

QUICKBOOKS PREMIER 2008/9

SUGGESTED LESSON PLAN FOR THE INTRODUCTION OF QUICKBOOKS PREMIER INTO THE CLASSROOM

LESSON 1

The following steps would take approximately 40 minutes.

The use of a data display unit will greatly facilitate the introduction of computer accounting into the classroom. The first part of the introduction (No 1 – 6) should take no more than 15 minutes and works better if the students are not sitting directly in front of their computers.

1. Introduction to computer accounting needs to cover the advantages of using the computer – speed of processing, presentation of reports, accuracy,
2. Introduction to QuickBooks – a double entry based, commercial accounting package suitable for small to medium sized businesses with integrated use of subsidiary ledgers for debtors, creditors, inventory, payroll. It should be emphasized that there are other aspects to the program which will not be used in the classroom – job costing, time tracking, preparation of estimates.
3. With the use of the data display, show the students the first screens for QuickBooks using the sample company included in the program – Stadium Constructions & Hardware Pty Ltd (**File > Open company**)
The tour should cover:
 - Home Page
 - menu bar
 - icon bar
 - reminder screens
4. Move on to the introduction of the range of documents available to facilitate processing:
 - invoice
 - chequedemonstrating the advantages of the autofill, quick add, quick set up, date entry using the calendar and + or – signs
Process some details on an invoice to demonstrate the advantages – create an invoice for the sale of 5 shelving units to Handy Builders.
5. Introduce the reports: Profit and Loss, Balance Sheet (explain the term Net Worth?), Inventory
6. Introduce the graphs: Profit and Loss, Balance Sheet, Inventory

7. Move the students to their computers and open the sample accounts – Stadium Constructions & Hardware Pty Ltd.
8. From the Trial Balance for Stadium Constructions & Hardware Pty Ltd (**Reports > Accountant & Taxes > Trial Balance**) the students should find and write down the balances for the following:
 - Opening balance equity (explain the term?)
 - Accounts receivable
 - ABC Bank
 - Telephone
 - Advertising
 - Motor Vehicle (cost)

From the list of customers' balances (**Customer > Customer Centre**) find and write down the amount owing by Handy Builders.

9. Ask the students to enter the following transactions into the sample accounts as you demonstrate on the data panel:

Collect \$500 from customer Handy Builders (**Customers, Receive payments**)

Sell 2 ladders to Tia Motors on credit (**Customers, Create invoice**)
(create a record for the new customer)

Owner contributes a motor vehicle \$20000 to the business (**Company, Make General Journal entries**)

Pay phone bill to Telstra (**Banking, Write cheques**) (add Telstra to the list of names for the 'Other' list)

Pay advertising bill to W Patterson \$1000 (add Patterson to the list of 'Other' names)

Owner draws cash cheque for \$400 for private use (open Drawings Account) (Equity).

10. Go back to the Trial Balance and record the new balances in the accounts which were listed previously to see that the changes have been made.

It is important to emphasise to students that mistakes can easily be fixed, and that they will be given sets of instructions to follow when doing exercises so that they don't have to remember all of the steps. This is just an introductory exercise to give the students a feel for how the program operates. The objective is to see the way autofill and pull down lists work, and to experience opening of accounts and adding

to lists.

LESSON 2 → 3

Subsequent lessons would be spent setting up a data base for a new business and processing transactions using instructions which would be distributed to the students (Tutorial – Establishing the Database for New Businesses). (Depending on the length of periods and the computer skills of the students, this step could take longer than a period.)

LESSONS 4 → 5

After completing the tutorial for new businesses, a consolidation exercise could be given where the students set up their own business within guidelines established by the teacher. These guidelines would include the number of stock lines, number of customers, number of suppliers, and numbers of transactions of each type which would be required, and the reports for the business.

The students should be able to use the sets of instructions issued from tutorial and adapt them to suit their own business.

SUBSEQUENT LESSONS

After the consolidation exercise, students could be moved on to the tasks covered in the tutorial for establishing the database for existing businesses, with follow up consolidation exercises.