Below the list box are "New" and "Delete" buttons. At the bottom, there are "Title:" and "Description:" fields. The "Title:" field contains "Nama-nama Binatang" and has an "Apply" button next to it. The "Description:" field contains "FlashCard ini berisi nama-nama binatang dalam bahasa Inggris beserta gambarnya". There is an "OK" button at the bottom right. Red arrows point from text boxes to specific parts of the dialog boxes. One text box explains the "Question:" and "Answer:" fields. Another text box explains the "OK" button in the "Dictionary options" dialog. A third text box explains the "Title:" and "Description:" fields in the "Manage chapters" dialog.

Question: This is a title for us to differentiate between the question and answer. For example, Type **Drawing**

Answer: This is for the title of answer. Type: **English**

After the question got answer has been completed, click **OK**. A dialog box will come out as on the left. Fill the **Title** of our FlashCard, and **Description** with the explanation about our Flash Card. Then click the **Apply** button, then click **OK**.

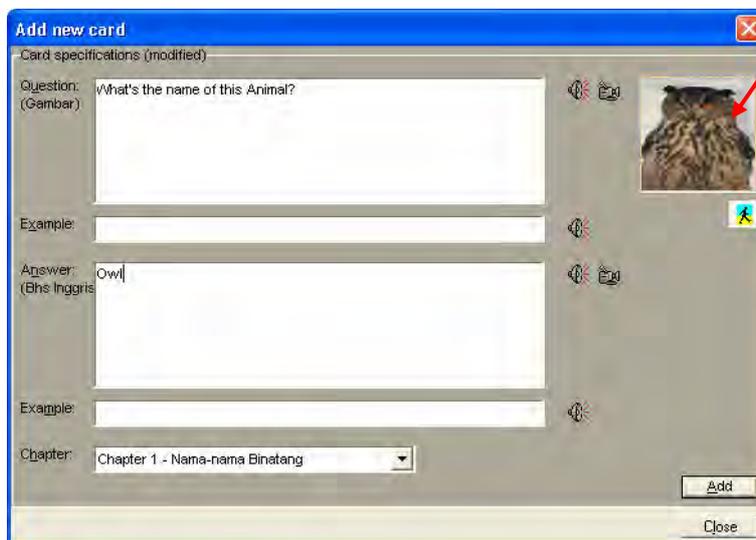
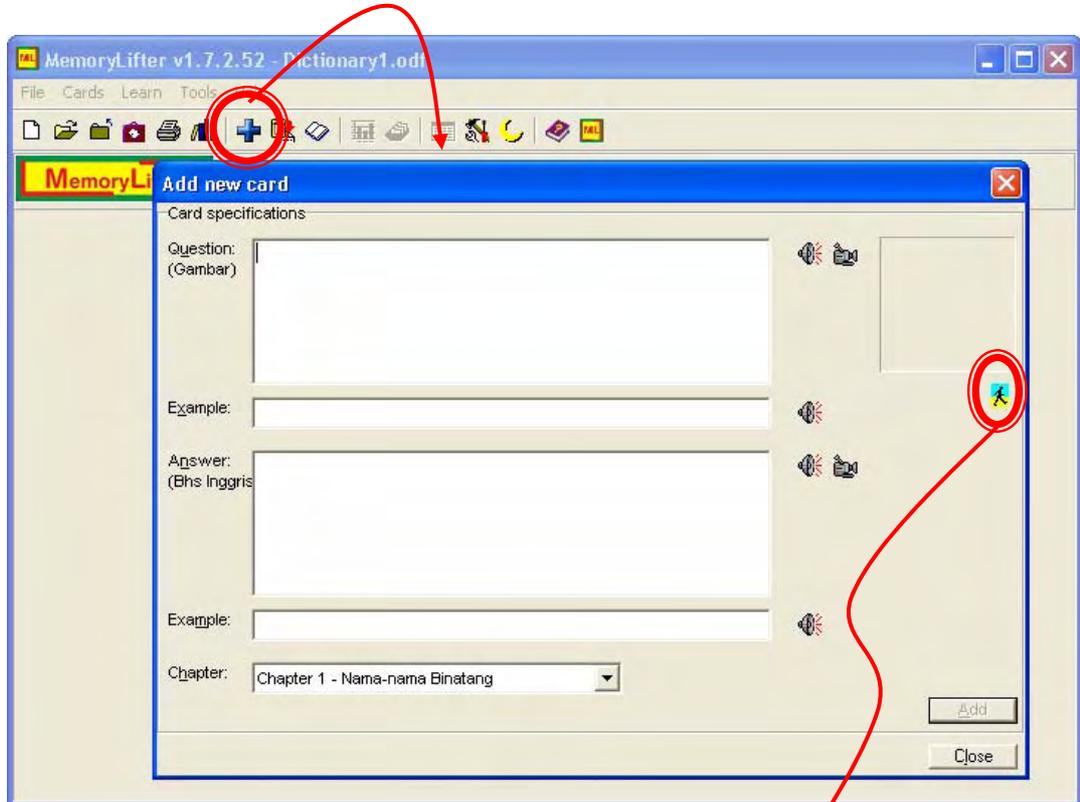
Note for the Facilitator

In the first dialogue, "Dictionary Options", there are 2 tabs, namely "Commentary" and "Advanced". It is not necessary to inform each function, let the participants try themselves. The participants will promptly master/control an application when they try themselves.

In the second box "Manage Chapters" there are 2 buttons, "New" and "Delete". These buttons function to add and eliminate the chapter or group of Flash Card. For instance, in the lesson on Economics, there is a chapter on Hakikat of Economics, there is also chapter on Demand and Supply, as well as International Trade, etc.

3. Insert Data or Card Baru. (45 Minutes)

This is the most important step, namely the making of Flash Card. The way to make new card is very easy. Just click drawing '+', then the following dialogue box will appear.



Complete/Fill in each box provided. If a drawing wants to be inserted, click the button with the drawing of man . Then, the next dialogue box will appear. Choose the drawing desired. After completed, click the button **Add** to add new card.



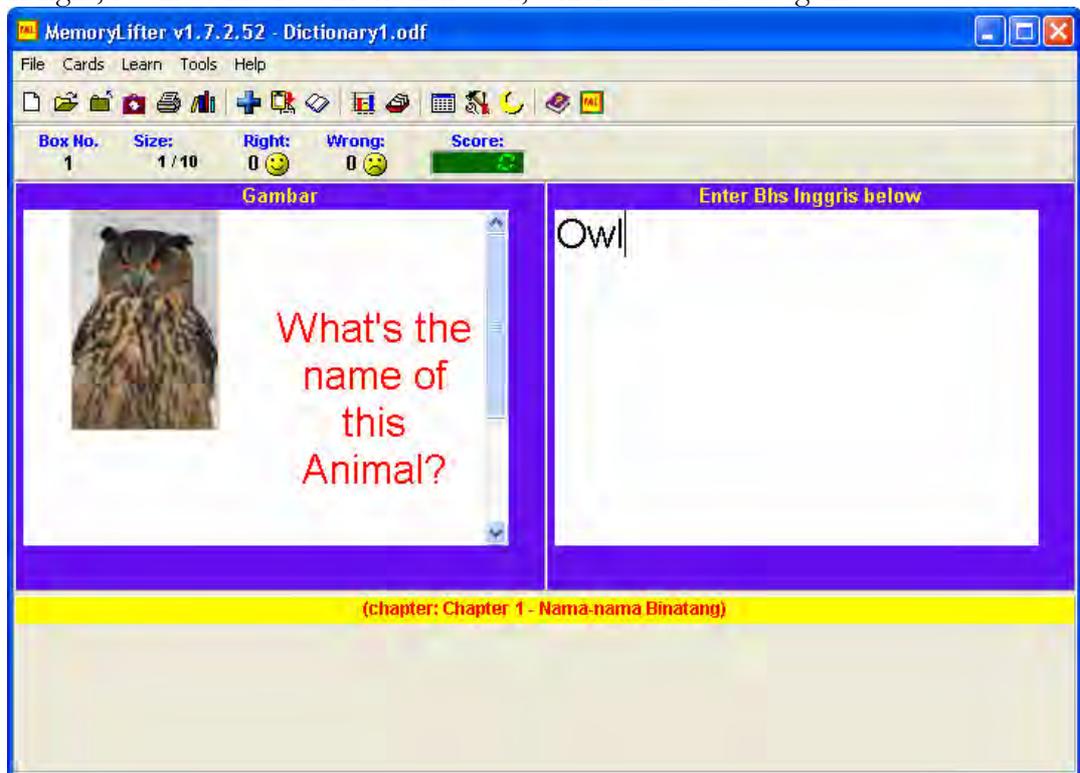
Note for the Facilitator

Like usually, all functions will not be explained and the button in the dialogue box “Add New Card”. Let the participants guess first each function.

As seen in the drawing, we can insert the file drawing , voice , and video . Let the participants try existing buttons.

4. Start to Learn. (25 Minutes)

After all cards are completed, now the pleasant part. Namely, we begin to learn! ☺. In this box on the left is question. The right box is where we answer the question. Insert the desired answer and then click data. It will appear whether the answer is right or wrong. If wrong, it will go into the box to be repeated. If right, it will be inserted in the next box, which will be listed again.

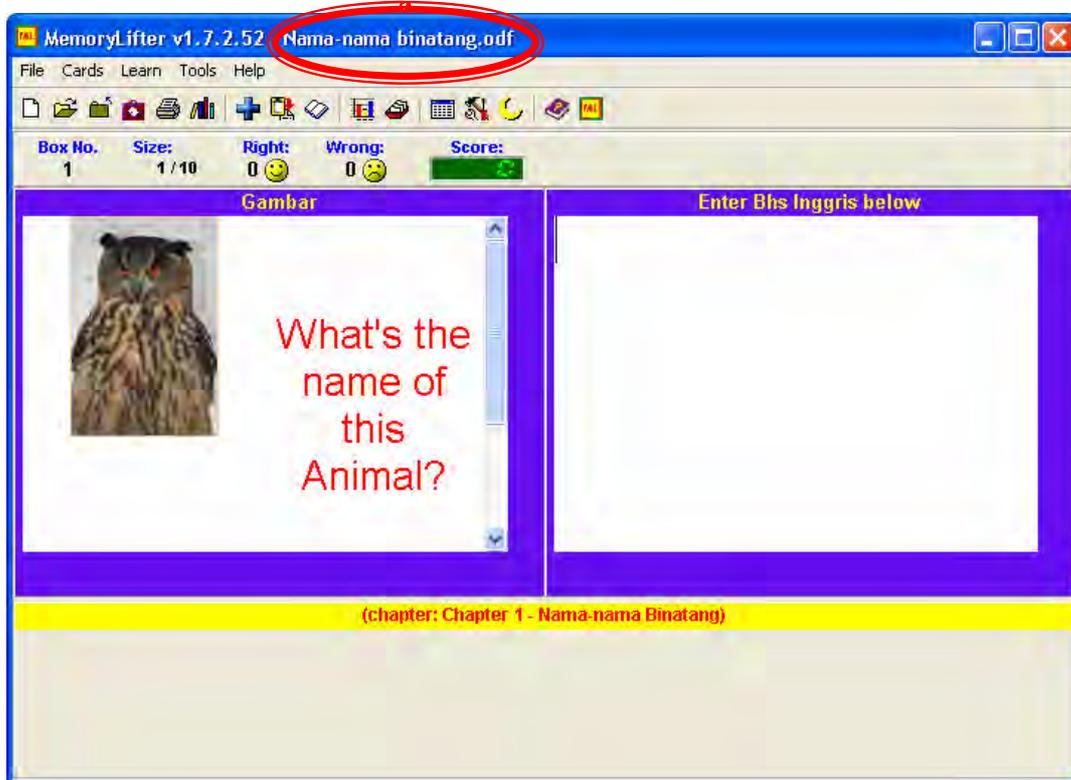


Note for the Facilitator

Let the participants answer themselves from their result of work. In the button ‘Learning Options’  in the upper toolbar, show the participants that Flash Card can also be in the form of double choice. After that, let the participants try themselves all kinds of from of question, which exist.

5. Saving and Printing FlashCard. (10 Minutes)

In order that the Flash Card we make is not lost, it must be saved How? Again, it is very easy observing the following drawing:



Indicator or sign that our file has been saved, namely the TIK Bar will change into name of our file.

To print, just click the print button. Have a try! 😊

E Extension

The FlashCard the participant make in this activity is made on the basis of the English Vocabulary, which has been prepared in advance. For further development, try the following matters:

- Try to make FlashCard of one of the lessons. For instance, about Species (Biology), Economic Term (Economics), Vocabulary (English), etc.
- Make a collection of FlashCard, which is obtain from several participants concerning one certain lesson. The complete collection of FlashCard can become reference in learning, if facing the national examination.
- The FlashCard which has been made, should be saved in a website which contains the collection of FlashCard on various matters in various languages. The website address is <http://www.flashcardexchange.com>

Activity 3

Animation of Science Process



Introduction

One day after the Christmas celebration, a day that marks the year of 2004 and the date of December 26, signified the occurrence of an eventfully shaking the nation –Indonesia and in fact the world. Aceh, accompanied by several areas of neighbouring countries, was devastatingly hard hit by gigantic waves of Tsunami and driving thousands of people to their lives termination, thousands others missing nowhere to be found and thousands of houses destructed or transported out of sight. (For data on scale of destruction, get access at http://id.wikipedia.org/wiki/Gempa_bumi_Samudra_Hindia_2004)

Not insignificant number of people across the world raised the question why could or should this awesome natural disaster take place starting from scientists all the way through to children, the drive to want know the why, swept, as if wave, the world over. What we roughly know through our naked eyes was the destruction it had caused. Probably, only those scientists who can research the location of the disaster and who could find answers of the causes and effects, for the students, however, it would be difficult to carry out research in finding answers to the question of why and how tsunami.

Fortunately, during this last one decade, some individuals have invented application programs that can help make animation and scientific process simulation. Now, even kids, can easily understand how the process of tsunami and its impacts take place simply by looking at its animation.



Objective and Learning Outcomes

The objective of this activity is to introduce the participants on the animation process of science. It is expected that after knowing the benefits of science process of animation, the participants can use it in helping them through their learning process.

By participating in this activity, the participants are expected to be capable of:

- Understanding the benefits of using scientific process animation.
- Searching and finding scientific process animation in the internet.
- Retrieving scientific process animation from the internet.
- Including scientific process animation in one's learning process.
- Micro Teaching, Making a presentation on a topic of discussion using scientific process animation (finishing project of activity 3)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

ICT Competence

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:

Grade VII , Semester 1

Competence Standard	Basic Competence
4. Understanding the use of information and communications technology and future prospect.	1.8 Identifying various equipment of information and communications technology 1.7 Explaining the role of the information and communication technology in daily life 1.8 Identifying various benefits and uses of the information and communication technology

Grade IX , Semester 1

Competence Standard	Basic Competence
3 Understanding the basics of internet/intranet use	3.2 Explaining the basic understanding of internet/intranet 3.3 Understanding the basics of network system in internet/intranet 3.4 Identifying the size of speed of internet access 3.5 Identifying the hardware used in the access of internet/intranet 3.6 Conducting various ways to obtain connection of internet/intranet

Grade IX , Semester 2

Competence Standard	Basic Competence
4 Using Internet to obtain information	4.2 Demonstrating the access of Internet in accordance with the procedure 4.3 Identifying several information serious, which are available in Internet 4.4 Accessing various sites to obtain information, which is useful.

Life Skills

Also related to the development of life skills, as follows:

Learning Skills	Information Searching Skills	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary



Information and Communication Technology

- Computer Unit which has been installed with Internet Explorer/Mozilla Firefox application

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

The evaluation of this activity will be more difficult because what the participants have produced are not real products. Matters for evaluation are more on the aspects of affection of the participants and their ability in following through all instructions given. The following are some of the matters for consideration during evaluation:

- Capability in following procedures.
- Attracted ness in learning more new things.
- Capability of searching by using search engine.
- Capability of problem solving when confronted with constraints.

In order that evaluation is objective, distribute the sheet of evaluation matrix to each of the participants and let them evaluate the working result of other participants.



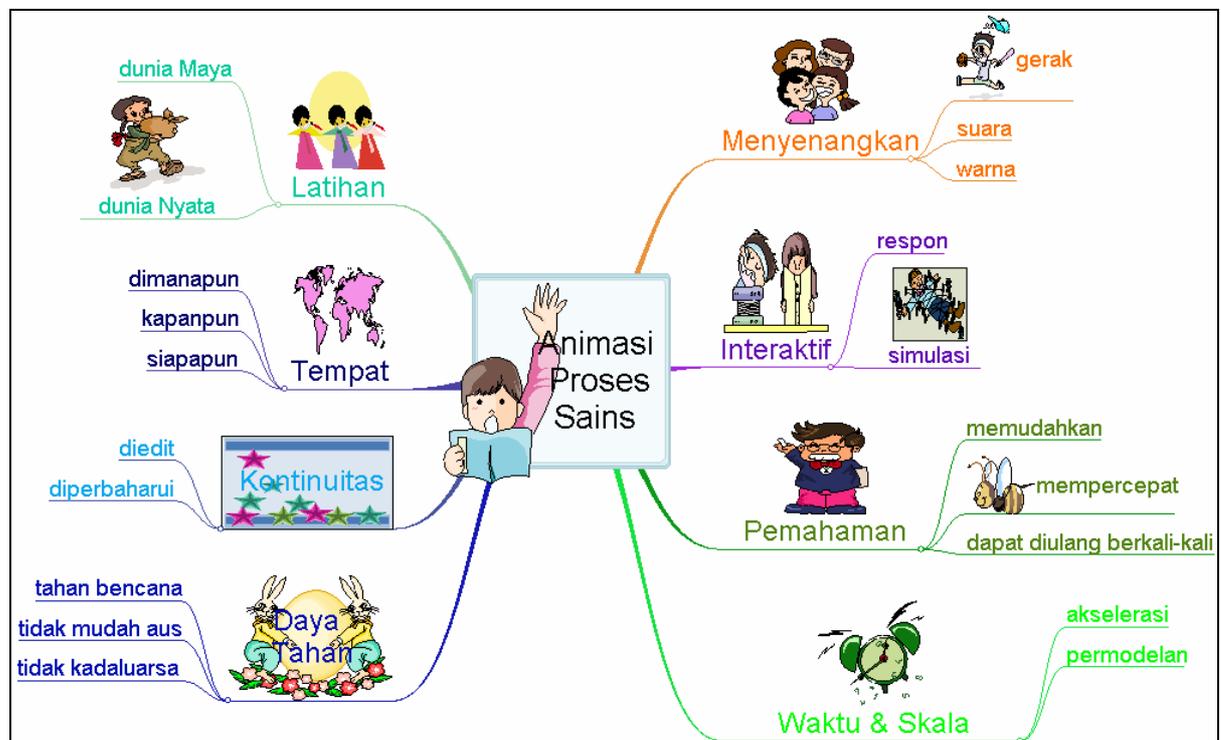
Step 1: Brainstorming the Benefits of Animation of Science Process (10 minutes)



Note for the Facilitator

Before beginning the learning process an animation of science process, it is better to show several animations of science process, which have been collected previously. For instance, the animation of tsunami. This is needed to stimulate the curiosity of participant.

After that by using the application of making mind map, conduct the brainstorming on benefit of using animation in the Learning process (if the application of making mind map is not provided, it can be recorded in the blackboard by using several kinds of colours).





Note for the Facilitator

After the time of brainstorming, let the participants issue what they want to point out. Record all, there are no wrong ideas.

To facilitate the facilitator in presenting this subject, several ideas on the benefit of Animation of Science Process are given below:

1. It is pleasant to use the animation, the students can see the cell moving, then if there is a voice of the animal, it can be heard, as well as the use of various colours. Unlike the book, which has only one colour, immovable, and does not have voice
2. Interactive, the animation runs in accordance with the response we give. This is very good to support the simulation, in which we can determine ourselves the variables, which affect something.
3. With the interactivity and the pleasant nature, it will certainly facilitate, improve and accelerate the understanding of students. As well as, if the student does not understand about a topic, the student can repeat it until the student understands. This is one of the superiority of the computer compared with man, in which the computer never gets bored to receive one order repeatedly.
4. Time and Scale. Imagine, if we want to see the process of forming butterfly from a caterpillar directly on a tree. Maybe the process will take days. But, with the animation, the process can be accelerated only in a few minutes. Similarly with the scale. It will be difficult for us to see erythrocyte which is in the blood. But with animation, we can easily see the cell without having to use microscope.
5. Training. The use of animation, as earlier stated, has the role in simulation. This simulation functions when we want to see the consequence of a matter, but it will be difficult to conduct an example in the concrete world. For instance the simulation the consequence of an explosion in human. It will not be possible for us to use man in this experiment. This experiment will be possible, if we use animation. In the animation several variables, which have very big similarity to man, are inserted, so that the experiment does not need man as the object.
6. The place of this animation is in the form of a file, like other files, we can save them in internet. If it has been saved in the internet network, wherever, whenever and whoever can access it easily.
7. Community is unlike the book which goes through the process of printing, it will be difficult to reedit, because it must be reprinted. It is adequate to appear in the monitor screen. The change will immediately appear.
8. Resistance power. If a major earthquake occurs, all learning materials used in school, such as skull, torso (for biology learning), chemical materials, etc. will vanish by the earthquake. But by using animation, the skull, torso, etc. will not be damaged, affected by the earthquake, if saved in the internet network, because we can take it again whenever we want. Also by using animation, it will not be affected by wear or expiry. We will not find the skull any longer which has dust all over it, or *torso* with some parts are missing.



Step 2: Seeking and Finding Animation of Science Processes on the Internet (20 minutes)



Note for the Facilitator

In this activity two internet connection is needed, if in the school internet access is not available, ask the participants to go to warnet and to practice it there.

Learning or finding the information from the internet is the same as trying to take water using the glass from the channel of speedy flow of water. The information is so enormous, that the information we accommodate will spill.

In the second step, we try to make water filter to choose the water which we only need we accommodate. In other words, we seek and choose whatever information we need.

For that purpose, follow the following second step:

1. Open www.google.com (5 Minutes)

Before enter the internet address, we open first the browser (Internet Explorer).

Click the button **START -> All Programs -> Internet Explorer**.

After the program is open, then type www.google.com in the address bar. The following window will appear:



www.google.com is one of the search engines which is available in the internet. Search engine is the searching machine, with the duty of seeking the website addresses in accordance with the criteria we enter. There are several search engine in internet, the most frequent used one, are among others:

- www.google.com
- www.yahoo.com
- www.altavista.com
- www.baidu.com
- www.exICTe.com
- www.hotbot.com
- www.alltheweb.com
- www.search.msn.com
- www.looksmart.com
- www.ask.com
- www.alexa.com
- www.about.com
- www.refdesk.com
- www.teoma.com
- www.daypop.com
- www.yisou.com
- www.search.aol.com
- www.snap.com
- www.kartoo.com



Note for the Facilitator

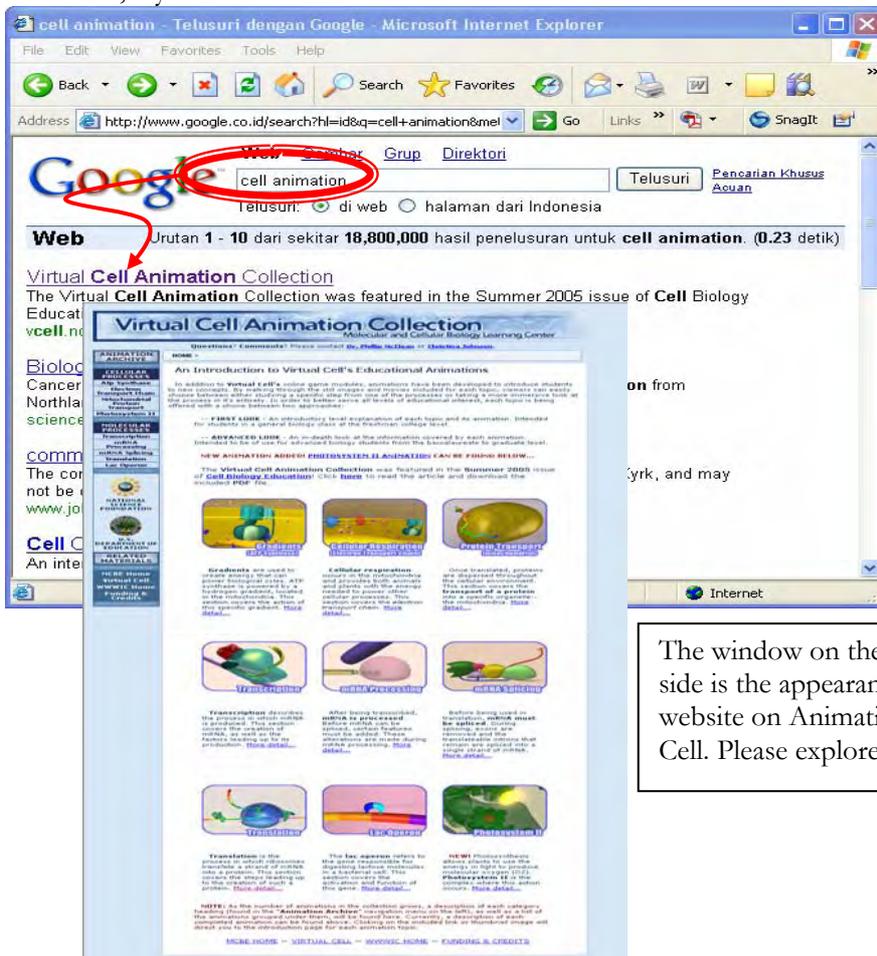
The appearance will probably vary in each computer, if the Internet Explorer is not available, other browsers can be used, such as: Opera, Mozilla Fireworks, Netscape, etc.

If there us extra time, let the participants try their own search engines to identify each difference.

2. Type the Keyword Wishes to be Sought (15 Minutes)

After opening the google page, enter the keyword we want to seek. For instance “cell animation” then press **Enter**.

Then several websites will appear containing animation cell. For the example this time, try to click ‘**Virtual Cell Animation Collection**’.



The window on the left side is the appearance of website on Animation Cell. Please explore! ☺



Note for the Facilitator

May it will take a long time to appear the page containing animation, because the speed of internet varies. If in the slow condition, use only one computer as the example. If the connection of internet is fast, all participants can access it simultaneously.

For the Indonesian-language website containing the scientific process animation, as well as other subjects animated, type the following address: <http://www.e-dukasi.net>.

Presented below are Tips on Searching in Internet. Have a Try!

Taken from: <http://www.smu-net.com/main.php?act=ti&xkd=3>

10 TIPS ON EFFECTIVE SEARCHING OF INFORMATION IN INTERNET

[March 28, 2001]

If you often utilize the internet as a source of information, you should apply the following tips:

1. Use several "Browser" simultaneously

May be this matter is not secret any longer for you. But, you had better open several Browser simultaneously. In this way, you can open other browsers simultaneously waiting for other sites download are completed. How?

a. Click Menu File (upper left of the screen)

b. Select New Web Browser (or New Window). Or press \wedge N

Afterward, another windows will appear, which you can use to track other sites by typing the URL address. It is easy, isn't it?

2. Stop Option Graphics and See Drawing as necessary

Time Out...Time Out...Wow, it is serious, if the situation is like this. If you often experience it, you had better stop the option graphics, because it is the file of image which has big sizes. How? Use Option Image, in which the images will not be appeared first, as soon as the process of download is completed. If there us image you want to see, direct the mouse to the box of image. Click the right button of the mouse and select "Show Image" or "Show Picture".

3. Don't Afraid to Use Back Button

Never be afraid to press the Back button, if you miss click the link. If you miss click the link, you need not want for the "download" until the process is completed. Just click the Back button as soon as possible. Or, if the appearance on the screen has not changed, click the button Stop. Both methods mentioned above will save time for the error made.

4. Jump!

But the back button is not always effective to be used, if you want to return to the previous links. Because you must click the Back button several times. There is a faster way. Use Go menu, the choose the web, which you desire. This method is much faster and much appropriate because you can directly "jump" to the page you want.

5. Make the Decision Promptly!

This can save your money, if you are tracing the results of search of the search engine or internet directory hierarchy. Because, at the time of using web browser, your computer at that time is connecting to ISP. This means it take longer period to be connected to ISP, this also means that you must spend increasingly high level of money.

6. use BookMark!

Bookmark, bookmark, bookmark. Use bookmark to "remember" the sites address, which is interesting to you. As soon as you find the information wanted, is bookmark which the address of sites. Usually, by pressing the button ^D, the address of the relevant page can be directly remembered by the web browser. See also Tips No. 8.

7. Don't hesitate to Repeat

Our computer often seems to "hang" when we are downloading a homepage. This can last for more than 5 minutes without any addition appearing in the screen. Certainly this kind of event makes disappointment. To avoid this kind of event, just click the button Reload/Refresh. This method is often successful.

8. Categorize Your Bookmark

If you have applied Tips No. 6 above, don't stop there. Like papers on the table, if you don't collect them and arrange in such a way, sooner or later, they will complicate yourself. Particularly if you collect your bookmark, which is enormous, make a folder.

9. Ashamed to Ask Question, You will Go Astray in the Street

It turns out that old proverb still applies, although many people say that the internet is the warehouse of information. But the problem is there are numerous information there. Therefore, don't hesitate to ask question to the mailing list, or to the newsgroup, which relates to your question.

10. Avoid Busy Day of Internet

How is the performance of your internet connection? Slow? If so, have you ever observed when the connection is felt slow? One of the causes of the slowing is numerous users within the same period. To overcome this problem, you can conduct experiment by changing the times of connection of internet. Maybe if you surfing at about 5.00 a.m. (after SUBUH), your internet connection will be faster. It is anticipated that at that time there were still a few people use internet, because there are still many people who are illiterate. Or it may be that you do it at midnight.

(adapted from Hill, Brad, WWW Searching for Dummies 2nd ed. IDG-Books).



Step 3: Grabbing Animation of Science Processes on the Internet Using Internet Explorer. (15 Minutes)



Note for the Facilitator

The animation available in Step Two can only be seen if we are linked to internet. But, how can we see again without having to be linked to internet? In this Step Three we will try to save the animated file which is available in the internet to be used in the future. This saved animation we will enter into Microsoft PowerPoint to be subsequently presented to participants. The Browser used in this example is Internet Explorer.

To take the animation file using Internet Explorer, follow the following steps:

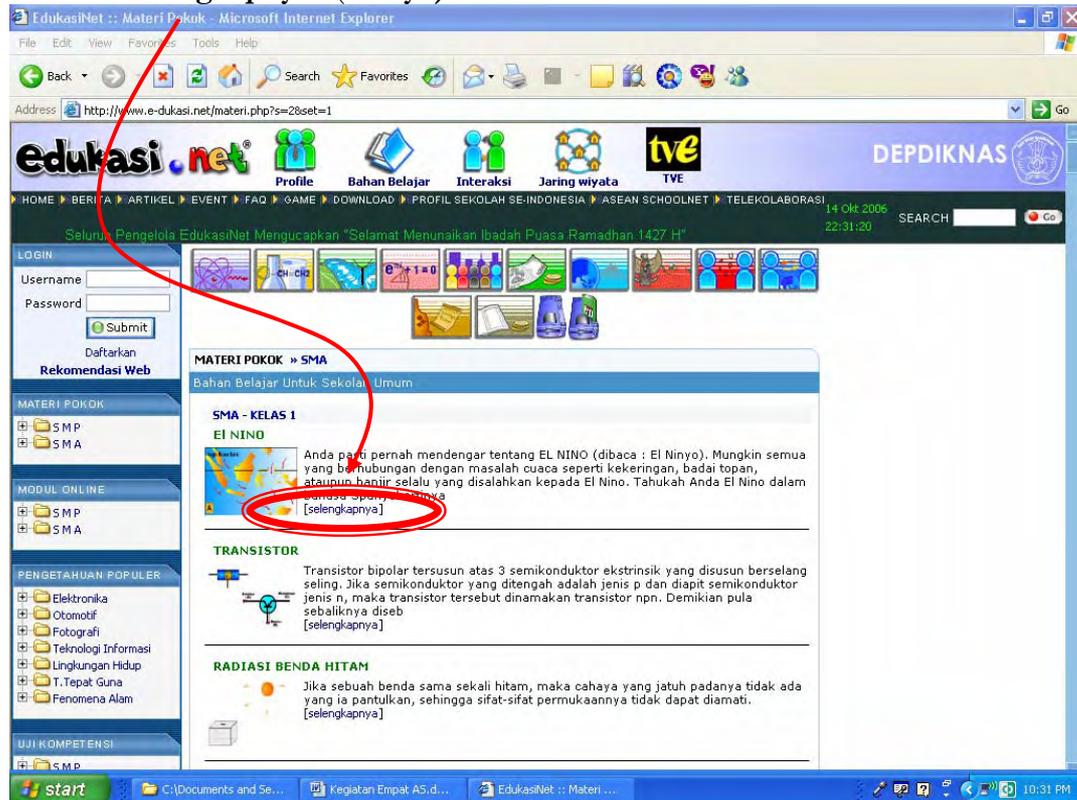
1. Open a Website which Presents Animation (5 Minutes)

Open www.e-dukasi.net (*EdukasiNet is a portal of learning material and the school community network, which is guided and developed by the Center for Information and Communication Technology (Pustekkom) of the Department of National Education. This site originates from a series of researches and developments which are conducted by the Pustekkom team.*)

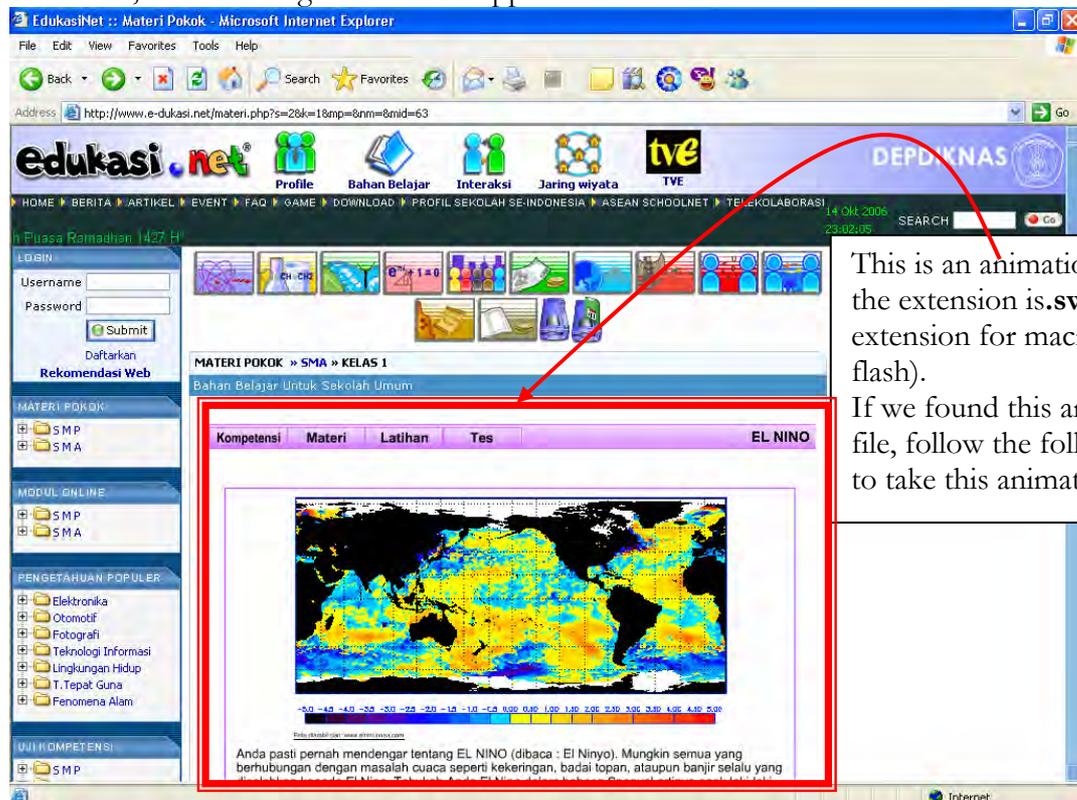
After it is open, seek an animation.

Press link **SMA** in the 'Materi Pokok' (Main Subject). (At that time there is no animation file for SMP level).

Choose one of the subjects. As an example, choose the subject on “El Nino”. Choose the link “selengkapnya” (“fully”).



After that, the following window will appear:

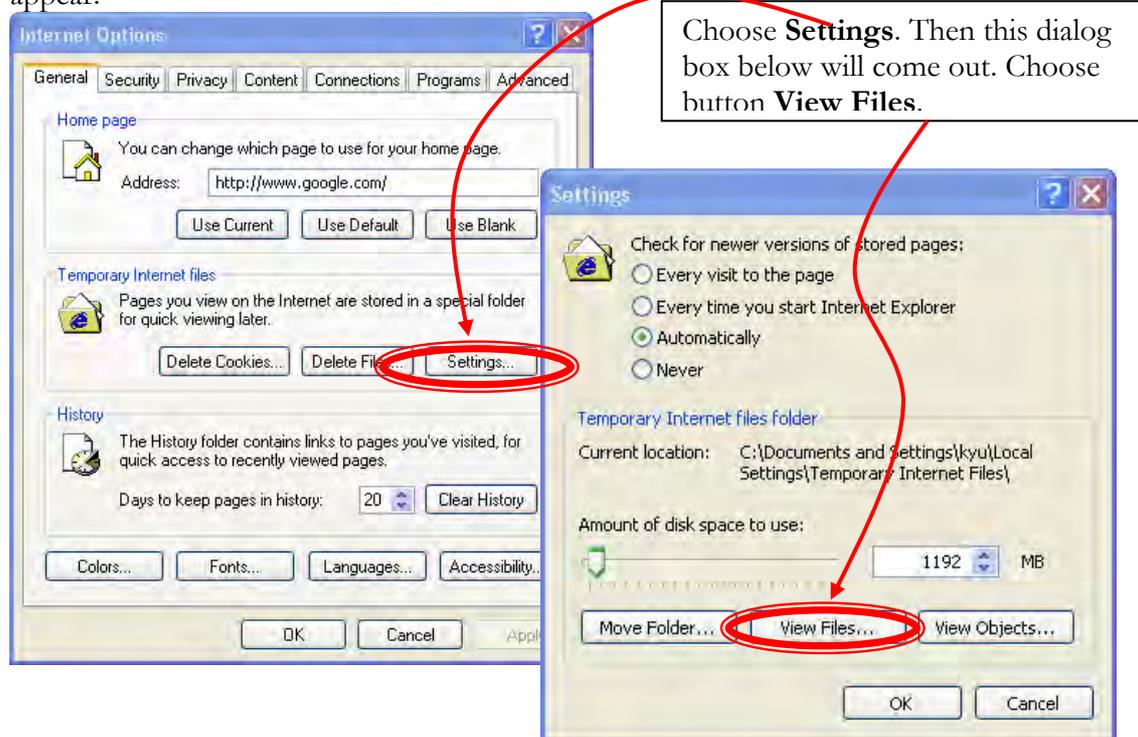


This is an animation. Usually, the extension is .swf (file extension for macromedia flash). If we found this animation file, follow the following step to take this animation.

2. Take Animation File (10 Minutes)

After finding the animation file sought, do the following step to take the animation file:

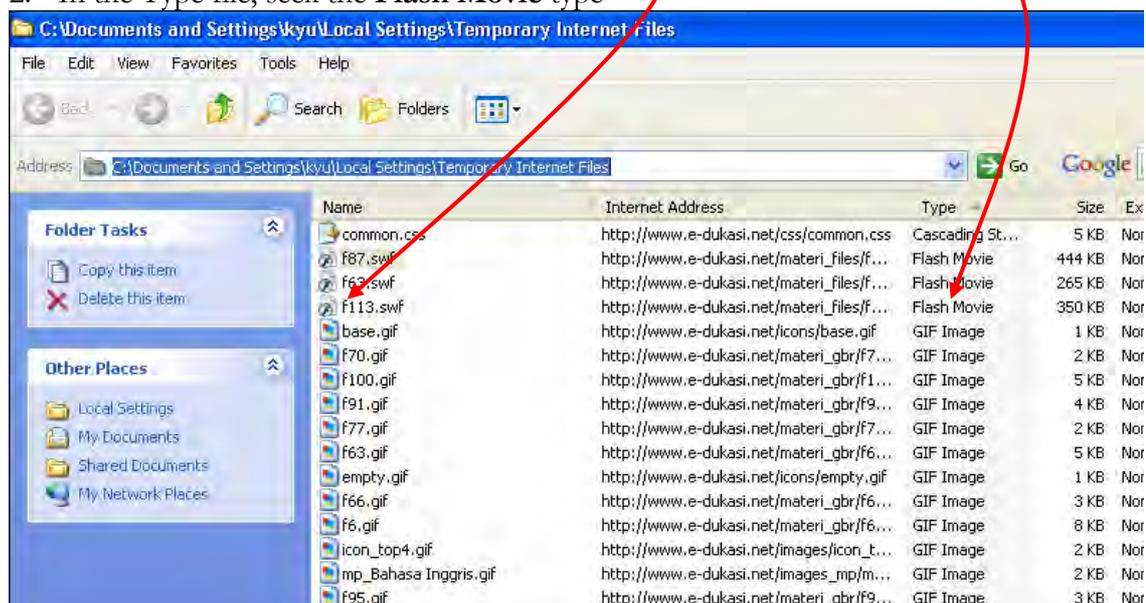
Press the menu **Tools -> Internet Option**. Then the following dialog box will appear:



Then, the following window will appear. This is the holder of **Temporary Internet Files**. This place is the place, where our pages and files are open in internet are saved. Including the animation files we open in the above-mentioned steps.

To identify which file is included in the animation file, there are several methods:

1. Seek the file having the extension **.swf**
2. In the Type file, seek the **Flash Movie** type





Note for the Facilitator

This is one of the animation files. In the above-mentioned example, there are 3 files which have the extension .swf (having the type of Flash Movie). If the computer we use has been used for a long period, Flash Movie files will certainly be enormous. It will also be difficult to seek what we want.

Show to the participants that the first method of taking the animation we want is by seeing the Internet Address. The second method is by sorting the file on the basis of date. If you get used to it, the skill to seek the file wanted will feel automatically TERASAH.

Flash animation files can be seen by clicking twice. it is also necessary to observe that to open this animation file, Flash Player must be used. Flash Player can be free obtained in:

http://www.adobe.com/shockwave/download/index.cgi?P1_Prod_Version=ShockwaveFlash.

If the file we seek has been found, conduct the copy file, then save it at the place we want (for instance: in My Documents).



Note for the Facilitator

If participants do not know how to do copy file, show to them the easiest way, namely right click, then choose **Copy**. Then, at the folder wanted, right click again at the blank place, then choose **Paste**.

Ensure that the participants do not forget any longer the place, where they save their animation file. We will use this animation file in the Step Four, inserting the Scientific Process Animation into Learning.



Step 4: Inserting Scientific Process Animation into Learning (15 Minutes)

This time we will learn how to enter one of the animation files, which we have saved in the previous step. The animation file we will enter into the application of Microsoft PowerPoint.

In the initial settings, PowerPoint cannot directly enter animation file (Flash Movie) into the presentation document. To facilitate the inserting of this Flash file into the powerpoint, download and install plugin from Breeze at the following address:

<http://www.breeze.usu.edu/common/help/en/support/pptplugin.htm>

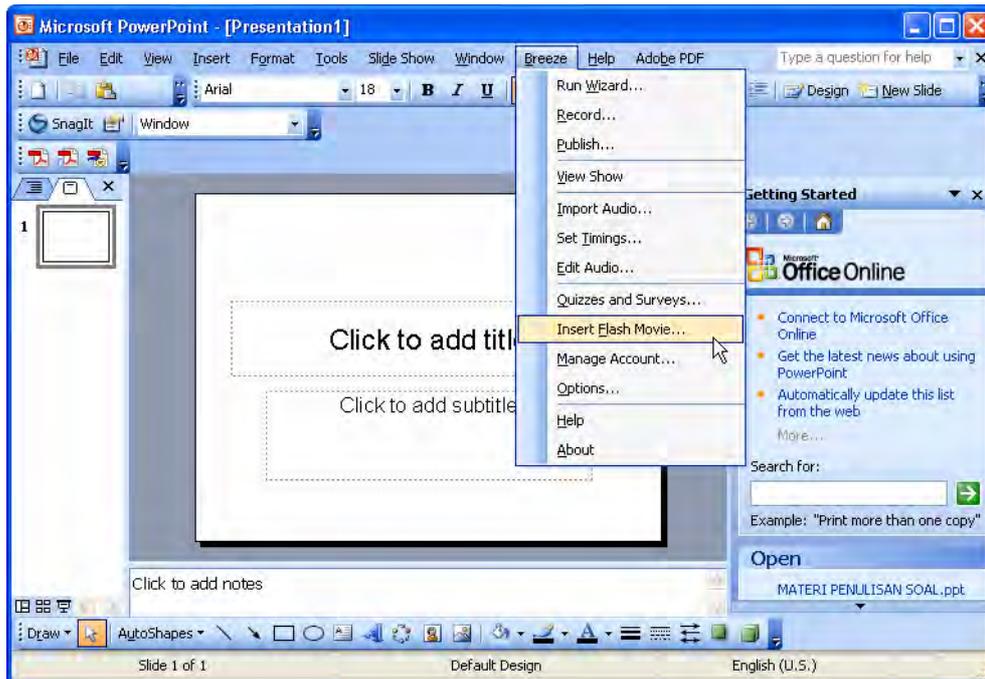
After being installed, open Microsoft PowerPoint. Press **Start -> All Programs -> Microsoft Office -> Microsoft Office PowerPoint**.

To enter the animation file, press the Menu **Breeze -> Insert Flash Movie...**

Then seek the animation file desired. Remember! The animation file has extension swf.

Or if the Flash Player has been installed, the icon will have the following form:





Note for the Facilitator

Guide participants to carry out this Step Four. This time the activity needs several installation of other applications. The great possibility is the participants will feel confused.; Explain to the participants about the term “Plugin”. Plugin is a supporting application to facilitate us to perform certain several work. Also show to the participants a presentation file which has been complete with title of animation.



Extension

In order that participants continuously seek and try the Scientific Process Animation in internet. Several recommendations are provided below for development:

- When searching www.google.com, type like the following format: **<keyword> filetype:<type of extension>**. For instance *tsunami filetype:swf*. The results that will appear is all animation files which have the extension of “.swf”. Try to open several pages. If we want to seek the file which has the type of presentation such as powerpoint, complete the file type with the extension of powerpoint (.ppt). The following is some file extensions:
 - **.swf**: Shockwave Flash Player (usually animation)
 - **.ppt**: Microsoft PowerPoint (presentation File)
 - **.pdf**: Portable Document Format (Document File)
 - **.doc**: Microsoft Word (Document File)
 - **.xls**: Microsoft Excel (Worksheet File)
- In the presentation process, divide each participant with several topics of discussion. Request them to prepare the materials of presentation, then seek the Scientific Process Animation file, and insert it into their presentation.

Activity 4

Learning Financial Management Using Computer Application



Introduction

Almost all people through out their lives will never be exempted from figures or numbers whether it is for measuring something or for trading things. On this activity, we will discuss about the basic principles of accounting, and then how to apply the principles in our daily lives. We will also discuss about the procedural steps of computer application to facilitate us in the process of recording and accounting calculation.



Objectives and Learning Outcomes

The objective of this activity is train the student's ability in setting up personal financial planning, calculating profit and loss of a business, and making graphics on the developments of a business month after month or year after year. The participants will be trained using a computer application.

By participating in this activity, the participants are expected to be capable of:

- Understanding the basic principles of accountancy
- Entering figures into working sheet
- Conducting simple mathematical operation.
- Using functions which are found in computer applications
- Making an accounting system for a canteen or school cooperative (finishing project of activity 4)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

ICT Competency

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:

Grade VII, Semester 1

Competence Standard	Basic Competence
3. Understanding human efforts in fulfilling his needs	3.1 Describing human as social and economic moral beings in fulfilling needs 3.2 Identifying economic actions based on moral and economic principles in various daily activities

Grade VIII, Semester 2

Competence Standard	Basic Competence
3. Using numbers processor software to present information	Identifying the menu and icon the number processor software Explaining the function of menu and icon in the number processor program Using the menu and icon in the number processor of the software Creating document on simple numbers processor

Life Skills

Also related to the development of life skills, as follows:

Learning Skills	Planning	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary



Information and Communication Technology

- Computer Unit which has been installed with Microsoft Excel applications.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Financial intelligence has nowadays become one of the most important things in planning and the success of life. At this moment the evaluation is based on the participants' basic skills in understanding financial intelligence and its application in their daily lives.

These are several technical matters, however, which need to be attended to and perhaps become points of consideration during evaluation:

- The accuracy in data/figure entering
- The ability to understand a material
- Financial logic
- Basic operational capability in using computer/data processor
- Taking initiatives
- Knowledge of functions on the data processor/computer
- Capability of presenting figures into a graphic

In order to be objective during assessment, pass the assessment matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: Explanation of Basic Accounting Principles (10 minutes)



Note for the Facilitator

Before the participants are allowed to use the data processor maximally, they should first be explained about the Basic Accounting Principles.

Also, it is necessary for the participants to be stimulated so as vividly they will follow this activity. If there's internet accessibility, let the following page be opened: <http://niex-klaten.blogspot.com/2006/07/mengukur-fq-financial-quotient.html>. The page discusses a little explanation about financial intelligence which must be possessed if we want our lives to be successful.

Of course, it is not easy to understand accountancy in one time meeting, especially when it is only in ten minutes. Give the participants materials on basic principles of accounting.

In the CD that accompanies this toolkit, you'll find a document of power point presentation concerning Basic Principles of Accountancy. That presentation contains materials, quiz, glossaries, reading reference, etc. Follow the instruction in there that you may be familiarized with that presentation. After that give the participants a summary on what is meant by accountancy and financial recording. Here under, you will find a summary of document on the presentation of Basic Principles of Accounting. Please, when participants begin to get confused, tell them that this is an accounting theory. To get deeper insight, you are recommended to read it outside of this activity. Also tell them that what we are going to do in the next step is to directly put into practice accountancy in our daily lives.



Handout for Participant 4.1

Measuring FQ (Financial Quotient)

Measuring FQ (Financial Quotient)

Following after intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), you now have the Financial Quotient (FQ). Financial intelligence is a personal capability in cultivating his personal ability for earning and managing money. This intelligence is needed in order that we are not trapped in bipolar financial problems: lacking of money or over abundance of money. Lacking of money causes one to be always busy making money, and this situation may take a person into spiritual blindness that eventually will justify him for any means to getting money, over abundance occurs on someone who owns overly abundant money but who is incapable of being grateful or thankful and feels unhappy.

When we were just born, our FQ score was zero, because we were absolutely incapable of fulfilling our financial needs on our own. Later on, the older we get the more we learn and begin to gain ability in earning something and decreasing our dependency on our parents.

For instance, when we were in high school, our monthly need is around Rp.400.000,-. Later that time, we begin to have part time job of selling snacks around the class with a net earning of The Rp.50.000,- of such our individual FQ score = $50/400 = 0.125$. Then when we get into college, our needs increase to Rp.600.000,- monthly. But by this time we already have plenty of links that our round the class snacks selling has grown into opening stands in places for students or dormitories, for some commissions. This business earns us Rp.150.000,- per month. Our individuals FQ score grows into $150/600 = 0.25$.

Our business keeps growing until eventually we become an agent of well established snacks business company which has big market and well organized marketing network that enables us to earn Rp.600.000,- per month. And so our individual FQ score becomes $600/600 = 1$.

Score 1 is a score of self reliance or may also be called score of independence which actually means that we have passed the dependence stage!!!

So, why don't we calculate our FQ score now? (Ashamed of your score?) Then, let us make a plan to raise our FQ score level. Get a piece of paper and a pen, and write your plan forward!

A Paraphrased version of: <http://niex-klaten.blogspot.com/2006/07/mengukur-fq-financial-quotient.htm>



Handout for Participant 4.2

Basic Principles of Accounting

A. Financial Transaction*

The realization of a transaction can be seen in proof of transactions such as receipts, invoices, notes and memos. Transactions that happen are usually expressed descriptively by hearing three primary matters as follow:

Date of Transaction, points at the date when transaction took place and this is stated in the proof of transaction

Description of Transaction, refers at a memo that explains about the type of transaction that happens

Value of Transaction refers to the amount of money of the transaction, while for certain transactions which carry interrelationships with other transactions, the value of such transactions are at times not stated.

Example:

May 10, 2002 Received payment from Ucok for car wash service at the amount of Rp.25.000,-

Date of Transaction → May 10, 2002

Description of Transaction → Received...for car wash service

Value of Transaction → Rp25.000,00

Type of transaction that happens may be known by looking at the keyword stated in the description of transaction. On the above example, the keyword is received payment and car wash service. This points to the fact that the company has received cash for a service rendered, which was the benefit of clean washed car that ucok experienced. Some other keywords are: purchased, sold, paid, in payment for, return to and received repayment.

B. Proof of Transaction

Every financial transaction that occurs must be recorded in the proof of transaction correctly. Proof of transaction is the source of recording in accountancy. The types of transaction proofs may be differentiated as follow:

Internal Proof refers to proof recording for a transaction that took place within the company or organization. For example, memo written by the book keeping manager

External Proof refers to proof recording for a transaction that took place between the company and other party/organization. For Example: Cash expenditure proof, cash payment proof, cash received proof, sales proof, and purchase proof.

The following are some examples of external transaction proof:

a. Receipt

Receipt is a record of receiving and spending of money transaction.

Receipt consists of two parts, the right part of which is to be given to the party that pays and the left part which is called "soice (pronounce sus) to be kept as file by the party that receives the money. Receipt may be written in several copies as needed.

b. Invoice

* Taken from: *Accounting* written by Ajang Mulyadi. Grafindo Publisher

Invoice is a transaction proof of purchase or sales of goods (usually carried out on credit). Invoice is issued by the seller and is given to the buyer / purchaser. On the seller side, invoice issued functions as sales invoice. While on the buyer side, the invoice functions as purchase invoice.

Invoice is usually issued in three copies, and used for the following purposes:

- First copy for the buyer;
- Second copy for the seller;
- Third copy for file;

c. *Debit Note*

Debit note is a transaction proof on the return of goods purchased. Debit note is issued by the purchaser (purchase returnable).

d. *Credit Note*

Credit note is a transaction proof on receiving back of goods sold (sales returned). Credit note is issued by the seller when goods already sold is returned by the purchaser.

e. *Cash Note*

Cash note is a record proof of goods purchased on cash transaction. Cash note is usually issued by a trader that sells goods in small party (retailing business). Cash note is written in two copies, one copy is given to the buyer and the second copy is kept for file by the seller.

f. *Check*

Check is an order letter to a bank for paying an amount of money to the check holder. Check is written by the party that has a deposit in a bank. Check is divided in two parts, the left part is kept as file and the right part is given to the party that needs the check.

C. Accounting Basic Equation

The recording of transaction in accountancy must be done systematically and regularly that an equation which is called basic accounting equation may be reached.

Every transaction must be recorded based on the double entry principle that is the principle of keeping balance between assets and liabilities.

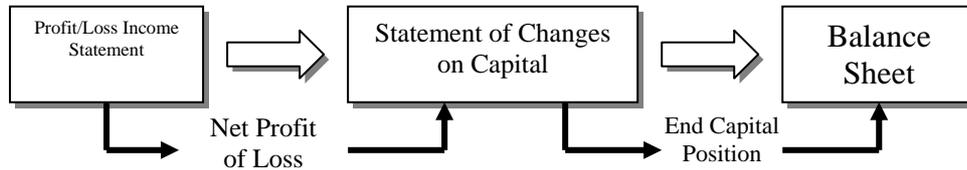
$$\text{Asset} = \text{Liabilities} + \text{Equity}^*$$

**Income increased capital, cost reduced capital.*

D. Financial Statement

Financial statement is the end of an accounting process which is presented in time of reporting. In the financial statement, information on the financial position during relevant period is presented.

Information which is presented in every financial statement is interrelational one to the others. Therefore, the order in the preparation of financial statement must be carried out as follows:



In brief, a financial statement contains several points as follows:

Profit & Loss statement: All incomes deducted by all costs will result in profit or loss. If income is bigger, it is called profit and on the contrary it is called loss.

In a merchandizing company: Incomes deducted by cost of goods purchased and also deducted by sales costs.

Capital statement-- changes in, refers to any charges that occur in the capital, like withdrawal of personally invested money or capital investment. Also, included is the capitalization of either profit or loss obtained from point (a) above.

Remember, profit or loss (all incomes-all costs) is recorded in the capital side.

Balance Sheet: This refers to the balanced condition between the assets side and debts (liabilities) plus capital. Thus, in the balance sheet, every transaction is recorded again in its account designated. Remember also that assets must always be in balance with liabilities (debts) + capital. Here the capital is obtained from the final capital position (point b) above.

Cash Flow Statement: This points to sources of cash and its uses for what purposes. The difference in the sources and uses of cash or funds is called Cash Balance.



Step 2: Getting to Know the Application of Data Processor (45 Minutes)



Note for the Facilitator

The following is a tutorial or a lesson on Microsoft Excel taken from www.IlmuKomputer.com. IlmuKomputer.Com is a site that contains materials and free of charge Lectures in Indonesian language on computer science and information technology. By now the site has grown to be an “Open community a Learning-“Gratis” Ilmu Komputer Indonesia. The main mission and it’s proclamation are to partake (be in participation) in building up the intellectuality of the people, particularly in computer science education. Gratis or free of charge materials with open content license are accessible in PDF format that can be downloaded anytime. Also available Gratis CDROM and Mirror Server for you who are at difficulty getting access on this site.

Microsoft Excel Tutorial

Tua Namora Nainggolan dan Team Kursus Komputer Trainee Jepang
cokubear@yahoo.co.jp

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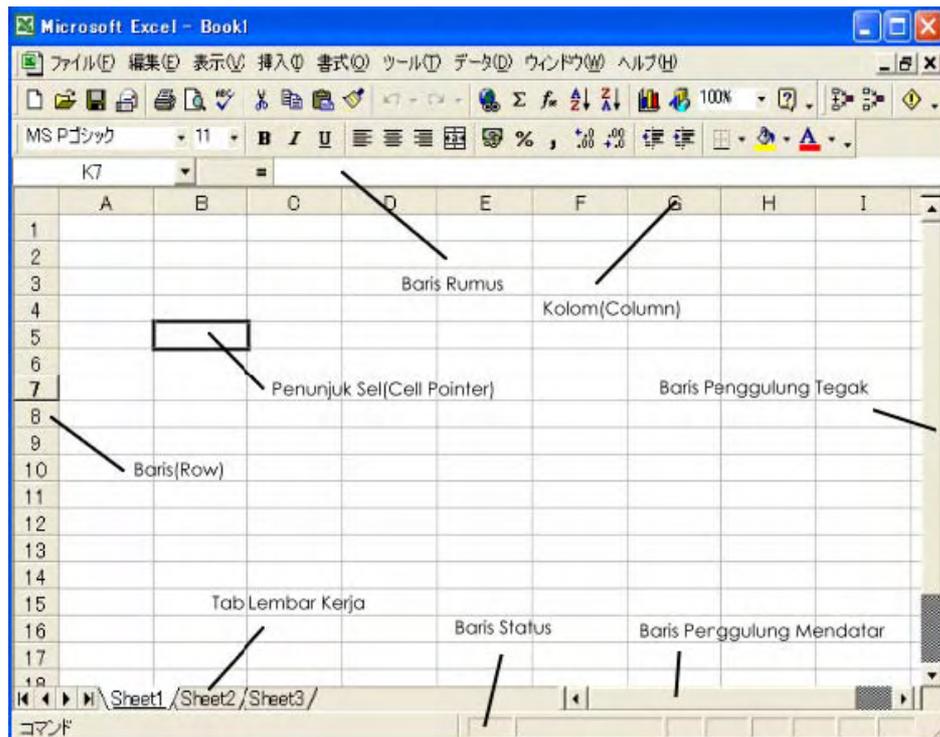
I. Getting to Know Microsoft Excel

Microsoft excel, later known to be excel, is an application program which is plentifully used in assisting the user to calculate, to protect, to analyze and presenting data. Here we are going to be often time in touch with methods of making tables and graphics that are much needed in company’s data preparation and presentation, research results analysis and in the making of personal papers.

II. Working with Microsoft Excel

A. Microsoft Excel Worksheet

Before entering into the discussion of Microsoft excel, it is also good t get first to know with the appearance of Microsoft Excel, with also some of its much used general terminology. Some of the general terminology that appears in the following pictures are frequently used in our following discussions, and so we would be better off memorizing them.



Picture 1: Microsoft Excel Exhibit and some important terminology

B. Moving the Cell Pointer

There are several methods in moving the cell pointer. For its complete ways please see the following table:

Table 1. Some Ways for moving the cell pointer

Button	Description
← ↑ → ↓	Move from one cell to the left, to the right. Upward or down ward
Enter	Move from one cell down ward
Home	Move to A column on the position of active line
Ctrl + Home	Move to A1 Cell on the active worksheet
Ctrl + End	Move to end cell position of the line in use
PgUp	Move to one layer up
PgDn	Move to one layer down
Alt + PgUp	Move to one layer leftward
Alt + PgDn	Move to one layer rightward
Ctrl + PgUp	Move from a worksheet table to the next worksheet table
Ctrl + PgDn	Move from a worksheet table to the previous worksheet table

C. Entering Data into Worksheet

Various types of data may be entered into the worksheet like text, values, dates, hours and etc. In order to enter data into a cell, the following steps must be in the procedure:

1. Choose or click the cell where data are to enter
2. Type the data you want to enter in
3. Press the data or button of arrow director or Pg up and Pg Dn

D. Correcting Errors of Typing

If ever there's data typing error, you may correct it by following these procedural steps:

1. Choose the cell where in data need to be corrected, then press F2 or click the left button of the mouse twice on the cell of the data that need correction.
2. Then, correct the wrong data and press the enter button if you have finished correcting it.

E. Using Formula

You may enter formula of math instruction into a cell of your worksheet. The calculation operators that you can use among others are: + (addition), - (deduction), * (multiplication), ^ (exponential).

In Identifying ways for its uses, you must first prepare a table like what is in picture 2 below:

	A	B	C	D	E	F	G	H	I
1									
2									
3		Jam Kerja			40				
4		Upah per jam			1500				
5		Total Upah yang Diterima							
6									

Picture 2. Work-wages Table

In order to fill in cell E5 which is the Total Wages Received, there are several ways you can follow:

- Writing Formula using fixed figure
 - a. Direct the cell pointer to the position wanted (in this example it is E5)
 - b. Types the formula “=48*3500” on the column of formula and press enter

Note: The writing of formula must always be preceded by a symbol “equal” (=)

- Writing Formula using Cell Reference
 - a. Please position the cell pointer on the intended position (in this example it is E5)
 - b. Type the formula “=E3*E4” on the column and press enter

Note: By the use of this method, any change of data in cell E3 and or E4, will cause the result in cell E5 be also changed.

- Writing Formula by Pinpointing

By the use of keyboard or mouse:

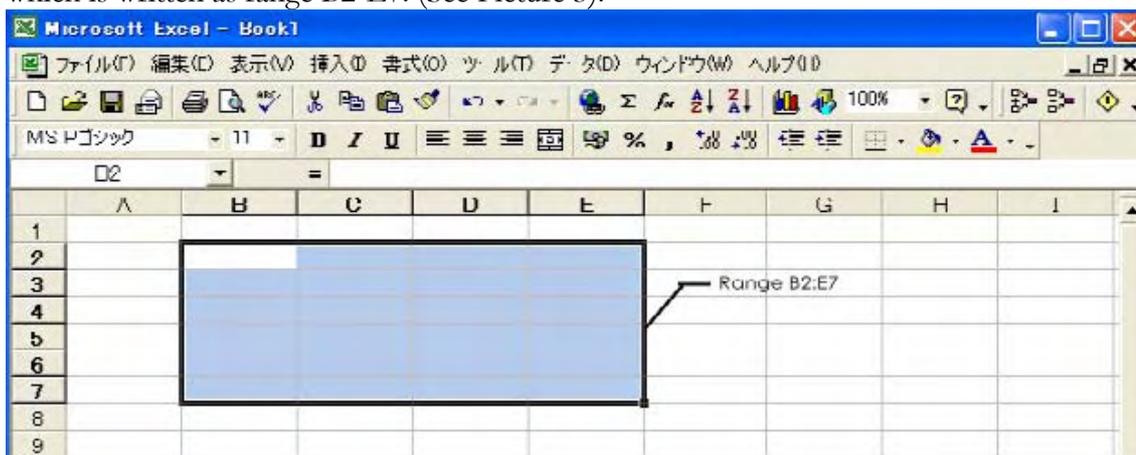
- a. Please position the cell pointer on the intended position (in this example it is E5)
- b. Type “=” on the column of the Formula
- c. Choose or click cell E3, then click “*“

- d. Choose or click cell E4, then press Enter.

F. Setting up Range or Cell Block

At the moment of working using Excel, we are not only working in just one cell. Sometimes, you are going to work in groups of cell. For Example, if you want to change any type of letter of some columns and or lines, you want to change formula of some columns and or lines, copy-paste or deleting data of some columns and or lines, etc. In condition like the above, you can use this range or cell block for your easier work.

Range is named in accordance with its cell address positioned at the up-left end all the way down through the right-end. For example, the range that extends from B2 cell to E7 which is written as range B2-E7. (See Picture 3).



Picture 3. Range B2-E7 Exhibit

Range/ Block Cell maybe setup in several ways:

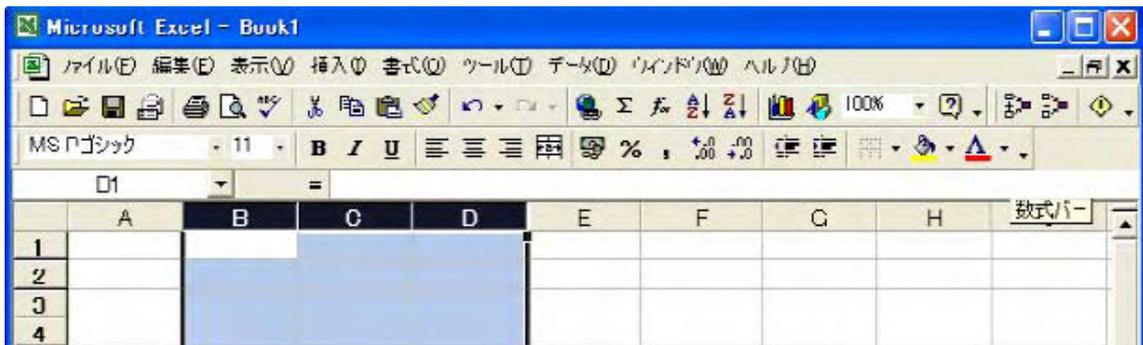
- Setting up Range by using Shift Button
 - a. Please position the cell pointer at beginning range of cell intended to be blocked, that is B2 (See Picture 3).
 - b. While pressing Shift, also press arrow button to reach the intended cell, that is E7
- Setting up Range by using Mouse **
 - a. Click the cell which is the beginning cell range that is B2. Mouse pointer must be in the white positive symbol (Pointed in the cell, not at its side). (See Picture 3).
 - b. While pressing the left click of the mouse, drag the mouse pointer to the intended cell that is E7 Cell.
- Setting up Columns and Rows
 - a. Click the cell of the beginning cell-range, which is B2. The mouse pointer must be at white positive symbol (pointed in the Cell, not at its side) (See picture 3).
 - b. While pressing the left Click of the mouse, drag the mouse pointer to the intended Cell that is E7 Cell.

A column or row maybe lime-lighted by clicking a letter of the column or a number of the line intended. Like for instance, clicking a letter of column B if you intend to lime-light all Column B.
- Blocking a Series of Columns and Lines

In order to block a series of columns (like for instance BCD) as a series of lines (like for instance 3, 4, 5), you may do so by following these steps:

 - a. Click at a beginning letter of column or at a beginning number of a line (in this example, it is B or 3)
 - b. While pressing the left button of the mouse, drag the mouse pointer to reach the

fully lime-lighted lines (in this the example is D or 5).



Picture 4. Lime Lighting Series of Columns

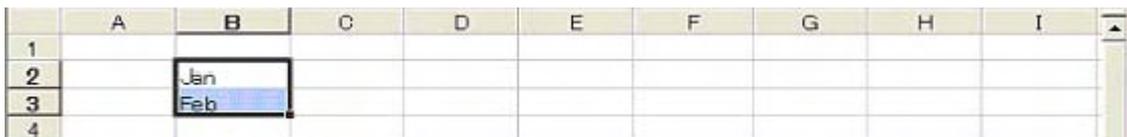
G. Deleting Data

For data deleting from a cell or certain range of cells, moving cell to, etc., please make or set a range of places you want to delete, then press the Delete Button. And when you want to delete the exhibit format of a data/ cell, you can do it by choosing and clicking the Menu Edit, Clear, Formats.

H. Entering a Series of Data by Using Auto Fill Facility

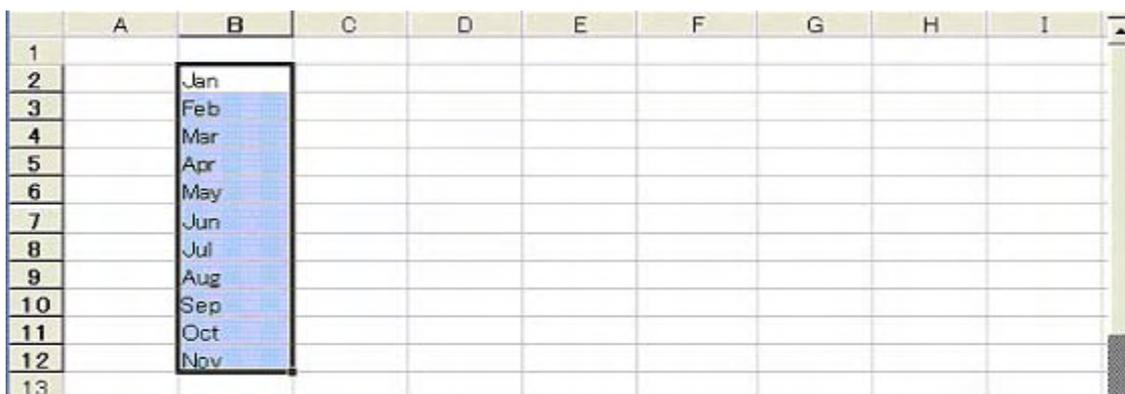
Entering data like figures or texts by using Auto Fill Facility, you can do it by following the steps as follows:

1. Choose or click the beginning position of the cell's place of the series of data you intend to set. Example: choose or click Cell B2.
2. Type the beginning data that is intended. Example text of "Jan" (January)
3. On the next cell (cell under it) B3 or at its side (C3), type the next data that you intend. Example at B3,, you type "Feb" (February)
4. Lime –light or just block B2 : B3 (See Picture 5)



Picture 5. Beginning Data Exhibit

5. Still on the condition of being lime-lighted, direct the mouse pointer at down-right and corner of Cell B3 till the white positive (plus) symbol changes to positive black.
6. Press the left button of the mouse and drag the mouse pointer position to the intended Cell, for example B12. By doing such, the series of figures data can be exhibited. See Picture 6.



Picture 6. Result of Data Series by the Use of Auto Fill Technique

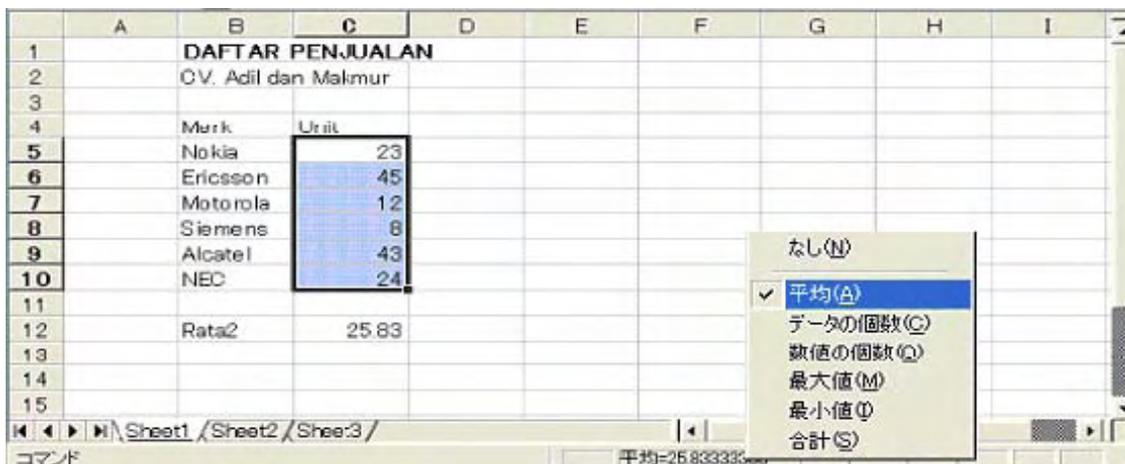
I. Using Auto Calculate and Auto Sum Facility

➤ AutoCalculate

Auto Calculate Facility (automatic calculation) is used in doing speed and easy calculation of many data in certain range room. Within this Auto Calculate Facility, there are 6 instructions, which are automatic instruction to calculate average, addition of data (count), many figures data (Count Numbers), Maximum Value (max), Minimum Value (min), and Summation or Totaling figures data.

The how-to of using auto calculate facility is as follows:

1. Lime-light the data range you will calculate. For example limelight range C7; C12 from the data like here under.



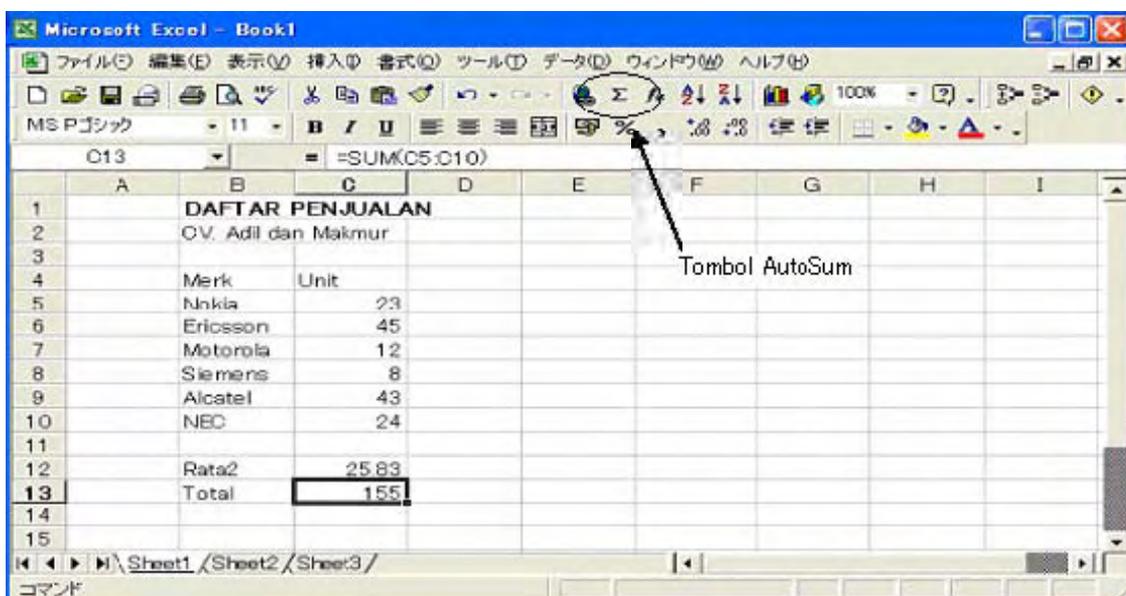
Picture7. Example of using Auto Calculate

2. Click the right button of the mouse on the status line, and choose type of calculate that you intend to use. Example, choose Average (A) to calculate Data average.
3. The result will be exhibited at the status line.

➤ AutoSum

The function of Auto Calculate above is to calculate speedily many data, but by this it cannot automatically write the result on your worksheet. Especially for summation there's an easy way to do it which simultaneously also can write the result in your worksheet. The way is simply using the toolbar button AutoSum (Σ).

In the example above, if we want to write the total unit, just place the mouse pointer at our intended position (example, C13), then press the button Σ on the toolbar. Next, highlight the range that is intended to be totalled (in this example it is C₅:C₁₀), then press Enter.



Picture 8. Example of using AutoSum



Step 3: Practice: Using Data Processor Application in Personal Financial Planning (20 minutes)



Note for the Facilitator

On step 3, there are several things we will do. First, is to decide on what things to buy and at what price. Second, is to analyze on how much income we make and what expenditure we spend out every month. Finally, is to determine the difference (balance) between our monthly income and monthly expenditure. The difference is going to be our saving which we will use in buying the things we want.

Show the participants the final result that they must achieve in the practice of this time. Try to give the least assistance. Let the participants try and be on their own doing this exercise.

Udin is a seven grader SMP student wanting to buy a bicycle at the price of Rp.240.000,-. He, however, doesn't have the mount money now. Luckily, Udin has learnt to use data processing application. In the first step he does an analysis on how much money he receives every month and what expenditures he spends out during the same period. The result of his analysis is as follows:

Monthly Income	
Monthly Money	50000
Other business	25000
Bonus	10000

Monthly Expenditure	
Transportation Cost	30000
Purchase stationary	10000
Snack & Softdrink	5000

Please assist Udin in his financial Planning. The followings are questions that Udin asks:

1. How much is the total income and total expenditure of Udin per month?
(Instruction: please use AutoSum Function.)
2. How much monthly balance that Udin get? (Instruction: The difference between Income and expenditure per month.)
3. How many months does Udin need till he will be able to buy or purchase his dreamt bicycle (Instructions : use division)



Note for the Facilitator

Make sure that the participants do not manually calculate. Let them use the AutoSum function for the Summation. And so with the deduction and division to prevent them from using manual calculation on transportation costs, purchases of writing utensils, buying Food & Drinks, etc. If there's no change on total Income & Expenditure (monthly), the participants must have calculated it manually. To see on what is supposed to be the final Exhibit, see picture below.

The final result intended is as follows:

Penerimaan Bulanan		Pengeluaran Bulanan	
Uang Bulanan	50000	Ongkos transport	30000
Usaha lain	25000	Pembelian alat tulis	10000
Bonus	10000	Makanan & Minuman Ringan	5000
TOTAL	(1)	TOTAL	(1)
SELISIH PER BULAN	(2)		
HARGA SEPEDA	240000		
LAMA MENABUNG	(3)	Bulan	



Step 4: Making Graph (10 Minutes)

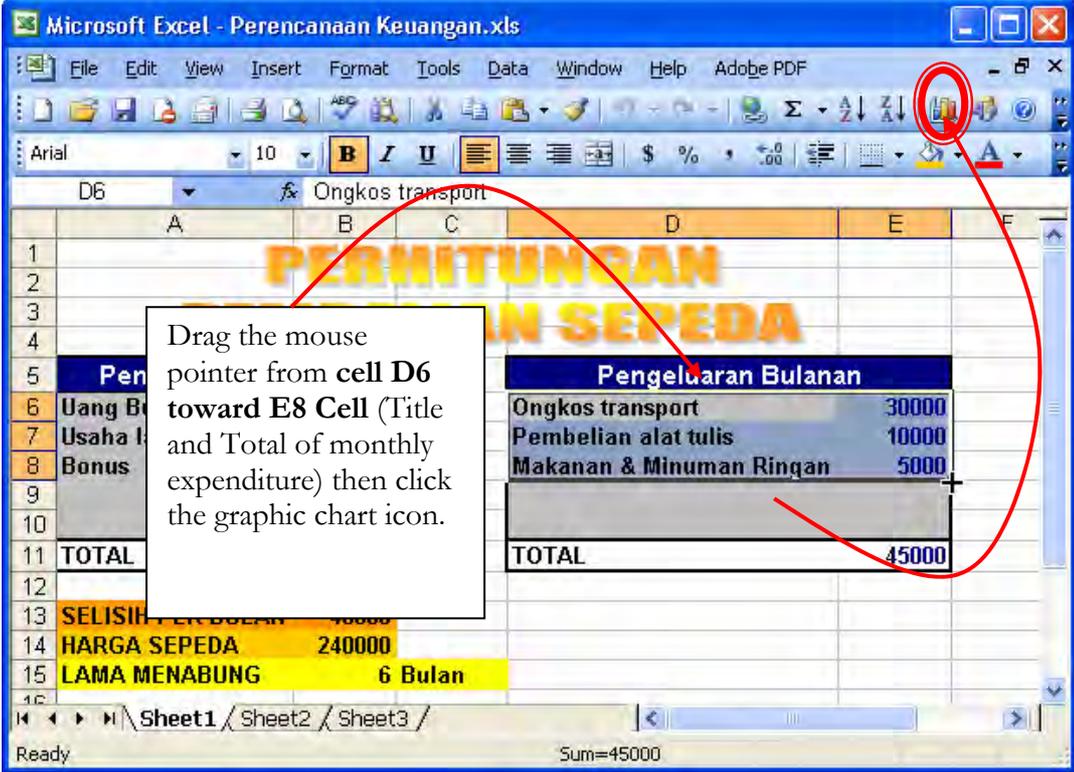
Fortunately, Udin doesn't have that much monthly expenditure. If he has many kinds of expenditure, it will be difficult to find out which expenses are most and therefore he may reduce expenses there from. Here is also feature that can serve him to make to graph

that's provided by Excel. By having graph; it will be much easier for him to figure out the percentage of each expense.

To make graph, please follow these steps:

1. Highlight the area where you want it to be displayed in Graph. (5 Minutes)

Before we make the graph, the computer needs to know what is intended to be graphed. Highlight to choose the area intended for it.

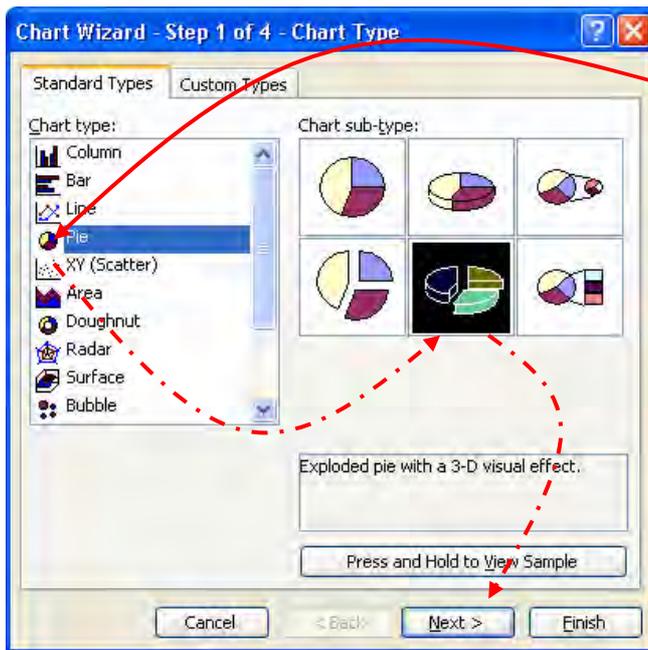


Drag the mouse pointer from cell D6 toward E8 Cell (Title and Total of monthly expenditure) then click the graphic chart icon.

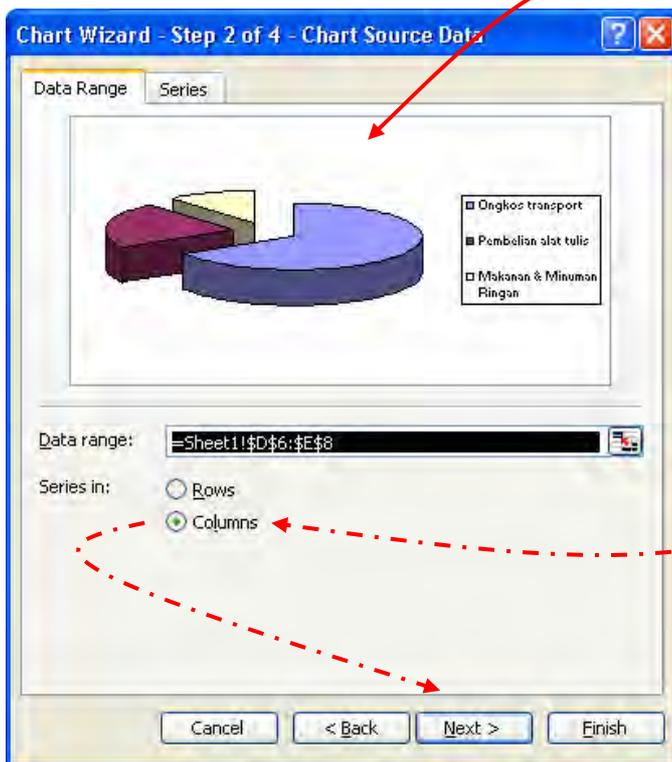
Pengeluaran Bulanan	
Ongkos transport	30000
Pembelian alat tulis	10000
Makanan & Minuman Ringan	5000
TOTAL	45000

2. Making Graph. (10 Minutes)

After choosing the area, what we do next is to make the graph. This can be done in two ways. First, is by clicking on the graphic icon chart second, is pressing the menu **Format -> Chart...** Then the following window will appear:



Choose **PIE** graph type. Then choose picture that looks like cake cut into pieces then press the **NEXT** button.



The picture on our left side is a graph exhibit that we have made. Make sure **Columns** is chosen. Then press the **NEXT** button.

Chart Wizard - Step 3 of 4 - Chart Options

Titles Legend Data Labels

Chart title: Grafik Pengeluaran Bulanan

Category (X) axis:

Value (Y) axis:

Second Category (X) axis:

Second Value (Y) axis:

Grafik Pengeluaran Bulanan

- Ongkos transport
- Pembelian alat tulis
- Makanan & Minuman Ringan

< Back Next > Finish

Write the graph title then, press the **NEXT** button.

Chart Wizard - Step 4 of 4 - Chart Location

Place chart:

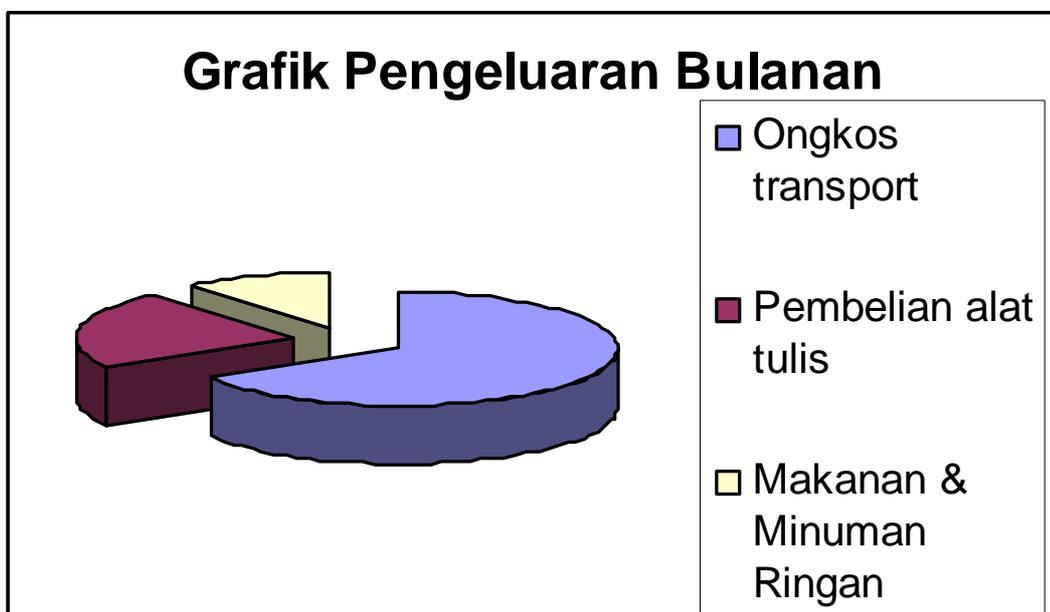
As new sheet: Chart1

As object in: Sheet1

Cancel < Back Next > Finish

Choose the area where the graph is to be exhibited. It is made as a new worksheet, or as a picture on a chosen worksheet. Now, choose **As Object in Sheet 1**. Then press the **FINISH** button.

The graph that we made will look like below:



What is visible from the graph is obvious that transport expenses, occupies the biggest proportion in comparison with other expenses. Try to change the total of each expense; you will see that the graph will also change in accordance with the changes in the data that we have entered. Have a Try!☺



Extension

Do the following things so that the participants may continuously sharpen their financial intelligence:

- Make a school canteen accounting system which states the school canteen's incomes and expenditures. Also its financial statements such as its profit and loss statement, monthly. A graphic that shows its development month after month, after year after year is also needed.
- Make a personal financial planning; include in it the plan for expenditure and incomes and the amount of money planned for saving on daily, monthly, and yearly basis. Then make a graphic of the increasing (growth) in savings or the decrease in money owned.
- In relation with a school concert organized by students, the committees mobilize its people raising funds for the program, when the concert is over, the committee is asked to write a report on financial accountability. Try to make the financial statement to appear that the total incomes and total expenses are at least balanced. If there's a surplus (incomes > expenses), calculate how much the surplus is. How's the committee's compliance with the planned budget. Also plan on what to do with the surplus.

Activity 5

Collaborative Learning



Introduction

Sometimes it is difficult to find answer to our questions. Each time we ask the person around us, they nod the head or lift their shoulder saying: “Sorry, I cannot help. I don’t understand about this matter.”

Maybe the answer is frequently uttered by the persons around us. But, the world is large. The science is disseminated all over the world, and very many people from all corners of Indonesia and the world with pleasure help us solve the problems both relating to life, learning and employment.

In this activity, We will understand what is meant by joint learning, how to join in a group as well as the last is how we set up a group of joint learning in the internet.



Objectives and Learning Outcomes

The objective of this activity is to introduce one of benefits of Internet, namely joint learning. In addition, the participants understand what is meant by joint learning, the participants will also learn how to register in a group of joint learning, as well as how to set up a joint learning group in Internet. By following this activity, participants are expected to be able:

- To understand what is meant by the joint learning
- To know the tips on attending a joint learning group
- To joint in a joint learning group
- To set up a joint learning group (Project at the end of Activity five)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

ICT Competence

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:

Grade VII , Semester 1

Competence Standard	Basic Competence
5. Understanding the use of information and communications technology and future prospect.	1.9 Identifying various equipment of information and communications technology 1.9 Explaining the role of the information and communication technology in daily life 1.10 Identifying various benefits and uses of the information and communication technology

Life Skills

Also related to the development of life skills, as follows:

Learning Capacity	Information Searching	Decision Making	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work, it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “Joining a Mailing List” sheet to be distributed to the participants.



Information and Communication Technology

- Computer Unit which has been installed with the following application:
 - Internet Explorer (or any other browsers)
- LCD Projector (if permissible)



Assessment

This activity is further emphasized in the aspect of following the instruction. There are several matters, in which evaluation can be conducted:

- Understanding about the joint of learning (mailing list)
- The capacity to seek the group desired
- The capacity to carry out the basic instruction in the mailing list
- The capacity to reveal question
- The capacity to set up mailing list group
- Etc.

In order for the evaluation can be objectively carried out, distribute the evaluation matrix sheet to each of the participants, and let them evaluate the work result of other participants.



Step 1: Understanding what is meant by Collaborative Learning and Mailing List (15 Minutes)



Note for the Facilitator

Explain to the participant that the joint learning in the internet is not limited to the use of mailing list. There are many other ways, among others the existence of forum website community online, etc.

In this activity, we limit to the use of mailing list. Mailing list is elected, because the process of registration and preparation are relatively easy and can be conducted by anyone within a fast period. Below is the explanation about the joint learning (collaborative learning) as well as about mailing list. (Translate into Indonesian, if participants do not understand the meaning).

If internet access is available, type **define:COLLABORATIVE LEARNING** in www.google.com. Then the following window will appear.

The screenshot shows a Google search interface. The search bar contains the text "define:COLLABORATIVE LEARNING". To the right of the search bar are buttons for "Telusuri" and "Pencarian Khusus Acuan". Below the search bar, there are radio buttons for "di web" (selected) and "halaman dari Indonesia". The search results are displayed under the heading "Web". The first result is "Frasa semacam ini: [collaborative learning online](#)". Below this, there is a section titled "Penjelasan dari COLLABORATIVE LEARNING di Web dalam bahasa Inggris:" followed by a bulleted list of definitions and links.

Google [Pencarian Khusus Acuan](#)
Telusuri: di web halaman dari Indonesia

Web

Frasa semacam ini: [collaborative learning online](#)

Penjelasan dari **COLLABORATIVE LEARNING** di Web dalam bahasa Inggris:

- when learners work in groups on the same task simultaneously, thinking together over demands and tackling complexities. Collaboration is here seen as the act of shared creation and/or discovery. Within the context of electronic communication, collaborative learning can take place without members being physically in the same location. www.unesco.org/education/educprog/lwf/doc/portfolio/definitions.htm
- Learning through the exchange and sharing of information and opinions among a peer group. Computers excel in mediating collaborative learning for geographically dispersed groups. www.conferzone.com/resource/glossarycd.html
- A more radical departure from "cooperative learning". It involves learners working together in small groups to develop their own answer through interaction and reaching consensus, not necessarily a known answer. Monitoring the groups or correcting "wrong" impressions is not the role of the trainer since there is no authority on what the answer should be. www.neiu.edu/~dbehrlic/hrd408/glossary.htm
- Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product. The approach is closely related to cooperative learning, but is considered to be more radical.



Handout for Participant 5.1

Mailing List or Milis

Since our focus this time is mailing list, the following is the explanation about Mailing List: (taken from: <http://balita-anda.com/milis.html>)

Mailing List or Milis

Mailing list is the word, which is very intimate for internet user, particularly, the email fan, what is mailing list?

Mailing list, also usually abbreviated to Milis, basically is a group of persons joined in an electronic discussion form (two ways) or electronic publications (one way) to discuss a topic based on the certain interest and objective. Therefore, there is Milis for garden, Milis for reporter, Milis for those who have children under 5 years old, milis for Internet practitioners, religions Milis, Milis for marketing practitioners, etc. Through this facility, members are permitted to freely and openly discuss a problem and exchange information in accordance with the mission and objective of Milis. The persons who joins in milis called member or participants, while the persons who safeguards milis is called administrator or moderator or usually called list admin or list owner. Their duty usually involves problem of milis administration and other technical matter, such as bounced email, approve message, statistical posting, safeguards in order that the regulation of milis is complied with, etc. while the content of milis lies in the responsibility of list moderator. But, in practice in milis milis in Indonesia, both functioned are combined into one.

And although requested by list-admin or list-owner, in practice there are two types of milis.

The first type is milis which does not use moderator, or called open milis. In this milis, each posting (email) of direct member is disseminated to member, without having to be approved first by moderator. Even, anyone may subscribe without having to be approved by moderator. At the most, the would-be subscriber only receives a reply which must be replied, only to check whether the email address is already correct. While the second type is the milis, which is controlled by moderator, or usually called closed milis. In such a milis, each posting must go through moderator and than after being approved disseminated to member. In the milis of this type, subscribe must be approved by moderator. Those who do not meet the requirement are rejected.

Each milis indeed has its own procedure. But, in general, they only expects its member to send a posting, which is in accordance with the objective of milis, and not messages which can be categorized as pornography, junkmail or spam. The violation against this rule, will usually sanctioned in the form of the dismissal from the membership.

At this moment, in the cyber world, there are thousand of milis. Almost each day thousands new milis emerge, while the old milis are void. In Indonesia alone, there are many varieties of milis. There are new milis, but there are milis which silently disappears. There are milis which are laris, and there are milis which are kurang laris. Several milis, have many members, while others only have a few members.



Step 2: Knowing Tips on Joining a Mailing List (15 Minutes)

The following are quoted from: <http://www.smu-net.com/main.php?act=ti&xkd=2>

MAILING LIST TIPS

[March 28, 2001 | 1363 readers]

Adopted and translated from RFC-1855

Adhi has a red face when he opens his email. The problem is that he gets email from the persons, which he does not expect in advance. Oops!!? Yea, it turns out that he has ever sent an email in a Mailing List. What worst is, the email is read by all members of mailing list. As a matter a fact, he intends to send it to the one he loves.

In order that you are not ashamed as Adhi, the following are several tips on mailing list. There are general tips and special tips. OK, in order not to waste time, directly observe them!

GENERAL

1. Read the mailing list which you follow, at least one month before you start participation by passing. This is important, to assist join in understanding the culture of mailing list concerned.
2. Don't blame the system of administration, for something which is done by another member.
3. Be careful to write, remember, there are very many people read your posting. And you need to know that mailing list often has file (archive) and the words you write will be save within a quite long period at the place, which can be accessed by many people.
4. Assume that individual states the opinion privately and what they express does not represent the organization they follow (except specifically mentioned).
5. Only observe the special regulation owned by the organization follow. Remember that email uses resource.
6. Make effort in order that message and article you write, start and direct to the print. Don't send the message which only shows the editonal error of someone, such as: mistype or misspell. If you do, all people are certain to brand you as a beginner, who is not adult yet.
7. Forgery of identity (forgery and spoofing) are the matters, which are no be justified.
8. If replying a message, ensure you summary the previous posting on the upper side, or include only the part you consider important just to give context to your posting. This will make readers understand when they read your reply.
9. Ensure that you have signature in your posting. This will ensure that certain mail client cutting the header will eliminate reference in your message on how to contact you.
10. Be careful if you reply the posting of another person. The reply to a message will often go to the sender, but there is also directly goes to the whole group if you do not intentionally send the personal message to the whole group. Wow, It's very embarrassing.

11. If you unintentionally send personal message to member or certain group, you must promptly the request for forgiveness to the person you direct and the relevant group.
12. Never get involved in a flame war, Don't react to sensitive matters.
13. Avoid sending a message, which only contains thankfulness to the response which has been given.
14. Be careful with the type of letter you use. Certain type of letter can be presented differently in different system and in different email client.

SPECIAL

There are many ways to find information on whatever mailing list available in the Internet and how to follow them. But, it is better to ask first to your organization before seeking information through Internet. Certainly there are several sets of file which are periodically posted in news. Answers which describes on the mailing list available in the Internet and how to follow them. This is a very valuable source to find the mailing list with certain topic.

1. Send the message subscribes and unsubscribe to the appropriate address. Although several mailing list software are quite 'clever' in 'catching' such matters, not all of them can do it.
2. Save the welcome message you receive, if you follow a mailing list. This message will usually inform you how to unsubscribe to the mailing list.
3. In general, it is impossible to cancel the message you have sent. Even the administrator system will not also be able to cancel a message, if you have sent it. This means that you must really ensure that a message is ready to be sent with the consequence to be read by many people.
4. The auto-reply feature from mail client which is useful in private communications will interrupt if sent to the whole group. Check the address "Reply-To" if replying the message from the mailing list. Most of the auto-reply will be sent to all members of the mailing list.
5. Don't send big file to the mailing list if the URL address or ftp address is not adequate. If you want to send as something which is divided into some parts, ensure you follow the habit of the group you follow. If you don't know what the habit looks like, ask first.
6. Consider activating the 'normal' option (if available), if you cannot check your email within a period, which is relatively long.
7. If you send message to more than one mailing list, particularly if the topic of the mailing list is interrelated, forgive for the existence of cross-posting.
8. If you ask, ensure that you summarize the answers and if you want to send the summary, properly summarize them and don't only send the collection of the messages you receive.
9. Several mailing list are private, don't sent to this mailing list without being invited and don't repost the message which you get from this mailing list to another person or mailing list.
10. If you are trapped in the argumentation, maintain that the discussion is focused on the problem and not on the attitude and personality of the relevant persons..



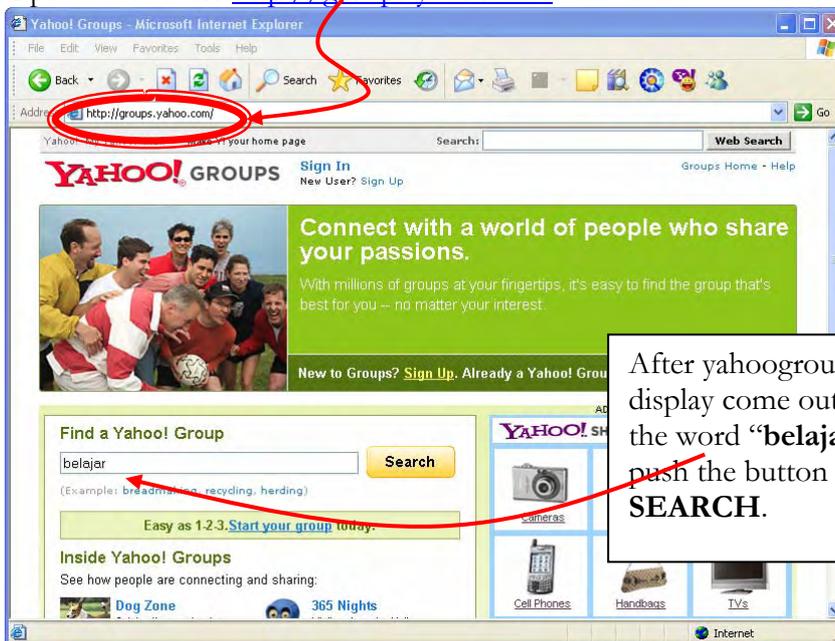
Step 3: Seeking an Online Learning Group (10 Minutes)



Note for the Facilitator

This third step needs internet line. If the internet line available is very slow, do in front of the class, then show to participant. After that, in turn and in group, request participant to seek an online learning group desired.

There are hundreds even thousands of mailing list or learning group/online discussion in the internet. One of the greatest mailing list maker is the internet is YahooGroups! Open the address <http://groups.yahoo.com>.



After yahoogroups display come out, type the word “belajar” then push the button **SEARCH**.

Then the following display will come out:

The screenshot shows the Yahoo! Groups search results page. At the top, there's a navigation bar with 'Yahoo! Groups', 'Sign In', and 'New User? Sign Up'. Below that is a search bar and a 'Search Results' header. The main content area displays a list of search results, numbered 1 through 7. The first result, 'Free-English', is circled in red. A red line starts from the circle and points down towards the explanatory text below the screenshot. The results list includes group names, member counts, and brief descriptions of each group's focus, such as learning English, business, programming, and general wisdom.

Group Name	Members	Archives	Membership	Description
Free-English	1347	Public	Public	Mengundang anda untuk bergabung dengan milis Free English Course di: Free-English-subscribe@yahoo.com Free English Course adalah milis yang sengaja didirikan untuk belajar bahasa inggris secara GRATIS dan online. hal ini dilakukan mengingat makin terbatasnya waktu untuk belajar dan semakin tingginya biaya kursus bahasa inggris. Bila anda tertarik untuk kursus bahasa inggris gratis secara online, maka kirimkan e-mail kosong ke: Free-English-subscribe@yahoo.com Salam Free ... (more)
belajar-bisnis	9271	Membership required	Membership required	Selagai orang muda, atau karyawan, atau siapapun Anda yang ingin mulai terjun ke dunia bisnis tentu tahap awalnya adalah belajar. Langkah mutlak berikutnya mempraktekkan apa yg anda pelajari tersebut. Di Group ini kita akan belajar banyak tentang bisnis sambil Anda mempraktekkan ilmunya. Saya mempunyai support system teruji yg semoga dpt membantu Anda, seperti ribuan member lainnya yg telah bergabung di sini. Selamat bergabung para pebisnis baru ataupun pakar bisnis, semoga bisnis Anda ... (more)
peluang-mudah	8095	Membership required	Membership required	Instant BONUS, 22 USD Club, cara untuk menghasilkan Dollar. Sell the Product, Direct Referral Incentive, Direct Pairing Bonus, Direct Referred Referral Bonus, 16 Levels Referrals Bonus. Dapatkan produk digital senilai USD\$5000 lebih. Member boleh download produk yg diinginkan dan menjualnya kembali. Bergabunglah bersama kami di sini dalam bisnis orang paling keren pendidikan e-gold emo stormpay indonesia malaysia brunei singapore bali denpasar jakarta surabaya belajar bisnis forex business ... (more)
newbie_hacker	7902	Membership required	Membership required	Ini adalah Mailing List resmi Echo.or.id yang di buat untuk Belajar, Berbagi, Berdiskusi dan Mencoba tentang berbagai bentuk dan teknik-teknik Keamanan Komputer dan Jaringan, baik Programming, Penguasaan Operating System, perangkat lunak, perangkat keras, tips dan trick, info terbaru sampai ke Dunia opensource serta semua hal yang berhubungan dengan Dunia TI. Ditujukan untuk pembelajaran bersama, serta untuk kemajuan Dunia TI khususnya mengenai Keamanan komputer, Jaringan dan Internet. This is ... (more)
Smart WISDOM	6237	Membership required	Membership required	WISDOM, WEB, WEALTH, HEALTH, AND HAPPINESS BELAJAR, BERMITRA, BERNILAI-TAMBAH, SEHAT, DAN BERBAHAGIA Featured in Majalah SWA 24 Januari 2002 hal.15-16 e-Newsletter mailing list kiati ekonomi, bisnis, manajemen, investasi, dan keuangan dari Prof. Dr. Roy Sembel (http://www.roy-sembel.com) dan rekan. Berisi artikel Prof. Dr. Roy Sembel dan rekan di media massa (KONTAN, GATRA, SINAR HARAPAN, WARTA EKONOMI, JURNAL PASAR MODAL, INVESTOR, INVESTOR DAILY, KAPITAL, SWA, INFOBANK, PROSPEKTIF, BISNIS ... (more)
indoprog-vb	5851	Membership required	Membership required	Indoprog-vb adalah suatu forum belajar bersama bahasa pemrograman Basic, khususnya Visual Basic. Forum ini dibentuk berdasarkan aspirasi peserta diskusi indoprog yang menginginkan penyelenggaraan "Belajar bersama Basic & Visual Basic". Pada forum ini sangat diharapkan saling pengertian dan saling menghargai, serta terbuka bagi siapa saja yang memiliki keinginan belajar dan maju. Peringatan: ————— Jika anda bergabung dengan forum ini dengan tujuan ingin mempromosikan sesuatu, maka pikirkan ... (more)
farmasianis	4500	Public	Public	Perbincangan berkaitan kesehatan. Diselenggarakan oleh Farmasi Anis, rangkaian farmasi Bumiputera di Tmn Sri Serdang, Shah Alam (Sek 19, 3), Kota Damansara, Kajang dan Puteri Subang. Baca penafian / disclaimer kami di sini http://www.anispharmacy.com . Mari sama-sama Belajar English Dari Ibu Untuk Ibu Tips Untuk Bekerja dari Rumah

These are the names of online learning group available in the YahooGroups together with the information on what is the mailing list. We can choose whichever group. The next step is how we join with the group we desire. As an example for the activity this time, press link **free-english**.



Step 4: Join with Online Learning Group (20 Minutes)

The next step is to register. Follow the following steps to join with a mailing list. After in the Step Three we click one of the links, the following window will appear:

Yahoo! My Yahoo! Mail Make Y! your home page Search: Web Search

YAHOO! GROUPS Sign In New User? Sign Up

Free-English - Free English

Home Messages

Members Only Links Databas Polls Calendar Promote

Info Settings

Group Information
Members: 11550
Category: Courses
Founded: Jan 16, 2006
Language: English

Already a member? Sign In to Yahoo!

Yahoo! Groups Tips
Did you know...
Hear how Yahoo! Groups has changed the lives of others.
Take me there.

Yahoo! 360°
Share your life through photos, blogs, more.

Join This Group!

days: 1 New Link

anda untuk bergabung dengan milis Free English Course di: bscribe@yahoogroups.com

urse adalah milis yang sengaja didirikan untuk belajar bahasa RATIS dan online. hal ini dilakukan mengingat makin terbatasnya waktu untuk belajar dan semakin tingginya biaya kursus bahasa inggris.

Bila anda tertarik untuk kursus bahasa inggris gratis secara online, maka kirimkan e-mail kosong ke: Free-English-subscribe@yahoogroups.com

Salam

Free English Cours
Tempatnya kursus

No.1 di indonesia

Search Advanced Start

Prisca Danyati
priscadanyati
Offline
Send Email

Free-English@yahoogr
Send Email

Yati Wanahidayati
yatiwanah
Offline
Send Email

Yati Wanahidayati
yatiwanah
Offline
Send Email

Yati Wanahidayati
yatiwanah
Offline
Send Email

Add Free-English to your personalized My Yahoo! page MY Y! RSS What's

Message History

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2006	2		2	66	72	11		23	27	10		

Group Email Addresses

Post message: Free-English@yahoogroups.com
Subscribe: Free-English-subscribe@yahoogroups.com
Unsubscribe: Free-English-unsubscribe@yahoogroups.com
List owner: Free-English-owner@yahoogroups.com

Join This Group!

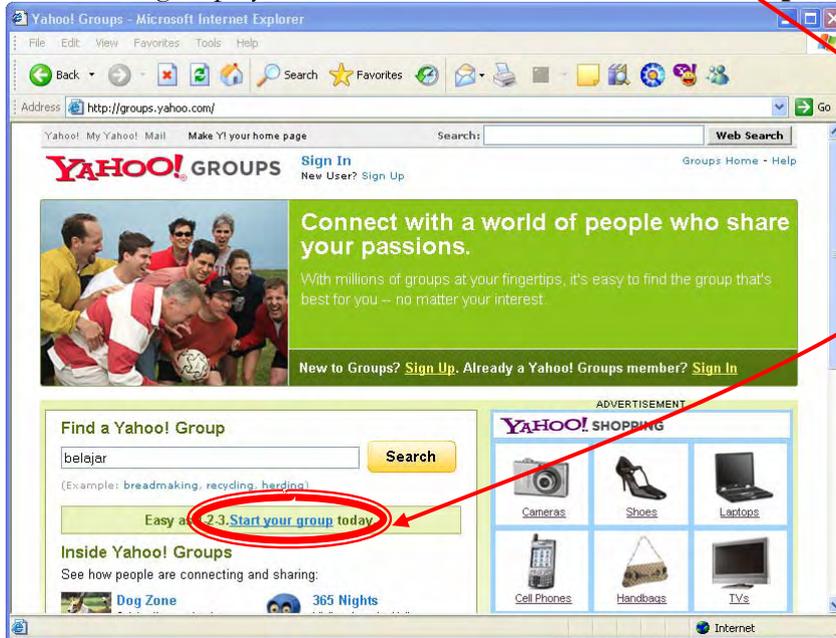
After that, enter username and password YahooID. If not having account in Yahoo, to register you can send email to Free-English-subscribe@yahoogroups.com.



Step 5: Making an Online Learning Group (20 Minutes)

If we don't find what we seek we can make ourselves in online learning group or mailing list. To make it, follow the following steps:

As we have conducted previously, Open the address: <http://groups.yahoo.com>. After the following display comes out, choose link **Start Your Group**.



Note for the Facilitator

To register, first you must have **Yahoo** account. If you have, the next step is to enter the **username** and **password**., then follow the following steps. Let participants try themselves. If participants face problem, help them. The more the participant learn themselves, the better it will be.

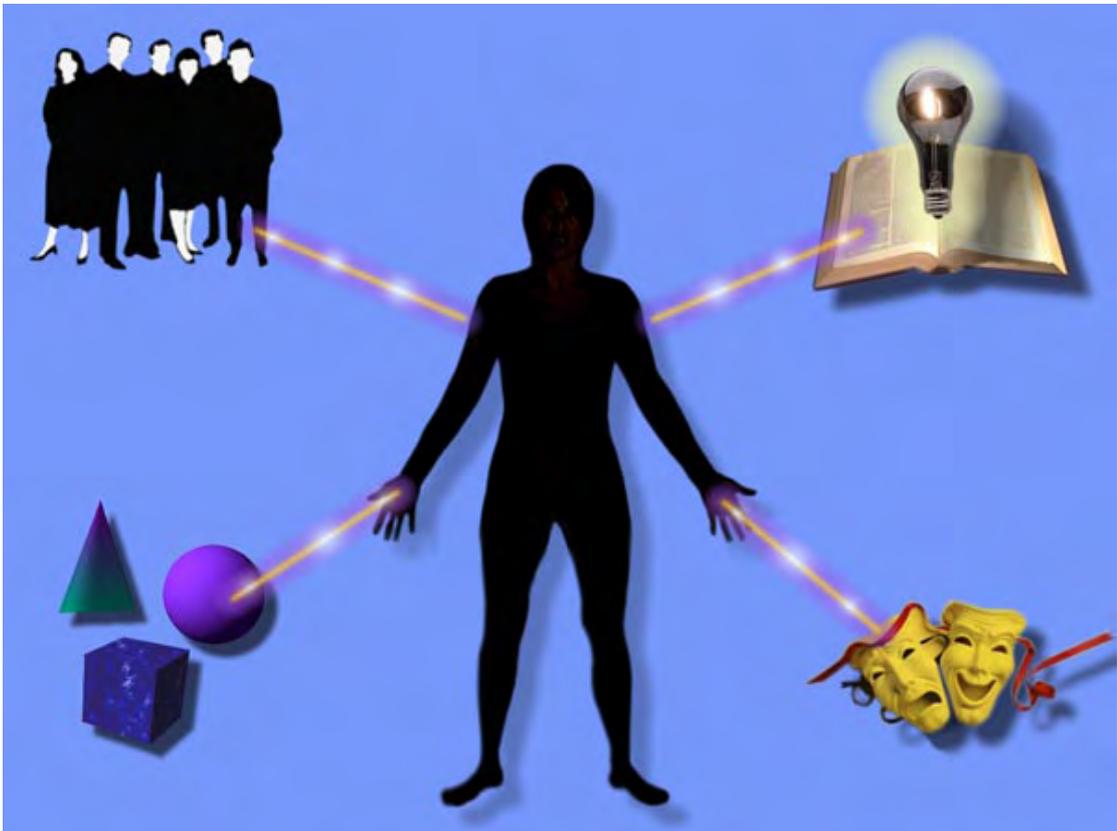


Extension

The joint learning this time: the Mailing List is discussed. For further development, the following ideas are given:

- Seek in the internet on a community which has the same hobby, which is the same as that of the participant (for instance: photography, cooking, drawing, et cetera), then join.
- If the school has a website which is equipped with the capacity to carry out script (php or asp), make online community yourself.

Language and Communication



Unit Three

Language and Communication

Participants: Teenagers who are interested in expressing their talents and interests in writing and communicating. Teenagers who are interested in making a work piece by using digital creativity.

Unit three: **Language and Communication** introduce the participants on the concept of printing, the how to of managing a school news paper, printing of books, small books containing poetry and short stories, training them on how to write diaries, learning to communicate ideas through pictures/drawings and caricatures and getting knowledge on how to make posters, stickers and invitation cards.

The main objective of this unit is to stimulate talents and interests of the participants in writing and expressing ideas and thoughts both in the forms of poetries, short stories, diaries and drawings.

There are four activities in this Unit Three which will help the participants in expressing ideas and opinions.

- ***Writing and printing School New papers.***
- ***Composing and Publishing poetries and short story books.]***
- ***Caricatures on School activities, Social and local problems.***
- ***Digital Graphic***

All activities have been designed in giving direct experience to the participants. The abilities which will be sharpened are abilities which will directly be faced by them in school, work world, community and personal life.

The assignment given and activities which are in this toolkit have been adapted to suit with the conditions in Indonesia; so the participants will be more familiar with the conditions and situations as they occur.

All activities have been designed to give direct experiences for participants. Skills that will be sharpened are the skills they will need in school, workplace, society, and personal life.

Assignments and activities provided in this toolkit are adjusted to conditions in Indonesia. As a result, participants will know more about situations and conditions in Indonesia.

All activities provided in the ICT toolkit are interactive, of which all activities, step by step, will be done by participants such as discussion, brainstorming, presentation, computer practice, research work and data analysing.

Assessment is a process from beginning to the end. All participants' involvement in all activities must be recorded.

Each activity will end by making a final project. This final project can be worked on during outside of the class hour.

Activity 1

Creating and Publishing School Newspaper



Introduction

This activity will introduce the participants on what is meant by newspaper. After giving some understanding on newspaper, the participants work in making a school newspaper by using an application, the participants work result will then be printed through a printer to be then reproduced by using photocopy machine.



Objectives and Learning Outcomes

The objective of this activity is to give understanding to the participants on what is mean by newspaper. Also explaining the participants on the how to of making a school newspaper. It is expected that after participating in this activity, the participants' ability to writing article can be channeled through school newspaper; Also training the participants' ability to be a reporter or journalist.

By participating in this activity, the participants are expected to be able to:

- Understand and explains about printing concept.
- Form a group/club.
- Organizing the contents.
- Searching for news and composing an article.
- Composing and integrating the contents and the supporting pictures.
- Printing a school newspaper (finishing project of Activity I)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:

ICT COMPETENCE
Grade VII , Semester 1

Competence Standard	Basic Competence
6. Understanding the use of information and communications technology and future prospect.	1.10 Identifying various equipment of information and communications technology 1.11 Explaining the role of the information and communication technology in daily life 1.12 Identifying various benefits and uses of the information and communication technology

Life Skills

Also related to the development of life skills, as follows:

Analysis Skills	Information Searching	Information Processing	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work, it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “8 Steps in Creating School Newspaper” sheet to be distributed to the participants.



Information and Communication Technology

- Computer Unit which has been installed with Serif PagePlus SE 1.0 application.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Evaluation on this activity will more be emphasized on the ability to work within a group. Aspects to be evaluated are among others:

- Ability to organize
- Work as a team
- Searching for news

- Planning the layout and design of school newspaper
- Etc.

In order for the evaluation to be objectively carried out, distribute the evaluation matrix sheet to each of the participants, and let them evaluate the work result of other participants.



Step 1: Understanding and Explaining the Publishing Concept (5 Minutes)



Note for the Facilitator

Before beginning this learning process, show the participants some newspaper and tabloids which are on circulation in the society. Stimulate the participants' curiosity in making a school newspaper.



Note for the Facilitator

Give the participants explanation about newspaper. It doesn't have to be too long. This part may be categorized as introductory part. If there's internet accessibility, ask the participants to open website <http://id.wikipedia.org/wiki/koran>.

Koran

From Wikipedia Indonesia, Independent Encyclopedia in Indonesia.

Koran (newspaper) (from Dutch: *Krant*; from France: *Courant*) or newspaper is a light publishing and easily thrown away, usually printed on cheap priced paper that is called newspaper paper, that contains most recent news in various topics. The topics can be in politics, criminality, sports, editorial, and weather. Newspaper may also contain cartoon, cross puzzle and other entertainments.

There are also newspapers which are developed in certain fields like news on certain Industry, certain sports fans, certain arts fans or certain activity participants.

General newspaper type is usually published daily, except on certain holidays. Evening or afternoon newspapers are also common in certain countries. Aside from those, there are also weekly newspapers with lesser prints and lesser prestigious compared to daily newspapers and their contents are only more entertaining in nature.

Most countries have at least one national newspaper that is published across all parts of the country. In Indonesia, the example is KOMPAS.



Step 2: Forming a Group/Club (10 Minutes)



Note for the Facilitator

On this second step, the participants are to be divided into several groups. Each participant will have a different role to play, but they however will be in a group. Each group will have at least roles as follows:

- Editor in Chief
Assignment: Managing all personnel under his supervision
- Editor
Assignment: doing editing in terms of grammar, contents, and overall layout
- Journalist (minimum 2 persons)
Assignment: searching for news and writing it to be an article or news in the newspaper.
- Photographer
Assignment: documenting all events that occur
- Layout Designer
Assignment: setting up the appearance and positions of contents within the school newspaper

Make sure that every participant has clearly understood the role he has to play. Also tell the participants that the role of each should not be fixedly tied at his job description but should also be ready to assist his teammate on finishing his part.



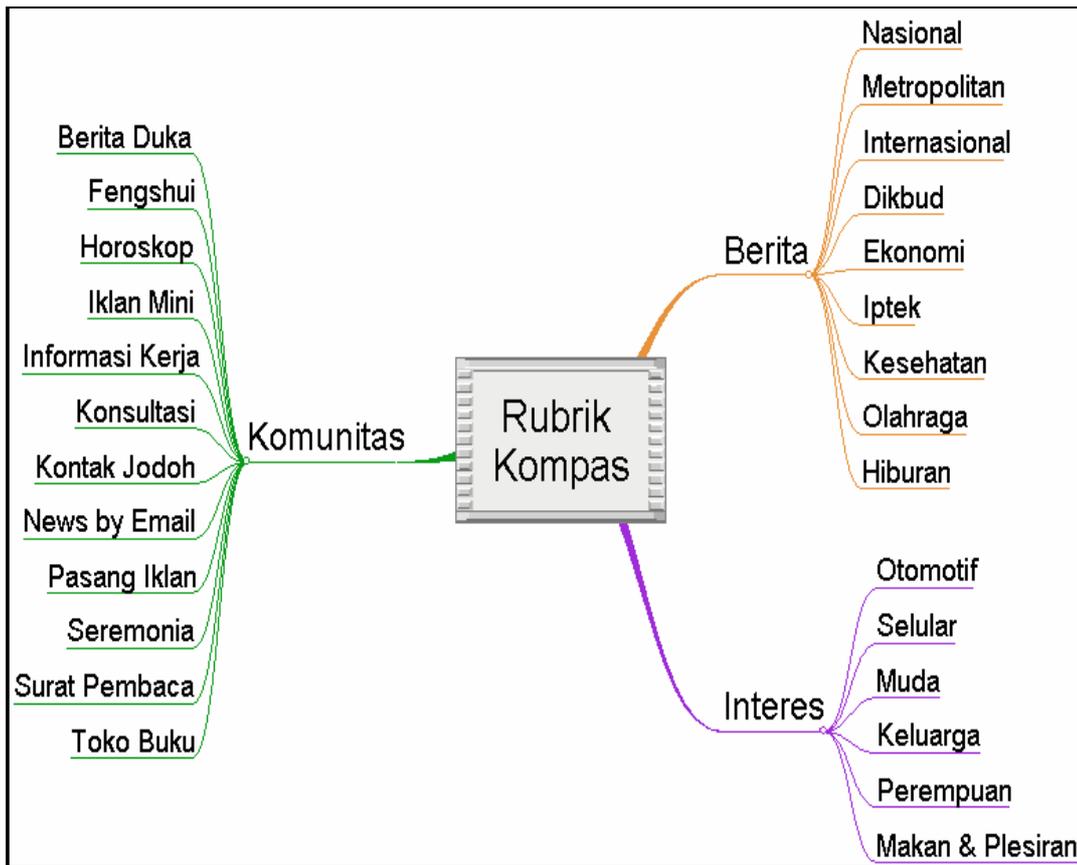
Step 3: Organizing the Contents (20 minutes)



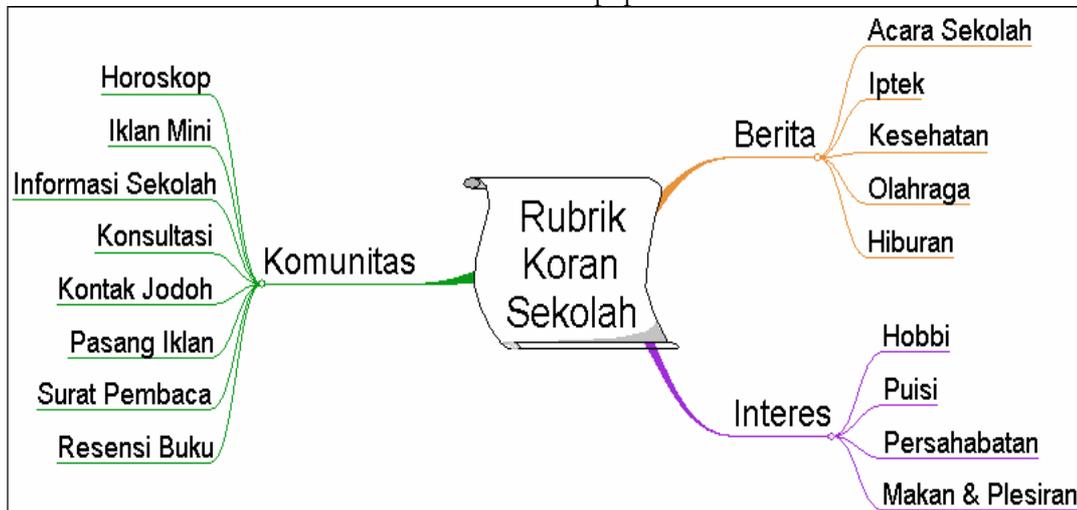
Note for the Facilitator

After being divided in several groups, ask them now to join in the assigned group for each and also give instruction to the editor-in-chief to begin to chair the meeting of his group. Matter to discuss in the meeting at this time is to be in the edition and who is going to be responsible for the rubrics.

For example, the following is rubrics found in Kompas newspaper; It is presented in the form of mind map.



Below is a Standard Rubrics for a School Newspaper:



Note for the Facilitator

Do not show the participants the above examples. Let them make their own Rubric that they want. By doing so the participants' creativity may be more touched.



Step 4: Seeking for News and composing an article (45 minutes)



Note for the Facilitator

In this fourth step the participants will be assigned to search for news and writing that news into an article. The time allocated is one week. When that one week time is over, the article will be collected by an editor to be edited in terms of its grammar. There after, the article will be passed on to a layout designer to be later place on the school newspaper pages.

The way how to make school newspaper will be discussed on the next step.



Step 5: Organizing the Composition and Integrating Contents with Supporting Pictures (45 Minutes)



Note for the Facilitator

At this stage the role of layout designer is demonstrated, the participants however, must be able to do it. This is to prevent the newspaper from not being published because the layout designer is absent.

Next we will discuss about an application that is called Serif Page plus SE 1.0. This application can be obtained free of charge from <http://www.freerifsoftware.com>. One of the requirements that one can use this application is by getting oneself registered through internet. After the registration, this application can be of use.

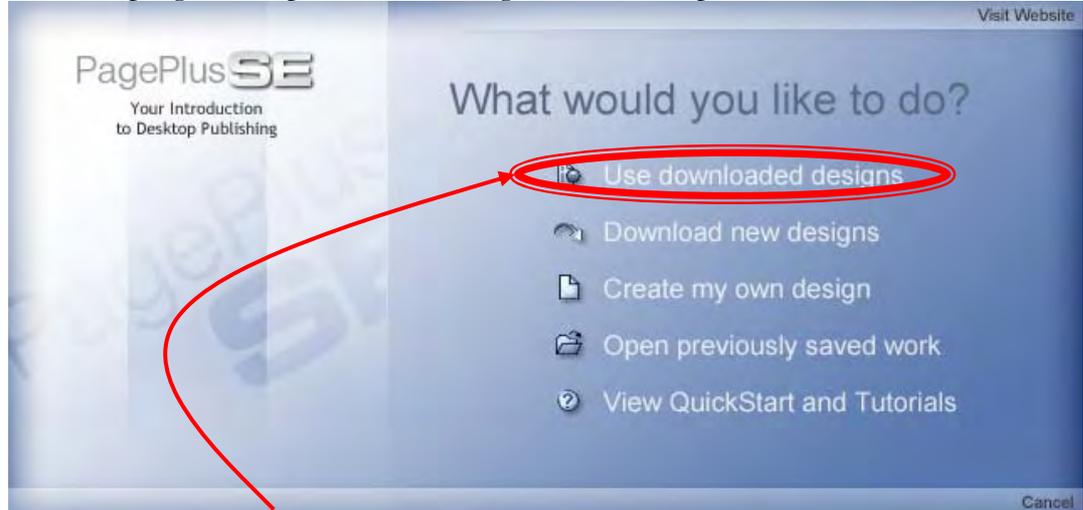
By this program application, it would be easier for the participants to make the school newspaper based on the already made design. The design, however, is meant to be for making brochure. All we need to do is to make a little adjustment on its layout that its appearance will look like the school newspaper that we intend to make.

Follow the steps on the next page in order to make that school newspaper.

1. Open the Serif PagePlus SE 1.0 application. (5 Minutes)

Click the button **START** -> **All Programs** -> **Serif Applications** -> **PagePlus SE 1.0** -> **PagePlus SE 1.0**.

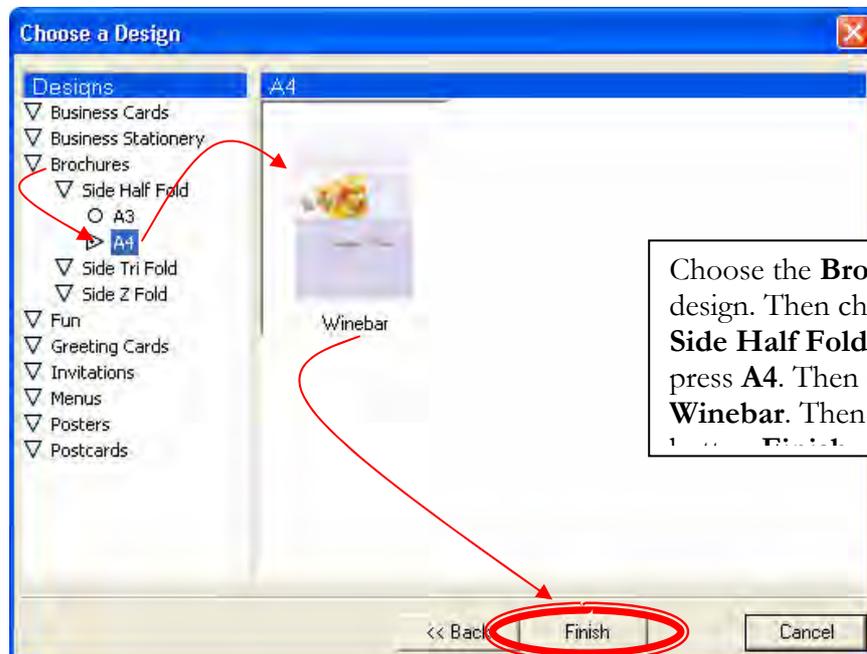
After the program is open, the following window will open:



Choose **Use downloaded designs**. (If you has skilled, you can directly choose *Create my own design*).

2. Choose the design desired. (5 Minutes)

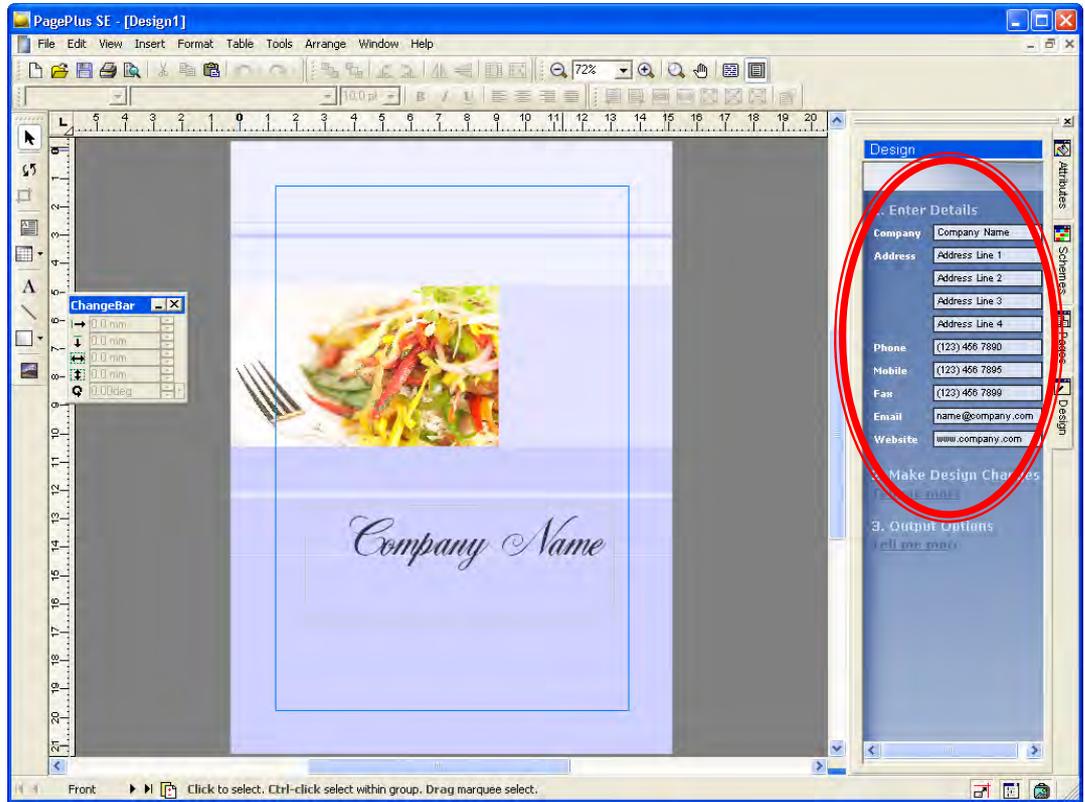
After the step 1 is completed, a dialog box below will appear:



Choose the **Brochures** design. Then choose **Side Half Fold**. Then press **A4**. Then choose **Winebar**. Then press the

3. Enter the school data. (5 Minutes)

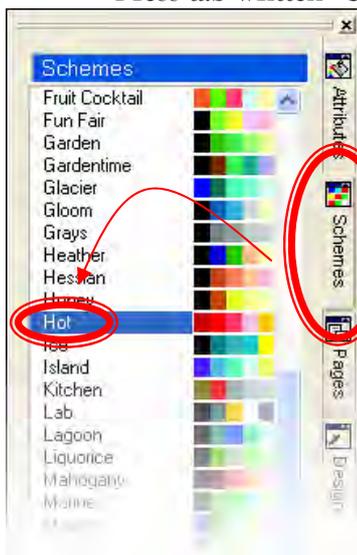
The next step is to enter the school data into the provided box.



4. Change the layout and design. (45 Minutes)

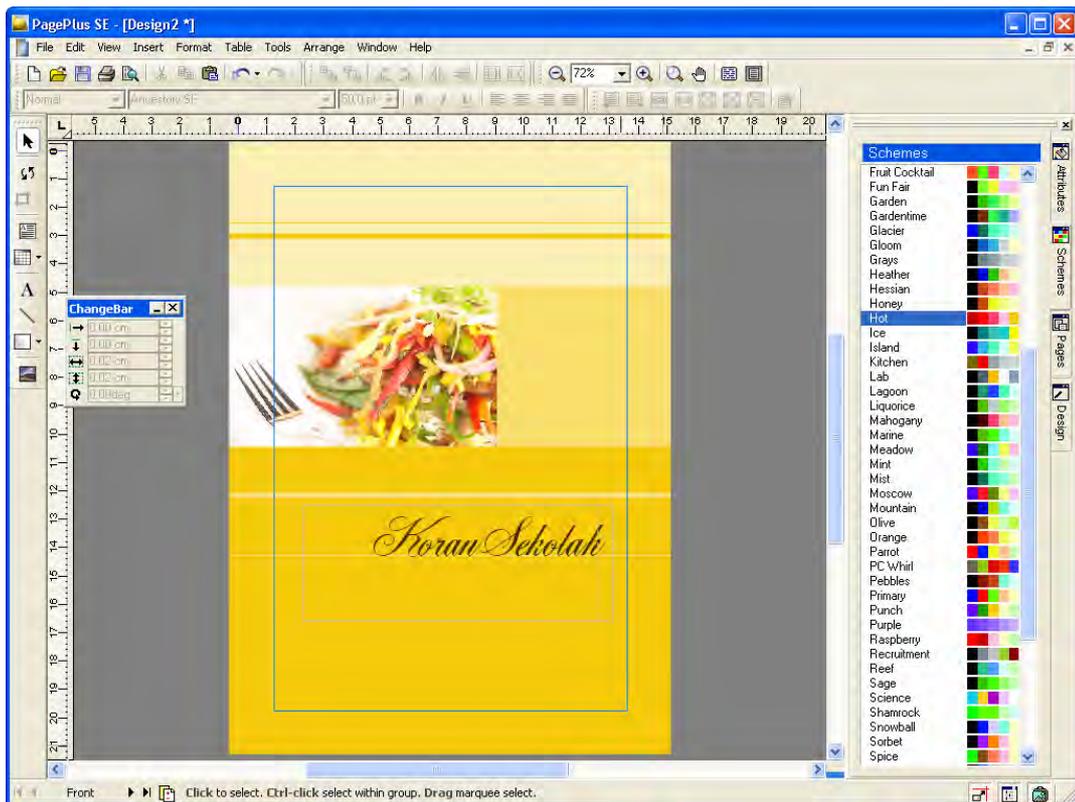
Now it is the time to change the layout and design! ☺ it is very easy.. follow the following steps.

Press tab written “Schemes” on the right side.



Change the color of our school theme into another color. There are tens of option for color combination. As an example, choose **HOT**.

The theme of school newspaper will change in accordance with the color we choose.



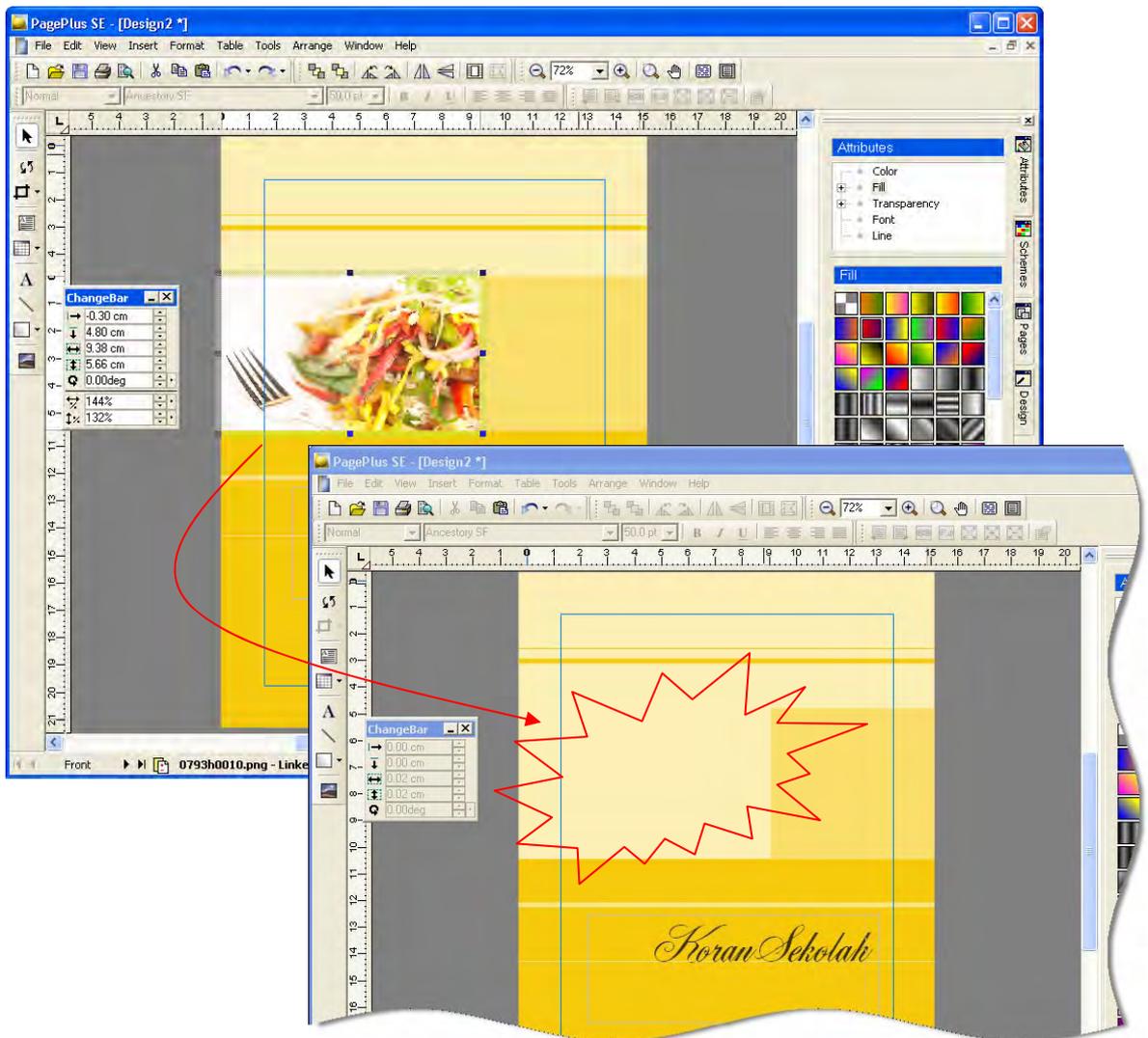
5. Insert the images. (5 Minutes)

School newspaper does not have any value, if it is not entered into the attractive drawings and articles.

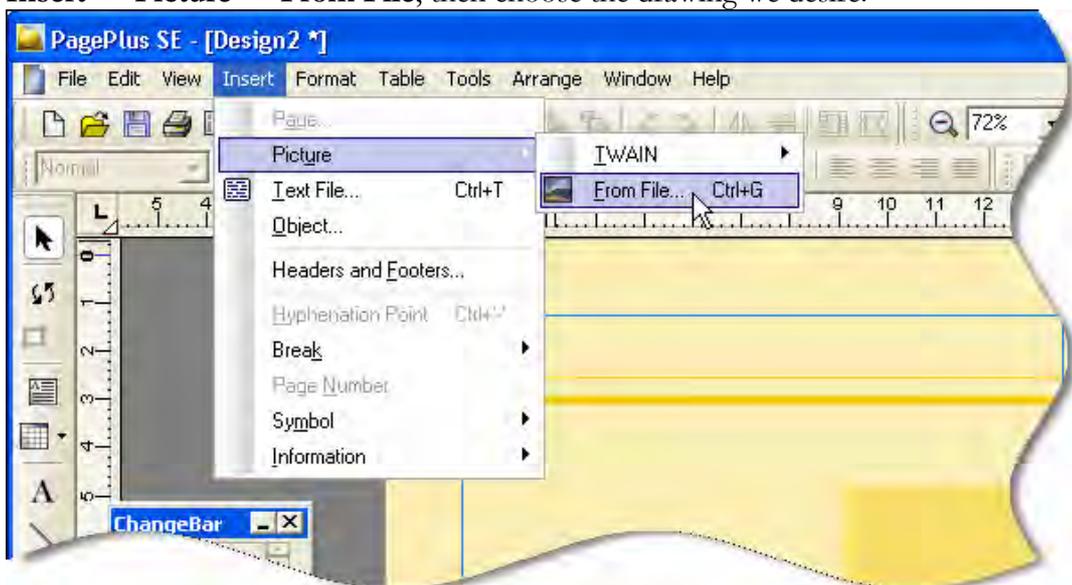
In the fifth step we will try to enter the drawing and enter the text into the school newspaper.

As the first trial, we eliminate first the drawing which has existed and then enter the new drawing.

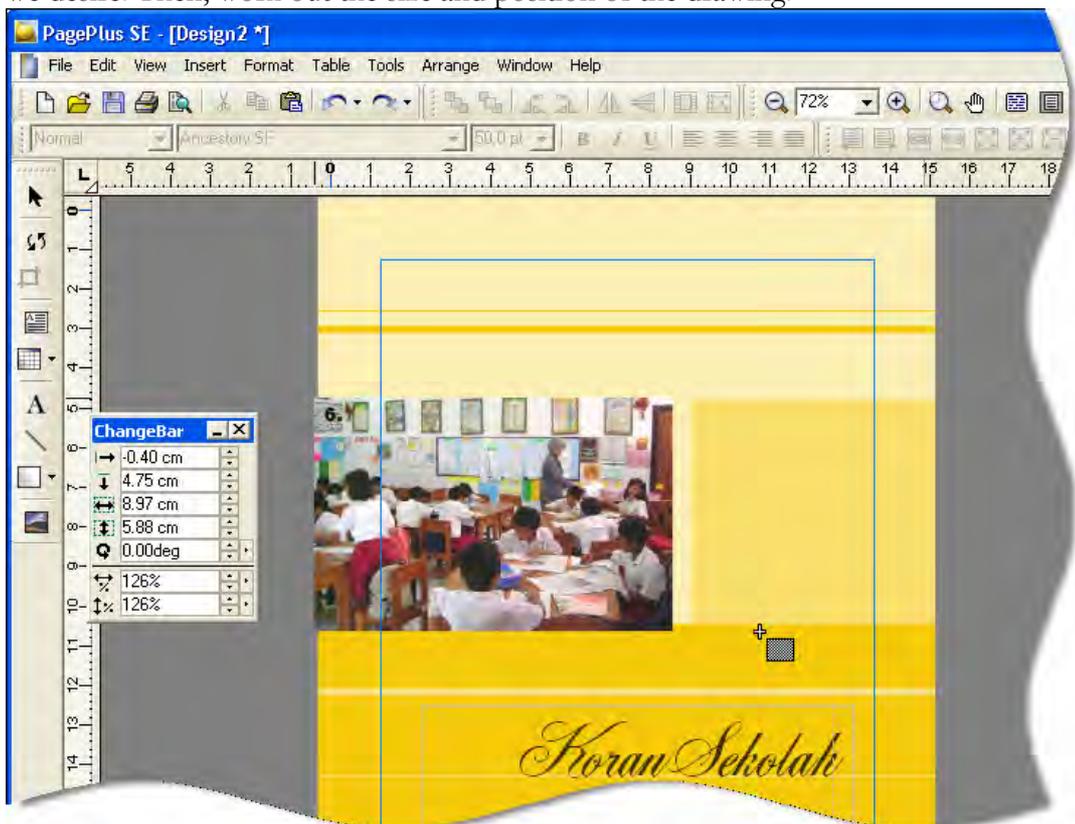
To delete the drawing, the method is easy. Just click the drawing desired, then press the key **delete** on the keyboard.



Now we try to enter the new drawing. The method is also easy. Just press the menu **Insert -> Picture -> From File**, then choose the drawing we desire.



A small box will appear. Draw from the upper left corner to the lower right at the place we desire. Then, work out the size and position of the drawing.

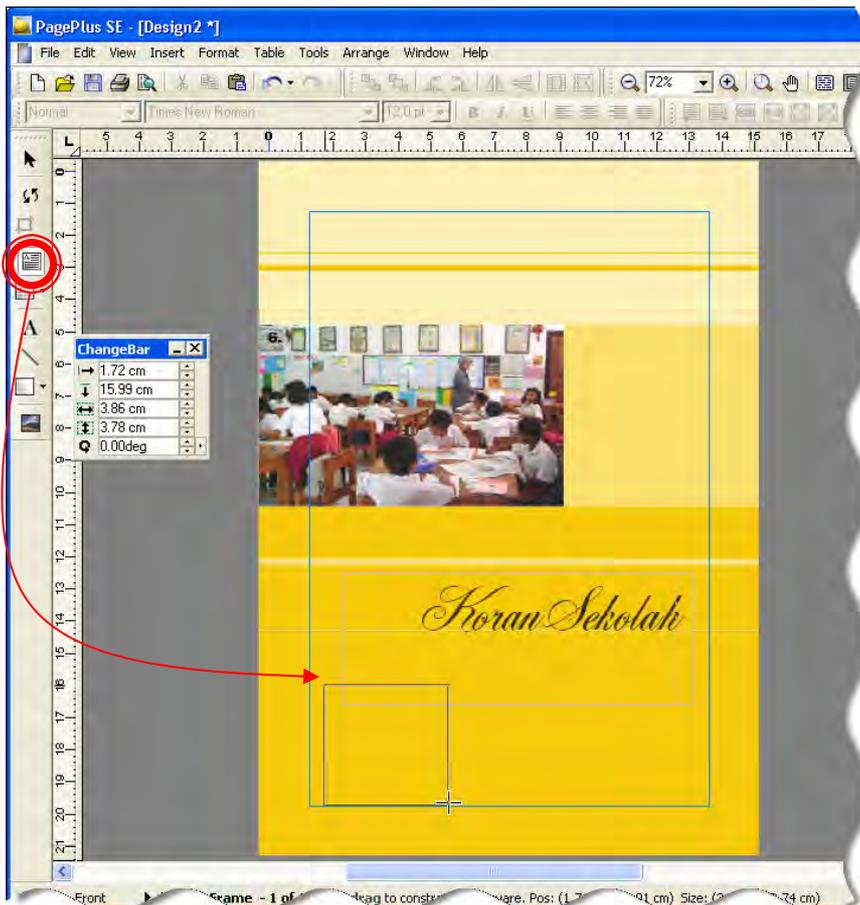


Treng.. teng.. teenng.. the drawing has entered into our design. ☺

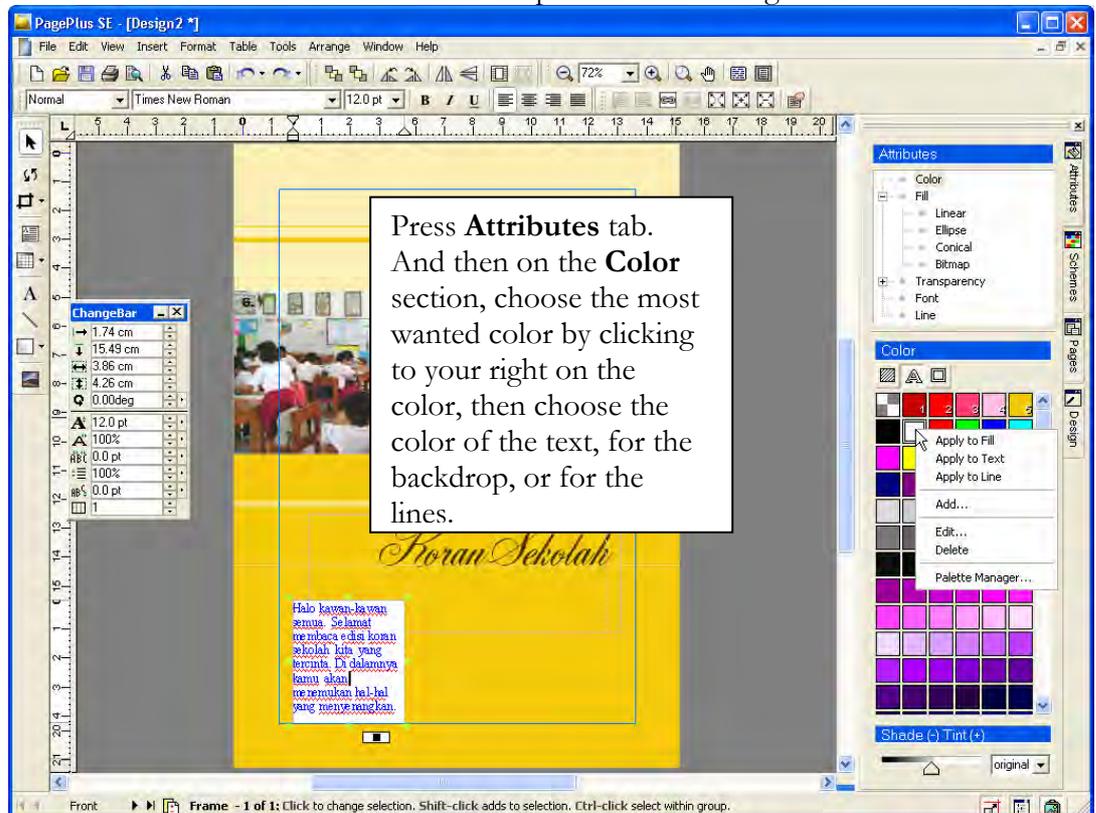
6. Inserting the text. (15 Minutes)

Now we try to insert several words for the front page of school newspaper. To insert the text into our school newspaper, do the following step.

Press the button to insert the text on the left side. Then, draw the box to the place we desire to inset the text. Then complete the text we have prepared previously.



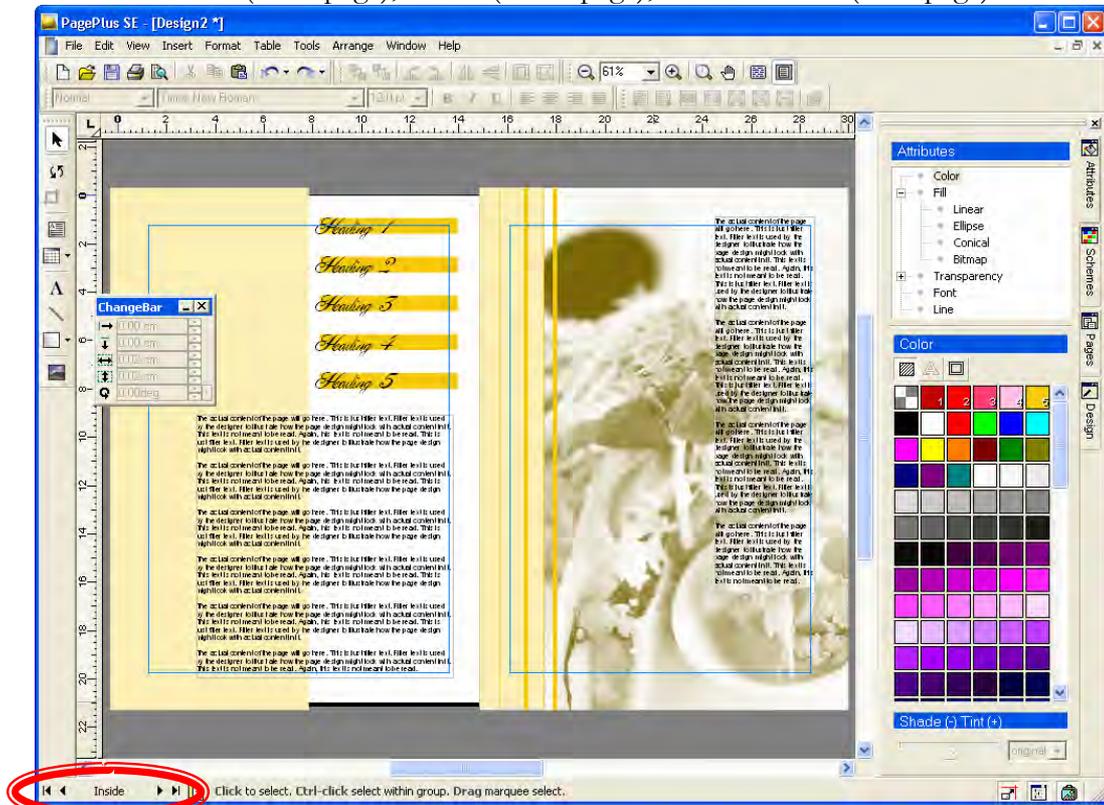
The color of the text and the color of the backdrop can also be changed.



7 Complete all pages. (45 Minutes)

- After knowing how to insert picture, and then how to insert text, next step is to fill in all pages based on articles and pictures that we had already have.

To shift from one page to another, press a row sign on the bottom left. There are words Front (front page), Inside (inside page), and then Back (back page).



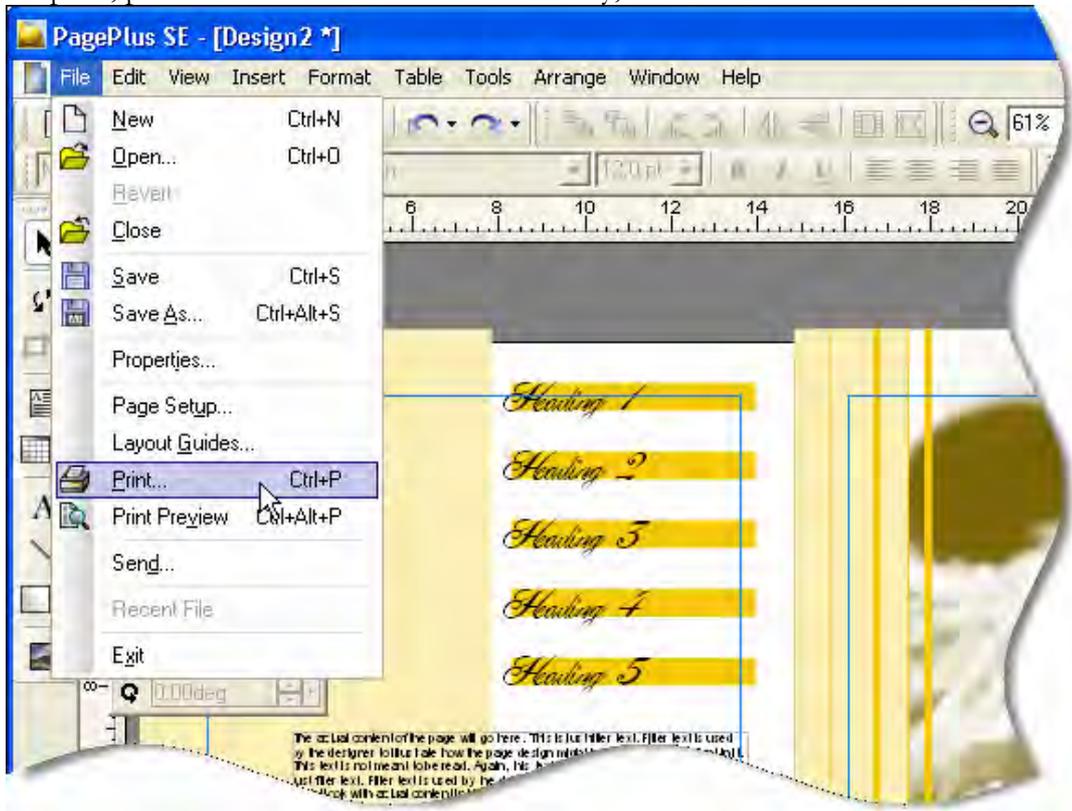
Note for the Facilitator

When the participant are doing his/her own assignment, show some tricks to some participants on how to beautify the pages. Show them in different interval. Let them explore this application independently.

8. Printing School Newspaper (5 Minutes)

- Finally the times come to print school newspaper. The follows are steps to print school newspaper. But before printing school newspaper, don't forget to save the file.

To print, press the menu **File -> Print**. It is easy, isn't it?!?! ☺



Extension

Making school newspaper in this activity use a design which has been made available by this application. For further development, here are some recommendations:

- Create a school newspaper from the beginning (not from a design which has been made available). The step on making newspaper can be seen in <http://www.komputeraktif.com/langkah.asp?tahun=2004&edisi=90&file=langkah2>
- Create a school club newspaper, in which you are assigned to cover all activities taking place in our around the school.

Activity 2

Preparing and publishing poem in English and Short Story Booklet



Introduction

“One may be as clever as the height of the sky, but as long as one does not write, one will be lost in the public and from the history....Writing is working for eternity”

Pramoedya Ananta Toer in *Summon from the life path*.

This activity will train the capacity of participant in writing poem and short story. In each step, tips and trick will be provided on how to write poem and short story. At the end of this session, the participant will learn how to make a booklet which contains poem and short story.



Objective and results expected

The objective of this activity is to sharpen the capacity of the participant in writing, particularly writing poem and short story. In addition, the participant is also expected to be able to publish the result of their work by using the application of desktop publishing. By following this activity, the participant is expected to be able:

- To understand and explain the concept of poem and short story.
- To write diary.
- To make poem in English.
- To make short story in English.
- To make booklets which contains poem and short story in English (Final Project of Activity 2)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the standard of competence (SK) and basic competence of subjects ICT and PKn (Citizenship Education). Specifically SK, KD which covers as follows:

ICT COMPETENCE

Grade VII , Semester 1

Competence Standard	Basic Competence
7. Understanding the use of information and communications technology and future prospect.	1.11 Identifying various equipment of information and communications technology 1.13 Explaining the role of the information and communication technology in daily life 1.14 Identifying various benefits and uses of the information and communication technology

PKn COMPETENCE

Grade IX, Semester 2

Competence Standard	Basic Competence
4. Presenting the achievement of oneself in accordance with the capacity for the sake of nation's superiority	4.1 Explaining the importance of achievement of oneself for the nation's superiority 4.2 Recognizing oneself's potential for achievement in accordance with the capacity 4.3 Presenting participation in various activities to realize the achievement of oneself in accordance with the capacity for the sake of nation's superiority

Life Skills

Also related to the development of life skills, as follows:

Analysis Capacity	Information Searching Capacity	Information Processing Capacity	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationery
- Articles in techniques of writing short story and poem to be distributed to participant.



Information and Communication Technology

- Computer Unit which has been installed with the Serif PagePlus SE 1.0 application.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

The evaluation in this activity is not to measure the skill to write poem and short story, but the capacity of participant in expressing the idea and thoughts into the forms of poem and short story. The effective aspect is very much observed here, because the skill to write poem and short story for some persons is not an easy matter.

In addition, in making booklet it is also necessary to observe the expertise of each participant in following the procedure, layout capacity and creativity of the participant.

In order to be objective during assessment, pass the assessment matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: Understand and explain the concept of poem and short story (15 minutes)



Note for the Facilitator

Before starting the process of learning, read to participant a poem or short story which is inspiring, encouraging and making participants sink in to the world of words.

Pay attention to the time, don't be too long reading the poem or short story.



Note for the Facilitator

If the internet access is provided, request participant to open the address of website, as follows <http://id.wikipedia.org/wiki/puisi>.

Poem

From Wikipedia Indonesia, free encyclopedia in Indonesian.

Poem (from the [ancient Greek](#): ποιέω/ποιῶ (poiéo/poió) = I create) is the written arts, in which the language used for the quality of aesthetics for addition or other than the guarantee meaning. The emphasis on aesthetic aspect of a language and the deliberate use of repetition, meter and rhyme differentiates poem from prose, but this difference is still debated. Several modern experts have the approach by defining the poem not as a type of literature, but as a realization of human imagination, which becomes the source of all creativity.

Then, the following address: http://id.wikipedia.org/wiki/cerita_pendek.

Short story

Short story or often abbreviated to *Cerpen* is a form of fictive narration prose. Short story tends to be solid and directly to the objective, compared with longer fiction work, such as novella (in the modern sense) and novel. Since it is short, the successful short stories rely on literature techniques, such as figure, plot, theme, language and insight in a written way compared with the fiction, which is longer. The story is bias in various types.

Short story comes from anecdote, a situation, which is depicted briefly which promptly arrives on the destination. In parallel with the tradition of verbal telling, with the emergence of realistic novel, short story develops as a miniature, with examples in the stories by E.T.A. Hoffmann and Anton Chekov.

History

Origins

Short story comes from the tradition of telling verbally which produces famous stories, such as Iliad and Odyssey by Homer. The stories are conveyed in the form of poem, which has rhythm, with the rhythm functioning as the device to help person remember the story. Short parts of these stories are centered on individual narration which can be presented on a short occasion. The whole story can only be observed, if the whole part of the story has been presented.

Fable, which is in general in the form of people's story with messages on morality in it, it is considered by historian Herodotus, a Greek as a result of finding of Greek Slave named Aesop in the 6th Century BC. (although there are other stories which come from other nations, which are considered having come from Aesop). There ancient fables now are known as Fable Aesop.

Another Ancient form of short story namely anecdote, popular in the period of Roman Empire. Anecdote functions as parable, a realistic short story, which covers a message or objective. Many survived Roman anecdote are recently collected in Gesta Romanorum in the 13th and 14th centuries. Anecdote continues to be popular in Europe until the 18th century, when the letters of Anecdote containing fiction by Sir Roger de Coverley are published.

Genre

In general, short story is a form of fiction and the fictions which are considerably published are such as : science fiction, horror, detective tale, etc. At present short story also covers non fiction form, such as travel story, prose lyrics and post modern variants, as well as non fiction, such as: new journalism.



Step 2: Practicing to Write Diary (~15 minutes)



Note for the Facilitator

Request participant to buy a book to write diary into the book. There are many benefit writing diary as explained in the following block (taken from <http://yoansoraya.wordpress.com/2006/10/06/manfaat-buku-harian/>).

Request one of the participants to read the following writing.

Benefits of Diary

It turns out that the diary functions as media to express feelings, write our problems. For instance problem of love or hatred to anyone. The diary is usually written before going to sleep, put under the pillow, the colour is funny. At present there are also many blog users, who utilize the blog as media of expressing feeling, some published or as draft only. Until now I am still lazy to write the-so-called diary, not the melancholic type ... so, I easily forget and unorganized. As a matter of fact, writing a diary is also useful in career, health and recently it is useful for state history.

In the case of career (from: Sriwijaya Post) the culture of writing diary can held in the work achievement. Each time after writing something into the diary, try to think what has just been written. For instance, today I am warned by the boss, because I lose the Agreement Proposal. So, promise not to make that mistake again. Another example, whatever work which has just been done but not finished yet because it is deadlock or the solution has not been found out (*hiks..hiks..my code, my KRK*). Make reviews, whether it has been written once a month or once a week, so that the diary can become a tool for self management: The diary also help improve the self confidence. For instance, you have just completed a prestigious project in the office. Then, you write it down into the diary along with the happiness you brought. This can be a special way to improve your self-confidence and to liften up your spirit. So, the diary helps in reflection and motivation in work..

In the area of health, it is inspired by the Japanese film: one litre of tears ..hiks sad, not having the nerve to see this film (patient of Spinocerebellar Degeneration) is recommended by the doctor to always write what happens to himself each day in the diary: The notes are used by the doctor to analyze the progress of the diseases. Maybe, for instance, someone who likes to write diary has the diseases the doctor is doubtful to determine the disease, the notes can be used as the material. There is another film which use diary. Butterfly Effect (the handsome Ashton K). This film indeed makes the viewers confused. The doctor here asks Ashton to write notes on what he has done. The diary here is useful for him to move to past life so that the history continues to change.

Diary is useful for the nations' history. The Book of Pak Habibi can be used as an example. The book entitled "Detik-detik Yang Menentukan" contains notes of Pak Habibi at the time of and after he holds the post as President. But this book still creates controversy. It is mentioned that the son in law will take coup. The party cannot accept it and then it will make rival book and supported by Deputy Chairman of MPR AM Fatwa (from: detik) Wow, it's a war of book.. To tell you the truth it doesn't really matter, as long as it is honest. So, we can actually know, what happens? Pak Amien also wants take a book on the cancellation of the action of people power in May 20, 1998 in Monas. In addition, his book tells about his dialog with Pak Yuzril at night when Pak Harto steps down and refuses to become capres (from: detik)



Step 3: Making a poem in English (30 Minutes)



Note for the Facilitator

Many trainings and practices are needed as well as talent in order to be able to write a poem well. Below is an article which encourages to write a poem (taken from: <http://helvytr.multiply.com/journal/item/101>).

Inspiring Poem

Is there anyone who has written a poem for you? I try to remember, those who have written poem for me. The first name which emerges is Abdurahman Faiz, my son. At least he has written 2 dozens of poem directed to me. I indeed remember what he writes, among others: *mother, it is you who guide me to the way of butterfly... or mother, it is you who is the eternal poem, which is impossible for me to find out in book!* And: *mother I love you as I love the heaven!*

How happy and touched to read all those poems! I even inspired to be come a mother who is more ideal for Faiz since reading his poems (thank you, love..)

I am not so proficient in poems compared to Faiz. I myself seldom write poem for someone, except at the time of falling in love or broken heart several time in the past in the period of youth. Then when Mas Tomi proposes to me, more than 10 years ago, I start to send poem I write specially for him. But, since I often send poem, when I do not make poem for him, he will ask: "Why don't you write any poems for me recently".

Apart from that matter, the poem that we wrote is an eternal gift, which is very special for someone we know, love or admire. Believe me, when we write poem for someone, the receiver will be difficult to forget it. The poem can be a kind of magnet which bond us to someone, even if we hate it. The poem we wrote will never die, even when we die.

Finally, I want to tell you about a poem, which I receive from a person who I have not known at that time, ten years ago: at the time of sending it, may be the poet, Aris Kurniawan who is a worker---*probably did it for fun*. I don't know. But, he seems to write it specially for me. And for me this poem is one of the ways to give me spirit and also encourages me to write with whatever style---since I have not had the book from 1995 to date.

Fragmentasi Buat Helvy Tiana Rosa

Kusulut matamu dengan lilin

---Siti Aisyah berkelebat---

engkau memekik menahan angin

yang terbanting

engkau terpelanting

tapi kulihat engkau senantiasa menari

menganyam hari-hari dengan syair Illahi

Lilin yang kusulut menyala di matamu

---matamu dalam kelebat ibu---

kulihat tinta yang senantiasa kau tuang dalam badai

menjelma bianglala di langit duka

So that's it. As I say, Aris writes this poem when I have not published a book. He knows that formerly I often writes something which is different, which makes me quite "knocked out" to face various challenges. But he expects that I always struggle to pour the ink down". And thanks God until now I do not stop writing. In the poem, he expects that my writing can "become rainbow in the sky of sorrow". Thanks God I also do not stop trying to shine things by rainbow, at least, the sky of sorrow surrounding me.

Aris has given me inspiration ten years ago until now with the short poem. That make me think again, why don't we start to give inspiration to someone or many persons, with simple poem we make ourselves, although we are not the poet?



Step 4: Making a short story in English (30 Minutes)



Note for the Facilitator

The capacity to write needs to be continuously trained. It is necessary to have the learning forever: Below is the writing from a linguistics on the importance of training to write. (taken from <http://zkarnain.tripod.com/LCHARLIE.HTM>). Distribute this article sheet to participants. Give them time to read. After the activity of reading is finished, discuss what has been read, then make a short story in English (if it is still difficult, the participants can do the short story in Bahasa Indonesia).

KOMPAS

DIDAKTIKA - Monday, October 9, 2000

Lesson on Writing

By Lie Charlie

MAYBE Arswendo Amowiloto jokes when he write the book “writing is easy”, because actually writing is not easy! Recently, the case on writing lesson has been discussed again. It is mentioned that the lesson on writing will be included in the curriculum as a separate lesson, not as part of the Bahasa Indonesia lesson any longer.

Is writing considered important until now? First, writing is the ability to tell something with good language. The contents of the writing can be anything, both fact and lie, scientific or maybe fiction. As other matters, the success or failure of ours in writing is very dependent on our will to train. So in the lesson on writing, someone is guided to train to reverse his thoughts in connection with this experience of his five senses or also his observation on natural phenomenon, etc.

Certainty there is no bad score for the lesson on writing as long as the evaluation on a result of writing is not based on the grammar only. Remember, that we have tried to separate the lesson on writing from the lesson on language.

In order not to be trapped to become the lesson or grammar, the lesson on writing must be focused on training for communications. It is true, vice versa we certainly return to the discussion the language, because communications is passed on through a language too, isn't it? Here it means that don't make someone translated and does not want to train in writing, because the language of writing is continuously criticized. Let someone compose with the unorganized language first, because in turn he will follow the lesson or grammar, until he improve the quality of his language.

Start the lesson in writing by writing a diary. Why diary? Because diary helps myself who does not need to be evaluated by another person. There is no one who cannot communicate with oneself, isn't there? Sweet memory, criticism, secret, or whatsoever we write in the diary with the language we like and we need not read it again especially evaluated by another person!

After getting bored with writing a diary, try to write letters, because monologue is monotonous. In addition, frequently writing diary makes one crazy! We write or compose our letters, because we want our letters to be read by another person. In order to be able to be read and understood by another person, letters must certainly be written with plan, cleverly and with good language, try to write a letter to the most intimate friend first. Choose to write to the friend who is not talkative and does not like to criticize or make a love letter. Try to create dialogue.

The last stage in the lesson on writing is making the writing which will be read by all persons and whosoever. We have done with our monologue, diary and dialogue through letter. Now we want to talk to the world. Let us now make the most beautiful story in the most beautiful language.

What can we do to create a conducive atmosphere for the success of the lesson on writing in school? The classical intrinsic is by conducting competition on writing. Although it is ancient, the rewards with big prize can still attract attention.

Teacher doesn't feel being charged with the lesson on writing at all. It is true that examining the writing, which is 100% subjective need more time and attention than examining reply sheet of objective examination, which only consists of letters (a, b and c). Here is the usefulness who knows the reason for the existence of the lesson on writing and the difficulty to correct result of writing of pupils will strongly increase the teacher's salary. Hopefully, the lesson on writing is indeed a blessing in disguise.

The Indonesia people has a very long verbal culture, long before CH van Ophuijsen transcribe bahasa Melayu and Arab characters to aksara and ejaan Latin. "pokrol bamboo" and story telling are reliable tellers, but they are not effective and insufficiently succeed in contributing to written culture, because they are illiterate. Maybe this is one of the obstacles which slows down the value of the history of our writing. But, let bygone be bygone, at present do we not have Goenawan Mohamad, Pramudya Ananta Toer, and Emy Arwanto?

A friend of the writer has been laughed noisily when he is caught that he is writing to his parent while telling about the fighting cocks he sees some days ago "Such a thing need not be written: ha, ha, ha" As a matter of fact, writing is not a matter of big theme or small theme, but or will and intention to start telling about everything, including about the fighting cocks or bomb blast!

Lie Charlie, the writer is a bachelor in the Indonesian Grammar, graduated from the Padjadjaran University.



Step 5: Making a booklet containing poem and short story in English (30 Minutes)



Note for the Facilitator

In addition to making a booklet containing poem and short story, both in English and Indonesian, encourage the participant to send their result of work to mass media. Below is the tips in sending articles to mass media. (taken from http://www.penulislepas.com/more.php?id=11_0_1_0_M).

Effort of Success to Send Article to Mass Media

Writer: [jonru](#)

When reading an article in mass media, maybe you say in your heart: “Ah, this article is average. I can also make such an article. Even better!”

Then you may start to make an article which – in your opinion – is much better and has quality. You send the script to a certain mass media. Several days later, your script is returned by the editor with the reason “not reasonable yet for publication.”

You become angry and disappointed “what is wrong with my script?”

Difficult but easy

Sending articles to mass media, turns out to be not that easy as imagined by many people. I myself, for instance, must be disappointed first before my first script is published in mass media. My tens of script are rejected by many medias with various reasons, both reasonable and unreasonable.

It turns out that quality is not the only guarantee of an article to be published successfully in a media. There are still many other factors.

I will explain several factors, which you need to observe (other than the quality of article) which can help you “to work smoothly” to become a reliable writer.

The Factor of Appearance

Appearance indeed often deceives. But in many cases, appearance very much helps the success of someone. In sending article to mass media, you must “decorate” you article as beautiful as possible. There are numerous articles sent to the Editor of a media, so that the appearance of your article, which is interesting, is expected to be able to attract their attention, and makes them want to read your article.

Type your articles neatly without interrupting deletions. Use HVS paper, of folio size, or quarto, 70 grams. The article is typed evenly left-right. (If this article you read is even on the right). Make margin up and bottom, 3 cm each, the left

margin 2.5 cm, right margin 4 cm. The article is typed, with the distance of 2 spaces.

Help Editor's Duty

This means that you are asked to help the editor of a mass media type or edit the script. You are not their employee! But you should present your script in such a way that it can help their duties which is piling up.

First, bind your script with staples and don't forget to mention the page number on the bottom of your script sheet. If your script is not stapled, especially if there is no page number, you can imagine what will happen, if your script is scattered on the floor? The editor is certainly confused, how to put it in sequence number.

Second, attach the return stamp. This is not intended to bribe the editor, but the stamp is used, if your script is returned. Since the form of the stamp is very small, and to avoid the scattering, stick it to your script (with staple or others).

Comply with the Regulation/Habit of the Media

Usually each media has its own regulation on script criteria, which they can publish. For instance, there is media, which makes the following regulation: "the script should typed on folio paper, 2 space, 5 – 8 sheets the length of the script. Accompany the summary of the article about 10 sentences".

Such a regulation, you must comply with. And it is necessary to remember that each media has different regulation on this matter..

In addition, each media usually has typical character which differentiates from another media. Femina magazine, for instance, has the market share of media women, media upward, while the competitor, Kartini magazine, the market share is larger, also covering woman of media class, and ordinary housewives. So, if you send your articles to those medias, your article must be adjusted to the typical characters of their media

The typical character also involves the style of the language. Although they are reading materials for youth, the Aneka magazine and Cermerlang magazine have different styles of language indeed they use the typical language of youth. But the language used by Aneka is more broken, while the Anita magazine tends to be more formal.

Introduce Yourself

If your article is frequently published in a media, the editor will certainly know the sender of the article being read very easily. But if you send the article for the first time to the media, introduce yourself, is an effort "to seek attention" of the editor.

Accompany your personal data in the script. Tell there your experience in writing, and if any, what achievement you have achieved in this area.

(Remember, mention only matters which relate to the world of writing. It is not necessary to tell that you, for instance, have been the number 1 champion of Lomba Balap Karung at the sub-district level).

That is all about writing. Have a try.

Writer: Jonru

The theory and discussion on the procedure for writing have been explained. Now, it is time to make the small one using an application called: Serif PagePlus SE 1.0.

See the tutorial on making of School Newspaper. Adjust to your needs.



Extension

Below are several recommendations for developing this activity:

- Make a small group which has the same hobby, namely writing poem and short story, collect all writings of the students at the school. Then, make a booklet containing all the writings. If possible, come to a publisher requesting recommendations and inputs.
- If the school has adequate funds, this booklet can be printed and distributed freely to students in another school.

Activity 3

A Caricature about school, social activities or local issues



Introduction

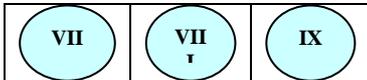
This activity will involve discussions on what is meant by the concept of caricature and how to express a thought or idea into a picture. In this activity will be introduced a graphic making application.



Objectives and Learning Outcomes

The goal of this activity is to introduce to the participants the concept of caricature and how to express a thought or idea into a picture. Hopefully, after joining this activity the participants will be able to express what is in his mind through line sketches and color brushes. By joining this activity, the participants are expected to be able:

- To understand and explain the concept of caricature
- To analyze and express a thought in a picture sketch
- To use lines and fill-in in a picture
- To relate an object and picture on a canvas
- To create a caricature (Final Project in Activity 3)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT, PKn and IPS subjects. Specifically, the SK, KD which are contained are:

ICT COMPETENCE

Grade VII , Semester 1

Competence Standard	Basic Competence
8. Understanding the use of information and communications technology and future prospect.	1.12 Identifying various equipment of information and communications technology 1.15 Explaining the role of the information and communication technology in daily life 1.16 Identifying various benefits and uses of the

PKn COMPETENCE
Grade IX, Semester 2

Competence Standard	Basic Competence
4. Presenting the achievement of oneself in accordance with the capacity for the sake of nation's superiority	4.1 Explaining the importance of achievement of oneself for the nation's superiority 4.2 Recognizing one self's potential for achievement in accordance with the capacity 4.3 Presenting participation in various activities to realize the achievement of oneself in accordance with the capacity for the sake of nation's superiority

Life Skills

Also related to the development of life skills, as follows:

Analysis Skill	Information Searching Skill	Information Processing Skill	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary



Information and Communication Technology

- Computer Unit which has been installed with graphics processor application (Corel Draw).

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (when available)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

A caricature is an art work. Apparently it will be difficult to assess the ability of a person from the caricature he created. The talent factor in drawing also constitutes something which not all the participants have. All experts agree that hard work can substitute

for/increase the inherent talent. Therefore the assessment part of this activity is attitude rather than cognition.

To make the assessment objective, provide a matrix of assessment sheet to each participant, and let each one of them assess the work of another participant.



Step 1: Understanding and explaining the concept of caricature (10 minutes)



Note for the Facilitator

Before starting the learning process, show the participants a number of caricatures from the newspapers. Discuss with the participants the uses and benefits of the caricatures.



Note for the Facilitator

If internet access is available, ask the participant to open the following website address: <http://en.wikipedia.org/wiki/Caricature>. The following is an explanation of caricature.

Caricature is a drawing that exaggerates or deviates the specific features of some person or some thing to simplify the identification of the visual specific characteristics of that someone. A caricature can derogate or be praiseful and also can be used as a political tool or just for entertainment. The caricature of a politician is most often used in an editorial cartton, while the cartoon of a movie star is usually found in entertainment magazines.

The word “caricature” itself has the meaning of “picture with meaning content”. According to a caricature teacher, Sam Viviano, this term is only applicable for the drawing of a person in the real world, and not for a fictional character.



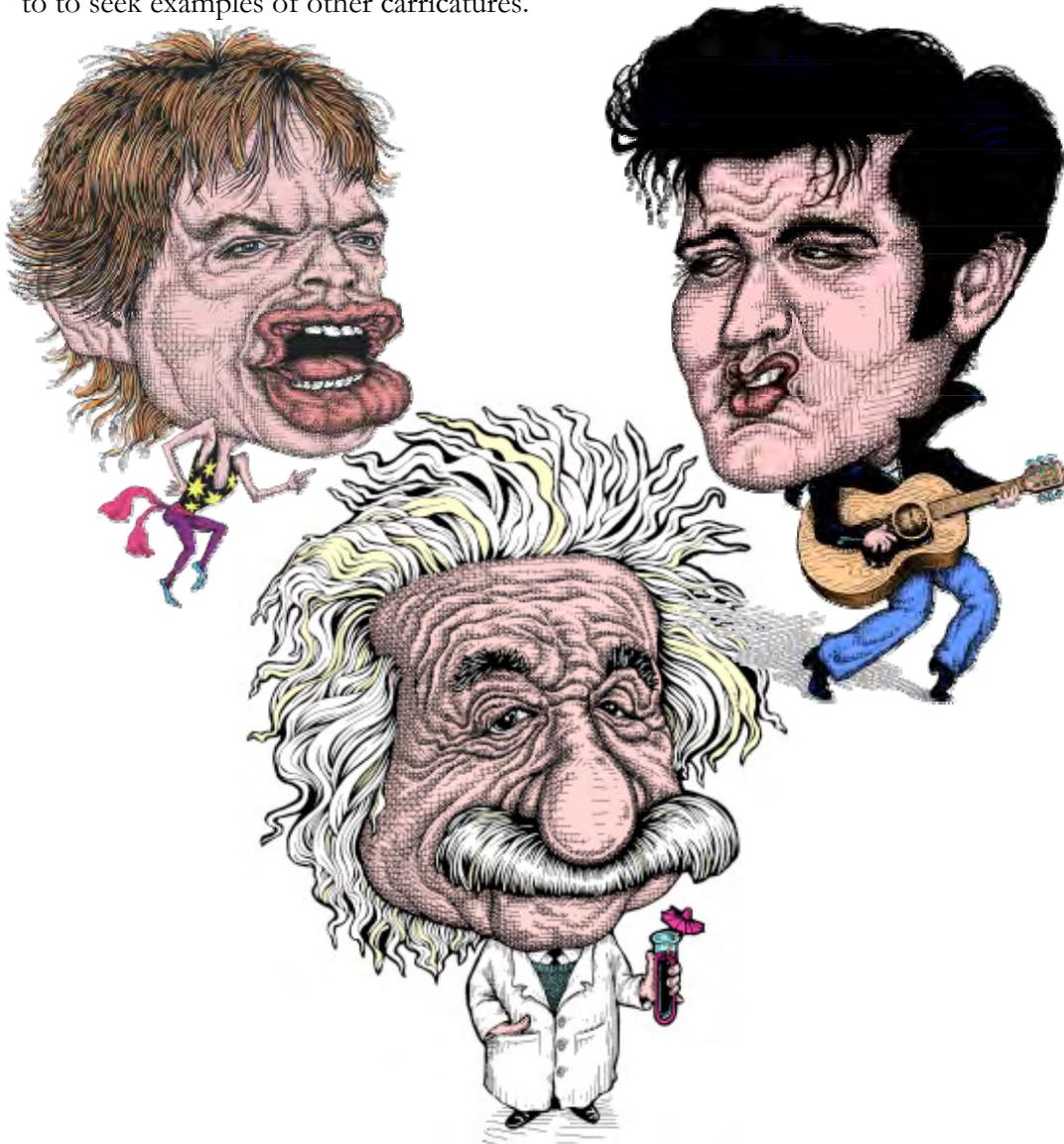
Step 2: Analyzing and expressing thought in a drawing sketch (20 minutes)



Note for the Facilitator

In this second step, show examples of caricature. Discuss with the participants just what specific characteristics do appear dominant. For exercise, take several photos of the participants and ask the other participants to comment on what specific characteristics can be emphasized and turned into a caricature.

Below are given a number of examples. If internet access is available, as the participants to seek examples of other caricatures.





Step 3: Creating a graphic object (45 Minutes)



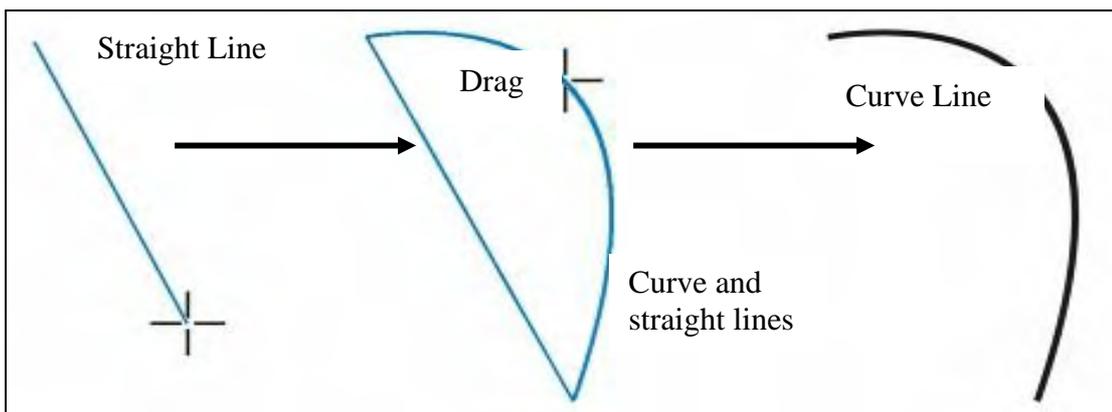
Note for the Facilitator

This time the participants will first be guided to create a graphic object. Let the participants trace the features provided in the graphic processing application by himself. The more the participants find their own methods, the further will they learn to use an application.

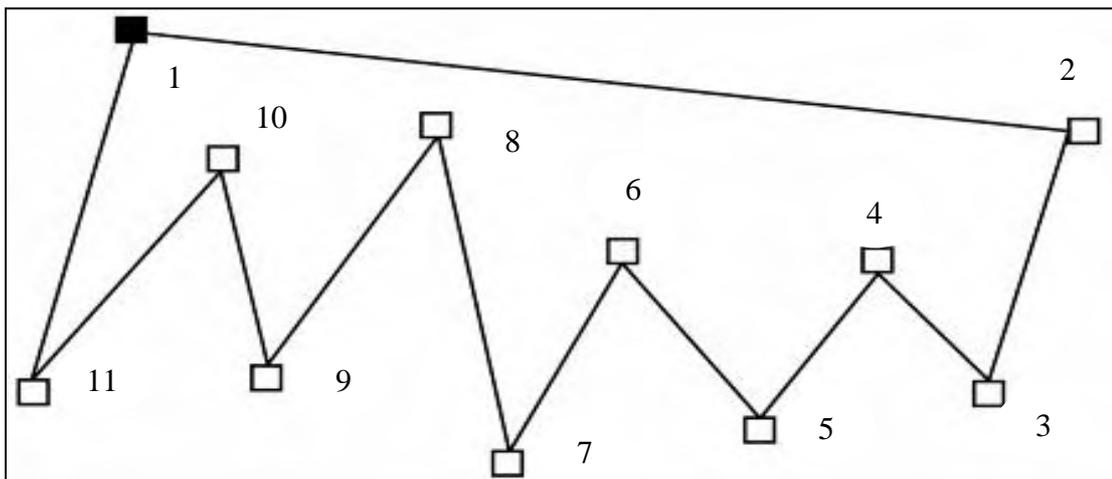
BEGINNING TO DRAW

Making a Line

In CorelDRAW we can create several different kinds of line, from a curve, straight line or lines of calligraphy. We can draw a line merely by dragging while pressing the left mouse. We can also make a straight line and a curve. We can see these in the figures below.



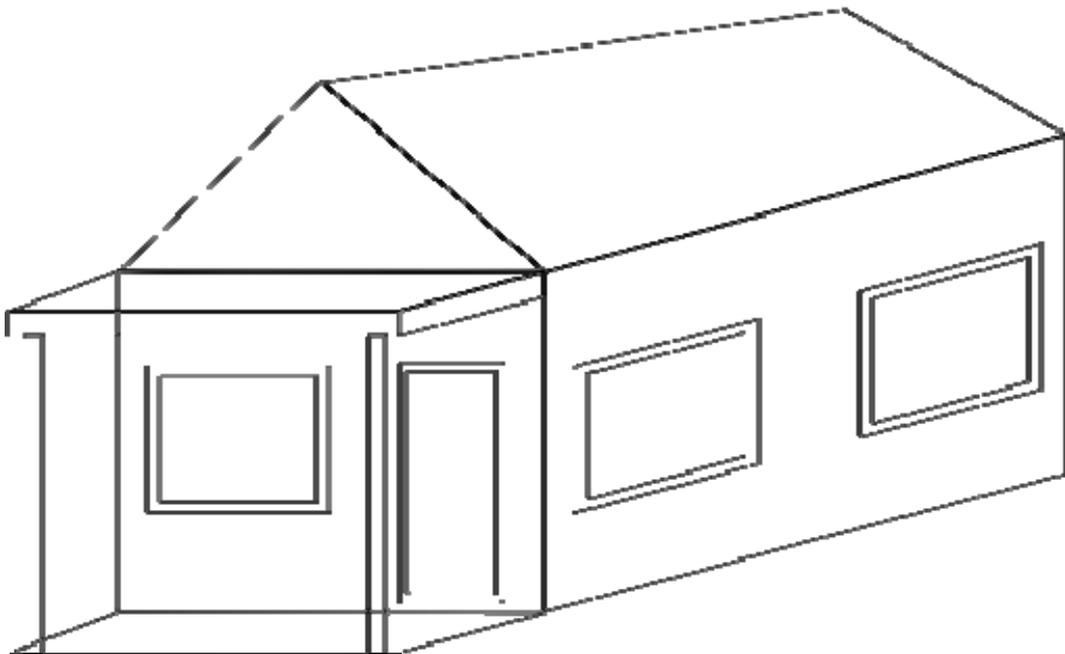
A number of lines have dots that serve as the control points which can be manipulated into the form we want.



We can also create a number of lines using the Bazier tool, by pressing the left button (click) at the end of each line. We can look at the examples above, where the drawings are made from several lines begun and ended with a black dot 1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 and ended by double clicking at the first point, so that it becomes a non-stop drawing.

Creating a Shape (House)

Besides these lines, now we will try to create a finished shape by using tools from Lines and Shape, so as to appear as the example below.



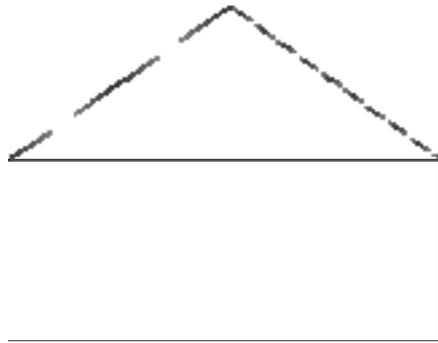
We will try to create a drawing as in the picture by using tools from Lines and Shape available in the CorelDraw toolbox.

The steps are as follows:

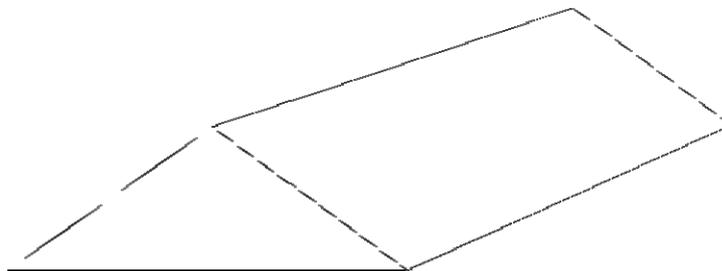
1. make a Triangle for the front roof using Tool Line



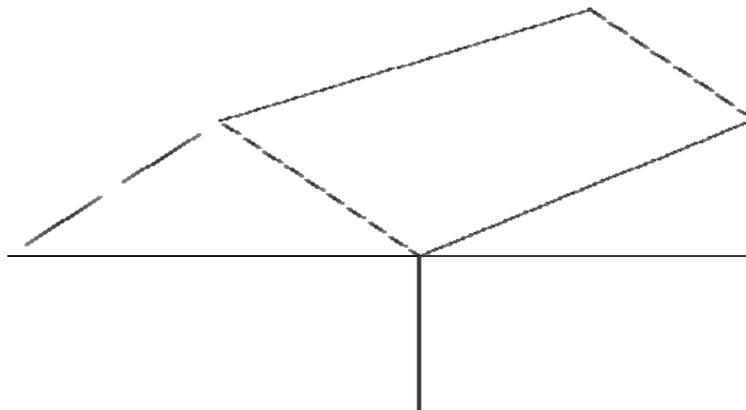
2. After that, make a box using Tool Rectangle and place it below the triangle so as to appear like this



3. Then we make the roof using Tool Line (Bezier) to appear like this:

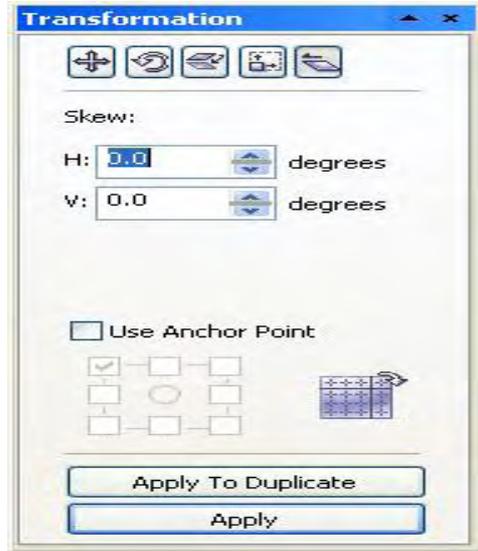


4. After that, we make the sidewall again using Tool Rectangle.

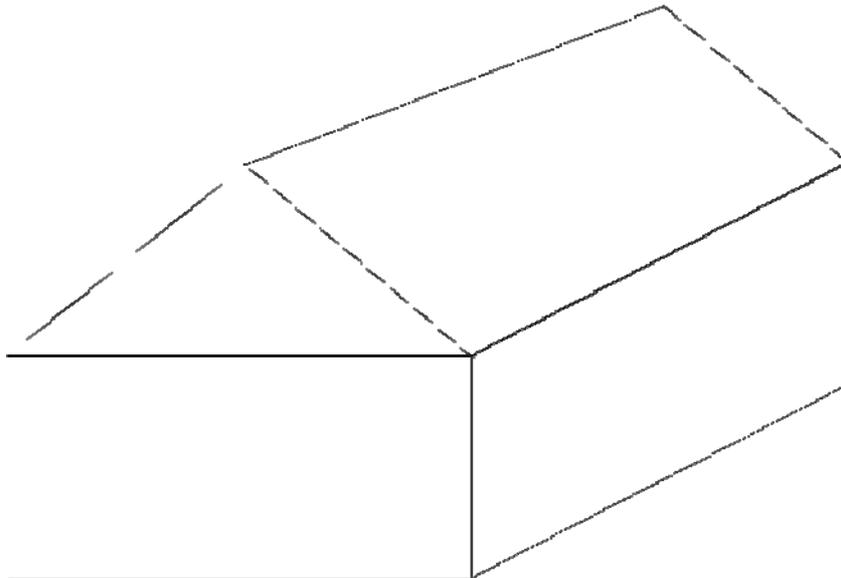


5. To incline that wall, the **Skew** facility provided by CorelDraw can be used.
6. The **Skew** is found on the menubar **Arrange** → **Transformation** → **Skew**

7. After that, the Docker Skew box will appear as below.

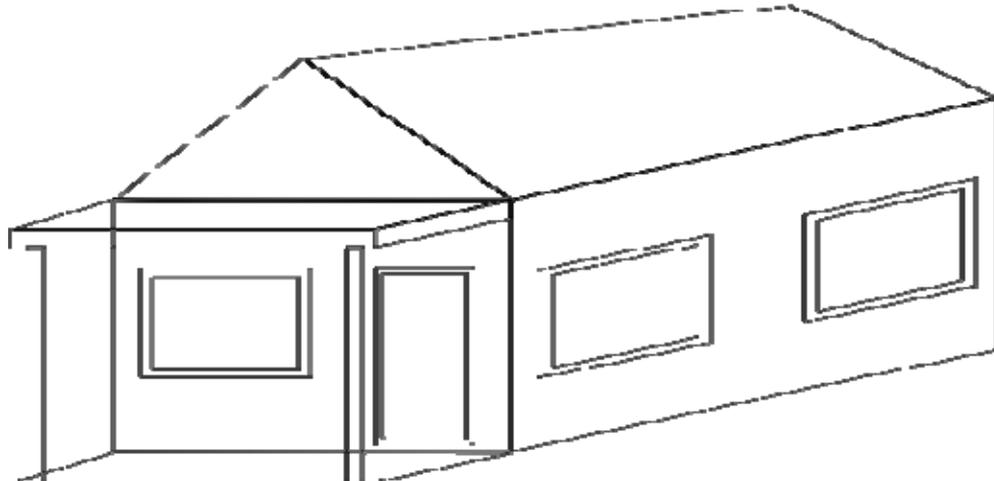


8. Check the V (Vertical) Box as necessary.
9. Click the option *Use Anchor Point* and select the box on the top left corner.
10. Click **Apply** to see the change. (For this figure use $V=33$)



For this figure use $V=33$

11. Then you may draw the parts you want, so that the picture below is formed.



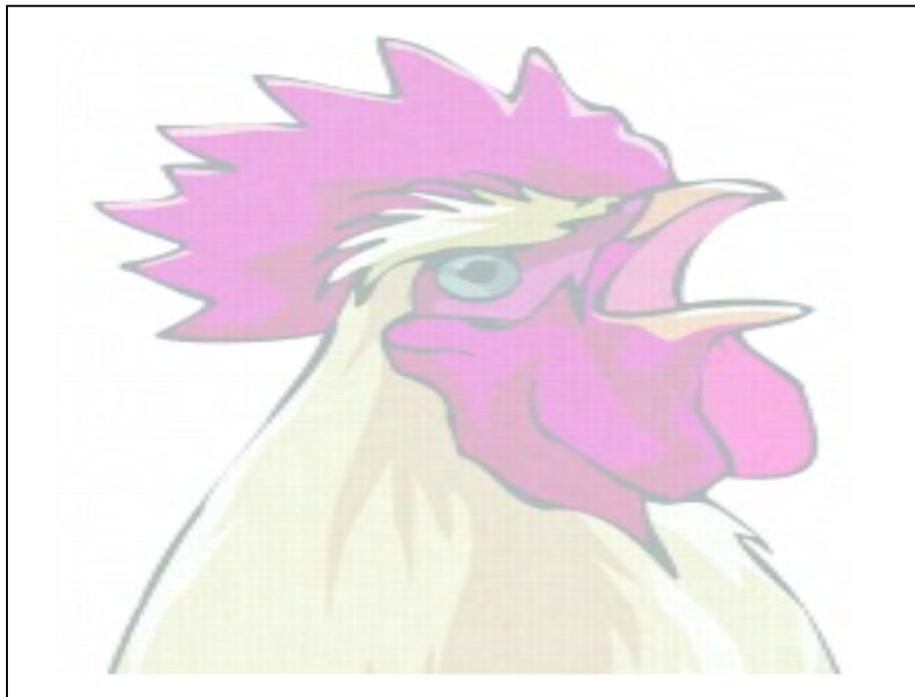
12. Then save your Work with the filename *Rumah*

Drawing an Animal

After we are able to draw a solid Shape as above, we now can try to create a shape with many curves.

To that end we will demonstrate how to draw the head of an animal which has many curves in it. To create such a shape we will need the previous tool we used, **Bezier Tool**.

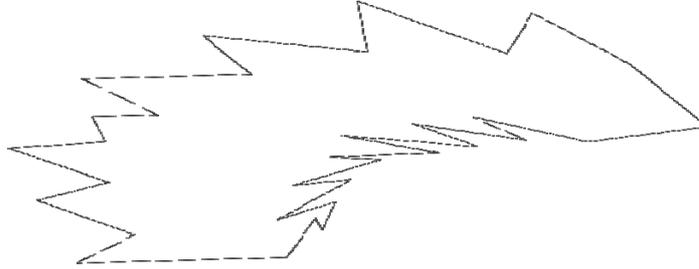
The drawing below is the example we will make, but we will only draw the Outline, while for coloring we will discuss it in a later chapter.



To make a drawing such as the above, there are several methods. We will draw the following picture using the **Bezier** tool which is a lines making tool.

The following are the steps to follow:

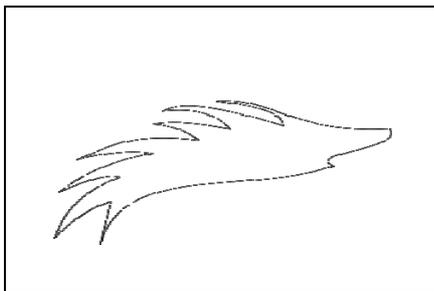
1. Draw a line following the curve on the top part of the head



2. After that use the Shape tool to create curves more resembling the top part of the animal's head, so that to appear like this:

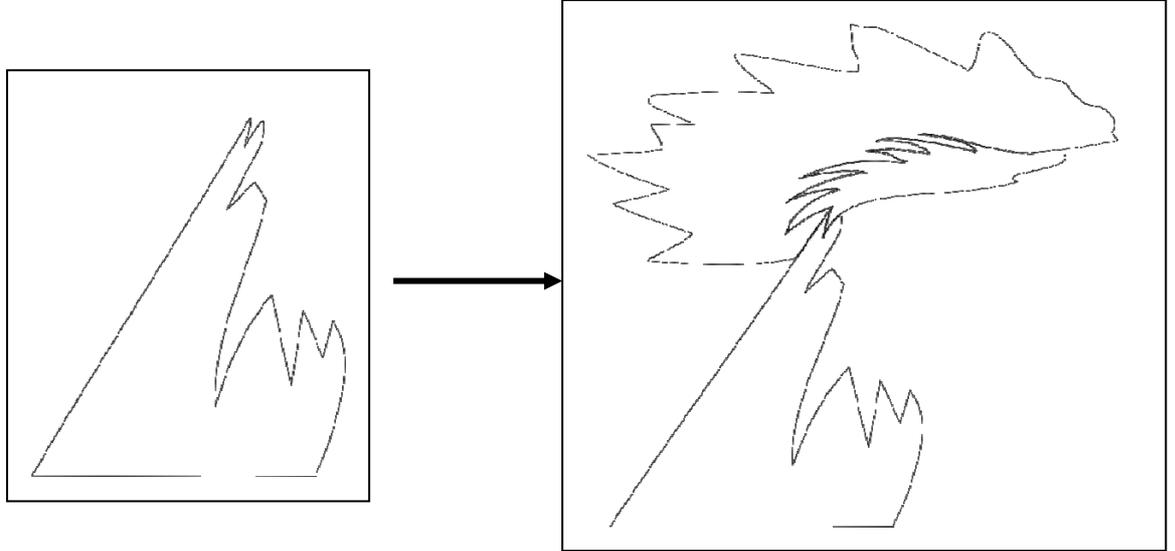


3. After that we draw the lower part for the yellowish colored feathers, then combine them.

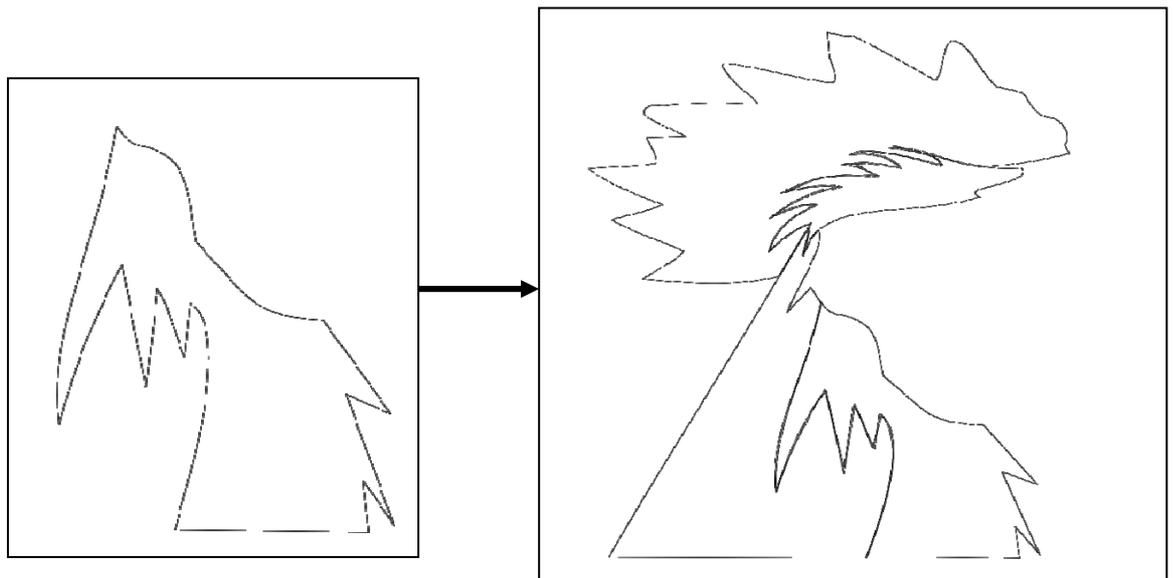


The parts are drawn separately, to enable us to give different colors to each of the parts.

4. Now we draw the left lower part for the neck, still using the same tool, the **Bezier Tool**. (Re-combine them.)



5. Now we move on to the right lower part, as in the following picture.



6. After that we draw a shape with the separate parts with different colors for each part, so as to form the whole part of the animal's head.



7. Now we already have the outline form of the animal's head, which we have drawn just using the **Bezier** tool.
8. After all these have been completed, we save our work giving the file the name **Binatang.cdr**.



Extension

The ability to clearly see the characteristics of a person makes it not only easy to create the drawing, it also makes it easy for us to remember that person's name. The following is a suggestion for the Extension:

- As a task, ask the participants to draw the picture of his idol in caricature form. The participants' works can be posted on the classroom walls.
- Invite an expert cartoonist and discuss with him the tips and tricks of how to create a good caricature.
- In every activity conducted by the school, draw a cartoon depicting a situation in the activity.

Activity 4

Digital Graphics



Introduction

This Activity will train the ability of the participants in utilizing technology to create a number of digital graphics works. Among these is the making of a poster, banner, and invitation card. At the end of the activity the participants will be challenged to carry out a final project in the form of a task to create a poster, banner, and invitation card based on a real event. (E.g. making an invitation card for his sister who is going to get married or create a poster urging the prevention of dengue fever for the local government, et cetera).

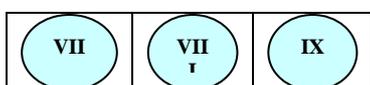


Objectives and Learning Outcomes

The goal of this activity is to instill a capability in creating a digital graphic work. It is hoped by possessing the capability learned in this activity, the participants will be able to give more contributions for people around him.

By joining this activity, the participants are expected to be able to:

- Understand and explain the graphic concept
- Create a poster
- Create a banner
- Design an invitation card
- Create a poster, banner or invitation card (Final Project of Activity Four)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT subject. Specifically, the SK, KD which are contained are:
ICT COMPETENCE

Grade VII , Semester 1

Competence Standard	Basic Competence
9. Understanding the use of information and communications technology and future prospect.	1.13 Identifying various equipment of information and communications technology 1.17 Explaining the role of the information and communication technology in daily life 1.18 Identifying various benefits and uses of the information and communication technology

Life Skills

Also related to the development of life skills, as follows:

Analysis Capacity	Information Searching Capacity	Information Processing Capacity	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary



Information and Communication Technology

- Computer Unit which has been installed with graphics processor (Corel Draw) application.

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

The creation of an attractive digital graphic work calls for persistence and a long learning process. Apparently it will be difficult to assess the ability of a person from the digital graphic work that he has created. An understanding of visual communication design is also something not owned by all the participants. But all experts agree that hard work can replace/enhance any inherent talent. Therefore the assessment part of this activity is attitude rather than cognition.

To make the assessment more objective, provide a matrix sheet of assessment to each participant and let each of them assess the work of another participant.



Step 1: Creating a Poster (35 minutes)



Note for the Facilitator

Before starting the learning process, show the participants examples of available graphic designs. Give as many examples as possible. This is to ignite the desire of the participants to learn and to show them that there is no limitation to the making of a graphical work besides our imagination.

In this activity, the goal is to create digital graphics using the CorelDraw 12 application, but any other graphics processing application can be used. The differences are just the placement of the menu. The main function is also not far different between one graphical processing application and another.

POSTER DESIGN

A poster is made as a promotional need or the publication of a message (it could be a product, slogan, or activity), usually created in a big format (in minimum on an A3 size paper) because it is to be posted in public places easily visible to people. The content though not brief is practical, containing only the core information of the message we wish to convey.

The design of a poster should appear “to sell” in the sense of being able to attract the attention of people seeing it. The design may be said to be a great success if it succeeds to make someone buy the offered product or sloganized idea only through seeing the poster we created.

Designing a poster is actually not too difficult as long as we have an attractive major illustration. Up to 70% of the success of a poster design lies in the main illustration, while the other 30% lies in the way of arranging or layout elements.

The logo or title of product or occasion is usually placed on the top part of the poster with the aim of making people see it clearly from a certain distance (eye catching). The logo size or that of the product title should be made big enough to make a “strong” impression.

The text or message should be as brief as possible, not too long if not to say unnecessarily too protracted. The selection of font should prefer the simple and proportional (to the picture space). As a matter of principle, we must not cause the poster reader tired reading the text we write. Too much of text also will make the reader feel bored, while on the other hand a too haphazard arrangement also can cause a headache.

When designing, divide the area of the poster into several sections, with each to have its own function. Arrange the available graphic elements in their orderly and proper places.

Keep in mind that every design we create always has the goal of communicating a message to other parties. It is our duty as a designer to have ability to convey the messages clearly (and interestingly) by way of an artwork—our work. But creating a design is not as difficult as suspected, as long as we know what kind of design we want to make and also what message we want to convey.

Examples of space division and the graphic elements found in a poster:



**BACK
GROUND**

**PESAN
UTAMA**



**ILUSTRASI
 TAMBAHAN**

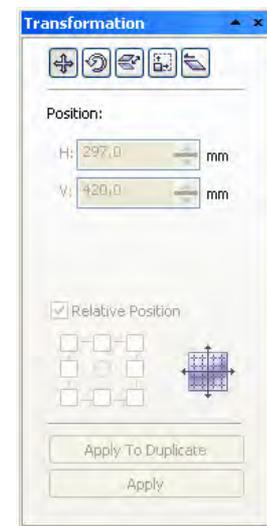
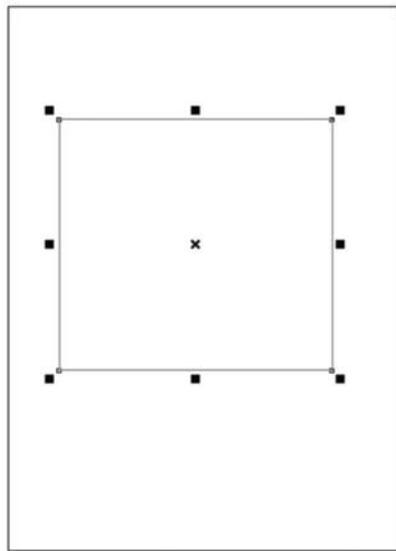
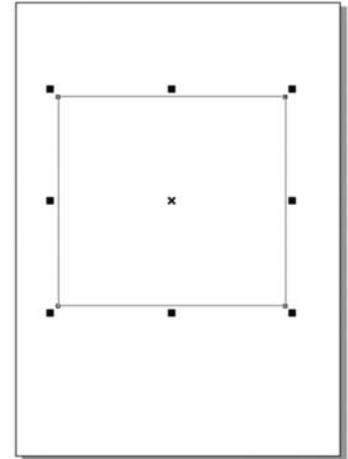
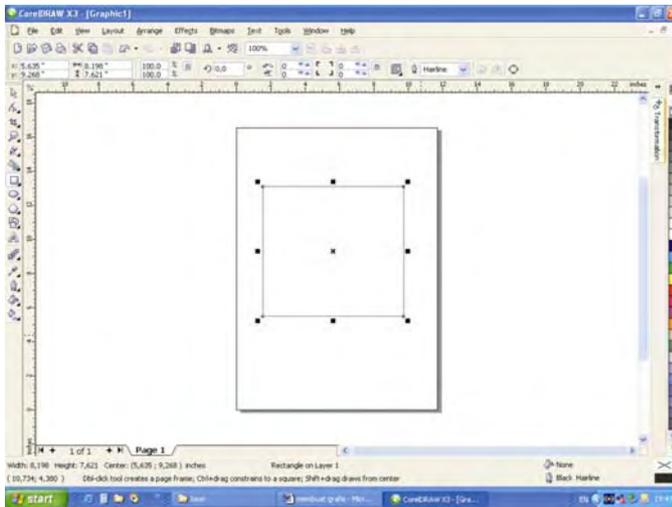
**ILUSTRASI
 UTAMA**

**PESAN
 TAMBAHAN**

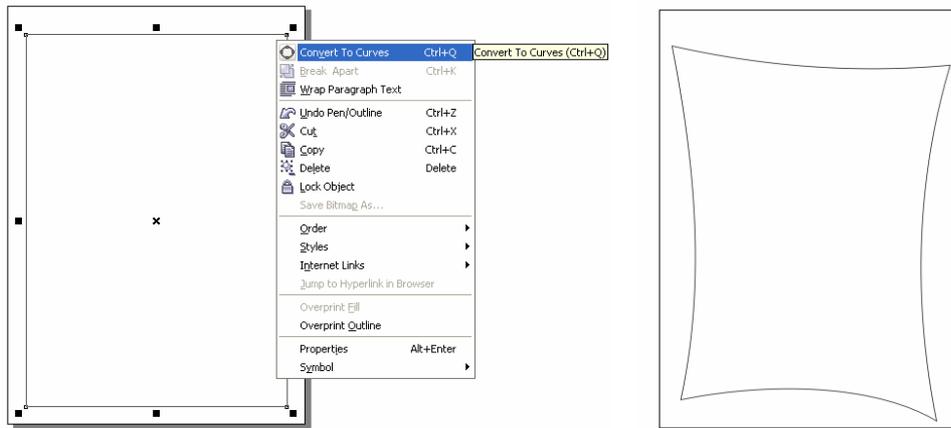
Step 1 : Create a new document in CorelDRAW (*File>New* or *Ctrl + N*)

Use Rectangle Tool to create a rectangle.

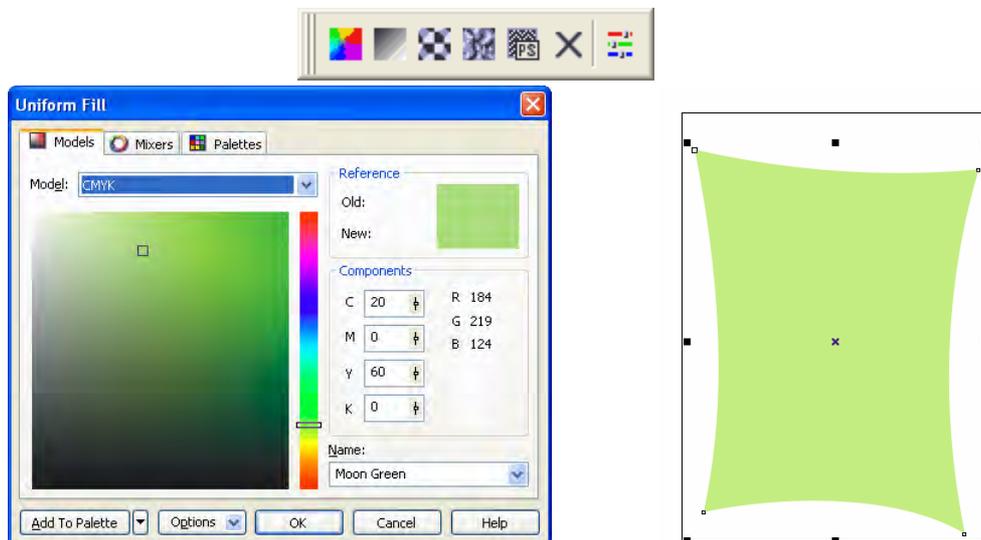
Step 2: with the command *Arrange > Transform > Size*, with the size of 297 mm and height of 420 mm (A3) for the rectangle.



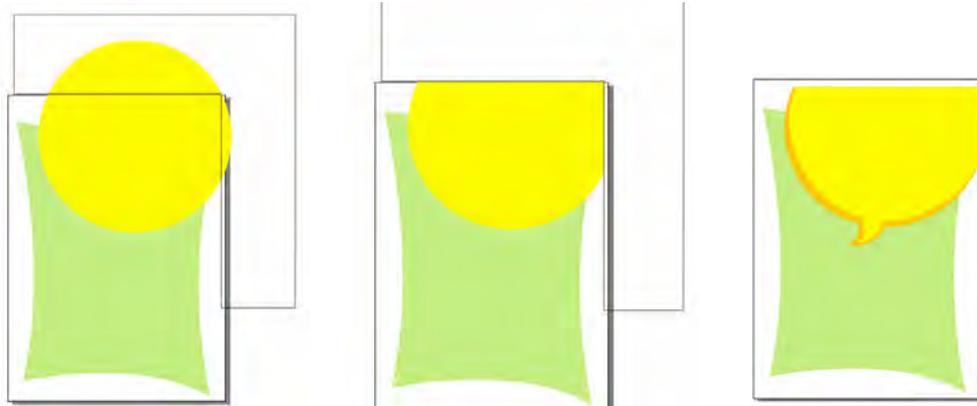
Step 3 : Using the Rectangle Tool (F6) make a rectangle box, then click the mouse right button and the command Connect to Curves to change the rectangle object into a curve which can be further edited.



Step 4 : Give color to the formed box with color by selecting fill on the lower left screen.



Step 4: Create a text balloon by first making a circle, then cut as necessary by using trim, and after that an addition of line as in the example.



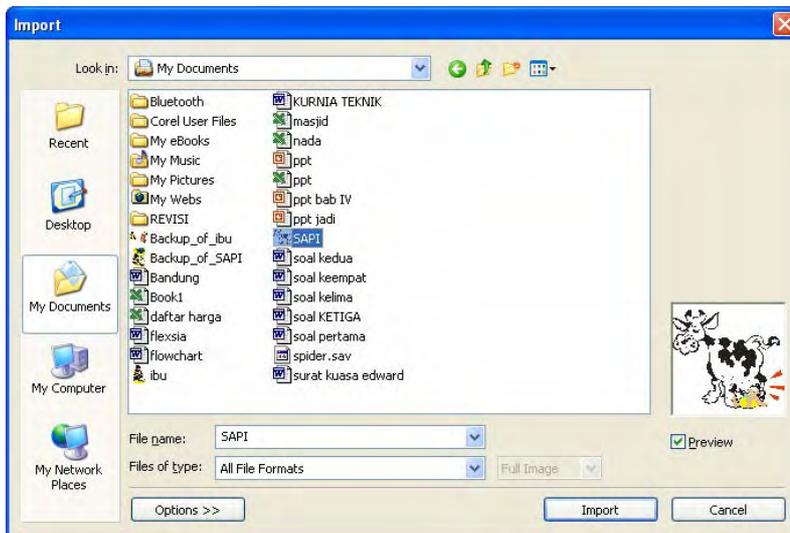
Step 5: Type the message to convey in the text balloon, select the font which is attractive but not complicated. Give color and form it as you like using *effects > envelope (ctrl+F7)> apply*



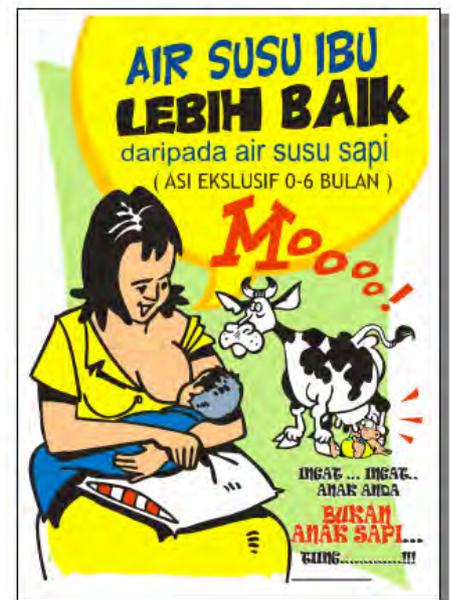
Step 6: *File > Import* or click *icon Import* on the *bar menu shortcut* to load variation of the picture of the Mother who breastfeeds. The media, which we have made previously.



Step 7: File > Import or click on icon Import on the menu bar shortcut to load the variation of picture Cow. The media, which we have made previously.



Step 8: Retype the text as in step 5 for additional message. As variation, we can duplicate (*ctrl D*) text, then the line is thickened (10 points) in white and put it on the back (*ctrl page down*) original letter.



Step 9: Save this document uses the command *File > Save* or *Ctrl + S*. Give the name, which is easy to remember, for instance: **ASI POSTER.cdr**



Step 2: Creating a Banner (35 minutes)

DESIGN OF A BANNER

With the picture available in the poster we have made above, to prepare the banner with the same theme, will be easier. All we have to do is to import the existing picture to be laid out in the format of banner.

The size of the banner usually follows where the banner will be installed. For indoor installation, it is usually between 5 – 7 meters, while outdoor is could be up to 10 meters.

Like creating a poster, it is better that you divide a baner into several areas, with each function. Arrange the graphics elements which are available in the neat and orderly manner.

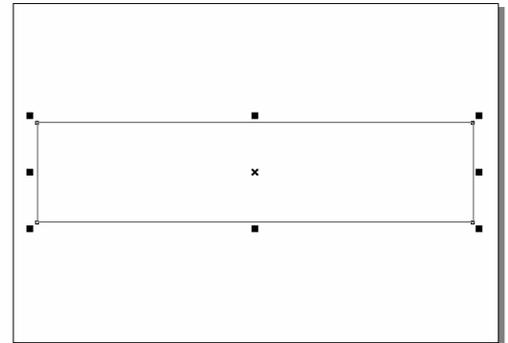
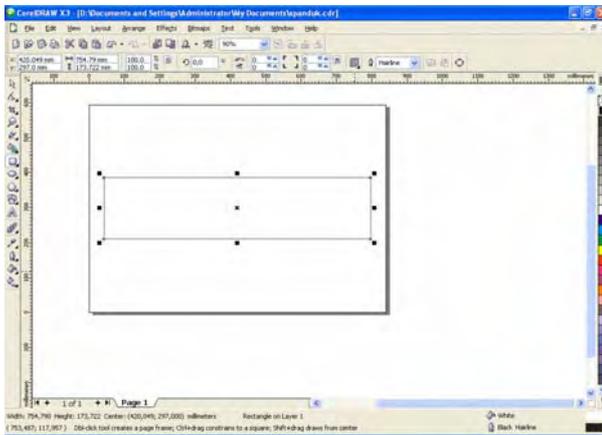


660 CM

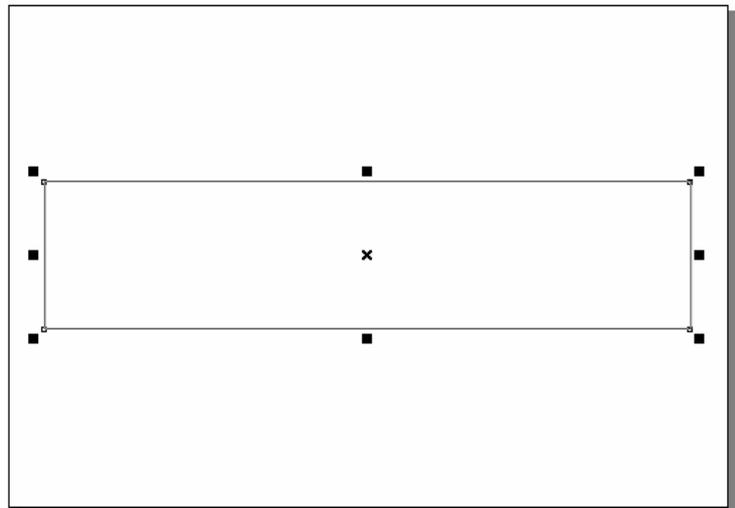
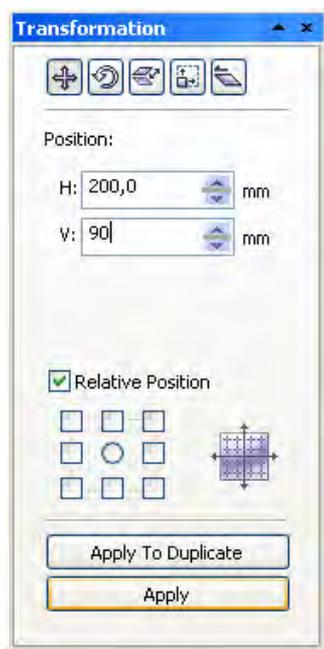
130 CM

Step 1: Create a new document in CorelDRAW (File>New or Ctrl + N)

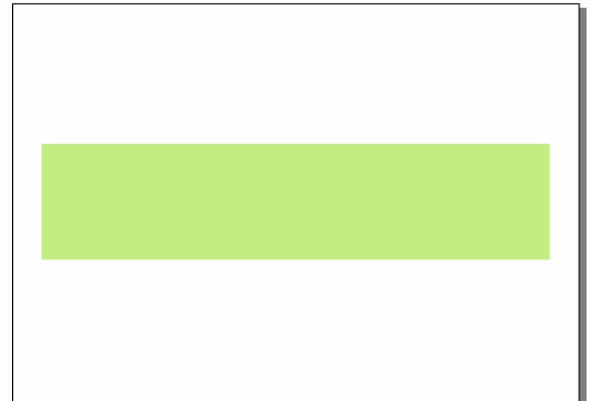
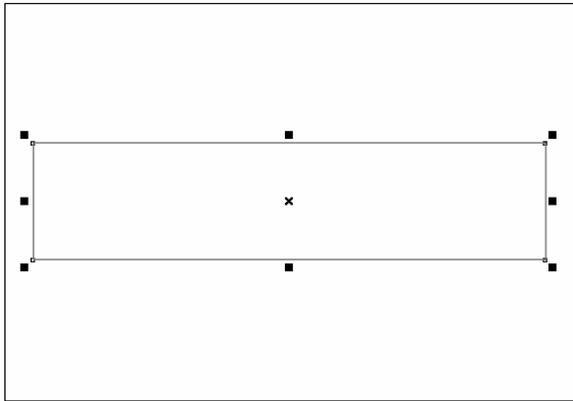
Use *Rectangle Tool* to create a rectangle.



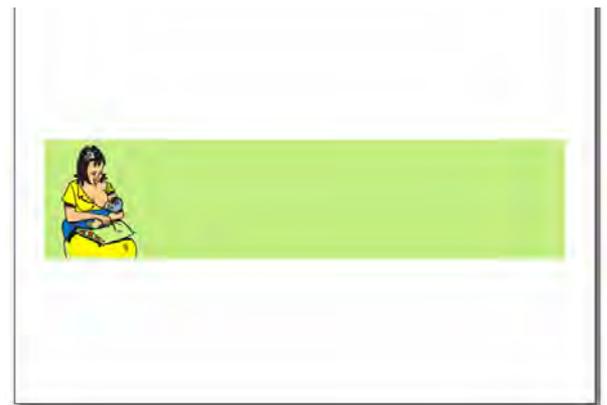
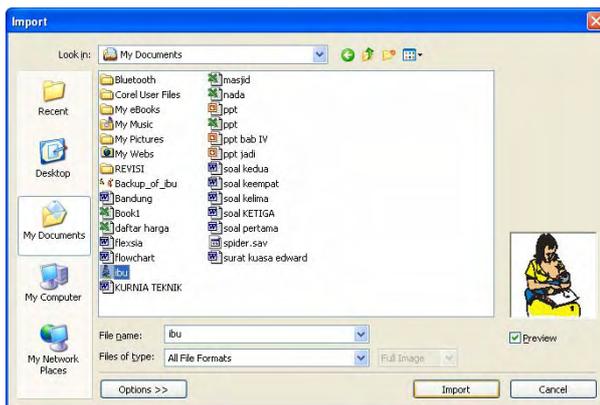
Step 2: With the command *Arrange > Transform > Size*, give the length of 5 meters and height 90 mm for the said rectangle. To make it easier, the actual size is not made, for instance, use the scale of 1 : 100.



Step 3: After that, color the rectangle by using *uniform fill*.



Step 4: Then *File > Import* or click on *icon Import* on the *menu bar shortcut* to load the variation of the picture Mother who breastfeeds. Place it on the left side in accordance with the division of function element mentioned above.

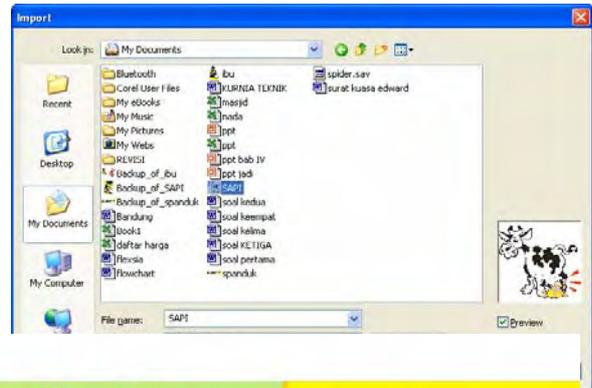


Step 5 : Then *File > Import* or click on the icon *Import* on *menu bar shortcut* to load the variation of main message text. Place it in the middle, in accordance with the division of function element mentioned above.



Step 6 : *File > Import* or click on *icon Import* on *menu bar shortcut* to *load* the variation of “callout” which contains additional message. Place it on the right side in accordance with the division of function element mentioned above.

Step 7: Then *File > Import* or click on icon *Import* on the *menu bar shortcut* to *load* the variation of the picture Cow. Place it at the place, which is in accordance with the division of function element mentioned above (additional illustration).



Step 8: Save this document uses the command *File > Save* or *Ctrl + S*. Give the name, which is easy to remember , for instance: **ASI SPANDUK.cdr**



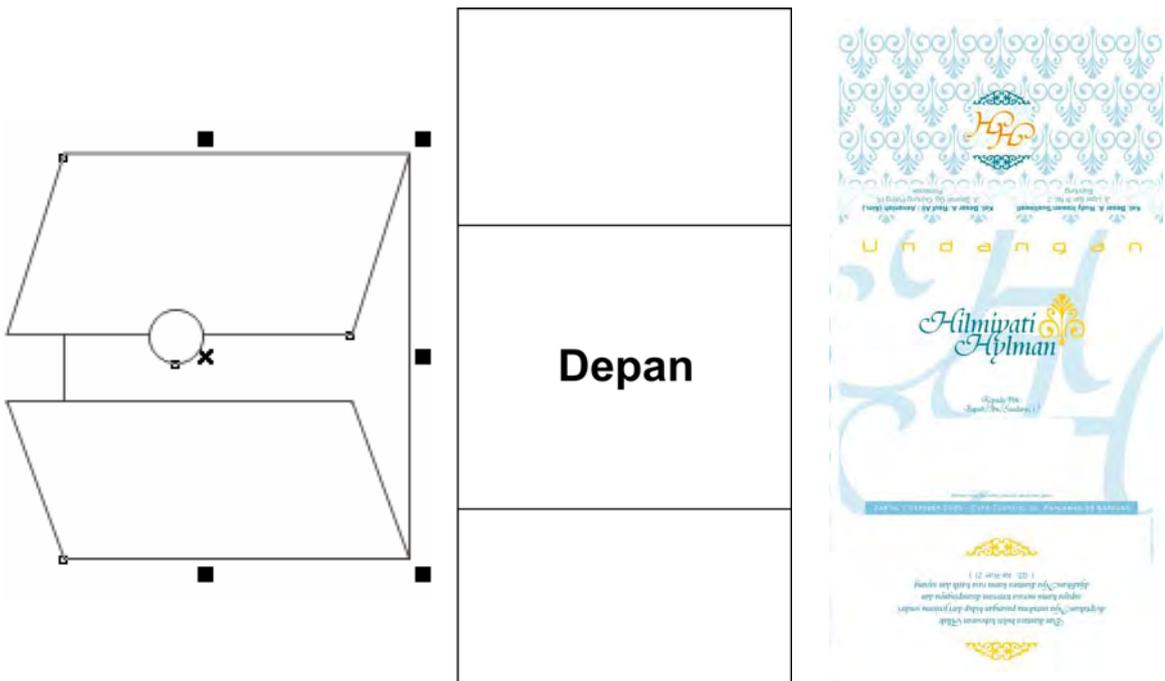
Step 3: Designing Invitation Card (35 Minutes)

INVITATION DESIGN

Invitation Design is a design which is sometimes easy to make and sometimes not, because it is a complicated design. It means that in preparing it, we must be able to imagine, the invitation will be in what form exactly.

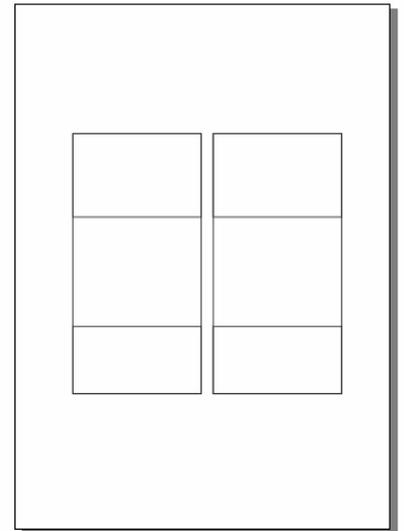
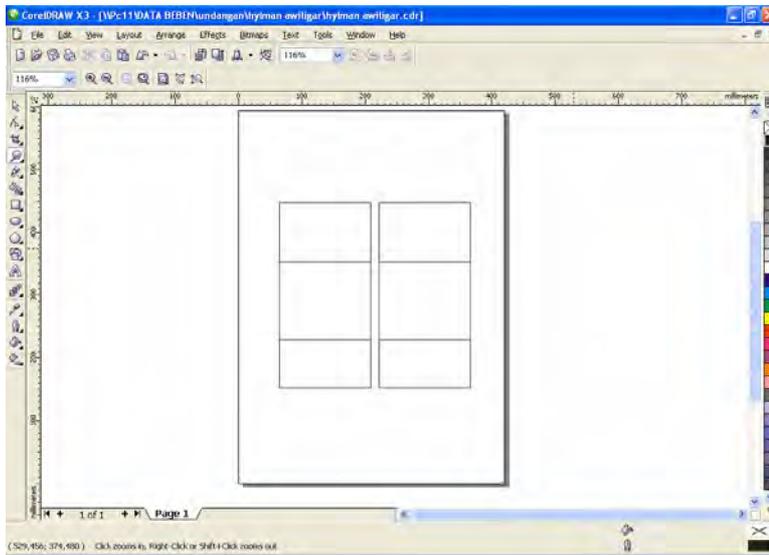
Usually, invitation (particularly marriage) is prepared as beautiful as possible. Therefore, the graphic elements are very varied. Especially, if it is added with such things as ribbon, foil, embos, et cetera.

In addition, invitation usually consists of complicated folds of paper. Therefore the position of drawing or text must be in conformity with the form of the folds. Otherwise, it will be upside down.

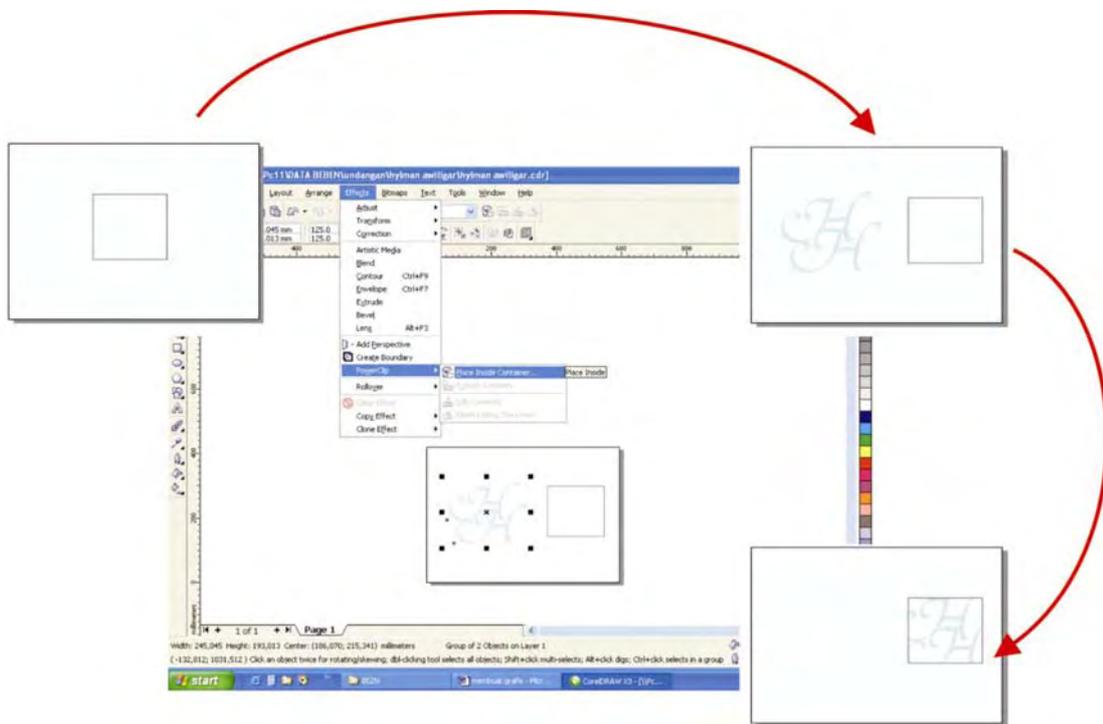


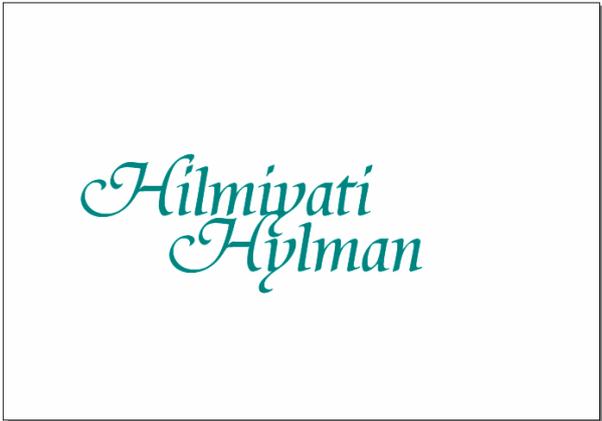
But, in principle, it remains the same such as making poster or banner, divide the size of an invitation into several areas with each function. Arrange the graphic elements available in the neat and orderly positions.

Step 1: With the command *Arrange > Transform > Size*, give the size in accordance with the need.



Step 2: Type the initials of the bridegroom and the bride by selecting the beautiful font and color. Then use the command *Effects > Power Clip > Place inside Container* to insert the initial into rectangle.





Step 3: Type the names of the bridegroom and the bride with the the font and color which are the same as the initial. Position them in a harmonious format, in accordance with the theme of the marriage. To make it more beautiful, add motive as “accent, by importing file motip1.



With the motive, the names of the bridegroom and the bride will be seen more “beautiful”.

Step 4: Place the two names on the previous initial with proportional position. For instance like the following example.

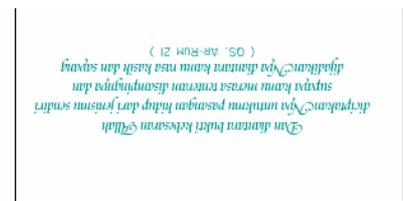
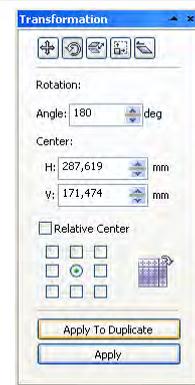




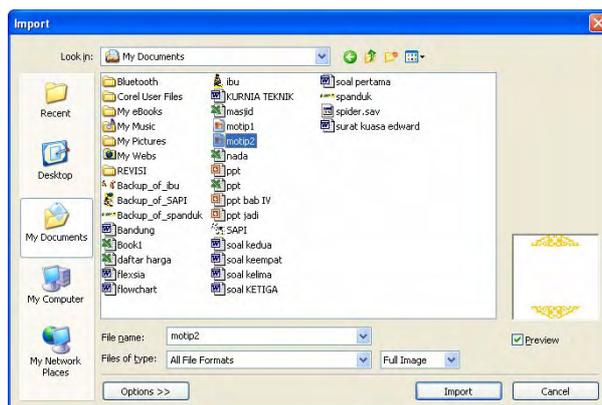
Step 5: Add the word invitation, Dear..... name and address box, sorry for the errors in the name and degree and place, date of reception. The layout is as the following example.



Step 6: If the front and central parts are completed, now we will make the lower part. Usually, it consists of verse or message for this beautiful moment. Since it will be placed in front, the position of the letter must be upside down, for easy reading if folded.



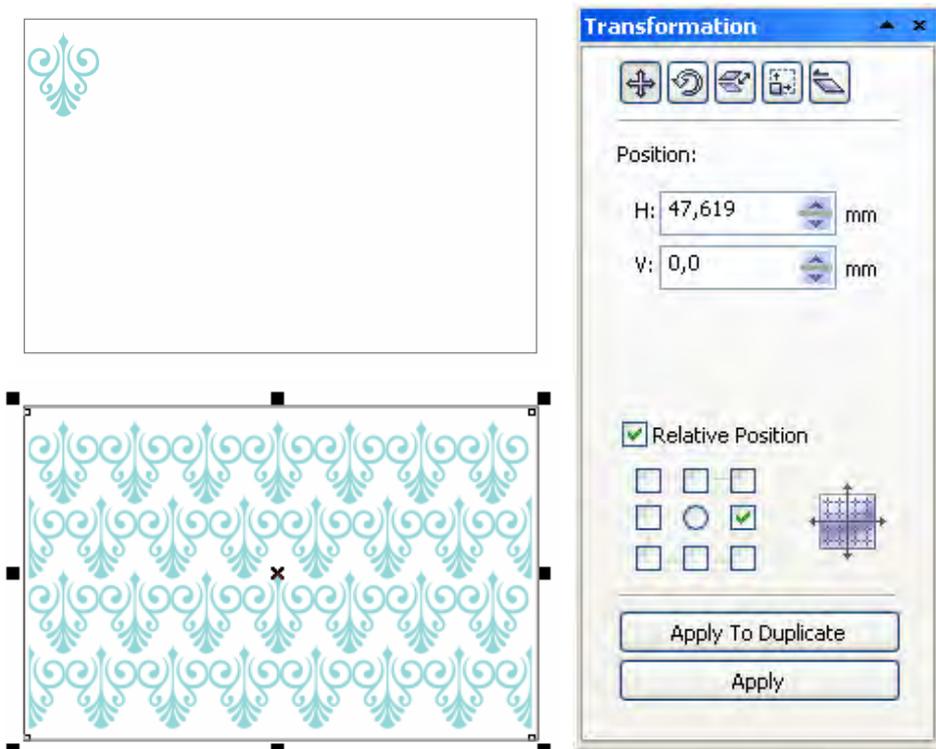
Step 7: To make it more beautiful, add the motive as “accent, by importing file motip1.



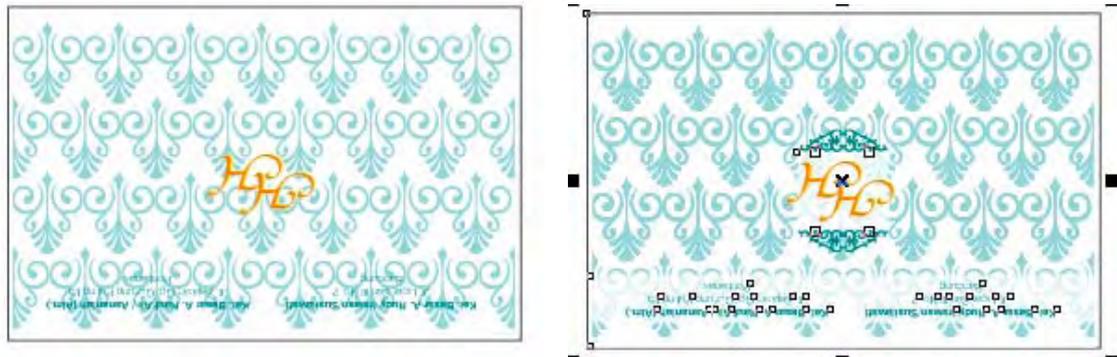
Step 8: The last thing is we make the upper box. First we import file motif is placed on the left side of the upper box.



Step 9: Then, by using the *arange > transformation > apply to duplicate* the motif is multiplied to fill the upper box.



Step 10: Save in the middle, the initial motive with the reverse position, because if folded it will be seen normal. Don't forget to insert the parents of the bridegroom and the bride.



Step 11: Save this document using the command *File > Save* or *Ctrl + S*. Give name, which is easy to remember, for instance: **UNDANGAN.cdr**





Step 4: Creating a Digital Graphic Work (~45 Menit)



Note for the Facilitator

In this final step the participants will create a digital graphic work by themselves. If feasible, entrust the participants with designing posters or banners presenting the school activities or the activities of the neighbourhood community.

FINAL PROJECT

We do not have to master all the instructions and tools of a certain program to be able to use it effectively. Those who are called experts are those who can use the available equipment (in a program) at a minimum to produce maximum quality work.

The next step to be taken is to develop the new methods in accordance with the respective working styles based on the examples and steps described above. There are several prints here that can be used as training material to sharpen our ability. To train intensively and to dare experiment are our primary assets to master graphic programs and designs. Good luck.

Banner



Banner



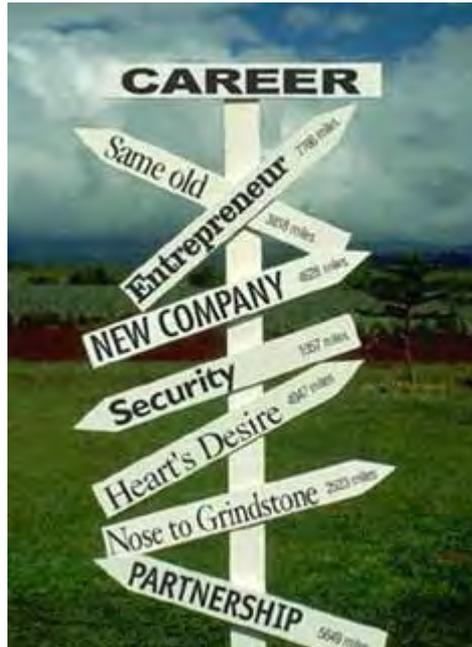
E

Extension

The following is a suggestion for furthering developments of this activity:

- Form a graphic design club with duties that include producing banners, posters, invitation cards, etc. If seriously pursued, it may become one of the school's units of enterprise by offering graphic design services.

Towards My Dream Career



Unit Four

Towards My Dream Career

Participants: Young people who wish to know about the ins and outs of the working world, the required capabilities, information about vacancies and plans for a future career.

Unit Four : **Towards My Dream Career** gives participants the capacity to understand the conditions in the working world. Participants will practice brainstorming and surveys on whatever skills is needed in the working world, seek information about vacancies in newspapers and the internet, input collected data in a database, and do sorting and filtering to search for certain data in a local company.

The primary purpose of this unit is to provide the participants with an understanding of the working world, and to give early information on working skills and vacancies at the job market. It is hoped that the plans the participants may have for their future are based on the information they have obtained.

Three kinds of activities in Unit Four will aid participants in seeking information about the working world.

- ***Skills in Workplace***
- ***My Dream Career***
- ***My local Enterprise***

All activities have been designed to give direct experiences for participants. Skills that will be sharpened are the skills they will need in school, workplace, society, and personal life.

Assignments and activities provided in this toolkit are adjusted to conditions in Indonesia. As a result, participants will know more about situations and conditions in Indonesia.

All activities provided in the ICT toolkit are interactive, of which all activities, step by step, will be done by participants such as discussion, brainstorming, presentation, computer practice, research work and data analysing.

Assessment is a process from beginning to the end. All participants' involvement in all activities must be recorded.

Each activity will end by making a final project. This final project can be worked on during outside of the class hour.

The connection with the “Opportunities for Life, Learning, and Work” Toolkit

For better understanding about the post-Junior High School world, please see the O4LLW toolkit. This toolkit will discuss ways for preparing oneself to face the future, to determine one's objectives, to get vocational expertise, and more information about the working world.

Activity 1

Skills in Workplace



Introduction

According to statistical data presented by the Statistics Central Agency 2005, a fantastic increase in unemployment among young people was observed in February 2005. For the population above 15 years of age, the total number recorded was 155,5 million. Of these, the work force amounted to 105,8 million. Of the work force, 94,9 million had jobs, and absolute employment was 10,9 million. Besides this absolute unemployment, there was the 31,2 million in the category of under employment. This means that the current number of unemployment includes 42.1 million people. (Suara Pembaruan, 12/02/06).

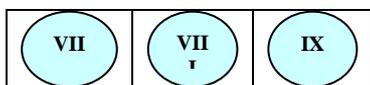
The cause of unemployment is not only the lack of job opportunities, but also the great deal lacking in the skills required in the working world. At almost any enterprise, whenever new employees recruited, they always have to be trained to introduce them to specific skills required in the job. The knowledge obtained at junior high, senior high school, and even from tertiary educational institutions is often of no benefit to the working world.



Objectives and Learning Outcomes

The purpose of this activity is to introduce participants to such skills as required in a job. Also, to train their analytic capacity in investigating the skills required in a job. It is hoped that after attending these activities, the participants may better understand the complexities of the working world and be ready to face all kinds of challenges. By attending these activities, the participants are expected to be able to:

- Practice brainstorming on skills which are vital in the workplace.
- Obtain data on important skills of local enterprises.
- Enter these data in a worksheet application.
- Draw up a presentation about skills that are important in the job. (Final Project of Activity 1)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT and PKn subjects. Specifically, the SK, KD which contained are:

ICT COMPETENCE

Grade VII , Semester 1

Competence Standard	Basic Competence
10. Understanding the use of information and communications technology and future prospect.	1.14 Identifying various equipment of information and communications technology 1.19 Explaining the role of the information and communication technology in daily life 1.20 Identifying various benefits and uses of the information and communication technology

Grade VIII, Semester 2

Competence Standard	Basic Competence
4. Using numbers processor software to present information	Identifying the menu and icon the number processor software Explaining the function of menu and icon in the number processor program Using the menu and icon in the number processor of the software Creating document on simple numbers processor

PKn COMPETENCE

Grade IX, Semester 2

Competence Standard	Basic Competence
4. Presenting the achievement of oneself in accordance with the capacity for the sake of nation's superiority	4.1 Explaining the importance of achievement of oneself for the nation's superiority 4.2 Recognizing one self's potential for achievement in accordance with the capacity 4.3 Presenting participation in various activities to realize the achievement of oneself in accordance with the capacity for the sake of nation's superiority

Life Skills

Also related to the development of life skills, as follows:

Analysis Capacity	Information Searching Capacity	Information Processing Capacity	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Materials Required

- Blackboard
- Stationary
- Photocopy of “Work Skill” questionnaire sheet to be distributed to the employer and local company.



Information and Communication Technology

- Computer Unit which has been installed with worksheet application (Microsoft Excel 2003)

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (when available)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

In this activity, evaluation can be divided into several stages. At the first stage, during brainstorming, it is the participant’s activity, creativity and desire to contribute to the group is the one to assessed.

The second stage is at the time of data collecting. The aspects assessed are the participant’s ability to communicate with other people, ability to analyze, and ability to seek accurate and accountable data.

The third stage is when entering those data into a data processor. The aspects assessed are the capability to enter data, the capability to process data, and the capability to present those data in a chart.

In order to be objective during evaluation, pass the evaluation matrix sheet to each of the participants, and let each of them evaluate the result of another participant’s work.



Step 1: Brainstorming Skills at Work (15 minutes)



Note for the Facilitator

Before conducting the tutorial process, show the participants the data on the unemployment in Indonesia. The intention is to make the participants realize that skills at work are crucial for securing a job.

Then, using the MindMap application, practice brainstorming on whatever skill is required at the job (if the MindMap application is not available, it can be noted down on a blackboard, using several kinds of color)



Note for the Facilitator

When brainstorming, allow the participants to express whatever they wish. Note down everything, there are no wrong ideas.

To make it easier for the facilitator in conveying the material, here are some ideas about skills at work.

They have been obtained and translated from

<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>.

Skills at work is divided into three parts, i.e.:

1. **Basic Skills**

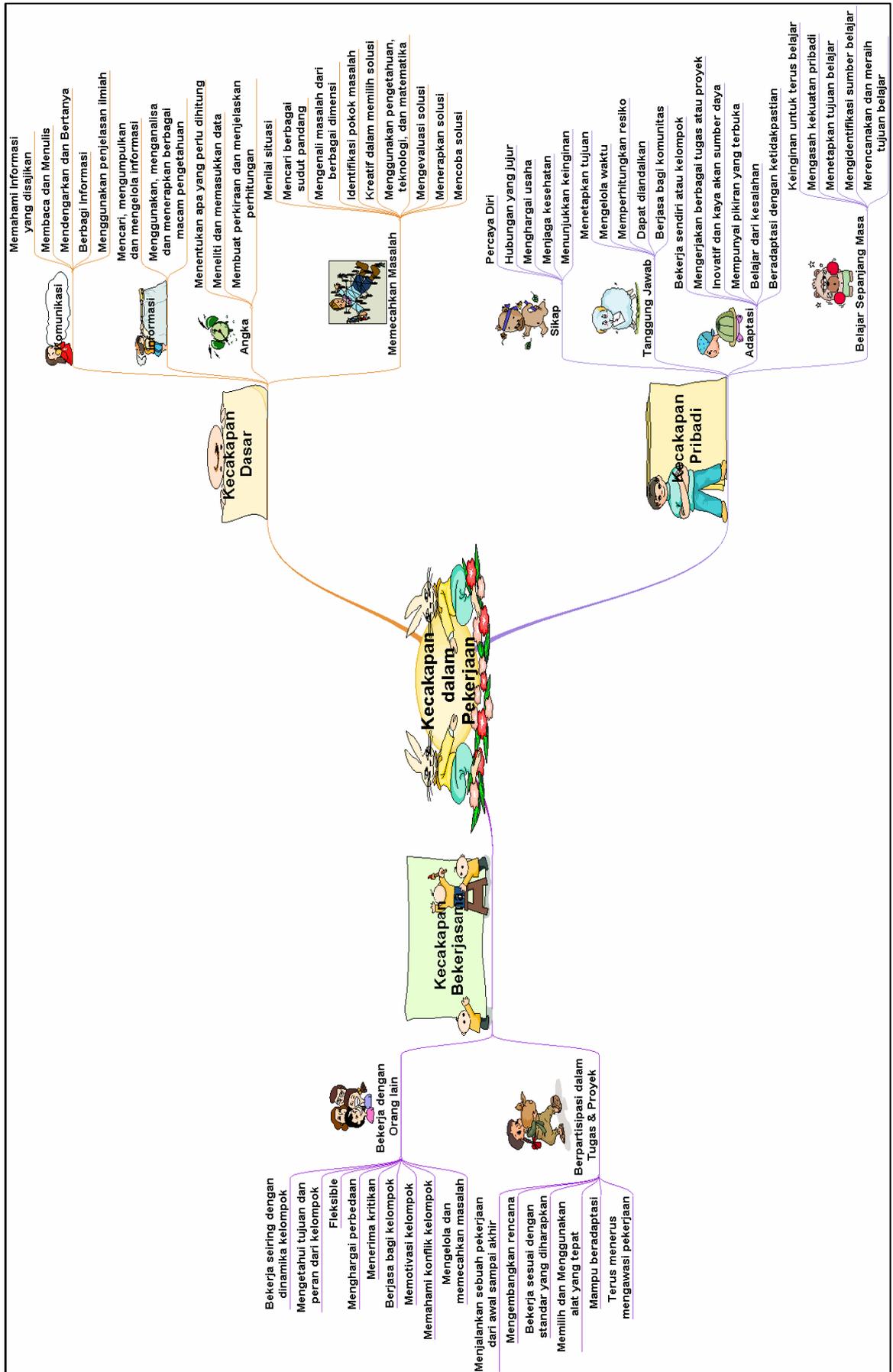
The skills needed as a base for further development

2. **Personal Skills**

The personal skills, attitudes and behaviors that drive one's potential for growth

3. **Cooperation Skills**

The skills and attributes needed to contribute productively



Employability Skills 2000+ <i>The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.</i> These skills can also be applied and used beyond the workplace in a range of daily activities.		
Fundamental Skills The skills needed as a base for further development You will be better prepared to progress in the world of work when you can:	Personal Management Skills The personal skills, attitudes and behaviors that drive one’s potential for growth You will be able to offer yourself greater possibilities for achievement when you can:	Teamwork Skills The skills and attributes needed to contribute productively You will be better prepared to add value to the outcomes of a task, project or team when you can:
Communicate <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas Manage Information <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) Use Numbers <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations Think & Solve Problems <ul style="list-style-type: none"> • assess situations and identify problems 	Demonstrate Positive Attitudes & Behaviours <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people’s good efforts • take care of your personal health • show interest, initiative and effort Be Responsible <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community Be Adaptable <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty Learn Continuously <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas 	Work with Others <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team’s purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people’s diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate Participate in Projects & Tasks <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve

<ul style="list-style-type: none"> • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p>for development</p> <ul style="list-style-type: none"> • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	
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Step 2: Obtaining data on important skills needed from local companies (~60 minutes)



Note for the Facilitator

In this second step, give participant the sheet of work capacity questionnaire. If there are many participants, divide it into several groups. Each group will receive 10-20 sheets of questionnaire.

The sheet of questionnaire will be completed by the workers in the local company. The technique of collecting data can be in the form of interview or difficulty completed by respondent.

Let participant seek respondent. It is necessary to observe that participant shall not complete the sheet of questionnaire by themselves.

If possible, accompany the participant in data taking process.

The image shows two overlapping questionnaire sheets. The top sheet is titled "KEMAMPUAN KECAKAPAN KEPELAJARAN" and contains a table with columns for "Kecakapan Kerja", "Tidak Diperlukan", "Cukup Diperlukan", and "Sangat Diperlukan". The table lists various skills under the heading "Kecakapan Dasar" (Basic Skills) and "Kemampuan" (Ability). The bottom sheet is a similar questionnaire, partially obscured by the top one.



Handout for Participant 1.1

Work Skills Questionnaire

WORK SKILLS QUESTIONNAIRE 2000+

Please complete the questionnaire as honestly as possible. Thank you for your participation in completing this questionnaire. (Tick a check mark in the column you considered suitable)

Respondent Data:

Name: _____

Name of Company/Institution: _____

Work Skills	Not Needed	Needed Enough	Needed	Needed Very Much
Basic Skills				
Communication				
• reading and understanding the information presented in various form (for issuance, words, graph, chart, diagram, etc.)				
• writing and reading in order that another person observes and understands the intention which wants to be passed on.				
• listening to and questioning to understood and respect the viewpoint of another person.				
• sharing information using various information technologies and communications/for instance: through voice , e-mail, computer, etc.)				
• using scientific explanation, technology and knowledge as well as mathematic skill to explain idea.				
Managing Information				
• seeking, collecting and managing information, using technology and information, which are appropriate.				

Work Skills	Not Needed	Needed Enough	Needed	Needed Very Much
<ul style="list-style-type: none"> obtaining, analyzing and applying the knowledge and capacity of various disciplines of science (for instance: arts, language, science, technology, mathematics, social science and humanity). 				
Using Number				
<ul style="list-style-type: none"> determining what is necessary to count or measure. 				
<ul style="list-style-type: none"> observing and taking data, using method, equipment and appropriate technology. 				
<ul style="list-style-type: none"> making estimate and testing the truth of calculation. 				
Problem Solving				
<ul style="list-style-type: none"> evaluating the situation and identifying the problem. 				
<ul style="list-style-type: none"> seeking various view panels and conducting evaluation on the basis of facts. 				
<ul style="list-style-type: none"> identifying the dimension of problem from the human side, interpersonal, technical, and mathematics sides. 				
<ul style="list-style-type: none"> identifying the root of the problem. 				
<ul style="list-style-type: none"> create and innovative in seeking the possible solution. 				
<ul style="list-style-type: none"> always using science, technology, and mathematics as the way to think, obtain and share knowledge, solve problem and make decision. 				
<ul style="list-style-type: none"> evaluating the solution to make recommendation and determining the decision. 				
<ul style="list-style-type: none"> applying the solution. 				
<ul style="list-style-type: none"> ensuring tha a solution works well and acts when there is opportunity to increase the results 				
Personal Skills				
Demonstrating Positive Attitude and Behavior				

Work Skills	Not Needed	Needed Enough	Needed	Needed Very Much
• feeling comfortable oneself and self-confidence.				
• dealing with person, problem and situation honestly, full of integrity and following personal ethics.				
• appreciating the personal efforts of and the efforts of another person.				
• maintaining personal health.				
• demonstrating interest, initiative and hard work.				
Being Responsible				
• determining the objectives and priority, which is in balance between the work and personal life.				
• planning and managing time, money and other resources to achieve the objective.				
• evaluating, weighing and managing risk.				
• being accountable for the action, both committed of individual group.				
• socially responsible and giving contribution to the public.				
Adapting				
• working independently or as part of the group.				
• performing various duties and projects.				
• motivate and rich in resources: identifying and providing recommendation on alternative methods to achieve the objective and complete the work.				
• transparent and able to accept change.				
• learning from error and accept criticism.				
• making adjustment to the uncertainty.				
Learning throughout the Period				
• always waiting to continuously learn and grow.				

Work Skills	Not Needed	Needed Enough	Needed	Needed Very Much
• examining a personal strengths which can be developed.				
• determining oneself the objective of learning.				
• identifying and obtaining the opportunity as well as learning resources.				
• planning and achieving the objective of learning.				
Observing the safety and health				
• observing the personal health and group health as well as following the procedures for safety well				
Cooperation Skills				
Cooperation				
• understanding and working in a group dynamic.				
• ensuring that the purpose and objective of the group have been clear.				
• flexible: respecting, being transparent and supporting the premise/opinion and contribution of another person in the group.				
• identifying and respecting the view of another person.				
• receiving and providing constructive criticism and demonstrating the attitude of empathy.				
• giving contribution for the group in various information and expertise.				
• leading or supporting at the appropriate time as well as motivating the group to obtain high performance.				
• understanding the role of conflict in a group to achieve a solution.				
• managing and settling the conflict.				
Participation in Project and Duty				
• planning and designing the project or duty from the beginning to the end with the objective and result, which have been previously determined.				

Work Skills	Not Needed	Needed Enough	Needed	Needed Very Much
• developing, obtaining criticism, trying, reviving and applying a plan.				
• working in accordance with the standard which has been established.				
• selecting and using the appropriate technology for a duty or a project.				
• adapting if there is amendment to the provision and change in information.				
• continuously motivating the success of a project or a duty and identifying the methods for further improve the success.				



Step 3: To Input date into a worksheet application. (30 Minutes)



Note for the Facilitator

After the data received from survey result from some local companies, the next step is to input the data into a number process application.

Give number for each replied colom.

Not Needed = 0

Needed Enough = 1

Needed = 2

Needed Very Much = 3

After finished inputting, give score to each. Make a chart that show scores from the biggest one and from the smallest one based on its category.

Ask participants to present their finding result to other group.

To input data, we can dot it by writting the socre directly or by playing with the provided formula in the number process application.

Watch the following drawing:

Kecakapan Kerja	Tidak diperlukan	Cukup Diperlukan	Diperlukan	Sangat Diperlukan	SKOR
Kecakapan Dasar					
Komunikasi					
• membaca dan mengerti informasi yang disajikan dalam berbagai bentuk (misal: kata-kata, grafik, chart, diagrams, dsb.)		Y			1
• menulis dan membaca agar orang lain memperhatikan dan paham akan			Y		2

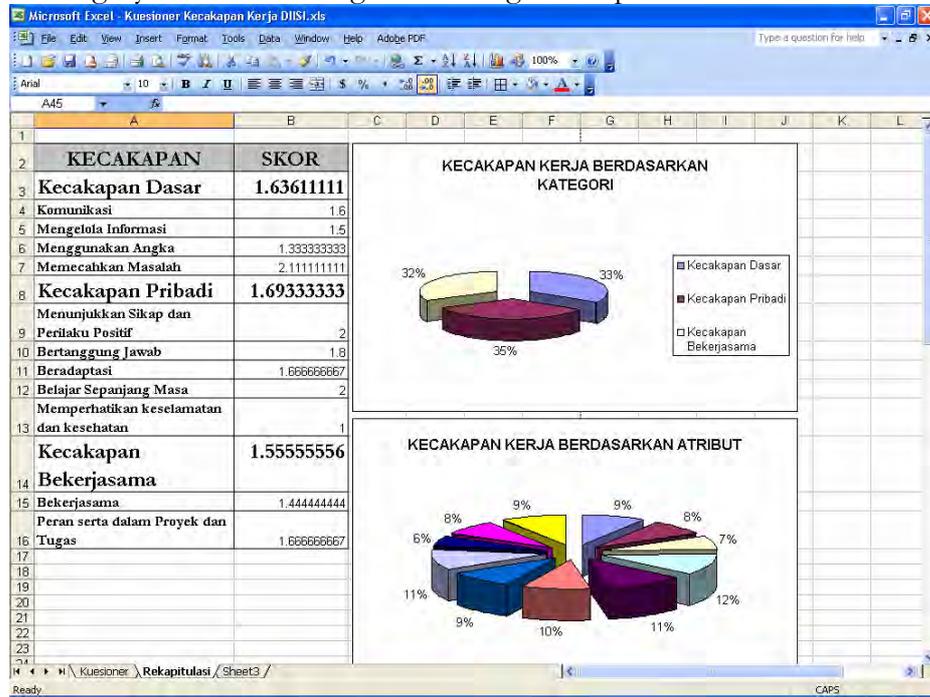
Steps to input data are as the followings:

1. Input respondent data (Name dan Name of the Company)
2. Give sign "Y" for the colom given by the respondece
3. Use the following formula in SCORE coloumn (automatically number will be written:

=IF(E11="Y",3,IF(C11="Y",1,IF(D11="Y",2,0)))

The purpose of the above function is to know which colom containing letter “Y”. Then it will be scored based on the value of each number.

- Use Average function (AVERAGE) to count each value of category and make its recapitulation in the next sheet. And make a chart that shows how important one sub-category is. The following is a drawing of recapitulation result..



Note for the Facilitator

To see the example that has been done, you can see it in the CD that is attached to this toolkit. Lesson to make a chart can be seen at Unit 2 about Accounting Using Worksheet Application



Extension

Skills in the workplace is an attitude and character that must be maintained so that participants continuously improve their skills in the work place. The followings area suggestions that can be done after the activity is finished:

- Ask participants to fill by themselves the questioner distributed before. But, this time, give number from 1 to 5 (where number 1 is the lowest and 5 is the highest) for each question. Write, according to them, what is their score for each question. Try so that they will continuously improve their score. If it is possible, meet once in a month to discuss the development of each participant’s skill.
- In presentation process, invite one of workers working for a local company. Ask the guest to discuss with participants. It is expected that participants will get knowledge about work world.

Activity 2

My Dream Career



Introduction

This activity will introduce the participants about the experience of job seekers. As usual, first thing that is done by a job seeker is to look at available job vacancies. This can be done by looking at job vacancies in printed or electronic media or even through an internet.

After knowing job vacancy map in Indonesia, then participants decide one their dreaming career. In this activity, strategy in getting the job that they want will also be discussed, short term job as well long term job.



Objectives and Learning Outcomes

The objective of this activity is to give a view and direct experience from the job seekers. Beside that participants from the beginning are guided to determine their goal and dreaming career. So, the participants' life will be patterned and organized to reach their goal and dreaming career. It is expected that through this activity, participants will not be confused anymore to decide what job they will do in the future.

By participating this activity, participants are expected to be able to:

- Look for information on job vacancy available in the work market.
- Determine and decide short term and long term goals.
- Plan a strategy to reach career/work desired.
- Prepare and present goal, strategy and dreaming career (Final Project of Activity 2)



Age Target

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the standard of competence (SK) and basic competence of subjects ICT and PKn (Citizenship Education). Specifically SK, KD which covers as follows:

ICT COMPETENCE
Grade VII , Semester 1

Competence Standard	Basic Competence
11. Understand the use of information and communications technology and future prospect.	1.15 Identifying various equipment of information and communications technology 1.21 Explaining the role of the information and communication technology in daily life 1.22 Identifying various benefits and uses of the information and communication technology

PKn COMPETENCE
Grade IX, Semester 2

Competence Standard	Basic Competence
4. Presents the achievement of oneself in accordance with the capacity for the sake of nation's superiority	4.1 Explaining the importance of achievement of oneself for the nation's superiority 4.2 Recognizing oneself's potential for achievement in accordance with the capacity 4.3 Presenting participation in various activities to realize the achievement of oneself in accordance with the capacity for the sake of nation's superiority

Life Skills

Also related to the development of life skills, as follows:

Analysis Skill	Information Searching Skill	Information Processing Skill	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “Tips in Planning an Objective” sheet to be distributed to the participant.



Information and Communication Technology

- Computer Unit which has been installed with MindMapper Jr. application.
Note:
See the attachment for the instruction on the method of obtaining the above application and installation.
- LCD Projector (when available)
Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

Assessment in this activity can be divided into some stages. First stage is when participants look for information about job vacancy, this can be assessed from the participant's seriousness to get data on job vacancy, participant's enthusiasm, their desire to share with other participants and his/her capability to look for list of job vacancy from the internet (if it is possible)

Second stage is when participants determine their short term and long term goals. Here, aspect that is assessed is the analysis ability of the participants to measure the capability that he/she has for his/her short term and long term goals that he/she has formulated. What needs to be assessed is whether there is a relationship between the capabilities that he/she has now with his/her goals.

Stage 3 is when he/she prepares goal or strategy to reach career/job desired. Aspect assessed is the capability of participants to describe to participants about steps that must be taken to reach goal/career/job desired.

In order to be objective during evaluation, pass the evaluation matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: To look for information on job vacancy available in work market (15 minutes)



Note for the Facilitator

Before starting the learning process, present to the participants about data on job vacancy available in Indonesia. This will make the participants aware that in the workplace, there are many vacancies available. But, because there is no much information, we often don't get the information on job vacancy.

In step 1, some website addresses on job vacancies will be provided.

If internet access is available, ask the participants to open the following website addresses:

- www.karir.com
- www.ekarir.com
- www.jobsdb.com
- www.lowongan-kerja.info
- www.job-indo.com
- www.bursa-kerja.ptkpt.net
- www.lowongan.net
- <http://lowongan.kafedago.com>
- <http://infokerjas.blogspot.com/>

There are more other websites. To look for more websites, look in www.google.com, then enter key word "job vacancy information". There will be many links that has job vacancy information. Be careful in looking for a vacancy and apply a job through internet, because there are many frauds happened. Tell to participants a safe way to apply for a job through internet (Article is provided). If internet is not available, participants can visit school library and check local newspaper about job vacancies offered. Ask participants to record jobs that are mostly required, and requirements needed.

Make a list containing 10 jobs that are mostly offered, and 3 jobs that are wanted by participants. Write down also requirements needed from each job. When they are finished doing that, go to Step 2.

This article is taken from <http://lowongankerja.blogspot.com/2006/04/07/5-kiat-aman-melamar-kerja-melalui-internet/>

5 Safe tips to apply a Job Through Internet

To look for a job through an internet is not an unusual thing. There are even more websites and job vacancy information appeared. But, it is better to be careful to receive all the information there.

Wireless information, that is internet. Its technology is not only to ease a task, but it is also to make to get a job easily. You don't believe it? Try to "surf " in this abstract world, everything you need is available including job vacancies. Being helped by computer technology that can do a *copy paste* of writings, internet also can expedite the process of sending job's application.

Beside that, internet is very effective to save time and cost, and it is practical when we send an application to a company that we apply. But, internet is also used to do crimes, especially stealing of information and frauds.

You need to know that frauds and stealing through internet always increases every year. Identity stealing through internet has been increased up to 10 million cases per year, and most of them were done through fishing. So, it is not a surprising if labor industry, especially in USA, is now experiencing a big problem. So, if you want to look for a job through an internet, and you receive vacancy information form an company that you have never heard before, don't believe it right away.

So, a mistake can happen because you believe right away on what you receive. But, it is more wise if you recheck the information about the company through internet, telephone, or friends. By knowing on how a fraud syndicate (or other criminal actions) happens, at least, the step would help you avoid the covered fraud of job vacancy. How is it?

1. **Act skeptically on vacancy *setup* through your personal e-mail**

Scammers as well as *spammers*, generally has old pattern. They send e-mails to many people even though people that they send are not looking for a job. But, they don't expect all of them will be tricked and do what they ask for. E-mail ID that they use is also original so that scan that they are using looks convincing so that the prospect victims will not know that they are being cheated.

Watch out on vacancy's e-mail saying "*We have seen your resume through Internet and we feel that your capability is one that we need. Please complete other attachments we need below.*"

Remember that you have to be skeptical by asking yourself, have I ever sent an application letter through an Internet? Check the website that they sent (if there is one), to make sure. So, do not respond the e-mail immediately. Try to check further if the company has a certain reputation. How did they obtain your data? If necessary, call the company to make sure. Maintain this critical and skeptical attitude, especially for the e-mail that does not give clear and complete address.

2. **Avoid responding personal questions, like credit card or ATM**

Pretend that you receive a job vacancy e-mail from a famous bank. The E-mail said they needed your account by using an excuse that they need payment information to be updated in their database in order to improve their service. From the e-mail address, they look so convincing and they even provide their bank's logo.

When you respond to their request, you feel that it is alright, but actually you have been tricked. Big company seldom requests information through e-mail. So, continue look for the truth of e-mails that you receive.

3. **When you enter a job vacancy *on-line* agent, use password that is hard to be interpreted**

Password, will make sure that your information and resume will be kept safely. It is better that your password is to be remembered but it is not also easy to be interpreted by other people like birthday date or house number. This is to prevent those bad people to get your important information easily.

4. **Read and understand *site* rules of your customers**

Agents that has run well usually has tight regulations for their on-line business. The regulations are usually written on the front page the company's website or sometimes they are sent to your e-mail directly. This is not only to maintain the customers' trust, but also because the meaning of trust itself is important.

Then, they will give information of how the customers will get the information fast and accurate, and how to use it well. Then, the group or website will give or sell clients' information to companies that need it. The information given is very basic such as name, e-mail address, ID No., and telephone number.

5. **Report!**

If you receive one of these type of this cheating style, or perhaps you might have been a victim, do not hesitate to report to the Police. Almost 80% of frauds done through an internet are not reported. Either the victims did not know that they had been cheated or they were confused where to report.

Actually, cheatings through an internet are often found, they can even be proved. Since the number of cyber crimes are increasing, actually police has formed a cyber crime division. So, don't hesitate to report to police your lost because of the conducts of these scammers and spammers.



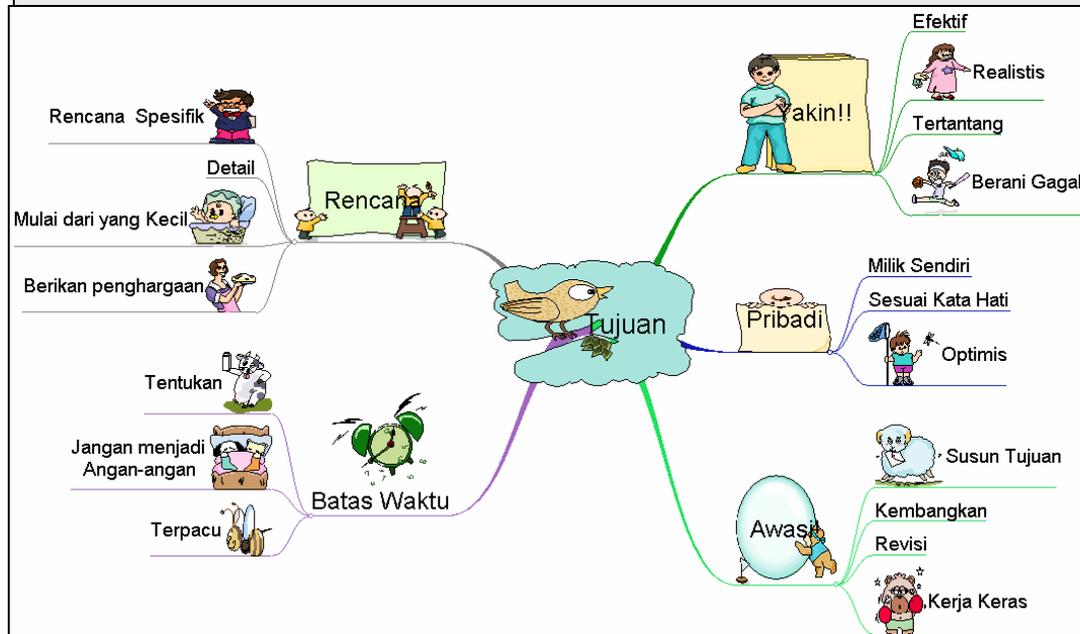
Step 2: To decide and determine short term and long term goals (45 minutes)



Note for the Facilitator

In this step 2, give first tips to determine the goal or to get the dreaming career to participants.

If internet access is available, ask participants to open website address <http://www.mail-archive.com/sarikata@yahoogroups.com/msg04001.html>. If an internet access is not available, let participants give their ideas of how to determine goal. Or if there is a copy machine, distribute to participants sheet of "Tips to Plan a Goal."





Handout for Participant 1.2

Tips on Planning an Objective

Determining the objective as progress key in career or other personal life. If you want to lose weight 10 Kgs or achieve the progress in the career world, determining the objective in life is an important matter to achieve the success.

Having a specific objective in career can assist you in being more focused, which helps complete the work seriously, and calculating accurately what to do.

On the other hand, insufficiently determining the objective, will become a serious problem in the long run and interrupts the future career prospect. The capacity may start to be stagnant or you may feel as if you would be achieve anything in the work.

Several tips are provided below to determine the objective which assists you in achieving the success in the career and also in other aspects in life:

Be sure that the objective can be achieved

The effective and realistic objective is certainly easier to achieve, although a trick may be needed to make sure that the objective can be achieved. Be sure that you feel challenged, so that the objective you carry to the next level. If you determine a very high objective and expect to be perfect, you must also prepare yourself accept the future.

Make the objective personal

It is better that the objective belongs to you and not to another person, even when the objectives emerges in the career world. The indicator when thinking the objective should be “I want” not “I must” or “I need”. It is also important to throw out the feeling of pessimists or the negative feeling when starting to determine the objective. This means that don't make the objective, which does not want to be done.

Supervising the objective

Make the composition of the objective to facilitate to run and do it seriously each day.

The objective is also necessary to be supervised. You will not always be able to supervise what the superior or colleague thinks about you, but you can supervise how hard you work, and the attitude of you colleague for instance.

Possessing a plan

Possessing a specific plan on how to perform the objectives. It means that you are almost close to obtaining it write the objective and study each progress and note each implementation of the objective how small it is. You can immediately measure the progress. This facilitates you to determine the career objective which can help assist yourself or the on-going project.

Determine the deadline

Don't forget to determine the deadline in each objective you implement. If you don't make the deadline, you will never find yourself in the effort to achieve the objective.

Without deadline an objective only becomes memory and you will and with the feeling of frustration.



Step 3: Preparing the strategy to achieve the career/work desired (30 Minutes)



Note for the Facilitator

After removing the procedures for determining the objective, it is time now to determine what career work desired as well as how to achieve it.

In this third step, you will also be introduced to the easy way to work out the plan or project by using computer application.

Below is an article obtained from www.astaga.com. The participant must be emphasized that career/work desired must be in accordance with the interest and expertise.

Choose the Work in Accordance with the Interest

Seeking work in this global era is indeed not an easy task. But, it does not mean that the problem will settle, if you have obtain adequate work. The work may not b suitable, so that it makes you have stress for a long period. To obtain the desired work, it is better that you plan the work, career or even the dreamt ideal from the start.

The first step is be sure what career you want. After you are sure, plan whatever is necessary to do to achieve the career.

The following is the simple steps to develop the career plan:

1. Plan the career based on the desire and expertise. Be sure that your interest and expertise will help paid the satisfactory work. In determining the career, think that you really like it. Also imagine, that you will enjoy the work. For that purpose, conduct evaluation on the types of career, which make you challenged, also select the career which is not desired.

You can also probably learn from several previous experiences. For instance, previously you work in the administration department, but you feel that the work is not suitable at all. So, this time, you may not try the work again.

2. Make list of expertise. For instance, you have expertise in several languages, computer, internet, etc. This expertise will help you perform the work, it turns out that one of the selected careers can't suitable you to join, utilize another expertise to paid another expertise to paid another work, certainly, it is still in accordance with your interest. For that purpose, making a list of work is indeed very important before you decided to take the work.

3. Determine several career options which are provided. This can be obtained through various medias, at this moment you can easily determine career option through interest network, in which there are many sites of career, which can help give information on the work. The best thing is keep seeking the career opportunity, which is really in accordance with the expertise, interest and maybe the experience you like. If needed, consult this matter with the experienced expert on career. This matter is important because the career you will perform

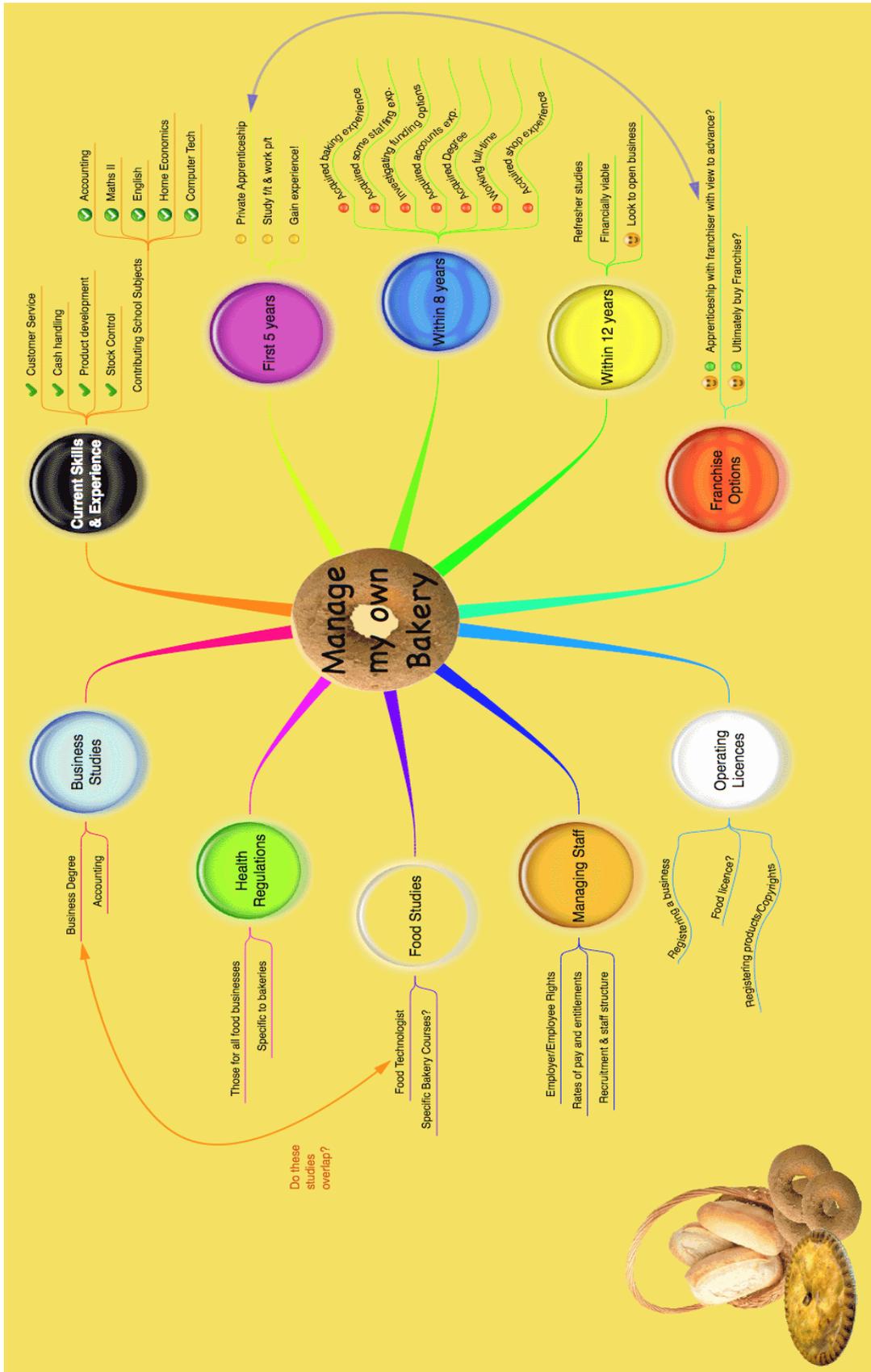
involves the realization of expectation. So far, performing the career, which is not desired will only makes you pressed and bored. On the other hand, if you perform the career, which is really suitable, you can enjoy it properly.

4. After finding and selecting the career which is suitable for you, make preparation to face the career. If a special training is needed, such the most important training institute. For instance, if you want to improve the capacity of the English language, seek the best English course institution.

After you finish planning the career, you can make sure fans of attention to achieve the career. But if you are ready, write an application to the company and the work you select. But before that, it is not a mistake if you discuss it with the person, who is most potential in his area. Ok, good luck with your career planning!.

Make a strategy to achieve the work by using application MindMapper Jr. (for the way to use this application, see that unit two on mind map).

Observe the example of career planning on the next page.





Extension

The capacity to seek information is one of the important capacity in this 21st century. The clever a person seeks information, the younger the person to obtain what that person wants, including seeking career/work desired. Below are several recommendations to be carried out after the completion of this activity:

- Request a participant to present to another participant, objective as well as strategy which they prepare previously. The more people know the objective and strategy to achieve the objective, the speedier that participant to realize it.
- Guide the participant to prepare a curriculum vitae. Then, make stimulation to apply for a job as well as stimulation interview.

Activity 3

My Local Company



Introduction

This activity will be dominated by collecting and entering data into a database. Data collected are of the enterprise, number of workers, gender of workers, and level of income kind. The collected data will be reprocessed, sorted and filtered. The application used is the grade processor application. Database application which uses the database special program will not be discussed in this Third Activity.

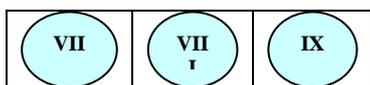


Objectives and Learning Outcomes

The purpose of this activity is to give the participants an understanding about processing and selecting desired information. Thus it is hoped that the participants will have the ability to seek the accurate information out of many. The result of this database can be added continuously up to regency or municipality level, or perhaps even provincial level. So that the school may have a complete database on local enterprise data.

By participating in this activity, the participants are expected to be able to:

- Data the respective local enterprises based on kind
- Data the respective enterprise about laborers (number of workers, gender, level of income, etc.)
- Making a query of a company based on type, total laborers, sex of the laborers, level of income, etc.
- Create a database of local enterprises (End Project of Third Activity)



Age Target:

This activity is intended for all grades (VII, VIII, IX)

*** Level of Difficulty

The level of difficulty of this activity is **three stars**. This means the difficulty level of this activity is above average.



Links to the Curriculum

This activity can be used to intensify the Competence Standard (SK) and the Basic Competence (KD) of ICT, PKn and IPS subjects. Specifically, the SK, KD which are contained are:

ICT COMPETENCE
Grade VII , Semester 1

Competence Standard	Basic Competence
12. Understanding the use of information and communications technology and future prospect.	1.16 Identifying various equipment of information and communications technology 1.23 Explaining the role of the information and communication technology in daily life 1.24 Identifying various benefits and uses of the information and communication technology

Grade VIII, Semester 2

Competence Standard	Basic Competence
5. Using numbers processor software to present information	Identifying the menu and icon the number processor software Explaining the function of menu and icon in the number processor program Using the menu and main icon in the number processor of the software Creating document on simple numbers processor

PKn COMPETENCE
Grade IX, Semester 2

Competence Standard	Basic Competence
4. Presenting the achievement of oneself in accordance with the capacity for the sake of nation's superiority	4.1 Explaining the importance of achievement of oneself for the nation's superiority 4.2 Recognizing one self's potential for achievement in accordance with the capacity 4.3 Presenting participation in various activities to realize the achievement of oneself in accordance with the capacity for the sake of nation's superiority

IPS COMPETENCE
Kelas VII, Semester 2

Competence Standard	Basic Competence
6. Understanding community economy activity	6.2 Describing the economic main activity covering the activities of consumption, production and distribution of goods/services. 6.3 Describing the role of corporation, including cooperatives as the place where the production process is conducted in relation to the economic player 6.4 Disclosing the kreatif ideas in economic action to achieve the self-reliance and welfare

Grade VIII, Semester 1

Competence Standard	Basic Competence
4. Understanding activity of economic player in the community	4.1 Describing the relationship between scarcity of resources and the unlimited human needs 4.2 Describing economic player: household, community, company, cooperation and the State 4.3 Identifying the form of market in the community economic activity.

Life Skills

Also related to the development of life skills, as follows:

Analysis Capacity	Information Searching Capacity	Information Processing Capacity	Problem Solving	Self Consciousness	Vocational
✓	✓	✓	✓	✓	✓



Time:

Minimum 2 (two) hours. For practice work , it can be adjusted to the needs.



Required Materials

- Blackboard
- Stationary
- Photocopy of “Data Required from the Company” sheet to be distributed to the participant.



Information and Communication Technology

- Computer Unit which has been installed with worksheet application (Microsoft Excel 2003).

Note:

See the attachment for the instruction on the method of obtaining the above application and installation.

- LCD Projector (if permissible)

Note:

If LCD Projector is not available, the ordinary computer monitor can be used. Make efforts in order that all participants can see what the facilitator wants to present.



Assessment

The assessment in this activity can be divided into several stages. The first stage when seeking information about the enterprise's data. Participants can be assessed by their seriousness in encoding for processing the data of the respective local enterprises, their enthusiasm, their desire to share with the other participants. The second stage is the creation of a database. The assessed aspects are the ability to follow procedure, the ability to enter data, and the ability to encode for processing, and to filter or sort data.

In order to be objective during evaluation, pass the evaluation matrix sheet to each of the participants, and let each of them evaluate the result of another participant's work.



Step 1: Encoding for processing the data of the respective local enterprises (~45 minutes)

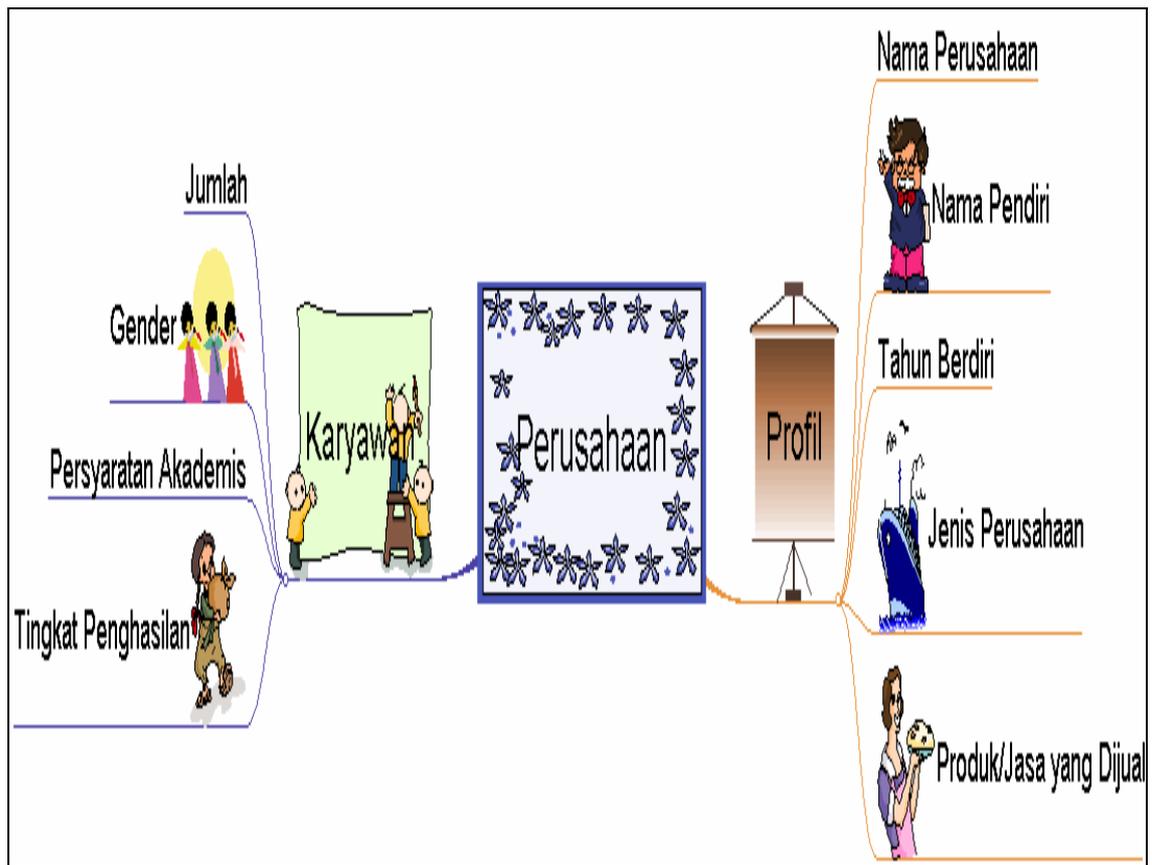


Note for the Facilitator

This time, instructions will be implemented outside the classroom. Before going to some local enterprise for data collection, have the school send notification about the activity.

This activity can take place at the same time as the study tour organized by the school. However, the data entering activity will be done in the classroom.

Explain to the participants that the current activity is to encode for processing the data of local enterprises. The data the participants must collect are as shown on the Mind Map.



The following is format of the questionnaire distributed to the participants.

No.	COMPANY PROFILE					EMPLOYEES DATA				
	Company's Name	Name of Founder	Year of Incorporation	Type of Company*	Products Sold/ Services Provided	Total	Sex		Academic Qualification	Average Income Rate
							M	F		

* Choose one of the followings:

- [Individual](#)
- Partnership:
 - [Firm](#)
 - Limited Partnership (CV)
- Cooperatives
- [Limited](#) Liability Company (PT)
 - Closed [PT](#)
 - Go Public [PT](#)
 - Domestic Capital Investment [PT](#) (PMDN)
 - Foreign Capital Investment [PT](#) (PMA)
 - [PT Persero](#)



Note for the Facilitator

The task should be given to the participants one week prior to the implementation of the activity. Each participant must encode for processing at least 5 local enterprises. Participants are not allowed to encode for processing the same enterprise as the others. Make sure that each participant encodes for processing enterprises not encode by the other participants. Encoding for processing may be done per group, where each group encode for processing 20 different enterprises. When coming face-to-face, the participant will enter the data straightaway into the grade processing application that functions as a simple database



Step 3: To introduce a query based on the kind of enterprise, the number of workers, gender of workers, level of income, etc. (30 Minutes)



Note for the Facilitator

After the enterprise's data have been collected, the next step is to enter the data into the database to be created. Follow these steps.

1. Create columns and rows that conform with the questionnaire. (5 Minutes)

First, open the Microsoft Excel grade processor application (the tutorial on the use of excel is in Unit Two- Accounting Using Grade Processor). Then create columns and rows as shown below.

PROFIL PERUSAHAAN						DATA KARYAWAN				
No.	Nama Perusahaan	Nama Pendiri	Tahun Berdiri	Jenis Perusahaan	Produk/Jasa yang Dijual	Jumlah	L	P	Persyaratan Akademis Minimal	Tingkat Penghasilan Rata-rata

2. Fill the Rows with the Previously Collected Data. (20 Minutes)

Input the collected data into the grade processor application.

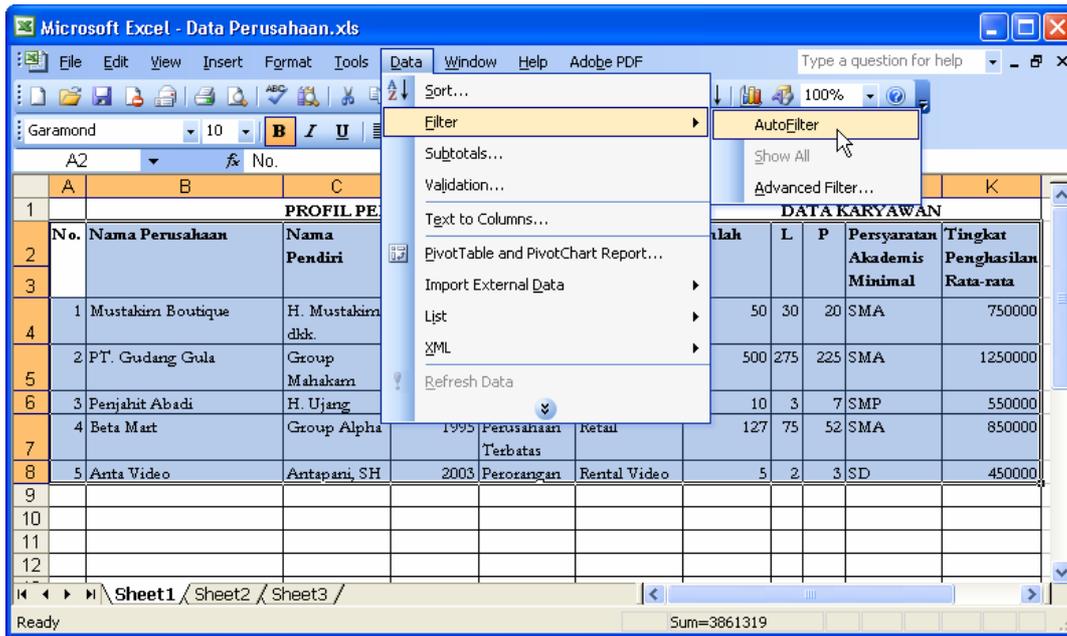
PROFIL PERUSAHAAN						DATA KARYAWAN				
No.	Nama Perusahaan	Nama Pendiri	Tahun Berdiri	Jenis Perusahaan	Produk/Jasa yang Dijual	Jumlah	L	P	Persyaratan Akademis Minimal	Tingkat Penghasilan Rata-rata
1	Mustakim Boutique	H. Mustakim, dkk.	1972	Firma	Baju dan Celana	50	30	20	SMA	750000
2	PT. Gudang Gula	Group Mahakam	1965	Perusahaan Terbatas	Gula Manis	500	275	225	SMA	1250000
3	Penjahit Abadi	H. Ujang	1985	Perorangan	Menjahit	10	3	7	SMP	550000
4	Beta Mart	Group Alpha	1995	Perusahaan Terbatas	Retail	127	75	52	SMA	850000
5	Anta Video	Antapani, SH	2003	Perorangan	Rental Video	5	2	3	SD	450000

3. Create an autofilter to facilitate data selection. (10 Minutes)

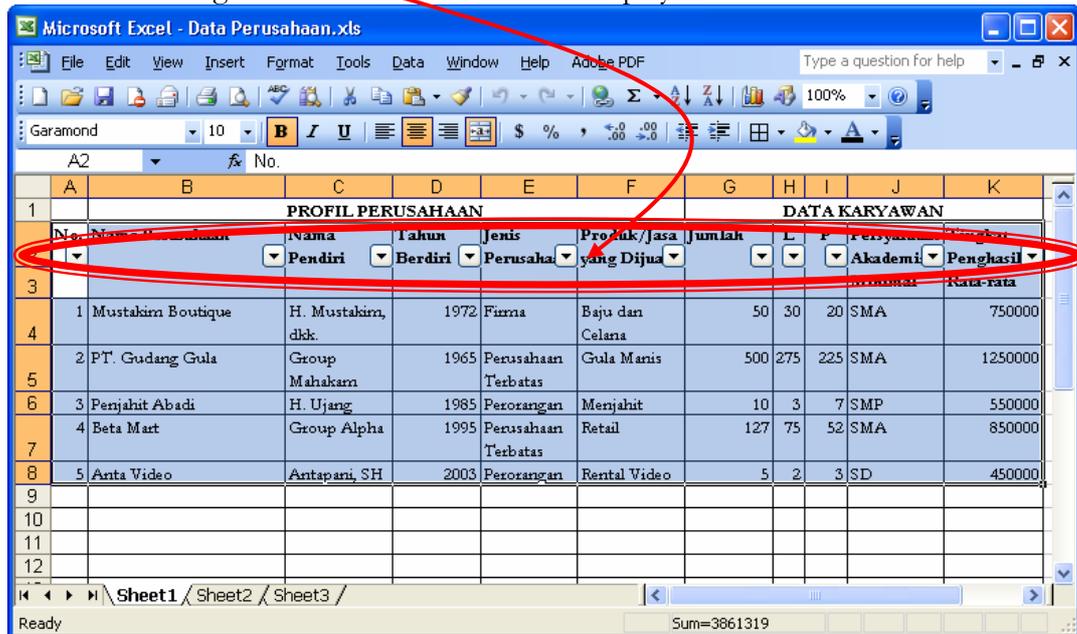
After the data have been entered, grouping the enterprises according to our criteria would be difficult.. For this we will use the autofilter available in Excel. Before doing the filtering, we should first select the column we want as the filtering criteria.

PROFIL PERUSAHAAN						DATA KARYAWAN				
No.	Nama Perusahaan	Nama Pendiri	Tahun Berdiri	Jenis Perusahaan	Produk/Jasa yang Dijual	Jumlah	L	P	Persyaratan Akademis Minimal	Tingkat Penghasilan Rata-rata
1	Mustakim Boutique	H. Mustakim, dkk.	1972	Firma	Baju dan Celana	50	30	20	SMA	750000
2	PT. Gudang Gula	Group Mahakam	1965	Perusahaan Terbatas	Gula Manis	500	275	225	SMA	1250000
3	Penjahit Abadi	H. Ujang	1985	Perorangan	Menjahit	10	3	7	SMP	550000
4	Beta Mart	Group Alpha	1995	Perusahaan Terbatas	Retail	127	75	52	SMA	850000
5	Anta Video	Antapani, SH	2003	Perorangan	Rental Video	5	2	3	SD	450000

After chosen, press menu **Data -> Filter -> AutoFilter**.



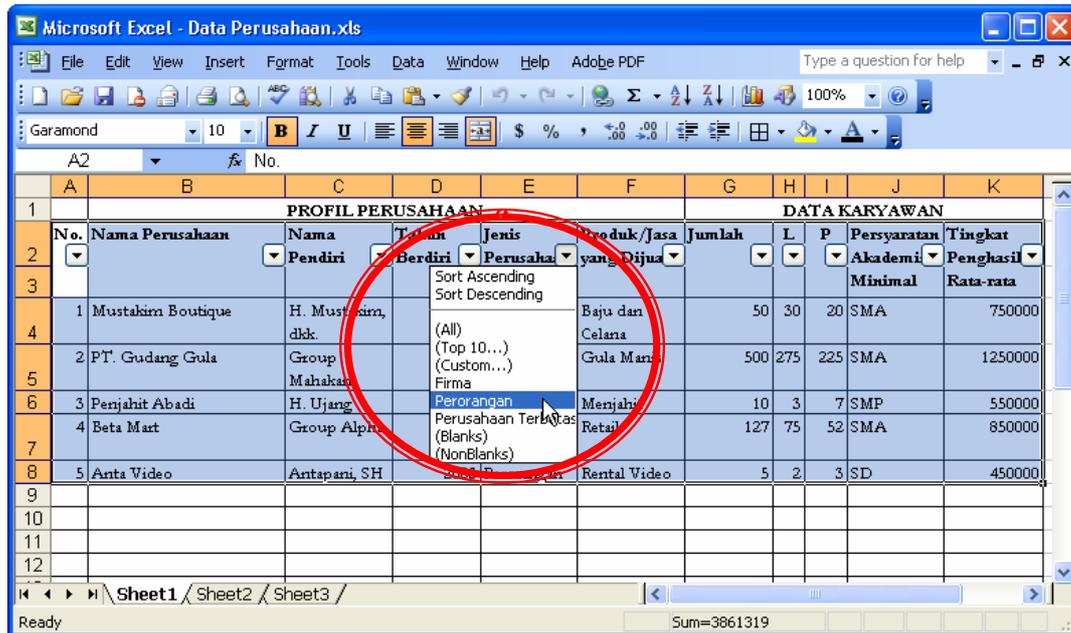
After that row sign on each column as seen in display as follows:



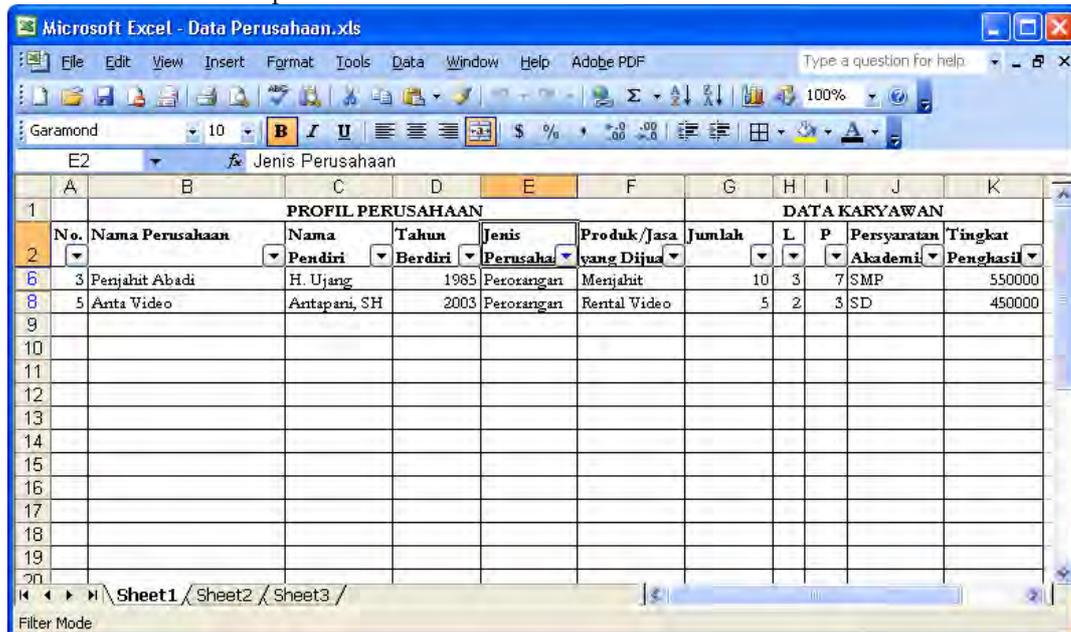
4. Do the filtering based on the criteria. (10 Minutes)

We will do the filtering based on the existing data (only showing the data we want). It is easy. For example, we wish to know which enterprise is included in "Private" enterprise. We push the arrow sign on "Kind of Enterprise", then select

“Private”.



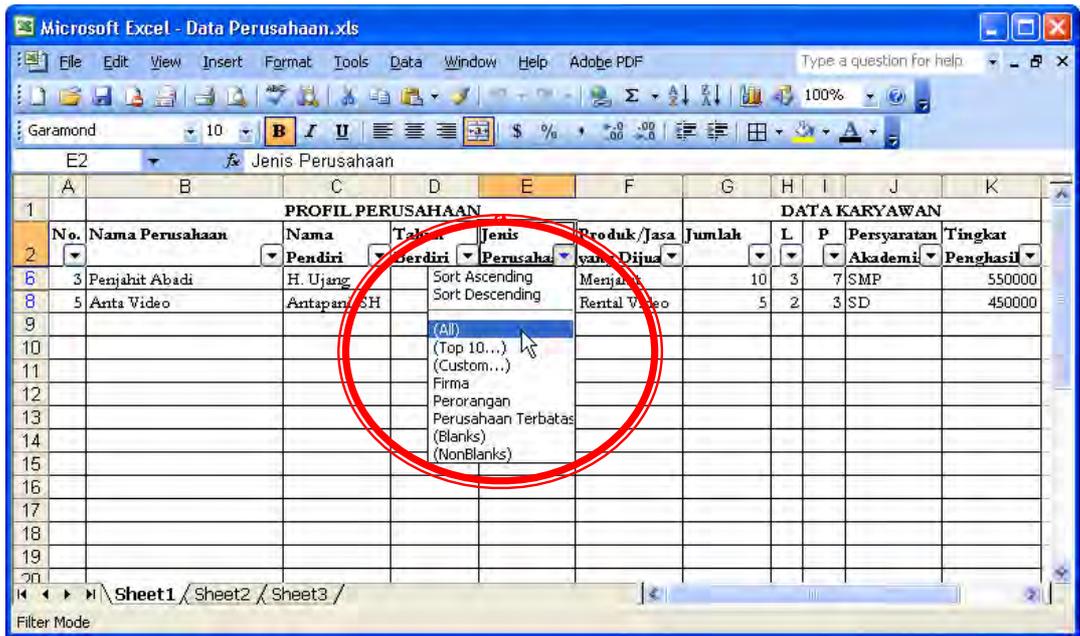
The result of filtering is shown on this print. It shows two enterprises of the Private kind of enterprise.



Note for the Facilitator

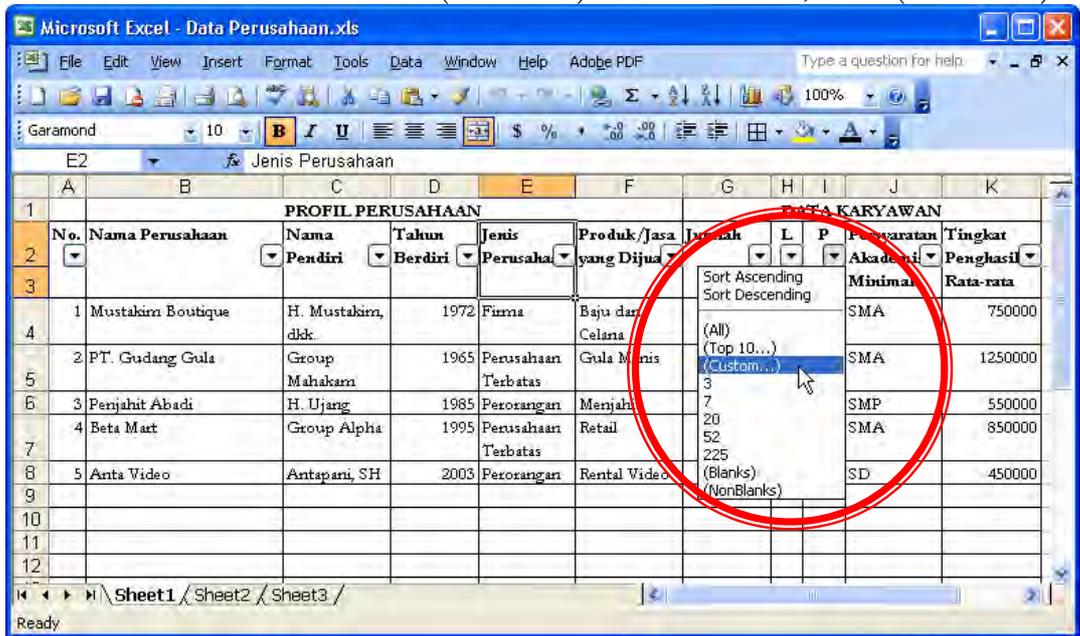
Do the filtering several times so that the participants can do the filtering easily. Find out whether the workers have elementary, junior or senior high school backgrounds.

To return to the initial appearance (prior to filtering), push again the arrow in the “Kind of Enterprise” column, then push “ALL”

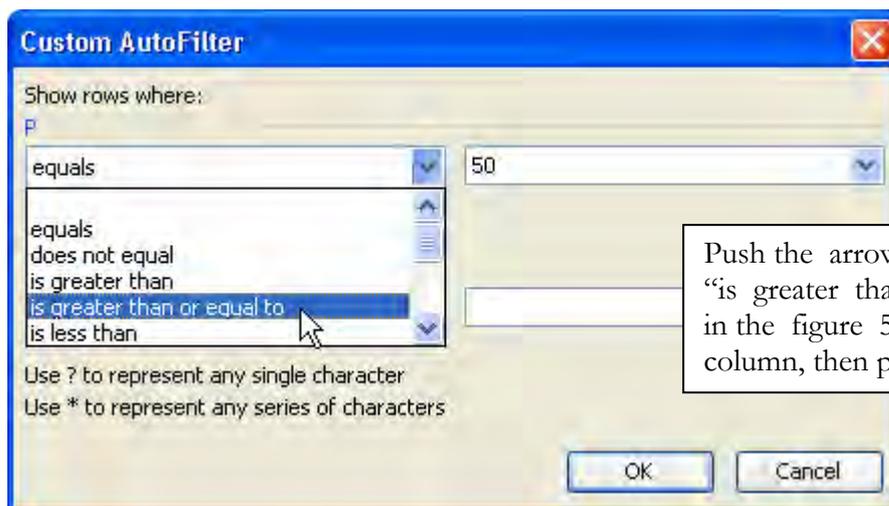


Second example:
Find an enterprise with more than 50 female employees.

This time we will use the order (Custom...). In column "P", select (Custom...)



The following dialogue box will then appear.



The result of filtering is as follows:

PROFIL PERUSAHAAN							DATA KARYAWAN			
No.	Nama Perusahaan	Nama	Tahun	Jenis	Produk/Jasa	Jumlah	L	P	Persyaratan	Tingkat
		Pendiri	Berdiri	Perusaha	yang Dijua				Akademi	Penghasil
5	2 PT. Gudang Gula	Group Mahakam	1965	Perusahaan Terbatas	Gula Manis	500	25	225	SMA	1250000
7	4 Beta Mart	Group Alpha	1995	Perusahaan Terbatas	Retail	127	75	52	SMA	850000

As shown on the print, the data that will appear is an enterprise with more than 50 female employees.



Note for the Facilitator

Provide several criteria to stimulate the participants' inquisitiveness. We wish for instance to know which enterprises that were established after 1990 are of the private kind and have employees with an average income level of minimal 450.000. To livened things up, give prizes to the participant who managed to do it quickly.



Extension

The ability to conduct data sorting and filtering is an important skill where among that many available data we only want to see the one data that is based on the criteria we provided.

For furthering this activity, the following suggestions apply:

- Fill the database till all local enterprises are recorded. Add a new filling column if necessary. The more complete and the more detailed a database, the more useful it will be.
- Continue training the participants' capability in sorting and filtering. The more often they are done, the more habitual and easy they will be.

Appendices

Expanding learning opportunities for youth

We all know that learning takes **inside** the school or non formal education building and day. Junior high schools and non formal education providers are established as learning centers for youth. Their purpose is to ensure that young people in Indonesia meet a minimum academic standard, develop a sense of civic duty and acquire the capacity for a productive life full of learning.

However, do you know that learning also takes place **outside** the school or non formal education building and day? Learning starts young, learning happens at home, in the neighborhood and in the community.



What is one of the first things that you learned?
Where did you learn it and from whom?

Strengthening the connections between all the places that young people learn will enrich all learning experiences of young people and help to ensure that they are fully prepared and fully engaged for a productive life.

Schools and non formal education providers should look outside of their building and beyond the set day to think about how they can connect with the other people and places where young people learn can. There are two main possibilities.

- Taking young people out of the building and into their community to create additional opportunities for learning
- Bringing additional expertise and services into the building and into the day to offer additional opportunities for learning

The following will provide some simple examples of how this can be done to support young people to apply and extend their skills developed as Peer Mediators.

Taking young people out to create additional opportunities for learning

The community can be used as context for young people to learn. Young people can be taken out into the community to experience learning which cannot take place inside a

school or to apply what they have learned in school. A useful activity for young people to engage in with the community is service learning:

What is service learning?

Service learning is a teaching method which involves young people going out into the community (this can be the wider community or the school community) to provide a service whilst *at the same time* improving and applying what they have learned in their studies.

Therefore, service learning combines a service and an intentional learning experience.

Can you give some examples?

- The local playing field may be full of rubbish, young science students can collect it and start a petition for community members to recycle waste and educate the community on environmental health issues.
- Knowledge of the local history and culture may be diminishing. Using research techniques taught in History students can work with community members to write local stories and memories of past events
- There is always a traffic jam in the community. Mathematics students survey the roads and do some calculations to find out why, design a new traffic route and report to the relevant local government agency.

What are the advantages of service learning?

- Service learning can help make the teaching that takes place in a school or non formal education provider relevant to real life.
- Service learning is beneficial to both the young person and the community and can be used in any subject and works at most age levels and especially the age level of Junior high school in Indonesia
- Young people can develop apply key life skills through the process of preparing, planning and reflecting on service learning, such as Sense of responsibility and commitment
 - Collective responsibility
 - Cooperation and collaboration
 - Problem analysis and problem solving
 - Decision making
 - Planning
 - Critical thinking
 - Active listening
 - Questioning

How do we organize service learning?

There are three important parts of Service Learning:

- Preparation
- Planning
- Reflection

Here are some ideas on how to do each part

Preparation

- Hold a brainstorming session with your group to identify needs within the community or opportunities to do something beneficial which relate to the subject

you are teaching or to the extracurricular activity. Challenge the students to think of as many ideas as possible and to be creative

- Ask what the solutions are to the needs of the community, they need to think about what can realistically be done. Ask the students to say what they do and do not like about each proposed idea and solution.
- Ask the group to conduct some research before making a final decision. They need to identify resources available and those needed to support the project. They may need to raise funds from a business or organization in the community, parents or peers in school. They may need to invite an individual with expertise in the area of interest in order to provide relevant information before a final decision is made.

Planning

The group should organize the project themselves. They need to think about what needs to be done, who will do it, how it will be done and when.

- Brainstorm a list of tasks and determine their most logical sequence.
- Then define the roles of each student and group of students. Allow the students to share the leadership of the project.
- Decide how the work will be distributed fairly and appropriately among the students, as well as what outside resources will be needed.
- Develop a work plan or timeline. The timeline should show when the class expects to finish each step, as well as when they will accomplish the major goals.
- Discuss and agree on how the students will support and coordinate with each other's efforts to attain the common goals of the project (e.g. who will depend on whom to carry out the work?).

Reflection

- Much of what we learn in life comes from reflecting on our experiences. After the service learning project is completed, provide structured time for students to think, talk, and write about what they did and observed during the service activity.
- Ask them the following questions:
 - What did we do?
 - What have we accomplished?
 - What have we learned?
 - What different did/does it make?
 - Why should we do it?
 - How is it important?
 - How do you feel about it?
 - What do we do next?

A project planning sheet can be seen below. Either the facilitator or the young people engaged in the service can complete the planning form.

Service Learning Project Planning Form	
Youth group	<i>Class/ Extracurricular activity/ NFEP/ Youth organization</i>
Project Name	
Project	<i>Describe the project – including the process used to decide the project</i>
Academic component	<i>What subject/ competencies will be developed</i>

Life Skills	
Service	<i>How will the community benefit</i>
Community Involvement	<i>How will members of the community be involved? How will youth interact with the community?</i>
Reflection	<i>How will reflection be carried out and what questions will be asked?</i>

What are some important points to note about service learning?

- Service learning must link the academic content with the service. If young people only clean up the playing field they are only providing a service and not learning.
- The service which is provided should be something the community needs. Young people should be asked to think about and engage with the community on those needs.
- Young people should also have a voice in deciding the service learning project. The young people need to be fully engaged and take leadership in planning the service learning activity
- Young people need to interact with the community in completing the service learning activity. They can create partnerships with members of the community to complete the service.
- Service learning should not be used as a punishment, for example asking a student to clean the school yard because they have not completed their English homework.

Where can I get more information about service learning?

For more information on service learning you can visit the following websites

- <http://www.goodcharacter.com>
- <http://whatkidscando.org>
- <http://servicelearning.org>
- <http://www.teachers.net>

Service learning for ICT

The aim of the ICT toolkit is to provide young people with the opportunity to develop and practice ICT related skills and to see how ICT can be used to support learning of all academic subjects.

Any service learning activity which gives provides young people the opportunity to develop and practice different ICT skills and offer a service to the community at the same time would be appropriate.

Here are **three** simple examples of a service learning project which can promote the skills of peer mediation and combine a community service.

- Young people can become **ICT Tutors**. **They can** persuade the head teacher of their school/NFEP, the local SMK or even the owner of the local ‘warnet’ to allow them to use the computer equipment at least once a week to tutor young children in elementary school to operate a computer.
- Young people can create a **Community Guidebook**: Young people can become community explorers and observe and document many places in their community. They can then bring this together in a community map which might include photographs, maps, poems, descriptions and even video footage. All made using different forms of ICT.
- Young people can create a **Community Story Book** for young children in elementary school. Young people can go out into their community and collect local stories from members of the older generation which tell a story about local places (e.g. how a place got the name) or people (e.g. local heroes and heroines) or the tradition behind local events. These can be collected using audio cassette recorders and illustrated with photographs of the place or person. The stories can then be typed up and made into a book and presented to the local elementary school.

Setting up an ICT Club

Being an active member of an ICT Club is an excellent way to improve your ICT skills. You will be learning ICT in a fun environment where the activities are chosen by you. You do not have to be confined within the four walls of a classroom to learn ICT. Read on to see how you can set up your ICT Club and what activities you get can involved in.

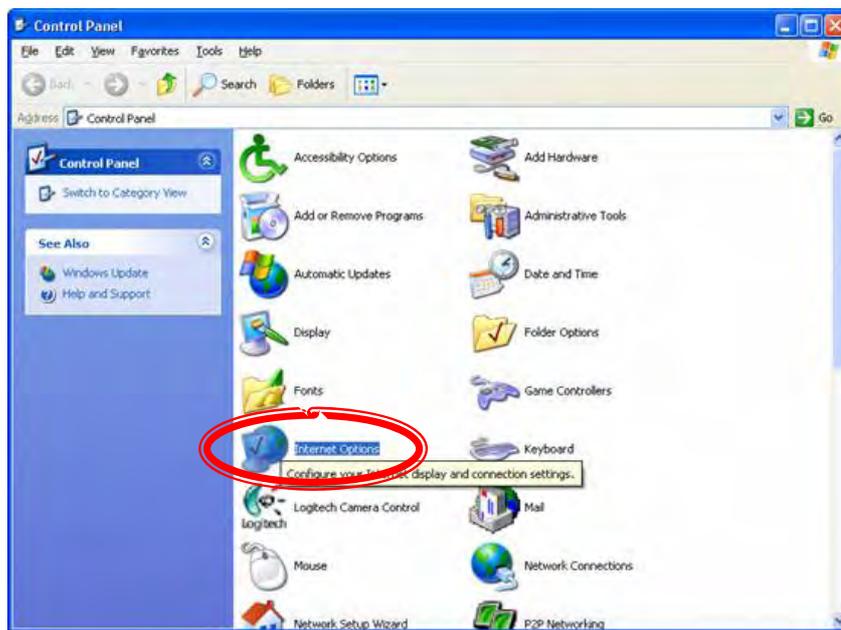
- Get together a group of 15-20 people. These people should be keen, motivated, enterprising and willing to bear their share of responsibility. Most important of all, they must be genuinely interested to learn and practice ICT.
- Organize a regular meeting place. You may ask permission to use a classroom after school. One of the local businesses might let you use a room on their premises. Your local hotel may allow you use of its facilities once a week.
- Set a regular time for your weekly meeting two hours give you plenty of time
- Set up the date for your first meeting
- Give a copy of the Agenda to all members or write this on a board
 - Purpose of meeting
 - Election of committee members
 - Duties of each member
 - Decide on a name for the club
 - List of possible activities
- Explain the purpose of your ICT Club provide a fun way to learn and develop ICT skills
- Election of the following committee members:
 - Chairperson
 - Secretary
 - Treasurer
 - Activities coordinator
 - Fine collector
 - News writer
- If you need other members for other jobs, you can elect a person to that position at a later stage.
- Discuss the duties of committee members write them down and place them in a folder.
- Establish rules for the club. One major rule should be: Any one who breaks a rule can be fined. The money collected from breaking this rule can be used by the club for some activity.
- Another rule is that **all club activities be documented**. This could be the newswriter's job. Different people could take turns at this job.
- Compile a list of possible activities. You may choose some of the following, or you may create your own list:
 - Invite ICT speaking guest speakers from the community
 - Have an ICT games day – monopoly, scrabble, card games
 - Prepare a Graphic Design Club advertisement to be distributed to the community. The main purpose of the Graphic Design club is to create posters, banners, invitation card, etc.
 - Present a proposal on creating a website to local companies.

- Publish a school or community newspaper and distribute them freely for the community.
- Once you've got the Club going, you may:
 - Approach the local newspaper and tell them what your club has been doing. Invite them to cover one of your events
 - Invite students studying ICT at the local university to some of your activities

Setting up Internet Connection to Telkomnet Instan

If the modem has been installed, the next step is to prepare the connection to TelkomNet Instan. We can make special icon in the desktop, which functions to connect computer to TelkomNet.

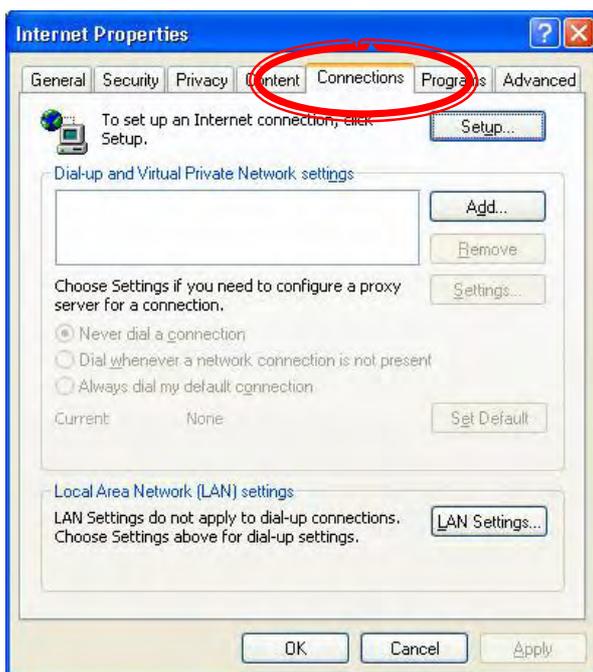
Click "Start" and enter to "Control Panel"



Click icon "Internet Options", then the "Internet Properties" dialog box will appear.



click "Tab Connections"



Click "Setup", then "New Connection Wizard" dialog box will appear



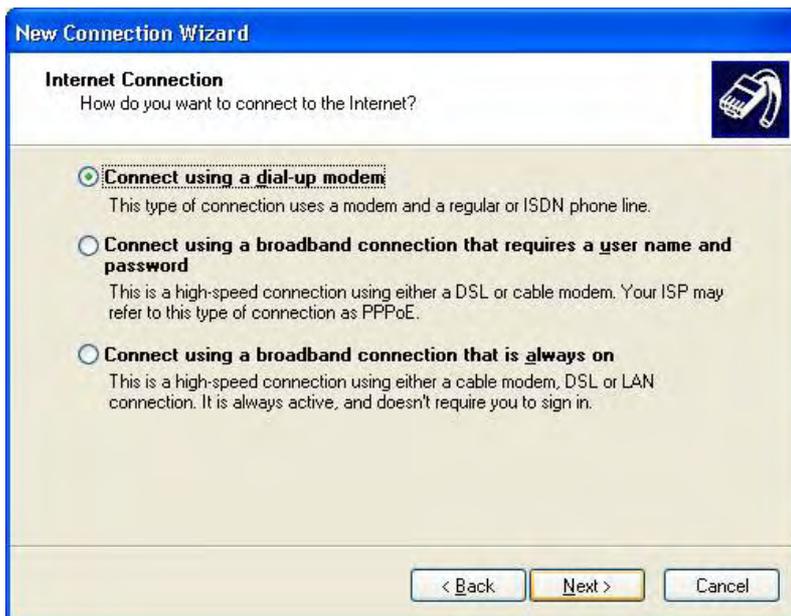
click "Next"



Choose "Connect to the Internet" and click "Next"



Choose "Set up my connection manually" and click "Next"



Choose "Connect using a dial-up modem" and click "Next"

The screenshot shows a window titled "New Connection Wizard" with a blue header bar. Below the header, the title "Connection Name" is displayed in bold, followed by the question "What is the name of the service that provides your Internet connection?". To the right of the text is a small icon of a telephone handset. Below this, there is a text box with the label "ISP Name" and the text "Type the name of your ISP in the following box." The text box contains the text "TelkomNet Instan", which is circled in red. Below the text box is the instruction "The name you type here will be the name of the connection you are creating." At the bottom of the window are three buttons: "< Back", "Next >", and "Cancel".

Type in ISP Name "TelkomNet Instan", and then click "Next"

The screenshot shows a window titled "New Connection Wizard" with a blue header bar. Below the header, the title "Phone Number to Dial" is displayed in bold, followed by the question "What is your ISP's phone number?". To the right of the text is a small icon of a telephone handset. Below this, there is a text box with the label "Phone Number" and the text "Type the phone number below." The text box contains the text "080989999", which is circled in red. Below the text box is the instruction "You might need to include a '1' or the area code, or both. If you are not sure you need the extra numbers, dial the phone number on your telephone. If you hear a modem sound, the number dialed is correct." At the bottom of the window are three buttons: "< Back", "Next >", and "Cancel".

Type **080989999** in the box "Phone number", and then click "Next"

New Connection Wizard

Internet Account Information
You will need an account name and password to sign in to your Internet account.

Type an ISP account name and password, then write down this information and store it in a safe place. (If you have forgotten an existing account name or password, contact your ISP.)

User name:

Password:

Confirm password:

Use this account name and password when anyone connects to the Internet from this computer

Make this the default Internet connection

< Back Next > Cancel

Fill in:

- User id : telkomnet@instan
- Password : telkom

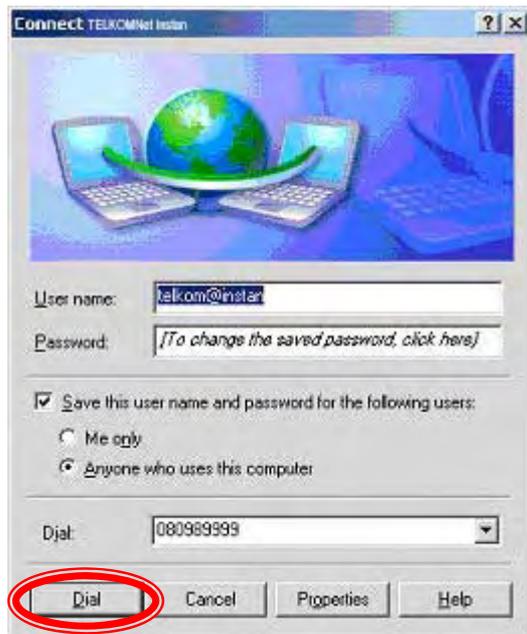
Click "Next", Windows window will complete connection to TelkomNet and "Completing the New Connection Wizard" dialog box will appear.

Tick a checkmark "Add a shortcut to this connection to my desktop" in order that connection icon appears in the desktop. After it is completed, click "Finish".

DIAL TO TELKOMNET INSTAN

Upon the completion of setting connection to TelkomNet Instan, and the connection icon has been available in the desktop, we are ready to be connected to the internet.

Double click on icon TelkomNet Instan in the dekstop, and then "Connect" dialog box will appear



User name and Password have been filled. Click "Dial" to connect to TelkomNet Instan.

Evaluation

Participants Evaluation Form

Unit Title:	
Activity	

Please tick the box that is most appropriate for you.
Do not tick more than one box per question

How good was the activity you did?

very good	Good	Satisfactory	Not Satisfactory.	Poor
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Did you learn a lot of new things from the activity?

Yes	Satisfactory	Not Satisfactory	No
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Was the material provided appropriate to the subject and your needs?

very good	Good	Satisfactory	Not Satisfactory.	Poor
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How do you rate the Facilitator's presentation and delivery method?

very good	Good	Satisfactory	Not Satisfactory.	Poor
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What would you like to learn in this toolkit to help you make choices about all your opportunities for life, work and learning after junior high school?

Facilitator Evaluation Form

Please comment as fully as possible on all questions. Your feedback will help us to improve this toolkit.

Which units did you use from this toolkit?

Which activities did you use from this toolkit?

Did you find it easy to understand how to use the toolkit?

Did you find it easy to follow the Facilitator's instructions?

What do you think should be added to the toolkit to make it easier to use?

What do you think should be added to the toolkit to support the young people in your district to learn the English they need for their future life, learning and work?

What do you think should be left out?