ES 2010

Essential Skills - Have You Used Yours Today? Tutor Guide - Practical Computer Use

A guide for one-to-one tutoring of basic practical computer skills needed for everyday living.

Newfoundland and Labrador Laubach
Literacy Council Inc.

Linda Hobbs Collier, Training Package Development Facilitator

About The Organization

Newfoundland and Labrador Laubach Literacy Council Inc. is a provincial, non-profit, volunteer organization that has been offering free literacy services since 1987. In association with our literacy councils throughout the province, we play a key part in a provincial effort to help all people reach their full literate potential. We are committed to raising the literacy level of Newfoundland society. Our trained tutors work with people to improve their basic functional skills in reading, writing, speaking, listening, numeracy and other skills. Programs are adapted to the goals of the student. Materials and organizational support are available through local Laubach councils.

Our programs include summer youth tutoring, peer youth tutoring and one-on-one free tutoring to adults, including speakers of other languages, which is focused primarily on learning to read and improving reading skills.

About the Author

Linda Hobbs Collier is a Laubach Literacy Master Tutor, Trainer, and a twelve-year member of the local Bay St. George Literacy Council. Linda was instrumental in establishing the Council's resource centre and office in 2002; she is the recipient of the 2005 Stephen Award for volunteerism in literacy and the 2007 provincial Susie Day Volunteer of the Year Award, which is presented annually to a Laubach volunteer who demonstrates outstanding dedication to literacy. Linda's volunteer activities go beyond literacy, extending to many other community organizations; and on two occasions, she has been commended in the NL House of Assembly for outstanding dedication to volunteerism.

Over the years, Linda has worked in various fields, including health care, business, and education. She has received certificates in various studies as well as a diploma in Community Studies from the College of the North Atlantic.

In 2008, Linda was hired by Newfoundland and Labrador Laubach Literacy Council as Public Consultation Facilitator for the Essential Skills: Literacy Training Tools for Older Adults Project. The success of her work in this position led to employment as the Training Package Development Facilitator. Linda's knowledge of literacy issues has contributed significantly to her ability to develop the Essential Skills – Have You Used Yours Today? Series.

Table of Contents

Introduction

To the Tutor

Welcome to **ES 2010 – Practical Computer Use**, a module in the series

Essential Skills – Have You Used Yours Today? Other books in this series

are **ES 101, ES 102**, and **ES 103**. This guide is to be used with the **ES 2010** Skill Book.

In keeping with [1]*plain language* for your student, please note that the Tutor Guide is addressed

to you, the tutor. As some of the words used in the guide may not reflect the ability of your

student, we urge you to adjust the language appropriately. We hope you both enjoy this

learning experience.

What are Essential Skills?

Essential Skills are the basic skills that make it possible to learn other skills. They enable us to

participate fully in the workplace and in the community. The nine essential skills are: Reading

Text, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Thinking

Skills, Computer Use, and Continuous Learning.   Descriptions are found on page 6 of this guide

and on page 5 of the Skill Book.

Disclaimer: Please note that every effort has been made to ensure that sources in this series
are up-to-date. Websites referred to in the modules are current up to preparation for printing.
NLLLC has no control over changes to these websites; therefore, over time, instructions
referring to usage or access to website links may become inaccurate. Please inform
Newfoundland and Labrador Laubach Literacy Council (NLLLC) at the address below if you
discover discrepancies and we will make every effort to make corrections and/or offer
alternative suggestions.

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[1] Government of Canada (1998). *Plain Language Clear and Simple.* Canada Communication Group Publishing,
Ottawa, Canada

Content Information

Lessons in the series *Essential Skills – Have You Used Yours Today?* are based on Essential Skills. To familiarize yourself and your student with Essential Skills, please read and discuss with your student the Essential Skills' descriptions and examples on the following page (page 5 in the ES 2010 Skill Book)

Each exercise in this module is based specifically on Computer Use. However, other Essential Skills are required to carry it out. Most of the Computer Use exercises in this module require online access. If your literacy council cannot provide access, you are encouraged to take advantage of services available at your local library.

The left-hand side of the ES 2010 Tutor Guide has intentionally been left blank to provide space to write notes, instructions, suggestions for additional resources, and suggestions for future lessons. The convenience of having everything in one book will aid not only you but substitute tutors who may occasionally take over your lessons. It also ensures ease of use when passing the material along from tutor to tutor.

Objectives: Lesson objectives are included at the beginning of each lesson. Objectives for ES 2010 are listed at the beginning of the Tutor Guide and at the end of the Skill Book. The Skill Book format provides your student with the option of checking off objectives as they are completed to give him/her a sense of achievement and progress. This is merely a *suggestion* as some students may not be able to fulfill all the objectives and it is important not to negatively affect the student's self-esteem.

My Notes: These pages, which are located in the Skill Book, are included for your student's convenience and can be used to record information, such as websites, words and meanings not included in the glossary, or new words encountered during the lessons and/or in discussion.

Essential Skills - Definitions

Note: The following Essential Skills definitions are taken from the Government of Canada website at www.hrsdc.gc.ca. Minor changes to terminology may occur in keeping with adult literacy levels and use of "plain language" tutoring practices. Tutors are encouraged to visit the above website for more information on Essential Skills.

Reading Text: Reading materials in the form of sentences or paragraphs.

Writing: Writing text and writing in documents, such as filling in forms. Also use of non-paper-based writing such as typing on a computer.

Numeracy: Using numbers and thinking in amounts to complete tasks (calculation, measurement, budgeting, and using money)

Document Use: Tasks that involve a variety of information displays in which words, numbers, symbols, lines, colours, and shapes are given meaning by the way they are arranged. Some examples are: reading signs, labels, or lists; interpreting information on graphs or charts; and entering information on forms.

Thinking Skills: Problem solving, decision making, job task planning, organizing, and finding information.

Computer Use: Using different kinds of computer applications and other related technical tools (using software to create letters, sending emails, operate a computerized cash register, using cell phones and GPS)

Oral Communication: Using speech to give and exchange thoughts and information (greet people, take messages, seek or obtain information, solve problems by discussion)

Working with Others: Working with other people to carry out tasks (as part of a team or with a partner, working independently, or taking a lead role in group activities)

Continuous Learning: An ongoing process of learning skills and knowledge (workplace training, as part of regular work activity, re-training, independent learning)

Objectives for ES 2010

After completing ES 2010, your student will be able to

- Identify the computer's main parts and their functions
- Understand basic computer terms
- Turn on a computer
- Access the internet
- Understand the reason for having a *User Name* and *Password*
- Identify parts on the desktop, taskbar, icons, and the start menu
- Use the various functions of the Mouse with ease (clicking, double-clicking, right-clicking)
- Use the on-screen calculator
- Use the on-screen keyboard
- Use Notepad
- Create and print a WordPad document
- Insert Date and Time in a WordPad document
- Use keyboarding skills
- Add sites to the Favorites menu
- Open and Exit Microsoft Word
- Create a Word document
- Make changes to font type and font size in a Word document
- Create and name a Folder
- Save a Word document in a Folder
- Locate a Folder on the computer
- Retrieve a Word document
- Edit a Word document
- Add Clip Art to a Word document
- Save and Print a Word document
- Identify basic Shortcut keys
- Navigate the internet
- Identify and use Search Engines
- Understand the basics of how the Web works
- Conduct an online job search
- Create an email account
- Send and receive email messages
- Create a Contacts List
- Understand internet safety and netiquette
- Use an ATM
- Access online services
- Access and print online documents

Lesson 1 - Computer Basics
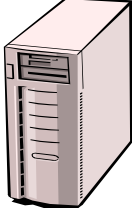
Objectives for this lesson

To help your student:

- Identify the computer's main parts and their functions
- Learn and understand basic computer terms

Go over this page and the terms and descriptions on the next page with your student to ensure he/she understands the terms before moving on to the "Match the Terms" exercise.

What is a Computer? A computer consists mainly of a Central Processing Unit (CPU), a monitor, a keyboard, and a mouse. Other hardware can include a printer, a scanner, flash drives and other devices. Below is some basic information about those devices and their uses.

CPU: The main part of the computer is the Central Processing Unit (CPU), which is the "brains" of the computer. On the outside, you will see the cd/dvd drives, one or more USB drives, the power button, and the reset button. Older models may have a 5 ¼ floppy disc drive.	
Flash drives (also called jump drives): Handy compact devices that you can use to transport your data (documents, photos) from one computer to another. They can hold much information and are rewritable, which means you can use them over and over again.	
Hardware: The physical devices that make up a computer system, such as the CPU, printer, keyboard (shown in photo at right), monitor, mouse, scanner and other material devices.	
Mouse: A pointer device that is used to move around the computer screen. It usually has 2 buttons and a centre scroll wheel. The mouse can do various functions, such as select functions, bring up a file menu, and open a file.	
Printer: A device used to print documents directly from a computer. Some printers are multi-functional which means they can be used as a fax, a copier, and a scanner in addition to being a printer.	
Software: Programs used to carry out computer functions, such as Microsoft Word; PowerPoint; Excel, and various photo programs. These programs are knows as *application software. Operating software* consists of programs that operate your computer.	
USB drive: Many components are connected to the computer by the USB drive. These include the mouse, keyboard, digital camera, printer, flash drive, MP3 player, and external hard drives	

Computer Terms

It is important that your student be familiar with the following basic terms in order use the computer with ease. You will need to introduce and discuss other terms with your student as you proceed through the module. Suggest that he/she use the Notes Pages or the blank pages on the left of the Skill Book to record this information.

Address Bar	The name used to describe the text box used to enter a websites address in a browser.
Boot	To power up or turn on your computer
Browser	A software program that allows you to explore the Internet. Some browsers are Internet Explorer, Netscape Navigator and Mozilla Firefox.
CPU	The central processing unit or the "brains" of your computer.
Default	The setting most often used by a program. For example, if you save something it is saved in the default setting, unless you make changes to save it somewhere else.
Desktop	The screen you see when you boot up your computer.
Hardware	The physical devices that make up a computer.
Icon	A graphic picture of a file or a program that can be opened by clicking on it.
Log on	Also known as signing on to a network.
Monitor	A viewing device that contains your computer screen
Mouse	A device that allows the user to navigate around the screen
Navigation Bar	A graphical bar located at the top of a web page that links users to other portions of the page
Online Access	Being able to be connected to the internet
Password	Secret characters or words used to gain access. Using passwords helps to ensure privacy and security.
PC	A personal computer which is also known as a Desktop or a single-user computer
Power up	To turn on a computer, usually with a switch located on the front of the CPU
Software	Programs used to carry out functions on a computer
Toolbar	The bar or bars on the top your screen where you find images that you can select to carry out various functions
URL	A standardized name for addressing documents accessible over the internet. The URL is the name entered in the address bar. E.g. the URL for NLLLC would be www.nald.ca/nlllc
User Name	A name given to a user on a computer or a computer network. It can also be called the account name, login ID, or user ID

For more information on these terms, or to find definitions of other terms you and your student encounter across as you go through this module, go to [2]www.computerhope.com and click on Dictionary in the website's navigation bar.

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[2] Computer Hopes computer dictionary. Computer Hope ©2011. Viewed January 13, 2011, http://www.computerhope.com/jargon.htm

Match the Terms

Once you feel your student is familiar with the terms you have just covered, ask him/her to match the terms to the descriptions.

Match the correct number from the terms in the box with the descriptions below. Enter the number of the matching term in the blank space next to each description.

1. Mouse	2. CPU	3. Monitor	4. Flash Drive
5. Computer	6. Printer	7. Software	8. Hardware

<u>2</u>   The brains of the computer

<u>4</u>   Another word for jump drive

<u>8</u>   Physical devices that make up a computer

<u>1</u>   A pointer device used to move around the screen

<u>6</u>   A device used to print documents

<u>3</u>   Another word for the device that contains the computer screen

<u>5</u>   It consists of a CPU, a monitor, a keyboard, and a mouse

<u>7</u>   Programs used to carry out functions on a computer

Lesson 2 – Using the Computer

Objectives for this lesson

To help your student:

- Know how to turn on a computer

- Know how to obtain online access

- Understand the reason for having a *User Name* and *Password*

- Become familiar with the desktop, taskbar, icons, and the start menu

Turning on the Computer

Guide your student through the task of turning on the computer. Inform him/her that "turning on" the computer is also known as "powering up" or "booting" the computer.
If you are using a computer that requires a User Name and/or Password, be sure to obtain this information before beginning the lesson. Explain to your student that the reason for having a User Name and Password on a computer is to help protect the user's privacy.

Most computers have a power switch located on the CPU, either at the top or on the front panel.

Push this switch to *turn on* (*power up* or *boot*) your computer. If your monitor does not come on

when you power up your computer, locate the power button on the monitor and turn it on.

Some computers may require a **User Name** and **Password** in order for you to **log on.** Enter this

information in the space provided and push *Enter* on your keyboard.

Basic Windows – What's What

Desktop, taskbar, icons and the start menu.
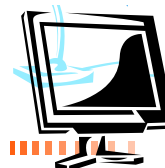
This online video will familiarize your student with the computer desktop. Pause and repeat the

video as often as necessary. Your student can access the video as follows:

1. Locate the Internet icon on your desktop. Click on it to obtain online access.
2. Type the following in the address bar: [3] www.basics4beginners.com
3. Select **Tutorials** in the Green bar.
4. Select **Basic Windows XP Skills.**
5. Select **Windows XP 101 – Learning Basic Windows Terminology & Skills**

If there is no Internet icon on your desktop, follow the instructions below:

- Locate the Start button in the left hand corner of your screen. This opens up a menu of items from which you can choose.
- Select the Internet symbol; then follow steps 2 – 5 above.

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[3] Windows for Beginners - introductory concepts and tutorials. Basics4Beginners©2006. Viewed January 13, 2011.
http://www.basics4beginners.com/site/ShowTraining.aspx?ID=10001100

What's My Name?

Your student should be able to fill in the following answers after watching the video. If he/she is unsure, repeat the video while the student is filling out the answers in his/her book, pausing and repeating when necessary.

- The area on your computer screen where you find icons to important documents and commonly used applications is called the *desktop*
- The icon on the desktop that allows you to delete things or throw things away from your system is the *recycle bin*
- The bar at the bottom of the screen where you will find things that are already running on your system is called the *taskbar*
- The place on the computer monitor (located in the bottom left-hand corner) where you can start many tasks is the *Start* menu.

The Start Menu

This video on the website **Basics for Beginners** will help your student become familiar with the **Start Menu**. You need online access in order to watch the video. Guide your student through the first three steps as in the last exercise. This time select **The Windows XP Start Menu.**   (If your student has just finished watching the previous video, click on **Return to Basic Windows XP Skills**, located just above the video and select **The Windows XP Start Menu**)

Your student should be able to fill in the following answers after watching the video. If he/she is unsure, repeat the video while the student is filling out the answers in his/her book, pausing and repeating when necessary.

Suggestion: *Following the video, demonstrate opening the start menu and selecting All Programs, etc.; then have the student do the same.*

From the *Start Menu* you have access to all parts of your computer.

Icons in the Start Menu that are always available for you to select are sometimes called *pinned*.

The *All Programs* menu allows you to run any application installed on your computer.

Clicking on My Documents opens a program called *Windows Explorer*, which allows you to see all the documents you have stored on your computer.

Internet Explorer allows you to find and interact with web pages on the World Wide Web.

Lesson 3 – Mouse Functions

Objectives for this lesson

To help your student:

- Learn the various functions of the Mouse

- Become adept at Mouse features: clicking, double-clicking, dragging

- Locate and use the on-screen calculator to solve problems

- Locate and use the on-screen keyboard

- Locate and use Notepad

Using the Mouse

One of the primary tools for efficient computer use is the mouse. It can carry out a variety of functions – pointing, clicking, and dragging. Your student should become proficient in this task once he/she has completed this lesson. The online tutorial is particularly helpful in learning this skill. Once you feel your student has learned this skill, have him/her practice further by using programs found in Accessories such as the on-screen calculator, keyboard, and Notepad.

The main button on the mouse is the left button. It is used by clicking once (single-clicking) and clicking twice (double-clicking). The right mouse button can also be used, but is only used by clicking once. If you click the right mouse button in error, you can undo this by single-clicking the left mouse button.

- Single-clicking the left button: Selects something.
- Single-clicking the right button: Brings up a file menu, where you can choose options. Once you choose the option, you must select it by single-clicking the left button. Remember that if you do not wish to choose something from the menu, you can left-click and it will disappear.
- Double-clicking the left button: This is mainly used to open a file.
- Dragging: Pressing and holding down the left mouse button will drag an item around your screen.

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Online Tutorial - Using the Mouse

*The website [4]**Winbeginners.com** will help familiarize your student with the various functions of the mouse. Guide him/her through the steps below*:

- Type **www.winbeginners.com** in the address bar and press "Enter"

- Select the blue text **Part 1. Basic Skills.** A new page will display.

- Under **Elementary computer concepts**, select **Mouse Tutorial and Exercises**

Guide your student through each of the exercises (Placing the Mouse, Clicking the Mouse, and Drag and Drop) below. Repeat as often as necessary.

Practice Your Mouse Skills

Using the Computer On-Screen Calculator

*Guide your student through the steps below to access the on-screen calculator and do the sums for this exercise. **NOTE:** The times (x) symbol on the calculator is an asterisk (*) and the division (÷) symbol is a forward slash (/)*

1. Place the mouse pointer on the start button. Left click once.
2. Select All Programs by clicking on it once with the left mouse button.
3. Go to Accessories. Left click once.
4. Select calculator. Left click once.
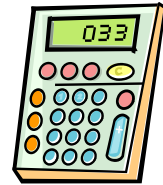
Use the calculator to find the answers to the sums in the Skill Book. Don't forget to Clear after each sum.

Using the On-Screen Keyboard and Notepad

Guide your student through steps 1 - 3 above. Then select keyboard. (You may have to select **Ease of Access** *or* **Accessibility** *to locate the keyboard) Follow the same steps to open Notepad. Then guide him/her through the following exercise, instructing him/her how to capitalize letters and space names (instructions in Skill Book)*

- Use the mouse to select the keys on the keyboard to type his/her name using **Notepad**.

- Once done, close **Notepad** by selecting the File menu and choosing Exit.

- In response to the question that shows in the dialog box, choose **"Don't Save"** to exit the program.

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[4] Laurie, Victor. Basics of Windows - tutorials. Winbeginners.com.©2002-2010. Viewed January 13, 2011. http://www.winbeginners.com/basics.htm

Lesson 4 - Keyboarding Skills

Objectives for this lesson

To help your student:

- Learn or improve keyboarding skills

- Add sites to the **Favorites** menu

If your student is a proficient typist, he/she might wish to skip the basic lesson and go on to the game segment of the lesson. The following websites will be very helpful for those who are novice computer users, those who are two-fingered typists, or those who wish to practice and improve their typing skills. These websites are just two of many where one can find free typing tutorials.

Please note: Do not look for perfection in typing, as the purpose of this lesson is to introduce the student to the correct way to type. This is a skill they can continue to develop on their own.

At [5]**Typingweb.com**, *your student will learn basic keyboarding skills or he/she can practice to improve the skills they already have.*

[6]**Power typing.com** is *a great site to use to practice typing skills, or to improve typing skills with games such as* **Alpha Rain**.

Guide your student through the steps below:

Type the following in the address bar: **www.typingweb.com**

- Click on Start Typing A box will appear asking you to log on. In order to do this, you need an account.

- Select "register now" if you want to keep track of your progress. *It is not necessary to do this for this lesson. Instead, direct your student to the text below "register now" and select* ***START TYPING.***

- Select **Beginner course** and start with the **Home Row Keys.**

- Select **"Begin Lesson"** (Use your space bar between sets of letters)

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[5] FTW Innovations Inc. Learn to Type/Free Typing Tutor/Typing Certification. Typingweb.com (2011) Viewed January 13, 2011. http://www.typingweb.com/tutor/
[6] Powertyping.com. Free typing tutor online with free typing lessons (2010) Viewed January 12, 2011. http://www.powertyping.com/

Another site where your student can practice his/her typing skills is Powertyping.com. Guide him/her through the steps below:

Type the following in the address bar: **www.powertyping.com**

- Select **QWERTY** and press Enter on your keyboard.

- Select the first lesson.

- Select **Start** to begin typing.

- Select **Stop** when you want to stop typing. A box appears showing your speed in words per minute and the number of errors made

- When you are finished typing, return to the Power typing home page by selecting **Home** (in red at the top of the screen)

*This site also has games that your student can use to develop keyboard skills. **Alpha Rain** is an excellent game to familiarize your student with the keyboard. Follow the instructions below:*

- Select **Alpha Rain**

- Select **Level 1** and get ready for the letters to appear

- When you are finished, select **Stop**.

- Check your score (Your score appears in the box on the right)

- Go back to the home page by clicking on **Home** (in blue letters at the left of your screen).

Adding to the Favorites Menu.

For quick access, you can add sites you use most often to your Favorites menu.   Instruct your student in using the Favorites Menu as follows:

> For practice, we will add **powertyping.com**
>
> Open www.powertyping.com
>
> Click on ⭐ **Favorites** at the top left of your taskbar.
>
> Scroll down to **Add to Favorites** and follow the instructions.
>
> Guide your student through the prompts to add this site to **Favorites**.

Note: Some computers have a **Favorites Bar** as well as a **Favorites Menu**.

Optional Exercise: For those who have some knowledge of typing and would like to improve their speed and accuracy, direct them to this link: [7]http://www.typeonline.co.uk/typingspeed.php

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[7] free online touch typing speed test - wpm words per minute. typeonline.co.uk (2011) Viewed January 12, 2011, http://www.typeonline.co.uk/typingspeed.php

Lesson 5 – Creating and Printing a Basic Document

Objectives for this lesson

To help your student:

- Locate the program **WordPad** in **Accessories**

- Create a document using **WordPad**

- Locate and insert **Date and Time** in a **WordPad** document

- Print a **WordPad** document

Using WordPad

*WordPad is a basic word processing program that is common on most computers which can be used to create, save, and print documents. In this exercise, your student will create and print a short document consisting of one paragraph. The process will be covered in detail in Lesson 6 using **Microsoft Word**.*

Guide your student through the steps below to create and print a document.

Place the mouse pointer on the **Start** button. Go to **Accessories** following the same directions as in the previous lesson. *(If your student needs help with this task, refer him/her to the steps in the previous lesson)* This time we are going to open a program called **Wordpad.** You now have a blank page in front of you.

- Type your name on the page.

- Press the **Enter** key twice.

- Type the following paragraph:

  Essential Skills are the basic skills that are needed that make it possible to learn other skills. They allow us to fully take part in the workplace and in the community. There are nine essential skills - Reading Text, Document Use, Numeracy, Writing, Thinking Skills, Oral Communication, Working with Others, Computer Use, and Continuous Learning.

- Find **Date and Time** on the toolbar and insert it on the page. This opens another box that requires you to choose a format. Select the first one and click **OK**. (If your version of

WordPad does not have **Date and Time** on the toolbar, click on **Insert**, then click on **Date and Time**)

- Move your mouse pointer to the arrow in the top left-hand corner. Left-click on the arrow and scroll down to **Print.** This opens up another box that gives you these options: **Print, Quick Print, or Print Preview**. Select **Print Preview.** (If your version of **WordPad** does not have the arrow in the top left-hand corner, click on **File**, then select **Print Preview**)

- Selecting **Print Preview** opens another window where you can see what the printed version of your document will look like.

- Go to **Close Print Preview**. You now return to your original screen.

- Select **Print.** (If your version of **WordPad** does not have the arrow in the top left-hand corner, click on **File**, then select **Print**)

- Once you select **Print,** another box appears where you can make choices in how you want to print your document or the number of copies you would like to print. The default setting is usually set at one copy and normal print. Since we are not making any changes to the default setting, select **Print** again to print your document.

- Select **Exit.**

- A dialogue box will appear asking if you want to **Save, Don't Save or Cancel**. Select **Cancel.** You are returned to your original screen.

- Select **Exit** again.

- This time when the box appears, select elect **Don't Save** to exit the document and the program.
  NOTE: *Your student will learn how to **Save** a document in the next lesson using* **Microsoft Word**.

Lesson 6 - Creating Documents and Folders

Objectives for this lesson

To help your student:

- Create a document using **Microsoft Word**
- Make changes to **font type** and **font size** in a **Word** document
- Create and name a **Folder**
- **Save** a document in a **Folder**

Creating a *Word* Document

In this exercise, your student will learn how to create a Microsoft Word document, how to make changes to font type and size, and how to save and name the document.

Task: Your student will write a thank-you note to express thanks to someone who has done something special. Some suggestions are: Thank you for presenting to our class, for coming to my party, for helping out when I was ill, for fixing my car, for helping my sister with her homework. You and your student may come up with others.

Guide your student through the steps below. Before your student starts to create the document, check the font type and size. Direct your student to select Times New Roman, size 12.

1. Open Microsoft Word by finding the icon on your desktop or in your program menu. Once this is open, you will see a blank page. Follow these instructions to write your note.

2. Press your Enter key twice to give you some space at the top.

3. Type your address and today's date, then press the Enter key four times.

4. Type in the salutation (for example - Dear Mr. Brown)

5. Press the Enter key twice.

6. Start typing your letter. Below is an example that you can follow. When you sign the letter, change the font type to **Script** and the font size to **18** as follows: Hold the mouse arrow over the downward pointing arrow on the toolbar next to the box that displays the font type. Click on the arrow to see the choices of font. Scroll down and select *Script MS Bold* or another type of writing font. To select the size, go to the downward pointing arrow in the next box. Select **18**. Type your signature and press **Enter**.

7. Go back to the original font size and type your name below your signature.

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58 Oregon Drive
Stephenville, NL
A2N 1C9
June 30, 2010

Dear Mr. Smith,

Thank you for the presentation you made to our group on Friday. It was very informative and we really enjoyed the learning experience.

I really appreciate your kindness in doing this.

Sincerely,

Linda Collier
Linda Collier

Saving and Filing a Document*: Guide your student through the steps below to save and name the document he/she has just created, create a folder, and file the document in the folder. Before you start the process, go over the hint in the Skill Book. Suggest to your student that he/she visualize putting away important papers (e.g. bills, receipts, tax documents, certificates, leases, loans) in a file folder and then placing the file in a file cabinet.*

- Go to your file menu or office button (depending on what version of Word you are using), located in the top left corner of your screen.
- Go to **Save**. This opens up a box that requires you to decide where you want to save your document.
- In your task bar, you will see the word **Folder**. Hold your mouse over it and click on it to create a folder.
- The folder appears as **New Folder** and is highlighted. You need to name this folder so you will know where to find your document and other documents you create.
- Press the **Backspace** button on your keyboard to get a blank space.
- Type **Letters** in the blank space. This is the name of your folder.
- Double-click to select **Letters.** The folder name **Letters** appears in the location bar. This is where you will store your document.
- Type **Thank-you note** in the box next to **File name**
- In the box marked **Save as type,** click on the arrow to select how you wish to save the document. Choose **Word or Word 97**, depending on the version on your computer.
- Select **Save;** then close the **Word** program

Lesson 7 - Making Changes

Objectives for this lesson

To help your student:

- Know how to locate a **Folder** on the computer
- **Retrieve** a **Word** document
- **Edit** a **Word** document
- Add **Clip Art** to a **Word** document
- **Save** and **Print** a **Word** document
- Identify basic **Shortcut Keys**
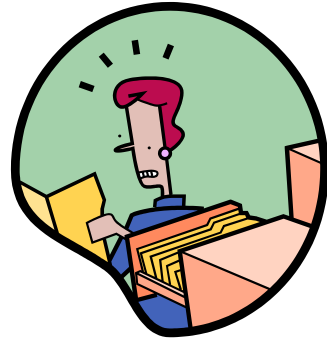
In this lesson, your student will learn how to locate a file folder he/she has created; retrieve the document; edit it; add clip art; and print it.

Retrieving your Document

Have your student visualize retrieving a document from the file cabinet where he/she filed it in the last lesson. Explain that the only difference is that the file is stored in a folder on the computer instead of in a file cabinet. Guide your student through the steps below:

- Select the **Start** button at the bottom left of your screen.
- Go to **Documents** or **My Documents** and locate the folder **Letters** (created in the previous lesson) and double-click to open the folder.
- Find the document, **Thank-you note**
- Double-click again to open your document.

Edit, Save, and Print.

Now that your student has retrieved the document, guide him/her through the steps below to make changes to it.

- Change **Sincerely** to **Yours Sincerely**: Move the mouse cursor in front of the word **Sincerely,** and type the word **Yours**.
- Add **Clip Art**: Add a picture to your note to make it more colourful. Go to the **Insert** tab at the top of your screen. Click to open it. Click on **Clip Art**. A menu appears on the right of your page. Type **flowers** in the space under "Search for" and select "Go".

- Choose one of the pictures and click to select it. (If you do not like the one you have chosen, go to the **Undo** button on your taskbar to delete it; then choose another picture).
- Your picture may not appear where you want it to be. Right-click on the picture. Choose "text wrapping" and select "square". You can now grab your picture and move it to where you would like it to be. Click on the **x** in the Clip Art box to close it.

Save your document:

- Move your mouse pointer to the **Windows Office button** or the **File** menu (depending on what version of **Word** you are using) located in the top left corner of your screen.
- Click once and choose **Save**.

Print your document:

- Follow the same procedure as you did to **Save** your document. This time select **Print**.
- When the print dialogue box appears, select **Current Page** and **OK**

Shortcut Keys

Go over the shortcut keys shown here with your student. Give directions as follows:

Text to be copied/cut must first be highlighted. Select the text by putting the cursor at the beginning of the work to be copied or cut and drag it over the text; then use the appropriate Shortcut key. To move or paste your text, move your cursor to the location where you wish to paste the text; then select Ctrl V. (You can also right-click the mouse and follow the prompts). Suggest that your student Save their document (several times if a large document) during the typing process so that it's not lost and to avoid re-writing it.

[8]*For more shortcut keys, direct your student to* www.computerhope.com/shortcut

Shortcut Keys	
Ctrl plus S	Save
Ctrl plus A	Selects all
Ctrl plus C	Copy
Ctrl plus V	Paste
Ctrl plus X	Cut

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[8] Computer keyboard shortcut keys. Computer Hope ©2011. Viewed January 13, 2011, http://www.computerhope.com/shortcut.htm
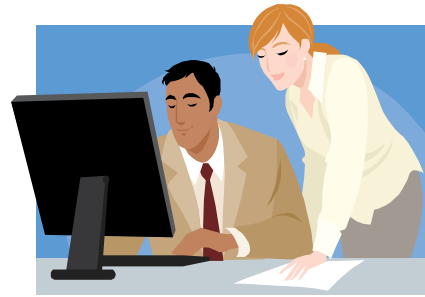
Lesson 8 – The Internet

Objectives for this lesson

To help your student:

- Learn how to navigate the internet

- Identify and use Search Engines

- Understand the basics of how the Web works

- Conduct an online job search

Information at your Fingertips

Most of the information we need today can be found on the internet. As well as a place to find information, the internet is also where people can do online banking and shopping, download music and photos, and communicate with one another through email and social networks. *Guide your student through the exercise below to identify search engines that can be used to find information on the internet.*

Getting Started

Open your internet browser (Internet Explorer, Netscape, or other) by double-clicking the browser icon located on your desktop or in the Start Menu. This takes you to your **Home Page.** The name of the Home Page appears in the address bar.

- In the Search bar (located just below the address bar), type the words **search engines list**.

- Select **Search** or press the **Enter** key on your computer. This brings up several sites from which you can choose.

- Double-click to select Comprehensive list of Search Engines – The Search Engine List. This brings you to a table that lists various search engines that are used to search the internet.

What is the most popular one? *Google* What is the second most popular? *Yahoo! SEARCH* Return to the Home Page. What is the name of the Search Engine on the computer you are using*? (The name is usually located below the address bar and at the left of the screen)*

- Use the Search Engine on your computer to find information about nutrition. Type the word **nutrition** in the search bar. There are many selections from which to choose. Have fun exploring!

Match Up! Put the number of the description in Box A on the line next to the correct answer in Box B.

Box A	Box B
1. The screen you see when you open your Internet Browser	3. *Search Engine*
2. Where you type the name of a site you wish to visit	4. *Email*
3. An internet tool you use to search for information	1. *Home page*
4. An internet tool used to send and receive messages	6. *Icon*
5. A popular Search engine	2. *Address bar*
6. A picture on your desktop that is a shortcut to a program or the internet	5. *Google*

Surfing the Net

Watch the following video with your student; then have a discussion with him/her about surfing the net.

- Many of us have heard of the term "Surfing the Net". Let's go to a website that shows how this works. In your address bar, type [9]www.learnthenet.com

- Select *Master the Basics* on the left side of your screen.

- Click the arrow on the video *The Internet Explained* to play the video

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[9]Michael Learner Productions ©1996-2010. Learn the Net: Master the Basics. Learn the Net. Viewed January 13, 2011, http://www.learnthenet.com/learn-the-basics/

NOTE: As you and your student progress through the lessons, you may be directed to websites with endings such as **.com**, **.net**, **.org**, .ca and other endings. This is called the domain suffix. Refer your student to the following site to check out http://www.computerhope.com/jargon/num/domains.htm definitions of these and other domain suffixes.

Job Searching

Your student will find the internet a valuable resource for finding employment. Instruct him/her how to use this service by going through the exercise below. Use the search engine on your computer to help him/her explore other sites. Also, assist him/her in exploring large company sites that offer employment opportunities.

There are various sites that you can use to search for jobs.   One of the most popular is

[10]jobbank.gc.ca. In the address bar, type www.jobbank.gc.ca

On the home page, select choice of language - **English** or **French**

On the next page, select **Job Search**

On the next page (under Where do you live?) select Nova Scotia.

Select **All of Province/Territory** under **Location**.

Select **All occupations** under **Job Category**.

Select **Search**. Of the job postings listed, choose one to get the following information:

What is the Job Number of the job you have chosen? _____

What is the title? _____

What is the salary? _____

When does the job start? _____

Is this temporary, part-time, or full-time employment? _____

Online Job Search Options: You can use a search engine to search for employment opportunities. By typing in "Jobs in Canada" or "Jobs in (your province)" in your search bar, you will be directed to many job sites. You can also or you can go directly to a company's website. Explore a company you know to see what jobs are available.

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[10] Service Canada. Welcome to Job Bank (2010-06-30) Viewed January 13, 2011, http://www.jobbank.gc.ca/prov-eng.aspx?OfferpPage=50&Student=No

Lesson 9 – Communicating Online

Objectives for this lesson

To help your student:

- Create an email account
- Send and receive messages
- Create a Contacts List
- Create a Folder in an email account

Create an Email Account

Guide your student through the steps below to create an email account.

There are many email servers that you can choose from to create an email account. For this lesson, we are going to open an account using [11]**Yahoo!**

- In the address bar, type www.yahoo.ca
- Near the top of the next screen, you will find **New here? Sign Up.** Select **Sign Up.**
- Fill in the information on the next screen. Select **"Create My Account"**
- The next screen welcomes you to the **Yahoo** network and contains important information about your account. Print it and keep it in a safe place.
- Sign out and close **Yahoo** *(You may have to show your student how to do this if he/she is having difficulty)*

Now that your student has set up an email account, he/she will need to be able to log on and off, send and retrieve messages, and set up a contacts list.

Send an Email Message

Guide your student through the steps below to send a message:

- In the address bar, type **www.yahoo.ca** and select **Mail.**
- Fill in the user ID and password. Select **Sign In**.
- If your student has received a welcome message from **Yahoo**, instruct him/her to click on it to open and read the message.

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[11] Yahoo! Canada ©2011, Viewed January 13, 2011, http://ca.yahoo.com/

- Go to **New** in the top left corner to create a new message.
- Type **laubachlc@yahoo.ca** in the bar next to the word **To**.
- Move your cursor to the **Subject** line and type the word "test"
- Move your cursor to the body of the message and type a short message.
- Click on **Send** at the top of the page.

Create a Contacts List

Contacts are those you communicate with through email. Those whose addresses you wish to save can be added to a list.

Instruct your student how to add contacts as follows:

- Select **Add** next to **Contacts** on the left of your screen
- Fill in the contacts name at the top of the screen
- Add a nickname (optional)
- Fill in the email address
- Fill in other information such as address, phone numbers (optional)
- Select **Save** (yellow bar below the contacts name)

Create a Folder

Your student may receive a lot of email. In order to keep it organized, it is a good idea to create folders. Guide him/her through the following steps:

- Go to **Add** next to **Folders** on the left of your screen
- A folder will appear named Untitled.
- Backspace over this text and type a name for your folder. **Enter** to save it

Social Networking (Optional)

This is for information purposes only and not an essential part of this lesson. However, with the popularity of sites such as Face Book, your student will most likely be curious. If your student is interested in pursuing this, emphasize that he/she should not divulge critical personal information over the internet. Note: This topic will be addressed in Lesson 10. Use the Search engine on your computer to find out more information about various types of social networking.

Lesson 10 – Internet Safety and Netiquette

Objectives for this lesson

To help your student:

- Understand safety issues when using the internet

- Understand the use of netiquette (do's and don'ts)

Internet Safety Tips

Emphasize to your student that while the internet can be a wonderful source of information, it is necessary to use caution, particularly when giving out personal information.   Direct your student to the following link: [12] http://www.wiredsafety.org/safety/email_safety/

Discuss email safety tips you have discovered there. Ask your student to list some of them in his/her book for future reference.

Online Banking and Shopping Safety

[13]*Is online banking and shopping safe? For the answers to those questions, direct your student to* www.computerhope.com *and direct him/her through the following steps:*

- In the Ask a Question bar, type the following: *Is online banking safe?* Search.

- On the next screen, click on **Is online banking safe?**

- Once you have read this information, hit the back arrow to get to the Home Page.

- In the Ask a Question bar, type the following: *How can I protect myself while online?* Search.

- On the next screen, click on **How can I protect myself while online?**

- Answer the following questions:

  What do you look for in the bottom corner of your browser window or next to the address bar to be sure you are using a safe site? *A lock that is in the locked position* 🔒

  Identify at least three ways to protect yourself online. *Have your student select at least three ways he/she thinks are important and write them in his/her book.*

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[12] Internet Safety: E-mail safety information. Viewed January 13, 2011, http://www.wiredsafety.org/safety/email_safety/

[13] Is online banking safe? Computer Hope ©2011. Viewed January 13, 2011, http://www.computerhope.com/issues/ch001209.htm

Identify the following terms by going to the online dictionary at **www.computerhope.com** to get the answers.

Spam, Phishing, Emoticons, Netiquette. *You may have to discuss the terms so that your student can fully understand them.*

> Important Tip: Protect yourself and your computer by having up-to-date anti-virus software installed on your computer and being sure to run it regularly.

Direct your student to go to the Home Page before going on to the following exercise.

[14]**Secure Shopping**: For an example of security while shopping, go to www.sears.ca

- Click on **luggage** in the navigation bar.
- Select an item and select Add to cart
- Select Proceed to checkout

What appears on the far right of the address bar to indicate that this site is secure? *A lock that is in the locked position* 🔒

Did you notice that the letters http changed to https? Why do you think this happened? *To indicate that the site is secure or protected by security.*

Suggestion: *Go to the dictionary at Computer Hope website and get the definition for http and https. Compare.*

[15]**Netiquette**

Go to www.learnthenet.com and select **Master the Basics** from the menu on the left of the screen. On the next screen, select **Netiquette** (on the right).

Click on the video to get information on netiquette; then answer the following question:

Why should you not type in All Caps when sending an email message? *It appears to the message's receiver that you are shouting or are angry.*

:-) Suggestion: Scroll down on the screen to see some common emoticons (Smiley Faces). Hold your cursor over each one to see what it means.

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[14] My Sears.ca Profile, Sears Canada Ltd. (2011). Viewed January 13, 2011, https://secure.sears.ca/stores/shop/LogonForm?returnPage=checkout&orderId=8549951&storeId=10051&catalogId=10001&langId=1
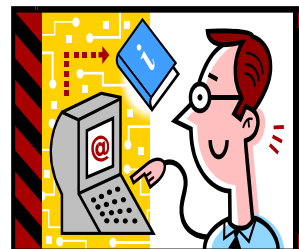[15] Michael Learner Productions ©1996-2010. Learn the Net: Netiquette. Viewed January 13, 2011, http://www.learnthenet.com/learn-about/netiquette/index.php

Lesson 11 – Banking Options

Objectives for this lesson

To help your student:

- Become familiar with banking services available at an ATM

- Become familiar with banking services available online

While some people still choose to visit their local bank to do their banking, many are taking advantage of services offered at ATMs and through online banking.

In this lesson, your student will have the opportunity to explore these convenient banking methods to make deposits, withdraw cash, pay bills and transfer funds.

Banking at the ATM (Automated Teller Machine)

To do the following exercises, use the interactive bank machine at ***www.moneymatterstome***
This will help familiarize your student with ATM services. *You will notice that this is a United Kingdom website and therefore the funds are in **pounds** currency and not in **dollars**; however, the process for using the machines is similar.*

Guide your student through the following steps:

Follow the link [16]www.moneymatterstome.co.uk/default.htm

Select the arrow next to **Workshops** (in yellow) on the left of your screen and select **ATM cash machine simulator**

1. <u>Getting cash from an ATM</u>

    1. Click on the card to select it (Use the left mouse button to select)

    2. Enter your PIN (follow the instructions at the top of the machine)

    3. Choose £20.00 "CASH" with receipt, then press the arrow next to that amount

    4. Follow the instructions to remove your card, receive your cash and remove your receipt

    5. Scroll down to see an example of the receipt. Hold the mouse over the receipt to find the name of the bank and the location of the ATM. What is the balance in the account?

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[16] Interactive ATM - cash machine simulator. Money matters to me. (2010) Viewed January 13, 2011.
http://www.moneymatterstome.co.uk/Interactive-Workshops/ATM.htm

2. <u>Change your PIN</u>

- Click on the card to select it (Use the left mouse button to select)

- Enter your PIN (follow the instructions at the top of the machine)

- Press the arrow next to "Change PIN" (personal identification number)

- Enter a 4 digit pin code using the numbers on the ATM keypad

- Select "No" when prompted to use other services

- Don't forget to remove your card from the ATM!

- Before ending the session, read the ⏻**Tip** shown directly below the machine.

- Optional: Check out the [17]virtual ATM at http://community.ca.uky.edu/moneyville/

Online Banking

If your student is apprehensive about banking online, remind him/her of the safety features you discussed in Lesson 10 before proceeding. For this exercise, we are using the Scotia Bank website; however, other banks have demos that you can use as well.

Online banking is convenient.   With online banking, you can pay your bills and transfer funds without having to leave the comfort of your home. Once you have your online account set up, all you need to access it is your account number and password*. Stress the importance of keeping this information in a safe place. Instruct your student as follows:*

- To find out how to use online banking, go to[18] **www.scotiabank.com**

- Under **Online Services,** Select **Banking Sign-on**

- Under **Welcome New Users**, select **Take a Tour**

- Under **Banking Customer**, select Start Demo

- Follow the prompts. View the first screen (Getting Started) and the second screen (Security)

- Go to **Pay and Manage Bills** in the red bar at the top of your screen to see how you can pay your bills online.

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[17] Virtual ATM Machine/Moneyville. Welcome to Moneyville. Viewed January 13, 2011.
http://community.ca.uky.edu/moneyville/?q=node/116
[18] Scotia OnLine Demo. Welcome to Scotiabank. Viewed January 13, 2011,
http://www.scotiabank.com/cda/content/0,,CID13090_LIDen,00.html

Lesson 12 – Online Documents and Services

Objectives for this lesson

To help your student:

- Lean how to access federal and provincial government online services and applications

- Learn about the National Do Not Call List

- Access and print application forms

- Know how to apply for Employment Insurance benefits

- Know how to apply for a Social Insurance Number

- Know how to apply for a birth certificate

Guide your student through the exercises in this lesson to help him/her complete the objectives for this lesson to the best of his/her ability.

Many services can be accessed online. Many of these services are located on federal and provincial government websites.

Go to [19]**www.servicecanada.gc.ca** and select **French** or **English**. In the centre of their Home Page, you will see a list of programs and services.   Go to the end of the list for "All Canadians" and select "See all for All Canadians". A list of many services appears on the next page. Today we will choose the **Do Not Call List**. Select "Do not call list" and go to the next screen. *Help your student to find the answers to the questions:* What is the National Do Not Call List? Who is eligible to apply*?*

Please Note: *The purpose of this lesson is to provide the tools to enable your student to know how to register his/her telephone number on this list - it is not a requirement of this lesson that he/she register on the list.*

Select **National Do Not Call List** (near top of screen) to go to the next screen. If you wish to register your telephone number on this list, select Register My Number in the box under I am a Consumer (left of your screen). If not, go back to the Home Page by selecting the back arrow in the top left corner of your screen.

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[19] Service Canada. National Do Not Call List (2009-10-07) Viewed January 13, 2011,
http://www.servicecanada.gc.ca/eng/goc/dncl/index.shtml

If your student wishes to register for the National Do Not Call List, guide him/her through the steps below:

- Enter your full telephone number in the box at the bottom of the next screen.

- Select Continue. Check to see if your number is correct.

- Identify the characters shown in the box.

- Select Register. Select Continue to see your information

Applying for a Social Insurance Number (SIN)

You need a social insurance number in order to work in Canada.

Go back to the list of **Programs and Services** and select **Social Insurance Number**.

On the next screen, select **How do I apply for a SIN** (directly under Application Information)

On the next screen, scroll down to **Applying by Mail** and click on **application.**

Follow the prompts until an application form appears on the screen.

Go to the printer icon at the top of your screen and print your form. *Assist your student if he/she needs help with this.*

Applying for a Birth Certificate

In addition to the services provided by Service Canada, your provincial government websites have a list of services that you can use. If you live in Newfoundland and Labrador, you can apply for a [20]birth certificate as follows:

1. Go to **www.gov.nl.ca** and click on **Services Directory** in the left-hand menu

2. When the services directory screen appears, choose **Certificates and Licences.** Scroll down and select "**Birth Certificate**"

3. Read **"How to Acquire a Birth Certificate"** and select **application**

4. This will open a new window with an application for a birth certificate that you can print, fill out and submit. Read the instructions to determine what you need to include with your application (One piece of photo ID or two pieces of other ID, at least one of which includes your signature or address; and the required processing fee in the form of a cheque or money order).

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[20] Government of Newfoundland and Labrador. Birth Certificate/Government Services (2010)
Viewed January 14, 2011, http://www.gs.gov.nl.ca/birth/birth_certificate/index.html#2

[21]**Applying for Employment Insurance (E.I.) benefits**

You have been working at Mike's Deli for a year and have just been laid off. You need to file a claim for E.I. You can do this in person at a local Service Canada Centre or you can apply over the internet at **www.servicecanada.gc.ca**

You decide to apply online. Before you can apply, you will need the following:

- Your Social Insurance Number (SIN)

- Your Record of Employment (ROE) from Bob's Coffee Shop

- Bank information if you wish to have your benefits deposited directly into your bank account

- Gross salary (amount before deductions) for the last week you worked.

- Vacation pay amounts (received or to be received)

- Dates of the weeks in the last year for which you received less than $225 in salary before deductions

- Dates of the weeks you did not work or receive earnings and why.

Now that you have all this information at your fingertips, you are ready to apply.

Go to www.servicecanada.gc.ca

Go to the right of your screen and select **Apply for Employment Insurance Benefits** (right-hand menu) under **Online Services and Forms**.

Since you are not actually applying for E.I. at this time, you will not be able to go any further.

> **Option:** Take your student to the local Service Canada Centre and pick up brochures on Employment Insurance and other services offered there.

Other available application forms. Many other application forms are available on provincial government websites. Follow Steps 1 and 2 as in the last exercise to explore what's available. In Step 3, select **Forms and Applications** instead of **Certificates and Licences**. Many applications (such as driver's licence renewal, vehicle registration renewal, and student loan payments) can be filled out online. Check out the **e-services** available on the website. Have fun exploring!

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[21] Service Canada. Employment Insurance Regular Benefits (2011-01-06) Viewed January 13, 2011, http://www.servicecanada.gc.ca/eng/sc/ei/benefits/regular.shtml

Extra Practice Activities

The activities below are suggestions for extra practice using Essential Skills. You can choose the activity based on your student's needs. For example, if your student has difficulty reading a clock, refer him/her to the interactive time clock at www.time-for-time.com (Skill Book, page 38). You can also refer your student to the Computer Skills exercises in Modules ES 102 and ES 103.

Resource	What you can do on this website
Teaching time	Use an interactive clock at www.time-for-time.com This interactive clock can be used to teach time both in analog and digital. If you have difficulty finding it, go directly to the link at http://www.time-for-time.com/swf/myclox.swf
A variety of fun, interactive activities in everyday living.	www.gcflearnfree.org This free learning website contains a variety of subjects and interactive activities. Categories include food, money, work, and shopping.
Canada Post	www.canadapost.ca Check out postage rates, change your address when you move from one place to another, track parcels that you have sent through the mail.
Banking and credit Card information	Use the interactive tools at www.themoneybelt.ca to find banking and credit card information.

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http://www.servicecanada.gc.ca/eng/goc/dncl/index.shtml

Service Canada. Welcome to Job Bank (2010-06-30) Viewed January 13, 2011.
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