

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge ICT Starters  
Next Steps**

Scheme of Work

4284  
Exploring Email  
Stage 2 Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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This module complements and extends the Initial Steps Module 'Starting Email'. In this module, students become more familiar with email. They learn how to extend the use of email by sending and receiving attachments. They also learn more about the email software by learning how to use the address book and manage folders to store emails. At this level, students should be able to recognise the difference between web-based and ISP-hosted email and feel confident to send and receive emails using either.

### What is Assessed in This Module?

Students will demonstrate how to:

- compose, edit, read and respond to emails
- complete the subject line of a message
- use text tools in the email software like copy, paste, delete and spellchecker (if appropriate)
- add addresses to the Address Book
- use the Address Book to send copies, blind copies and forward emails
- view an attachment
- add an attachment to an email
- manage email folders

### To Start This Module You Will Need

- any email software can be used to complete this module, e.g. mail software like MS Outlook or Outlook Express or web-based email like Hotmail. However, the software needs to have a simple Address Book facility and an option to create new mail folders
- ideally, each student will need to have their own email address/account
- a number of sample email addresses showing different Internet Service Providers (ISP), countries, and account names
- a suitable project or research task for students to conduct via email

### Underpinning Knowledge

Before commencing this module it is recommended that students

- understand that email is a component part of the internet

### General Principles and Procedures

The following are further suggestions and considerations:

- safety notes: many schools will have an Acceptable User Policy (AUP) regarding internet and email use and students should have this explained at an appropriate level of detail before using either. Similarly, appropriate screening/filtering should take place to ensure that unsuitable mails are not delivered to the students
- ensure students have copies of any school/other procedures for logging on or collecting their mail
- students should be encouraged to learn their own email address. However, students are not expected to be able to set up their own email addresses/accounts
- when students view email as a tool for gathering and communicating information, misuse is less likely
- when working with attachments, students will need to understand that different email providers have different limits for quantity and size of attachments. They may also benefit from understanding how to view file sizes or from comparing file sizes produced by different applications. Files should be an appropriate size for sending on slow connections

- in order for the students to appreciate the advantages of email communication, it would be useful if some messages could be sent over distance (for example, to a school in another district or country) and for initial classroom practice it would be ideal if students could be given addresses of others in the same group so that replies can be received quickly
- for schools on a network it may not be obvious to students that an internet connection is necessary to send and receive email and so this might need to be mentioned so that students do not assume that every machine they use will send and receive email without an internet connection
- students should be able to tell whether they are on or offline
- if students are using a machine with a dial-up connection, they may need your assistance to connect and disconnect in order to send and receive emails (students' ability to do this is not assessed in this module)
- setting the 'include message in reply' option in the email software may reduce the burden of printing sequences of emails for assessment and moderation
- students should understand the 2 main possibilities for email (ISP hosted and web-based) and if possible students should be given experience or information about both
- all students are also expected to understand that an email address identifies where the mail goes, but unlike written addresses, where a small error in an address might not stop a letter being delivered, a small error in an email address will result in the mail not being sent/received

## Scheme of Work

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan One</b>			
<ul style="list-style-type: none"> <li>understand that email is a component part of the Internet</li> <li>recognise the difference between web hosted and ISP hosted email</li> </ul>	<ul style="list-style-type: none"> <li>what is email? :</li> <li>write a number of email addresses on the board. Students use a grid to list the types and meanings of components e.g.               <ul style="list-style-type: none"> <li>providers: hotmail, ihug, isp</li> <li>types: co (company), org (organisation), ac (academic), gov (government)</li> <li>countries: fr (france), uk (united kingdom)– why is there no USA?</li> </ul> </li> <li>look at the ways people have been identified (account names) Would it be possible for two people to have the same email address? Use the term “unique identifier”</li> <li>students use Internet search activity to find information on the difference between web hosted and ISP hosted email</li> </ul>	<ul style="list-style-type: none"> <li>a number of sample email addresses showing different Internet Service Providers (ISP), countries, and account names e.g.               <ul style="list-style-type: none"> <li><a href="mailto:Fred.bloggs@hotmail.com">Fred.bloggs@hotmail.com</a></li> <li><a href="mailto:fbloggs@ihug.org.fr">fbloggs@ihug.org.fr</a></li> <li><a href="mailto:bloggsf@isp.com">bloggsf@isp.com</a></li> </ul>               Add any existing students' personal addresses.             </li> <li>websites for email information:               <ul style="list-style-type: none"> <li>WebWise - The Internet Made Simple By the BBC</li> <li><a href="http://www.bbc.co.uk/webwise/basics/email_01.shtml">http://www.bbc.co.uk/webwise/basics/email_01.shtml</a></li> <li>What Is?Com</li> <li><a href="http://www.whatis.com">http://www.whatis.com</a></li> <li>How Stuff Works</li> <li><a href="http://www.howstuffworks.com/email.htm">http://www.howstuffworks.com/email.htm</a></li> <li>Netguide</li> <li><a href="http://www.netguide.co.nz/useful_stuff/tutorials/article.php?article_id=1">http://www.netguide.co.nz/useful_stuff/tutorials/article.php?article_id=1</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>remind students of the schools Acceptable User Policy and explain the consequence of misuse</li> <li>encourage use of correct terminology by looking up definition for unknown terms on the internet and recording them on a wall chart</li> <li>students should be encouraged to know their own email address</li> <li>if possible students should have opportunity to see examples of both web-based and ISP based email software</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Two</b>			
<ul style="list-style-type: none"> <li>send, read, and reply to emails</li> </ul>	<ul style="list-style-type: none"> <li>teacher demonstrates using email software to create, send, read and reply to emails</li> <li>students practise by: pairs game <ul style="list-style-type: none"> <li>Who am I?</li> <li>What am I?</li> <li>Where am I?</li> </ul> </li> <li>students open email software and select a new message. <ul style="list-style-type: none"> <li><b>Person One:</b> thinks of a place, person, or object</li> <li><b>Person Two:</b> starts the email exchange by writing a question requiring a yes/no answer and sends it to Person One</li> <li><b>Person One:</b> replies to the email with a yes/no and sends it</li> <li>if the answer has not been worked out after ten attempts, provide the answer and swap roles.</li> </ul> </li> <li>students answer prepared quiz questions as they play game above, to discover more about email as they work with it</li> </ul>	<ul style="list-style-type: none"> <li>email Quiz Questions e.g. <ul style="list-style-type: none"> <li>how do you know by looking at an email whether it is a reply to a previous message or a new message?</li> <li>which part of the email tells you what the email is about?</li> <li>which folder does mail automatically go into when you hit send? (is this always the case?)</li> <li>how can I tell if I have new mail?</li> <li>how do I make the text in my email more interesting to look at?</li> <li>how can I check spelling in an email?</li> <li>how can I quickly check whether I have replied to an email?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>depending on the software and internet connection students may receive mail automatically or have to check for it manually - if possible students should experience both methods or at least know what they have to do on the system they are using to collect mail.</li> <li>encourage good practise with Subject Line of emails – changing the subject if mail content has changed to a new topic</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Three</b>			
<ul style="list-style-type: none"> <li>• use address book to send mail</li> <li>• add new addresses to the address book</li> <li>• use CC (Carbon Copy)</li> <li>• use BCC (Blind Copy)</li> <li>• use Forward to send a mail</li> </ul>	<ul style="list-style-type: none"> <li>• teacher demonstrates how to use address book, to add addresses and use an address from the book to address an email.</li> <li>• students practise by: <ul style="list-style-type: none"> <li>- adding the new addresses to their address book. Sending 2 emails using 2 of the new address book entries: First email to include a CC to another person in the group. Second email to include a BCC to another person in the group</li> <li>- students try to work out what BCC and CC do by discussing what happens with who they sent the mails to</li> <li>- students type the answer in a new email to the teacher and Forward to their own email address</li> </ul> </li> <li>• class discussion: 'In what circumstance could CC, BCC and Forward be useful?</li> </ul>	<ul style="list-style-type: none"> <li>• list of new email addresses (or email addresses of students in the group – not previously stored in the address book)</li> </ul>	<ul style="list-style-type: none"> <li>• if using shared email addresses – address book may have to be cleared between groups to make this activity possible</li> <li>• students could create a list of when to use each of BCC, CC and Forward</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Four</b>			
<ul style="list-style-type: none"> <li>• view email attachments</li> <li>• add an email attachment</li> </ul>	<ul style="list-style-type: none"> <li>• students receive task as an email attachment, for the students to create an email questionnaire (instructions within the attachment). They address their email questionnaire to the other members of their group</li> <li>• students receive replies, sending reminder emails to those who have not replied. (Students can use Forward to resend their response email to others asking same questions)</li> <li>• they collate their results in either a Word Document or Excel spreadsheet. They Save this then attach it and send it to the teacher</li> <li>• students practise opening other 'unknown' attachments – aiming to discover what each file is. They reply to each attachment mail with a description and the software used to open it</li> </ul>	<ul style="list-style-type: none"> <li>• prepared survey task – sent as a file attachment</li> <li>• prepared emails with a variety of attachments to view</li> </ul>	<ul style="list-style-type: none"> <li>• students benefit from working on topics of relevance or of particular interest to them</li> <li>• students can start to appreciate the benefit of email for research and gathering information</li> <li>• students will appreciate the value of using multiple email addressing and Forward if it reduces the work they have to do</li> <li>• it is useful to stress the importance of virus checking in relation to attachments and remind students of the school AUP regarding attachments and rigidly follow procedures of checking</li> <li>• allow students time to practise virus checking when sending and receiving attachments</li> <li>• students should be encouraged to look at file size when sending attachments</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Five</b>			
<ul style="list-style-type: none"> <li>• manage email folders</li> </ul>	<ul style="list-style-type: none"> <li>• students will now have a number of emails in their Inbox and Sent Items folder. Discuss how this can become less manageable as the number of messages increases.</li> <li>• student task: <ul style="list-style-type: none"> <li>- make a list for all the default folders and their purpose. Is this list the same for all email software?</li> </ul> </li> <li>• teacher demonstrates how to create new folders</li> <li>• students practise by creating folders appropriate for the contents of their inbox. Students move mail manually into these folders</li> </ul>		



## Assessment Ideas

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To show how the Assessment Idea fully incorporates the Learning Objectives tested, the Assessment Idea is cross-referenced with the Learning Objective table below.

### Assessment Idea

To assess this module, students could be given a task to ask a survey question like how long it takes to get to school.

They start by adding 2 email addresses to their address book (2). They use one of these addresses from the address book and write an email to ask a specified survey question. They then send the mail and wait to read the reply (1). They write to say thank you, CC this reply to the other saved address and BCC to the teacher. (3) The reply from the teacher will have an attachment (e.g. include a graph of another similar survey and some text to prove viewing of the attachment). (4) Student forwards this email to the teacher including the required text. (3) Merit students could be asked to attach a file (file and location specified) with this. (5) Merit students could then create a new folder in Sent items called Work and move the message into it. (6)

Stage 2 Module – Exploring Email	
1	Students will Compose, edit, read and respond to emails
2	Add addresses to the Address Book
3	Use the Address Book to send copies, blind copies and forward emails
4	View an attachment
5	Add an attachment to an email
6	Manage Email Folders

Teachers should retain the following evidence for moderation:

- copy of assessment task
- if the 'include message in reply' option has been set in the email software, evidence of the final message in each case should be sufficient, because this would include/show all the previous messages. This evidence could be in the form of a screen grab, printout or a saved email file produced by you. For Merit students to show that LO5 and LO6 have been achieved, a screen grab of the new folder and its contents (showing an attachment) would be sufficient

## Resources

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WebWise - The Internet Made Simple By the BBC - Sections include 'Basics', a glossary of Internet related terms, frequently asked questions, archived guides, features and columns, as well as case studies of email use.

<http://www.bbc.co.uk/webwise/index.shtml>

What Is?Com - Definitions and explanations of information technology words and concepts.

<http://www.whatis.com>

How to use your email program

[http://www.netguide.co.nz/useful\\_stuff/tutorials/article.php?article\\_id=1](http://www.netguide.co.nz/useful_stuff/tutorials/article.php?article_id=1)

### Online Projects

Montage - Designed to encourage worldwide links between schools, teachers, educators and students. Students are encouraged to submit work to online collaborative projects and publish their research on the Internet. A teachers' guide provides information to help students use the Internet, including guidelines on using email and a list of recommended search engines. Provides ideas on developing a school web site.

<http://www.montage.edu.au/>