

CONNECT



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Computer Classes for the Community

BY REBECCA STILL

"I'm so afraid of the computer," said one student as she sat shaking in front of the keyboard. She was attending the first class in a new course being offered at the library called *Computers for the Petrified*. She was hoping to learn to overcome her fears of using the computer.

Local libraries in Olds and Didsbury, Alberta had agreed to partner with the community Literacy

Specialist in offering basic computer classes. Literacy Specialists are part of a two year project, *Connecting Literacy to Community*, funded through Bow Valley College and the National Literacy Secretariat. Literacy Specialists provide literacy awareness, promotion and support to community agencies, service providers and businesses in six communities in Alberta.

While working in the community as a Literacy Specialist, a

number of agency workers spoke to me of the need for very simple, basic computer instruction. They felt there was a large audience who couldn't afford or even understand the many computer classes that were being offered in the community. Since I was looking to provide a service to meet the needs of the community, I decided to follow up with the concept of simple, basic computer classes.

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Computers in the Classroom A Collaborative Approach

The recent launch of Ann Haney's book, *Computers in the Classroom, A Collaborative Approach*, has helped to fill a need for computer resources written with the adult literacy field in mind. The book is an in-depth examination of an approach to utilizing technology as a tool in adult literacy education. As the title suggests, Ann Haney's approach to technology is based on the belief that adults are motivated to learn when they are in control of their learning and it directly relates to their personal goals. The handbook describes how to set up a program that connects literacy learning with real-life tasks and the computer skills needed to complete them. It covers

everything from the theory behind this approach to practical issues such as layout of equipment.

The process outlined in the book describes the background work needed to ensure that a program meets the needs of all the stakeholders. Although the model described tends to focus on designing a program in a workplace setting, most facets could be applied to a variety of settings. This includes resources such as a Curriculum Chart that helps instructors to plan a course that integrates a variety of literacy and computer objectives.

The handbook includes sample lessons and a CD of supporting files

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I designed a computer course to help individuals in the community who may face barriers to using the computer due to low literacy levels. The course is two hours a week for eight weeks and focuses on a few main concepts such as formatting and editing text, saving a document, opening a document and printing. It also covers opening and closing programs, understanding the keyboard and mouse skills. The concepts are broken down into easy to manage tasks with lots of practice. I use a variety of articles or recipes, which are short and simple. Each week the class receives a new article to type into the computer. They learn to type, edit, format, save and print the article. I also created handouts using plain language, that explain step by detailed step how to do the tasks. One student stated the part that was most useful in the program was that “a person could understand in people words what you were learning.” Another student stated, “The detailed instructional pages are good to jog my memory as I do it at home.”

I have discovered that class members need the opportunity to repeat over and over again the same concepts. One participant remarked that repeating things over and over again helped to form a habit. He said at his age he learns very slowly. He is 93 years old.

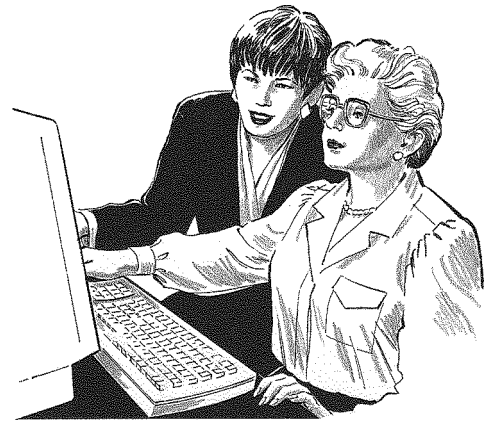
The lesson plan handouts in the recent CONNECT issues have been very useful. I especially like the lesson on editing text and spacing in Volume 5, Issue 2, pages 8 and 9. I downloaded the two recipes onto disks and had each student make the changes as directed. The students didn't save the changes onto their disk and could then go back to the exercise and repeat it as often as they liked. This helped them to strengthen their skills in editing.

The libraries were a logical partnership choice in offering the course since they have a number of computers that are available for community use. As well, the library staff are often called upon to assist patrons on the computers. “This partnership fulfills some of the demand for instruction that would otherwise fall to staff,” stated one librarian.

The first time the course was offered it was advertised through the local community learning opportunities calendar. A few individuals were directed to the course with the help of library staff. The course was so well received that the next session was full with a long waiting list for another session.

One library board felt the need to remove all barriers for students taking the class and waived the nominal course fee. Although there has been funding to offer the course for only one year, at this time, the library is willing to find other funds to continue to offer the course. They felt the course added a valuable “service to their library and filled a gap in skills for people who needed (wanted) access to technology.”

The course only helps people get started on the computer but after the course many students felt comfortable taking other computer classes. Some even felt comfortable enough to teach someone else the skills they had learned. Many of the students felt confident enough to experiment and expand their skills. One student said she felt she actually learned something and was willing to try more as a result of the course. Another student said, “I now feel confident in experimenting with new areas.” One librarian commented that “students are all expressing confidence and a sense of accomplishment.”



I even learned a few things. It's important to provide lots of practice for each skill learned and not to give too much information at once. It's important to present material in small “bytes”.

As for the student who was scared stiff, she said at the end of the course, “I feel more at ease. I'm convinced that I can't break or damage anything.”

Rebecca Still is the Coordinator for the adult literacy program, Project Read Soon, Mountain View Society in Mountain View County, Alberta. She has also been a Literacy Specialist for the past two years. For more information on the computer course contact Rebecca at 403-556-3045 or e-mail: rebecca_still@elit.ca

Computers in the Classroom
Continued from Page 1

that were used in a pilot project at the Learning Experience Centre of the Union of Needletrades Industrial and Textile Employees, at Phillips and Tempro Industries and Palliser Furniture in Winnipeg, Manitoba. The publication was funded by the National Literacy Secretariat and can be purchased from Grass Roots Press, 1-888-303-3213, www.literacyservices.com.

Looking for Recycled Computer Equipment?

by Diane McCargar

For those of you who may not have the budget for new computer equipment, there are lots of options available to you. Before you rule out new equipment, investigate whether you are eligible for educational or non-profit discounts. Many of the larger hardware and software companies offer these types of discounts. If new is definitely out of

reach, consider looking for “gently used” equipment. As Tanya Clary-Vandergaag indicated in her article in the last issue of CONNECT, many large companies upgrade computer equipment on a regular basis. What is out-of-date to them may be just fine for your purposes. When you accept donations like this, keep in mind that the equipment may require a lot of setup before it is ready for you to use. There are government and non-profit

programs that will do this work for you. Computers for Schools (<http://cfs-ope.ic.gc.ca/>) is a federal program that collects computers and donates them to schools, libraries and provincial/territorial employment and training programs across Canada. Reboot Canada (<http://reboot.on.ca>) is a non-profit organization that refurbishes computer equipment and distributes it to charitable organizations.

Software Review

by Diane McCargar

TexToys

Creating Online Exercises

TexToys is a collection of two authoring programs: WebRhubarb and WebSequitur. Both programs allow the creation of web-based exercises based on text entered by the instructor.

WebRhubarb exercises require learners to reconstruct a text word by word. The words in the text are hidden and then uncovered as the students type them. If the learner types the wrong word or spells a word incorrectly it is collected in a list of incorrect words. Learners can receive hints if necessary.

WebSequitur breaks a text into segments of equal length and asks students to reorder these segments.

Creating these exercises is very simple. Instructors type a text and

then export it in a webpage format. The exercises can then be used offline or uploaded to a server, hotpotatoes.net, for access online. The offline version can be viewed without a connection to the Internet but your computer must have an Internet browser such as Netscape. The online version can be accessed on any computer which has an Internet connection.

A shareware version of this software can be downloaded from <http://www.cict.co.uk/software/textoys/index.htm>. The shareware version restricts you to short exercises and doesn't allow you to upload your exercises to the Internet.

Just the facts

Theme: **Authoring Online Exercises**
User Level: **Beginner to Advanced**

System Requirements:
Windows 95, 98, NT4, 2000 or XP
2 MB Hard Disk space,
Netscape 3 and higher or
Internet Explorer 4 and higher

Cost:
Single-User \$32.80 US
Multiple-user pricing available
Pricing is per author/instructor

Ordering:
Creative Technology
<http://www.cict.co.uk/software/textoys/index.htm>
enquiries@cict.co.uk

Software Review

by Elyse Schwartz

It is often difficult to find software suited to the adult beginning reader. Most programs that teach reading and writing skills assume that some level of literacy has been achieved. The best place to find

simple, familiar words is in a picture dictionary. A software dictionary has the advantage of audio as well as visual cues, and the learner can practise computer skills, particularly mouse manipulation. In this issue, we

have chosen to focus on two interactive picture dictionaries: **The Oxford Interactive Picture Dictionary** and **The Protea Interactive Picture Dictionary**. Reviews of each appear on Page 4.

The Oxford Interactive Picture Dictionary

The Oxford Interactive Picture Dictionary CD is based on the book of the same name. The CD gives the meaning and pronunciation of 3,700 words using images and voices in American English. In addition to the dictionary component, the software has a wide range of activities that could be useful for more advanced learners as well as beginners.

The main menu consists of twelve units that are divided into a number of topics. When a topic has been selected, a detailed picture appears on the screen. Learners can see and hear a word or phrase corresponding to any part of the picture. There are a number of activities that go with each topic. The basic activities consist of identifying the correct picture or typing the word or phrase correctly in response to a visual or spoken prompt. Each topic has a test, and the learner's progress can be monitored. There's a Flashcard Maker where the learner can practise the vocabulary with on-screen flash cards. A couple of games

keep the practice from getting monotonous. One simulates a game show where the learner gets points according to the difficulty of the question, and another is a countdown where the learner has to answer all the questions in a certain number of seconds. There are some good reading and writing activities for more advanced learners which incorporate the vocabulary of each topic. Some topics have a short text, such as a memo or an interview. There are activities accompanying these texts, such as cloze, dictation, and a writing assignment patterned after the text with hints for useful phrases. Learners can access a dictionary while writing. They can choose only the current topic, all words, or their own list.

Although the Oxford Interactive Picture Dictionary is somewhat expensive, there are so many activities and the material is presented in such a practical, user-friendly manner that this software seems well worth the price.

The Protea Interactive Picture Dictionary

The Interactive Picture Dictionary, which is distributed by AlphaPlus, is produced by Protea Textware in Australia. It contains over 800 key words which are arranged in six main groups with several topics each. The words for each topic are listed in alphabetical order on the left side of the screen. When the learner clicks on a word in

the list, the word is spoken and a visual image appears. To provide context, a sentence containing the word appears on the screen. The sentence can also be spoken. The voices are Australian, although there may be a North American version available in the future. Each word has accompanying activities which consist of typing missing letters, typing the

word from memory or typing the word in a sentence. There are spelling and vocabulary tests for each topic. A special section for verbs shows the simple present, simple past and present continuous forms. For beginning learners who need a lot of repetition and want to work on their spelling, this software would be excellent.

Just the facts

The Oxford Interactive Picture Dictionary

Theme: [Picture Dictionary](#)

User Level:

[Beginner to Advanced](#)

System Requirements:

[Windows 95, 98, 2000, XP or NT](#)

[16 MB of RAM](#)

[10 MB of Hard Disk space](#)

[SVGA, 640 x 480, 256-colour mode](#)

[Macintosh 68040,](#)

[Power Mac OS 7.5.3,](#)

[15 MB of Hard Disk space](#)

Cost:

[\\$175 CDN for a single user](#)

Ordering:

[Oxford University Press](#)

<http://www.oup.com/ca>

[1-800-387-8020](tel:1-800-387-8020)

The Protea Interactive Picture Dictionary

Theme: [Picture Dictionary](#)

User Level:

[Beginner to Intermediate](#)

System Requirements:

[Windows 3.1, 95, 98, 2000, Me, XP](#)

[256 colour display](#)

[10 MB of Hard Disk space](#)

Cost:

[\\$140 CDN for a single user](#)

Ordering:

[AlphaPlus Centre](#)

[1-800-788-1120, Ext. 117](tel:1-800-788-1120)

<http://alphaplus.ca>

Lessons from the Land

<http://www.lessonsfromtheland.ca>

Lessons From the Land is an interactive, multimedia website which takes visitors on a virtual journey of the Northwest Territories' traditional Aboriginal Idaa Trail. It is presented in English, French or Dogrib. The site is organized into two different levels of activities.

First, learners can browse photos, videos and audio clips to explore the historical and cultural significance of eight locations on the Idaa Trail.

The factual text accompanying each photo is well-written, and about two to four sentences in length. The texts highlight points of interest or describe geographic phenomena. Audio pronunciation is provided for highlighted vocabulary. The video clips are under a minute long and have Dogrib audio with English subtitles. One page has a timeline presented as a two-column table. The pages are uncluttered and easy to use. As well, a resource list of website links and related videos, books and articles is provided.

Secondly, learners can travel the trail with a modern day Dogrib family in an online "storybook". The storybook includes audio and visual support for the text, a few simple activities, along with a teacher's guide. The content is presented as fiction, with drawings instead of photos, on 55 pages divided into nine chapters. Although this section of the site is entered via a "Hey Kids" title, the story is not juvenile in content.

Overall, the website is user friendly for both learner and instructor and provides interesting large print texts with visual and audio support. There are certainly opportunities for developing research skills, reading comprehension, and creative writing. New Internet users are likely to find moving from page to page, enlarging images, and clicking on highlighted words to be a pleasurable experience, with little chance for confusion or frustration.

Leçons de la nature

<http://lessonsfromtheland.ca/IdaaHome.asp?lng=French>

Leçons de la nature est un site Web interactif, multimédia qui emmène les visiteurs sur un voyage virtuel le long de la route Idaa, route traditionnelle des autochtones aux Territoires du Nord-Ouest. Le site est présenté en anglais, en français ou en dogrib.

D'abord, les apprenants peuvent examiner des photos ainsi que des clips vidéo et audio pour explorer la signification historique et culturelle de huit lieux le long de la route Idaa. Le texte factuel accompagnant chaque photo est bien écrit et consiste d'environ deux à quatre phrases. Le texte met en évidence les points d'intérêt ou décrit des phénomènes géographiques. La prononciation audio est disponible pour du vocabulaire mis en évidence. Les clips vidéo ont une durée inférieure à une minute et sont en dogrib avec sous-titres anglais. Une page fait présenter une ligne de temps sous forme de table à deux colonnes. Les pages sont non encombrées et faciles à utiliser. De plus, on fournit une liste de ressources comprenant des liens de site Web, des vidéos, des livres et des articles.

Ensuite, les apprenants peuvent suivre la route avec une famille dogrib moderne dans un récit en ligne. Le récit comprend des appuis audio et vidéo pour le texte, quelques activités simples et un guide de l'enseignant. Le contenu est présenté comme fictif, avec des illustrations au lieu de photos, sur 55 pages réparties en neuf chapitres. Malgré le titre 'Les enfants' qui donne accès à cette partie du site, le contenu du récit n'est pas juvénile.

En général, le site Web est facile à utiliser tant pour l'apprenant que pour l'instructeur et fournit des textes intéressants en gros caractères avec un appui visuel. La partie audio est facultative. Il y a certainement des possibilités pour développer les habiletés de recherche, la compréhension de texte et la création littéraire. Les nouveaux utilisateurs d'Internet vont probablement trouver le déplacement de page en page, l'agrandissement des images et le dé clic sur des mots mis en évidence une expérience agréable, avec peu de chance de confusion ou de frustration.



The Beehive

<http://www.thebeehive.org>

The Beehive is an information resource provided by the One Economy Corporation, a nonprofit organization based in Washington, D.C. The Beehive focuses on life events, and gives basic information on topics such as money, health, jobs, school and family. Some of the specific information is applicable only in the U.S., but there is a great deal of general information that could be useful to Canadian literacy practitioners and learners. Headings make it easy to select the subtopic of interest. The explanations are clear and use simple language, and there's an option to make the screen text larger. Some sections have games and quizzes. The topics I have chosen to focus on are money and jobs.

The Money section provides elementary banking information such as how to get a chequing account and how to write cheques and use an ATM card. ATM machines can be intimidating, especially to those with literacy issues. There is an excellent demonstration, with step-by-step instructions accompanying each screen of a virtual ATM. Another topic is Budget Basics, where the user is able to create an on-screen budget. There are tips and advice, as well as instructions about what information to put in each box. When completed, the budget can be printed. There is detailed information about how to fill out tax forms, but some of the information wouldn't apply to Canadian tax returns.

The Jobs section gives information on how to write an effective cover letter and resume. There are tips on how to have a good

interview, how to provide references, and a sample thank-you letter. The section on Planning a Career is excellent. There is a link to a site called CareerKey, which has an online questionnaire. By identifying interests, abilities and personality traits, the user can see which types of jobs he or she would be suited for. Another link to CareerZone provides detailed information about many kinds of jobs.

Because of the variety of useful information which is presented in a well-organized manner, the Beehive is definitely worth exploring as a literacy resource.

Memphis City

http://www.memphis-schools.k12.tn.us/admin/tlapages/self_paced.htm

Teachers wanting to upgrade their computer skills in order to better integrate computer activities into their curriculum should investigate the online Professional Development material designed for Memphis City Schools. This site contains online computer modules utilizing software such as Windows, the Mac Operating System, Word, Excel, PowerPoint and the Internet. Instructors learn computer skills while completing computer tasks related directly or indirectly to the classroom environment. Instruction in the computer skills required to complete the tasks is available through links. This layout allows instructors to progress through the material sequentially or focus only on their weaknesses. Some of the modules make use of material from a third party, Internet 4 Classrooms. This

layout can make the sequence of the modules difficult to follow at times. Generally the material from both sites is simply written and contains lots of graphics, many of which could be used with learners. The modules are available to teachers as self-paced professional development activities. Each module comes with assessment forms that can be used to document achievement.

Canada Post

<http://www.canadapost.ca>

The Canada Post website has potential to provide authentic Internet activities. This site contains a variety of resources that could be used for practice with writing addresses and basic math skills. The site includes a *Postal Outlet Guide* and *Postal Code Look-up* and *Rate Calculation* tools. An instructor could develop a short game in which learners must find the postal codes for several addresses. Learners could use this information to practise typing addresses correctly and submitting forms. Learners could also measure envelopes and packages and then enter that information to determine the cost of mailing the items. There is also a section on "tips" for sending mail economically. Learners could examine the information and then decide the best way to send different groupings of mail such as flyers, business letters, coupons, and/or newsletters.



The following lessons cover word processing skills such as cut, copy and paste, indenting, and typing lists. Word processing skill sheets have been provided for each of these skills and can be given to learners to use when needed. We have chosen to teach cut, copy and paste using the Edit menu because this menu is common to many different types of software programs. We have chosen to teach indenting using the Ruler. If the Ruler isn't visible you can make it visible in the View menu. For indenting and lists, we have chosen NOT to use the AutoFormat features in Word because we have found they cause considerable frustration overall. You can turn off these features by going to the Format Menu and choosing AutoFormat then Options. Drag-and-drop is also a feature that I recommend you turn off when working with beginners. You can turn this off by going to the Tools menu and choosing Preferences and Editing.

Lesson 14

Cut, Copy and Paste

by Liz Devries*

Computer Objective 14-1: Learners will be able to copy and paste. **14-2:** Learners will be able to cut and paste.

Literacy Objective: Learners will be able to scan for details in informational text and select relevant details for categorizing information.

Materials: Word Processing 7 skill sheet, Lesson 14 - Handout 1 and Lesson 14 - Handout 2 to be downloaded from <http://www.nald.ca/connect.htm>. Learners also need information sheets on immunization schedules for infants and children which can be obtained from local Public Health Departments or from http://ottawa.ca/city_services/yourhealth/healthylife/immune_child_en.shtml. As well, learners will require information sheets on recycling practices, preferably from their own community. If these are not available, blue box and black box recycling information is available from this site: http://ottawa.ca/gc/recycling_en.shtml

Introduction: Discuss the topics of immunization and recycling to make sure learners are familiar with the ideas associated with these concepts. The two skills of *copy and paste* and *cut and paste* are extremely useful when editing and formatting. Learners should clearly understand the difference between the two procedures. Some learners may require a concrete demonstration of this.

Procedure: Before beginning the lesson, have learners type their name. Then have them *copy and paste* their name two times, placing the copied name under the previous name so that there will be a vertical list of three identical names. Then, have them type their address, phone number and age on subsequent lines. Next have them practise *cut and paste* to place each of these three pieces of information next to their names above.

Now, give the learners a hard copy of an immunization schedule and have them open Lesson 14 - Handout 1 as a document on their computer. The handout contains a short description of common diseases that require immunization. Have learners copy the names of the diseases (not the descriptions) and paste them next to ages for immunization as indicated in the schedule.

To practise *cut and paste*, learners need a hard copy of a recycling information sheet and Lesson 14 - Handout 2 as a document on their computer. Ask them to cut and paste each item into the appropriate category (Blue Box, Black Box, Cannot Recycle) as described in the recycling information sheet.

* Thanks to Michele Merkley for the idea behind the recycling handout.

Lesson 15

Indenting and Lists

by Elyse Schwartz

Computer Objectives 15-1: Learners will be able to set first-line, hanging, left and right indents using the Ruler.

15-2: Learners will be able to type a bulleted list using the Formatting Toolbar.

Literacy Objective: Learners will read informational text about health issues.

Materials: Word Processing 8 skill sheet, Lesson 15 - Handout 1 and Lesson 15 - Handout 2.

Introduction: Although indents can also be set by using Format, Paragraph, we have chosen to use the Ruler because it's simpler and more straightforward. Numbered lists can be done using the Formatting Toolbar, but this is hard to control and can be very frustrating. It is suggested that the automatic numbering feature be turned off for this lesson. You can turn this off by going to the Format Menu, choosing AutoFormat, Options and then AutoFormat As You Type.

Bulleted lists are easy to do using the Formatting Toolbar. Hitting the Enter key twice or clicking on the Bullet button will return the text to the left margin and eliminate the hanging indent.

Procedure: Before beginning this lesson, have the learners practise using the Ruler to make indents. Show them that to make a left indent, the mouse pointer must be on the rectangle below the triangular markers so that both triangles move together when they are dragged to the desired location on the ruler. To make a hanging indent, the arrow must be on the bottom triangle so that only this triangle moves. For a first-line indent, the arrow must be on the top triangle. A right indent is easy to make since there is only one marker. Give each learner a copy of Lesson 15 - Handout 1. Ask them to type the text, using a first-line indent for the paragraphs, left and right indents for the quotation, and a hanging indent for the numbered list.

Next, show the learners the Bullet button on the Formatting Toolbar. Have them practise turning the bullets off and on and watch how the Ruler changes to make the indents. Give each learner a copy of Lesson 15 - Handout 2. Ask them to type the text.

Lesson 16

Business Letters

by Diane McCargar

Computer Objective: Learners will be able to type a business letter using the correct format.

Literacy Objective: Learners will be able to write a simple complaint letter.

Materials: Lesson 16 – Handout 1

Introduction: There are a handful of circumstances where someone might need to write a business letter. A complaint letter is one of the more common situations. (We can all think of something we'd like to complain about.) For this lesson we've chosen to show an example of a block style business letter. This is the easiest and most common format used today.

Procedure: In this lesson learners will write and type a simple complaint letter to a landlord. Provide students with the sample complaint letter shown in Lesson 16 - Handout 1. Discuss the parts of the letter and the format. Provide each student with a household problem and the contact information of a fictitious landlord. For example,

Household Problem: The hot water tap in my bathroom is dripping.

Landlord: Frank Moore, Minto Apartments, 440 Albert St., Ottawa, Ontario, K2T 1V0

Ask your students to type a complaint letter using the information you give them.

Lesson 15 - Handout 2

Bulleted Lists

Type the text below. Use the Bullet button on the Formatting Toolbar.

What can we do to prevent West Nile infection?

Avoid mosquito bites.

- Apply insect repellent to exposed skin when you go outdoors. Be careful putting repellent on children. Don't put it on their hands and avoid their mouths and eyes.
- Wear protective clothing such as long sleeves, long pants, and socks while outdoors.
- Spray clothing with repellents containing DEET or permethrin.
- Try to stay indoors between dusk and dawn.
- Avoid activities in areas where there are many mosquitoes.
- Fix or install window and door screens to keep mosquitoes out of buildings.

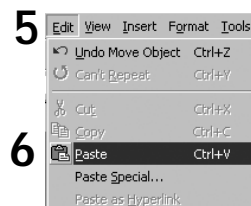
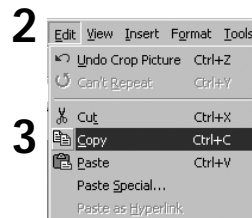
Always read and follow the product directions when using any insect repellent or insecticide!

Standard Toolbar



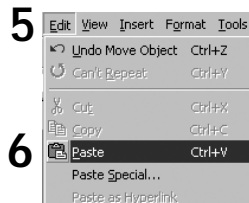
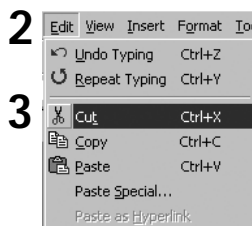
Copy and Paste

1. Highlight text.
2. **Edit.**
3. **Copy.**
4. where you want it.
5. **Edit.**
6. **Paste.**



Cut and Paste

1. Highlight text.
2. **Edit.**
3. **Cut.**
4. where you want it.
5. **Edit.**
6. **Paste.**



Lesson 14 - Handout 1

Copy and Paste

Instructions:

1. Read about the diseases on this handout.
2. Look at the immunization schedule given to you by your instructor.
3. Copy the name of each disease and paste it beside the age that requires this immunization.
4. Add a comma and a space after each disease you paste. For example, 2 months – DIPHTHERIA, POLIO, HIB, PERTUSSIS, TETANUS

Immunization can protect a child from the serious diseases described here. For detailed information check with your doctor.

DIPHTHERIA – This is a very serious infection that can cause breathing problems, heart failure, paralysis and death.

HEPATITIS B – This is a virus that can cause serious liver problems.

POLIO myelitis – This is a virus that can cause paralysis and death.

HIB (Haemophilus B) – This is a bacteria that can infect any part of the body. The infection can lead to severe joint problems, pneumonia, brain damage and even death.

MEASLES – This disease causes rash, high fever, cough, runny nose and watery eyes. It can cause ear infections, pneumonia, hearing loss, brain damage and even death.

MUMPS – This disease causes fever, headache and painful swelling of the glands in the mouth and neck.

PERTUSSIS – This is also called whooping cough. It causes severe coughing for weeks or months. The risk of complications is greatest in children under seven.

TETANUS – This is also called lockjaw. It causes painful muscle spasms, breathing failure and even death.

RUBELLA – This is also called German Measles. It causes fever, rash, swelling of the neck and painful joints. If a pregnant woman gets rubella, it is very dangerous for the unborn baby.

IMMUNIZATION SCHEDULE

2 months –

4 months –

6 months –

12 months –

18 months –

4 to 6 years –

14 to 16 years –

Every 10 years –

Instructions:

1. Look at the items written below.
2. Look at the information your instructor gives you about recycling.
3. Cut and paste each item into the correct box.

glass bottles

milk bags

jar lids

light bulbs

waxed paper

cereal boxes

toilet paper rolls

plastic bags

foil

gift wrap

magazines

cardboard

newspapers

pop cans

tin cans

pots and pans

pizza boxes

chip bags

books

pottery

aluminum pie plates

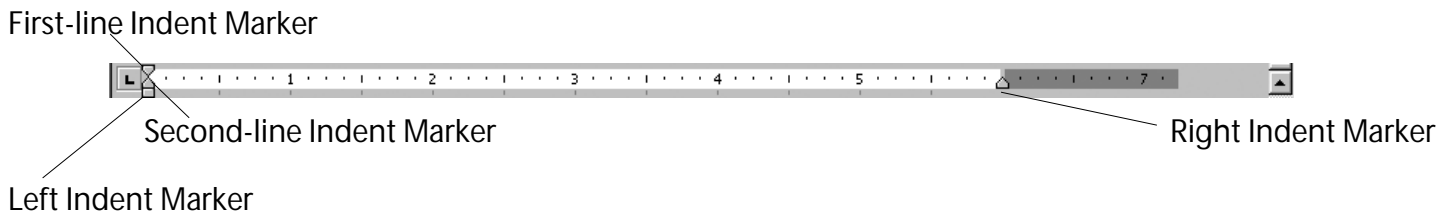
shoe boxes

telephone books

flyers

BLUE BOX	BLACK BOX	CANNOT RECYCLE

Ruler

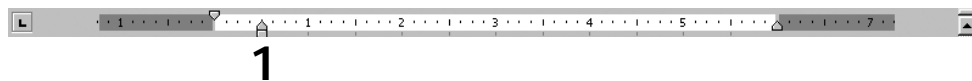




First-Line Indent



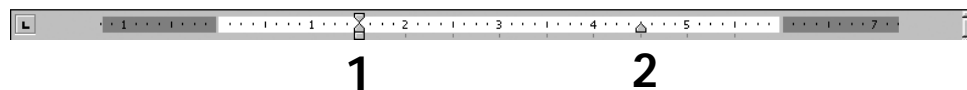
1. Drag **First-Line Indent Marker** to right.
2. 


Hanging Indent (Numbered Lists)




1. Drag **Second-Line Indent Marker** to right.
2.  number.
3. Press **Tab**.
4. 

Left and Right Indents



1. Drag **Left Indent Marker** to right.
2. Drag **Right Indent Marker** to left.
3. 

Indent After Typing

1. 
2. Highlight.
3. Drag **Indent Markers**.

Instructions:

1. Type the text below.
2. Make a 0.5" first-line indent for the first two paragraphs.
3. Make a left indent at 1.5" and a right indent at 4.5" to type the quotation.
4. Make a 0.5" hanging indent to type the numbered list.

Handwashing Keeps the Germs Away

The most important thing you can do to keep from getting sick is to wash your hands.

By frequently washing your hands you wash away germs that you have picked up from other people, or from contaminated surfaces, or from animals and animal waste.

“An ounce of prevention is worth a pound of cure!”

Here is the correct way to wash your hands:

1. Use soap and warm running water.
2. Rub your hands vigorously for at least 20 seconds.
3. Wash all surfaces including the backs of your hands, wrists, between fingers, under fingernails.
4. Rinse well. Leaving soap on your hands will lead to drying and cracking of your skin.
5. Dry your hands well with a paper towel.
6. Turn off the tap with the paper towel you used to dry your hands. This prevents picking up the germs that were on your hands when you turned on the tap.

* See Page 8 for Lesson 15 - Handout 2

Instructions:

1. Read the sample complaint letter.
2. Read the household problem and landlord information given to you by your teacher.
3. Type a complaint letter about your household problem.

Return Address (From:)	Rachel Greene 1203 - 440 Albert Street Ottawa, Ontario K2T 1V0	2-6 Enters
Date	May 23, 2003	6 Enters
Inside Address (To:)	Frank Moore Minto Apartments 1B - 440 Albert Street Ottawa, Ontario K2T 1V0	2 Enters
Greeting	Dear Mr. Moore:	2 Enters
Body	I am writing to you because the hot water tap in my bathroom is dripping. I mentioned this to the superintendent on Monday, May 12, 2003 and he said he would fix it that week. It is almost two weeks later and it still hasn't been fixed. It isn't a big problem but the wasted hot water is costing me money on my heating and water bills.	2 Enters
Closing	I would appreciate it if you could speak to the superintendent about this problem. I'd like to know when the problem will be fixed.	2 Enters
Signature	Sincerely,	6 Enters
Name	Rachel Greene	

Technical Tips

Buying a New Computer - Part IV

by Diane McCargar

Before thinking about peripherals, you have to consider how you are going to connect them to your computer. The places where you connect devices such as printers to your computer are called “ports”. In the past, the myriad of ports, of different shapes and sizes, has caused great frustration to new computer users. The labeling or lack thereof didn’t help the situation any. There have been some improvements in this area that hopefully will make the task of setting up a computer less frightening.

Older ports such as PS/2, parallel, and serial are being replaced by multipurpose USB and FireWire ports. You still see PS/2, parallel and serial ports on new computers, but they are becoming obsolete. Parallel ports are long, thin ports that were used for connecting printers and external storage devices such as CD drives to your computer. Serial ports are smaller and were used for connecting modems and mice. PS/2 ports are the small, round, 6 pin ports used for connecting keyboards and mice.

USB and FireWire ports have several advantages over these older ports. “Plug and play” and “hot plugging” are the obvious ones. In the past, if you wanted to connect a peripheral to your computer you had to turn the computer off, plug in the device and then turn the computer on. Hot plugging means you can plug in a device while the computer is on and the computer should recognize it right away. Plug and play implies that you don’t have to do any setup to use a new peripheral. You can forget about port numbers and IRQ settings, etc. Speed is another advantage. Firewire, sometimes referred to as IEEE 1394 or iLink, had the fastest data transfer rate until the recent introduction of the new USB 2.0 port. The USB 2.0 format is as fast, if not faster, than FireWire and many times faster than its predecessor USB 1.0. USB and FireWire ports also have their own power supply. This means devices like modems and speakers no longer need AC power adapters; they draw the power they need from the port itself.

Before the upgrade in USB technology, it was recommended that peripherals that required high speed connections such as hard drives, DVD drives, camcorders, digital cameras, printers, and scanners use FireWire. USB ports were mainly being used for devices that didn’t require high speed such as keyboards, mice, low-resolution digital cameras and modems. USB 2.0 has now allowed for the use of USB ports with most peripherals, with the exception of digital video. FireWire still has a strong hold on this market. Both Firewire and USB ports are small and rectangular in shape.

There is one other high speed port that I haven’t mentioned and that is SCSI. Up until recently it has been a standard on all Macintosh computers.

Connecting a computer to a network or the Internet requires a special port. For a regular (slow) dial-up connection to the Internet you need a regular modem port. For a high-speed connection to the Internet you need an Ethernet port. Both of these ports look like a regular phone jack but the Ethernet port is slightly larger. Most businesses use Ethernet ports to connect their computers to local area networks.

Another small improvement we’ve seen lately is the location of ports. How often have you tried to plug something into the back of a computer without really being able to see what you were doing? New PCs are now coming out with ports on the front of the computer for easy access.

Finally, if you are trying to connect a peripheral to your computer and your computer doesn’t have the appropriate port then you have a couple of options. In some cases, you can buy adapter cables. Otherwise, you will need to look into buying an adapter card for your computer. The motherboard of your computer should have unused slots where you can insert a card. The end of the card will be visible, usually at the back of the computer and contain the ports that you require. There are two different kinds of slots on a motherboard. ISA is an older format. PCI is the current standard. You should know what type of slots are available in your computer before you buy cards such as a modem or SCSI cards.



Current Events

National Educational Computing Conference (NECC 2003)

The International Society for Technology in Education (ISTE) is having their annual conference from June 29th to July 2, 2003 in Seattle, Washington. For more information visit: <http://neccsite.org>

CONNECT Order Form

You can purchase the five issues that make up Volume 5 of CONNECT at a cost of \$10.00. This nominal fee helps to offset some of our distribution costs. Non-profit literacy organizations may request a free copy of CONNECT which can be freely photocopied for use within literacy programs. Issues of CONNECT can also be accessed through the NALD website at: <http://www.nald.ca/connect.htm>

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We welcome submissions on the following topics



Reviews:

Write a review of a software program or Internet site.

Reports From Learners:

Have students write about their experiences using computers, and why they think computers are useful in literacy programs.

Lesson Plans:

Describe a lesson or activity that you have used successfully in your program.

Reports From the Field:

Describe how computer technology is used in your program.

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