



HPS TECH TIMES



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Happy Spring!

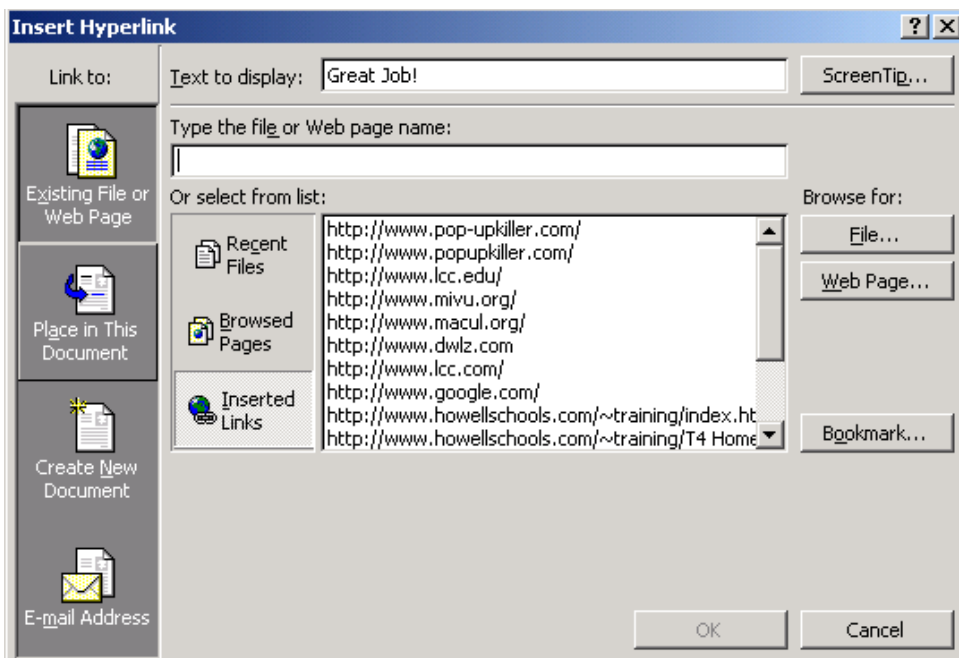
Creating a Hyperlink in PowerPoint 2000

By: Carole L. Colburn

Hyperlinks are used in slides to turn text, graphics, and pictures or just about anything else, into a “hot” link. They are used to take you from one spot to another. This can be to another location altogether (as in a web page) or just to another location within the same slide show.

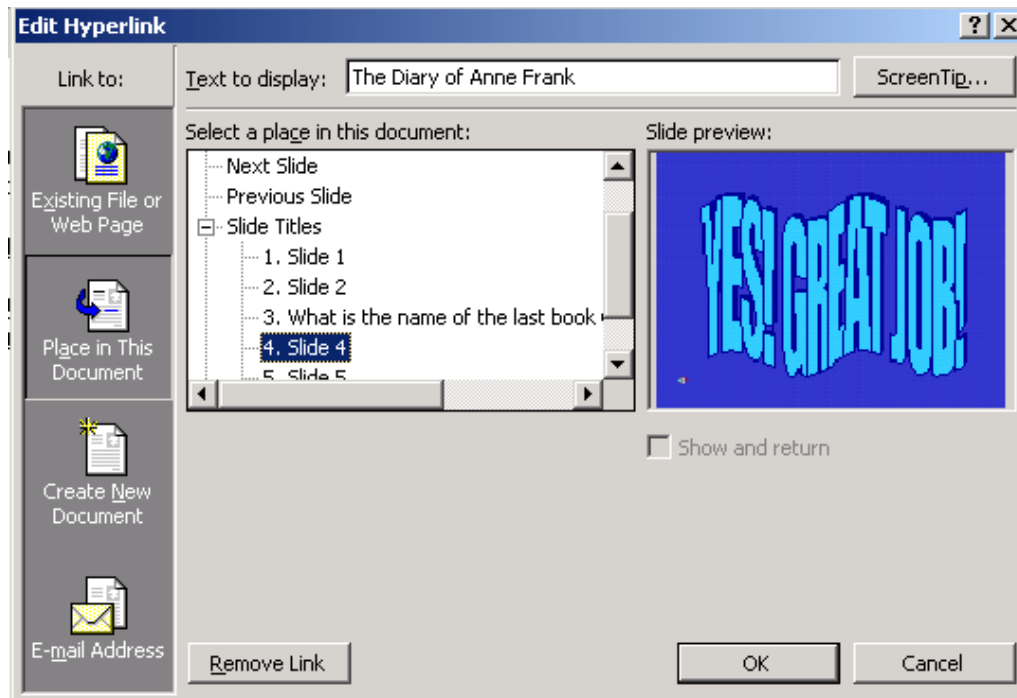
To insert a hyperlink:

1. Select the text, object or picture that you want to start with.
2. You can click the **Hyperlink Button** on the Standard Toolbar or click the **Insert** menu, scroll down to **Hyperlink** and then click again. This will open the **Insert Hyperlink** dialog box.



3. The text or object that you selected will appear in the “Text to Display” field. If you want the link to take you to a different file or a web page, type the URL (web address) or the file path in the “Type the file or web page name:” field.

4. If you want the link to go to some other place in the same document, then click the “Place in the Document” button.
5. Next, select the slide (from within the slide show) that you want the link to go to.
6. Click the **OK** button.

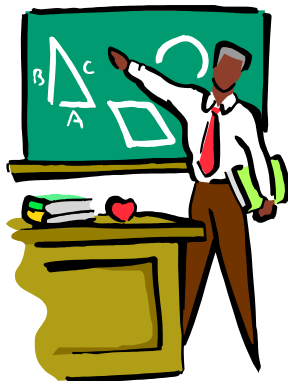


7. To remove a link, click the “**Remove Link**” button.

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FYI: The Staff Development Lab is now up and running and open for business. The new lab is located just next to "Suite E" in the administrative wing of the Freshman Campus. It is fully equipped with 28 wireless laptop computers, 2 desktop stations with two scanners, and one teacher station, connected to the LCD Projector and Smart Board. In addition, a printer is network connected and ready to use in the back of the room. While the priority for use of this room and equipment is for staff development, teachers at the Freshman Campus may also check-out the laptops for use in their own rooms. If you are interested in scheduling the staff development lab and/or the computers, please contact either Carole Colburn (colburnc@howellschools.com) or Kim Blair (blairk@howellschools.com).

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Lesson Plan of the Month

The following lesson plan comes from <http://www.microsoft.com/education>

Lesson Title: What's the Real Deal?

Grade Level: ALL GRADE LEVELS, K-4, Middle and High School

Curriculum Connections: Language Arts, Math, Economics

SPECIAL CLASS PROJECT: INTELLECTUAL PROPERTY- FOR YOUNG CONSUMERS

Required Software: Microsoft® Word 98/2000, Microsoft® PowerPoint 98/2000, Microsoft® Internet Explorer 4.5/5.0, Microsoft® Publisher 98/2000

Microsoft Class Server Learning Activity

What's in this Lesson:

- [Teacher Guide \(including How to Begin\)](#)
- [Student Activity, Step-by-Step:](#)

[Step A: Find the Fakes](#)

[Step B: Reality Check](#)

[Step C: Fighting the Good Fight](#)

[Step D: Setting the Stage for the Real Deal](#)

Teacher Guide

Summary:

In today's global marketplace, intellectual property is a hot commodity --- and a concept sometimes lost on consumers of all ages. As a result, thieves of intellectual property (also known as "pirates") counterfeit a dizzying array of merchandise, from software to toys to sneakers. As consumers, your students need to understand what intellectual property is and how to safeguard themselves against fakes. This project provides a fun, kid-sized introduction to these concepts.



Counterfeiting affects a wide array of fields your students care about

Objectives:

To understand the concept of intellectual property and identify ways to overcome piracy and counterfeiting.

Prerequisite Skills:

Basic computer skills and research skills using library and Internet resources.

Time Allotted:

4 class periods and ongoing

How to Begin

1. Call your class together, and ask: Should someone be able to "own" an idea? Call for a show of hands, yes or no. Then pose the question this way: What if the idea took the form of an invention? A song? A design? What rights should the person have who came up with the idea? What protections should there be for the original idea?
2. Introduce the concept of intellectual property in an age-appropriate way:
 - Assign older students to use the dictionary, library resources, and the Internet to develop a working definition of intellectual property, with examples of what it is and how it's protected in key fields such as fashion and technology.
 - Assign younger students to find out who "invented" their favorite toy, cartoon, or song. Have them use the library and the Internet to explore how their favorites came to be --- and what keeps them unique.
3. Next, take your students online to one of the Web sites listed on the Student Activity page. While they're reading through the warnings about counterfeiting, pose these questions: What's so bad about this kind of copying? Who cares

whether what you buy is the real thing or a fake? Expect some heated discussion!

4. Together, develop a list of fields that particularly attract counterfeiters (also known as pirates) and where those pirates might sell their wares. Then divide the class into small groups for the Student Activity.

Student Activity

Description:

Is that CD you're spinning "the real deal?" How about beanbag toy you just added to your collection or that designer shirt you're wearing? There's a booming market in stolen ideas and illegal copies these days. To be a smart shopper, you need to be aware of counterfeits, knock-offs, and fakes ---not to mention the modern-day "pirates" who create them! With this class project, you'll investigate just how big a problem counterfeiting really is, why you should care, and how to fight back.

Step A

Find the Fakes

What to do: Piracy takes many different forms in different fields. In this step, your team will explore the problem in one particular field.

DID YOU KNOW?

27% of all software in use in the U.S. is illegally copied.

HOW SOFTWARE PIRACY HAPPENS:

- 1. Cool program, can I "borrow" it?**
Copying software is against the law unless you have permission from the software maker.
- 2. It came with my computer.**
Unscrupulous computer-sellers sometimes install software illegally.
- 3. Not quite the real thing.**
Counterfeiting operations turn out knock-offs of software programs-- often without important user information, and sometimes with bugs or viruses.
- 4. For you, a special price.**
Dealers sometimes improperly make special discounts meant for certain kinds of customers -- like schools -- available to others who don't qualify.

Present the facts you discover about "piracy" in your field of focus.

1. Gather with the team your teacher has assigned you to, and choose a field of focus, such as music, toys, publishing, or software. Discuss the examples of counterfeiting you might have personally encountered. Did anyone ever copy a favorite software program for you? Ever see Chicago Bulls jerseys so cheap you just knew they must be fake? Make a list of the many ways pirates might work in your field of focus.
2. Now go to the library and to the Internet to track down news reports and statistics about counterfeiting in your field (see "Real-Deal Web Sites" below for leads). In particular, look for information about:

- The volume of fake merchandise produced.
- Where and when these fakes are most likely to be sold (such as online, on the street, or through stores).
- The financial impact on consumers, the industry, and the economy as a whole.
- Common types of piracy in this field and how to spot them.
- Problems that piracy causes for end-users (such as inflated prices or merchandise that doesn't work right).
- How piracy affects the original creators --- musicians, software developers, game designers, and so on.
- Law enforcement action against fakes. Keep a list of your facts to use in the following steps.

REAL-DEAL WEB SITES

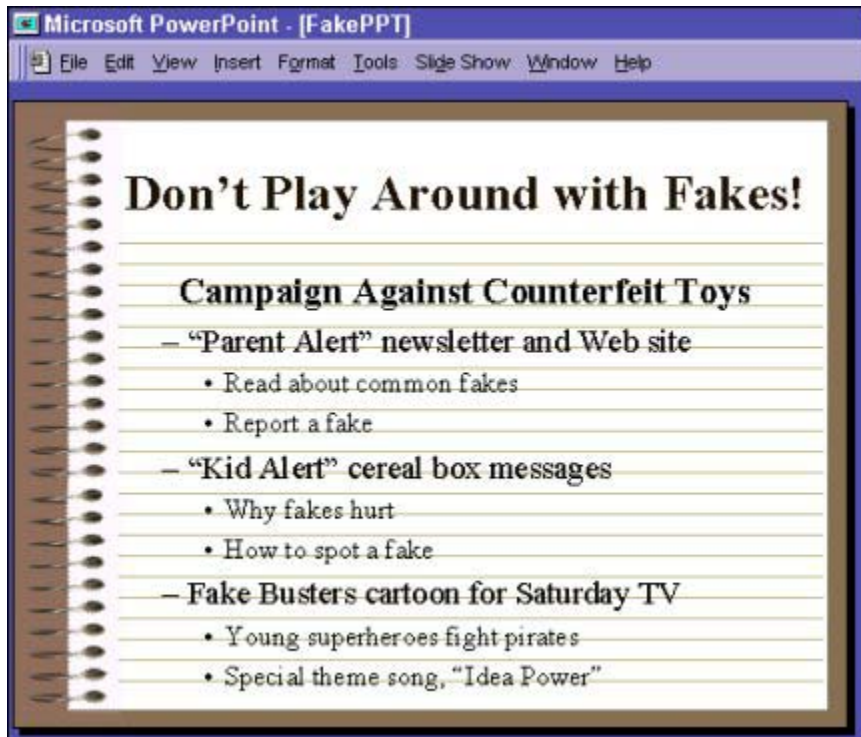
[Microsoft "Be Sure It's Legal" Protection Against Software Piracy](#)
[Beanie Babies](#)

Step B

Reality Check

What to do: Translate what you've learned about counterfeiting into a fact sheet alerting other kids to the problem.

1. With your team, discuss your various research results from Step 1. Which aspects of piracy in your field will seem most important to kids your age?
2. Create a fact sheet with Microsoft Word to collect your most compelling facts. Rephrase your points in language kids will pay attention to, and add graphics for impact.
3. Share your fact sheet with the class either by printing and distributing it or by giving a presentation.
4. Read or listen to the other groups' facts, and discuss similarities and differences among fields when it comes to piracy.



Plan a kids' campaign against piracy in your own field of focus.

Step C

Fighting the Good Fight

What to do: Build on your work in Step 2 to develop a campaign against piracy in your field and others. Here are some ideas you might want to try:

1. Create a Top 10 list, David Letterman-style. For example, you might want to tackle "Top 10 Signs You've Got Bootleg Software" or "Top 10 Ways a Pirated Video Can Ruin Your Evening." (Remember, even though the subject is serious, your Top 10 list should be funny, because the most important points can sometimes be made through humor.) With the help of your classroom computer, turn your Top 10 list into a paper handout, a presentation, or a Web page.
2. Develop a slogan that captures your anti-piracy message in one easy-to-remember phrase. Your groups should brainstorm several slogans and then pick a favorite.
3. Create anti-piracy reminders that your classmates will see every time they use their computers by turning your slogan into "wallpaper" or a screen saver. To do this, use Microsoft Publisher or Microsoft PowerPoint to create a catchy layout with your slogan and some art, then use the Print Screen or "screen snapshot" function on your computer to "take a picture" of your computer screen. You can then import this picture into a graphics accessory such as Paint and save it as a bitmap, which can then become wallpaper or a screen saver.
4. Wrap up by thinking of some "big ideas" for getting your anti-piracy message across. Imagine that you have a million-dollar budget. What high-impact ideas might your group have for reaching young people with an anti-piracy message? Would you create a TV ad campaign, build a school Web site, launch a blimp, run a contest? Decide together on your three best ideas, and create a

PowerPoint presentation that explains each idea. Explain your strategy and include mock-ups of slogans and art. Then present your campaign to the class.

TOOLS TO USE FOR THIS PROJECT

Microsoft Word 98/2000: Collect your piracy research notes --- even photos and graphics --- to write up as a report or publish as a Web page.

Microsoft PowerPoint 98/2000: Turn your research into a persuasive presentation, complete with sound effects and animation.

Microsoft Internet Explorer 4.5/5.0: Use the Internet to find out all about modern-day pirates.

Microsoft Publisher 98/2000: Spread the word with brochures, banners, newsletters, and more.

Step D

Setting the Stage for the Real Deal

What to do: Now your class's challenge is to take your anti-piracy message to the world outside your school in a way that parents, neighbors, and local business people can really understand. A play's the thing!



The publicity committee can use Microsoft Publisher to spread the word about your anti-piracy plays. Make banners to hang in the hallways, and then create invitations, a playbill, and more!

1. Bring your small groups together as a class. Have each group summarize the highlights of what it discovered in Steps 1 - 3, and how group members feel about what they learned about piracy in their chosen field. What's the one thing they would most want the general public to know about this topic?
2. Next, each group should make up a five-minute skit dramatizing the problem of piracy in its particular field. To keep the skits fresh and fun, try an approach like one of the following:

- Show the perils of counterfeiting from the point of view of a product: What if you were a real Beanie Baby that someone was trying to make illegal copies of? How might you play if you were a pirated computer game?
 - Make up a super-heroine (or hero) character called The Piracy Buster, and dramatize this character's exploits in fighting fakes. Create list of smart tips for consumers to guard against counterfeit merchandise --- and then present it as a rapping rhyme.
 - Be sure to credit any music "samples" you use!
 - Take your audience on a tour of a "pirate's den" showing how knock-offs are produced (and what dangers they pose for consumers).
 - Use the form of an animal fable --- like those of Aesop --- to explain why "making a copy for a friend" can also be a form of piracy.
3. Your group should show the class a "rough cut" of your skit, and ask for feedback on how to improve or clarify it.
 4. Each group should designate a member to the publicity committee to set a date or dates for the performance and start getting the word out to families and the community.
 5. Each group should also designate one member to be part of a production team to write an introduction to the series of skits, arrange the order in which the skits are presented, plan for any needed scenery or props, and set a rehearsal schedule leading up to opening night.
 6. When the big debut comes, break a leg! (That means "good luck" in theater lingo.) You'll already be doing your part to break the piracy trend.

******If you have a technology-rich lesson that you would like to share with others, please send it to colburnc@howellschools.com no later than the last Monday of the month.***

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Carole's Training Corner

Happy Spring!

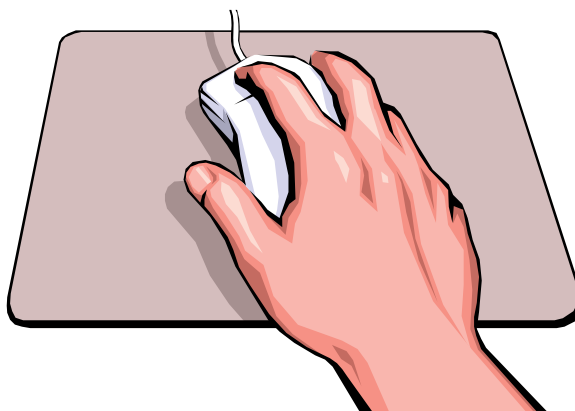
This month I will continue to visit buildings offering training sessions in various applications, including Outlook, Word, and Creating Classroom Web Pages and peripheral training in Smart Boards. Also, I have begun meeting with teams of teachers at the middle school level to work with them on finding technology connections across the curriculum.

If you have an idea for a technology training session that you would like to have me deliver at your school, please let me know via e-mail at colburnc@howellschools.com. I am happy to work with you to accommodate your technology training needs as best as I can.

Continue to check out my website for training updates: <http://www.howellschools.com/~training>

Remember to keep smiling ~Carole ☺

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Tips & Tricks

The following Tips & Tricks come from: www.wordtipsgold@vitalnews.com/ You can have these tips e-mailed to you directly each day by signing up at the above mentioned site.

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CENTERING A TABLE IN WORD 2000

If you are using Word 2000 or a later version, centering a table is easier than ever before:

1. Right-click on the table. Word displays a Context menu.
2. Choose Table Properties from the Context menu. Word displays the Table Properties dialog box.

3. Make sure the Table tab is selected.
4. Click on Center.
5. Click on Close.

CREATING TABLES WITH SPECIFIC COLUMN WIDTHS IN WORD 2000

Word allows you to easily create tables, but getting your column widths “just so” can be challenging, at times. For instance, what if you want a 12-column table with the first two columns a certain width, and the rest of the columns sharing the remaining horizontal space?

Here’s an easy way to get the desired result:

1. Create a one-row, three-column table. This one-row table should fill the whole width of your document, from margin to margin.
2. Use the mouse to adjust the width of the first two columns, making them as wide as you need.
3. Place the insertion point in the third column of the table.
4. Select Split Cells from the Table menu. Word displays the Split Cells dialog box.
5. Using the Number of Columns control, specify that you want the cell split into 10 columns.
6. Click OK.

Your row is now just as you wanted. To create more rows just like it, select the row and then choose to insert additional rows above the selected row (Table | Insert | Rows Above). After you insert the first row, just press F4 repeatedly until you have created the number of desired rows.

DELETING CELLS IN A TABLE IN WORD 2000

Word contains a very powerful table editor that allows you to create very complex tables. If desired, you can delete individual cells in your table, even though such an action would make the table asymmetrical. To delete a cell, follow these steps:

1. Position the insertion point in the cell you want to delete.
2. Choose Delete from the Table menu, then choose Cells. (In Word 97 or before, you simply choose Delete Cells from the Table menu.) Word displays the Delete Cells dialog box.
3. Select which way you want the cells to be adjusted.
4. Click on OK.

PRINTING A MULTI-LINE FOOTER IN EXCEL 2000

Excel allows you to create headers and footers that you can use with your workbooks. If you want, you can create a multi-line header or footer, as desired. The trick is to remember that you cannot press Enter while typing your footer. Instead, to start a new

line you should hold down the Alt key as you type 0010 on the numeric keypad. This inserts a line-break character in the footer text.

Another thing to remember when doing footers in this way is that you will need to increase the bottom margin on your page setup. If you fail to increase it sufficiently, your footer may “overprint” the data in your worksheet, or vice-versa.

Finally, you must keep in mind that Excel places a limit on the length of your headers and footers. The total length of a header or footer cannot exceed 255 characters. If you need to create a header or footer that contains more characters, you will need to create them differently, without explicitly doing so as a header or footer.

SELECTING TABS IN DIALOG BOXES IN EXCEL 2000

This definitely isn't an Excel-only tip, but it can come in handy if you simply don't want to remove your hands from the keyboard. Many of the dialog boxes used in Excel (and other Windows programs) utilize the concept of tabs. These look like index cards within the dialog box, and are used to organize what could otherwise be a very cluttered presentation of information.

If you want to move from one tab to another, the typical way of doing this is by using the mouse. You can, instead, use the keyboard. To move forward through the available tabs, simply press Control+Tab. To move backwards, use Shift+Control+Tab.

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Great “Easter/Spring” Links For You to Try...

<http://www.allcrafts.net/easter.htm>

<http://www.allfreecrafts.com/>

<http://familycrafts.about.com/>

<http://basketmakers.org/topics/seasonal/easter/easterprintables.htm>

<http://www.craftsfortrade.com/>

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For suggestions or questions regarding TECH TIMES, contact: colburnc@howellschools.com

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