



# Digital Literacy Curriculum Resource

## Module 4 Online Skills



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



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### Learning Objectives

1. Identify safe websites
2. Navigate a website – the main menu
3. Navigate a website – menus and links
4. Search for information on a website
5. Use online video players

### 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
- **Basic online skills:** browsers, using the address bar, web address format, using keywords to search for information

### Preparation

- Set up a room with computers or laptops for each student
- Place one or more internet browser icons on the desktop
- 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 or a book with a table of contents (e.g. a picture dictionary) with you to help students get the concept of website layout
- Cut up this handout into cards: **Module 4-Literacy-CLB 1-Digital Skill 5-Your Turn-Handout-Use Online Video Players**. Make enough sets for each group of 3-4 students

### 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/or enlarge the visuals
- A newspaper or a book with a table of contents; e.g. picture dictionary

### Visuals

- Module 4-Literacy-CLB 1-Review-Website Address Format-Answer Key-Visual
- Module 4-Literacy-CLB 1-Digital Skill 1-Learn-Safe Online-Visual
- Module 4-Literacy-CLB 1-Digital Skill 1- Identify Safe Websites-Learn-Visual
- Module 4-Literacy-CLB 1-Digital Skill 2- Learn-Visual
- Module 4-Literacy-CLB 1-Digital Skill 4-Learn-Visual-Search for Information on a Website

### Handouts

- Module 4-Literacy-CLB 1-Review-Website Address Format-Handout
- Module 4-Literacy-CLB 1-Digital Skill 1- Identify Safe Websites-Learn-Handout
- Module 4-Literacy-CLB 1-Digital Skill 1-Practice -Handout
- Module 4 -Literacy-CLB 1-Digital Skill 2-Practice-Handout Navigate a Website-Main Menu
- Module 4-Literacy-CLB 1-Digital Skill 3-Practice Handout
- Module 4-Literacy-CLB 1-Digital Skill 3-Your Turn-Handout
- Module 4-Literacy-CLB 1-Digital Skill 4-Learn-Visual-Search for Information on a Website
- Module 4-Literacy-CLB 1-Digital Skill 4-Your Turn-Handout Search for Information on a Website
- Module 4-Literacy-CLB 1-Digital Skill 5- Practice-Handout Use Online Video Players
- Module 4-Literacy-CLB 1-Digital Skill 5-Your Turn-Handout-Use Online Video Players

# LESSON

## Introduction to the Module

Time: Maximum 5 minutes

Elicit 'internet' by opening and showing a browser on the computer /interactive board (Chrome, Explorer etc.). Ask:

*What is this? --> internet, the internet*

*Have students repeat "the internet" a few times*

Open a few websites used in Module 3 (issofbc.org, canada.ca, vcc.ca) to convey the idea of a "website" and, when you show each one, ask:

*What is this? --> a website*

*Do you use the internet? --> students reply yes or no*

*Do you practice English (on the internet)?*

If yes, ask:

*What websites? --> acknowledge any answers.*

If they say no

*--> Why? --> likely student answers: "difficult, I don't know", etc.*

*Difficult? --> Today, (we use) websites to practice English.*

## Review

Time: Maximum 15 minutes

Say:

*Last week, websites.*

As you write these on the board in a list, say the address:

*issbc.org "i s s b c dot o r g"*

*canada.ca. "c a n a d a dot c a"*

*How do I open (a website)? --> type the address here (point to address bar)*

*First?... (pause to elicit) --> Name*

*issbc*

*then?... (pause to elicit) --> dot org*

Open a new tab and then elicit again:

*canada... dot... ca*

*youtube... dot... com*

Write on the board: .org .com .ca

*Sometimes... www. or http(s) first (before the website name).*

Use Module 4-Literacy-CLB 1-Review-Website Address Format-Handout

Project it on the board and go over it together or gather the students around your computer. Say:

*Look*

*Look at A: a website address? Yes or No? --> Yes*

*Look at B: a website address? Yes or No? --> No*

*No ".com" No ".ca" No ".org"... Not a website*

Handout to students and say:

*Look at your paper and check ... Is it a website? Yes or No*

*No? Yes? Put a check*

Project/print out the answers: **Module 4-Literacy-CLB 1-Review- Website Address Format-Answer Key-Visual**. Answer any questions students might have.

Optional: Extra information for students (but not necessary at Literacy-CLB 1):

When students identify the websites, ask:

*What does .ca mean? How about .gc.ca? .org? Answers:*

*.ca means Canada.*

*.gc.ca is government of Canada.*

*.org is organization, not company*

*.com is company*

**DIGITAL SKILL 1**

*Approximate time 45-60 min*

**Identify safe websites**

**Information for the teacher:**

**Note:** Many people use public WiFi or public computers for shopping or banking. It is not safe! If you need to do something important online and you are not on a secure computer, turn off WiFi and use your phone data.

Secure websites encrypt information which makes it unreadable for criminals. The best way to tell if a website is secure: The address bar will have https ('s' stands for 'secure') + a padlock icon in the browser. Another indication a website is safe (not necessarily secure) and not a phishing site is to look for a matching company logo on the page and on the tab. Phishing sites won't have matching logos.

**Note:** Google Chrome has recently switched to only displaying a lock icon, without https. Other browsers still display both.

Websites that do not use a private connection will have an Info/Not Secure symbol (i). In this lesson, intended for beginner digital literacy students, we are only focusing on the lock/info icons.

**Objectives**

**Students will be able to:**

- know how to be safe online when using public networks
- know if a website is secure

**Vocabulary**

- **public** – not private. Anyone can use it
- **public network** – WiFi at a coffee shop, library, airport, etc. It is used by many people
- **antivirus** – a program that protects your device
- **secure** – safe, protected. Secure websites encrypt information which makes it unreadable for criminals.

**Learn**

*Approximate time 15-30 mins*

**Safe online when using public networks**

Display the following visual: **Module 4-Literacy-CLB 1-Digital Skill 1 Learn-Safe Online-Visual**. Point to the visuals and ask:

*(Do you go) shopping on the internet/online? --> yes or no*

*(Do you) pay bills on the internet/online --> yes or no*

*Do you feel safe? --> yes or no*

Teach the meaning of "safe" and "not safe" (in this context) by displaying the other images. Say:

*Safe on the internet.*

*How?*

Show the image and elicit the word “WiFi”.

Show the images and elicit the words “café” and “airport”.

Point to both places and say, “public WiFi”. Ask:

1. *Public WiFi*

*For shopping, Visa, credit card, bank card/ banking?*

*Ok or not ok? --> No! Not ok. Not safe!*

2. *Public WiFi*

*For ESL /learning English. (eg.Janis-esl.com)*

*Ok or not ok? --> Ok!*

*No address, no bank number, no credit card number = It’s ok*

3. *Public WiFi*

*For watching YouTube.*

*Ok or not ok? --> Ok!*

*No address, no bank number, no credit card number = It’s ok*

Show the image of the computers at the public library and elicit the words “library” and “public computers”. Ask:

4. *Public computers*

*For (online) banking or shopping.*

*Ok or not ok? --> No! Not ok. Not safe!*

5. *Public computer*

*For ESL website (Janis-esl, typing.com, etc.)*

*Ok or not ok? --> yes. Ok*

*No address, no bank number, no credit card number = It’s ok*

Show the image of the home computer. Ask:

6. *Home computer. For banking, shopping?*

*Ok or not ok? --> Ok. Yes*

7. *WiFi at home for banking, shopping?*

*Ok or not ok? --> Yes. It’s ok.*

**Safe and unsafe websites**

Teach students how to check if a website is secure. Say:

*Some websites are safe. Some websites are not safe.*

*How do I check? --> look and listen to me*

Display the visual: **Module 4-Literacy-CLB 1-Digital Skill 1- Identify Safe Websites-Learn-Visual**. Point to the images and elicit the word “lock”, “safe”.

Go over the other 2 images showing 1. a safe website and 2. An unsafe/ “Not Secure” one. Say:

- *Number 1*

*This is safe. Look, a lock.*

*Give your name, address, credit card / Visa number?*

*Website name ok? --> yes, it’s ok.*

*Give your name, address, credit card / Visa number is ok.*

- *Number 2*

*No lock. This is not safe. (Look, “Not Secure”)*

*Give your name, address, credit card / Visa number? --> No! Not safe.*

Give students as a handout: **Module 4-Literacy-CLB 1-Digital Skill 1- Identify Safe Websites-Learn-Handout**. Go over it again.

### Check if websites are safe or not:

Model how to open the website of a Canadian online store. Open the browser. Click in the address bar. Type [well.ca](http://well.ca). Press Enter. The website opens.

Point to the lock icon at the beginning of the address bar. Ask:

*What's this? --> a lock.*

*Is this (website) safe?*

*Use your credit card (Visa)? Ok? --> Yes. It's ok. Safe.*

Now model how to open an esl website.

Click in the address bar again.

Type [learningchocolate.com](http://learningchocolate.com). Press Enter on the keyboard.

Point to the address bar and say:

*Look. Do you see a lock? --> No.*

*What do you see? --> i*

*This website is not private.*

*Ok to use this website? --> Yes! It's ok.*

*DO NOT give your name, your address, your credit card number.*

Distribute to each pair of students and display **Module 4-Literacy-CLB 1-Digital Skill 1-Practice-Handout**. Gather the students around teacher's computer and model the activity. Tell students:

*Find a partner.*

*I am student A; Hannah is student B.*

*Student A: Open the browser. Look at the paper.*

*Type the address here (point to the address bar)*

*Student B: Answer the questions.*

*Put check ✓ or X on the paper.*

*Do you see the lock?*

*Do you see the (i)?*

*Give your name, address, credit card number? Ok or not ok?*

*Write: Yes or No*

Students can switch roles half-way or do it twice.

Circulate and support as necessary.

Go over the answers with the group. Include the question: *Is the website safe?*

Use the Answer key in **Module 4-Literacy-CLB 1-Digital Skill 1- Identify Safe Websites Practice-Handout**

NB: Double-check the websites before the class to make sure the answers are still correct as websites can change over time.



**DIGITAL SKILL 2**

**Navigate a website – main menu**

*Approximate time: 40-60 mins*

**Information for the teacher:**

You can teach the skills in this part of the lesson using websites other than the ones included in the lesson, to match your curriculum topic.

**Objective**

Students will be able to identify and use:

- website main menus

**Vocabulary**

- **home page** – the first page of a website that usually gives an introduction and contains links to other parts of the site
- **menu** – a list of things that you can choose from
- **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

**Learn**

*Approximate time: 20-30 mins*

Demonstrate how to open Janis’s ESL website. Say:

*Practice English on a computer. At home/ at the library.*

Display the address on the board: [issbc.org/janis-esl/](http://issbc.org/janis-esl/)

Elicit the following steps of how to find a website address  
(NB: this is a review from Module 3.)

*Here is the address. (Point to it on the board)*

*What do I do? --> Open the browser*

*Double click (on the desktop browser icon)*

*Click here (in the website address bar)*

*Type the address*

As you type it, say:

*i s s b c dot org slash j a n i s hyphen e s l slash*

*Press Enter*

Tell students:

*Home page. This is the home page.*

Point to the words and read them aloud.

*Janis’s E S L Home Page*

Use the newspaper/ book as a prop if useful. Hold it up and point to the first page of the newspaper or the Table of Contents in the book then point to the home page of the website.

*Many pages (on the website).*

*This is one page. The home page*

*It’s the first page.*

Use the newspaper/book again and say:

*I want to see other pages.*

*What do I do? (elicit how to navigate on the website)*

Continue as below:

### Website main menu

Teach students how to locate and use the website main menu by demonstrating on the interactive board/teacher's computer.

Point to the menu and say:

*This is the menu... Menu*

*It's here. (at the top of the home page.) Not here (at the bottom)*

*Do you see? (Point to the main menu on the website).*

Use the newspaper/book to model and say:

*A menu shows the pages.*

*How many pages here?*

Move the mouse slowly over each word and count aloud:

*1,2,3,4,5,6 --> Six pages: Home, ISSofBC Students, ESL Links, News+Events, ISSofBC Teachers, ISSofBC.*

Use the newspaper/book again and show 6 pages in that.

Draw the following on the board:  I 

Or display this visual: **Module 4-Literacy-CLB 1-Digital Skill 2-Learn-Visual**

Review the names of the cursor shapes students learned in Module 1. Elicit:

*Cursor*

*I-beam, Hand, Arrow*

Now, move the mouse over a word in the menu on Janis's ESL Home Page. Say:

*Look at the cursor.*

*What is it? I-beam, hand or arrow? --> a hand.*

*Can I click here? --> Yes. It's a link.*

Repeat with the other words in the menu as you move the cursor.

Then move the cursor to a white / blank area (where the cursor is an arrow).

Make sure students understand it is not a link. Elicit:

*Can I click here? --> No.*

*Is it a link? --> No.*

Now, click on one of the words / a link in the menu and say:

*Click... A new page opens.*

Click on the back button so you are back on the home page. Say:

*Back. Go back.*

Point to and move the mouse over a different menu item. Say:

*The cursor is a hand.*

*Click here. (It's a link.)*

*A new page opens.*



Refer to the book or newspaper as a prop, if it helps students understand the concept of links and pages.

Click on ISSofBC Teachers link. Say:  
*Click here.*  
*A new page opens.*

Say:  
*Oops. I don't want this!*  
*How do I go back? (Pause to let students answer. They learned browser buttons in Module 3, so they should know where to click). --> That's right.*

Point to the back button in the top left corner of the browser. Click on it. Say:  
*Click here. Go back.*

Point to ESL Links in the menu. Say:  
*Let's click here now.*  
*One click or two clicks/ double click? --> one click*  
*A new page opens.*

Point to the title **ESL LINKS** and then to the other title **Janis's ESL Links** to indicate that the latter is a sub menu of ESL LINKS.

Demonstrate again.

**Practice**

*Approximate time:  
20-30 min*

Give students time on their own computer to practice navigating just the main menu.

Give handout: Module 4 -Literacy-CLB 1-Digital Skill 2-Practice-Handout  
 Navigate a Website-Main Menu  
*You practice now. Click. Open, Go back, Click, Open (a different link)  
 Go back. Practice.*

**Your Turn**

No activity

**DIGITAL SKILL 3**

*Approximate time:  
30-50 mins*

**Navigate a Website- Menus and Links**

**Information for the teacher:** You can teach the skills in this part of the lesson using websites other than the ones included in the lesson, to match your curriculum topic.

**Objective**

Students will be able to identify and use:

- website menus
- links

**Vocabulary**

- **menu** – a list of things that you can choose from
- **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

Stay on Janis's ESL on the ESL Links page for the next part of the demonstration.

**Website menus**

Now teach students how to navigate website menus and links by demonstrating on

### Learn

Approximate time:  
20-30 mins

the interactive board/teacher's computer.

As you move the cursor over the names in the menu in ESL Links say:

*People, Work, Everyday Activities, Home...*

*Look. The cursor is a hand.*

*Can I click here? --> yes.*

Point to the whole menu and say:

*This is a menu.*

*I can click here, or here or here... It opens a new page.*

Point to the bottom of the menu and say:

*Hmmm... I can't see everything.*

*I need to go down. What do I do? --> Yes, scroll.*

NB: Students learned how to scroll in Module 1.

*Scroll down.*

*Now I see everything.*

Scroll up and then down again to reinforce this and to show where the menu starts and ends. Say:

*Scroll up ... And down...*

*Repeat: 'Scroll up' ... 'scroll down'.*

Move the cursor over each of the words in the menu.

*Is the cursor a hand? --> Yes.*

*Can I click here? --> Yes.*

*It opens a new page.*

Reinforce where to NOT click: Move the cursor to a white / blank area so it is an arrow, not a hand, and ask:

*Can I click here? --> No. It is not a hand. It is not a link.*

*Let's try again. Click on People.*

*One click or two? --> one click.*

*Hmmm... What is this? --> Another menu.*

Move the cursor over the words / links in the small menu and say:

*Can I click here? --> Yes. The cursor is a hand.*

*It opens a new page.*

Click on People to demonstrate. Then go back to the menu in People (in ESL Links)

Point to the big words and then the small ones and say:

*Big menu, small menu.*

Click on People again. Show how the small menu closes. Do that a few times. Say:

*Click again... Close*

*Click... open*

*Click ... close*

Model again with a different page. Say:

*Let's open a different page.*

*Work. Click on Work.*

*One click – open.*

Again, show that the words in the small menu are links. Elicit how the cursor is a hand.

*One click – close*

*One click – open*

*One click – close*

Repeat the above with Everyday Activities to reinforce.

### **Navigating to multiple links within a link**

Display the following and refer to the visuals in: **Module 4-Literacy-CLB 1-Digital Skill 3-Practice-Handout** but do not give the handout to students just yet.

Demonstrate and say,

*Scroll down.*

Point to the words and say,

*The Basics*

*One click – open*

Move the cursor slowly over each item in the menu to show how they are links.

Read some aloud.

*ABC... Canada...*

Move the cursor to Money and say,

*Money. One click to open*

*A new page opens.*

Move the cursor over the words / items to show they are more links.

*It's a hand. It's a link. I can open it.*

Then elicit,

*Go back. How do I go back? --> click here*

Point to the back button in the top left corner of the browser.

Open The Basics then Money again. Say,

*The Basics ...Click*

*Money... Click*

Now, as you open it say,

*Vocabulary and Quizzes... Click*

Move the cursor over the words / items to show they are more links but do not read them all. Say:

*It's a hand. It's a link. I can open it.*

Say,

*Number 7 Canadian Coins*

*Click to open*

This link is external and goes to the Learning Chocolate website.

Very briefly just show how they can click on the speaker icon and listen to the names of the coins. Don't do this for long. Keep them focused on the digital skills they are learning: Navigate a website.

Say,

*Listen at home.*

Show how to navigate to go back to the Money menu. Elicit,

*Go back. How do I go back? --> Yes. Click here*

Point to the back button on the top left corner of the browser.

*Click*

Orient them to the page. Say,

*Money*

Repeat the steps above to show again/ reinforce how to navigate to the link Number 7 Canadian Coins or demonstrate the above with a stronger student.

	<p>Have the rest of the class listen and watch.          Ask the stronger student to sit at your computer desk and follow your instructions.  <b>Show how to navigate back to the main menu of Janis’s ESL Links</b>  <i>Go back. Click</i>  <i>Hmmmm... I want to go back more.</i>          Point to the back button on the top left corner of the browser.  <i>Click again.</i>  <i>Janis’s ESL Links</i></p> <p><b>Optional-Extension:</b> Show them how to click on ESL Links to jump back to the main menu instead of clicking on the back button.</p>
<p><b>Practice</b>   <i>Approximate time:</i>          30-45 min</p>	<p>Give students this as a handout now: <b>Module 4-Literacy-CLB 1-Digital Skill 3-Practice-Handout</b>          Say:  <i>Let’s practice.</i>  <i>Use this handout.</i>          Have students repeat the steps using the handout multiple times.</p>
<p><b>Your turn</b>  <i>Approximate time:</i>          30-40 min</p>	<p>Give students the handout: <b>Module 4-Literacy-CLB 1-Digital Skill 3-Your Turn-Handout</b>. Model the steps before students try on their own.</p>
<p><b>DIGITAL SKILL 4</b>   <i>Approximate time:</i>          80-110 min</p>	<p><b>Search for Information on a Website</b></p> <p><b>Information for the teacher:</b> For this level, we just focus on identifying the search bar on a website and typing a few words in it. Higher-level lessons include more information about using keywords. This lesson uses YouTube.</p>
<p><b>Objectives</b></p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>locate and use the website search bar on the home page</li> <li>Identify and avoid ads</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li><b>advertisement / ad</b> – a picture or text trying to persuade people to buy a product or service</li> <li><b>search bar / box</b> – a rectangular space on the web page where you type words to look for them on the website</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>search</b> – look for information online</li> </ul>
<p><b>Learn</b>   <i>Approximate time:</i>          30-40 mins</p>	<p>Teach students how to search for information on a website.          Open YouTube and use that to teach this digital skill. Elicit:  <i>What is this? --&gt; YouTube</i>  <i>Watch videos.</i>          Close it and then show students how to open and use it. Say:</p>

*Let's open it.*

Point to the address bar and say:

*Address bar*

*Click*

*Type [youtube.com](https://www.youtube.com)*

*Press Enter (on the keyboard).*

*Many videos here.*

*Some are good to learn English.*

Show the steps of how to do a basic search on YouTube.

Refer to the following: **Module 4-Literacy-CLB 1-Digital Skill 4-Learn-Visual Search for Information on a Website**

### **Ads**

Point to any ads on the main page. Most of the time, there will be a small 'Ad' label next to an ad. Point to the word "Ad" and say:

*Ad. This is an ad.*

*Be careful. Don't click on Ads!*

Show as you say:

*Look. I click.*

Show students how it opened a new tab.

*New Tab*

Close the tab, say:

*Close. Click on the X.*

Then click on the first tab you opened with the YouTube home page.

### **Search bar**

Point to the magnifying glass icon in the top right part of the search bar on the website. Ask:

*Look for information*

Point to the word "Search" inside the search bar. Say:

*Search*

*Search Bar*

As you do it, say:

*Click here*

*Type one to three words.*

*Then, press Enter on the keyboard.*

*Let's try. Look: Click in the search bar.*

*Type: 'English listening beginner'*

*Press Enter on the keyboard.*

*Now I see a list of videos.*

*Click on the picture or on the name (of the video).*

*It opens a new page.*

*Watch and listen.*

Point to an Ad and say:

*Ad. Don't click!*

Point to another ad (different format) and repeat:

*Ad. Don't click!*

Or, depending on the format of the ad:

*Close. Click on X*

*Now, I want to go back.*

Point to the 'Back' button in the browser

*Click 'Back'.*

Review and reinforce. Say:

*Let's try again.*

*Choose another video.*

Point to the picture or the name of the video.

*Click here or here.*

If there are ads, point to the ad and say:

*Ad. Don't click!*

*Listen and watch.*

Demonstrate again.

Optional: This time, have a stronger student come up to the teacher's computer and follow your instructions.

Say:

*Please sit here.*

*Open YouTube.*

*Show me the search bar.*

*Click in the search bar.*

Give the following name on a strip for the student to copy from and say:

*Type 'English listening beginner'*

*Press Enter on the keyboard*

*Look at the list*

**Ad**

*Do you see ads? (point to the Ad symbol).*

*Yes? --> Don't click*

*Choose one video.*

*Click (on the picture or name)*

If ads appear, point to them and show how to click on the Skip Ads or on the X.

*Ad. Close it. Click.*

*Watch and listen.*

*Now, go back.*

*Choose another video*

*etc.*

Guide the students as needed.

**Practice**

Approximate time:  
30-40 mins

Distribute the following now as a handout: **Module 4-Literacy-CLB 1-Digital Skill 4-Learn-Visual Search for Information on a Website**

Pair students up and tell them:

- Let's practice.*
- Work together*
- Student A: Read to your partner.*
- Student B: Listen and do.*
- When you finish, tell me.*

Students then switch roles.  
Monitor and guide as necessary.

**Your Turn**

Approximate time:  
20-30 mins

Have students practice more using the following handout: **Module 4-Literacy-CLB 1-Digital Skill 4-Your Turn-Handout Search for Information on a Website**

Model how to do it before they try on their own. Say:

- Let's practice more.*
- Watch me.*
- Now you try.*

**Other practice:**

For students with higher skills. have them search for a specific song or musician. Write the name on small paper strips to hand out. It is easier for students to type using that.  
Canadian musicians and songs:  
E.g. K.D. Lang, Hallelujah; Michael Buble, Let it Snow; A Tribe Called Red

**DIGITAL SKILL 5**

Approximate time:  
60-90 mins

**Use online video players**

**Information for the teacher:**

Common challenges students have when playing online videos are using the progress bar to rewind the audio/video and replaying the video once it has ended.

**Objectives**

- Students will be able to
- identify the Play, Pause, Full Screen, Replay, Stop buttons in online video players
  - use the video/audio progress bar (playback bar)

**Vocabulary**

- **button** – a small area on a computer screen that you click on to make the computer software do something
- **pause** – to stop for a short time
- **replay** – to play again
- **progress bar** – a bar at the bottom of a video/audio player. It shows how long you have watched/listened.
- **cc / closed captions** – words at the bottom of the screen



### Learn

*Approximate time:  
20-30 mins*

Model using the following website: [issbc.org/Janis-esl/](https://issbc.org/Janis-esl/)

The videos are in Vimeo. This format allows easier control for students in order to show all components: pause, play, sound, etc. compared to using YouTube to model.

NB: If you choose to model using YouTube instead: Choose a stand-alone video that is not part of a playlist since videos in playlists play one by one without stopping and so won't display the Replay button covered in this skill.

Open the website: [issbc.org/Janis-esl/](https://issbc.org/Janis-esl/)

Follow the steps in the following handout: **Module 4-Literacy-CLB 1-Digital Skill 5-Practice-Handout Use Online Video Players**

Show how to get to the video. (steps 1-7 of the Handout)

Point to the video and say:

*Video. This is for video.*

### Play

Elicit:

*I want to play this video. How? --> Click where?*

NB: Most online players play and pause a video when you click on the screen.

Point to the video screen and say:

*Screen. Repeat, please: screen. Click*

*Or click Play button.*

*Where (is this button)?*

Point to the button in the bottom left corner. Say:

*Play button.*

*On the computer, your cell phone, iPad. Same button.*

### Pause

Say:

*Play the video. Stop. How? --> Click on the screen. Look: Click – the video stops. Click again - the video plays.*

*Or, click this button. (Point to the Pause button and click on it. Then on the play button.)*

*Pause*

*Repeat please... pause*

*Look: Play - pause... play – pause*

### Fullscreen

Say:

*The screen is small. I want it big. How?*

Point to the Fullscreen icon in the bottom right corner of the screen. Say:

*Click here - the screen is big.*

Point to the same place and let students notice how the icon has changed. Make an inwards gesture with your hands. Say:

*Click here. The screen is small.*

*Big screen - small screen... Big - small.*

Repeat this a few times.

### Sound

Click play.

Point to the sound/volume icon and to your ear. Say:

*I want more sound. How?*

Click on the volume icon. As you demonstrate, say:

*Click. Look: sound down, Left, left, left...*

*Click right – sound up. Right, right, right ... sound up.*

*Click pause*

Demonstrate again once or twice.

### Progress bar

Point to the progress bar.

Point to the place on the progress bar where you paused the video. Elicit:

*Look, we stopped here.*

Hover the cursor over the progress bar. The time will pop up. Say:

*Go back a little. Click (on the line).*

Show students 10 seconds back. Let it play, then show 5 seconds back etc.

*Play. Go back... Click.*

*Listen*

*Go back... Click. Listen.*

Demonstrate how to rewind once or twice again using different amounts of time.

### Replay

Drag the slider to the end of the progress bar and wait for the video to stop. (If you are using YouTube instead, make sure the Autoplay slider on the right side of the screen is off, otherwise another video will start automatically).

Elicit:

*The video finished. Watch again. How?*

Point to the Replay button which has now replaced the Play button. Say:

*Click here. Play again.*

Review and reinforce.

Optional: Have a stronger student come up to the teacher's computer and follow your instructions repeating the above steps. Include the following:

*Big screen.*

*Small screen.*

*Sound up. Sound down.*

*Pause*

*Play.*

*Go back a little.*

*Click Play.*

If the video is short, let it end. If the video is longer, drag the slider to the very end of the video and wait till it ends.

*The video finished. Watch it again. Play again, please.*

*Make the screen small.*

*Stop the video.*

### Practice

*Approximate time:  
30-45 mins*

Distribute the following to each student: Module 4-Literacy-CLB 1-Digital Skill 5-Practice-Handout Use Online Video Players

Have students follow the instructions on their computers.  
Facilitate and support as necessary.

### Your Turn 10-15 mins

Cut up the following into cards: Module 4-Literacy-CLB 1-Digital Skill 5-Your Turn-Handout Use Online Video Players

Give a set of cards to each group of 3-4 students.

Have students match icons with functions.

Tell students that CC is for YouTube videos. Say:

*CC... Listen and read.*

After checking answers, give a complete copy of the handout for students to keep.

### Closing

#### **What have you learned today?**

Review the skills learned and practiced in this workshop.

Hold up some of the handouts and recap what they learned. Say:

*Today, we did "Safe websites.*

*Use websites-Look for information.*

*Use video."*

Practice at home.

*What are you going to do to practice on your own?*

Have students say what they will do to for independent practice before next session. E.g.

*Review the handouts*

*Practice at home.*

*Do the Extra Practice Activity online*

NB: you will need to show students how to use this.