

Teachers' Manual

for

Internet and E-mail for Seniors with Windows XP



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 *Visual Steps*TM
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

Some previous knowledge is assumed for the entire course. Students without this knowledge should plan to spend some time acquiring it before the first course meeting.

The following skills comprise the previous knowledge assumed for this course:

- able to click with the mouse
- able to start and stop programs
- able to type in and edit text
- able to start and stop Windows

3. General

Technical matters such as a properly set-up account with an Internet service provider and the availability of e-mail addresses, usernames, and passwords fall outside the scope of this manual. The course assumes these matters have been taken care of.

4. Lesson Plan

There are eight lessons, covering Chapters 1 through 8.

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).

The Internet consists of thousands of computers that are connected to one another by cables, the telephone network and satellite links. The **World Wide Web** is one of the most enjoyable and widely-used parts of the Internet. The *World Wide Web* is just that: a "spiderweb" of computers containing information on many diverse subjects. You can use your computer to open and read these sources of information no matter where you are in the world. These information sources on the Internet are called **websites**. You can move from one page to another with a click of the mouse. You can move from one website to another just as easily. This is called **surfing the Web**. In order to access the Internet, you must make contact with a computer that is already connected to the Internet. You do this through an **Internet Service Provider**, also called an **ISP**. If you want to use the Internet, you'll need a **subscription** with an Internet Service Provider. You'll be given a **username** and a **password**, and the ISP will provide software to set up your computer. This gives you access to the Internet. Once you're connected to the Internet, you're **online**. In this meeting, you'll go *online* in order to surf.

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

- start *Internet Explorer*
- connect to your Internet Service Provider
- use a web address
- browse forward and back
- use the scrollbar
- move from one window to another
- increase or decrease the text size
- disconnect from the Internet

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes. It is a good idea, however, to draw attention to the general background knowledge assumed for the whole course:

- able to click with the mouse
- able to start and stop programs
- able to type in and edit text
- able to start and stop Windows

B Instruction 1. Present the subject matter.

Pages 21-56.

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.

Have the students do the practice exercise **Surfing** on page 57. They may use **Appendix D "How Do I Do That Again?"** beginning on page 338.

Have the students do the practice exercise **Windows** on page 58. They may use **Appendix D "How Do I Do That Again?"** beginning on page 338.

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.

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).

Surfing the Internet is a fun and enjoyable activity. By clicking on various **hyperlinks**, you can visit many interesting websites and **personal homepages**. By **website** we mean an extensive system of web pages for a company or organization. A personal **homepage** may consist of only a few web pages. It usually belongs to an individual, or contains only a little commercial information about a company. The **World Wide Web** is infinitely large and increases by thousands of websites daily. After surfing for a while, you'll no doubt want to revisit an interesting website from time to time. All those hyperlinks make it easy to lose your way, however. Fortunately, **Internet Explorer** has several built-in options for getting where you want to go. In this meeting, you'll learn how to use these convenient features, allowing you to "navigate" straight for your target: back to the web pages you visited earlier.

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

- use the *History* button
- save a web address
- open a favorite
- organize your favorites
- use the address bar
- temporarily disconnect
- change the *Internet Explorer* home page
- give a website its own shortcut

3. Review any necessary background knowledge.

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

- start *Internet Explorer*
- connect to your Internet Service Provider
- use a web address
- browse forward and back
- use the scrollbar
- move from one window to another
- increase or decrease the text size
- disconnect from the Internet

B Instruction 1. Present the subject matter.

Pages 67-88.

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.

Have the students do the practice exercise *The SeniorNet Favorite* on page 89. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

Have the students do the practice exercise *A New Favorite* on page 90. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

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.

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).

The Internet is sometimes compared to a large library full of information on all kinds of subjects. Unfortunately, this library has no librarian. The books in this library are all jumbled up together. This comparison is a pretty good one. There is indeed no supervisory organization that organizes the information on the Internet. Everyone can place his own information on the Internet, which is immediately available to everyone else. This doesn't make searching on the Internet any easier. There are a large number of companies and organizations that try to assist Internet users by organizing this enormous mountain of information. This occurs in several ways. The first way is via a **search engine**. This is a computer that is constantly busy indexing web pages. You can use the search engine's web page to search for all the web pages that contain certain words you type in, called **search terms**.

A second method for organizing information on the Internet is the **directory**. In this case, a company has already selected a large number of web pages and categorized them according to subject. Despite these various resources, searching on the Internet can still be frustrating at times: You know, for example, that information on a particular subject must be out there somewhere, and yet you can't find the web page in question. That's where this chapter comes in. It covers the topic of searching on the Internet in great detail. You'll learn various techniques for searching for information and, hopefully, finding it. As with so many things, however, the more you practice, the better you'll get.

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

- use the *Search* button
- put various search engines to work for you
- specify your search terms
- consult *AltaVista*
- use directories
- search within a web page

3. Review any necessary background knowledge.

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

- use the *History* button
- save a web address
- open a favorite
- organize your favorites
- use the address bar
- temporarily disconnecting
- change the *Internet Explorer* home page
- give a website its own shortcut

B Instruction 1. Present the subject matter.

Pages 97-135.

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.

Have the students do the practice exercise ***Searching with Internet Explorer*** on page 136. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

Have the students do the practice exercise ***AltaVista*** on page 136. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

Have the students do the practice exercise ***A Different Search Engine*** on page 137. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

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.

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).

The Internet can be viewed as an enormous library containing all kinds of information: **text, photos, drawings, video** and **music**. The most amazing thing is that everything on the Internet that you see on your screen can be **printed** out or saved on your computer's **hard drive**. Later on, you can use the stored information again, for example in your work or for a hobby.

You can copy texts and re-use or edit them in a text-editing program. You can open and edit photos with a **photo-editing** or **drawing program**. In this way, the Internet serves as an enormous source of information. In this meeting, you'll learn the basic techniques for saving and re-using text and photos on your own computer.

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

- print a page
- select text
- copy and paste text
- copy and paste images
- save an image
- save a web page
- open a web page in *Internet Explorer*

3. Review any necessary background knowledge.

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

- use the *Search* button
- put various search engines to work for you
- specify your search terms
- consult *AltaVista*
- use directories
- search within a web page

B Instruction 1. Present the subject matter.

Pages 145-172.

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.

Have the students do the practice exercise ***Copying Text*** on page 173. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

Have the students do the practice exercise ***Saving an Image*** on page 174. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

Have the students do the practice exercise ***Saving a Page*** on page 174. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

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.

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).

One of the most widely-used Internet applications is **electronic mail**, or **e-mail**. No pens, paper, envelopes or stamps are involved. You type your message on the computer and send it through the Internet. When you sign up with an Internet Service Provider, you automatically get an **e-mail address**. You can use this e-mail address to send and receive mail. Your ISP has a kind of post office for this, called a **mail server**. This electronic post office handles all the mail traffic. Of course, the addressee must also have an e-mail address if you want to send him an e-mail. It doesn't matter where the addressee lives, however. It costs exactly the same to send an e-mail to China as it does to send one to your next-door neighbor. There are no costs to you for sending an e-mail other than your Internet service subscription. There is also no limit on the number of messages you may send or receive. Sending an e-mail takes only seconds.

E-mail is used a great deal by people who work with computers. It's fast: the message usually arrives at its destination within 60 seconds. *Windows* has a program, **Outlook Express**, that you can use to simply and quickly send and receive electronic letters. You'll learn to use this program in this meeting.

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

- start *Outlook Express*
- create an e-mail message
- send and receive e-mail
- read e-mail

3. Review any necessary background knowledge.

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

- print a page
- select text
- copy and paste text
- copy and paste images
- save an image
- save a web page
- open a web page in *Internet Explorer*

B Instruction 1. **Present the subject matter.**
Pages 185-208.

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.

Have the students do the practice exercise *Creating an E-mail* on page 209. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

Have the students do the practice exercise *Do You Have Mail?* on page 209. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

Have the students do the practice exercise *Deleting an E-mail* on page 210. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

Have the students do the practice exercise *E-mail in the Drafts Folder* on page 210. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

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.

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).

In the 1970s, people thought the computer would come to occupy such a central position that a **paperless society** would arise. All information would be read on (portable) monitors. Paper would become superfluous. In reality, things have turned out differently. In fact, more paper than ever is being used. After all, it's very easy to print out an e-mail message, and people do it quite often.

Nonetheless, the rise of the Internet has contributed to a change in communication. E-mail is slowly replacing the function of the telephone, the letter and the fax. This is in part a result of the fact that, not only short messages but all kinds of other information can be sent by e-mail, such as photographs or drawings.

The speed of communication has also increased dramatically: An e-mail can arrive within seconds. A photo can be sent in minutes.

Extensive exchange of e-mails also occurs in work environments.

The increase in e-mail usage has led to an increased importance for its management. The computer is being used more and more as an **archive** for our correspondence. In this meeting, you'll learn how you can organize your e-mail messages neatly. You'll also learn how to save your e-mail addresses in an address book, and how to keep them organized so you can quickly retrieve them.

You'll learn how to send an **attachment** with an e-mail message. In this way you can exchange photos with family and friends, wherever in the world they may be.

In this lesson, you'll learn the following:

(also write this somewhere that's easy for the students to read)

- how to use the *Address Book*
- how to add a new e-mail address
- what happens with a bad e-mail address
- how to use a signature in your e-mails
- how to sort your e-mails
- how to search within your e-mails
- how to send an attachment
- how to view an attachment
- how to open an attachment
- how to save an attachment

3. Review any necessary background knowledge.

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

- start *Outlook Express*
- create an e-mail message
- send and receive e-mail
- read e-mail

B Instruction 1. Present the subject matter.

Pages 215-247.

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.

Have the students do the practice exercise ***Sending an Attachment*** on page 248. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

Have the students do the practice exercise ***Viewing an Attachment*** on page 248. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 338.

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.

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).

Up to this point, you've created e-mails that consist only of text without any formatting. It's customary in the business world to send e-mails containing short texts without frills. For personal use however, it can be a lot of fun to send more interesting mail to your friends, children or grandchildren. In fact, almost all the formatting you can use in a text-editing program can also be applied to an e-mail. You can choose different fonts and larger or smaller letters. An interesting background color or pattern is also possible. This is called **Rich Text**. *Outlook Express* also provides various kinds of **stationery**. A formatted e-mail message is actually a kind of web page that is then sent as an e-mail. You can also use photos and images in your e-mail messages. E-mail is becoming increasingly important for communication between people. It's also possible to quickly create an e-mail message using *Internet Explorer* to let someone know about an interesting website. People are also increasingly using e-mail services such as webmail. When you're on vacation, you might still like to be able to read and send e-mail. This is easy to do with an e-mail service you can use over the *World Wide Web*, called **webmail**. With webmail, you can read and send e-mail wherever you are in the world.

In this lesson, you'll learn how to do the following:

(also write this somewhere that's easy for the students to read)

- format an e-mail
- choose a different font and size
- change the background color
- use stationery
- use smileys
- send e-mail using *Internet Explorer*

3. Review any necessary background knowledge.

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

- how to use the *Address Book*
- how to add a new e-mail address
- what happens with a bad e-mail address
- how to use a signature in your e-mails
- how to sort your e-mails
- how to search within your e-mails
- how to send an attachment
- how to view an attachment
- how to open an attachment
- how to save an attachment

B Instruction 1. Present the subject matter.

Pages 259-273.

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.

Have the students do the practice exercise *Creating an E-mail* on page 274. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

Have the students do the practice exercise *An E-mail on Nice Stationery* on page 285. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

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.

Eighth 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's a treasure trove of information on the Internet that you can copy onto your own computer. This **copying** is called **downloading**. The opposite of downloading is **uploading** (sending files from your computer to the Internet). You can download just about anything: computer programs, music, video films and more. After you've downloaded something, you usually save it to your computer's hard drive so that you can use it again later. For computer programs, the second step after downloading is usually **installing** the program onto your computer. Installation makes the program ready for use so that you can work with it. For example, the program gets added to the Start menu so you can start it easily. There's a separate web page for this meeting on the *Internet for Seniors* website. Here you'll find different kinds of files and also a small computer program, the **Alarmclock**, with which you can practice downloading and installing programs. Once you know how to do this, a wealth of (free) computer programs lies waiting for you on the Internet. Not only programs that are enjoyable or useful for you, but also for your grandchildren, for example. The Internet is also becoming an increasingly important medium for computer and software manufacturers. You can often download the latest versions of software from the Internet, and it's frequently the best way to replace faulty software with the most recent improved version. In short, downloading is becoming more and more important for maintaining your computer.

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

- download the *Alarm clock*
- install the program
- remove a file from the *Desktop*

3. Review any necessary background knowledge.

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

- format an e-mail
- choose a different font and size
- change the background color
- use stationery
- use smileys
- send e-mail using *Internet Explorer*

B Instruction 1. Present the subject matter.

Pages 279-290.

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.

Have the students do the practice exercise **Downloading** on page 291. They may use **Appendix D “How Do I Do That Again?”** beginning on page 338.

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.

6. The Final Exam

The *Internet and E-mail Computer Certificate* is available as a final exam. This multiple-choice test will show students how good their knowledge of the Internet 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 .

7. Other Course Material

Addo Stuur’s popular books have been optimized for classroom use. In addition to the book *Internet and E-mail for Seniors with Windows XP*, the following titles are available:

Windows XP for Seniors

Digital Photo Editing for Seniors

Teachers’ manuals are also available for these books. For more information, please visit www.visualsteps.com .