

Step-by-Step Activity Guide for Seniors

Learn about Computers
and the Internet



BROADBANDUSA
CONNECTING AMERICA'S COMMUNITIES

Department of Aging
and Adult Services

COMMUNITY TECHNOLOGY
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**And especially all those who worked so
tirelessly to write the curriculum and
assemble the activity book:**

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Introduction

Welcome to the Step-by-Step Activity guide, the Basic Computer Skills curriculum developed by Community Technology Network (CTN) and CTN volunteer Hanna Lu for the Broadband Technology Opportunities Program (BTOP) senior center computer lab program in San Francisco.

Perhaps you have been putting off learning about computers because you were unsure even what benefits will be gained by getting online. Perhaps you have felt that you don't know what you're doing, and that you might break something by clicking on the wrong button. No need to worry! As you will see, it's virtually impossible to break a computer through normal use. You're among friends. This book, the online Basic Skills class found at sfbtop.wikispaces.com/, and your teacher, are all here to help. We'll cover a number of topics that may just help you convince yourself or your friends that there's no day like today to try something new and make the computer your new best friend. We hope you'll also take away key lessons about how to stay as safe as possible on the Internet.

How to use this book:

This book was designed to be used in conjunction with the Basic Computer Skills online curriculum found at sfbtop.wikispaces.com/. When you take a Basic Computer Skills class at a participating BTOP Senior Center, your instructor will open up the web page for you. You can use this book on its own at home, or you can use it while visiting the course website when you practice on your own. This course is also available at Hanna Lu's website <http://senior-learning.wikispaces.com/>

Part One: Computer Hardware and Software

1. What are computers?



DISCUSS THIS

Discuss with your instructor and computer lab partners your experience in using a personal computer. Have you used it for work, for home? What kind is it? What do you think computers are? What do you think they can do?

Check out the following images. Talk to your instructor or partners and circle the ones you think are computers.



Desktop



ATM machine



iPad



Laptop



Super Computer



Smartphone

NOTE: Yes, all of these are computers, in one form or another.



Wireless keyboard and mouse



ATM touch screen



Smartphone touch screen



Digital pen and graphic tablet



Wired keyboard and mouse



Monitor with touch screen



Trackball mouse



iPad touch screen

2. How do I communicate with a computer?



DISCUSS THIS

Most of you already have experiences interacting with computers. The technical term for the way to communicate with a computer is using an **input device**. These **input devices** come in many formats and shapes. Using only your finger as an **input device** has become very popular in recent years. Talk with your instructor and partners and see if you have experiences using the **input devices** shown above. If you can find some of the **input devices** in the room, pick them up and check them out.

3. How do personal computers work?



WATCH THIS

For this lesson, we will be talking about how personal computers work. Most of the personal computers for the general population either have a **Microsoft** or an **Apple operating system**. All the lessons we will be teaching are for **Microsoft** computer users.

A computer system has two main parts, the **computer hardware** and the **computer software**. The **input devices** are part of the computer hardware. **Monitor, desktop, laptop, and printer** are also part of the **computer hardware**. **Computer software** is divided into **operating system** and **programs**. We will use a few video clips to explain how computers work.

1. Go to the **BBC** website and watch the videos. On your computer, click on the following link.

[<Visit the class website for the web address>](#)

2. On your computer, click on the following link to learn more about **computer hardware**.

[<Visit the class website for the web address>](#)

3. On your computer, click on the following link to learn more about **computer software**.

[<Visit the class website for the web address>](#)

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise.

NEXT: You will start to learn to use a mouse and keyboard. If you already know how to use them, you can skip the practices and go to Part Two.

4. How do I use a mouse?



PRACTICE THIS

The mouse is the main tool that you use to control your computer. Nowadays mice come in very different forms and styles, but the basic functions are the same.

NOTE: If you already familiar with mousing, you can skip the following practice... To start the mouse basics course, [<visit the class website for the web address.>](#)



Once you open the website, click on the button to start the course. Click on **More practice** on that website to work more on your mousing skills.

NOTE: Other mousing skill sites:
[<visit the class website for the web address>](#)

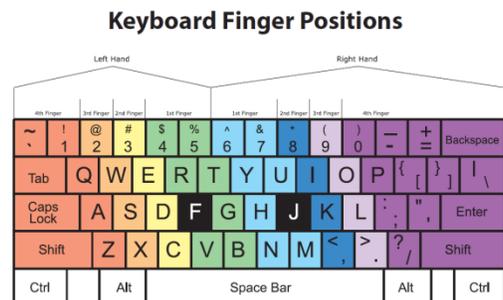
5. How do I use a keyboard?



PRACTICE THIS

A typical computer keyboard looks like this.

NOTE: If you already familiar with keyboarding, you can skip the following practice. Click on the following link to start the Keyboard Basics course. [<Visit the class website for the web address>](#)



Once you open the website, click on the button to start the course. Click on **More practice** on that website to work more on your keyboarding skills.

NOTE: Other keyboarding practice sites:
 1. [<visit the class website for the web address>](#)

Part Two: Desktop and Folders

1. What is a desktop?



DISCUSS THIS

Describe to your instructor what your desktop look like at your home.

What things do you keep on your personal desktop?

Note pad?

Pens?

Calendar?

Calculator?

Address book?

Stamps?

Coffee cups?

Trash?

Papers that have not been filed?

Folders?

Business cards?



NEXT: You will learn the similarity and differences between the desktop of a desk and the desktop of a computer.

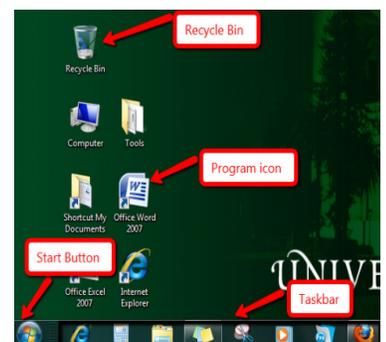
2. Why is the desktop different on every computer?



READ THIS

If you are using **Windows Vista** or **Windows 7**,

after you start your computer, the first thing you see is the **desktop**. The **desktop** is your work area. The following table explains the various features of the **Windows desktop**.



Recycle Bin icon		When you delete an object, Windows sends it to the Recycle Bin .
Program, folder, and document icons		These icons allow you to access programs, folders, or documents, by clicking on them. Programs such as calculator, notepad, or email can be easily accessed by clicking on their icons.
Start Button		It's a launching pad for applications. It is also used to turn the computer off.
Taskbar	 <p>The taskbar is the access point for programs displayed on the desktop.</p>	

 **WATCH THIS**

The BBC website has great information on computer basics for beginners. To go to the BBC website and watch the videos, click on the following link:

[<Visit the class website for the web address>](#)

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise.

3. How do I open a program or file from the desktop?



PRACTICE and DISCUSS THIS

on the computer you are using, identify the different parts of the **desktop**. If you have a partner, describe to each other what is on your **desktop**. Compare the **icons** you have on each of your **desktops**. Are they the same or different? Go ahead and click on some of the **icons**. What happens?

4. What is a folder on a computer?



READ THIS

A **folder** is a container that helps you to organize your files. Every file on your computer is stored in a **folder**, and **folders** can hold other **folders**. You can open a **folder** by double-clicking on it. You can organize the files you have by putting them into different **folders**. All picture files can be put into the **My Pictures folder**, and all word documents into the **My Documents folder**.



WATCH THIS

Go to the 2. Folders section of this BBC website and watch the video.

On your computer, click on the following link:

[<Visit the class website for the web address>](#)

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise. You will also interact with the video.

5. How do you use folders on a computer?



PRACTICE THIS

Look for **My Documents** on your computer. Double-click on the **My Documents** icon. Check and see if there are any documents in it.

Close the **My Documents** folder by clicking on the X in the upper right corner of the window.

Look for **My Pictures** on your computer. Double-click on the **My Pictures** icon. Check and see if there are any picture files in it.

Close the **My Pictures** folder by clicking on the X on the upper right corner of the window.

Look for **My Music** on your computer. Double-click on the **My Music** icon. Check and see if there are any music files in it.

Close the **My Music** folder by clicking on the X on the upper right corner of the window.

Part Three: Windows; Starting and Shutting Down the Computer

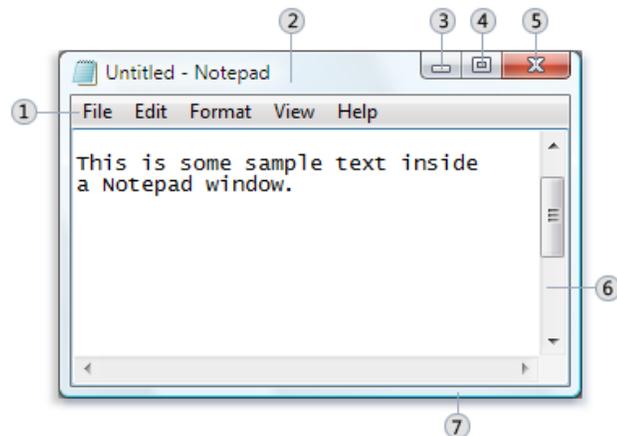
1. What is a window?



READ THIS

Parts of a window

Although the contents of every window are different, all windows share some things in common. For one thing, windows always appear on the desktop—the main work area of your screen. In addition, most windows have the same basic parts:



- ① Menu bar
- ② Title bar
- ③ Minimize button
- ④ Maximize button
- ⑤ Close button
- ⑥ Scroll bar
- ⑦ Border



2. WATCH THIS

Go to the 4. Windows section of this BBC website and watch the video.

On your computer, click on the following link:

[<Visit the class website for the web address>](#)

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise. You will also interact with the video.

3. Where does my window go when I minimize it?



PRACTICE THIS

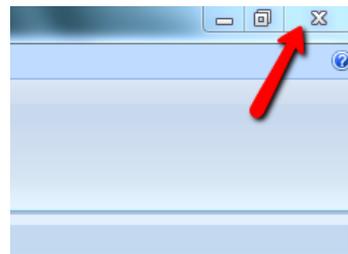
Go to your computer and use your mouse to double-click on an icon such as **My Computer** or **Internet Explorer**.

1. The **My Computer** or **Internet Explorer** window will open.

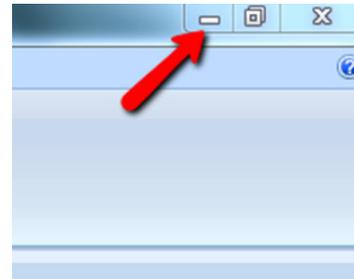
What do you see inside a **window**?

Find a partner or instructor and point out different parts of a **window** to him or her.

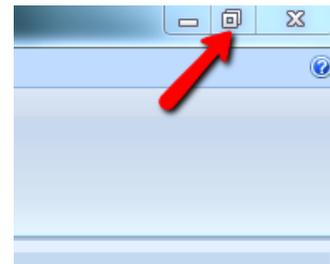
Find the **Close** button on that window and click on it. Practice this a few times.



2. Open **Internet Explorer** by double-clicking on its icon. Once the **window** is open, click on the **Minimize** button. Look at the **taskbar** to find the minimized window. Practice this a few times.



3. Open **Internet Explorer** by double-clicking on its icon. Once the **window** is open, click on the **Maximize** button. Observe the **window** and see the changes. Practice this a few times.



4. How do I start or shut down my computer?



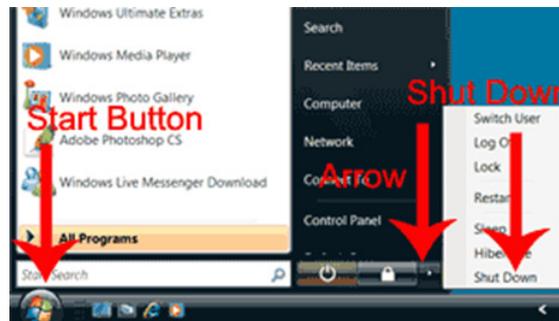
READ THIS

Every computer desktop looks different, but you can always find the **Start** button. You click the **Start** button to display the **Start menu**. You use the **Start menu** to open programs and to perform other functions, such as searching for files. On the **Taskbar**, right next to the **Start** button, is the **Quick Launch** toolbar.

Using the **Quick Launch** toolbar, you can open a program or file simply by clicking its icon.



PRACTICE THIS



1. Click the **Start** button. The **Start menu** appears.
2. Click the arrow in the lower right corner of the **Start menu**.
A menu appears.
3. Click **Shut Down**. Your computer shuts down.

When you need to restart your computer, press your computer's power-on switch.



READ THIS

Do I ever need to shut down my computer?

Generally, when you are not using your computer, you should put your computer in sleep mode. You may need to shut your computer down when you add hardware to your system, such as a new printer. It is a good practice to shut your computer down at least two or three times a week.



REVIEW THIS

Go back to the beginning of this lesson on page 2 of this activity booklet, and review the objectives for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words:

Compared to the objectives listed for today's lesson, write down what you have learned in your own words.

Part One: Files and Folders

1. What do files and folders mean?

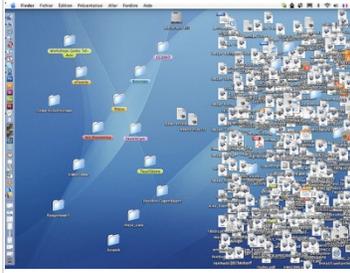
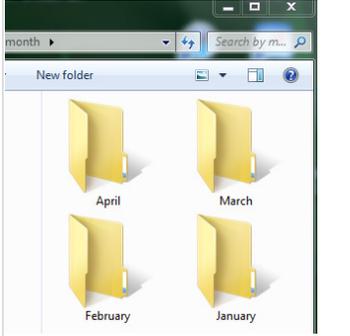


DISCUSS THIS

Today's project: Create a recipe word file and save it on your personal USB flash drive

Ask yourself this question, or discuss it with your computer lab partner: How do you organize your paper files? Do you put them in a pile or in different folders?

As you learn more about computers, you will start to create files. You will need to save them in a place where you can easily find them later. This is where the computer folders come in.

messy paper files			messy computer files	
use paper folders to organize your paper files			use computer folders to organize files you create or receive	

2. Managing files and folders.



READ THIS

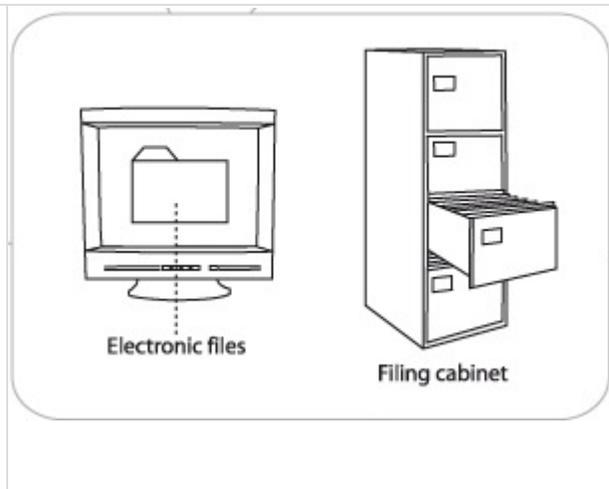
Understanding file management is important because it will help you organize, store, and retrieve files and folders efficiently. Whenever you save a file on your computer, you are saving it to the computer's **hard drive** or to a **mobile device**.

Computers use files and folders to store information in much the same way that you would use a filing cabinet and cardboard folders to store paper such as letters, bills, and other documents.

Individual documents become computer files.

Cardboard folders become computer folders.

Filing cabinet drawers become the hard drive.



It's a good idea to store files that relate to each other in the same folder so that you can find information easily. Give the folder a name that tells you what it contains. For example, you may want to have a folder called Bank to store information about your banking.



PRACTICE THIS

Go to your computer and use your mouse to double-click on the **My Computer** icon.

Every computer setting is different, so you may not see the same icon on your computer desktop.

Double-click on the **My Computer** icon; it may look like



Have your instructor or computer lab partner find **My Computer** or **Computer** for you if it does not appear on the desktop.

You will see **(C :)**, which is the **hard drive**.

Double-click on **Hard Dive (C :)** and see the **files**



This practice is for you to see the files and folders inside the hard drive and how they are organized.

NEXT: You will learn to use a word processing program to type up your recipe.

Part Two: Create a New File

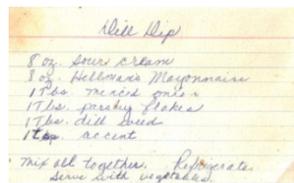
1. Use different computer programs or software to create files.



READ THIS

There are many different types of programs on computers that serve various purposes for the computer users. You can write and edit documents by using word processing programs such as **WordPad** or **Microsoft Word**. You can organize your address book by using a spreadsheet program such as **Microsoft Excel**. You can save and edit your pictures using **Picasa** and other photo editing programs. There are programs enable you to create or edit website or graphic. If you want to create a poster or birthday card, there is an application for it. The potential to use computer for your daily life is endless.

You can copy a hand-written recipe ... and use a word processing program to create a recipe booklet.



Dill Dip	
8 oz. sour cream	
8 oz. Hellman's Mayonnaise	
1 Tbs. minced onion	
1 Tbs. parsley flakes	
1 Tbs. dill weed	
1 tsp. accent	
Mix all together. Refrigerate. Serve with vegetables.	

You can copy handwritten addresses and contacts ... and organize them using a spreadsheet program for better retrieval.



	A	B	C	D	E
1	Name	Address	City	State	Postal Code
2	Terry Adams	4567 Main St	Buffalo	NY	14201
3	Lori Penor	236 Oak Ln	Boston	MA	73824
4	Luis Alverca	1000 8th Ave	Paris	TX	84264
5					

2. Start a new recipe booklet



DISCUSS and DO THIS

Discuss with your instructor or computer lab partner and decide on a recipe you want to type out. For today's exercise, choose a simple recipe. Bring out paper and pencil to write the recipe down.

NEXT: You will learn to type it up in a word processing program.

3. Start with a new document file



WATCH THIS

Watch your instructor or computer lab partner open up a word processing program such as **WordPad**, **Notepad**, or **Microsoft Word**. Since every computer is set up differently, watch how your instructor or partner does it. It may or may not be the same way that you do it on your computer.



NOTE: **Microsoft Word** has a lot of functionality, but it is also quite pricey. For simple letter writing or note taking, you can always use the **Notepad** and **WordPad** applications that come free with your **Microsoft Windows** system.



PRACTICE THIS

Go to your computer and use your mouse to double-click on a word processing program icon such as such as **WordPad**, **Notepad**, or **Microsoft Word**. If you don't see these icons, ask your instructor or partner to find it from the **Start** menu and open the program. Learn to open and close that program a few times.

NEXT: You will learn to **open** and start typing your recipe in a blank page in the word processing program.

4. Start typing the ingredients.



WRITE THIS DOWN

- Every computer is set up differently. If you have your own computer, or if you have one you can use regularly, write down or draw the process of opening a word processing program.

For example, your **Start** button may look like

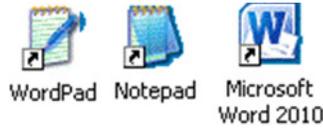
this  or this .

- Your word processing program may look like one of these icons.



The **WordPad** and **Notepad** programs come free with the **Windows 7** operating system.

- Alternatively, your program might look like one of these icons. The **WordPad** and **Notepad** programs come free with **Windows XP** operating system.



EXAMPLES of STEPS:

1. From the **desktop**, find the **Office Word 2007** icon.
Use the mouse and double-click with the left button on the icon.



Or:

2. Use the mouse and click on the **Start** button found in the lower left corner. Click on **All Programs**, find **Office Word 2007**, and click with the

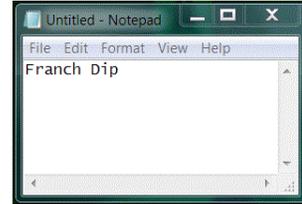


- left button.
-

YOUR TURN: Use the space underneath to write down or draw the procedure for you to open your word processing program.

 **WATCH THIS**

Watch your instructor or computer lab partner open up the word processing program the class will be using. A blank page opens up. This is where you can start typing up your recipe. Watch how your instructor or computer lab partner uses the keyboard to type up the ingredients.

**NOTE:**

If you still need more instruction on keyboarding, You can review the previous lesson on keyboarding.

**PRACTICE THIS**

Go to your computer and use your mouse to double-click on the word processing program icon your class is using. Work with your instructor or partner to start typing up the ingredients of your recipe.

NEXT: You will learn to **save** your work so you can go back to it to add more information.

Part Three: Save a File

1. Where can I save my files?



READ THIS

When you are using a public computer, it is a good idea to save all your personal files into a mobile **USB flash drive**. It will be your personal filing cabinet.



PRACTICE THIS

NOTE: For this practice, you will need to have a personal **USB flash drive** like the one in the picture above. If you are in a computer class, your instructor will show you how to insert a **USB flash drive** into a computer's **USB slot**, and how to find it on your computer screen. Work in pair with your computer lab partner or the instructor and learn to insert your **USB flash drive** into one of the **USB slots** on the computer.

1. Observe what appears in the lower right corner of the computer screen (this notice may not show up if you

have done this process before).



2. Every computer setting is different, so you may not see the same icon on your computer **desktop**. Double-click on the **My Computer** icon, which may



look like this



or this **My Computer**.

Have your instructor or computer lab partner find **My Computer** or **Computer** for you if it does not appear on the **desktop**. You will see (C :), which is the **hard drive**. The disk icon called **Removable Disk** is the **USB flash drive** you just inserted.

NOTE: You want to rename this disk with a name of your own so you can find it easier in future use. Someone with experience can rename the **Removable Disk** for you easily.



WATCH THIS

To prevent damage to the removable **USB flash drive**, there is a proper way to remove it from the computer. Watch your instructor or partner remove the **USB flash drive** from the computer. The **safe to remove** icon is usually located on the lower right corner of your computer screen.

NOTE: You can also watch this short video clip. [<Visit the class website for the web address>](#) to watch a short demonstration.

PRACTICE THIS

Go to your computer and use the proper way to remove your personal **USB flash drive**. Practice inserting and removing your personal **USB flash drive** a few times.

NEXT: You will learn to **save** the recipe file you just created into your personal **USB flash drive**.

2. Save my personal files using a USB flash drive.



WATCH THIS

Your instructor or partner opens up the recipe he or she just created. Watch your instructor **save** the file to the personal USB flash drive. A name for the file will be created so it can be found easily the next time.

NOTE: You can also watch this short video clip. [<Visit the class website for the web address>](#) to watch a short demonstration.



WRITE THIS DOWN

Every computer is set up differently. If you have your own computer, or if you have one you can use regularly, write down or draw the procedure to save files that you created in a word processing program. Use the space underneath to write down or draw the procedure for you to save your word processing document.

A graphic of a spiral-bound notebook page with a light blue background and horizontal ruling lines. The spiral binding is on the left side.

NEXT: You will learn to **find** the recipe file you just created in your personal **USB flash drive**.

3. Find and open my recipe file.



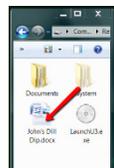
PRACTICE THIS

Use your computer and **open** up the recipe file you just created. Follow the procedure you just wrote down and practice **saving** the recipe file to your personal **USB flash drive**. Repeat the steps a few times until you are comfortable with it.

1. Double-click on the **My Computer** icon  or the **Computer** icon on the **desktop** .

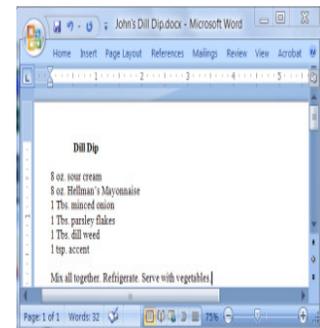
2. The **removable drive** should show up on the list

inside **My Computer**.



Double-click **Removable Drive** to

see the content inside. The recipe file you have saved should show up on the content list. Use the mouse and double-click the recipe file to **open** it. **Microsoft Word** or the word processing program you are using should open up and show you the recipe. Make one change on the recipe and **save** it again.



8. WATCH THIS

Your instructor or partner will show you how to insert the personal **USB flash drive** into the computer.

NOTE: You can also watch this short video clip. [<Visit the class website for the web address>](#) to watch a short demonstration.



WRITE THIS DOWN

Every computer is set up differently. If you have your own computer, or if you have one you can use regularly, write down the steps you need to open your own recipe file from your removable **USB flash drive**.

Use the space underneath to write down or draw the steps.



PRACTICE THIS

Use your computer and open up the recipe file you just saved in your personal **USB flash drive**. Make a few changes in the recipe and save it again. Practice these steps a few times.



REVIEW THIS

Go back to the beginning of this lesson on page 15 of this activity booklet, and review the objectives for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words:

Compared to the **objectives** listed for today's lesson, write down what you have learned in your own words.

Lesson 3: World Wide Web Basics

Have my new best friend show me around the world



What you will learn and do:

Part One: What Is the World Wide Web

1. What is out there in the World Wide Web?
2. What can the World Wide Web do for me?

Part Two: Web Browsers

1. What is a web browser?
2. What is a web address and web address bar?
3. Practice typing in web addresses
4. Use the buttons on a web browser Back, Forward, Refresh, and Home

Part Three: Finding Information on the Internet — Web Search

1. How do I do a web search?
2. Practice asking web search questions
3. Advanced search Tips for clever searching
4. Search your hometown or get directions using Google Maps

Part One: What Is the World Wide Web?

1. What is out there on the World Wide Web?



DISCUSS THIS

Today's project: Start a collection of useful websites on healthy living (financial information, local news ...)

Today's project is to start a collection of useful websites on healthy living. There are endless great topics, but we will focus on healthy living for today's lesson.

1. Talk with your instructor and computer lab partners about what you have heard about the **World Wide Web** and the **Internet**.
2. Talk with your Instructor and lab partners about your experiences or observations on using the **Internet**.
3. Bring out a piece of paper; discuss with your instructor and partner topics they are interested in searching on the **Internet**, such as news, medical information, gardening, online shopping ...

2. What is the Internet?



READ THIS

The **Internet** is a worldwide network of computers all connected to each other by telephone lines, cables and satellites.

When you are connected to the Internet, you can find almost anything. It's like a huge library. You can read the news, find the latest sports scores, go shopping, pay bills, send emails, and even watch television programs.

To connect your computer to the Internet you need an **Internet Service Provider**, or **ISP**. Your mobile phone company, home phone company, or cable television provider can offer you an Internet connection.



The **BBC** website has great information on Internet basics for beginners. You can go to the **BBC** website and watch the videos.

On your computer, click on the following link:

[<visit the class website for the web address>](#)

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise.



Take some notes about what you have learned so far about the Internet and topics you are interested in searching on the Internet.



NEXT: You will learn to use a **web browser** to go to different websites.

Part Two: Web Browsers

1. What is a web browser?



READ THIS

When you go onto the Internet, you'll generally be doing so using a **web browser**. A **web browser** (often just called a **browser**) is the program you start when you want to look at a website. You don't need to know much about the technology behind the **browsers** except to understand that they take the signals they pick up online and turn them into visual images, sounds, or videos. You can use a **browser** to get into just about anything that's publicly available on the web. There are different browsers available with their specific capabilities. You can use any **web browser** on your

computer, such as **Internet Explorer**,



Mozilla Firefox, and **Google Chrome** to start browsing the web.



PRACTICE THIS

Go to your computer and find

a web browser like Internet Explorer, Mozilla Firefox, or Google Chrome.



Use your mouse to double-click on the icon to open the web browser. Observe what comes up when you open a web browser. Your web browser may be set to a different home page from your instructor's or your partner's. Practice opening and closing the web browser a few times.

NEXT: You will learn about web addresses, the address bar, and links.

3. What is a web address and the web address bar?



WATCH THIS

BBC website has great information on internet basic for beginners. You can go to the BBC website and watch the videos.

On your computer, click on the following link

[<Visit the class website for the web address>](#) Go ahead and

finish the **1. Web address** and **2. Address bar and links** parts.

NOTE: you will need to have headphone or speakers to listen to the audio. Internet connection is required for this excise.

You will also be interacting with the website as well.



4. **READ THIS –**

More about web addresses and links

A **web address**, or uniform resource locator (URL), is made up of various elements. There are various different parts of a **web address** and different domain name endings. A typical commercial **web address** might look like this:

<http://www.typicalbusiness.com>

A URL is like the address of a house. Reading from right to left, you see the country (the domain), the door number, and the way of getting there (http is the protocol, like saying that you have to go by foot, by car, or by plane to get to that address). Most of the time you **DO NOT** have to type **http://**, just start with WWW.

To dissect this address

http

“http” stands for HyperText Transfer Protocol, an Internet standard for sending and referring to digital data that allows content to be delivered in a web browser.

When you type a URL into your browser or click on a hyperlink, you’re actually sending an HTTP request to a web server for a page of information.

:// A divider that tells computers that “the next part is the domain address”.

www

Means “World Wide Web”; not all URLs have this part of the address. Note the “.” character (pronounced as “dot”); this tells Internet computers and browsers that part of the domain name has finished.

NOTE: All “dots” in web addresses are significant.

typicalbusiness

This is where your business name or acronym would appear.

.com

Means a “commercial” type of domain; other types include educational (**.edu**), network service providers (**.net**), community organizations (**.org**), and others. Other alternatives such **.info**, **.tv**, **.biz** now also exist.

Links

The web is a system for publishing pages of information on the Internet and for linking pages together using **links**. The web would be useful but annoying if you had to type the precise address — the URL (uniform resource locator) — for every page you wanted. Fortunately, you don’t have to. Web pages can include embedded **links** or **hyperlinks**, so simply clicking the **link** will take you to that page. Following a trail of **links** is called "**web surfing**." The web is based on the idea of "hypertext." This implies that texts can be embedded inside other texts, perhaps to provide fuller explanations or background material. Web pages can also embed multimedia, so that, for example, clicking the word "cello" could play some cello music.

How do you know where to **click**? Traditionally, **links** were shown by using underlined blue text, and they changed color after they’d been **clicked**. However, icons, images, videos, and other items can also be used as **links**. When the pointer turns into a **small hand**, there’s a **clickable link**.

3. Practice typing in web addresses



DISCUSS and DO THIS

Discuss with your instructor or computer lab partner what you have learned so far about **web browsers** and **web addresses**. There are huge numbers of topics on the Internet; however, we are focusing on healthy living for today's lesson. We will start with a few large websites that have various topics. We will also go to a few specific health-related websites.

Find a **web browser** on your computer such as **Internet**



Explorer

, **Mozilla Firefox**



, or **Google**



Chrome

Double-click on the icon to open the web browser.

From the web browser, find the **address bar** and type in: **www.yahoo.com**.

Your web browser will take you to the Yahoo website. There are a lot of topics and links you can click on. Look around the home page and click on the topics you are interested in. After reading through a few articles and following a few **links**, you can go back to Yahoo home page by typing in **www.yahoo.com** inside the **address bar**.



Look for the Health topic on the left-hand side and click on it (you might have to click More Yahoo! Sites to see it). This will take you to Yahoo's Health site with health-related topics. Click on the topics on the top menu bar, such as

Health Topics A-Z, Healthy Living, Check Your Symptoms, or Drugs & Treatments.

In the **web browser**, find the **address bar** and type in: **www.cnn.com**. Your web browser will take you to the CNN website.



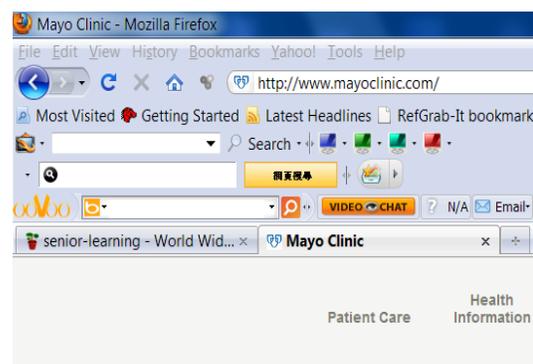
There are a lot of topics and links you can click on. Look around the home page and click on the topics are you interested in.

Under the CNN logo there are many topics to choose from. Look for **Health** listed on the top menu bar. Clicking on **Health** will take you to CNN's Health site with health-related topics.

Health-specific websites -- many more health-related sites. Check the listing at <http://medical.nettop20.com>

Practice typing in **www.mayoclinic.com** in the web **address bar**.

The Mayo Clinic web site will open up. This website provides you with information on hundreds of medical



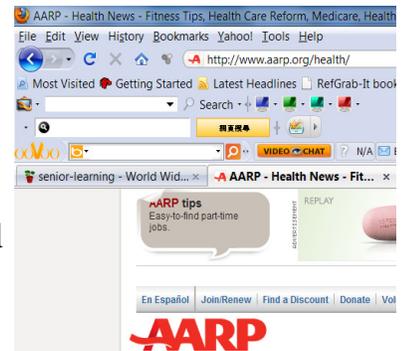
conditions. You can check your symptoms and improve your lifestyle by getting more information from this site. Practice clicking on Health Information **link** on the top bar next to the Mayo Clinic logo. If you have a symptom or condition you want more information on, you can enter the condition

or symptom inside the **search box** or use the various search methods provided for you.

Practice typing in

<http://www.aarp.org/health/> in the web browser's **address bar**. Health-related news will open up in the AARP website.

This website has a lot of resources that are relevant to you. Check around the website and click on **links** that interest you.



Practice typing in www.healthfinder.gov in the web address bar. This will take you to the U.S Department of Health & Human Services website at www.healthfinder.gov.

This website enables you to find health advice for you or someone you care about!



NEXT: You will learn about important **buttons** on the web browser that will help you navigate the website better. You will learn and practice the following key words: **Back** command, **Forward** command, **Home** Command, and **Refresh** command.

4. Use the buttons on a web browser **Back, Forward, Refresh, and Home**



READ THIS

- The **Back** button takes you **back** to a page you have already visited.
- The **Forward** button takes you to the page you were on before you pressed the back button.
- The **Refresh** button is used to **reload** a page that you are on. You might want to use this if a page hasn't loaded properly or if you want to update the page. For example if you are on an auction website, you might want to refresh to see the latest bid.
- The **Home** button takes you to the **first page** you see when you open your web browser.



7. **WATCH THIS**

Work with your web browser's buttons: Back, Forward, Refresh, and Home

The **BBC** website has great information on Internet basics for beginners. You can go to the **BBC** website and watch the videos.

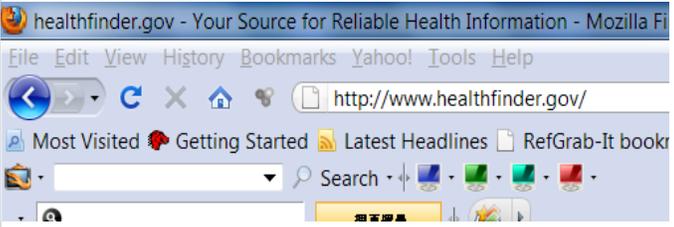
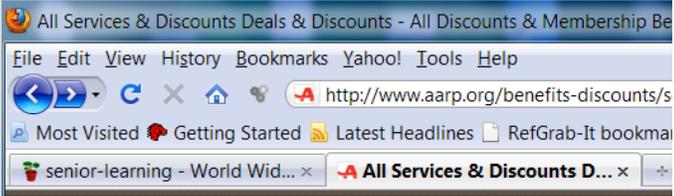
On your computer, click on the following link: [<visit the class website for the web address>](#) Go ahead and finish the **3. Back, forward, refresh, and home** part of the lesson.

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise. You will be interacting with the website as well.



WRITE THIS DOWN

Find the buttons on your web browser. Every computer and web browser is set up differently. If you have your own computer, or if you have one you can use regularly, open the web browser you will most likely be using and find and identify the buttons on the computer screen. Write down or draw the buttons if they look different from what you see below.

<p>Internet Explorer</p> 	
<p>Firefox</p> 	
<p>Google Chrome</p> 	

YOUR TURN: Use the space underneath to write down or draw the buttons that look like the **Back, Forward,**

Refresh, and Home buttons on the web browser you are using.



PRACTICE THIS

Go to your computer and use your mouse to double-click on the **web browser** you have been using today.

Type in **www.yahoo.com**, this will take you to Yahoo's home page. Click through a few pages. Use the **Back** buttons to go back to the previous pages. Use the **Forward** buttons to go to the page you just visited before. Find the **Home** button and click on it when you want to go back to the **Home page**. Practice clicking on these buttons a few times and see what happens.

NEXT: You will learn to do basic **web search** on the internet

Part Three: Finding Information on the Internet — Web Search

1. How do I do a web search?



READ THIS

There are millions and millions of web pages out there. Many companies out there are trying to categorize the web for us. You may have heard of people saying:

“I **Googled** the information on the web.” In this case “Google” is being used as a verb describing the act of

searching information on the web. Google Inc. is a company that developed **Google Search** or Google Web Search — that is, a **web search engine**. Google Search is the most used search engine on the World Wide Web, receiving hundreds of millions of queries each day.

The **search engine** search form is not to be confused with the web browser's address bar. The web browser has a field near the top of the window where you enter the address of a web page, for instance, <http://www.yahoo.com>. Most web browsers have a separate — and smaller — text field you can use for searching. The search engine used by this search form depends on what was selected during installation.

Internet Explorer defaults to Bing (previously known as Live Search), while the others default to Google.

Still, most searchers continue to go to a specific search engine home page to do their searching. If you go to Google or Yahoo to search, use the field you find on the web page itself. It is normally found below the main company logo and is marked “search,” “search the web,” or something similar.

The main problem is not that the search engines find too little, but that they find too much information. There are also a lot of advertisement and misleading information out there. It is hard to uncover the needle in a list of 400,000 hits. To get the right answer, you must ask the right question and be aware of the source of the information.

2. Practice asking web search questions.



WATCH THIS

Searching the Internet and advanced search

The **BBC** website has great information on Internet basics for beginners. You can go to the **BBC** website and watch the videos. On your computer, click on the following link [<Visit the class website for the web address>](#) Go ahead and finish the 1. Address Bar and 2. Advanced Search lessons.

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise. You will be interacting with the website as well.



3. PRACTICE THIS

Go to your computer and use your mouse to double-click on the web browser you have been using today. Type in **www.google.com** inside the **address bar**; this will take you to Google's home page. You can start searching for information that interests you or try to stay in health-related topics. Go ahead and type in **arthritis** in the **Search box** and click on the **Search button**. As you are typing, you can see the additional suggestions from Google. You can click on any of the arthritis-related search results.

NOTE: Notice the links on the left-hand side. They are mostly ads or commercials. Use your own judgment when you are reading these materials. Go back to the **www.google.com** website by typing in **www.google.com** on the **address bar** of the web browser you are using today. Go ahead and type in **joint pain** in the **Search box**. As you are typing, you can see the additional suggestions from Google. You can click on any of the **joint pain**-related search.

3. Advanced search Tips for clever searching



READ THIS

- Be as specific as you can when searching by using more than one key word. For example, to find a plumber in your local area type in plumber and the name of your home town.
- To search for a phrase, put it in quotation marks, such as "polar bear".
- You can choose to search for one word but not include another by using a minus sign. For example to search for bears, but not polar bears you would put: bear –polar
- Try not to write full sentences or questions when you are searching; just use key words.
- Check your spelling when using a search engine.
- You can also search for images on the Internet. On your search engine there will be an option for searching for just images.



PRACTICE THIS

Double-click the **web browser icon** you have been using today, Internet **Explorer**, **Firefox**, or **Google Chrome**. Type in **www.google.com** inside the **address bar**; this will take you to Google's home page. Practice finding your local newspaper.

HINT: You can type in something like: newspaper in San Francisco.

See what search results come up and click on a few of the results. Write down the address on the notepad provided below. Practice finding your health care provider.

HINT: You can type in something like: Kaiser Permanente (or Blue Shield) San Francisco.

See what search results come up and click on a few of the results. Write down the address on the notepad provided below.

HINT: You can type in something like: libraries in Santa Clara.

See what search results come up and click on a few of the results. Write down the address on the notepad provided below. Check your **notes** in your Activity Booklet on topics that interest you. Practice finding some of the topics such as news, arts, religion and spirituality, technology, literature, hobbies ...

4. Search for your hometown, or get directions using Google Maps.



PRACTICE THIS

Type in **www.google.com** inside the **address bar**; this will take you to Google's home page. Click **Maps** at the top of the page; this will take you to **Google Maps**, which is a powerful, user-friendly mapping technology and local business information.

Lesson 4: Internet Safety Basics 1

Protect me and my new best friend with best practices — Internet safety



What you will learn and do:

Part One: Create a Strong Password

1. What is an online user name and password?
2. What makes a password “strong,” and why should I care?
3. Practice creating an easy-to-remember and strong password

Part Two: Shop and Bank Online Safely

1. Register on a website
2. Recognize safe websites for shopping
3. Shop safely with credit cards online

Part Three: Recognize Online Scams

1. Deal with pop-ups and malicious sites
2. What kinds of online scams are out there?

Part One: Create a Strong Password

1. What is an online user name and password?



DISCUSS THIS

Today's project: Create a user name and password to register for a news website. Learn to recognize websites with false advertisements and to shop online safely. You should already have some Internet browsing experience if you are taking this lesson. Ask yourself or discuss with your instructor and computer lab partner about your experiences in using the Internet. On a sheet of paper, write down the areas presenting challenges for you. Open the web browser you have been using, either Internet Explorer, Firefox, or Google Chrome and work with your instructors and partners to resolve the problems you encountered while you are using the Internet.

You will learn to create an easy-to-remember and strong password. You will also learn to recognize online scams and shop safely online.



READ THIS

User name and password

Financial institutions, business organizations, and all kinds of websites may want you to register so you can gain secure access to additional information on that website. Since you may provide your personal information, such as your address, phone number, or date of birth, you want to make sure you remember your user name and password for the websites. You also want to make that you don't lose or give away your password so someone else can gain access to your information.

2. What makes a password “strong,” and why should I care?



READ THIS

A good password should be easy for you to remember but difficult for anyone else to guess. But we're often advised — or forced — to create unmemorable passwords using rules that confuse us and provide little protection against real threats. So to choose a good password, we must understand those threats.

Threats to your password

You can be persuaded to reveal your password — it's called "phishing," and it's very common. Your password can be stolen by "malware" — a malicious program on your computer that watches keystrokes as you type or if you use the "remember password" feature on a web page. In any of these cases, it doesn't matter how complicated your password was.

Websites with login pages store passwords in a file, and these files often get stolen. Obvious passwords could get revealed quite quickly. More complex passwords would be slower to break, but the attacker usually has all the time they need. An attacker might systematically try user names and passwords at the login page of some popular online service. This is called "brute force," and it's preventable: the page should lock out further attempts after a small number of failures. But many don't, so this is a real threat. Here, using a strong password can help protect you.

What makes a strong password?

Two of the most commonly used passwords are "123456" and "password" — very bad choices because they would be

among the first to be tried by an intelligent attacker. One of the best techniques is to choose a memorable phrase containing the same number of words as the desired password length in letters (usually this is at least eight characters) and use the first letter of each word to create an acronym to use as your password. The chosen phrase should not be well known, and using capitals and lower case can add quite a lot of strength.

For example, the phrase "the boy stood on the burning deck until it got too hot" could yield a password of "tBsotbDuigh," which is quite strong. The phrase is memorable even if the password is not, and the rule — capitalize every noun — is simple to remember, but results in unpredictable patterns in the password that make an attacker's job more difficult.

Don't use the same password!

Finally, it's important to use different passwords for different activities — not necessarily for each site you use, but at least to segregate sensitive from nonsensitive services. You might use the same password with different user names for commenting on multiple news sites or blogs, but you should have a different password for each bank and shopping account.

3. Practice creating an easy-to-remember and strong password



PRACTICE THIS

Get a piece of paper and write down a few phrases you will remember and try to create passwords from them. If you are checking the strength of these passwords with your instructor, lab partners, or online, do not use them as your

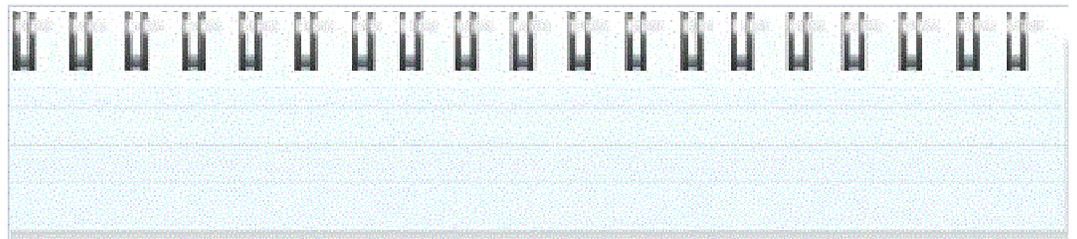
real passwords for online banking or shopping. Never share your passwords with anyone else.

EXAMPLES:

"I live on Bay Street in San Francisco" can create a password such as: iloBSiSF.

"My first dog's name is Mario" can create a password such as: mfdniM.

YOUR TURN: Use the space underneath to write down the phases and the passwords you created.



NEXT: You will learn to create a user name (user ID) and password to register with online websites and also learn to shop and bank online safely.

Part Two: Shop and Bank Online Safely

1. Register on a website.



READ THIS

There are many different types of websites, such as news sites, banking sites, and shopping sites, that either require or recommend that you register. Why do you need to register on those websites? Some websites are for members only, and you need to register to gain access to restricted content. Some websites, such as banking sites, require their customers to sign on to gain access to their own accounts. While many shopping sites, such as ebay.com or

amazon.com, store your personal information such as your address or credit card numbers to make shopping online easily and faster. To protect your privacy and financial safety, it is very important to create good, easy-to-remember usernames and strong passwords. Many websites will not let you register unless you have a valid email address. They will often use your email address to send you a confirmation that you've registered properly. If you don't have an email address already, you can go to websites such as msn.com, yahoo.com, or google.com to register for an email address. Ask your instructor or lab partner for assistance if you run into any problems.

2. WATCH THIS

The BBC website has great information on Internet basics for beginners. You can go to the BBC website and watch the videos. On your computer, click on the following link [<Visit the class website for the web address>](#).

NOTE: You will need to have headphones or speakers to listen to the audio. Internet connection is required for this exercise. You will be interacting with the website as well.



PRACTICE THIS

Go to your computer and use your mouse to double-click on the web browser you have been using, either



Internet Explorer, Firefox, or Google



Chrome. If you don't have an email address already, you can go to websites such as msn.com, yahoo.com, or google.com to register for a free email account. We suggest that you go to google.com to create a Gmail account since our following lessons on email will be using Gmail. Ask your instructor or lab partner for assistance to finish the sign-up process. Use the notepad provided below to write down your email address and password. Once you have an email address, you can practice going to cnn.com, nytimes.com (New York Times), or sfgate.com (San Francisco Chronicle) to register.

Click on **Sign up** to register on the CNN news website.



Click on **Register Now** to register on the *The New York Times* news website.



Click on **Register** to register on the *San Francisco Chronicle* news site.



NEXT: On your own, find your bank, such as Wells Fargo Bank or Bank of America; your health insurance company,

such as Kaiser Permanente or Blue Shield; or shopping sites such as Amazon or Ebay and register for one website.

NOTE: Do not share your personal usernames or passwords with anyone for these sites.



WRITE THIS DOWN

Use the space underneath to write down the websites you have registered on and the corresponding user names and passwords.

A large, empty rectangular box with a light blue background and a thin border, intended for writing down website information.

2. Recognize safe websites for shopping.



READ THIS

When you're shopping online, it's essential to make sure that you're dealing with a reputable business. There are several easy checks you can make that will help protect you against dishonest or unreliable traders and fraudsters. Online shopping is convenient and can save you money. At its best, you can purchase items from trusted, well-established retailers — although, of course, you can't actually inspect the goods. But at its worst, shopping on the web can be more like using your credit card at a car boot sale to buy goods in unmarked sealed cardboard boxes. Anyone can create a web page, so there's no immediate way for a shopper to tell whether an online shop is genuine at first sight. So there's

more to being safe than just ensuring your card transaction is encrypted.

Things to watch out for

Firstly, ask yourself whether the offer is realistic. If it sounds too good to be true, it probably is. Quite a lot of stolen and substandard goods get offered at seemingly huge discounts by small traders on auction and free advertisement sites. Online "sales" of nonexistent event tickets are notorious. Can you identify the seller from information on the site? The law requires every commercial website to include specific contact details — at least a trading name, a street address or Post Office box number, and a phone number or email address, and these must be clearly visible. A phone number is a bit safer than an email address alone, but beware of sites that only give a mobile number.

Consumer sales sites must (by law) also publish some obligatory terms and conditions, particularly about cancellations, returns, and refunds. Check them out and make sure they're valid. Check the shipping charges too. If you can't see what they will be until the final stage of the checkout, the seller is not playing by the rules: they should be clearly set out in the terms and conditions. It's worth doing a web search for customer comments in blogs or online communities. If you're buying via an auction site (such as eBay), it should publish seller ratings and history. These are well worth checking, although there is a recognized scam: sometimes a seller will set up and trade honestly in a small way for some time to gain a good reputation and then will put up a spectacular offer, which turns out to be fraudulent, and disappear. So it's worth doing a web search for the seller as well, in case they also have their own website or there are customer comments.

Check — and check again

Once you're reasonably satisfied that the seller is genuine, you should look at the ordering system. If it takes you to a different site — particularly for making the payment — you should perform the same background checks again. Then, if everything still checks out, make sure the web address of every page on the ordering site starts with `https://`. This is most important on the page where you type in your card details. The final "s" before the colon is crucial because it means the data you send and receive on that page is encrypted in transit. A padlock or key symbol at the bottom of the browser window also indicates you're on an encrypted connection, but this is not a perfect guarantee since the symbol can be faked.

Finally, if a site asks for your card details when you respond to a "free offer," it's certainly fraudulent. No free offer involves prior payment, and no legitimate seller is permitted to hold your full card details except while they are currently processing a specific purchase.



PRACTICE THIS

Go to your computer and use your mouse to double-click on the web browser you have been using, either Internet Explorer, Firefox, or Google Chrome. Enter `www.amazon.com` or `www.ebay.com` inside the address bar of the web browser. You will be directed to amazon's or eBay's website. Browse around for items that may interest you.

Other major shopping sites:

www.bizrate.com

www.half.com

www.1-800-flowers.com

NOTE: You do not need to register to browse through the items. You also have no obligation to buy anything. If you do register with these shopping sites, do not share your personal user name or password with anyone else. If you are using emails and getting offers in your Junk Mail folder, be very cautious about getting into the websites from these emails.

3. Shop safely with my credit card online.



READ THIS

Online payment card fraud is a huge problem, but you don't have to become a victim. Most often, fraudsters steal card details by persuading web users to give them away voluntarily. It's possible to reduce the risk of falling for their scams by paying close attention when shopping online.

Using a payment card online has become so commonplace that we may hardly ever stop to think about the risks. But card fraud is common, and the majority of it involves online and phone purchases. Sometimes a seller will simply take your money and not deliver the goods, as in the case of "gray" ticket sales for popular events. But this is quite rare.

How are card details stolen?

By far the most common method of obtaining your card details is "phishing" — using a "spoofed" web page to persuade you to give them away voluntarily. Phishers themselves seldom use the card details they collect. They sell them on in bulk to other fraudsters, having tested them

first by carrying out very small transactions that normally slip below the anti-fraud radar of the banks. If, for example, you find very small, unexpected donations to charities (maybe as low as a few cents) on your card statement, raise the alarm with your bank.

Attention to detail

You can reduce your exposure to card fraud by knowing what to look for and by being cautious. It's essential to check how trustworthy a sales site is and know how to safely pay for goods online. For a card transaction, you should never be asked for your online banking password, secret number, or other bank account details. No legitimate sales site will ever ask for your card's PIN either: it's only used at cash machines and physical, point-of-sale terminals. Your PIN is more useful to a fraudster than your CVV2 number since the PIN allows direct withdrawals of cash. So never divulge your PIN to anyone, not even to someone from your bank. Knowing only your card number and CVV2 should limit fraudsters to making purchases, and card services can make checks on unusual requests to deliver goods to addresses other than the registered card address. Shopping sites are not allowed to store your card's CVV2 number after the transaction you supplied it for has been completed. So if you revisit a site and it lets you make new purchases without entering your card details again, be very suspicious. At the very least, they're breaking the rules, and your details might get leaked if the site is attacked. You should contact them and request they delete your card details. It's much safer to re-enter them for each purchase than have them stored like this.

Credit cards more secure

Finally, there are several reasons why debit cards are less

secure than credit cards when used online. They're not covered by a bank's automatic payment protection insurance. Having your bank account cleaned out can be more immediately damaging to you than your credit card being hit. Credit card transactions are better monitored for patterns that suggest fraud. So, whenever possible, use a credit card rather than a debit card online, but use it vigilantly and with caution every time.

NEXT: You will learn to recognize online scams

Part Three: Recognize Online Scams

1. Deal with pop up windows and malicious sites.



READ THIS

What are pop-up windows?

Pop-ups are a form of online advertising intended to attract web traffic or capture information. Pop-ups appear in a separate, usually small, browser window. These windows may include advertisements or ask you to enter personal information such as your credit card account number, expiration date, and security code. By clicking on a link in a pop-up, spyware or malware may be downloaded onto your computer without your knowledge. Pop-up windows that occur even while you are not browsing the Internet may be an indicator that your computer is infected by spyware or malware. There are many software programs that block pop-up windows.

2. What kinds of online scams are there?



DISCUSS THIS

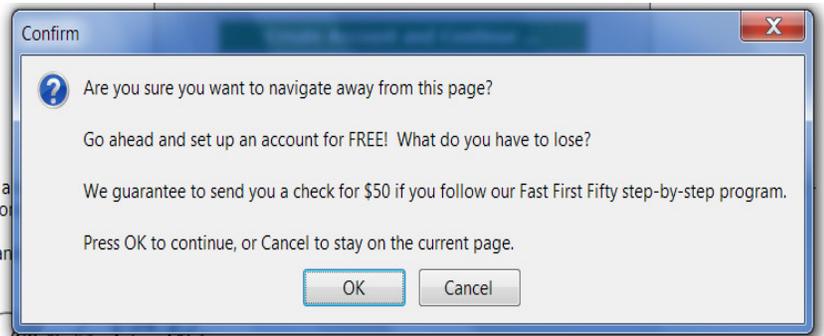
After you surf the Internet for a while, you will start to come across advertisements from pop-ups that claim many different types of good deals. Read through this session and discuss with your instructor or lab partner what other pop-ups or web advertisements you have experienced. Are those deals true?

Daily Winner Contest scam

You may see a pop-up like this:

If you try to leave these types of websites, another pop-up window will come up and suggest that you stay.

From this Daily Winner Contest, you will see the testimony from previous winners such as Jennifer Layton from San Francisco, California.



And now Jennifer Layton from Akron, OH.

Previous Winners



Previous Winners



Jennifer Layton
Akron, OH

"I was just browsing online and I received a popup saying that I won. I couldn't believe it!"

weeks later I received pre-loaded \$500 visa card in the mail!"

And the same Jennifer Layton from Round Rock, TX.

Jennifer Layton
Round Rock, TX

"I was just visiting the Apple website and I got a notice I won. I couldn't believe it!"

And another Jennifer Layton from South Pasadena, CA?
What do you think?

Jennifer Layton
South PasadenaSouth Pasadena CACA

NOTE: Many scammers have tools to find out the area you live in and target their ads in your home town to make it more relevant to you. In those scams, scammers are trying to gather your personal information, such as your email address, cell phone number, home address, or credit card number. Don't fall for it.



READ THIS

Work from home scam 1

NOTE: A "news report" about a woman Brenda Morris who made \$7,197/month

advertorial



California JOB REPORT

Tuesday, September 20, 2011

HOME
WORLD
U.S.
POLITICS
JOBS
ENTERTAINMENT
HEALTH
TECH
TRAVEL

"I Earn \$7,197/month Working From Home" - From San Francisco.

We Investigated Our Recent Home Business Success Story

AS SEEN ON:









Brenda Morris makes [\\$1250](#) a week working online from her home computer.

Have You Considered Working Online From Home?

By: Sarah Fisher
Consumer Trend Investigator
Posted: Sunday, September 18, 2011

Brenda Morris from San Francisco, CA never thought that she would be working from home, until curiosity got the best of her and she ordered a course called "Online Business Systems". Before long, she discovered the secret to beating the rat race, and being able to provide for her for her family.

I read Brenda's blog last month and decided to feature her story in our Online News 12 investigative report.

The scammers make these advertisements look like news reports. Again, they are fake, and the links you click will send you to a site to ask you to pay to start the home business.

Work from home scam 2

NOTE: Another "news report" about another woman Kelly Richards, who lives in San Francisco and made exactly same amount: \$7,197/month

NEWS DAILY 7 San Francisco, CA **JOB REPORT**
Last Updated: Tuesday, September 20, 2011

HOME U.S. WORLD **FINANCE** POLITICS ENTERTAINMENT LEISURE HEALTH SCITECH OPINION

Work At Home Mom Makes \$7,197/Month Part-Time
A Mom tells News 7 Daily how she is making \$63/hour working part-time from home during a Recession...

As Seen In The Media: CNN USA TODAY FOX NEWS NBC abc CBS NEWS

NEWS DAILY 7 Sun news7Daily

Mix Facebook Twitter Share Ema

Home Income Kit (Only Day The \$1 C

Work from home scam 3

NOTE: Now another "news report" about the same woman but now named Amanda Richards and living in Chicago who made exactly the same amount: \$7,197/month. What do you think? Yes. They are all fake news reports.

8 Net NEWS Report CHICAGO **JOB REPORT**
Last Updated: Tuesday, September 20, 2011

HOME U.S. WORLD **FINANCE** POLITICS ENTERTAINMENT LEISURE HEALTH SCITECH OPINION

Work At Home Mom Makes \$7,197/Month Part-Time
Mother of 3 explains how she is making \$63/hour working part-time from home during a Recession...

As Seen In The Media: CNN USA TODAY FOX NEWS NBC abc CBS NEWS

8 Net NEWS Report Breaking

Mix Facebook Twitter Share Ema

Home Income Kit (Positions have just 1

NOTE: What do the scammers try to get from you? To buy their products, to get your credit card numbers or personal information. DO NOT fall into their traps. If you try to close these "news report" windows, you will get another pop-up.



READ THIS

Work-at-Home Scams

Job One: Do Not Take the Bait

Here are a few of the most common work-at-home scams.

Advance-fee: Starting a home-based business is easy! Just invest a few hundred dollars in inventory, set-up, and training materials, they say. Of course, if and when the materials do come, they are totally worthless ... and you're stuck with the bill.

Counterfeit check-facilitated "mystery shopper:" You're sent a hefty check and asked to deposit it into your bank account, then withdraw funds to shop and check out the service of local stores and wire transfer companies. You keep a small amount of the money for your "work," but then, as instructed, mail or wire the rest to your "employer." Sound good? One problem: the initial check was phony, and by the time your bank notifies you, your money is long gone, and you're on the hook for the counterfeit check.

Pyramid schemes: You're hired as a "distributor" and shell out big bucks for promotional materials and product inventories with little value (like get-rich-quick pamphlets). You're promised money for recruiting more distributors, so you talk friends and family into participating. The scheme grows exponentially but then falls apart — the only ones who make a profit are the criminals who started it.

Add identity theft to the mix. As if these schemes aren't bad enough, many also lead to identity theft. During the application process, you're often asked to provide personal

information that can be used to steal from your bank account or establish new credit cards in your name.

A few tips:

Be suspicious when money is required up front for instructions or products.

Don't provide personal information when first interacting with your prospective employer.

Do your own research into legitimate work-at-home opportunities, using the "Work-at-Home Sourcebook" and other resources that may be available at your local library. Ask lots of questions of potential employers — legitimate companies will have answers for you!

Next: You will practice recognizing these fake news reports.



5. PRACTICE THIS

Work from home scam 1

NOTE: Check out this fake "news report" about a woman called Kelly Richards who made \$7,197/month. Go to your computer and use your mouse to double-click on the web browser you have been using, either Internet Explorer, Firefox, or Google Chrome. Enter www.justnews7.com inside the Address Bar of the web browser. It will take you to the fake news report site. Read through the site and also read the fine print at the bottom of the page. You can try to click on different links, but they will not work right because these are fake links. When you try to leave the page, you will be getting other pages asking you to sign in and pay for different programs. DO NOT fall for them.

Work from home scam 2

NOTE: Check out a second fake "news report" about a woman called Jessica Parker who made \$7,197/month

Open the web browser you have been using, try Internet Explorer, Firefox, or Google Chrome. Enter www.today10news.com inside the Address Bar of the web browser. It will take you to the second fake news report site. Read through the site and compare the stories with the first work from home news report. Read the fine print at the bottom of the page. You can try to click on different links, but they will not work right because these are fake links. When you try to leave the page, you will be getting other pages asking you to sign in and pay for different programs. DO NOT fall for them.



REVIEW THIS

Go back to the beginning of this lesson on page 47 of this activity booklet, and review the objectives for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words: Compared to the objectives listed for today's lesson, write down what you have learned in your own words.

Lesson 5: Email Basics

Start communicating with my friends and families using email



What you will learn and do:

Part One: What Is an Email and How Do I Get an Email Address?

1. What is an email and how do people use it?
2. Get a new Gmail email account from Google
3. Understand email addresses
4. Share your email address with someone else

Part Two: Work with Emails

1. Start a new email message
2. Receive a new email message. Reply and forward an email message.
3. A few tips on managing your emails

Part Three: Attach a Picture to Your Email

1. What is an email attachment?
2. Save and find your files on a USB flash drive, or on your Desktop
3. Start a new email message and attach a picture file
4. Open an email attachment
5. Cautions on opening email attachments

Part One: What Is an Email and How Do I Get an Email Address?

1. What is email and how do people get it?



DISCUSS THIS

Today's project: Create and use your own email address. Learn to send and receive emails with attachments.

Discuss with your instructor or computer lab partner your knowledge of emails.

1. Have you sent and received emails before? If you have, who do you send emails to?
2. Have you received emails with attachments before? Do you know how to open email attachments?
3. Do you know how to attach a file to an email?
4. If you have not used email before, how much do you know about it?

Instructor can pair students up according to their experience so the group can help each other out.



2. READ THIS

Very simply put, an email is an electronic message sent from one device to another. In most cases, the devices used are two computers, but now with new technology, email can be sent and received by mobile phones and computer tablets

such as iPads. With emails, you can send or receive personal or business messages in simple text format or with file and photo attachments. You can also send music, video files, and software programs. Traditional post office mail service can take days to send a letter across town or weeks to send to another country. One of the best things about email, is that it takes only a few seconds for the receiver to get your message, and it is free, too. In order to save both time and money, more and more people are turning to the Internet so they can stay in touch with friends and relatives more often and much, much more quickly.

How does email work?

Let's say you want to send your friend Mary an email. You type the letter in a computer program or website, you put in her email address (this is similar to a street address), and push the Send button. The letter still goes from one place to another (mail server to mail server), but it moves from place to place very quickly until it reaches the final mail server. There it is stored electronically until your friend Mary logs into the Internet and checks her mail.

2. Get a new Gmail email account from Google.



PRACTICE THIS

To send or receive emails, you need to have an account with an email service provider and a connection to the Internet. If you already have an email address, you can use it for today's lesson. If you don't have an email address yet, we are going to create an Gmail account today. Work with your instructor or lab partner to finish the process.

Go to your computer and use your mouse to double-click on the web browser you have been using in previous lessons.

You can use one of the web browsers such as **Internet**



Explorer,



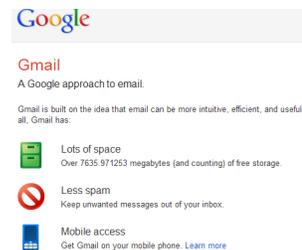
Mozilla Firefox,

or

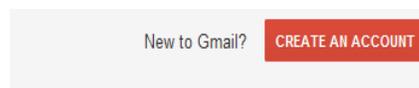


Google Chrome

Once the web browser opens up, type **gmail.com** inside the address bar; this will take you to the Gmail website.



□



Click on the orange **CREATE AN ACCOUNT** button to start creating your own email account.

A screenshot of the Gmail sign-in form. It shows a grey box with the text 'Sign in' and 'Google' in the top right corner. Below that, there are two input fields: 'Username' and 'Password'. At the bottom, there is a blue 'Sign in' button, a checked checkbox for 'Stay signed in', and a link that says 'Can't access your account?'.

Work with your instructor or lab partner to help you with the process.

NOTE: Once your account is set up, copy down your email address, password, and security question for future reference.

3. Understand email addresses.



READ THIS

The format of an email address is USER NAME@DOMAIN NAME. For example, the email address of a classmate Alan is alanbeck@aol.com. There are no spaces between any of the words. ALANBECK is the user name, and AOL.COM is the domain name. The .COM stands for the commercial top-level domain category. If the service is outside of the U.S., it may be followed by a two-character country code (like .mx for Mexico, .ca for Canada, or .it for Italy).



PRACTICE THIS

Email users at the beginning tend to confuse web addresses with email addresses. They also misspell or miss part of the email addresses and wonder why the receivers never got the emails. An email address is like a regular mail address post offices use to deliver your paper mail. If part of the address is missing or misspelled, the post office will have a harder time delivering the letter to the correct person. It is the same principle with email addresses, in that an email address needs to be spelled correctly to reach the intended email receiver. Work with your instructor or lab partner to identify the correct email address format. Only 4 out of the 9 listed below are correct email addresses. Circle the correct

answer.  =Correct  =Incorrect

1. jb285@aol.com Email address?  
2. cnn.dd710.com/email Email address?  

NEXT: You will learn to work with Gmail or your own email program to **send, receive, reply to, and forward** emails.

Part Two: Work with Emails

1. Start a new email message.



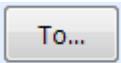
READ THIS:

Having a new email address is a little bit like having a new home address. If you move from one home address to another home address, you need to notify the post office and your friends and family so they can send mails to your new home address. Giving other people your email address allows them to send emails to you.



The screenshot shows an email composition interface. At the top left is a 'Send' button with an envelope icon. To its right are 'To...' and 'Cc...' buttons. The 'To...' field contains the email address 'newsletters@techrepublic.online.com'. Below these are 'Account' and 'Subject' labels. The 'Subject' field contains the text 'request: Control and Manage user access'. The main body of the email contains the text 'This is the body where you enter your message.' followed by a vertical line and the name 'Alicia'.

An email is made of different parts that need to be complete in order for the message to be received. The email is divided into the header and the body.

1. The header contains the receiver's **email address**, which you enter after the  button.

2. The header also contain the **subject line**. One of the most important rules is always to enter a meaningful subject line for your email. The subject line **request** is vague, but the subject line **request: Control and Manager user access** is

clear. Enter your subject line after the **Subject:** field.
The header is usually what most people first see when they go into their email accounts.

3. The **body** of the email is the actual message that you're sending. Look at the following example of an email.

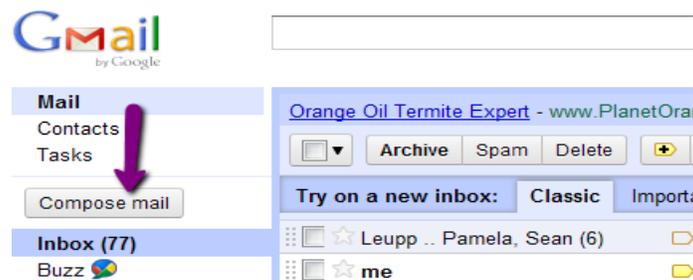
4. Go ahead and mark the header part and the body part.



2. PRACTICE THIS

From your list of names and their email addresses, select a person you want to send an email to. At this point, your instructor will collect your email address so he or she can send you some emails. Go to your computer and open up the web browser you have been using.

Type **gmail.com** inside the address bar. This will take you to your Gmail home page. Sign into your Gmail account using the user name and password you just created.

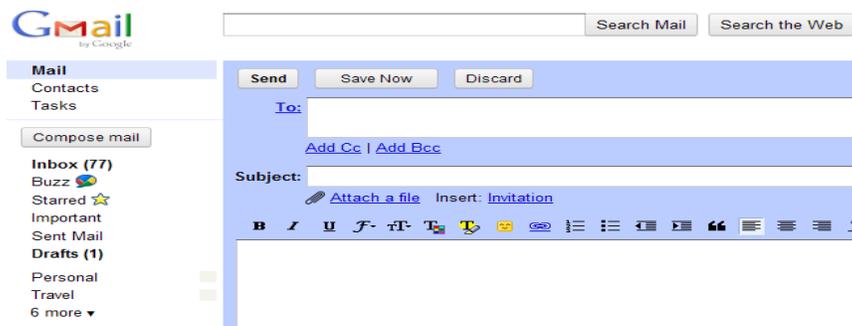


1. Click on the **Compose mail** button to start composing a new email .

NOTE: Learning to use the **Tab** key on your keyboard will save you a lot of time.



2. Click inside the box next to the **To:** and enter the email address of the person you want to send an email to. Your instructor or your computer lab partner is always a good practice subject.



3. Use the **Tab** key on your keyboard to move the cursor to the **Subject** field. Enter a subject line for this exercise. Let's put **exercise 1 for email basics** as the subject line.
4. Use the **Tab** key to move the cursor to the **Body** field. You can now start writing your email.
5. Once you finish your email, click on the **Send** button above the **To:** button. Your email is being sent, and the receiver should get it right away.

Practice this exercise a few more times.

NOTE: Other email programs may look different, but they all have **To:**, **Subject**, and **Body** fields.

NEXT: You will learn to **receive** emails, **reply to** emails, and **forward** emails.

2. Receive a new email message. Reply and forward an email message.



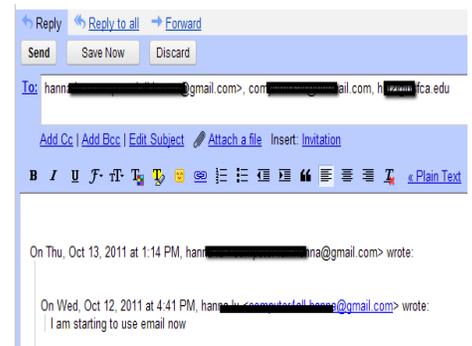
PRACTICE THIS

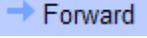
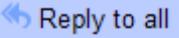
Once your instructor or partners have sent you some emails, you will start to have emails coming into your **Inbox**. Click on the **Inbox** link on the left side. The **Inbox** link is in bold with a number next to it. The number next to the **Inbox** indicates how many unread emails you have in your **Inbox**.

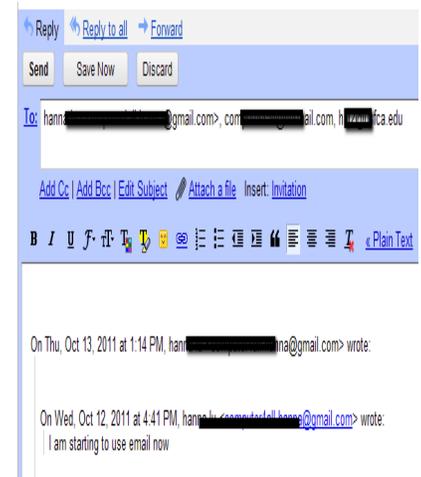


1. Inside your **Inbox**, new emails are indicated in **bold**. Once you read an email, it will turn to the regular font style.

2. Click on **Reply** to reply only to the person who sends that message.



3. Click on **Forward**  to forward a message to another person, but not back to the sender.
4. Click on **Reply to all**  to reply to a message that was sent to more than one person. All the receivers on the list will see your reply. Practice this exercise a few more times.



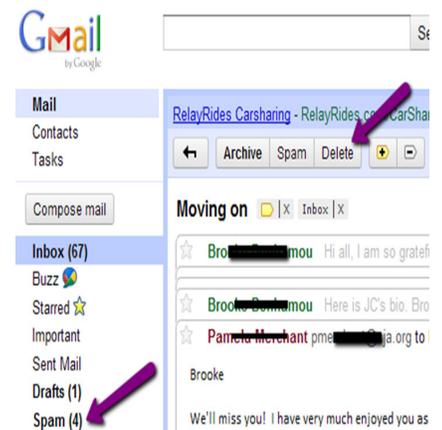
NOTE: Every email program has **Reply**, **Forward**, and **Reply All** buttons; however, they may be located in different places.

3. A few tips on managing your emails



PRACTICE THIS

1. Emails coming into your **Inbox** will stay there until you move or delete them.
2. Click on **Delete** to delete the emails you don't want to keep. These emails will be removed from your **Inbox**.
3. Check the **Spam** folder from time to time since some legitimate emails may accidentally get put into that folder.



NOTE: Other email programs may have a **Junk Email** folder; check mails in there for legitimate emails as well.

NOTE: Be very careful checking the **Spam** folder and the **Junk Email** folder. **DO NOT** click on emails sent by people you don't know.

NEXT: You will learn to attach a picture file to your email.

Part Three: Attach a Picture to Your Email

1. What is an email attachment?



READ THIS

An email attachment is a computer file sent along with an email message. A paper clip image is the standard image for an attachment in an email program. You can attach pictures from your parties, vacations, or holiday occasions. You can send newspaper clippings, recipes, or articles in their digital formats. You can even send music or video files.

2. Save and find your files on a USB flash drive, or on your desktop.



PRACTICE THIS

From a previous lesson, you have learned to save all your personal files into your own USB flash drive. If you need to review these procedures, you can review the materials in **File and Folder Basics** (Lesson 2) in this **Activity Booklet**.

If you don't have any picture files on your USB flash drive or on the desktop, you can work with your instructor and

partner to save these three picture files listed below to your USB flash drive or on the desktop.

[Dog picture1](#) [Dog picture 2](#) [Dog picture 3](#)

1. Click on the **Dog picture 1** link above and the picture file will open up in your web browser for you to view.
2. Click on **File** from the menu bar and click on **Save Page As...**
3. Insert your own USB flash drive if it is not already connected to the computer.
4. Locate and click on the flash drive icon on the left side to open it.
5. Save the file in the flash drive.
6. If you don't have a USB flash drive, you can save the picture on the desktop.
7. Repeat the process to save all three picture files to your USB flash drive or your desktop.

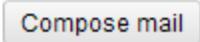
NEXT: You will learn to email the pictures to your friend or your instructor.

3. Start an email message and attach a picture file.

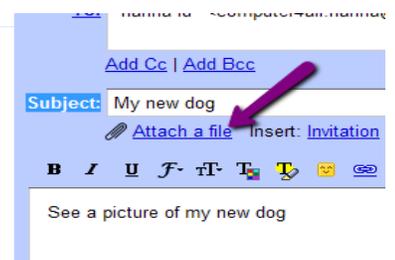


PRACTICE THIS

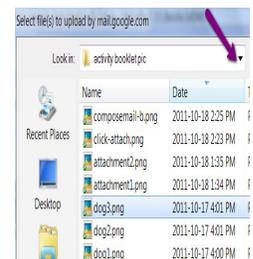
Open your Gmail program and click on the **Compose**

mail button  to start a new email. Enter your instructor's or your friend's email address in the **To:** field.

Use the **Tab** key on the keyboard to move to the **Subject** field. Enter a subject line such as "My new dog."



1. To attach the dog's picture, click on the [Attach a file](#) link.
2. A new window opens up for you to select the location of the picture files you have saved.
3. Use the **down triangle symbol** in the **Look in:** field to find your USB flash drive location. If your picture files are saved on the desktop, then look in the desktop.
4. Find the **dog1.pnp** file and click on it.
5. Click on **Open** next to the file name and the **dog1.pnp** file will be attached to your email.
6. Use the **Tab** key to move to the **body** field and type in your message. It could be something like: look at the picture of my new dog.
7. Click on **Send** to send this email message



Practice the steps a few more times and use your own pictures or recipe files on the USB flash drive if you have them.

NEXT: You will practice opening up file attachments from emails you have received.

4. Start an email message and attach a picture file.



PRACTICE THIS

Click on the **Inbox** in your gmail program. Check and see if you got any new emails. An email message with a paper clip image next to it means it is an email with a file attachment.



Many email programs will automatically open picture files for you to view while other email programs require you to click on the name of the attached file to open it.

Work with your instructor to open different types of files, such as music files or video files.

NEXT: You will learn more about opening email attachments.

5. Cautions on opening email attachments



READ THIS

It is a sad truth that scammers and spammers are using file attachments to infect your computer with unwanted disease, such as computer viruses and malware. These viruses can range from minor annoyances to very

destructive programs that wipe out all the files on a computer's hard drive. You can minimize your exposure to viruses by following these guidelines:

1. Never send, click, open, save, or run email attachments that you are not expecting.
2. Install up-to-date anti-virus software on your computer and download the latest virus definitions frequently.
3. If you receive an email attachment from someone you do not know and trust, delete the message immediately without opening the attachment. If you know and trust the sender, email the person to verify that they meant to send the attachment.



REVIEW THIS

Go back to the beginning of this lesson on page 67 of this activity booklet, and review the **objectives** for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words: Compared to the objectives listed for today's lesson, write down what you have learned in your own words.

A series of horizontal lines for handwriting practice, consisting of a top dashed line, a middle solid line, and a bottom solid line, with a light blue shaded background.

Part One: Junk or Spam Emails and False Advertisements

1. What are junk or spam emails?



DISCUSS THIS

Today's practice is to learn to protect yourself from email spammers and scammers.

Discuss with your instructor and computer lab partners the following topics:

- How often do you open paper junk mails? Why do you open them, and why not?
- Have you received paper mails with advertisements that seem too good to be true? How do you deal with them?
- Do you have stories or have you heard stories about getting scammed by letters you received?

As you continue to use the Internet and emails, you need to learn to tell safe emails from dangerous emails sent by scammers, spammers, and crooks. You may do serious damage to your computer by simply opening the email's links and attachments. Therefore, it is very important to learn to spot the spammers' gimmicks.



2. READ THIS

Congratulations! Now, you're ready to roll with getting in touch with people on a regular basis with emails. There is one more thing you should be aware of, and that is now that you have an email address, protect it. Be careful to whom and where you give your email address – especially on the Internet.



Unfortunately, just like the junk mails you get delivered to your home every day, the Internet has become a haven for unsolicited "junk" mails too. It's called **SPAM**. Spammers collect email addresses from chat rooms, websites, customer lists, newsgroups, and viruses that harvest users' address books. Spammers also sell these collected email addresses to other spammers. Once scammers and crooks get hold of your email address, they'll bombard you with everything imaginable. Most email services filter inbound emails in an effort to delete emails that have been mass distributed. Many of the email services will put these emails into a special inbox folder called either **Junk Mail** or **Spam**. You can still see these emails and judge for yourself if they are **SPAM**. Sometimes though, you'll find unwanted emails mixed in with your regular emails from Aunt Betty and Cousin Joe. It's advisable not to open an email from someone you don't know, and you should never open an attachment or click on an email link unless it's from someone you trust.

2. Identifying Junk or Spam emails.



DISCUSS THIS

Work with your partner to discuss the following exercises:

Exercise ONE:

An email with the subject line "Education_Center" appears in your Junk Mail folder. It seems to offer opportunities for career enhancement.

Should you open it?

The screenshot shows an email client window with a blue header bar. The header bar contains the text "Education_Center" on the left and "Teachers needed in your area!" on the right. Below the header bar, the email content is displayed. The subject line is "Teachers needed in your area!". The sender is "Education_Center [edu-s4958rcpx3zn@savingsmoves.info]". A blue warning box contains the text: "Links and other functionality have been disabled in this message. To restore functionality, move this message to your Junk folder. This message was marked as spam using a junk filter other than the Outlook Junk E-mail filter. This message was converted to plain text." Below the warning box, the email metadata is shown: "Sent: Thu 2011-10-27 09:39" and "To: computer4all@hotmail.com". At the bottom of the email content, there is a link: "Can't see the images below? Click here." followed by a URL: "<[http://savingsmoves.info/156855/7926825/V2dVZFB+sx8CdE7369](\"http://savingsmoves.info/156855/7926825/V2dVZFB+sx8CdE7369\")>".

NOTE: Check the sender's email address. Does it look like a legitimate email address?

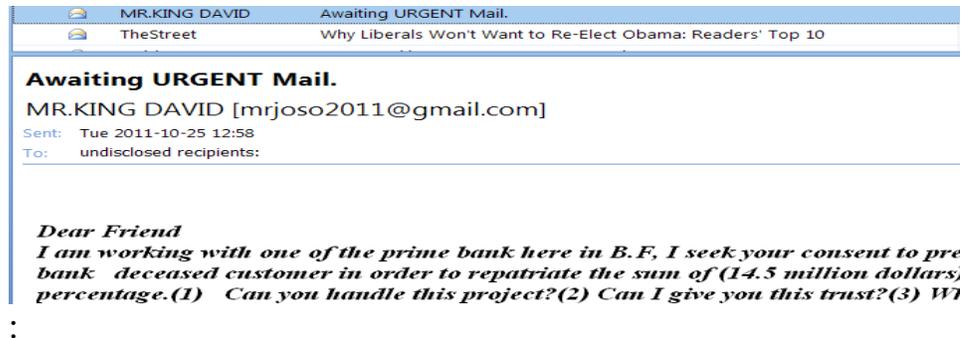
Let's say you open the email and click on the link. The new page asks you for a lot of personal information, including your name, email address, and phone numbers. Should you answer these questions? Can you trust whoever is behind this website?



NOTE: Your email address is valuable to spammers. They collect email addresses and sell them to other spammers.

NOTE 2: You should never click on these kinds of links in the first place

Exercise TWO



Mr. King David sends you an email with the subject line "Awaiting URGENT Mail."

It looks like **email address** mrjoso2011@gmail.com comes from an legitimate email address, so you read on. Mr. King David is looking for someone to receive 14.5 million dollars. Are you the lucky one? Should you reply?

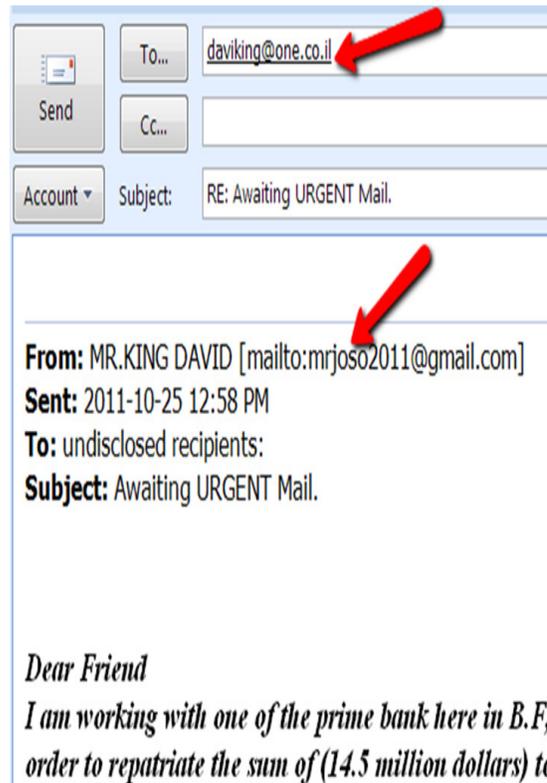
You decide to reply to the email.

After you click on the Reply button, pay attention to the new email address from Mr. King David.

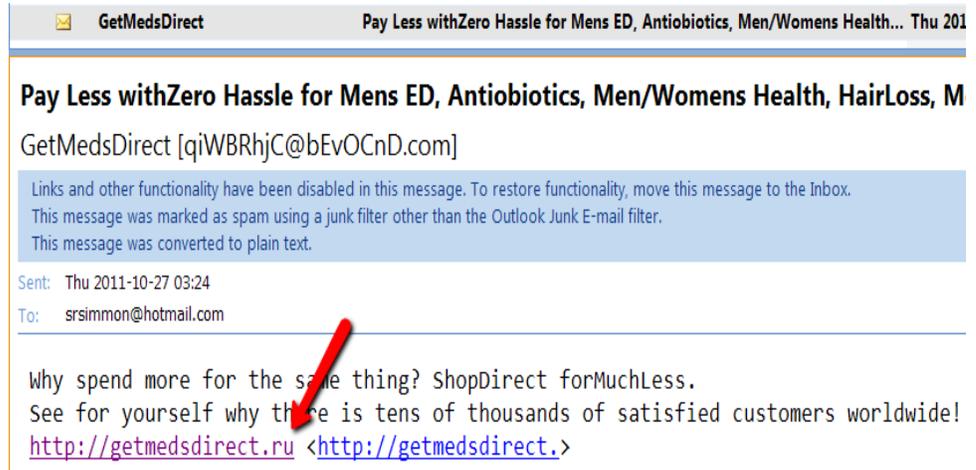
NOTE: Mr. King David's email address changes to a different email address. The **new email address daviking@one.co.il** has its origin in **Israel**. (The suffix of **.il** at the end of his new email address is a giveaway.) Would you trust someone who disguises his or her email address?

NOTE: Is it too good to be true?

NOTE 2: You should never reply to these spamming emails such as this in the first place.



Exercise THREE:



Medicine is expensive, and you are looking for ways to save some money. You come across this email selling medicine for less.

You click on the link because you wonder what the website offers.

NOTE: The website is from Russia (the suffix of .ru is a giveaway).

The website offers all kinds of medicine.

Go ahead and check the address at the very bottom of the website. The company or advertiser is from Nicosia, Cyprus.



Would you buy anything with a Russian website and located in Cyprus?

NOTE: Almost all of the pharmacy advertisement emails

come from spammers. They want your credit card number. You use your credit card to purchase the medicine, but your order will never arrive.

NOTE 2: You should never click on these links in the first place.

NEXT: You will learn to recognize emails with false advertisements in your own Junk Mail folder.



PRACTICE THIS

Work on your own email's Junk Mail folder

Open your email program from the computer. Look in your Junk Mail folder and check out the emails there. Work with your partner to identify emails with false advertisements.

Part Two: Phishing Emails and Unsafe Email Links

1. What are phishing emails?



READ THIS

Phishing email messages are designed to steal money.

Cybercriminals try to convince you to hand over your personal — and especially financial — information under false pretenses. They often ask you to verify your personal information, such as user name and password to your online banking site, birth date, credit card number, social security number, and checking account numbers. Once they have the information, they can use it or sell it to someone else to steal money from you.

Here is an example of what a **phishing scam** in an email message might look like.

Hello!

As part of our security measures, we regularly screen activity in the Facebook system. We recently contacted you after noticing an issue on your account.

Spelling

Our system detected unusual Copyrights activity linked to your Facebook account, please follow the link bellow to fill the Copyright Law form:

http://www.facebook.com/application_form

Links in email

Note: If you dont fill the application your account will be permanently blocked.

Threats

Regards,

Facebook Copyrights Department.

Popular company

NOTE 1: Spelling and bad grammar. Cybercriminals are not known for their grammar and spelling. A professional company or organization usually has 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.

NOTE 2: Beware of links in email. If you see a link in a suspicious email message, don't click on it. Links might lead you to .exe files. These kinds of files are known to spread malicious software that will harm your computer.

NOTE 3: Threats. Have you ever received a threat that your bank account would be closed if you didn'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.

NOTE 4: Spoofing popular websites or companies. Scam

artists use graphics in emails that appear to be connected to legitimate websites but actually take you to phony scam sites or legitimate-looking pop-up windows. Don't trust an email simply because it looks like it came from a trusted source. Thieves often disguise their emails to look like bank websites or online businesses. They use logos and graphics to look trustworthy.

2. Identify unsafe email links.



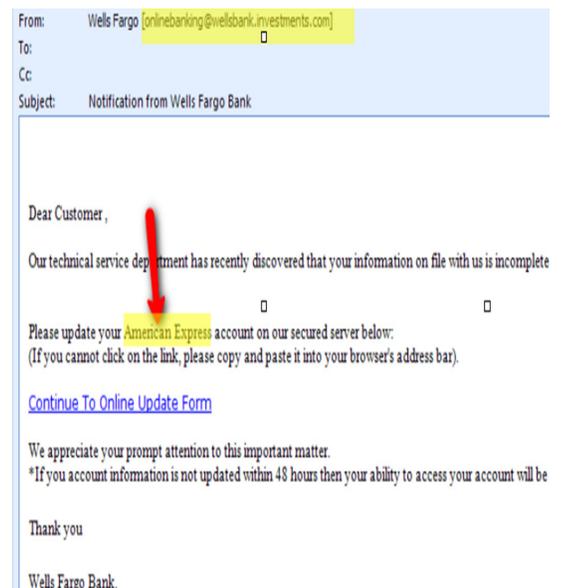
From your computer, click on the following link to watch a short video on [Phishing Scams In Plain English](#).



Work with your partner to discuss the following exercises.
Exercise ONE:

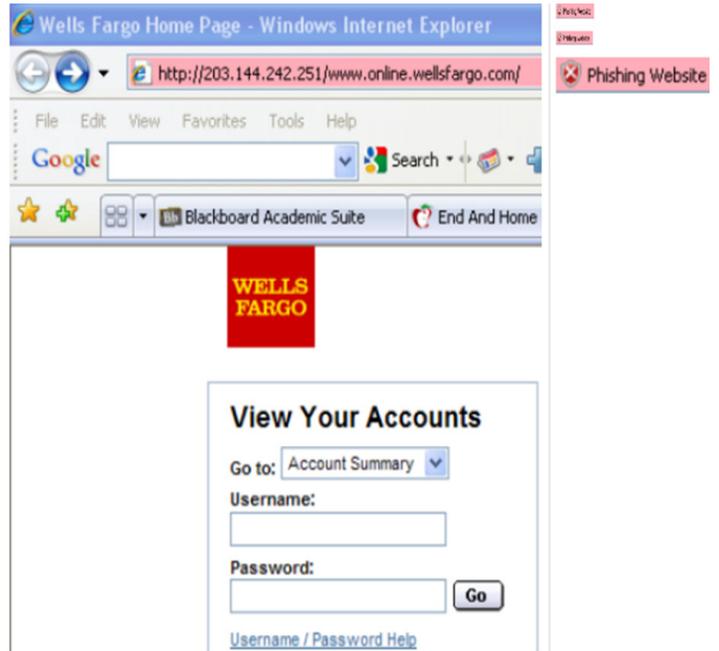
You have a bank account with Wells Fargo. An email with the subject line "Notification from Wells Fargo Bank" appears in your Junk Mail folder. It sounds urgent. Should you open it?

NOTE: Once you open it, go ahead and check the content of the email. Does it look like a legitimate email from Wells Fargo? Why would Wells Fargo ask you to update your American Express account?



Let's say you open the email message and click on the [Continue To Online Update Form](#) link.

The new page asks you to log into your account by entering your user name and password. Should you enter this information?



NOTE: Pay attention to the address of this website. Your web browser often warns you if it believes the website you are visiting is a phishing website. The browser will put a notification sign  Phishing Website next to the offending website.

NOTE 2: You should never give out information in response to emails with questionable email addresses or website addresses.

The picture on the right is the real Wells Fargo site. Compare this picture to the fake website picture above. Scammers can copy the look and feel of a legitimate business website easily, so you need to be cautious when you use banking websites.



NOTE: If you want to go to your online banking or financial sites, you should always type in the website address directly in the address bar. In this case, typing www.wellsfargo.com into the address bar will get you directly to Wells Fargo's online site.

Exercise TWO:



It is April, and you are preparing your tax return for the IRS. You receive an email informing you that the IRS is issuing a return of \$990.55 to you. You click on the link to get to the page on the right from <http://www.das.de/valentin/tmp/upload/files/irs.gov.php> The website asks for your personal information and your credit card number so you can get your refund.

Is the website real? What should you check?

NOTE: Check the website's address. The website is from **Germany**. (The suffix of **.de** is a giveaway.)

The picture on the right is the real IRS website.

Scammers can make a fake IRS website looks very real, but you should never click on links from such emails because the IRS, banks, and financial institutions will never ask for your personal or financial information over the Internet.



NOTE: If you want to go to financial sites or government sites, always type the website address directly into the address bar. In this case, type www.irs.gov into the address bar to go directly to the IRS's online site.

Exercise THREE:

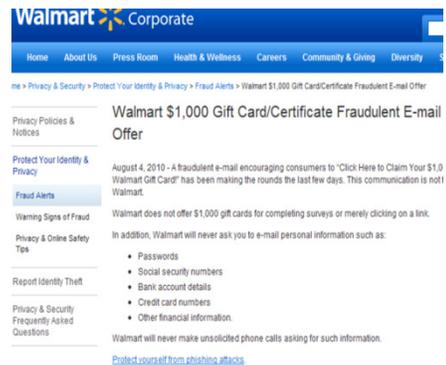


You are waiting for a package from UPS, and you get an email with the subject line "SHIPMENT 96-13588: URGENTLY trying to reach you!"

You open it. Mary from the Customer Service Department wants you to participate in a survey so you can get a \$1,000 Walmart gift certificate. It sounds like a good deal to get a \$1,000 Walmart Gift Certificate by simply answering a few questions.

Should you follow the link to the survey site?

Check out the picture on the right. It is an announcement from the real Walmart website warning you not to fall into the trap of the phishing attempts of these scammers.



In order to get a "free" gift card, you are required to participate in many promotional offers and pay multiple amounts of money. After you provide all of your personal and financial information, your free gift card will never come.

NEXT: You will learn to recognize emails with phishing attempts in your Junk Mail folder.



4. PRACTICE THIS

Work on your own email's Junk Mail folder

Open your email program from the computer. Look in your **Junk Mail** folder and check out emails there. Work with your partner to identify emails with phishing attempts.

NEXT: You will learn to recognize spoofed email addresses.

Part Three: Spoofed Email Addresses and Unsafe Email Attachments

1. What is a spoofed email address?



READ THIS

If you receive a letter from the post office, you look to the return address in the top left corner as an indicator of where it originated. However, the sender could write any name and address there; you have no assurance that the letter really is from that person and address. Email messages contain return addresses, too – but they can likewise be deliberately misleading, or “**spoofed.**” **Email spoofing** is the forging of email so it appears to originate from someone/somewhere other than the source. It hides the real sender and tricks the recipient into reading and responding to mail they would otherwise ignore. Cybercriminals use computer viruses to scan address books on infected computers and randomly select addresses to be used as "from" and "to" fields on outgoing infected email. For example, your Aunt Mary’s computer was infected with computer virus, and it sends an email to you that appears to be coming from her. Her email has a strange link and a file attachment, if you don’t pay attention and click on the link or download the file attachment, your computer will get infected and then start sending emails to people in your address book. Scammers can also send emails purporting to be from legitimate

businesses, the government, or financial institutions to entice you to follow the links or open harmful file attachments.



READ THIS

Read through this email with your instructor or partner. Pay attention to the suspicious areas.

United Parcel Service notification #8631 [Full View](#)

From: United Parcel Service <infokyt@ups.com>
To: [redacted]3276@yahoo.com
Cc: [redacted]32@yahoo.com; [redacted]336@yahoo.com; [redacted]35@yahoo.com; [redacted]3670@yahoo.com; [redacted]420@yahoo.com; [redacted]56@yahoo.com; [redacted]57@yahoo.com; [redacted]619@yahoo.com; [redacted]68317@yahoo.com

[UPS_Document.zip](#) (6KB)

Dear Sirs,

The parcel was sent your home adress
It will arrive within 5 business days

All information and the tracking number
are attached in document below.

Thank You
Copyright © 1994-2011 United Parcel Service of America, Inc. All rights reserved.

Annotations:

- It shows that it's from a UPS.com address, but UPS says they won't contact you like this.
- They sent the same parcel to 10 different physical addresses? What a crock!
- Never open attachments.

2. Identify emails with spoofed email addresses and unsafe attachments.

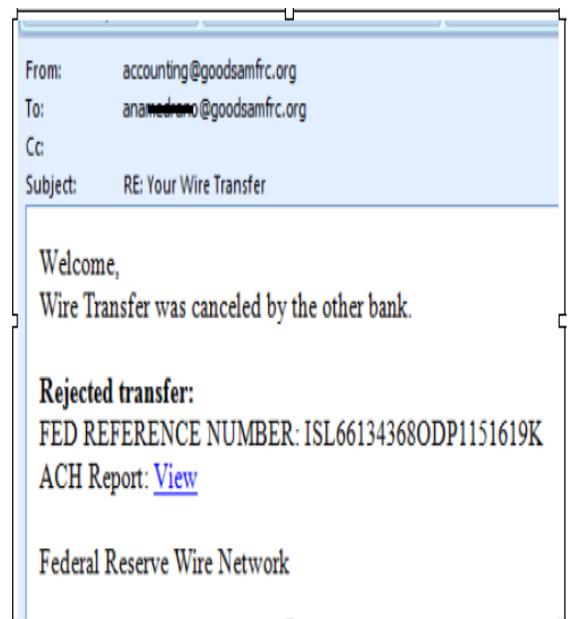


DISCUSS THIS

Work with your partner to discuss the following exercises.

Exercise ONE:

Your friend Ana works at a nonprofit organization. She shows you an email she received from `accounting@goodsamfrc.org`. It appears to come from her own organization, but she knows that no one uses the email address `accounting@goodsamfrc.org`. What do you think of this email, and what should you tell her? Should she click on the [View](#) link?

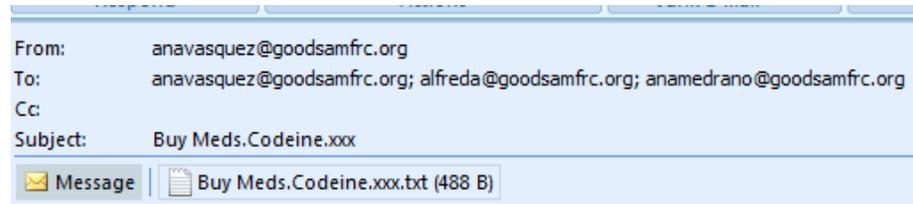


Exercise TWO:

Ana shows you other emails she received. They all appear to come from her organization. However, none of the email addresses are valid addresses.

✉	support@goodsamfrc.org	Re: Your Changelog
📧	sales1@goodsamfrc.org	Re: Changelog New
✉	scan@goodsamfrc.org	Scan from a Hewlett-Packard Officejet #5258128
✉	scanner@goodsamfrc.org	Re: Scan from a HP Officejet #00133916
✉	scanner@goodsamfrc.org	Fwd: Scan from a Hewlett-Packard Officejet #613510

Should she bother to open them? Can you tell her the danger of clicking on links or opening attachments from those emails?



Exercise THREE:

Ana shows you an email that appears to come from an old co-worker.

Do you think Ana's old co-worker would try to sell her medicine? What could happen if she opened the attachment and it contained a harmful computer virus?



READ THIS

Important security tips

Cybercriminals are constantly sending out spoofed emails pretending to be from major banks such as Wells Fargo, Bank of America, and Citibank. Read the following tips put out by Citibank for its customers.

Beware of fraudulent emails

Some customers have received scam emails asking them to verify their account details. These emails contain links to fake websites that look similar to Citibank websites. These email scams known as "**Phishing**" are designed to trick customers into entering their confidential banking information.

1. Only sign on to Citibank Internet Banking by typing the entire Citibank website address into your browser. Never sign on to Internet Banking via a link from an email. For example, customers should type in "<http://www.citibank.com>" into the browser address field before signing on to Internet Banking.
2. Install up-to-date [anti-virus software](#), [ad/spy-ware scanner](#) and [firewall](#) on your computer.
3. Change your Citibank PIN on a regular basis. Never disclose your PIN to anyone, not even a bank officer.



REVIEW THIS

Go back to the beginning of this lesson on page 83 of this activity booklet, and review the **objectives** for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words:

Compared to the **objectives** listed for today's lesson, write down what you have learned in your own words.

Lesson 7: Skype Basics

Get connected with your friends
and relatives from far away



What you will learn and do:

Part One: Skype Basics

1. What is Skype?
2. How are people using Skype?
3. Set up your Skype account

Part Two: Using Skype

1. Find and add contacts to your Skype contact list
2. Make free Skype-to-Skype calls
3. Make free video calls

Part Three: Set Up and Use Skype at Home

1. What do you need to set up Skype at home?
2. Download and install Skype on your computer or smartphone
3. Use Skype to call landline phones and mobile phones

Part One: Skype Basics

1. What is Skype?



DISCUSS THIS

Today's practice is to learn to use Skype

Discuss with your instructor and computer lab partners the ways you connect with your friends and families.

1. Do you make phone calls, write letters, or send emails? What are the advantages and drawbacks of these methods?
2. Do you have friends and families overseas? How do you connect with them?
3. Would you be interested in talking to your friends and families face to face and making international calls, either free of charge or with minimum cost?

You will learn to use Skype  to connect with friends and families.

2. How are people using Skype?



READ THIS

Skype  may be the answer to a lot of things you've always wanted but didn't know were possible. For example, a way to talk to family members in different parts of the country **for free**. A way to call people abroad (on their phones or cell phones) for **less money**. A way to **be there** for important life events when you can't be there in

person. Skype  is software that enables the world's conversations. Millions of individuals and businesses use Skype to make [free video](#) and [voice calls](#) and

send [instant messages](#) to other people on Skype. You can use Skype on whatever works best for you — on your [mobile](#) or computer. Skype is free to [download](#) and [easy to use](#). If you pay a little, you can do more, like [call phones](#) and make [group video calls](#). You can [pay as you go](#) or buy a [subscription](#), whatever works for you. Try Skype today and start adding your friends, family, and colleagues. Hundreds of millions of people are already using Skype to do all sorts of things together.



Click on the following link to watch a short video on [Skype-to-Skype calling](#).

[<visit the class website for the web address>](#)



Click on the following link to watch a short video on using Skype to [call phones and mobiles](#).

[<Visit the class website for the web address>](#)



Click on the following link to watch a short video on using Skype to make a [face-to-face video call](#).

[<Visit the class website for the web address>](#)



Or, from your computer, open your web browser and type **www.skype.com** inside the address bar. This will take you the Skype's home page. Check out Skype's features by moving your mouse over the **Feature** section and select the topics you want to know more about.

<http://www.skype.com/intl/en-us/features/>



NEXT: You will be setting up your Skype account.

3 Set up your Skype account.



PRACTICE THIS

1. Skype software can be installed on Windows computers, Apple computers, mobile phones, and other devices.

Work with your instructor or lab partner to find out if Skype has already been installed on the lab computer you are using. You will see the Skype icon such

as  Skype or  on the computer.

2. Have your instructor download and install Skype software if your computer doesn't have Skype yet.



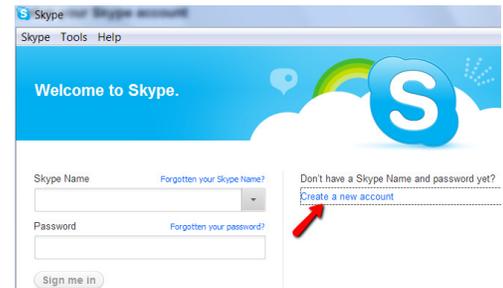
3. Work with your instructor or lab partner to set up your Skype account.

Double-click on the  Skype

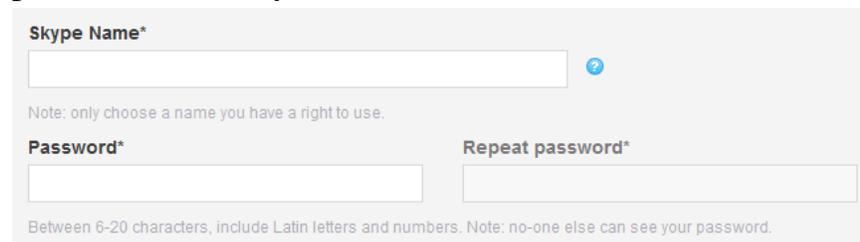


or  icon from your computer to open the Skype program.

Click on **Create a new account** to begin the setup process.



4. After you finish setting up your Skype name and password, copy down your Skype name and password below for further references. Do not share your password with anyone else.

A screenshot of the Skype account creation form. It has a 'Skype Name*' field with a help icon, a 'Note: only choose a name you have a right to use.', a 'Password*' field, a 'Repeat password*' field, and a 'Note: Between 6-20 characters, include Latin letters and numbers. Note: no-one else can see your password.'

NEXT: You will start using different Skype functions.

Part Two: Using Skype

1. Find and add contacts to your Skype contact list.



DO THIS

1. Exchange your Skype name with your instructor and lab partners. Copy down their names and their Skype names here. Find one lab partner to practice using Skype together.



2. Double-click on the Skype icon from your computer desktop to open the Skype program.

3. Enter your Skype name and password and click on **Sign me in**. This will take you to your Skype account.



4. Since you are signing in to your Skype account for the first time, you need to learn to find and add contacts to your contact list.

Skype Name [Forgotten your Skype Name?](#)

Password [Forgotten your password?](#)

Sign me in 



From your computer, click on the following link to watch a short video on [finding and adding contacts on Skype](#) [<visit the class website for the web address>](#)

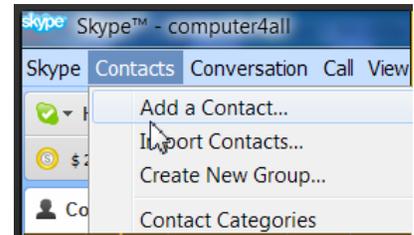


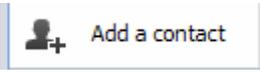
Find the image on the right when you get to the Skype page and click on it to play the video.



DO THIS

1. Once you sign in to your Skype account, you need to add your friends to the contact list to start talking to them. Choose **Add a Contact** tab from the **Contacts** menu.

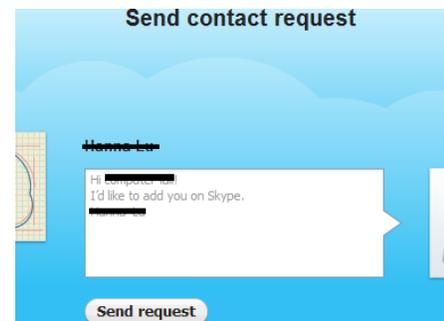


Or go to the **Add a Contact**  section and click on it.

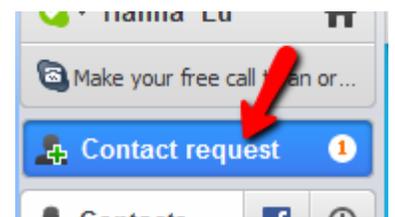
The Add a contact window opens up. Enter the first Skype name you collected into the **Skype Name** box and click **Add**. .



2. For security reasons, Skype sends out a **contact request** to the person you wish to add to your Skype contact list. Click on **Send request** after you add that person into your contact list.

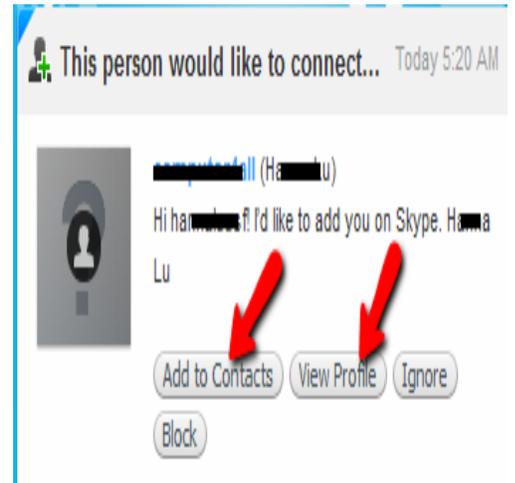


3. When your friends or lab partners add your Skype name to their contact list, you will get a **contact request** showing up in your Skype account. The  next to the **Contact request** means that you have one



request from someone. Click on the **Add to Contacts** button when you know the request is from your friend or lab partners.

4. As you use Skype more in the future, you will sometimes get requests from people you don't know or from Skype spammers who want to get onto your contact list. You should ignore them by clicking on the **Ignore** button  or block them by clicking on the **Block** button .



NEXT: You will learn to make free Skype-to-Skype calls.

2. Make Free Skype-to-Skype Calls



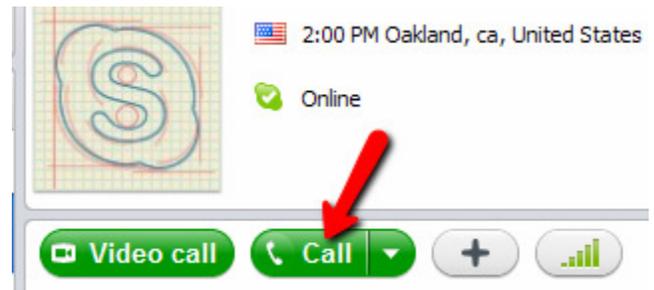
PRACTICE THIS

With the help of your instructor or lab partner, check and make sure your headphones and webcam are installed and ready for use.

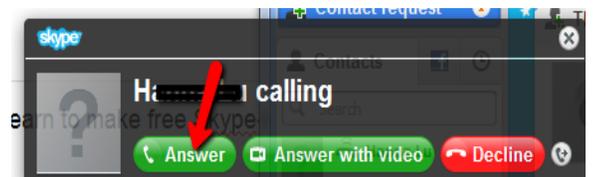
Work with your call partner to learn to call and receive calls from each other.

It would be a good idea for you two to sit on opposite sides of the room.

If you are the caller, find and click on your partner's Skype name from your contact list and click on **Call**.



If you are the call receiver, click on Answer when you get a call.



Click on the end call icon  when you finish your conversation. Repeat this practice a few times.



Change roles with your partner when you feel comfortable making calls or receiving calls.

NEXT: You will learn to make free video calls.

3. Make free video calls



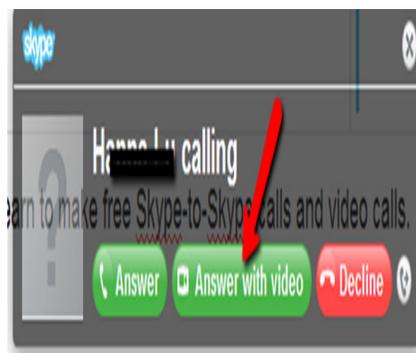
PRACTICE THIS

With the help of your instructor or lab partners, check and make sure your headphones and webcam are installed and ready for use.

Work with your call partner to learn to make video calls and receive video calls from each other. It would be a good idea for you two to sit on opposite sides of the room. If you are the caller, find and click on your partner's Skype name from your contact list and click on **Video Call**.



If you are the call receiver, click on **Answer with video** when you get a call. If you are having problems with your webcam, ask your instructor to help. Repeat this practice a few times.



Click on the end call icon  when you finish your conversation. Repeat this practice a few times.



Change roles with your partner when you feel comfortable making video calls or receiving video calls.

NEXT: You will be able to review what you just learned with more resources and videos.

WATCH THIS

To review and learn more functions on using Skype for Skype-to-Skype calls and video calls, you can click on the following links.

Click on the following link to watch a video on Skype-to- Skype calling

[<visit the class website for the web address>](#)

Once you get to that web page, click the image on the right side of the web page to play the video. You can also review making calls with Skype by going through the lesson on the website.



Click on the following link to watch a video on video calling

[<visit the class website for the web address>](#)

Once you get to that web page, click the image on the right side of the web page to play the video. You can also review video calling by going through the lesson on the website.



NEXT: You will learn to use Skype at home or from your mobile devices.

Part Three: Set Up Skype at Home

DISCUSS THIS

Discuss with your instructor and computer lab partners other ways you can use Skype.

1. Do you want to set up Skype on your home computer and personal devices?

2. Do you have friends and families overseas that use landline phones or mobile phones only? Do you know that you can make calls to landlines and mobiles with minimum fees?

3. Do you have a smartphone or a tablet such as iPhone, Android phone, or iPad? Do you want to make calls from these devices instead of from your computer?

NEXT: You will learn about different equipment options to set up Skype for your own use.

1. What do you need to set up Skype at home?



WATCH THIS

You may already have everything you need to use Skype on your computer. Having a few extra items, however — like a comfortable headset — can make things easier. Before you download Skype, it's a good idea to learn about the different equipment options and make sure your computer is set up correctly.

Watch the video on the class website by clicking



the **Play** button

2. Download and install Skype on your computer or smartphone.



DO THIS

When you are at home, use your computer and go to the following link [<visit the class website for the web address>](#) to learn more about what you need to set up Skype on your personal computer. Follow the instructions to finish the download and installation of Skype on your personal computer.

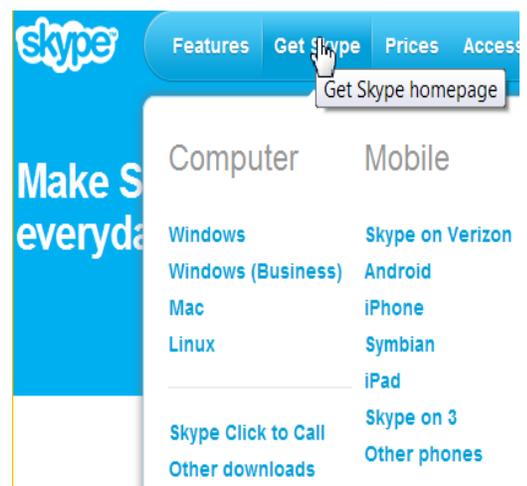


DO THIS

If you have a smartphone or a tablet such as iPhone, Android phone, or iPad, it is easier if you can find someone who is familiar with your device to set up the Skype app on your device.

If you have other mobile devices other than the ones listed above, you can go to Skype's website at www.skype.com. You can check if your mobile device is on the Skype-compatible list by clicking on **Get Skype**  from the top menu.

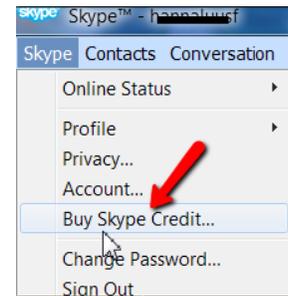
Once you have your Skype app installed on your iPhone, Android





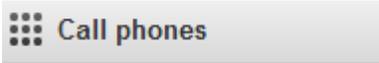
phone, or iPad, you can see the Skype symbol appear on your device. Press the Skype symbol and sign into your Skype account by entering your Skype name and password. All your contacts should appear on your contact list.

3. Use Skype to call landline phones and mobile phones.



1. If you are interested in calling your friends and families on their landline phones or mobile phones, you can buy some Skype Credit and save money on these calls.
2. Sign into your Skype account from the Skype program on your computer desktop.
3. Choose **Buy Skype Credit** from the **Skype** menu.
4. Follow the instructions to buy Skype Credit.

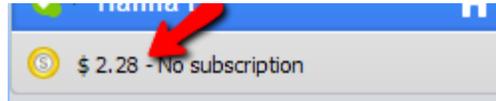
With your Skype Credit, you can click on Call

Phones  and enter the phone number of the party you want to call. It is just like making a phone call from your landline phone, just much cheaper.





When you have Skype Credit , the Skype Credit indicator shows you how much money you have left on the credit.



REVIEW THIS

Go back to the beginning of this lesson on page 101 of this activity booklet, and review the **objectives** for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words:

Compared to the **objectives** listed for today's lesson, write down what you have learned in your own words.

A series of horizontal lines for handwriting practice, consisting of a top dashed line, a middle solid line, and a bottom solid line. The lines are light blue and extend across the width of the page.

Part One: What Is Social Networking and Does It Fit My Lifestyle?

1. What is social networking?



READ THIS

The Internet is filled with millions of individuals who are looking to meet other people, to gather and share first-hand information and experiences about cooking, golfing, gardening, developing friendships or professional alliances, finding employment, or business-to-business marketing. The topics and interests are as varied and rich as the story of our universe.

When it comes to **online social networking**, websites are commonly used. These websites are known as **social sites**. Social networking websites function like an online community of Internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion, or politics. Once you are granted access to a social networking website, you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them.

The friends that you can make are just one of the many benefits to social networking online. Another one of those benefits is diversity because the Internet gives individuals from all around the world access to social networking sites. This means that although you are in the United States, you could develop an online friendship with someone in Denmark or India. Not only will you make new friends, but you just might learn a thing or two about new cultures or new languages, and learning is always a good thing.



DISCUSS THIS

Today's practice is to learn about social networking tools and find out which tools fit your lifestyle.

Discuss with your instructor or computer lab partners the various social networking tools and how you may use them.

1. Have you heard of the following terms? **Facebook, Twitter, online chat, blogging?** Are you currently using any of these tools?
2. If you are using some of these social networking tools, share your experience with others.
3. What kinds of topics interest you? How do you gather your information on these topics? Do you like to write and share information about them or only to read about them?
4. Do you enjoy making new friends and staying connected with old friends and relatives? Do you like to share special events and thoughts with your friends?

2. What kinds of online social networking tools are out there?



WATCH THIS

1. If you are interested in knowing more about **Facebook**, [<visit the class website for the web address>](#) and go through the instructions.
2. If you are interested in knowing more about **Twitter**, [<visit the class website for the web address>](#) and go through the instructions.

3. If you are interested in knowing more about **online chat and instant messaging**, [<visit the class website for the web address>](#) and go through the instructions.

4. If you are interested in knowing more about **blogging**, [<visit the class website for the web address>](#) and go through the instructions.



WATCH THIS

Watch your instructor or lab partners using Facebook, Twitter, online chat, or blogging if they are currently using any of these social networking tools.

3. What kinds of social networking tools will interest me?



DISCUSS THIS

Work with your instructor and lab partners to discuss the following topics after you have a better understanding of different online social networking tools,

1. Which online social networking tools will benefit you?
2. If you like to organize events and support certain issues, which tools can help you reach out to others?
3. What kind of online social networking tools fit your lifestyle to stay connected with your friends and families?

NEXT: You will learn more about Facebook.

Part Two: What Is Facebook? How Do I Get an Account?



READ THIS

Facebook is a hugely popular **social networking** site that allows you to **make connections, share interests, and join groups**.

As you may have heard, Facebook is becoming more open and social and impacting our experience of the web in ways we had not dreamed of.



2. Set up your Facebook account.



WATCH THIS

From your computer, [<visit the class website for the web address>](#) to learn to **set up your account**.



3. PRACTICE THIS

1. Open a web browser from the computer.
2. Type `www.facebook.com` into the address bar. This will take you to Facebook's first page.

Sign Up
It's free and always will be.

First Name:

Last Name:

Your Email:

Re-enter Email:

New Password:

I am: Select Sex:

Birthday: Month: Day: Year:

[Why do I need to provide my birthday?](#)

3. Sign up with Facebook by entering the information

requested. Have your instructor or lab partner help you out if you run into any problems.

4. Write down the email address and password you used to sign up with Facebook.

5. You will use that email address and password every time you want to log in to your Facebook account.

NEXT: You will learn more about Facebook privacy.

3. Understand Facebook privacy.



WATCH THIS

Before you jump into the world of finding friends and sharing your information on Facebook, you need to know more about Facebook **privacy settings**. From your computer, click on the following link to learn more about **Facebook privacy**.

[<Visit the class website for the web address>](#)



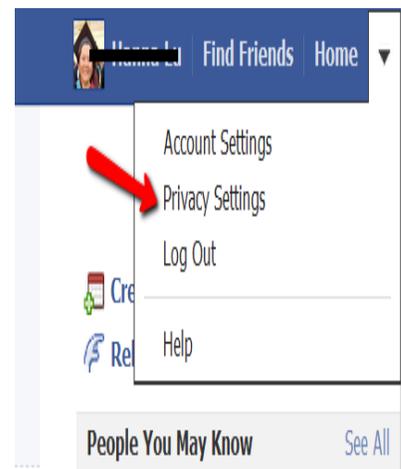
PRACTICE THIS

Set up your Facebook privacy settings

1. Open a web browser from the computer you are using. Type `www.facebook.com` into the address bar to get to the Facebook page.
2. Use the email address and password you selected to log in to Facebook.
3. Once you are on your own Facebook page, click the down arrow button on the upper right side of the window screen.

4. Choose **Privacy Settings** from the menu. Have your instructor or lab partner find it for you if you run into any problems.

5. Based on the information you have learned from the previous section, adjust your privacy settings according to your own comfort level.



Part Three: Facebook Basics

1. Find friends on Facebook.



To get the most out of Facebook, you will want to connect with your friends and family. From your computer, [<visit the class website for the web address>](#) to learn more about **finding friends** who are also on Facebook.



Work with your instructor and partners to **find** your friends and family members on Facebook.



There are many things that you can **share** with your Facebook friends: personal updates, photos, links, and more. From your computer, [<visit the class website for the web address>](#) to learn how to **share** items on Facebook.

2. Use Facebook



PRACTICE THIS

Work with your instructor and partners to **share** a few things you have learned so far on the Facebook Wall.



DISCUSS THIS

Share your experience on using Facebook so far with your instructor and partners. What else might you use Facebook for?

3. More about Facebook



WATCH THIS

There are many more things you can learn about Facebook. [<visit the class website for the web address>](#) and go to the EXTRAS page.



REVIEW THIS

Go back to the beginning of this lesson on page 1116 of this activity booklet, and review the **objectives** for this lesson. Talk to your instructor or partner about what you have learned so far.

In your own words:

Compared to the **objectives** listed for today's lesson, write down what you have learned in your own words.

