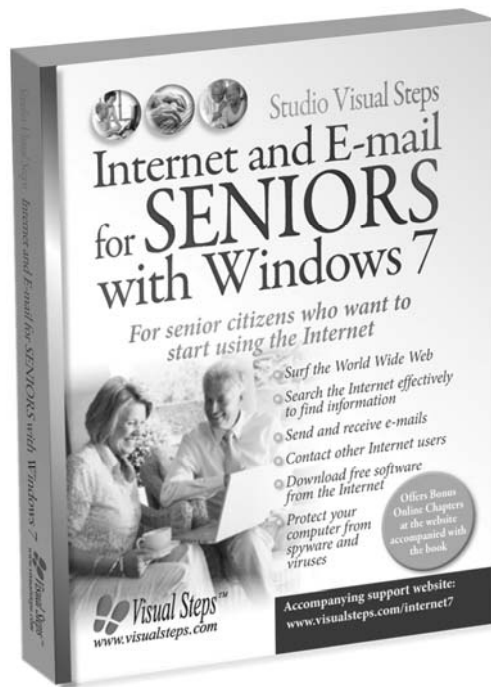


Teachers' Manual

for

Internet and E-mail for SENIORS with Windows 7



ISBN 978 90 5905 116 4

 **Visual Steps**TM
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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 7

3. General

Technical matters such as proper installation of *Windows 7*, *Internet Explorer 8* and *Windows Live Mail* are essential for this course.

Students will also need a working Internet connection and e-mail account. Specific details on these matters fall outside the scope of this manual, however.

4. Lesson Plan

There are eight lessons, covering Chapters 1 through 8.

Lesson 1 Chapter 1 Starting Out on the World Wide Web

Lesson 2 Chapter 2 Navigating the Internet

Lesson 3 Chapter 3 Searching and Finding on the Internet

Lesson 4 Chapter 4 Internet, Your Source of Information

Lesson 5 Chapter 5 E-mail, Your Electronic Mail

Lesson 6 Chapter 6 Addresses, E-mails and Attachments

Lesson 7 Chapter 7 Special Functions in Windows Live Mail

Lesson 8 Chapter 8 Downloading Files

If desired, a lesson can be added. The Bonus Chapter is available online on our website. You will find instructions on how to open, view, or print these document in the *Chapter 9 Bonus Online Chapters and Extra Information*.

Bonus Chapter 10 Security and Privacy

Teachers' Manual for Internet and E-mail for Seniors with Windows 7, ISBN 978 90 5905 116 4

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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 'spider web' of computers containing information on many diverse subjects.

You can use your computer to open and read these specially formatted documents on the Internet no matter where you are in the world. These documents are called **web pages**. A **website** consists of one or more web pages. You can move from one web 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 will need to connect to a computer that is already connected to the Internet. An **Internet Service Provider**, also called an **ISP**, offers this type of service.

If you want to use the Internet, you will need a **subscription** with an Internet Service Provider. You will be given a **user name** and a **password**, and the ISP will provide software to set up your computer. This gives you access to the Internet.

If you have a regular dial-up (telephone) connection to your ISP, you will have to manually connect in order to surf the Internet. If you have a DSL or cable connection, you do not have to do anything. Your computer automatically connects to the Internet. Once you are connected to the Internet, you are online. In this chapter, you will go online and learn how to *surf* the Internet.

**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 tabbed browsing
- use the scroll bar
- move from one window to another
- zoom in and out
- disconnect from the Internet

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 21-57.

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 58. They may use **Appendix B "How Do I Do That Again?"** beginning on page 321.

Have the students do the practice exercise **Tabs and Windows** on page 59. They may use **Appendix B "How Do I Do That Again?"** beginning on page 321.

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 60-71.

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 **home pages**. By **website** we mean an extensive system of **web pages** for a company or organization. A personal *home page* 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 will 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 to help you get to where you want to go. In this chapter, you will learn how to use these convenient features, allowing you to '**navigate**' straight to 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)**

- open a website from the list of addresses previously typed
- save a web address
- open a favorite
- organize your favorites
- use RSS feeds
- temporarily disconnect
- change the *Internet Explorer* home page
- use the *History*
- 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 tabbed browsing
- use the scroll bar
- move from one window to another
- zoom in and out
- disconnect from the Internet

B Instruction 1. Present the subject matter.

Pages 73-100.

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 101. They may use **Appendix B “How Do I Do That Again?”** beginning on page 321.

Have the students do the practice exercise *A New Favorite* on page 102. They may use **Appendix B “How Do I Do That Again?”** beginning on page 321.

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 103-108.

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 does not 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, your **search terms** which you have typed into the search term box.

A second method for organizing information on the Internet is a **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, yet you can not find the web page in question. This chapter will help you perform better searches. It covers various techniques for searching for information. The more you practice these techniques the better you will become at finding the information you want.

**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 instant Search box
- search for information, images and news with *Bing*
- change your default search engine to *Google*
- do an advanced search in *Google*
- use directories
- search within a web page

3. Review any necessary background knowledge.

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

- open a website from the list of addresses previously typed
- save a web address
- open a favorite
- organize your favorites
- use RSS feeds
- temporarily disconnect
- change the *Internet Explorer* home page
- use the *History*
- give a website its own shortcut
-

B Instruction 1. Present the subject matter.

Pages 109-133.

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 the Instant Search Box*** on page 134. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***Searching with a Directory*** on page 135. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***A Different Search Engine*** on page 135. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

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 136-140.

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 nearly everything on the Internet that you see on your screen can be saved to your computer's hard drive. Later on, you can use the information that you have stored, 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 chapter, you will 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 saved web page in *Internet Explorer*

3. Review any necessary background knowledge.

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

- use the instant Search box
- search for information, images and news with *Bing*
- change your default search engine to *Google*
- do an advanced search in *Google*
- use directories
- search within a web page

B Instruction 1. Present the subject matter.

Pages 141-166.

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 167. They may use **Appendix B “How Do I Do That Again?”** beginning on page 321.

Have the students do the practice exercise **Saving an Image** on page 168. They may use **Appendix B “How Do I Do That Again?”** beginning on page 321.

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.

Points to keep in mind:

Page 138 Students can print it out in class if printers are available.

Page 142 Students can print out the exercise in class if printers are available.

Extra material Background information and Tips on pages 169-176.

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. E-mail uses no pen, paper, envelope or stamp. You type your message into the computer and it is sent via the Internet.

If you have an Internet service subscription, you will automatically be assigned an **e-mail address**. This e-mail address can be used to send and receive mail. Your *Internet Service Provider* (ISP) has a kind of post office, also called a **mail server**. Like with regular mail, this electronic post office handles all the daily mail traffic.

In order to send an e-mail to someone, the addressee must have an e-mail address of course. But it does not matter where that person lives. Sending an e-mail to someone in Australia takes the same amount of time and money as sending an e-mail to your next-door neighbor. There are no direct 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.

E-mail is used a great deal by people who work with computers. It is fast: the message usually arrives at its destination within sixty seconds.

Windows 7 does not include a regular e-mail program. The manufacturer of *Windows 7*, *Microsoft*, provides a free e-mail program: **Windows Live Mail**.

You can use this program to simply and quickly send and receive electronic 'letters'. You will be using this program in this lesson.

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

- open *Windows Live Mail*
- 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 saved web page in *Internet Explorer*

B Instruction 1. Present the subject matter.

Pages 177-208.

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 B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***Do You Have Mail?*** on page 209. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***Deleting an E-mail*** on page 210. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***E-mail in the Drafts Folder*** on page 210. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

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 211-216.

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 is 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 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 within seconds. Extensive exchange of e-mails also occurs in work environments. The increase in e-mail usage has led to an increased importance of its **management**. The computer is being used more and more as an archive for our correspondence.

In this lesson, you will learn how to **organize** your e-mail messages. You will also learn how to **save** your e-mail addresses in your **Windows Live Contacts folder**, and how to keep them organized so you can quickly retrieve them. You will learn how to send an **attachment** with an e-mail message. This will enable you to exchange photos with family and friends, wherever in the world they may be.

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

- how to add information to a contact
- how to add a new contact
- 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 search within your e-mails

3. Review any necessary background knowledge.

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

- open *Windows Live Mail*
- create an e-mail message
- send and receive e-mail
- read e-mail

B Instruction 1. Present the subject matter.

Pages 217-244.

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 245. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***Viewing an Attachment*** on page 245. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

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 246-256.

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 have created e-mails that consist only of text without any formatting. It is 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 e-mails 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*. **Windows Live Mail** 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 pictures and images in your e-mail messages.

It is also possible to **quickly** create an e-mail message using *Internet Explorer* to let someone know about an interesting website.

With **Windows Calendar**, the calendar application that comes with *Windows Live Mail*, you can easily keep track of your appointments. You can add an appointment. You can also share your calendar with anyone in your *Windows Live Contacts* folder by using e-mail to send and receive appointments.

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 emoticons
- send e-mail using *Internet Explorer*
- use *Windows Live Mail* to keep track of your appointments
- invite someone else for an appointment by e-mail
- receive the details regarding an appointment

3. Review any necessary background knowledge.

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

- how to add information to a contact
- how to add a new contact
- 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 search within your e-mails

B Instruction 1. Present the subject matter.

Pages 257-275.

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 a Formatted E-mail*** on page 276. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

Have the students do the practice exercise ***Planning a Day Off*** on page 276. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 321.

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 277-283.

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).

There is a vast amount 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 have 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 is a separate web page for this lesson on the *Internet for Seniors* website. Here you will find different kinds of files to practice downloading. In addition, we have included a small computer program, the **Alarm clock**, to demonstrate how you install a program that you have downloaded. 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 is frequently the best way to replace faulty software with the most recent improved version. In short, downloading is becoming more and more important in the maintenance of 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 the installation program from the *Downloads* folder

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 emoticons
- send e-mail using *Internet Explorer*
- use *Windows Live Mail* to keep track of your appointments
- invite someone else for an appointment by e-mail
- receive the details regarding an appointment

B Instruction 1. Present the subject matter.

Pages 285-296.

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 297. They may use **Appendix B “How Do I Do That Again?”** beginning on page 321.

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 298-304.

6. The Final Exam

The *Internet Explorer 8* and *Windows Live Mail* are available as a final exams. This multiple-choice tests will show students how good their knowledge of *Windows Live Mail* and *Internet Explorer 8* is. If they pass the tests, they'll receive a free computer certificate by e-mail.

The test can be taken online at **www.ccforseniors.com**.

7. Other Course Material

Each Visual Steps book is also optimized for classroom use. In addition to the book *Internet and E-mail for SENIORS with Windows 7*, the following title is also available:

Windows 7 for SENIORS

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