LIT/ CLB 1 LESSON

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Digital Literacy Curriculum Resource

Module 3 Online Skills Basics

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange

Module 3: Online Skills Basics • *TEACHER NOTES*

Learning Objectives

1. Identify different browsers: Chrome, Firefox, Safari, Microsoft Edge, Internet Explorer
2. Know common browser commands
3. Understand a web address format
4. Use the address bar
5. Search for information online

Pre-requisite Skills

- **Mouse Skills**: hold the mouse, left click, double click, scroll, different shapes of the cursor
- **Navigating**: opening/closing a program, cursor placement, highlighting
- **Keyboarding**: basic typing, Enter key

Preparation

- Set up a room with computers or laptops for each student
- Place one or more internet browser icons on the desktop and pin one or two icons to the taskbar on each computer
- Read through the lesson outline and notes for the teachers
- Print the handouts for students
- Turn on the projector or the interactive whiteboard
- Bring a newspaper with you to help students get the concept of a website

Notes about the lesson:

- In the lesson, the --> symbol is used to give the answer when it's a part of the script. Otherwise, the word 'Answer' is used.
- Vocabulary: Don't spend time teaching vocabulary. Demonstrate where things are on the computer and how they work.

Materials

- Computers/laptops/tablets with access to the internet
- Handouts of the lesson activities
- Projector or interactive whiteboard for demonstrating the skills to students. If those are not available, use the teacher's computer and enlarge the visuals for teaching
- *Language Companion* or a student portfolio to teach the concept of tabs

Visuals

- Module 3-Lit/CLB 1-Introduction-Visual
- Module 3-Lit/CLB 1-Review-Visual
- Module 3-Lit/CLB 1-Digital Skill 1-Learn-Visual Identify Different Browsers
- Module 3-Lit/CLB 1-Digital Skill 5-Learn-Visual Search for Information Online

Handouts

- Module 3-Lit/CLB 1-Digital Skill 2-Learn-Handout Know Common Browser Commands
- Module 3-Lit/CLB 1-Digital Skill 2-Practice-Handout Know Common Browser Commands
- Module 3-Lit/CLB 1-Digital Skill 3-Practice-Handout Understand a Web Address Format
- Module 3-Lit/CLB 1-Digital Skill 3-Practice-Answer Key Understand a Web Address Format
- Module 3-Lit/CLB 1-Digital Skill 4-Practice-Handout Use the Address Bar
- Module 3-Lit/CLB 1-Digital Skill 5-Learn-Handout Search for Information Online
- Module 3-Lit/CLB 1-Digital Skill 5-Practice-Handout Search for Information Online
- Module 3-Lit/CLB 1-Digital Skill 5-Your Turn-Handout Search for Information Online

LESSON

Introduction to the Module
 	
Time: Maximum 5 minutes
	Elicit 'internet' using your phone, showing a browser, or projecting a WiFi symbol on the board (See the **Module 3-Lit/CLB 1-Introduction-Visual**). Ask:
	  What is this? --> internet.
	  Do you use the internet?
	  Every day? (Have students raise their hands to indicate)

Review
 	
Time: Maximum 15 minutes
	Review cursor skills
	• Know common cursor shapes
	• Recognize a link
	• Know where to click
	
	Activity:
	Have students circle around your computer. Demonstrate how to open a browser. Point to a browser icon and say:
	  Find this (Demonstrate). Click on it.
	Move the cursor around the screen. Point to the cursor and elicit:
	  Look. It's an arrow. Repeat: arrow
	
	Point to the mouse, move it to the left and say "I go left", then point to the cursor and elicit: It goes … left.
	Move the mouse to the right, point to the cursor and elicit: I go right. It goes … right.
	Move the mouse up, then down, then around.
	Draw an arrow on the board. Reiterate:
	  Arrow - left, right, up, down
	
	Move the cursor to the address bar, so that the cursor changes to an I-beam. Ask:
	  What is it now? --> It's an I.
	  I can type. (Demonstrate)
	
	Draw an 'I' on the board, under the arrow. Reiterate:
	  I - Type.
	
	Bring the mouse to an icon or link - it will turn to a hand. Elicit:
	  What is it now? --> It's a hand.
	Click on the link and say:
	  Hand - I can click.
	Draw a hand on the board, under the arrow and 'I'. Reiterate:
	  Hand - Click.
	
	Project on board the visual of common cursor shapes: **Module 3-Lit/CLB 1-Review-Visual**. Ask:
	  Arrow? Gesture and elicit: Left, right, up, down
	  I? Pause, gesture if necessary: Type.
	  Hand? Pause, gesture if necessary: Click

Ask a stronger student to take the mouse and move the cursor around the screen, observing how the cursor shapes change. Say:

> *Please sit here.*
> *Show me left.*
> *Show me right.*
> *Show me up.*
> *Show me down.*
> *Show me type.*
> *Show me click.*

Repeat with another student.

DIGITAL SKILL 1 *Approximate time 10-15 min*	**Identify different browsers** **Information for the teacher:** The most popular browsers as of October 2019 are Chrome, Firefox, Safari (for Apple products), Microsoft Edge, and Internet Explorer. (Source: Wikipedia)
Objectives	**Students will be able to:** • recognize icons for different browsers • identify, open and close a browser
Vocabulary	• **desktop** – a screen on a computer which shows the icons of the programs that can be used • **taskbar** – the bar (usually) at the bottom of your computer screen. It has icons and open programs
Learn *Approximate time 20-30 mins*	Have the students circle around your computer or the interactive board. Project or show on your computer **Module 3-Lit/CLB 1-Digital Skill 1-Learn-Visual Identify Different Browsers**. As you point to each browser icon, say: > *Browser. Browser. Browser.* > *What does it do? (Pause and see if anyone can answer).* Explain to students what a browser is. Say: > *Click on it. It opens the internet.* Point to a browser icon on the desktop. Review mouse-clicking. Ask: > *Open it. One click or two clicks? (Answer: Two clicks).* > *Close it. Click here.* Demonstrate this again. Point to a browser icon pinned to the taskbar. Ask: > *Open it. One click or two clicks? (Answer: One click).* > *Close it. Click here.* Demonstrate this again.

Have students practice opening and closing different browsers – from the desktop/from the taskbar to see the different ways to open. Say:

Please sit down at a computer.

Practice.

Point to a browser icon on the desktop and tell students:

Open the browser.

Close the browser.

Point to a browser icon on the taskbar and tell students:

Open the browser.

Close the browser.

Repeat with another browser.

DIGITAL SKILL 2 *Approximate time: 35-55 mins*	**Know common browser commands** **Information for the teacher:** While some icons may vary in different browsers (e.g. menu icon), their location and functions are usually the same. It is important to teach students where to look.

Objective	**Students will be able to identify common browser commands:**
	  – return to the previous page
	  – go forward
	  – reload the page
	  – address bar
	  – open a new tab
	  – bookmarking star
	  – menu
	  – menu - bookmarks

Vocabulary	• **button** – a small area on a computer screen that you click on to make the computer software do something • **reload** – to refresh • **address bar** – a text box in a browser showing the address of the web page • **tab** – another page in the same window • **menu** – a list of things that you can choose from • **bookmark** – a page you saved
Learn *Approximate time: 20-30 mins*	Project a browser on the board. Refer to the visuals on **Module 3-Lit/CLB 1-Digital Skill 2-Learn-Handout Know Common Browser Commands** to teach common browser commands. (The screenshots are created with Google Chrome browser). Do not distribute the handout to the students at this point – use it as a review activity at home. For this demonstration, open youtube.com and click on any video. You can then show where the back button is and how to use it. Pause the video. Teach/elicit: **Back/forward buttons** Use gestures to help students understand: back – tap your back / forward – use your

arm to point forward.
Demonstrate how the buttons work. Say:

> *Click here – go back.*
> *Click here – go forward.*

Reload/refresh button

Say:

> *Click here. Refresh. Same videos or new videos? --> New.*

(Demonstrate on the YouTube homepage. YouTube will load new videos when you reload the page. Refresh two or three times).

Address bar

Hover the cursor over the address bar. Elicit:

> *What is it? --> It's an I. What does it mean? --> We can type.*
> *This is the address bar. Repeat: address bar. Type in the address bar.*

New tab

Use the Language Companion or a student portfolio to introduce the concept of tabs. Then point to the browser and say:

> *This is a tab.*
> *Click here. Open a new tab.*
> *Click again. Open a new tab.*

Show students how to switch between tabs.
Say:

> *Look: tab one, tab two, tab three.*

Show students how to close one tab without closing the browser. Point to the browser "X" button and ask:

> *Close one tab. Click here? --> No.*

Point to the tab "X" button and ask:

> *Close one tab. Click here? --> Yes.*

Ask a stronger student to try:

> *Please sit here.*
> *Open a new tab.*
> *Open a new tab again.*
> *Go to tab one.*
> *Go to tab two.*
> *Tab one ... tab two.*
> *Tab one – close it.*
> *Now, close tab two.*

Bookmark star

Say:

> *I like this page. Save it. Click on the star, then Done.*

Model this twice.

Menu

Close the tab. Ask:

> *I saved the page. Where is it?*

Show students where the menu icon is and say:

> *Click here. It's a list.*

Menu - Bookmarks

Say:

> *Bookmarks: I saved a page. I see it here.*
> *One click – it opens.*

Have students circle around the interactive board/teacher's computer. Reinforce, using gestures at all times to help students. Call individual students to answer each question:

> *Please stand up. Come here.*
> *____ (name), show me go back.*
> *____ (name), show me type.*
> *____ (name), show me go forward.*

 etc.

Practice

Approximate time: 15-25 min

Have students work in pairs at their computers. Give one copy of **Module 3-Lit/CLB 1-Digital Skill 2-Practice-Handout Know Common Browser Commands** to each pair. If you have enough volunteers to support each student, the activity can be done individually.

Gather students around the teacher's computer to demonstrate what they are going to do. Point to a browser icon and say:

> *Open the browser*
> *Work together*
> *Point at things on your computer*

NB: The screenshots are made in Google Chrome browser. If you don't have it installed on computers, you can use a different browser, since most buttons look the same and are located in the same place. You can point to the buttons at the top part of the browser and ask the students:

> *Look – same or different? --> A little different.*
> *No problem – the place is the same. They do the same thing – go back / go forward / refresh, etc.*

DIGITAL SKILL 3 *Approximate time: 30-50 mins*	**Understand a web address format**
Objective	**Students will be able to:** • understand a web address format and some common extensions
Vocabulary	• **website** – a page on the internet that has information for people to read • **web address** – an internet address of a website
Learn *Approximate time: 5-10 mins*	Open issbc.org or the website of your school and point at the main page. Say: *Website. Repeat: website.* *I can read information on a website. (Scroll down and point at different parts of the web page).* Show a newspaper and say: *A website is like a newspaper. Online newspaper. I can read, I can see pictures, I can see videos, too.* Now, point to the address bar and say: *A website has an address. A web address. Repeat: web address.* Ask a few individual students: *What's your address? And yours? Same or different? --> different.* Point at the website again and explain: *Each website has an address. One website = one address. Never the same. Different.* Point to the address bar and elicit: *What is this website's address? ... Good. A web address is the address on the internet.* Copy the domain name of your school on the white board. Say: *One: issbc - website name* Complete the address with an extension. Say: *Two: dot org* Read the whole address and have students repeat: *issbc dot org* Ask: *issbc – space or no space? No space. Never a space.* *dot org – space or no space? No space. Never.* Repeat with another website. Write on the board and have students repeat, e.g. *google.com - google dot com*

canada.ca – canada dot ca

Ask:

canada.ca - capital C or small c? ... Small c is ok; capital c is ok.

Explain some common extension. Say:

.ca means? ... Canada
.bc.ca means? ... BC website (You may want to use your own province instead). For example, gov.bc.ca (Have students pronounce the address).
.gc.ca means? ... Government of Canada. e.g. travel.gc.ca
.com means? ... Company/business. e.g. thebay.com

Practice *Approximate time: 15-25 min*	Distribute **Module 3-Lit/CLB 1-Digital Skill 3-Practice-Handout Understand a Web Address Format**. Have students answer the questions in pairs. Debrief with group. Alternatively, enlarge and post around the class the **Module 3-Lit/CLB 1-Digital Skill 3-Practice-Answer Key Understand a Web Address Format.**
DIGITAL SKILL 4 *Approximate time: 30-45 min*	**Use the address bar**
Objectives	**Students will be able to:** • click in the address bar • highlight the text in the address bar • enter the web address (URL) • go to a website
Learn *Approximate time: 15-20 mins*	Teach students how to enter a web address in the address bar. Have students stand around your computer, or project on the board. Say: *Let's type a web address* Point to the address bar and elicit: *What's this? ... Address bar* *One click in the address bar* *Type the web address – canada.ca* *Space or no space? --> No space* *Capital C or small c? --> Capital is ok; small is ok* *Press Enter on the keyboard.* *Website opens.* Repeat with another website (choose from the handout from the previous activity). Say: *Again* *One click in ... the address bar*

Point to the highlighted text. Ask:

> *What color? --> Blue.*
> *Blue is good*
> *I can type now*
> *Press Enter*
> *Website opens*

Repeat with another website, but this time make a small spelling mistake in the domain name (e.g. travl.gc.ca). Press enter. Ask:

> *What happened?*

Point to the address bar and wait for students to find the mistake. Once they identify the mistake, fix it and press Enter again.

Ask a stronger student to come up and try entering a web address, then another one. Point out that when the text is highlighted, students can type over it. There is no need to delete the previous web address.

Practice *Approximate time: 15-25 mins*	Give students **Module 3-Lit/CLB 1-Digital Skill 4-Practice-Handout Use the Address Bar**. Have students type the web addresses.

DIGITAL SKILL 5 *Approximate time: 45-65 mins*	**Search for Information Online** **Information for the teacher:** In Google Chrome, a web address (URL) can be entered either in the address bar or the search box. In other browsers, a web address (URL) should be entered in the address bar. Keywords can be entered either in the address bar or the search bar (in any browser).
Objective	**Students will be able to:** • differentiate between the address bar and a search bar/box • enter a keyword • understand search results • identify ads and sponsored content
Vocabulary	• **search bar/box** – a rectangular space on the web page where you type words to look for them on the website • **image** – a picture • **advertisement /ad** – a picture or text trying to persuade people to buy a product or service
Learn *Approximate time: 10-15 mins*	Show a picture of a person suffering from a headache - **Module 3-Lit/CLB 1-Digital Skill 5-Learn-Visual Search for Information Online**. Elicit: > *This is John* > *What's the matter? --> headache.* > *How to help? --> pill/medicine.* > *Where to go? --> pharmacy.*

Where is pharmacy?... I don't know.
Ask the internet. Ask Google.

Open a new tab. Show where to type keywords in the browser. Elicit:

Pharmacy... Where to type?

Point to the address bar:

Here? Yes.

Point to the search bar(s):

Here? Yes.
Type 'pharmacy'. Press Enter.
What is this? - It's a map.

Note: Make sure to use Google search engine (not Bing, Yahoo, etc.), since a different search engine will not show the map.

Ask a stronger student to come up to the board and show where you are located at the moment. Draw an X on the map.
Point to the red location markers on the map. Elicit:

What is A, B, and C? ... Pharmacies.

Point to the marker A on the map and ask:

What's the address? What is the street?

Now, point to pharmacy A on the list under the map. Explain:

A on the map = A on the list.
B on the map = B on the list.

If you don't have a projector, enlarge and give students the handout **Module 3-Lit/CLB 1-Digital Skill 5-Learn-Handout Search for Information Online**.

Explain the difference between the address bar and the search bar. Point to the address bar and elicit:

This is .... the address bar.
I know the web address. Type it here.

Point to the address bar and to the search box(es). Say:

I don't know the web address - type here or here

(Point to the address bar and to the search box(es).

Practice *Approximate time: 15-25 mins*	Give students an enlarged copy of **Module 3-Lit/CLB 1-Digital Skill 5-Practice-Handout Search for Information Online**. Have students copy information about the pharmacies. If you have a lower level group, delete Pharmacy C from the handout. Circulate and support as necessary. Debrief with the class.
Your turn *Approximate time: 15-25 min*	Give students the handout **Module 3-Lit/CLB 1-Digital Skill 5-Your Turn-Handout Search for Information Online**. In a lower level group, students may work in pairs or with a volunteer to follow the instructions on the handout. Circulate and support as necessary.

Closing	**What have you learned today?**
	Review the skills learned and practiced in this workshop. Ask concept-check questions. For example:
	What does this do? (point to a web browser)
	How can I save a page?
	Where can I see saved pages?
	etc.
	What are you going to do to practice on your own?
	Have students say what they will do to for independent practice before the next session. e.g.
	Do the extra practice activity online.
	Go online and find the closest ___ to your home (e.g. bank, coffee shop, park, community centre, etc.).

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