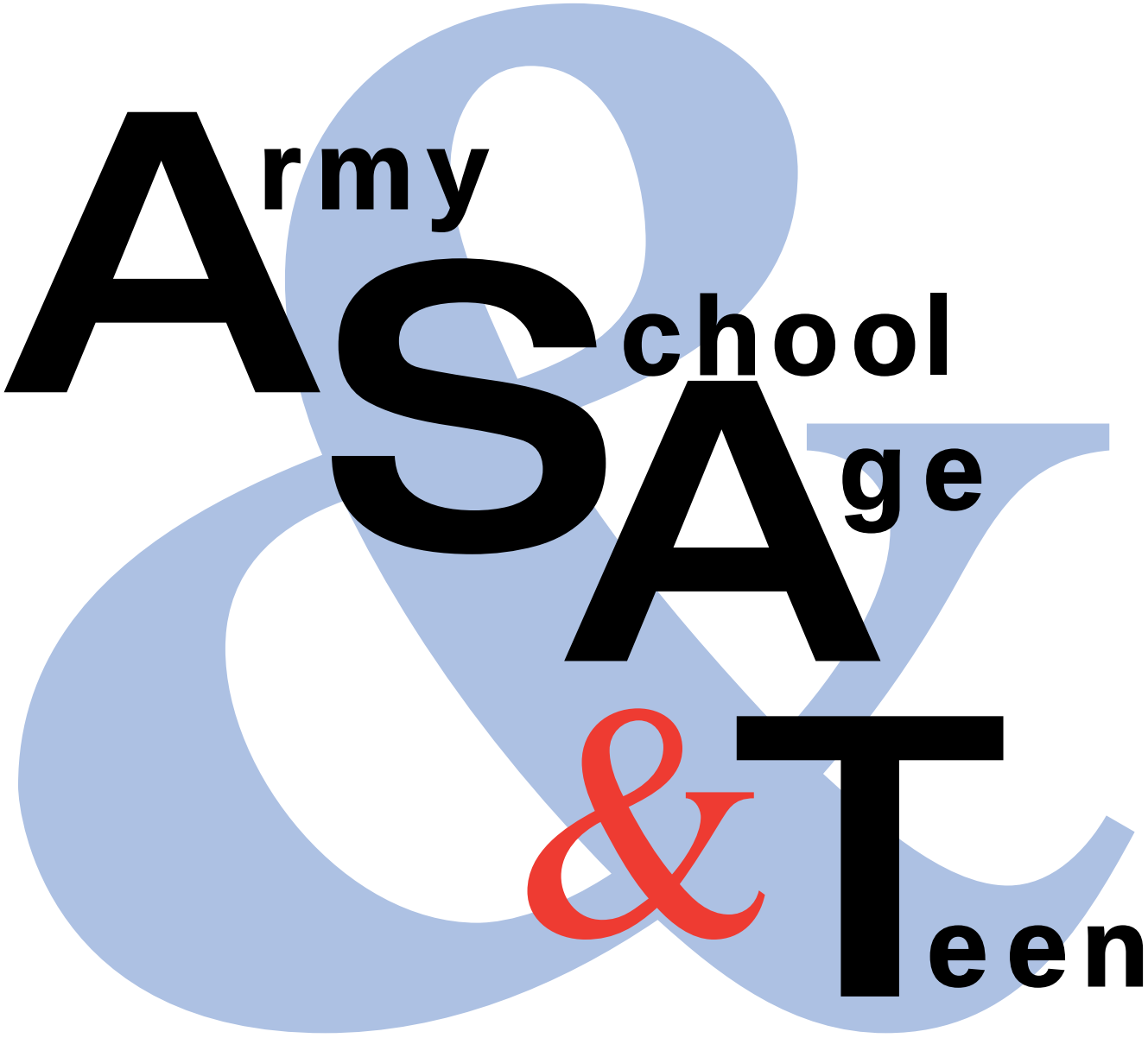

Project

Enhancing Your Youth Programs Through Effective Use of Technology

Acknowledgements

This staff training is designed to prepare Army youth services staff to train other staff to use technology effectively in the delivery of youth development programs within the four service areas.

The workshop was prepared as part of a cooperative agreement between Families, 4-H and Nutrition, Cooperative State Research, Education and Extension Service and the U.S. Army Community and Family Support Center, Child and Youth Services.

The partnership between CSREES and the U.S. Army through the ASA&T Project has created an opportunity to design and deliver timely training focused upon the needs of Army and Extension youth development staff. In addition, it has provided an avenue for building lasting relationships between Army and Extension personnel that extends the ability of both systems to reach youth with effective programs.

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A bit of background

This curriculum was developed for the USDA / Army School-Age and Teen Project. It was designed to assist U.S. Army youth development professionals integrate technology into their out-of-school youth programs through the youth computer labs that were established on U.S. Army installations. With this in mind, the following suggestions are included, regarding the use of this material.

– There are references made to “Army,” and “installations” and some other Army jargon. Users of the curriculum should edit those phrases to fit their own circumstances.

– It was developed as a Train the Trainer curriculum, with teach back lessons and a lesson for the participants to plan their own training. These lessons can be deleted if the training is conducted in a direct teaching mode instead of a train the trainer format.

– The end target audience was the direct car staff at the Army youth centers. There is a great deal of variability in the computer literacy of this audience so the lessons include some basics on equipment and navigating in Windows. If your audience is familiar with this material, it should be deleted from the schedule.

– The lessons were primarily written by the trainers themselves. They have been used, revised and tested. Feel free to adapt and modify the lessons to fit your needs or abilities as the trainers often did.

– The software used in the training was selected because all of the computer labs had it available and the participants would be able to use it after the training ended. There are other software titles that can accomplish the same result. Substitute and adapt as necessary.

This is a fun training to conduct. People enjoy the opportunity to use the educational software, to explore the internet, and to discover how integrating technology into programming can be an amazing growth experience for youth and adults. Enjoy

CONTENTS

CONTENTS *Continued*

Introduction to the Training

Purpose

This training is designed to offer you the knowledge, skills and practice you will need to teach staff to integrate technology into youth programming. The use of the term "technology" refers to the package of computers, computer labs, software and internet capabilities available at the installations. This package is an important curricular element in your youth program.

Lessons in this course will provide opportunities to:

1. gain understanding in the operation of specific computer software,
2. experience teaching others how to use specific computer software,
3. learn methods to teach staff to teach with computer software.

Format

There are three levels to this training: understanding, teaching and integrating. We will begin this training by focusing on the basic information needed for effective use of technology in your youth services program. To that knowledge base, we will add methods and practice in introducing software to youth. Finally, we will provide planning and skill building for integrating that software into a full youth services program.

The lessons in this handbook are designed for easy use as you train your staff. This workshop will teach each lesson plan in the handbook to demonstrate/model the delivery of these lessons. In addition, instructors will discuss topics that will help you as a trainer. These include: the methods used in each lesson; tips for delivering the lessons; assistance in developing plans for your training; practice in and feedback on teaching a lesson.

Technology and the Four Service Areas

The Army School-Age and Teen Program provides youth development opportunities through four service areas:

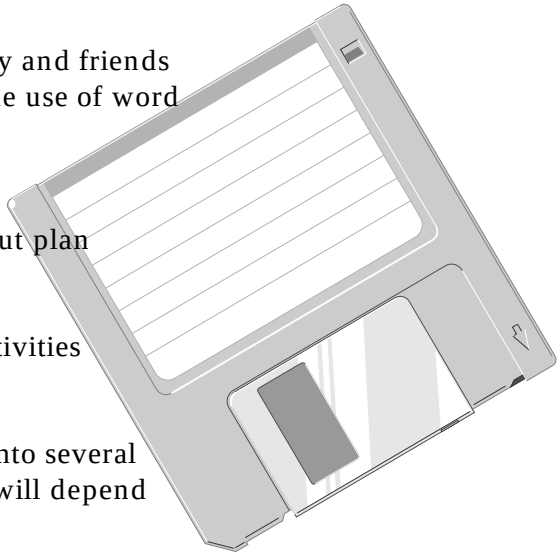
Sports and Fitness,
Leisure and Recreation,
Life Skills and Leadership,
Mentoring, Intervention and Support Services.

Within these service areas, a variety of methods and avenues will be used to deliver a well–rounded youth development program. Technology is one of these avenues. As you prepare to focus on the use of technology in your youth program, keep your work within the context of these four delivery areas.

Technology may connect directly or indirectly to a service area. Note the following examples of these connections.

Directly to Life Skills (Workforce Preparation):
Using a computer to create a resume

Indirectly to Life Skills (Workforce Preparation):
Using the computer to type letters to family and friends builds job–related skills in typing and in the use of word processing

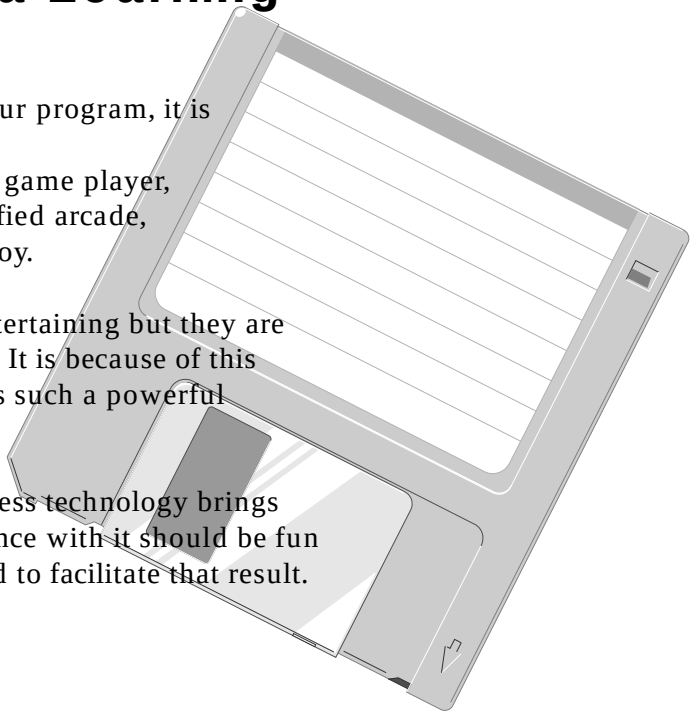


Directly to Sports and Fitness:
Using a computer to detail a fitness workout plan

Indirectly to Sports and Fitness:
Using a computer to keep a daily log of activities including workouts

Some software fit primarily in one service area, some fit into several service areas and a few will fit into all four areas. The fit will depend upon the outcomes you are choosing to emphasize.

The Computer Lab as a Learning Opportunity

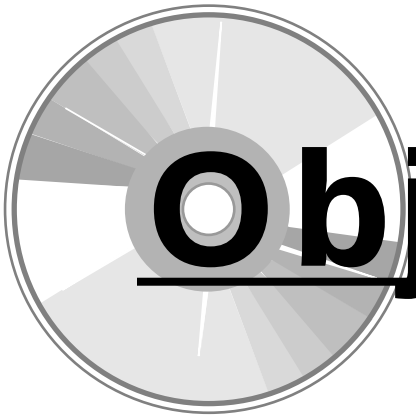


As you begin to incorporate technology into your program, it is important to remember three points:

1. the **computer** is more than a glorified game player,
2. the **computer lab** is more than a glorified arcade,
3. the **software** is more than a game or toy.

The lab, the computers and the software are entertaining but they are also educational, and therein lies their strength. It is because of this multifunctional aspect that technology provides such a powerful avenue for reaching young people.

As you introduce staff to the fun and effectiveness technology brings to youth development work, your own experience with it should be fun and rewarding also. This workshop is designed to facilitate that result. Happy learning and training!



Objectives

Upon completing this course, staff will be able to train others in

- Strategies for learning and teaching about computer use and computer software,
- Methods for integrating educational and recreational software into youth development programming,
- Strategies for implementing the four service areas through the use of computer labs and software,
- Methods for effective operation of computer lab environments.

Army School-Age & Teen Project

Enhancing Your Youth Programs
Through Effective use of Software: A Train-the-Trainer Workshop
A Sample Schedule

Day 1

13:50	Introduction
14:00	National Educational Technology Standards
14:45	Learning Styles
15:15	Break
15:30	Kids & Computers
16:00	Basic Computer Language
16:45	Daily Evaluation *(for trainer feedback)*

Day 2

8:00	Warm up (kids & computers role play)
8:30	Windows 95
8:50	Learning New Software (Introduction)
9:15	Print Shop Deluxe
10:15	Break
10:30	Storybook Weaver Deluxe
11:15	Learn New Software
12:00	Lunch
13:00	Finish New Software, Discuss Teaching Strategy
13:30	Teach Back Session #1
14:15	Teach Back Session #2
15:00	Break
15:15	Teach Back Session # 3
16:00	Teach Back Session #4
16:45	Process Observations
16:30	Daily Evaluation

Day 3

8:00	Warm up (kids & computers role play)
8:30	Webbing Your Programs
8:50	Creating an Integrated Program/Delivery Modes
10:00	Break
10:15	Continue – Creating an …
10:45	Present Integrated Programs Information
12:00	Lunch

Army School-Age & Teen Project

Enhancing Your Youth Programs
Through Effective use of Software: A Train-the-Trainer Workshop

Day 3 *afternoon*

13:00	Understanding the Internet
13:20	Search Engines
13:40	Creating Integrated Programs
14:30	Break
14:45	Lab Observations (Group 1) Homework center/Software Issues (Group 2)
15:30	Lab Observations (Group 2) Homework center/Software Issues (Group 1)
16:15	Process Observations
16:45	Daily Evaluation

Day 4

8:00	Warm up (kids & computers role play)
8:30	Finding Graphic Resources
9:00	Creating Web Pages
10:15	Break
10:30	Web Page Development
12:00	Lunch
13:00	Continue Web Page Development
14:30	Break
15:15	View Created Pages
15:45	Evaluation Lesson
16:15	*Wrap Up/Final Evaluation (for Non Train the Trainer Groups)*
16:15	Lesson Teach Back Explanation/Sign Up (for Train the Trainer Groups)
16:45	Daily Evaluation (for Train the Trainer Groups)

Day 5 *(optional–for Train the Trainer Classes)*

8:00	Warm up (kids & computers role play)
8:30	Planning Your Training
9:00	Re-Teach Lessons
10:00	Break
10:15	Re-Teach Lessons
11:15	Wrap Up/Final Evaluation

Organizing Your Training

Before you begin your training there will be supplies that you will need to collect together in a central location. This will keep you from having to hunt down supplies the night before OR during a session. Here is a materials list to get you started. But always get your supplies ready the night before you begin your session.

PowerPoint or Overheads

Purpose
Four Service Areas
Objectives
Score Yourself
Webbing
Observations
Delivery Modes

Handouts

Daily Schedule
Learning Styles Interview Sheets 1 & 2
Learning Style Inventory
Score Yourself
Working with 'Kid's and Computers
The Human Computer
Pieces and Parts List
Computer Language Matching Game
Webbing
Delivery Modes
Half Day, One Week Camp Schedule
Half Day, One Week Camp Work Sheet
Program Worksheet
Observations
Ten Steps for Effective Training
Overview of the Training
Objectives
Materials List

Visuals

Envelopes with Puzzles for Lesson 1
Laminated Cards of the 5 Challenges in Working with 'Kid's and Computers
Signs with Name of Each Hardware Component or group
Wall Display of Webbing Handout
Name Tags
Sign-in Roster
Welcome Sign

Supplies

Markers and/or Chalk
Masking Tape
3 1/2" floppy Diskette
CD Disc
Medium sized Post-it notes
3x5 or 4x6 Note cards
Newsprint
Flip Chart and Easel
Colored half-sheet (8"x 5 1/2") paper, 10 sheets to a color of 5 colors
Bag of M&Ms if using Lesson 16
Your Lesson Plans
Training Space
Computer lab with enough computers to put no more than two people to a computer station.
Complete computer set up with CD Rom/keyboard/mouse for demonstration
LCD Projector for trainer
Overhead Projector if using overheads
Sign-up sheets

Software

(installed on computers before the class arrives)
Windows 3.1 or Windows 95
Storybook Weaver
Print Shop Deluxe
Software titles available in the labs your participants represent – one title per participant
Copies of the included disk "Internet Basics" for each participant computer (see lesson 12)

Sample of a Check-in sheet

Give the participant a place to record that they were present at the training. Ask them to initial the check-in sheet when they arrive for the morning session and once again in the afternoon.

Name	session am / pm	
Curt Peters	CP	

Lesson 1: National Educational Technology Standards

Purpose
To gain an understanding of educational technology standards for youth

Materials
– Envelope with small puzzle pieces for each grade grouping.
– Large poster size puzzle pieces (optional)

Setting
– Classroom

Time
– 30-45 minutes

Background
Technology is pervasive in today's society. Technology is something that everyone needs to learn to deal with. The International Society of Technology Education created a set of standards of what young people should know about technology and skills they should have by the time the reach certain grades. For those familiar with the other educational standards, this is something that is done for every other topic taught in school–math, english, science, social studies, etc. Standards for Technology indicate the importance of technology in education and in the lives of young people and help guide the work of educators as they attempt to develop technology skills in young people.

It is important to recognize that computer labs at school or other programs may be the only place where young people have access to that kind of technology. It is important for those planning the programming to use this resource to benefit the young people.

As further background, be sure to read the handout "National Educational Technology Standards for Students: which is in the appendix section of the training guide.

Procedure

Activity
Duplicate the puzzles on colored paper, one color for each puzzle. Use stiff paper such as card stock, or mount on a durable surface such as "foam core" so that the puzzle pieces will maintain their shapes. Cut out the puzzle pieces. Mix the puzzle pieces so that the pieces are evenly

Notes

distributed into four groups. Put the pieces into envelopes.

Explain to the group that there are four grade spans that are used in the National Technology Standards for Students–grades preK-2; grades 3-5; grades 6-8; grades 9-12. The standards indicate the types of technology skills that a young person should possess by the time they reach that grade level. Skills once learned should carry over and be built upon in later years.

Divide the group into four smaller groups. Assign each group an age group. Give each group an envelope with puzzle pieces. Each group needs to assemble the puzzle of standard for their age group. recognizing that the pieces are mixed up among all the groups. Participants should read the standards on their pieces and think about the age group that they are working with. Participants will need to move around to find the pieces they need from the other groups. Let the groups work for about 10-15 minutes on this task.

After 10 minutes, if the groups are getting frustrated, set a copy of the puzzle master for each age group on the table face down. Let them know that is the “key” if they want to use it.

Complete the task within 15-20 minutes with each group completing their puzzle.

Have each group review the puzzle pieces with the entire group. If you made poster size puzzle pieces, have each group post their puzzle on the wall while they explain the pieces.

Process

After all groups have presented their information, discuss the following questions with the group.

– How did you feel while you were putting the puzzle together?

Notes

– How did your group approach the task?

– Do these standards seem appropriate to the ages they were assigned?

– What are some examples of ways that we can help young people attain these standards in our regular programming? (If feedback is sparse, use examples from the Standard handout).

– Why is it important to develop the technology skills in our programs?

– What are the implications for young people if they do not develop these technology skills?

Written by Curt Peters, ASA&T Educational Technology Coordinator, University of Arizona. & Marianne Reynolds, ASA&T Computer Technical Specialist, Kansas State University.

PreK-2

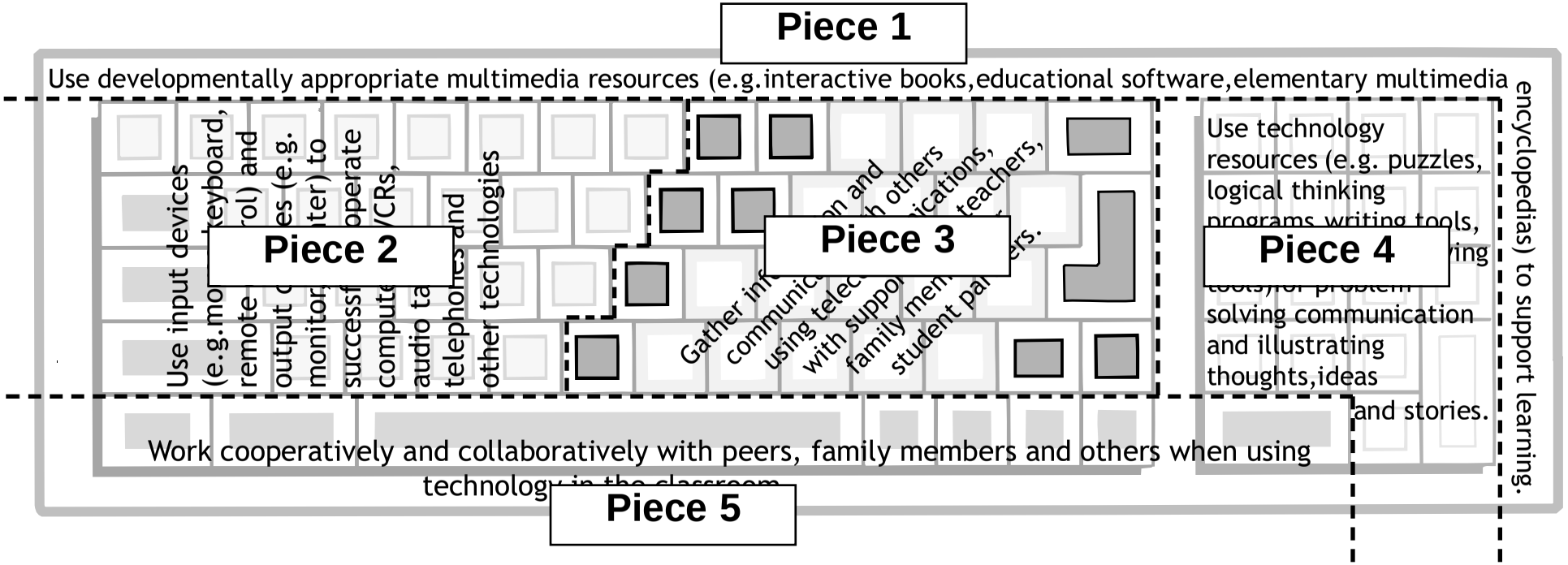
Use developmentally appropriate multimedia resources (e.g.interactive books,educational software,elementary multimedia encyclopedias) to support learning.

Use technology resources (e.g. puzzles, logical thinking programs,writing tools, digitalcameras, drawing tools)for problem solving communication and illustrating thoughts,ideas and stories.

Use input devices (e.g.mouse,keyboard, remote control) and output devices (e.g. monitor, printer) to successfully operate computers, VCRs, audio tapes, telephones and other technologies

Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.

Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom.



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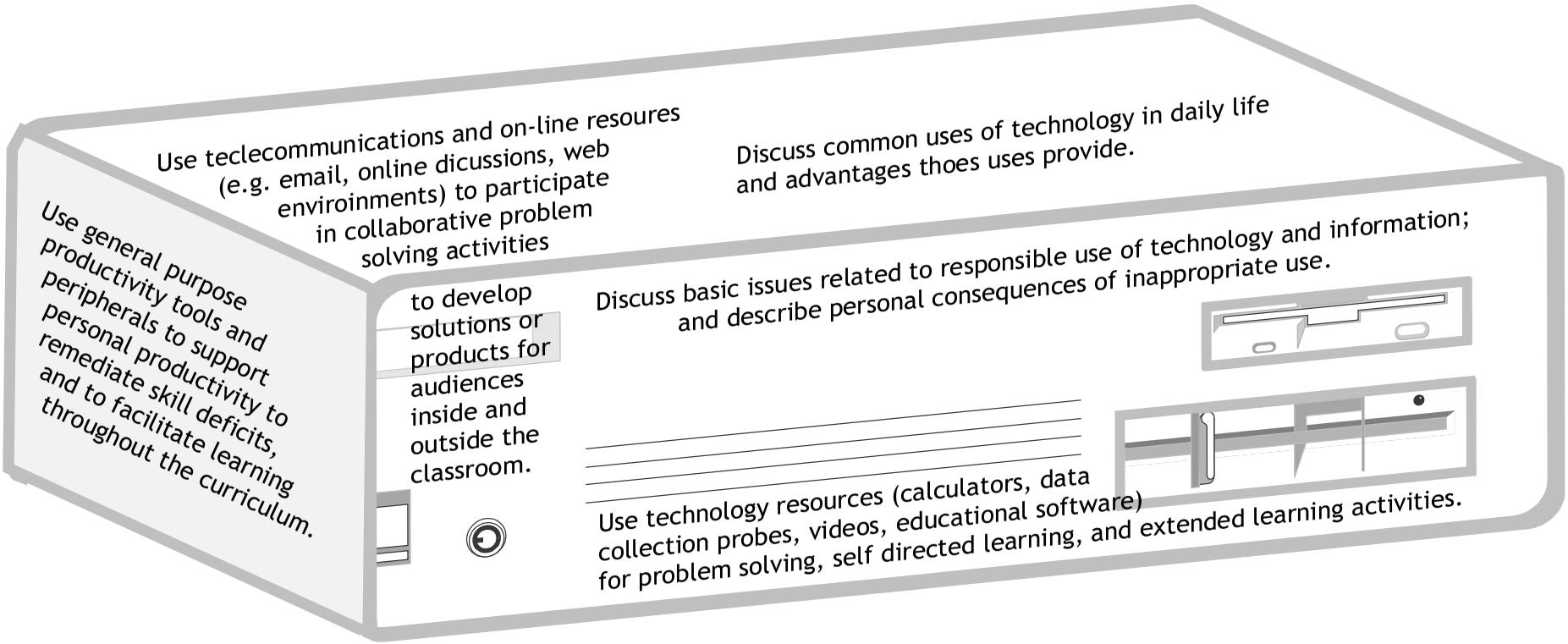
PreK-2



Grades 3-5

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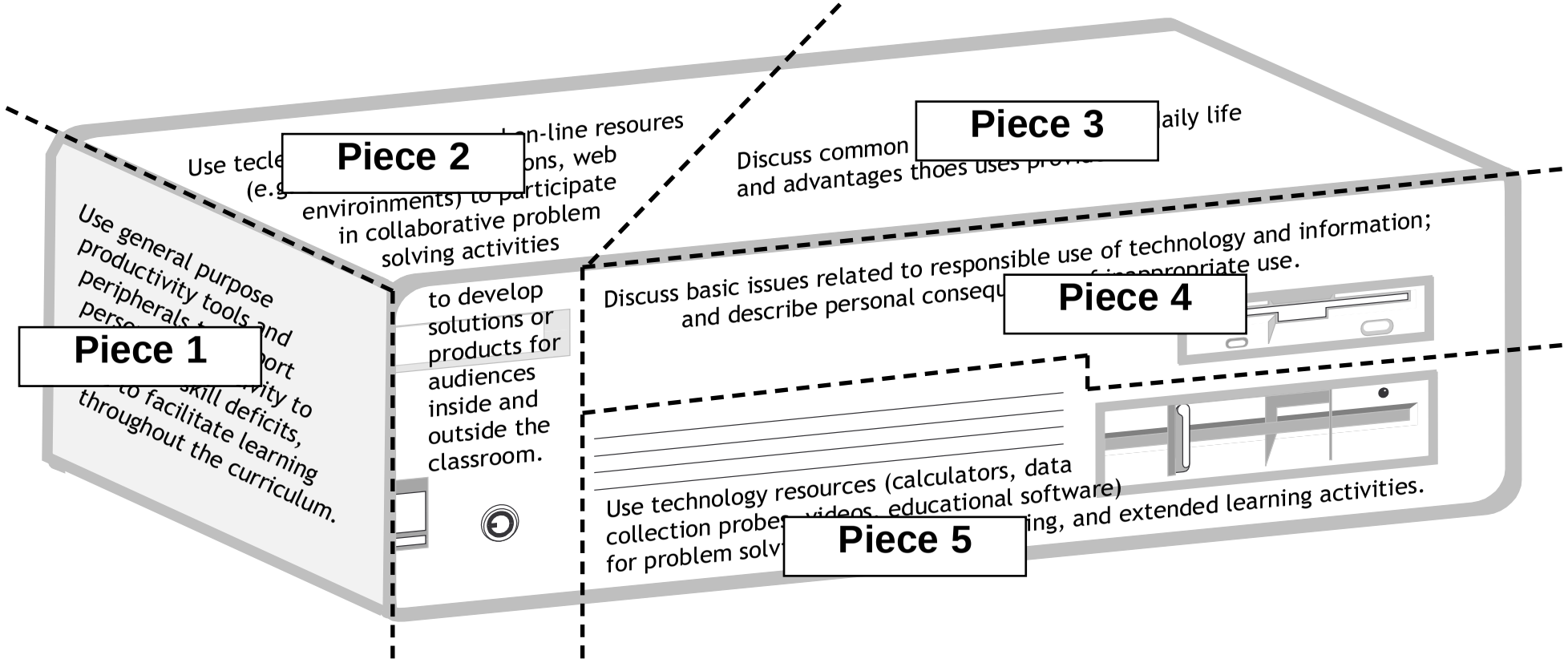

Grades 3-5

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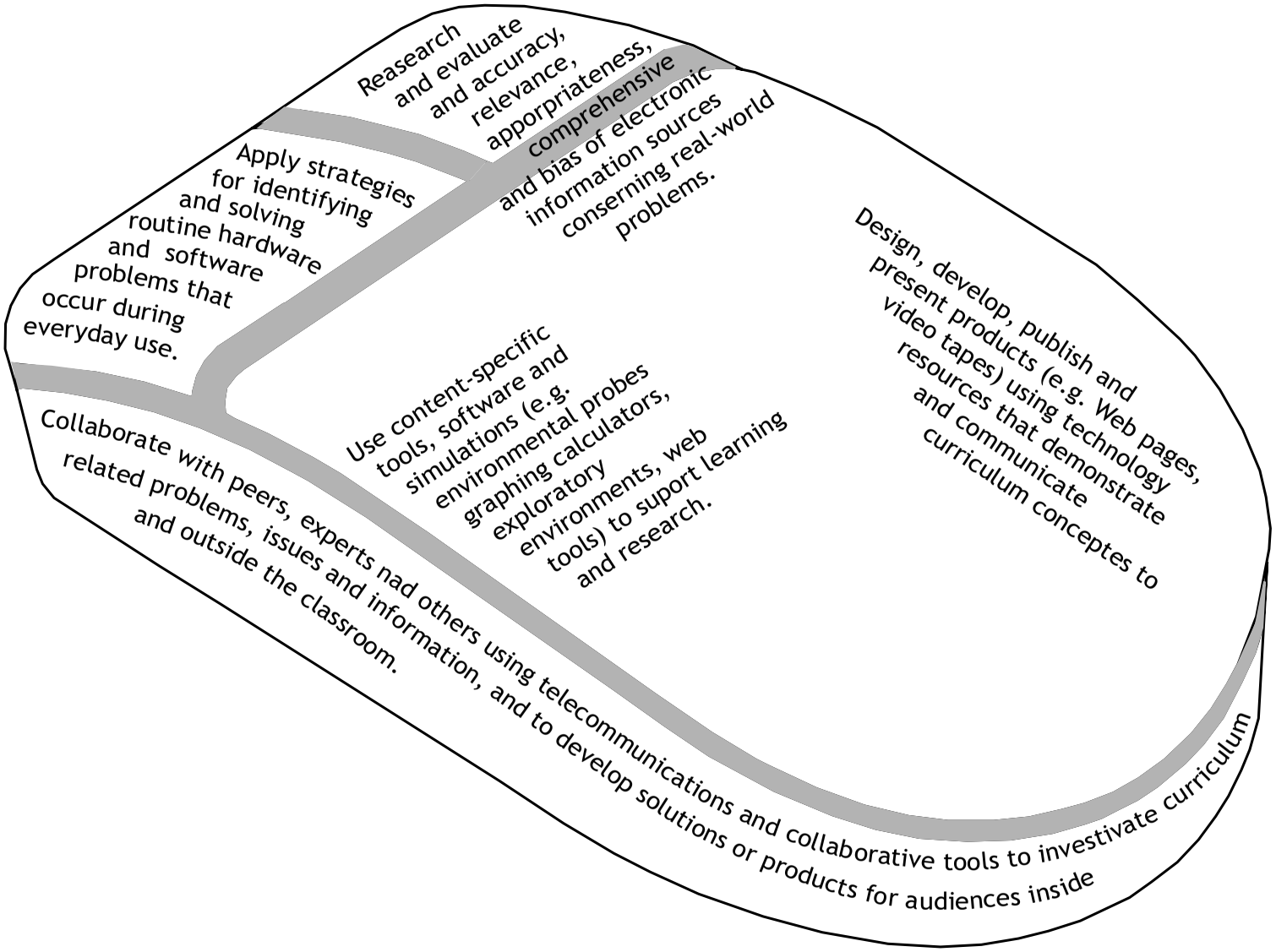

Grades 6-8

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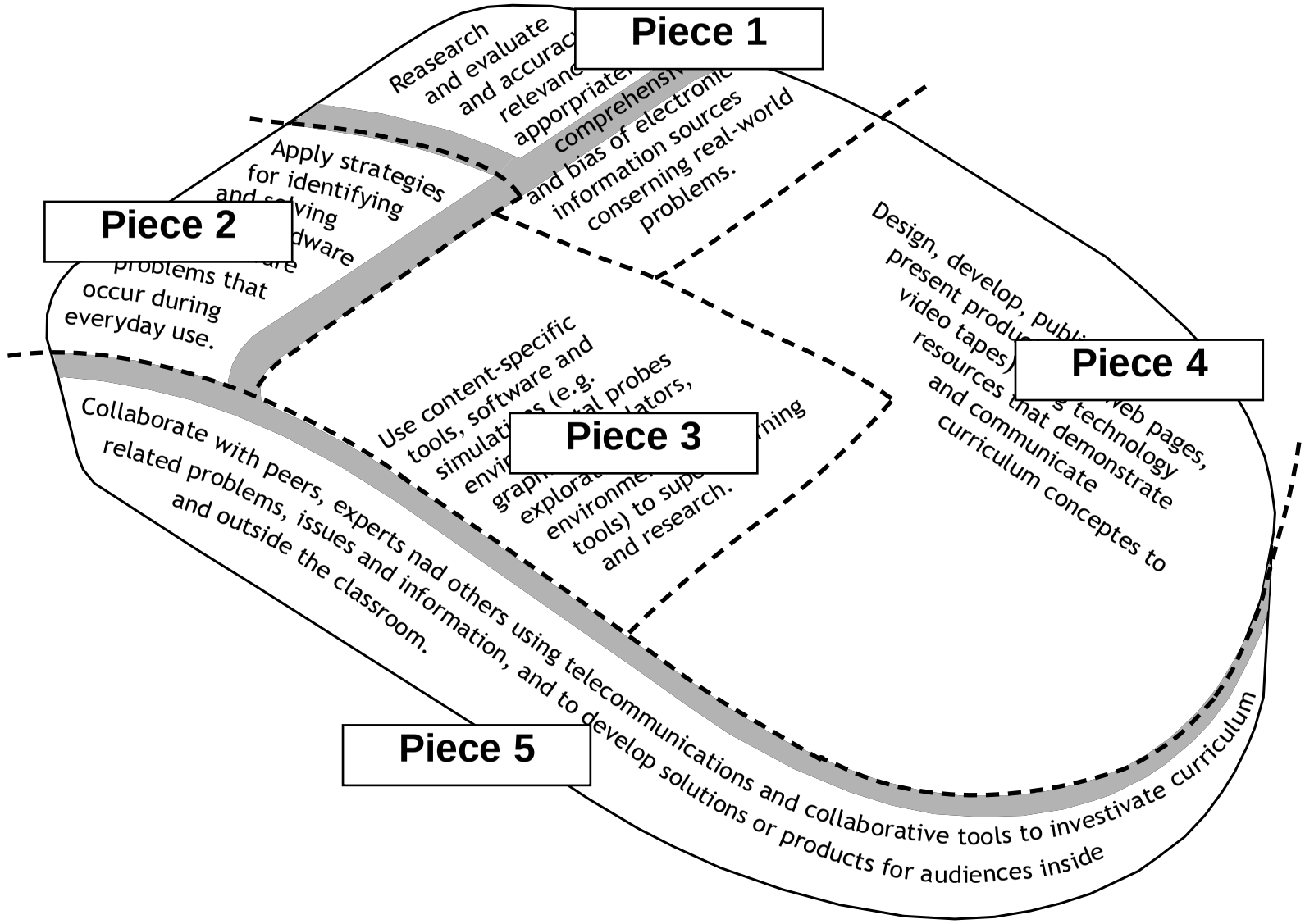
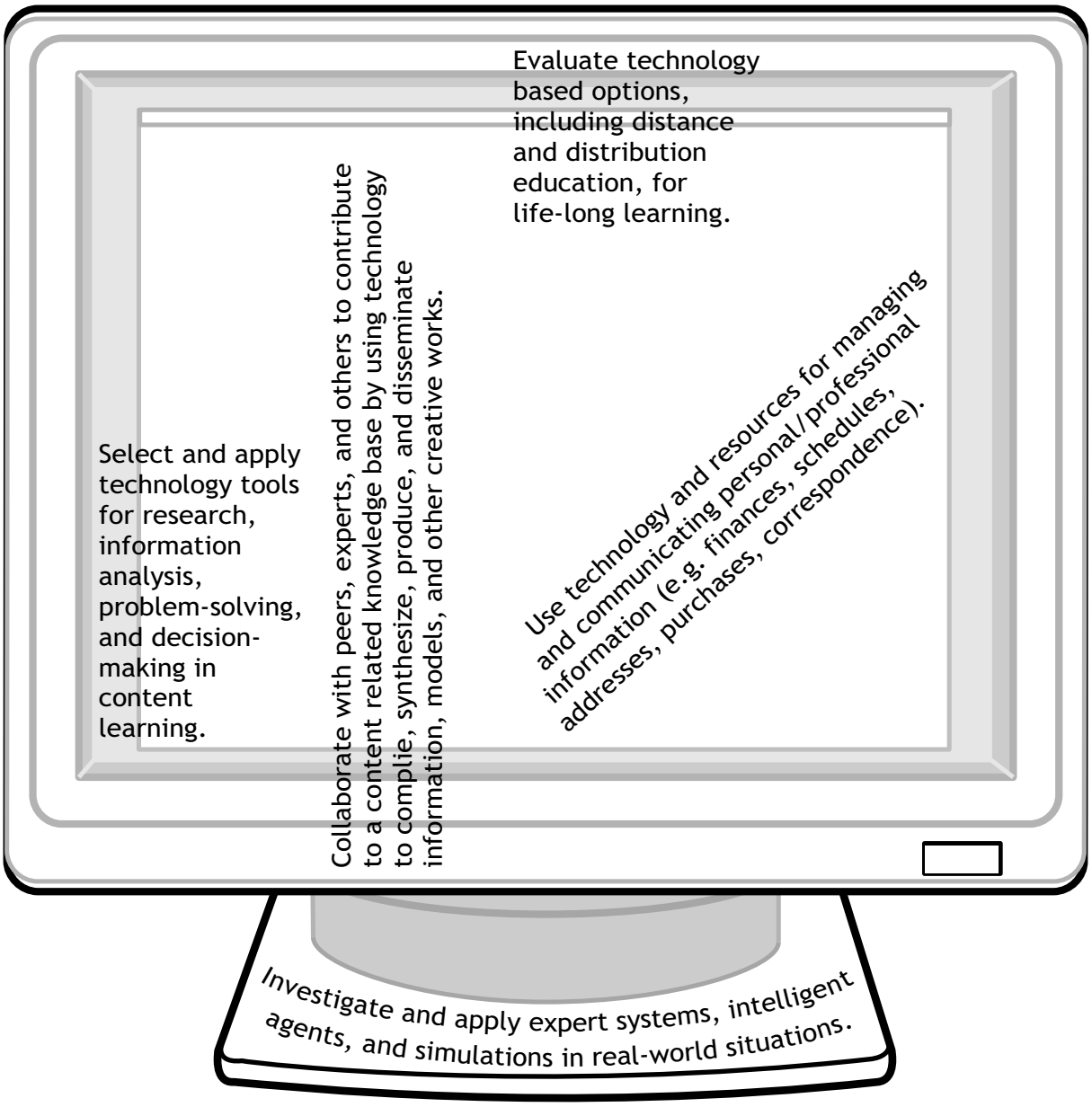
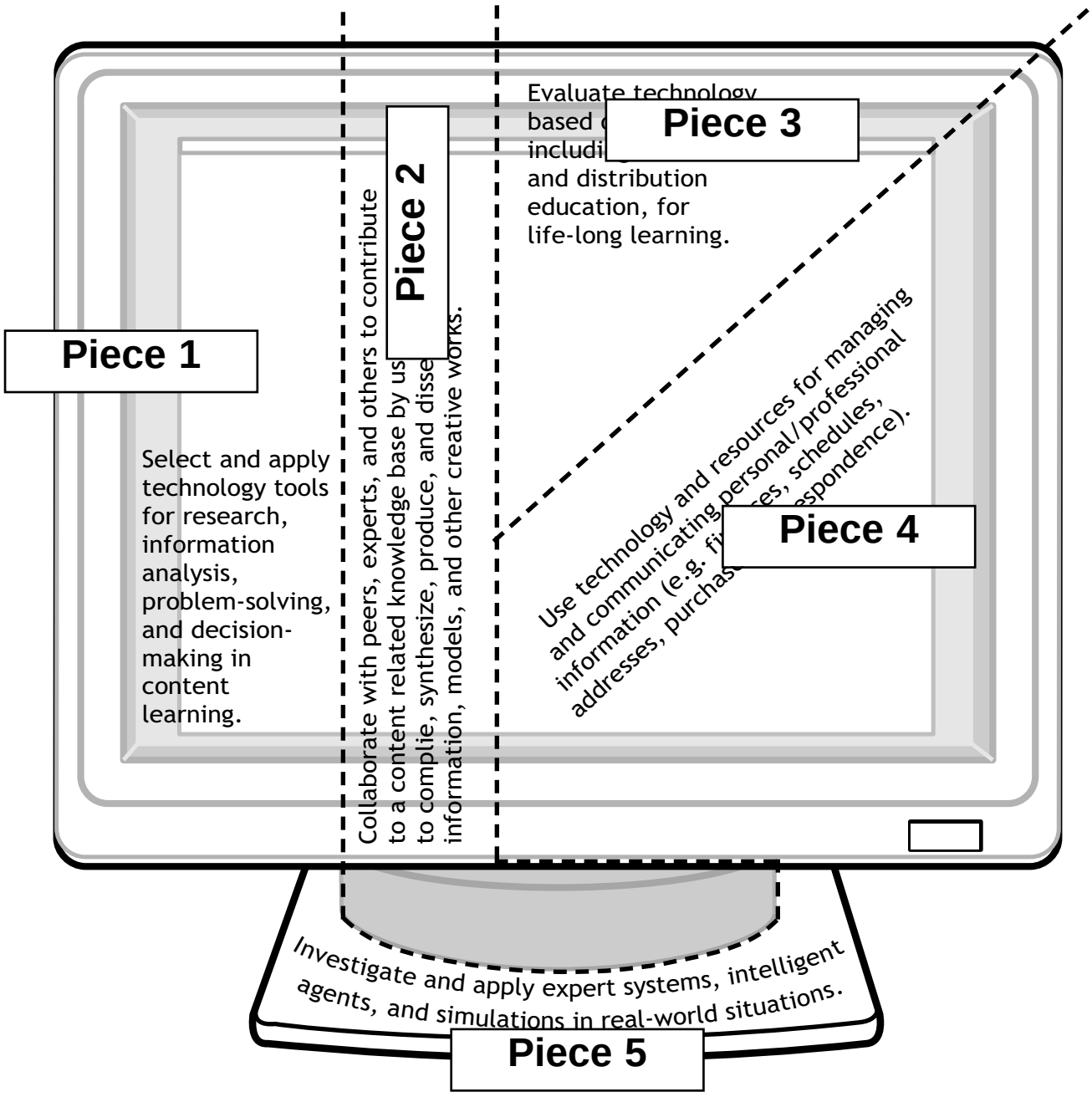


Grades 6-8

Thses are the cutting lines


Evaluate technology based options, including distance and distribution education, for life-long learning.
Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to complie, synthesize, produce, and disseminate information, models, and other creative works.
Use technology and resources for managing and communicating personal/professional information (e.g. finances, schedules, addresses, purchases, correspondence).
Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Grades 9-12



Grades 9-12

Thses are the cutting lines

Lesson 2: Understanding Learning Styles

Purpose

To enable participants to recognize different learning styles and the importance of designing training opportunities to meet the different needs of adult and youth learners.

Materials

– Handouts:
"Learning Styles Interview Sheet #1"
"Learning Styles Interview Sheet #2"
"Learning Styles Inventory"
– Newsprint
– Markers

Setting

– Meeting Room or Computer lab

Time

– 25 minutes

Background

Everyone has a predominant learning style. Our styles of learning, if accommodated, can result in improved attitudes toward learning and an increase in creativity, productivity and academic achievement.

Introduction

"Think about what you do when you have to learn something new. You probably approach the task in a similar fashion each time, because over time you have developed a pattern of behavior that you use for new learning. This pattern is called a learning style. While we don't approach every learning task in exactly the same way, each of us develops a set of learning behaviors with which we are most comfortable. The purpose of examining our learning style is to get to know those behavior patterns so that we can use them effectively. As teachers and facilitators of groups, it is important that we also understand learning styles that differ from our own. This enables us to design activities that involve a variety of styles and assures that we are offering experiences to meet the needs of all of the youth in our program."

Procedure

Activity

Instruct participants to choose a partner, preferably someone they do not know well, and to stand together away from other pairs. Ask them to determine which person in their pair has the earlier birthday in the year.

Distribute one handout to each individual.

Notes

Explain to the group:
"We are going to conduct interviews, asking questions about starting a new hobby. The person who has the earlier birthday will be the interviewer and conduct the first interview and use questions from section #1. The interviewer's job is to ask the questions and record the answers on the interview sheet."
Take five minutes to complete the interview.

At the end of five minutes call time. Instruct participants to change partners using the following:
"Those who were interviewers raise your hand. If your hand is not raised, select a new partner from the group with their hands up.

"Those who were just interviewed will now become the interviewers. Ask your partner the questions from section #2. Record the answers on your interview sheet."
Take five minutes to complete the interview.

Process

Facilitate a discussion of the activity with the following questions. Record their responses on newsprint.

– What hobbies were described?

– What approaches did people use to get started on their hobbies?

– What did they do when they wanted to learn more?

– What differences did you note between the answers to the hobby questions and the learning questions?

– What other key points about learning came up?

Notes

– What similarities do you see in the ways group members like to learn?

– How do they differ?

– When you were thinking about "learning," did you start at a different place than when you were thinking about a hobby?

– Are there other ways you like to learn?

Present the following information:
“We know that adults like to learn in ways different than ones used when they were in school. We have just identified ways members of our group prefer to learn, or what "learning style" they prefer. We also know that children learn in very complex ways. They learn by observing, trying things out, listening, asking questions and many of the same ways that adults learn.

“Learning styles are the characteristic ways one collects, organizes and transforms information into useful knowledge. They are also the ways people feel and act in learning situations. Learning styles influence the setting in which people like to learn, the kinds of things they want to learn about, the ways they best acquire learning and how they approach a learning situation.”

Handout the learning styles inventory sheet. Instruct the group in using it.

“This is a tool to help you explore your own preferred learning style. I would like you to work alone to fill out the survey. I will drift among you so that I can determine when you
are all through working on it. Begin the survey now.”

Move among the group as they work. When they are all through filling out the survey hand out the second survey sheet.

“Tally your scores.”

Notes

Give the group a few minutes to do this.

"According to this instrument, how many of you are auditory learners? Raise your hand.
How many visual learners?
How many tactile learners?

"Lets look at some characteristics of each of these styles."

Ask one of the auditory learners to read the description of the auditory style. When he/she is finished, ask:

" Does this seem to be true for you? Do the rest of you auditory learners agree with this?"

Ask one of the visual learners to read the description of the visual style. When he/she is finished, ask:

" Does this seem to be true for you? Do the rest of you visual learners agree with this?"

Ask one of the tactile learners to read the description of the tactile style. When he/she is finished, ask:

" Does this seem to be true for you? Do the rest of you tactile learners agree with this?

"Your preferred learning style is the style you feel most comfortable with and tend to use when you follow your natural inclinations.

"The concept of learning styles is still a relatively new field of study in adult education. There is much we don't know about learning styles. But, people who are planning learning experience for others, whether they are youth or adults, need to be aware of different ways that people like to learn and to apply this knowledge when training others."

Notes

Application

Lead a discussion on the following question.

– What does this mean to us as learners and as we plan training for adults and for youth?

Record answers on newsprint.

Be sure to lift out from the responses or add to the responses the following two points.

First, since everyone needs to have a variety of approaches to learning for learning to be complete, it is important for each of us to increase our capacities to learn in our less preferred ways.

Secondly, as trainers we also must realize that our learners differ in how they like to learn. We must accept and plan for those differences. We need to vary our teaching methods when we design training if we want to reach all group participants more effectively. We can increase the learning styles we prefer and help other people expand the styles in which they can learn by working at it.

Adapted from Munson, M.K., 1988, Training Trainers to Teach ...T3, Learning Styles, 249-283.
By Barb Brown, ASA&T Youth Development Coordinator, University of Missouri.

Learning Styles

Interview Sheet #1

Interview #1:
(To be conducted by the person with the earlier birthday)

Begin your interview as follows:

"Imagine you are about to begin a new hobby or activity. For once, money and time will be no object. Try to answer based on what you would prefer to do without worrying about the details."

1. What hobby or activity have you chosen to explore?

2. How will you get started in this new hobby? What help will you need?

3. As you pursue your hobby in greater depth, what will you do next?

4. What will encourage you to continue this hobby?

5. What problems do you anticipate as you pursue this hobby?

6. How will you overcome these difficulties?

7. Do you have any additional comments about pursuing a hobby? About the interview? About learning about your hobby and how you prefer to learn?

Adapted by Mary K. Munson, State 4-H Office, University of Illinois, from materials developed by Chere Coggins, University of Wisconsin.

Learning Styles

Interview Sheet #2

Interview #2:
(To be conducted by the person who has already been interviewed)

Begin your interview as follows:

"You have set a goal to learn some new knowledge or skill. You can choose any methods you would like to use to facilitate your learning without concern for cost, time or other limiting factors."

1. What have you chosen to learn?

2. How will you go about learning in this area?

3. As you pursue your learning to greater depth, what will you need?

4. What will encourage you to continue to learn in this area?

5. What problems do you anticipate as you learn about this?

6. How will you overcome these difficulties?

7. Are there any key points we have not touched upon as you think about initiating and acquiring new knowledge or skills?

8. Do you have any additional comments about pursuing this learning project, about the interview, about learning and how you prefer to learn?

Adapted by Mary K. Munson, State 4-H Office, University of Illinois, from materials developed by Chere Coggins, University of Wisconsin.

Learning Styles Inventory

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn and to process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style.

This 24–item survey is not timed. Answer each question as honestly as you can.

Instructions: Put an X in the appropriate box after each statement.

Question	Seldom	Sometimes	Often
1. Remember more about a subject through the lecture method with information, explanations and discussion.			
2. Prefer information to be presented with the use of visual aids.			
3. Like to write things down or to take notes for visual review.			
4. Prefer to make posters, physical models, actual models or actual practice through activities in class.			
5. Require explanations of diagrams, graphs or visual directions.			
6. Enjoy working with my hands or making things.			
7. Am skillful with and enjoy developing and making graphs and charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			

Question	Seldom	Sometimes	Often
11. Do better at academic subjects by listening to lectures and tapes as opposed to reading a textbook.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the words on paper.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke or snack during studies.			
16. Feel the best way to remember is to picture it in my head.			
17. Learn spelling by tracing the letters with my fingers.			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Am good at working and solving jigsaw puzzles and mazes.			
20. Play with object in hands during learning period.			
21. Remember more by listening to the news on the radio than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking, etc.			
24. Follow oral directions better than written ones.			

Score Yourself

Directions: Place the point value on the line next to the corresponding question number. Add the points in each column to obtain the preference scores under each heading.

Often = 5 pts. **Sometimes = 3 pts.** **Seldom = 1 pt.**

VISUAL POINTS	AUDITORY POINTS	TACTILE POINTS
2 _____	1 _____	4 _____
3 _____	5 _____	6 _____
7 _____	8 _____	9 _____
10 _____	11 _____	12 _____
14 _____	13 _____	15 _____
16 _____	18 _____	17 _____
19 _____	21 _____	20 _____
22 _____	24 _____	23 _____
_____	_____	_____
visual pts	auditory pts	tactile pts

About the Three Styles

If you are a VISUAL learner, then by all means be sure that you look at all the study materials. Use charts, maps, filmstrips, notes and flash-cards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review. Reading to learn will work for you.

If you are an AUDITORY learner, you may wish to listen to tapes to learn. Tape lectures to help you fill in the gaps in your notes. Sit in the lecture hall or classroom in a place where you can hear well. After you have read something, summarize it and recite it aloud. Talk with someone about what you are learning.

If you are a TACTILE learner, trace words as you are saying them. Use your computer to record important information (the keyboard is very tactile). Build models of concepts. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

Lesson 3: Working with "Kids" and Computers

Purpose
To understand some of the special features of working with young people in the computer lab.

Materials
– Handout:
"Working with 'Kids' and Computers "

Setting
– Meeting room or computer lab

Time
– 5-10 minutes for each role play

Background
Working with kids and computers can be much like working with youth and any other kind of equipment. This setting can also present situations for the instructor that are very different from other learning settings. Some of these differences are advantageous. Some, however, can seem difficult or challenging. Success in the lab depends a great deal upon the instructors' ability to enhance the unique aspects of computer settings and to deal appropriately with the challenges. These five role play situations provide opportunities to act out and then discuss situations that commonly occur in computer labs.

Introduction

"One of the first things you must address in working with kids in the computer lab is the structure you will put in place to assure that the environment is physically and emotionally safe for everyone. Rules for working in the lab need to be clearly defined and explained before kids begin their work in the lab. Some of the rules will clearly be your call, but involving the group in defining most of the rules will increase acceptance of and adherence to the rules. Keep rules to a minimum – no more than six – and post them in large, easy to read print in a prominent place in the room.

"The consequences of breaking the rules must also be made clear. Involving the group in determining these consequences before any rules are broken will provide for group monitoring of behavior in the lab. It also offers an experience in citizenship. One note: in helping kids determine

Notes

rules and consequences, you will have to be a moderating force. They can be fairly harsh if not assisted.

"Now lets look at some of the challenges you may face in your lab."

Procedure

Prior to a significant break, such as lunch or the end of the day, select a group of 4-6 participants who would be willing to role-play a lab situation from one described on the handout "Working with Kids and Computers". Ask them to determine among themselves how they will act out this situation for the large group. For instance, if the situation they choose is the one dealing with a noisy lab, they will need to decide how each player will contribute to the noise. Such as yelling across the room, playing loud software or software that has competing sounds etc. One participant must be the lab instructor and must determine a method to handle the situation and act that out. Ask the group to present the role play when the large group returns to the room from the break. With the "audience" in the back of the lab, have players take positions in the lab and act out their situation. After 3-5 minutes, stop the role play and process.

Process

With the group, go through the following questions:

-What situation has been portrayed?

-Have you ever experienced this?

-How did it feel?

-How did the lab instructor in the role play handle the situation?

-Are there other possible solutions?

Notes

Discuss the items from the "Working with Kids and Computers" handout and how they might impact on the possible solutions.

Tell the group that four additional scenarios will be presented during the course of the training. Alert them that they might be selected to participate.

Conclusion

“Through all the interactions in the lab, remember that you are trying to offer experiences that encourage the positive growth and development of the kids with whom you are working. Development will vary with each child based upon age and needs ranging from eye-hand coordination to problem-solving to leadership skills. Whatever the task, it is for this growth that the computer labs are supported. Encourage the kids in your lab to explore and discover and let the computer and software deliver the experience.”

Working with "KIDS" and Computers

Here are some challenges you may face when working with "kids" and computers:

Young people in your lab seem to know more than you about software.

Many young people have been exposed to computers for much of their lives and are very comfortable with them. Some have had extensive experience with computers.
How will you deal with that?

– Don't be intimidated.
– Learn from that young person.
Not only will you be learning something but that young person builds self-esteem by teaching you.
– Utilize those individuals with extensive knowledge as assistants in the lab.

Youth seem to think that the computer and software are much more interesting than you are.

Computers and software have an impressive appeal to young people. Software is designed to hold their attention. In fact, the good software may be more appealing than pizza!
How will you deal with that?

– Let the computer and software do the teaching. Have the young people work with software that will subtly teach the same lessons you would have taught.
– Design lessons or activities that maximize what the computer can teach and minimize what you have to teach. You'll all be a lot happier.
– If you do need their attention, have them turn their backs to the monitor, or say "Hands Up" and have them raise their hands off the mouse or keyboard. (This is a rule that you will want to call when ground rules are set).

Young people in your lab always want to work in groups.

It's natural for young people to group together, especially 9- to 12- year-olds. This desire is strengthened when someone has a good, interesting game going.
How will you deal with that?

– For the most part, don't. The cross training that occurs when kids work in small groups is very valuable in the learning process. If the group gets too loud or disruptive, break them into smaller groups, have them work on different software or let them help different people.
– If some people are struggling with a piece of software or a problem, encourage them to work together to solve the problem. Use that as a way to develop group problem-solving skills.

Youth in your lab want you to tell them exactly what to do.

There are kids who constantly ask you to give them answers rather than try to problem-solve on their own. These requests take the form of asking for help.
How will you deal with that?

– Lead the kid through a process of discovering the answer him/herself. Think about how you would try to find an answer to something you don't know and use that process. Ask questions that help the young person find the answers.
– Refuse to "give" the answer. Help and support the problem-solving but don't "solve" the problem. Give feedback as the young person works through the process, to help clarify where he/she is going. Instill that excitement with exploration and discovery.
– Keep your hand off the mouse! As soon as you put your hand on the mouse, you have control. The person asking the question can no longer discover or explore. Also, when you have the mouse, the temptation is to quickly give the answer – often so fast that the kid still doesn't have a clue about how to answer the question, solve the problem or help him/herself.

It gets so noisy in the lab with everyone talking to each other.

At some points the lab will get noisy.
How will you deal with that?

– Remember that the lab isn't a library. A certain amount of noise is to be expected as young people interact.
– If the noise is caused by the software, take out the speakers and use headphones.
– If the noise level disrupts those that are using the lab for studying, try setting up specific "quiet" hours. That doesn't restrict what software can be used, only the noise level in the lab. Vary those hours through the week so that a "studier" is not given only late or unpopular hours.

Through all the interactions in the lab, remember that you are trying to encourage development in the youth who are there. That development may take various forms from eye-hand coordination to problem-solving to leadership. Encourage your youth to explore and discover, and let the computer and software do the work.

Lesson 4: Learning About the Computer

Purpose

To establish common, basic knowledge of computer hardware and to learn basic hardware components and their function, care and use.

Background

Training on this topic has been developed in three separate lessons. They are designed as 4a, 4b, & 4c. Choose the lesson you feel is best suited to your audience and space, OR incorporate all three if time allows.

Lesson 4a: Learning About the Computer
The Human Computer Game

Purpose
To understand the parts of the computer, their function and how they fit together

Materials
– Mailing labels, medium-sized post-it notes, or 3X5 cards (and masking tape) with the parts names, one per label
– Handouts:
"Pieces and Parts List"
"The Human Computer"
– Using the handout as a guide you will need:
• Medium-sized Post-it notes or similar-sized paper and tape with the name of each hardware component and group if necessary.
• 3x5 or 4x6 note cards with a description of each hardware component, one description per card.

Setting
– Large open area inside or outside for the entire group to move around freely

Time
– 20-30 minutes

Background
A basic understanding of the parts of the computer and how they relate to each other is important in understanding computers, software and how they interact. This exercise also gives the participants a common vocabulary of the parts and functions.

Procedure

Identifying the Parts of Your Human Computer.
Prepare individual labels in advance, using the "Pieces and Parts List." A master copy of the labels is provided for you in the appendix.

Ask individuals to get into groups of two.

Place a label on the back of each participant in the group. The part on the label should be kept secret from the participant but seen by the participant's partner.

Tell the participants that they may ask three questions of their partner to try to determine what part name they have in their back. After the three questions, their partner asks the questions. If the participant correctly identifies the part, remove the label from the back and move it to the front. If the participant does not guess, the participant will move on to another partner and repeat the process until the part is identified. When everyone has identified their part label, move on to the next step "building your human computer".

Build Your Human Computer

Select an area to put your human computer together.

Notes

Build the human computer by calling out parts of the computer and having the participant with that part move over and stand with the group. Hand that participant the card with the description of the they represent. When the "part" is in place – ask that "part" to read its description. Have connected parts stand near each other (e.g the floppy disk stand near the floppy drive). While each part is moving into place, announce what that part does (use the definitions from "Pieces and Parts List"). Start with the "Case" and go through the parts as listed on the next page. If there are questions about the position of parts, consult the diagram at the end of the lesson.

When all of the parts are in place, congratulate the group for building a computer.

Note: Put some thought into who gets which part. Select the biggest, "toughest" person to be the "case". Choose the "motherly" type to be the motherboard. Select someone who is loud to be the speakers. Choose the "thinker" in the group to be the processor.

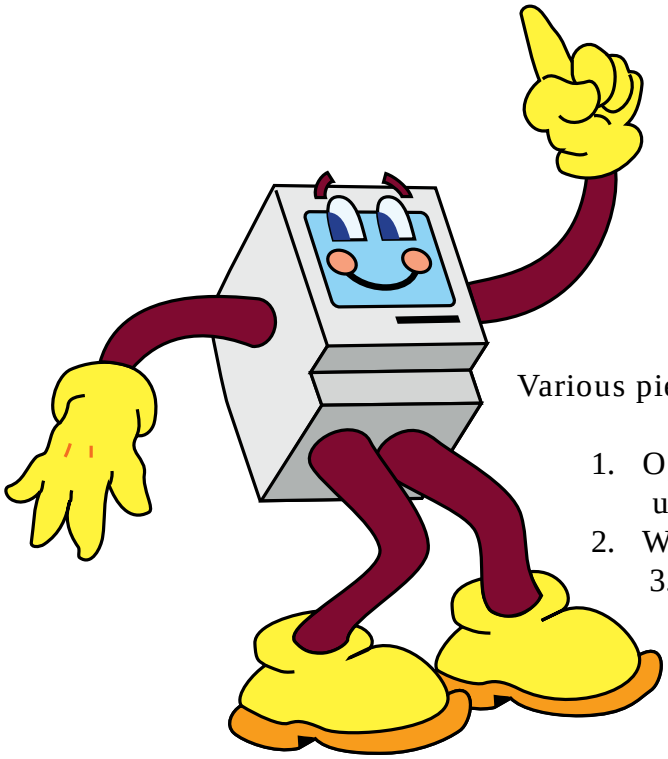
Encourage some acting when assembling the computer. Have the "case" hold out his/her arms to show how things fit into the case. If you have a printer cable, have that person hold hands with the printer and motherboard. Feel free to be creative in how parts relate to each other.

Written by Charles Porch ASA&T Computer Technical Specialist, University of Georgia.

The Human Computer

Build your "computer" in order. – All of these parts make up the CPU:

1. Case
2. Processor
3. Memory
4. Hard Drive
5. Floppy Drive
6. CD-ROM Drive
7. Video Card
8. Network Card
9. Sound Card*
10. Modem
11. BIOS - helps all the pieces talk to the Processor



Add these parts to build the computer:

1. Monitor
2. Keyboard
3. Mouse
4. Speakers*

Various pieces of software:

1. Operating System – used to help other software talk to the computer
2. Word Processing Software**
3. Presentation Software*
4. Data Software**
5. Spreadsheet Software**

Do something with the information

1. Floppy Disk
2. CD-ROM
3. Printer
4. Printer Cartridge*
5. Printer Cable
6. Network – to connect to other computers
7. E-Mail – notes of files to others

Remember –

1. The Byte – without it we couldn't store or retrieve information*
2. The User – the real brains of the computer. Yourself.

* / ** explained on next page

The Human Computer

instructions:

If the group is small, certain parts (the ones with an *) can be removed without affecting the concept. If you are short of people you can build the CPU first and then reassign "parts" for additional functions and software with the people you have. Various pieces of software (the ones with an **) can be combined as Application Software. Use your imagination until the final product is reached.

Pieces and Parts List

BIOS – Basic Input/Output System. A chip inside your computer that gives information about your computer to the operating system.

Byte – The smallest unit of measure. Ex. Kilobytes, Megabytes and Gigabytes.

Case – The box that holds all the internal parts.

CD-ROM – Compact Disk - Read Only Memory. Storage medium that holds large amounts of data.

CD–ROM Drive – Device used for reading CD-ROM's.

CPU – Central Processing Unit. The collection of all the parts inside the case including the case.

Database – Software used to store and retrieve information in a structured manner.

E-Mail – Electronic Mail.

Floppy Diskette – Storage medium that holds small amounts of information. Secondary Storage.

Floppy Drive – Device for reading floppy disks.

Hard Drive – Large fixed storage medium located inside the case. Primary Storage.

Keyboard – The most prominent input device for the user.

Memory – Short term storage of data.

Pieces and Parts List continued

Modem – Used to connect PC to remote computer using phone lines.

Monitor – Device that displays a visual image.

Mouse – Pointing, input device.

Network – A system of connected computers and devices that promotes data and device sharing.

Network Card – An add-on card that allows a computer to communicate with other computers and devices on the network.

Operating System – Base piece of software that allows user applications to communicate with the hardware. Ex. Win 95, Win 3.1, MS-DOS, UNIX, Novell Netware and System 7.

Presentation Software – Software used to create slide shows. Ex. Powerpoint or Presentations.

Printer – Output device that makes a hard copy of your information.

Printer Cable – Connects PC to printer

Printer Cartridge – That part that holds the ink or toner for the printer.

Sound Card – Interprets the information into an audible sound.

Speakers – They amplify sound.

Spreadsheet – Software setup in a grid format primarily used to manipulate numbers.

User – That's you dummy.

Video Card – Interprets the information into a visual image.

Word Processing – Software used for creating and editing documents. Ex. Microsoft Word 97 or WordPerfect 6 for Windows.

Lesson 4b: Learning About the Computer

Computer Language Matching Game

Purpose

To understand the parts of the computer, their function and how they fit together

Materials

– Copies of the "Computer Language Matching Game"

– Pencils

Setting

– Classroom or lab setting

Time

– 15 minutes

Answers:

Pg 1	Pg 2
4	*2*
7	*26*
12	*23*
3	*30*
28	*20*
2	*17*
22	*5*
9	*15*
24	*8*
21	*29*
10	*1*
16	*14*
13	*27*
11	*25*
18	*19*

Background

A basic understanding of the parts of the computer and how they relate to each other is important understanding computers, software and how they interact. This exercise also gives the participants a common vocabulary of the parts and functions.

Procedure

Distribute copies of the Computer Language Matching Game. "This is a matching activity to assure that we are all using a common vocabulary as we work with the computers. This handout has the names of components we will refer to on the left of the page and the definitions for those names on the right. Your task is to match the name with the correct definition. Pleas work alone so that you can get an accurate assessment of your computer vocabulary."

Move about the room to answer questions and to keep track of how quietly participants are completing the task.

After 5 minutes you could suggest they try to find answers to the names they are unsure of from others in the room.

When the group seems ready, discuss the answers, and the purpose of the parts (use list from Human Computer - Lesson 3A if needed).

Note: This game can be used in conjunction with the Human Computer lesson or the Basic Computer Language lesson.

Computer Language Matching Game

Place the number next to the correct response.

1. Speakers	____The box that holds all the internal parts.
2. BIOS	____Device used for reading CD-ROM's.
3. Network Card	____Electronic Mail.
4. Case	____An Add-on card that allows a computer to communicate with other computers and devices on the network.
5. CD-ROM	____A system of connected computers and devices that promotes data and device sharing.
6. Operating System	____Basic Input/Output System. A chip inside your computer that gives information about your computer to the operating system.
7. CD-ROM Drive	____Short term storage of data. Usually expressed in Bytes.
8. Processor	____Central Processing Unit. The collection of all the parts inside the case including the case.
9. CPU	____Device that displays a visual image.
10. Motherboard	____The most prominent input device for the user.
11. Database	____The main board in the computer where all internal components attach.
12. E-Mail	____Device for reading floppy disks.
13. Floppy Disk	____Storage medium that holds small amounts of information. Secondary Storage.
14. Spreadsheet	____Software used to store and retrieve information in a structured manner.

15. Printer Cartridge ____Base piece of software that allows user applications to communicate with the hardware. Ex. Win 95, Win 3.1, DOS, UNIX, Novell Netware and System 7.

16. Floppy Drive ____Large fixed storage medium located inside the case. Primary Storage.

17. Printer Cable ____Pointing device.

18. Hard Drive ____Used to connect PC to remote computer using phone lines.

19. Word Processing ____Software used to create slide shows. Ex. Powerpoint or Presentations.

20. Printer ____Output device that makes a hard copy of your information.

21. Keyboard ____Connects PC to printer.

22. Memory ____Compact Disk - Read Only Memory. Storage medium that holds large amounts of data.

23. Modem ____The part that holds the ink or toner for the printer.

24. Monitor ____Brains of the computer. Can be a Pentium, 486, etc…

25. Video Card ____Interprets the information into an audible sound.

26. Mouse ____They amplify sound.

27. User ____Software setup in a grid format primarily used to manipulate numbers.

28. Network ____Interprets the information into a visual image.

29. Sound Card ____The real brains of the computer. Yourself!

30. Presentation Software ____Software used for creating and editing documents. Ex. Microsoft Word or WordPerfect.

Lesson 4c: Learning About the Computer

Let's Look at the Parts

Purpose

To establish common, basic knowledge of computer hardware and to learn basic hardware components and their function, care and use.

Materials

– Complete computer set-up (does not have to be functional)
– 3 1/2" floppy diskette
– CD-ROM disc
– Handout:
"Pieces and Parts List"

•Signs with the name of each hardware component or group (some items may be subsets of a larger group – ex.: Different types of memory).

Setting

– Lab or room where everyone can see the computer set-up and display items. Display components with signs.

Time

– 30 minutes

Background

When teaching about software, you will make references to various pieces of hardware. It will be necessary for the group to have a common, basic understanding of the names of hardware components. This is especially important if people in the group that you are working with are new users who are unfamiliar with the computer.

Introduction

"As we are learning and working together this week, it is important that we all interpret the language used in the same way and that we have a common concept of the operational aspects of the computers our young people are working with. We are going to spend some time defining the terminology used in this course and working with a computer set-up. For some of you, this session will be extremely fundamental. Remember, though, that you will be working with groups that have a wide range of skills and experience with computers and computer software. You will need to be able to bring the least experienced along with the group. This session will prepare you to do that."

Procedure

Prepare a display table for the computer set-up in a location that is visible to all participants. Following this lesson leave the components displayed for viewing throughout the training.

Point out each component, note proper use and care using the following guides:

Notes

Words in **bold** are components
{ }'s indicate how to demonstrate that component
•• precedes what you will say

Central Processing Unit (CPU)

{Point out the CPU}

•• The main "box." Contains the processor (Pentium chip), memory, disk drives, power supply, video card, sound card and other add-on components (e.g. internal modem). The CPU should be set up in an area with adequate air circulation for cooling, away from excessive dust and extremes in temperature.

Monitor

{Point out the monitor}

••The viewing area. Comes in many sizes and shapes. Almost all are color. Some have physical adjustment buttons or knobs. Others are adjusted via software. Clean the screen with a cloth dampened with warm water, or use a spray designed specifically for use on electronic equipment.

Keyboard

{Hold up the keyboard}

••Most prominent input source for user. Should be kept clean. It can be covered in dusty areas. Avoid contact with liquids that can gum up the keys.

Mouse

{Hold up the mouse}

••Another prominent input source for the user. The mouse functions by having a ball press against contact points producing a signal that moves the arrow on the screen.

{Hold up the mouse, turn it over and twist off the cover that holds the ball in place. Show the ball. Replace the ball and replace the cover.}

Notes

•• Periodically, the ball may need cleaning for proper rolling. Do not encourage users to take the cover off except to clean it as the ball has a way of disappearing when the cover is off. Other similar devices are the trackball and glidepath.

{Demonstrate clicking the mouse button}
{Demonstrate a single click}
{Demonstrate a double click. Emphasize the interval between the clicks. Have the participants practice clicking the mouse. A good method for practicing mouse clicking is playing the game "solitaire."}

3 1/2" Disk and Disk Drive

{Point out the 3 1/2" disk drive}
{Hold up a disk and point out the write protect button}
•• Before inserting the disk, note the sliding button on the disk. When the button is in the up position {slide the button} so that you can see through the hole in the disk, the disk is write protected. This means that files on the disk can not be changed or deleted. If you position the button in the down position {slide the button} so that you can not see through the hole in the disk, the disk can be written on and files can be edited and/or deleted.

{Properly insert the disk into the disk drive}
•• The top of the disk is the side with the label. This side should be opposite the ejection button when inserted.

CD and CD-ROM Drive

{Hold up a CD}
•• Be sure to hold it around the edge or in the center hole, much like a photograph. Do not hold on the bottom, the CD mirror like side, as that can get the disc dirty and cause errors in performance.

Notes

{Push the CD-ROM drive tray button}

•• To open the tray use the tray button.

{Place the CD in the middle of the tray}

•• The CD must lay flat in the tray.

{Push the CD-ROM tray button again}

•• Use the button again for the tray to recede. While the tray will slide in if “bumped” or pushed in, this will cause excess wear and tear on the tray and can lead to failure of the tray. CD’s may need to be cleaned periodically. Use a cleaning solution designed for CD’s that can be purchased at computer, music or electronic stores.

The Human Computer

instructions:

If the group is small, certain parts (the ones with an *) can be removed without affecting the concept. If you are short of people you can build the CPU first and then reassign "parts" for additional functions and software with the people you have. Various pieces of software (the ones with an **) can be combined as Application Software. Use your imagination until the final product is reached.

BIOS – Basic Input/Output System. A chip inside your computer that gives information about your computer to the operating system.

Byte – The smallest unit of measure. Ex. Kilobytes, Megabytes and Gigabytes.

Case – The box that holds all the internal parts.

CD-ROM – Compact Disk - Read Only Memory. Storage medium that holds large amounts of data.

CD–ROM Drive – Device used for reading CD-ROM's.

CPU – Central Processing Unit. The collection of all the parts inside the case including the case.

Database – Software used to store and retrieve information in a structured manner.

E-Mail – Electronic Mail.

Floppy Diskette – Storage medium that holds small amounts of information. Secondary Storage.

Floppy Drive – Device for reading floppy disks.

Hard Drive – Large fixed storage medium located inside the case. Primary Storage.

Keyboard – The most prominent input device for the user.

Memory – Short term storage of data.

Pieces and Parts List continued

Modem – Used to connect PC to remote computer using phone lines.

Monitor – Device that displays a visual image.

Mouse – Pointing, input device.

Network – A system of connected computers and devices that promotes data and device sharing.

Network Card – An add-on card that allows a computer to communicate with other computers and devices on the network.

Operating System – Base piece of software that allows user applications to communicate with the hardware. Ex. Win 95, Win 3.1, MS-DOS, UNIX, Novell Netware and System 7.

Presentation Software – Software used to create slide shows. Ex. Powerpoint or Presentations.

Printer – Output device that makes a hard copy of your information.

Printer Cable – Connects PC to printer

Printer Cartridge – That part that holds the ink or toner for the printer.

Sound Card – Interprets the information into an audible sound.

Speakers – They amplify sound.

Spreadsheet – Software setup in a grid format primarily used to manipulate numbers.

User – That's you dummy.

Video Card – Interprets the information into a visual image.

Word Processing – Software used for creating and editing documents. Ex. Microsoft Word 97 or WordPerfect 6 for Windows.

Lesson 5a: Introducing Basic Windows 3.1

Purpose
To provide a knowledge of basic Windows 3.1.

Materials
- Computer with Windows 3.1 installed
- LCD projector (optional)

Setting
- Computer lab

Time
- 20 minutes, depending on the knowledge level of the group

Background
Since computers used in the computer labs may be Windows 3.1 machines (referred to simply as "Windows"), a knowledge of basic navigational concepts of Windows is important for utilizing the software. Without this foundation of information, it may be difficult to even access a particular software title. In many cases, navigational aids in the software itself utilize a Windows look, so knowing how to get around in Windows can help immensely with other software.

Introduction

"In your handbook you will find a lesson introducing both Windows 3.1 and Windows 95. These lessons are parallel in structure but unique to the program they cover. You will need to know which Windows version is installed on the computer labs of the group with whom you are training. This lab is using Windows 3.1, so that is the lesson we will use today."

Procedure

Participants should be seated in front of their computers which are turned on with the monitor showing the Program Manager. Ideally, the instructor will have an LCD projection unit to demonstrate each item and procedure that the participants will then practice on their own computers. If an LCD unit is not available, be sure to adequately describe the items and walk around to the participants to make sure that everyone is in the correct spot. Allow adequate time for participants to practice if they are inexperienced users.

Procedure guide:
Words in **bold** are components
{ }'s indicate how to demonstrate that component
•• precedes what you will say

Notes

Program Manager

{Point out the Program Manager}

•• This is the initial screen that one sees in Windows. Program Manager consists of items listed below.

Icons

{Point out the icons}

•• Small graphics that are used to make software choices. Behind each icon is another set of icons that are used to launch specific software.

Menu Bar

{Point out the menu bar}

•• This menu bar contains a number of headers. If you click on a header item, a menu drops down with additional options.

File Header

{Point out and click on the File header}

•• This drop-down menu has a number of options that pertain to the creation and movement of the Program Manager icons.

{Point out Run}

•• Run can be used to directly launch a program by typing in the exact name and path of the program. This is often used in loading software onto a computer.

Options and Window Headers

{Point out these two header options and click on each to drop the menu}

•• These headers have options pertaining to arranging, saving and accessing of the icons.

Help Header

{Point out Help header and click on it}

•• Help contains options for some Windows-related help files. Some are helpful, some are not.

Some Basic Tools

•• In the upper right-hand corner are two boxes with arrowheads in them. These are the

Notes

Minimize button and the Change View button. In the upper left corner is the Exit button.

Minimize Button

{Point out the button}

•• The left button,

{A box with a down arrow}

•• is the "Minimize" button. Press this button and it minimizes the program, putting it into a type of suspended state and leaving an icon of sorts on the wallpaper behind or below the program manager.

{Minimize Program Manager}

•• Minimize Program Manager and see the icon on the wallpaper. To reactivate the program, double click on the icon.

{Double click on the icon to reactivate}

Change View

{Point out the button}

•• The right button, the Change View button, has two different looks.

{Point out button}

•• If it has an arrow going up and down, the view is maximum, completely filling the screen. Click on the button in this state and the view will be reduced.

{Click on the button}

•• If the button only has only an up arrow, it is in reduced view mode. Click on the button in this state and the view will be maximized.

{Click on the button}

Exit

{Point out the button}

•• The button in the upper left-hand corner is the Exit button. It has a big dash (-) on it. Double click on this button and it closes whatever program you are in at the time.

•• To look at a few other features, it is necessary to open up a program. On Program Manager, double click on the Main icon. Then double click on the File Manager icon. File Manager is used to view and manipulate files. It does have good examples of other Windows features.

Notes

Horizontal Slider

{Point out the horizontal slider bar, slide bar back and forth}

•• This is a slider at the bottom of the screen with arrowheads at both ends. This moves the view horizontally. The slider can be moved in a number of ways:

•• by clicking on the arrowhead in the direction that you want the view to move;

{Demonstrate the movement}

•• by clicking on the slide bar track between the slider and the arrowhead;

{Demonstrate the movement}

•• or by clicking on the bar itself and holding the mouse button down, then moving the bar to the desired location on the track and releasing the mouse button.

{Demonstrate the movement}

•• Have the participants practice changing the view using the three different methods.

Vertical Slider

{Point out the vertical slider bar, slide back and forth}

•• This slider works the same as the horizontal slider, only it moves the view vertically. Practice moving the view vertically.

Changing the Size of the Window

•• There are various ways to change the size of the viewing area or window. One way is to use the Change View button in the upper right-hand corner. Another way that allows more latitude is to actually push or pull the edges of the window. Move the pointer to the edge of the window until a double-headed arrow appears.

{Move the pointer to the edge to show the double-headed arrow}

•• Once that double-headed arrow appears, click and hold the mouse button down, move the edge of the window to the desired location.

{Demonstrate this motion}

Notes

•• This can be done to change the horizontal or vertical size of the window.

Moving the Window

{Click and hold the mouse button on the blue bar at the top of the window. This will require the window to be in the reduced view}

•• A window can be moved on the background by clicking and holding on the blue bar at the top of the window, moving the window to the desired location and then letting go of the button to drop the window.

{demonstrate the entire process}

•• By changing the size and position of the windows, more than one window can be open and viewed at one time. Often this is used on Program Manager to show more than one group of icons.

{Close File Manger}

•• Close File Manager by double clicking on the Exit button.

•• There are many other features and aspects to Windows that may come into play when using other software. This is intended to give a brief overview of some of the main features that one might see, but in no way is it intended to be a complete view of Windows.

Lesson 5b: Introducing Basic Windows 95

Purpose
To provide a basic knowledge of Windows 95.

Materials
– Computer with Win95 installed
– LCD projector (optional)

Setting
– Computer lab

Time
– 20 minutes, depending on the knowledge level of the group

Background
Since the computers that are used in the computer labs may be Win95 machines, a knowledge of some basic navigational concepts of Win95 are important for utilizing the software. Without this foundation of information, it may be difficult to even access a particular software title. In many cases, the navigational aids in the software itself utilize a Win95 look, so knowing how to get around Win95 can help immensely with the other software.

Introduction

"In your handbook you will find a lesson introducing both Windows 3.1 and Windows 95. These lessons are parallel in structure but unique to the program they cover. You will need to know which windows version is installed on the computer labs of the group with whom you are training. This lab is using Windows 95 so that is the lesson we will use today."

Procedure

Participants should be seated in front of their computers, which are turned on with monitor showing the Desktop. Ideally, the instructor will have an LCD projection unit to demonstrate each item and procedure that the participants will then practice on their own computers. If an LCD unit is not available, be sure to adequately describe the items and walk among the participants to make sure that everyone is in the correct spot. Allow adequate time for participants to practice if they are inexperienced users.

Procedure guide:
Words in **bold** are components
{ }'s indicate how to demonstrate that component
•• precedes what you will say

Notes

Desktop

{Point out the Desktop}

•• This is the initial screen that one sees in Win95. The desktop consists of the items listed below.

Icons

{Point out the icons}

•• Small graphics that are used to launch software. They are also called "shortcuts" as they short cut the process to launching software. To use a shortcut to launch a program you must double click on the icon.

Task Bar

{Point out the Task Bar}

•• The Task Bar is along the edge or the bottom of the screen. On the Task Bar, is the Start button. Other items on the bar are icons for software that is running in the background (e.g., Virus Checker), or a program has been minimized or put into a suspended state.

{Demonstrate a minimized program}

Start Button

{Point out the Start Bar}

•• Clicking on the Start button brings up a menu that reveals many other options:

{Point out each option as it is discussed}

Shut Down - Click here for options to close down or restart the computer.

Run - Click here to give instructions to "run" a program.

Help - Click here for Win95 help files.

Find - Click here for a search mechanism for finding files and folders.

Settings - Click here for options to change different settings for the computer such as printer drivers, task bar design, etc.

Documents - Click here to get a list of documents that you have saved in the documents area.

Notes

Programs - This is by far the most used item as this is where you access programs that don't have a shortcut icon.

Programs

{Hold the pointer over the programs bar}

•• Note the arrowhead on the right edge. That indicates that there are multiple options from this location. If the pointer is held over the bar, the additional options will appear. When the desired option is located, left click on the mouse one time.

Practice going through the Programs bar.

{Click once on the Start button}

•• Hold the pointer over the Programs bar. Wait for the options to appear. Locate Windows Explorer.

{Move the pointer to that program and click once}

•• This will launch Windows Explorer, a file manager program.

Some Basic Tools

•• While still in Windows Explorer, note the following items.

Horizontal Slider

{Point out the horizontal slider bar, slide back and forth}

•• This is a slider at the bottom of the screen with arrowheads at both ends. This moves the view horizontally. The slider can be moved in a number of ways;

•• by clicking on the arrowhead in the direction that you want the view to move;

{Demonstrate the movement}

•• by clicking on the slide bar "track" between the slider and the arrowhead;

{Demonstrate the movement}

•• or by clicking on the bar itself and holding the mouse button down, then moving the bar to the desired location on the track and releasing the mouse button.

{Demonstrate the movement}

Notes

•• Have the participants practice changing the view using the three different methods.

Menu Bar

{Move the pointer over the items on the menu bar}

•• Across the top is a Windows bar that has a number of headers. When you click on a header, a menu drops down.

{Click on a header item}

•• This drop-down menu contains various options related to the header. The header items vary in different software programs, but each serves to provide various options. These options can be critical in the function of most software. Test each of the headers by left clicking on each one to drop the menus to see what is displayed.

Changing the Size of the Window

•• There are various ways to change the size of the window in Win95. One way is to move the pointer to the edge of the window until a double-headed arrow appears.

{Move the pointer to the edge to show the double-headed arrow}

•• Once that double headed arrow appears, click and hold the mouse button down, and move the edge of the window to the desired location.

{Demonstrate the movement}

•• This can be done to change the horizontal or vertical size of the window.

{Demonstrate the movement}

•• Have the participants practice changing the view using the three different methods.

Moving the Window

{Click and hold the mouse button on the blue bar at the top of the window. This will require the window to be in the reduced view}

•• A window can be moved on the background by clicking and holding on the blue

Notes

bar at the top of the window, moving the window to the desired location and then letting go of the button to drop the window.

{Demonstrate the movement}

Minimize/Change View/Exit Buttons

•• In the upper right corner are three buttons together.

{Point out the buttons in the corner}

Minimize Button

{Point out the button}

•• The left most button, a box with an underscore in it is the Minimize button. Press this button and it minimizes the program, putting it into a type of suspended state and leaving a button on the Start Bar indicating that it is minimized. Note that when it is in this suspended state, your document is still open and has not been saved. So if you were to close the program you would lose your document.

{Minimize Explorer}

•• Now minimize Windows Explorer and see the button on the Start Bar. To reactivate the program, click on the button.

{Click on the button to reactivate}

Change View

{Point out the middle button}

•• The middle button, the Change View button, has two different looks

{Point out button}

•• If it has two boxes, the view is maximum, completely filling the screen. Click on the button in this state and the view will be reduced.

{Click on the button}

•• If the button only has one box, it is in reduced-view mode. Click on the button in this state and the view will be maximized.

{Click on the button}

Exit

{Point out the right button}

•• The right button is the Exit button. It has a big X on it. Click on this button and it

Notes

closes whatever program you are in at the time.
{Click on it to close Explorer}

There are many other features and aspects to Win95 that may come into play when using other software. This is intended to give a brief overview of some of the main features that one might see, but in no way is it intended to be a complete view of Win95.

Lesson 6: Learning New Software

Purpose
To understand how to learn a new software title.

Materials
– Lesson Plans on Storybook Weaver and Print Shop Deluxe
– Software for Storybook Weaver and Print Shop Deluxe

Setting
–Computer Lab

Time
– 10 minutes

Background
Learning new software can be an intimidating or an enticing activity. There are some simple concepts that can be utilized when learning software for the first time:

Introduction

"The term 'software' covers programs that range from pure play to seriously educational. It also includes programs that are really tools for using your computer. In this workshop, we are going to focus on 'edutainment' software. That is, programs that are designed to teach in fun, playful ways.

"Within the 'edutainment' arena, there is still a wide range of program delivery modes. Some of this software is more production oriented. Using it will result in a product being created. This software often requires that the user be intentional in bringing a certain amount of knowledge to the process.

"Some of the 'edutainment' software is focused primarily on experiencing the activity and does not result in a product. They tend to be more activity oriented, click-and-go sorts of programs."

Ask yourself

• What is the purpose of the software?

• What am I trying to accomplish?

• What are the "helps" that are available (and then use them)?

• What are the controls that are available?

• How will I know when I have "learned" this software?

Notes

"When learning new software, be adventurous. Click on things to see what they do. Learn by doing. Try to avoid needing step-by-step instructions of how to do things. It is better to understand the software and how it works so that new uses become very apparent and don't require a new set of 'instructions.' We are 'learning to fish' here."

Procedure

Prior to the training, check all computers in the training lab to be sure Print Shop is properly installed. Familiarize yourself with the version of the program that is installed. Note: the publisher has released MANY different versions of Print Shop Deluxe.

Set up your LCD Projector. Arrange the training lab so that participants can work singly or in pairs on computers and still have a clear sight line to the LCD monitor.

Begin the activity by offering some background information about Print Shop Deluxe.

Lesson 6a: Learning Print Shop Deluxe

Purpose

To create a basic understanding of Print Shop Deluxe.

To practice learning new software.

Materials

- Computer with Print Shop Deluxe installed
- LCD projector (optional)

Setting

- Computer lab

Time

- 30-90 minutes, depending on the amount of time allowed for practice and project creation.

Background

Print Shop Deluxe is a graphics software title that allows quick and easy creation of an assortment of graphically oriented projects such as signs, banners, greeting cards. The software comes with a large number of graphic images and fonts that allow a considerable amount of customization. The ability to customize extensively makes a good environment for software exploration where one can see immediately the results of changes.

This software program is one of the "product oriented" models.

Introduction

"Today we are going to create a sign or poster. I want you to think about what kind of posters or signs you could use to promote or explain an activity or event in the service area in which you focus most of your attention. If you work equally in all four, select one you would enjoy promoting. This poster will emphasize the youth development that occurs in that service area activity. I am going to give you ten minutes to make some notes about what you might want to put on your poster/sign and to create a design for it."

Procedure

Since there are numerous project options in Print Shop Deluxe, the instructor should choose the basic category of project ahead of time. A sign works well since most individuals will at some point need to make a sign and it is an easy project to finish in a short amount of time. After doing one project, participants will have enough exposure to the software and how it works that they should be able to explore and produce projects out of the other project categories.

Notes

Participants should be seated in front of their computers, which are turned on with monitor showing the Program Manager. Ideally, the instructor will have an LCD projection unit to demonstrate each item and procedure that the participants will then practice on their own computers. If an LCD unit is not available, the instructor will need to adequately describe the items and walk around to the participants to make sure that everyone is in the correct spot. Allow adequate time for participants to practice if they are inexperienced users.

Let's look at how you can use this software to create your poster.

Procedure guide:
Words in **bold** are components
{ }'s indicate how to demonstrate that component
•• precedes what you will say

Launch Print Shop Deluxe

For a Windows machine,

•• click on the appropriate icon in Program Manager (probably Broderbund or PSD) and then on the Print Shop Deluxe icon.

For a Win95 machine,

•• from the Desktop, click the Start button, click on Programs, click on Broderbund or Print Shop Deluxe (depending on how the software was originally installed), click on Print Shop Deluxe. Or click on the shortcut if one exists on the Desktop.

Opening Screen

Select a Project

•• The opening screen shows two things – a Windows menu bar (that is inactive in this screen) and a selection of project categories. For the training a sign is selected as the project.

{Move the pointer to signs/posters}

•• Click Signs & Posters
{Click on Signs & Posters}

Notes

Select a Path

••Print Shop Deluxe uses two separate paths for creating a project:

•• *Customize Ready Made* – a full project has been developed and simply needs to be edited and customized by the user.

•• *Start from Scratch* – the user will use the design pieces to completely build a project from a blank page.

•• A ready made project can be done very quickly and easily, while the project from scratch allows more creativity and requires more thought. For the training, use the "from scratch" option as it gives a better picture of the capabilities of the software and its features.

•• Click on Start from Scratch
{Click on Start from Scratch}

Select Orientation

•• This selection gives the user the option of making a tall (portrait) or wide (landscape) project. Participants can choose the option that works best for their intended project.

•• Click on Tall or Wide depending on your preference for your project.
{Click on Tall or Wide}

Backdrops

•• This selection provides the backdrop or background for the project. There are two important menus:

•• *Graphics Library* – This contains a broad category collections of graphics. Click on the drop-down arrow.
{Click on the drop-down arrow}

to see the various library options. Some projects have more library options than others. Select a library and click on it.
{Click on the desired library}

Notes

•• *Graphics* – these are the specific graphic images within the library. Move the slider bar up and down for more options.

{Move the slider bar}

•• When a graphic image is selected, click on it and it will show up in the Preview box.

{Select an image}

•• When the desired backdrop is found, highlight the selection and click on the OK button.

{Select an image and click OK button}

Layout

•• This option allows various layouts of elements (graphics, text, etc.) to be used with the backdrop. Different layouts include a different mix of the elements. Click on different layouts and they will display in the preview box.

{Click on different layouts to see how they display}

•• The layout will have shaded areas with different icons in them. The icons represent different types of elements. A square box with an animal head in it is a square graphic. A box with a "T" is a Text Box. A box with an exclamation point is a Headline Box. A box with a dotted lines is a Ruled Box. Each type of box will be covered later.

•• Notice a box at the bottom that will lighten the backdrop. Click on this if the backdrop should be lightened so it is not as prominent.

•• When the desired layout is found, highlight the selection and click on the OK button.

{Select a layout and click the OK button}

Editing Page

•• Once a backdrop and a layout have been selected, they will be displayed together on the screen. To edit a box in the layout, click once on the box

Notes

{Click on a box}
and the box will be selected. Selecting the box puts handles on the box. By putting the pointer on a handle and clicking and holding the mouse button down,

{Click and hold on the handle and drag to enlarge a box}

the user can drag the corner of the box, increasing or decreasing the size of the box. Once the box is the desired size, let go of the mouse button. Likewise, by clicking and holding on the middle of the box,

{Click and hold on the box, moving it to a different location}

the entire box can be dragged and relocated elsewhere on the layout. To edit the contents of a box, double click on the box.

{Double click on a box to go to the editing screen}

Editing Boxes

•• Each type of box has its own manner in which the contents are edited.

•• *Graphics Box* – The options are similar to those in backdrops. There is a Graphics Library which has general categories of graphics. "Graphics Shape has general shapes of graphics, and Graphics has specific graphic images based on the Library and the Shapes previously selected.

•• Explore the different options and how they change the various selections available.

•• If a graphic is highlighted, it will appear in the Preview box.

•• Once the graphic is selected, highlight it and click the OK button.

{Highlight a graphic and click the OK button}

•• *Text Box* – Double click on a Text Box.

Notes

•• A large blank box should appear. This is where the text will be typed. Make sure the blinking cursor is in the box. Type in the desired text.

•• Note the Quotes and Verses button. Clicking on this will give a menu of preselected quotes and verses that can be inserted into the Text Box.

•• Once the text has been typed in, it can be customized. To customize it, highlight the area of text to be customized by putting the pointer on the beginning of the text to be highlighted, clicking on mouse button and holding, dragging the pointer across the area to be selected and when the end is reached, releasing the mouse button.

•• When the text is highlighted, the font, size, color, style and justification can be changed using the drop-down menus and buttons on the left.

{Highlight some text, and then make various modifications to the text}

•• When customization is completed, click the OK button.

{click the OK button}

•• When the layout reappears, if the text is too large for the allotted space, the text will be cut off. The text or the Text Box will need to be modified to enable the text to fit.

•• *Headline Box* – A Headline Box is similar to a Text Box. The main difference is that with the Headline Box the text is put into a long horizontal box and the text is in larger type sizes. Follow the instructions for a Text Box to input and edit the Headline Box.

•• A Headline Box has a few different editing options.

Notes

•• *Shape* – the shape of the text can be modified to give different impacts.

•• *Effects* – There are different special effects that are part of the headline fonts. Use the slider bar under the Effects to see what different effects combinations are associated with the font.

•• Experiment with the various editing features. Once finished, click on the OK button.

Ruled Line

••A Ruled Line is much like other graphics. There is a Graphic Library with different broad categories and a Graphics list with specific graphic selections.

•• Once the desired graphic is found, highlight the choice and click the OK button.

The Windows Tools

•• There are six headers on this tool bar. They are:

{Cover quickly to provide some exposure. Encourage exploration on their own.}

File

•• A typical Windows file header with multiple options.

{Point to each option as it is announced}

New – start a new file.
Open – open an existing file.
Save – save an existing file to the default name.
Save As – save file to a designated location or file format.
Revert to Saved – re-opens the original saved file, changes not saved.
Preferences – Three options: General, Printing and Browsers.
Print – printing projects.
Printer Set Up – establishes printer specifications.
Print Preview – look at the print job before it prints.

Notes

Exit – exits the program.

Edit

•• A typical Windows file header with multiple options contains these options:

{Point to each option as it is announced}

Undo – undoes the previous action. Good if one likes to experiment with placing in items or if one accidentally deletes an element.
Cut, Copy or Paste – moves objects or text to or from the Windows clipboard. Items can be cut or copied onto the same page or onto a different page.
Delete – deletes a selected object.
Duplicate – copies the object and sets it on top of the previous object.
Select All – selects all the objects so that they can be cleared.

Object

{Point to each option as it is announced, demonstrate an option if desired}

Add – to add an element to the layout.
Edit – to edit a selected element.
Shadow – adds shadowing effect to graphics.
Border Size – change size of the border.
Frame – add or change the frame for the box.
Order – changes the order of the boxes on screen when boxes overlap.
Scale – another way to change the size of a graphic while retaining the proportions.
Rotate – rotates the graphic .
Flip – flips the graphic horizontally, vertically or both.
Lock – locks element in place and doesn't allow editing.
Unlock – takes lock off element.
Align – allows alignment of all elements.

Project

{Point to each option as it is announced}

Notes

Change Backdrop – changes backdrop without disturbing the layout.
Change Layout – changes layout without disturbing backdrop.
Page Blend – makes a gradient of shading behind the layout.

View

{Point to each option as it is announced}

Zoom In – gives a closer view.
Zoom Out – gives broader view.
Hide Backdrop – hides backdrop from view.
Hide Placeholders – hides the icons and other identifiers from the boxes.
Tool Bars – allows selection of which tool bars are visible.

Extras

•• A collection of advanced features that are not appropriate to show a beginner group.

•• The features shown require additional exploration to truly understand the potential of the program. This includes the other types of projects and using the "Customize Ready Made" option. Exploration is critical as that is the way the users begin to understand the software and will use that knowledge to relate this software to other software titles.

Application

"You will now have some time to use these features to create the poster/sign you designed earlier. When you are through, you can print out and display it on the wall."

Notes

Move about the room to provide assistance as needed. When most of the posters have been completed and taped to the wall, call time and group back together. Facilitate a discussion of the experience with the following questions.

1. Would anyone like to share some of the feelings you had when you were told you were to create a poster? How did you feel when I turned you loose to make it on the computer?

2. How did you go about producing the poster?

3. What did you learn?

4. How would you use what you learned in working with a group of kids?

Lesson 6b: Learning Storybook Weaver

Purpose
To create a basic understanding of Storybook Weaver and practice learning new software.

Materials
- Computer with Storybook Weaver installed
- LCD projector (optional)

Setting
- Computer lab

Time
- 30-90 minutes, depending on the amount of time allowed for practice and story creation.

Background
Storybook Weaver is a good software title for learning about software. It has both Windows and software specific navigational elements so one can show the difference between the two in one piece of software. Storybook Weaver is also a fairly easy software title to master and has many features that can readily be applied to working with children.

Procedure

Participants should be seated in front of their computers, which are turned on with the monitor showing the Program Manager. Ideally, the instructor will have an LCD projection unit to demonstrate each item and procedure that the participants will be asked to practice on their own computers. If an LCD unit is not available, the instructor will need to adequately describe the items and walk around to the participants to make sure that everyone is in the correct spot. Allow time for participants to practice if they are inexperienced users.

Procedure guide:
Words in **bold** are components
{ }'s indicate how to demonstrate that component
•• precedes what you will say

Launch Storybook Weaver

For a Windows machine,
•• click on the appropriate icon in Program Manager (probably MECC) and then on the Storybook Weaver icon.

For a Win95 machine,
•• from the Desktop, click the Start button, click on Programs, click on MECC, click on Storybook Weaver. Or click on the shortcut if one exists on the Desktop.

Notes

Opening Screen

•• Obvious Windows-type buttons, or other navigational aids are not available. This title depends on visual cues and text bubbles for the navigational aids to begin.

{Move the pointer over the screen}

•• By moving the pointer around the screen and over various graphics, the graphics change and the text bubbles appear.
The options are:

{Move pointer to open blank book}
•• Write a Story

{Move the pointer to the open book}
•• Read a Story

{Move the pointer to the copier}
•• Print a Story

{Move the pointer to the door}
•• Exit Storybook Weaver

•• Click Write a Story.
{click on Write a Story}

Write a Story

{Point out each option and explain}
•• There are four options in this section:

New

•• Click on this to start a new story from scratch.

Edit

•• Click on this to edit, modify or add to a story that has already been started.

Story Starter

•• Click on this to edit/modify a story that the publisher has already started. This option is particularly good for individuals who are having a hard time getting started or who need to see the beginning of a story to understand how it is put together.

Notes

Cancel

•• Goes back to the previous menu.

{Click on New}

•• Select New, to start a new story.

New Story

•• Notice that there are two distinctly different sets of tools. Along the top is a Windows-type tool bar with drop-down menus. Along the left edge are a number of graphical buttons.

{During the discussion of each tool and button, demonstrate how the tool or button works and encourage the participants to do the same. Be sure to take enough time so that everyone tries the options at each step.}

The Windows Tools

•• There are five headers on this tool bar. They are:

File

•• A typical Windows file header with options to Open, Save, Save As and Close files and Exit the program. The option of Sound can be an important option to exercise in a lab situation where the noise level can go up rapidly if all have their sound turned on. The critical options in this header are Print, Print Set Up and Preferences, as all relate to printing the story.

Preferences

•• The preference area gives options on the layout of the print job, whether the story page is printed one story page to a piece of paper, two story pages or, if a large size is desired, four pieces of paper to one story page. There is also the option of language choice, English or Spanish.

Print Set Up

•• This is where the user controls the general print options such as page orientation (landscape or portrait), the printer that the print

Notes

job will go to (important in a network situation where there are more than one printer options), paper size and paper source.

Print

•• This is where the details of a print job are handled. Printer Selected says which printer is going to be used (changes must be made through the Print Set Up), range of pages (in case the user only wants to print specific pages), quality of the print job and number of copies. Additionally, there are two boxes that can be checked, Print Out Title Page, which will print the title page of the story only if it's checked, and Objects as Outlines. A key use for the Objects as Outlines is if the user would like the pages to print out for coloring books.

Continuing along the upper tool bar ...

Edit

•• The option of Undo can be critical if the user likes to try different things to get a look at them and then decide whether to keep or not. It also is a great help when the user deletes something unintentionally. Cut, Copy or Paste moves objects or text to or from the Windows clipboard. Items can be cut or copied onto the same page or onto a different page. Clear deletes a selected object. Select All selects all the objects so that they can be cleared.

Goodies

•• This is not a typical Windows header topic but functions as one. Goodies contains the page management options. From here the user can delete, insert copy, swap (move) pages, or move directly to a particular page. Spell Check covers all the text on a page. The Thesaurus option works on a selected word or phrase. Text to Speech is the last option. It is a very rudimentary text-to- speech reader that attempts to say out loud what the text spells. Text to Speech tends to mispronounce some words, but can be useful for telling a story to a non-reader.

Notes

Font!

•• The various options for font manipulation.

Help

•• The most important is the Show Button Names toggle which will show the names of the buttons as the pointer passes over it.

The Storybook Tools

•• The Windows tools are primarily for manipulating a story. The Storybook tools are the ones for the creation of the story. To go through the Storybook Weaver tools it is best to actually start writing a story and use the tools. Start with the title page.

Title page

•• Click on the top button; the Title button and a Text Box appears. This is for the title of the story. Type in the title of the story. The title will be centered in the box.

!! •• Note the box is a fixed size and if the title is too long, an error box will appear.

•• When finished, click outside the box.

Author

•• Click on the next button, the Author button and a Text Box appears. This is for the author of the story. Type in the author's name for the story. The name will be centered in the box.

•• When finished, click outside the box.

Comment

•• Click on the next button, the Comment button and a Text Box appears. This is for any additional title page comments such as a subtitle, dedication, etc.

•• When finished, click outside the box.

Notes

!! •• Note, text for the Title, Author, and Comment boxes can be edited by clicking on the box and then clicking the cursor into the place to be edited.

Border

•• This option allows you to put a border around the edge of the title page.

To insert a border
– click on the desired border,
– click on the Add button, and then
– click on Done.

Colors

•• The Colors button does not operate on the title page.

Music

•• This option allows the user to insert background music for the page. Whenever the page is showing, the music will play in the background.
– Select the music.
– Click on Add.
– Click on Done.

Trash Can

•• This option allows the user to delete an object.
– Select an object.
– Click on the trash can and the object is deleted.

Stoplight

•• Click on stoplight to exit from the story writing/editing part of Storybook Weaver.

•• When you have completed the title page, click on the right-pointing arrow at the bottom of the page. This will bring up a blank

Notes

page to begin the story. Notice that the Storybook Weaver button bar changes. This is a good time to review the additional buttons.

•• Do you see that some of the buttons have a “washed out” or “ghosted” look? These buttons relate to functions performed on a specific object. If that object is selected, the buttons will “come alive” with full color and can be used. Otherwise, they are not available.

Background

•• The first thing to establish is the background for the page. The background is split into two scenes, an upper half and a lower half. These can be "mixed and matched" as they are independent graphic entities.

To select the upper half,
– click on the desired graphic,
– click on the Add button, and then
– click on Done.
For the bottom half, repeat the above steps for the bottom graphics.

!! •• Note two different items that are part of this menu.

•• **1)** The slider bar at the bottom. This is used to move through the thumbnails of the graphics options. Move it to the right to change the view of options.

•• **2)** The Category box. This has a drop-down list of other folders where different available graphics are. Change the category and the graphics options change.

Both of these features are found in many of the menus.

Objects

•• Objects are the graphical images that can be put into the scene.

Notes

To insert an object,
– click on the object,
– click on Add.
The object will appear in the upper left corner. The image will have a box around it meaning that it is the selected object.

To move it,
– click and hold the mouse button on the box,
– move the object to desired location, and then
– drop it by releasing the mouse button.
The objects can be modified using other Storybook tools.

The Category box is important in the Objects option because the objects are put into distinctive categories like animals or people. To find people, you must be in the people category.

•• Insert 3-5 objects in the story so that they can be used to show how the other buttons work.

Colors

•• This option allows you to change the colors of objects.
– First select an object that you plan to change.
– Click on the Color 1 radio button.
– Select the desired color.
– Click on the Change button. The most prominent color in the object will change to the new color.
– Do the same for Color 2 and the second most prominent color will be changed.
When the user is done changing colors,
– click on Done.

Sound

•• This option allows you to insert a sound "into" an object. If the object is clicked on, when reading the story, the object will make the selected sound.

Notes

– First select an object.
– Then select a sound.
– Click on Add.
– When finished click on Done.

Music

•• Works the same as on the title page.
– Select the music.
– Click on Add.
– Click on Done.

ABC

•• Each object has a name. By clicking on the ABC button, the name of the selected object will be inserted into the text area.
– Select an object.
– Click on the ABC button to insert the name of the object into the text area.

Reorder

•• This option will reorder the object layers. If objects overlap, they can be reordered to change the one in front to the one in the rear.
– Select an object.
– Click the Reorder button. If the object overlaps another, the selected object will move to the front.

Grow Balloon (Big Balloon)

•• This option allows the user to increase the size of an object.
– Select an object.
– Click on the Grow Balloon button and the object will increase a designated amount in size.

Shrink Balloon (Small Balloon)

•• This option allows the user to decrease the size of an object.
– Select an object.

Notes

– Click on the Shrink Balloon button and the object will decrease a designated amount in size.

Flip (Double Arrow)

•• This option allows the user to horizontally flip an object.

– Select an object.

– Click on the Flip button and the object will horizontally flip.

Paintbrush

•• This option breaks out to a simple paint program that allows the user to edit an object.

– Select an object.

– Click on paintbrush. The object can then be vertically and horizontally flipped, lines and areas painted and erased and a number of other actions.

Trash Can

•• Works the same as on the title page.

– Select an object.

– Click on the trash can and the object is deleted.

Entering Text

•• The bottom third of the screen is for the text of the story.

To enter text,

– click in the text area to get the "I" bar.

– Then enter the text.

Editing can be done by highlighting the word(s) to be edited and then using the Windows menu options under Edit as one might in a word processing program. Font changes can be made by highlighting the text and using the Fonts! menu.

Notes

!! ••Note one caution, the text will continue to push up the screen unless a new page is selected. It will not automatically insert a page break when the text fills the original area designated for text. With that in mind, text should be limited to 2-4 lines per page, depending on the font used.

Brightness

•• This slider is found at the bottom of the page. Sliding the bar to the left darkens the view, sliding it to the right lightens the view.

Ask the participants to create a short story. Encourage them to re-explore the options available. The emphasis at this point is to gain familiarity with the software and its capabilities. Participants should not be as concerned with creating a sensible story.

At the end, print out the stories and share them with the group.

Lesson 7: Teaching New Software

Purpose
To learn a new software title on their own.

To practice teaching a software title.

Materials
– Software titles not previously used in the training (one title per 3-4 people, 7 copies per title pre-loaded on the computers)

Setting
– Computer Lab

Time
– 45 minutes per title

Background
An important factor in your efforts to integrate technology into programming is your own comfort level with software. You need to feel at ease in learning software, using it and teaching with it. This lesson will provide an opportunity to practice those three skills.

Introduction

"You have spent some time learning two pieces of software in a structured delivery mode. Lesson 6 and 7 dealt with Print Shop Deluxe and Storybook Weaver. Now you will have an opportunity to learn a piece of software through a non-structured mode working in a small group. You will also be expected to teach that piece of software to your group later."

Procedure

"I am going to divide the class into groups of three and assign each group a software title. Your assigned software is already loaded onto your computer. I want you to take the next hour to explore this software and to learn to use it. I will be in the room to offer support if you get really stuck, but I want you to try to learn this on your own. Pretend you are alone in your computer lab without back-up support and have just been given a suspense to present this software tomorrow . You have no one to tell you how to use it."

Divide the group and assign the software. Move about the room to observe groups and to be visible for support. Jot down some of your observations. Note the various ways the groups approach the learning task, their problem-solving

Notes

methods, the interactions of the members of the group. You will want to refer to what you have observed when processing this activity later.

After 45 minutes, call the action to a stop and explain the next phase of the lesson.

"You have learned a lot about your software during the last 45 minutes. Now you must be able to help someone else learn it. To go back to our pretend scenario: your suspense is near. Evening is here and you need to decide how you will be teaching this software in the morning."

"For the next 15 minutes I want your group to develop a plan for presenting this software training to our group. What you will instruct, what will be left to self discovery, how you will divide the teaching among the group members? Each group will have 10 minutes to train the rest of us in the use of the software assigned to that group."

When 15 minutes have passed, stop the group work and explain the procedure for their practice in training.

"Our next session will be our software training practice session. I have a placed a sign-up sheet for the training presentations on the table by the door. I want each group a select the time slot for their presentation and to sign for that time using the title of the software you are presenting as your name."

Take a break in the training at this time . When the group returns to the classroom, begin the practice training by working from the sign-up sheet.

When all the groups have made their presentations, process the experience with the following questions.

Notes

– What methods were used in these presentations that really "worked" for you?

– How did your learning style affect the way you responded to the presentations?

– If you were teaching this software to young people, would your presentation differ from the way you presented it to your adult colleagues today?

– How did you go about deciding what you were going to emphasize in your training and how you would present that?

– Would you change anything about the way you taught your piece based your experience today?

– What did you learn from this practice time that would help you when you offer this training to staff at your installation?

Lesson 8: Webbing Your Programs

Purpose

To understand the concept of webbing and how to use the concept in integrated programming.

Materials

– Newsprint
– Markers
– Handout "Webbing"
– Large (newsprint size) copy of handout or PowerPoint or overhead display
– Overhead projector

Setting

– Meeting room

Time

– 20 minutes

Background

The computer lab provides the setting for a high interest avenue of program delivery within any given service area. For the experiences youth have in the lab to influence their healthy growth and development they can not be isolated from the program elements outside the lab. This lesson introduces a technique called "webbing" that helps staff connect software and other programming elements around a central theme or focus.

Introduction

"We have talked about the four service areas and the way they fit together to provide a holistic approach to youth development for young people in army youth services. The programs within these service areas also work together to provide a holistic delivery format. One way to think about these connections is to use the metaphor of a spider's web.

"Visualize the strands of a spider's web radiating outward from a central point. Each strand is complete in and of itself and provides an avenue for the spider to travel from point A to point B. However, when all the strands are connected, they form a structure that allows the spider to move in many directions and in addition provides a means for acquiring food and achieving some degree of safety."

Procedure

Help the group use the metaphor.

"Let's look at how that metaphor relates to how we think and plan for our youth programs.

Notes

Think of the various program elements in your program as the strands of a Programming Web. These elements might be activities, field trips, guest lectures, world wide web sites, computer software, demonstrations, or others. Each element alone may very well take a young person from point A to point B. But when connected effectively to each other around a central theme, these strands become part of a structure that offers a wide range of opportunities and meets more of the developmental needs of youth."

Put up large newsprint or display PowerPoint or overhead transparency.

"For example, let's pretend that you had decided to focus your efforts around a Flight theme."

Write Flight in the space titled Theme on your display.

"What field trips might you take that would connect to this theme?"

Allow time for the group to respond and record their ideas in the appropriate spaces on their display . Some possibilities could be a trip to the airport to see how it operates, a tour of an airplane a visit to an air museum.

"What guest speakers might you invite to talk to the group?"

Allow time for response. Record ideas. Some ideas might include a current pilot, a pilot from another time (perhaps a parent or grandparent who flew many years ago), someone who works for an airline, an aeronautical engineer, flight controller and ground crew personnel.

"What software might you use?"

Allow time for response. Record ideas. Some ideas might include Greatest Paper Airplanes, Flight Simulator, Flight or software that allows the user to design a plane.

"What activities might you plan?"

Allow time for response. Record ideas.

Notes

Some ideas might include building and flying balsa airplanes to look at aerodynamics and how they affect flight; conducting experiments on various airplane designs.

Process these ideas with the following questions.

– How do you see these elements connecting?

– How do these elements support different learning styles?

– What benefits would this model have for your program?

Divide the group into smaller groups of 3-6 people. Give each group a piece of newsprint and a marker. Provide the following directions.

"In the next ten minutes, I want your group to select a theme to explore with young kids and to develop a web around that theme. The possibilities are limited only by your program location and your creativity."

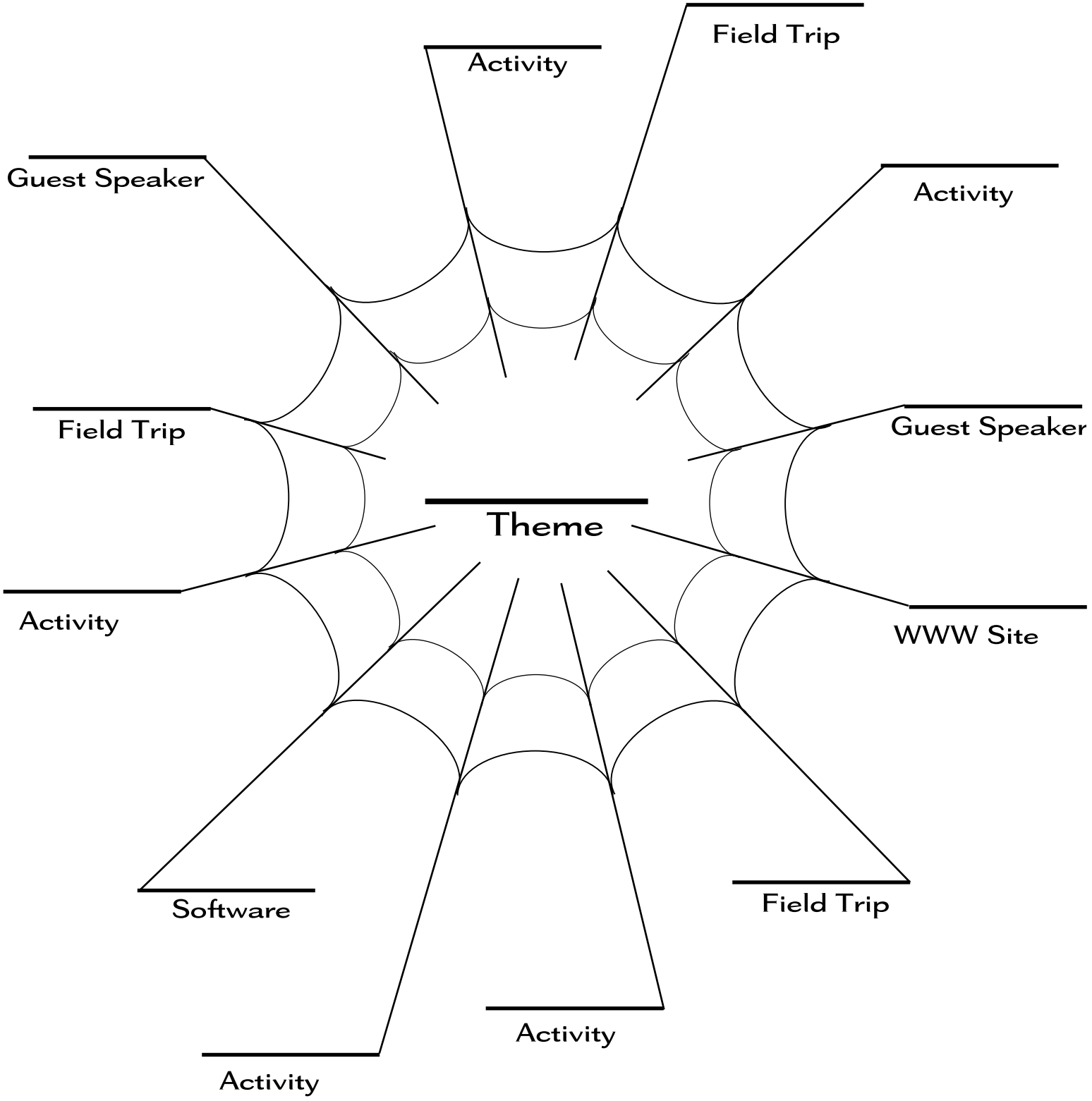
Move about the room as participants work together to answer questions and to be aware of group progress. If adjustments need to be made to the time you have allowed for this task, inform the group of those changes.

"I would like to have the small groups present their ideas. Let's start with this group —"

Moderate the presentations from all of the small groups. Discuss any particularly innovative or interesting ideas that surface.

WEBBING

Select a central theme and then fill in the blanks of possible activities, field trips, guest speakers, computer software, WWWsites that could be associated with this theme.



Lesson 9: Creating an Integrated Program

Purpose

To create an integrated program based on a theme from the assigned software.

Materials

– Handouts:
"Delivery Modes"
"Half Day, One Week Camp Worksheet"
"Half Day, One Week Camp Schedule"
"Program Worksheet"

– Markers /Chalk

Setting

– Meeting room

Time

– 90 minutes

Background

In this lesson, we are going to look at designing a program plan by connecting the program elements we identified in the webbing activity and the delivery modes available to us.

We will spend some time exploring delivery modes, work through a process for connecting these elements within a program plan and then focus on creating an integrated program based on a theme for a specific piece of software.

Introduction

"More than one delivery mode can be used for an integrated program. Recognizing and being able to utilize the various modes is important to overall programming balance."

Procedure

Before starting this lesson, be sure that the newsprint or projected version of the "Flight" webbing that was developed in the last lesson is clearly visible to everyone in the room.

"Delivery modes are the avenues you use to bring programs to your youth. They are the way programs are delivered. Delivery modes are usually defined by the amount of time they employ (the time frame), and the size and structure of the group they reach (the presentation manner)." Distribute the handout "Delivery Modes"

"Let's talk about some of the common delivery modes for youth development programs that are listed on this handout."

Notes

Describe the delivery modes as presented in the handout. Facilitate a short discussion of the elements to consider in the various delivery modes as follows.

"Each delivery mode has its own unique aspects to consider in selecting or planning around it. What factors might you need to consider if you were planning to deliver a program though a resident camp delivery mode?"

You may need to help this discussion get started by "priming the pump" with some suggestions such as a long time frame to plan for, overnight supervision (and the impact of that on staff), meals and lodging.

"What factors might you need to consider if you were planning to deliver a program through a day camp mode?"

Some ideas might be shorter time frame to accomplish tasks, break in continuity of program each day, lunch needs attendance issues.

Continue this process with one or two more modes.

"Now that we have an understanding of web-bing program elements and the various modes for delivering that model, we are going to put these pieces together to develop an integrated program in which the computer lab plays a significant role. We are going to practice this procedure first by using the "Flight " web that we created in the last lesson."

Distribute the "Schedule" worksheet.

"How could we integrate the web elements we have identified as possibilities for programming about flight with the time frame and presentation manner unique to this half-day camp? You have a worksheet that provides a format to work with. Let's work together to fill in the time frame boxes with elements that seem appropriate. Some things to consider in doing this are targeting the expected audience, grouping elements that

Notes

seem to naturally fit together, identifying ones that might create logistical problems and determining what to do about those, providing for a natural flow from one element to another."

Use the "Half Day, One Week Camp Schedule" as a guide for yourself in helping staff work through this model. This exercise will be difficult for the group. You will want to help them with the first few days and gradually offer less input as the group participation increases. Do not fall into the trap of filling in the boxes for the group.

Lead a discussion of this process using the following questions.

– What advantages do you see from using this integrated model in planning and delivering your program?

– What considerations are important when integrating programming?

– What challenges do you see in integrating programs in your youth services? How might you work around those challenges?

Application

Distribute the Program Worksheet to participants. Ask them to sit with their "Software Team."

"To practice connecting the computer lab through software to other elements of the youth program, your team will work together to plan a program around a theme from the software that has been designated for your team. I have given you a worksheet to guide you in this process. Use the handouts and worksheets we covered in this lesson and the lesson before to help you. You will be asked to present your work to the rest of the class when your have completed your design. "

Groups are free to choose any format to present their program models. Post their worksheets on the wall after they have presented their work and encourage the class to take time to read them at breaks and before and after class.

DELIVERY MODES

Examples of *TIME FRAME* Delivery Modes:

Day Camp – Participants are in the program for a specified number of hours each day for a short amount of time, such as one week.

Resident Camp – Similar to day camp except that participants stay overnight at the facility. Program elements may continue into the night.

"Lock-In" – Participants are required to stay through the whole program. Usually offered as an overnight experience designed to provide activities throughout the night.

Short Term (few days or weeks) – Program runs for a short duration on a periodic basis. An example would be a program that occurs on every Thursday at 2:30 - 3:30 for the months of May and June.

Long Term (many weeks or months) – Similar to short term only over a longer period of time, usually many months.

Examples of *PRESENTATION MANNER* Delivery Modes:

Individual – A single participant is involved in a program working alone with some guidance from a leader.

Informal Group – Participants may or may not be the same from session to session.

Formal Group – Participants are enrolled and the group remains constant through the duration of the program.

Club – Similar to formal group but with rules and norms agreed upon by club members. Activities include those which are related to maintaining the club structure.

Date _____

Theme _____

Half Day, One Week Camp

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Registration	Warm up Game/ Review of Previous Day	Field Trip to Airport/ Guest Speaker - Pilot	Warm Up Game/ Review of Previous Day	Warm Up Game/ Review of Previous Day
8:30	Introductions/ Ground Rules	Guest Speaker/ Aero Engineer	or Air Traffic Controller	Build Balsa Plane	Visit National Air & Space Museum on the WWW
9:00	Icebreaker Game Name Toss	Aeronautical Experiment Activities		continued	Scavenger Hunt on NASM web site
9:30	Rules of the Lab/ Basic Computer Operation	continued		Continue on Flight Simulator Software	Flight Simulator Software
10:00	Break/Snack	Break/Snack		Break/Snack	Break/Snack
10:30	Paper Airplanes Software - Hands on, including	Paper Airplane Flying Contests		Continue on Flight Simulator Software	Flight Simulator Software
11:00	Making Planes by Instructions	Intro Flight Simulator Software		Test Flying Balsa Planes	Flying Contest
11:30	Test Flights	continued		Flying Contest	Distribution of Flying Certificates
12:00	Wrap Up/ Clean up	Wrap Up/ Clean up	Wrap Up/ Clean up	Wrap Up/ Clean up	Wrap Up/ Clean up

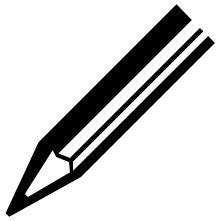
Date _____

Theme _____

Half Day, One Week Camp

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					

Program Worksheet



Program title

Objective(s)

Service area(s)

Delivery mode (Include intended time frames)

Specific activities that will be part of the program

Other considerations

Lesson 10: Integrating the Homework Center and Computer Labs

Purpose
To understand how the Computer Lab and the Homework Center can work together.

Materials
– Newsprint
– Markers
– Colored half sheets of paper (8"x51/2") 10 to a color in five colors

Setting
– Meeting room

Time
– 40 minutes

Background
The Computer Lab and the Homework Center can fit together and enhance the function of each. Communications between the Computer Lab instructor and the Homework Center instructor are essential to this expectation.

Introduction

"For the next 25 minutes you will be working with your small group to generate some answers to the questions that are posted on newsprint around the room. I would like your group to move your chairs to the question nearest you and to form a semi- circle in front of that question."

Procedure

Write each of the following questions on a piece of newsprint and post around the room with as much space as possible between each question.

1. How can the Homework Center enhance use of the Computer Lab?

2. How can the Computer Lab enhance the use of the Homework Center?

3. List examples of a good working relationship between a Homework Center and a Computer Lab.

4. What are critical factors to a good working relationship between the Homework Center and the Computer Lab?

5. What are impediments to a good working relationship between the Homework Center and the Computer Lab? What are solutions to those impediments?

Notes

Break the group into five smaller groups of five to eight people.

Give each group ten half sheets of colored paper. Use a different color for each small group.

When participants are in place, continue your instructions.

"I will give you five minutes to answer as a group the question in front of you. Start by brainstorming some ideas. When you have generated a list of ideas, choose your favorite two ideas and write them –ONE TO A PAGE–on the colored sheets you hold. Remember, you will spend several minutes generating ideas, some time selecting from those ideas and recording your selections on two of the sheets of paper given to your group. Are there any questions? If not, begin to work."

At the end of four minutes, tell the group that they have one minute left. Call time at the end of five minutes. Do not go over the time limit.

"Now I would like each group to leave the chairs you are sitting in and move clockwise to the next nearest group of chairs and be seated there."

Wait for participants to get reseated and continue with the instructions.

"You will have five minutes to generate answers to this next question. Again, record your favorite two answers–ONE TO A PAGE–on the colored sheets given to your group. Begin."

Monitor the time and tell the class when four minute have passed. Call time at five minutes and move the group clockwise again to the next question. Continue this process until all five questions have been addressed by each group.

Process

"I would like the group now seated at question number one to tape their two sheets of paper related to this question under the question on the newsprint and to read their answers to us."

Notes

Facilitate the feedback from all five groups in this manner.

Application

Ask the group the following questions.

– What did you discover from this exercise that you could use when you return to your installation?

– What did you discover that you could use in teaching this concept to other staff?

Lesson 11: Observing Youth & Staff in the Computer Lab

Purpose
To give firsthand experience at observing and working with young people in a lab setting.

Materials
– Handout: "Observations"

Setting
– Computer Lab

Time
– 90 minutes

Background
Observing and working with young people in a computer lab can be a very "eye opening" experience. The firsthand knowledge gained is extremely valuable when programming lab use and for making the lab a valuable experience for the users.

Introduction

"At this point, we are going to spend time observing young people at work in a youth services computer lab so that we will have some idea of elements that seem to be working for them in that setting. While you are there, you will watch the interaction of young people and lab instructors, young people and software, and young people and the overall environment."

Procedure

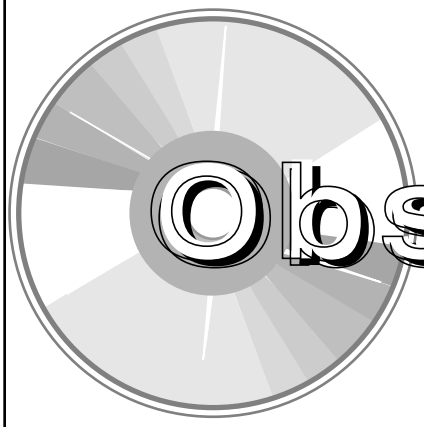
Handout the "Observations" worksheet

"Let's go over the kinds of information you will be looking for as you observe the workings of this lab. You can use this worksheet to record your observations. We will have an opportunity to talk about them immediately following the lab time."

Read through the questions.

"While you are in the lab, please limit your interactions with one another. You are there to observe and interact with the youth. Adult 'stuff' going on while they are working is both impolite and distracting for you and for the kids.

"We have one hour scheduled in the lab with kids. After that time, we will leave the lab and go to our break-out room to discuss this experience."



Observations

– How do the youth users work? Alone? In pairs? In small groups?

– What software are they using? Does it vary by whether they are working alone or in groups?

– How long do users stay with one software title?

– Is there "peer assistance" or does help come solely from the lab instructor?

Hands On

(If you decide to work with the youth, consider these things)

– Are adult users treated as peers or as adults?

– Do the youth users more readily accept help from a peer or an adult?

– Do you feel the need to be an "expert" with all the answers?

– Are there times when the youth users know more than you do?

– Is it easy or difficult to accept help from one of the youths?

Lesson 12: Understanding the Internet

Purpose
To gain an understanding of the Internet, parts of the Internet and Internet browsers.

Materials
– Copies made from the included disk "Internet Basics" for each participant computer

Setting
– Computer Lab
(tutorial works best if computer is connected to the Internet, but can be used if not connected)

Time
– 15 minutes

Background
The Internet has become a part of everyday life. One sees ".com" on billboards or hears "dot com" on the radio and TV. If you still ask, "What is it? How does it work?," this lesson is for you. "Internet Basics" is a computer based tutorial that provides some basic understanding of the Internet, how it is put together and how one views it. The tutorial must be viewed through an Internet browser, preferably Netscape Navigator, but the computer does not have to be connected to the Internet. Connection does, however, enhance some of the examples.

Procedure

Each computer should have a copy of the "Internet Basics" on a 3.5" floppy disk.
To make copies of the included disc–open file manager, insert the disk "Internet Basics" and copy the files onto your hard drive. This will be a back up if something was to happen to your disk. Choose *Disk* from the menu bar and choose copy disk. click yes. It will then prompt you to insert your *source* disk, this is your "Internet Basics" disk you already have inserted, click OK. It will prompt you again when it is ready for your destination disk, insert a blank disk, click OK. Repeat this process with subsequent disks.

Each computer should have an Internet browser *loaded*, preferably Netscape Navigator. The computer does not need to be *connected* to the Internet, but must be used to view the tutorial.

Participants should put the disk into the "A" drive. Open the browser (Netscape Navigator or other–Navigator terms will be used for simplicity). Click on the "File" menu. Click on "Open Page" (Netscape 4.x) or "Open File in Browser"

Notes

(Netscape 3.x). Browse or choose the file from the disk named “ib1.htm”. Open file in browser.

Once “ib1.htm” is loaded into the browser, participants can follow the tutorial at their own pace. Some exercised, such as the Trace Route exercise are designed to be used with the Internet, but a sample of the results are also available for those without Internet connection. The tutorial works just like a document on the Internet, with links to other pages. Participants should be encouraged to explore all the aspects included in the tutorial.

Process

Discuss the following questions with the group:

– What trace route did your computer take to get to Stanford? (For those without Internet connection look at the sample trace route as a group.)

– How would you describe the Internet in one sentence?

This lesson was designed to give a quick, simple introduction to the Internet and to provide the participants with some common background before proceeding on to other Internet related activities such as search engines.

Tutorial software developed by Jim Kahler, MDW Computer Technical Specialist, University of Maryland.

Lesson 13: Introduction to Internet Search Engines

Purpose

To introduce Internet search engines and how to use them
To demonstrate special features of popular search engines (phone number and email address searches, email service, maps)

To demonstrate how to write search queries

Materials

– Computer with Internet connection and browser software

–LCD projector (optional)

Setting

– Computer Lab

Time

– 30-60 minutes

Background

Search engines are tools that help users to locate information on the Internet. You need to know what search engines are available, how they work and how to construct search queries so that you can locate the information that you need.

Introduction

"The Internet is a vast collection of information. There are millions of web sites throughout the world with information about almost any topic. Search engines are tools that help us find the information that we want on the Internet. You will learn about some popular search engines and how they work. You will learn how to write search queries to find what you want more easily. If you have Internet access in your lab, you will be expected to teach about using search engines. Sections in quotations are dialogs that you can use in your teaching."

Procedure

Participants should be seated at their computers with the Netscape Navigator or other browser software operating. An LCD projector is suggested so that the participants can see each search engine as it is discussed, but it is not required.

"Search engine is a general term for Internet tools that help you to find information. The term 'portal' is now being used to describe web services like Yahoo, Lycos, Excite, Hot Bot, Infoseek and Alta Vista, because they include search tools and links to services like news, travel information, email services and more."

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"I am going to assign you each a search engine to use. You will search for the same information using your search engine. We will compare what you find and look at other information provided by your search engine. Search engines don't search sites on the world wide web each time someone does a search. Instead, they collect web page information from web managers who submit it to the search engine, or they use electronic 'spiders' to seek out web page information. This is collected and stored in the search engine's database. All search engines will not have the same information, so you may need to search on more than one to get the information you want."

1 Divide the group so that at least one person will be using each of the search engines listed below. For example, if you have a group of twenty-one, assign three people to each search engine. If you have a small group, you can select to use only some of the search engines listed. You should include Dogpile or Metacrawler among your choices.

Excite: www.excite.com
Infoseek: www.infoseek.com
Yahoo: www.yahoo.com
Alta Vista: www.altavista.com
Hot Bot: www.hotbot.com
Lycos: www.lycos.com
Dogpile: www.dogpile.com
Metacrawler: www.go2net.com/search.html

2 Have each person type the URL address for their assigned search engine in the "Location" field of Netscape browser and press the Enter key. The browser will show the main page for the search engine.

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3 "Take a minute to look at your search engine page. Special features are usually listed in the upper part of the page. These can include links to look up phone numbers, email addresses, maps and other useful information."

4 After participants have a minute to look at their search engine page, help them conduct a search. Search engines search for Internet documents that contain "keywords" selected by the user. When doing a search, the user must carefully select one or a few keywords related to the information they want to find. Ask each participant to type the words YOUTH DEVELOPMENT into the search field, then click the search button next to the field. When the search is complete, each participant should get a list of results for their search.

5 Ask each search engine group to talk about the information they get for their results (number of matches found, the information given and how the information is displayed). If you have a projector, you can show the search on each search engine as the group discusses it so other participants can see. Save the Dogpile/Metacrawler group for last, since this is a special type of search engine. Let each group report in a similar manner.

6 Dogpile and Metacrawler actually do a search using several different search engines. The group reporting on the Dogpile/Metacrawler search will notice that it divides results into sections that show the search engine and the results from that search engine. A similar service is at www.search.com.

7 If there is time, ask participants to repeat the search with the keywords "YOUTH DEVELOPMENT" [include quotes around your

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keywords]. Compare your results with your first search. In your first search, the search engines found any document having 'youth,' 'development' or 'youth development' in them. By using quotes around the keywords, you are directing the search engine to look for the phrase 'youth development' rather than the individual words. Using quotes around phrases can make your searches more exact."

8 "Some search engines use 'Boolean' [BOO-lee-in] logic to help make searches more exact. Boolean searches include words like AND, OR, NOT to make searches more precise. Let's say you want to find youth development programs that aren't 4-H related. Your keywords might be: YOUTH AND DEVELOPMENT NOT 4-H. Not all search engines use Boolean logic. From the search engine main page, look for links like 'Advanced' or 'Instructions' to find out more about Boolean or other features that will help you find the information that you want."

Internet Scavenger Hunt

An Internet Scavenger Hunt using search engines is a fun way to show participants how to do Internet searches using search engines. Below are some suggestions for scavenger hunt searches. You can add more, but be sure to do them in advance so you know the answers. Participants need to give you the URL for the page with the answer (especially if you happen to get some prizes to award). Search information and/or URL's are provided for your reference. Try to select items that will introduce a variety of Internet resources to your participants.

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Possible Scavenger Hunt Topics:

- *Find the address of a specified local restaurant/business.*

[Use a search engine's yellow pages feature or use a service like www.zip2.com, www.four11.com or www.555-1212.com]

- *Find a specified individual's address, phone number or email address.*

[Use a search engine's phone number or email search feature or www.four11.com and www.555-1212.com
Not all individuals will show up in an address/phone search or email search.]

- *Find a headline or article in a current newspaper or magazine.*

Many periodicals have online editions. Try www.newrack.com and www.ipl.com

- *Newspaper indexes include*

www.newspapers.com
http://nw3.nai.net/~virtual/sot/papers.html
and
www.worldwidenews.com.

Magazine indexes include

http://www.newslink.org/mag.html

- *What is the definition of a specified word.*

Search for an online encyclopedia or dictionary - like Webster's Dictionary - then look up the word.

- *Find the cheapest air fare between to specified cities.*

Use travel links from search engines or services like
http://www.travelocity.com/ and
http://www.travelweb.com/

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Important Issues When Searching the Web

"Remember that anyone with space on a web server can post a web page. Adults and youth need to develop skills to critically analyze the information that they receive and determine if it is good. Unlike using a library where reliable reference materials are easy to identify, it is more difficult to identify good, valid information on the Internet. Users should treat information on the Internet with a critical eye."

"Users should also be aware of copyright rules for content on the Internet. Following the Berne convention, anything created privately and originally after April 1, 1989, is automatically protected by federal copyright laws whether it has a notice or not. Fair use guidelines allow for minimal use of information for educational purposes (you can use reasonable portions of a work for educational use with a small audience like a class – not a web page). Any use, including alteration, of commercial logos, artwork, music, slogans or similar is prohibited. Things such as music, sounds or graphics listed as 'public domain' can be freely used, distributed and modified by users. Some pages will note guidelines for use of their content – read them carefully. If it doesn't say 'public domain,' treat it as copyrighted material."

A good resource for more information is The Institute for Learning Technologies (ILT) Guide to Copyright at http://www.ilt.columbia.edu/projects/copyright/index.html

Summary:

Search engines are tools we use to locate information on the Internet. Different search engines work differently and may not locate the same information. Some engines like

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ww.dogpile.com and www.search.com can do searches on multiple search engines at once. Users need to learn how to critically evaluate the information that they obtain from the Internet, since the information may not be true or reliable. Follow copyright guidelines for Internet content not described as “public domain.”

Written by Jim Kahler, ASA&T Computer Technical Specialist, University of Maryland & Marianne Reynolds, ASA&T Computer Technical Specialist, Kansas State University.

Lesson 14: Finding Graphic Resources on the Internet

Purpose

To learn how to locate graphic resources on the Internet.
To understand the proper use of graphics for web pages, publications and other uses.
To learn how to retrieve graphic images from the Internet.

Materials

– Internet connected computer with browser
– Handout: "Graphics collections, lists and resources" *(optional)*

Setting

– Meeting room or computer lab

Time

– 30 minutes

Background

The are many sites on the Internet that contain graphics collections. These may be used for web pages, publications and other uses. In this lesson you will learn how to locate, select and retrieve graphic images from the Internet.

Procedure

Graphic File Formats

"A few basics about graphic images. There are a number of different types of graphic files. You can identify them by the filename extensions that they have. Some examples are .JPG, .GIF, .PCX, .BMP, .WMF or .TIF."

"There are two important things that you need to know about these different forms. Software programs may only be able to use certain file formats (for example, you can only use .JPG or .GIF graphics for web). The same graphic saved in different formats can have dramatically different file sizes."

"To convert a graphic file from one format to another, you can't just rename the file. You will need some kind of a graphics program (like Photoshop, Paint Shop Pro or Corel Graphics). Load the file into the program and use "Save As" to save the file in the new format."

"As mentioned, you can only use .JPG or .GIF files for web pages. Photographs are usually in .JPG, while clipart is usually in .GIF. You will also find several variations of .GIF files. In a "transparent GIF" the solid background color of the GIF is made invisible, so that the background of the web page shows through. An "animated GIF" is a moving picture, much like the cartoon

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flip books we made as kids. A series of GIF's are combined using GIF animation software to create this moving graphic."

Finding Graphics on the Internet

"Search engines and catalogs can help you to locate graphic files and collections. You can also search for files at www.filez.com."

"Here are a some graphics collections, lists and resources." Give participants a handout or have the addresses displayed in large print in a visually accessible spot in the room.

[Icons]
www.erinet.com/jelane/families/index.html
www.caboodles.com/index.html
www.iconbazaar.com

[List of Graphics Links]
www.clipart.com

[Animated GIFs]
members.xoom.com/WoGA

www.vr-mall.com/anigifpd/anigifpd.html

www.cris.com/~john123/gifani/animations001.html

[GIF Information]
www.best.com/~adamb/GIFpage.html

[Backgrounds]
www.netscape.com/assist/net_sites/bg/backgrounds.html

[Top 10 Sites]
www.idgnet.net/idg_frames/english/content.cgi?vc=story_2721.html

"As you search the web or a collection for a graphic, there are several things to keep in mind. One is the graphic type, as discussed earlier.

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Another important consideration is the legal use of the graphics. Many people assume the things on the Internet are free for all to use - that is not true!"

"Be sure that you can legally use the graphics you find. Often a web site will list terms for use of the graphics they contain. They generally fall into these categories:"

"Public Domain: You can use these however you want, even change them, without any compensation or restrictions."

"Limited or Restricted Use: Some graphics creators place limitations on the use of their work. This could be use for non-commercial purposes only, use of a limited number of graphics, proper acknowledgment of the creator or a fee for use. Any restrictions or limitations are explained on the web site."

"Copyrighted: You must receive permission to use any content. Anything on the Internet that is not identified as "public domain" or specifies terms for use is considered to be copyrighted. That means you need to have written permission from the creator to use the content. You may be familiar with the term "fair use." This is a special condition in copyright law that allows limited use of copyrighted content for educational purposes. The web is not considered limited use."

"During your searches, you will find graphics of characters from Disney, The Simpsons, Garfield and the like. This would be copyright infringement. Do not use them!"

For additional information about Copyright, try these web site:
www.ILT.columbia.edu/projects/copyright/index.html
www.agnr.umd.edu/users/css/copyright/

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Retrieving a Graphic File:

"Using your browser, go to one of the web sites listed above and select a graphic. To retrieve the graphic, place your pointer on the desired graphic and right click on it (Windows 95). Select "Save Image As," and save the file."

"Avoid using large graphics or too many graphics on a web page, because they slow download of a web page or printing of a document. If you have a large graphic (not animated) and want to use a smaller copy, use your graphics program to resize it. Although you can change the viewing size of a graphic on a web page or in a document, resizing the graphic will reduce the file size."

"Now that you know how to find and save graphics from the Internet, you have a huge resource for images to liven up your web pages, brochures, signs, cards and more."

Written by Jim Kahler, ASA&T Computer Technical Specialist, University of Maryland.

Lesson 15: Creating a Web Page with Netscape Composer

Purpose

To describe and demonstrate how use the Netscape Communicator HTML Editor to create web pages.

Materials

– Netscape 4.x Communicator
– Handout:
"Basic Web Page Design"
"Using Netscape HTML Editor"
–Digital picture of Youth Center or some graphic (must be .JPG or .GIF format)
–Internet connection *(optional)*

Setting

– Meeting room or computer lab

Time

– 2-6 hours as available

Background

Staff and kids in youth programs find it rewarding to have a web page that describes and highlights their program. This lesson is designed to prepare staff to assist youth in creating a home page.

Introduction

"Today we are going to create a web page." Netscape Communicator comes with an easy to use HTML editor that can create nice looking web pages. With the editor, you don't have to know anything about HTML language, although it might help to know some of the basics to make minor adjustments or use more advanced HTML features. The handouts "Basic Web Page Design" and "Using Netscape HTML Editor" gives more details and helpful hints for the features we will learn in this lesson."

"In this lesson, you will see the terms 'Pointer' and 'Cursor'. The Pointer is the marker that moves when you move your mouse. The Cursor is the place marker in your document (usually a dark vertical line)."

Walk the group through the creation of a web page as follows.

"Let's create a home page for your Youth Center. Start Netscape Communicator. In the lower right corner, you see icons for the different components of Communicator:
Ships Wheel = Navigator Web Browser,
Envelope = Messenger Email,
Dialog Balloons = Newsgroups,
Card file (Communicator 4.5) = Address Book,
Pen and Paper = Composer HTML Editor.
Click on the composer icon."

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Procedure

Autosave

"At some time, Compose will ask if you want to save the contents of your page. This is a timed backup feature, which will periodically save your work. If the program crashes (which does happen!) or some other problem occurs, some of your work will be preserved. When this prompt appears, give your page a name (for this exercise, you can call it YS-Home) and click OK. It will then ask for a Page Title if you have not given it one already (See Page Properties below). You can give your page a title, like Youth Center Home Page. From then on, your work will be periodically saved to this file."

Page Properties

"First, let's create a background and default text colors for our page. Right-click anywhere in the workspace and select Page Properties (or select Format/Page Colors and Properties from the Menu). Under the Colors and Backgrounds Tab, you can select colors for your background and text defaults by clicking the button next to that item and clicking on the desired color. The window on the right will show you how these colors will look on your page. Choose text colors and backgrounds that will be easy for viewers to read. You can change the colors of selected normal text when you create your page - we'll show you that later."

"You can select a graphic image to use as a background instead of just a plain color background. Type the path and file name of the desired graphic in the "Use Image" field or use the Choose File button. When you do this, the checkbox will be checked."

"Now click the General Tab. Enter a title for your

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page (if you haven't already entered the title in Autosave or want to change it)and your name as author. You can type in a description or key-words to be used by search engines if you wish."

"When you're finished with Page Properties, click OK."

Adding Text

"Now we'll type in some text for our page. If you were making a web page for your Youth Center, you might type the name of the center <ENTER>, address of the center <ENTER>, phone number <ENTER>, and perhaps the name(s) of directors."

"Look at the bottom toolbar - this is called the "Formatting Toolbar," because it will allow you to format text. The last icon on the right is for alignment. It has a dropdown menu to left, right or center justify. "

"To center your lines of text, click your pointer at the beginning of the first line and drag to the end of the last line to highlight all of the text. Now click the Alignment icon and select 'center.'"

"If you want to change the size, color, font or other attributes of some or all of the text, click and drag to highlight the desired text, the select those attributes that you want to change from the Formatting Toolbar (these are explained in detail in "Using the Netscape HTML Editor" handout."

Creating a Table

"Tables are useful for organizing information on a page. They also can be used to help with layout of your page. Click at the end of your text. Hit <ENTER> and make a few blank spaces with the spacebar, hit <ENTER> make a few spaces, then hit <ENTER> one more time. We've created a few blank lines under our text. Why the spaces on each line? One of the oddities of Composer is

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that if you don't put a couple of spaces on a blank line, the line will be ignored when you view the page."

"Now let's create a table. Look at the toolbar above the Formatting Toolbar. This is the "Composition Toolbar." Toward the right end of this toolbar is the Tables icon, that looks like a window. Click the Table icon."

"We need to setup our table. The table displayed has one row and two columns. You would click in the desired field and change the numbers to change the rows and columns."

"Below this is where you set the table position on the page - click Center. Our table will not have a caption, but if you wanted one, you would click on "Include Caption" and click whether you want the caption above or below the table. This will create an extra space above or below the table where you can type a caption."

"If you want a visible border around the table, leave the checkmark next to "Border Line Width" and select the thickness of the line (leave it at one or change it). If you don't want a border to show, click on the checkmark to make it disappear."

"Cell spacing and Cell padding create white space between cells or between cells and their contents. Leave these as is for now; you can change them later if you wish. You can select a particular Table Width and Table Height by % of Windows or by pixels by using the checkboxes and indicating the number desired and % or Pixel settings. If you uncheck the boxes, the table will sized based on its contents. For this exercise, type "85" for the Table Width. Leave Equal Width Columns. You can change these settings as desired."

"Place your pointer in the left cell of your table and right-click. Look at the different options you have. Point to Insert or Delete, and you will see

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that this is how you can add or remove cells, rows, columns or tables. Now go up and click on Table Properties. Now that the table is built, you see tabs for Table (which is what you used to build your table), Row and Cell. Click each tab to look at what they have, then click back on the Cell Tab."

"The Cell settings will let you set attributes in the cell where the cursor is. These are the same as are in the Row Tab, but Cell attributes will only affect the cell you are in, while Row attributes will affect all of the cells in the same row with the cell that you are in. Click Horizontal Alignment to Center and Vertical to Top and click OK. You can go back anytime to adjust these settings as you go if necessary."

See "Using Netscape HTML Editor" for more details about tables.

Inserting a Graphic

"Click in the center of the left cell of your table –make sure the cursor is visible there. This is where we will put the picture of your Youth Center (or whatever you have)."

"Go to the Composition Toolbar and click the Image icon. Type the path and filename of your graphic. If you don't know it, use the "Choose File" button. When you've selected your graphic file, you can select a Text Alignment to align a word or line of text in relation to the graphic or Text Wrap - left or right - to have text wrap around the graphic. Leave the default setting. Notice that you can change the dimensions of your graphic and the space around your image. Actually, Composer won't let you change these until after you've placed the graphic on your page. Click OK and your graphic should appear in the table cell."

"Now double-click on your graphic and the

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Image properties windows will appear. Change size and space settings if you wish - you can do this anytime you wish. If you change the dimensions of your graphic, changing the number in one dimension will cause the other to change proportionally as long as the Constrain button is checked. If you don't want this to happen (if you want to fine tune the dimensions of a graphic), click off constrain and enter the desired height and width.

"If you need to significantly reduce the size of a graphic for your page, size it as you wish in Image Properties, then record the height and width that you have selected. Use a graphics program that you may have (such as Corel or Photoshop) to resize the image to the dimensions you have selected and save the new graphic file (it's probably better to give this file a new name). Now go back to composer, double click the old image and type in the name of the new graphic (if you changed the name as recommended). The new, smaller image will appear. (NOTE: If you did not change the filename for your graphic, it will appear the same as before, because Netscape will use the graphic that is saved in its cache. To view the smaller graphic, you will need to save your work, close Composer and Netscape, then start Netscape and Composer again and load your file back into Composer. Now you see one reason why we recommend using a different file name.)"

"Why go through the trouble to resize the image? The new, smaller image makes a smaller file size. This will help the image to load faster when your page is viewed. Depending on how much smaller, this time difference can be significant."

See "Using Netscape HTML Editor" and "Graphics Resources on the Internet" for more information about graphics.

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Placing Text in the Table

"Next, click around in the right cell of your table until the cursor appears in the cell, then right-click by the cursor (if you don't locate the cursor first, what you try to put in the cell won't go there. In Table Properties, set both alignments to Center."

"Type "Center Hours" <ENTER> and the hours your center is open. You can format this text as you did the text at the top of the page if you wish - including fonts, size, colors."

"You can even create a table within a table. Place a blank line below your center hours. Create a one row / one column table with no border, 85% of Parent Cell (notice it does not say "% of Window" because this table is inside of a table cell), and centered. Set Cell Alignments to Top / Center. In this cell, type: "Special Events This Month" and below it, type a few special events that you might have with dates and times."

Creating Links

"One of the neat things about web pages is that you can link to other web pages or other places within the same page. Click your pointer under the table. Make a few spaces and hit <ENTER>."

"Type: "We are part of the USDA / Army School Age and Teen Project." Click and drag to high-light USDA / Army School Age and Teen Project. We're going to create a link to the ASA&T web site. With the text highlighted, click the Link icon in the Composition Toolbar. In the Link To field, we'll type the URL:

http://www.usda-army-asat.org.

Click OK. You see that the linked text is now in a different color (depending on the color you selected for linked text in Page Properties) and is underlined. When you place your pointer over the link, it changes to a finger. You can't

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make different linked text be different colors within a page, nor can you remove the underline."

"Insert a blank line. Do you see an underline appear? Composer doesn't realize you are through with the contents of your link. To correct this, highlight the underline, then right-click it. Select Remove Link. The line should be gone. Now make another blank line, and you will see that the problem is solved."

Rule Lines, Target/Anchor and Email Links

"A Rule Line is a horizontal line. To create one, place the cursor where you want the rule (for our page, leave it where it is), then click the H Line icon on the Composition Toolbar. Double-click on the rule line (your pointer will change when it is over the rule) - you can change the width in pixels or % of Windows, alignment and thickness in pixels of the rule line as you desire."

"Click at the end of the rule and insert a blank line below the rule line. Type: "Email Us:" followed by the name(s) of the Director(s) you typed at the top of your page. Highlight one name and click the link icon. In the Link To Field, type "mailto:" followed by their email address (you can make it up for this exercise if necessary: name@email.army.mil). Click OK. Do the same for the other name if you have one. This creates an email link. If someone clicks this link, their browser's email program will start and, if they have it set to work with their email account, they will be able to send an email message to the address given for the link."

"Click in front of "Email Us", then click the Target icon in the Composition Toolbar. Type in the target name "email" and click OK. We have created a place marker in the page called a target or anchor."

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"Now go to the top of your page and highlight the name of a director. Click the Link icon. Notice that the target name "email" shows. Click on it, then click OK. Repeat this for names of other directors. You can create links to targets on other web pages, too. If it is an HTML file on your computer (which may be the case if you are creating several pages for your web site), click on Selected File, then click in the Link to field and type the complete file name (like otherfile.htm). The targets on that page will now show (if they don't, check the filename). To link to targets on pages that are on the Internet, type the URL followed by a '#' sign and the name of the target with no spaces(for example: http://www.installation.army.mil/YS-Home.htm#email). Target names are case sensitive, so you must duplicate the name exactly for it to work. Click OK. When someone click on this link, the browser will not only take them to the web page, but to that position in the web page."

Save and View Your Work

"Any time you want to see what your page will look like in Netscape, first save your work by clicking the Save icon on the Composition Taskbar. Then click the Preview icon. A Netscape Navigator window will appear with your page on it."

Publishing Your Work

"To put your pages on the Internet, you must have access to an Internet server. Your DOIM or local Internet Service Provider can help with this. They will give you the location, username and password that you will need to transfer your pages to the Internet server."

"To send your pages, save your work. Click the Publish icon in the Composition Toolbar. Complete the information requested. Netscape

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will automatically fill some of it in for you - make sure that it is correct. You can choose to use a different file name or title than the one's you've been using while creating the web page if you wish."

"In the lower window, you will see any graphic files associated with your page that will also be sent to the server. If this is the first time you've used these graphics on your web site, you will need to send them. If these graphics are already on your web site, you can select to send only certain files (all are highlighted by default - click on individual files that you don't want to send and they will not be highlighted) or click Select None if you don't need to send any graphics. Why bother? It saves time if you only send new graphic files and not ones that are already on the server. Large or numerous graphic files can take time to transmit."

"Once everything is sent properly, you will receive a message that the transfer was successful. If something went wrong, you will receive such a message. If the transmission was not successful, click the Publish button and be sure your server location, user name and password are correct - this may be case sensitive!"

"View your page on the web. Click the Navigator icon in the lower left corner of Composer (the ship's wheel) and type the URL for your web site and the filename - for example: http://yourserverlocation/yourfilename.htm. Make sure it looks the way you intended. If you can, view your pages with other web browsers and other display resolutions to see if it will look good to others, too. You may need to go back to fine tune your work in Composer and Publish it again."

Adding Your Web Page to Search Engines

"You can tell the major search engines (Yahoo,

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Infoseek, Lycos, Excite, Alta Vista and Hot Bot to name a few) about your web site so others can find it. Go to the web site for each search engine that you want and look for a link to instructions for adding your web page to their database. The process will vary for each search engine, as will the time it will take before it finally does show up on their list. You will only really need to register your home page, since this will be the most important one for people to find."

Conclusion

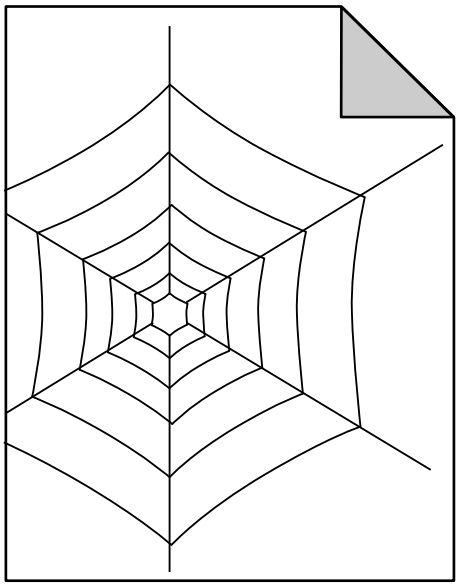
"In this lesson, you have learned how to create web pages using many features of Netscape Composer. With experience, you will learn more of the fine points of using Composer. You may want to learn a little HTML and how to use it in Composer."

Written by Jim Kahler, ASA&T Computer Technical Specialist, University of Maryland

BASIC WEB PAGE DESIGN

Using an HTML Editor

An HTML (hypertext markup language) editor will help you to design web pages with little or no knowledge of HTML code. A variety of editors can be purchased or downloaded as freeware or shareware from the Internet. Although many editors are made so that you can design web pages without having to know HTML, it is helpful to know the basics so that you can diagnose problems or look at a web page you like and see what they have done. There are books and web sites that can help you learn more about HTML. Online tutorials and information can be found at-
http://northshore.net/%7Escma/tutor
-Netscape's web site at
http://home.netscape.com/webbuilder/index.html
and-
http://www.hotwired.com/webmonkey/teachingtool/ .

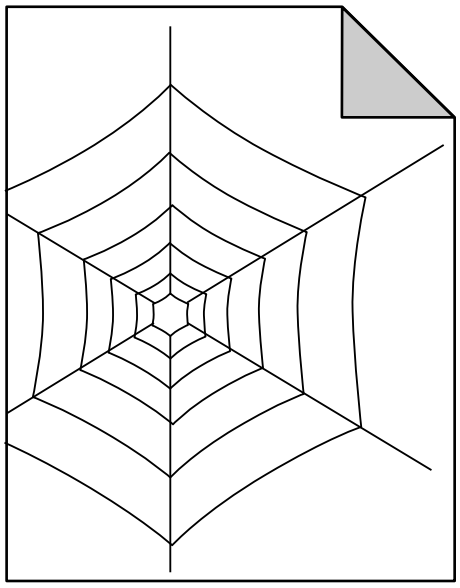


An HTML editor comes as part of Netscape Communicator (4.x). Communicator can be downloaded free from the netscape web site for Windows 3.x, Windows 95/98 or Macintosh. In Netscape browser, click the "Software" button (Netscape 2 or 3) or "guide" icon (4.x) and look for "download" links.

Netscape Communicator (4.x) is the latest version of Netscape Internet tools. It includes the Netscape browser, Composer HTML editor, email software and more. [Note: If you will be using Netscape on a multimedia computer with enough hard disk space, you can select the version with "components or plug-ins." These are small applications-"applets"-that unlock special effects in web sites, such as music, sound-effects, video and interactivity. If you choose not to add the plug-ins, you will be prompted when you try to access a web page that requires a particular plug-in.] When you download Netscape, you will need to select the version made for your operating system.

Download the file to a location on your hard drive (suggest c:/temp). Close any running programs, then use FILE/RUN or START/RUN or use Windows Explorer of file manager to locate and double-click on the downloaded file. Follow the installation prompts. You will need about 15 Mb of disk space.

To start the editor, start Netscape and click FILE, NEW, BLANK PAGE.



Web Design Tips

Before you create your pages, you need to plan your site. What do you include? How should it be organized? Who is your audience and what information do they need and want? Use 3X5 cards to help you organize your pages and content and layout.

Keys to a successful site:

1. Your site needs to be easy to use and navigate. Put your logo or identity mark on every page-let people know they are in your site. Include links on every page to your home page and other relevant pages in your site. Make it easy for people to move around and find what they need with only a few clicks.

2. Have a clear message-Who am I? Why should people be interested? Do your research and planning for your intended primary audience.

3. Make it visually appealing. Don't overdo it with tricks and effects-many soon get tedious.

4. Be informative. Remember your primary audience, but understand that other visitors may not know about you. Don't underestimate your audience either. Plan to change content to keep them coming back. Use your web site as an information tool, not just a sign that says "Here we are on the web!"

5. Put important information at the top of the page so it can be seen when the page loads. Remember that visitors may have displays at a different resolution than yours (640x480, 800x600, 1024x720, etc), so what you see may not be what they see. You want a viewer to see enough when the page loads to want to see more.

6. Avoid long or large pages. It is better to have several small pages than on large on (people hate to scroll). If you must use a long page, include navigation links and targets withing the page. Avoid using a large graphic or too many graphics that can make a page slow to load using slower modems (total content of a page should be 40K-60K). If your page takes a long time to load, but you can't bear to remove graphics or content, make a link to another "text-only" version of the page for those who don't like to wait.

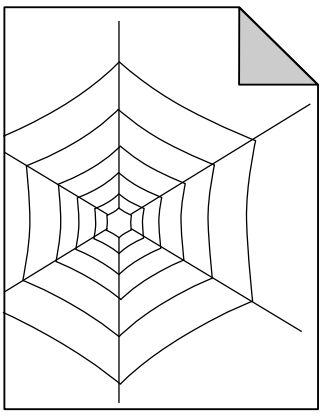
Elements of a Web Page

Text Your editor will let you select fonts, text colors and font sizes like a word processor.

Graphics: Currently, you can only use .JPG or .GIF graphics on a web page. Generally, .GIF is used for clipart and .JPG for photographs. If you have other types of graphics that you want to use (such as .PCX, .TIF, .WPG), you will need to convert them. Netscape can convert some formats when you use the editor to place an image on the page. For others, you will need to use a graphics program (like Corel Paint that came with your scanner) to save a graphic in the desired format. You may not be able to convert some less common file formats (like Wordperfect .WPG), depending on the capabilities of your software. You can find many collections of clipart, backgrounds and animated graphics (called animated GIF's) in the Internet. Use a search engine to find these sites. To save clipart (Windows 95), right-click on the clipart and select Save Image As. Always select clipart that is labeled as "public domain," which means that you can use it and modify it as you like. Some web sites with clipart list restrictions for use of content. Remember, all content on the Internet is considered copyrighted unless it is identified otherwise.

Fonts: Netscape Composer allows you to use fonts available on your computer. However, in order to view a particular font, it must also be available on the viewer's computer-otherwise, a common alternate font (like Arial) will be substituted. If you use unusual fonts on your web page, they will not show on a viewer's page 9unless they happen to have that font). You can change the size of your fonts and choose to make the text in most fonts old, underlined and italics. If you have something like a page title that you want in a special font, it is best to use your graphics software to make it a graphic, which does not depend on the fonts on a viewer's computer.

Links: You can select a word, phrase or graphic to be a clickable link to another web page or another location within a web page. Highlight what you want to be the link, click the Link icon, then type in the URL to the web page the link will go to in the "Link to" field. It is recommended that you use the full URL (http://www.sample.edu/ index.htm). If desired, you can type a word or phrase in the "Link Source" field that will display when the viewer's cursor is placed over the link. To link to a specific location within the same page or another page, place your cursor at the destination location for the link, then click the Target Icon (also known as an Anchor) and give it a keyword name. Then highlight the text or graphic desired and click the link icon. For the URL, type the URL followed by a pound sign and the keyword name of your target/anchor (e.g. http://www.sample.edu/index..htm#example). The keyword name must match exactly in target name and URL-including case.



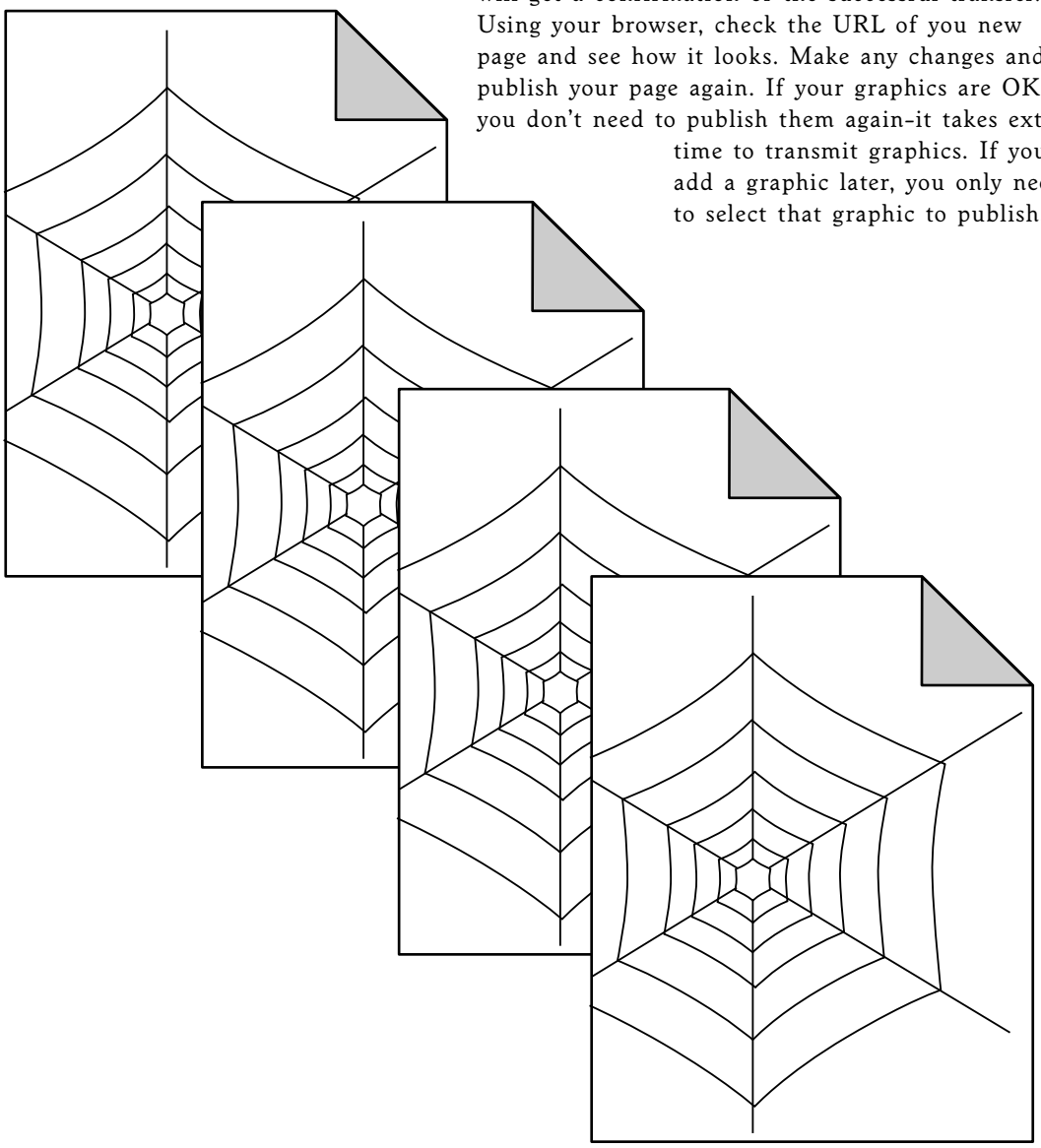
To make a graphic link, double-click on the graphic to open the graphics properties. Click the "Link" tab and type in the URL. netscape will automatically put a blue border around the graphic to identify it as a link. You don't like the border, click the "Image" tab and set "Solid Border" to zero pixels. To display a work or phrase when the viewer's cursor passes over the linked graphic, click the Image tab and the "Alt. Text" button, then type the desired word/phrase in the field. If you are linking to someone else's web site, check the link regularly to make sure it still works.

Email Links: You can create a special kind of link that will open an email document to send, if the viewer's browser has email capabilities set. (In Communicator-Click Communicator/Messenger Mailbox. When Messenger email starts, select Edit/Preferences/Mail & Groups. You will need to click each of the items listed under Mail & Groups and type in the information about your email and email server.) To create the email link, highlight the desired text/graphic and enter the Link as "mailto:*email address*" with now space (e.g. mailto:joe@anymail.com). When a viewer clicks the link, their browser's email software will start, and the viewer can send a message to the the address in the link.

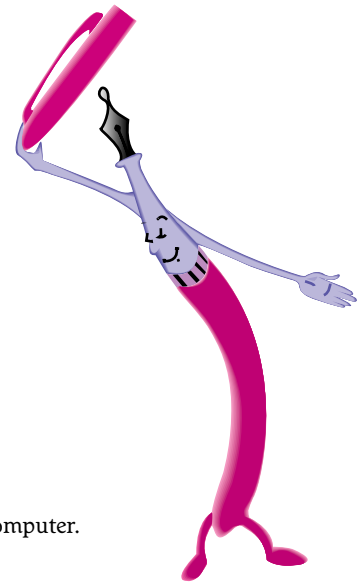
Check your finished product: To save your page, click the Save icon. After you've saved you page, click "Preview" to see what your page looks like in the browser. Try to look at your completed pages using several different computers, monitors and browsers if possible. The look of your pages may vary because of any of these, and this may require you to make changes to your designs. You can not design your pages to look the same for everyone, but you want to do the best you can under a variety of variables.

Publishing Your Web Pages

Once your web pages are done, you need to put them on a server for others to see. Check with you DOIM or Internet Services Provider about web server space. They will give you a URL, an ID (user name) and a password to send your pages to the server. To send your pages to the server, click the Publish icon. You will need to give the file name (you can us the current file name or give it another one of eight characters of less-filename.htm), a title, the location (server address) and select the graphics on the page to publish (default is All, which you need to do the first time you send a page to get the graphics on the host server). Complete the necessary information and click "OK." If all goes well, you will get a confirmation of the successful transfer. Using your browser, check the URL of you new page and see how it looks. Make any changes and publish your page again. If your graphics are OK, you don't need to publish them again-it takes extra time to transmit graphics. If you add a graphic later, you only need to select that graphic to publish.



Using Netscape HTML Editor



These are the Icons and the commonly used features and commands of the Composer Editor.

Composition Toolbar:

New: Start a new blank page or template page or open an HTML file saved on your computer. {Menu:FILE/NEW for a new page or FILE/OPEN to opwn HTML file}

Open: Open an HTML file saved on your computer {Menu: FILE/OPEN}

Save: Save file on your computer. {Menu: FILE/SAVE of SAVE AS}

Publish: Transmit your web page to the web server to be viewed by others. {Menu: FILE/PUBLISH}

Preview: View your page in Navigator (must save your page first).

Cut: Remove highlighted text and or graphics (click and drag) and save to Clipboard. {Menu: EDIT/CUT}

Copy: Copy highlighted text and or graphics (click and drag) and save to Clipboard. {Menu: EDIT/COPY}

Paste: Paste text and/or graphic from Clipboard (after a Cut or Copy) to your page. {Menu: EDIT/PASTE}

Print: Print your web page (as it looks in Navigator) to your printer. {Menu: FILE/PRINT}

Find: Find a word or phrase in your page. {Menu: EDIT/FIND IN PAGE}

Link: Make a highlighted text into a link to another web page. {Menu: INSERT/LINK}

Target: Create a place within a web page as a destination for a link (anypage.htm#anchor). {Menu: INSERT/TARGET}

Image: Place a .JPG or .GIF image on a page. {Menu: INSERT/IMAGE}

H-Line: Create a horizontal rule line across the page. You can designate how long and wide the line is. {Menu: INSERT/HORIZONTAL LINE}

Using Netscape HTML Editor

Composition Toolbar:

Table: Create a table. {Menu: INSERT/TABLE} You can set the following:
Number of rows and columns
Table Alignment (whether the table is left center or right jsutified on the page)
Include Caption (creates a caption area above or below the table).
Border Line Width (Thickness of table border-uncheck the box or set to "0" for no border)
Cell Padding (empty space between cell walls and contents)
Cell Spacing (Thickness of cell walls)
Table Width/Table Minimum Height (in % of page of pixels)
Table Background-Use Color (click in the gray rectangle and select a background color for the cells in the table)
Use Image (use a .GIF or .JPG image as the background of each cell-most browsers are not able to view table background images)
Leave Image at Original Location (only under rare circumstances will you check this)

Once these basics are set, you can change them. Right click anywhere inside a table {or cllick FORMAT/TABLE PROPERTIES with your cursor in a table} to edit table properties:

Table: edit settings as described above.
Row: edit settings for a row of cells-position of contents of the cells in the row background color/images.
Cell: edit settings for individual cell-position of contents of the cell, background color/images. You can make a cell cover more than one column or row. When you do this, displaced cells are pushed aside. Right-click inside each displaced cell and select DELETE/CELL to remove these extra cells.

Formatting Toolbar:

Paragraph/Heading Style: Change text style, including "List Item" to create bullet or numbered statements.

Font: Select Font as available on your computer-must be available on the viewers computer.

Font Size: Select or change size of font (highlight desired text to change color).

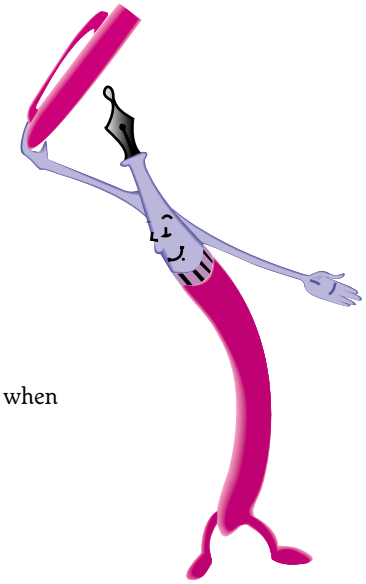
Text Color: Select or change color of font (highlight desired text to change color).

A's: Select or change font attributes: Bold, Italic, Underline and Remove All Settings (highlight desired text then click icon to change attribute).

Bullets: Change to bulleted list. (To return to normal, select "Normal" in the Paragraph/Heading Style).

Numbered lines: Change to numbered list item-# sign will take place of numbers in Composer, but will be visible numbers in Navigator (to return to normal style, select "normal" in the Paragraph/Heading Style).

Using Netscape HTML Editor



Formatting Toolbar:

Decrease and Increase Indent: To change indent of paragraph of text. To reverse indent when done, must use "decrease indent."

Alignment: Left, center or right justify content of a line.

Additional Menu Commands:

FILE: Send Page - Open email Messenger and send a page URL to someone
Browse Page - view page in Navigator
Page Setup - select page settings for printing
Print Preview - view what printed page looks like
Close - close page
Exit - exit Communicator

EDIT: Undo - reverse last action
Delete Table - delete part of a table or the whole table where the crsor is located
Select All/Select Table - highlights all elements in a page/table
Serach Directory - search selected online directory for phone numbers, email addresses, etc.
HTML Source - edit HTML source code
Preferences - set Communicator preferences

VIEW: Hide or Show Toolbars, Decrease or Increase Font size on the viewed page
Relode - reload a page from its server after STOP
Show Images - turn off to load pages faster - but you will not see any graphics
Refresh - reloads from your comuter's temorary storage not from the page's server
Stop Animations - stops animated .GIF's to load pages faster
Page Source - view HTML code
Page Information - tells about the page

GO: Move forward or back one page, or go to a page visited earlier in the session.

COMMUNICATOR: Use the various components of Communicator - browser, email, HTML editor, Email Address Book, etc.
Bookmarks - Also click Bookmark Icon - ADD the URL of the current page for future reference or click on a listing to go to that page
History - lists all web pages visited recently

HELP: Use Communicator's Help features

Lesson 16: Including Evaluation in Your Training Design

Purpose
To provide a basic understanding of evaluation.

Materials
– Bag of M & M candy
– News Print and markers

Setting
– Meeting room

Time
– 30 minutes

Background
Evaluation is a necessary part of program planning and delivery. Two important types of evaluation are "Process Evaluation" and "Outcome Evaluation".

Process evaluation is the type of evaluation that one does to improve a program. Questions like "Is the information: …too easy …just right …too difficult" provide feedback from the participants about how they felt about the difficulty level of the information. With this information, the presenter can adjust the level of the information for the next presentation. The purpose of the evaluation is to improve the program the next time it is delivered.

Outcome evaluation is the type of evaluation that one does to show the impact or worth of a program. For example a question of "How much money did you save by using the information from this program?" shows a financial impact from the program. This is the type of information that is used as a funding justification for a program or to show decision makers why they should or should not support a program.

Procedure

Break into groups of 3-6 people. Pass out M & Ms to each group. Designate groups as either "Process" or "Outcome" groups.

“Ask the "Process" group, to imagine that they are part of a development group that has just developed the M&M type candy. They see a bright future for the product but know they need to improve the product. They are going to meet with a group of customers later in the day to discuss ways to improve the product.

Notes

For the next 5 minutes your group is to brainstorm questions you would ask the customer group so they could improve their product."

Sample questions:

- do you prefer a chocolate center or a nut center?
- Does the candy coating taste good?
- Is the candy coating too thin or too thick?
- Do you like the colors?
- Are some colors more appealing than others?

Record the questions on the newsprint.

"Ask "Outcomes" group, to imagine that they are a group that has to prepare a report to upper management about the product they've created. They are going to meet with a group of customers that have sampled the final product. For the next 5 minutes your group is to brainstorm questions you would ask the customer group after the sampling."

Sample questions:

- Did you like the taste?
- Would you buy the product?
- Would you buy it on a regular basis?

Record these questions on newsprint.

After the brainstorming session, have the groups briefly share their questions with the whole group.

Next, ask each group to pick an activity they conduct in their program. Ask the "Process" group to develop questions that would help with process evaluation of that activity. Ask the "Outcomes" group to develop questions that would help the outcome evaluation of that activity. Record on newsprint. After the groups have completed the task, ask them to share their questions with the entire group.

Notes

Process

Facilitate a discussion of this process with the following questions.

– Which type of evaluation is easier?
– Who are people that need to see the results of outcome evaluation on the installation?
– What happens if programs are not evaluated?

Help the group recognize that time spent evaluating the experiences they provided in their program will inform them in the planning for future programs and will give them data to help them justify their work with administrators and the community.

Lesson 17: Planning Your Training:
A Lesson for Train-the-Trainer Classes

Purpose
To understand the different items that must be considered when planning a training.

To start the planning process for the training that the participants will conduct at a later time.

Materials
– Handouts:
"Ten Steps for Effective Training"

Setting
– Meeting room

Time
– 30 minutes

Background
Participants in this course are expected to conduct the training presented in this workshop for other staff upon returning to their installations. This lesson will provide the information needed to plan and prepare for this training.

Introduction

"We have spent time this week offering the information and skills needed to integrate the technology of the computer labs with other youth development program delivery modes in youth services. We have also modeled a variety of training styles in presenting this content. You have been given a handbook containing the lesson plans and the delivery models used to present this information. Now, you have the tools you will need for the presentation of the material. However, for your training to be successful you will also need to understand the process for delivering an effective training."

"Good training doesn't happen just because you 'know your stuff.' Good trainers know that the teaching/presenting time is only a small part of their training responsibility. Systematic planning and the ability to anticipate the needs and responses of participants are necessary if trainings are to result in both the understanding and USE of the information and skills presented. The effort that goes into an effective training BEFORE it begins is as great as that spent in delivering the training. We are going to look at ten steps that will help you prepare and deliver your training upon returning to your installation."

Notes

Procedure

Using PowerPoint, an overhead or newsprint display, facilitate a discussion of the Ten Steps for Effective Training check sheet. Reproducible masters are in the appendix of this handbook. Hand out the check list so that the group can follow along and take notes.

"Now that we have covered the preparations necessary for a successful training experience, I want you to put together a plan for the training you will conduct when you return."

"We have scheduled a practice teaching time for tomorrow. Each of you will be given 20 minutes in which time you will teach one of the lessons in this handbook to our group. Obviously, there will not be enough time to walk us through the entire lesson, but you will be able to cover the introductions, the directions, some of the processing and the wrap up for the lesson you select. At that time, we would also like you to share your training plan with the group.

"I am going to ask you to sign up for the lesson you prefer to teach using this sign-up sheet. If you do not get your first choice, you can know that the experience with the one you least like will probably be the one of greatest benefit."

Pass around the sign up sheet or have newsprint posted with a list of the lessons on which participants can sign up.

"You have time now to begin to work on your teaching plan."

Ten Steps for Effective Training

Step 1. Obtain Administrative Approval

Upon returning to your installation, schedule a time to meet with the appropriate administrator to brief over your training here and to secure **enthusiastic** approval to conduct the training on your installation. Since your attendance at this workshop was based upon your returning to provide training, this should not be difficult. Make a copy of the Overview of Training page in the appendix of this handbook to give to this administrator to explain the objectives of your training.

Step 2. Identify Your Audience

With your administrator, determine who should attend this training and how they will be recruited. You will need to decide whether attendance will be voluntary or mandatory. In either case, it is important that participants attend all sessions. Discuss how enrollment will be handled with installation staff.

Step 3. Determine the Time Frame

The time needed to cover these lessons is about 30 hours. This may vary some with the size and experience of your participants, but planning for 30 hours gives you a comfortable framework in which to work. It is unlikely that your staff will have 30 hours in a single block of time to give to training. This means that you may well have to build a schedule for your training that breaks the 16 hours into smaller segments to be delivered over a period of several days or weeks. The order of the lessons in the handbook has a purpose. Your training should flow well if you keep this order as you break down the workshop.

Try to offer the lessons on **Webbing** and **Creating an Integrated Program** on the same day. They are designed to support each other.

Step 4. Secure Classroom – (computer lab)

A key component for success in training is the physical environment in which you work. This training requires the use of a computer lab and, due to that fact, you will likely be limited in the options you have for space. Ideally, you will have one person to a computer station and clear sight lines from each station to the projection screen and/or space from which you will present. There will also be ample room for you to move about the room without bumping into anyone while they are working on their computers. It will be important that the group hear you easily. If the room is very crowded or is unusually large, you will need a cordless mike. Some settings have mikes and some do not. Check this need when you are securing space to teach.

Good light and moderate temperature are important as well. Do what you can to accommodate these environmental needs, but do not become overly stressed if some can't be met in the computer lab space to which you have access.

Step 5. Enroll Participants

Make a packet to give to staff before the training. These packets can be used with staff you are trying to recruit OR with staff who have been designated and may need to feel some "buy-in" since they did not self-select to attend. People want to know **what** they will be learning, **where** the training will be held, **when** it will held and **how** much time it will take. Use the Overview of Training and Objectives pages in the appendix of this handbook to provide the "what" answer. The answer to "when" and "how long" comes from the training schedule you built with your administrators' approval. You can do something creative to tell "where" the training will be. When needed, some advice on attire will be appreciated. This packet will take very little of your time to prepare but will save a great deal of your time in phone calls before the training and in creating a trusting learning environment once they arrive.

As you accumulate the names of participants, make a class roster to use as a sign-in attendance sheet at each class session. You will also want to make name tags for all participants as they enroll.

Step 6. Gather Materials and Supplies

Critical to good training is having all of the equipment and supplies you will need. One of the most stressful situations in training is discovering that a necessary teaching tool is missing minutes before training begins. While the missing tool can often be overcome, the stress in not having it will take its toll on your ability to attend to participant needs as you teach.

Plan to gather the materials you will need at least **a week** before you are scheduled to train. Gather the materials for the complete (30 hour) training. Do not wait until the night before the training. Invariably, there will be some supply element that you will not be able to find, buy or reproduce at the last minute.

Use the Materials Check List found in the appendix of this handbook to prepare for your training.

TIP: An easy way organize your training supplies and materials is to put them in folders within expandable files and store the whole collection in a box labeled on every side COMPUTER LAB TRAINING. Label the expandable folders by the training sessions you will be delivering – Day I, Day 2, Day 3, etc. Label the file folders with the name of the lesson and the contents of the file folder, i.e., Lesson I– Lesson plans, Lesson 1– Interview Sheets, Lesson 2 – Learning Style Inventory, Lesson 2 – colored half-sheets, etc. You will probably have room in this box for the markers, masking tape and other small supplies as well. After you have completed a training, replenish your box so that it is ready to use the next time you train and store it where you can find it easily.

Step 7. Review Teaching Materials – Practice

No matter how well you know your material, always review and practice the lesson you will be presenting the night before. Use a highlighter to help you catch major points at a glance, or prepare an outline of the major points you want to make. Know your material so well

that you will able to maintain eye contact with your group as you teach. By observing your group as you teach, you will get nonverbal cues that will let you know when you need to take another approach to the information. Watch for quizzical expressions that tell you they "aren't getting it" or restless behavior that could mean they "got it" a long time ago or that they have given up.

Step 8. Prepare the Training Room

Several days before the training you will need to be sure that the computers are configured appropriately and that the software you plan to use is installed. On the day of the training, arrive well ahead of the scheduled time to start. Place the handouts, materials and supplies you need that day on an easily accessible table near your primary training station. Set up a table near the door with the **check in roster** and **name tags** – a **welcome sign** is a nice touch here. Adjust the lighting and temperature of the room when possible.

Step 9. Greet Participants

Complete all of your room preparations at least a half hour before training is scheduled to start so that you are free to greet people as they arrive. Someone will always arrive early!

The atmosphere that greets people when they arrive will set the tone for the entire experience. Your goal is to make them feel welcome and eager to participate. This will not happen if you are preoccupied or bustling about getting things in order when people arrive.

Step 10. Enjoy Your Group

You have done your homework. You have prepared yourself, your participants and your teaching space and are better prepared to assist your fellow youth development professionals in this particular content area than anyone else around. These are people who love kids and they will love what you have to offer. Have fun working and learning with them!

Lesson 18: Practicing Your Teaching

Purpose
To gain experience teaching the lessons in this curriculum.

Materials
– Sign up sheet
– Materials on materials list fom each selected lesson

Setting
– Meeting room and/or computer lab

Time
– 15-20 minutes per presenter

Background
As a "Train the Trainer" curriculum, some thought and effort needs to be given to experience with the "training" aspect. Good trainers must practice their training and their delivery of the curriculum. This exercise allows future trainers to get some experience and practice in a safe environment of co-participants.

Procedure

Select 4-6 of the lessons from the training. The selected lessons should be ones that have been conducted during the training and ones that lend themselves to a short training lesson. Suggested lessons would be Learning Styles, Windows (3.1 or 95), Print Shop, Storybook Weaver, Human Computer, Webbing, Educational Technology Standards.

Make a sign up sheet with the lessons listed. The list should be made available about 24 hours before the teach back sessions occur. Have each participant sign up for one lesson. If there are more people than lessons available, have more than one person teach the same lesson.

Explain that the participant is to conduct a 12-15 minute lesson for the entire group, based on the lesson they signed up for. The lesson can be done exactly as written up, as originally conducted in the training, or of their own design. In cases where the original lesson is longer than the allotted 12-15 minutes, the participant will need to train the lesson to fit eh allocated time. Lesson materials should be made available for those lessons that require additional t. Highlight that the purpose of the teach back session is to provide practice training time and that the lesson

Notes

doesn't have to look like the lesson when it was first conducted. Originality is encouraged. Every trainer needs to train from a perspective of comport with the materials.

Plan your presentation schedule. Some participants will need to be in the computer lab to do their lessons, some will not need the computer lab. Schedule so that all the lessons requiring the lab are don together, those that do not are done together. With this arrangement the group can be split into two groups, one in the computer lab, one in the classroom.

Make sure that every group has a facilitator. The faciltator keeps the schedule and, along with the other participants, provides constructive comment back to the presenter. Since this is a learning session, feedback is welcome and desirable.

Process

After everyone has finished giving their lesson, discuss the following questions with the group:

– Did your training session go as you expected?

– How did it feel to train a lesson that had just been trained on earlier in the training?

– What are some of the things that are different about being th trainer instead of the trainee?

– Which learning style do you think would get the most out of your training session?

– Will you do anything different when you train on your lesson again?

– Did you find yourself paying more attention to "training styles" when you saw the lesson a second time, knowing that you would have to train on a lesson yourself?

APPENDIX I

The following pages contain reproducible copies
of the handouts and worksheets to use for your trainings.

worksheet

Learning Styles

Interview Sheet #1

Interview #1:
(To be conducted by the person with the earlier birthday)

Begin your interview as follows:

"Imagine you are about to begin a new hobby or activity. For once, money and time will be no object. Try to answer based on what you would prefer to do without worrying about the details."

1. What hobby or activity have you chosen to explore?

2. How will you get started in this new hobby? What help will you need?

3. As you pursue your hobby in greater depth, what will you do next?

4. What will encourage you to continue this hobby?

5. What problems do you anticipate as you pursue this hobby?

6. How will you overcome these difficulties?

7. Do you have any additional comments about pursuing a hobby? About the interview? About learning about your hobby and how you prefer to learn?

Adapted by Mary K. Munson, State 4-H Office, University of Illinois, from materials developed by Chere Coggins, University of Wisconsin.

Learning Styles

worksheet

Interview Sheet #2

Interview #2:
(To be conducted by the person who has already been interviewed)

Begin your interview as follows:

"You have set a goal to learn some new knowledge or skill. You can choose any methods you would like to use to facilitate your learning without concern for cost, time or other limiting factors."

1. What have you chosen to learn?

2. How will you go about learning in this area?

3. As you pursue your learning to greater depth, what will you need?

4. What will encourage you to continue to learn in this area?

5. What problems do you anticipate as you learn about this?

6. How will you overcome these difficulties?

7. Are there any key points we have not touched upon as you think about initiating and acquiring new knowledge or skills?

8. Do you have any additional comments about pursuing this learning project, about the interview, about learning and how you prefer to learn?

Adapted by Mary K. Munson, State 4-H Office, University of Illinois, from materials developed by Chere Coggins, University of Wisconsin.

Learning Style Inventory

worksheet

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn and to process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style.

This 24-item survey is not timed. Answer each question as honestly as you can.

Instructions: Put an X in the appropriate box after each statement.

Question	Seldom	Sometimes	Often
1. Remember more about a subject through the lecture method with information, explanations and discussion.			
2. Prefer information to be presented with the use of visual aids.			
3. Like to write things down or to take notes for visual review.			
4. Prefer to make posters, physical models, actual models or actual practice through activities in class.			
5. Require explanations of diagrams, graphs or visual directions.			
6. Enjoy working with my hands or making things.			
7. Am skillful with and enjoy developing and making graphs and charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			

Question	Seldom	Sometimes	Often
11. Do better at academic subjects by listening to lectures and tapes as opposed to reading a textbook.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the word on papers.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke or snack during studies.			
16. Feel the best way to remember is to picture it in my head.			
17. Learn spelling by tracing the letters with my fingers.			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Am good at working and solving jigsaw puzzles and mazes.			
20. Play with object in hands during learning period.			
21. Remember more by listening to the news on the radio than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking, etc.			
24. Follow oral directions better than written ones.			

Score Yourself

worksheet

Directions: Place the point value on the line next to the corresponding question number. Add the points in each column to obtain the preference scores under each heading.

Often = 5 pts. **Sometimes = 3 pts.** **Seldom = 1 pt.**

VISUAL POINTS	AUDITORY POINTS	TACTILE POINTS
2 _____	1 _____	4 _____
3 _____	5 _____	6 _____
7 _____	8 _____	9 _____
10 _____	11_____	12 _____
14_____	13 _____	15 _____
16 _____	18 _____	17_____
19_____	21_____	20 _____
22 _____	24 _____	23 _____
_____	_____	_____
visual pts	auditory pts	tactile pts

About the Three Styles

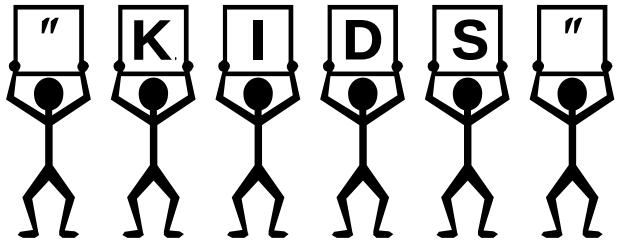
If you are an AUDITORY learner, you may wish to listen to tapes to learn. Tape lectures to help you fill in the gaps in your notes. Sit in the lecture hall or classroom in a place where you can hear well. After you have read something, summarize it and recite it aloud. Talk with someone about what you are learning.

If you are an VISUAL learner, then by all means be sure that you look at all the study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review. Reading to learn will work for you.

If you are a TACTILE learner, trace words as you are saying them. Use your computer to record important information (the keyboard is very tactile). Build models of concepts. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

handout

Working with "KIDS" and Computers



Here are some challenges you may face when working with "kids" and computers:

Young people in your lab seem to know more than you about software.

Many young people have been exposed to computers for much of their lives and are very comfortable with them. Some have had extensive experience with computers.
How will you deal with that?

– Don't be intimidated.
– Learn from that young person.
Not only will you be learning something but that young person builds self-esteem by teaching you.
– Utilize those individuals with extensive knowledge as assistants in the lab.

Youth seem to think that the computer and software are much more interesting than you are.

Computers and software have an impressive appeal to young people. Software is designed to hold their attention. In fact, the good software may be more appealing than pizza!
How will you deal with that?

– Let the computer and software do the teaching.
Have the young people work with software that will subtly teach the same lessons you would have taught.
– Design lessons or activities that maximize what the computer can teach and minimize what you have to teach. You'll all be a lot happier.
– If you do need their attention, have them turn their backs to the monitor, or say "Hands Up" and have them raise their hands off the mouse or keyboard. (This is a rule that you will want

to call when ground rules are set).

Young people in your lab always want to work in groups.

It's natural for young people to group together, especially 9- to 12- year-olds. This desire is strengthened when someone has a good, interesting game going.
How will you deal with that?

– For the most part, don't. The cross training that occurs when kids work in small groups is very valuable in the learning process. If the group gets too loud or disruptive, break them into smaller groups, have them work on different software or let them help different people.
– If some people are struggling with a piece of software or a problem, encourage them to work together to solve the problem. Use that as a way to develop group problem-solving skills.

Youth in your lab want you to tell them exactly what to do.

There are kids who constantly ask you to give them answers rather than try to problem-solve on their own. These requests take the form of asking for help.
How will you deal with that?

– Lead the kid through a process of discovering the answer him/herself. Think about how you would try to find an answer to something you don't know and use that process. Ask questions that help the young person find the answers.
– Refuse to "give" the answer. Help and support the problem-solving but don't "solve" the problem. Give feedback as the young person works through the process, to help clarify where he/she is going. Instill that excitement with exploration and discovery.
– Keep your hand off the mouse! As soon as you put your hand on the mouse, you have control. The person asking the question can no longer discover or explore. Also, when you have the mouse, the temptation is to quickly give the answer – often so fast that the kid still doesn't have a clue about how to answer the question, solve the problem or help him/herself.

It gets so noisy in the lab with everyone talking to each other.

At some points the lab will get noisy.
How will you deal with that?

– Remember that the lab isn't a library. A certain amount of noise is to be expected as young people interact.
– If the noise is caused by the software, take out the speakers and use headphones.
– If the noise level disrupts those that are using the lab for studying, try setting up specific "quiet" hours. That doesn't restrict what software can be used, only the noise level in the lab. Vary those hours through the week so that a "studier" is not given only late or unpopular hours.

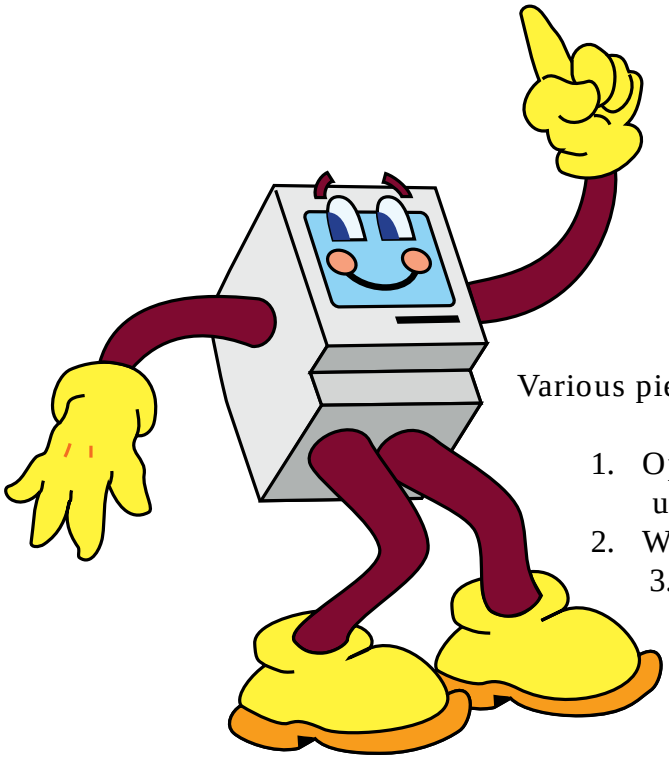
Through all the interactions in the lab, remember that you are trying to encourage development in the youth who are there. That development may take various forms from eye-hand coordination to problem-solving to leadership. Encourage your youth to explore and discover, and let the computer and software do the work.

handout

The Human Computer

Build your "computer" in order. – All of these parts make up the CPU:

1. Case
2. Processor
3. Memory
4. Hard Drive
5. Floppy Drive
6. CD-ROM Drive
7. Video Card
8. Network Card
9. Sound Card*
10. Modem
11. BIOS - helps all the pieces talk to the Processor



Add these parts to build the computer:

1. Monitor
2. Keyboard
3. Mouse
4. Speakers*

Various pieces of software:

1. Operating System – used to help other software talk to the computer
2. Word Processing Software**
3. Presentation Software*
4. Data Software**
5. Spreadsheet Software**

Do something with the information

1. Floppy Disk
2. CD-ROM
3. Printer
4. Printer Cartridge*
5. Printer Cable
6. Network – to connect to other computers
7. E-Mail – notes of files to others

Remember –

1. The Byte – without it we couldn't store or retrieve information*
2. The User – the real brains of the computer. Yourself.

handout

The Human Computer

instructions:

If the group is small, certain parts (the ones with an *) can be removed without affecting the concept. You can also build the CPU and then replace all the parts with your CPU. You can build the rest of the computer then replace all the parts with a computer. Various pieces of software (the ones with an **) can be combined as Application Software. Use your imagination until the final product is reached.

Pieces and Parts List

BIOS – Basic Input/Output System. A chip inside your computer that gives information about your computer to the operating system.

Byte – The smallest unit of measure. Ex. Kilobytes, Megabytes and Gigabytes.

Case – The box that holds all the internal parts.

CD-ROM – Compact Disk - Read Only Memory. Storage medium that holds large amounts of data.

CD–ROM Drive – Device used for reading CD-ROM's.

CPU – Central Processing Unit. The collection of all the parts inside the case including the case.

Database – Software used to store and retrieve information in a structured manner.

E-Mail – Electronic Mail.

Floppy Diskette – Storage medium that holds small amounts of information. Secondary Storage.

Floppy Drive – Device for reading floppy disks.

Hard Drive – Large fixed storage medium located inside the case. Primary Storage.

Keyboard – The most prominent input device for the user.

Memory – Short term storage of data.

Pieces and Parts List continued

Modem – Used to connect PC to remote computer using phone lines.

Monitor – Device that displays a visual image.

Mouse – Pointing, input device.

Network – A system of connected computers and devices that promotes data and device sharing.

Network Card – An add-on card that allows a computer to communicate with other computers and devices on the network.

Operating System – Base piece of software that allows user applications to communicate with the hardware. Ex. Win 95, Win 3.1, MS-DOS, UNIX, Novell Netware and System 7.

Presentation Software – Software used to create slide shows. Ex. Powerpoint or Presentations.

Printer – Output device that makes a hard copy of your information.

Printer Cable – Connects PC to printer

Printer Cartridge – That part that holds the ink or toner for the printer.

Sound Card – Interprets the information into an audible sound.

Speakers – They amplify sound.

Spreadsheet – Software setup in a grid format primarily used to manipulate numbers.

User – That's you dummy.

Video Card – Interprets the information into a visual image.

Word Processing – Software used for creating and editing documents. Ex. Microsoft Word 97 or WordPerfect 6 for Windows.

Computer Language Matching Game

Place the number next to the correct response.

1. Speakers	____The box that holds all the internal parts.
2. BIOS	____Device used for reading CD-ROM's.
3. Network Card	____Electronic Mail.
4. Case	____An Add-on card that allows a computer to communicate with other computers and devices on the network.
5. CD-ROM	____A system of connected computers and devices that promotes data and device sharing.
6. Operating System	____Basic Input/Output System. A chip inside your computer that gives information about your computer to the operating system.
7. CD-ROM Drive	____Short term storage of data. Usually expressed in Bytes.
8. Processor	____Central Processing Unit. The collection of all the parts inside the case including the case.
9. CPU	____Device that displays a visual image.
10. Motherboard	____The most prominent input device for the user.
11. Database	____The main board in the computer where all internal components attach.
12. E-Mail	____Device for reading floppy disks.
13. Floppy Disk	____Storage medium that holds small amounts of information. Secondary Storage.
14. Spreadsheet	____Software used to store and retrieve information in a structured manner.

15. Printer Cartridge ____Base piece of software that allows user applications to communicate with the hardware. Ex. Win 95, Win 3.1, DOS, UNIX, Novell Netware and System 7.

16. Floppy Drive ____Large fixed storage medium located inside the case. Primary Storage.

17. Printer Cable ____Pointing device.

18. Hard Drive ____Used to connect PC to remote computer using phone lines.

19. Word Processing ____Software used to create slide shows. Ex. Powerpoint or Presentations.

20. Printer ____Output device that makes a hard copy of your information.

21. Keyboard ____Connects PC to printer.

22. Memory ____Compact Disk - Read Only Memory. Storage medium that holds large amounts of data.

23. Modem ____The part that holds the ink or toner for the printer.

24. Monitor ____Brains of the computer. Can be a Pentium, 486, etc…

25. Video Card ____Interprets the information into an audible sound.

26. Mouse ____They amplify sound.

27. User ____Software setup in a grid format primarily used to manipulate numbers.

28. Network ____Interprets the information into a visual image.

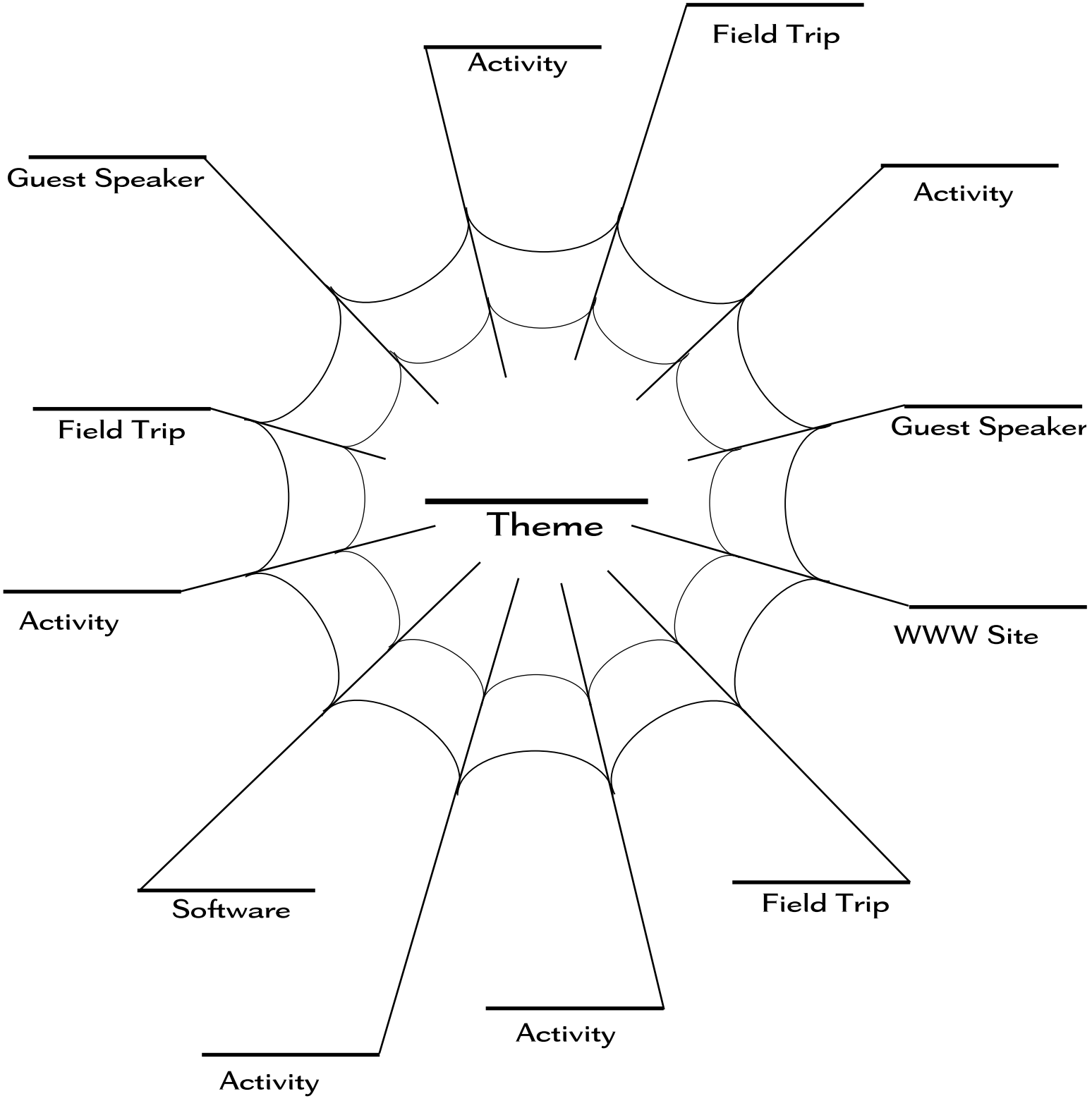
29. Sound Card ____The real brains of the computer. Yourself!

30. Presentation Software ____Software used for creating and editing documents. Ex. Microsoft Word or WordPerfect.

worksheet

WEBBING

Select a central theme and then fill in the blanks of possible activities, field trips, guest speakers, computer software, WWWsites that could be associated with this theme.



handout

DELIVERY MODES

Examples of *TIME FRAME* Delivery Modes:

Day Camp – Participants are in the program for a specified number of hours each day for a short amount of time, such as one week.

Resident Camp – Similar to day camp except that participants stay overnight at the facility. Program elements may continue into the night.

"Lock-In" – Participants are required to stay through the whole program. Usually offered as an overnight experience designed to provide activities throughout the night.

Short Term (few days or weeks) – Program runs for a short duration on a periodic basis. An example would be a program that occurs on every Thursday at 2:30 - 3:30 for the months of May and June.

Long Term (many weeks or months) – Similar to short term only over a longer period of time, usually many months.

Examples of *PRESENTATION MANNER* Delivery Modes:

Individual – A single participant is involved in a program working alone with some guidance from a leader.

Informal Group – Participants may or may not be the same from session to session.

Formal Group – Participants are enrolled and the group remains constant through the duration of the program.

Club – Similar to formal group but with rules and norms agreed upon by club members. Activities include those which are related to maintaining the club structure.

Date _____

Theme _____

Half Day, One Week Camp

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Registration	Warm up Game/ Review of Previous Day	Field Trip to Airport/ Guest Speaker - Pilot	Warm Up Game/ Review of Previous Day	Warm Up Game/ Review of Previous Day
8:30	Introductions/ Ground Rules	Guest Speaker/ Aero Engineer	or Air Traffic Controller	Build Balsa Plane	Visit National Air & Space Museum on the WWW
9:00	Icebreaker Game Name Toss	Aeronautical Experiment Activities		continued	Scavenger Hunt on NASM web site
9:30	Rules of the Lab/ Basic Computer Operation	continued		Continue on Flight Simulator Software	Flight Simulator Software
10:00	Break/Snack	Break/Snack		Break/Snack	Break/Snack
10:30	Paper Airplanes Software - Hands on, including	Paper Airplane Flying Contests		Continue on Flight Simulator Software	Flight Simulator Software
11:00	Making Planes by Instructions	Intro Flight Simulator Software		Test Flying Balsa Planes	Flying Contest
11:30	Test Flights	continued		Flying Contest	Distribution of Flying Certificates
12:00	Wrap Up/ Clean up	Wrap Up/ Clean up	Wrap Up/ Clean up	Wrap Up/ Clean up	Wrap Up/ Clean up

handout

Date _____

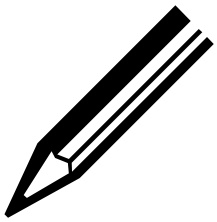
Theme _____

Half Day, One Week Camp

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					

worksheet

Program Worksheet



Program title

Objective(s)

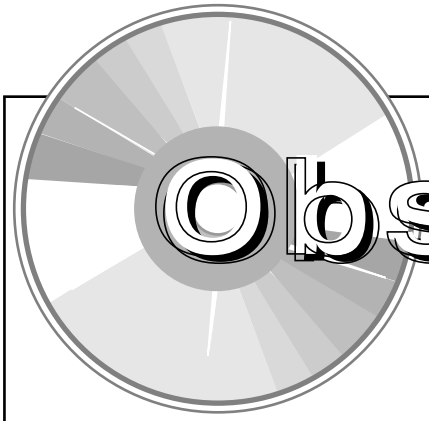
Service area(s)

Delivery mode (Include intended time frames)

Specific activities that will be part of the program

Other considerations

worksheet



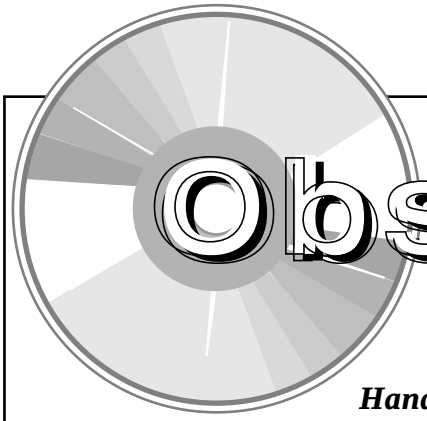
Observations

– How do the youth users work? Alone? In pairs? In small groups?

– What software are they using? Does it vary by whether they are working alone or in groups?

– How long do users stay with one software title?

– Is there "peer assistance" or does help come solely from the lab instructor?



Observations

Hands On

(If you decide to work with the youth, consider these things)

– Are adult users treated as peers or as adults?

– Do the youth users more readily accept help from a peer or an adult?

– Do you feel the need to be an "expert" with all the answers?

– Are there times when the youth users know more than you do?

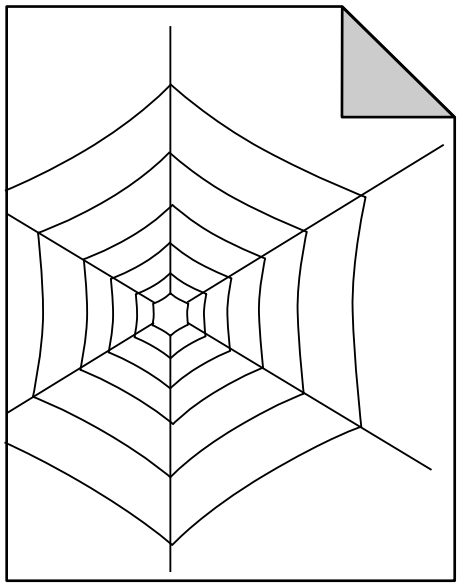
– Is it easy or difficult to accept help from one of the youths?

handout

BASIC WEB PAGE DESIGN

Using an HTML Editor

An HTML (hypertext markup language) editor will help you to design web pages with little or no knowledge of HTML code. A variety of editors can be purchased or downloaded as freeware or shareware from the Internet. Although many editors are made so that you can design web pages without having to know HTML, it is helpful to know the basics so that you can diagnose problems or look at a web page you like and see what they have done. There are books and web sites that can help you learn more about HTML. Online tutorials and information can be found at-
http://northshore.net/%7Escma/tutor
-Netscape's web site at
http://home.netscape.com/webbuilder/index.html
and-
http://www.hotwired.com/webmonkey/teachingtool/ .

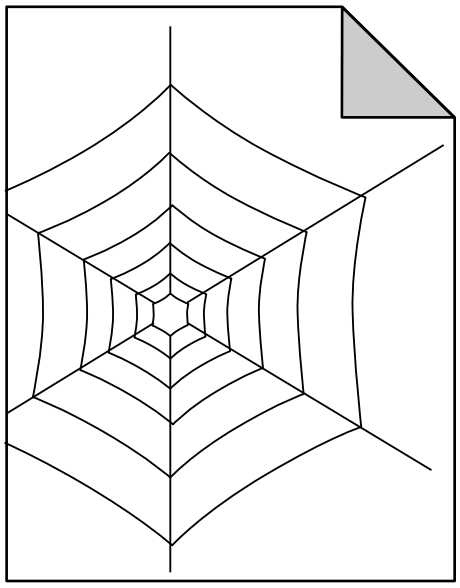


An HTML editor comes as part of Netscape Communicator (4.x). Communicator can be downloaded free from the netscape web site for Windows 3.x, Windows 95/98 or Macintosh. In Netscape browser, click the "Software" button (Netscape 2 or 3) or "guide" icon (4.x) and look for "download" links.

Netscape Communicator (4.x) is the latest version of Netscape Internet tools. It includes the Netscape browser, Composer HTML editor, email software and more. [Note: If you will be using Netscape on a multimedia computer with enough hard disk space, you can select the version with "components or plug-ins." These are small applications-"applets"-that unlock special effects in web sites, such as music, sound-effects, video and interactivity. If you choose not to add the plug-ins, you will be prompted when you try to access a web page that requires a particular plug-in.] When you download Netscape, you will need to select the version made for your operating system.

Download the file to a location on your hard drive (suggest c:/temp). Close any running programs, then use FILE/RUN or START/RUN or use Windows Explorer of file manager to locate and double-click on the downloaded file. Follow the installation prompts. You will need about 15 Mb of disk space.

To start the editor, start Netscape and click FILE, NEW, BLANK PAGE.



Web Design Tips

Before you create your pages, you need to plan your site. What do you include? How should it be organized? Who is your audience and what information do they need and want? Use 3X5 cards to help you organize your pages and content and layout.

Keys to a successful site:

1. Your site needs to be easy to use and navigate. Put your logo or identity mark on every page-let people know they are in your site. Include links on every page to your home page and other relevant pages in your site. Make it easy for people to move around and find what they need with only a few clicks.

2. Have a clear message-Who am I? Why should people be interested? Do your research and planning for your intended primary audience.

3. Make it visually appealing. Don't overdo it with tricks and effects-many soon get tedious.

4. Be informative. Remember your primary audience, but understand that other visitors may not know about you. Don't underestimate your audience either. Plan to change content to keep them coming back. Use your web site as an information tool, not just a sign that says "Here we are on the web!"

5. Put important information at the top of the page so it can be seen when the page loads. Remember that visitors may have displays at a different resolution than yours (640x480, 800x600, 1024x720, etc), so what you see may not be what they see. You want a viewer to see enough when the page loads to want to see more.

6. Avoid long or large pages. It is better to have several small pages than on large on (people hate to scroll). If you must use a long page, include navigation links and targets withing the page. Avoid using a large graphic or too many graphics that can make a page slow to load using slower modems (total content of a page should be 40K-60K). If your page takes a long time to load, but you can't bear to remove graphics or content, make a link to another "text-only" version of the page for those who don't like to wait.

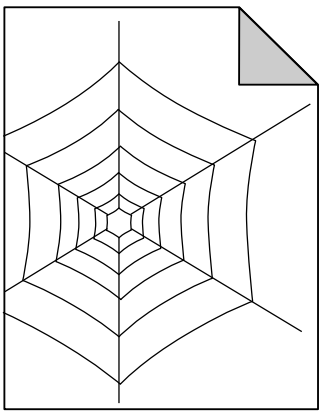
Elements of a Web Page

Text Your editor will let you select fonts, text colors and font sizes like a word processor.

Graphics: Currently, you can only use .JPG or .GIF graphics on a web page. Generally, .GIF is used for clipart and .JPG for photographs. If you have other types of graphics that you want to use (such as .PCX, .TIF, .WPG), you will need to convert them. Netscape can convert some formats when you use the editor to place an image on the page. For others, you will need to use a graphics program (like Corel Paint that came with your scanner) to save a graphic in the desired format. You may not be able to convert some less common file formats (like Wordperfect .WPG), depending on the capabilities of your software. You can find many collections of clipart, backgrounds and animated graphics (called animated GIF's) in the Internet. Use a search engine to find these sites. To save clipart (Windows 95), right-click on the clipart and select Save Image As. Always select clipart that is labeled as "public domain," which means that you can use it and modify it as you like. Some web sites with clipart list restrictions for use of content. Remember, all content on the Internet is considered copyrighted unless it is identified otherwise.

Fonts: Netscape Composer allows you to use fonts available on your computer. However, in order to view a particular font, it must also be available on the viewer's computer-otherwise, a common alternate font (like Arial) will be substituted. If you use unusual fonts on your web page, they will not show on a viewer's page 9unless they happen to have that font). You can change the size of your fonts and choose to make the text in most fonts old, underlined and italics. If you have something like a page title that you want in a special font, it is best to use your graphics software to make it a graphic, which does not depend on the fonts on a viewer's computer.

Links: You can select a word, phrase or graphic to be a clickable link to another web page or another location within a web page. Highlight what you want to be the link, click the Link icon, then type in the URL to the web page the link will go to in the "Link to" field. It is recommended that you use the full URL (http://www.sample.edu/ index.htm). If desired, you can type a word or phrase in the "Link Source" field that will display when the viewer's cursor is placed over the link. To link to a specific location within the same page or another page, place your cursor at the destination location for the link, then click the Target Icon (also known as an Anchor) and give it a keyword name. Then highlight the text or graphic desired and click the link icon. For the URL, type the URL followed by a pound sign and the keyword name of your target/anchor (e.g. http://www.sample.edu/index..htm#example). The keyword name must match exactly in target name and URL-including case.



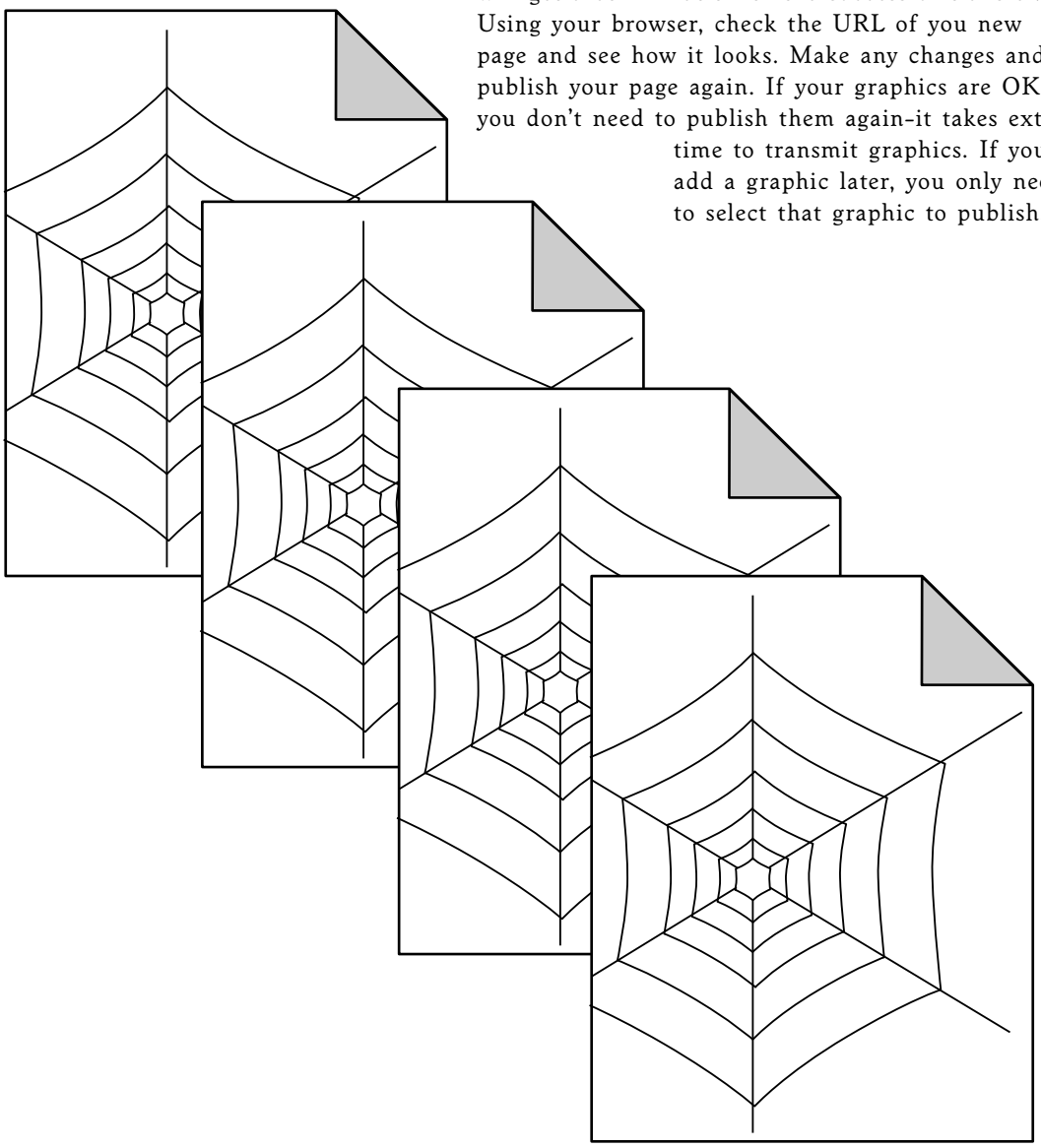
To make a graphic link, double-click on the graphic to open the graphics properties. Click the "Link" tab and type in the URL. netscape will automatically put a blue border around the graphic to identify it as a link. You don't like the border, click the "Image" tab and set "Solid Border" to zero pixels. To display a work or phrase when the viewer's cursor passes over the linked graphic, click the Image tab and the "Alt. Text" button, then type the desired word/phrase in the field. If you are linking to someone else's web site, check the link regularly to make sure it still works.

Email Links: You can create a special kind of link that will open an email document to send, if the viewer's browser has email capabilities set. (In Communicator-Click Communicator/Messenger Mailbox. When Messenger email starts, select Edit/Preferences/Mail & Groups. You will need to click each of the items listed under Mail & Groups and type in the information about your email and email server.) To create the email link, highlight the desired text/graphic and enter the Link as "mailto:*email address*" with now space (e.g. mailto:joe@anymail.com). When a viewer clicks the link, their browser's email software will start, and the viewer can send a message to the the address in the link.

Check your finished product: To save your page, click the Save icon. After you've saved you page, click "Preview" to see what your page looks like in the browser. Try to look at your completed pages using several different computers, monitors and browsers if possible. The look of your pages may vary because of any of these, and this may require you to make changes to your designs. You can not design your pages to look the same for everyone, but you want to do the best you can under a variety of variables.

Publishing Your Web Pages

Once your web pages are done, you need to put them on a server for others to see. Check with you DOIM or Internet Services Provider about web server space. They will give you a URL, an ID (user name) and a password to send your pages to the server. To send your pages to the server, click the Publish icon. You will need to give the file name (you can us the current file name or give it another one of eight characters of less-filename.htm), a title, the location (server address) and select the graphics on the page to publish (default is All, which you need to do the first time you send a page to get the graphics on the host server). Complete the necessary information and click "OK." If all goes well, you will get a confirmation of the successful transfer. Using your browser, check the URL of you new page and see how it looks. Make any changes and publish your page again. If your graphics are OK, you don't need to publish them again-it takes extra time to transmit graphics. If you add a graphic later, you only need to select that graphic to publish.



handout

Using Netscape HTML Editor

These are the Icons and the commonly used features and commands of the Composer Editor.

Composition Toolbar:

New: Start a new blank page or template page or open an HTML file saved on your computer. {Menu:FILE/NEW for a new page or FILE/OPEN to opwn HTML file}

Open: Open an HTML file saved on your computer {Menu: FILE/OPEN}

Save: Save file on your computer. {Menu: FILE/SAVE of SAVE AS}

Publish: Transmit your web page to the web server to be viewed by others. {Menu: FILE/PUBLISH}

Preview: View your page in Navigator (must save your page first).

Cut: Remove highlighted text and or graphics (click and drag) and save to Clipboard. {Menu: EDIT/CUT}

Copy: Copy highlighted text and or graphics (click and drag) and save to Clipboard. {Menu: EDIT/COPY}

Paste: Paste text and/or graphic from Clipboard (after a Cut or Copy) to your page. {Menu: EDIT/PASTE}

Print: Print your web page (as it looks in Navigator) to your printer. {Menu: FILE/PRINT}

Find: Find a word or phrase in your page. {Menu: EDIT/FIND IN PAGE}

Link: Make a highlighted text into a link to another web page. {Menu: INSERT/LINK}

Target: Create a place within a web page as a destination for a link (anypage.htm#anchor). {Menu: INSERT/TARGET}

Image: Place a .JPG or .GIF image on a page. {Menu: INSERT/IMAGE}

H-Line: Create a horizontal rule line across the page. You can designate how long and wide the line is. {Menu: INSERT/HORIZONTAL LINE}

Using Netscape HTML Editor

Composition Toolbar:

Table: Create a table. {Menu: INSERT/TABLE} You can set the following:
Number of rows and columns
Table Alignment (whether the table is left center or right jsutified on the page)
Include Caption (creates a caption area above or below the table).
Border Line Width (Thickness of table border-uncheck the box or set to "0" for no border)
Cell Padding (empty space between cell walls and contents)
Cell Spacing (Thickness of cell walls)
Table Width/Table Minimum Height (in % of page of pixels)
Table Background-Use Color (click in the gray rectangle and select a background color for the cells in the table)
Use Image (use a .GIF or .JPG image as the background of each cell-most browsers are not able to view table background images)
Leave Image at Original Location (only under rare circumstances will you check this)

Once these basics are set, you can change them. Right click anywhere inside a table {or cllick FORMAT/TABLE PROPERTIES with your cursor in a table} to edit table properties:

Table: edit settings as described above.
Row: edit settings for a row of cells-position of contents of the cells in the row background color/images.
Cell: edit settings for individual cell-position of contents of the cell, background color/images. You can make a cell cover more than one column or row. When you do this, displaced cells are pushed aside. Right-click inside each displaced cell and select DELETE/CELL to remove these extra cells.

Formatting Toolbar:

Paragraph/Heading Style: Change text style, including "List Item" to create bullet or numbered statements.

Font: Select Font as available on your computer-must be available on the viewers computer.

Font Size: Select or change size of font (highlight desired text to change color).

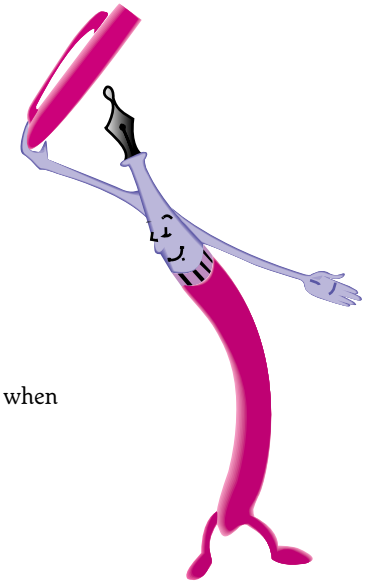
Text Color: Select or change color of font (highlight desired text to change color).

A's: Select or change font attributes: Bold, Italic, Underline and Remove All Settings (highlight desired text then click icon to change attribute).

Bullets: Change to bulleted list. (To return to normal, select "Normal" in the Paragraph/Heading Style).

Numbered lines: Change to numbered list item-# sign will take place of numbers in Composer, but will be visible numbers in Navigator (to return to normal style, select "normal" in the Paragraph/Heading Style).

Using Netscape HTML Editor



Formatting Toolbar:

Decrease and Increase Indent: To change indent of paragraph of text. To reverse indent when done, must use "decrease indent."

Alignment: Left, center or right justify content of a line.

Additional Menu Commands:

FILE: Send Page - Open email Messenger and send a page URL to someone
Browse Page - view page in Navigator
Page Setup - select page settings for printing
Print Preview - view what printed page looks like
Close - close page
Exit - exit Communicator

EDIT: Undo - reverse last action
Delete Table - delete part of a table or the whole table where the crsor is located
Select All/Select Table - highlights all elements in a page/table
Serach Directory - search selected online directory for phone numbers, email addresses, etc.
HTML Source - edit HTML source code
Preferences - set Communicator preferences

VIEW: Hide or Show Toolbars, Decrease or Increase Font size on the viewed page
Relode - reload a page from its server after STOP
Show Images - turn off to load pages faster - but you will not see any graphics
Refresh - reloads from your comuter's temorary storage not from the page's server
Stop Animations - stops animated .GIF's to load pages faster
Page Source - view HTML code
Page Information - tells about the page

GO: Move forward or back one page, or go to a page visited earlier in the session.

COMMUNICATOR: Use the various components of Communicator - browser, email, HTML editor, Email Address Book, etc.
Bookmarks - Also click Bookmark Icon - ADD the URL of the current page for future reference or click on a listing to go to that page
History - lists all web pages visited recently

HELP: Use Communicator's Help features

handout

Ten Steps for Effective Training

Step 1. Obtain Administrative Approval

Upon returning to your installation, schedule a time to meet with the appropriate administrator to brief over your training here and to secure **enthusiastic** approval to conduct the training on your installation. Since your attendance at this workshop was based upon your returning to provide training, this should not be difficult. Make a copy of the Overview of Training page in the appendix of this handbook to give to this administrator to explain the objectives of your training.

Step 2. Identify Your Audience

With your administrator, determine who should attend this training and how they will be recruited. You will need to decide whether attendance will be voluntary or mandatory. In either case, it is important that participants attend all sessions. Discuss how enrollment will be handled with installation staff.

Step 3. Determine the Time Frame

The time needed to cover these lessons is about 16 hours. This may vary some with the size and experience of your participants, but planning for 16 hours gives you a comfortable framework in which to work. It is unlikely that your staff will have 16 hours in a single block of time to give to training. This means that you may well have to build a schedule for your training that breaks the 16 hours into smaller segments to be delivered over a period of several days or weeks. The order of the lessons in the handbook has a purpose. Your training should flow well if you keep this order as you break down the workshop.

Try to offer the lessons on **Webbing** and **Creating an Integrated Program** on the same day. They are designed to support each other.

Step 4. Secure Classroom – (computer lab)

A key component for success in training is the physical environment in which you work. This training requires the use of a computer lab and, due to that fact, you will likely be limited in the options you have for space. Ideally, you will have one person to a computer station and clear sight lines from each station to the projection screen and/or space from which you will present. There will also be ample room for you to move about the room without bumping into anyone while they are working on their computers. It will be important that the group hear you easily. If the room is very crowded or is unusually large, you will need a cordless mike. Some settings have mikes and some do not. Check this need when you are securing space to teach.

Good light and moderate temperature are important as well. Do what you can to accommodate these environmental needs, but do not become overly stressed if some can't be met in the computer lab space to which you have access.

Step 5. Enroll Participants

Make a packet to give to staff before the training. These packets can be used with staff you are trying to recruit OR with staff who have been designated and may need to feel some "buy-in" since they did not self-select to attend. People want to know **what** they will be learning, **where** the training will be held, **when** it will held and **how** much time it will take. Use the Overview of Training and Objectives pages in the appendix of this handbook to provide the "what" answer. The answer to "when" and "how long"comes from the training schedule you built with your administrators' approval. You can do something creative to tell "where" the training will be. When needed, some advice on attire will be appreciated. This packet will take very little of your time to prepare but will save a great deal of your time in phone calls before the training and in creating a trusting learning environment once they arrive.

As you accumulate the names of participants, make a class roster to use as a sign-in attendance sheet at each class session. You will also want to make name tags for all participants as they enroll.

Step 6. Gather Materials and Supplies

Critical to good training is having all of the equipment and supplies you will need. One of the most stressful situations in training is discovering that a necessary teaching tool is missing minutes before training begins. While the missing tool can often be overcome, the stress in not having it will take its toll on your ability to attend to participant needs as you teach.

Plan to gather the materials you will need at least **a week** before you are scheduled to train. Gather the materials for the complete (16 hour) training. Do not wait until the night before the training. Invariably, there will be some supply element that you will not be able to find, buy, or reproduce at the last minute.

Use the Materials List found in the appendix of this handbook to prepare for your training.

TIP: An easy way organize your training supplies and materials is to put them in folders within expandable files and store the whole collection in a box labeled on every side COMPUTER LAB TRAINING. Label the expandable folders by the training sessions you will be delivering – Day I, Day 2, Day 3, etc. Label the file folders with the name of the lesson and the contents of the file folder, i.e., Lesson I – Lesson Plans, Lesson 1 – Interview Sheets, Lesson 2 – Learning Style Inventory, Lesson 2 – colored half-sheets, etc. You will probably have room in this box for the markers, masking tape and other small supplies as well. After you have completed a training, replenish your box so that it is ready to use the next time you train and store it where you can find it easily.

Step 7. Review Teaching Materials – Practice

No matter how well you know your material, always review and practice the lesson you will be presenting the night before. Use a highlighter to help you catch major points at a glance, or prepare an outline of the major points you want to make. Know your material so well

that you will able to maintain eye contact with your group as you teach. By observing your group as you teach, you will get nonverbal cues that will let you know when you need to take another approach to the information. Watch for quizzical expressions that tell you they "aren't getting it" or restless behavior that could mean they "got it" a long time ago or that they have given up.

Step 8. Prepare the Training Room

Several days before the training you will need to be sure that the computers are configured appropriately and that the software you plan to use is installed. On the day of the training, arrive well ahead of the scheduled time to start. Place the handouts, materials and supplies you need that day on an easily accessible table near your primary training station. Set up a table near the door with the **check in roster** and **name tags**--a **welcome sign** is a nice touch here. Adjust the lighting and temperature of the room when possible.

Step 9. Greet Participants

Complete all of your room preparations at least a half hour before training is scheduled to start so that you are free to greet people as they arrive. Someone will always arrive early!

The atmosphere that greets people when they arrive will set the tone for the entire experience. Your goal is to make them feel welcome and eager to participate. This will not happen if you are preoccupied or bustling about getting things in order when people arrive.

Step 10. Enjoy Your Group

You have done your homework. You have prepared yourself, your participants and your teaching space and are better prepared to assist your fellow youth development professionals in this particular content area than anyone else around. These are people who love kids and they will love what you have to offer. Have fun working and learning with them!

Step 1.

Obtain Administrative Approval

For overhead transparencies.

Step 2.

Identify Your Audience

Step 3.

Determine the Time Frame

Step 4.

Secure Classroom (Computer Lab)

Step 5.

Enroll Participants

Step 6.

Gather Materials and Supplies

Step 7.

Review Teaching Materials – Practice

Step 8.

Prepare the Training Room

Step 9.

Greet Participants

Step 10.

Enjoy Your Group

APPENDIX II

Examples of Integrated Programs

Appendix II: Example of Integrated Programs
Four Part Lesson on Workforce Preparation

Purpose
To use technology to supplement and enhance learning experiences in Workforce Prep.

Materials
Computers with CD-ROM and Internet access.

Dream Catchers, Developing Career & Educational Awareness in the Intermediate Grades By Norene Lindsay

Pathfinder, Developing Career & Educational Awareness in the Intermediate Grades By Norene Lindsay

Broader Horizons Career Education Program - Boys & Girls Clubs of America

Job Search Club Program - Boys & Girls Clubs of America

4-H Learn & Earn for Fun & Profit – Maryland 4-H

Hot Dog Stand – Sunburst (CD-ROM computer simulation for running a small business)

Multimedia Career Center – Cambridge Educational (computer CD-ROM set for career analysis, exploration and planning.)

Background
Workforce Preparation is an important initiative within Youth Development programs. The wealth of computer programs and Internet sites devoted to jobs and careers make workforce preparation an excellent opportunity for integrating technology. The following outline will help you to identify and utilize the resources you need to implement a quality workforce preparation program.

Internet sites are provided as an educational resource. Their use does not represent an endorsement by the US Army, CFSC, US Department of Agriculture - CSREES or 4-H.

Part One
Defining Career Interest

The first step in career exploration is to find a career area of interest. To do this, you need to assess yourself. What kind of tasks do you like? What kinds of knowledge and skills do you have that relate to potential careers? What type of work environment do you prefer?

Once you've taken some time to assess yourself, you can examine careers that could be right for you.

Printed Materials:

Dream Catchers – Part 2 & 3
Pathfinder – Part 1 & 2

Computer Software:

Multi-media Career Center – Career Assessment and Career Analysis sections

Notes

Internet Sites:

The Career Interests Game: Click on the category that best describes you. View a list of careers that fit that category.
http://www.missouri.edu/~cppcwww/holland.shtml

Keirsey Temperament Assessment: Analyze your personality online. Answer a series of questions to learn your personality traits.
http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi

Career Assessment Index at Piedmont Virginia Community College: This is an excellent listing of many personal assessment and career analysis sites.
http://piedmontworks.org/gdassess.htm

Career Search – The College Board: Enter your skills and interests and this site will list occupations that fit you.
http://www.collegeboard.org/career/html/searchQues.html

Part Two
Career Exploration

Now that you have a list of occupations that fit your interests and skills, you can narrow the list to those you'd like to learn more about. Many of the resources listed in Part 1 contain information about the occupations you discovered in your personal assessment.

Printed Materials:

Dream Catchers – Part 1
Pathfinder – Part 2
Broader Horizons – A Boys & Girls Clubs of America Career Exploration Program

Computer Software:

Multi-media Career Center – Career Planning section

Notes

Internet Sites:

The Career Interests Game at University of Missouri: Click on the category that best describes you to view a list of careers that fit that category.
http://www.missouri.edu/~cppcwww/holland.shtml

Career Search – The College Board: Go to this web page and scroll down to look at a complete list of careers. For each occupation, you will find the nature of work, working conditions, employment statistics, education/training needed, job outlook, potential earnings, related occupations and sources of additional information.
http://www.collegeboard.org/career/bin/career.pl

The Riley Guide: Another good resource for career exploration.
http://www.dbm.com/jobguide/research.html

Job Listings and Search Resources: Use these pages to find job listings and other resources. Is your career in demand? Will you need to relocate? What's available that's of interest?
Purdue University:
http://www.cco.purdue.edu/Student/jobsites.htm
Kansas State University:
http://www.ksu.edu/ces/intjob/top.html

Part Three
Education & Training

During your work in Part 2, you probably learned what education is required for an occupation. You may need to go to college or a training school. In some cases, training is provided by the employer. Find out more about the education required for your career area and available educational resources.

Printed Materials:

Pathfinder – Part 3

Computer Software:

Notes

Multi-media Career Center – Career Planing section

Internet Sites:

College Search Tools: Find out about colleges, universities and other institutions that can give you the education that you need for your occupation.
College Board: http://cbweb1.collegeboard.org/csearch/
College Edge: http://www.collegeedge.com/Default.asp
American Learning Exchange list of Learning Services: http://www.alx.org/get_willner.asp?pageno=l6&usertype=developer

Part Four
Job Readiness

Although you've been exploring occupations as possible careers in the future, you may also be looking for a job after school or over the summer. Here are some resources that can prepare you for the world of work now, as well as in the future.

Printed Materials:

4-H Learn and Earn for Fun and Profit: Become a young entrepreneur. Learn how to run your own business enterprise.

Job Search Club Program – Boys and Girls Clubs of America: Learn about looking for a job, conducting an interview, writing your resume, completing a job application and being successful on the job.

Computer Software:

The Hot Dog Stand computer software: Learn about business by running your own hot dog stand on the computer.

Resume Writing Software: There are a number of software products that can help you to create your resume and cover letter.

Internet Sites:

Please note: Do not allow youth to submit personal information online through a resume service.

Notes

E-resumes: Resource for creating regular and electronic resumes: http://www.eresumes.com/

You can use web page software to help youth create an HTML resume that you can save on a disk to share with others. There are lessons on web page design and how to create a web page in the *Enhancing Your Youth Programs Through Effective Use of Technology* curriculum found on the ASA&T web site (http://www.usda-army-asat.org)

The Riley Guide – What Do Recruiters Really Want in a Resume? http://www.dbm.com/jobguide/new.html#morris

Summary:

With so many job and career choices available, you need to do some planning and preparation in middle and high school. You have many resources that you can use to make thoughtful plans for your future.

Written by Jim Kahler, ASA&T Computer Technical Specialist, University of Maryland.

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