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## To the Very Young Teacher

### How to encourage your elders to use the Internet

### 10 lessons which support teachers and pupils

in the SAT4EDU Project

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This document was prepared within the framework of the SAT4EDU Project:  
Pilot Project – Satellite Broadband Internet Access for Educational Multimedia Contents to Uncon-  
nected Schools (BBSat4Edu – 2019).

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**The scenario for each lesson consists of two parts:**

- Part I is done by the teacher in the school. The teacher presents the pupils with the lesson topic, explains it, and then invites them to discuss the topic. When the teacher is sure the pupils understand the topic they should demonstrate it using practical exercises. At the end of the lesson the teacher asks the pupils to repeat the same exercise at home with the older members of their families – their parents and grandparents.
- Part II is done by the pupils in their homes.

## Lesson 1

### Setting up an email account and sending and receiving emails

Setting up an email account is the first activity worth doing when somebody wants to start using the Net. Email accounts can be set up for free on many local and global service providers (e.g. Google or Yahoo).

#### *Scenario*

##### *Part I – in school*

1. To prepare for Lesson 1, pupils should read the chapter on e-mail accounts in our 'Guidebook to Practical Internet Use'.
2. The teacher starts a discussion about email, asking pupils if they have an email account, or are only using messenger type apps (Messenger, WhatsApp etc.).
3. Pupils who do have email accounts can tell the class which provider they are using. For example, local providers: in Greece freemail.gr and mailbox.gr, in Italy email.it and libero.it, and in Poland onet.pl and gazeta.pl; or global providers: ProtonMail, Google, and Yahoo.
4. The teacher asks pupils who use email services how they use them – through email client software (e.g. Outlook, Thunderbird, Mailbird), webmail through their browser, or if they use an email program on their smartphone.
5. The teacher talks with the pupils who use email services about why they use email – for education; work; contact with family, friends, or public institutions; e-commerce; or as a tool for setting up accounts for other services, i.e., social media accounts (Facebook etc.).
6. The teacher explains how an email account can be the basis for integrated services; for example, having a Gmail account gives you access to Google, Google Drive, Google Docs, YouTube etc. Also, that such accounts can be used with Android smartphones.
7. The teacher conducts an exercise with the pupils. In the exercise, the pupils, individually or in groups, set up a Gmail account.

8. The teacher helps solve potential problems – for example, an account for a given user name is already being used.
9. The teacher explains about security issues, especially creating and using strong passwords.
10. During the exercise, pupils should work independently, and the teacher should help only when needed.
11. The exercise can be supported by the screen shots included in this manual, or short videos, which can be found on the Net. The freeze-frame feature can be used during the videos.
12. When the accounts have been created, the teacher asks the pupils to send him or her an email using the webmail feature. Then the teacher sends an email to each pupil and asks them to respond.
13. At the end of this part of the lesson, the teacher asks the pupils to summarize their experiences in setting up their email account.

### *Part II – at home*

14. The pupil asks an older member of the family whether they have heard about e-mail and what it can be used for, and whether they have an email account and if they use it.
15. If the older family member already has an email account, jump to point 17 – How to send an email.
16. If the family member doesn't have an email account, or already has an account but didn't set it up themselves, the pupil can help them to set up a Gmail account (and if they already have an account, it will be a kind of exercise). The pupil will use the things they learned during the first part of the lesson. As in the school exercise, it is very important that the family member try to do it themselves, and be helped by the pupil only if needed.
17. During the setting up of the account, the pupil reminds the older family member to make notes about crucial information to do with the account: the email address, login, and password.

18. This part of the lesson can be supported by the screen shots or videos mentioned in the first part of the lesson.
19. Where there is a problem with the name (login) of the mail account being already taken, the pupil explains the situation and helps the family member to overcome this problem by creating another name/login – using the things learned during the school part of the lesson.
20. When the email account is ready, the pupil asks the older family member to send them an email from the new account, using webmail to access the email account. Then the pupil sends an email to the family member asking for an email reply.
21. The next exercise for the family member is to logout of their email account, log back in again and send another email to the pupil. The pupil answers the email, asks the family member to logout, login again, and reply to the second email message.
22. At the end of this part of the lesson, the pupil asks the older family member to summarize their experiences in setting up the email account.
23. The pupil reminds the family member to logout of their email account after they have finished all their tasks, as the first part of learning to use the Internet safely. The last task of this initial learning session is to put away in safe place the note with the crucial information about the account (email address, login, password).

## Lesson 2

### Setting up an account on Facebook (FB)

On Facebook we can meet many of our friends, even those we haven't seen for years. There are also groups we can join, formed around various themes and hobbies, for example, tourism, citizens' initiatives, cuisine, science, education etc. But in order to use FB, a personal account has to be set up.

### *Scenario*

#### *Part I – in school*

1. To prepare for Lesson 1, pupils should read the chapter on social media (particularly the section on Facebook) in our 'Guidebook to Practical Internet Use'.
2. The teacher starts a discussion about social media, mentioning the advantages and disadvantages of using it. The teacher talks about the impact of social media on every-day life; about influencers, bloggers, and celebrities; the global presence of social media; its information and social role; its impact on traditional media and book-reading; and the way it allows us to keep in touch with friends from all over the world. The teacher talks about security, about the various hobbyist groups, about advertising in social media, about banning users who break the rules, about information monopolies, about pathological streaming etc.
3. The teacher asks pupils to set up a Facebook (FB) account at <http://www.facebook.com/>. This exercise can be done by pupils individually or in groups. The teacher explains the relation between Messenger and Facebook, both from the logical and the commercial perspective.
4. The exercise can be supported using the screen shots included in this manual, or short videos which can be found on the Net. The freeze-frame feature can be used during the videos.
5. The setting up of the FB account should be done using the email account created in Lesson 1. But a mobile phone number can be used instead of the email address.
6. Once the account has been created, pupils search for their friends' FB accounts and send them a friend request.

7. As part of the exercise, pupils write messages on their main page, using the tools and features available in FB (i.e. emoticons, backgrounds etc.), and add links to external webpages.
8. The teacher encourages the pupils to react to the messages they receive from their friends, giving them 'likes', commenting, answering comments etc.
9. At the end of this part of lesson, the teacher asks the pupils to summarize their experiences in setting up their FB accounts.

### *Part II – at home*

10. The pupil asks an older member of the family whether they have heard about social media – FB, YouTube, Twitter, Instagram – and what it can be used for, and whether they have a social media account and if they use it. This introduction should concentrate on such advantages as contacting friends and relations, even those they haven't seen for years, participation in various interest and hobby groups, e.g., cuisine, tourism, fishing etc. If the family member is already using FB, jump to point 15.
11. If the older family member doesn't have a social media account, the pupil should then help them set one up on FB (<http://www.facebook.com/>). It is very important that the family member should try to do it themselves, and be helped by the pupil only if needed.
12. During the setting up of the account, the pupil reminds the family member to make notes about crucial information connected with the account: login and password.
13. This part of the lesson can be supported by the screen shots and videos mentioned in the first part of this lesson.
14. The setting up of the FB account should be done using the email account which the family member set up in Lesson 1 (This underlines the role of the email address's role on the Net).
15. Once set up, the pupil asks the family member to search for the pupil's FB account and send them a friend request. During this part of lesson, the family member's other friends and family can be searched for as well on FB.



16. The family member then writes their first messages on their FB main page, adding a background, graphics, and emoticons (the pupil can explain the meaning and use of emoticons). To do this, the pupil uses the things they learned during the school part of the lesson. The family member can design more than one main screen in order to practice the FB editing tools.
17. The older family member creates a message containing a link, for example, to a local community portal. The message should be made visible only to their friends. This part of the lesson is to learn about security, and the pupil can explain why limiting messages to 'friends only' increases the level of security in social media communications.
18. The family member creates a message containing a photo uploaded from their disk drive, or taken with their smartphone if they are using the mobile version of the FB app on their phone.
19. Now the family member looks for a FB group/groups that corresponds with their interests, hobbies etc. They can then join these groups and surf through their content and messages, giving 'likes' to those messages and items they like.
20. The pupil reminds the family member to logout of FB when they have finished all their tasks, and to put away in safe place the note with the crucial information about their account (login, password).

## Lesson 3

### Searching for information with Google

Searching for information – it's one of the most common activities we use the Net for. We use search programmes (search engines) such as Google, Bing, and DuckDuckGo to search for words and phrases. Sometimes it's worth using more than one search engine as each one gives slightly different results. We should know the strategies and techniques for searching for information from various sources and for using various tools, because this increases the quality of the information we gather and builds up our knowledge base.

### *Scenario*

#### *Part I – in school*

1. To prepare for Lesson 3, pupils should read the chapter 'The World Wide Web – how to find information on the Net, in our 'Guidebook to Practical Internet Use'.
2. The teacher starts a discussion about information which can be found on the Net, asking pupils if they know where to search for this information and what tools can be used.
3. Just writing the question is usually not enough; so the teacher asks pupils to think about what they are really searching for, how much information they want to get, and what level of accuracy they need. The teacher also asks the pupils to identify which pieces of information they found that have nothing to do with the information they were searching for.
4. The teacher explains that search engines (e.g. Google) don't give the answers to questions; instead, they re-direct the internaut who is searching for information to those webpages which contain the searched for keywords, or contain tags which are invisible to the user. The teacher underlines the importance of choosing the proper keywords.
5. The teacher explains the difference between these keywords and questions asked in plain language. Pupils choose keywords which they think will be most effective for finding information.

6. The teacher starts the exercise part of lesson by asking pupils to formulate a question which they will then search for information to answer. These questions can be grouped into a few different categories, e.g., searching for a webpage whose address isn't known, searching for a web service on a given topic, searching for opinions or reviews on a book or film, or searching for particular products, tickets, tourist offers, recipes for a dish etc.
7. Pupils propose keywords to support their searches, then type them into a search engine and show the results. Pupils are then asked to search for the same information using natural language, and compare the results.
8. The teacher informs pupils that valuable results can be found not only on the first few pages of the search results, but sometimes even on the 3rd, 4th, 5th pages, or even further. The teacher explains the reasons for this, providing basic information about the commercial positioning of webpages, and the techniques of Search Engine Optimization (SEO) and its aim to raise the position of webpages in search results. And that's why a lot of commercial content with no valuable information is placed high in searches.
9. The teacher presents both basic and advanced options for searching, i.e., searching for images, searching within given period of time, etc., and explains the differences in search results using various options.
10. The teacher then shows a set of useful search operators and options, e.g., site: for searching within a given webpage, or filetype: for searching for a particular file type (e.g. PDF). The teacher demonstrates the advantages of using these options and operators by showing the results.

### *Part II – at home*

11. The pupil asks an older member of the family whether they know how to find information on the Net if the address of the website containing this information (its location) is not known. Do they know how to search for the result of their favourite football team's latest match from last month, or where to find a recipe for their favourite cake?
12. The pupil asks the family member to open their web browser and go to Google.com.

13. The family member, together with the pupil, think about the best questions and best keywords for finding the results of football matches.
14. First they enter the natural language question into Google. Then they search using the keywords they prepared.
15. Using the links returned by the search engine, the pupil shows the family member how to find the match results on the websites of local newspapers using the option `site:websiteoflocalnewspaper`.
16. The pupil then shows the family member how to find match results using images.
17. Next, the pupil asks the family member to search for a tv programme for a given day using the operator 'All'.
18. Finally, the pupil asks the family member to search for the portal of their favourite newspaper. Together they think about the best keywords. When they find the family member's favourite newspaper they can read the latest news and compare the paper and electronic version of the newspaper, first of all its speed at providing news about current events.

## Lesson 4

### Searching for your favourite music on YouTube (YT)

Your favourite music, favourite band, favourite music video – you can find it all on YouTube; together with tv series, and new and old films; stand-up comedians’ funny performances; video blogs on politics, history, and science; and guides on every possible topic you can imagine: cuisine, tourism, cars and bikes, sports, etc. How do we use this abundance of information? Let’s concentrate on music.

### *Scenario*

#### *Part I – in school*

1. To prepare for Lesson 4, pupils should read the chapter ‘Culture on the Net’ (particularly the section on Music on YouTube) in our ‘Guidebook to Practical Internet Use’.
2. The teacher starts a discussion about music on the Net. What services are available for music? Which ones are used by the pupils, and if they listen to music on YouTube? They can explain to the pupils that YouTube is not strictly a musical service, but a portal for videos chosen and uploaded by users; but among these are musicians, song writers, performers, radio stations, and all biggest music labels – this is the reason why many people consider YT to be a music service.
3. In the exercise part of the lesson, the teacher asks the pupils to login to their YouTube account or to start their mobile YouTube app on their smartphones.
4. The teacher then asks pupils to search for their favourite tracks or singers and show it to others. The pupils can then make notes on the blackboard, listing titles and performers.
5. Pupils should also be instructed to identify categories for the songs according to the style of music.
6. The next task is for other pupils to search YT on their computers or smartphones for some of the songs in the list and give them ‘likes’ if they enjoy them.
7. Pupils can then share some of the songs they like with others in the class.

8. The teacher asks the pupils to subscribe to their chosen YT channels and turn on 'notifications' for new songs (by clicking on the bell icon).
9. Pupils should then be asked to put the songs they found in a playlist.
10. The teacher asks pupils to play some songs from their playlists.

### *Part II – at home*

11. The pupil asks an older member of the family whether they have heard about YouTube and know that it can be used to listen to their favourite music (from their youth too).
12. If not, the pupil asks the family member to login to their Google account and go to YouTube, or login directly to YouTube using their Google account user name and password. The pupil should only help if needed.
13. The pupil asks the family member to search for their favourite songs and to play them.
14. The pupil shows the family member how to give a 'like' to their favourite song and save it to their playlist.
15. The family member should then repeat point 14 for another song (or another singer): search, play, give it a 'like', and save it to the same playlist.
16. The pupil can then ask the family member to play their playlist.
17. The pupil reminds the family member to logout of YT when they have finished all their tasks.

## Lesson 5

### **How to buy goods on the Net**

Note on the law: in the majority of European countries, a person must be 18 years of age (or older) to act in a full legal capacity. Persons who are between 13 and 16 years old can only act with limited legal capacity. These regulations apply to making purchases too. This means that a person with limited legal capacity is only permitted to purchase small everyday items: sweets, books etc., but cannot fully exercise the use of property. The exact age limit varies from country to country, but the general rule is: if the value of the purchase exceeds 100 euro or its equivalent, the purchase can only be completed if it is approved by a parent or legal guardian (you should consult the relevant authorities in your region for specific information). Such limitations also apply to bank accounts – bank accounts for young people (usually from 13 years of age) must be supervised by the parents. Parents can set daily or monthly spending limits, and in most cases the parents' approval is required for payments initiated by the young account holder.

With an account, an adolescent account holder can purchase things on the Net. Usually the e-shops themselves display regulations on age limits (e.g. buyer has to be at least 18 years of age), or state the general Civil Code regulations that apply, but do not actually check the age of buyers. Before making a purchase, the buyer has to accept the terms and conditions of the e-shop, and the regulations on purchases, including those about age limits – in this way the e-shop is able to relieve itself of responsibility.

Despite the apparent differences between e-shops, the general process for buying things is similar across the world – taking into account the modes of payment available in any one country or bank, as these may differ. The same applies to the way goods are delivered. In this exercise we will demonstrate how a purchase happens in the Zalando e-shops, which are found in almost all EU countries.

## Scenario

### Part I – in school

1. To prepare for Lesson 5, pupils should read the chapter 'Buying on the Net' in our 'Guidebook to Practical Internet Use'.
2. The teacher starts a discussion about buying goods and services on the Net. What can you buy in e-shops? What's the difference between a real shop and an e-shop? How are the purchased goods delivered, and what types of delivery are available?
3. The teacher asks the pupils what the first condition of buying anything is – this is a way of introducing the topic of payment in e-shops.
4. The teacher talks about the various payment methods available in their country (payment by card, by PayPal, local payment operators, or mobile payment services).
5. The teacher introduces EU and local regulations on the rights of consumers, including the right to return a purchase (see: [https://europa.eu/youreurope/citizens/consumers/shopping/index\\_en.htm](https://europa.eu/youreurope/citizens/consumers/shopping/index_en.htm) ), and local consumer organizations, local governmental and NGO institutions, and European Consumer Centres ([www.eccgreece.gr](http://www.eccgreece.gr) in Greece, [www.ecc-netitalia.it](http://www.ecc-netitalia.it) in Italy, [www.konsument.gov.pl](http://www.konsument.gov.pl) in Poland)
6. The teacher asks the pupils to go to the Zalando e-shop's web page. The browser will be redirected to the Italian or Polish Zalando e-shops. Currently, Zalando does not operate in Greece, purchases in the Zalando e-shop are serviced by its Greek partners and global partners, including the delivery of products.
7. Like many other e-shops, Zalando requires you to set up an account. The teacher sets up a new account, or uses their own if they already have one. The account setup is very similar to setting up any account in services described in our 'Guidebook to Practical Internet Use'.
8. The teacher searches for a product in Zalando's e-shop, for example, a pair of shoes, showing pupils the whole procedure: searching for the product in the catalogue, adding it to the basket, going to the checkout for payment, and choosing a payment and delivery method. The teacher stops at this point, showing that the buyer can change their mind and cancel the purchase at any moment before the payment is



made. The teacher should also explain the procedures for returning a purchased product.

9. The teacher can go through the purchasing procedure on eBay, or any other auction portal, in order to show how auctions function on those web sites that have such an option.
10. The teacher underlines the importance of using only the secure shopping and payment features available in trustworthy and reliable e-shops.

### *Part II – at home*

11. The pupil asks an older member of the family whether they have heard about buying goods on the Net.
12. The pupil explains to the family member the difference between a real shop and an e-shop and the methods of delivery for goods that have been purchased.
13. The pupil also explains the various methods of payment available in e-shops.
14. The pupil goes through points 5 to 9 of the exercise they did in school (as described above).
15. The pupil underlines the importance of using only the secure shopping and payment features available in trustworthy and reliable e-shops.

## Lesson 6

### Security on the Net

Our security on the Net is a very important issue. In everyday use there are some important rules of conduct we have to observe to stay safe. As in driving a car – sticking to common sense and limited trust help us avoid dangers. As these aspects and desired behaviours are independent of the age of users, we will not divide the lesson into two separate parts. The scenarios for school and for home are almost the same: at home the pupil can repeat the steps demonstrated at school.

### *Scenario*

1. To prepare for Lesson 6, pupils should read Chapter 13 ‘Security on the Net’ in our ‘Guidebook to Practical Internet Use’.
2. The teacher starts a discussion about security on the Net. Pupils will do the same with an older family member at home. The first thing to underline – especially for older members of the family, who tend to be more trusting – is that their personal data, login details, and passwords have to be kept secure. This is very important, especially, in all kinds of banking activities.
3. The teacher explains the nature and importance of strong passwords. The teacher gives examples of weak passwords and explains how these types of passwords – such as names of grandchildren, dates of birth, names of pets, names of popular holiday destinations – can easily be broken using a so called dictionary attack. These are the main premises on which to create and use strong passwords; i.e., ones that are unique and hard to break. The pupils, together with the teacher, try to create some strong passwords. The pupils can then repeat the same scenario at home with a family member.
4. The teacher underlines that everyone should use their strongest password for their email account. If possible, the email account should be secured using two-step authorization, for example, with an SMS code sent by the email server to the email account user’s phone. At home, the pupil should check whether this type of

authorization method is possible for the email service used by the older family member.

5. The teacher describes the mechanisms used to deliver malware to users, or to invite users to unknowingly accept malware via email, and warns the pupils against opening, and especially, answering an email sent from a totally unknown, strange looking address. The teacher advises the pupils to look carefully at such email messages – beginning with incorrect salutations, written in improper style, and with a lot of misspelling. This usually indicates that the message was sent by somebody who doesn't know the language, or that it has been translated or generated by software robots in order to invite the receiver to answer the email and/or to click on a link to download a supposed attachment.
6. The teacher explains why all messages that come from unknown sources or persons asking the receiver to give login, password, or personal data, in order to, for example, change a password or to pick up some prize, must be avoided. The best thing to do is to delete these messages at once.
7. The teacher also advises the pupils to accept only invitations to services which have been sent by people they know or whose profiles on social media or other sources can be checked.
8. The teacher underlines that no serious service providers, especially banks, ask for login and password details, or any other personal or account data, in a plain email.
9. The teacher explains why the pupils should be cautious about publishing details of their private lives, whereabouts, and such information as when they are going on holiday and for how long. Such information may give somebody a hint when to break into somebody's house or flat.
10. The teacher shows the pupils how to set up the privacy parameters or options in social media so that what the pupils publish is seen mainly by their friends or people they know.
11. The teacher again explains the rules for secure buying on the Net (as explained in Lesson 5).
12. The teacher explains the security aspects of using internet or mobile banking services, underlining the extreme importance of using secure connections, mainly

only those devices they control (or own) – and why computers which are available to anyone (i.e. in public Internet cafes, libraries, schools etc.) should not be used for internet banking.

13. The teacher explains how to use free Wi-Fi Internet access securely, and underlines why it shouldn't be used for banking or financial services – or if it must be used, what tools can be used to increase its security (e.g. special browser versions or security overlays for browsers).
14. The teacher reminds pupils to log out of e-shops and banking services after use, and not to leave browsers or these services open after use.
15. The pupil conveys the lessons learned in points 6–14 to an older family member at home.

## Lesson 7

### **Information on the European Union and its activities which influence the lives of European citizens**

Information on the activities of EU institutions may be useful if we want know what is happening in the European Parliament (EP) (especially before EP elections are held); when seeking information on EU regulations, e.g., on fisheries, migration, energy policy, renewable energy, or electro-mobility; or want to find out about European funds and other information which directly or indirectly influences our lives as European citizens. And this could also be some practical information which may be of interest in your school lessons.

#### *Scenario*

##### *Part I – in school*

1. To prepare for Lesson 7, pupils should read Chapter 1 ‘The World Wide Web – how to find information on the Net’, and points 8.3–8.8 from Chapter 8 ‘The European Union on the Net’ in our ‘Guidebook to Practical Internet Use’.
2. The teacher reminds the pupils how to search for information on the Net using search engines (Lesson 3).
3. The teacher starts a discussion on European institutions. The pupils think of where they can get information on, for example, EU energy policy.
4. The teacher asks the pupils to discuss keywords which might support a search for this information.
5. The teacher asks the pupils to open their browsers and to enter the keywords into a search engine.
6. The teacher and pupils compare and discuss the results of the search.
7. The teacher asks the pupils to create bookmarks for the two most interesting sites containing information on EU institutions.
8. The pupils form into groups and analyse the information they found.
9. In the next round of the exercise, the pupils look for more specific information on the EU institutions they found previously.

10. The pupils try to choose the most effective keywords for the search. The teacher reminds the pupils about the search methods and tools presented in Lesson 3, e.g., how to limit the search to given domain (e.g., the operator “site:”). The teacher notes down the proposed keywords on the backboard.
11. The pupils search for information using the operator “site:” and the proposed keywords.
12. The teacher and pupils discuss and compare the results of the second search, assessing their quality and adequateness.
13. The pupils use the links found on the websites to extend the scope of the information.

### *Part II – at home*

14. The pupil asks an older member of the family whether they know how to search the Net for information on EU institutions, e.g., information on EU energy policy or on EU financial support for using renewable energy.
15. The pupil asks the family member to open the browser on their computer and open the Google search engine. Together they trying to find the best possible way to look for information about subsidies on renewable energy devices.
16. The pupil first discusses the results with the family member, and then they think about methods for making the search more accurate.
17. Together they try to look for subsidies which may come into effect in the near future.
18. The pupil discusses the results of the new search with the family member and tries to assess the quality and adequateness of the information they found.

## Lesson 8

### Looking for information on the websites of local authorities

The local authorities' websites contain plenty of useful information concerning everyday life: timetables for local transport, garbage collection schedules, prices and conditions of communal services, plans for local investment, the times of cultural events etc. The aim of this lesson is to show how useful local websites can be to pupils and members of their families.

### *Scenario*

#### *Part I – in school*

1. To prepare for Lesson 8, pupils should read Chapter 1 'The World Wide Web – how to find information on the Net', and point 8.3. of 'Public administration portals' in Chapter 8 'e-Administration' in our 'Guidebook to Practical Internet Use'.
2. The teacher reminds the pupils how to search for information on the Net using search engines (Lesson 3).
3. The teacher starts a discussion on the presence of local institutions on the Net.
4. The teacher explains to the pupils the naming rules for local administration websites.
5. For this exercise, the pupils try to find timetables for their local public transport on the website of the local administration office.
6. The teacher asks the pupils to discuss keywords which might support a search for this information.
7. The teacher asks the pupils to open their browsers and to enter the keywords into a search engine.
8. The teacher and pupils compare and discuss the results of the search.
9. The teacher now asks the pupils to go to the website they found (with the timetable information for local transport).
10. The pupils discuss the information they have found on the web site.
11. The teacher shows the pupils a dedicated web (or mobile) service for public transport – a dedicated journey planner, (e.g. [jakdojade.pl](http://jakdojade.pl) in Poland) or the travel planner in Google Maps.

12. The pupils try to plan a journey in their town or community using the information they have found.
13. The teacher demonstrates to the pupils some additional features that journey planners have; e.g. ticket purchases.

### *Part II – at home*

14. The pupil explains to an older member of the family about the naming rules for local administration websites.
15. The pupil asks the older family member whether they know how to search the Net for local information, e.g., information on local public transport.
16. The pupil asks the family member to open the browser on their computer and open the Google search engine. Together they trying to find the best possible way to look for information on local transport on the website of their local administration.
17. The pupil explains the results to the family member, and together they try to plan a journey using the timetables they found.
18. The pupil asks the family member to use the local administration website to look for information concerning how and when bulk waste (i.e. old furniture or kitchen appliances etc.) will be collected in their town or village district.
19. The pupil discusses the results of the search with the family member, and they assess the adequateness of the information they found.



## Lesson 9

### Looking for a local pizzeria

Dining out together is an event which can bring older and younger members of the family closer together. Let's arrange such event using the Net as source of information on local places to eat. The exercise is to be done at home only.

#### *Scenario*

1. To prepare for Lesson 9, pupils should read Chapter 1 'The World Wide Web – how to find information on the Net', in our 'Guidebook to Practical Internet Use'.
2. The pupil reminds the older member of the family how to search for information on the Net using search engines (Lesson 3).
3. Together they discuss what information they should look for on the Net.
4. They choose keywords for the search engine to find a local place to eat.
5. The pupil asks the family member to open their browser and to enter the keywords into a search engine.
6. Together they analyse the results of the first search. If the results are not satisfactory the pupil proposes they narrow the search by using keywords like 'pizzeria nearby'.
7. The pupil points out the hints given by the Google search engine.
8. The pupil also points out that Google's search results contain a map showing the areas where pizzerias can be found.
9. The pupil asks the family member to choose one of the places shown on the Google Map.
10. The pupil shows the family member what type of information is available for the restaurant or pizzeria he or she chose from the map: address, phone number, opening hours, and website or email address. The pupil indicates the opinions given by people who visited the place.
11. The pupil asks the family member to click on 'Directions'. This will open another map with directions on how to get to the place they chose.
12. The pupil asks the family member to choose how they will get there (on foot, by bike, by car, by public transport) and then compares the results.

13. The pupil ask the family member to go to the pizzeria/restaurant's website (if available). Depending on contact options given, the family member books a table either by phone or by Internet.
14. They should then go together to the chosen pizzeria or restaurant for the time they booked the table. If there is music being played there, perhaps they can try to find out about the music's performers or titles, using the things learned in previous lessons.

## Lesson 10

### Looking for the performers and titles of the music being played in the pizzeria/restaurant

This exercise is to be done in the restaurant or pizzeria, or at home, using mobile access to the Internet.

#### *Scenario*

1. To prepare for Lesson 10, pupils should read point 10.4 about Shazam in Chapter 10 'Culture on the Net' of our 'Guidebook to Practical Internet Use'.
2. The pupil asks the older family member whether they know it is possible to find the title or name of a performer of a song being played in a restaurant, shopping mall, on the beach, or other public place.
3. Together they discuss how it could be done and which web service might support such a function.
4. The pupil asks the family member to search for the Shazam app on Google Play (for Android) or the App Store (for iPhone) on their smartphone.
5. The pupil helps the family member to install the app, but only if such help is needed.
6. The pupil explains to the family member about the app's requests for access to some features and elements of the smartphone, and assists in accepting these requests.
7. After the app is installed and opened, the pupil demonstrates how the smartphone can 'hear' the music being played.
8. They analyse the results of the search. The pupil then asks the family member to replay the song found by the Shazam service in order to check whether the description was correct.
9. After finding and describing some songs, the pupil explains how to access the library of found and described songs. Together they go through the various options available on Shazam and other connected services (e.g. Apple Music), such as only playing the music, or also displaying the song's lyrics, or even watching a video clip for the song on YouTube.