

third age

Responding to the Opportunities
and Challenges of Ageing in Ireland



+ Getting
Citizens
Online

Volunteer Tutor Handbook

Getting Citizens Online Programme: A guide for volunteer tutors

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Choose two of the following options:

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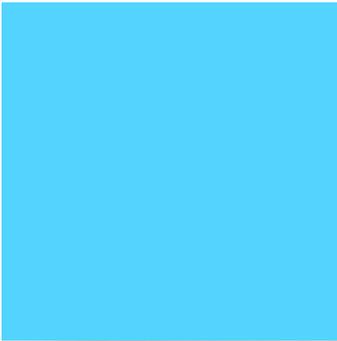
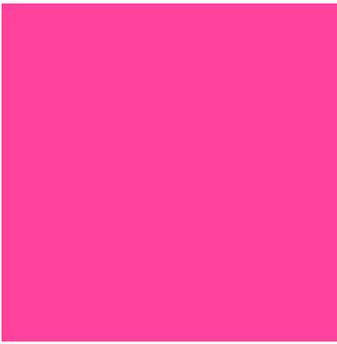
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Top Tips

Look out for tips and tricks throughout this handbook to help you tutor on the Getting Citizens Online Programme



+ Welcome to Getting Citizens Online Programme Volunteer Tutor Training

Welcome to the Third Age Getting Citizens Online Tutor Training Handbook. We hope that you enjoy volunteering with us and want to assure you that we appreciate your contribution to the project. Volunteers are an important and valued part of Third Age and we are dedicated to ensuring that you have a quality volunteer experience that is both productive and rewarding.

This handbook aims to provide you with some background information about Third Age and the Getting Citizens Online project as well as details of our three national programmes, Senior Help Line, Fáilte Isteach and Sage.

It will also offer practical advice on getting started as a digital skills tutor, a typical Getting Citizens Online session, tutor tips, adult learning tools, as well as a guide to lesson plans and materials.

We hope you enjoy your experience as a Getting Citizens Online volunteer tutor and we would like to thank you for giving your time, enthusiasm and commitment to the project.

+ Third Age

Third Age responds to the opportunities and challenges of ageing in Ireland. The organisation achieves this objective through its three national programmes; Senior Help Line, Sage and Fáilte Isteach as well as a range of local initiatives.

Senior Help Line

Senior Help Line is a confidential listening service for older people provided by trained older volunteers for the price of a local call anywhere in Ireland.

LoCall

1850 440 444

third age

Responding to the Opportunities and Challenges of Ageing in Ireland

Sage

Sage provides support and advocacy services to older people wherever ageing poses a challenge.

Fáilte Isteach

Fáilte Isteach is a community based initiative which involves predominantly older volunteers welcoming migrants to their local community through conversational English classes.

Innovation Hub

The Innovation Hub strives to foster best practice in service development.

Rap around the Clock

Rap around the Clock is an intergenerational dance project in collaboration with a local secondary school.

The Way We Were

The Way We Were brings history alive and gives primary school pupils an understanding of time gone by.

Tone Zone / Go for Life

Tone Zone and Go for Life support an active and healthy lifestyle by offering sport and physical activities for older people.

Touchstone

Touchstone is a project for people over 55 which aims to develop their skills and knowledge to help them play a part in making their communities more age friendly.

Choir / Drama

Third Age offers a range of creative opportunities for its members.

Services

Chiropody, Reflexology, Aromatherapy, Homeopathy, Beautician, Hairdresser, Nutritionist/Dietician, Counselling Service

What's involved in the Getting Citizens Online Programme?



Getting Citizens Online

Is an initiative of the Department of Communications, and is a nationwide community project involving tutors teaching basic digital skills to non-liners.

Non-liners are those with little or no experience of using the Internet. For many of us below a certain age, use of the web is routine, and the younger generation have only ever known a world where going online is an accepted norm of everyday life. However, the fact remains that there is still a significant part of the population who do not use the Internet, either because their social situation precludes access, or because they are part of an older generation for whom the Web still seems something of a mystery.

The Getting Citizens Online Programme is designed to contribute positively to society by assisting citizens who have never used the Internet with the confidence, motivation and skills to reap the benefits of participating in today's digital world.



Overview of the volunteer role

Volunteer tutors with Getting Citizens Online Programme teach **basic** digital skills during a two-hour class, once a week, to a group of ten adult students. The course will consist of five sessions to be completed over the course of five weeks. Classes are focused on basic digital skills and aim to dispel any fear about using the Internet.

This handbook is your teaching guide and will give you a clear and manageable path to the delivery of the course. Teaching aids, resources and topics to be covered are outlined and a strong support system is in place to facilitate any queries or help you may need. A lesson plan for each tutoring session is outlined to cover a total of ten hours training per student. Times may vary according to each class so please feel free to use your discretion with regard to flexibility and make any changes you think necessary to ensure a positive experience for all.

Many thanks for joining us and enjoy the journey!

+ A typical Getting Citizens Online session

Getting started

When your group assembles for the first session, take 10 minutes to introduce yourself and get to know the group.

Revise

Start each session with a quick revision of the previous week's content and questions from participants.

“The Internet is becoming the town square for the global village of tomorrow.”

**Bill Gates
Founder of Microsoft**

Take your time

Be aware that most of the information which you present to your group will be new to participants. Try not to present too much information too quickly.

Class duration

Each session should last for two hours.

Tutor : Learner ratio

The maximum number of participants in a group is 10 per tutor.

Roll call

All learners need to sign an enrollment sheet before the end of the first session in week one. These enrolment lists must be returned to the Third Age project coordinator.

Check the equipment

A smooth class will depend on each learner having a device that works correctly and one that is connected to the Internet. Take time to check this at the beginning of class.

Take a break

It's advised that each group takes a 15 minute break for tea/coffee after approximately 45 minutes.

Take two

Following the 15 minute break the group returns for the second 50 minute session.

Ending a class & feedback

Allow 10 minutes at the end of each session for additional questions.

Learner survey

Each participant is required to complete an online survey. This should be part of the learning outcomes and will be included in session five.

+ Tools for tutors

Below are some clear and practical teaching tips to bear in mind as you take on the role of volunteer tutor with the Getting Citizens Online Programme.



You're the expert!

When it comes to Digital Skills you have all the knowledge you need and you will be well supported with helpful lesson materials. Be confident in the knowledge you have and the information you are sharing.



On the level

Bear in mind that a lot of the information you are sharing with your group is completely new to them, so try not to introduce too much new content too quickly.



Repetition is key

The more often we hear a fact repeated, the more likely we are to recall it subsequently. Take time at the end of each class to repeat key new information shared during the lesson. Also, begin each class with a quick review of last week's content.



Question Time

The best way to ensure that everyone in the group has clearly understood the content of the lesson is to leave time for questions. Pause occasionally throughout the lesson to ask for questions or comments from the group.



Clear instruction

Be as clear as possible in your instruction for each activity. Use simple and concise language and avoid using jargon where possible to ensure clarity.



Be prepared

The Digital Skills project thrives on the goodwill of its tutors. Although preparation may sound like a lot of extra work, it need not be so. If you can give even five minutes thought to your class in advance you may find teaching a more relaxed and enjoyable experience.



Make it practical

Each step of the way try to remind participants of the ways in which they can put this new and helpful knowledge into practice in their day-to-day lives.



A question of style

People learn in a variety of ways – try varying and mixing the format of the classes.



Student-centred

Aim to identify your students' skills and interests. Allow this to guide the content, length and pace of the class.



Have fun!

You are giving your time to teach others a very practical and helpful new skill from which they will benefit greatly. Enjoy and have fun!

Tutor notes



We are always delighted to hear new top tips from our volunteers so please email us your ideas to nationaloffice@thirdageireland.ie

+ The adult learner



- Adult learners are ‘self-directed.’ They take responsibility for their own learning, including planning and evaluating. They are not passive but active. Encourage students to be a part of the planning process and to set their own learning goals and objectives.
- The learner enters the environment with a lot of prior experience and knowledge. This experience is a valuable resource for the individual as they continue to learn and build on this prior knowledge.
- Adult learners are ready to learn when they come across life tasks where there are gaps in where they are now and where they want to be. Adult learners are ‘goal orientated’ and will work to fill these gaps.
- Learners are motivated to learn by internal factors such as self-esteem, greater self-confidence, better quality of life and so on. External factors such as pressure from authority figures and salary increases are less important. (Informal Adult Education, Malcolm Knowles)
- “Learners . . . know that strong motives and desires can stimulate and energise their learning, while learner anxiety (as a result of low confidence, previous negative experiences, e.g. fear of failure) inhibits learning.” (Aontas, 2015)
- Adult learners enter into education after they have experienced a need in their life situation. For this reason, learning needs to be problem-focused or task-centred. Adults want to apply the knowledge they have learnt as quickly as possible, therefore learning activities need to be relevant to the needs of the participants.

+ Tutor tips for adult learning

Tutoring your peers can be intimidating and what is important, especially with the adult beginner, is that you make the participant feel comfortable, that they feel they're in a place where his/her needs are met and at a pace that is suitable for him/her.

Below are some key points to consider when teaching your Getting Citizens Online session:

“Education is not the filling of the pail, but the lighting of a fire”

W.B Yeats

Allow time for questions

Allow plenty of time for questions. Don't worry if you don't cover everything required in a single session, noted within this handbook, the lesson plans provided are a guide. It's more important for participants to understand and feel like they are free to ask questions, than to cover vast amounts of information.

Take it slowly

Don't feel under pressure to cover too much too quickly.

Avoid jargon

Where possible, use simple language and avoid overloading learners with complicated terms and phrases.

Be patient

Have patience with participants, remember information is likely to be new to them.

Use visuals

Use the images and screenshots within this handbook and online to explain key online terms.

Rinse and repeat

Encourage learners to repeat activities to ensure they understand and are comfortable with each process.

Demonstrate

Make sure to demonstrate each process in a simple, concise way and take time with each participant to show how something works on their device.

Keep it informal

You are likely to be tutoring a group of your peers or participants who may be older than you. Keep things informal and fun!

Motivating learners

Motivation is a critical factor in learning any new skill. By identifying a participant's motivation for learning online skills you can encourage them and help them to make progress.

Focusing on a reason for learning a new digital skill can keep morale high and help avoid frustration.

There are many reasons to learn digital and online skills:

- To communicate with family and friends
- To access online services
- To further education

Motivation techniques

Demonstrate how the skills they are learning will have a practical and positive impact on their daily lives

Use activities and resources that will grab and maintain participants' attention

Vary the types of activities you use throughout the lesson – and allow time for learners to practice, explore and ask questions.

+ Personalising activities

Personalising lessons can be very useful for adults learning a new skill. It allows participants to communicate real information about themselves, which makes the learning of the digital skills relevant to them. It also helps the participants to remember the steps and process of online skills more effectively.

Where possible tutors should try and base practice exercises and activities around the participants' needs. Participants can then learn skills they will find useful. Interaction and the use of real information to communicate is a key part of this teaching method.

Adapting materials to make them more relevant to the participants is an important part of personalising an activity. For example, an older person learning new online skills such as using Skype to communicate with grandchildren abroad is more likely to firstly retain the information and secondly have the drive to learn as he/she can see the impact straight away – it is something that will affect his/her life for the better. By simply changing the context and situation to fit the participants, you will be engaging your students. This gives the target online skills real meaning for each participant.

- Use words like you or I.
- Change information so it is relevant to where the participants live, their needs and their interests.
- Try to make it a routine to personalise your teaching materials so your students get the most out of learning online skills.

Adapting materials in this way can produce excellent results, and successful and dynamic lessons. Try to think about your participants, their motivations for learning online skills, how they think, what they are interested in and what they can do. This will help you adapt your materials appropriately.

Session One: Introduction to the Internet

Session one: Objectives

By the end of this initial session, learners will know **how the Internet works**, how to **connect to the Internet**, and **how to browse the Web**.

The session will cover useful terms – explained in simple language – such as how to access the Internet; enter a website address; how to click a link and use multiple tabs.

In the second part of the session, you will be discussing what a search engine is and how to use one as well as Internet safety basics to help identify spam and phishing attempts and how to avoid scams when browsing online.

The Internet is a vital part of many people's everyday lives but if you have never used it before it can feel intimidating and confusing! As a tutor, your aim is to equip students with a basic introduction to the Internet in this session and alleviate any fears participants may have about accessing information online. Take it slowly and allow time for questions at the end of each explanation. Encourage participants to try each task or activity a number of times.

This first session will cover the following topics:



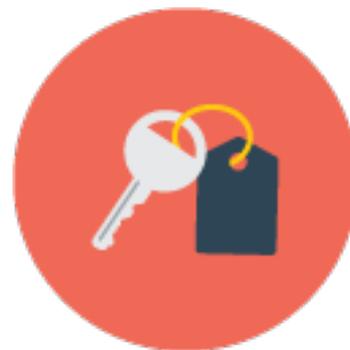
Understanding the Internet

Explaining what the Internet is and how it works in simple, easy-to-understand terms is a vital first step for participants. This session will begin by covering basic terms and definitions related to the Internet.



Using search engines

The session will also cover how and why search engines such as Google are so useful to Internet users. Participants will be shown how to use search engines effectively.



Staying safe online

Awareness of online security and understanding how best to stay safe on the Internet is important. This session will cover basic information on this topic helping participants become confident online.



Session one

Part one: Introduction to the Internet

What is the Internet?

The Internet is a **global network** of billions of computers and other electronic devices. With the Internet, it's possible to access almost any information, communicate with anyone else in the world and do much more.

You can do all of this by connecting a computer to the Internet, which is also called **'going online'**.

When someone says a computer is online, it's just another way of saying it's connected to the Internet. Lots of people use the word "Internet" to mean going online. Actually, the "Internet" is nothing more than the basic computer network! Simple!



What do the terms 'the web', World Wide Web, www mean and what is a website?

All of these terms mean basically the same thing. The **World Wide Web**, called the **Web** for short and used as www. in website addresses - is the space where different **websites** can be accessed through the Internet.

A **website** is made up of text, images, and other resources. Websites can resemble other forms of media—like newspaper articles or television programmes—or they can be interactive in a way that's unique to computers.

The purpose of a website can be almost anything: a news platform, an advertisement, an online library, a forum for sharing images, a platform to host videos, and much more.



How does the Internet work?

It's complicated! As Google's executive chairman, Eric Schmidt, once observed: "The Internet is the first thing that humanity has built that humanity doesn't understand."

There is no short answer but it's important to realize that the Internet is a global network of **physical cables**, which can include copper telephone wires, TV cables, and fiber optic cables. Even wireless connections like Wi-Fi and 3G/4G rely on these physical cables to access the Internet.

It's not magic but when you visit a website, your computer sends a request over these wires to a **server**. A server is where websites are stored. A server is simply another computer. Once the request arrives, the server retrieves the website and sends the correct data back to your computer. What's amazing is that this all happens in just a few seconds!



What can I do online?

One of the biggest advantages to learning how to get online is the access it can open up to communicate with others using functions like email and social media.

There is an endless list of other things you can do online – from shopping, paying your car tax, booking an appointment or a flight, learning new skills, watching TV and listening to the radio to name just a few.

Ok, so now you've covered the basics let's look at how to get online!

Tutor notes

+ Connecting to the Internet

How do I connect to the Internet at home?

To connect to the Internet in your home, you need to purchase home Internet access to allow your device (laptop, desktop, phone, tablet etc) to access the Internet and functions like sending and receiving email and browsing the web.

There are a number of different Internet provider options and this service incurs a fee. It's worth shopping around and taking advice from family members and friends on the best option for your home and usage.

Note: advise students to get in touch with their Internet provider for specific connection issues and to organise Internet set up in their home.

Explain the terms

- Mouse
- Mouse pad
- Touchscreen
- Internet
- Tablet
- Smartphone
- World Wide Web
- Web address
- Internet browser
- Address bar
- Homepage
- Link
- Browser
- Tabs
- Bookmark

Using a web browser



A web browser is simply an access point to the Internet and there are a number of different ones available to use. There are many different web browsers, but some of the most common ones include **Google Chrome**, **Internet Explorer**, **Safari**, and **Mozilla Firefox**.

No matter which web browser you have set up on your device (there may be a default browser in place also), the basics of browsing the web are the same. In this lesson, you will be talking about how to **navigate** to different websites, how to use tabs, how to create and save a **bookmark**.

Ok, now we have a grounding in what the Internet is, let's get down to some practical information and get online!

Top tip

Remind students that web browsers may look different, but they all follow the same basic principles and once these are understood, it's easy to use any browser to access the Internet.

Activity

Ask participants to open their web browser

Ask participants to input the web address

for www.thirdageireland.ie and to hit the Enter key

Voila! You have accessed a website!

Ask students to close or quit their web browser

+ Accessing the Internet: A step-by-step guide



1. Let's start with opening your web browser...

Participants may have different web browsers so encourage each one to try and find one of the icons above and click! If needs be, take time to show students how to find and access their web browser on their devices/desktop.



Pick one browser for your group

A top tip is to encourage all participants to use the same browser in your group. We recommend using Google Chrome.



2. Explaining URLs and the address bar

A URL (short for Uniform Resource Locator) is similar to a street address. It tells your browser where to find a website. If you know the address of the website, all you have to do is type the URL into the browser's address bar and press Enter on your keyboard, the browser will load the page associated with that URL.

3. What is a link?

Whenever you see a word or phrase on a website that's **blue** or **underlined in blue** online, it's probably a **hyperlink** (a **link** for short). The underlined text may read as a website address or as descriptive text.

When you click a link, it will usually take you to a different webpage. You may also notice that your cursor changes into a **hand icon** whenever you hover over a link.

For example, '[Find out more about the Third Age digital skills course](#)' when clicked online will bring you to another website page with details on the Third Age digital skills course.

Links are peppered across the Internet and are used to **navigate the Web and link related content on web pages.**

Top tip

Ensure that these basic, new terms are understood and allow time for participants to practice using links, address bar and tabs etc.

Browser navigation buttons



The **Back** and **Forward** buttons allow you to move through websites you've **recently viewed**.

The **Refresh** button will **reload** the current page. If a website stops working or freezes, try using the Refresh button!

The Home button will bring you to the browser default homepage.

Top tip

When using a tablet or a smartphone, the Internet is accessed by touching the Browser app



Practice makes perfect!

Ask participants if there are any websites they have heard of that they would like to try and access. Ask them to practice adding the address of a website to the address bar.

Alternatively, use the space at the back of this handbook to add notes on useful website addresses.

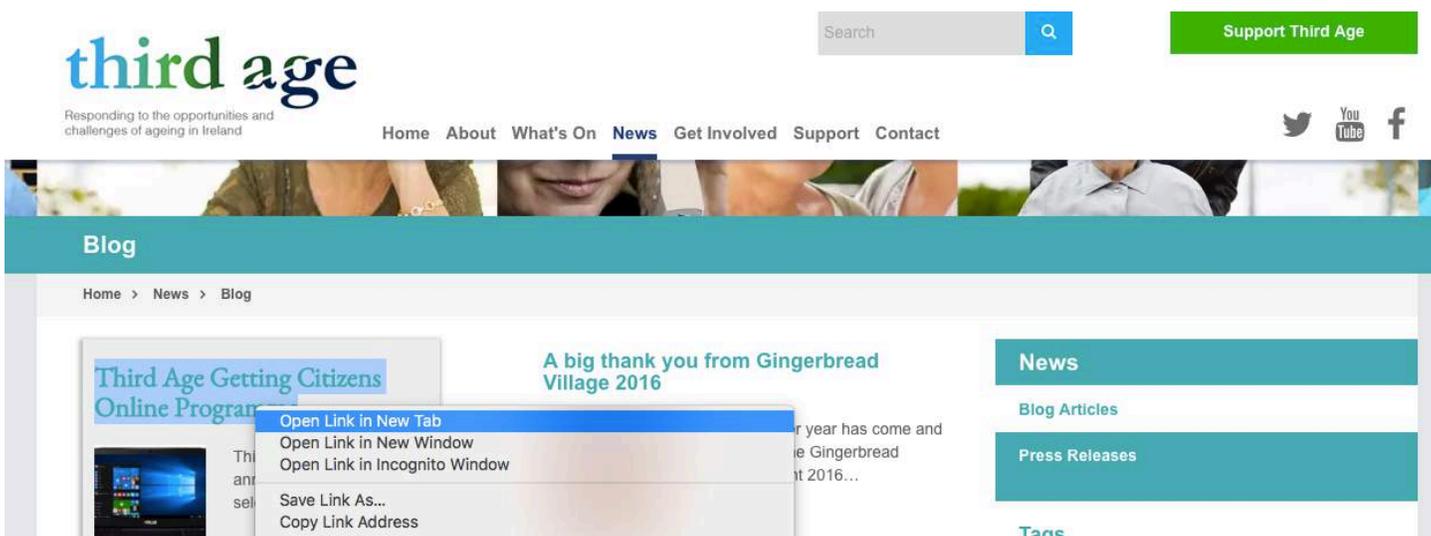
Using multiple tabs to browse the Internet

Opening a new tab

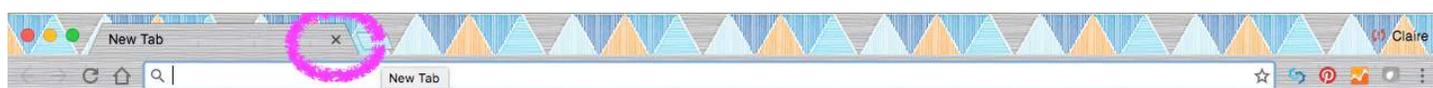
Many browsers allow you to open links in a new **tab**. You can open as many links as you want, and they'll stay in the **same browser window** instead of cluttering your screen with multiple windows.



To create a **new blank tab**, click the button to the right of any open tabs.



To open a **link** in a new tab, **right-click** the link and select **Open link in new tab** (the exact wording may vary from browser to browser).



To **close** a tab, click the **X**.

Session one: Part one: Revision

Ask students to navigate to www.bbc.com

Ask students to find and open a link

Ask students to navigate back to the BBC.com homepage from the newly opened linked page

Ask students to refresh the BBC homepage

Ask student to open a brand new tab and navigate to <http://www.thirdageireland.ie/>

Ask students to find a link on the <http://www.thirdageireland.ie/> page and open the link in a new tab

Ask students to close one of the open tabs



Quiz me!

Ask participants to test their knowledge on session one by completing an online quiz.

Ask participants to navigate to:

<http://www.gcflearnfree.org/internetbasics/quiz>

Don't forget to...

Reassure participants and encourage questions

Allow time to practice information learned in the session

Go slowly! Understanding the basics is key to participants progressing and gaining confidence online

+ Session one: Part two: Search engines

So, how can you find something online if you don't have the web address?

There are billions of websites located within the Internet and lots and lots of information available. Search engines (such as Google, Yahoo, Bing and Ask) are a quick way of finding what you are looking for when you don't have the address of a website.

Let's look at the basics of using a search engine, as well as some techniques you can use to get **better search results**.

Top tip

Introduce participants to one search engine during the session. We would recommend Google as it is one of the easiest to use. If time allows, set Google as the default search engine for each participant if they have their own device. This will save time in future sessions and allow them to practice easily at home.

Activity

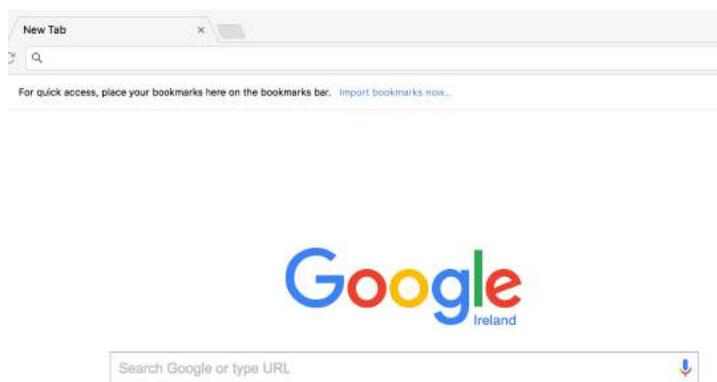
Ask participants to open their web browser (if it isn't already)

Navigate to www.google.com

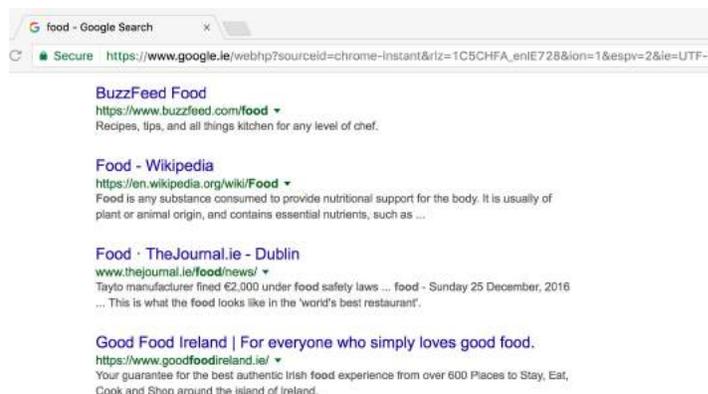
Type a search term or keyword into the search bar: for example, ask participants to type 'chicken recipes' or 'post office opening hours' and press the Enter key

How to search the web?

To perform a search, you'll need to navigate to a search engine in your web browser, type one or more **keywords**—also known as **search terms**—then press **Enter** on your keyboard.



After you run a search, you'll see a list of **relevant websites** that match your search terms. These are commonly known as **search results**.





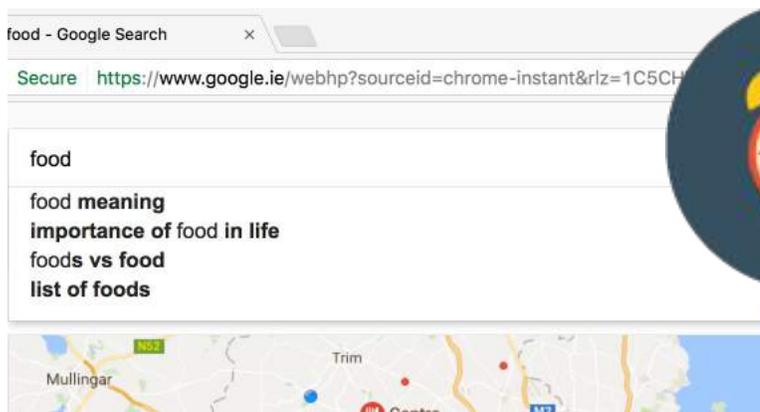
Google Chrome (a browser) allows you to perform a web search directly from your **address bar**.

Other web browsers have a separate **search bar** next to the address bar. This means you don't always have to navigate to google.com for example – you can simply type your search terms to the address bar or built in search bar in your web browser and press **Enter** to run the search.

Suggested search terms

Search engines are great tools, but they are not perfect. You may not find what you are looking for on your first search. Don't worry! You'll often need to try different search terms to find exactly what you're looking for.

If you're having trouble thinking of new search terms, you can use search suggestions instead. These will appear as you're typing in the Google search bar and they're a great way to find new terms you may not have thought to try out. To use a search suggestion, you can click it with your mouse, or select it with the arrow keys on your keyboard.



Activity

Ask participants to think of a search term – an example would be 'second hand cars Dublin'

Ask them to review the suggestions in the drop down as they type the term into the search bar

Ask learners to select one of the suggestions and press Enter to display results

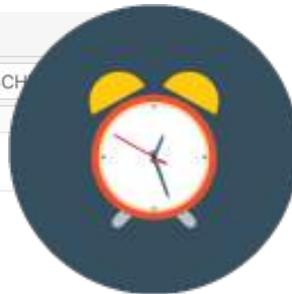
Ask learners to open one of the results in a new tab

Activity

Ask participants to click a link on one of the listed search terms to open it

Now ask participants to navigate back to the search results

Ask participants to select another link from the result and open the link in a new tab (as learned in the first section of this session)



Take some time at this stage to allow for questions and demonstrations with each participant, if needed. Ask participants to call out search term examples for the class to try.

Use the suggested activities and tasks to revise what was covered in part one of this session – it's a great way to get participants to practice what they have learned so far and cement the steps in their minds.

Once the principles of basic search is understood, you can move on to refining search terms and filters...

Refining your search

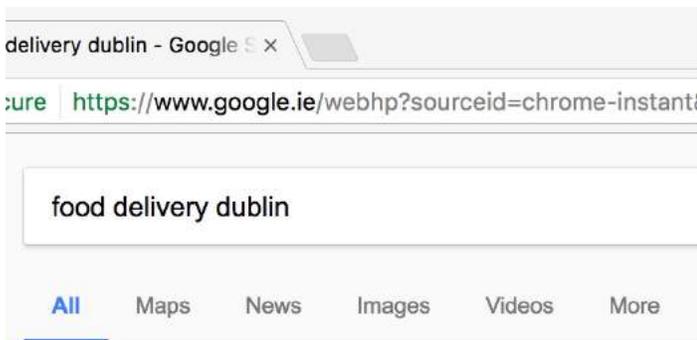
If you're still having trouble finding exactly what you need, you can use some special characters to help refine your search.

Excluding a word from search results

If you want to **exclude a word** from a search, you can type a **hyphen (-)** at the beginning of a word. So if you wanted to find chicken recipes that don't include basil, you could search for **recipes chicken -basil**.

Content specific searches

What about if you are searching for an image or something more specific like a **news article**, **picture**, or **video**? Most search engines have **links** at the top of the page to allow you to perform these unique searches.



Advertisements within the search results

One final thing to note, most search engines do include advertisements with search results.



Tutor tip: demonstrate an example of a Google Ad to the group!

Remind participants that these results are promoted to the top of the pile by paid campaigns.

Searching for exact words and phrases

You can search for **exact words** or **phrases** to narrow down your results even more. All you need to do is place **quotation marks (" ")** around the desired search terms.

For example, if you search for **recipes "chicken casserole"**, your search results will only include recipes for **chicken casserole**.

There are many more advanced techniques for narrowing a search but these tips are a good start.

You probably won't need anything more advanced at this stage as search engines can usually figure out what you're looking for without these extra characters!

Activity

Ask participants to find out who invented the game of tennis

Ask participants to find out the opening hours for Dunnes Stores in St Stephen's Green Shopping Centre

Use the ideas and exercise on the next page of this handbook or ask participants for suggestions and/or questions for Google!



Session one: Part two: Search engine exercise

Who was the 23rd President of the United States?

How many times was Elizabeth Taylor married?

How much does it cost to post a standard letter in Ireland?

Find James Joyce (Dublin) in the 1901 census by accessing www.census.ie

Look up the lyrics to your favourite song

Find out what time it is in Alaska right now

Tutor notes & ideas

+ Session one:

Part three: Staying safe online

There's no question that there are many advantages to getting online and, as we've covered in parts one and two of this session, the opportunity to access information is vast, as are the communication possibilities. The Internet is also home to certain risks and ensuring learners are aware of these potential risks is vital to building their confidence online.

Here are some Internet safety tips to share with your group:



1. Change to a safer mindset

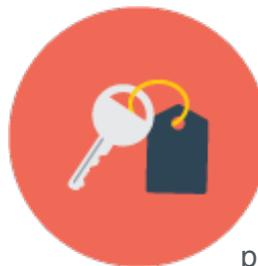
Computers can often give us a **false sense of security**.

After all, no one can physically harm you through a computer screen. But to stay safe online, you'll want to take a more cautious approach.

Here's one way to think about it: **Treat the Internet as you would a shopping centre** – be aware of dangers and ensure when paying for something online, you are shopping at a reputable place.

Top tip

Safety is important but it's also important for learners not to fear the Internet! Reassure your group that with the information they are arming themselves with by attending this course, they can feel safe and explore all the possibilities and advantages to being online!



2. Create strong passwords

Good passwords are vital to keeping safe online. Here are some tips for creating a good

password:

- **Never use personal information** such as your name, birthday, user name, or email address. This type of information is often publicly available, which makes it easier for someone to guess your password.
- **Use a longer password.** Your password should be **at least six characters long**, although for extra security it should be even longer.
- **Don't use the same password for each account.** We all know that it's useful to repeat the use of a password on accounts so it's easier to memorize but bear in mind that this isn't best practice. If someone discovers your password for one account, all of your other accounts will be vulnerable.
- Try to include **numbers, symbols**, and both **uppercase and lowercase letters**.

3. Recognizing spam and viruses

From email to instant messaging to social media, the Internet is an essential communication tool. Unfortunately, it's also popular among scammers and cybercriminals.

To protect yourself from **email scams**, **malicious software**, and **identity theft**, you'll need to understand how to identify and avoid potentially dangerous content in your inbox, including **spam** and **phishing attempts**.



What is Phishing?

Phishing scams are messages that try to **trick you into providing sensitive information**. These often appear to come from a bank or another trusted source, and they'll usually want you to re-enter a password, verify a birth date, or confirm a credit card number. Phishing messages may look real enough at first glance, but it's surprisingly easy for scammers to create convincing details.

Note:

As with spam and phishing scams, remember to **trust your best judgement**. You should **never send someone money** just because you've received an email request. You should also **never download email attachments you weren't expecting** because they might contain malware that could damage your computer and steal your personal information.

Spam, scams, and phishing schemes will continue to evolve and change. But, now that you know what to look for—and what to avoid—you can keep your inbox and computer that much safer.

+ Session one: Tutor checklist

Congratulations you have finished your first session! Check off the session checklist below to ensure your group has covered the topics required:

Part one: Introduction to the Internet

Part two: Search engines

Part three: Internet safety & security



Session two: Introduction to email & Government online services

Session two: Objectives

By the end of this session, learners will have an understanding of **what email is**, how it **compares to traditional mail**, and **how email addresses are written**.

We'll discuss various types of email providers along with the features and tools that are included in an email account. We'll also discuss various terms that are commonly used when working with email.

During this session we will also introduce participants to a number of online Government services. Learners will explore how to conduct a basic online transaction using these services. This section of the session will be led by a learner's individual needs.

This session will cover the following topics:



Introduction to email & setting up an account

During this session, learners will learn how to set up an email address; how to send and receive an email and discover how to send an email with an attachment (image or document)



Using government services online

Learners will be introduced to online services provided by the Government. Participants will have the opportunity to practice on the Motor Tax demo website.



Conducting a transaction online

In this section, participants will be given an introduction to completing everyday transactions online. Examples include banking, booking flights, purchasing tickets for events and shopping.

Advantages to email

Productivity tools: Email is usually packaged with a calendar, address book, instant messaging, and more for convenience and productivity.

Access to web services: If you want to sign up for an account like Facebook or order products from services like Amazon, you will need an email address so you can be safely identified and contacted.

Communication with multiple people: You can send an email to multiple people at once, giving you the option to include as few as or as many people as you want in a conversation.

Accessible anywhere at any time: You don't have to be at home to get your mail. You can access it from any computer or mobile device that has an Internet connection.

+ Session two: Part one: Email basics

What is email?

Email (electronic mail) is a way to **send and receive messages** across the Internet. It's similar to traditional mail, but it also has some key differences such as instant delivery and the option to attach photographs and files to your mail.

Understanding email addresses

To receive emails, you will need an email account and an email address. Also, if you want to send emails to other people, you will need to obtain their email addresses. It's important to learn how to write email addresses correctly because if you do not enter them exactly right, your emails will not be delivered or might be delivered to the wrong person.

Email addresses are always written in a standard format that includes a user name, the @ (at) symbol, and the email provider's domain.

The user name is the name you choose to identify yourself. The **email provider** is the website that hosts your email account.

 **Merced Flores** <merced.flores73@gmail.com>
to me ▾

Some businesses and organizations use email addresses with their own website domain.

from: **Facebook** <security@facebookmail.com>

Common email providers

Today, the top three webmail providers are **Yahoo!**, Microsoft's **Outlook.com** (previously Hotmail), and Google's **Gmail**. These providers are popular because they allow you to access your email account from anywhere with an Internet connection. You can also access webmail on your **mobile device**.



+ Common email features

No matter which email service you choose, you'll need to learn how to interact with an **email interface**, including the **inbox**, the **message pane**, and the **compose pane**. Depending on the email provider, the interfaces may look and feel different, but they all function in essentially the same way.

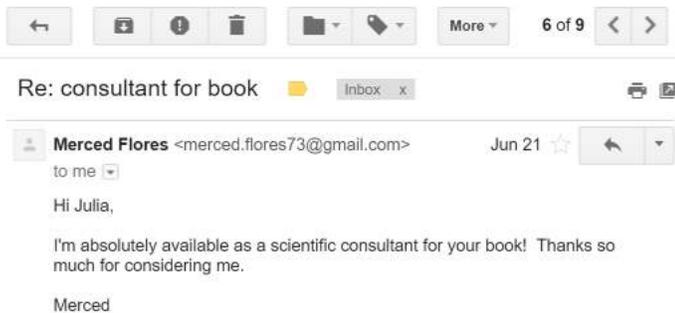
Inbox

The **inbox** is where you'll view and manage **emails** you receive. Emails are listed with the name of the **sender**, the **subject** of the message, and the **date received**.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facebook	Getting back onto Facebook	Jun 29
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Google	New sign-in from Samsung	Jun 28
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Olenna Mason	Hey girl!	Jun 24
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grace Ellington	Volunteer Opportunity - I W	Jun 21
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Olenna Mason	Lakestone student art exhi	Jun 21

Message pane

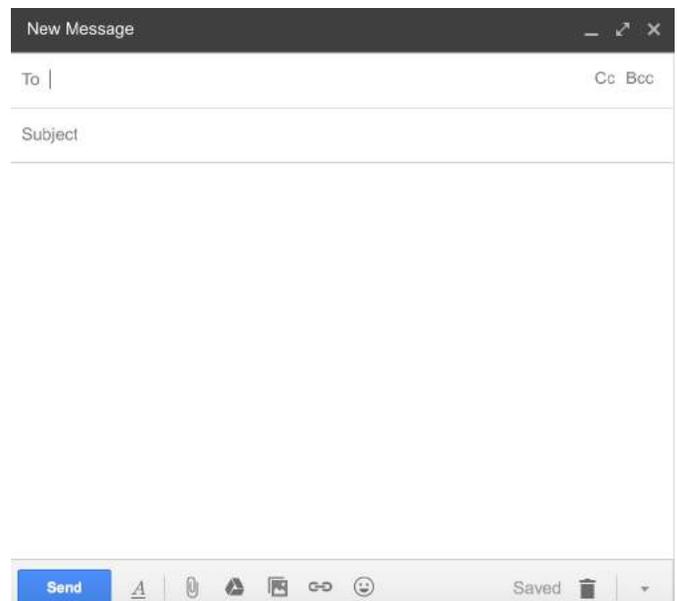
When you select an email in the inbox, it will open in the **message pane**. From here, you can **read the message** and choose **how to respond** with a variety of commands.



Compose pane

You can click the **Compose** or **New button** from your inbox to open the **compose pane** to create your own email message. From here, you'll need to enter the **recipient's email address** and a **subject**.

You'll also have the option to upload files (photos, documents, etc.) as **attachments** and **add formatting** to the message.



Top tip

A compose pane will also appear when you select **Reply** or **Forward**. The text from the original message will be copied into the compose pane.

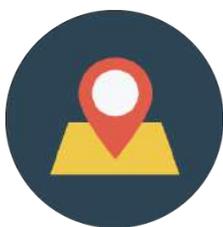
+ Setting up a Gmail account

Setting up a Gmail account is easy. You will begin by creating a Google account, and during the quick signup process you will choose your Gmail account name. In this lesson, we'll show you how to **set up your Google account for Gmail**, add and edit **contacts**, and edit your **mail settings**.

To create a **Gmail** address, you'll first need to create a **Google account**. Gmail will redirect you to the Google account signup page. You'll need to provide some basic information like your **name**, **birth date**, **gender**, and **location**. You will also need to choose a **name** for your new Gmail address. Once you create an account, you'll be able to start adding **contacts** and adjusting your **mail settings**.

Take participants through the steps below to set up their Gmail account:

1. Go to www.gmail.com
2. Click create account
3. The **signup** form will appear. Follow the directions and enter the required information.
4. You will be asked to review [Google's Terms of Service](#) and [Privacy Policy](#), click the check box and click **Next step**.
5. Recovery options are helpful if you forget your password or if someone tries to access your account. You will be asked to provide a mobile number or an alternative email address. Click Done.
6. Your email account is now created. You will be signed into your new email account automatically after this but will be required to sign in as normal each time after this.



Explain that just like a house address everyone has a unique email address and that you have to register this address so that you can send and receive mail!

Additional online resources for tutors to aid in sending emails can be found at:

www.gcflearnfree.org/gmail/sending-email/1/



Make a note

When participants have set up their email account in Gmail, ask each one to make a note of their username and password.

Remind participants

... that they **only need to register for an email account once** and after that they will just need to log in!

All email applications use certain **terms** and commands you will need to understand before using email. The examples below use **Gmail's compose pane** and **message pane** to introduce basic email terms, but these will still be applicable to Yahoo! and Outlook.

Take time to explain the following terms in detail to participants and demonstrate where they are located within a learner's new Gmail account:



- To: Field and Recipients
- Email address
- Body of message
- Formatting options
- Emoticons/Emojis
- Attachments
- CC and BCC (Carbon Copy and Blind Carbon Copy)
- Subject
- Signature
- Send
- Navigation menu
- Compose
- Inbox
- Drafts
- Spam & Trash
- Reply, Reply to All and Forward

Explain and demonstrate the following steps for attaching an image to an email to participants:

Step 1: Log into your email account so that you are on the dashboard (main page) of your account.

Step 2: Click **Compose**. Alternatively, you can reply to an email that you've received and follow the same steps.

Step 3: Once your new email is open, put your recipient's email address in the 'To' field.

Step 4: Complete the subject box with the topic of the email and type your message in the large box.

Step 5: Click the paperclip icon to attach a photograph.

Step 6: Find the photo that you've saved somewhere on your computer by 'browsing' to it. Click on the file name to select it.

Step 7: Click **Open**. This will add the picture as an attachment to your email.

Repeat **steps 6 and 7** if you wish to add more images



Activity

Ask learners to log in to Gmail

Ask participants to add you as a new contact to their Gmail account

Ask learners to send you an email

Ask learners to send you an email with an image attachment

Ask learners to forward the email and add more than one contact to the "To" field

Ask participants to CC/BCC you on an email

+ Session two:

Part two: Introduction to online services

During this lesson, your aim is to help participants understand how to access Government services and to use a demo site demonstrate how to renew your motor tax online.

One of the easiest ways to access Irish government services and departments online is through the www.gov.ie website. The website is divided into three sections –Government Websites, Online Services and Citizens Information.

Top Tip

Start this section of the session by asking participants to access www.gov.ie and ask learners to explore the website using the skills they gathered during session one of the getting Citizens Online Programme

Activity

Ask participants to find the MED1 form on the gov.ie website. **Tip: use the search option on the gov.ie homepage.**

Ask learners to navigate the gov.ie and identify areas they would like to explore further in the session and in later sessions.

Explain that sessions four and five will cover both Government online services and online transactions in more detail, if requested by participants.

Introduction to everyday transactions

Online you have the option to perform everyday tasks, such as shopping and banking as well as business transactions, without meeting other people face-to-face. Examples of these online transactions include booking tickets to an event, booking a flight, checking your bank balance, shopping for food and reserving a book in your local library.



Notes to mention:

- You will need a credit or debit card to pay for most online transactions
- Be sure to check for added charges and fees
- Check also that the website offers secure payment facilities
- Check that the web address in the browser starts with **https** (rather than **http**) – this means the site is using security when handling your money.
- Use PayPal or a pre paid credit card for extra security

Activity: Renewing your motor tax online

- Ask participants to access the DEMO site for renewing motor tax in Ireland at <http://omt.dcenr.gov.ie/>
- Ask the learner to read the text in the window that's open and then close the window by clicking on the X in the top right hand corner of the window
- Start by entering the Registration No (details are in the window on the left)
- Enter the PIN (details are in a window on the right)
- Click LOGIN
- Follow the steps 1 to 6 to the end of the demonstration



Tutor notes

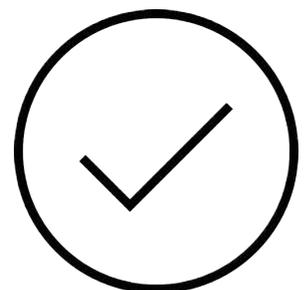
+ Session two: Tutor checklist

Congratulations you have finished your second session! Check off the session checklist below to ensure your group has covered the topics required:

Introduction to email

Introduction to online Government services

Introduction to conducting online transactions



+ Session Three: Using Skype & an introduction to applications

Session three: Objectives

During this session participants will learn how to **set up and make video and voice calls through Skype**. The session will also introduce learners what an **application is, in reference to both desktop and mobile devices**.

Background to online video calling & Skype

Video calling has become increasingly available as cameras have been built into smart phones, and as video-chat services like Skype, Google Talk, and Apple iChat have become a feature of the online and smartphone environment.

Skype, the popular Internet calling application, has been around for quite some time. The (mostly) free service launched in 2003, and has become one of the easiest and cheapest ways to stay in touch with others across the world. Whether you're traveling internationally or just want to save money when calling others, Skype has become a great option because it's accessible through computers, phones, tablets, home phones, TVs and even devices like games consoles.

You can talk to each other live over **video chat**. All of this is possible through a technology called voiceover IP, or **VoIP** (pronounced **voyp**), which can transmit your voice over the Internet. Skype uses VoIP to let you make phone calls, video calls, group calls, and more **over the Internet** instead of using traditional phone lines.

This session will cover the following topics:



Introduction to Skype

During this session, learners will discover what Skype is and how to set up an account.



Making a voice or video call

Learners will learn how to make voice and video calls.



Applications

In this section, participants will be introduced to what apps are and the benefits they offer.

+ Session three: Part one: Using Skype

What is Skype?

Skype is a free programme that allows you to **talk to friends and family** on your computer or mobile device.

You can even talk to each other live over **video chat**. All of this is possible through a technology called voiceover IP, or **VoIP** (pronounced **voyp**), which can transmit your voice over the Internet. Skype uses VoIP to let you make phone calls, video calls, group calls, and more **over the Internet** instead of using traditional phone lines.

Alternatives to Skype

In this session we'll be focusing on learning how to use Skype but there are many other online calling options including Apple FaceTime, Google Hangouts and Facebook Video Calling.

Equipment checklist

A compatible device: Skype is available for various devices, including desktops, laptops, and mobile devices like smartphones and tablets.

A high-speed Internet connection

Speakers and a microphone (built-in to your device or separate)

A webcam if you want to make video calls

Setting up a Skype Account

It only takes a few minutes to set up Skype for the first time. Start this section of the session by asking participants to access and create an **account** on the website: <https://www.skype.com/en/>

Ask participants to select the option to 'create new account' and go through each setup step with learners remembering to take things slowly.

Explain to participants that, as with email, they only need to register once and demonstrate logging in following the account set up.

Ask learners to **make a note of their username and password**



Sign in

Skype name, email or phone number

Password

Keep me signed in

Sign in

[Create new account](#)

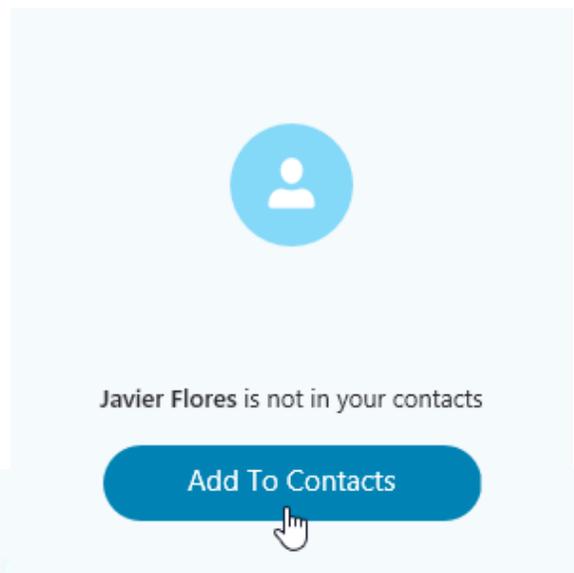
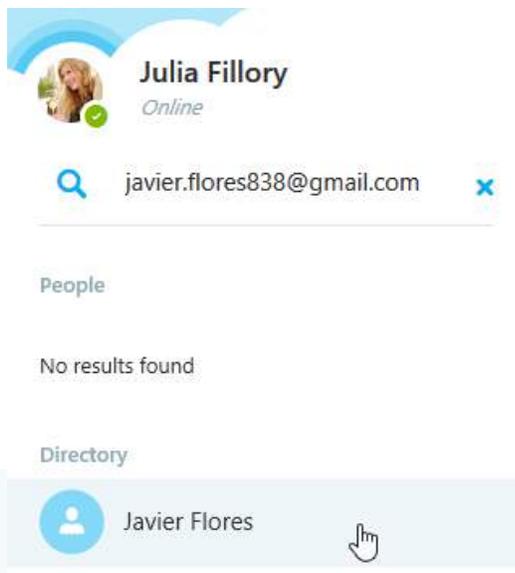


Adding contacts to your Skype account

Who do you know on Skype? Maybe friends or family members? In this section of the session, you'll demonstrate to participants how to add contacts manually.

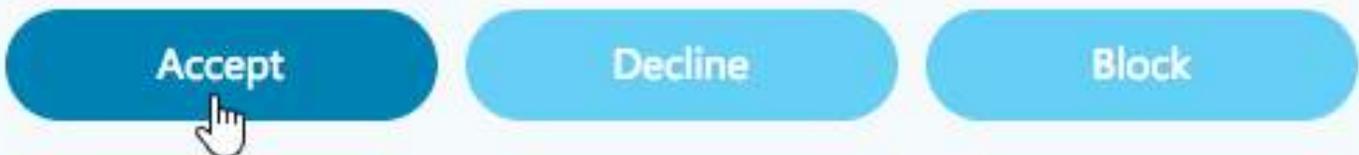
It's easy to add contacts to your new account in Skype, simply:

- Search for someone you know using a **name**, **Skype name**, or **email address** with the search bar, then click any name to see more information.
- When you find the person you're looking for, click **Add to Contacts** to send a **contact request**.
- If someone you know requests you as a contact, you can select accept, decline or block. Only accept people you know as your Skype contacts.



Julia Fillory wants to add you as a contact
Hi, Javier Flores, I'd like to add you as a contact.

2:43 pm



Making your first voice call

Let's practice making calls using **Skype Test Call** or **Echo/Sound Test Service**.

There's an easy way to test **voice call** settings and equipment before you call anyone on Skype. It's through a special contact—which is an automated service that mimics a phone call—named **Skype Test Call** or **Echo/Sound Test Service**. The contact is already on your contacts list.

Before you begin, make sure:

- You're connected to the Internet
- Your **volume** is turned up
- Your **speakers** and **microphone** are plugged in (if they're not already built in to your computer)

Top tips

For voice calls, choose a quiet spot without a lot of background noise. If you're at home or work, watch out for things like the TV, other people talking and moving around, and construction noise outside. If you're in public, avoid busy places like the local coffee shop unless you have a headset with a microphone.

For video calls, also choose a quiet spot that's relatively private. A room in your house or a place at the office would be ideal. Make sure it's well-lit so the other person can see you, and be conscious of what else might be caught on camera!



Tutor notes & ideas

+ Applications

The word "app" is an abbreviation for application. An app is a piece of software. It can run on the Internet, on your computer, or on your phone or any other electronic device. The word "app" is a more modern term, but this is really the same thing as a software programme.

In modern use, most people refer to apps as applications or software programs that run specifically on phones or other mobile devices.

What is a mobile application?

A **mobile app** is a software application designed to run on mobile devices such as smartphones and tablets. Most such devices are sold with several apps bundled as pre-installed software, such as a web browser, email client, calendar, mapping program, and an app for buying music or other media or more apps. Some pre-installed apps can be removed by an ordinary uninstall process, thus leaving more storage space for desired ones.

What is a desktop application?

There are countless desktop applications, and they fall into several categories. Some are multi-featured (like Microsoft Word), while others may only do one or two things (like a clock or calendar app). Below are some common apps:

Web browsers: A web browser is the tool you use to access the Internet. Most computers come with a web browser pre-installed, but you can also download a different one if you prefer. Examples of browsers include Internet Explorer, Mozilla Firefox, Google Chrome, and Safari.

Word processors: A word processor allows you to write a letter, design a flyer, and create many other types of documents. The most well-known word processor is **Microsoft Word**.

Media players: If you want to listen to MP3s or watch movies you've downloaded, you'll need to use a media player. Windows Media Player and iTunes are popular media players.

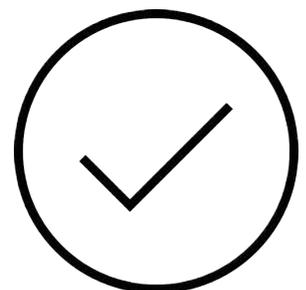
+ Session three: Tutor checklist

Congratulations you have finished your third session! Check off the session checklist below to ensure your group covered the topics required:

Setting up a Skype account

Making voice and video calls online using Skype

Introduction to applications



+ Sessions four & five: Two elective topics & learner survey



Online banking



Government services



Shopping online



Video, TV and radio

Money matters

Learning how to bank online may be a priority for participants and sessions four and five allow time to cover the basics of dealing with money online.

Please note: for security reasons, learners should be shown the basics of banking online and be directed to their individual bank for more information. Learners should never disclose their account numbers or details or input them into a device that is not their own.

Getting to grips with gov.ie

We covered an introduction to the many Government services online services available in session three. Participants now have the option to elect to learn more about the online service options outlined on the gov.ie website.

Ask learners which websites they are most interested in and prepare the session accordingly, remembering to take things slowly and to demonstrate each step carefully, always allowing time for questions.

Shop 'til you drop

Participants may be interested in learning more about online shopping in the final sessions.

As a tutor, outline the basics of this convenient way to shop without leaving the comfort of your home!

Reassure learners that online shopping is easy and that even if you don't intend buying anything and you prefer to visit a store in person, it's a great way to browse shops and compare prices.

Ask learners which shops they would like to test out and demonstrate how to use each one.

Viewing online

Learners may choose to discover more about watching TV and video content online or want to find out how to listen to digital radio stations from around the world.

If chosen, this section can cover how to access players or find content on video sites like YouTube.

Ask participants what they would like to learn more about.

+ Session four & five: Tutor resources



As sessions four and five are elective topics, handouts will be provided to encourage and support participants. These sections will require more preparation from tutors as they will be led by learners' needs and requirements. Third Age are available to offer further support if needed and you can contact us with specific resource enquiries by email to nationaloffice@thirdageireland.ie or by phone 046 955 7766 during office hours from 9-5pm.

+ Session five: Completing the learner survey

Please note that participants **must complete** the Getting Citizens Online Learner Survey during their final session. A link to this online survey will be provided to each Digital Skills tutor by email, along with details on how to use the form.

+ Session four & five: Tutor checklist

Congratulations you have finished your final sessions! Check off the session checklist below to ensure your group covered two of the four topics and the learner survey:

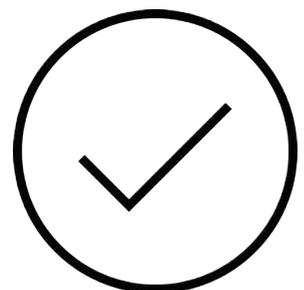
Online banking

Online shopping

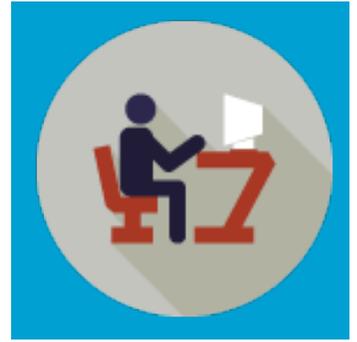
Government services online

TV, video and radio online

Please note: all participants must complete the learner survey online as part of their final session



+ Useful websites



Acknowledgements & terms

Some sections of content referenced within this handbook have been sourced from GCFLearnFree.org®, more tutorials and content can be found at <http://www.gcflearnfree.org/>

The content within this handbook has been created for the sole purpose of providing **free**, digital skills classes as part of the Third Age Getting Citizens Online Programme supported by the Department of Communications, Climate Action & Environment.

The content contained in this handbook should not be altered or replicated.



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third age

Responding to the Opportunities
and Challenges of Ageing in Ireland



Thank You!



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ar son na hAeráide & Comhshaoil
Department of Communications,
Climate Action & Environment

Getting Citizens Online Programme

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