

NC TOOLKIT for
Digital Readiness

Session 3 Instructor Guide

Communicating Online - Two Groups

OVERVIEW

Session 3 - Communicating Online

Session Time

(2 hours)

Description

The internet unlocks endless opportunities for communication with friends and families, work contacts, and strangers. Together we will look at different tools to communicate, how to use them to communicate with different kinds of people, and how to be safe when communicating online. Includes discussion about email, social media, and internet scams.

Objectives

Adults will be able to:

- Define basic email and social media terminology
- Access and navigate an email inbox
- Send, receive, reply to, and attach files to an email
- Identify phishing attempts and appropriate responses
- Discuss how social media affects young user

Students will be able to (ISTE Standards 2a,2b, 6a, 7b, 7d):

- Describe potential longevity of online activity
- Consider how online activity might be viewed and judged by different people
- Understand that online profiles don't fully and accurately represent a person
- Identify phishing attempts and appropriate responses
- Name ways that online collaboration can solve offline problems



Preparation

- Print
 - Adult handout
 - Optional: *Don't Bite the Phishing Hook* and *Whose Profile is it Anyway* handouts (activities also appear in slides)
 - Sign-in sheet
- Prepare Gmail credentials for instructor demonstrations during the workshop
- Customize slides with any relevant announcements
 - You may want to add your email address to email tutorial.

Just Before Session

- Open slideshow on presentation computer.
- Log in to the Gmail account being used for demonstrations during the workshop.
- Prepare an email message and attachment to use in reply to students during tutorial.
- Place sign-in sheet near entrance.
- Talk with assisting facilitators about how you would like them to roam among participants and field individual questions and bring your attention to questions relevant to the group.



OUTLINE

Session 3 - Communicating Online

Arrival | 10 Minutes

All participants sign in. Each family should sit together and share a computer. Use this time to make sure each family brought their device, they can sign into their device, it is charged or connected to an outlet, and connected to Wi-Fi. Also, ask if adults have a Google account. If so, make sure they have their password. If not, help them make an account if time allows.

Introduction and Agenda | 5 minutes

Introduce facilitators present. Set expectation for communication during session. Explain where students will be while adults train and how switching will work. Outline session schedule and goals.

ADULT TRAINING**45 Minutes****Introductions & Icebreaker | 5 minutes**

Have each participant introduce themselves and answer the discussion question as they do.

- Discussion Question: Who would you like to communicate with online?

Introduction to Email | 15 minutes

(Slideshow Overview & Group Tutorial)

- Demo: Navigating inbox and composing email.
- Key terms: *inbox, email address, subject, attachment, sender, reply*
- Activity: Compose and send an email to the instructor. Open reply from instructor and download attachment. Reply to instructor.

Phishing & Scams | 10 minutes

(Slideshow Overview & Self-Paced Activity)



- Key Terms: *phishing, junk mail, virus*
- Discussion Question: Why might someone you don't know email you? What kind of emails might you find in your spam folder?
- Demo: First question or two on the quiz.
- Activity: Complete interactive phishingquiz.withgoogle.com

Social Media Overview | 10 minutes (Slideshow Overview)

- Key Terms: *social media, friends/followers, private profile, public profile, post, direct message, block and report*
- Activity: Review <http://bit.ly/tsmfacts>.
- Discussion Question: Did any of this surprise you? Does it make you rethink your understanding of how your student will use social media?

Wrap-Up | 5 minutes (Further Resources and Exit Survey)

- Activity: View resources for continued learning and take exit survey

Switch Locations | 10 minutes

STUDENT TRAINING 45 Minutes

Introductions & Icebreaker | 5 minutes

Have each participant introduce themselves and answer the discussion question as they do.

- Discussion Question: How do you communicate with people other than face-to-face?

It's Cool to Be Kind | 8 minutes

Adapted from Google's Be Internet Awesome Curriculum
(Group Discussion)



- Discussion Question: Have you ever been misunderstood when you communicate online? Why do you think it might be easy to misunderstand a text message?
- Activity: “Mind your Tone”
- Discussion Questions: What did you notice about the different tones of voice? How do you think you could communicate to make sure the person getting the message knows what you really mean? Why might you decide NOT to use a text message to communicate?

Share with Care | 12 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Activity and Group Discussion)

- Discussion Question: What can you learn about someone from their social media account?
- Activity: “Whose profile is this anyway?”
- Discussion Question: Who will see the things you post online?
- Activity: “How do others see us?”

Don't Fall for Fake | 8 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Activity and Group Discussion)

- Discussion Question: Have you ever seen a message that seemed fake?
- Key Terms: *phishing*
- Activity: Don't Bite that Phishing Hook

Explore Crowdsourcing | 7 minutes

(Slideshow Overview and Group Activity)

- Terms: *crowdsourcing*
- Activity: Explore a crowdsourcing project with your partner and then share what it is with the group.



Wrap-Up | 5 minutes

(Further resources and Exit Survey)

- Activity: Take exit survey and visit g.co/interland red and/or blue islands.



SCRIPT

Session 3 - Communicating Online

Italicized words are instructions and notes to you, not to be read aloud.

Highlighted text indicates that participants should complete those instructions on their devices along with your demonstration.

Arrival | 10 minutes

- *Allow some time for participants to arrive and get settled so everyone can start together.*
- *Each participant who arrives needs to sign in (both the adult and the student).*
- *Families should sit together so they can share their computer and work together on activities.*
- *As they arrive, ask if the adult has a Google account. If yes, make sure they have their username and password handy. If not, they should use this time to make an account.*
- *Before beginning, make sure each participant family has a charged device (or access to an outlet), logs in to their device, and is connected to the Wi-Fi.*

Introduction & Agenda | 5 minutes

- *Introduce facilitators present.*
- *Explain schedule and where each group will be while adults are training.*
- During the adult session, we are going to practice using email and recognizing email scams. Then we'll talk a little about social media. The students are going to talk about how to be careful when we communicate virtually so that we can be safe and understand each other.
- *Separate groups*


ADULT TRAINING

45 Minutes



Introductions & Icebreaker | 5 minutes

- Before we get started, let's all introduce ourselves and as you do, answer this question:

 Discussion Question: Who would you like to communicate with online?

- *Give an example by saying your first name and one person you communicate with online.*


Introduction to Email | 15 minutes


(Slideshow Overview and Group Tutorial)

- One of the most basic ways to communicate online is email. Email is used to send messages directly between two people using their **email address**. There are many different websites that can provide an email address and they can all send messages to each other.
- For today's workshop, we're going to be looking at Gmail. Make sure you know your Gmail address and password now. If you don't have a Gmail account or can't remember your password, we can help you create an account or give you a practice account to borrow.
- You may have other email addresses from your internet provider or your work, for example. Most people find it is easiest to only use one or two email address. We will be practicing with Gmail today but you can choose to use whatever email you would like in the future. What we learn will only look a little different in other email providers


Opening Gmail and a New Message

- Let's open our email inboxes.

 Open Google Chrome and go to the URL [gmail.com](https://mail.google.com).

 If someone else is already logged in and it is not you, click on the circle in the top right corner and change to your account. Raise your hand if you need help with this.

- The **inbox** is where your received messages are viewed. It's like the homescreen of your email account.

 If this is the first time you have opened your email, you may need to click "Okay" a couple of times to get to your actual inbox. When you see something similar to what I'm showing, you are in the right place. If you need help getting there, raise your hand.



- The center of the screen is where new email messages will appear. You probably have a few emails already.
- 🕒 We are going to write an email together. To start a new email, press the **compose** button near the top left side of the screen.
- 🕒 A new message box will show up in the bottom right corner. You can make it larger by using the arrow button in the top right corner of that box.

Parts of an Email

- The first part of the email is the **“to” field**. This is where you type the email address of the person you are sending the message to.
- 🕒 I want you to email me, so click on the **“to” line** and type my email address. *Read spelling of your email address. It might be best to use an address where they can reach you after class, even if that isn’t the Gmail address you’re demonstrating.*
- The next section is the **subject line**. The subject is like a title for your email that the recipient can read before they open your email. A subject should be short and let the recipient know the topic of the email.
- 🕒 For this message, click on **“subject”** and type a couple words that will let me know what the point of your message is.
- A good subject line would be something like “Workshop Practice” or “Library Computer Class”. A subject line like “Hi!” or “email” would be less helpful because that wouldn’t tell me why you’re emailing.
- Usually, it is a good idea to write the body of the email like a letter, but a little less formal.
- 🕒 Start with a greeting, like “Dear...” the person’s name, or if you’re friendly with the recipient, you might start with “Hi!” So click in the body of the message, below the subject line, and type a greeting.
- 🕒 After the greeting, press enter on the keyboard twice to put a space between the greeting and body. Then type your message.
- Email messages should be short and simple. Just type one or two sentences to me about why you’re emailing me or what we’re learning in class today.
- 🕒 To end the email, press “Enter” twice, write a closing phrase like “Thanks!” or “Talk to you soon!” then on the next line, type your name.
- 🕒 Now, the last step of writing an email is proof-reading! Read over your email for mistakes and when you are ready, press send.
- If you need help with any of the parts of your email, raise your hand and one



of us will help.

- *As learners finish up their messages and get help from the other facilitators, quickly reply to each of the emails you receive. Attach a fun image to each email, like a picture of a puppy. It might be a good idea to copy and paste a short message like:*

"Hi!

So glad you made it to class tonight! I have attached a picture you might like. Let me know if you have any questions.

Thanks!

Abi"

Replying to an Email

- 🔍 Everyone look in your inbox and see if you have any new messages.
- On the left of the new email line, beside the star, you can see the name of the person who sent the email to you and it also says "me" because they are replying to your message.
- To the right of that, you can see the subject line that you wrote. It is the same subject line because I replied to your message.
- Below that you can see there is a file attached.
- Click anywhere on that line to open the email. It's best to click on the sender or the subject.
- Your original message is at the top collapsed. You could click on it to see the whole thing.
- 🔍 Below that is the new message from me. Take a moment to read it and open the picture I attached by double-clicking on it.
- 🔍 Click the "reply" button at the bottom. That will automatically create a message to the sender with the same subject line.
- If you wanted to send me a picture or any kind of file, you could attach it to the email using the paperclip picture. It's like paperclipping something else to your letter, and it is called an **attachment**.
- 🔍 Send me a reply telling me what you think about the picture I sent. Don't worry about including an attachment. *(If you have time and/or if your group is interested, you can show them how to attach something to the email, like their practice Google Doc from last workshop or a picture saved from the internet.)*
- 🔍 Click on "Inbox" on the left side of the screen to return to your inbox.



- You can see that this email is now gray because you have opened it. New messages will be white.
- There is a three next to the sender's name, which means there are three messages in this conversation: the first one you sent, my reply, and your reply.

Review & Questions

- Those are the basics of how to send, receive, and reply to an email.
- 👉 Take a moment to look around in your inbox. You can practice sending messages or try one of these things on the screen. If there are any buttons you don't understand, ask us what they do. If you want any help, let us know!

Phishing & Scams | 10 minutes

(Slideshow Overview and Self-Paced Activity)

- When you have an email address, you usually get emails from people you don't know, just like you sometimes get phone calls from telemarketers or junk mail in your mailbox.
- 👉 You might have already noticed the Spam folder listed on the left side of your inbox. Click on it to open it, but don't click on any of the messages if any appear there.
- Email inboxes usually have a filter that tries to catch **junk mail** and scams that come to your email address and it moves them here.
- 🗋️ Discussion Question: Why might someone you don't know email you? What kind of emails might you find in your spam folder? (Ex. *Selling something, trick you into giving information like your bank account, install a virus on your computer.*)
- A **virus**, or malware, is a piece of software designed to attack your computer. It may harm your computer or send information from your computer to someone else. Opening an email, link, or file could install a virus so always be careful where you click.
- When someone online tries to trick you into giving them information or installing a virus on your computer, we call that **phishing**. They are using a phony message to fish for something from you.
- One of the most common ways hackers phish is by using look-alike links.
- 👉 Look at these two links. They look very similar, but only one of them is real. You have to read carefully and know what URL you are trying to reach. Practice will help you know what URLs should look like.



Interactive Phishing Quiz

- We're going to do an activity to practice recognizing phishing emails.
- 🔗 Go to this URL: phishingquiz.withgoogle.com
- You don't have to use your real name and email address. It won't matter.
- Let's do the first two together.
- What kinds of questions would you ask yourself to determine if this was a real email?
 - What do you look at first? (*who it is from*)
 - Do you know Luke Johnson? Let's say you do. Is this his email address?
 - Would you expect him to be sending you this file?
 - If yes, you know him and this is a file he might send you, how do you decide if you want to click on this link? (*hover to see where it leads*)
 - Is that really Google Drive or is a look-alike?
- 🔗 Choose either "legitimate" or "phishing" and see what it says.
- It is a phishing email. Hovering over the link will show you a look-alike URL. Google URLs usually don't have dashes in them before the .com. If you weren't sure, you could go directly to Google Drive, choose a file of your own, and see what the URL look likes to compare.
- Let's look at the next one. Does anyone see anything suspicious on this one?
 - Fax is spelled wrong in the email address (efacks.com) and it doesn't match the spelling in the logo.
 - The link goes to a mailru382.co URL. It helps to look at the part that comes just before the first slash (not counting http://) to determine what website you're actually visiting.
- Go ahead and try the rest of the questions on your own. Let us know if you have a question.
- *If time does not allow everyone to complete the quiz, you can move forward. The link is on their handout so they can access it later.*

Social Media Overview | 10 minutes

(Slideshow Overview)

Social Media Basics

- Now we're going to spend a few minutes talking about social media. Your students may not be using social media now, but it is very likely that they will at some point.



- We're going to look at the different kinds of social media, some resources to help you understand it as it changes, and some research about how it impacts students today.
- **Social media** is a form of online communication that allows users to create and share content. Basically, a website or app that lets you share messages, pictures, or videos with people or groups of people.
- The slide shows the logos of MANY social media platforms, or websites that include social media elements. Since the websites and apps are constantly changing, we're going to talk about the basics in general, rather than specific websites.
- **Friends or followers** are people who will see the content you share on your social media. Depending on your privacy settings, you may have to give them permission to be your friend or follower.
- **Profile** is the part of your account that is viewable by others.
- Privacy settings are different on every social media platform, but generally you have a choice to make your profile widely public or private. **Private profiles** usually mean that only people you approve can see the things you share. If it is **public**, anyone can see what you share. This is something you can change in your settings.
- **Post** usually refers to content you share openly, either to your followers list in a private account or to anyone online in a public account.
- **Direct messages** share content with one person or a few people that you choose. It's similar to an email or text message. In most social media, anyone can send you a direct message, even if your account is private. Messages from those other than your friends might go to a separate inbox, but you can receive them.
- **Block and report** are tools that allow users to react to inappropriate activity on social media. **Blocking** prevents someone from contacting you or seeing your profile at all. **Reporting** someone will cause the social media company to investigate the activity of the user and potentially suspend their account. We'll talk more about these during our safety and security workshop in the spring, but it's good to be aware of those options.
- Does anyone have any questions about social media terms, or social media in general, that you'd like to ask me or each other?



Teens & Social Media

- Take a couple minutes to look at this infographic based on research done recently: <http://bit.ly/tsmfacts>
- ❓ Discussion Question: Did any of this surprise you? Does it make you rethink your understanding of how your student will use social media? (*Be sure to point out that some of the effects on students are positive.*)
- This website, Common Sense Media, has put together a list of ways you can react to the information that they found during this research. The link is listed on your handout. <http://bit.ly/tsmadvice> (*Time permitting, you may discuss some of this article.*)

Wrap-Up | 5 minutes

(Further Resources and Exit Survey)

- You all know social media and the things teens do online is always changing. This website Common Sense Media is constantly putting out resources to help parents understand. There are reviews of specific apps, advice about how to deal with common situations, etc.
- You can find the URL to this website on our handout for today.
- On today's handout you will also find websites with more information about email and communicating online either for yourself or if someone else in your house would like to learn.
- Please take this exit survey.

Switch Group Locations | 10 minutes

STUDENT TRAINING

45 Minutes

Introductions & Icebreaker | 5 minutes

- Before we get started, let's all introduce ourselves and as you do, answer this question:
- ❓ Discussion Question: How do you communicate with people other than face-to-face?
- Today we're going to talk about communicating online and how that might be different from communicating face-to-face.



It's Cool to Be Kind | 8 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Group Discussion)

- Think about all those ways you've said you communicate.
- This activity will help us think about making good decisions about when and how to communicate online.
- 🗣️ Discussion Question: Have you ever been misunderstood when you communicate online? Why do you think it might be easy to misunderstand a text message?
- Let's look at a few text messages and decide what we think they mean.
- *Ask a student to read the message aloud with the tone they think the sender intended.*
- Does anyone else think it might sound a different way?
- *Ask one or two other students to read the same message with a different tone.*
- *Poll the group on which way they would most likely interpret the message if they received it. Polling methods: show of hands, stand near the student you agree with, or an interactive tech tool like Poll Everywhere or Plickers.*
- *After the last message, ask these Discussion Questions:*
 - What did you notice about the different tones of voice?
 - How do you think you could make sure the person getting the message knows what you really mean?
 - When might you decide NOT to use a text message to communicate?

Share with Care | 12 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)


(Activity & Group Discussion)

Whose profile is it anyway? – optional handout version available

- Let's talk about social media a little bit. How many of you think you will have a social media account before you graduate high school?
- Even if you don't have one now, imagine you do have a social media account.
- 🗣️ Discussion Question: What can you learn about someone from their social media account?
- We're going to look at posts from three accounts and see what we can learn.




- *You can split them into groups, assigning each one of the profiles or if the group is small, work all together.*
- Take a few minutes to read this person's posts and write a description answering the question: Who do you think this person is?
- *Take a few minutes for students to share their observations about one of the profiles, then go over the additional info provided on the following slide. Repeat for each profile.*

 Discussion Question: Were there things you got wrong or didn't know about your profile? Why?

- When we see people's posts, comments, and photos, we make guesses about them that aren't always correct, especially if we don't know them. That's because what we're seeing online is only part of who they are and what they care about. It could also be someone they're just pretending to be, or it's something they're feeling only in the moment they're posting it. We can't really know who they are or how they really feel until we know them in person – and even then it takes time!

How Do Others See Us?

- Now let's shift to thinking about what other people might see on our own social media.

 Discussion Question: Who will see the things you post online?

- The things you post online might be there longer than you think and more people might end up seeing them than you expect. Let's look at these same profiles from someone else's perspective.
- *Assign a role to each person or each group.*
- Imagine you are the role you have been assigned. Look at these profiles again and imagine what you would think about the person who is posting these things. Answer these questions:
 - What's important to you as the parent, principal, coach, friend, etc.?
 - What conclusions would you reach about the character?
 - How would you use that information?
 - What information do you think the character wouldn't want you to see?
- *Have each group share.*
- Different people can see the same information and draw different conclusions from it. Don't assume that people online will see you the way you think they'll see you. Information you put online may be there for a long time, even if you



don't mean it to, so you don't know who will see it in the future.

Don't Fall for Fake | 8 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Activity & Group Discussion)

 Discussion Question: Have you ever seen a message that seemed fake?


- **Phishing** is when someone tries to steal information like your password or account details by pretending to be someone you trust in an email, text, or other online communication.
- Some phishing attacks are obviously fake. Others can be sneaky and really convincing.
- There are few ways to tell if a website or a message is real or fake. Let's practice a few.
- Some organizations will tell you that they have checked that a website is safe by adding a security badge like these.
- You should look at the URL to make sure it is the one you expect, and not one that looks similar. Which of these is correct?
- Ask yourself: Do the website or emails look like other professional sites you have seen or do they look suspicious and spammy? Pop-up advertisements usually only appear on untrustworthy websites, for example.
- You should only share your passwords and personal information on secure websites, which are indicated by **https** and a green lock. You can tell this URL is suspicious, too.
- If a website or message is offering you something that's free or too good to be true, that's a red flag. Look for fine print, which will tell you there is catch.
- (Optional) *Pass out Don't Bite the Phishing Hook handout.*
- Find a new partner and look at these examples. Decide whether each is real or fake.
- For this activity, pretend "Internaut mail" is a website you trust like Gmail.
- *After a few minutes, go over each example.*
 - Real. The email asks the user to go to the company's website and sign into their account on their own, rather than providing a link in the email or asking them to email their password (links can send users to malicious websites).



- Fake. Suspicious and not secure URL.
 - Real. Note the https:// in the URL.
 - Fake. Suspicious offer in exchange for bank details.
 - Fake. Not secure and suspicious URL.
- So what should you do if you are accidentally fooled by a fake message?
 - All of the above.
 - When you're online, always be on the lookout for phishing attacks and people who aren't who they say they are – and if you do get fooled, make sure you tell an adult you trust right away.

Explore Crowdsourcing | 7 minutes

(Slideshow Overview and Group Activity)

- We've spent some time talking about how to be careful with tone when you communicate online so messages aren't misunderstood and how to avoid fake messages online. Why is it worth trying to do those things? Because lots of good things can happen when people communicate and work together online.
-  Discussion Question: Have you ever worked together with someone online to accomplish something? Maybe a group project that included emailing each other information or using collaborative tools like Google slides to create something together?
- There are many projects where people work together online to accomplish a bigger task they couldn't have done alone. This is called **crowdsourcing**.
- One common crowdsourced project that you have probably heard of is Wikipedia.
- Do you know who wrote the information on Wikipedia? It was many people working together to make information simple and accessible.
- You could go on Wikipedia today and write something, too, which is why you should be careful. Not everything on Wikipedia is necessarily correct.
- But it is a place you can quickly read a lot of information. It was created by thousands of people (who may have never met) working together to create something online.
- For our last activity, find a partner or group one more time. Explore a crowdsourcing project with your partner and then you'll share with the group what these people are working on together.
- <http://buildinginspector.nypl.org>



- » Draw lines around buildings on old maps so it is easier to search and understand historical maps.
- <https://eyewire.org>
 - » HINT: Press the down arrow at the bottom of the first screen, not the “Play Now” button.
 - » Play a 3D puzzle game to help map neurons so scientists can study how the brain works.
- <https://transcription.si.edu/instructions>
 - » Type handwritten text, spoken words, or descriptions of images to make the museum’s collections more searchable and easier for people to interact with, for example blind people using screen readers.
- <https://snapshotserengeti.org>
 - » Identify animals living in protected areas from images.
- <https://www.bemyeyes.com>
 - » Sighted people volunteer to accept video calls from blind and low-vision people to help them complete day-to-day tasks. For example, picking out a red sweater from their closet.

Wrap-Up | 5 minutes

(Further Resources & Exit Survey)

- There is a little bit of homework today, but it isn’t required. There are games online to practice some of the things we’ve talked about.
- Go to g.co/interland and play the red and blue games. You can start now if you have time, but first, take the exit survey.

