



# Digital Literacy Curriculum Resource

## Module 3 Online Skills Basics



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



Funded by:  
Immigration, Refugees  
and Citizenship Canada

Financé par :  
Immigration, Réfugiés  
et Citoyenneté Canada

### 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 5/6-Review-Visual

### Handouts

- Module 3-CLB 5/6-Digital Skill 1-Learn-Handout Identify Different Browsers
- Module 3-CLB 5/6-Digital Skill 2-Learn-Handout Know Common Browser Commands
- Module 3-CLB 5/6-Digital Skill 2-Practice-Handout Know Common Browser Commands
- Module 3-CLB 5/6-Digital Skill 3-Learn-Handout Understand a Web Address Format
- Module 3-CLB 5/6-Digital Skill 3-Practice-Handout Understand a Web Address Format
- Module 3-CLB 5/6-Digital Skill 3-Practice-Answer Key Understand a Web Address Format
- Module 3-CLB 5/6-Digital Skill 4-Learn-Handout Use the Address Bar
- Module 3-CLB 5/6-Digital Skill 4-Practice-Handout Use the Address Bar
- Module 3-CLB 5/6-Digital Skill 5-Learn-Handout Search for Information Online
- Module 3-CLB 5/6-Digital Skill 5-Practice-Handout Search for Information Online
- Module 3-CLB 5/6-Digital Skill 5-Your Turn-Handout Search for Information Online
- Module 3-CLB 5/6-Digital Skill 6-Learn-Handout Use Keywords to Search for Information
- Module 3-CLB 5/6-Digital Skill 6-Practice-Handout Use Keywords to Search for Information
- Module 3-CLB 5/6-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? How many times a day do you go online?*

*What do you use the internet for?*

*Do you use the internet in English?*

*Do you use your phone, tablet, laptop or computer to 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, without using the term 'browser' at this point. Have students do the same on their computers. Say:

*Find this (demonstrate). Click on it twice to open.*

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

*What shape is it? What does it help me do? (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 now? What does it mean? (Answer: It looks like a hand. It means we can click on something and open another web page).*

If necessary, use the visual of common cursor shapes: **Module 3-CLB 5/6-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><b>DIGITAL SKILL 1</b></p> <p><i>Approximate time 15 min</i></p> | <p><b>Identify different browsers</b></p> <p><b>Information for the teacher:</b><br/>The most popular browsers as of October 2019 are Chrome, Firefox, Safari (for Apple products), Microsoft Edge, and Internet Explorer. (Source: Wikipedia)</p>  |
| <p><b>Objectives</b></p>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• recognize icons for different browsers</li> <li>• identify, open and close a browser</li> </ul>  |
| <p><b>Vocabulary</b></p>  | <ul style="list-style-type: none"> <li>• <b>browser</b> – a program used to go on the internet</li> <li>• <b>device</b> – computer, laptop, tablet, phone</li> <li>• <b>icon</b> – a small picture on a computer screen that you click on to give the computer an instruction</li> <li>• <b>desktop</b> – a screen on a computer which shows the icons of the programs that can be used</li> <li>• <b>taskbar</b> – the bar (usually) at the bottom of your computer screen. It has icons and open programs</li> </ul>  |
| <p><b>Learn</b></p> <p><i>Approximate time 15-20 mins</i></p>       | <p>Show icons of different browsers (For example, Chrome, Firefox, Explorer). Elicit:<br/><i>What is this called?</i></p> <p>Explain to students what a browser is. Say:<br/><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><br/><i>If you have a Windows device, you'll have Internet Explorer installed on it, or Microsoft Edge on newer devices. Apple devices come with Safari browser preinstalled.</i><br/><i>You can also download other free browsers, like Chrome or Firefox.</i><br/><i>Each browser is a little different, but all of them allow you to go to websites. Which browsers are you familiar with? Which ones do you use?</i></p> <p>Students work individually. Distribute Handout Module 3-CLB 5/6-Digital Skill 1-Learn-Handout Identify Different Browsers. Tell students:<br/><i>An icon is a small picture on your computer. To go to the internet, you first need to click on the browser icon on your device.</i><br/><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:<br/><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><br/><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:<br/><i>Look at the bottom of the computer screen. Can you see the line with some icons on it? This is a taskbar.</i><br/><i>How many times do we need to click to open a browser from the taskbar? (Answer: Once).</i></p> |

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

*Open and close a browser from the desktop, then from a taskbar.  
Repeat with another browser*

### DIGITAL SKILL 2

*Approximate time: 30-45 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.

#### 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
- **web address** – an internet address of a website
- **tab** – another page in the same window
- **bookmark** – a page you saved
- **menu** – a list of things that you can choose from
- **history** – a list of websites you have visited

#### Learn

*Approximate time: 15-20 mins*

Project a browser on the board. Refer to the visuals on **Module 3-CLB 5/6-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.

For this demonstration, open [youtube.com](https://www.youtube.com) and click on any video.

Explain:

*Browsers are a little different, but the location of the buttons and their functions are mostly the same.*

*Let's open one and look at the common browser functions.*

*Where should I click to go back one page? / to go forward? etc.*

Go over the following icons/commands:

- back/forward buttons
- reload button (Demonstrate. YouTube will load new videos when you refresh).
- 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)

Have students circle around the interactive whiteboard / teacher's computer.

Reinforce:

*What is this called?*

*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.)*

### Practice

*Approximate time:  
15-25 min*

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:

*Let's open a different browser.*

*Find the Microsoft Edge icon on your computer. Click on it to open the browser window.*

*Look at the top part of the browser window. Do you see any difference from the first browser we used?*

Model how to do the activity with a volunteer student. Tell students:

*You are going to work in pairs.*

*Student A is a teacher and Student B is a student.*

*"Teachers": Ask your partner questions from the handout and check his/her answers.*

("Teachers" get Module 3-CLB 5/6-Digital Skill 2-Practice-Handout Know Common Browser Commands.)

*"Students": Listen to the questions and show your partner how to do things on your computer.*

*When finished, switch roles.*



### DIGITAL SKILL 3

### Understand a web address format

Approximate time:  
20-30 mins

#### Objective

- Students will be able to:
- understand a web address format and common extensions

#### Vocabulary

- **domain** – name of the website
- **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

#### Learn

Approximate time:  
10-15 mins

Explain the web address format:

*A website is a page on the internet where you can put information for people to read. (Open the website of your school).*

*To load a website you want to view, you simply need to enter the web address. Each web address is unique, just like a street address. (Point to the web address of your school).*

*A web address usually has two parts. First comes the domain name. A domain is the name of the website. For example \_\_\_\_\_ (Point to the name of your organization)*

*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 5/6-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 domain (mostly US)*

*Sometimes a Canadian version of the website will look like this:*

*ca.indeed.com or ikea.com/ca.*

*Each country has an extension. For example, .us is an extension for American websites; .ca can only be used in 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?*

*One way to check if a website is official is by looking at the extension. Also,*

*official websites often have the same icon on the website and on the tab (e.g. maple leaf on government websites)*

### Practice

*Approximate time:  
10-20 min*

Distribute Module 3-CLB 5/6-Digital Skill 3-Practice-Handout A Understand a Web Address Format. Tell students:

*Work in pairs*

*Answer the questions together*

Go over 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 5/6-Digital Skill 3-Practice-Answer Key Understand a Web Address Format.

## DIGITAL SKILL 4

### Use the address bar

*Approximate time:  
20-25 min*

### Objectives

#### Students will be able to:

- click in the address bar
- highlight the text
- enter the web address (URL)

### Vocabulary

- **highlight** – to mark an area on a computer screen
- **load** – to cause the website to open

### Learn

*Approximate time:  
5 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.*

*Make sure you get the spelling and punctuation exactly correct. If you make a mistake, the web page either won't load, or you'll be taken to a different website.*

*Capital letters are not important online.*

*To load the website, press Enter.*

Repeat with another website. Say:

*Let's open another website.*

*To do that, do a single click in the address bar.*

*When the text is highlighted 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 to load the web page*

Distribute Module 3-CLB 5/6-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 5/6-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 entering 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

Approximate time:  
25-40 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** – look for information online
- **search engine** – a computer program that finds information on the internet by looking for words that you have typed in
- **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:  
5-10 mins

Elicit:

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

*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 a search engine, such as 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 5/6-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. . I'm going to type 'bank' in the search box and press the Enter key to load the search results – a list of websites that a search engine found to answer your question. How many search results have been found?*

*Let's take 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 search engine, 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.*

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.

Explain how to read the list of search results:

*Scroll down to see the list of results under the map. The website links are blue. They change to purple if you've opened the website before.*

*The web addresses are green.*

*The web address is followed by 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:  
10-15 mins

Refer to Module 3-CLB 5/6-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:  
10-15 min

Distribute Module 3-CLB 5/6-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**

Approximate time:  
35-50 min

**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 5/6-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. When you search online, the search engine finds the pages that contain the keywords you chose.  
Don't type grammar words like 'and', 'a', 'the'. They will only confuse the search engine.  
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, 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 5/6-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:  
10-15 min*

Distribute **Module 3-CLB 5/6-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.).*