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Overview: This course was offered for free in various forms a total of nine times at the Lutheran Health Family Support Center by Julian Lee in the first half of 2010. Its facilities included 10-12 desktop PC's running Windows XP in Shadow Mode, without administrative access but having installed East Asian languages (but not right-to-left), MS Office 2003, and unrestricted internet access (using Internet Explorer 7). The classroom had ample whiteboard space but no projector (i.e. to demonstrate computer tasks to the whole group, they had to gather around a single machine or be shown individually).

This course differs from its counterparts in Spanish and Chinese in that those courses do not officially cover e-mail (though in the June/July term we taught e-mail anyway, with a lot of help from assistants). In general, students will go from learning to click the mouse all the way to sending e-mail with attachments, with a lot in between. The syllabus version of the course is included, and it should be noted that earlier versions especially do not always reflect what was taught in class (i.e. a "Web 2.0" class has yet to be taught in any term of the basic course.). As a primary goal of the classes was recruiting new members for the VNSNY Community Connections TimeBank, each course allotted one hour for this purpose.

The lesson plans correspond with the most recent version of the course. Most sessions have a handout for the students and a "lesson plan" structured as a teacher's guide for how to conduct a class based on the student handout.

Differences in Each Version of the Course: The Feb. & March versions of the course were offered twice a week (preferable if enough students can commit). The Apr./May and June/July versions were offered only once a week. The June/July version only had 7 sessions, and neither it nor the Feb. version included a review session.

As mentioned, the Spanish and Chinese versions substitute internet and Microsoft Word topics for e-mail. The reasons are the difficulty of registering so many beginning users for e-mail so early in the course and instructor's limited language abilities and experience using e-mail in other languages. Otherwise, the first three sessions' content is virtually identical and should be considered a "core" curriculum for courses entitled "ESL for Personal Computer & Internet Basics".

Details of the students who actually attended for each term can be found in the Word file "Julian's classes stats summary text", based on the Excel file "Attendance in Julian's Classes", itself extracted from the actual sign-in sheets from the classes, excerpted in the Appendix and also available for each class in the PDF file "NYC Class Sign-in Sheets".

Curriculum Design Issues & Challenges: In general, this curriculum is designed to teach students who are English language learners and have varying levels of computer proficiency, for 1-2 months. As none of the over 100 students who took this course were native English speakers, and each group ranged from absolute beginners (who have never touched a computer) to intermediates (those who already have and use e-mail), the approach taken was to give a few foundational classes, offer opportunities for extra practice, but to move quickly from topic to topic. Attrition rates also tend to increase over time, so a longer term was not feasible.

Recruitment and attendance are consistent challenges for any volunteer teacher leading a free class. Of the 100+ students who attended a single session, only a few attended every session in their term. Thankfully, however, a core group of 5-10 was able to attend the majority of classes. Without such a core group, a class cannot build from session to session. Even with a core group, there will still be "stragglers" who show up at random to join the class; it is left to the discretion of the teacher whether to allow them, but generally by midway through the term it's too late to bring absolute beginners up to speed with the rest of the class.

It is very important that students taking this class in English have at least a low-intermediate level of English (~1 year of language classes or equivalent). This was an ideal and not always realized goal of the course, which does incorporate elements of ESL classes such as a heavy reliance on questions and answers between the facilitator and the students. Although some students without intermediate English skills did attend the classes offered in English, with the help of assistants' and the facilitator's language skills, they probably did not learn nearly as well as those who were proficient in English. There is obviously little point in teaching technical computer terms in English to students who are unable to express themselves in English, yet no computer class can leave out such content completely.

General Teaching Tips for Using This Curriculum: This is not a fool-proof, step-by-step system. If the group of students you are teaching can handle something more comprehensive and methodical, such as the Cyber Seniors manual, by all means use that instead! Teaching circumstances will never be ideal, and this curriculum reflects the resources and limitations which one teacher met for one half of one year.

For more complicated lessons or class activities, an assistant or two would be indispensable. Assistants can help write on the board, make sure all the students follow each step of the directions, help the stragglers (who grow in number as classes proceed), ensure that administrative issues are addressed/allowing the facilitator to focus on actual teaching, and generally preserve order and the facilitator's sanity. 2-3 assistants in each class is ideal, but one skilled, patient, and proactive one suffices.

Use the syllabi as a guide, but make your own, at very least to make sure your dates and times are realistic for you and the students. The first time teaching, it's not a bad idea to withhold the syllabus until the second session, after you know your students, or to forego a full plan altogether (if it's too much work, isn't realistic, or you prefer to be unstructured/less formal). Until one has taught a few times, what is planned for a particular session is unlikely to be realized. Flexibility and patience are always required, no matter how many times a course has been taught.

When teaching a technical topic to English Language Learners with differing skills, a teacher needs to change the presentation style from one of lecturing to a more interactive, communicative method. This means much more than asking, "Any questions?" after a 10-minute lecture on how to surf the web. Rather than launching into instructions, solicit student responses to questions like, "What is a double-click?", "How can we connect to the internet?", "What kind of program is Microsoft Word?". This is a technique for keeping students with more computer or English skills engaged, showing that you value what students already know, and offering a chance to practice using the terms you are introducing in class (and your chance to correct spoken errors before they become concrete mistakes). A tip for beginning teachers especially: never say more than 2-3 sentences without asking a question. It takes some getting used to, but rest assured that the more you speak, the more students you lose (first in comprehension, next in attendance).

If using Q&A as a fundamental part of class, as suggested, try to ask questions which solicit the use of new vocabulary, rather than simple "Yes or No" questions. I.e. Instead of repeating, "Now we're on the desktop," ask a question. Instead of asking, "Are we on the desktop?", ask "Where are we?". Instead of telling students over and over again to double click on an icon to open it, ask a question. Instead of asking, "Can you open an icon by double-clicking on it?" Ask, "How can we open an icon?" If asking a question which can be answered with one or a few words, insist that students extend their sentences so that new vocabulary words are included. For example, students will usually answer, "How many icons do you have on your desktop?" with just the number. Insist that they use a complete sentence to answer, "I have ten icons on my desktop."

New vocabulary is always one of the hardest but most important parts of learning new skills and languages. Computer terms are often particularly unwieldy. It is left to the facilitators discretion whether to use all the correct terms and how much detail to give. Words like "little pictures" can substitute for "icons", "bottom of the screen" can substitute for "taskbar", etc., but eventually students are going to run into more complicated tasks with instructions requiring detail and precision. Every time you say a specialized term, take a moment to introduce it formally, including a definition and "repeat after me" pronunciation practice...it's rote and boring, but English language learners especially seem to appreciate it.

Ultimately, your class is your own, and the more you teach the more it will be your own creation, resembling this and other prefab curricula less and less. There is no "right" way to teach even a basic computer class...certain methods will always work better for different combinations of facilities, students, and facilitators. Now get teachin'!

Syllabus: ESL for Personal Computer and Internet Basics (FEBRUARY) Winter-Spring 2010 (A Partnership Class with Lutheran Family Health and VNSNY Community Connections TimeBank)

FACILITATORS - Julian Lee (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Guadalupe Delgado, Bushra Alomory (& You?)

LOCATION DETAILS – Computer Lab at Family Support Center (2nd floor) (6th Ave. & 60th St.). Sunset Park, Brooklyn, NY.

MEETING TIMES – Mondays 11:30AM-1:30PM, Thursdays Noon-1:30PM. Registered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

TERM DETAILS – Start Date: **Feb. 4th** (Thurs.). End Date: **Mar. 1** (Mon.). Total number of sessions: **7** (14 hours total).

REGISTRATION & RESERVATION– See a facilitator for a registration form by the last week of the month before the term. Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. If you have not registered, you may not attend! Registered students will be contacted the week before class starts to sign up and reserve a space. A student who has signed up but misses two sessions in a row may lose his/her reservation.

PRIMARY OBJECTIVES – Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and online profiles which students may use outside of class.

CLASSROOM EXPECTATIONS – Respect each other and stay focused on classroom activities. If your English or computer skills are stronger than your neighbor(s), offer to help, but let them do their own work. Don't break the computers. Speak and answer questions with complete sentences to practice your English as much as possible. Keep L1 (non-English first language) use to a minimum. Ask questions if you don't understand something. Learn and have fun!

FULL TERM CONTENT DETAILS – Session 1 (Feb. 4th): Computer ESL and the Windows XP desktop. MAIN OBJECTIVE – familiarize students w/ computer vocabulary and functions. MATERIALS – Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES – Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (Feb. 8th): Windows Basics. MAIN OBJECTIVE – familiarize students w/ computer vocabulary and functions. MATERIALS: None. SKILLS TAUGHT – opening/resizing/closing files and windows; starting/exiting applications; making new folders; moving, copying, renaming files; recycling files; shutdown VS. restart; changing desktop photo and screensaver; changing the input language; save VS. save as; switching between open applications; keyboard shortcuts; coping with frozen screens. ACTIVITIES – access and monitor program manager. Computer vocabulary game.

Session 3 (Feb. 11th): Internet Explorer and Search Engines. MAIN OBJECTIVES – increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .gov MATERIALS – None. SKILLS TAUGHT – access URL's; change home page; add pages to and manage favorites; add/hide toolbars; increase/decrease font size; use back/forward buttons; new tabs VS. new windows, switch between open tabs; use most popular search engines' advanced searches; meta-searches; ACTIVITIES – visit sites of popular newspapers and magazines; visit web dictionary sites and add them to favorites.

(Feb. 15th Presidents Day, NO CLASS!) Session 4 (Feb. 18th): E-mail and Photos. MAIN OBJECTIVE - MATERIALS – SKILLS TAUGHT – ACTIVITIES – (To Be Decided/Announced)

Session 5 (Feb. 22nd): Microsoft Office. MAIN OBJECTIVE - MATERIALS – SKILLS TAUGHT – ACTIVITIES – (TBA)

Session 6 (Feb. 25th): Web 2.0 (Craigslist, Facebook, Wikipedia, Youtube, etc.) MAIN OBJECTIVE - MATERIALS – SKILLS TAUGHT – ACTIVITIES – (To Be Decided/Announced)

Session 7 (Mar. 1st): Résumé Writing, Business and Cover Letters, Online Job Applications. MAIN OBJECTIVE - MATERIALS – SKILLS TAUGHT – ACTIVITIES – (To Be Decided/Announced)

Syllabus: ESL for Personal Computer and Internet Basics (MARCH) Winter-Spring 2010

(A Partnership Class with Lutheran Family Health and VNSNY Community Connections TimeBank)

FACILITATORS - Julian Lee (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Guadalupe Delgado, Bushra Alomory (, & You?)

LOCATION DETAILS – Computer Lab at Family Support Center (2nd floor) (6th Ave. & 60th St.). Sunset Park, Brooklyn, NY.

MEETING TIMES – Tuesdays and Wednesdays, 1:15-3:15PM. Registered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

TERM DETAILS – Start Date: **Mar. 9th** (Tues.). End Date: **Mar. 31st** (Wed.). Total number of sessions: **8** (16 hours total).

REGISTRATION & RESERVATION– See a facilitator for a registration form by the last week of the month before the term. Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. If you have not registered, you may not attend! Registered students will be contacted the week before class starts to sign up and reserve a space. A student who has signed up but misses two sessions in a row may lose his/her reservation. Students who miss the first two classes should wait until a new term begins to attend, unless they already have basic skills.

PRIMARY OBJECTIVES – Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and e-mail accounts which students may use outside of and beyond class.

CLASSROOM EXPECTATIONS – Respect each other and stay focused on classroom activities. Students who cannot type or use the mouse should see a facilitator and practice on Typing Tutor in the lab before classes begin. If your English or computer skills are stronger than your neighbors', offer to help, but let them do their own work. Don't break the computers. Speak and answer questions with complete sentences to practice your English as much as possible. Keep L1 (non-English first language) use to a minimum. Although the facilitators speak other languages, students will learn much better if they have at least a low-intermediate level of English (~1 yr. of English learning). Ask questions if you don't understand something. Practice new skills between classes. Learn and have fun!

FULL TERM CONTENT DETAILS – Session 1 (Mar. 9th): **Administrative Introduction, Computer ESL and the Windows XP Desktop**. MAIN OBJECTIVE – familiarize students w/ computer vocabulary and functions. MATERIALS – Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES – Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (Mar. 10th): **Windows Basics**. MAIN OBJECTIVE – familiarize students w/ computer vocabulary and functions. MATERIALS- None. SKILLS TAUGHT – opening/resizing/closing files and windows. ACTIVITIES – create Typing Tutor account for all students

Session 3 (Mar. 16th): **Internet Explorer and Search Engines**. MAIN OBJECTIVES – increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .edu, .gov MATERIALS – None. SKILLS TAUGHT – access URL's; add pages to and manage favorites; use back/forward buttons; new tabs VS. new windows, switch between open tabs; ACTIVITIES – search for and visit sites of popular newspapers and magazines; visit/use web dictionary sites and add them to favorites.

Session 4 (Mar. 17th): **E-mail**. MAIN OBJECTIVE – students register for and use webmail accounts MATERIALS – None. SKILLS TAUGHT – learn to compose/send/receive e-mail, compose and save in Word, create new folders. ACTIVITIES – (To Be Decided)

Session 5 (Mar. 23rd): **E-mail and Attachments/Photos**. MAIN OBJECTIVE – students use e-mail accounts more efficiently MATERIALS – images copied from internet SKILLS TAUGHT – retrieving saved files, attaching files to e-mails. ACTIVITIES – Students send a photo and a link to classmates.

Session 6 (Mar. 24nd): **Microsoft Word**. MAIN OBJECTIVE - students learn & use basic word processing. MATERIALS – e-mailed document from facilitator SKILLS TAUGHT – formatting text, changing margins and page orientation. ACTIVITIES – (To Be Decided)

Session 7 (Mar. 30th): **Web 2.0 (Craigslist, Facebook, Wikipedia, Youtube, etc.)**. MAIN OBJECTIVE – students find useful & entertaining websites MATERIALS – None. SKILLS TAUGHT – searching within websites. ACTIVITIES – (To Be Decided)

Session 8 (Mar. 31st): **English Computer Vocabulary & Review Game**. MAIN OBJECTIVE – Ensure students retain skills and vocabulary, encourage students to continue studies with a TimeBank tutor. MATERIALS – students will have their photos taken and receive them via e-mail. SKILLS TAUGHT – Review of skills and vocabulary taught in sessions 1-7. ACTIVITIES – Computer vocabulary & review game. Community Connections TimeBank Orientation.

Syllabus: ESL for Personal Computer and Internet Basics (APRIL-MAY) Winter-Spring 2010

(A Partnership Class with Lutheran Family Health and VNSNY Community Connections TimeBank: students are strongly encouraged to join the TimeBank.)

FACILITATORS - Julian Lee (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Guadalupe Delgado, Bushra Alomory (, & You?)

LOCATION DETAILS – Computer Lab at Family Support Center (2nd floor) 6025 6th Ave. (& 61st St.). Sunset Park, Brooklyn, NY.

MEETING TIMES – Tuesdays from 5-7 PM **OR** Wednesdays, 3-5 PM. Students are encouraged to attend every session with the Tues. or Wed. group, but if there is room they may attend both for extra practice. Any registered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

TERM DETAILS – Start Dates: **Apr. 13 OR 14th**. End Dates: **To Be Announced** . Total number of sessions: **8** (16 hours total, 2 hrs. weekly for 2 months).

REGISTRATION & RESERVATION– See a facilitator to fill out a registration form by the last week of the month before the term. Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. If you have not registered, you may not attend! Students who miss the first two classes should wait until a new term begins to attend, unless they already have basic skills and familiarity with Windows.

PRIMARY OBJECTIVES – Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and e-mail accounts which students may use outside of and beyond class. Offer opportunities for continued study with a TimeBank tutor.

CLASSROOM EXPECTATIONS – Respect each other and stay focused on classroom activities. Students who cannot type or use the mouse should see a facilitator and practice on Typing Tutor in the lab before classes begin. If your English or computer skills are stronger than your neighbors', offer to help, but let them do their own work. Don't break the computers. Speak and answer questions with complete sentences to practice your English as much as possible. Keep L1 (non-English first language) use to a minimum. Although the facilitators speak other languages, students will learn much better if they have at least a low-intermediate level of English (~1 yr. of English learning). Ask questions if you don't understand something. Practice new skills between classes. Learn and have fun!

FULL TERM CONTENT DETAILS – Session 1 (Apr. 13th/14th): **Administrative Introduction, Computer ESL and the Windows XP Desktop**. MAIN OBJECTIVE – familiarize students w/ computer vocabulary and functions. MATERIALS – Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES – Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (Apr. 20th/21st): **Windows Basics**. MAIN OBJECTIVE – familiarize students w/ computer vocabulary, functions, and types of icons. MATERIALS- None. SKILLS TAUGHT – opening/resizing/closing/moving files and windows. Creating new folders ACTIVITIES – create Typing Tutor account for all students and begin typing practice on "home row"

Session 3 (Apr. 27th/28th): **Internet Explorer and Search Engines**. MAIN OBJECTIVES – increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .edu, .gov MATERIALS – None. SKILLS TAUGHT – access URL's and follow links; add pages to Favorites; use back/forward buttons; new tabs VS. new windows, switch between open tabs; typing in text boxes. ACTIVITIES – search for and visit sites of popular newspapers and magazines; visit/use web dictionary sites and add them to favorites.

Session 4 (May 4th/5th): **E-mail**. MAIN OBJECTIVE – students register for and use webmail accounts MATERIALS – None. SKILLS TAUGHT– learn to access, send (basic), read, and log out of e-mail. ACTIVITIES – (Pending typing speed, facilitators may need to register for the students' e-mail accounts) TimeBank Orientation?

Session 5 (May 11th/12th): **Downloading E-mail Attachments & Replying**. MAIN OBJECTIVE – students use e-mail accounts more efficiently MATERIALS – files sent from facilitator. SKILLS TAUGHT – downloading attachments, retrieving saved files, replying to and forwarding e-mail messages. ACTIVITIES – Students download & navigate image & PDF files.

Session 6 (May 18th/19th): **Microsoft Word, Composing & Sending E-mail**. MAIN OBJECTIVE - students learn & use basic word processing to compose and save E-mails. MATERIALS – None. SKILLS TAUGHT – letter writing ACTIVITIES – (To Be Decided)

Session 7 (May 25th/26th): **Copying & Pasting into Word, E-mail Attachments**. MAIN OBJECTIVE – students learn to share what they find online MATERIALS – Students will make a Word file about their favorite movie. SKILLS TAUGHT – Copying & pasting, attaching files to e-mails, searching within websites. ACTIVITIES – visiting movie websites, watching videos

Session 8 (TBA, PENDING ENGLISH STUDENT GRADUATION...Jun. 1st/2nd): **English Computer Vocabulary & Review Game**. MAIN OBJECTIVE – Ensure students retain skills and vocabulary, encourage students to continue studies with a TimeBank tutor. MATERIALS – students will have their photos taken and receive them via e-mail. SKILLS TAUGHT – Review of skills and vocabulary taught in sessions 1-7. ACTIVITIES – Typing speed test. Computer vocabulary & review game. Community Connections TimeBank Orientation.

Syllabus: ESL for Personal Computer and Internet Basics (JUNE-JULY) Winter-Spring 2010

(A Partnership Class with Lutheran Family Health and VNSNY Community Connections TimeBank: students are strongly encouraged to join the TimeBank.)

FACILITATORS – Julian Lee (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Guadalupe Delgado, Bushra Alomory, Debra Clarke, Perry Goy, Abel Fong (, & You?)

LOCATION DETAILS – Computer Lab at Family Support Center (2nd floor) 6025 6th Ave. (& 61st St.). Sunset Park, Brooklyn, NY.

MEETING TIMES – **Tuesdays, 5-7PM.** Registered students have first priority. Unregistered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

TERM DETAILS – Start Date: **June 8th**. End Date: **July 20th**. Total number of sessions: **Z** (14 hours total, 2 hrs. weekly for 2 months).

REGISTRATION & RESERVATION– See a facilitator to fill out a registration form by the last week of the month before the term. Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. If you already have and can use e-mail, this class may be too easy for you. Students who miss the first two classes should wait until a new term begins to attend, unless they already have basic skills and familiarity with Windows.

PRIMARY OBJECTIVES – Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and e-mail accounts which students may use outside of and beyond class. Offer opportunities for continued study with a TimeBank tutor.

CLASSROOM EXPECTATIONS – Respect each other and stay focused on classroom activities. Students who cannot type or use the mouse should see a facilitator and practice on Typing Tutor in the lab before classes begin. If your English or computer skills are stronger than your neighbors', offer to help, but let them do their own work. Don't break the computers. Speak and answer questions with complete sentences to practice your English as much as possible. Keep L1 (non-English first language) use to a minimum. Although the facilitators speak other languages, students will learn much better if they have at least a low-intermediate level of English (~1 yr. of English learning). Ask questions if you don't understand something. Practice new skills between classes. Learn and have fun!

FULL TERM CONTENT DETAILS – Session 1 (June 8): **Administrative Introduction, Computer ESL and the Windows XP Desktop.** MAIN OBJECTIVE – familiarize students w/ computer vocabulary and functions. MATERIALS – Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES – Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (June 15): **Windows Basics.** MAIN OBJECTIVE – familiarize students w/ computer vocabulary, functions, and types of icons. MATERIALS- None. SKILLS TAUGHT – opening/resizing/closing/moving files and windows. Creating new folders ACTIVITIES – create Typing Tutor account for all students and begin typing practice on "home row"

Session 3 (June 22): **Internet Explorer and Search Engines.** MAIN OBJECTIVES – increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .edu, .gov MATERIALS – None. SKILLS TAUGHT – access URL's and follow links; add pages to Favorites; use back/forward buttons; new tabs VS. new windows, switch between open tabs; typing in text boxes. ACTIVITIES – search for and visit sites of popular newspapers and magazines; visit/use web dictionary sites and add them to favorites.

Session 4 (June 29): **E-mail.** MAIN OBJECTIVE – students register for and use webmail accounts MATERIALS – None. SKILLS TAUGHT– learn to access, send (basic), read, and log out of e-mail. ACTIVITIES – (Pending typing speed, facilitators may need to register for the students' e-mail accounts) TimeBank Orientation?

Session 5 (July 6): **Downloading E-mail Attachments & Replying.** MAIN OBJECTIVE – students use e-mail accounts more efficiently MATERIALS – files sent from facilitator. SKILLS TAUGHT – downloading attachments, retrieving saved files, replying to and forwarding e-mail messages. ACTIVITIES – Students download & navigate image & PDF files.

Session 6 (July 13): **Microsoft Word, Composing & Sending E-mail.** MAIN OBJECTIVE - students learn & use basic word processing to compose and save E-mails. MATERIALS – None. SKILLS TAUGHT – letter writing ACTIVITIES – (To Be Decided)

Session 7 (July 20): **Copying & Pasting into Word, E-mail Attachments.** MAIN OBJECTIVE – students learn to share what they find online, encourage students to continue studies with a TimeBank tutor. MATERIALS – Students will make a Word file about their favorite movie. SKILLS TAUGHT – Copying & pasting, attaching files to e-mails, searching within websites. ACTIVITIES – visiting movie websites, watching videos. Typing speed test.

All students are strongly encouraged, in addition to regular classes, to attend the **"open help" sessions** at the FSC to get extra practice on what is learned in class and to improve their typing skills. If you want more individual attention or have something specific you want to do on a computer, the **"open help" sessions** are the right time and place for you! In June & July, **"open help"** is offered on Tuesdays from 11am-1pm, 2-2:45pm and on Thursdays from noon to 1:15pm. Remember to practice, practice, practice!

教学大纲: 电脑与因特网基础 (APRIL-MAY 华人班) Winter-Spring 2010

(A Partnership Class with Lutheran Family Health and VNSNY Community Connections TimeBank: students are strongly encouraged to join the TimeBank.)

老师 - Julian Lee 李立安 (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Guadalupe Delgado, Bushra Alomory (, & You?)

地方 - Computer Lab at Family Support Center (2nd floor) 6025 6th Ave. (& 61st St.). Sunset Park, Brooklyn, NY.

时间 - Wednesdays, 9:30-11:30 AM. Any registered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

学期 - Start Date: **Apr. 14th**. End Date: **Jun. 2nd**. Total number of sessions: **8** (16 hours total, 2 hrs. weekly for 2 months).

报名 - Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. To register, call George Wong at BCA (718) 438-0008. Students who miss the first two classes should wait until a new term begins to attend, unless they already have basic skills and familiarity with Windows. If there is interest another term will begin in June.

主要的目标 - Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and e-mail accounts which students may use outside of and beyond class. Offer opportunities for continued study with a TimeBank tutor. Students who want Chinese (or English) e-mail accounts and/or to practice using them will be assisted on a 1:1 basis.

课内对学生的期望 - Respect each other and stay focused on classroom activities. Students who cannot type or use the mouse should see a facilitator and practice on Typing Tutor in the lab before classes begin. If your English or computer skills are stronger than your neighbors', offer to help, but let them do their own work. Don't break the computers. Try to learn some English. Although the facilitators speak other languages, students will learn much better if they have at least a low-intermediate level of English (~1 yr. of English learning). Ask questions if you don't understand something. Practice new skills between classes. Learn and have fun!

全学期的内容 - Session 1 (Apr. 14th): 介绍, 电脑英语, Windows XP 桌面. MAIN OBJECTIVE - familiarize students w/ computer vocabulary and functions. MATERIALS - Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES - Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (Apr. 21st): Windows 基础, 打中国字. MAIN OBJECTIVE - familiarize students w/ computer vocabulary, functions, and types of icons. MATERIALS- None. SKILLS TAUGHT - opening/resizing/closing/moving files and windows. Creating new folders. Changing the input language. ACTIVITIES - create Typing Tutor account for all students and begin typing practice on "home row", intro to typing in Chinese

Session 3 (Apr. 28th): Internet Explorer and 搜索引擎. MAIN OBJECTIVES - increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .edu, .gov MATERIALS - None. SKILLS TAUGHT - access URL's and follow links; add pages to Favorites; use back/forward buttons; new tabs VS. new windows, switch between open tabs; typing in text boxes. ACTIVITIES - search for and visit sites of popular newspapers and magazines, attempt Chinese language searches

Session 4 (May 5th): . YouTube & 网上电影. MAIN OBJECTIVE - students find and play movies online MATERIALS - None. SKILLS TAUGHT - searching within websites, starting accounts ACTIVITIES - students search for and watch videos from/about their hometowns. TimeBank Orientation? E-mail registration & practice?

Session 5 (May 12th): 网上的语言工具, 从网上的东西复制/贴到 Word. MAIN OBJECTIVE - students learn to use web resources for language learning, students learn to save what they find online MATERIALS - None. SKILLS TAUGHT- look up words in web dictionaries, convert from simplified to traditional characters, Copying & pasting, searching within websites ACTIVITIES - visit/use web dictionary sites and add them to favorites

Session 6 (May 19th): Microsoft Word & 写信. MAIN OBJECTIVE - students learn & use basic word processing to write letters. MATERIALS - Students will write a letter to a friend or relative in Chinese. SKILLS TAUGHT - typing in Chinese (intensive), letter writing, navigating Word ACTIVITIES - (To Be Decided...possibly printing the letters)

Session 7 (May 26th): To Be Decided (5月19日会决定)

Session 8 (Jun. 2nd): 英语电脑词汇 2, 复习游戏. MAIN OBJECTIVE - Ensure students retain skills and vocabulary, encourage students to continue studies with a TimeBank tutor. MATERIALS - students will have their photos taken and receive them via e-mail. SKILLS TAUGHT - Review of skills and vocabulary taught in sessions 1-7. ACTIVITIES - Typing speed test. Computer vocabulary & review game. Community Connections TimeBank Orientation.

教学大纲: 电脑与因特网基础 (JUNE-JULY 华人班) Winter-Spring 2010

(A Partnership Class with Lutheran Family Health and VNSNY Community Connections TimeBank: students are strongly encouraged to join the TimeBank.)

老师 - Julian Lee 李立安 (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Lan Ying Wong, Ming Chiu, Paula Choi, Abel Fong, Yimei Chi

地方 - Computer Lab at Family Support Center (2nd floor) 6025 6th Ave. (& 61st St.). Sunset Park, Brooklyn, NY.

时间 - Wednesdays (星期三下午), 3-5PM. Any registered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

学期 - Start Date: **June 9th**. End Date: **Jul. 21st**. Total number of sessions: **7** (14 hours total, 2 hrs. weekly for 2 months).

报名 - Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. Students who miss the first two classes should wait until a new term begins to attend, unless they already have basic skills and familiarity with Windows.

主要的目标 - Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and e-mail accounts which students may use outside of and beyond class. Offer opportunities for continued study with a TimeBank tutor. Students who want Chinese (or English) e-mail accounts and/or to practice using them will be assisted on a 1:1 basis. If you don't have an e-mail account by the end of June, come to the English basic class on June 29th from 5-7pm to register for one. Students are encouraged to get help with e-mail and other topics not covered in this class during the "open help" sessions, Tuesdays 11-1pm & 2-2:45pm and Thursdays noon-1:15pm.

课内对学生的期望 - Respect each other and stay focused on classroom activities. Students who cannot type or use the mouse should see a facilitator and practice on Typing Tutor in the lab before classes begin. If your English or computer skills are stronger than your neighbors', offer to help, but let them do their own work. Don't break the computers. Try to learn some English. Although the facilitators speak other languages, students will learn much better if they have at least a low-intermediate level of English (~1 yr. of English learning). Ask questions if you don't understand something. Practice new skills between classes. Learn and have fun!

全学期的内容 - Session 1 (June 9th): **介绍, 电脑英语, Windows XP 桌面**. MAIN OBJECTIVE - familiarize students w/ computer vocabulary and functions. MATERIALS - Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES - Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (June 16th): **Windows 基础, 打中国字**. MAIN OBJECTIVE - familiarize students w/ computer vocabulary, functions, and types of icons. MATERIALS - None. SKILLS TAUGHT - opening/resizing/closing/moving files and windows. Creating new folders. Changing the input language. ACTIVITIES - intro to typing in Chinese (pinyin)

Session 3 (June 23rd): **Internet Explorer and 搜索引擎**. MAIN OBJECTIVES - increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .edu, .gov MATERIALS - None. SKILLS TAUGHT - access URL's and follow links; add pages to Favorites; use back/forward buttons; new tabs VS. new windows, switch between open tabs; typing in text boxes. ACTIVITIES - search for and visit sites of popular newspapers and magazines, attempt Chinese language searches

Session 4 (July 2nd): **YouTube, 网上电影, Wikipedia**. MAIN OBJECTIVE - students find and play movies online MATERIALS - None. SKILLS TAUGHT - searching within websites ACTIVITIES - students search for and watch videos from/about their hometowns, find information about topics of interest (hometowns, provinces of PRC, etc.) on Wikipedia, also visit www.xuite.net, www.youku.com, www.xunlei.com, www.tudou.com

Session 5 (July 7th): **网上的语言工具, 从网上的东西复制/贴到 Word**. MAIN OBJECTIVE - students learn to use web resources for language learning, students learn to save what they find online MATERIALS - None. SKILLS TAUGHT - look up words in web dictionaries, convert from simplified to traditional characters, Copying & pasting, searching within websites ACTIVITIES - visit/use web dictionary sites and add them to favorites

Session 6 (July 14th): **Microsoft Word & 写信**. MAIN OBJECTIVE - students learn & use basic word processing to write letters. MATERIALS - Students will write a letter to a friend or relative in Chinese. SKILLS TAUGHT - typing in Chinese (intensive), letter writing, navigating Word ACTIVITIES - (To Be Decided...possibly printing the letters)

Session 7 (July 21st): **Visit the most popular websites in the USA, PRC, Hong Kong, and Taiwan 简介: 因特网最流行的网站** MAIN OBJECTIVE - Ensure students retain skills and vocabulary, encourage students to continue studies with a TimeBank tutor. ACTIVITIES - Typing speed test.

教学大纲: 电脑与因特网基础 (JUNE-JULY 华人班) Summer 2010

(A free class offered by VNSNY Community Connections TimeBank: students are strongly encouraged to join the TimeBank.)

老师 - Julian Lee 李立安 (julian.lee@vnsny.org) (917) 207-4855. Tina Chan, Man Ying Wong, Jillian Wu.

地方 - Attain Computer Lab at Henry St. Settlement, 301 Henry St. Lower East Side, NY, NY.

时间 - Fridays (星期五上午), 9:30-11:30AM. Any registered students without reservations may attend if there is space. Students with reservations must be on time, or their spaces will be given to other students!

学期 - Start Date: **June 11th**. End Date: **Jul. 23rd**. Total number of sessions: **7** (14 hours total, 2 hrs. weekly for 2 months).

报名 - Space is limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. Students who miss the first two classes should wait until a new term begins to attend, unless they already have basic skills and familiarity with Windows.

主要的目标 - Establish general comfort using computers. Increase students' proficiency in Windows, the internet, and other software. Increase students' English vocabulary and fluency talking about computers and the internet. Build skills, create documents and e-mail accounts which students may use outside of and beyond class. Offer opportunities for continued study with a TimeBank tutor. Students who want Chinese (or English) e-mail accounts and/or to practice using them will be assisted on a 1:1 basis.

课内对学生的期望 - Respect each other and stay focused on classroom activities. Obey the Attain Lab rules. If your English or computer skills are stronger than your neighbors', offer to help, but let them do their own work. Don't break the computers. Try to learn some English. Although the facilitators speak other languages, students will learn much better if they have at least a low-intermediate level of English (~1 yr. of English learning). Ask questions if you don't understand something. Practice new skills between classes. Learn and have fun!

全学期的内容 - Session 1 (June 11th): **介绍, 电脑英语, Windows XP 桌面**. MAIN OBJECTIVE - familiarize students w/ computer vocabulary and functions. MATERIALS - Quadrilingual computer term glossary. Scrap paper for drawing computers. Name signs. ACTIVITIES - Establish classroom expectations (students in class will do the class activities and not just surf the net on their own); vocabulary Q&A and controlled ESL drills; students draw pictures of their computers and the Windows XP desktop and label its parts in English. Mouse practice (if needed).

Session 2 (June 18th): **Windows 基础, 打中国字**. MAIN OBJECTIVE - familiarize students w/ computer vocabulary, functions, and types of icons. MATERIALS - None. SKILLS TAUGHT - opening/resizing/closing/moving files and windows. Creating new folders. Changing the input language. ACTIVITIES - intro to typing in Chinese (pinyin)

Session 3 (June 25rd): **Internet Explorer and 搜索引擎**. MAIN OBJECTIVES - increase students' web surfing comfort and abilities; teach respect for the power of a click; learn difference between .com, .org, .edu, .gov MATERIALS - None. SKILLS TAUGHT - access URL's and follow links; add pages to Favorites; use back/forward buttons; new tabs VS. new windows, switch between open tabs; typing in text boxes. ACTIVITIES - search for and visit sites of popular newspapers and magazines, attempt Chinese language searches

Session 4 (July 2nd): **YouTube, 网上电影, Wikipedia**. MAIN OBJECTIVE - students find and play movies online MATERIALS - Bring a pair of headphones! SKILLS TAUGHT - searching within websites ACTIVITIES - students search for and watch videos from/about their hometowns, find information about topics of interest (hometowns, provinces of PRC, etc.) on Wikipedia, also visit www.xuite.net, www.youku.com, www.xunlei.com, www.tudou.com

Session 5 (July 9th): **网上的语言工具, 从网上的东西复制/贴到 Word**. MAIN OBJECTIVE - students learn to use web resources for language learning, students learn to save what they find online MATERIALS - None. SKILLS TAUGHT - look up words in web dictionaries, convert from simplified to traditional characters, Copying & pasting, searching within websites ACTIVITIES - visit/use web dictionary sites and add them to favorites

Session 6 (July 16th): **Microsoft Word & 写信**. MAIN OBJECTIVE - students learn & use basic word processing to write letters. MATERIALS - Students will write a letter to a friend or relative in Chinese. SKILLS TAUGHT - typing in Chinese (intensive), letter writing, navigating Word ACTIVITIES - (To Be Decided...possibly printing the letters)

Session 7 (July 23rd): **Visit the most popular websites in the USA, PRC, Hong Kong, and Taiwan 简介: 因特网最流行的网站** MAIN OBJECTIVE - Ensure students retain skills and vocabulary, encourage students to continue studies with a TimeBank tutor. ACTIVITIES - Typing speed test.

Plan de Estudios: Inglés como Segundo Idioma para la Computadora Básica e Internet (JUNIO-JULIO) Verano 2010

(Esta clase es auspiciada por Lutheran Family Health y el Banco de Tiempo de Conexiones Comunitarias de VNSNY. Esperamos que los estudiantes participen en el Banco de Tiempo.)

INSTRUCTORES – Julian Lee (julian.lee@vnsny.org) (917) 207-4855. Elizabeth Berger, Guadalupe Delgado, Azucena Betancur, Abel Fong, Andrea Peña.

LOCALIZACIÓN – Salón de computadoras del Family Support Center (2^{do} piso) 6025 6th Ave. (& 61st St.). Sunset Park, Brooklyn, NY.

REUNIONES – Todos los jueves, 9-11 AM. Estudiantes no registrados pueden asistir si hay espacio. Estudiantes registrados deben llegar a tiempo o sus espacios (y computadoras) les serán dados a otros.

EL TÉRMINO – Fecha de la primera clase: **10 de junio**. Última clase: **22 de julio**. Número de sesiones: **7** (14 horas en total, **2 hrs. a la semana por 2 meses**).

REGISTRACIÓN Y RESERVACIÓN– Comuníquese con un instructor para registrarse antes de la semana anterior de la primera clase. El espacio es limitado a 12 estudiantes. Se le dará prioridad a aquellos que puedan asistir a todas las sesiones, no tengan experiencia con las computadoras y miembros del Banco de Tiempo. Estudiantes que no se presenten a las primeras dos sesiones deberán esperar hasta el próximo término, a menos que ya estén familiarizados con Windows.

OBJETIVOS DE LA CLASE –

- Desarrollar el nivel de confianza como usuarios de computadoras.
- Ampliar las destrezas de computación de los estudiantes en Windows, Internet Explorer, y otros programas.
- Además, expandir el vocabulario y la confianza para que los estudiantes se comuniquen en inglés al hablar sobre la computadora.
- Facilitar la creación de documentos y abrir cuentas de correo electrónico para que puedan ser usadas fuera de clase.
- Informar a los estudiantes acerca de las oportunidades que ofrece el Banco de Tiempo, incluyendo servicios de clases de lenguajes y computadoras.

EXPECTATIVAS DE LA CLASE – Respete a sus compañeros de clase, y manténgase enfocado en las lecciones. Si no puede escribir a máquina o usar el ratón, venga a las sesiones de “open help”. Si usted habla inglés mejor o puede manejar mejor la computadora que su compañero/a, le ofrezca ayuda, pero permítale hacer su propio trabajo y pídale permiso antes de tocar su computadora. Trate a las computadoras con cuidado. Aunque la clase se enseña en español, los estudiantes aprenderán mejor si han estudiado un poco el inglés (un año o más). Si no entiende algo, ¡pregúntenos! Practique las destrezas nuevas después de clases. ¡Aprenda y diviértase!

CONTENIDO DEL TÉRMINO– 1^{ra} Sesión (10 de junio): **Introducción, Inglés para la computadora, y el Desktop de Windows XP**. METAS – Presentar vocabulario y funciones básicas. MATERIALES – diccionario inglés-español. Papel para dibujar la computadora. Name signs. ACTIVIDADES – establecer las metas de la clase, dibujar la computadora y el desktop de Windows XP. Practicar con el ratón.

2^{da} Sesión (17 de junio): **Manejar Windows**. METAS – continuar el estudio de vocabulario, funciones, y los tipos de íconos. DESTREZAS– abrir/cambiar el tamaño/cerrar/mover documentos y ventanas. Crear carpetas nuevas. ACTIVIDADES – introducción a escribir a máquina en español

3^{ra} Sesión (24 de junio): **Internet Explorer y Motores de Búsqueda**. METAS – introducir la navegación del internet; aprender a respetar el poder de un “click”; explicar las diferencias entre .com, .org, .edu, .gov DESTREZAS – abrir URL’s y seguir enlaces; añadir páginas a Favorites; usar los botones de Back y Forward; pestañas nuevas contra ventanas; cambiar entre pestañas abiertas; escribir en cajas de texto. ACTIVIDADES – buscar y visitar los sitios de periódicos y revistas populares; visitar y usar diccionarios por la red y añadirlos a nuestros Favorites.

4^{ta} Sesión (1 de julio): **Wikipedia, Sitios Populares**. METAS – estudiantes aprenderán cómo buscar términos a dentro de sitios del web DESTREZAS – cambiar el idioma de entrada (repaso) ACTIVIDADES – buscar todos los periódicos y revistas de su país, buscar información de su país y pueblo. Visitar a sitios populares de países latinoamericanos.

5^{ta} Sesión (8 de julio): **Youtube y películas**. METAS – estudiantes podrán buscar videos para información y entretenimiento DESTREZAS – buscar adentro de sitios del web (repaso), controlar videos

6^{ta} Sesión (15 de julio): **Microsoft Word, Copiar y Pegar**. METAS - estudiantes aprenderán como pegar fotos y texto del internet a Word. DESTREZAS- guardar documentos y buscar documentos guardados

7^{ma} Sesión (22 de julio): **Escribir Cartas en Microsoft Word**. DESTREZAS- la escritura de cartas informales, imprimir (si está funcionando la impresora) ACTIVIDADES – escribir una carta a un amigo o pariente en otra ciudad u otro país sobre su vida en NYC. También tomaremos un examen de escribir a máquina.

Los estudiantes que deseen acuentos de e-mail (en inglés o español) recibirán ayuda con la registración y el uso de e-mail antes o después de la clase, en las sesiones de “open help” los martes de 11 am a 1pm y 2-2:45pm, los jueves de 12-1:15pm, o en las últimas sesiones de la clase de computación en inglés los jueves de 5 a 7pm durante el mes de julio.

Pre-Class Supplementary Materials: Quadrilingual and Bilingual Computer Term Glossaries

These are included in electronic files separate from this curriculum for reasons of formatting. The first edition was “published” in January, the second in February, and the third should be finished by August, 2010. Although some of the terms are fairly advanced, it was decided that a more comprehensive glossary would be more useful than one which only had a few very basic terms. Thus, it can be used for both basic and intermediate classes. Of course, a fundamental problem is that most of the students won’t know the terms even in their native language, but perhaps as lessons progress, students may be able to remember them better in their native languages as new words are introduced. Students should be given a bilingual version rather than the full quadrilingual one...their fonts are bigger, and they use less paper. Currently there were Spanish, Chinese, and Arabic versions of the glossary available.

It is recommended that if changes to the glossary are needed, they be made in the original quadrilingual file and then pasted into the bilingual versions. This way, most of the cells will still correspond with each other and won’t need as many steps to update.

Pre-Class Supplementary Materials: “Name Signs”

With an example on the following page, the name signs have multiple uses beyond helping the facilitator and assistants call students’ names in class.

Name signs are folded and filled out on the first day of class and are updated throughout the course. They are placed next to the student’s computer at the beginning of class after signing in and returned at the end of class to prevent loss. The facilitator will also find it useful to keep the name signs as a means of contacting the students (by e-mail or phone) outside of class times.

Once students have e-mail accounts, they can be passed to a neighbor to facilitate quickly composing and sending e-mail messages. When typing tests are given in class, students can write their results and the date on the signs and monitor their progress (i.e. “On June 15th, 2010, I typed 12 wpm.”).

On the reverse, items may be circled to indicate the particular needs of students. This is useful to note far-sighted or otherwise vision-impaired students, students with arthritis, absolute beginners, typists prone to errors, poor English skills, etc. If not obvious from looking at a student or his/her name (as is often the case in NYC), students should also write their native language (and dialect, if Chinese) on the name sign for reference. Assistants may thus be clued in or reminded how to help individual students.

Pre-Class Supplementary Materials: Registration Form

The form below was used for new students to register, based on the shaky premise of providing and soliciting information on the same piece of paper. It is useful to weed out students whose skills are sufficient (though they still consider themselves to be beginners) that they don’t really need to take the class—i.e. that they’d be bored because they can already do everything the class will teach. A much longer version was used for the intermediate class, and while neither of the forms was used entirely successfully, it is necessary to have an approximation of what one’s students already can do before attempting to teach them!

The form should be edited drastically to fit your class plan and has been noted to be too confusing for those with low English skills. Few students ever fill it out completely or correctly. In the last section especially, students without computer experience check all the blanks and say they want to “learn computer” or “learn everything”; not very helpful for planning lessons other than to note that one could spend the entire term on the most basic skills (or an entire class on typing) and lose them all to boredom.

I prefer to type in English and

I need help with: • the mouse • typing
• making the words BIGGER • Understanding Instructions (English)

My personal files are in: Folder
Computer #

www.facebook.com/

www.youtube.com/user/

NAME: _____

Email: _____

I prefer to type in English and Chinese (Cantonese or Mandarin)

• making the words BIGGER • Understanding Instructions (English)

I need help with: • the mouse • typing (My Documents)

My personal files are in: Folder _____ Computer # _____

www.facebook.com/

www.youtube.com/user/

I Typed ~~4~~ ^{wpm} ~~per hour~~

June/2/2010

NAME: Sau Ha Chan

Email: sauhachannyc@yahoo.com

E-mail: julian.lee@vnsny.org

NAME: Julian Lee

www.facebook.com/julian.lee www.youtube.com/user/omnifoo

Computer # _____

My personal files are in: Folder _____

I need help with: • the mouse • typing • making the words BIGGER • Understanding Instructions (English)

I prefer to type in English and Chinese (Pinyin) ^{Spanish}

WINTER & SPRING 2010 FREE COMPUTER CLASSES AT LUTHERAN HEALTH FAMILY SUPPORT CENTER. (APRIL TERM)

- ESL for Personal Computer and Internet Basics – Assumes little or no previous computer experience. Skilled volunteers are welcome to attend, help beginners, and gain tutoring experience. The class will make students more comfortable talking about and using computers, software, and the internet.
- Offered in partnership with the Visiting Nurse Service of New York Community Connections TimeBank
- 2nd floor computer lab of Family Support Center, 6th Ave. & 60th St., in Sunset Park, Brooklyn.
- Begins Tuesday, April 6th or Wednesday, April 7th. Tuesday group meets at 5-7PM through May 25 and Wednesday group meets 3-5PM through May 26. (8 two-hour sessions each, for a total of 16 class hours per student). Pre-registration is required. *Registered students who can attend all sessions* will be contacted in person or by phone the week before classes begin.
- Please fill out the form below to tell us about your background and what you want to learn! Return the form to Elizabeth Berger, Nirvani Persaud, or other Family Support Center staff.
- Space is very limited. Preference is given to those who can attend all sessions, beginners, and TimeBank members. If there are more students interested than the computer lab can accommodate, we will keep a waiting list, and a new class will begin in April.
- The teacher is Julian Lee (917) 207-4855 or julian.lee@vnsny.org, TimeBank/NYC Civic Corps/Americorps VISTA member, an experienced tutor, native speaker of English who also habla español, 會講國語 (Mandarin Chinese), and is a beginning student of عَرَبِيّ (Arabic).
- A syllabus and vocabulary list are available in the computer lab during work hours.

----- Cut here and return the lower section. ----- Keep the upper half for your information. -----

REGISTRATION SLIP: WINTER & SPRING 2010 FREE COMPUTER CLASSES AT LUTHERAN HEALTH FAMILY SUPPORT CENTER.

Name: _____ Phone #: _____ My First Language (if not English): _____
I am a member of the VNSNY Community Connections TimeBank: ____ Yes. ____ No.
I would like to learn about the TimeBank: ____ Yes. ____ No.
I can attend *all or almost all the classes* in April and May at this time (circle 1): Tuesdays, 5-7PM **OR** Wednesdays, 3-5PM
My English Level (circle one): Beginner (L1 or below) Intermediate Low (L2) Intermediate High (L3) Advanced (L4) Fluent
My Computer Experience (Check all that apply. If you have *never* used a computer, skip this section. An X or ✓ in the blank tells the teacher “I can”, “I have”, “I am”, or “I do” [i.e. YES!] and will influence lesson content and activities. If you *can't*, *haven't*, *don't know*, or *don't understand*, leave it blank.):

X I know what a computer is. ____ I have used a computer before. ____ I can use a mouse. ____ I can type in my first language.
____ I can type in English ____ I have used the internet before. ____ I have used Microsoft Word before.
____ I have a résumé on a computer. ____ I have a computer at home.
____ I can save, organize, copy, move, and rename computer files and folders.
____ I have a digital camera or a cel phone camera.
____ I am skilled at using Windows XP, Microsoft Office, and the internet. I want to attend the class to help other students.
____ I have internet access at home.
____ I have an e-mail account. My e-mail address is: _____

I am *most* interested in (Check no more than 3. Checking all blanks is *not helpful*!): ____ Learning how to talk about computers and the internet in English
____ Learning how to use Windows and Microsoft Office. ____ Learning how to use the internet. ____ Learning how to use e-mail.
____ Learning about photos, music, and videos on the computer.
____ Using a computer *in my first language* and only for what I need.
____ Using computers and the internet to get a (better) job or make more money. (PLEASE DON'T CHECK ALL THE BLANKS!!)

In this class, I really really want to...

Pre-Class Supplementary Materials: Advertisements – others are available in the Word file “Computer Class Ad” and “Computer Class Chinese Ad”



“ESL for Personal Computer and Internet Basics”

“電腦與互聯網基礎”

(Free Basic Computer Class for Chinese, 免費電腦課程, 華人班)

Wednesday mornings 9:30-11:30 星期三上午9時30分至11時30分

(until June, 四月至六月份)

Computer Lab at Family Support Center (2nd floor) 6025 6th Ave. (& 61st St.). Sunset Park, Brooklyn, NY.

61 街 6025 號 (六大道 61 街) 二樓電腦室。服務日落公園，布碌崙和紐約市。

If you can speak some English, you may also attend on Tuesdays 5-7pm, or Wednesdays 3-5pm.

如果你可以說英語，可以參加星期二下午5時至7時或星期三下午3時至5時的電腦班

For more information, contact Julian Lee (李立安), Julian.lee@vnsny.org

(917) 207-4855 (英語或者國語)

詳細資料可致電(917)-207-4855 向李立安查詢



Pre-Class Supplementary Materials: Example sign-in sheet from June-July term. More available (for each term) in PDF file “NYC Class Sign-in Sheets”

Ideally, the sign-in sheet should be prepared before the first session of class, listing all the students and assistants who've registered in advance and every planned session, leaving room if possible for additional sessions if the course is extended (as has happened frequently). There should also be plenty of room for new students to sign up. These were all prepared in Excel, though a simple table would do just as well.

Computer Class		Sign-in Sheet	Lutheran	NH	PDC B	Community	Connecticut	Trenton	WMSNY
Name	June 8th	June 15th	June 22nd	June 29th	July 6th	July 13th	July 20th	July 27th	July 31st
Cecilia Rodriguez									
Shahida Sheikh									
Mar Duran	✓	✓	✓						
Dorlyn Barnes	✓	✓							
Valia Vasiliou	✓								
Aleida Caceres									
Yu Yan Hele	✓	✓	✓	✓				✓	
Rebecca Chant		✓	✓	✓				✓	
Yuan Chen		✓	✓	✓				✓	
Qing Chen									
Mona Choudhury									
Fernando Lopez									
Lidia Todorovskiy									
Olga Ruzic									
Ming Qiu									
Lan Yang Wang									
Maria Kufner	✓	✓	✓	✓	✓	✓	✓	✓	
FA Tula-Saman	✓	✓							
Yi mei chi	✓	✓							
Tamara Hong	✓	✓					✓	✓	
Carlos Wang	✓			✓					
Ju Wang	✓	✓	✓		✓	✓	✓	✓	
Kamari Nong	✓	✓					✓		
Priscilla Zhang								✓	
Priscilla Zhang								✓	
Miaelink Li									
Norah Lin		✓	✓	✓	✓	✓			
Hannah Wang	✓	✓	✓	✓	✓	✓	✓		
Priscilla Zhang					✓				
Elaine Rahine		✓	✓	✓	✓				
Kamari Nong								✓	
Priscilla Zhang									
Maria Gotsel									
Tuesday	5:50pm	June 15th	June 22nd	June 29th	July 6th	July 13th	July 20th	July 27th	July 31st
Assistant Name	Ashley	June 15th	June 22nd	June 29th	July 6th	July 13th	July 20th	July 27th	July 31st
Alex Fong	✓	✓	✓	✓	✓	✓	✓	✓	✓
Perry Day	✓	✓	✓	✓	✓	✓	✓	✓	✓
Diana Clark	✓	✓	✓	✓	✓	✓	✓	✓	✓
Veronica Poir	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cecilia Soto	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wanda Garcia	✓	✓	✓	✓	✓	✓	✓	✓	✓
TOTAL (at school)	13	17	11	12	5	7	10		
Dianfan Terrell				✓	✓	✓	✓	✓	
Juana Garcia				✓	✓	✓	✓	✓	

Session-by-Session Lesson Plans

Each session listed here will include the handout and other materials distributed to the students for the class and a “lesson plan” suggesting how the facilitator can lead a lesson based on the handout.

Sessions are assumed to be 2 hours long, with a 10-minute break in between the hours. Sessions often exceeded the scheduled time, both for reasons of late starts (due to late students) and unforeseen difficulties. The first 5-45 minutes of sessions 2-8 are review of the previous lesson’s content, depending on how often the class met (weekly classes need more review time than those meeting >1 time a week), how difficult or important the previous class was, and most importantly, the facilitator’s assessment of how well the students have grasped and retained the material. It is expected that every teacher will tweak the session time and content to his/her preferences; these lessons are just prescriptions based on what previous courses did.

The format will begin with the title of the session. A brief description or comment may follow.

Materials the teacher should bring or hand out are listed next.

If the class requires special preparation (such as e-mailing the class a message with attachments to download), it is listed in the following section.

We assume the classroom will have a whiteboard or other medium for posting lesson contents where students can see them. Thus, each session will have an “on the board” entry of suggestions for what should be written on the whiteboard before each class. Most of it is also on the handout, but a board is much better for presentation purposes. Ideally, the board should be prepared before class and during the 10-minute break, to minimize downtime during class to draw or erase complicated instructions. If no board is available, substitute scrap paper to be posted around the classroom, preferably in large, colorful letters with no more than a few words per page (doing this can easily increase the prep time to >1 hour, especially for conceptually complex lessons like introducing the internet).

An “order of events” will list an outline of the lesson for the teacher. Lessons with handouts will be based directly on the handout and refer to specific sections with questions which should be asked and answered, terms which need to be defined and repeated, and specific skills which should be practiced. More complex and important sections may have instructions and suggested questions for the students. While every session should begin with a review, the content of the review depends entirely on exactly what was taught previously, and so will not be suggested in great detail.

“Optional Substitutes” lists activities which are related to the lesson content and could be done if there is extra time, or if your facilities, equipment, software, resources, pace of teaching, etc. differ significantly from those the author has taught. No two classes are the same, and it’s always good to have something else ready if an exercise turns into a total disaster. As these classes were taught at a brisk pace with a limited timespan (i.e. starting new groups as often as possible to recruit more TimeBank members), if your class is ongoing or otherwise not limited to 5-10 sessions, you may consider adding another session based on one of these “substitutes”.

“Questions to Ask” lists clarifying questions which should be asked at appropriate junctures, if there is spare time, and repeatedly throughout sessions to test comprehension, aid in recall of skills and materials, and as a major component of the ESL portion of the curriculum. These are just suggestions, and they must be tailored to both the computer and English levels of a particular group of students. As usual, when asking questions of the students, make sure they use complete sentences to answer, not only to practice their English but also to make sure they “own” the technical terms used in the lessons.

While classes tended to end in a rush, if there is time it is a good idea to remind students of the next lesson, especially if they need to bring or do anything special for it. Specific reminders will be included at the end of each lesson plan.

Session 1: Administrative Introduction, Computer ESL, and the Windows XP Desktop

Materials – Bilingual dictionaries in Spanish, Chinese, Arabic, or whatever other native languages students speak; paper with name sign text on them; syllabus; lesson 1 handout, labeled drawings of the computer parts and Windows desktop, small removable devices to introduce how to connect/insert things (i.e. headphones, headset, webcam, flash drive, CD, external drives, etc.)

Special Preparation – have sign-in sheets ready with names of registered students and dates/times of class sessions

On the Board – 1st half: Introduction - facilitator & assistants' names, Name Signs,
2nd half: labeled drawings of the computer parts & Windows desktop

Teacher's Order of Events – Introduction – yourself, assistants, title of the course, first class' order of events

Name Signs – instruct students on folding, what to write on the front and back

Read the Syllabus – touch on major themes, goals, and methods of the class. Solicit student goals, suggestions, questions.

Introduce Vocabulary – Desktop (“What do we see after we turn on the computer, when there are no active windows?”)...From the desktop, whenever you have a chance (at least a few times per class), ask, “Where are we now?” (A: “We are on the desktop.”). Icon (“What do you see on the desktop?” [little pictures] “How many icons do you have on your desktop?” “Whose desktop has the most icons?”, Cursor (“What do we move on the screen when we move the mouse?”)

Introduce the Mouse – What's on the mouse? (L & R buttons, scroll wheel)

Mouse skills practice – Students fill out each of the questions on the handout (or in case of very low English level, give students a handout which is completely filled in.)

1. Define “click” (push L mouse button once). Define “select” (choose or highlight something). Students select (but do *not* open) an icon such as the Recycle Bin. 2. Define “double-click”. Students double-click to open an icon such as the Recycle Bin. Ask, “What happens when you open an icon?” (A: The icon's window opens.) Ask, “What is the difference between opening and selecting an icon?” (A: Opening an icon opens its window; selecting just chooses it/turns it blue.) 3. Give seniors and others who may struggle with the double-click instructions for opening icons with the keyboard (step 1: select, step 2: push <Enter>). After opening an icon's window, ask, “Where are we now?” (A: “We are in ____.”)

4. Define Right-click, ask “What happens when you right-click?” (A: A menu pops up/appears.). Note that right-clicks are not common. Unless we say otherwise, a click is *always* with the left button. 5. Define Rollover (put cursor on Sth. without clicking). Ask, “Where is the time?” (lower right of screen) OR “What time is it?”. Then ask, “What happens when we rollover the time?” Students rollover time and answer, “The date pops up.”

6. Students open Word or Wordpad and type their names. Demonstrate how to highlight text on individual computers. If desired, have students format text (change the size, color, and font) to show the importance of highlighting. Formatting can easily take 10-15 minutes depending on class size, student levels, and how easily amused they are, so don't let it become the whole class!

7. Students drag an icon from one side of the screen to another, then back again. If desired, introduce the concept of a “selection box” to select more than one icon at a time to be dragged to a new location.

10-MINUTE BREAK (DRAW THE COMPUTER PARTS TO BE INTRODUCED ON THE BOARD)

8. Introduce the parts of the computer, focusing on two main parts: the CPU/tower and everything else. For each part, be sure to have everyone say the word together. Ask a lot of “What does ____ do?”, “How is ____ connected?”, “Where do you plug a ____ into the computer?” questions.

9. Students draw their computers (and the desktop if there's lots of time) as homework for the remainder of class.

Optional Substitutes – students open Paint and draw things using the different tools (~5-10 minutes), keyboard buttons can be introduced more thoroughly in Word or Wordpad.

Questions to Ask - What should you never do to these computers? What are the two parts of the computer which have a power button? Where is the CPU in a laptop? Can you use a mouse with a laptop? What's the difference between a button and a key (how are they similar)? How is a double click different from a click and a right-click? Do any of the computers have printers? What kinds of things can you plug into USB ports?

Reminders for next class – Homework: draw and label the parts of the computer (Many students will ask why they can't just get a copy of the picture with the labels. Drawing it themselves leads to better retention, as a copied picture might never be studied thoroughly.)

Session 1 Handout: Computer ESL and the Windows XP Desktop

The Bare Necessities -

To select an icon:

To open an icon with the mouse:

To open an icon with the keyboard:

Grammar Patterns for Computer Class

1. Q: How do I (VERB 1) ? Q: How can you (VERB 1) ? A: I/you can (VERB 1) by (VERB 2-ing) .
2. Q: What happens when I/you (VERB 1) ? A: When I/you (VERB 1) , Sth. (VERB 2) .
3. Q: What should I do if Sth. (VERB 1) ? A: If Sth. (VERB 1) , you should (VERB 2) .
4. Q: What does/do Sth. do? A: Sth. (VERB) .
5. Q: What do we do with Sth. ? A: We use Sth. to (VERB) .
6. Q: What is the difference between A and B ? Q: How is A different from B ? Q: How are A and B different?
A: A (VERB) , but B doesn't (VERB) . **OR** A: A (VERB 1) , but B (VERB 2) .

Mouse Terms – In your own words, what does it mean to do the following things with the mouse?

Click
Double-click
Right-click
Rollover
Highlight text
Click and drag an icon

Drawing the Computer and the Desktop - On the back of this page, draw two pictures: 1. the computer and all its peripherals 2. the desktop (the main part of the screen) with two open windows.

Use the Computer Terms Glossary to label the following parts. On drawing 1, label: A) the monitor, B) the keyboard, C) the CPU, D) the mouse, E) the speakers, F) the power button, G) the CD drive, H) USB ports, I) headphone jack, J) screen, K) left & right mouse buttons, L) the spacebar, M) the enter key(s), N) the mouse pad, O) the arrow keys, P) the start button

On drawing 2, label: A) the desktop, B) the start button, C) the cursor, D) the active window, E) the inactive window, F) the task bar, G) My Documents, H) My Computer, I) Recycle Bin, J) the time, K) icons

Session 1 Handout (Fully Filled-in): Computer ESL and the Windows XP Desktop

The Bare Necessities -

To select an icon: Put the cursor on it and click (click on it).

To open an icon with the mouse: Double-click on it.

To open an icon with the keyboard: 1. Select it. 2. On the keyboard, push <Enter>.

Grammar Patterns for Computer Class

1. Q: How do I (VERB 1) ? Q: How can you (VERB 1) ? A: I/you can (VERB 1) by (VERB 2-ing) .
2. Q: What happens when I/you (VERB 1) ? A: When I/you (VERB 1) , Sth. (VERB 2) .
3. Q: What should I do if Sth. (VERB 1) ? A: If Sth. (VERB 1) , you should (VERB 2) .
4. Q: What does/do Sth. do? A: Sth. (VERB) .
5. Q: What do we do with Sth. ? A: We use Sth. to (VERB) .
6. Q: What is the difference between A and B ? Q: How is A different from B ? Q: How are A and B different?
A: A (VERB) , but B doesn't (VERB) . **OR** A: A (VERB 1) , but B (VERB 2) .

Mouse Terms – In your own words, what does it mean to do the following things with the mouse?

Click – Push the left mouse button once. (used to select, to choose or open something from a menu or link) Tells the computer, “I want this.”

Double-click – Push the left mouse button twice, quickly.

Right-click – Push the right mouse button once. A menu pops up (appears).

Rollover – Put the cursor on something, but *don't* click.

Highlight text – Put the cursor next to the text, then click and drag (hold the button down without releasing it and move the mouse) over it. The text turns white on black. After the text is highlighted, release the mouse button.

Click and drag an icon – Click on the icon, hold the button down, and move the cursor and icon to a new location.

Drawing the Computer and the Desktop - On the back of this page, draw two pictures: 1. the computer and all its peripherals 2. the desktop (the main part of the screen) with two open windows.

Use the Computer Terms Glossary to label the following parts. On drawing 1, label: A) the monitor, B) the keyboard, C) the CPU, D) the mouse, E) the speakers, F) the power button, G) the CD drive, H) USB ports, I) headphone jack, J) screen, K) left & right mouse buttons, L) the spacebar, M) the enter key(s), N) the mouse pad, O) the arrow keys, P) the start button

On drawing 2, label: A) the desktop, B) the start button, C) the cursor, D) the active window, E) the inactive window, F) the task bar, G) My Documents, H) My Computer, I) Recycle Bin, J) the time, K) icons

Session 2: Windows Basics

(This one is no fun for anyone, but necessary!)

Materials – lesson 2 handout (expect to have some new students who will need all the materials from session 1)

Special Preparation – post the “handdrawnouts” (Parts of the Computer, The Desktop, Windows Buttons, Types of Icons) in the classroom,

On the Board – draw the buttons found on every window, list the order of events and vocabulary as needed

Teacher’s Order of Events – Review ~5-30 minutes. (if you formatted text in the last lesson, don’t review too long, ‘cause it’s in the exercise at the end of this session, too)

1. Parts of a Window. Students open an icon’s window, such as My Docs. Identify the title bar and ask what the title of the window is (Ask, “Where are we now?”). Identify the menu bar, ask where it is in relation to the title bar, and ask what the menus in the window are. Ask what the bar at the bottom of the screen is (the taskbar), then ask what is on the taskbar (the Start Menu, all the open windows, the time, volume control, etc.). Keep the window open for the next section on the buttons.
2. Windows Buttons. Ask, “How many buttons are on the title bar?” (A: “There are 3 buttons on the title bar.”) Have students click on a button, then ask them what happened. Do this for each of the minimize, maximize, and restore buttons, writing the functions on the board. Note that the maximize button becomes the restore button after a window is maximized. For the Windows/Start button, ask, “What are two ways to open the Start Menu?” (A: “1. Click on the Start button on the taskbar. 2. Push the Windows/Start button on the keyboard.”)
3. Moving and resizing windows. Demonstrate how to move a window (click and drag the title bar) and how to resize a window (put the cursor on the border of the window so that it looks like a “2-way arrow”, then drag it taller/shorter, wider/narrower). Let students practice both skills. If the window wasn’t previously small enough to practice using the scroll bars, resize it and do so.

10-MINUTE BREAK?

4. Types of Icons. Explaining this is a conceptual challenge which may only be understood with practice. Try to define each as best you can, according to what is on your students’ computers. It may be helpful to list a couple of common programs and say what they do (i.e. Microsoft Word is a word processing program. Internet Explorer is a web browsing program. Etc.). Open Word and note that when it is opened, it automatically creates a “blank document” (the empty, white space).
5. Active VS. Inactive. Have students open at least three windows, of each type of icon if possible. It may be necessary to tell them exactly which to open. Ask students how many windows they have open. Show the students how to switch between open windows by clicking on them on the taskbar. Ask students what their active window is (individually if in different ones). If in need of a challenge, have the active window restored so that two are visible at the same time (only one can be active, even if you can see others behind it). Note that the active window has a darker border. Note that even windows which aren’t minimized can be inactive, that minimized windows aren’t closed. Minimize all the windows and ask where they are (the desktop), note that when the desktop is active, there are no active windows. Ask each student how many programs they have open (most will mix up the type of icon they’ve opened...note that My Docs or other folder is not a program. Note that if anyone has two Word windows open, they count as one program.).
6. Exercise: Working with Files and Folders. Follow the instructions at the bottom of the handout. Take care to make sure students are able to move their folders into My Documents and save the files in their own folders.

Optional Substitutes – More advanced students may find this lesson tedious, while absolute beginners will struggle conceptually and with remembering the different functions. There are probably online tutorials which are more engaging.

Questions to Ask - What are the little pictures on the desktop called? What’s the difference between a button and a key (how are they similar)? What can you use if you don’t want anyone else to hear your computer’s sound? Where do you plug in the headphones? How do you make the computer/the speakers louder or quieter? Which of the icons on the desktop are folders? What do folders contain? What can I access from the Start Menu?

Reminders for next class – Promise that the next class (the internet) will be more interesting!

Session 2 Handout: Windows Basics

Vocabulary and Windows Skills: **resize** = change the size of something

Title Bar = the bar at the top of the window which contains the title (name) of the window


Menu Bar = the bar below the Title Bar which contains the menus

Scroll Up/Down/Right/Left = move the view to see the rest of a window's contents

Taskbar = the bar at the bottom of the screen which shows all the open windows, the time, Start Menu, etc.

Windows Buttons: What do each of these buttons do?



Types of Icons: Folder  – Contains other icons. Examples:


Program/Application – Make and open files/documents.

File/Document – Contain information (sometimes *yours!*). To view its information, the file/document must be opened by the same program which created it or *converted*.



Your instructor will now ask you how many windows, folders, programs, and files you have open, which ones are “active” (using now/in front) and “inactive” (not using now/in back or minimized).

Exercises: Working with Files & Folders

From the desktop, Right-click and choose “New”, then  Folder. Type your name immediately to call the folder “Your Name”, then push <Enter>. This is *your* folder, where you will save *your* files.

If you ever need to *rename* a file or folder, click on its name below the icon, wait two seconds, then click on its name again. Only the name will be selected, and you can type a new name, then push <Enter> to finish renaming it.

We want to *move* this folder into My Documents. Whenever moving an icon, we need to be able to see both the icon we’re moving and its destination (where we’re moving it to). Open My Documents from the Start Menu, and either restore or resize its window so you can see your folder on the desktop. Drag your folder into the My Documents window.

Lastly, open Microsoft Word and type your name in a new document. Open the File Menu and choose Save. The “Save As” dialog box will appear. Click on “My Documents” icon on the left side, then double click on your folder to open it. Once inside your folder, click on the “Save” button on the lower right. Close Word, then open your folder to make sure your new file is inside it.

Session 2 Handout (Fully Filled-in): Windows Basics

Vocabulary and Windows Skills: **resize** = change the size of something

Title Bar = the bar at the top of the window which contains the title (name) of the window

Menu Bar = the bar below the Title Bar which contains the menus

Scroll Up/Down/Right/Left = move the view to see the rest of a window's contents

Taskbar = the bar at the bottom of the screen which shows all the open windows, the time, Start Menu, etc.

Windows Buttons: What do each of these buttons do?



Maximize – Window takes up the whole screen



Minimize – Puts the window on the taskbar



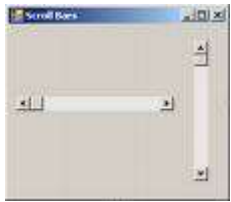
Restore – Window returns to its original (previous) size




Close



Windows/Start Button – Opens the Start Menu (also on the keyboard)



Scroll Bars – moves the view of the window's contents (to see the rest of the window)

Types of Icons: Folder  – Contains other icons. Examples: My Documents, My Music, etc.

Program/Application – Make and open files/documents.

File/Document – Contain information (sometimes *yours!*). To view its information, the file/document must be opened by the same program which created it or *converted*.



makes & opens .



Adobe Reader opens




Internet Explorer opens websites, html files, and anything with an



.

Your instructor will now ask you how many windows, folders, programs, and files you have open, which ones are “active” (using now/in front) and “inactive” (not using now/in back or minimized).

Exercises: Working with Files & Folders

From the desktop, Right-click and choose “New”, then  Folder. Type your name immediately to call the folder “Your Name”, then push <Enter>. This is *your* folder, where you will save *your* files.

If you ever need to *rename* a file or folder, click on its name below the icon, wait two seconds, then click on its name again. Only the name will be selected, and you can type a new name, then push <Enter> to finish renaming it.

We want to *move* this folder into My Documents. Whenever moving an icon, we need to be able to see both the icon we're moving and its destination (where we're moving it to). Open My Documents from the Start Menu, and either restore or resize its window so you can see your folder on the desktop. Drag your folder into the My Documents window.

Lastly, open Microsoft Word and type your name in a new document. Open the File Menu and choose Save. The “Save As” dialog box will appear. Click on “My Documents” icon on the left side, then double click on your folder to open it. Once inside your folder, click on the “Save” button on the lower right. Close Word, then open your folder to make sure your new file is inside it.

Session 3: Internet Explorer and Search Engines

Materials – Session 3 handout (“intermediate” version, included, adds an extra page, but the basic version has been found to be more appropriate both for the 2-hr. session and basic students)

Special Preparation – There’s a lot of hard concepts in this lesson for beginners, so have your definitions and explanations in non-internet terms memorized or the lesson gets quickly out of hand. If working with absolute beginners, leave out terms like “domain, URL, modem” and generally minimize conceptual talk—it’s most important in class that students get practice time and are able to USE rather than understand the internet.

On the Board – See scanned attachments after the handout. 1st half: website, webpage, home page, www., chart of the types of websites (.com, .org, .edu, .gov) and what types of groups own/use each kind and what the purpose of the group and the site are, “to open a new tab: <Ctrl> + <T>” 2nd half: draw the cursors on the handout, text box, address bar (if you know the address) & search bar (if you know what you want but not its address), link (underlined & in blue, if possible)

Teacher’s Order of Events – Review ~5-30 minutes.

1. Define “the internet” (a global network which allows us to share information). Explain that to connect to the internet, a person needs a modem (sends and receives the signal) and an ISP (like paying a toll to cross a bridge, allowing your computer or other device to send and receive signals is a service). If students can handle it, explain that a computer isn’t necessary (phones & other devices can also connect) and that wireless signals are transmitted by some modems and received via a wi-fi receiver (while you might not be able to see the modem, it’s still necessary). If students are really advanced, explain the concepts of local networks (contrast w/ internet) and Ethernet connections (neither wireless nor via a dedicated modem, but rather connected to a centralized one via the local network??). If feeling particularly explanatory, say that some people still connect via “dial-up” with a modem through landline telephones, but this is becoming rarer and rarer. Explain that the phrases “connect to the internet”, “go online”, and “surf the net/web” have approximately the same meaning.

2. Explain the concepts of websites, web pages, and web browsers. Every website online is made up of pages, and most sites have many pages. Repeating this sentence several times may help: Internet Explorer is our web browser, a program which opens websites online. Ask for other examples of web browsers (i.e. Mozilla Firefox, Google Chrome, Safari, etc.). Have students open their browsers, then ask them where they are (either the name of the browser or the site is acceptable). Explain the concept of the home page (the first page or pages a web browser opens automatically). Ask the students what the home page is on their computers (together if the same or individually if different).

3. Explain the concept of a “web address” (or URL, Uniform Resource Locator, but don’t tell students unless they ask). “If I want to go to your house, I need to know your address. It might be enough if I know the area or nearby streets. Web addresses, however, must be exact and perfect because computers are stupid. If there is a tiny mistake in the web address (like adding a space or 1 wrong character), you won’t get where you want to go.” Most web addresses begin with WWW.= world wide web. Usually the name of the website goes after the www. After the name of the site, we add a suffix (the domain). We type the web addresses in the address bar, then push <Enter> to tell the computer, “I want to go to this website.”

4. Accessing URL’s and types of websites. A. .com: The most common suffix at the end of web addresses is .com, which is a commercial site, usually owned by a company or corporation. Its owner’s goal (and usually also the purpose of the site) is to make money. For later sections, it is recommended that the first site students are directed to (write the address on the board, and try to monitor students’ typing of it, as there will be many questions and mistakes) be www.yahoo.com. For each new site, it is recommended that students open a new tab and type the address immediately (some students will struggle with highlighting the address in the address bar). For each new site, ask students, “Where are we now?” Next, open a new tab and go to your local newspaper’s site, such as www.nytimes.com. Ask the students how these sites make money (A: They sell advertisements.) Point out the banner ads on each site. Note that one can switch between sites by clicking on their tabs.

B. .org: Open a new tab, and direct students to a site such as www.vnsny.org, www.craigslist.org, or www.idealists.org. Explain that these sites are owned by non-profit organizations. Ask if these sites and organizations are for making money. (A: No!) Tell the students that the goal of these sites and organizations is to help people by offering free services (or using the fees collected from services rendered only to improve their services or help more people).

C. .edu: Open a new tab, and direct students to a college’s website, such as www.nyu.edu (shorter addresses are always better!). Explain that .edu sites are for educational organizations such as schools and that almost every university in the world has a website, and its address probably ends in .edu.

D. .gov: Open a new tab, and direct students to www.usa.gov. As an oh-so hilarious joke, suggest that if they want to call the president, they can look for his number here. Note that web addresses ending in .gov are reserved for the government.

E. .country: Depending on the students in your class, visit the government sites for your students’ countries of origin. Even in classes without many immigrants, it is interesting to see sites in other languages! www.gov.cn, www.gob.mx, www.egypt.gov.eg, and www.presidencia.gov.do are common ones where this class was originally taught. In classes made up of mostly Chinese and Spanish speakers, go back to the Yahoo tab, and add/change the country suffix to www.yahoo.com.cn, www.yahoo.com.tw, www.yahoo.com.hk, www.yahoo.com.mx, www.yahoo.com.es, www.yahoo.com.ar (etc., etc.) Before the break, as another hilarious joke, suggest that we are tired from traveling the world and need to rest.

10-MINUTE BREAK

5. Searches. Introduce the search bar and when it is used. Have students type the name of a newspaper or magazine they like to read into the search bar, and press <Enter>. Make sure students wait before continuing, as this will take longer for some students than others. Note that this page is called search results. Note that each of the blue, underlined sections is a link. Have the students click on a link they think is the best (if they can handle it, explain that the results most “relevant” to the search, those which have the search term on the page most often, are near the beginning). Ask the students 1. How often should you click on a link? (A: We should only click once.), 2. What happens when we click on links? (A: We go to new new pages when we click on links.) If students haven’t learned the use of the Back and Forward buttons yet, this would be a good time. Back at the search results page, ask each student how many results or “hits” they got. Explain that this (probably very large) number is the number of webpages on the whole internet which contain the “search term” they typed, but that not all of them are what we want. Also have students scroll to the bottom of the page, and ask what the 1 2 3 4 5 Next links are (additional pages of results). Let the students mess with links and the Back/Forward buttons for a while, then return to the search results page.

6. Cursors. On the search results page, explain what each of the cursors on the handout means, and when the cursor looks like each (see the fully filled-in handout). The most important one for this session is to note that the cursor changes to a hand when it’s on a link, but that when we click anywhere else on a page that’s not a link, we’ll stay on the same page. Students should also practice highlighting the black text of their search results.

7. Online dictionaries. According to the handout, visit and learn to use some online dictionaries for the rest of class. Students especially seem to like the dictionaries which have audio, another opportunity to practice with volume control. If there’s time (which there probably won’t be), add the sites to Favorites.

8. Ask the other questions on the handout. This may include accessing the browsing history (<Ctrl> + <H>) to see all the sites that have been visited recently, going back to them, opening new tabs with the mouse, zooming in and out, etc.

Optional Substitutes – If you have a diverse, multicultural class, it may be more interesting for 5. Searches to do an “ego surf”—enter each student’s name into the search bar, and ask how many hits they get. This activity may better convey that internet searches don’t always get exactly what we want (i.e. although there may be millions of hits for people with the same name, they won’t all be about the person who searched for it).

This is one of the longest, most difficult classes and must keep a fast pace to cover everything. It could easily be divided into 2-4 two-hour sessions with the first just on visiting new sites/working with multiple tabs, a second on searches, a third on using online dictionaries and (with a preview of the Copy & Paste lesson) Google Translate, a fourth on adding favorites, whatever else wasn’t previously covered, and practice, practice, practice.

Questions to Ask – See individual sections.

Reminders for next class – Internet skills are a foundation for all that follows; everyone should practice visiting websites and doing searches if possible.

Session 3 Handout: Internet Explorer, Search Engines, and Favorites

The Internet .com .org .edu .gov
 www. .mx .cn

URL/web address

Modem

Internet Service Provider (ISP)

Address Bar

Search Bar (searches for a term in your default *search engine*)

Web Portals (aol.com, yahoo.com, msn.com, etc.) have *links* to many kinds of websites.

Internet Explorer (and web browsers)

To open a new tab with the keyboard:

To open a new tab with the mouse:

To close a tab without closing Internet Explorer:

To make the words BIGGER:

To see your surfing history:

Cursors: When does your cursor look like these?



Q&A: Answer the following (orally in complete sentences).

What does a computer need to connect to the internet?

What web browser does your computer use?

What is a home page?

How many times should we click on a link?

Why is it better to open new tabs than to open new windows?

How can you open a link in a new tab?

Search Engines: The three most popular are: Google, Yahoo, and Bing (MSN).

Types of searches: •Web •Image •Video •News •Shopping •Maps

When you type a word or *term* in a *search engine*, it will find pages of *hits* in its *search results*.

Exercise: Favorites. Add a dictionary site to your Favorites list (click on “Favorites” menu and choose “Add to Favorites...”). The sites below are recommended for Spanish and Chinese speakers; others should use a search engine and test the results. If you read a newspaper or magazine, search for its website in a search engine and add it to your Favorites, too.

Spanish: www.spanishdict.com Chinese: www.mdbg.net www.nciku.com

Session 3 Handout (Fully Filled-in): Internet Explorer, Search Engines, and Favorites

The Internet

.com = commercial site (owned by a company/corporation), purpose = make money

.org = non-profit organization, purpose = help people
government site

.edu = education/school

.gov =

www. = world wide web

.mx = Mexico

.cn = China

URL/web address = where we go (what we type in the address bar) to open a website

Modem = sends and receives information between your computer and the internet

Internet Service Provider (ISP) = we pay them to connect to the internet, often like a monthly phone bill


Address Bar = where we type the web address (if we know it)

Search Bar (searches for a term in your default *search engine*) = where we type to search for something online (if we know what we want, but we don't know the address where it "lives")

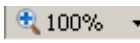
Web Portals (aol.com, yahoo.com, msn.com, etc.) have *links* to many kinds of websites.

Internet Explorer (and web browsers)

To open a new tab with the keyboard: <Ctrl> + <T>

To open a new tab with the mouse: Click on the button to the right of your rightmost tab 

To close a tab without closing Internet Explorer: Click on the  on your active tab (Tabs must be activated before closing them)

To make the words BIGGER: Click on the drop-down menu next to the magnifying glass in the lower-right , and choose a % to zoom in/out to.

To see your surfing history: <Ctrl> + <H>

Cursors: When does your cursor look like these?



usually



on a link (click to follow the link to a new page)



on text (click & drag to highlight)



Wait! (The computer is thinking)



resize a window

Q&A: Answer the following (orally in complete sentences).

What does a computer need to connect to the internet? A computer needs a modem & an ISP to connect.

What web browser does your computer use? Internet Explorer is my computer's web browser.

What is a home page? A home page is the first page a browser opens, automatically, when the browser opens.

How many times should we click on a link? We should only click once on links to open them.

Why is it better to open new tabs than to open new windows? Opening too many windows makes the computer run more slowly and takes up more space on the taskbar. Sometimes switching between open windows is also slower than switching between open tabs.

How can you open a link in a new tab? Right-click on the link and choose "open in new tab".

Search Engines: The three most popular are: Google, Yahoo, and Bing (MSN).

Types of searches: •Web •Image •Video •News •Shopping •Maps

When you type a word or *term* in a *search engine*, it will find pages of *hits* in its *search results*.

Exercise: Favorites.

Add a dictionary site to your Favorites list (click on "Favorites" menu and choose "Add to Favorites..."). The sites below are recommended for Spanish and Chinese speakers; others should use a search engine and test the results. If you read a newspaper or magazine, search for its website in a search engine and add it to your Favorites, too.

Spanish: www.spanishdict.com Chinese: www.mdbg.net www.nciku.com

Session 4: E-mail – Creating, Logging In and Out of E-mail and Online Typing Accounts

This is probably one of the most important and precarious lessons, as despite everyone's best efforts, there will always be a student or two who forgets how to log in to his/her account in the next session. Make sure students write down all their information in the blanks of the handout (in their notebook is not enough!), and someone who understands the concepts of perfection, case-sensitivity, the difference between a hyphen "-" and an underscore "_", etc. is present during the writing down part of the process.

Materials – handout (for later classes and new students who come halfway through the term, having several copies of this handout will be helpful)

Special Preparation – the facilitator should probably practice making an account for him/herself so that s/he knows the process forwards and backwards, identify the steps most likely to confuse the students.

On the Board – account, register, log in, log out

Teacher's Order of Events – Review ~5-30 minutes (rather than repeating the previous internet lesson verbatim, visit some new sites, and do some activities that weren't completed in the previous session—the internet session in particular never gets finished in one day.).

Answer the two questions at the top of the handout. Explain that the "E" in e-mail stands for "electronic" (it may also be helpful, or much more confusing depending on the delivery, to explain the difference between "electric" and "electronic"). For similarities w/ regular mail, note that both use a service to communicate a message, both have a "sender" and a "receiver", both need to have a correct address in order for the receiver to receive the message. For how e-mail is better, note first that it's free (no stamp or envelope), faster (to send at least, remind everyone to practice typing!), saves paper, and can be sent to many people at the same time (don't need individual envelopes for each receiver). Conceptually, it may be helpful to tell the students that e-mail messages are actually more like postcards than sealed letters because people can often read others' messages, and it's probably not a federal offense to do so.

Registration can take the entire remainder of class if done poorly (i.e. repeatedly unsuccessfully), so if possible, every student should be accompanied by an assistant or more advanced classmate to register. Note that this is hard but only needs to be done once; students don't need to pay very close attention to how it's done. Especially for slow typists, it's often best just to register for them (i.e. you type their answers to the questions). As the students' information is entered, be sure that they write their user name and password in the blanks on the handout. Note that if their address ends in "@yahoo.com", they only need to enter the part before the "@".

The last two parts of registration, the security questions and the anti-spam code tend to confuse the students. Explain that the security questions will be asked in case one forgets the password (if the questions are answered correctly, the password will be given). Explain that the code just makes sure that the person registering is a real person, changes every time, and that the student won't have to enter it to use their e-mail.

Students who already have e-mail can be given typing accounts immediately or help their classmates to register. Be sure to have them fill in their user name and password on the handout, though.

Note that user names (like web addresses) can't have spaces, that they are NOT case-sensitive, but that passwords can have spaces and are case-sensitive. Emphasize that, like web addresses, everything must be entered *PERFECTLY*, or access to the account will be denied.

Remember that unless a screen comes up saying that registration was successful (with the option of continuing into their new account), their account doesn't exist! It was learned the hard way that there is a time limit for registering, and if it is exceeded, after typing the code and clicking "create account" the user will simply be returned to the Yahoo! main page without any explanation (or account!).

After a student is registered, log him/her out of the account, then click back on Yahoo Mail to have them practice logging in and out a few times. Once s/he can do this easily, close the web browser and have him/her follow the instructions on the second half of the handout to get to their e-mail (i.e. steps 1-5). After all that is complete, have the student write his/her e-mail address on his/her name sign. Be sure to collect everyone's name sign (w/ e-mail addresses) at the end of class so that you can e-mail them a practice message (with attachments) for the next lesson.

Only in the worst-case scenario, if neither the student nor you can log in to the account with the help of the handout, should you register for another account. It confuses the students and makes them think they have to register every time they want to use e-mail (highly false and discouraging). Always try to hack your way in first, with every possible password permutation, etc.

After each student can get in and out of their e-mail without great difficulty, have them go to www.typingweb.com to register for online typing accounts. This will require clicking on "Start Typing" and then the >>Register link, filling out more text boxes, and finally declining to accept some special offers or click on ads. It is recommended for beginners especially that the user name and password be the same as for e-mail. An e-mail account is necessary to register, so register students for e-mail first!

Once logged in to the typing account, before even starting the first lesson, it is often worthwhile to click on the Language & Keyboard link next to the little U.S. flag and change the language to the student's native language. Note that this will only change the menus and instructions; typing will still be in English.

If the student can already type, have him/her take the typing test to determine his/her level. Most students, however, shouldn't bother and instead begin immediately with the "home row" lesson. Some may need training in restraint not to click on the ads which appear before the lesson instructions. Certainly demonstrate for the first lesson that every key on the "home row" has its own finger, that fingers should always return there after striking a key. Once the lesson begins, show the student that they are expected to type the letters on the screen using the correct fingers and without looking at the keyboard. Don't worry about errors (colored squares), Backspacing, or which thumb hits the spacebar until the student understands what is expected in the lessons. Note finally that they should practice at least an hour a week to make progress and that over the course of weeks and months their speed will increase. As with the e-mail accounts, have students practice logging in and out.

Before class ends, note that students can access these e-mail and typing accounts from any computer with internet access. They should definitely practice typing as often as possible, as it is usually the key skill which divides beginners from intermediate and higher students—making tasks which had previously been formidable as easy as pie.

Optional Substitutes – this may seem too ringing an endorsement of Yahoo! Feel free to substitute your favorite domain, but note that the handouts for the remainder of the course are based on the Yahoo e-mail interface. Similarly, there are endless online typing programs. www.typingweb.com has the advantage of remembering students' progress, but for students who may struggle endlessly with logging in and out, seek simpler alternatives.

Questions to Ask – How do you make the "@" sign? (A: Hold <Shift> and press <2>.) What are the parts of an e-mail address? (A: first is the user name, next is the @, finally is the domain, which is the company which provides the service.) What do we need to do after we're finished with our e-mail accounts? (A: log out) Why do we need to log out of our accounts? (A: avoid identity theft or otherwise letting others use your accounts).

Reminders for next class – bring the handout to the next class and from now on (there's always one who forgets to bring the previous handout; all too often it's also the one who can't remember his/her user name and password.) Tell the students to ask their friends and relatives for their e-mail addresses (beginning students often hit a wall because they don't have anyone to e-mail other than classmates and facilitators they hardly know).


Session 4 Handout: Introduction to E-Mail and Registration for Webmail Accounts

Q&A: Answer the following (orally in complete sentences).

What does e-mail do?

How is e-mail similar to regular mail, and how is it *better*?

Registering for a Yahoo! Webmail Account (It's hard, but you only do it *once*!)

1. Go to Yahoo.com 2. Click on  [Yahoo! Mail](#) 3. Click on [Sign Up](#) 4. Enter your name, etc. in the text boxes. 5. Click in the text box next to "Yahoo ID and Email". It will suggest some addresses. Click on the one you want. Write your address in the section below—make sure it is *perfect*! 6. Think of a password that's easy for you to remember and difficult for others to guess, and type it in the box next to "Password". If the boxes next to it are yellow (Weak) or green (Strong), your password is OK. Re-type it exactly the same in the "Re-type Password" box. Remember that passwords are *CaSe SeNsItIvE*. 7. Choose and answer two "Secret Questions". If you forget your password, you will have to answer these perfectly for the computer to tell you the password. 8. To make sure you are a real person, Yahoo! asks that you type a code perfectly to complete the application. Type the exact code in the box. Ask the teacher for help before you continue.

If you are successful, clicking on "Create My Account" will take you to a tour of Yahoo! Mail. If it asks you to correct mistakes instead, you will have to re-enter a new code. If it doesn't take you on a tour, you entered the information too slowly. Ask the teacher for help.

E-mail Terms: User ID / User Name



My User Name is: _____

Domain (i.e. "@yahoo.com, @hotmail.com, @gmail.com)

My Password (to get into your account. Don't show to others!): _____

My (new) e-mail address is: _____

Exercise: Accessing (getting into) your Yahoo! Webmail Account After creating an account, you should practice logging in and out many times so that you can remember where to go and what to type. Start by closing Internet Explorer and re-opening it.

1. Go to Yahoo.com 2. Click on  [Yahoo! Mail](#) 3. In the box below "Yahoo! ID", enter your User Name. 4. In the box below "Password", enter your password. (4.5. If there is a ✓ in the box next to "Keep me signed in", click in the box to un-check it. Otherwise *anyone* who uses your computer will be able to get into your account. This may be helpful on your home computer, but usually it's dangerous!) 5. Click on .

If both your User Name and Password were typed *perfectly*, you will be taken to the main screen of your account. If they weren't perfect, a red message will appear, and you must try steps 3-5 again. After a few times, this should be easy, and you'll be ready to start sending and receiving e-mail!

TYPING: Register for an online typing account at www.typingweb.com by clicking on "Start Typing", then "Register". You will need to fill in a few text boxes.

My Username is _____. My password is _____.

You can access your account to practice typing on any computer with internet access; it will remember your progress. Once logged in, take the typing test to determine your level (if you can already type), or begin with the "home row" lesson.

Session 5: Downloading E-mail Attachments & Replying

Materials – 2-page double-sided handout of Yahoo e-mail account usage (The pdf file “E-mail Guide”, Optional: double-sided handout on how to use e-mail (the long, rambling one in need of editing))

Special Preparation – after the previous class, the facilitator should e-mail all the students in the class and include an attachment or two with the message. It is recommended that the supplementary materials from this curriculum be used, that the message have the subject “Class Handouts”. For the students who didn’t receive the attachments, can’t log in to their accounts (because they’ve forgotten their user names, passwords, or are just typing them incorrectly), don’t have e-mail (because they didn’t attend the previous class), be prepared to copy the files to their computers from a flash drive, and/or re-do the previous lesson in the first 5-15 minutes of class.

Only in the worst-case scenario, if neither the student nor you can log in to the account with the help of the previous handout, should you register for another account. It confuses the students and makes them think they have to register every time they want to use e-mail (highly false and discouraging). Always try to hack your way in first, with every possible password permutation, etc.

On the Board – VOCABULARY: download, attachment, inbox, message, read, unread, bold, reply, text box, virus

Draw the text boxes for composing a new message (but these will be covered in the next class...today students will just reply to the message the teacher sent previously).

2nd-half of class: Draw this: Receiver’s name,

Text of message. (A few sentences you want to tell the person receiving this message)

Sincerely (or other closing),

Sender’s name (your name)

Teacher’s Order of Events – Review ~5-30 minutes (Actually, this is one of the only classes which doesn’t have a review). Just make sure the students can log in and out of their e-mail and typing accounts. Help those who don’t have accounts immediately.

Practice logging in and out of e-mail a couple of times. Emphasize the importance of logging out after one is finished with e-mail (i.e. other people may be able to steal your information/identity by using your account). Help those who can’t log in, and tell the other students who’ve logged in to open a new tab and practice typing in the mean time.

Some students may be completely unable to log in to their accounts, despite having their ID and password written on their handouts; try logging in yourself and if successful, try to identify the mistake the student was making. If unsuccessful, give the student a new account and take extra care in making sure s/he can log in (this student will need to have the files forwarded to the new account’s address).

Once everyone is logged in, have students go to their inboxes. Explain that the inbox is where new messages are received, that the number in parentheses after Inbox (2) is the number of new/unread messages they have. Ask students how they can tell if a message is read or unread. (A: Unread messages are in **bold**, a darker thicker text.) Ask the students how many unread messages they have in their inbox. (A: I have # unread messages in my inbox.)

Make sure all the students have the file(s) with the attachments (“Class Handouts” and the class photo) in their inboxes. As it is unlikely that all will have it, give the name signs (with e-mail addresses printed clearly on them) of those who don’t have it to the most advanced students (or your own e-mail account), and forward the message to them.

Have the students open the message entitled “Class Handouts” and click on “Full View” near the top of the message so that the message takes up the whole screen. Ask the students whom the message is from. (A: This message is from the teacher’s name.) Let the students read the message for a minute or so, if there is a lot of text.

Return to the inbox. Ask the students how many unread messages they have now. Note that the message they just opened is no longer in bold or unread. It is now a “read” message. If running ahead of schedule, let students read other unread messages; if not it’s attachment time!

Explain the concept of an attachment, perhaps by attaching something to a wall, or by sending a student with a delivery (such as a piece of candy) to another student. Ask which of the messages have attachments and how we know (A: There is a little paperclip next to the message’s subject if there is an attachment.)

Have students open the “Class Handouts” message again and ask, “How many files are attached to this message?” (A: There are # files attached to this message.) Explain that to see the attachments, we have to download them to our computers. Explain what downloading means. Have students download one of the files by clicking on its name (in blue).

Note that the attachment is scanned for viruses first. Explain the concept of a virus and that many viruses get into computers when they are downloaded from e-mail attachments. Tell the students never to download an attachment unless they know the person who sent it or are otherwise sure it is safe. After the file is scanned, students have the option of opening or saving it. Choose “Open” the first time, then ask, “What did we do to this file?” (A: We downloaded and opened it.) Navigate the file, and especially if it’s a photo or pdf, make sure students can zoom in and out, go to the next page, etc.

Repeat for the other files, but perhaps have them save the files in their folders in My Documents (if they exist).

Return to the message, and have the students create a Reply. Define “Reply” and show the students that the text of the original message is included in their responses, that they don’t have to retype the address to reply. In the reply, ask students to tell the teacher (or the sender) what they think of class so far, suggestions for how to make the last few classes better.

Teach the students how to compose an e-mail message. Begin with the receiver’s name (so that people know immediately if the message is not for them if sent to the wrong address) and a comma, double space, type the message, double space, add a closing (such as “Sincerely,”), double space, then type the sender’s (your) name at the end. Students will likely need help following this format, so check their screens regularly. When they look good, have them click on the “Send” button to send it.

After the “Message Sent” screen appears, have the teacher’s (or other sender’s) address added to their contacts (enter the first & last name in the two text boxes first).

Make sure the students sign out of their accounts!

If there’s time leftover, have students practice typing in their Typingweb accounts.

Optional Substitutes – The lesson on sending e-mail could be substituted in a pinch: just have students exchange name signs and send each other messages. Each text box in the “Compose” screen would need to be explained first, though.

Questions to Ask – How do you get into your e-mail account (give at least five steps)? Where do you receive new e-mail messages? (A: the Inbox) How do we know if a message has an attachment? What kinds of things can we attach to e-mail? (A: photos, music mp3’s, résumés, etc.).

Reminders for next class – we’ll be sending e-mails next week. We’ll work on sending attachments in our last class. Practice typing! Tell the students to ask their friends and relatives for their e-mail addresses (beginning students often hit a wall because they don’t have anyone to e-mail other than classmates and facilitators they hardly know).

E-MAIL: THE LOG-IN SCREEN

(After you sign in, you will see a screen like this.)

The Inbox, Drafts, Sent, Spam, and Trash are default folders. Every account has them.

To check your e-mail, go to your Inbox by clicking on any of these: [Check Mail](#).

To compose (write) and send an e-mail message, click on [New](#).

Type a word in this box and click [Go](#) to find all e-mail messages containing the word.

If you e-mail some people often, you should [Add](#) (Add) them to your Contacts (Contacts)!

When you have a lot of mail from one person or about a certain subject, you might want to [Add](#) (Add) new Folders (Folders) and put the messages inside them.

Your e-mail address should be here. If not, you're in someone else's account and should sign out!

An open but inactive tab

The open, active tab (Yahoo! Mail)

When you are finished with e-mail, always sign out of your account by clicking here!

Menu Bar

Address Bar

What's New

Inbox (1 message)

Check Mail

New

Inbox (1)

Drafts

Sent

Spam

Trash

Contacts

Folders

Applications

Attach Large Files

Automatic Organizer

Calendar

Edit Photos

Evite

Flickr

My Drive

What's New

Inbox (1)

What's New

Introducing an easier way to stay in touch with friends and family, right from here!

Stay updated with what they share online. Learn more

Get their emails prioritized in your Inbox. See how

Never miss their birthdays - you'll get convenient reminders!

Get Started

Test • Hi • New York is how you will be seen on Yahoo!, searchable by name and email address. Your birthday (just month/day) is only shared with your Connections. Manage your Profile

Hello Test!

Inbox (1)

What are you doing right now?

Recent Unread Emails from Contacts

Yahoo!

Welcome to Yahoo! 3/4 3:04 PM

Today

Top Stories

Buzz

Local

Entertainment

AD IMPACT: Today's news

TODAY: 3/4 No events. Click the plus sign to add an event

Besides e-mail, you can use your account for many more advanced features and applications like social networking, photos, and a My Yahoo! page. Until you know the basics, though, don't worry about these!

You can update your "status" by typing in here.

Your Yahoo ID (User ID/User Name) should be here. If not, you're in someone else's account and should sign out!

E-MAIL: ATTACHMENTS (OPTIONAL)

To get to this screen you clicked on [New](#) (New)

To attach a file (such as a photo or a résumé) to an e-mail message, follow these detailed steps:

1. Know what the name of the file is, its format, and its location in the computer (usually My Documents or the desktop). If you don't know all this, you may not be able to find it!
2. Click [Attach](#) (Attach). This dialog box should appear.
3. Choose the file you want to attach by clicking on it. If you don't see the file, you need to find its folder first. Click on this drop-down menu to find (and click on) the folder. You must open the folder which contains the file to find it! The file's name will then appear in this box.
4. Click on the [Open](#) (Open) button and wait for the file to be attached. Larger files take more time to attach.
- (5.) Repeat 2-4 for as many files as you want to attach. As long as the total size of all the attachments doesn't go over 25 MB, you can attach many files. Therefore, if you want to send many files, it's best to send them attached to only one message.

To attach a file, follow these SIMPLE steps:

1. Know which file you want.
2. Click [Attach](#) (Attach)
3. Find and select the file in the dialog box.
4. Click on [Open](#) (Open)
- (5.) Repeat 2-4 for as many files as you want to attach.

It is **NOT NECESSARY** to attach a file for an e-mail to be sent! If this is too hard, don't do it.

Attachments let you send photos and other files to other people by e-mail.

The names and sizes of successfully attached files will appear here, below the main text box.

To cancel and remove an attachment, click here.

These tabs are open but inactive.

Save a copy of the message to the Drafts folder

Check the spelling of the text in the main box.

The **Subject** (Subject) of your message will be the name of the tab where you compose your message. Here it is the active tab.

To add a BCC (blind carbon copy) box, click here. E-mail addresses entered in it will receive the message but won't see who else received it. Nor will people whose addresses are in the **To** and **CC** boxes know that you also sent the message to the BCC address(es).

Enter the address(es) which will receive this message here.

If you want to send a copy of this message to more people, enter the address(es) here.

This is the main text box into which the text of the message is either typed or pasted (Ctrl + V) from a word processor.

It's best to paste text typed in word processors because they are smarter and more powerful. If you only want to write a short message or can't save files in a word processor, typing in here is OK.

Never send a message unless there is text in this box.

Here, type what the message is about and what is attached to it. This will be the name of the message in the "compose tab" and in the inboxes of everyone who receives the message.

When you are sure that everything is PERFECT (all the files you want to send are attached, all addresses are entered and typed correctly, the message has a subject, the text in the main box is exactly what you want people to read), click **Send** (Send) to send the message.

After clicking **Send** (Send), your active tab will change to the one below, which says that the message was sent successfully. It's not sent until this screen appears, so if it doesn't appear, no one will receive your message!

This message contains a link. The person who receives this message will be able to click on the underlined text to go directly to a new web page. It's usually best to open links like this by right-clicking on them and choosing "Open in a New Tab" so that you can return easily to your e-mail.

This message has an attachment. [See the Attachments (Optional) page for details]

You can compose a new message, opening the "compose tab" above, by clicking **Compose** from any screen in Yahoo! Mail.

If you want to add the address where you sent the message to your Contacts (Address Book), click in this box, enter the person's first and last name, then click **OK**.

If you want every new address where you send messages to be entered into your Contacts (Address Book), click in this box. Contacts should only be added if you are 100% sure that their addresses are perfect!

E-MAIL: COMPOSING AND SENDING

The Inbox is the active tab on the screen below.

Date the message was received in the Inbox.

Names of Senders

The number after **Inbox** shows how many messages are "unread" (haven't been opened yet). Here there are 2.

You can resize the inbox and reading pane by clicking and dragging here, in the space between them.

Clicking on the **Subject** (Subject) of a message will open it and put its text here in this white space, called the "reading pane".

The newest message is open on the bottom half of the screen, so this number is down to 1.

Now that the first message has been opened, its title is in regular text. The second message, still unread, is still in bold text.

Long messages are easier to read in the Full View, which opens the message as a new e-mail tab. By clicking on **Full View** (Full View), the message takes up the whole screen, as shown on the right.

The text of the open message is now here in the reading pane.

To compose a reply message, click **Reply** (Reply). Replies let senders and receivers remember what was typed in the previous message(s).

To send a copy of this message to someone else, click **Forward** (Forward), and a Send tab will open. Type the address(es) where you want to forward the message, and then click **Send** (Send).

Subjects which begin with "Re:" are replies to messages you have sent before. The new text is at the top, and the text of your original message (to which the sender is replying) is below.

E-MAIL: RECEIVING, READING, AND REPLYING

Session 5 Handout: General E-Mail and Photo Attachments Guide

E-Mail can either be webmail (accessed on the internet) or used with a “client” application (i.e. Microsoft Outlook, Apple’s “Mail”) on a particular computer. Many companies provide free webmail, including Google, Yahoo, Hotmail, and AOL. A useful list of them, with different features, can be found at: http://en.wikipedia.org/wiki/Comparison_of_webmail_providers

To use webmail, one must register with a User ID and Password. For Yahoo! Mail registration steps, see the Session 4 handout. If your real name is already taken as a user name, try adding the year, using a nickname, or making another small change to it. When choosing a password, be careful not to choose something so easy that others will be able to guess it. A good idea for a password is something easy for you to remember, but difficult for others to guess. Remember that passwords are CaSe SeNsItIvE. The registration form will usually say how “strong” your password is, and stronger passwords are safer! Weak passwords welcome hackers to hack into your account and steal information—even your whole identity can be stolen!

For the following sections, refer to the 4-page picture handout of a Yahoo! e-mail account.

When logged in, the most important place is the **Inbox**. This is where new mail arrives. Some messages are personal, from people you know. Others are unwanted, advertising e-mails called “spam”. It is best to keep the inbox organized by deleting spam and moving old messages to other folders. Besides the inbox, your account will have a Sent, Drafts, and Trash/Deleted folder. You may want to create new folders to put messages from particular senders or about particular subjects.

To create a new e-mail message, click on “New” or “Compose”. To avoid spelling mistakes or losing long messages unexpectedly, it’s best to type messages to send in a word processor, then paste them into e-mail. After typing, highlight the text, copy it (Ctrl + C), then paste it (Ctrl + V) into the big text box. In the “To” text box, type the address of the person you want to receive the message (it will save time if addresses you use often are entered into your Address Book). In the “Subject” text box, give your message a title that says what the message contains.

Sometimes we want to include a file such as a photo with our message. This is called an **attachment** because it is connected to the text (the words you typed) in the e-mail. To select a file to attach, click on the “Attach Files” link. This will lead to an Attachments page. Click a “Browse” or “Find File” button to search for the file you want to attach. A dialog box will open, listing the computer’s directory (drives, folders, files). Files you might want to attach are usually in the C Drive, in the My Documents folder. Select a file by clicking on it, then push the “Attach” button in the lower right of the dialog box. If a file is large, it may take a little while to be attached. If the attachment is successful, you will return to the e-mail message you were composing, and the name and size of the file you attached will appear below the Subject box.

Your e-mail is now ready to be sent. Click “Send” to send it to the address(es) in the “To:” box. Afterwards, a page which says the Subject and to whom it was sent should appear.

Session 5 Handout: E-Mail and Photos (Continued)

Receiving files is easier but can also be more dangerous. New messages usually appear in **bold** in your Inbox. To open a message, click on its name (the Subject in the message they sent). The text of the message should either appear on a new page or within the Inbox. If there are attachments to the message, their name and size will be listed near the Subject bar. Never open an attachment if you don't know the sender, don't recognize the file format (most common are .jpg, .doc, and .pdf) and the sender. Some webmail scans attachments for viruses and other harmful files; others do not. To open an attachment click on it. You will be asked if you want to open (open now) or save (put it on your computer but don't open it now) the file. Only do either of these if you are sure that the attached file will not harm your computer!

Two useful things to do to received messages are to **Reply** and to **Forward**. When you reply to a message, the text of the original is included with what you send. Messages which you find interesting which you think other people would like to receive can be sent to them by clicking on "Forward" and then typing the e-mail address(es) of those you want to receive it in the "To" box.

In the past, webmail had storage quotas which limited how many files your account could hold. Today, these are either very high or do not exist. Therefore, it makes sense to delete only those messages you are sure you will never need again (i.e. even if you lose your cel phone or your address book with all your phone numbers). To delete a message, check the box next to the message you want to delete, and then push "Delete".

Whenever you start a new account online (i.e. for Facebook, Youtube, eBay, online newspapers and magazines, etc.), your account information (User ID and password) will be sent to your e-mail address. It is very important that you do not let anyone else into your e-mail account!

Photos

Common image file formats include: .jpg, .tiff, .png, .gif, .bmp. Applications which create, edit, or just open them range from powerful, complex and expensive (i.e. Adobe Photoshop) to simple. The default application to open photos in Windows XP is Picture Viewer.

Pictures should be in the My Pictures folder in My Documents or in a folder with your name on a public computer. When you double-click on an image file, it opens in Picture Viewer. Instead of menus, Picture Viewer uses buttons at the bottom of the screen to do things to the open picture file. You can rollover the buttons to see their functions, and right-clicking on the image will also give a pop-up menu with options.

How do photos get on the computer? Usually they are either uploaded from a digital camera or downloaded from the internet. When uploading or downloading a photo, it is important to know where the file is going and what it is called, or you may lose it!

Exercise

Find a photo on the internet you would like to send to a classmate. Download it (save to the folder with your name in My Documents) and then attach it to an e-mail. Send the e-mail and ask if your classmate received it.

Session 6: Microsoft Word, Composing & Sending E-mail

Materials – None (class activities for the remainder of the course use the previous handouts, just covering different sections)

Special Preparation - None

On the Board – text box. draw and label all the text boxes in the “new message” screen

Teacher's Order of Events – Review ~5-30 minutes.

Once everyone's in their accounts, have students click on “New”, and explain that the result is a new message (the “new message screen”). Note that the new message screen is full of “text boxes”. Ask for examples of text boxes we've studied before (the address bar and search bar). Ask what we do to text boxes (A: We type in them.). Ask if we can type anywhere on webpages (A: No. Only in text boxes).

Ask what goes in the “To” (address of the receivers). Note that more than one address can be entered, separated by commas. Have students pass their name signs one desk to the left or right and type the address of their classmate in the “To” box. Go around to each computer and make sure the addresses are entered perfectly.

Note that pushing <Tab> will go to the next text box. Define the CC box as the “Carbon Copy”, which will send a copy of the message to the addresses in this box. Have students pass their name signs one more seat to the left or right and enter another address. Again, check each for perfection.

<Tab> to the next box, the Subject. Note that the subject of the message we send will be its title in the receiver's inbox, so it's important that every message has something in the “Subject” box. Have students enter “testing” or “practice”.

<Tab> to the next box, the main text box, the big white space where we enter the text of our message. Review from the replying lesson how to write an e-mail message by again drawing this on the board:

Receiver's name,

Text of message. (A few sentences you want to tell the person receiving this message)

Sincerely (or other closing),

Sender's name (your name)

Have the students type a sentence or two, and make sure they are following the format. Adding a space between the lines with the <Enter> key seems to be especially challenging. When each is ready, have them send the message and explain the “Message Sent” screen (unless you see it, the message wasn't sent).

On the “Message Sent” screen, there should be an option of adding the addresses to their contacts. Click in the boxes to add them, perhaps also the “Automatically add addresses to Contacts” box. It will probably be necessary to enter the names of the contacts also.

As more students send the messages, they should start appearing in everyone's inboxes. Generally make sure that everyone is able to retrieve the messages.

If students have a lot of e-mail addresses or otherwise can send messages easily, have students add contacts and note the difference between typing a regular e-mail address and that of a contact (after typing a letter, the names of contacts will appear and can be clicked—there is no need to type long and mistake-prone addresses in their entirety.) If students lack other e-mail addresses to add to contacts, offer your own and those of your assistants (with their consent).

Make sure they log out before leaving.

Optional Substitutes – If students can handle it, have students compose their messages in Word (“because it's more powerful”, and the red & green spelling and grammar checks are clear/easy), copy and paste into e-mail, then save the Word file as “Name's E-mails”. That could, of course, be a whole separate class, and past attempts to teach students to compose e-mails in Word have not been very successful.

It may be helpful, before composing their own messages, for students to learn how to forward messages. This way they don't have to type as much and can get more immediate satisfaction, as when replying.

Questions to Ask – What are the steps to sending an e-mail? Why should we add some addresses to our Contacts? Which addresses should we add to our Contacts?

Reminders for next class – practice typing in www.typingweb.com accounts!

Session 7: Copying & Pasting into Word, E-mail Attachments

This is the grand finale for introducing new skills, and most of the students get overwhelmed without a lot of assistance and personal instruction. Students will make and save a new file worth attaching and sending to their classmates.

Materials – none...remind students to have their e-mail guide handout (or the electronic file) handy for instructions

Special Preparation – make, copy, and post a step-by-step guide to Copying and Pasting in the classroom.

On the Board – write the URL's for the websites you'll be visiting ahead of time

Teacher's Order of Events – Review ~5-30 minutes. Review how to send an e-mail (suggestion: have the students e-mail you and your assistants with a few sentences about what they think of the class, what they'd like to change about it. Make sure they follow the standard message format described in the previous lesson.)

As this class will return often to e-mail and web pages open previously be sure that students stay logged-in to their e-mail accounts, don't close pages or the browser until instructed to do so. As usual, keeping all the students "in the same place" and on approximately the same steps will be the facilitator's primary challenge.

Explain the concept of attachments again, that they can be most any type of file, ranging from photos to résumés, movies to mp3's. Explain that we will make an interesting file to attach in this class.

Have students go to a search engine such as Yahoo or Google, then click on "Images" to search for photos only. Have the students type the name of their favorite actor/actress in the search bar, then choose a picture they like from the search results. In Yahoo, after clicking on the thumbnail it's also best to click on "View Image" to open a page that displays the photo and nothing else. Getting this far can take 1-15 minutes, depending on how decisive the students are.

Explain that we are going to copy this picture and paste it into our own document. For each step in this process, refer to the Copy and Paste Guide which should be posted throughout the room or given to each student. From the screen with a large picture, have the students copy the image. Next, open Microsoft Word. Have the students paste the image.

That the image now appears in Word may surprise some students and appear to be magic. Practice copying and pasting at least a couple more times until the students grasp the concepts and understand what happens in each step. If necessary (and students can handle it), explain the concept of the clipboard, which is where the most recent cut or copied item is stored.

THIS TENDS TO BE WHERE A 5-10 MINUTE BREAK IS NECESSARY.

An "easy" next step is to copy and paste the link of the photo into Word also. Have the students return to their photo on the internet, then click on the address in the address bar and copy it. Return again to Word, click after the photo and press <Enter> a couple of times so that there is some space after it and the insertion point (cursor). Paste the link, then push the <Spacebar> and note that it turns underlined and blue like other links online. Explain (or demonstrate if there's time) that clicking on a link in Word will take one to the webpage of the address.

Next, visit www.imdb.com and again search for the actor/actress' name. Click on the correct name in the search results to see his/her "Overview" page. Have the students practice highlighting text and then copying and pasting it into Word. Two suggestions for what to copy are the list of his/her movies at the bottom of the screen (to keep it easier for actors with long lists, maybe only copy the first 5-10 of them) or the Bio, which will require clicking on another link to get to it. Only if in a pinch for time should the entire Overview be highlighted and copied, as it has too many links and isn't very interesting or useful outside of a web browser. Copying the link for the actor/actress' Overview page, however, is definitely worth practicing again.

After practicing the copy and paste functions several times and there's enough interesting stuff in the file. Have the students save the file in My Documents (or their own folder within it) from the File Menu. Use the name of the actor/actress as the file name, and make sure the students are typing it correctly (without changing the file format) and saving it in the correct place. When you're sure they've got it right, have them click "Save" and then close the file.

By now, students may have forgotten how to get back to their e-mail or otherwise logged out, so be prepared to guide them back to it. Have students compose a new message and exchange name signs twice so that they have an address in both the To: and CC: boxes. As usual, check the addresses for perfection. In the Subject box, students type the name of their actor/actress once more.

Following the standard message format in the main text box, begin with the students' names or "Dear Classmates," then write a simple sentence such as "Attached is my favorite actor." By now time is likely to be running short, so as soon as they've described the attachment and put a closing on their name, have them send it. Add the addresses to their contacts if they haven't before.

Finally, help the students open the attachments sent from their classmates. Make sure they log out before leaving.

Optional Substitutes – If there is extra time, which there usually isn't in this session, have the students resize their photos in Word so that they take up all the space inside the margins for half a page or so. Do this by clicking on the image and dragging the little "resize squares" around its edges toward the margins of the page. If students are really in need of a challenge, use the photo toolbar to crop some of the negative space around the photo with the cropping tool.

In the past, students have been instructed to visit sites such as the All Music Guide (www.allmusic.com) to find their "favorite singer" and listen to song snippets, copy and paste his/her picture, link, bio, etc. into Word. Other classes have asked students to find their favorite movie on either the Internet Movie Database (www.imdb.com) (students can also browse the movies from their home country, though they are unlikely to know all the English titles), the All Movie Guide (www.allmovie.com), and copy the text and link of a movie review at www.rottentomatoes.com. Each of these options has tended to compound the difficulty of the class, however, because far too many of the students don't have favorites. As the other parts of the class are already hard, no time can be wasted trying to think of students' favorites

Questions to Ask – What are the steps to attach a file to an e-mail message? How can you copy a picture and paste it into Word? What happens when you push <Spacebar> after an e-mail address or a web address in Word?

Reminders for next class – The last class is a big review, so students should bring all their notes and handouts from the previous sessions.

Session 8: Big Review Game This class reviews both computer skills and English use of computer terms in a semi-competitive game.

Materials – this lesson plan or another list of questions

Special Preparation – add questions to the list according to what was actually taught in each session of class, have some prizes for the winners (i.e. candy or something computer-related)

On the Board – Write each student's name for tallying their points. Also write the question categories for each round of the game: 1. Rollover, 2. Do It, 3. Give an Example, 4. Answer in a Complete Sentence, and 5. Skill Race.

Teacher's Order of Events – Review ~5-30 minutes (have students search for and save a photo to My Documents, then attach and send it to a classmate).

The structure of the review game is that for rounds 1.-3. each student is given a task or question and receives a point for answering or doing it correctly. In round 4, the student gets 2 points for a perfect answer in a complete sentence and 1 for a correct answer with grammatical or other problems (such as not using all the correct computer terms). For rounds 1-4, care should be taken to ensure that each student gets the same number of questions, and a time limit should be imposed (counted down slowly on 5-10 fingers, perhaps), after which the answer should be given or the task demonstrated for everyone. To keep things close and interesting, the facilitator should ask the harder questions and tasks of the more advanced students/the ones who are winning and the easier ones of the less advanced students/the ones who have the least points. In Round 5, all the students are given the same task, and the first to complete it receives three points, the second, one point. Everyone should take a 3-minute typing test at www.typingtest.com and similarly be assigned points for their composite wpm (the blue number given at the end of the test). The student with the most points at the end of class, or when all tasks and questions have been exhausted, is the winner.

Round 1: Rollover. The student is given a term and must rollover it with the mouse cursor, demonstrating s/he knows what and where it is. 1. the taskbar 2. the Recycle Bin 3. the Start Menu 4. an application/program icon 5. a document/file icon 6. the volume 7. the date (rollover the time for it to appear) 8. Show Desktop Button 9. the Title Bar in a Window 10. the Menu Bar in a window 11. the Scroll Bars in a window

Round 2: Do It. The student is given a very simple task and gets a point for doing it successfully. 1. Open My Documents 2. Open the Start Menu 3. Select an icon 4. Turn up the volume 5. open and maximize a window 6. minimize an open window 7. restore a maximized window to its original size 8. activate a minimized window from the taskbar 9. restore a window by double clicking on its title bar 10. scroll to the top or bottom of a small window with a lot of icons in it. 11. resize a window with a lot of icons so that only a few are visible.

Round 3: Give an Example. The student is given a kind of thing and must give an example. (i.e. Q: Give an example of an animal... A: Cat Q: Give an example of a month. A: June) 1. Folder 2. Application/Program 3. two things on your desktop 4. website 5. text box 6. two ways to open the Start Menu 7. three people who have e-mail (but aren't in the room or the class) 8. a .edu website 9. something which needs a password 10. 2 ways to get to your e-mail inbox 11. search engine

Round 4: Answer in a Complete Sentence. Listen for grammatical errors, and only give two points for answers which are 100% perfect. 1. What is your home page? A: My home page is... 2. How do you close a window? A: I close a window by clicking on its "close" button. 3. How can you open an icon with the keyboard? A: I can open an icon with the keyboard by selecting it and then pressing <Enter>. 4. How many windows/programs do you have open? A: I have #_ windows/programs open. 5. Where does a minimized window go? A: A minimized window goes to the taskbar. 6. Which of your windows is active? A: The _____ window is active. 7. Where do you type a web address? A: We type web addresses in the address bar. 8. Where can you search for something if you don't know its address? A: We can search for things by typing them in the search bar. 9. How many inactive windows do you have? A: I have #_ inactive windows. 10. How many times should you click on a link? A: I should click on a link once. 11. Where is your e-mail? A: My e-mail is online at Yahoo.com . 12. What are the menus in your active window? A: The menus in my active window are... 13. What happens when you right-click on something? A: When I right-click on Sth., a menu pops up. 14. What's the difference between selecting and opening an icon? A: To select, we click once and it is only highlighted; when opening, we double-click, which opens the icon's window. 15. What does "resize" mean? A: To resize is to change the size of something (make Sth. bigger or smaller). 16. What makes a good password? A: A good password is easy for you to remember but difficult for others to guess. 17. What's another word for URL? A: A URL is a web address. 18. How do you know if a message is read or unread? A: Unread messages are in **bold**. 19. What do you move when you move the mouse? A: When I move the mouse, I move the cursor (on the screen). ETC., ETC., ETC.

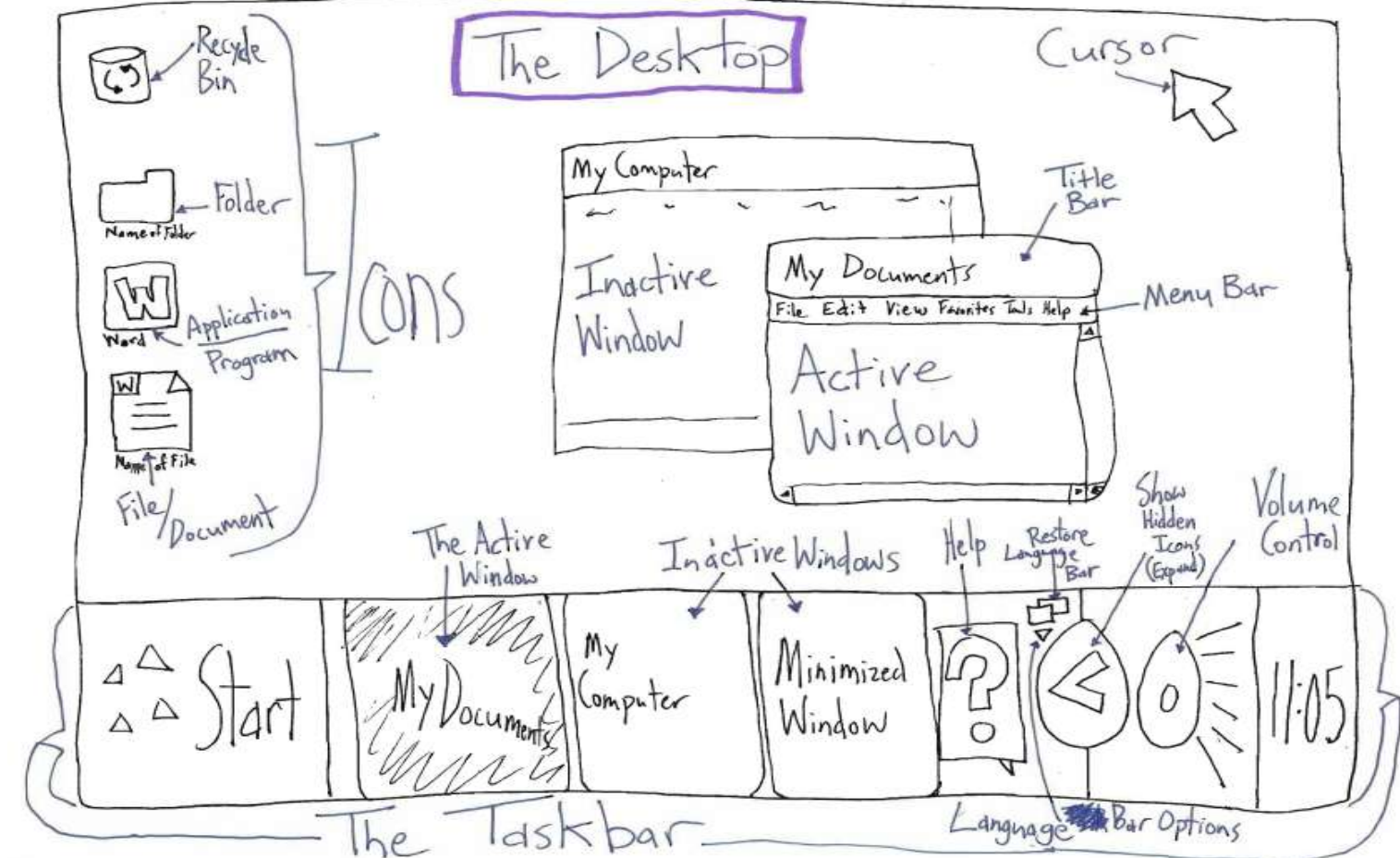
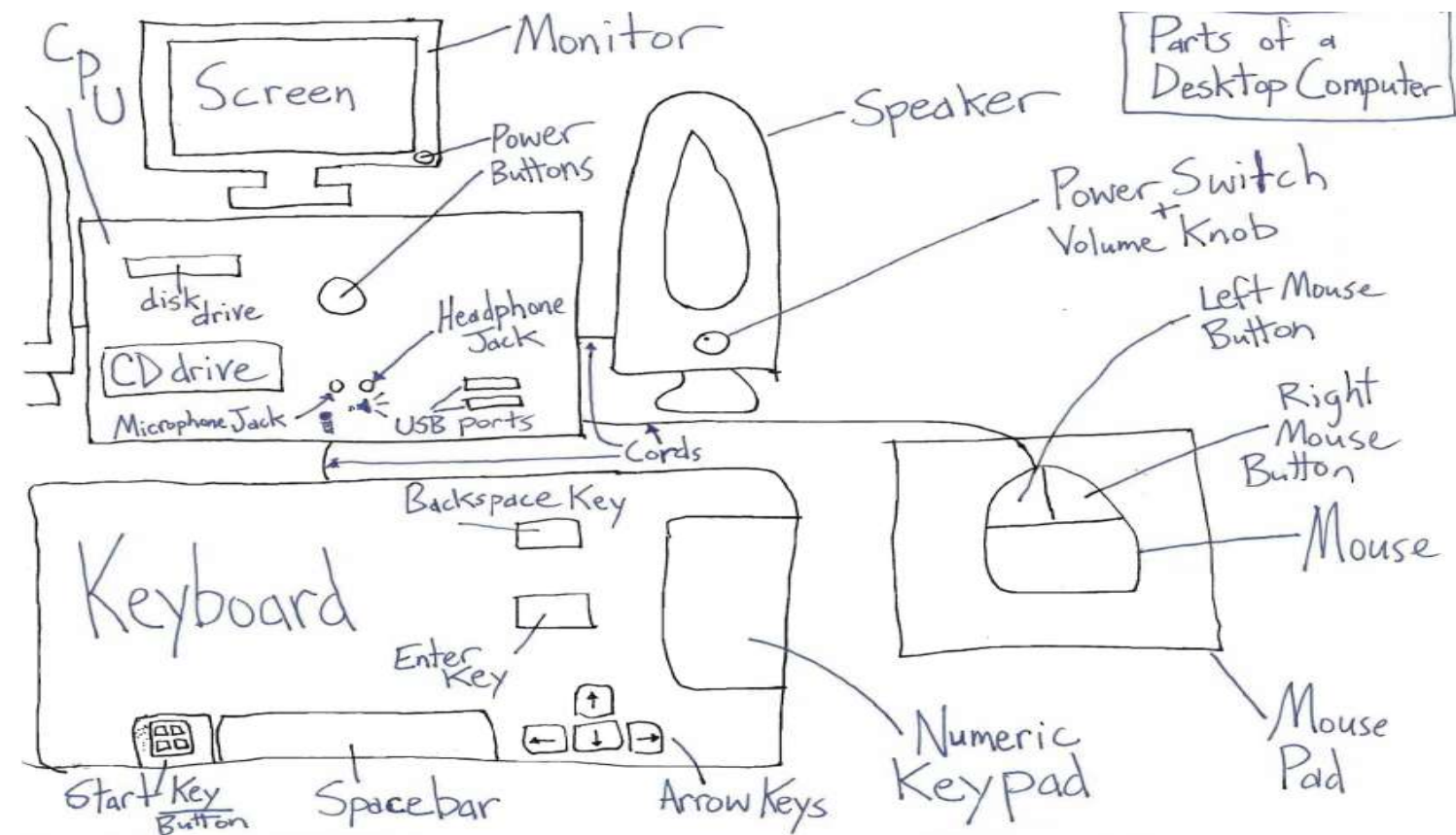
Round 5: Race. All students are given the same task (make sure they are starting from the same place), and the first to complete it gets 3 points, the second (so that everyone keeps trying after the "winner") gets one point. 1. Log in to e-mail (start w/out any windows open) 2. Open a new tab (start w/ everyone's web browser open) 3. Highlight all the text in the new tab (everyone needs to have a new tab open and active) 4. Find a video of the president (start w/ an open web browser for this and all the following). 5. Find tomorrow's high temperature. 6. how many hits do you get for searching your full name ("ego surfing")?









Optional Substitutes – other review options include vocabulary games or other, less competitive methods such as a post-test.





Questions to Ask – see above, but also add your own questions as the review structure assumes that the course was taught precisely according to each individual lesson plan (which is unlikely).

Reminders for next class – note that if everything in the review game was easy, students are ready for "level 2" intermediate classes


APPENDICES: Other Items to Be Posted in the Classroom



TYPES OF ICONS	WHAT THEY DO	EXAMPLES
 <u>Folders</u>	Contain (hold) other icons (folders, applications, files, documents)	My Documents My Music  MyName
<div>  (Programs)  (Software)  </div> <u>Applications</u>	Make and open files and documents	Word Internet Explorer Typing Tutor 6 etc.
<div>  <u>Files</u> AND   <u>Documents</u> </div>	Contain information (sometimes, information made by you!)	Name.doc Name.jpg Name.pdf etc., etc., etc.!

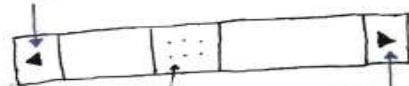
-  Maximize → Window takes up the whole screen
-  Minimize → Put the window on the taskbar
-  Restore → Window returns to original size
-  Close

↑↓ Resize height of window



- Click/Click + hold to scroll up
- Click + drag to scroll up or down
- Click/Click + hold to scroll down

↔ Resize width of window



- Click/Click + hold to scroll left
- Click + drag to scroll left or right
- Click/Click + hold to scroll right

SCROLL BARS → Move the view to see the rest of a window or document.

WINDOW ANCHORS

ABOVE: Four pages from the PDF file "Computer Class Handrawnouts"

More Snazzy but less complete:



FIGURE 1-7
Typical computer hardware.

TO COPY & PASTE (i.e. from the internet into Microsoft Word) Don't give beginning students all the options—narrow it down to whatever is easiest!

1. Select (highlight) what you want to copy (text, photos, etc.).
2. Right-click on the selected item and choose "Copy". OR Choose "Copy" from the Edit Menu. OR Hold <Ctrl> and push <C>.
3. Activate (go to or open) the program where you want to paste the item.
4. Click where you want to put it. (The cursor/insertion point will move to where you click.)
5. From the Edit Menu, choose "Paste". OR Hold <Ctrl> and push <V>. OR Right-click on the cursor/insertion point and choose "Paste".

Class Statistics (Excerpted from the Word file “Julian’s classes stats summary text”. Details of the students who actually attended for each term can be found in the Word file “Julian’s classes stats summary text”, based on the Excel file “Attendance in Julian’s Classes”, itself extracted from the actual sign-in sheets from the classes, excerpted here and also available for each class in the PDF file “NYC Class Sign-in Sheets”).

DISCLAIMER: As with all stats, the method of counting/recording the stats influences the results greatly, so all numbers should be taken as approximations.

SUMMARY: The total number of students taught in these groups, counting everyone who ever attended a single session and not accounting for “duplicates” (students who attended more than one group cause some individuals to count multiple times within this total number) was 332, of whom 161 (or about half*) were members of the VNSNY Community Connections TimeBank. For a more accurate count of individuals (actual people), these numbers can be divided approximately in half. And unfortunately, the number of those who actually benefitted significantly (by attending over 50% of the sessions) must be reduced further still.

While some classes were taught in Chinese and Spanish, the majority were taught in English and were very diverse in terms of age and ethnicity. Precise statistics for students’ countries of origin were not taken, but a rough estimate would be that they came from at least 20 different countries, based on students’ names and having asked many of them. A plurality if not majority of the students were of Chinese origin, followed by Hispanics (mostly Mexicans and Dominicans), then Middle-Eastern immigrants (mostly Egyptians). It was not unusual in the English and Spanish-taught classes for nearly every student to have come from a different country.

The Henry St. Chinese computer class was superlative in many categories. It had by far the highest average number of students, the most who “ever came” in total, and the highest percentage of TimeBank members. The second term, March basic computer class was exceptional in that all nine of the students who ever came to class attended more than half of the sessions. While attendance trends were generally downwards, including some which sank to zero and were canceled, most groups fluctuated from week to week, usually including a drop-off after the first class (for unknown reasons) and a partial regeneration. Class evaluation forms (exit surveys) for computer classes at the FSC were universally positive, especially after the curriculum was solidified and more assistants were integrated into the lessons. Since Feb. 2010, about 30 individuals have either assisted or substitute-taught in the various groups, and their names and contact information are available in the Excel file “Julian’s Assistants & Students”, which also lists students who have attended consistently but who have either yet to be oriented or refuse to join the TimeBank. Most of the assistants were recruited via classified ads posted at www.nycservice.org, and a few have come from the TimeBank and Lutheran Health Family Support Center (FSC).

Useful to note for purposes of starting new classes, only about 46% of those who signed up to attend in advance actually attended the first session of class. The only two groups which were canceled for reasons of non-attendance, the June/July “Open Help” and English Conversation Group (both at the FSC) failed to attract 5 students who attended more than 50% of the sessions and had only 1 student between them who attended 100% of the sessions. This suggests that a “core group” of approximately 5 students is necessary to sustain a class in the mid-to-long term. Both also had high percentages of students who attended only a single session.

In addition to the two “ongoing” English groups (class at Confucius Plaza and ECG at the Sr. Ctr.), an intermediate computer class, Chinese and Spanish basic computer classes appear likely to continue into August 2010 (and beyond, we hope). The basic computer classes at the FSC and Henry St. may resume in August, pending the transition to “volunteer leader” teachers and (re-)recruitment of students (both new and those who have attended previously). By the measure of training and implementing “volunteer leaders” to take over the tasks of the Americorps VISTA/NYC Civic Corps (as described in the Volunteer Assignment Description given at the initiation of the service term), in terms of sustainable English and computer classes, Julian’s term of service should tentatively be called a success!

*As the vast majority of the Confucius Plaza English students were members (or became members), but overall stats are unavailable/inconsistent, they would likely push the percentage of TimeBank members in the classes overall to well over half. It should also be noted that those who attended classes at the Sr. Ctr. and Henry St. were members before taking the classes, those at Confucius Plaza and the FSC were far more likely to be recruited during the class itself. Statistically, an unweighted average of 61% were/became TimeBank members per class.

*TimeBank members are counted retroactively (i.e. many members’ applications were not finished being processed until after the term ended) and include some whose applications were still pending at the time of publication (early August).

Thanks & Credits

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About the Author (why should you believe anything this curriculum says?)

Julian has sought to include advice from more experienced teachers than himself, but most of this guide is based on his experience and training. He has ESL tutoring experience with adults beginning in Oberlin, OH, in 2003, with children as an Americorps volunteer in NYC’s MS 131 (Sun Yatsen Middle School) in 2004. Formal training and actual leading of classes came from 2004-2006 in the Peace Corps, stationed in Western China’s Gansu Province at Zhangye Medical College. In both Gansu and Sichuan with the Peace Corps, he taught over 1000 students and English teachers of all levels. In summer of 2006, as part of a team of “Language and Culture Facilitators”, he helped to train the 12th group of China PCV’s. He made a basic EFL curriculum of approximately 150 hours (over three months) for Burmese refugees in the summer of 2008. As part of the first NYC Civic Corps (Americorps VISTA) in 2009-2010 and placement with the VNSNY Community Connections TimeBank, Julian gained new experiences teaching seniors and multicultural classes, as well as a new start as a computer teacher at Lutheran Family Health’s Family Support Center and Marien Heim in Sunset Park, Brooklyn. Julian holds a BA from Oberlin College in East Asian Studies, an MA from Marquette University in International Affairs, and will begin a Ph.D. program in fall of 2010 in the University of California at Irvine’s political science program. He encourages readers to contact him at omniscientfool@yahoo.com and to visit his similarly sprawling website at www.omnifoo.info.