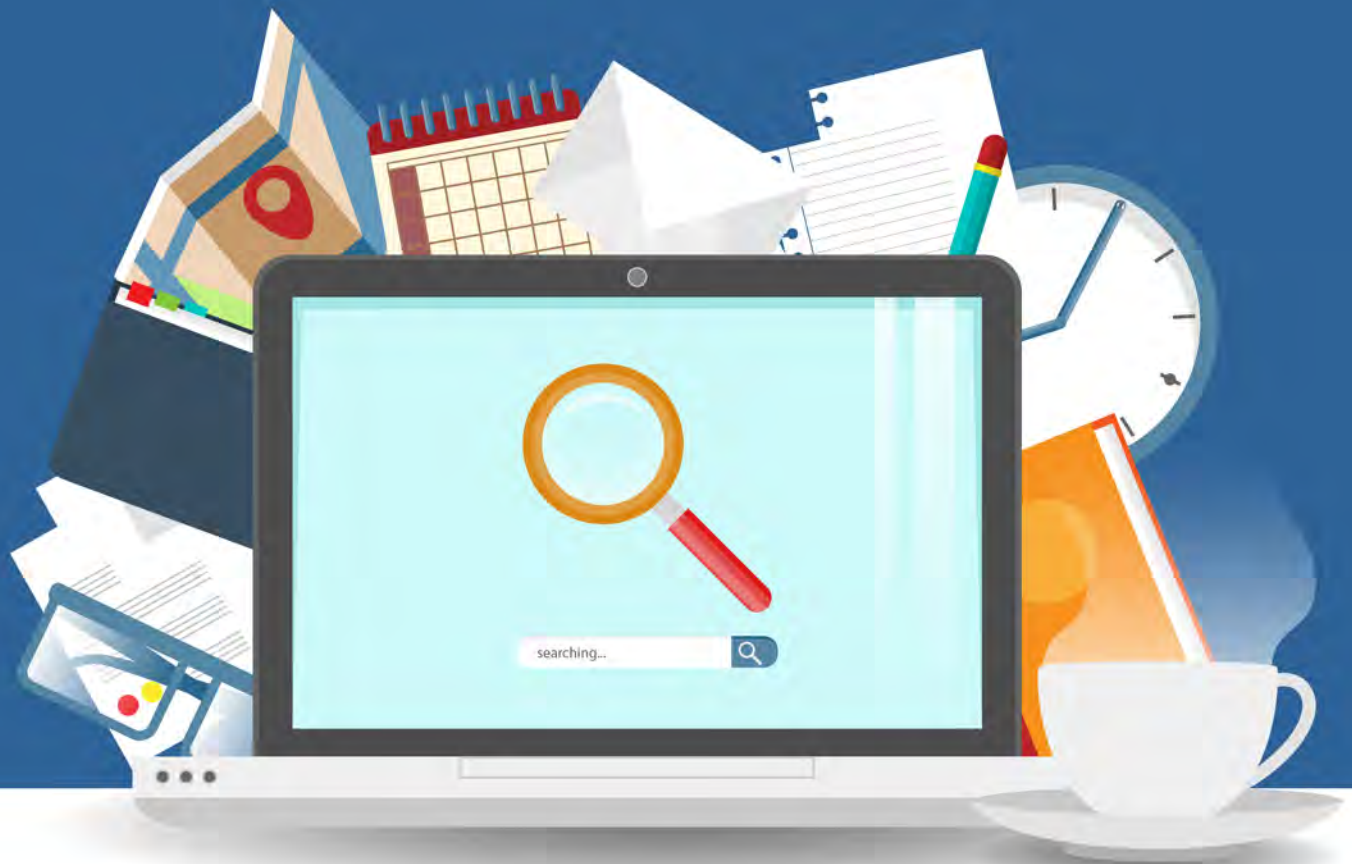


#GrandmaGoesOnline

Getting Grandma and Grandpa Online



הרשת הטכנולוגית-מדעית המובילה בישראל
מכילות בתי-סקול לטכנולוגיות מתקדמות ולרשת

Hi,

Welcome to #GrandmaGoesOnline - Getting Grandma and Grandpa Online. The objective of the program, that is a collaboration between ORT Israel, Google Israel and JDC Eshel, is to connect golden agers to the world of the Internet by recruiting their grandchildren and family to assist in this task. The program is unique in that, alongside the connection to the Internet there is also connection of the family, an intergenerational connection that is especially important in view of the digital generation gap in this age of ours. The more we are able to bring our elders closer to the Internet, while improving their standard of living, the more we will bring them closer to their family and grandchildren.

The project is accompanied by innovative lesson plans intended to be experienced together, in teaching basic Internet skills and an introduction to popular online tools, alongside more advanced uses, such as online shopping (e-commerce), blog writing and more. The lessons will be accompanied by an online campaign to promote Internet use among senior citizens. As part of the campaign, the students will share the results or products created during their project and will participate in a large community of elderly citizens and students working together.

About the Lessons

The lessons teach basic Internet skills. In the event that Grandpa/ma are lacking more basic computer skills, such as how to launch a Web browser or how to use a mouse, it is of course possible to spend more time on these issues before moving on to cover Internet skills. Our website offers content to assist in tackling these issues as well.

It is possible that your Grandpa/ma already possess various Internet skills and that part of the lessons will not be relevant for them. In this case, feel free to share with Grandpa/ma the other things that you like to online, ask them what they like to do and find websites that may be useful to them. The project team would be glad to assist!

The most important point is that you enjoy this time together. Adjust the lesson plans to your individual requirements. If the lesson plan allocated 20 minutes to exercises, but you feel that you need more or less, it is entirely in your hands. We trust you!

The Final Project

At the end of the lessons, you should prepare a final project together. In the event that Grandpa/ma are already familiar with the Internet, then you will be able to utilize your time together to complete a larger and more significant project. It's all in your hands.

We're glad to have you!

We hope that you will enjoy yourselves and have great success in this important task.

We are always here for you,
The GrandmaGoesOnline Team

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Important Tips in Preparation for the Joint Meetings

Based on the computer studies training kit published by the Israel Internet Association

By paying attention to a few details, you will be able to help Grandpa and Grandma to become friendly with the computer.

Show them the excerpts written by other seniors about their personal experience in learning how to use the computer and the Internet, in the following link: <http://seniors-webday.blogspot.com>

You are also invited to take a look, to see that your effort is worthwhile.

Senior citizens, who are making their very first steps using a computer, often feel uncertain about how the computer will react to their actions and are often concerned that their actions may be harmful to the computer. Is therefore important to tell them at the very beginning, and to repeat this more than once, that no harm whatsoever can be caused to the computer.

They must be reassured with the explanation that almost anything they do can be undone in order to return to the previous situation.

The seniors that you teach might also be dealing with difficulties related to their eyesight, hearing and other functions, that may cause significant difficulties. How can you help them? By speaking louder, increasing the size of the letters appearing on the monitor, switching seats to allow them to hear better, etc. Make sure to pay special attention to this, as it can work wonders in improving the relations between you and the quality of the lesson.

Be prepared to be asked surprising questions about things that may seem obvious to you and reply with a great deal of patience

Offer encouragement and provide verbal reinforcement even for accomplishments that may seem "small" to you

Be understanding when encountering difficulties and do not be judgmental

Special note!

You need to do your bit to contribute to the learning environment.

Mute your cell phone and be prepared to give 100% of your time during the meeting.

Try to refrain from operating the mouse and other computer parts yourself. Let them do that

–
Hold the mouse and keyboard themselves, to ask questions, to provide their own examples, and so on.

We wish you great success and most importantly – have fun! ☺

Integrating the Internet in Daily Life

Meeting Objective

To familiarize Grandpa/ma with readily-available uses of the Internet.

To introduce seniors to websites that can make their lives easier and to motivate them to visit such websites on their own.

Advanced Preparations for the Meeting

Make sure that a computer and Internet connection are available at Grandpa/ma's home

Course of the Meeting

Conversation with Grandpa/ma (15 minutes)

Household uses and their online parallel (30 minutes)

Exercise ideas (20 minutes)

Summary (10 minutes)

Important Note! Remember, this is only the first lesson.

The objective is to familiarize Grandpa/ma with the basic functions available online and to arouse initial interest.

Points of Emphasis in the Conversation

The aim of the meeting is to make the Internet readily available to Grandpa/ma. Therefore, even if you are extremely familiar with the web and have excellent ideas, be patient and listen to the needs raised by Grandpa/ma.

After listing and collecting

Show an interest in what Grandpa/ma did during the week - what kept them busy, etc. Keep a list of the day-to-day things that Grandpa/ma deal with and may have web-based alternatives.

For example:

Riding the bus - Public transportation websites that display bus schedules.

Watching the news - Websites that present news broadcasts with real-time updates.

Reading the newspaper - News, entertainment and leisure websites.

Questions and Conversation Subjects

Provide an explanation about the project and how Grandpa/ma will be a part of it.

- Do you normally use the Internet?
- What do you know on the Internet?
- How do you think that we can learn together in the best possible way?

Share **your own** uses of the Internet. They are bound to be surprised 😊

Household uses and their online parallel

After you have compiled a list of the things that Grandpa/ma perform as part of their daily routine, for which you can find online alternatives, go over these sites with Grandpa/ma and show them how they can be used.

Please note! After you have gone over the use of each website together, add the website to the list of bookmarks. You can also create links or shortcuts to especially useful websites for Grandpa/ma, on their desktop.

In addition to your own list, we recommend additional sites:

| | |
|--|--|
| Encyclopedia: Wikipedia | e-mail - Gmail |
| Cooking and baking: Recipes / Baking with Carine Goren | Public transportation - buses |
| Online games: Chess / Bridge / Tetris | Israel Railways - Israel Railways |
| Weekly weather forecast | Online news - Channel 2 News / Channel 10 News |
| | Online newspapers: Yediot Aharonot / Ha'Aretz |

Exercise Suggestions

- Ask Grandpa/ma about an area of interest that you did not discuss in the previous part.
- Find websites that are relevant to this area of interest and add them to the bookmarks as well.
 - For example: If they enjoy watching foreign language films - find a link to several such films online and add it to the bookmarks. If they enjoy listening to a specific radio station, find a link to that station online and add it to the bookmarks.
- Visit a website that displays the weather forecast. (To begin this exercise, exit your browser entirely. Ask Grandpa/ma to carry out all of the operations from the beginning: Open the browser and then open the desired website from the bookmarks tab).
- Open a separate window and enter a website where you can read the news.
- Switch between the existing windows and open an additional window.

- Visit Wikipedia and search for the term potato.
- Show Grandpa/ma that the words marked in blue are links through which you can move to a different term. Ask Grandpa/ma to move to a term associated with the potato family.

- Visit an additional Wikipedia term - Presidents of the State of Israel.
- On this page, find the answer to the question *Who was the third president of the State of Israel?*
- Ask Grandpa/ma to visit the term for the third president on Wikipedia.

- Go to the xnet website.
- Show Grandpa/ma that the xnet website is divided into different subjects. Ask them to enter into "Do-It-Yourself". Turn their attention to the fact that also under the tab "Do-It-Yourself", there is a division into different subjects.
- Ask Grandpa/ma to enter into the "Tips" area and search for at least one tip that you did not know.

Summary and Homework

Ask Grandpa/ma if they believe that they will be able to use the websites that you visited today, even when you are not around. Explain that even if it seems complicated, that is the reason for the Bookmarks tab, where you placed the most useful websites, that can be accessed directly from the desktop or through the Bookmarks.

Ask Grandpa/ma that whenever they encounter problems during the week, they should try and write them down and prepare questions for the next meeting, so that you will be able to practice next week as well. If you feel comfortable doing so, invite Grandpa/ma to call you so that you can help them resolve their problems on the phone.



Toward the end of the lesson, tell Grandpa/ma that everything you found on the computer today can also be accessed using a smart phone and tablet. Searching for something today is accessible, easy and convenient. It can be done anywhere and from any device that is connected to the Internet. (show them on your own device)

**** High school or junior high school student - the next task is intended for you ****

Take a photograph with Grandpa/ma, holding a sign that says "Beginning and Enjoying". Upload the photograph to the social networks with the hashtag **#GrandmaGoesOnline**.



For the next meeting - In the next meeting we are going to create an e-mail account, ask Grandpa/ma to gather the e-mail addresses of friends or family members and bring them to the next meeting. You yourself should also collect the e-mail addresses of other group members in the project program and bring them with you to the next meeting.



Meeting Checklist



- I asked Grandpa/ma about their uses of the Internet
- We went over several websites that are of interest to Grandpa/ma
- I added interesting websites to the bookmarks on their computer
- I found additional websites, that are not among the list of recommended websites, but are interesting to Grandpa/ma
- Grandpa/ma practiced visiting several websites
- I took a photograph with Grandpa/ma and uploaded the photo to the social networks (provided that I am over 13 years old)

E-Mail Instead of Mail

Meeting Objective

In this meeting, we will help Grandpa/ma to create an e-mail account (electronic mail), to learn how to use it and understand that it is easy and accessible at all times from anywhere.

Advanced Preparations for the Meeting

Prior to this meeting, it is desirable to prepare in advance a list of e-mail addresses of the other group members and the project, as well as Grandpa/ma's friends and family members.

Course of the Meeting

Conversation with Grandpa/ma (10 minutes)

e-mail - Gmail (20 minutes)

Exercise ideas (25 minutes)

Summary and staying in contact throughout the week. (5 minutes)

Remember!

During the exercise, let Grandpa/ma do the exercise. Your hand should be nowhere near the mouse during this time ☺

Points of Emphasis in the Conversation

In the event that such a conversation is not a matter of routine for you, here are a few pointers that can help you "break the ice": Express an interest in a film that they saw this week. Asked about a trip/place that they visited recently. Asked about their childhood, family members, friends. Ask whether they are comfortable discussing their past experiences.

Return to the websites you visited in the last meeting. In the event that Grandpa/ma have any questions or requests, devote some time to that.

In this meeting, we are going to create an e-mail account. Explain to Grandpa/ma what this means: E-mail is just like the Israel Postal Service. Only that this time the letter is not physically sent from one house to another, but rather from one electronic address to another electronic address. The advantage lies in the fact that our electronic mailbox can be opened anywhere, not only on this computer but through any device that is connected to the Internet, including a smart phone.

Creating a Gmail e-mail account

It is recommended to add the link to the bookmark list, so that it can be accessed easily.

To create an account, go to [-gmail.com](https://gmail.com) and click on "create new account".

The account creation process is simple and clear.

If you encounter a problem, you can find support in one of the technical sections of the project website - one of the lessons deals with this topic.

After creating an account, add the list of contact people that you prepared in advance. Explain to Grandpa/ma how to send an e-mail and send an e-mail message to yourself and back. Make sure that the process is clearly understood - in terms of both the concept and the execution!

Exercise Suggestions

- Ask Grandpa/ma to send you an e-mail.
- Respond with an e-mail to Grandpa/ma and ask them to respond to that mail.
- Send an e-mail to several recipients in order to practice adding several people to an e-mail.
- Send another e-mail to several recipients. Explain to Grandpa/ma that when sending an e-mail to several recipients, it is possible to respond only to one of them or to all of them.

- Take a photograph with Grandpa/ma and save the photo in a folder.
- Explain to Grandpa/ma how to save photographs on the computer.
- Send an e-mail to Grandpa/ma, with the photograph you just took as an attachment.
- Practice again how to save a photograph/file sent by e-mail and how to open it.
- Post the photograph to social media with the hashtag **#GrandmaGoesOnline**

- Send Grandpa/ma a link and practice opening the link attached to the e-mail.
- Ask Grandpa/ma to send you a link to the Wikipedia term "Presidents of the State of Israel".
- Ask Grandpa/ma to send you a link to an article that they read this week, following last week's lesson.
- Write an e-mail to a friend or all the friends in the group, telling them what you did today and what you have learned. Ask Grandpa/ma whether they would also like to share their learning experience with the family. If so - send a family e-mail.



Summary and Homework

Tell Grandpa/ma that today, people check their e-mail regularly every day and sometimes even several times a day (smart phones notify you of incoming e-mail, just like an incoming call). Ask Grandpa/ma to send you an e-mail during the week, telling you about what they did this week, just like you practiced together. Make sure to respond and of course to initiate sending your own email message.

Ask Grandpa/ma to send you an e-mail in which they will mention a song, musical tune, TV series or movie that they saw or heard this week or that they like in general. Search for an appropriate video clip and send a link to Grandpa/ma by e-mail. Make sure that they managed to open the link. Do this several times.



In the next meetings we will learn about social networks! Make sure to collect the Facebook profiles of Grandpa/ma's additional family members, or the Facebook profiles of other group members.



Remember: Initiating contact during the week is important to the learning process. Therefore, it is important to remind Grandpa/ma to practice by sending e-mail messages. It is possible to connect additional volunteers to send them e-mails in order to practice. In this manner, you will be creating a mutual help group 😊





Meeting Checklist

- I created an e-mail account for Grandpa/ma
- I added my e-mail address to the list of contacts
- I added the e-mail addresses of Grandpa/ma's additional family members and group members to the list of contacts
- I sent Grandpa/ma an e-mail
- Grandpa/ma sent me an e-mail
- We practiced opening a link and a photograph attached to an e-mail
- We practiced opening a photograph attached to an e-mail
- Grandpa/ma and I took a photograph and added it to an e-mail
- Grandpa/ma sent an e-mail to several recipients
- I asked Grandpa/ma to send me an e-mail later in the week
- I asked family members and additional group members to send Grandpa/ma an e-mail during the week, in order to continue practicing using e-mail
- I uploaded a photograph of Grandpa/ma to social networks. (This task is intended for students in junior high school and above)

Searching With a Single Click

Meeting Objective

To expose Grandpa/ma to popular web searches and to show how it is possible to find things today that were once complicated to arrive at, using a simple web search.

Course of the Meeting

Conversation with Grandpa/ma (5 minutes)

Web search (20 minutes)

Exercise ideas (30 minutes)

Summary and homework (10 minutes)

Conversation questions with Grandpa/ma

Ask Grandpa/ma how they would search for information about a particular person? Where would they search for a zip code? Where would they search for a telephone number?

In general, when they have a question about a particular topic, where would they look for the answer?

In this part of the lesson it is worthwhile defining the Google search engine as the homepage of Grandpa/ma's computer, which will facilitate web searches down the line.

Web searches

Explain to Grandpa/ma that searching the web is very simple. You can write the question itself in the Google search line, or reduce the question to its principal keywords.

For example, you can write: "How can I reach Tiberias by bus?" Or simply the word "bus" and the search engine will propose several bus sites where you can find what you are looking for.

The same goes for the phone book. If in the past we had to search for a phone number in the Yellow Pages, today, my typing "search for a phone number", "Yellow Pages" or even "search for phone number + the precise name of an individual or business" it is possible to reach the Yellow Pages site where the phone number can be found. It is of course also possible to search for professionals, businesses and even the phone numbers of private individuals by typing their name in the search line in addition to the word "telephone."

The search engine is the first gateway to the Internet for which it is possible to reach (almost) anywhere. Searching skills are very simple and Grandpa/ma will very quickly be able to master it and navigate the web on their own.

Show Grandpa/ma that the search engine offers a long list of websites arranged by order of probability. It is therefore probable that the first site proposed by the search engine is the most suitable to what you defined in your search.

Searching for Images

As we have seen, the Google search engine is one of the most important tools on the web and can be used to find (virtually) anything, including images, just like we search for websites. For example, you can check out photos of tourist sites that you are planning to visit, find an image to use in a presentation and more.

How can you search for images? After typing in the search term in the search line, click on "images" under the search line and all of the results will appear as images.

Exercise Suggestions - The Important Part! Grandpa/ma searches the web with your assistance 😊

In this part, we will play a short game of questions in order to practice searching skills. The answers to these questions can be found by searching the web. Each time Grandpa/ma must type in the question into the search engine. After the answer was found, the next question can be inserted into the search engine.

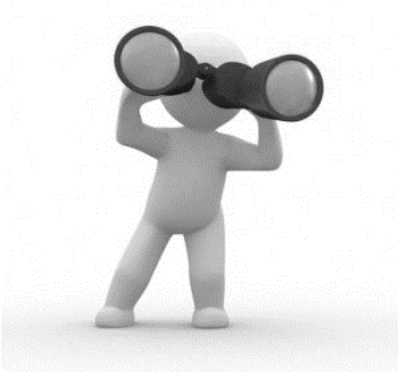
Option A

- During which war did David Elazar serve as Chief of the General Staff?
- Uzi Fuchs wrote a song about that war, what is the name of that song?
- What is it that the soldier in the song asks his girlfriend not to send him? (Clue: The request appears in the last line of the chorus)
- In which song from the album "The 16th Sheep" does this word appear? (In any conjugation).
- A sentence from that song that is related to our project?

Option B

- A British general, in whose honor a major street is named in Tel Aviv?
- A bridge bearing his name was blown up by the Palmach in 1946. What was the name of that event?
- What happened on the date of that mission in the year 1885? (Clue: It is possible to type the combination "historical events" along with the date into the search engine)
- The answer to the previous question includes two countries. The word "Yes" – in Hebrew and in the two languages spoken in these two countries – build a sentence. This sentence was the election slogan of a famous president. What is his name?
- Where was this person born?

After the game, we will practice additional uses of the search engine -



- Type into the search engine the term "weather" and see how simple it is.
- Google is also a calculator. Type in arithmetic exercises into the search line and see how the result is displayed.
- Search together for photographs of famous individuals that Grandpa/ma like. See together that there are pictures from different times that serve to create a sort of picture book about the person you searched for.
- Ask Grandpa/ma to think about an area of interest that they would like to delve into and search together for additional websites and sources of information related to this area of interest.

How Do You Share a Link?

Explain to Grandpa/ma how to mark a link and send it via e-mail - in this manner it will be possible to track the exercises during the course of the week.

Summary and Homework

In this meeting we learned how to search for information on the web. Ask Grandpa/ma to practice searching for different topics on their own during the week. In case they encounter difficulties, they can send you an e-mail or prepare a list of questions for the next meeting. Ask Grandpa/ma to find - during the week - a recipe for kugelhopf cake and an article concerning the disappearance of the Malaysian Airliner. Ask them to send you the links by e-mail.





Meeting Checklist

- We practiced** writing questions into the search engine
- We practiced** writing keywords into the search engine
- I taught** Grandpa/ma how to mark a link and send it by e-mail
- Grandpa/ma **performed** the web search game during the exercise part
- I asked** Grandpa/ma to send me a link of the search results they performed during the week

Social Networks - Go Tell It to Grandpa/ma

:: Lesson is intended for students in junior high and high school only ::

Meeting Objective

In this meeting we will develop a profile for Grandpa/ma on the Facebook social network. We will introduce Grandpa/ma to the network, how it is used and what are its advantages.

Course of the Meeting

- Opening talk (15 minutes)
- Introduction to the social network (25 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (10 minutes)

The world of social networks is a new one. It is possible that Grandpa/ma have already been exposed to them, but if not - the mere existence of social networks will surprise and even astonish them. If Grandpa/ma have already heard the names Facebook or Instagram in the past, you can skip to the section about the special uses of social networks - show them groups that could be of interest to them or connect them to areas of interest that they can "Like" and track new things.

If Grandpa/ma have never heard about social networks, tell them that this is currently the way to remain updated about anything new that is happening, somewhat like newspapers and television. In actual fact, the significance is that our friends, family and areas of interest are all there. It is therefore also worthwhile for them to connect to Facebook - in order to thoroughly immerse themselves in a hobby or simply see what is happening with their family members - viewing photographs of the grandchildren and discovering what each of them is doing or writing. Tell them that it is also possible to receive updates about news events, read commentaries and respond to interesting things that others write or publish.

Questions for Grandpa/ma:

- Do they have friends or family members that use a social network?
- Would they be interested in adding additional friends (distant family, friends from the past, additional friends from the project) to their list of friends on the social network?

Introduction to the social network - Facebook and creating a profile for Grandpa/ma

If Grandpa/ma are not familiar with the social network:

- Open a profile for Grandpa/ma on Facebook using the e-mail address that you created previously.
- Upload a profile image of their choosing and fill in various details in the initial profile.

- Ask Grandpa/ma who they would like to befriend on Facebook, show them how it's done.
- Show Grandpa/ma how to respond to photographs, when to click Like and how to conduct conversations on Facebook.
- Show Grandpa/ma how to send a personal message to a Facebook friend.
- If you created a group at the beginning of the project, add Grandpa/ma to the group. (If you did not, this is the perfect opportunity to do so :))
- Search for areas of interest that Grandpa/ma can follow. News sites for example would be an excellent start.

If Grandpa/ma are already familiar with the social network:

In the event that Grandpa/ma are familiar with social networking and are already using it, show them more advanced capabilities.

- Show them how to upload a video from YouTube to their page, how to dedicate a song to a Facebook friend.
- Respond together to photographs of other Facebook friends.
- If they wish, search together for a nostalgic photo of Grandpa/ma, from a significant event in their life and add this event as a detailed life event.

Essential things in the profile that should be noted -



- **About** - Explain to Grandpa/ma that in this section they can enter interesting details that they would like their Facebook friends to know. (Where they went to school, where they lived, worked, who their family members are, and more).
- **Photos** - Show Grandpa/ma the digital album. Explain that it is possible to share the album with anyone you wish and also tag people in a specific photograph so as to share that photo with them.
- **More** - Facebook groups and pages. This is the opportunity to show Grandpa/ma things that are of interest to you or to work together with Grandpa/ma to find groups that might be of interest to them.
- **Friends** - Go into the pages of friends and show Grandpa/ma the profile of other family members.
- **Home** - Explain to Grandpa/ma that in this part we can see what people have chosen to share and also to share in return, Like or respond.
- It is important to show Grandpa/ma where they can see if they received a new message or new friend proposals.
- It is important to explain to the grandfather or grandmother that their posts are exposed to everyone and they should therefore think well before each publication. Explain to Grandpa/ma how they can write you personal messages.

Show Grandpa/ma the business pages of companies that may be of interest to them and also connect them to News pages, public interest pages and more. It is important to connect them to the Ortov page, where they can find updates regarding events in the different projects and also to see themselves and you starring occasionally 😊

Exercise Suggestions

- Publish a post on Grandpa/ma's new wall.
- Ask Grandpa/ma to send you a personal message.
- Go over the homepage and click Like on posts that you liked.
- Ask Grandpa/ma to respond to someone else's post.
- Ask Grandpa/ma to find a friend or other family member and send them a Facebook friendship invitation.

Summary and Homework

Tell Grandpa/ma that social networks offer an opportunity to grandchildren, family members and friends to be updated with what is happening and learn about their history. Ask Grandpa/ma to think about central events which they would like to share with their Facebook friends and to publish a post or - for advanced users: A Life Event.



Send a response to Grandpa/ma on the message they wrote you in Facebook and ask that they return a message later in the week. Also ask Grandpa/ma to go over the homepage so that in the course of the week you will be able to see that they Liked at least one thing that they found interesting.



Meeting Checklist



- We opened a Facebook profile together
- We went over all the tabs in the profile
- I showed Grandpa/ma how to send a message in Facebook and where they will see that they have a new message
- We added new friends to the profile
- We added events to Grandpa/ma's timeline
- We practiced using the Facebook profile (writing a response, Like)
- Grandpa/ma wrote a new status

Who Needs to Fly Overseas?

Meeting Objective

In this meeting we will introduce Grandpa/ma to the mapping tool Google maps that renders it possible to plan travel routes by car, by foot and by public transportation, while also rendering it possible to view photographs of the place you are interested in visiting.

Course of the Meeting

Conversation with Grandpa/ma (15 minutes)

Getting to know Google Maps (25 minutes)

Exercise ideas (25 minutes)

Summary and homework (20 minutes)

Points of Emphasis in the Conversation

This is a lesson during which we raise topics from Grandpa/ma's personal history. It presents an opportunity to ask about the Holocaust period:

Where their family was located?

Did they escape and if so, where to?

Did they live on a ghetto and where?

And any other question that you find interesting and that Grandpa/ma are willing to answer.

Ask the questions in a cautious and pleasant manner and allow Grandpa/ma the right not to answer.

Tell Grandpa/ma that today we will be using a map found online.

Ask Grandpa/ma what they currently use when they need to know how to get from one place to another, or how long it will take to arrive from one place to another?

Ask Grandpa/ma to tell you about places from their childhood -

- Where were they born? (precise location)
- Where their family lived before they immigrated to Israel?
- Where did they first live when they arrived in Israel?
- A place where they enjoyed themselves as a child?
- Where was their school?

Think together about places they have always wanted to visit overseas, but have not yet visited. Make a note of these places - we will find them later on!

Getting to know Google Maps

Add Google Maps to Grandpa/ma's list of Bookmarks.

Introduce Grandpa/ma to the website by searching for the place where you are located right now. Type in the address of Grandpa/ma's house and once the address has been located click on the option to view this address in Street View.

Now, search together for Grandpa/ma's birthplace. Once the address has been found, mark this spot with a star and view the address through Street View. Take a screenshot and save the picture. We will use it later.

An additional function of Google maps is to create a route. Show Grandpa/ma that once you click on the "Route" button, a larger tab is opened where you can select the relevant route: Walking, car travel or public transportation - buses and trains.

Ask Grandpa/ma about a particular place they need to get to later this week and how they would prefer to do that. Write down the desired address, alongside Grandpa/ma's address and go over the different route options with them (it is possible to switch between the options to see the preferable and shortest one).

Show Grandpa/ma that even when they do not know the specific address, it is possible to determine a waypoint and Google maps will be able to find the exact location in this manner as well. (For example, you can type in "City Mall Ashdod", "Masada" or "Haifa Congress Center"),

Show Grandpa/ma that the display can switch between a map and an aerial photograph. This allows you to select the most convenient way to look at the map.

Exercise Suggestions

- Find one of the addresses on the list you prepared at the beginning of the meeting.
- Ask Grandpa/ma to find a waypoint for a place in the world they have always wanted to visit (such as the Eiffel Tower in Paris, the Sydney Opera House or any other place that Grandpa/ma wanted to visit but have not yet done so).
- After finding these addresses, look at the addresses in Street View.

- On the side of the screen there are small image icons. When placing the mouse over the icons it is possible to see where these locations are located in relation to the desired address. Try it out.
- Ask Grandpa/ma to search for their own house.
- Search for additional places in proximity to the house (using the small icons on the right).

- Ask Grandpa/ma to look for a route that connects their house with yours.
- After finding the desired route, try to check what is the fastest way to arrive from your house to theirs.
- Switch the route from a map display to an aerial photograph display and vice versa.
- Ask Grandpa/ma to search for the current homes of some of their family members.

Summary and Homework



Ask Grandpa/ma to select two addresses that are significant to them. Find these addresses using Google Maps and then transfer them to Street view. Take a screenshot and save the picture. Upload the images together with a brief story about each image to Grandpa/ma's Facebook profile, along with the hashtag #GrandmaGoesOnline.





Meeting Checklist

- I explained the uses of Google Maps to Grandpa/ma
- We found significant addresses in Grandpa/ma's life and we saw these addresses in Street view.
- I showed Grandpa/ma how to plan driving or walking routes in Google Maps.
- We looked at walking routes in both a map view and an aerial photograph view.
- Grandpa/ma searched for significant addresses in their life and told the story behind them.
- We uploaded a photograph of Grandpa/ma's house to social networks

Video on the Internet?!

Meeting Objective

In this meeting we will get to know YouTube - an online tool where we can hear songs, watch videos and sometimes even full-length feature films. It can also be used for leisure activities and as a study tool, game and more.

Course of the Meeting

Summary (10 minutes)

Getting to know YouTube (25 minutes)

Exercise ideas (30 minutes)

Summary and homework (10 minutes)

- Tell Grandpa/ma about the way you use YouTube.
- Ask Grandpa/ma which songs they like.
- Are there any songs that symbolize important events in their life? (their wedding song for instance)
- Think together of national historical events that occurred during Grandpa/ma's life (such as the political upheaval in 77, the Six-Day War, Altalena).
- Ask Grandpa/ma about their hobbies and things that they like to do or would like to learn in their free time.

Getting to Know YouTube

Enter the site and add it to Grandpa/ma's list of Bookmarks.

Explain to Grandpa/ma that YouTube is a site where you can watch videos. Unlike a television, where professionals produce the content, in YouTube anyone with a camera can film himself and upload a video that will be watched by other people.

Several central functions in YouTube are related to the opening questions:

- Search for a song - Show Grandpa/ma that it is possible to search for songs in YouTube according to the name of the performer, name of the song or even part of the lyrics. Show Grandpa/ma that they can listen to songs that they like from a list, and in this manner, every time they turn on the computer - they will be able to listen to the songs they saved. In addition, it is possible to register to follow the channels of singers or programs that they like, thereby receiving updates to the main page all the time.
- Series, films or news reports - It is also possible to view series and full-length feature films. ("Uvda" with Ilana Dayan, "Match Made In Heaven", the film "Jellyfish" by Shira Gefen, Etgar Keret and more).

- Historical events - Go back to the opening questions or ask Grandpa/ma again to think of an historical event. Search for this event. (For example: The folk song festival - Watch Shuli Natan singing "Jerusalem of Gold" onscreen; watch archive clips from 1933 in Germany, historical speeches and more).
- D.I.Y. (do it yourself) - Is possible to find training videos that teach you how to bake, knit, paint, build, saw, teach about the capital markets and even how to create an e-mail account or to search YouTube). Search together for a video that lies within Grandpa/ma's areas of interest and hobbies.

Show Grandpa/ma the clips that you enjoy on YouTube.

Exercise Suggestions

- Find a song you like by searching for the name of the song.
- Find a song you like by searching for the name of the singer.
- Ask Grandpa/ma to find a list of songs in any language they wish (such as beautiful songs in Hebrew, Moroccan, German or English). Turn their attention to the fact that this is the way to find a single song or a list of songs that will be played continuously.
- Find a chapter from a TV series or a report covering a subject they like.
- Show Grandpa/ma that under the video, they can click on Share in order to share the video on their Facebook profile.
- Show Grandpa/ma that by clicking on the YouTube symbol, you return to the homepage, which contains recommendations for numerous video clips.
- Enter into the next lecture on TED: A lecture on the book "Eat, Pray, Love". The lecture is in English. It is also possible to add subtitles to videos on YouTube. On the right side of the screen you can see an icon of a rectangle with two vertical lines. Click on the downward arrow and select the desired language.



- Ask Grandpa/ma to select a song or video that they wish to share with the project group on Facebook. Upload the video to the group and to Grandpa/ma's profile. Don't forget to add the hashtag #GrandmaGoesOnline!

Summary and Homework

Ask Grandpa/ma to share at least two videos in the course of the week, that they watched on YouTube. This can be accomplished by clicking on Share or by marking the link and sending it by e-mail.



Show Grandpa/ma how to add videos that they watched during the week to the playlist that you began at the beginning of the lesson.



The next meeting will deal with the websites of the healthcare organizations (HMOs). Ask Grandpa/ma to visit the healthcare organization in which they are members, with their identity card and the organization's magnetic card, turn to the reception clerk and ask for a username and password to use on the organization's website.



Meeting Checklist

- We found songs, videos, reports, series and full-length feature films
- I showed Grandpa/ma how to share a video that they like on YouTube
- We began to prepare a playlist of songs and videos that Grandpa/ma like
- We added subtitles to the video
- Grandpa/ma practiced entering into videos and going back to the website's homepage
- We shared a link on social networks

No Need to Wait in Line Anymore

Meeting Objective

To improve Grandpa/ma' quality of life by using basic healthcare organization services from home.

Course of the Meeting

- Conversation with Grandpa/ma (15 minutes)
- Explanation about the websites of the various healthcare organizations (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (10 minutes)

Remember - **Prior to this meeting**, ask Grandpa/ma to visit the healthcare organization in which they are members, with their identity card and the organization's magnetic card, turn to the reception clerk and ask for a username and password to use on the organization's website.

Check with Grandpa/ma for what purposes they go to the healthcare organization? (doctor's appointment, renewing prescriptions and more)

- When calling to schedule a doctor's appointment, do they wait on the phone line for a long time?
- Would it help them to know that they can obtain basic healthcare organization services through the Internet?
- Do they believe that after learning to use such services, they would actually use them?

Getting to know healthcare organizations online

The use of the websites of the different healthcare organization is similar. It is necessary for Grandpa/ma to obtain a username and password to use on the organization's website (which Grandpa/ma have to receive by visiting the health organization)

- [Maccabi](#): Upon entering the site, a page will appear where you need to input your identity card number and your password (that are obtained at the organization's branch)
- [Clalit](#): On the upper right side, click "Enter your medical file" - where you will need to type in your identity card number, user code and password (user code and password are obtained at the organization's branch).
- [Meuhedet](#): On the right side of the landing page, input your healthcare organization card number, password and username (user code and password are obtained at the organization's branch).
- [Leumit](#): On the landing page of the website, on the left side, input your identity card number, username and password (user name and password are obtained at the organization's branch).

After entering the site, you will be able to find - in any of the healthcare organization websites - technical assistance (search for the help button together with Grandpa/ma: This can take the form of a chat with a healthcare organization representative or a call center).

The website itself offers basic functions, that were previously performed by phone or by arriving at the branch. Such as:

- Scheduling a new doctor's appointment
- Contacting the doctor (question or request to renew a medication prescription)
- Receiving the results of lab tests online
- Purchasing medications (it is possible to send a medication prescription to the healthcare organization pharmacy, where Grandpa/ma can pick up the medication later on without waiting in line)
- Memo service (in this service, Grandpa/ma can fill in their personal details along with a phone number and the organization's representative will call to remind them of an upcoming appointment)
- Overseas travel insurance

Remember the lesson about YouTube? In that lesson, we learned that it is currently possible to learn about virtually anything through YouTube. This also holds true for using the healthcare organization websites!

And now it is time to practice. The healthcare organization websites are somewhat complex, since they offer many functions. Remind Grandpa/ma that you are here to learn together and that even if something appears not to be going easily at first - there is no reason to give up. Practice each line in the exercise several times in order to gain better control of the website.

Exercise Suggestions

- Let's begin by scheduling a doctor's appointment. Ask Grandpa/ma to select the appropriate option - contacting the doctor or scheduling an appointment (in each healthcare organization, the name may be slightly different, but the result is the same - scheduling an appointment)
- Go over the details that need to be filled in - If it is a doctor that Grandpa/ma are already familiar with, they can fill in his name. If it is another doctor, they can search for doctors by their specialization (family doctor, ophthalmologist, dermatologist), by region (Tel Aviv, Afula, Be'er Sheva) and also by the days their clinic is open.
- After filling in the basic details for locating the desired doctor, click on Display. Now, the names of all the doctors who correspond to the search we conducted will appear on the screen. Ask Grandpa/ma to click on the name of one of the doctors in order to see what the appointment scheduling page looks like.
- The page that has now opened lists the days and hours during which the doctor is available to receive patients. Select a day and a time. (Explain to Grandpa/ma that we are carrying out all the actions necessary for scheduling an appointment - except for the final confirmation - in order to practice).
- Now, repeat this sequence of actions, by running another search. In other words, if Grandpa/ma previously found the doctor by his name, search according to the field of specialization now.

- Ask Grandpa/ma to find on the healthcare organization website how to "Contact the doctor" - the link for asking your regular physician a question or requesting a new prescription for a regular medication.
- Practice contacting the doctor with Grandpa/ma. (Explain to Grandpa/ma that the process is exactly the same as sending an e-mail to the doctor, only through a different system - the healthcare organization system)

Homework

Ask Grandpa/ma to practice during the week how to schedule a doctor's appointment and sending a request to extend a prescription. (In the event that you actually requested a prescription, make sure to emphasize to Grandpa/ma that **it is necessary to print out a hard copy of the prescription** before arriving at the pharmacy).



Check with Grandpa/ma whether his family would be interested in participating and helping him to practice this topic.





Meeting Checklist

- Grandpa/ma obtained his website username and password from the healthcare organization
- Grandpa/ma got to know the basic options available on the healthcare organization website, for use at home
- Grandpa/ma practiced contacting the doctor through the website
- Grandpa/ma know how to order prescriptions from the healthcare organization
- I have explained to Grandpa/ma that contacting the doctor through the healthcare organization website is similar to contacting by e-mail. Therefore, after several days (the number of days indicated on the website) it is necessary to revisit the website in order to check the doctor's response.
- I have turned Grandpa/ma's attention to the fact that when you obtain a prescription for medication it is necessary to print out a hard copy of the prescription before arriving at the pharmacy
- We ran through the exercises several times
- I asked Grandpa/ma to practice this topic
- We posted a photo to social media.

Online Games

Meeting Objective

To introduce Grandpa/ma to various computer games.

Course of the Meeting

Summary (10 minutes)

Explanation of online games (20 minutes)

Exercise ideas (25 minutes)

Summary and homework (5 minutes)

We trust you to plan and carry out the meeting as you see fit, with content that is appropriate for you and for the Grandpa/ma you are working with. This holds especially true to this particular meeting. During this meeting, you will decide which online games to introduce to Grandpa/ma.

Conversation with Grandpa/ma

- Ask Grandpa/ma about their daily routine? Do they occasionally play during their free time? (Crossword puzzles and Sudoku also count :))
- Did they have a game that they liked to play in the past?
- Did they ever have a chance to try out computer games?
- When meeting friends, do they occasionally play games?

Online Games

- As with any other subject, there are numerous websites for games on the Internet. Select your favorite website for games and begin going over the various types of games available on the website with Grandpa/ma. We recommend "**Walla! Fun**" as a convenient and diversified game website.
- Stress the games that you enjoy yourself and offer Grandpa/ma a chance to play them.
- Introduce Grandpa/ma to a wide range of games. Add the games website that you are playing on to Grandpa/ma's list of bookmarks, so that it will be readily available also when you are not around.
- Introduce Grandpa/ma to games that they will be able to play on their own, as well as games that can be played with online partners (It is possible to propose to Grandpa/ma an online meeting where you will be playing together from different locations).

Exercise Suggestions

- Leave the games website and close all browser windows.
- Ask Grandpa/ma to enter into the games website on their own.
- Play one of the games that you introduced to them together and share the game itself or the gaming experience on Grandpa/ma's Facebook profile.

If you have a smart phone, try playing with Grandpa/ma (they play on their computer while you play through the smart phone)



****This task is only for high school and junior high school students****

Since this lesson is entirely your own - be creative with the picture or video that you upload to the social network under the hashtag #GrandmaGoesOnline.



Meeting Checklist

- I have practiced entering game websites with Grandpa/ma
- I have introduced Grandpa/ma to various computer games.
- I have gone over the rules of the various games with Grandpa/ma
- Grandpa/ma have selected games that they found to be interesting
- We took photographs and uploaded the photos to the social networks

Learning a New Language

Meeting Objective

Practice with Grandpa/ma translating one language to another or learning a new language together.

Course of the Meeting

- Summary (10 minutes)
- Explanation of Google Translate (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Remember - During the exercise, let Grandpa/ma practice on their own. Grandpa/ma should practice on their own while you assist only when needed. 😊

Find out whether Grandpa/ma speak an additional language other than Hebrew.




- Do Grandpa/ma remember an additional language that was spoken by their parents or in the environment around them when they were children?
- Did they visit a particular place in the world where they wanted to know the language spoken there?
- Is there an ancient language that they would like to learn?

State to Grandpa/ma, that as they most probably noticed, there are numerous tools online intended to make our lives easier. One of those ways is to learn new languages or translate new and unfamiliar languages.

Getting to Know Google Translate

Visit Google Translate and go over the basic functions on the page. Show Grandpa/ma that it is possible to type a word in English and translate it into any language in the world. Begin with the word "thought". In the right-hand window, type the word "thought" in Hebrew (מחשבה) and set the left-hand window to the English language. Now, show Grandpa/ma that the window displays the word "thought" in English.

Once the word has been translated, the translation window offers additional icons that serve for various functions.

| | |
|---|--|
|  | By clicking this icon, you can see how this word is used in a sentence. (Go over the 29 uses in a sentence that Google Translate proposes for the word thought). |
|  | By clicking this icon you can hear the pronunciation of the word in English. |
|  | Clicking on this icon allows you to assist Google. This offers the opportunity |

| | |
|---|--|
| | for the user (you!) to improve the translation, if you believe that the translation is insufficiently correct. |
| ☆ | By clicking this icon, Grandpa/ma can create their own dictionary. For example, if Grandpa/ma are traveling to a country with whose language they are not familiar, they can create their own mobile dictionary of words that appear to be useful to them. |
| ✓ | This icon serves to rate the translation. Grandpa/ma can provide feedback as to the degree of accuracy of the Google translation. |

Go back to the questions that you asked Grandpa/ma at the beginning of the meeting. This is an opportunity for Grandpa/ma to teach you a few words or basic sentences in the language and perhaps to rate some of the Google translations. Select a language that you would like to learn together.



Exercise Suggestions

- Translate the word "thought" into the following additional languages: Farsi, Russian, Finnish and Yiddish.
- In each language, listen to the pronunciation of the word using the Listen icon.
- Ask Grandpa/ma to repeat these actions with the question: "How was your day today?"
- Select the language that you would like to learn (for example: If Grandpa/ma speak Arabic and would like to teach you the language, select the Arabic language in the right window and the Hebrew language in the left window. If you are interested in learning the language together - the selection of Windows will be the opposite).
- Ask Grandpa/ma to select a word for translation, type it into the window and translate it.
- Add the word to the dictionary.
- Now, instruct Grandpa/ma to repeat these actions with a complete sentence.
- Try to conduct a conversation with Grandpa/ma using Google Translate. Ask Grandpa/ma a question and ask them to answer you in a foreign language. (Sample questions: What did you do today? Do you have plans for this evening? Tell me about an interesting book or film that you recently read or saw?)



- Switch roles - Now Grandpa/ma will ask you questions and you will reply in a foreign language.
- Repeat these actions in a different language.

Final Task

****This task is only for high school and junior high school students****

After experimenting together with a few languages, this is an excellent opportunity to continue to practice.

Share what you have learned with the group - Upload the word "Love" in different languages to the project group in Facebook (go over the different languages already uploaded by the group and upload the word Love in a different language).



****This task is only for high school and junior high school students****

Additional option: Film a video in which Grandpa/ma and you teach several sentences in the language you have learned. Upload the video to the network together with the hashtag **#GrandmaGoesOnline**.



Meeting Checklist



- Grandpa/ma were introduced to Google Translate
- Grandpa/ma gained experience translating words and listening to the pronunciation of the translated words.
- Grandpa/ma added words to the dictionary
- Grandpa/ma translated sentences
- I conducted a conversation with Grandpa/ma in a different language with the help of Google Translate
- We carried out the final task in the meeting.

Proposals for Senior Citizens

Meeting Objective

To introduce Grandpa/ma to the Ministry for Senior Citizens' website.

Course of the Meeting

- Summary (15 minutes)
- Explanation about the website of the Ministry for Senior Citizens and about Motke (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Conversation

- Ask Grandpa/ma if they know which benefits they all are entitled to as senior citizens in Israel?
- If they knew that they were eligible for discounts at various entertainment and shopping venues, would they take advantage of such discounts?
- Would they like to go back to school?
- Would they be interested to participate in various programs, trips or courses with people their age?

The Ministry for Senior Citizens

Go to the Ministry website: <http://vatikim.gov.il/Pages/default.aspx>. The website is a Government of Israel website that centralizes relevant information for senior citizens: Rights, benefits, courses, trips and more. Let's start by navigating the website and seeing what it has to offer.

First click **Senior Citizen Card** This card is issued to Israeli senior citizens when they approach retirement age. The card is issued automatically. Ask Grandpa/ma if they have received this card. If not, review what's written on the web page to find out who to contact to receive a card.

You can show Grandpa/ma that in the upper right section of the screen, they can enlarge the font to make reading easier.

Scroll down to the bottom of this page and read the benefits cardholders receive.

Click the **Jewish Property** tab to see what the Ministry for Senior Citizens offers people who immigrated around the time of World War II and left property behind in the countries they came from - to demand the return of the property.

Visit the tab **Projects**. Here you can find a list of different projects run by the Ministry for Senior Citizens. Go through the various projects and select the Tehila project - continuing education for older people and academic courses for the elderly. Under **Employment of Senior Citizens**, you can find cities that run projects or employment clubs that include senior citizens. Ask Grandpa/ma if this interests them. Continue to view the different

project pages and enter the **Pétanque League** project. Does this project exist where Grandpa/ma live? Are they interested in joining?

If they like one of the projects, show them the **Contact Us** tab - here they will be able to find out about the projects near where they live and to find out more.

Click **Tuesdays in Suspenders** and read about the benefits offered to senior citizens in restaurants and leisure and entertainment spots near their home.

Another website directed at senior citizens: Motke - <http://www.motke.co.il/>

Motke is a site that brings together many offers for senior citizens. We've seen some of these in previous lessons. At first, you need to register for Motke by entering a username and password.

On Motke, we can find additional and more in-depth information about activities for seniors. For example, select Katedra Lecture Series - lectures on a wide array of topics for seniors. When you're there, you will see all of the lecturers participating in the program, and you can also register to receive a detailed program with all of the lectures and the dates on which they will be held.

On Motke users' blogs, you can find a great deal of material to read about various subjects shared by other Motke users.

Exercise Suggestions

We'll do the exercise suggestions on the Motke website.

- Find events for seniors citizens that are close to where Grandpa/ma live.
- Enter Motke's Food tab and find a recipe for cholesterol-free potato gratin.
- As Grandpa/ma to click the Employment tab and find the article titled, "Having a dog isn't a bother, it's fun." Who wrote the article and when?
- Find another article under Employment: "Volunteering is an occupation for the soul." About whom is the article?
- Ask Grandpa/ma to click the New Age tab and to search for the article, "Dancing your internal dance." To what method does the article refer?
- Ask Grandpa/ma to find the Bridge Forum on the site. Add a comment to one of the posts on the forum - you can only do so after you've registered for the site.
- Motke also has games. Ask Grandpa/ma to click Games and find checkers.
- Ask Grandpa/ma to answer the following question: Does the writer Amos Oz lecture as part of the Katedra lecture series?
- Ask Grandpa/ma to enter the articles about current events on smart consumerism and to find an article titled, "Who's exempt from television tax."

****This task is only for high school and junior high school students****

Task - take a photo with Grandpa/ma while you are both holding a sign with the answer to the question, "Does Amos Oz lecture as part of the Katedra lecture series?" Post the photograph to social media with the hashtag **#GrandmaGoesOnline.**



Meeting Checklist

- I introduced Grandpa/ma to the Ministry for Senior Citizens' website.
- I introduced Grandpa/ma to the Motke website.
- Grandpa/ma found current event articles.
- Grandpa/ma found New Age articles.
- Grandpa/ma added a response to a forum.

Shopping at the Click of the Mouse

Meeting Objective

To show Grandpa/ma the wide array of options for online shopping.

Course of the Meeting

- Summary (10 minutes)
- To explain about online shopping websites (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Conversation

- Ask Grandpa/ma where they do their shopping.
- Do they sometimes order a delivery?
- Do they generally compare prices offered by different companies and, if so, how?
- Would they be interested in shopping online?
- What do they find threatening about shopping online?
- What do they think are the advantages of online shopping?

Online shopping sites

Today, as Grandpa/ma have almost certainly realized, you can buy everything over the computer - from tomatoes to refrigerators.

Before we dive into the world of online shopping, it's important to know a few things about safety - **You only enter your credit card number on the web after you have registered on a specific site with a username and password.**

Never provide your credit card number on advertising websites or in pop-up windows!

If you follow these rules, you can shop online worry free.

Let's start by shopping for basic household items. Today, every major supermarket chain has a website through which you can order all your groceries over the computer and even comment on the quality of the tomatoes. The shipment is delivered to your home at fixed times.

On the website: www.mysupermarket.co.il, you can create a shopping list and compare prices offered by the various supermarkets. That way, you make your purchase at the place with the least expensive shopping cart. Additionally, you can prepare a permanent shopping list of items you buy regularly, so

as to shorten the shopping process in the future.

When you enter the website, you will need to provide some personal information: Place of residence, name, e-mail and password. (Whenever you finish shopping on the website, it is important to disconnect from it and each time to re-enter your username and password to enter your personal shopping account. This way you make sure that nobody else aside from you uses your account).

After completing the first part, at the top of the screen (on the left) you can see your username - and that's how you know it's the right account. Now we can start shopping. Just like you browse the shelves at the supermarket, you can browse the virtual supermarket shelves and add the products by order (bread, fruit, vegetables, dairy products, cleaning products, etc.) to your shopping cart. At any time, you can click View Cart to see all of the products marked for purchase, remove products or modify the quantity of products already selected.

When you are finished making your shopping list, the Switch and Save button will display a list of all the supermarkets that deliver in the area you need and the total cost of the shopping list at each one.

You can save the shopping list for future shopping trips and save time. On the left side of the screen is the Complete Shopping button, which takes you to the payment page and schedules the delivery time.

Exercise Suggestions - The purpose of this exercise is simply to practice and not to actually shop.

We'll go through the smart online shopping process from the beginning.

Ask Grandpa/ma to visit the mysupermarket website and enter their user account.

- Enter the dairy products section.
 - Add four 200 gram sticks of butter to the shopping cart.
 - Add a carton of Tara milk to the cart,
 - Add 5 kg of bananas to the cart.
 - View the shopping cart now.
 - Ask Grandpa/ma to reduce the amount of bananas from 5 kg to 3 kg.
 - Ask Grandpa/ma to remove the milk from the shopping cart.
 - Instruct Grandpa/ma to perform the last four actions again with different products.
-
- Compare the price of the shopping cart at different supermarkets.
 - Ask Grandpa/ma to select to least expensive supermarket.
 - After completing all of the stages, go to the Purchase window.

****This task is only for high school and junior high school students****

Take a photograph with Grandpa/ma, together with some of the products you added to your virtual shopping cart. Post the photograph to social media with the hashtag **#GrandmaGoesOnline**



Food for thought - suggest to Grandpa/ma to prepare a table to save the usernames and passwords for the different sites they entered.



Meeting Checklist

- I explained the importance of Internet security to Grandpa/ma
- I introduced Grandpa/ma to the mysupermarket website
- I registered Grandpa/ma on the site with a username and password
 - Grandpa/ma practiced entering the website with the username and password
- Grandpa/ma practiced shopping online
- Grandpa/ma practiced removing and adding products to the shopping cart
- Grandpa/ma compared prices on the Internet
- Together, we went over the page where you actually purchase the list you prepared

Shopping at the Click of the Mouse for Advanced Users

Meeting Objective

To introduce Grandpa/ma to the wide range of options for online shopping, including receiving opinions on products.

Course of the Meeting

- Summary (10 minutes)
- Explanation of the price comparison website, zap (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Special note! Do not buy anything without your parents' permission. The purpose of the meeting is only to practice the options for shopping and get an opinion.

Conversation with Grandpa/ma

- Find out whether Grandpa/ma has shopped online since the last meeting.
- Ask Grandpa/ma if before buying a new product (for example, a microwave oven that broke down) they tend to compare prices and check the various opinions on the product.
- Ask Grandpa/ma according to what criteria they select a hotel for a vacation (name of hotel, number of stars, opinion from friends).
- Tell Grandpa/ma that they can find all of that on the Internet today, to enable them to shop intelligently.

Online shopping sites

In the last lesson, we learned how to shop at the supermarket online, how to compare prices between the different supermarkets and to select the least expensive purchase. In today's lesson, we will learn that we can buy anything online: Electrical appliances, cosmetics, clothes, jewelry and more. When you buy different products, you can also check what consumers who already bought the products think of them, and this helps you be a smart shopper.

Let's start with the Israeli website, zap, <http://www.zap.co.il/>

First, let's enter the site and look at the categories that are offered: Supermarkets (like in our last lesson), tourism (you can compare prices for vacations online), daily deals, electrical appliances and electronics, computers and more.

After entering the homepage, click Electrical Appliances and Electronics. Turn Grandpa/ma's attention to the fact that each tab contains many subcategories. Go to the Home and Garden, Beauty and Health, and Tourism tabs. This division was designed to focus shoppers and make the products more accessible.

Return to Electrical Appliances and Electronics - Coffee Machines (found under Kitchen). Enter this tab and go over the various products on offer with Grandpa/ma. You can review all the coffee machines in general and sort them by manufacturer, price, type of machine, popularity and more.

Let's start by manufacturer and look for Nespresso coffee machines. Show Grandpa/ma that the website offers 33 models of coffee machines. Also show them that even after we select a specific manufacturer, we still have numerous options to fine tune the search even more. Now, sort the machines according to their ratings. Select the coffee machine with the most ratings and review the opinions people wrote about the machine with Grandpa/ma. Show Grandpa/ma that you can read the opinions before deciding to purchase a specific product, so as to decide whether or not the product is of good quality.

After reviewing the opinion, click Complete Technical Specifications. Show Grandpa/ma that here they can read about all of the machine's features.

When you're done, click Compare Prices. Show Grandpa/ma that there can be a very large price range for the same product. Even when you enter the price range, you can read the opinions of previous consumers, in this case about the service provider. Enter one of the better-known stores and show Grandpa/ma that the opinion about the supplier are different from the opinions about the coffee machine itself. The opinions on the supplier indicate the **quality of service**, while the opinions of the machine refer to the **quality of the product**.

Exercise Suggestions

Let's start our exercise by comparing smartphone prices.

- Ask Grandpa/ma under which tab they think they can find smartphones. Ask them to click the tab.
- When they are in the right area, ask Grandpa/ma to select the Cellular Telephone category.
- Show Grandpa/ma that there are over 1,000 items that come up in their search. Ask them to filter this amount by selecting a screen size of 5 inches.
- After sorting this way, ask Grandpa/ma to sort the telephones by product rating and to read the opinions about this phone.
- After reading the opinion, enter the price comparison for this product.
- Ask Grandpa/ma to select the store that offers the lowest price and to read the opinions about the service the store offers.

Let's go to exercise suggestions in another category - ask Grandpa/ma to click the Tourism tab.

- Ask Grandpa/ma to find a vacation package (flight + hotel) to Paris this month (according to the days available for a reservation in the month in which you are doing the exercise).
- In the same place, look for Hotel Quality and check the offers under 4-star hotels.
- Ask Grandpa/ma to find the New Search button and to return to the page where you began searching for vacation packages.
- Find the cheapest flight to Berlin between April 5-16.
- Ask Grandpa/ma to reduce the number of flights by selecting non-stop (direct) flights.

****This task is only for high school and junior high school students****

Take a photograph with Grandpa/ma, with the computer screen showing the place you'd like to fly to in the background. Post the photograph to social media with the hashtag **#GrandmaGoesOnline**.



Today we learned about one online shopping site, but there are many others.

The following link will take you to a list of URLs for different sites by category:

<http://www.2net.co.il/shopping.html>



Meeting Checklist

- I introduced Grandpa/ma to Zap - the price comparison website.
- We reviewed the various categories on the site.
- I showed Grandpa/ma how to narrow the search by using the various sorting options (manufacturer, size, etc.)
- I showed Grandpa/ma how to rank a product according to the number of people who have ranked it.
- We read opinions of the various products together.
- Grandpa/ma practiced selecting a smartphone.
- Grandpa/ma read opinions of the product and the selected supplier.
- Grandpa/ma found out about ordering vacation packages and flights online.
- I took a photograph with Grandpa/ma and posted our photo together to #GrandmaGoesOnline.

Sharing Documents - Getting to Know Google Drive

Meeting Objective

To show Grandpa/ma a shared tool for storing information.

Course of the Meeting

Summary (15 minutes)

Explanation of Google Drive (20 minutes)

Exercise ideas (25 minutes)

Summary and homework (5 minutes)

Remember - Ask Grandpa/ma who they want to share the file with. Family? Spouse/Partner? Other?

Conversation

- Do Grandpa/ma use Word or Excel? If not, explain that they are programs that let you write, save and share documents.
- Ask Grandpa/ma where they store important information.
- Do they ever want to share this information with somebody?

Getting to Know Google Drive:

Google Drive lets you save lots of different types of information. Today, we will use Google Drive to create a cookbook of the entire group participating in the school project. In this lesson, we'll upload at least two recipes to the book!

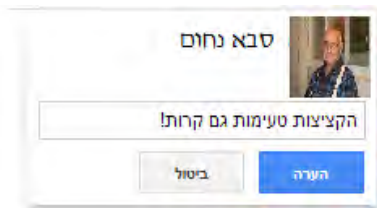
On the right of the screen is the Create button. Clicking this button presents you with several options to open new documents. We'll select the New Document option. A new page opens that corresponds to a Word file. On this page, you can type freely and at the end decide to share the page with additional people or keep it private.



Ask Grandpa/ma to tell you about a dish they like or alternately, tell them about a dish you like. Do they have a special recipe for that dish? If so, type up the recipe neatly into the new file you opened. If not, think together of a recipe you know or ask close friends to tell you about such a recipe.

Sample recipe -

After entering the recipe, add a picture to the recipe (of the final product or stages in preparing the recipe), and edit it to make it interesting (font color, bold, italics, underline, font size, etc...).



Now's the time to add a personal touch.

On the document toolbar, you can see the following button: **Add comment.** Ask Grandpa/ma to add tips, comments or special insights that don't appear in the recipe. Like in the example.



After writing the recipe, it's now time to **share** the recipe with my other family members. Ask Grandpa/ma if they want the file to be public or private. If Grandpa/ma want to share - click the Share button. Together, review the privacy settings and enter the e-mail address of the other members of the group or of Grandpa/ma's relatives, with whom they want to share the recipe. If you shared the recipe with Grandpa/ma's relatives, send them an e-mail first and explain that they can also add recipes and comments to an existing recipe.



Exercise Suggestions

In this exercise, we'll repeat the order of actions you performed together in the first recipe, but this time, Grandpa/ma will add a recipe on their own, and you will be there, next to them, to encourage and help if necessary.

- Add a new page to the existing file.
- Ask Grandpa/ma to enter another recipe into the file.
- Together with Grandpa/ma, go over the editing you did on the first recipe and ask Grandpa/ma to repeat it.
- Suggest that Grandpa/ma add a photo to this recipe.
- Ask Grandpa/ma to add comments to the recipe.
- Since we added the current recipe to the previous one and did not open a new file, there is no need to review the privacy settings of the file again. Anyone who saw the previous recipe will be able to see this one too.
- Suggest that Grandpa/ma add another recipe.

Final Task

****This task is only for high school and junior high school students****

Post a recipe, take a picture of the two of you cooking together or shoot a video of Grandpa/ma explaining exactly how to cook the recipe you posted to the cookbook. Post final product to social media with the hashtag **#GrandmaGoesOnline.**



Add one of the recipes or another recipe to the file on Google Drive that is shared by the entire group.

This way you'll be able to see and share everybody's recipes.



Suggest that Grandpa/ma upload additional recipes during the week to create a rich and interactive cookbook.



Meeting Checklist

- I introduced Grandpa/ma to Google Drive
- Together, we opened a new file and uploaded a recipe together
- We edited the recipe and added photos
- We added comments to the recipe
- I reviewed the sharing definitions of the file with Grandpa/ma and we shared the file with the other members of the group
- I asked Grandpa/ma to repeat the entire sequence of activities on their own
- I asked Grandpa/ma to upload additional recipes over the course of the week
- We posted the final product to social networks

The World in the Palm of Your Hand - Getting to Know Google Earth

Meeting Objective

To introduce Grandpa/ma to another tool that allows you to travel over the computer, but this time not only on Earth.

Course of the Meeting

- Summary (10 minutes)
- Getting to know Google Earth (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Note:

This lesson is a preliminary lesson to Google Tour Builder. To work with the two lessons, you will need to download the tools onto the computer and work with them.

Conversation

- Ask Grandpa/ma what they thought the world looked like when they were young.
- When was the first time they traveled outside where they lived?
- Did they ever travel from one country to another? (Which countries? Why did they travel?)
- As a child, did they understand that the distances between countries are tremendous?
- Did anyone explain what the world looked like to them when they were a child?
- Were they interested in the planets other than Earth?
- Were they interested in seeing what was on different planets?

Getting to Know Google Earth

Download Google Earth onto the computer, and only then start working on the lesson.

There are detailed videos that explain how to use the program - <https://www.Google.com/intl/iw/earth/learn/>

Each of the videos is about a minute long. You can first watch these to understand the basic functions of the program.

Enter Google Earth and start spinning the Earth. Explain to Grandpa/ma that by using this program, you can see the Earth the way astronauts do from space. Let's start the lesson with a short tour of Earth and from there we'll go to the moon and Mars.

On the top row of the screen is a button showing the sun behind a cloud. This button lets you see which side of the Earth is illuminated by the sun right now. After a short spin, click the button again and return to the standard view.

Click the Search tab on the right, "Manhattan, New York, United States" and let's tour the Big Apple. Show Grandpa/ma that the Earth spins and stops at the place you searched for. Ask Grandpa/ma to suggest another place on Earth and search for it. Afterwards, return to New York. Show Grandpa/ma that now, after you have found the place, you can zoom in and zoom out using the arrows on the right. Note that many videos from the place you selected now appear on the bottom row of the screen.

On the right side of the screen, search for the word Layers, and click it. You now see a long list of options to select from. Explain to Grandpa/ma that these are things they can choose to display on the map or not. For example, look for the hollow yellow rectangle on the list. This is the National Geographic symbol. By clicking the arrow next to this rectangle, all of the places in the New York area the magazine wrote about will appear on the map. Click on Add Articles and Download Articles. Click the yellow square on the screen itself to see one of the articles. In the list of the layers, click to remove all of the layers except 360 and gigapxl photographs so it will be easier to navigate with the map. Select one of the pictures on the map. See that a window has opened with an explanation about New York and a photo gallery. Click one of the red circles with the number 360 and you will be able to see certain places with a more in-depth view.

Let's go on a short tour of space. On the top of the screen is a row of buttons. Look for the button with a picture of a planet -

- Earth - with a blue dot next to Earth, the place we are looking at now.
- Sky - lets us travel in the galaxy between the stars.
- Mars - lets us travel on Mars.
- Moon - lets us take a trip to the moon.

Select the moon. Spin the moon. Zoom in to a specific point and look for an icon of a man holding a red flag. These indicate where space ships have landed. Clicking this icon will display information about the space ship. (The information appears in English, but you can translate it using Google Translate).

Exercise Suggestions

- Find the continent of Australia by turning the Earth.
- Find Iceland by using a search.
- Ask Grandpa/ma to zoom into the capital city of Iceland, Reykjavik.
- Ask Grandpa/ma to select one of the 360 photos in the area and watch them.
- There are many volcanic phenomena. Ask Grandpa/ma to check the option for viewing volcanoes (in the Layer menu on the right).
- Find the Fremrinamur volcano on the map. Zoom in and see pictures from the region.
- Ask Grandpa/ma to search for the continent of Africa and to advance with the zoom to Lake Victoria.

- Ask Grandpa/ma to go from Earth to Mars.
- Spin Mars and zoom into places on the planet.
- Ask Grandpa/ma to check the Guided Tours option in the Layers menu. Find that kind of tour on the map and watch it.
- Ask Grandpa/ma to click the Sun button to see which part of Mars is lit and which is dark.
- Return to Earth and find Grandpa/ma's childhood home. Check whether there are 3D pictures of the house (you can zoom in).

Final Task

****This task is only for high school and junior high school students****

Shoot a video of Grandpa/ma traveling around Earth, the moon or Mars with Google Earth. Upload the video to YouTube with the hashtag **#GrandmaGoesOnline**.



In the next lesson, we'll learn about another travel tool called Tour Builder. If Grandpa/ma immigrated to Israel, ask them to bring pictures or anything that reminds them of that journey or from their childhood home. We will use them in the lesson. You can also ask Grandpa/ma to bring pictures or souvenirs from a trip they enjoyed.



Meeting Checklist



- I introduced Grandpa/ma to Google Earth.
- We spun the Earth.
- We added and removed functions by using the Layers menu.
- We visited various places around the world.
- We left Earth and visited the moon and Mars.
- Grandpa/ma found pictures of places from around the world.
- We viewed 360 pictures.
- I prepared Grandpa/ma for the next lesson (to bring pictures or souvenirs).
- We posted a video to social media.

Travel Talks - Getting to Know Google Tour

Meeting Objective

To show Grandpa/ma the many options for planning and documenting travel on the Internet.

Course of the Meeting

- Conversation with Grandpa/ma (10 minutes)
- Explanation of Tour Builder (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Note: The lesson is a continuation of the Google Earth lesson. So be sure that you have completed the previous lesson before starting this one. Note that at the end of the Google Earth lesson, Grandpa/ma was asked to bring photos or souvenirs from a significant trip. Before the meeting, send Grandpa/ma a reminder to bring the souvenirs.

Conversation

- Ask Grandpa/ma if they used Google Earth since the previous meeting.
- Did Grandpa/ma bring photos from a significant trip - what did they choose? What was special about the trip? What do they remember from that trip?
- Who would they like to share these experiences with?

Tour Builder

Enter the Google Tour Builder website. The website's homepage offers three videos depicting people using Tour Builder in their lives. Watch one of the videos (history teacher, singer, Rubicon team).

Go to the Gallery - In the Gallery you can see tours people built and that are open to the general public. Select the trip, Goodall, Gombe and Google, and watch Jane's tour. Note that pictures from the past are included in the tour. At the first stop, Bournemouth, England, we see pictures from Jane's childhood home and a picture of her as a child (there are three photos - you can browse). Under the photos, you can add a caption, explanation about the selected location and photos. Read Jane's personal story. (You can copy the text that appears into Google Translate and read it in different languages).

Go to the next point in Jane's story. We can see her dream came true and she made it to Africa. Read the rest of the story together. As you move from point to point on the tour, you can also move the map by clicking the picture of the orange man to see marked places in the area - try it out. On page 7 of Jane's tour, she gives over the stage to another person who worked with her in Africa, Bill, who adds his own perspective to the story. On page 12 of the tour, she added a video that shows the family of chimpanzees frolicking together.



As you must have noticed, you can tell the story behind the tour in many ways: You can add places on the map, photos of landscapes, photos of pictures and documents from the past, a story written from the perspective of the storyteller, videos and anything else you can think of that can help tell the story well and make it interesting.

Now it's your turn to build a story with Grandpa/ma. Grandpa/ma will create their own tour. How they immigrated from their country of origin, a special tour they especially enjoyed or a family trip they took with relatives and would like to share. Start writing the story using Create New Tour.

Exercise Suggestions

- Create a new tour - Create New Tour.
- On the first page of creating a new tour, you have the option of adding a picture and text as an introduction to the tour. Ask Grandpa/ma what they want to tell and why they picked this tour.
- Take a picture of Grandpa/ma and upload their picture to the first page of the story - as the storyteller.
- After the introduction to the story, click Add a Location, which appears on the left side of the screen, and start the tour. Add the opening point of the tour.
- Ask Grandpa/ma to tell you about this point, and add this story to the photo.
- Is there a photo of Grandpa/ma that is associated with the first point on the tour? If so, add it to this point. If not, search for appropriate pictures together.

- If there are photos, movies or old documents that Grandpa/ma want to add to the story - you should scan them or photograph them with a smartphone. Add them to an accessible folder on the computer. Explain to Grandpa/ma how you can select an image from the folder and add it to the tour.
- When you add the waypoint to the tour, you can also select a date. Add the dates noted by Grandpa/ma to the tour.
- Explain to Grandpa/ma that they can go back at any point and edit the points already added.

- Continue with Grandpa/ma's tour and share it with anyone they want.

****This task is only for high school and junior high school students****

Share the tour you built with Grandpa/ma on social media with the hashtag **#GrandmaGoesOnline**.



A point to end on: Find out if Grandpa/ma has taken other significant trips that they want to add to Tour Builder. If so - continue with this lesson next time too!



Meeting Checklist

- We watched the videos of Tour Builder users.
- We saw how the tool was used in Jane's tour.
- We documented a journey or trip that was important to Grandpa/ma.
 - I uploaded pictures to a directory on Grandpa/ma's computer and we learned how to upload images to the site.
- We added stories next to the important points on the tour.
- We shared the tour.

The World in the Palm of Your Hand 2 - Getting to Know Google Special Collections

Meeting Objective

Show Grandpa/ma a new tool that allows you to tour the world on your computer.

Course of the Meeting

- Conversation (10 minutes)
- Explanation of Special Collections (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Ask Grandpa/ma about what they like to see on trips (landscapes, archeology, historical buildings, architecture, museums). Is there a special place they remember fondly from their trips? Is there a special place they want to go?

Google Special Collections

Another Google tool, the continuation of Street View, that we've already used, is collections of pictures from around the world. Enter the website, <https://www.Google.com/maps/views/streetview?gl=il> and start investigating.

Right on the homepage there are three search options -

- Using the Explore window - Where you can enter the place you want to view. (Or click the down arrow next to the word Explore to see all of the collections).
- The world map at the bottom of the page - Where you can click on a region of the world that you want to view.
- Pictures of select galleries.

In the Explore window, enter the word Israel. You can see that a map of Israel appears with red dots. These dots indicate images users uploaded on the Internet. Click the red dots near where you live, and view the photographed landscapes.

Click the suggested collections. Enter the Israel Highlights collection. After entering the page, you can see a large number of photographed galleries.

Enter the gallery Ben-Gurion's Hut. Show Grandpa/ma the spinning screen, and that when you place the mouse on the rotating picture, an arrow appears on the ground. Using this arrow, you can tour Ben Gurion's home, visit the bedroom, meeting room, see what pictures are hanging on the walls. Using the arrow, go to the kitchen in Ben Gurion's house.

Answer the following questions: What color is the pot on the stove? What brand is the refrigerator? How many towels are hanging on the walls?



Leave Ben Gurion's Hut and enter Treasures in the Wall Museum. The first room you see at the entrance is the exhibition room where the Hanukkah menorahs are located. Continue straight with the arrow and exit through the doors at the end of the Hanukkah menorah exhibition. Go outside into the garden. What is the name of the garden?

Note that on the right of the screen is information in English about the place that you see now. Inside parentheses, you'll see the word "source." By clicking this link, you'll be able to go to an explanation about the location.

Click Street View and return to the main tours page.

Exercise Suggestions

- Ask Grandpa/ma to enter a tour of a place they have never visited - in Antarctica - and to do this through the Antarctica Collection, in the collections suggested on the main screen or by using the search.
- Enter Ceremonial South Pole. Read about the place, and click the Source button.
- By clicking this button, you are forwarded to the Wikipedia entry. Ask Grandpa/ma to change the language of the entry to Hebrew (you can find the languages on the left side of the page).
- Return to the tour of the South Pole. Ask Grandpa/ma to use the mouse to proceed to the circle of flags. Which flags are there?
- What is in the center of the circle that represents the precise point of the pole? (A reflective ball in which you can see a person's reflection). Which hand is the person raising in the reflection?
- Return to the main page and visit the Galapagos Islands.
- Enter Playful Sea Lions, and take a tour of the reef.

- Click the arrow that points down next to Explore and go to Browse the Map.
- Note that large red dots (taped tours by the Google team), and small red dots (photos added by private individuals) appear on the map. Ask Grandpa/ma to get closer to the continent of Asia and to enter the red dots located near the Nile.
 - Using the map, you can visit places around the world that you cannot visit with an Israeli passport. Ask Grandpa/ma to find the capital of Iran on the map and tour it.
 - Ask Grandpa/ma to find where he grew up and look at documentation of the area.



****This task is only for high school and junior high school students****

There is also an option to add a photo of the area you are in by yourself. Take a picture of an area (according to the instructions on the website)

and post it on social media with the hashtag **#GrandmaGoesOnline**.





Meeting Checklist

- I introduced Grandpa/ma to Special Collections
- We reviewed the various search options on the site.
- We visited Ben-Gurion's home in the Negev together
- Grandpa/ma independently tried the various search options on the site
- We took pictures of the area where we live and uploaded them to Google Street View
- We posted a photo to social media

The Mona Lisa in Your Home - Google Art Project

Meeting Objective

To introduce Grandpa/ma to Google Art Project, a Google tool that lets you visit museums around the world.

Course of the Meeting

- Conversation with Grandpa/ma (15 minutes)
- Explanation of Google Art Project (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Ask Grandpa/ma if they like to visit museums in Israel or around the world. What art do they like? Do or did they work in art themselves.

Google Art Project

We have already learned about several Google tools that make it possible to travel on the computer. The tool we will learn about today is another one that lets you travel from home - this time for an art tour.

We'll start the tour and one of the world's most famous museums, MOMA (Museum of Modern Art).

In the top part of the screen, we see the word Search inside a rectangle. Enter the word, MOMA, into the rectangle and you'll reach the museum in New York. The page is divided into several parts:

- Tour of the museum - you can wander through the wings of the museum and view the artwork.
- Photographs of works of art that are on exhibit at the museum, including explanations.
- Explanation about the museum.

The explanations about the paintings and the museum itself are in English, but as Grandpa/ma already learned in previous lessons - you can translate complete texts into other languages using Google Translate.

We'll start with an explanation about the museum, that we can see on the left side of the page. To practice a previous lesson. Even if Grandpa/ma speak good English, ask them to open Google Translate in a new window and to copy the description of the MOMA. In what year was the museum founded. How many visitors come to the museum each year?

After reading about the museum, we can begin looking at the artwork - items. Navigate between them, where each time you only see a single work of art, to show them all on the screen and even to change the order in which the art work appears - for example, from new

to old. On the right side of the page, on top, you can see how to change the order of the items. Additionally, you can click the Play button to have the images run on screen, like in a presentation.

Ask Grandpa/ma to look for work by the artist Louise Lawler.

The name of the work is Does Andy Warhol Make You Cry? and it is from 1988.



Wander through the wings of the museum. You can do this by clicking the arrows in the picture (that's how we advance inside the museum) or by clicking a specific work of art and moving to the area of the museum where it is displayed.

We'll look again at the top row and next to the Search rectangle, we see an icon with a magnifying glass. When we click the magnifying glass, a new menu opens with numerous search options. We'll try them as well.

Under Collections, enter Created by - here we can see the names of many artists. Let's select Claude Monet. On the right side, we see all of Monet's work, and on the left, their division by museum.

Which museum has six of Monet's works?



Exercise Suggestions

- On the website are exhibitions from different museums around the world. Let's start the exercise at the Anne Frank House. Ask Grandpa/ma to enter Anne Frank in the search box.
- Find Anne Frank's baby picture. When and where was she born?
- Ask Grandpa/ma to find the only video of Anne Frank that exists in the exhibition. Watch the video.
- Towards the end of the exhibition, we can find excerpts from Anne Frank's diary. In the entry she wrote on May 11, 1944, Ann Frank writes her wish in her diary. Ask Grandpa/ma to find this section.

- Click the magnifying glass and return to the main search page.
- Change the search to search by artist (created by), and search for Vincent van Gogh.
- Ask Grandpa/ma to display van Gogh's works as a presentation (the Play arrow on the right side of the page).

- When you are done watching, ask Grandpa/ma to click the painting, The Starry Night.
- Ask Grandpa/ma to find where we can read information about the painting. (Under Details).
- Use the information about the painting to practice using Google Translate.

- Enter World Wonders from the main page.
- Ask Grandpa/ma to enter the Taj Mahal and to look at it through Street View.

****This task is only for high school and junior high school students****

Take a photo with Grandpa/ma near the paintings they liked on the museum tour.
Post the photograph on YouTube with the hashtag **#GrandmaGoesOnline**.



Meeting Checklist

- We got to know Google Art Project.
- We visited various museums around the world.
- We learned different ways to search on the site.
- We searched by various categories.
- We visited wonders of the world.
- Grandpa/ma practiced translating with Google Translate.
- We posted a photo to social media

And Don't Let Them Take Advantage of You!

Meeting Objective

Get to know the Miktzoanim website, where we can search for professionals and post opinions of them.

Course of the Meeting

- Conversation (15 minutes)
- Explanation about the Miktzoanim website (20 minutes)
- Exercise ideas (25 minutes)
- Summary and homework (5 minutes)

Conversation

- Ask Grandpa/ma what they do when something breaks down at home.
- Do they always work with the same professionals?
- Did a professional who was actually not very professional visit them? Did they feel cheated after they left? (The professional didn't complete the work, charge an exorbitant price, etc.)
- Would they be interested in writing a recommendation for a profession who worked for them?



Hamiktzoanim website

The free trades are generally an unregulated field. Since the average consumer does not know how to fix something that broke down at home and is not aware of the cost, tradespeople can arrive and charge exorbitant prices, repair properly working devices or invent problems that do not exist. This is because there is no regulation of the field, and we do not have the know-how to argue with the professional who arrives.


To deal with this issue, the website Hamiktzoanim was started. On this site, you can obtain a range of prices for visits by professionals and the actions they take, read recommendations of professionals who did good work and provided courteous service. In contrast, you can read criticisms of professionals that are not as good.

Let's start by familiarizing ourselves with the website. In the top part of the website, is a line that contains the content of the website: Professionals, Price List, Magazine, Blog, About, for the Printed Guides and Contact Us. Using this row of links, we can navigate through the pages on the website.

- On the first page - Professionals - we see a long list of all the types of professionals on the site. Click Plumbers and when selecting the town, select Tel Aviv Region. Now we can see a long list of all the plumbing service providers in the Tel Aviv area.

- In any frame that contains information about a professional, there is also the phone number, possibility of contacting mediation - if there is a dispute with the professional, opinion and the option to add your own opinion.
Enter the opinion on Yam Plumbing. Show Grandpa/ma that each professional has a different number of opinions and you can rate their work using stars (from one star to express dissatisfaction with the service to five stars for service that customers were especially happy with). 
- On the right of the page, is a column, Narrow Search. Here you can narrow your search - for example, if you are searching for a plumber who works all days of the week or only on weekdays.
- On the left side of the page, there is a column of Plumbing Prices and tips to maintain your pipes (good to note). Enter the Plumbing Prices and see the recommended prices.
What is the price range for a house call by a plumber? What is the price range for opening a basic blockage? That's how we can be more aware of costs before calling in a professional and know what other people think of the work they did in the past. 

Scroll back to the top of the page and enter the Miktzoanim blog. On this blog, there are questions and answers about common problems at home that we can repair ourselves or tips for household maintenance. For example: How to remove stains from silverware. Or oil stains from your wall.

On the left, we can see questions that were posted to the blog by category:: Storage, how to clean like a professional, quality of life and more. Enter the General category. Find the post "And these are the names..." Does your last name appear there? Watch the video on YouTube linked to the post. 

Go back to the homepage, enter the magazine. In the magazine, you can find articles, tips and a glossary. For example, visit the entry "dust mite" in the glossary. Note that after entering this term, links to professionals appear on both sides. For example, if we searched for the term dust mite because we are interested in finding an exterminator or because we are searching for cleaning tips.

Exercise Suggestions

- Go back to the main page to the Professionals tab, and enter the Electricians section.
- Ask Grandpa/ma to change the search area for the professional to the city of Netanya.
- Enter Gesher Electric Work and check how many times they were ranked with fewer than five stars.
- Ask Grandpa/ma to search the page for the specifications that Gesher Electric Work offers (appears under specializations). What are the proposed working hours? How many years of experience do they have in the field?
- Find the price range for ordering a three-phase cutoff switch.

- Go back to the homepage and enter Renovation.
- Ask Grandpa/ma to change the region to Tel Aviv and find the number of opinions for Rafaeli - Seamless Renovations.
- Ask Grandpa/ma to enter the section with articles about renovation and find an editorial titled: *Housing Shortage? The State Should Intervene*.
- Enter the Miktzoanim blog and find the answer to the following question: Should I water my plants with vinegar water?
- Ask Grandpa/ma to enter the Storage category and watch the YouTube link that explains how to organize your closet smartly.
- Ask Grandpa/ma to enter *How to clean like professionals* and find how the professionals recommend to clean a shower curtain.



Meeting Checklist

- I introduced Grandpa/ma to the Miktzoanim website.
- We learned how to select professionals by recommendation, residential area, working hours, and more.
- Read different tips on how to maintain your house.

Somebody's Already Done That - Getting to Know the World of Blogs

Meeting Objective

To learn what a blog is by introducing them to food blogs: The bloggers describe the experience of preparing and eating, while simultaneously teaching how to simplify complicated recipes. There are also mouth-watering photographs.

Warning - don't come to the meeting hungry 😊

Course of the Meeting

Conversation (15 minutes)

Explanation of blogs (20 minutes)

Exercise ideas (25 minutes)

Summary and homework (5 minutes)

Conversation

- Ask Grandpa/ma what they like to read.
- Do they like reading editorials and personal experiences?
- Are they interested in baking, cooking?
- Do they generally try out new recipes?
- Do they go out to restaurants?

Blogs

Before we start, let's answer the question *What is a blog, anyway?*

A blog is a combination of two words in English - a log and web; combining the two results in blog. The blog is a modern diary that is documented on the Internet. People who write blogs are known as bloggers, and they post items that contain experiences, opinions, ideas, stories about their lives and more.



You can find an innumerable number of blogs on a variety of topics. In this lesson, we will get to know a few food blogs and see how to how you can use the blogs to cook, select restaurants or just read for pleasure.

The first blog we'll enter is Bazek Alim: <http://www.bazekalim.com/>

Let's see how the blog is built -

- the further down you scroll, the older the posts. At the bottom of the blog, you can read older posts by clicking the page numbers.
- At the bottom of the blog, there is a division according to type of food: "So what do you feel like?" You can search for recipes by the type of food you are interested in: parve, no cooking, health, etc.

A little about the blog's style - as you almost certainly noticed, as opposed to journalism websites, this blog does not use a professional journalism style, but reflects the personal opinions, language and tastes of the blogger.

Enter *About Us*. What's the blogger's name? Why did she decide to start this blog? If you answered these questions, then you certainly understand how the blog is divided. Maya, the blogger, organized the blog to simplify things for young cooks. Each recipe includes the ingredients, costs, preparation time and impressive pictures that accompany the entire process.



Visit the recipe archive and search for the recipe: *Fruit cake with cream and crumbs*. Maya explains preparation one step at a time and provides explanations accompanied by photos to make sure what they are talking about is clear or what texture you need to achieve.

After selecting a recipe, you made it, tasted it and were pleased, let the blogger know. At the end of each recipe, you can click Like on Facebook or write a comment to the blogger. Try it yourselves!

The bloggers choose to share their private lives with their readers. For example, Yaara on Bishulog, shares the birth of her second son with her readers, photos of her children, uncertainty about preschools, how to get your aggressions out in the kitchen and more.



Exercise Suggestions

- Enter the blog <http://www.oogio.net/>.
- Ask Grandpa/ma to find a table for converting units on the blog.
- Short exercise - I have a recipes that says I should put 250 ml of cream in the cake. The people invited to dinner are allergic to milk, so you will need to replace all of the cream in the cake. What should you replace cream with?
- What oil does the blogger recommend using in recipes? (Under Important Comments)

- Ask Grandpa/ma to enter into the recipe index.
- After entering the recipe index, enter Mixed Cakes and there, go to orange and almond cake.
- What did Ariella Fixer Alon think of this cake?

- Enter, In the News. Open the first link to the Roim Olam blog. Explain to Grandpa/ma that using this link you can find many other blogs that don't necessarily deal with baking. Scroll through the recommendations and check whether there are other blogs that seem interesting to Grandpa/ma.
- Under Tips and Recommendations, Grandpa/ma can see the name David Lebovitz. Ask Grandpa/ma to enter David Lebovitz's blog (they can find the blog on Baking and Friends). Where is he from?
- Ask Grandpa/ma to Like a recipe they like on the blog.

- Ask Grandpa/ma to enter another blog, Hummus for the Masses: <http://humus101.com/> Tell Grandpa/ma that if through blogs, we've learned how to prepare things, this blogger reviews hummus restaurants around Israel and shares his culinary experiences with his readers. And, of course, there's a recipe for hummus.
- Find the Ten Most Recommended Hummus Restaurants. In what area of Tel Aviv is Hummus Hasurim?
- Are there additional posts on this neighborhood?
- On the hummus blog, the blogger recommends other food blogs. You visited one of the recommendations at the start of this meeting. Ask Grandpa/ma to find which blog we mean. (Bazek Alim).

Search for additional blogs on the Internet, covering various fields of interest. Share a blog that you liked on Grandpa/ma's profile and tell everyone why you liked it and what can be found there. Add the hashtag #GrandmaGoesOnline, so that everyone can track your posts.



Meeting Checklist

- I explained to Grandpa/ma what a blog is.
- We learned about various food blogs.
- We learned how to search for information on the blog.
- We were introduced to various styles of blogging - based on the blogger.
- Grandpa/ma practiced searching through blogs.
- I showed Grandpa/ma that you can also Like a blog that is linked to Facebook.
- We read responses to various posts on the blog.



Guidelines for the Final Project

You and Grandpa/ma have recently been meeting to learn together - about the Internet and each other. We hope that this project was only the beginning and that you will continue to meet, to enjoy your time together and to learn, even without creating an e-mail account or a YouTube channel. Now, as we are about to conclude, it is time for a special final project of your very own, that will summarize the process that you experienced together.

Purpose of the Project

To highlight one of Grandpa/ma's special skills, and make it distributable on the Internet.

What Do We Do?

It is possible to start working on the final project already from your first meeting with Grandpa/ma. Find something they like to do or that they can teach and starts to think in what way can this information be conveyed online.

There exist several examples of course, but feel free to select an option that was not mentioned here, but is more suitable for you.

- **Building a family map on Google Maps.** You can mark Grandpa/ma's life track on the map. Add photographs from childhood up to the present day, along with songs that accompany the life story. (Google my places)
- Open a family directory on Google Drive, that is shared with the entire family. Is possible to add Grandpa/ma's recipe book, life stories, family memories, photos. Each family member can select a color to write in, so as to create a family book shared by everyone.
- **Hangout air - A photographed family meeting.** Each one of the members of the family sits at a computer, while Grandpa/ma conducts a lesson or family meeting.
- **Timeline** - You can use the Facebook timeline to tell Grandpa/ma's life story. It is possible to add photos from the past, songs that accompanied Grandpa/ma during their life, a photo gallery, old family films or anything else that can assist you in telling Grandpa/ma's life story.
- **YouTube** - You can open a YouTube channel for Grandpa/ma, into which you will upload videos documenting Grandpa/ma's skills, hobbies and know-how. To sample videos are attached - Grandmother's Home Remedies - common cold and flu, [Unlocking the skin of the garlic](#). You can also create a family playlist on YouTube. Songs that are important to you, to Grandpa/ma and to the rest of the family.

The most important thing is for you and Grandpa/ma to enjoy creating together.

Good luck!

#GrandmaGoesOnline