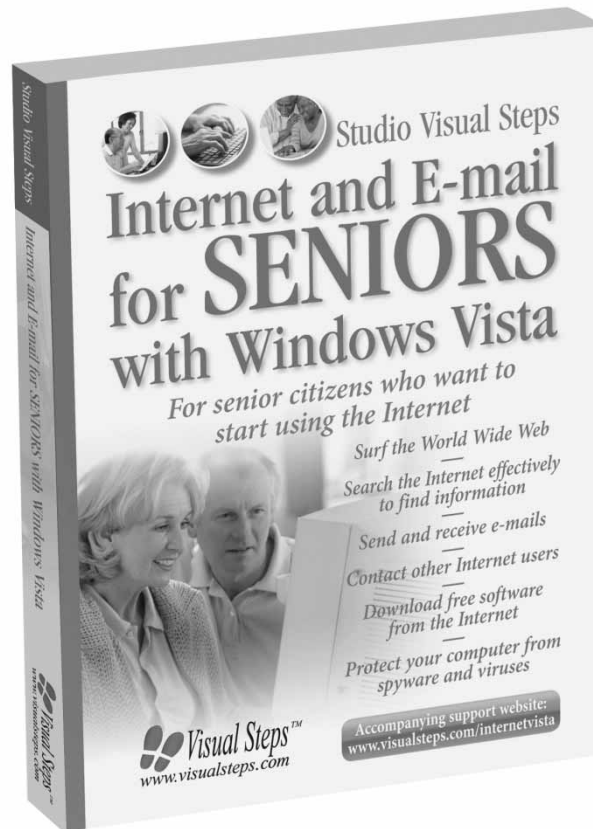


# Teachers' Manual

for

## Internet and E-mail for SENIORS with Windows Vista



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 **Visual Steps™**  
[www.visualsteps.com](http://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%

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## 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 Vista

## 3. General

**Technical matters** such as proper installation of *Windows Vista*, *Internet Explorer 7* and *Windows 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 nine lessons, covering Chapters 1 through 9.

## 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 **webpages**. A **website** consists of one or more webpages. You can move from one webpage 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 lesson, 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 21-61.

**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 62. They may use **Appendix C "How Do I Do That Again?"** beginning on page 420.

Have the students do the practice exercise **Tabs and Windows** on page 63. They may use **Appendix C "How Do I Do That Again?"** beginning on page 420.

**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 64-75.

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## 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 **webpages** for a company or organization. A personal home page may consist of only a few webpages. 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 lesson, you will learn how to use these convenient features, allowing you to “**navigate**” straight to your target: back to the webpages 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 77-102.

#### **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 103. They may use **Appendix C “How Do I Do That Again?”** beginning on page 420.

Have the students do the practice exercise *A New Favorite* on page 104. They may use **Appendix C “How Do I Do That Again?”** beginning on page 420.

#### **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 105-110.

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## 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 webpages. You can use the search engine's webpage to search for all the webpages that contain certain words, your **search terms** which you have typed in to 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 webpages 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 webpage in question. This lesson 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 *Live Search*
- change your default search engine to *Google*
- do an advanced search in *Google*
- use directories
- search within a webpage

### 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 111-135

#### 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 the Instant Search Box*** on page 136. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***Searching with a Directory*** on page 136. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***A Different Search Engine*** on page 137. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

#### 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 138-142.

## 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 lesson, 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 webpage
- open a saved webpage 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 *Live Search*
- change your default search engine to *Google*
- do an advanced search in *Google*
- use directories
- search within a webpage

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

Pages 143-170

**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 171. They may use **Appendix C “How Do I Do That Again?”** beginning on page 420.

Have the students do the practice exercise **Saving an Image** on page 172. They may use **Appendix C “How Do I Do That Again?”** beginning on page 420.

Have the students do the practice exercise **Saving a Page** on page 172. They may use **Appendix C “How Do I Do That Again?”** beginning on page 420.

**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 147 Students can print it out in class if printers are available.

**Extra material** Background information and Tips on pages 173-180.

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## 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 60 seconds.

*Windows Vista* has a simple program, **Windows Mail**, that you can use 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 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 webpage
- open a saved webpage in *Internet Explorer*

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

Pages 181-211

#### 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 212. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***Do You Have Mail?*** on page 212. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***Deleting an E-mail*** on page 213. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***E-mail in the Drafts Folder*** on page 213. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

#### 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 214-220.

## 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 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 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 **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)**

- use the *Contacts* folder
- add information and a picture to a contact
- add a new contact
- what happens with a bad e-mail address
- use a signature in your e-mails
- sort your e-mails
- search within your e-mails
- send, view, open and save an attachment

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

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

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

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

Pages 221-252

**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 253. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***Viewing an Attachment*** on page 253. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

**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 254-263.

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## 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 Mail* also provides various kinds of **stationery**. A formatted e-mail message is actually a kind of webpage 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 Vista*, you can easily keep track of your **appointments**. You can add an appointment and set a reminder to warn you that the appointment is approaching. You can also share your calendar with anyone in your *Contacts* folder by using e-mail to send and receive appointments and invitations.

### **In this lesson, you'll learn 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 Mail* to keep track of your appointments
- invite someone else for an appointment by e-mail
- receive an invitation by e-mail
- set up reminders

### 3. Review any necessary background knowledge.

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

- use the *Contacts* folder
- add information and a picture to a contact
- add a new contact
- what happens with a bad e-mail address
- use a signature in your e-mails
- sort your e-mails
- search within your e-mails
- send, view, open and save an attachment

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

Pages 265-288

#### **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 289. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

Have the students do the practice exercise ***Planning a Day Off*** on page 289. They may use ***Appendix C “How Do I Do That Again?”*** beginning on page 420.

#### **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 290-296.

## 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 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 webpage for this chapter 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 folder *Downloads*

**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 Mail* to keep track of your appointments
- invite someone else for an appointment by e-mail
- receive an invitation by e-mail
- set up reminders

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

Pages 297-308

**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 309. They may use **Appendix C "How Do I Do That Again?"** beginning on page 420.

**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 310-316.

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## Ninth 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 previous lessons, you have acquired a lot of experience with the Internet. This lesson describes the **settings** and programs you can use to make using the Internet both easier and safer. For example, you will read how you can let *Internet Explorer* connect or disconnect from the Internet automatically. To ensure your **privacy**, this chapter also describes how you can delete your **browsing history**.

**Security** is essential for computers that are regularly connected to the Internet. A good security system reduces the risk of **viruses** or other **harmful software** on your computer.

An infected computer can be very frustrating: not only for you, but also for others. If your computer is infected with harmful software, it could in turn infect other computers. This could happen when you send an e-mail or an instant message, but also when sharing a file on a CD, DVD or USB stick. As a computer owner you are therefore responsible for making sure your computer is protected by a **firewall** and regularly scanned for the presence of viruses and other harmful software.

*Windows Vista* offers a helpful security tool: **Windows Security Center**. In this *Security Center* you can check the security settings for *Windows Vista* on your computer and adjust them if necessary.

At the end of this lesson you can read more about two programs. The first one is **Windows Defender**. *Windows Defender* is the antispyware program that comes packaged with *Windows Vista*. This program is however not enough to protect you against computer viruses and other **malicious software (malware)**.

To be protected against all types of malware, you need to install an **antivirus program**. **Windows Live OneCare** is one of the many antivirus programs on the market. *OneCare* provides not only antivirus protection, but also a firewall and antispyware protection. In this lesson you read how you can download and install the free 90-day trial version of *OneCare*.

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

- adjust your security and privacy settings
- delete your browsing history
- disconnect automatically
- use the *Pop-up Blocker*
- use *Parental Controls*
- use *Windows Security Center*
- use *Windows Defender*
- use *Windows Live OneCare*

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

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

- download the *Alarm clock*
- install the program
- remove the installation program from the folder *Downloads*

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

Pages 317-392

**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 393-406.

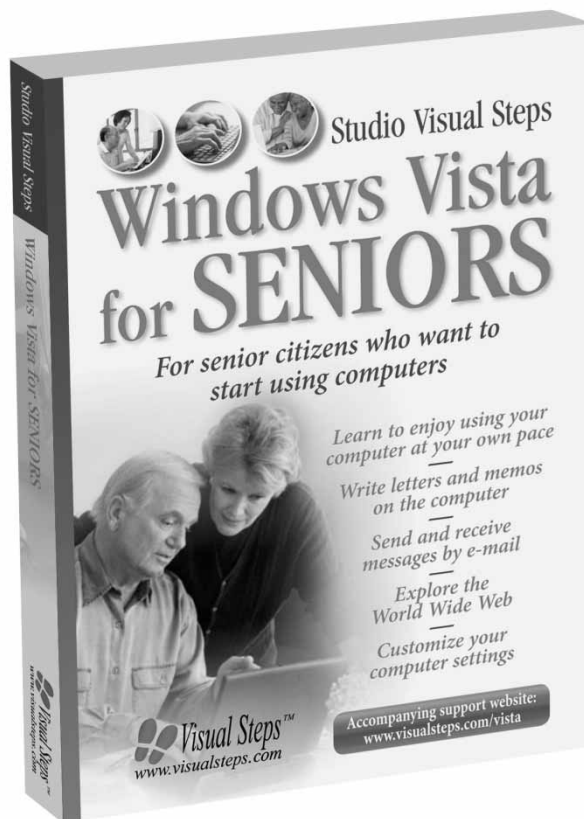
## 6. The Final Exam

The *Certificates Internet Explorer 7 (Windows Vista)* and the *Certificate Windows Mail (Windows Vista)* are available as a final exam. These multiple-choice tests will show students how good their knowledge of *Internet Explorer 7 and Windows Mail* is. For each test they passed, 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. In addition to the book *Internet and E-mail for SENIORS with Windows Vista*, the following title is also available:



If you would like to be informed about forthcoming books, additional chapter supplements, tips and tricks, special offers and more, please sign up for the Visual Steps newsletter. 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.

A teachers' manual is also available for this book. For more information, please visit [www.visualsteps.com/instructor.php](http://www.visualsteps.com/instructor.php)