



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
6. Use keywords to search for information

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.

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 4-Review-Visual

Handouts

- Module 3-CLB 4-Digital Skill 1-Learn-Handout Identify Different Browsers
- Module 3-CLB 4-Digital Skill 2-Learn-Handout Know Common Browser Commands
- Module 3-CLB 4-Digital Skill 2-Practice-Handout Know Common Browser Commands
- Module 3-CLB 4-Digital Skill 3-Learn-Handout Understand a Web Address Format
- Module 3-CLB 4-Digital Skill 3-Practice-Handout Understand a Web Address Format
- Module 3-CLB 4-Digital Skill 3-Practice-Answer Key Understand a Web Address Format
- Module 3-CLB 4-Digital Skill 4-Learn-Handout Use the Address Bar
- Module 3-CLB 4-Digital Skill 4-Practice-Handout Use the Address Bar
- Module 3-CLB 4-Digital Skill 5-Learn-Handout Search for Information Online
- Module 3-CLB 4-Digital Skill 5-Practice-Handout Search for Information Online
- Module 3-CLB 4-Digital Skill 5-Your Turn-Handout Search for Information Online
- Module 3-CLB 4-Digital Skill 6-Learn-Handout Use Keywords to Search for Information
- Module 3-CLB 4-Digital Skill 6-Practice-Handout Use Keywords to Search for Information
- Module 3-CLB 4-Digital Skill 6-Your Turn-Handout Use Keywords to Search for Information

LESSON

Introduction to the Module

Time: Maximum 5 minutes

Ask students about their internet skills. Ask:

What is the internet? --> It is a network of computers all over the world.

Do you use the internet? Do you go online?

How many times a day do you go online?

What do you use the internet for?

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, without using the term 'browser' at this point. Have students follow along on their computers. Say:

Find this (demonstrate). Double click to open.

Move the cursor around the screen. Point to the cursor and ask:

What shape is it? Where does it go when I move the mouse to the left? To the right? (Answer: The cursor looks like an arrow. It helps us know where the mouse is)

Move the cursor to the address bar. Ask:

What does it look like now? What can I do now? (Answer: The arrow turns into an I-beam, or simply "I" for students. It means we can select the text or type in the field).

Bring the mouse to an icon or link. Ask:

What shape is it? What can we do now? (Answer: It looks like a hand. It means we can click on a link and open another web page).

If necessary, use the visual of common cursor shapes: **Module 3-CLB 4-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's an I / It's a hand."

"It helps me to ____ / It means I can ____"

<p>DIGITAL SKILL 1</p> <p><i>Approximate time 15-20 min</i></p>	<p>Identify different browsers</p> <p>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)</p>
<p>Objectives</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize icons for different browsers • identify, open and close a browser
<p>Vocabulary</p>	<ul style="list-style-type: none"> • 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
<p>Learn</p> <p><i>Approximate time 15-20 mins</i></p>	<p>Show icons of different browsers (For example, Chrome, Firefox, Explorer). Elicit: <i>What is this called?</i></p> <p>Explain to students what a browser is. Say: <i>To go online, you need a browser. A browser is a program that helps you go online. It is like a door to the internet.</i> <i>Each browser is a little different, but all of them allow you to go to websites. Which browsers do you know? Which ones do you use?</i></p> <p>Students work in pairs. Distribute one handout Module 3-CLB 4-Digital Skill 1-Learn-Handout Identify Different Browsers to each pair. Tell students: <i>An icon is a small picture on your computer. You need to click on it to open a program.</i> <i>Match browser icons with the names. (Answers: 1d, 2a, 3e, 4c, 5b)</i></p> <p>Point to a browser icon on the desktop. Review mouse-clicking. Explain: <i>There are a lot of icons on your computer, tablet or phone. The big area where icons are located is called a desktop.</i> <i>How many times do we need to click to open a browser from the computer desktop? (Answer: Twice)</i></p> <p>Point to a browser icon pinned to the taskbar. Ask: <i>Look at the bottom of the computer screen. Can you see the line with some icons on it? This is a taskbar.</i> <i>How many times do we need to click to open a browser from the taskbar? (Answer: Once).</i></p> <p>Have students practice opening and closing different browsers – from the desktop / from the taskbar to see the different ways to open. Tell students: <i>Open a browser from the desktop. Close it.</i> <i>Open a browser from the taskbar. Close it.</i> <i>Repeat with another browser.</i></p>

DIGITAL SKILL 2

Know common browser commands

Approximate time: 35-55 mins

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.

Objectives

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
- 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 4-Digital Skill 2-Learn-Handout Know Common Browser Commands** to teach common browser commands. (The screenshots are created with Google Chrome). Do not distribute the handout to the students at this point – use it as a review activity at home after the class.

Explain:

Browsers look a little different, but most buttons are similar. A button is something I can click on. Sometimes it looks like a square, but it can also look like a small picture or a word.

This is a Back button. It takes you one page back.

Go over the following icons/commands:

- back/forward buttons
- reload button
- address bar
- new tab
- bookmark star
- menu
- open bookmarked pages
- open history (Note: In Firefox browser, Bookmarks and History are located in the Library submenu. In Microsoft Edge, Bookmarks are called Favourites)

	<p>Have students circle around the interactive whiteboard / teacher’s computer. Reinforce: <i>What is this called?</i> <i>Where do I click to _____? (e.g. to type the web address/see the pages I saved/see the pages I opened earlier today, etc.)</i></p>
<p>Practice</p> <p><i>Approximate time: 15-25 min</i></p>	<p>Have students work in pairs at their computers. Ask students to open a different browser than the one used in the demonstration (e.g. Microsoft Edge). Say: <i>Let’s open a different browser.</i> <i>Find the Microsoft Edge icon on your computer. Click on it to open the browser window.</i> <i>Look at the top part of the browser window. Do browser buttons look the same or different from Chrome?</i></p> <p>Model how to do the activity with a volunteer student. Tell students: <i>You are going to work in pairs.</i> <i>Student A is a teacher and Student B is a student.</i> <i>“Teachers”:</i> Ask your partner questions from the handout and check his/her answers. (“Teachers” get Module 3-CLB 4-Digital Skill 2-Practice-Handout Know Common Browser Commands.) <i>“Students”:</i> Listen to the questions and show your partner how to do things on your computer. <i>When finished, switch roles.</i></p>
<p>DIGITAL SKILL 3</p> <p><i>Approximate time: 20-40 mins</i></p>	<p>Understand a web address format</p>
<p>Objective</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand a web address format and some common extensions
<p>Vocabulary</p>	<ul style="list-style-type: none"> • website – a page on the internet that has information for people to read • extension – the last part of a website name; follows the dot after the website name
<p>Learn</p> <p><i>Approximate time: 10-20 mins</i></p>	<p>Explain the web address format: <i>A website is a page on the internet where you can put information for people to read. (Open the website of your school and point at the main page).</i> <i>Each website has a unique web address. A web address is similar to a street address: If you know where someone lives, you can go there. (Point to the web address of your school).</i> <i>A web address usually has two parts. First comes the name, for example _____ (Point to the name of your organization).</i></p>

Sometimes the name can have two words. There is no space between words in a web address.

What comes next? That's right, the extension: .com or .org, etc. Can you guess what these extensions mean?

Give students **Module 3-CLB 4-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)

Sometimes a Canadian website looks like this: ca.indeed.com or ikea.com/ca.

Each country has an extension. For example, .us is an extension for American websites, and .ca means Canada. What is an extension of your country?

Explain:

It is important to check which website you are using. For example, compare: canada.ca, canada.org and canada.com. Let's open the three websites in three tabs (View the tabs side by side, if possible).

Which website belongs to the government of Canada? How do you know?

Practice

*Approximate time:
10-20 min*

Distribute **Module 3-CLB 4-Digital Skill 3-Practice-Handout A Understand a Web Address Format**. Tell students:

Work in pairs

Answer the questions together

Check the answers together. 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 4-Digital Skill 3-Practice-Answer Key Understand a Web Address Format**.

DIGITAL SKILL 4

Use the address bar

Approximate time:
15-30 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

Vocabulary

- **highlight** – to mark an area on a computer screen

Learn

Approximate time:
5-10 mins

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

Let's learn how to type a web address correctly.

Click in the address bar.

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

Remember: no spaces between words.

You don't need to type www.

Be careful with your spelling. If you make a mistake, the website won't open, or it will take you to a different website.

Capital letters are not important online.

To go to the website, press Enter.

Repeat with another website. Say:

Let's open another website.

Do a single click in the address bar.

When the text is highlighted, or marked, in blue, you can type a new web address. You do not need to delete the text that is already there.

Type esl.bowvalleycollege.ca and press Enter

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

Practice

Approximate time:
10-20 mins

Refer to **Module 3-CLB 4-Digital Skill 4-Practice-Handout Use the Address Bar**.

Read out the steps listed in the handout and have students follow on their computers. Tell students:

Let's practice typing a web address in the address bar. Listen to my instructions and follow on your computer.

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 do the same on their computers. Then, distribute the handout and have students practice independently.

If you have students with higher digital literacy skills in the group, distribute the handout and have them follow the instructions in pairs.

Circulate and support as necessary.

DIGITAL SKILL 5

Search for Information Online

Approximate time:
30-55 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** – look for information online
- **search bar/box** – a rectangular space on the web page where you type words to look for them on the website
- **search results** – a list of web pages when you search for information online
- **scroll** – to move text on a computer screen up or down so that you can read different parts of it
- **link** (also **hyperlink**) – a word or picture in a document or Web page that you can click on with a computer mouse to go to another place in the same or a different document or Web page
- **advertisement /ad** – a picture or text trying to persuade people to buy a product or service

Learn

Approximate time:
10-15 mins

Elicit:

You want to visit your classmate, but you don't know the address. What do you do? --> You ask someone.

When you are searching for information online, but don't remember or don't know the web address, who can you ask? --> You can use 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 4-Digital Skill 5-Learn-Handout Search for Information Online**. Say and demonstrate:

I am looking for a bank in my neighbourhood. Where can I type the word 'bank'? Can I type it here? (Hover the cursor over the address bar) --> Yes. How about here? (Hover the cursor over the search bar) --> Yes. You can type your question to google in either of these fields. This field is called a search bar or a search box. (Point)

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

The address bar is at the very top of the page. If you know the web address, use it. If you don't know the web address, or want to find more than one website, you can use either the address bar or a search bar.

Let's try that. Type 'bank' in the search bar and press Enter. Now you can see the search results – a list of websites Google found to answer your question.

How many search results has it found? Let's have a closer look at the search results:

- You can choose to open a map/see images/read news/watch videos with the keyword.
- If you use Google, you will see a map showing banks around you.
- Under the map, there is a list of the banks and some information about them - e.g. their address, phone number, opening hours, and how far the bank is from your location.
- If you are signed into your account, the first result on the list is the bank closest to you.
- Sometimes you can also see a Directions icon on the right side.
- Scroll down (go down) to look at the list of search results.
- The website links are blue. They change to purple if you've opened the website before.
- The web addresses are green.
- After the web address comes the website description.

Repeat with another search query: 'table lamp'. Point to the first search result and ask:

Where do I need to click to open the website? That's right, I have to click on the blue link. Let's try that. Now let's go back. What color is the link now? --> It's purple.

What color is the web address? --> It hasn't changed. It's still green.

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

Be careful not to click on those links. They are paid ads. 'Ad' is short for 'advertisement'. These websites paid to be on the top, but they are not the best results. Scroll down to see other search results.

Practice

*Approximate time:
10-20 mins*

Refer to **Module 3-CLB 4-Digital Skill 5-Practice-Handout Search for Information Online** to model how to search online. Do not distribute the handout - you are going to do the activity together with the students. Follow the steps listed in the handout and have students do the same on their computers. Read the instructions from the handout. Say:

Let's practice together.

Type 'park' in the address bar and press Enter.

Click on the 'Maps' link. How many parks can you see nearby?

Which park is the closest to us? etc.

If you have students with higher digital literacy skills in the group, distribute the handout and have them follow the instructions in pairs.

Circulate and support as necessary.

Your turn

*Approximate time:
10-20 min*

Distribute **Module 3-CLB 4-Digital Skill 5-Your Turn-Handout Search for Information Online**. Have students follow the instructions to search for places online. Say:

Do you feel ready to search for information on your own? Let's try that.

Follow these instructions on your computer. We will check the answers together.

Circulate and support as necessary. Check and discuss the answers as a group. Alternatively, this activity can be assigned as homework.

DIGITAL SKILL 6

Use keywords to search for information

Information for the teacher:

Search engines don't read sentences the way people do: instead, they look for the keywords in your query in the websites they search. When you search online, you're asking a search engine to look for websites where those words appear. In order to use a search engine or database effectively, you need to be able to choose the best combination of keywords.

Objectives

Students will be able to:

- use multiple keywords
- use search suggestions
- search with or without capital letters

Vocabulary

- **keywords** – words that are used to find information on the internet

Learn

Approximate time:
10-15 min

Refer to **Module 3-CLB 4-Digital Skill 6-Learn-Handout Use Keywords to Search for Information**. Explain:

What if you want to ask Google a question – are you going to type the whole question? --> No, Google is a machine, and it understands keywords better. Keywords are a phrase – two or more words. Choose keywords that have the main idea of your question. Google will look for web pages that have your keywords.

Don't type grammar words like 'and', 'a', 'the'.

Capital letters are not important when you search online.

Give an example:

Let's try to search for 'park' again. You can see the number of results on the top of the page.

Try more specific keywords. For example, Stanley Park. How many results has Google found now?

Other keywords to try: park playground, park hiking, park picnic etc.

Explain:

Computers are getting smarter and smarter. Google can help you with your search:

Small spelling mistakes don't matter. Google will correct them.

Demonstrate

Google can help you search for information by giving suggestions. If you see a helpful suggestion, click on it.

Demonstrate

Practice

Approximate time:
20-30 min

Refer to **Module 3-CLB 4-Digital Skill 6-Practice-Handout Use Keywords to Search for Information**.

Write the first question on the whiteboard (e.g. 'What is the largest country in the world?').

Elicit:

What are the keywords in this question?

Write down the keywords suggested by students on the board, right under the question.

Enter the keywords into the search engine and press Enter. Have students do the same on their computers.

Discuss the results with the group. Ask:

Did we get the answer to our question, or should we try again with different keywords?

If the search results are too broad or irrelevant, modify the query (keywords) and repeat the search.

Repeat the steps with another question or two.

When the students feel more confident, distribute the handout and tell students:

Work in groups of three or four.

Choose keywords and search for information.

When you are happy with the result, write down the keywords you used.

Circulate and support as necessary.

Go over the answers with the entire class. Ask groups what keywords they selected for each question. Compare and discuss.

Your turn

*Approximate time:
15-20 min*

Distribute **Module 3-CLB 4-Digital Skill 6-Your Turn-Handout Use Keywords to Search for Information.**

Tell the students:

You are going to work by yourself to choose keywords and do the search.

Write down the keywords for each situation.

Students who finish early can check with other students and compare the keywords.

Alternatively, this activity can be assigned as homework.

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.).