



Digital Literacy Curriculum Resource

Module 3 Online Skills Basics



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



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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

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.
- Bring a newspaper with you to help students get the concept of a website

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-CLB 2/3 -Review-Visual
- Module 3-CLB 2/3 -Digital Skill 1-Learn-Visual Identify Different Browsers

Handouts

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

LESSON

Introduction to the Module

Time: Maximum 5 minutes

Ask students about their internet skills. Ask:

What is the internet? --> Computers connected all over the world.

Do you use the internet? Do you go online?

How many times a day do you go online?

Review

Time: Maximum 15 minutes

Review cursor skills

- Know common cursor shapes
- Recognize a link
- Know where to click

Activity:

Demonstrate how to open a browser. Have students follow along on their computers. 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

I move the mouse to the right, it goes to the ... right.

I move the mouse to the left, it goes to the ... left.

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. What can I do now? --> I can type here

Demonstrate

Bring the mouse to an icon or link - it will turn to a hand. Ask:

What is it now? --> It's a hand. . What can we do now? --> We can click and open another page.

Demonstrate.

If necessary, project on board the visual of common cursor shapes: **Module 3-CLB 2/3-Review-Visual.**

Have students practice moving the cursor around the screen and observing how the cursor shapes change. Say:

Work in pairs. Move the mouse around. Tell your partner:

It's an arrow. It follows the mouse.

It's an I. I can type here.

It's a hand. I can click here.

DIGITAL SKILL 1

Identify different browsers

Approximate time 15-20 min

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

- **browser** – a program used to go on the internet
- **icon** – a small picture on a computer screen that you click on to give the computer an instruction
- **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 15-20 mins

Project or show on your computer **Module 3-CLB 2/3 -Digital Skill 1-Learn-Visual Identify Different Browsers**. Elicit:

Do you know these? --> These are browsers. This is a browser; this is a browser. Repeat: browser.

Which browser do you use? Show me. (Students point to the browser(s) they use).

Explain to students what a browser is. Elicit:

What can a browser do? (Pause and see if anyone can answer). It helps you go to the internet. It is like a door to the internet.

Point to a browser icon on the desktop. Review mouse-clicking. Ask:

How many times do we click to open it? (Answer: Two times)

Point to a browser icon pinned to the taskbar. Ask:

How many times do we click to open it from here? (Answer: One time)

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

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

Open it from here. Close it.

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

Open it from here. Close it.

Repeat with another browser.

DIGITAL SKILL 2

Approximate time: 35-55 mins

Objectives

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.

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 – bookmarks
- menu – history

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
- **history** – a list of websites you have visited

Learn

Approximate time: 15-25 mins

Project a browser on the board. Refer to the visuals on **Module 3-CLB 2/3-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](https://www.youtube.com) and click on any video, to activate the Back button. Pause the video. Begin demonstration.

Point to the top part of the browser window and say:

I can do different things in the browser.

Back/forward buttons

Demonstrate how the buttons work.

Say and use gestures to help students get the concepts:

Click here, go back one page

Click here, go forward one page

Reload/refresh button

Click here. Refresh the page. You may see new information.

(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 here.
This is the address bar. Repeat: address bar. I can type here.*

New tab

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

Click here. Open a new tab. A tab is a new page in the same window.

Show students how to switch between tabs. Say:

*Click here – old tab; Click here – new tab
Old ... new ... old ... new.*

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:

Open a new tab.

Open one more tab.

Go to the old tab ... new tab ... old tab... new tab...

Go to tab one.

*Close it. Do not close the browser. Close the tab. Where do you click? -->
Small X*

Now close tab two.

Bookmark star

Say:

I like this page. Save it. Click on the star, then Done. Now my browser remembers this page

Menu

Close the tab. Ask:

I saved the page. Where is it?

Show students the menu icon. Say:

This is the menu. Menu means a list.

Click here. See the list.

Menu - Bookmarks

Say:

Read the list.

Bookmarks. I click. I see the pages I saved.

Click on the page name. It opens

Menu - History

Say:

*History: The pages I opened today, yesterday, last week, etc.
Click on the page name. It opens.
Click on History. See a longer list.*

Have students circle around the interactive board/teacher’s computer. Reinforce:

Where do I click to _____? (e.g. to type/to go back/to see the pages I opened yesterday, etc.)

Practice

*Approximate time:
15-25 min*

Have students work in pairs at their computers. Give one copy of Module 3-CLB 2/3-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.

Point to a browser icon and say:

*Open this
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.*

DIGITAL SKILL 3

Understand a web address format

*Approximate time:
35-55 mins*

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:
10-20 mins*

Open the website of your school and point at the main page. Say:

It’s a website. Repeat: website. I can read information on a website. It’s like a newspaper on the internet. (Show the newspaper). It has reading, it has pictures. A website can also have videos.

Now, point to the address bar and say:

*How can I find a website? --> A website has an address. A web address.
Repeat: web address.*

Ask a few individual students:

*What's your address? And yours? Are the addresses the same or different?
--> Different. Web addresses are different, too. They are never the same.*

Point at the web page again and ask:

What is this website's address? ... Good. A web address is the address on the internet.

Explain the web address format:

A web address usually has two parts. First is the name, for example _____ (Point to the name of your organization in the web address). Important: there is no space between words in the name.

What is next? That's right: .com or .org, etc. What does it mean?

Give students **Module 3-CLB 2/3 -Digital Skill 3-Learn-Handout Understand a Web Address Format** and fill it in together.

Answers:

.com – commercial business

.org – usually used for non-profit organizations

.ca – Canadian websites

.bc.ca – province of BC (You may want to change this to your province)

.gc.ca – government of Canada

.gov – government (usually US, but can be used by other countries as well)

A Canadian website can also look like this: ca.indeed.com or ikea.com/ca

Each country has an ending. For example, .us is used for American websites; .ca means Canada.

How about your country?

Explain:

The website's name is important. The ending is also very important.

Look at: canada.ca, canada.org and canada.com. (Open the websites in three tabs. Resize and view the tabs side by side, if possible).

Are they the same? --> No. The websites are different.

Which website is the government of Canada? (Answer: canada.ca)

Always check the web address.

Practice

*Approximate time:
25-35 min*

1. Distribute **Module 3-CLB 2/3 -Digital Skill 3-Practice-Handout A Understand a Web Address Format**. Have students answer the questions in pairs.

Debrief with group. Ask students to explain their answers. If there is time, open the websites listed in the activity to demonstrate how different extensions bring you to a different website.

For the answer key refer to the **Module 3-CLB 2/3 -Digital Skill 3-Practice-Answer Key Understand a Web Address Format**.

2. Cut up handout **Module 3-CLB 2/3 -Digital Skill 3-Practice-Handout B Understand a Web Address Format** into cards. Make 4-5 sets of cards depending on the number of the students in the class.

Place students into groups of 3-4 and give each group a set of cards.

Have students match the extensions with the countries.

DIGITAL SKILL 4

Use the address bar

Approximate time:
25-45 min

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:
10-15 mins

Teach students how to enter a web address in the address bar. Have students follow on their computers. Say:

How to type a web address?

Click in the address bar.

Type the web address in the address bar: eslfast.com.

Remember: no spaces between words.

You don't need to type www.

Check your spelling. If you make a mistake, the website will not open, or you go to a wrong website.

Capital letters are not important online.

Press Enter on the keyboard. Website opens.

Repeat with another website. Say:

Try again.

Click in the address bar.

The text is blue. It means you can type a new web address. You do not need to delete the old web address.

Type learningchocolate.com and press Enter. Website opens

Ask a stronger student to come up to your computer and type another web address, such as eflnet.com or another website you like using in your class.

Distribute **Module 3-CLB 2/3 -Digital Skill 4-Learn-Handout Use the Address Bar** for students to take home and review.

Practice

Approximate time:
15-30 mins

Give students **Module 3-CLB 2/3 -Digital Skill 4-Practice-Handout Use the Address Bar**. Have students follow the instructions.

If you have a group with lower digital literacy skills, do several steps (or all of them) together by demonstrating on the projector/interactive whiteboard and pausing after each step to let students follow along on their computers. Then, distribute the handout and have students practice independently.

DIGITAL SKILL 5

Search for Information Online

Approximate time:
45-75 mins

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:
10-20 mins

Elicit:

I want to visit my classmate. I don't know the address. What do I do? --> I ask my classmate.

I look for information on the internet. I don't remember or don't know the web address. Who do I ask? --> I can ask Google/Bing/Yahoo, etc. Google is the most popular.

Teach students how to enter a keyword in the search engine. Refer to **Module 3-CLB 2/3 -Digital Skill 5-Learn-Handout Search for Information Online**. Say and demonstrate:

First, open the browser.

I need a bank. Where can I type the word 'bank'?

Can I type it here? (Click in the address bar) --> Yes.

Can I type here? (Click in the search bar) --> Yes

Explain the difference between the address bar and the search bar:

The address bar is at the top of the page. It is long. You know the web address - type it here.

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

You don't know the web address - type here or here (Point to the address bar and to the search box(es)).

Demonstrate with a keyword. Tell students:

Look. Type 'bank' here (In the address bar). Press Enter.

Open a new tab and type 'bank' in the search bar. Press Enter. If possible, resize the tabs and show them side by side. Ask students:

Is it the same or different? --> Same.

Teach students how to read the search results. Say:

You can open a map/see images (pictures)/read news/watch videos with the word. (Demonstrate: Click - open - go back; click - open - go back)

Point out ads at the top and/or sponsored content on the right side. Explain:

Don't click here. These are ads. 'Ad' means these websites paid money to be on the top.

Teach students how to read the Google map and the list under it. Explain:

If you use Google, you will see a map with banks close to you.

Under the map, there is a list of the banks. There is information about the banks - e.g. their address, phone number, opening hours, and (sometimes) how far the bank is from you.

Are these banks close or far? --> Close. This one is close, this one is close, this one is the closest. Look: it is number one on the list.

Note for the teacher: If you sign into your account, or if the computer is sharing its location, the results are going to be sorted by distance; otherwise the browser will give you approximate results.

Ask:

What is the bank closest to us now?

What is the address?

When does it close today?

What is the phone number?

How far is it? (If applicable)

Point to the website icon (globe). Explain that you can click on the icon to open the website.

Point to the directions icon. Explain students can click on it to get directions to the place.

Give students an enlarged copy of Module 3-CLB 2/3 -Digital Skill 5-Practice-Handout Search for Information Online.

Practice

*Approximate time:
15-25 mins*

Have students work in pairs or small groups to answer the questions about the search results in the image.

Circulate and support as necessary.

Debrief with the class.

Your turn

*Approximate time:
20-30 min*

Divide the class into two groups.

Give handout Module 3-CLB 2/3 -Digital Skill 5-Your Turn-Handout Search for Information Online Student A to one group, and Student B to the other group. Show students how to fold the handout on dotted line.

Have students work together to follow the instructions and write answers on the worksheet.

Circulate and support as necessary.

When the groups are ready, match one Student A with one Student B. Have students unfold the handout and use the prompts to tell and show each other about their search results.

Closing

What have you learned today?

Review the skills learned and practiced in this workshop. Ask concept-check questions. For example:

What does this program do? (point to a web browser)

I am a TD customer. I want to save the website in my browser. How can I do that?

Where can I see my bookmarked 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.).