First, thank you so much for volunteering to teach a class for the Rutherford County Library System. Our volunteers are the only way that we could provide high quality educational opportunities for our patrons and we are so grateful for your participation!

If possible, please arrive some 15 to 30 minutes before your class is slated to start.

If no students have arrived 15 minutes after the class was scheduled to start, feel free to leave.

Part 1

Customize first slide of presentation to have your name under instructor.

Set out sign-in sheet.

Slide 1: Introduce yourself and the topic.

Slide 2: Introduce Agenda

Slide 3: Explain vocabulary

* Spreadsheet: an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.
* Row: a number of people or things in a more or less straight line
* Column:a vertical division of a page or text.
* Sheet: a rectangular piece of paper, especially one of a standard size produced commercially and used for writing and printing on.

Slide 4: Introduce Excel

Slide 5: Sample Project Part 1

Give students a few minutes to make their own spreadsheet and practice saving it.

Slide 6: Explain the parts of Excel

Slide 7: Explain Navigation Keys

Slide 8 and 9: Entering Text

Slide 10: Rows and Columns

Slide 11: Sample Project Part 2

Give students five minutes to experiment with adjusting height and width. Encourage them to write their name into a cell to see how entering data works.

Slide 12, 13, and 14: Explain adding rows and columns and deleting rows and columns.

Slide 15: Sample Project Part 3

Give students five minutes to experiment with adding and deleting rows and columns.

Ask for questions.

Dismiss class.

Turn in sign-in sheet to desk to be sent to Trey Gwinn.

Part 2

Slide 19: Explain agenda

Slide 20: Define vocabulary

* Formulas: mathematical relationship or rule expressed in symbols.
* Functions: a relationship or expression involving one or more variables.

Slide 21: Sample Project Part 1

Give students a moment to make their own spreadsheets

Slide 22: Explain worksheet data

Slide 23, 24, and 25: Working with Formulas

Slide 26: Sample Project Part 2

Give students five to ten minutes to create a simple formula.

Encourage them to use three cells in a row so things will be cleaner and more simple for Sample Project Part 3

Slide 27, 28, 29: Working with Formulas, continued

Slide 30: Sample Project Part 3

Give students five to ten minutes to enter two more numbers

Encourage them to copy their formula from Sample Project Part 2 onto the new pair of numbers.

Ask for questions.

Dismiss class.

Turn in sign-in sheet to desk to be sent to Trey Gwinn.