



How can I use the Internet to communicate with others?

Lesson Length: 2 hours

To use as 2 one-hour classes, divide after Topic 8.

Lesson Plan:

The following text will lead you (the instructor) through the topics that are to be taught. This is not, however, a script. So how should you use this?

1. Read through this entire packet of information about this lesson and familiarize yourself with its various elements. If there is a topic covered that you do not feel comfortable with, take time to explore relevant links in the lesson or in the “Additional Resources”. You’ll feel more comfortable delivering the material to your students if you are confident in your knowledge of the topics!
2. Likely as you read through this packet, you thought of on-topic examples or stories that you want to share. You might want to scribble a few notes or keywords in the margins of the lesson, so you remember which topic they relate to.
3. Talk through the lesson out loud, as if you were teaching it to someone. Undoubtedly, this will seem very unnatural and that is okay. Every instructor goes through this step – even if the person has taught the same topic multiple times. Even if you do this quickly, it will help you further understand the lesson and how to approach each topic.
4. Try any exercises that are included so that you know what the results will be. Again, make any notes that will be helpful to you.
5. Relax...take a deep breath...smile...and...teach!

Participant Prerequisites:

It is assumed that participants in this session has taken the session titled “Introduction to Using a Computer or Computing Device” or has learned how to:

- Turn a digital device on and off.
- Open and close applications.
- Enter information using a keyboard, mouse and other controls.

Instructional Aids, Materials or Tools Needed:

- Each participant will need a desktop or laptop computer or mobile computing device. If using laptops, make sure that the laptops are either fully charged or are connected to an electric outlet.
- It is preferred that participants that are using laptops use an external mouse, rather than the touchpad. An external mouse is easier on a person's hands.
- In order for the instructor to be able to demonstrate techniques easily, the instructor should have a PC that is connected to a projection unit. If the instructor does not have access to this, then the person may need to spend time one-on-one with some participants to ensure that instructions are understood.
- If the session has over 10 participants, the instructor may want to enlist the help of another person who can circulate around the room and help participants who get stuck with a command or exercise. That person should be instructed to talk the participant through getting unstuck, rather than touching the keyboard or mouse to fix the situation for the participant.

Class Structure (Agenda):

The class is divided into major questions that you'll want your students to be able to answer by the end of your two hour session. Each major question is its own topic and goal (or preferred outcome), an explanation on how to achieve that goal, a question and answer period and then a demonstration or class exercise. There also may be additional instruction resources with each topic as well as more general resources available at the end of this document. Major Questions (Topics) include:

- What types of communication can I do on the Internet?
- How do I find people like potential employers, family, old friends to communicate with?
- What is email and how can I use it?
 - a. How do I setup a free email account using Gmail?
 - b. How do I recognize and handle spam email?
- What is instant messaging or chat?
- Can I use video to see and hear others, including groups, on the Internet?
- What are Social Networks and why should I post a status update?
- What are Message Boards and Newsgroups?
- How do people use Blogs to communicate on the Internet?
- How do I use the web to complete a job application?

- How do I locate and fill-in online tax forms?

There is a verbal question and answer session at the end of the class that will test your student's knowledge of the material. You'll have to gauge your time carefully, depending on how much time you've spent on each topic. Sample questions are provided, but be sure to add your own!

Instructional Goals (Outcomes):

After completing the session:

- Participants can describe how people connect with each other on the Internet.
- Participants can explain how to find people to connect with on the Internet.
- Participants can demonstrate the basics of using email.
- Participants can spot spam email and know how to handle it.
- Participants can demonstrate using instant messaging and chat.
- Participants can demonstrate video messaging, one-on-one or in groups.
- Participants can explain the basics of social networks.
- Participants can explain the basics of and how to read Message Boards and Newsgroups.
- Participants will recognize blogging as a form of Internet communication.
- Participants can successfully use the Internet to search for and apply for a job.
- Participants can successfully use the Internet to complete online forms such as tax forms, social services applications, and sample tests such as the GED.

TOPIC 1: What types of communication can I do on the Internet?

GOAL:

- Participants can describe how people connect with each other on the Internet.

EXPLAIN:

The Internet has become a colossal mix of communication tools previously unknown to mankind. We are in the third stage of written communication, the first being through the use of pictographs. The pictograms were made in stone, so obviously written communication was not yet mobile.

During the second stage, writing began to appear on paper, papyrus, clay, wax, etc. People developed common alphabets so that they could be understood across large distances. A leap

in technology occurred when the Gutenberg printing-press was invented in the 15th century and ultimately, books were available to the common man.

The third stage is sometimes called the Information Revolution and characterized by the transfer of information through controlled waves and electronic signals. Those of us living in this digital age can benefit from all these FREE tools if we know how to use them.

ASK:

Ask the class how they are used to communicating with others. Answers may include by telephone, written letters or face to face.

DEMONSTRATE:

Play the following short video clip, “A Brief History of Communication.” A beautiful, graphical representation of the way man’s communication capabilities have evolved.

<http://youtu.be/rDkxsNmKDGk>

**EXPLAIN:**

You (the students) can communicate with others on the Internet in a variety of ways which will be unique to who you are communicating with and what you are trying to say. Some of these free methods include:

- Email, which is the most popular way to communicate
- Instant messaging or chat, which is like having a conversation in “real time” across the internet
- Video which lets you see and hear the person you are talking to in “real time”
- Social Networks let you post status updates, or what you’re doing at that moment, to either a wide audience or specific people
- Message Boards and Newsgroups let you keep up with and discuss a specific topic with likeminded people
- Blogs let people share stories or news and can be used as an online diary.

INSTRUCTOR RESOURCES:

- Introduction to Written Communication: Some Basic Principles
http://jusur.bu.edu.sa/portal/modules/courses_list/PDF/ENG101/PART2/Topic_1.pdf?mylms=93e99a37f741b2e6812d7a72588cf8e7 Last accessed 2/24/12
- The Machine is Us/ing Us (Video) http://youtu.be/NLIgopyXT_g Last accessed 2/24/12

TOPIC 2: How do I find people like potential employers, family, old friends to communicate with?**GOAL:**

- Participants can explain how to find people to connect with on the Internet.

EXPLAIN:

Just like having a conversation with someone face-to-face, using these free communication tools on the Internet requires certain social skills. If you are not comfortable talking to people in person, you may be more (or less) comfortable talking to them on the Internet. Most of this depends on how you like to communicate with others in general, and might require you to analyze and gain some emotional intelligence on the subject.

It also requires you to have some basic internet searching skills. Let's look at the tools that can be used and then discuss ways to find people within those tools.

- The easiest way to find someone on the Internet is to just ask! Most people are more than willing to share their email address, social networking user name or website with you.
- Many people put their email address on their business or personal stationery. The can always be identified with the "@" symbol in the middle.

CLASS EXERCISE:



First, show the above image at <http://cdgwebdesign.com/wp-content/uploads/2010/11/combof-business-cards-1024x892.jpg> from CDG Marketing and Web Design (last accessed 2/22/12).

Ask the class if they can find any email addresses on the cards and point them out to you.

DEMONSTRATE:

Hold up your own business card (if you have one) with your email address circled in red.

EXPLAIN:

- Another way is to contact any mutual acquaintances you and the person may have. One of them might have the e-mail address you need.

- People often list their email address on Social Networking sites like Facebook, Google+ or LinkedIn but you may have to join the site or ask to be in their network to have access to it.
- You can also look for someone's email address at their company website or in a company directory.

CLASS EXERCISE:

Open your internet browser and visit your public library's website. See if you can find an email address or a contact form to get in touch with library staff.

INSTRUCTOR RESOURCES:

- *"Internet Use, Social Skills, and Adjustment"* Elisabeth Engelberg and Lennart Sjöberg. CyberPsychology & Behavior. February 2004, <http://online.liebertpub.com/doi/pdfplus/10.1089/109493104322820101> Last accessed 2/22/2012
- *"How to Find Someone's Email Address"* Guy McDowell. MakeUseOf.com, February 2009 <http://www.makeuseof.com/tag/finding-someones-e-mail-address2/> Last accessed 2/22/2012

TOPIC 3: What is email and how can I use it?**GOAL:**

- Participants can demonstrate the basics of setting up and using email.
- Participants can spot spam email and know how to handle it.

ASK:

Who in the group already has an email address? If you have an email address, which email service are you using?

Answers might include a local Internet provider, Gmail, AOL, Yahoo, or Hotmail.

NOTE: People that already have an email account may not want to sign up for a Gmail account in the next exercise. If they do not want a Gmail account, you would suggest:

1. That they follow along. It is likely that they will still have questions about the process.
2. That they use their existing email address to sign-up for a Google account (but not Gmail). This would allow them to customize their use of Google.

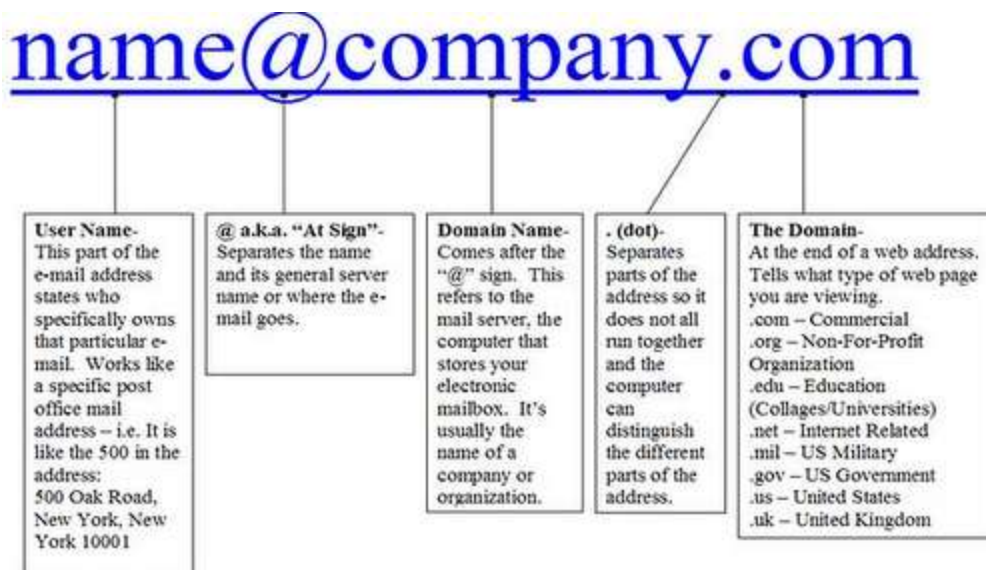
EXPLAIN:

An email account lets you use the Internet to send messages to anyone else who has an email account, anywhere in the world, just as a having a postal address lets you send letters and packages to someone's home or business.

Just like you have a unique home address, you also have a unique email address. No one else will have the same email address as yours. That way, you know your email will be delivered to YOU and no one else.

DEMONSTRATE:

Show the following image on the screen, enlarging the font (ctrl +) for clarity:



https://lh3.googleusercontent.com/-CkydkSGO0nk/TWukvKWbjDI/AAAAAAAAAG0/_UtWiluupro/Email.PNG

from Senior Connect Lessons <http://seniorlessons.blogspot.com/2011/02/internet.html> Last accessed 2/24/12

EXPLAIN:

You'll want to identify an email address and explain that all email addresses are structured the same way. Some people have email addresses associated with the companies they work, for example:

janiejoejones@generouselectric.com

Students might have an email address from their school:

joezyalvadro@biguniversity.edu

Some people have email addresses associated with the company that provides the internet service to their home: (example is from the Albany area Time Warner Cable)

pollypocket@nycap.rr.com

And increasingly, people decide to have an email account with free services like Gmail, Hotmail or Yahoo. For example:

auntianne@gmail.com

It is important to emphasize, that similar email addresses can exist with different email services. However, each email address could have a very different owner. For example:

auntianne@gmail.com

auntianne@yahoo.com

auntianne@hotmail.com

auntianne@twcnny.rr.com

All addresses have these things in common:

- The @ sign (at sign).
- That the person's name or other identifier is first in the email address (before the @ sign). This is sometimes called the User Name or Service Name.
- That the service provider (i.e., the place that offers the email account) is after the @ sign.
- That there is a "." (dot)
- That there is a domain.

ASK:

Place the examples below on a board or in a text document projected through your computer. Ask which are actual email addresses and which are not.

- bobbaloo@disney.com
- 14 Main Street, Anytown, NY
- joe@onefineday.net
- www.yourpubliclibrary.org

- carol@heartmylibrary.com
- library.elvira.edu

Once the participants have identified those that are email addresses, ask them to parse the information. For example, ask:

- In the email address, what is the person's name (or personal information)?
- What is the service name?
- What is the top level domain?

DEMONSTRATE:

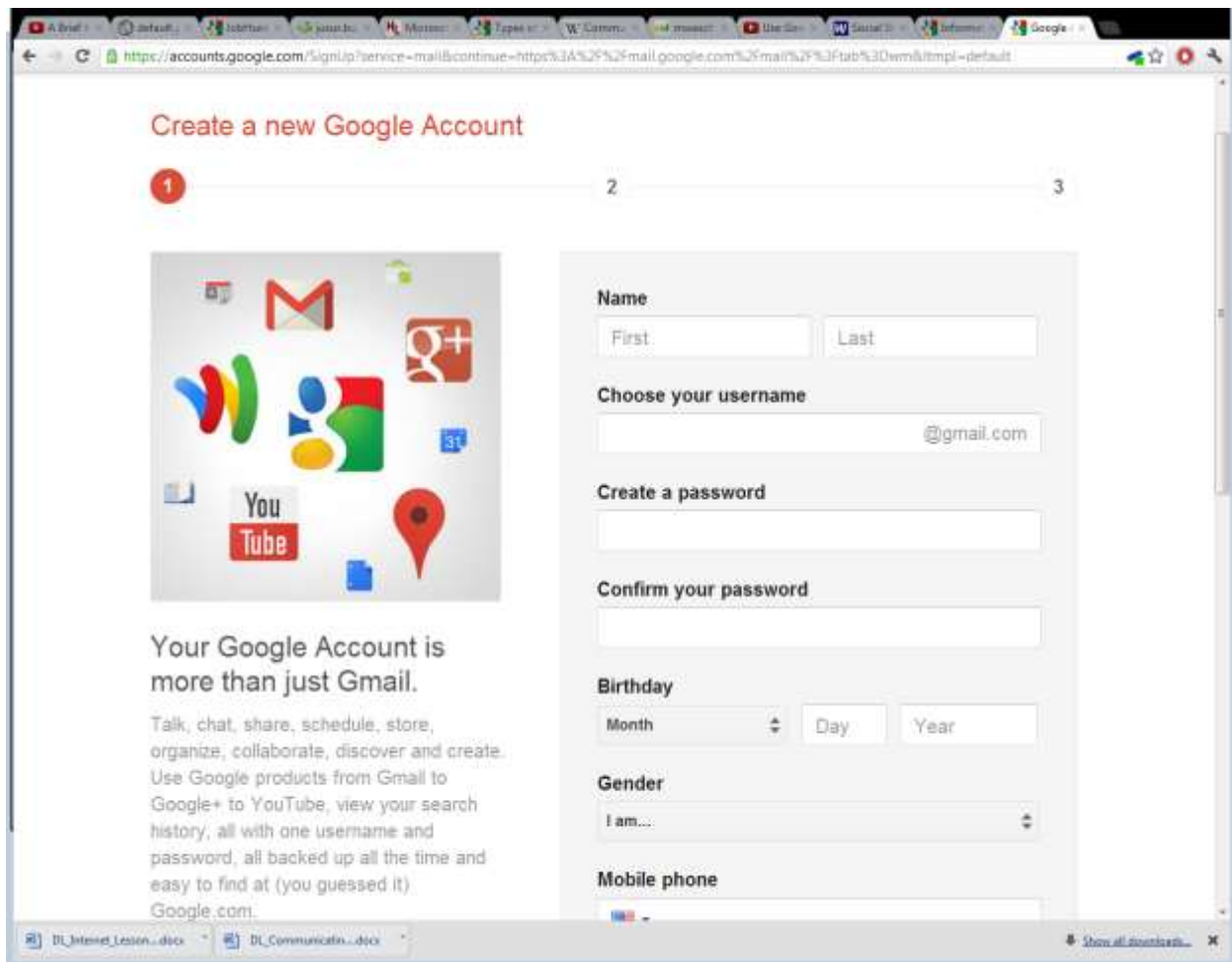
In order to do this demo, you must have a Gmail account that already has emails in its inbox. This could be a demo account that is used by your library. This should not be your personal Gmail account.

1. Go to gmail.com
2. Show that by logging in with your email and password that you are going to your own space on the Gmail computer where only your email is stored. No one else has access to it.
3. Do a quick tour
4. show the inbox
5. read an email
6. reply to one
7. Send a new one

If your group already knows the basics, they show some more advanced features. Otherwise leave that for later.

CLASS ACTIVITY:

Tell the participants that the class will be using a free email service called Gmail that is provided by Google.



To get started, everyone will need to use our web browsers to go to the web address

<http://gmail.com>

(If someone does not want to setup a Gmail account, ask that they follow along on the computer, but that they stop before they actually create a new email address.)

DO point out that “gmail.com” is the web address where they will be able to send and read their own personal email. Their email address will be something like: user@gmail.com

1. Ask participants to write down what they want the personal part of their email address to be with several variations, since their first choice may already be taken by someone else. Explain that every email address must be unique. Have them write down several possible names to use as their email address, For example:

sisterjill

anne4life

pollybeth

billyjoe

bob543

1776george

2. Have them go to gmail.com if they are not following you. Have participants click on “Create an Account”. At this point, if anyone does not want to create a Gmail account, they should stop here.
3. Ask each participant to go through Gmail sign up. This effort could take quite a while for some people. Selecting a name that isn’t taken can be hard, as is completing the forms.
4. Point out the required fields and the optional ones. *(Most web sites will note in some way which fields are mandatory. However, this form does not make it obvious which fields are mandatory and which are optional.)*

- Name
- Username
- This might be a variation of the person’s real name
- Could be: firstname.lastname (e.g., bobby.brown)
- Should not be anything inappropriate or embarrassing.
- Password
- Date of Birth – Not displayed without your permission
- Gender – Not displayed without your permission
- Mobile Phone (optional)
- Other Email Address (optional)
- Captcha
- Location
- Agree to Terms of Service and Privacy Policy
- Allow Google to personalize ads and content on non-Google websites.
- Explain that a “captcha”? (Pronounced cap-cha.) is a challenge created to help ensure that the form is being completed by a human and not a computer. A captcha will include letters and numbers that a person will need to see (or hear) and then enter in

order to continue. **DO** Reassure participants that completing this form can be frustrating. The good news is that they only need to do it once.

- Once they have registered for a Gmail account, have them write down their email address and password. (Remind them that they should not share the password with others.) While we know that everyone should commit their email address and password to memory, this does not happen immediately, so having it written down is helpful.
 - Ask the participants if they will share their new email address with you and the rest of the class, so that you all can send emails to each other as practice. For those that agree, place their email address on the board or flipchart, so everyone can use them during the practice session.
 - Once they have registered for a Gmail account and can see the inbox, have them read the welcome messages from Google.
 - Tell them to double-click on the message in order to read it.
 - Have them use the cursor to point at the icons at the top of the message. Explain what each icon means. (These icons change in look on occasion, so make sure that you are aware which icons are visible.)
5. Have participants select “Compose”
- Explain the form that is presented for creating and sending an email message. Have the participants enter an email address to send an email to (e.g., your test account), a short subject (e.g., “hi”), and a short message (“I’m in class.”).
 - Be sensitive to those who may not want to share their email addresses with strangers in the class.
6. Once you have received emails from the participants, reply to them, so students are receiving emails. The emails that you send may be something quick (e.g., hi) or text that you have created prior to the class (e.g., a message about the library’s services). Have the participants practice opening, reading and replying to email.

Give students 10-15 minutes to practice sending and receiving emails. You might ask them if there is an email address that they want to send a message to (e.g., a family member). Tell them that it would be okay to send an email to someone who is not in the class, if they have the email address. If it turns out that the correct email address is not known, that could be a useful learning experience. Be patient - There will be lots of questions!

- After 10-15 minutes have passed, participants should have several emails that they do not want to keep. At the Gmail home page, ask them to click on the checkbox for a

message that they do not want to keep. (A checkmark will appear.) Then have them select “delete” (the trashcan).

- Once each person has deleted a message, have participants click on the “Trash” folder, where deleted messages go. Explain that Gmail automatically removes a message from the Trash folder when it has been in it for 30 days.

EXPLAIN:

Phishing email messages, websites, are designed to steal money. Cybercriminals can do this by installing malicious software on your computer or stealing personal information off of your computer. Spam is designed to fill your inbox with unwanted advertising. Here are some great tips on preventing phishing and spam:



- Spelling and bad grammar. Cybercriminals are not known for their grammar and spelling. Professional companies or organizations usually have a staff of copy editors that will not allow a mass email like this to go out to its users. If you notice mistakes in an email, it might be a scam. For more information, see the topic “Email and web scams: How to help protect yourself.”
- Beware of links in email. If you see a link in a suspicious email message, don't click on it. Rest your mouse (but don't click) on the link to see if the address matches the link that was typed in the message. In the example below the link reveals the real web address, as shown in the box with the yellow background. The string of cryptic numbers looks nothing like the company's web address.
- You might receive an email that your account would be closed if you don't respond to an email message. The email message shown above is an example of the same trick. Cybercriminals often use threats that your security has been compromised.
- Spoofing popular websites or companies. Scam artists use graphics in email that appear to be connected to legitimate websites but actually take you to phony scam sites or legitimate-looking pop-up windows.

Source: <http://www.microsoft.com/security/online-privacy/phishing-symptoms.aspx> Last accessed 2/22/2012

INSTRUCTOR RESOURCES:

- Why Google asks for your information at sign-up, <http://support.google.com/accounts/bin/answer.py?hl=en&answer=1733224> Last accessed 2/24/12
- How to find email addresses for Business Research (Video) <http://youtu.be/P0tXA24d-OY> by Boostel Research. Last accessed 2/24/12

TOPIC 4: What is Internet Messaging or Chat?

GOAL:


- Participants can demonstrate using instant messaging and chat.

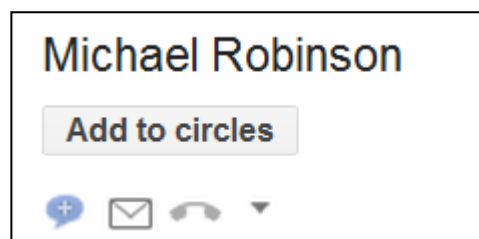
EXPLAIN:

Generally, Internet Messaging, also known as “IM” (pronounced “Eye Em”) is between two people while Chat may have more than two people in the real-time conversation. Almost all email services and some social networking sites provide this type of communications across their platforms. Many libraries offer patron services through instant messaging and some companies also provide real-time support through their websites.

DEMONSTRATE:

Ask the class if anyone would like to chat with you through their new Google account. If so:

1. Have them send you an email to the account you’ve created for the class (not your personal email account!)
2. While in the email, look for the  contact information at the right side of the screen
3. Click the blue “Invite to Chat” button
4. Have a live conversation for the class!



contact information at the right side of

Note that you when you are signed in to Gmail, you should always see a Quick Contacts box along the left of your screen. Clicking on a name in Quick Contacts will start a chat session or an email. The people you can chat with have colored balls next to their names—green means

they're online, yellow means they're idle and red means they're busy. When someone sends you an instant message (IM), a chat session will show up on the bottom right corner. You can chat with them right there, or pop-out the entire chat session to its own window.

Chat History
Chats can be saved and searched for just like email messages

Quick Contacts
The people you email most often show up automatically. Customize this area to email and IM the friends you want with just one click

Chat Now you can chat with your friends from directly within Gmail

Pop-out Chats Give your chat session its own window

The screenshot shows the Gmail interface with the following elements:

- Header:** Gmail logo, search bars, and user profile (tester@gmail.com).
- Left Sidebar:** Navigation menu including Compose Mail, Inbox (4), Starred, Chats, Sent Mail, Drafts (1), All Mail, Spam (3556), Trash, Contacts, Quick Contacts, and Labels.
- Main Content:** Two email inboxes. The top one shows a list of emails with subjects like "Photo - Can you send me that photo...", "Harry Potter reviews...", and "Jessica's birthday Re: Birthday dinner...".
- Bottom Right:** A chat window for "Lizzie Astley" with a message history and a "Pop-out" button.

Image from <https://mail.google.com/mail/help/chat.html> Last Accessed 2/22/2012

EXPLAIN:

Let the class know that there are too many chat or instant messaging options to discuss here, but that the service is available through individual platforms. The best way to communicate in real-time with someone else on the Internet is to find out their preferred method, sign up and start a conversation!

ASK:

Ask the class to give examples of how people might use chat. Answers might be:

- An online class when a teacher speaks specifically to one student
- When the messages are too short for an email
- When I need help with something

- When someone is in a long distance relationship

TOPIC 5: Can I use video to see and hear others, including groups, on the Internet?

GOAL:

- Participants can demonstrate video messaging, one-on-one or in groups.

EXPLAIN:

Video chat programs are computer programs that allow users to connect with each other via an Internet connection. This connection includes live streaming video and sound. It is as if the person is actually sitting right in front of you.

Many of the communication tools online today provide an opportunity for video chats. Social sites like Yahoo, Facebook and Google all have video capabilities and can be wrapped into your online communication experience. Software like Skype or Oovoo specialize in video chat for personal use.

Teachers may use video chat at sites like WebEx or Adobe Connect. These applications usually provide screen-sharing and whiteboard capabilities.

The most important thing to remember is that you can only participate in a video chat if both you and the other person or group have the hardware and software to join in. You'll need a web camera and a microphone installed on your computer and most of them do need a browser plug-in to allow access.

ASK:

Ask participants to imagine a time in their lives that they wished they could share or talk about on video chat. Expected answers might include:

- Sharing news like an engagement or other addition to the family
- Seeing a soldier stationed far away
- Staying connected to a loved one

DEMONSTRATE:

Show the video for Google Hangouts (with audio) found at <http://www.youtube.com/watch?v=QN38vHZjWXw>

TOPIC 6: What are Social Networks and why should I post a status update?**GOAL:**

- Participants can explain the basics of social networks.

EXPLAIN:

Social networking sites (SNS) provide people with the opportunity to friend members of their overall network of family members, coworkers, and other acquaintances. Much has been made of the use of the word “friend” in this context. Those who are listed as friends on SNS may indeed be friends in the traditional sense, but they can also be old acquaintances (e.g., from high school) or very casual connections between people who have never have met in person. Some worry that as a result of using these services, people may become more isolated and substitute less meaningful relations for real social support. Others believe this might enrich and expand relationships.

The average American has 634 connections (or people) in their overall network, and technology users have bigger networks. The largest gains in this area are from those with social networking capabilities on their mobile devices or cell phones. (Pew Internet Research, 2011)

The most popular social networking site is Facebook with over 800 million users.

Status updates are short posts on the networks that state what you are doing at the moment. The underlying technology was developed in the 1960s, but it gained mass market appeal in the mid to late 1990s with the away message on Instant Messengers. The away message was a quick way to let your friends know whether you were available for chat, but people very quickly started using it to post status updates. They would post what they were doing, what their plans were, how they were feeling, or inspirational quotes.

**DEMONSTRATE:**

Play the following short video clip, “Social Networking in Plain English” by Common Craft found at http://www.youtube.com/watch?v=6a_KF7TYKVC

ASK:

If you were posting a status update on a social networking site right now, what would you say? Answers might include:

- In a class at the library
- Learning about communication on the Internet
- Playing on the computer
- Just got an email address!

EXPLAIN:

The “social” and “communication” part of the status update happens when someone makes a comment about your message.

INSTRUCTOR RESOURCES:

- Pew Research Center on Social networking sites and our lives
<http://pewinternet.org/Reports/2011/Technology-and-social-networks.aspx> Last Accessed 2/22/2012

- List of major, active social networking sites, number of users and Alexa ratings (sortable)
http://en.wikipedia.org/wiki/List_of_social_networking_websites *Last Accessed*
 2/22/2012

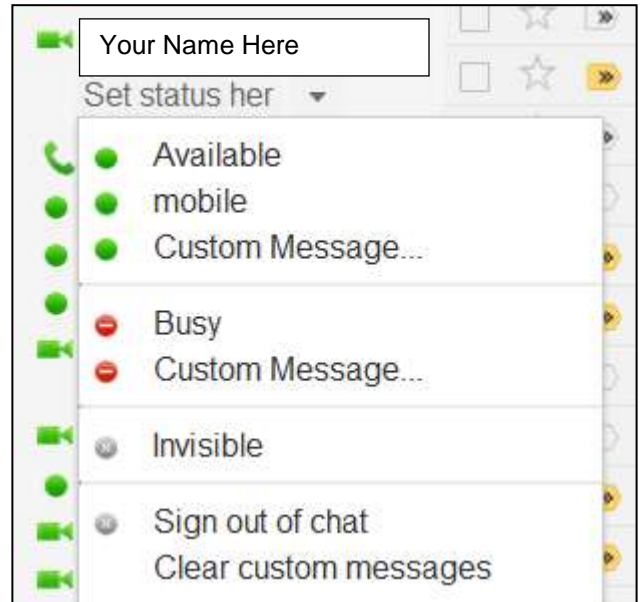
CLASS EXERCISE:

Google already allows Gmail users to update their status. The prompt reads, "let people know what you're up to, or share links to photos, videos, and Web pages."

While signed in to gmail.com, find the "Set status here" drop-down menu, select Custom Message... (you can set custom statuses when you are available and when you're busy).

Enter your custom message in the box, and press Enter.

You've just posted your first status update!



TOPIC 7: What are Message Boards and Newsgroups?

GOAL:

- Participants can explain the basics of and how to read Message Boards and Newsgroups.

EXPLAIN:

Message Boards and Newsgroups generally unite users about a particular topic. Popular platforms include Reddit, Yahoo Groups, Google Groups (which holds the Usenet archives) for Newsgroups and Craigslist for posting items to buy and sell or for job ads. Your local newspaper probably has a bulletin board to discuss news events, just as they might have online classified ads.

In Message Boards the content is available in "threads" so that the reader can quickly follow the conversation.

The screenshot shows a Reddit post on the AskScience subreddit. The post title is "How far away from Earth would you be able to detect human presence?". The post has 211 points and was submitted on 22 Feb 2012. The comments section shows several replies discussing the detectability of human signals from space, mentioning radio signals and the strength of signals over distance.

Image source: Reddit.com, a popular Internet Message board.

http://www.reddit.com/r/askscience/comments/q15lg/how_far_away_from_earth_would_you_be_able_to/ Last accessed 2/22/2012

INSTRUCTOR RESOURCES:

- Purdue University Calumet , Newsgroups and Message Boards at <http://education.calumet.purdue.edu/vockell/cai/Cai5/cai5newsgroup.htm> Last accessed 2/12/2012

DEMONSTRATE:

Visit your local newspaper online and find its classified ads. Browse through the categories, discussing the many different things one could post on a classified ad.

CLASS EXERCISE:

Instructors and class members should search the classifieds for a new puppy, noting how to contact the seller in the ad.

TOPIC 8: How do people use Blogs to communicate on the Internet?

GOAL:

- Participants will recognize blogging as a form of Internet communication.

EXPLAIN:

Blogs (short for Web Logs) are a way that people can use the Internet as an online journal or diary. They can be shared or private, hosted on a free server or one that you pay to use. Blog owners, or bloggers, create articles (posts) that may contain multimedia – like images or videos and always contain a title, a time stamp, and a way to respond to the post with comments.

It's the ability to comment on a post that makes blogging two-way communication.

Just like a written journal or diary, people use blogs in an infinite number of ways. Some use it to post recipes, like SouthernPlate.com, or lifestyle essays such as ZenHabits.com



DEMONSTRATE:

Time Magazine has a great roundup of the best blogs in 2011 at http://www.time.com/time/specials/packages/article/0,28804,2075431_2075447,00.html, last accessed 2/22/2012. View the full list and click on a few examples while discussing the content.

ASK:

If you had a blog, what would you blog about? Expected answers:

- Music I like
- Food
- Celebrities
- Things I've learned
- Books I've read

INSTRUCTOR RESOURCES:

- Eleven Safety Tips for Blogging at the Washington State Attorney General's Office website. <http://www.atg.wa.gov/InternetSafety/SocializingOnline.aspx#Blogging> Last accessed 2/22/2012.

TOPIC 9: How do I use the web to complete a job application?**GOAL:**

- Participants can successfully use the Internet to search for and apply for a job.

EXPLAIN:

There are many national and local resources where you can search for job and career information. In fact, there are so many that it can be too overwhelming to go to the big search engines to look for job sites.

A great place for New Yorkers to start instead is their public libraries. The New York State Library "Help Wanted" page has links to regional job resource pages for all areas of New York State. These resource guides link to national and local job resources.

DEMONSTRATE:

- Go to



<http://www.nysl.nysed.gov/libdev/outreach/helpwntd.htm>

- Use the map to navigate to job search information for your geographic region.

- Since there may be participants that are looking for employment (or know someone who is looking for a job), spend 5-10 minutes exploring the job resources available through this site for your region.

DEMONSTRATE:

- Go to <http://labor.ny.gov/careerservices/CareerServicesIndex.shtm>
- Use the “Job Search” feature to locate job openings in your region. Type in an occupation, zip code and radius. For example:
 - Teller
 - 13212
 - 15 miles
- Show the participants the information that is retrieved.

CLASS EXERCISE:

(10-15 minutes)

Ask participants to go to: <http://labor.ny.gov/careerservices/CareerServicesIndex.shtm>

(you may want to write this URL on the board)

1. Have them locate the box where there can search for a job.
2. Have them enter a job, zip code and radius, then click on “search”.
 - a. The search results are in a new browser tab.
3. Ask them to look at some of the jobs that are retrieved.
 - a. The job information will open in a new browser tab.
4. Ask participants look at job openings, help them understand how to return to the job listings.

At the end of this activity, point participants to your library’s job seeker class (or web page), if your library has one, and tell them about your library’s job resources.

DEMONSTRATE:

- Demonstrate Indeed.com to the class, so that participants see another job site.
- Demonstrate how to search by filling out the form.
- Demonstrate how to browse by job category, location, etc.
- Locate an active job listing.
- Using the information from the active job listing above, demonstrate how to find the full job description.

- Explain that the application process will be different for every company.
- Show screen for signing up for an account with Monster.com

CLASS EXERCISE:

(15 minutes)

- Have students find your local library employment resource site.
- This could be the one your own library maintains or one from another regional library via the NYSL Help Wanted page:
<http://www.nysl.nysed.gov/libdev/outreach/helpwntd.htm>
- Give them time to explore the resources that are of interest to them.
- Assist them – as necessary – with filling out forms and deciphering the job descriptions.

TOPIC 10: How do I locate and fill-in online tax forms?**GOAL:**

- Participants can successfully use the Internet to complete online forms such as tax forms, social services applications, and sample tests such as the GED.

EXPLAIN:

- New York State and Federal tax forms are readily available online.
- Forms can be downloaded and printed out for those who file returns by mail.
- The tax sites also contain information about and help with online tax filing.

DEMONSTRATE:

Visit the New York State Tax Site, <http://www.tax.ny.gov>

- Locate the basic form (Form IT-201)
 - Under “Find Forms and Instructions” in the left menu area
 - Select “Income Tax” in the center area of your screen
 - Select “Commonly Used Forms and Instructions”
- Let the students know that the form is a PDF file that allows you to fill-in the various sections. A file format that provides an electronic image of text or text and graphics that looks like a printed document and can be viewed, filled-in, printed, and electronically transmitted
- Demonstrate how you can fill-in a few fields, highlighting the (blinking?) insertion point and the ability to tab through the fields. Use fictitious information.
- Demonstrate how to save the form to desktop or a USB drive.

- Explain that they should not save these forms on a library computer (or on any computer that they do not own).
- Discuss the value of removable storage, like a USB drive.
 - What does one look like?
 - Why are they good to use?
 - How much do they cost?
- Demonstrate how to print the form.

NOTE:

Some people are eligible to file their income tax forms for free. Information about this program is available at:

<http://www.tax.ny.gov/pit/efile/freefile.htm>

DEMONSTRATE:

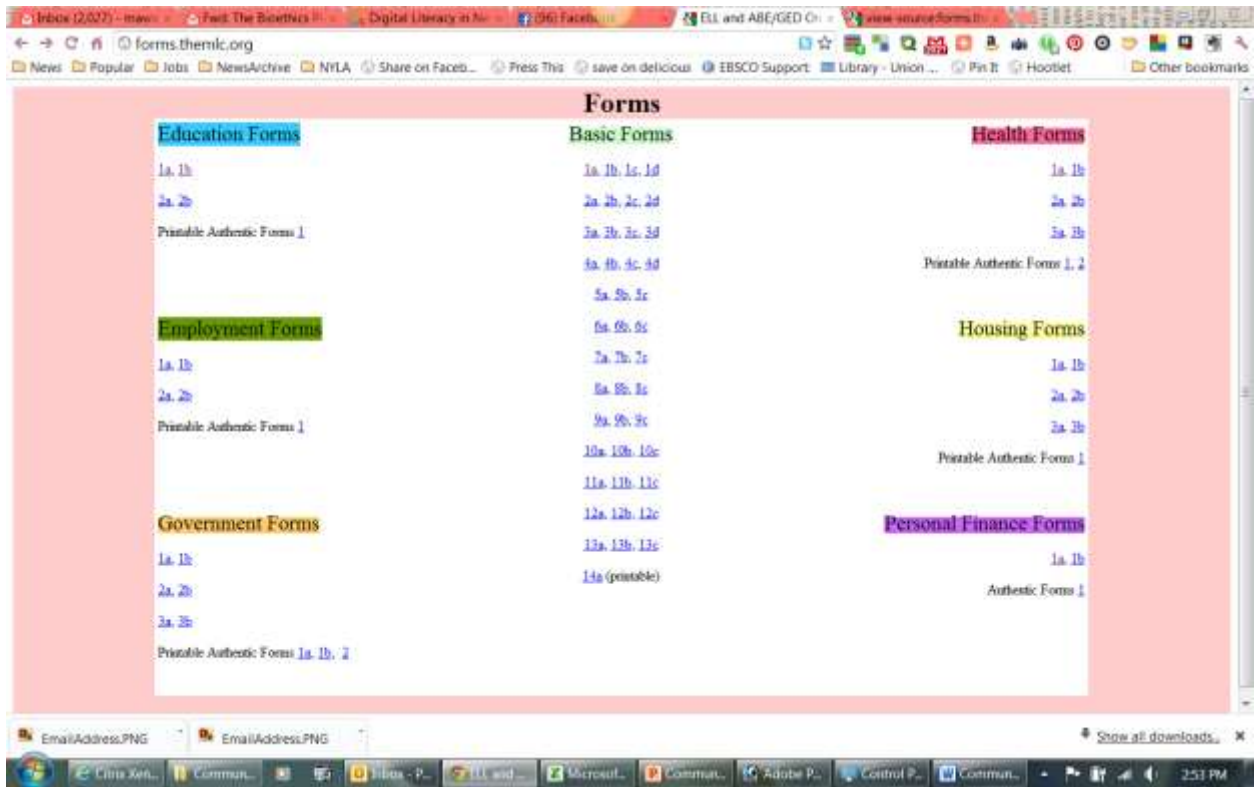
(If there is time and interest)

The Federal Tax Site is available at <http://www.irs.gov>

- Demonstrate how to find the basic tax form (1040 or the 1040EZ).
- Demonstrate how to open the form and save it to a hard drive or USB drive.
- Explain that completing this form uses the same skills as completing the New York State form.
- Show them the File Free page on the IRS web site. (Link should be on the main page.)

There are several web sites that allow you to practice filling in an online form.

<http://web.archive.org/web/20120101154935/http://forms.themlc.org/>



CLASS EXERCISE:

Allow participants to spend time exploring the job or tax web sites or online forms practice sites. Be prepared to answer questions about how to navigate the sites or complete an online form.

Informal Assessment (Topic Review):

For a fun, conversational assessment, start a conversation with participants about the things they have learned during class. Here is a sample of some questions you might ask from each topic, but be sure to add your own after you engage and interact with your students.

Note that you do not need to review all of these questions. Instead select 1-2 to discuss, or 1-2 of your own! While the discussion itself will be useful, more useful will be any questions that surface from the participants. Their questions might be about concepts that they did not fully grasp. In that case, spend time providing answers to the class or working one-on-one with a specific participant.

- What types of communication can I do on the Internet?
- How do I find people like potential employers, family, old friends to communicate with?
- What is email and how can I use it?
- How do I setup a free email account using Gmail?
- How do I recognize and handle spam email?
- What is instant messaging or chat?
- Can I use video to see and hear others, including groups, on the Internet?
- What are Social Networks and why should I post a status update?
- What are Message Boards and Newsgroups?
- How do people use Blogs to communicate on the Internet?
- How do I use the web to complete a job application?
- How do I locate and fill-in online tax forms?