ISSofBC

Digital Literacy Curriculum Resource

Module 4
Online Skills

THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange

Learning Objectives

1. Identify safe websites
2. Navigate websites
3. Search for information on a website
4. 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 handout **Module 4-CLB 2/3-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 lesson visuals
- A newspaper

Visuals

- Module 4-CLB 2/3-Digital Skill 3-Learn-Visual Search for Information on a Website

Handouts

- Module 4-CLB 2/3-Digital Skill 1-Learn-Handout Identify Safe Websites
- Module 4-CLB 2/3-Digital Skill 2-Practice-Handout Navigate a Website
- Module 4-CLB 2/3-Digital Skill 4-Practice-Handout Use online video players
- Module 4-CLB 2/3-Review-Handout Web Address Format
- Module 4-CLB 2/3-Review-Answer Key Web Address Format
- Module 4-CLB 2/3-Digital Skill 1-Practice-Handout Identify Safe Websites
- Module 4-CLB 2/3-Digital Skill 2-Practice-Handout Navigate a Website
- Module 4-CLB 2/3-Digital Skill 3-Practice-Handout Search for Information on a Website
- Module 4-CLB 2/3-Digital Skill 4-Practice-Handout Use online video players
- Module 4-CLB 2/3-Digital Skill 4-Your Turn-Handout Use online video players

LESSON

Introduction to the Module *Time: Maximum 5 minutes*	Ask: *Do you practice English on the internet?* *If Yes: What English learning websites do you use?* *If Not: Why not?* *Today we learn how to use some websites for practicing English.*
Review *Time: Maximum 20-30 minutes*	Ask: *Last week you learned about websites. What is a website? --> It is like a newspaper on the internet. (Show a newspaper to help students with the concept). A newspaper has information and pictures. A website has information, pictures, maybe videos.* *How do I find a website on the internet? --> I need to type the address. It's called … a web address.* *What does a web address look like? What comes first? --> Name. What comes after that? --> .com, .ca, etc. For example, cbc.ca or weather.gc.ca.* *Sometimes you see www. or http(s) before the website name* Project **Module 4-CLB 2/3-Review-Handout Web Address Format** on the board and go over it together, or gather the students around your computer. Say: *Look at these.* *Look at A: a web address or not? --> Yes* *Look at B: a web address or not? --> Not.* *Please continue. Look at the paper and check – a website or not a website.* Project/print out the answers: **Module 4-CLB 2/3-Review-Answer Key Web Address Format**. Answer any questions students might have. When students identify the websites, ask: *What does .ca mean? How about .gc.ca? .org? (Answers: .ca means the website is Canadian. .gc.ca is used by the government of Canada)*
DIGITAL SKILL 1 *Approximate time 25-40 min*	**Identify safe websites** **Information for the teacher:** 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.

Module 4: Online Skills

Objectives	**Students will be able to:** • know how to be safe online when using public networks • know if a website is secure
Vocabulary	• **public network** – Wi-Fi at a coffee shop, library, airport, etc. It is used by many people • **antivirus** – a program that protects your device • **secure** – safe, protected.
Learn *Approximate time 10-15 mins*	Ask: *Do you go on the internet, maybe shopping, maybe banking. Do you feel safe?* Say: *How can we be safe on the internet?* *First, never use public WiFi (e.g. Starbucks, airport WiFi) or public computers (e.g. library computers) to do online banking or shopping. Many people use it. It is not safe. If you need to do something important online, turn off WiFi and use your phone data.* *Get antivirus. Antivirus is a program that protects your computer or phone. There are free and paid antivirus programs* Teach students how to check if a website is secure. Say: *Ok, you are on the internet at home. Is the internet connection safe at home? --> Yes. But you need to check the website you're using. Some websites are safe and some are not. How do we check it?* *Let's open a website of a Canadian online store and see. Open the browser on your computer. Click in the address bar and type well.ca. Then press Enter. The website opens. Look at the address bar. Point to the lock icon at the beginning of the address bar. Ask: What is this? --> It's a lock. Like a door lock. Is the website safe or not safe? --> It is safe* Tell students: *Click in the address bar again. Type learnersdictionary.com. Press Enter on the keyboard.* *Look at the address bar. Do you see a lock? --> No.* *What do you see? --> (i). It means the website is not private.* *Can you use this website? --> Yes! It's ok to use this website. But don't give any information to this website. Don't give your name, your address, your credit card number.* Visuals for students to take home and review: Module 4-CLB 2/3-Digital Skill 1-Learn-Handout Identify Safe Websites
Practice *Approximate time: 15-25 min*	Distribute one **Module 4-CLB 2/3-Digital Skill 1-Practice-Handout Identify Safe Websites** to each pair of students. Gather the students around the teacher's computer and model the activity. Tell students: *Work in pairs.* *____ is student A, I am student B.* *Student A: Open the browser. Look at the handout. Type the first web*

address in the address bar.

Student B: Answer the questions: Is the website safe? Can you see the lock? Can you see the (i)? Is it ok to give your information to this website (name, address, credit card number)?

Switch. Student B: Type the next address. Student A: Answer the questions.

Circulate and support as necessary. Discuss answers with the group

If using **Module 4-CLB 2/3-Digital Skill 1-Practice-Answer Key Identify Safe Websites** double-check the websites before the class to make sure the answers are still correct.

DIGITAL SKILL 2 *Approximate time: 40-60 mins*	**Navigate a Website** **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	• **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: *I want to practice English at home. My teacher gave me a website: issbc.org/janis-esl/* *I come home, open the browser, type the web address, and press Enter on the keyboard. The website opens. Now what? How to find information on the website?* Tell students: *There is a lot of information on the website. Now I can only see one page - the homepage (Show the newspaper again. Point to the first page of the newspaper and the homepage of the website). Say: The Home page is like the first page. How can I find other information?* **Website main menu** Teach students how to locate and use the website main menu by demonstrating on the interactive board/teacher's computer. Say: *Each website has a menu. It is at the top of the home page. Here, you see? (Point to the main menu on the website).* *A menu is a list of pages. How many pages are there on this website? --> Six pages: Home, ISSofBC Students, ESL Links, News+Events, ISSofBC Teachers, ISSofBC.*

Look. I move the mouse over the words on the menu.
What does the cursor look like now? --> It looks like a hand.
What does it mean? --> You can click here. The word is a link.
A link opens a new page.

Point to a different menu item. Say:

This is a link, too. It opens another page. (Use the newspaper as a prop, to help students with the concept of links and pages).
Let's try. Click on ISSofBC Students link. A new page opens. (Demonstrate).
How do I go back? (Pause to let students answer. They learned browser buttons in the previous module, so they should know where to click). --> That's right, I click here

(Point to the back button in the top right corner of the browser. Click on it).

Let's click on ESL Links now. One click. The page opens.

(Demonstrate. Stay on this page for the next part of the demonstration).

Website menus

Teach students how to navigate website menus and links by demonstrating on the interactive board/teacher's computer. Refer to the visuals on **Module 4-CLB 2/3-Digital Skill 2-Practice-Handout Navigate a Website**, but do not give the handout to students just yet. Demonstrate on your computer and say:

Let's look at the page. I can't see everything. What do I do to go down? --> I scroll. Scroll down the page. What do you see? --> Big words: People, Work, Everyday Activities, etc.
This is a menu. A menu is a list. I move the cursor over the words... What does the cursor look like? --> A hand. What does it mean? --> You can click.
Let's try. Click on People. Just one click. What happens? --> A smaller list opens. This is a menu, too. Look: big menu, small menu.
Click on People again --> The small menu closes.
Let's try that with Work. One click - the small menu opens. One click – the small menu closes.
Let's try Everyday Activities: click – open ... click – close.

Links

Say:

Let's open Work again. One click – a small menu opens.
What color are the words on the list? --> Blue.
Blue underlined words are links. Click on the words, and a new page opens.
Let's try that. One click on Jobs - a new page opens.
How do I go back? --> I click here (Point to the back button in the top left corner of the browser).

Review and reinforce. Say:

Big brown words are a menu. A menu is a list.
Click on a big word – a small menu opens. It opens on the same page.
Blue words are links. Click on a link – a new page opens.

Ask a stronger student to sit at your table and follow your instructions. Say:

> *Please, sit here.*
> *Look at the big menu.*
> *Click on Food.*
> *See the small menu?*
> *The blue words are ... links.*
> *Click on Vegetables. A new page opens.*
> *It has a menu: Vocabulary, Listening, Reading, etc.*
> *Click on Reading. What do you see? --> You see a small menu.*
> *How many links are there for your level? --> Three links. You can practice your reading here.*
> *How do you close the Reading menu? --> One click on Reading. It closes.*
> *How do you go back to the big menu? --> Click here (Back button in the browser).*

Practice *Approximate time: 20-30 min*	Distribute **Module 4-CLB 2/3-Digital Skill 2-Practice-Handout Navigate a Website** to each pair of students. Tell students: > *Let's practice.* > *Read the instructions. Look at the pictures. Follow on your computer.*
DIGITAL SKILL 3 *Approximate time: 30-50 mins*	**Search for information on a website** **Information for the teacher:** 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.
Objectives	**Students will be able to:** • locate and use the website search bar on the home page • identify and avoid ads
Vocabulary	• **advertisement** / **ad** – a picture or text trying to persuade people to buy a product or service • **search bar** / **box** – a rectangular space on the web page where you type words to look for them on the website • **icon** – a small picture on a computer screen that you click on to give the computer an instruction • **search** – look for information online
Learn *Approximate time: 10-15 mins*	Teach students how to search for information on a website. Elicit: > *What is a popular website for watching videos? --> YouTube* > *Let's open it. Type youtube.com and press Enter on the keyboard.* > *There are a lot of videos here. Many people make videos. Some English teachers make videos. How can we find them?* Refer to the **Module 4-CLB 2/3-Digital Skill 3-Learn-Visual Search for Information**

on a Website to teach the skill.

Ads

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

> *This is an ad. This company paid money to be here. Be careful. Don't click on ads. If you click, the ad will take you to the company's website.*

Search bar

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

> *What does this mean? --> When you see this icon, it means you can search for information on this website only. 'Search' means 'look for'.*

Point to the search bar and say:

> *This line is called a 'search bar'. I can type in the search bar.*
> *Click in the search bar and type words. Not many words: one to three words. Then, press Enter on the keyboard.*
> *Let's try. Look: I click in the search bar. I type: 'English listening beginner' Press Enter on the keyboard.*
> *Now I can see a list of videos. Click on the picture or on the name of the video. It goes to a new page.*

(Demonstrate)

> *Click 'Back' to go back to the list.*

(Point to the 'Back' button on the browser)

Review and reinforce.
Say:

> *Let's try again. There are good videos for English students in Canada. They are called 'English in Vancouver'. Let's find them.*

Have a stronger student come up the teacher's computer and type the words in the search bar. Say:

> *Please sit here.*
> *Show me the search bar. Good.*
> *Click in the search bar.*
> *Type 'English in Vancouver'*
> *Press Enter on the keyboard*
> *Look at the list*
> *Do you see any ads?*

If there are ads, explain that students need to look at the next video, skipping the ad.

> *Find the name 'English in Vancouver'.*
> *See the number on the video? Thirty-five. What does it mean? --> It means there are 35 videos here. 'English in Vancouver' has 35 videos.*
> *Let's see them. Click on the picture or on the name. The video starts.*
> *Now look to the right side of the video screen. Can you see a list? You can scroll down and see all 35 videos. Let's try that.*

(Help as necessary)

Practice *Approximate time: 15-25 mins*	Distribute **Module 4-CLB 2/3-Digital Skill 3-Practice-Handout Search for Information on a Website Student A** handout to each pair of students. Tell students: 　　*Let's practice.* 　　*Work together* 　　*Student A: Follow the instructions on the paper A.* 　　*Student B: Watch and help. When you finish, tell me. I'll give you paper B.* 　　*Student B: Follow the instructions on paper B.* 　　*Student A: Watch and help.* Circulate and facilitate as necessary.
Your turn *Approximate time: 5-10 mins*	Have students search for a famous/their favourite musician on YouTube and present him/her to their partner.
DIGITAL SKILL 4 *Approximate time: 30-55 min*	**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 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: 30-40 mins*	Choose any other YouTube video for this demonstration. Choose a stand-alone video that is not part of a playlist since videos in playlists play one by one without stopping and displaying the Replay button covered in this skill. Point to the video and say: 　　*This is a video player. It plays videos. How does it work?* **Play** Elicit: 　　*I want to play this video. Where do I click? --> I can click on the video screen.* (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.*
> *Or I can click the Play button.*
> *Where is this button? What does it look like?*

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

> *It always looks the same - on your computer, on your phone, on your music player, etc.*

Pause

Say:

> *I play the video. I want to stop for a short time. How? --> I can click on the screen. Look: Click - the video stops. Click again – the video plays.*
> *Or I can click this button.*

(Point to the Pause button and click on it.)

> *Look: Play - stop... Play - stop*

Progress Bar

Point to the point 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:

> *I want to go back a little. I can click on this line. Let's try 10 seconds back...*
> *Click – I went back 10 seconds. I can listen to the words again.*
> *Play and listen again.*

Play the video a bit more and demonstrate how to rewind once or twice again.

Fullscreen

Say:

> *The screen is small. I want it big. Where to click?*

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

> *Click here – the screen is big now.*

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

> *Click here. Make the screen small again.*
> *Big screen – small screen... Big – small.*

Sound

Point to the sound icon. Say:

> *I can't hear the video well. I want more sound.*

Click on the volume icon. The sound will mute. Elicit:

> *I click. What happened? No sound.*
> *Click again – the sound is back.*
> *Click – no sound. Click – the sound is back.*
> *How can I get more sound?*

Move over the icon and show the volume bar. Say:

> *Move the cursor over the sound icon. Don't click. See this line? Click on the line. Or click and drag the sound. Look: I click and drag to the left – less sound, Left, left, left... now no sound.*

I click and drag to the right – more sound. Right, right, right … 100% of the sound.

Demonstrate once or twice again.

Closed captions

I listen to a video. It is too fast. I want to see the words. Where do I click? --> I click CC. Now I can read words.

Be careful: the words are not always correct. A computer writes these words, not a person. Sometimes correct, sometimes not.

I don't want to see words. I click CC again.

Replay

Drag the slider to the end of the progress bar and wait for the video to stop. (Make sure the Auto play slider on the right side of the screen is off, otherwise another video will start automatically).

Elicit:

The video finished. I want to see it again. How?

Hover the cursor over the suggested videos that have now filled up the player screen. Ask:

Do I click here? Here? --> No. These are different videos.

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

Click here. The video plays from the start again.

Review and reinforce.

Have a stronger student come up to the teacher's computer and follow your directions. Keep using youtube.com for this part.

Say:

Please, sit here.

Show me the search bar.

Type 'ESL family/recipe/jobs/doctor, etc.' (Choose a topic you're teaching this month).

Press Enter on the keyboard.

Click on the video you like.

Make the screen big.

Turn off the sound. Turn on the sound again.

Change the sound - make it lower. Now turn the sound to 100%.

Stop the video.

You may want to invite another volunteer student at this point, or continue with the same student. Say:

Go back 10 seconds.

Click Play. Continue the video.

Turn on the English words.

Turn them off.

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 until it ends.

> *The video finished. I want to watch it again. Play again, please.*
> *Make the screen small.*
> *Stop the video.*

Practice *Approximate time:* *10-15 mins*	Cut up handout **Module 4-CLB 2/3-Digital Skill 4-Practice-Handout Use online video players** into cards. Give a set of cards to each group of 3-4 students. Have students match icons with functions.
Your Turn *10-15 mins*	Distribute **Module 4-CLB 2/3-Digital Skill 4-Your Turn-Handout Use online video players** to every student. Have students follow the instructions on their computers. Facilitate and support as necessary.
Closing	**What have you learned today?** Review the skills learned and practiced in this workshop. Ask concept-check questions. For example: > *I want to check my online banking account. I am in a coffee shop. Is it safe to use WiFi?* > *How do I know that a website is safe? What two things do I need to look at?* > *How many times do I click on a menu? On a link? 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. > • *Review the handouts* > • *Do the extra practice activity online*