Gmail Basics

CWS

Spring 2019

**Gmail Basics**

Estimated Lesson Time: 90 Minutes

**PREP WORK**

* Read handout on Gmail Basics
* Get to library early to test for technology failures
* Make you have enough copies of the handouts and the feedback forms
* Leave the feedback forms in the folder at the end of the night.
* Download Sample Resume: <https://www.northwestern.edu/careers/job-intern-prep/resume-building/resume-samples/assets/experienced-alum-resume.pdf>
* Log in to the Instructor email account:
* Write down student email for those who want to try gmail, but are not ready to make an account:

\*\*\*The library will print handouts for us.

**OBJECTIVES**

* Create and access an email account
* Compose and send email
* Open and read received email
* Attach a document or picture to an email
* Open a document or picture from a received email
* Add a contact to your email
* Organize your emails

**LESSON OUTLINE**

1. **Introduction:**
* Introduce instructor, students, goals for the class
* Let students know they can take phone calls, but remind them to put phones on vibrate and answer them outside of class
* Inform students, they can leave for the restroom anytime—No need to ask
* Show/tell the class timeline to students
* Icebreaker Question: What is email?

This class will help you set up a Gmail email account and learn how to use it. By the end of the class, you will know how to login, create and send emails, attach files to an email, and add people to your contacts list. For this class, we are going to use Gmail as our example email server. This is one of the most popular email servers and one of the most secure. *\*If you are not comfortable using the internet, it is suggested that you attend the Internet Basics class first.*

**II.                 What is Email:**

**Test for knowledge:** *What is email?*

One of many different answers you could use/receive:

* Email is “electronic mail.” Just like you send a letter in the regular mail, email uses the internet to send mail between people.
* More than just messages can be sent by email. Photos, resumes, and other digital media can be sent via email (with some restrictions).
* *Metaphor:* Gmail.com is the post office, an email address is like a PO box # (it is unique to you), and your password is like the key to get into your PO box

*Note: The email interface for email clients changes frequently (and sometimes dramatically), so be prepared.*

**Activity:** Create email addresses/Log In

* Survey the class and find out who has a Gmail account. If they have a Gmail account, invite them to log in. \*\*Note: Sometimes students have a Gmail account, but they do not remember how to log on, or their log in information. Help them recover the account as best you can.
* Creating a username: Often usernames for email use some combination of first, middle, and last name to create a username. *Metaphor: Like a house address, it has to be unique to you, so the mailing service can correctly deliver mail.*
* Many usernames look like this firstnamemiddleinitial\_lastname@gmail.com
* Instructors and floaters can work to get everyone signed up with Gmail. Sometimes, it can be helpful to ask students who have Gmail accounts to help those who do not. It is important that people understand the terms of use before signing up for an account. I often let students use the practice account and then help students sign up for their own account in the last 15 minutes of class.
* Creating accounts can be a good opportunity to discuss what makes a strong password

If a student does not want to make an email yet, the student is welcome to use the instructional account for the CWS.

**III. An Introduction Email Interface:**

*Pull up the email interface on the projector, or direct students to the packet.*

**Inbox:** You will be directed to your inbox when you logon. The number of new or unread message in your inbox is displayed next to Inbox on the left-hand navigation column. Any messages you have not read will also appear in bold type. Gmail separates your email using tabs. For example, emails like newsletters from a retail store will appear in the Promotions tab to help keep your Primary inbox clear. If you have a new message in any of those tabs, you will have an icon next to the tab name.

**Compose:** Hitting the compose button at the top left of the page, under the Gmail icon, will bring up a message box that will allow you to compose an email.

**Other Important Buttons:**



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**IV: Sending Email, Making Friends, Gaining Superpowers**:

On the projector, pull up Instructor email. Make sure students have their email pulled up on their computers as well.

* Click on compose. An email box will pop up in the lower right hand corner.
	+ - **“To” field**: The address field like on an envelope; an email can be sent to more than one person (separate email addresses with a space).
		- **“Subject”** **field**: What the email is about; a short synopsis of the topic of the email.

*Teachers Tip: Explain the importance of having a subject!*

* + - **“Composition” field**: The actual body of the email, where you write your message.

*Metaphor: The piece of paper that goes into an envelope.*

* + - **Send**: Sends the email (lower left hand corner)
		- Explain BCC and CC fields. CC is more a formality than a functional difference.

**Activity:** Send an email to a friend

For this activity you are going to send someone else in the class an email. Find a partner and exchange email addresses with them.

To send the email, hit the compose button and enter in the email address to which you want to send the email in the “To” Field. In this email, you must include a subject heading that will tell the recipient what your email will be about. When you write the email, answer the following question: If you could have any superpower, what superpower would it be? When you have answered this question, hit send.

Some notes about entering email addresses:

* Always have @.
* No spaces (like web addresses).
* Gmail.com, yahoo.com, outlook.com = different post offices.
* Important to type addresses correctly.

**Test for Knowledge:** *Why is the subject important?*

*To the Instructor and Floater:* Verify you have received the students’ emails and reply to each message. This could simply be a reply like: “Cool!” Save at least one email to reply to for the next activity.

**V.                Replying To Email:**

For this next activity, explain how to reply to an email.

* Ask students to reply to the email they received from their partner.

**VI. Attachments:**

Attaching a file is just like paper clipping several printed-out documents together. Attaching a file is not limited to just email. You can attach a resume to an online job application or other online service.

Show the files on the desktop.  Explain to the class that we are going to be sending a file from our desktop. The file we are using is the sample resume that you stored on the computers at the start of class. This is so the students understand where these files came from.

**Test for Knowledge:** *Why would you want to attach an image file to an email?*

* Send pictures of kids to grandparents.
* Send driver’s license for identity or tax purposes (e.g. when buying a house).
* Send a cookie recipe to a friend.

**Activity:**Attach and send a resume

For this activity, pretend you are applying to a job. You are going to attach and send a resume from your gmail to our partner’s email.

*Walk students through how to attach a file.*

* Compose a new message.
* Type instructor’s email address in the “To” field.
* Type in a subject line of “Resume”

*Mention the importance of using a subject when sending professional or job-related emails.*

* Click on the paperclip on the far left of the email toolbar.

*Teacher’s Tip: Mention that if they use a different email service or if they look at different websites, they may see “Attach” or “Upload” or “Insert”*

* Point out the dialog box that appears when you click on the paperclip.
* Use the dialog box to navigate to the desktop, click on Resume\_example.docx, and click Open.

*Point out where the file is attached in the message.*

* Click on Send.

*Mention and reiterate that this process is the same, no matter what type of file they are attaching. It’s all about getting the file explorer dialog box, finding the file they want to send, selecting, and opening.*

VII. **Checking the Sent Folder**

**Test for Knowledge:** *“How do we know if this email was sent? Where do we look?”*

* Click on Sent Mail on the left-hand side.
* They will see an email titled: “Resume”.
* Point out the paperclip icon on the right side of emails that have attachments.

**VIII. Downloading Files**

We just practiced attaching a file to an email - that’s where we took a file that was already stored on our computer and sent a copy to someone else using email. But what if someone sends me a file that I want to save to my computer? I would need to download it.

 *If needed, spend a moment explaining uploading vs. downloading files. Drawing a picture on the board can help.*

**Activity:** Download a file from a received email

For this activity, you are going to download the resume that you have received from your partner.

* Once you receive an email from your classmate, open it and you should see a small version of the file they sent you.
* Hover over the attachment, and you should see an arrow pointing down. This is the Download button.
* Click the Download button.

Note: If students are using the Chrome browser, they will see the file appear in a small box in the left-hand bottom corner.

How would I check to see if this file was downloaded to my computer?

* Open the File Explorer from the taskbar.
* Check the Downloads folder for the image.

Mention to students that the file they received will always be stored online in their email, but if they need to save it somewhere else or make edits, they would need to download the file.

**VIIII. Organizing Emails:**

In this last section of class, we are going to discuss folders. Everything in your email is automatically organized into folders. The default folders in your email will be your Inbox, Drafts, Sent, Spam and Trash.

*Students may not see all of the default folders. Have them hover over the list and click on More.*

You can then navigate between the folders (e.g., sent, trash, etc.) in your email by clicking on them in the left-most column of your email. The folder name will be bolded for whichever folder you are currently viewing.

Your Inbox is the standard folder that opens when you first log in to your email. To organize your email, you need to move messages between folders.

**Activity:** Navigate between the Sent box and the Inbox.

* Click on Sent, you can see any messages you have sent in the past.
* Click on Inbox again and see the messages you have received.
* Metaphor: Picture these two particular folders like an actual inbox and an outbox on your desk.  Your inbox receives incoming messages. Your outbox is stuff you are sending out. In your email, your outbox is called “Sent Mail.”

**X. Create Folders and Move Content:**

Just like you can create folders to keep your tax documents separate from your water bill, you can create folders to organize your email.

**Test for Knowledge:**  *Why would you want to create a folder?*

* Organization.  Instead of keeping all the content of your email in your inbox, you can organize it for quick reference into folders.

 **Activity:** Create a folder and move a few emails into it.

 For this activity, we are going to create a folder to store our sample resume.

*Gmail also refers to Folders as labels. Labels work like the index in a book and allow an email to be located in several different folders simultaneously.*

* Select the email with the resume attached.
* Select “Move to” icon.
* Select “Create new”.
* Type in “Job Materials” under the new label name field.
* Navigate to newly created folder/label by selecting it to show the email you moved.
* Navigate back to inbox*.*

**XI. Closing**

**Activity:** Signing Out

 Walk students through signing out of their email and explain the importance of this for security.

* Briefly review what information we just covered in class (see objectives from the start of class).
* What questions do you have about what we just learned?
* Inform them of what information will be covered in the next workshop.
* Thank them for coming & ask them to fill out the feedback form.

