

Lesson Plan

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Class: TS 105

Lesson: Internet

Objective:

1. To teach my client what a search engine is and how to use a search engine.
2. To perform Internet searches on assigned topics with accuracy.

Materials needed For Lesson:

- Computer with Internet access
- Software: Internet Browser and WordPad
- Printer with enough paper
- Handout of vocabulary
- Handout of activities
- Paper and pencil for note taking

Developmental Skills Needed:

- Listening skills
- Ability to follow directions
- Ability to manipulate the mouse
- Ability to retain information

Does the student have the developmental skills needed?

YES

NO

Introduction:

Start with the following questions:

- Introduction (name, grade...)
- Do you have a computer where you live? Have you ever used a computer?
- Do you know what Internet is? Have you ever used it?
 - If yes, have you ever tried to find information on something, or a particular web site on the Internet? How did you do it? Was it difficult or easy? Do you use the Internet for research and homework? How would you rank the Internet as a homework resource, compared to the school library?
 - If no, start lesson.

Start introducing the topic with a real life situation, for example: “You have a very important paper due next week on the 25th president of the USA, or you just want to know more about your favorite baseball player. You know you can find the information, but where? You don’t know which book, newspaper, or magazine contains the information.” Starting with this problem, facilitate a discussion with the client to figure out how he or she would approach the problem.

Then explain that searching the Internet might help in such a real life problem, and we are going to learn how to use a tool to find the web sites that we want to find on the Internet. Explain that in this lesson, the client will learn basic Internet search skills.

Procedure:

First, instruct the client to ^{access} access the Internet by clicking on the Start button on the desktop, then double clicking on Internet Explorer OR simply double clicking on the Internet Explorer icon on the desktop. Using the default web site and the following vocabulary words, explain the main concepts of Internet. Hand out the list of definitions to keep in notebooks for future reference.

- **Internet** – worldwide collection of network that links millions of computers
- **Access provider** – business that provides access to Internet free or for fee
- **Protocol** – rules governing the transmission and receiving of data
- **IP address** (Internet Protocol address) – number that uniquely identifies each computer
- **Domain name** – text version of IP address (.com, .edu, .gov, .net, .org)
- **World Wide Web** – worldwide collection of electronic documents
- **Web page** – electronic document containing text, graphics, audio and video
- **Web site** – collection of related web pages
- **Web browser** – application software that allows users to access and view web pages
- **Home page** – first page of a web site
- **URL**(Uniform Resource Locator) – web address that give a unique address to each web page
- **Link** (hyperlink) – built-in connection to another related web page or part of a web page
- **Netiquette** – Internet etiquette, the code of acceptable behaviors users should follow

This introduction of concepts shouldn’t take too long, because the topic of Internet is too large, and in this lesson, we mainly focus on “searching the Web.” The main thing is that the client should demonstrate the ability to click on different links, know where the address box is located etc. If the client never used Internet, explain and practice the main features that would be necessary to perform a search on a given topic (controlling the mouse, typing in address box, clicking on links, using the menu bar and toolbar, practicing the Cut, Paste, Print functions etc.).

Then move on to the topic of searching the Web. Introduce the following concepts:

- **Surfing the web** – activity of using links to explore the Web
- **Search engine** – program that finds web sites and web pages
- **Search text** – word or phrase entered in the search engine’s text box
- **Hits** – web page names displayed by search engine that contains the search text
- **Subject directory** – classifies web pages into an organized set of categories i.e. sports, home

In doing so, try to get the answers to questions such as “what do you think a search engine is,” “what search engines can and can not do for you on the Web” etc.

Make a demonstration of a sample search based this discussion, using one of the search engines, GOOGLE.

Example search:

Instruct the client to double click on the Internet icon on the desktop. Enter www.google.com in the web address field, then press Enter or click on Go button. Make sure the client have found the search engine.

Instruct to enter the words “horse training” into the “search” field and press the Search button. Discuss what happened, what appeared on the screen. Explain that this operation provided “hits”, or web addresses related to our topic of “horse training.” The client should understand that by clicking on links we actually go to that address, where we may find the needed information. If not, we should try other addresses.

After a list of web sites and pages has been compiled, go over the features of the search engine in more detail. Click on each main category above the search box and explore the content. Explain that these options display search for images, subject directories, news etc. Emphasize the differences between key word searching and browsing through subject indexes.

- Web – allows you to search the whole web
- Image – performs image search
- Group – performs search by categories
- News – contains articles from news papers, magazines
- Froogle – allows you to shop on the Internet
- Local - find local businesses and services
- Etc.

In each category, encourage the client to click on the first 3 “hits”, and discuss the findings. Then, let the client explore the search engine for couple of minutes. Ask if he or she has any questions so far.

Give the following information and tips about web site searching using a search engine:

- Search engines allow us to locate web sites that contain the information that we are looking for, but do they always find us a web site containing exactly what we need? (The answer is “Not always.” Allow some discussion about this.)
- So we know that although search engines are useful to us, we still need to check out the sites that it lists for us, and we may find it necessary to limit our search with a more defining description of what we are looking for.
- When a search engine compiles a list of sites for us, it lists the more probably ones first, so your best choice will probably be the one near the top of the list. Did you find this to be true? (Allow more discussion.)

Next, ask the client to think of a way to define the search more clearly on the topic of horse training. (e.g. – perform a search on horse training schools, horse training tips, horse training magazines etc.)

Explain the ways how to perform a more precise search. Use the Google tutorial. Instruct the client to scroll down to the bottom of the page on the Google site, and click on “About Google” then click on the ”Help and How to Search” link, finally on the “Basics of Search”. During this demonstration, emphasize the following items:

- Boolean operators – AND, OR, NOT (or AND NOT), and NEAR tell search engines which keywords you want your results to include or exclude, and whether you require that your keywords appear close to each other
- Using double quote marks to enclose a phrase will get you where you want to go quick
- Searching on misspelled words
- Support of (+) and (-) signs
- Searches are **NOT** case sensitive – using either lower or upper case will result in the same number of hits
- Negative term – if your search term has more than one meaning (*bass*, for example, could refer to fishing or music) you can focus your search by putting a minus sign (-) in front of words related to the meaning you want to avoid
- Stemming – search not only for search terms, but also for words that are similar to the terms
- “I’m Feeling Lucky” button – it takes you straight to the most relevant website that Google found for your query

Now, conduct two different searches for the phrase “horse training,” first omitting the quotation marks and then adding them. Compare your results. Perform more precise searches based on the above discussion, such as horse AND training, horse + training etc. Then, instruct the client to perform a more defined search of his or her choice pertaining to the horse topic.

Next, have a look at the advanced search. Instruct the client to click on the “Advanced Search” link located next to the search box. Go over the options.

- Supports Boolean type searching with the following phrases: “all of the words,” “exact phrase,” “at least one of the words,” and “without the words”
- Provides option to limit results to different “occurrences” i.e., title, text, URL
- Provides option to limit results by language, file format, e.g., PDF, Word, Excel, Powerpoint, etc., date range, domain, and content
- Supports customized displays of results from 10-100 per page
- Provides links to “Page-Specific” pages, e.g., those that are similar to the page and pages that link to the page
- Provides links to “Topic-Specific” pages, e.g., Microsoft, U.S. Government, and University websites

Let the client perform an advanced search of his or her choice.

Inform the client that different search engines exist. Give a list of them (*included in handout*). For supplemental information on how these search engines work, and how the top search engines compare with each other, refer client to <http://www.searchengineshowdown.com/features>. Encourage the client to write down the web address and review those pages in detail later to find out the most optimal search engine for his or her preferences.

- Yahoo! <http://www.yahoo.com>
- Google <http://www.google.com>
- MSN <http://www.msn.com>
- AltaVista <http://www.altavista.com>

Demonstrate the differences among search engines by instructing the client to enter “greek architecture” in the search box at Google. Then go to the Menu bar, click on File, move the mouse over Next, then click on Window. This will open up a new window on the screen. Instruct the client to enter www.yahoo.com into the address box. The Yahoo search engine appears on the screen. Perform the same search on “greek architecture.” Compare the results with Google. How many hits these engines had found? The first hit is the same? Allow some discussion.

In addition, talk about multiple search engines such as Dogpile (<http://www.dogpile.com>) and Metacrawler (<http://www.metacrawler.com>). Discuss that different search engines have different strategies for which site comes up first, so searching multiple engines can be a good strategy.

Finally talk about evaluating a web site. Ask the following questions: “How much of the information you find on the Internet do you think is true and can be trusted – all of it, most of it, some of it, none of it? Do you think you can confirm that the information you have found online is true and can be trusted?”

State that “On the Web, each individual can be his or her own publisher, and many are. Don’t accept everything you read just because it’s printed on a web page. Unlike scholarly books and journal articles, web sites are seldom reviewed. Nobody controls the Web. It’s up to you to check for bias and to determine objectivity. Watch out for deliberate frauds and hoaxes. Some people really enjoy playing games on the Web”. To evaluate whether the information on the site will be accurate and unbiased, ask yourself these questions:

- Who created the site? Institutions such as government agencies and museums often provide more accurate and objective information than individuals do. If the author is an individual, can you tell whether that person is an expert in the field or just someone interested in the topic? You can generally rely on the GOV and EDU hostnames, the NET, ORG, and COM domains are more likely to host pages with their own personal or organizational agendas and might require additional verification.
- What is the purpose of the site? Is it designed to educate, to entertain, or to sell something? If the site is designed to promote a product or a specific point of view, the information on it may be biased or incomplete.
- Can you find the same information on any other sites? Just as you should use more than one book when doing research, you should check facts by looking at more than one web site.
- A reputable web site will usually provide you with the following information: last date page updated, mail-to link for questions, comments, name, address, telephone number, and email address of page owner.

Activity #1

Give handout of Internet Scavenger Hunt. (*see attachment*) In this short exercise, the client will demonstrate that he or she has knowledge of how to use a search engine. The purpose of this activity is to reinforce the material. Let the client do the search, but monitor the client's work all the time. Encourage the client to ask questions. If needed, help the client brainstorm a list of keywords, word combinations, and categories you might use in the search to get to the results for a given question.

Activity #2:

Making a "screen shot" on the computer. This is how to get a printout of your screen using the Print Screen button. This button allows you to send a screen to your printer or save them up in WordPad. (*Sample is attached.*)

Steps:

- Log on to Internet by double clicking the Internet icon on desktop.
- Go to <http://www.equisearch.com/train/>
- To capture the entire screen, just press the Print Screen button on the keyboard.
- Next, open up WordPad by clicking on the Start button on your desktop, then moving your mouse on All Programs, then Accessories. Find and click on WordPad.
- In the Menu bar, go to Edit and hit Paste at center of screen.
- Print the document when you're finished pasting screen shot by going to File in the menu bar, and then Print.

Conclude the lesson by asking questions. "Did you enjoy the class? How can you benefit from an Internet search? What kind of advantages it might bring to your everyday life? What are the disadvantages? Do you think this lesson was useful? Do you want to learn more about the Internet in the future?" Also make sure that the client understands that the Web can be a helpful place to find information on certain topics, including many topics studied in school, and a web site is a place where groups of people share information and resources on the Internet.

Conclusion: (I DIDN'T TEACH THIS CLASS)

Was the lesson successful?

How can I assess the student's success?

Did I engage the student? How?

What did I do right?

Was there anything I could do differently next time?

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Search engines

- Yahoo! <http://www.yahoo.com>
- Google <http://www.google.com>
- MSN <http://www.msn.com>
- Vivisimo <http://www.vivisimo.com>
- AltaVista <http://www.altavista.com>
- Excite <http://www.excite.com>
- Metacrawler (<http://www.metacrawler.com>)
- Dogpile (<http://www.dogpile.com>)

Internet Scavenger Hunt

- Log on to Internet by double clicking the Internet icon on desktop.
 - Enter <http://www.google.com> in the address field.
 - Perform searches on the following topics.
- 1) Write down the URL or web address of a web site that contains information about your favorite singer.

- 2) Find a web site that contains a picture of a dog. Write down the address.

- 3) Who is the governor of New York State? Find a reliable web site containing this information.

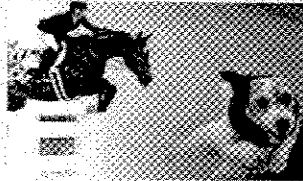
- 4) How old is George Bush?

Screen Shot

This is how to get a printout of your screen using the Print Screen button. This button allows you to send a screen to your printer or save them up in WordPad. (*Sample is attached.*)

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- Go to <http://www.equisearch.com/train/>
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