Digital Literacy Curriculum Resource

Module 4
Online Skills

THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange

Learning Objectives

1. Identify safe websites
2. Search for information on a website
3. Navigate websites
4. Fill out simple online forms

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 with you to help students get the concept of a website

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.

Handouts

- Module 4-CLB 4-Review-Handout Web Address Format
- Module 4-CLB 4-Digital Skill 1-Practice-Handout Identify Safe Websites
- Module 4-CLB 4-Digital Skill 1-Learn-Handout Identify Safe Websites
- Module 4-CLB 4-Digital Skill 1-Practice-Answer Key Identify Safe Websites
- Module 4-CLB 4-Digital Skill 2-Practice-Handout Search for Information on a Website
- Module 4-CLB 4-Digital Skill 2-Practice-Answers Search for Information on a Website
- Module 4-CLB 4-Digital Skill 2-Learn-Handout Search for Information on a Website
- Module 4-CLB 4-Digital Skill 3-Learn-Handout Navigate Websites
- Module 4-CLB 4-Digital Skill 3-Practice-Handout Navigate websites
- Module 4-CLB 4-Digital Skill 3-Your Turn-Handout Navigate websites
- Module 4-CLB 4-Digital Skill 4-Learn-Handout Fill out Simple Online Forms
- Module 4-CLB 4- Digital Skill 4-Practice-Handout Fill out Simple Online Forms

LESSON

Introduction to the Module *Time: Maximum 5 minutes*	Ask: *Do you shop online?* *If Yes: What do you shop online for – groceries? clothes? furniture? hotels? flights? What online shopping websites do you use?* *If No: Why not?*
Review *Time: Maximum 10 minutes*	Ask: *Last week you learned about websites. What is a website? --> It's a page on the internet that has information for people to read.* *What does a web address look like? What comes first? What comes after that? --> The name comes first, followed by an extension.* *You can see www. or http(s) at the beginning of the address bar, before the website name* Project **Module 4-CLB 4-Review-Handout Web Address Format** on the board and go over it together, or gather the students around your computer. Say: *Look at these. Which ones are web addresses? (Answer: A, D, G).* 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. .org is usually used for non-profit organizations).*
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.
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 5-10 mins
	Ask:
	
	    When you shop online, are you worried that some websites may not be safe?
	
	Say:
	
	    To be safe online, you should never use public networks (e.g. Starbucks WiFi) or public computers (e.g. library computers) to do any online banking or shopping. If you need to do something important online, turn off WiFi and use your phone data instead.
	
	    It is also a good idea to have an antivirus on your device. Antivirus is a program that protects your computer or phone.
	
	Teach students how to check if a website is secure. Say:
	
	    When you use online banking or online shopping, you have to give your personal information. You give your name, your bank account number or your visa card number, etc. You need to be sure the website is secure / safe to use. How do you know that?
	
	    There are some ways to know if a website is secure, or safe to use.
	
	    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.
	
	    Look at the address bar. What do you see at the beginning of the line? --> It's a lock. A lock means the website is safe to use
	
	Tell students:
	
	    Now, click in the address bar and type learnersdictionary.com. Look at the address bar. Do you see a lock? --> No.
	
	    What do you see instead? --> (i). When you see this icon, it means the website connection is not private/not secure.
	
	    You can still use websites that are not secure. Just don't give any personal information to this website.
	
	Visuals for students to take home and review: **Module 4-CLB 4-Digital Skill 1-Learn-Handout Identify Safe Websites**

Practice
Approximate time: 10-15 min
	Distribute one **Module 4-CLB 4-Digital Skill 1-Practice-Handout Identify Safe Websites** to each pair of students.
	Tell students:
	
	    Work in pairs.
	    Student A: Open the browser and type the first web address in the address bar.
	    Student B: Answer the questions: Is the website secure? How do you know? Can you give your personal information to this website?
	    Switch. Student B: Type the web address. Student A: Answer the questions.
	
	Circulate and support as necessary. Discuss answers with the group
	If using **Module 4-CLB 4-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: 30-45 mins*	**Search for information on 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.
Objectives	Students will be able to: • use website menus and submenus • locate and use the website search box on the home page • identify the home page link and return to the home page
Vocabulary	• **home page** – the first page of a website that usually gives an introduction and contains links to other parts of the site • **hover** – to put the cursor on a computer screen in a particular place without clicking on it • **submenu** – a menu that you see when you hover over/click on the main menu • **logo** – a symbol used by a company to sell its products

Learn
 	
Approximate time: 10-15 mins
	Demonstrate and have the students follow along. Say:
	    Let's learn how to find information on a website.
	    Do you know the name of the oldest department store in Canada? --> It's Hudson's Bay. Open the browser and type the web address: thebay.com. Press Enter to go to the website
	
	Tell students:
	    There is a lot of information on a website. Now I can only see one page – the home page.
	Show the newspaper. 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?
	
	Teach students how to read website menus by demonstrating on the interactive board/teacher's computer. Refer to the visuals on **Module 4-CLB 4-Digital Skill 2-Learn-Handout Search for Information on a Website**. Say:
	    If you are new to the website or don't know what you are looking for, first look at the website main menu. It is usually at the top of the home page. It looks like a line with words. Each word can take you to other pages of the website. Move the mouse over the words and notice that the cursor looks like a hand now. What does it mean? --> You can click on the link to open that page. (Demonstrate).
	    If a website is very big, like this one, it will often have submenus. These more detailed menus will open when you click on the main menu items.
	    On some websites instead of clicking, you need to hover your mouse over the menu. Hover means you move the cursor over the word, but you don't click on it.
	(Hover the mouse over a couple of menu categories, e.g. Women, Shoes, etc. – and read the submenu categories together with students)

Point to the magnifying glass icon in the top right part of the screen. Ask:

> *What does this icon mean? Is this the same as Google search? --> No, it's not the same. When you see this icon on a web page, it means you can search for things or information on this website only. The field where you type words is called a search box.*
> *To search a website, click in the search box and type a keyword or two. Then, press Enter to search. (Demonstrate: e.g. toys).*

Teach the students how to locate and use the home page icon. Say:

> *If you want to return to the home page (first page), you don't need to click the Back button several times. It is easier to find a home page link and click on it. This link will take you back to the first page. It usually looks like a large website name or logo (symbol used by a company to sell its products). It is located in the top left corner. What does it look like on this website?*

(Click on the home page link to demonstrate).

Practice *Approximate time: 20-30 min*	Distribute **Module 4-CLB 4-Digital Skill 2-Practice-Handout Search for Information on a Website Student A** and **Student B** to each pair of students. Tell students: > *Let's practice.* > *Student A: Go to well.ca. Student B: Go to mec.ca. Answer the questions.* > *When you finish, tell your partner about the website. When you talk about the website, show where things are on your computer screen.* Note: If using the **Module 4-CLB 4-Digital Skill 2-Practice-Answers Search for Information on a Website** double-check the answers first, to make sure the website home page hasn't changed.
DIGITAL SKILL 3 *Approximate time: 30-50 mins*	**Navigate websites** **Information for the teacher:** You can teach website navigation with any other website that matches your curriculum topic.

Objectives	Students will be able to:
	• identify and use:
	  – drop-down menus
	  – calendars
	  – buttons
	  – links
	• identify and avoid/close:
	  – advertisement banners
	  – notifications
	  – pop-up windows
	• filter results
	• sort results
	• check customer ratings and reviews

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Vocabulary	**drop-down menu** – a list of choices that opens when you click on the word/button **sort** – to put a number of things in order **filter** – to narrow down search results before they appear on your computer **pop-up** – a window that opens on top of other windows or documents and that often advertises something **notification** – a message sent to you when a website has a new product, a new post, etc. **block** – to stop **rating** – a number of stars that customers gave the product/service **review** – a paragraph a customer wrote about the product/service
Learn *Approximate time: 20-30 mins*	Ask: *Have you ever booked a hotel room or a flight online? What are some popular websites for that?* Open the browser and go to expedia.ca. Ask: *Is the website safe to use? How do you know? (Answer: The lock icon and https mean the website is secure).* *What does .ca mean in the web address? (Answer: It means it's a Canadian website, so the prices are in Canadian dollars).* *What can you do on this website? (Answer: You can book flights, hotels, vacations, etc.)* Say: *Websites look different, but they use similar buttons, menus and links. When you learn how they work, you can use any website easily. Let's look at expedia.ca and learn how to use it.* Refer to the visuals on **Module 4-CLB 4-Digital Skill 3-Learn-Handout Navigate Websites** to teach website navigation. Do not distribute the handout at this point. Demonstrate how to navigate the website on the interactive board/your computer and have the students follow along on their computers. Ask: *Can you find the main menu? Where is it? What web pages are on the menu?* Say: *Click on Hotels link in the main menu.* *Type a place you want to visit in the search box. Where in Canada would you like to go? (Montreal is used as a destination in the handout).* Refer to the handout to teach website navigation: Calendar *Hotel and flight booking websites have calendars. You can type the dates of your visit, or you can click on the calendar once and choose the dates on it.*

A drop-down menu

A drop-down menu opens a list of choices. It may have a ⓥ symbol, but often doesn't. You will know you can click on the menu when the cursor changes to a hand.

Button

A button usually looks like a box. When you click on it, you ask the website to do something.

Sort results

You can choose which results you want to see first. This is called 'sort results'. For example, if you sort by price, you will see the cheapest rooms on top.

Filter results

Filters help to narrow down your search results. You can usually check off more than one box. The filter menu is usually located on the left side of the web page.

User ratings and reviews

You can also check what other guests think about the hotel. User rating is a number of stars that customers gave the product/service. A review is a paragraph that a customer wrote about the product/service. If you want to read the reviews, click on the link.

Links

Click on the link to get more information about the room. A link is often blue and underlined. The cursor will change to a hand when you hover over a link.

Also, explain that students need to be careful with:

• Advertisement banners. Say:

Companies buy space on websites to put their ads. It is easy to click on an ad by mistake. Be careful where you click.

• Requests to send notifications. Say:

Many websites will want to send you messages, or notifications, when they have a new product or article. You may see a notification request in the top left corner of your screen. If you see one, just block it. Click on 'Block' button to do that.

• Pop-up window with promotions or warnings. Say:

Sometimes a small window opens up on top of your big window. It is called a pop-up. You should just close it. Never click on a warning pop-up, and never call a phone number on it.

Practice

Approximate time: 20-30 mins

Distribute Module 4-CLB 4-Digital Skill 3-Practice-Handout Navigate websites.

Tell students:

Another popular website for travelling is TripAdvisor.

Work in pairs.

You and your partner want to visit Jasper National Park.

Open tripadvisor.ca. Follow the instructions to find a room to book.

You can choose any date and change the number of people if you like.

Circulate and support as necessary.

If some students finish early, they can compare the chosen rooms with another pair and explain their choices.

Your turn *Approximate time: 20-30 mins*	Tell students: *Let's put all of the skills we've learned today together.* *Imagine your partner's birthday is in two weeks. You want to find a gift for him/her online. Take two minutes to ask your partner which sport or activity he/she likes.* *You are going to work by yourself now. Open mec.ca and look for a birthday gift. You have 15 minutes to do this.* Give students **Module 4-CLB 4-Digital Skill 3-Your Turn-Handout Navigate websites.** Circulate and help as necessary. Make sure not to 'over help' students. Let them refer to the handout visuals to do the task. When finished, ask students to share their gift ideas with their partners.
DIGITAL SKILL 4 *Approximate time: 30-45 min*	**Fill out Simple Online Forms** **Information for the teacher:** For demonstration purposes, find an online payment form that does not require creating an account. For example, the following websites will allow you to use guest mode: gapcanada.ca, thebay.com, canadiantire.ca, sportchek.ca, atmosphere.ca.
Objectives	Students will be able to • enter billing information • enter payment information
Vocabulary	• **cart** – an icon that looks like a shopping cart, where you can see the list of your items • **shipping address / delivery address** – the address where you want to send your purchase • **purchase** – something you bought • **billing address** – the address connected to your credit card • **digit** – numbers 0 to 9 • **expiry date** – the date after which you can't use your card any more • **CVV** – a three-digit code on the back of the credit card • **edit** – to correct • **confirmation page** – the online receipt
Learn *Approximate time: 15-20 mins*	Choose one of the websites listed above to teach students how to make online payments in guest mode. Alternatively, project and go over **Module 4-CLB 4-Digital Skill 4-Learn-Handout Fill out Simple Online Forms.** (The visuals in this handout are from canadiantire.ca). Tell students: *When you are ready to pay for your online order, go to the Cart. A Cart icon is always located in the top right corner of the window.* *Some websites will allow you to pick up your items in the closest store, which is usually free. Others will let you choose the shipping price. Cheaper shipping is slower, and more expensive shipping is faster.*

Most websites will ask you to create an account. It is a good idea to create an account if you are planning to use the website again, because the website will remember your information.

Sometimes you can pay as a guest. This is convenient if you don't have time to register or are not planning to use the website again.

Explain how to fill out online payment forms:

Now, you need to enter your shipping and billing information. A red star next to a field means you must give this information. If there is no star, you don't have to answer the question (e.g. Address line 2).

First, you will enter your shipping and billing address.

- *Shipping address is the address you want to send your purchase to, for example, your home, work, or another person's address. Billing address is the same address as you have on your credit card.*
- *If the shipping and billing addresses are the same, you will enter it only once. If you are sending the purchase to another address, or if you are using someone else's card, you will need to type two addresses.*

On the next page you will type your payment information - e.g. a credit card, a gift card, etc. Enter the name on the credit card, the 16-digit credit card number, expiry date (the date when you can't use your card anymore), and the CVV number – three digits on the back of the card.

If you made a mistake, you can always fix it before you pay. Look for 'Edit' (correct) or 'Back' link.

Finally, print or save the confirmation page. The confirmation page is your online receipt. You will also get all of the information about your purchase and shipping in your email.

Practice *Approximate time: 10-15 mins*	Give students **Module 4-CLB 4- Digital Skill 4-Practice-Handout Fill out Simple Online Forms**. Say: *Your close friend Johanna wants to order a TV online. Help her fill out the online payment form.* If some students finish early, have them exchange the worksheets and check each other. Alternatively, ask them to fill out the form projected on the interactive board.
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 secure?* *Where can I click to search for information on a website? etc.* **What are you going to do to practice on your own?** Have students say what they will do for independent practice before next session, e.g. • Review the handouts • Do extra practice activities online