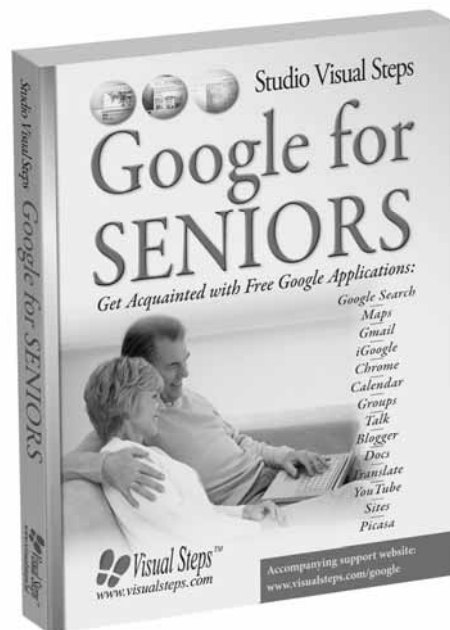


# Teachers' Manual

for

## Google for Seniors



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 *Visual Steps*<sup>TM</sup>  
*www.visualsteps.com*

## 1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- A Introduction**
1. Make sure the students are ready for class to begin.
  2. Explain this lesson's objectives.
  3. Review any necessary background knowledge.
- B Instruction**
1. Present the subject matter.
  2. Help the students learn the material.
  3. Have the students demonstrate the requested techniques.
  4. Give feedback on the demonstrations.
- C Conclusion**
1. Assess the final results of the learning process (testing).
  2. Recap and demonstrate uses for what's been learned.

This lesson structure should be followed step-by-step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the eight class meetings later in this manual.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

## Lesson Structure

### A Introduction **1. Make sure the students are ready for class to begin.**

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

### **2. Explain this lesson's objectives.**

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

### **3. Review any necessary background knowledge.**

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

### B Instruction **1. Present the subject matter.**

The heart of the learning process is the offering of information by the instructor or by the textbook.

### **2. Help the students learn the material.**

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

### **3. Have the students demonstrate the requested techniques.**

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

### **4. Give feedback on the demonstrations.**

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

**C Conclusion 1. Assess the final results of the learning process.**

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

**2. Recap and demonstrate uses for what's been learned.**

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

## 2. Previous Knowledge

A minimum of prior computer experience is assumed for this course. Students need to be able to:

- click with the mouse
- start and stop programs
- type and edit text
- start up and shut down Windows

## 3. General

**Technical matters** such as proper installation of *Windows 7, Vista or XP* and an active Internet connection are essential for this course.

## 4. Lesson Plan

There are eight lessons, covering Chapters 1 through 8.

**Lesson 1** Chapter 1 Searching the Internet and Your Computer

**Lesson 2** Chapter 2 Exploring the World

**Lesson 3** Chapter 3 Mail and Surf with Google

**Lesson 4** Chapter 4 Your Online Calendar

**Lesson 5** Chapter 5 Communication

**Lesson 6** Chapter 6 Editing and Publishing Texts

**Lesson 7** Chapter 7 Publishing Web Pages and Videos on the Internet

**Lesson 8** Chapter 8 Picasa Photo Editing and Web Albums

## First Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

Most computer users think of **Google** only as a means of **searching** the **Internet**. In the meantime, *Google* has developed a wide variety of other handy tools and programs, besides its famous search engine. There is something for nearly everyone's interests. You can install or download these **programs** for **free** and give them a try.

This lesson will show you a number of **tips** to help you search the Internet more effectively. You will also learn how to install the **Toolbar** to quickly find your favorite web pages. And finally, you will see that the **search box** can be used for lots of other things, besides searching the Internet.

By installing **Google Desktop**, you will be able to use the *Google* search options on your own computer. Furthermore, you can create your own **home page** with **iGoogle** so that when you open *Internet Explorer* you will immediately see the contents of your favorite websites.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- search more effectively
- select your search settings
- use *Google* for calculations and conversions
- install the *Google Toolbar*
- use the *Google Toolbar*
- personalize your home page with *iGoogle*
- install *Google Desktop*
- search your own computer

**3. Review any necessary background knowledge.**

Since this is the first class, you can't refer back to previous classes.

**B Instruction 1. Present the subject matter.**

Pages 19-45.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 46-48.

## Second Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

Nowadays many people use a **route planner** to plan a trip or to look up a specific location. Apart from the built-in car navigation systems, such as the well-known *TomTom*, you can find various route planners on the Internet as well. One of the **advantages** of online route planners is that they are **updated** more **frequently**. And you do not have to be a subscriber to view the most recent information. There is also more local information and photos available than on a regular navigation system.

**Google Maps** is one of the free route planners on the Internet.

Every spot on earth is regularly **photographed by satellites**. With **Google Earth** you can display these photos on your computer. This way you can view your own neighborhood from above, or look at other interesting places.

*Google Earth* is not only entertaining. It can be a useful tool as well. Before booking your hotel room you can take a look at the hotel from above and check if it is really close to the beach that you want to be near to, or if the forest they promise is larger than just a few trees. Or you can see for yourself if the nearest landfill is not just around the corner. Before you sign the title deed for your new home, it cannot hurt to view the neighborhood from higher up.

In this lesson you will learn how to use the **main functions** of *Google Maps* and the free *Google Earth* version.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- find and view a location
- plan a route
- install *Google Earth*
- navigate with *Google Earth*
- view 3D buildings
- fly to a location
- measure distances
- fly into space
- open the flight simulator

**3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- search more effectively
- select your search settings
- use *Google* for calculations and conversions
- install the *Google Toolbar*
- use the *Google Toolbar*
- personalize your home page with *iGoogle*
- install *Google Desktop*
- search your own computer
- 

**B Instruction 1. Present the subject matter.**

Pages 49-81.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 82-86.

## Third Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

*Internet Explorer* is one of the best-known programs for surfing the Internet. Many people who use webmail often have a **Hotmail** or **Live Mail** e-mail address. Since both of these tasks can be accomplished just as easily with free *Google* programs, why not give them a try?

You can use your *Google* account to create a **Gmail** e-mail address. It is very easy to **manage, store** and **organize** your **messages** in *Gmail*. You can even store the same message in different subject folders, so you will not have to worry where to store the message. You can add **references** to the message in all folders, so you can always retrieve the message from each folder. Important messages are **marked** by a **star**. Also, you can gather various messages that are part of the same **conversation**, and keep them together. In *Gmail*, you can follow all the e-mail messages that are part of the same conversation, because *Gmail* groups these messages for you.

*Google* has also created a **web browser application** called **Chrome**. You can use *Chrome* to surf the Internet. The program has a nice **interface** and is **easy to use**. If you already have experience with *Internet Explorer* or one of the other web browsers, learning how to use *Google Chrome* will be a snap. Since the program is much smaller than *Internet Explorer* it also operates faster. And you can customize the program yourself by changing its appearance.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- sign up for *Gmail*
- create and send messages
- open messages and send a reply
- categorize your e-mail messages by using labels and stars
- store messages
- delete and restore messages
- filter your e-mail messages
- add and group contacts
- install *Google Chrome*
- set a new home page

- select a theme
- bookmark a page
- delete your browser history

### **3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- find and view a location
- plan a route
- install *Google Earth*
- navigate with *Google Earth*
- view 3D buildings
- fly to a location
- measure distances
- fly into space
- open the flight simulator

#### **B Instruction 1. Present the subject matter.**

Pages 87-128.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

#### **2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 129-132.

## Fourth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

Many people are rather **hesitant** about keeping an **online diary** or **calendar**. But these fears are misplaced. If you use the correct security settings, you need not be worried. You can compare it to using *Gmail* or *Hotmail* for sending and receiving messages. In those programs your private messages are also displayed online, but you are the only person who can access them.

An online calendar has the same advantages as online e-mail. If you need to work in several **different locations** and use **different computers**, an online calendar is just the thing for you. No matter where you are, you can **always check** your calendar on the Internet.

You can also **share** your online calendar with others. In this way your family members or colleagues can keep track of upcoming events. You can also create **public** calendars that are accessible to a specific group. For instance, this could be a good way to share information with all the members of your club or organization.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- make appointments
- edit appointments
- make repeat appointments
- search for appointments
- view your online calendar offline
- add a public calendar
- share calendars

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- sign up for *Gmail*
- create and send messages
- open messages and send a reply
- categorize your e-mail messages by using labels and stars
- store messages
- delete and restore messages
- filter your e-mail messages
- add and group contacts
- install *Google Chrome*
- set a new home page
- select a theme
- bookmark a page
- delete your browser history

#### **B Instruction 1. Present the subject matter.**

Pages 133-154.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

#### **2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 155 & 156.

## Fifth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

*Google* offers several programs that can be used to **communicate** with others.

For instance, with **Google Talk** you can **chat** in small groups, or even **call** each other by phone. Since these calls are conducted over the Internet, they are **free** of charge.

If your main goal is to spread information about a club or activity, a **discussion group** can be a really useful tool. You can use groups to publish information in a number of different ways. You can create a group that has restricted access to members only or you can create a public group. When you set up a group, you can decide whether to allow comments or reactions to the posts.

With **Blogger** you can create a **blog**. This medium is often used to publish a **diary** or **travel journal**. You can post your thoughts and reflections anytime you wish to do so. In *Blogger*, you can also decide whether to allow comments or reactions to the posts.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- create a group
- start a discussion
- react to a discussion
- add and delete members
- add pages and files to a group
- install *Google Talk*
- send and receive express messages
- use *Google Talk* for phone calls
- create a blog
- add messages and images to a blog
- invite people to visit your blog
- react to blog messages
- restrict the access to your blog

**3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- make appointments
- edit appointments
- make repeat appointments
- search for appointments
- view your online calendar offline
- add a public calendar
- share calendars

**B Instruction 1. Present the subject matter.**

Pages 157-198.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 199 & 200.

## Sixth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

If you rarely need to use a **text editor** and advanced text processing options are not needed than **Google Docs** can be a great tool. The functions of the *Google Docs* program are very suitable for **simple text editing**, but for professional use the program might not be adequate enough.

The program is not very exceptional with regard to its text editing features, but the **online processing of data** is special. Just like many other *Google* programs, *Google Docs* **processes** and **stores** your data **online**, and you can use the program wherever you have access to the Internet. Your document is created on the Internet, and **saved** to a **Google server**. One of the great advantages is that you can use **any computer** to **view** and **edit** your **documents**. You can also **share** documents with others, which can come in handy when working in a group related project.

In this lesson the text editing functions will be discussed only briefly. The emphasis will be on the online processing of data.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- create and save a document
- create and use folders
- upload documents from your computer
- view and save public documents
- share your own documents with others
- export documents to your computer
- translate text, documents, and web pages

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a group
- start a discussion
- react to a discussion
- add and delete members
- add pages and files to a group
- install *Google Talk*
- send and receive express messages
- use *Google Talk* for phone calls
- create a blog
- add messages and images to a blog
- invite people to visit your blog
- react to blog messages
- restrict the access to your blog

#### **B Instruction 1. Present the subject matter.**

Pages 201-224.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

#### **2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 225-228.

## Seventh Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

There are several different ways of **publishing** information on the Internet. You have already learned a bit about this subject in the lessons covering discussion groups and *Blogger*. In this lesson you will learn how to **upload video clips** to **YouTube** and how to create your own **website** with **Google Sites**.

The nice thing about having your own website is that you are completely free to determine what the site will look like and what to publish on the site. Applications such as *Blogger* and *YouTube* are designed for specific goals and their layout is suited to their use. With *Google Sites* however you can publish your videos or travel journals on the Internet and determine yourself what the windows will look like. Furthermore, you can use *Google Sites* to create an attractive website on any possible subject, for instance a site about your family or hobbies.

One of the most popular websites these days is the *YouTube* website. You could consider *YouTube* as your own personal Internet TV set. *YouTube* is a very large website that contains digital videos on every conceivable subject. *YouTube* is special because its users supply the videos themselves. The content of the clips is very diverse. It ranges from holiday videos to video clips in which somebody sings a song or recites a poem. But you can also find fragments of TV shows and movies. For your information, it is illegal to upload copyright protected TV shows or movies.

Anyone can view videos on the *YouTube* website. By **registering**, you will gain access to the **YouTube community**. You will then be allowed to upload your own (home) videos to *YouTube*. Your friends or anyone else who is interested will then be able to view your videos.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- create a website
- arrange the layout of your web page, add text and images
- add an index to a page
- create hyperlinks
- add *Google* functions to a website
- play videos with *YouTube*
- sign up for *YouTube*
- upload a video
- add friends to *YouTube*
- remove your video

**3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- create and save a document
- create and use folders
- upload documents from your computer
- view and save public documents
- share your own documents with others
- export documents to your computer
- translate text, documents, and web pages

**B Instruction 1. Present the subject matter.**

Pages 229-263.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 264-266.

## Eight Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

In the old days, you simply threw away your badly exposed or blemished photos. Nowadays you can use **photo editing programs**, such as *Picasa* to **correct** your **photos**. The *Picasa* program is a *Google* program that has quickly become very popular. Not only is the program free, it also offers a wide variety of **photo editing options** and features an easy-to-use interface. In most cases you will be able to enhance your photo in such a way that you can use it for a multitude of purposes.

In this lesson, you will also learn about the different ways to **save** your enhanced photos. If you want to make sure your original photos remain intact, it is important that you use the correct method for storing the files.

Once you have perfected your photos, you will want to **share** them with others. The **web album** is a great tool for this. You can collect your photos and copy them to an Internet web album and you can decide who is allowed to view these photos.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- download and install *Picasa*
- import your photos into the *library*
- view and organize photos
- edit photos
- touch up blemished photos
- save, export, and restore photos
- correct red eyes and apply special effects
- upload photos to a web album
- share your web album with others

### **3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- create a website
- arrange the layout of your web page, add text and images
- add an index to a page
- create hyperlinks
- add *Google* functions to a website
- play videos with *YouTube*
- sign up for *YouTube*
- upload a video
- add friends to *YouTube*
- remove your video

#### **B Instruction 1. Present the subject matter.**

Pages 267-298.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

#### **2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Extra material** Background information and Tips on pages 299-302.

## 6. The Final Exam

*Google* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Google* is. If they pass the test, they'll receive a free computer certificate by e-mail.

The test can be taken online at [www.ccforseniors.com](http://www.ccforseniors.com).

## 7. Other Course Material

Each Visual Steps book is also optimized for classroom use.

If you would like to be informed about the Visual Steps books, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

Teachers' manuals will also become available for these books. For more information, please visit [www.visualsteps.com/instructor](http://www.visualsteps.com/instructor)