



What is the Internet and how do I use it to locate useful information?

Lesson Length: 2 hours

(for 2 one-hour classes, divide the curriculum after Topic 5.)

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. 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 nine 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:

1. What is the Internet?
2. How is the Internet different from the Web?
3. What is a Web Browser?
4. What are Web Addresses?
5. How Can I Use the Web Safely?
6. How Do I Search for Information?
7. How Do I Evaluate Information?
8. Can I use the information on the Internet I find freely?
9. How Do I Avoid Scams?
10. How Do I Find Medical Information?

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 the Internet as a global information and communication tool.
- Participants can explain that the Internet is the hardware that connects the computers and that the Web is a way for people to connect with what others have shared.
- Participants can explain that a browser is software that reads web pages and demonstrate how to open a browser.
- Participants can demonstrate that addresses and keywords that can be used to navigate the web with a browser.
- Participants can describe how to create secure passwords for web sites that require sensitive or personal information.
- Participants can demonstrate a basic understanding of the types of results a search engine will return.
- Participants can demonstrate deductive reasoning to establish web site relevancy.
- Participants are aware that not everything on the Internet is free for their own personal use.
- Participants can spot an Internet scam and know how to respond correctly.
- Participants can explain where to find trustworthy medical information on the Internet.

TOPIC 1: What is the Internet?

GOAL:

Participants can describe the Internet as a global information and communication tool.

EXPLAIN:

The Internet is the ultimate communications tool, a worldwide network of millions of computers that are connected by wires, phone lines, satellites and common languages. We can use these interconnected computers to:

- Transfer files from one computer to another

- Send email to each other
- Stream movies to our televisions
- Send instant messages to our friends
- Subscribe to important news or topics
- Use video phone services to talk to AND SEE our friends and colleagues
- Use powerful computers to do scientific research
- Find directions
- Research medical information
- Research family history
- And so much more!

The Internet has been around a long time, since the 1960s and was begun as an experiment by the government that was eventually taken over as a way for researchers to communicate with each other. Over time, the Internet has grown to include millions of computers around the world. With all these computers connected in multiple ways, if one is not working, the information can still get from one place to another. Very much like highways, when a section of a road is closed, there are usually alternate routes and detours we can take.

An analogy that might help is:

The highways are like the wires that connect the computers. The computers are like the homes and offices in which we live and work. The browsers and programs are the cars and trucks used to transport information and our images over the highway.

Participants may not be interested in more information about the start of the Internet, so this information provided to help answer questions:

The Internet started in the 1960's under the original name "ARPAnet". ARPAnet was originally an experiment in how the US military could maintain communications in case of a possible nuclear strike. With time, ARPAnet became a civilian experiment, connecting university mainframe computers for academic purposes. As personal computers became more mainstream in the 1980's and 1990's, the Internet grew exponentially as more users plugged their computers into the massive network. Today, the Internet has grown into a public spiderweb of millions of personal, government, and commercial computers, all connected by cables and by wireless signals.

Source: *What Is the Difference Between the Internet and the Web?*

http://netforbeginners.about.com/od/internet101/f/the_difference_between_internet_and_web.htm

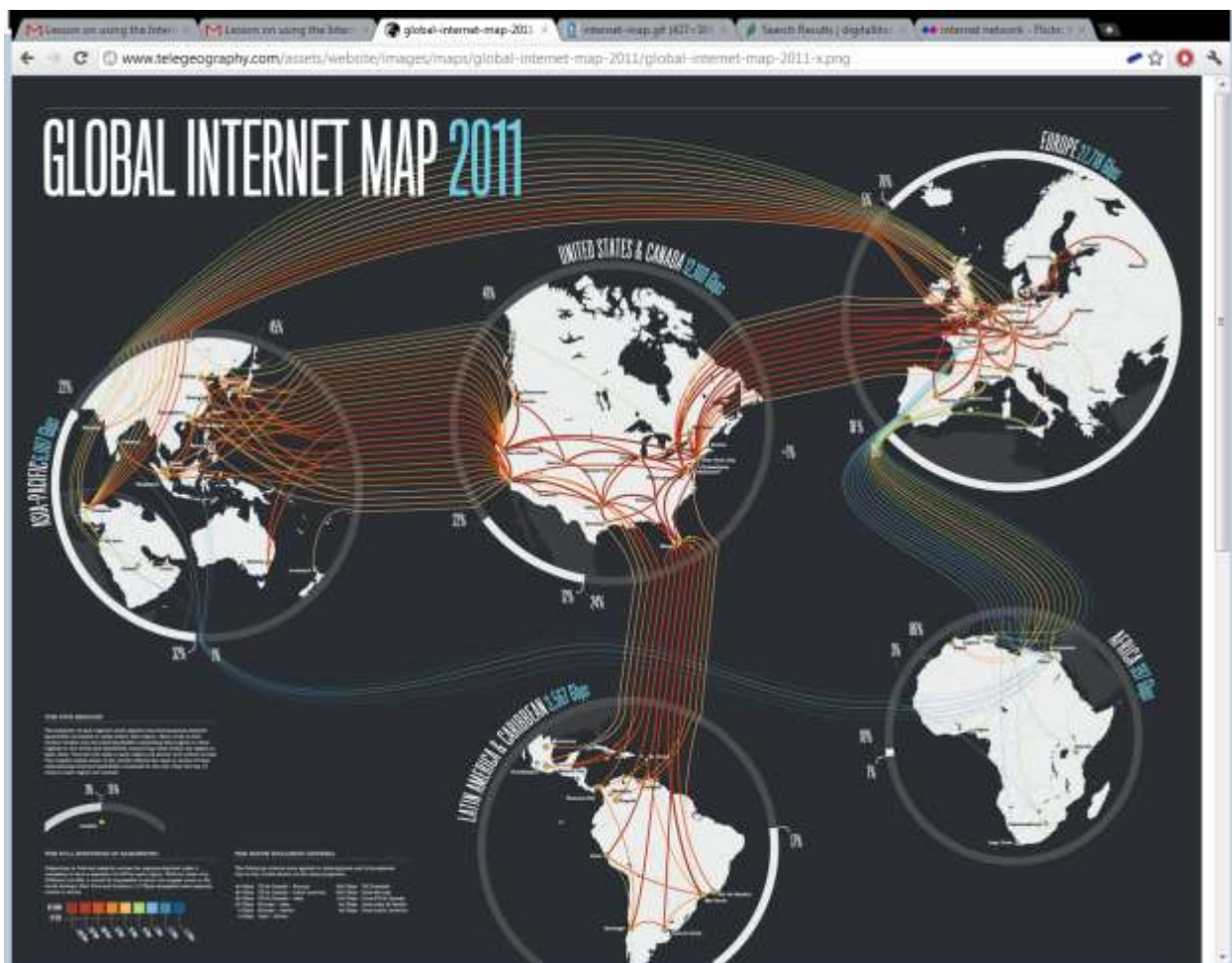
ASK:

- What did people use to communicate 100 years ago? 1000 years ago?
- Ask the class if they've ever written a letter and sent it through postal mail. How long did it take to get to its destination across town? Across the globe?

DEMO:

Open the browser on your training computer. The homepage should be set to the NYLA Digital literacy site, but tell the class that you want to show them a Global Internet map found at Telegeography.com, a website that visualizes Internet data. Visit

<http://www.telegeography.com/telecom-resources/map-gallery/global-internet-map-2011/index.html>



See how we're all connected? That letter you sent to Asia may have taken two weeks to get there... today it takes about two seconds.

INSTRUCTOR RESOURCES:

More on Internet History may be found at the Computer History Museum:

http://www.computerhistory.org/internet_history/

Also note an informative, graphical representation of how the Internet began: "History of the internet" is an animated documentary explaining the inventions from time-sharing to filesharing, from Arpanet to Internet. The clip was made by Melih Bilgil in 2009.

<http://www.youtube.com/watch?v=9hIQirMHTv4>

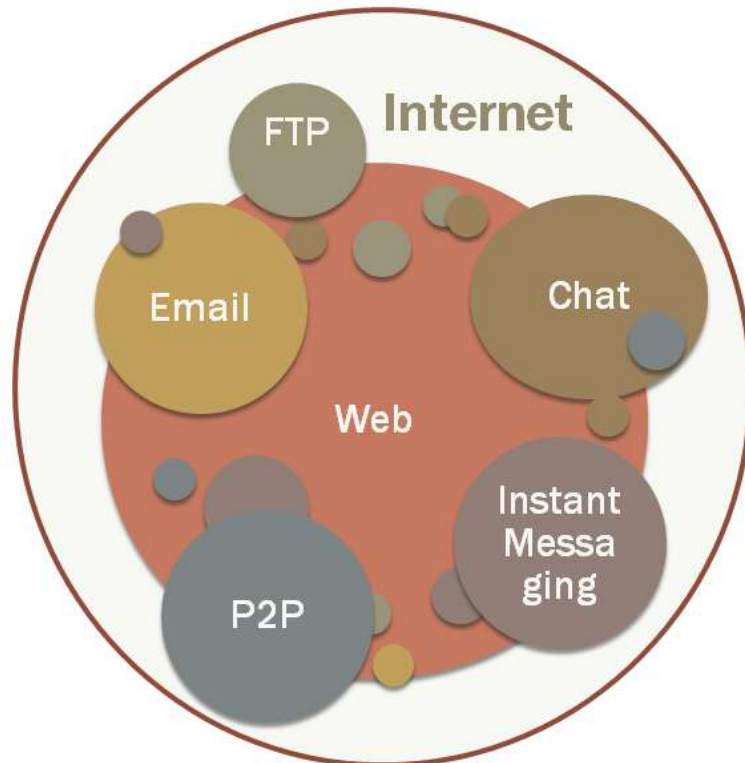
TOPIC 2: How is the Internet different from the Web

GOAL:

Participants can explain that the Internet is the hardware that connects the computers and that the Web is a way for people to connect with what others have shared.

EXPLAIN:

- Most people use “the Internet” and “the Web” interchangeably. And for the most part, that is ok. But you really should understand that the **Web** is just one way to access and share information over the **Internet**.
- Think of the **Internet** as the collection of wires and computers and the **Web** as one way that we communicate over those wires. You access the Web through a web browser, which means that the pages that you view are all part of the Web.
- Since people sometimes call the Internet the “information superhighway”, a highway analogy sometimes works. The highways are like the wires and connections of the Internet. The Web, then are those signs that we see along the way. Each sign is a



different web page. On the highway, we travel from one sign to another. On the Web, we travel from one page to another.

ASK:

Ask participants what sorts of things they use the Web for? Or what they would like to use it for? **Follow up with examples if needed:**

- Search for health information.
- Access our online bank accounts.
- Search for and apply for jobs.
- Find recipes for a special meal.
- Create personal journals about work, hobbies, family history and more.
- Join Facebook to keep in touch with family & friends.

INSTRUCTOR RESOURCES:

- What Is the Difference Between the Internet and the Web? (article) By Paul Gil, About.com, http://netforbeginners.about.com/od/internet101/f/the_difference_between_internet_and_web.htm
- The Internet: A Collection of Subnetworks (graphic) by Paul Gil, About.com, <http://netforbeginners.about.com/library/diagrams/nwww2.htm>
- Video: World Wide Web in Plain English by CommonCraft, <http://www.youtube.com/watch?v=NL8a5XpDbyM>

This is a three-minute video that provides an overview of how information is shared over the Web. The video introduces terms like browser, web address and server.

TOPIC 3: What is a Web Browser?

GOAL:

Students can explain that a browser is software that reads web pages and will know how to open a browser.

ASK:

Ask participants if they know what web browsers they have on their computers? **Expected answers will be Google, Yahoo, “the big E” (Internet Explorer) on the desktop.**

EXPLAIN:

A web browser is a program or application on your computer (or tablet or smartphone or other device) that lets you visit web pages. Your computer probably came with at least one “brand” of web browser already installed:

- Internet Explorer, which is the default browser for Windows Computers
- Safari, the default browser for Mac Computers

You may also download these browsers:

- Firefox by Mozilla
- Chrome which is Google’s browser

They all have similar features, they all let you access information on the Web and they are all free. You can have several brands of browsers installed on your computer at one time and discover a preference depending on how the browser behaves. To use your browser, you click on icons (the big blue “E” for Internet Explorer and a Compass for Safari) on your computer screen or browse through the Start Menu.

EXTRA OPTION:

Show one of the “what is a browser” videos listed below.

- **Video: What is a Browser?** Explains what a browser is and what it does. The video is from Google, but does not market any particular browser.
<http://www.youtube.com/watch?v=BrXPcaRIBgo> (1:10 minutes)
- **Video: What is a Browser?** A funny video from Google asking passersby what browser they use. Markets Google’s Chrome browser a bit at the end.
<http://www.youtube.com/watch?v=o4MwTvtYrUQ> (2:33 minutes)

INSTRUCTOR RESOURCE:

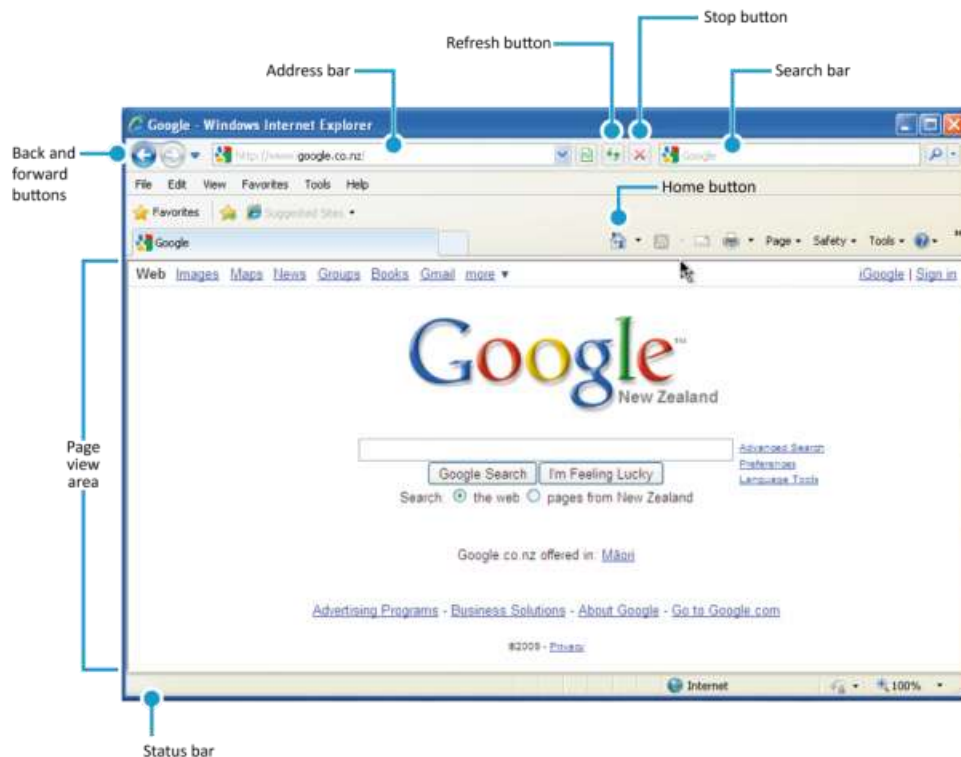
Visit the article titled "Anatomy of a Web Browser: Understanding Browser Terms"

(<http://www.newmediabytes.com/2008/12/28/understanding-web-browser-anatomy-terms/>)

for a thorough review browser terminology.

DEMO:

1. Open a browser on your screen if it's not already open. It will likely open to your library's home page. If it doesn't, then go to your library's home page.
2. Let them know that the first thing that a computer learner needs to do when using a new piece of software is to figure out the navigation. Encourage them to click and investigate.
 - o Explain that sometimes they will need to use the mouse to move the cursor to where they want to type. Clicking in the relevant field allows you to type in it. This is important for typing the browser address bar, a search box or completing an online form.
3. ***Point out all of the navigation of the web browser, starting with the top left corner's Title Bar and working your way to the right to the Minimize / Restore / Close buttons. Then explore the Menus, address field and other buttons on the Browser.***
4. Remind them how to scroll up and down a page with arrow keys, scroll bar and mouse wheel (if available).
5. Show them a **Link or Hyperlink** - the words and phrases that you click on to get to another page on the Web. They are usually highlighted in a different color and might be underlined. Images can also serve as links. Let them know that the mouse pointer will turn into a little hand when it rolls over a link.

**ASK:**

Ask students to tell you what to click on to find the following: (or ask them “where would we find xyz” sort of questions.)

- Find the library hours
- Find a link to the catalog
- Find the page with upcoming events

CLASS EXERCISE:

- Have participants identify the web browser icon on the desktop
- Open the web browser
- Practice browsing, clicking, moving back and forth with the buttons and up and down on the scroll bar. Remember to tell them to feel free to EXPLORE!

TOPIC 4: What are Web Addresses?**GOAL:**

Participants can demonstrate addresses and keywords can be used to navigate the Web with Browser

ASK:

What happens if just a keyword is typed into the address field instead of a full URL?

DEMO:

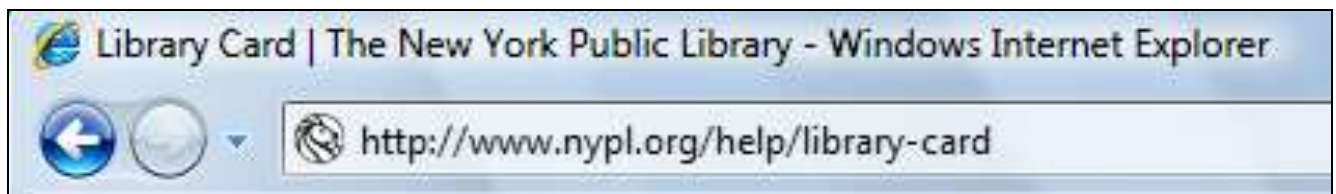
Show them what happens when you type in the keyword "CNN" (You are taken to a search result) and then "cnn.com" (you are taken to the <http://www.cnn.com/> web site).

EXPLAIN:

So what are those <http://> things anyways? Every page of information on the Web has an address, just like you have a street address or a phone number that can be used to locate you. These addresses are called URLs or Uniform Resource Locators. You will see them written everywhere – on TV, in the newspaper, on brochures, and even on products in the store. You might even find a URL on vegetables in the produce department!

URLs can look a bit cryptic to say the least, but they are really not difficult to understand. Each one contains several pieces of information:

For example: <http://www.nypl.org/help/library-card>



- **http://** refers to the method (or protocol) that the browser uses to transfer this information to your computer. In this case "hypertext transport protocol" (no, you don't have to remember that!). Just remember that the http means it's a Web page. Point out that people don't really need to type the <http://> - it really slows them down.
- **www.nypl.org** is the address for a particular computer or web server on the Internet. In this case it is a web server for the New York Public Library. This web site has lots of web pages on it. If you just type in <http://www.nypl.org/>, you'll go to the main starting point or home page for all of the NYPL web pages.
- **/help/library-card** – This will take you to a page of information in the help section of the site and more specifically to the page that has information on getting a library-card. With all of the information in the URL, the web site is organized very much like the directories of files on your own computer (into folders and subfolders)!

If you see a URL in an ad, the newspaper, a magazine or even on your bag of potatoes, you can type that URL in to the box (address bar) at the top of your web browser to go directly to that site. So, if you see <http://www.potatoes.com/> on your veggies, you can use your browser to get more information about potatoes!

You can tell a lot from a computer address. Notice the format for the name of the computer at the White House:

- whitehouse.gov
 - whitehouse tells you the site is about the White House
 - gov indicates it's a US government Internet site

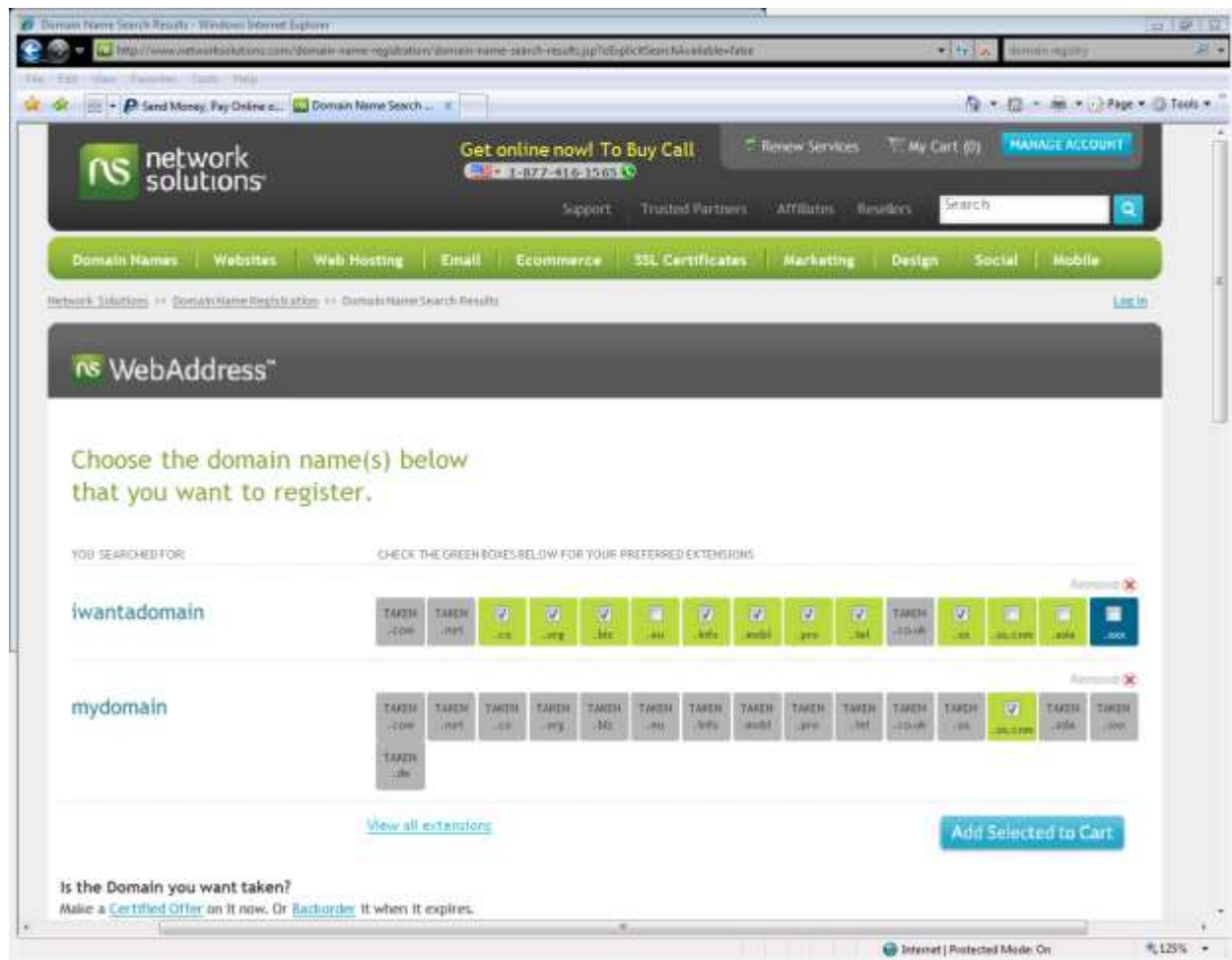
In the US, many computer addresses end with the following abbreviations (referred to as top level domains) that indicate what type of organization owns that computer address. Some of these are:

- .com Commercial (businesses, stores)
- .edu Education (schools, colleges)
- .gov Government (Federal, State, etc.)
- .net Internet related organizations
- .org Organizations (scholarly societies, health care organizations)
- .biz Intended to be used by businesses
- .info Stands for Information and is a neutral name

Sometimes a country code is included as the last part of their URLs:

- .au Australia
- .ca Canada
- .us United States

A simple domain name search at <http://www.networksolutions.com/domain-name-registration/index.jsp> brings up many possibilities for a new web site owner to choose from:



CLASS EXERCISE:

Have students guess what the web addresses might be for some businesses and organizations and practice entering them in the URL box of the browser you are using.

- The web site for your library, town or county - if it is easily guessable!
- AARP - This is an organization - aarp.org
- Apple - This is a business - apple.com
- NASA - government agency - nasa.gov
- Google - business or organization. (This is a good opportunity to explain that Google is a business.) - google.com
- Use any other examples you think will work with your group, or ask them for ideas.

NOTE: Guessing at addresses can sometimes take you to sites that are not of great value, but this is part of learning to use the internet.

INSTRUCTOR RESOURCES:

These are resources that you (the instructor) can use in order to understand this topic or to answer a question.

Root Zone Database (details of top-level domains) by Internet Assigned Numbers Authority (IANA), <http://www.iana.org/domains/root/db/>, accessed Jan. 18, 2012.

List of Internet top-level domains by Wikipedia (crowd-sourced information), http://en.wikipedia.org/wiki/List_of_Internet_top-level_domains, accessed Jan. 18, 2012.

TOPIC 5: How Can I Use the Web Safely?

GOAL:

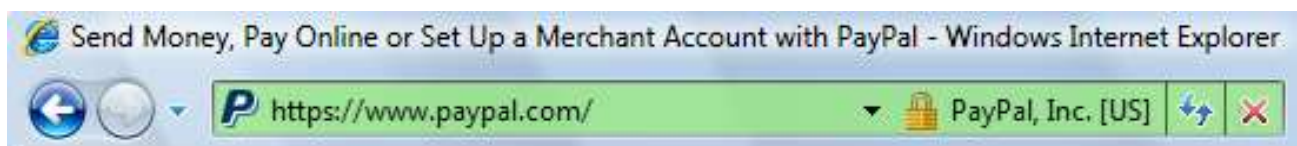
Participants will learn how to use create secure passwords for web sites that require sensitive or personal information.

EXPLAIN:

Secure websites: There are times when you will need to share personal information over the web. If you are shopping online, you will need to input your credit card information. A job application may ask for all sorts of personal information. Your bank may ask you to set up a series of security questions with personal information to gain access to your account.

Be cautious! Think about whether the web site you're using is legitimate. Is it an organization or business you're familiar with? Do you know other people who have used their services? Does the "bargain" sound like far too good a deal? Well it probably is! You're best protection is to stop and think about the situation and ask someone else for help if you're in any doubt.

There are also clues on your browser screen. A site that is secure will have https:// in the URL – it is the **S** that you're looking for: https://



Also note the "Lock" icon that indicates the site is secure and the information that you enter will be encrypted so it cannot be captured by anyone "eavesdropping" on your connection. Similar in concept to someone wiretapping your telephone. Eavesdropping is a big problem if

you are using public wireless connections like the ones in coffee shops and airports. There are ways for people to monitor all the information you're sending and if you are sending your credit card number over an unsecured connection, you might as well be handing someone your credit card.

Strong Passwords: If you have been using the web for even a short time, you probably have a bunch of passwords for different sites and services like email, Facebook, Amazon, your library account, and so on. If someone guesses your password, they can gain access to your information.

The first defense against this is a really good password. The longer the password, the more secure your information. Include upper and lowercase characters, numbers and special symbols or phrases. Try to make your passwords at least 10 characters long. Of course, then you have to remember the password! Do not write it down on a sticky note and tape it to your computer!

Some very bad passwords:

- 123456
- password
- qwerty
- Your birthdate
- Your name
- Your mother's name (this is often used in security questions)
- Your address
- Words that are in the dictionary

It's a good idea to have different passwords for different sites and to change your passwords on a regular basis. Of course, that makes it even harder to remember them.

In order to remember your passwords, you may want to connect them to something in your life, like your yard! For example, could your password be based on objects in your yard, such as?

- always4roses
- 2manyweeds!
- !lovered (You could read this as "I love red")

CLASS EXERCISE:

For a bit of fun, try this Password High Striker tool, accessed Jan. 18, 2012

<http://www.bbc.co.uk/webwise/courses/internet-basics/lessons/password-high-striker>

INSTRUCTOR RESOURCES:

These are resources that you (the instructor) can use in order to understand this topic or to answer a question.

- Guard That Password (and Make Sure It's Encrypted) by Randall Stross,
<http://www.nytimes.com/2011/06/12/technology/12digi.html>
- (NY Times may require that you register to view this article. Registration is free.)

TOPIC 6: How Do I Search for Information?

GOAL:

Participants can explain a basic understanding of the type of results a search engine will return.

EXPLAIN:

There is a lot of information on the Web. According to <http://www.worldwidewebsite.com/> the Indexed Web contains **at least 6.49 billion pages**, as of Wednesday, 08 February, 2012. Regardless of exactly how many pages there are...a lot of stuff is available! Good and bad, reliable and not. So how do you find what you are looking for?

ASK:

Ask participants what different ways they go about finding information. List them on the board.

Expected answers:

- Google,
- Search box in browser
- "I type in that box at the top"
- I ask my kids, wife, husband, or friend
- Newspaper, magazine, TV

EXPLAIN:

A search engine is a special type of web site that has a huge index of all the web pages it can find. Examples of search engines include Google, Bing, and Yahoo. These are the three most popular search engines in the United States (as of Jan. 2012), with Google being the most popular. Warn students that Google targets their search results based on your Google profile or

your behavioral patterns (i.e. which pages you view, how you browse websites, time spent going through search results, etc).

Search engines find all the words and pictures on those web pages and create a huge, huge, huge list of all that information. When you type some words into the search engine’s search box, it looks through the list and finds all the pages that have those words on it. And it does it in a flash!

Search engines do not find everything though and each search engine will find somewhat different results, but they are usually very good at finding what we want if you’ll remember these general tips:

- Imagine what words would likely appear on the pages you are looking for.
 - For example, instead of searching for *my head hurts* search for *headache*
- Start with only a few words and make them the most meaningful that you can think of.
- If you do not get useful results, add alternate keywords and phrases that describe your topic.
 - For example, use America and “United States” in addition to US.
- Be careful when looking for words with multiple meanings. Add words to help the search engine know what you are looking for. For example:
 - *blues music vs. blues depression*
 - *turkey (the country) vs. how to roast a turkey*



VS.



EXTRA OPTION:

How Search Works (by Google)

<http://www.youtube.com/watch?v=BNHR6IQJGZs>

This 3:15 minute video talks about how Google searches for information and what a search returns. This video may contain concepts that will require further explanation, but in general, is easy to understand.

CLASS EXERCISE:

Have each participant go to Google.com and try several sample searches. Have them all do several searches that are exactly the same, then give them time to experiment. Be ready to answer questions that they might have. Topics that you might have them search include:

- Do a simple one word search, for example:
 - pizza (always a fun one to show how the map finds local pizza places)
- Do a multiple word search, for example:
 - type 2 diabetes
 - new hampshire primary
 - 2012 Olympics

For more timely topics, check out: <http://www.google.com/trends/hottrends>

TOPIC 7: How Do I Evaluate Information?

GOAL:

Participants are able to use deductive reasoning to establish Web site relevancy.

EXPLAIN:

With so much information so readily available, how do we know what information is reliable and accurate and what is not? Sometimes it is not all that important where information comes from, if you are trying to remember the names of the 'seven dwarfs' in Snow White, you might not care whether the information comes from the Disney web site, Wikipedia or some other trivia site. However if you are doing a research paper on the history of animated fairy tales, then you will need to make sure you get the information from a reliable source.

If you are looking for medical information, help with your taxes or a job application, you definitely want reliable information. Where the information comes from will matter!

When it comes to evaluating information on a web site, use the same deductive reasoning skills you use in evaluating other information like you find in magazines, newspapers, TV ads, or political debates. Do not be intimidated just because it' is on the web.

ASK:

Ask the participants if they have been to web sites that were clearly bogus (not true, lying or spam). How did they know the information was not accurate?

EXPLAIN:

When you look at a web site, here are some things to consider:

- Who produced the site?
 - Look at the URL. Is it from a government agency (.gov) or an educational institution (.edu), which should be more credible than a business or individual's web site? Anyone can get a .com, .org or .net domain and sometimes pretend to give you reliable information when actually they only want to sell you something.
 - Is there an "about" or "contact" page that identifies who created the website and why? If the web site does not tell you who created it, then you have no way of judging if the person (or organization) is knowledgeable about the topic.
- Is the information believable? If you find a site selling a product that will make you feel 30 years younger, is that really believable? Something that is too good to be true probably is not true.
- Is the information up to date? Look for a date on the web site (often at the bottom of the page). Depending on your topic, you may want information that was created in the last year or even the last few days. Note that some search engines will allow you to narrow your search results by date.
- Can you find the same information in multiple places (and from multiple sources)? If not, then question the information more closely. On the other hand, don't necessarily believe something just because you find it in many places, it might just have been repeated incorrectly.

TOPIC 8: Can I use the information on the Internet I find freely?**GOAL:**

Participants are **introduced to copyright issues and learn that not everything on the Internet is free for their own personal use.**



EXPLAIN:

Just because some text or a picture is on the Web doesn't mean that you can use it for whatever you'd like. Most people who create things want to get paid for it, or at least have their name attached to their creations. Many individuals attach a Creative Commons license found at <http://creativecommons.org/> to their images or words they publish online.

CLASS EXERCISE:

Show the class the following short clip to further understand copyright issues:

<http://www.commoncraft.com/video/copyright-and-creative-commons> assessed February 8, 2012.

ASK:

Ask the class if anyone had ever copied their work in school or if someone else had taken credit for something they did. Expected Answers: Yeah, and it made me mad!

INSTRUCTOR RESOURCES:

- **Copyright** Basics from the U.S. **Copyright** Office, <http://www.copyright.gov/circs/circ1.pdf>
- Creative Commons licenses, verbage and images may be found at <http://creativecommons.org/>

TOPIC 9: How Do I Avoid Scams?**GOAL:**

Participants can spot an Internet scam and know how to respond correctly.

ASK:

Ask the participants if they have ever received scam emails? For example, emails that ask for money or an email that suggest that if you do not do x y or z in time, your Facebook account will be deleted. Have they ever received stories about conspiracies? Have they received heartwarming or frightening stories about historical events? Those types of emails are part of a scam.

EXPLAIN:

It used to be that scam artists went door to door in our neighborhoods, used the telephone or sent use (paper) mail. Now scam artists are using email and the Internet in order to steal money or people's identities.

Here are some common scams:

- I represent the estate of your relative and if you send me some money and give me your bank account number, I'll send you millions of dollars.
 - Common sense should be your strategy here!
- Frantic email from a friend who is stranded in England, France, Australia. Their wallet was stolen, the hotel won't let them check out without paying, their passport was taken, or some other horrible event. These scams happen when someone's email account is compromised. (For example, the person's email password may have been stolen.)
 - Do not send any money and do not give anyone access to your credit card or bank account.
 - Call your friend! Are they at home? Check with the person's relatives or other their other friends. Do they know where the person is? Can they assure you that the person is okay?
- Emails asking you to reply with or verify your userid and password, or some other personal/financial information. This sort of scam is called phishing ("fishing").
 - Check to see if they web page is really the site it is supposed to be.
 - Usually it is a scam site set up to look just like the real site, except the URL will likely not be what you would expect. It may look similar to the real site, but the domain name (e.g., domain-name.com) will be for a different site.
 - Another scam is changing one letter in the URL. For example, googlo instead of google. These can be difficult to pick out in a long URL.

ASK:

Ask the class what can be done to prevent being scammed every single time they are on the computer?

- Be a skeptic!
- Ask a reliable source, like your librarians, for help.

CLASS EXERCISE:

Show the class the following sites so that they can investigate possible scams when they are suspicious:

- <http://snopes.com>
- <http://OnGuardOnline.gov>



TOPIC 10: How Do I Find Medical Information on the Web?

GOAL:

Participants can explain where to find trustworthy medical information on the Internet.

EXPLAIN:

Evaluating the accuracy of medical information is even more difficult because of all the technical language and the many different opinions and ideas that abound. Therefore, when it comes to our health and the health of our family and friends, it is very important to use the same tips we just discussed. Unfortunately, when looking for information on a medical condition, you will find sites with many conflicting opinions, lots of personal stories, sites selling 'miracle cures', and much more. Who do you trust? No matter what, it is important for you to talk to your doctors and other medical professionals. You cannot diagnose your own illness on the Internet and may even cause anxiety by what you discover.

However, we know that you will turn to the Internet for medical information so let us look at some reputable web sites...

ASK:

Where do you go to get medical information on the Internet? Expected answers: Google, my friends site or bring it up on Facebook.

CLASS EXERCISE:

Present some reliable starting places for consumer medical information, do a demo, and then allow participants time to explore. Be ready to help them think of medical terms that they would like to search, as well as help in navigating the sites (e.g., going to the homepage or finding the search feature). [Note that all of these web sites are products of the U.S. federal government.]

- Health Finder, <http://healthfinder.gov/>
 - This web site has a “My HealthFinder” feature on the homepage, which will suggest health topics based on the person’s age and gender (as of Jan. 21, 2012). You might suggest that participants try this feature.
- Health.gov, <http://health.gov/>
- MedlinePlus <http://medlineplus.gov/>
 - Do a search within MedlinePlus to show how it lists links to other reliable medical sources.
- MedlinePlus en español <http://medlineplus.gov/spanish/>
- MedlinePlus Guide to Healthy Web Surfing
<http://www.nlm.nih.gov/medlineplus/healthywebsurfing.html>
- Centers for Disease Control and Prevention, <http://www.cdc.gov/>

NOVELny (NOVEL New York) also contains health related resources. Be sure to show participants this resources that is available for free to all New Yorkers,

<http://novelnewyork.org/>

Assessment

For a fun, conversational assessment, start a conversation with your students about the things they have learned during class. Here’s 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:

- What are some of the different things that make up the Internet?
- About how many web pages are on the Internet?
- What piece of software do we need to see web pages?
- How do we get to a specific website?
- What do you need to look for in the address field to make sure your information is secure?
- What is the most common way to search for things on the Internet?
- How can you tell if the information is valuable or relevant?
- How would you protect your images online so that no one uses them without your permission?
- What is the one thing a web site or email should never do?
- What are the most reliable web sites for medical information?

Additional Resources

Internet 101

By Goodwill Community Foundation

<http://www.gcflearnfree.org/internet101>

This web page contains two short videos, which could be used in a workshop. The videos are:

- Browser Basics (2 min.)
- Searching the Web (3 min.)

Beginning on the Web: Learning the Basics

By Daniel Russell, Tasha Bergson-Michelson and Trent Maverick at Google

https://docs.google.com/presentation/view?id=0AZm_9tzbLUVdZGNic2ZidnFfMzU4NmRrd3ByYw&hl=en_US

These 34 slides cover the basics from what is the Internet to how to use a browser. The examples shown are from a Mac computer that is using the Chrome browser software.

Internet Basics

By Lockport Public Library

http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/lockport/lpl_basicsi.pdf

One page handout that shows the Firefox navigation and tool bar with brief explanations as well as the basic Google search box with explanations.

Internet @ Basics

By Moore Memorial Library

<http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/moore/ibasics.pdf>

A 16-page handout on Internet basics that also includes information on Internet security. The browser used in the screen shots is Internet Explorer.

The Internet Course A: Internet Explorer

By Wayland Free Library

http://www.gunlockelibrary.org/LinkClick.aspx?fileticket=PxQ0Le_Eca4%3d&tabid=916

15-page self-study course going over the basics of using Internet Explorer. The link (above) takes you to a zip file. Within the zip file is the .self-study guide (pdf).

Surfing the Web

By Western Sullivan Public Library

<http://forms.wsplonline.org/Courses/Surfing%20the%20Web%20Handout%20-%20FINAL.pdf>

This 15-page document could be used as background material for an instructor or as a handout for a workshop participant.

Exploring Google's Advanced Features

By Geneva Public Library

PowerPoint slide show (30 slides)

<http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/geneva/googleadv.pps>

Handout (30 pages)

<http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/geneva/googleadv.pdf>

This slide show goes through features that would appeal to someone that is not a beginner, such as Google Docs, Google Book Search, Google Calendar, and more. This would be good for an advanced participant or for the instructor's own use.

Google.com - Advanced Search

By Lockport Public Library

http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/lockport/lpl_google.pdf

This is a one-page handout that briefly explains the options on the Google's advanced search page. It would be useful for someone who is already familiar with the basics of using Google's search engine.

Doing More with Google

By Moore Memorial Library

<http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/moore/dmwgoogle.pdf>

This 30 page handout goes through techniques for searching better using Google and provides information on some of Google's other products (e.g., Google Reader, YouTube).

This would be useful to an instructor that wanted to know more about Google or to someone who was already well versed in the basics.

How Search Works

By Google

<http://www.youtube.com/watch?v=BNHR6IQJGZs>

This 3:15 minute video talks about how Google searches for information and what a search returns. This video may contain concepts that will require further explanation, but in general, is easy to understand.

Common Internet Safety Terms

By Goodwill Community Foundation International

<http://www.gcflearnfree.org/internetsafety/1.3>

One web page that defines a variety of terms used when people discuss safety on the Internet.

MedlinePlus Guide to Healthy Web Surfing

By National Institute of Health

<http://www.nlm.nih.gov/medlineplus/healthywebsurfing.html>

This two-page document provides eight (8) tips for evaluating the quality of health information on web sites. This handout would be useful to anyone who is using the Internet to research health and medical information.