

LIT/
CLB 1

TASKS



Digital Literacy Curriculum Resource

Module 8

Zoom on a Computer



COMMUNITY LIVING
BRITISH COLUMBIA

DIGITAL TASK

This task is intended to be used for the students to demonstrate their digital skills.
For a language assessment, please see the PBLA task following the Digital Task Self-Assessment Checklist.

Topic	Joining and participating in a Zoom meeting
Digital Literacy Curriculum Module	Module 8: Zoom on a Computer
Digital skills required for this task	<p>Ensure that your learners have the digital skills necessary for success in this task.</p> <p>Skills from other Modules:</p> <ul style="list-style-type: none"> • Mouse skills: hold the mouse, left click, double click • Navigating: opening/closing a program, cursor placement • Keyboarding: basic typing, Enter key, Shift key • Online skills: open a web browser, use the address bar, search for a website • Email skills: open an email message <p>Skills from Module 8:</p> <ul style="list-style-type: none"> • Join Zoom from a link in email (Gmail) • No icons on screen; get icons again • Take a break during the meeting: turn off video and mic • Ask a question: raise your hand • Read and write in Chat
Level(s)	Literacy-CLB 1
Description of learner task	Learners will demonstrate joining and participating in a Zoom meeting from a link in email.
Information for the teacher	<p>Task conditions: Each learner must have their own computer.</p> <p>Reminder: Teach the skills prior to this task.</p> <p>Specific information for this task:</p> <ul style="list-style-type: none"> • Send a Zoom invitation email to each learner. • Learner must sign in to their email account before beginning. • To avoid audio interference, learners should mute their mic when in the Zoom meeting. <p>Assessing the digital skills: Have your learners use the Self-Assessment Checklist to check their digital skills. Learners can check their task sheet information with each other after the task, if there is time.</p> <p>Language skills: You are not assessing language skills. If the learners do not remember vocabulary in the task instructions or the digital skills checklist, explain it to them again.</p>
Instructions for the task	<ul style="list-style-type: none"> • Show the Self-Assessment Checklist to learners before doing the task. • Remind the learners that the purpose of the task is to check their digital skills. The purpose is <u>not</u> to check their answers on the task sheet nor their language skills.

Name: _____ Date: _____

Teacher: _____

Task:

Listen to your teacher. Do this on your computer.

Part 1

1. Click on the Zoom invitation email you received.
2. Join the Zoom meeting.
3. Turn on your video camera.
4. Turn on your mic; turn off your mic.
5. My Zoom icons are not on the screen; get the icons on the screen again.
6. You want to take a break. What should you do?
7. You are back from your break. What should you do?

Part 2

8. You want to ask a question. What should you do?
9. You have finished asking your question. What should you do?
10. Open Chat.
11. Type 'Hello' to everyone.
12. Wait for a reply from the host.
13. Close Chat.
14. Leave the Zoom meeting.

Digital skills self-assessment checklist:

	Yes	With Help
I can join Zoom from my email.		
I can get screen icons when they disappear.		
I can turn my video on/off.		
I can use the Raise Hand icon before asking a question.		
I can read and write in Chat.		
I can leave a Zoom meeting.		

**PBLA
TASK**

The Digital Literacy Curriculum does not include any of the language skills. The language skills need to be taught prior to using this assessment.

Theme and Topic	Money and financial literacy; education and lifelong learning; commercial services and consumerism
Digital Literacy Curriculum Module	Module 8: Safety and Security
Digital skills required for this task	<p>Ensure that your learners have the digital skills necessary for success in this task.</p> <p>Skills from other Modules:</p> <ul style="list-style-type: none"> • Basic understanding of email (Module 5) • Basic understanding of text messages (Module 7) <p>Skills from Module 8:</p> <ul style="list-style-type: none"> • Understand the concept of phishing
Level(s)	CLB 1
Skill(s) and CLB Competency(ies)	<p>Listening CLB 1 - III: Getting Things Done</p> <p>Understand expressions used to attract attention and request assistance in situations of immediate need.</p>
Description of learner task	Learners listen to a short dialogue between two people and identify the words “Be careful!” and “phishing”.
Information for the teacher	<p>Conditions for assessment:</p> <ul style="list-style-type: none"> • Ensure that each learner has their own task sheet. <p>Reminder:</p> <ul style="list-style-type: none"> • Teach the language skills prior to this assessment. <p>Specific information for this task:</p> <ul style="list-style-type: none"> • Ensure that learners have understood the concept of phishing.

Name: _____ Date: _____

Teacher: _____

Listening CLB 1 - III: Getting Things Done		
Understand expressions used to attract attention		
Description of learner task: Listen to a warning about phishing.		
	Can do	Not yet
* understand “Be careful” (identify formulaic expressions)		
hear the word “phishing” (identify common key word)		
circle the answer (indicates comprehension with appropriate non-verbal response)		
<p>Done well: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>What to do to improve: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

* This criteria must be checked “Can do” to be successful at this task.

Success on the task: **Yes** **Not Yet**

Name: _____

Date: _____

Teacher: _____

Listen to the teacher.



Circle the answer.

A. Be careful!

B. Watch out!

Circle the answer.

A. That looks like fishing.

B. That looks like phishing.



Listening script for teacher

This can be read aloud to the class or recorded.

A: “I got an email.” (or “I got a text message.”)

B: “Be careful! That looks like phishing!”