

# Keyboarding - Word Processing Skills Relay

## Summary

This activity involves knowledge of the alphabet keys as well as knowledge of how to complete basic formatting. It is a relay game that allows the students to work in groups to complete the assignment.

## Main Core Tie

Keyboarding I (7-9)

[Strand 3 Standard 1](#)

## Additional Core Ties

Keyboarding I (7-9)

[Strand 2 Standard 1](#)

Word Processing

[Strand 1 Standard 1:](#)

## Time Frame

1 class periods of 45 minutes each

## Group Size

Large Groups

## Materials

One "Word Processing Skills Relay" handout (2-sided) per student. One computer per team with a common word processing program. \*Hint: By 2-siding the document instead of shrinking it to fit on one side you avoid students trying to work ahead to finish side two early.

## Student Prior Knowledge

Before this lesson show both the buttons and the option under the Format - Font menu because they will also change the font options of capitals, size and type. Success in this activity is dependent upon the student being able to complete these tasks.

## Intended Learning Outcomes

Students will complete keyed sentences including basic formatting such as underline, bold, italic, font size, font type, and all capitals within a time limit.

## Instructional Procedures

Start with a typing warm-up before beginning the activity. (5 minutes)

Pre-activity: It is a good idea to have a review of the formatting before beginning this lesson. This could be completed by having a question-answer discussion reviewing the procedures for using the font box and its features. (5 minutes)

Step 1: Divide class members into two-four distinct teams with equal members. Have them gather around one computer terminal per team. It is best to give each student a handout. (2 minutes)

Step 2: Have the students determine the order they will complete the activity. They are choosing between numbers 1-10. You can give the handout at this point and have them choose a number based on what they know or just have them choose a number without knowing what it will mean.

Each team member should complete at least one task. If there are more steps than team members, it

will be necessary for one or more team members to complete two steps each. If this is the case, those team members cannot complete two consecutive steps because the time includes the switching of students after each instruction. Once numbers are chosen, read through the list to make sure each student understands each of the instructions (5 minutes)

Step 3: Have the first student sit down and type the team's names, class period, etc. Note: Students may not start the steps until the teacher instructs them to begin. Make sure that each student understands that the steps must be completed in order and by the student assigned to that number. (3 minutes)

Step 4: Begin the activity. The students work straight through until they are finished switching students according to their assigned number. Student number 9 must correct all mistakes. When all corrections are made, the last student must print and submit the document to the instructor. The first team to deliver the correct sentence wins. (about 5 minutes)

Step 5: Repeat with relay two. Have each student move one number forward. So if you were number one before, now you are two. If you were three, now you are four. (about 10-15 minutes to read the new set of instructions and complete)

Step 6: Prizes can be given. Make this a participation assignment.

Post-activity: Review formatting again. This could be completed by having a question-answer discussion reviewing the procedures for using the font box and its features. (4 minutes)

### Bibliography

I have collected ideas (as we all have) from many sources as well as some of my own ideas. I have tried to always give credit to those who deserve it. If I have forgotten to give someone credit, please let me know so that I can give the appropriate credit. I created all lesson plans.

### Authors

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