

Basic Computer and Internet Skills

A Toolkit for Trainers

Sponsored by the Vermont State Colleges e-Vermont Workshop Series



In this module, you will find

- Workshop site and contact form
- An introduction to the toolkit
- A lesson plan for the trainer
- Handouts for students

To teach the module, you will need

- A PC with Internet access for each student and the trainer
- A computer projector and screen
- A folder or binder to store materials
- A whiteboard or signage to display room location.

This toolkit was modified from:

Helping Older Adults Search for Health Information Online A Toolkit for Trainers from the National Institute on Aging: http://nihseniorhealth.gov/toolkit/toolkitfiles/pdf/Module_1.pdf

LESSON OVERVIEW

LESSON GOALS

In this lesson, students will:

1. Learn basic computer terms
2. Practice using the mouse
3. Learn basic Internet terms
4. Learn how to get to a website
5. Learn how to explore a website
6. Learn how to use a search box
7. Learn how to use a site map

LESSON MATERIALS

In this lesson, students will need:

- Handout: Lesson Goals
- Handout: Computer and Internet Terms
- Handout: Take-Home Assignment
- Pens or pencils

LESSON LENGTH

LESSON PREPARATION

Before the lesson, you should:

- Read over the entire lesson plan and the Take-home Assignment handout.
- Keep the lesson plan out to use while teaching.
- Make copies of the handouts for students. (avoid distraction: distribute handouts until indicated in the lesson)
- Visit the links that you will be using in class.
- Locate and note the nearest restrooms.

When you arrive in the classroom, you should:

- Write your name and the title of the class on the board.
- Make sure computer and projector work and students' computers are working and can access the Internet.
- Set students' screens to their desktops

LESSON STRUCTURE

The lesson structure includes:

- **Set-up activities** to prepare students for learning.
- **Core activities** to teach the website features and how to navigate to them.
- **Practice activities** to let students apply web skills they have learned.
- **Reinforcement activities** to summarize and reiterate the learning.

Trainer lesson plan features:

- **An easy-to-read layout.**
- **Short, defined segments of teaching material per page.**
- **Marked transition boxes** at the top of each page.
- **Suggested teaching times** for each skill.
- **Sidebars:** teaching and navigation tips and describing the purpose for activities.

REACHING THE OLDER STUDENT

Grasp, Apply, and Retain

- Proceed slowly through the lesson. It takes some people longer to grasp a concept/step.
- Circulate the room; make sure students are following you. Check to make sure computer screens are at your point, if not help them get there.
- Speak slowly and repeat as often as necessary.
- Encourage questions
- Create a friendly environment.

TIPS:

- Announce each new segment; helps class to stay on track and focused.
- Present material in small, well-defined steps.
- Frequent summarizing and hands-on practice.
- Handouts and printed screen shots (help with recall).
- Group discussions/short dialogs.

SET-UP ACTIVITY

OPENING COMMENTS (5 Minutes)

“Welcome to Computer & Internet Basics. My name is _____.
(This is our classroom assistant _____.) Before we start the class,
I would like to review a few general points.”

Tell students the following:

This Lesson...

- Is intended for beginning students.
- Is one of the series of workshops established by the e-Vermont project.
- There are many more workshops available. To express interest in another workshop, please contact _____ @ _____.

Housekeeping Issues....

- Class will last about 2 hours with stretch break(s) lasting _____ minutes.
- Bathroom breaks can be taken anytime. Restrooms are located _____.

Ask students if they have any questions.

SET-UP ACTIVITY, CON'T

INTRODUCTIONS (3 minutes)

“Before we get started, let’s introduce ourselves.”

1. **Introduce yourself**, giving your name and your experience teaching computers and the Internet. If you have a classroom assistant, introduce that person.
2. **Ask students to give their names** and tell whether they are at a beginning, intermediate, or advanced level with regard to their computer and Internet experience.
3. **If time permits, ask each student to tell something about his/her background** (family, work, travel, education...), why they decided to take this class, and what they hope to learn.

Purpose of Activity

- Introductions help students feel more at ease.
- Sharing experiences may help the class be patient with less experienced students who need more time on an activity.

CLASS PROCEDURES (3 minutes)

“Let’s talk for a moment about how the class will proceed. You will be learning new ways to use technology, and in order for everyone to be successful, here are some things we need to do.”

Tell the students the following:

1. To make sure everyone grasps the information and learns the skills...

- We will proceed in a step-by-step manner and at a slow-to-moderate pace.
- I (or my assistant) will circulate frequently during the class to make sure everyone is keeping up with the lesson.
- There will be plenty of hands-on practice activities to let you apply the skills that you learn.
- There will be plenty of handouts to help you learn the skills while in class and to use as a reference once you leave the class.

2. As students, you should...

- Feel free to raise your hand and ask a question if you do not understand something.
- Feel free to ask me to repeat anything I’ve said.
- Not to worry about breaking the equipment, it is very sturdy.
- Not to worry about making mistakes because that is to be expected when learning a new technology.

3. Ask students if they have any questions about class procedures.

Purpose of Activity:

To communicate expectations, put students at ease, and facilitate learning.

LESSON GOALS (2 minutes)

“In this lesson, we will learn some basic computer and Internet skills. Let’s take a look at the specific goals for today’s lesson.”

Pass out Handout 1: Lesson Goals

1. Go over handout with students.

Purpose of Activity

- Focuses students on what they will learn.
- Introduces goals that you can return to throughout the lesson.

CORE ACTIVITY

COMPUTER TERMS (10 minutes)

Let's begin with **Goal 1** – learning some basic computer terms.”

Pass out Handout 2: Computer and Internet Terms

1. Go over these computer terms from Part 1 of the handout.
2. Ask students to point to the items at their computer stations.

Part I: Computer Terms

- 1 Computer
- 2 Keyboard
- 3 Monitor
- 4 Mouse
- 5 Mouse pad
- 6 Speakers
- 7 Hardware
- 8 Software

Tips for Glossary Review:

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in a lesson.

MORE COMPUTER TERMS (5 minutes)

“Let’s continue with Goal 1 – learning some basic computer terms.”

Refer to handout 3: Computer and Internet Terms

1. Go over these items from part II of the handout.
2. Ask students to point to the items on their computer screen, where feasible.

Part II: More Computer Terms

- 9 Desktop
- 10 Icon
- 11 Cursor
- 12 Brower
- 13 Clicking

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

RIGHT & LEFT CLICKING (15 minutes)

“Let’s go on to Goal 2 – practicing using the mouse. Let’s begin by clicking with the mouse.”

1. Make sure students’ screens are set to their desktops.

Using your computer projector, demonstrate how to left-click on the mouse to open the browser icon. Then, ask students to do this on their screens.

2. Show students how to close the browser window by left-clicking on the top right **X** on the screen. Then have them do it at their screens.

3. Next, show students how to right-click on the browser icon and pull down to “Open” on the right click menu. Explain that right-clicking on the mouse opens a list of options, depending on what is clicked on the screen.

4. Give students time to practice right-and left-clicking the mouse.

Teaching Tips:

- Proceed *slowly* through each step. Make sure students are keeping up and are accomplishing the tasks.
- Walk around to students’ computer screens and provide assistance where needed.

REINFORCEMENT ACTIVITY

Summarizing (3 minutes)

“Now let’s take a look at the Goals to see what we’ve covered so far.”

Refer to Handout 1: Lesson Goals

1. Demonstrate and summarize the following learning objectives from **Goals 1 and 2:**

- Understanding computer terms
- Using a mouse to left and right click
- Opening and closing a browser

2. Ask students if they have any questions

3. Ask students to check off Goals 1 and 2 on their handout.

Time Check:

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students sense of accomplishment.
- Keeps class on track.

CORE ACTIVITY

INTERNET TERMS (8 minutes)

“Let’s move on to **Goal 3** – learning some basic Internet terms.”

Refer to Handout 4: Computer and Internet Terms

1. Go over these terms from **Part III** of the handout.
2. You can demonstrate these terms using your computer projector.

Part III: Internet Terms

- | | |
|----|---------------------|
| 14 | the Internet |
| 15 | the World Wide Web |
| 16 | website |
| 17 | home page |
| 18 | link (or hyperlink) |
| 19 | back arrow |
| 20 | web address or URL |
| 21 | address box |

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

PRACTICE ACTIVITY

HOW TO GET TO A WEBSITE (10 minutes)

“Let’s move on to Goal 4 – learning how to get to a website.”

Demo:

1. Point out the address box on the web browser. Tell students that typing in the website address into the address box and hitting the Enter key on the keyboard is one way to get to a website.
2. Show students how to get to a website by typing in the address for _____ (ex. the National Institute on Aging (NIA) website (www.nia.nih.gov)) and hitting the Enter key.
3. Ask students to type in the web address on their computers and then hit Enter. Circulate to make sure that everyone is able to type in the address and get to the website.

Teaching Tips:

- Proceed *slowly* through each step. Make sure students are keeping up and are accomplishing the tasks.
- Walk around to students’ computer screens and provide assistance where needed.

EXPLORING A WEBSITE (15 minutes)

“Let’s explore the _____ website.”

1. Point out features of the _____ home page for students as they navigate with you:
 - Website name and purpose
 - Links to various types of information
 - Menus and other navigational features
 - Back arrow, other buttons
2. Tell students that on most web pages there is lots of information below the screen. Show them how to move the home page up and down by using the Page Up and Page Down keys (You can also demonstrate the scroll bar function.)
3. Choose a link and do a “shallow” search. Scroll down the page you come to, and return to the homepage.
4. Repeat the exercise while students navigate with you. Ask them to use the Page Up and Page Down keys to scan the page they find in the “shallow” search before returning to the home page. When everyone is adept at this technique, ask them how easy or how difficult it was for them to move back and forth on the site.

Doing a Shallow Search

- Click on a link just once.
- View the page, and then click on the back button to return to the original page.

REINFORCEMENT ACTIVITY

SUMMARIZING (5 minutes)

“Now let’s take a look at the **Goals** again to see what we’ve accomplished so far.”

Refer to Handout 1: Lesson Goals.

1. Demonstrate and summarize the following learning objectives from **Goals 3, 4, and 5:**

- Learning basic Internet terms
- Getting to a website by typing in the address and hitting Enter.
- Exploring a website by
 1. clicking on links
 2. clicking on the back button
 3. using the Page Up and Page Down keys

2. Ask students to check off **Goals 3, 4, and 5** of their handout.

3. Ask if they have any questions.

Optional Break Point: 1.25 time elapsed; 55 minutes left

CORE ACTIVITY

MORE INTERNET TERMS (5 minutes)

“Let’s learn a few more Internet terms.”

Refer to Handout 5: Computer and Internet Terms

1. Go over terms from Part IV of the handout.
2. You may want to demonstrate these terms using your computer projector. Be sure to show students how to scroll and give them time to practice.

Part IV: More Internet Terms

- 22 Button
- 23 Search box
- 24 Site map
- 25 Scroll
- 26 Scroll bar

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

PRACTICE ACTIVITY

USING A SEARCH BOX (20 minutes)

“Let’s look at **Goal 6** – learning to use the Search Box. We will practice entering terms into the Search Box of _____ website.”

1. Create a script that asks a question (and where the answer can be found) that will guide and help students create keywords to use to type into the search box.
2. Read the scripted section, and make a list on a flip chart or board of the suggestions students have. Select one to try as a demonstration. Type this term into your search box and ask your students to do the same.
3. Ask students to left-click on the first article in the list that comes up on the search results page, and read the short article silently. They can practice scrolling. Or use the Page Up and Page Down buttons. Ask if they found responses to the question, based on the information in the article.

Demo

4. Show students how to use the forward arrow or backwards arrow and that the forward arrow (or the back arrow) is shaded grey, meaning that it isn’t “live”. From the search results page, ask them to click on the back arrow to return the website’s homepage.

REINFORCEMENT ACTIVITY

SUMMARIZING (5 minutes)

“Now let’s take a look at the **Goals** to see what we’ve learned so far.”

Refer to Handout 1: Lesson Goals

1. Demonstrate and summarize the following learning objectives from Goal 6:

- Using the search box by;
 1. Typing in a term(s)
 2. Clicking on “Search”
 3. Clicking on an article from the search results list.

2. Ask students if they have any questions.

3. Have students check off Goal 6 on their handout.

Time Check:

PRACTICE ACTIVITY

EXPLORING A SITE MAP (10 minutes)

“Let’s take a look at Goal 7 – Learning to use a Site Map or site index. Most websites have a Site Map, which is a list of everything on the website. It’s a way of finding out what’s on a website.”

1. Demonstrate while students navigate with you. Show students how to locate the site map on the webpage of your choice. Demonstrate how to left-click on the site map link to go to the site map.
2. Allow students a few minutes to scroll down the site map to see what’s available. If time permits, encourage students to click on at least one link and do a “shallow” search to see what the site map provides access to. Doing a “shallow” search also gives students practice in clicking and using the back button.
3. Hold a short discussion with students, asking them to compare the usefulness of the site map to the search box on the website’s homepage. What are the advantages and disadvantages of each? Make a list on the board or flip chart as points are raised. Let students know that there is opportunity for additional workshops and that they will learn even more ways to find and use information.

Doing a Shallow Search

- Click on a link just once.
- View the page, and then click on the back button to return to the original page.

REINFORCEMENT ACTIVITY

SUMMARIZING (5 minutes)

“Now let’s take a look at the **Goals** to see what we have accomplished so far.”

Refer to Handout 1: Lesson Goals

1. Demonstrate and summarize the following learning objective from **Goal 7**:
 - Using the site map.
2. Ask students if they have any questions.
3. Have students check off **Goal 7** on their handout.
4. Read through the seven goals accomplished in the class and answer any remaining questions students may have.

CHECK FOR UNDERSTANDING (5 minutes)

“Let’s review the major terms you learned today.”

1. From your computer station, point to these items and ask students to name them. If necessary, refer them back to the definition on their handout.

- **desktop**
- **icon**
- **browser**
- **cursor**
- **URL/web address**
- **link**
- **scroll bar**
- **back arrow (button)**
- **search box**
- **site map**

2. Ask students if they have any questions. Clear up any questions or concerns they may have.

WRAPPING UP (8 minutes)

“In this lesson we have accomplished a number of goals. You have learned

- 1 Some basic computer terms
- 2 Some basic Internet terms
- 3 How to use the mouse
- 4 How to get to a website
- 5 How to explore a website
- 6 How to use a search box
- 7 How to use a site map

Here is your take home assignment, which will give you more practice with the skills you’ve learned today.”

Pass out Handout 6: Take Home Assignment

1. Read through each of the steps on the take-home assignment to familiarize students with the activity.
2. If there is time, you may want to do this exercise in class. (Should take about 30 minutes) Or, you can take students through the first few steps and then ask them to do the rest of the exercise on their own at home.
3. Ask them to write down any question or problems and email for help.

END OF LESSON

HANDOUT 1: LESSON GOALS

During this lesson, you will:

____ (1) Learn basic computer terms.

____ (2) Practice using the mouse.

____ (3) Learn basic Internet terms.

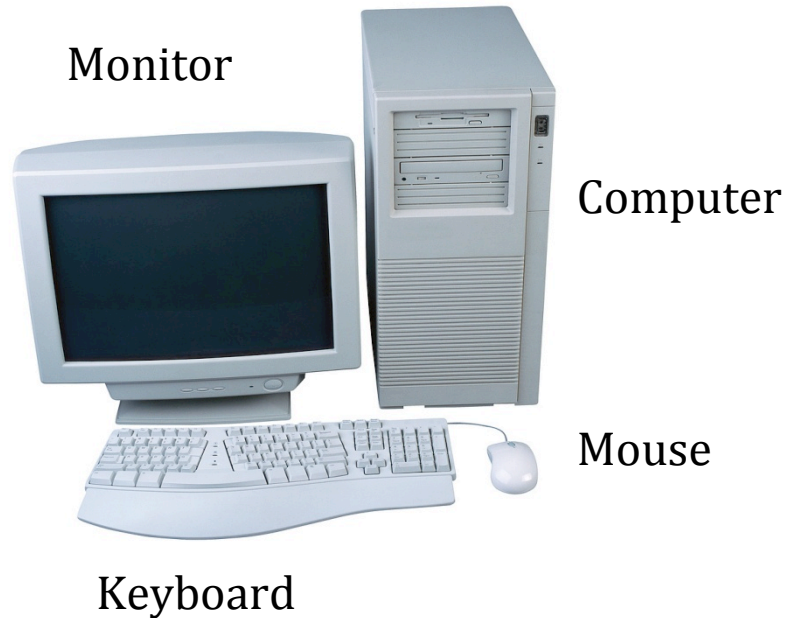
____ (4) Learn how to get to a website.

____ (5) Learn how to explore a website.

____ (6) Learn how to use a search box.

____ (7) Learn how to use a site map.

HANDOUT 2: COMPUTER and INTERNET TERMS



(1) Computer or CPU (central processing unit)

The main part, or “brains” of a computer. The CPU interprets and carries out program instructions.

(2) Keyboard

The keys that operate the computer, very much like a typewriter, with extra keys for special functions.

(3) Monitor

The part of a computer system that contains the computer screen, where information is displayed.

HANDOUT 2: Computer & Internet Terms

(4) **Mouse**

A small hand-held device that controls the position of the cursor on the computer screen. Movements of the mouse correspond to movements of the cursor.

(5) **Mouse Pad**

The pad on which you move the mouse.

(6) **Speakers**

Devices that allow you to hear sound from the computer.

(7) **Hardware**

The physical parts of a computer system.

(8) **Software**

The instructions that tell the computer and computer networks what to do. Software is installed inside the computer.

HANDOUT 3: Computer & Internet Terms

(9) Desktop

The information that appears on the computer soon after the computer is turned on. The desktop contains a number of icons, or images, that you can click on to start programs.




(10) Icon


A small picture or image representing a command (such as print), a file, or a program. When you click on an icon, you start a command, open a file, or launch a program.


(11) Cursor

A small image on the screen indicating where you are pointing; the mouse controls the movements of the cursor. The cursor can appear in different forms, including:

 An arrow, which indicates where you are positioned on the screen.

 An I-beam, often blinking, which marks a place on the screen where you can enter or select text.

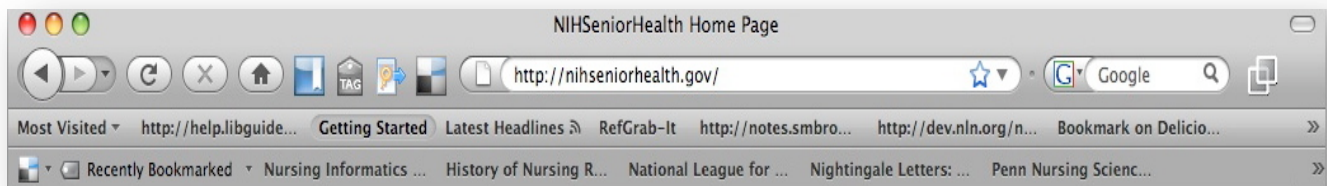
 A pointing hand, which indicates that you are hovering over a link.

 An hourglass, which indicates that the computer is doing a task. You must wait until it disappears before you can proceed.

HANDOUT 3: Computer & Internet Terms

(12) **Browser**

Software, such as Microsoft Internet Explorer, used to find information on the Web. The most visible part of a browser sits at the top of the computer screen, above the webpage.



(13) **Clicking**

Pressing and releasing a button on a mouse to select or activate the area on the screen where the cursor is pointing. Usually, you click on the left side of the mouse (called a left click). For more advanced functions, you click on the right side of the mouse (called a right click).



HANDOUT 4: Computer & Internet Terms

(14) The Internet

A vast, international collection of computer networks that transfers information. A combination of the words international and network. Websites and e-mail are part of the Internet.

(15) The World Wide Web

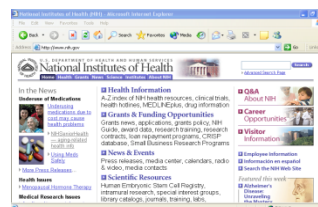
Also known as the Web, it is a system that lets you access information on the Internet. People often use the term *Web* to refer to the *Internet*, but they are not exactly the same thing. The World Wide Web operates *over* the Internet, and it is the most widely used part of the Internet.

(16) Website

A location on the World Wide Web (and Internet) that contains information about a specific topic. A website usually contains multiple pages with different types of information about the topic.

(17) Home Page

The first thing you see when you come to a website, or the opening page of a website. It provides information about the site and directs you to other pages on the site.

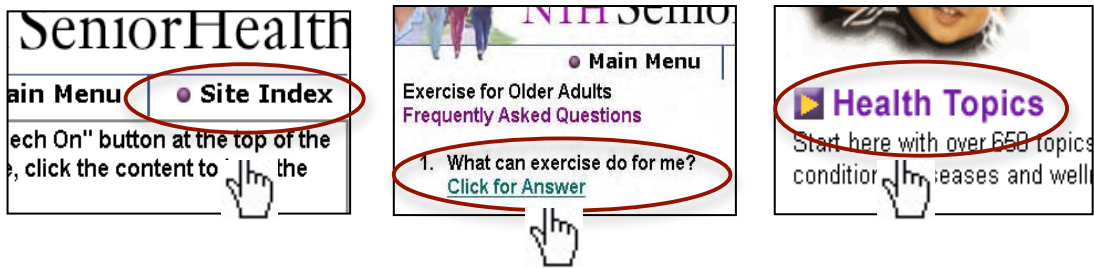


HANDOUT 4: Computer & Internet Terms

(18) Link (or hyperlink)

A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

One sure way to tell if something is a link or not: Whenever your cursor turns into a pointing hand, the image or word you are pointing to is a link.



(19) Back Arrow

This arrow, often green, is found at the top of most browsers. When you click on the back arrow, it takes you back –in order– through all of the web pages you’ve seen. (Sometimes called the back button.)



HANDOUT 4: Computer & Internet Terms

(20) Web Addresss or URL

The address for a website. (URL stands for Uniform Resource Locator.)

U.S.-based web addresses usually start with the letters www (for World Wide Web) and end with a dot followed by letters that indicate the type of website it is:

- .com** = commercial enterprise or business
- .org** = non-profit organization
- .edu** = educational institution
- .gov** = government agency
- .mil** = military agency
- .net** = another ending for a commercial website

On the Internet, you get to a website by typing in the web address (or URL) into the address box of the browser. For example, to get to the website of the National Institute on Aging (NIA), a Federal agency, you would type `www.nia.nih.gov` in the address box.

(21) Addresss Box

A narrow, rectangular box in the browser window where you can type in a web address. Typing in the web address in the address box and hitting Enter on the keyboard will take you to a website.



HANDOUT 5: Computer & Internet Terms

(22) Button

A small box that looks like it's being depressed when you select it. Buttons can turn on (and turn off) many types of functions on the Internet.



(23) Search Box

A small rectangular blank space on a web page where you can type in a word or phrase to look for information. Clicking on the button next to the search box (or hitting the Enter key on the keyboard) will take you to a page where that information is located.



(24) Site Map

A list of the contents on a website, similar to an index in a book. A link to the site map is usually found at the top or bottom of the home page.



HANDOUT 5: Computer & Internet Terms

(25) Scroll

To move text or other information on a computer screen up, down, or sideways, with new information appearing as the old disappears.

(26) Scroll Bar

A narrow, rectangular bar on the right edge and the bottom edge of the page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.



Scroll Bar



Scroll Bar

Take Home Assignment

Directions:

1. Read Bill's story, then follow the steps below to go to the National Institute on Aging website to get information about forgetfulness. Use the images to guide you.

"Bill just turned 80, and lately he has seemed forgetful. He keeps misplacing his keys and forgetting people's names. His brother and sister died a few months ago, and since then he has been sad and moody. His wife has been asking herself if Bill's forgetfulness means he may have Alzheimer's, or if this is something that will pass."

1. From the desktop, click on the icon for your browser. This will take you to your browser's home page on the Internet.
2. From your browser's home page, locate the address box near the top of the page.
3. Position your cursor over the address in the address box and click to highlight the address.
4. Once the address is highlighted, delete it by hitting the Delete key (or the Backspace key) on your keyboard.
5. Type in the website address for the National Institute on Aging into the address box. The address is www.nia.nih.gov

6. Hit the Enter button on your keyboard. The screen will change to the home page of the National Institute on Aging.
7. Find the search box on the right hand side of the home page. Click inside the box with your mouse to clear the box of the words "Enter Search." Type in the term forgetfulness to search for information about this topic.
8. Hit the Enter key on the keyboard. (Or click on the Search button next to the search box.)
9. You should see a list of search results on the screen. Click on the first one. (The list changes frequently, so the first one on your list may be different from the one you see here.)
10. Once you've clicked on the first item, read the page that appears. Use the Page Down key on your keyboard to move the screen down so you can see all the material on the page.
11. Write down one or two important pieces of information about forgetfulness that you think Bill's wife should know:
12. When you've finished reading the material, click on the Back arrow at the top of the screen to return to the NIA home page.
13. Click on the Back arrow again to return to your browser's home page.
14. Click on the red X in the upper right hand corner to close the browser window and return to the desktop.