**Design Document: Internet Basics**

Class Description

Are you an internet novice in need of more information? If so, sign up for *Internet Basics*! Learn basic internet terminology and how to navigate a browser, locate a website, identify common domains and stay safe while searching in this class.

**Curriculum Track**

Basics

**Audience**

Adults

**Course Length**

90 minutes

**Training Method**

Instructor-led hands-on

**Purpose**

To introduce new users to basic terminology, functionality, and navigation of internet browsers and websites

Equipment Requirements

Projector and projection screen; computers for instructor and participants with internet connections; laser pointer (recommended)

Software Requirements

Windows 7, Google Chrome, Mozilla Firefox, Internet Explorer

Material Requirements

Notepaper, Pens or Pencils, Handouts, Activity Sheets, Participant Surveys

**Learning Objectives**

At the end of the session, learners will be able to:

* Name at least one internet browser and identify its major features
* Open a new browser tab without shutting the tab that is open
* Search for a business and access its website
* Perform a simple keyword search to locate information

**Assessment Technique(s)**

Successful completion of activities

Content Outline

**Agenda (3 mins.)**

* Outline the following topics that will be covered in class:
* Terminology & Descriptions
* Web Browsers & URLs
* Search Tools & Tips
* Internet Safety
* Scavenger Hunt

**Talking Points, Topics, and Activities (85 mins.)**

* Terminology & Descriptions
* Define the following terms and illustrate each one with a graphic or screenshot/call-out box:
	+ **The Internet**: a system of interconnected global computer networks that allow people to share digital information with one another
	+ **The Web**: a system of online documents that are linked together, like a spider web
	+ **Web Browser**: a program that allows users to view Websites and navigate between them using hyperlinks
		- Also used to access web-based applications (like Yahoo mail) and to store/access documents using web services like Google Docs
		- Share that the four most popular web browsers are Internet Explorer, Mozilla Firefox, Google Chrome and Safari and display their icons
	+ **Website**: a collection of Web Pages that are linked together to present information about a business, group, organization or person
	+ **Web Page**: an electronic document with text, images and other content that is accessed by clicking a hyperlink from the Results list in a Web Browser
	+ **Homepage**: the landing page—or page that first appears—when accessing a Website
		- Usually, it is the page that contains hyperlinks to all other Web Pages within the Website
	+ **The Cloud**: the term used to describe web-based applications and/or files that are accessed with a login and password from a shared remote server

**ACTIVITY**: Have participants complete **Activity #1** on the *Activity Sheet*

* Web browsers & URLs
* Explain the following concepts and illustrate each one with a graphic or screenshots/call out box:
	+ **Address Bar**: the area where you type in the address of the website you want to locate or keywords, if the exact name is not known
		- Usually begins with a [www.something](http://www.something)
	+ **Search Box**: the area used to enter keywords when the exact address is unknown

**Note**: Some browsers only have a single Omnibox that functions as both the Address Bar and the Search box

* + **Tabs**: the feature that allows users to have more than one Web Page/Website open at one time and easily move back and forth between them
	+ **Buttons**: the feature that allows users to access specific Web Browser functions (such as refresh the page, move forward or back between screens, or return to the Homepage for the Web Browser)
* Share that a **Web Address** tells a computer the correct combination of letters, numbers, and/or characters to reach a particular website from any computer in the world; this is also why it is called a URL (Uniform Resource Locator)
	+ Explain that a URL contains NO SPACES and does not forgive spelling errors
	+ Share that the end of the URL provides information that may tell users something about the type of site it is, and list some of the common domains:
		- .com = mostly commercial companies and businesses
		- .edu = educational institutions
		- .gov = government agency
		- .info = informational
		- .net = internet service provider (like Comcast and AT&T)
		- .org = mostly non-profits
		- .mil = United States military branches
		- .jp/au/de/mx/ru/es/uk etc. = country code domains (don’t recommend looking for information this way- recommend a keyword search instead)

**ACTIVITY**: Have participants complete **Activity #2** on the *Activity Sheet*

* Search tools and tips
* Share that various search engines offer different tools to help people search for information
	+ Demo Yahoo and Google to show differences in search tools like news, directions, weather and sports
	+ Show and explain thatsearch engines try to help by filling in frequently-paired words with the terms that were typed in (Use *Gail Borden* as the example)
* Explain and demo the following search tips:
	+ Use quotation marks around a phrase to search for only the terms inside the quotation marks (Use *“Illinois State Fair”* as the example)
	+ Use connector words **AND**, **OR** between keywords to broaden or narrow the search (Use *Chicago* AND *events*, then Use *Chicago* AND *events* OR *museums* in either Google or Yahoo to demonstrate the effect on results)
	+ If you aren’t getting an exact match, look for the following:
		- Helpful hints from the search engine like “*Also try*,” or “*Searches related to*”
		- Multiple pages of results (usually found all the way at the bottom of the screen
	+ Explain that the most relevant results MAY or MAY NOT appear at the top of the Results List on page one based on code logic used by the search engines
		- Share that results should be reviewed carefully before just clicking on the first link

**ACTIVITY**: Have participants complete **Activity #3** on the *Activity Sheet*

* Internet safety
* Explain that while the Internet provides lots of good information, services and opportunities for connecting with others, it is important to be aware of the risks associated with being online
* Explain and show an example of the following items, which can be used to increase online security:
	+ **Secure websites**: usually begin with https:// and/or show a lock icon or message to alert users that the website owner employs their own security team to ensure encryption of user information (Use a bank website as an example)
	+ **Antivirus/Antimalware software**: software that protects your computer from viruses or malware, like the Heartbleed bug (Show the antivirus software that the library uses, Kaspersky Endpoint, as an example)
		- Share that some Internet Providers offer it for free to their customers (like Comcast and AT&T)
		- Mention *AVG Free Antivirus* and *Microsoft Security Essentials* as some of the better free options
	+ **Software/app updates**: updates frequently provide fixes to flaws in the software in addition to enhanced user features (Show the Adobe Application Updater as an example)
* Share that strong passwords will thwart many hackers and provide the following recommendations for creating strong passwords:
	+ At least 7 characters
	+ Mix of upper/lower case letters
	+ Contain at least 1 number
	+ Contain a symbol
	+ Unique to the website (i.e., no repeat passwords)
	+ NOT stored in your email in a folder called Passwords
* Share the website [www.onguardonline.gov](http://www.onguardonline.gov); explore the *Protect Your Computer* and *Be Smart Online* sections to show some additional resources for exploration after class is over

**ACTIVITY**: Have participants complete **Activity #4** on the *Activity Sheet*

**SCAVENGER HUNT**: Have participants complete the **Scavenger Hunt** on the *Activity Sheet*

**Wrap up/closing (3 mins.)**

* Highlight the upcoming technology classes and share the types of topics that will be covered
* Ask if there are any other questions and answer those that were “parked” during the session
* Thank participants for coming and ask them to complete the class survey before leaving