

**BBRI Internet Basics  
Curriculum  
and Instructor's Manual  
(March 2012)**



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## Overview of the BBRI Digital Literacy Program

Funded by the [State Broadband Data and Development Grant Program](#) as part of the American Recovery and Reinvestment Act of 2009, the [Broadband Rhode Island](#) (BBRI) Digital Literacy Program is a collaborative, community-based technology education program that aims to build the capacity of digital literacy trainers throughout Rhode Island. By providing technical assistance to individuals and organizations who serve groups who are especially likely to be offline, BBRI hopes to build a self-sustaining network of trainers, class materials, and training locations that will help Rhode Island close the digital divide.

The Digital Literacy Program is one of several BBRI programs that all share the same core mission: to create new opportunities by expanding broadband use and digital literacy across Rhode Island. BBRI and its partners believe that this mission includes ensuring that all Rhode Islanders possess at least basic Internet skills that can be applied in their personal and work contexts. To that end, they have developed a wider set of resources that includes the following:

- This [Internet Basics Curriculum and Instructor Manual](#), which provides a “roadmap” that can be used in most contexts to train individuals with little or no experience with using the Internet.
- A [Train-the-Trainer Course](#) designed to empower trainers to teach basic and advanced digital literacy skills to others in a wide variety of contexts.
- A [Digital Literacy Website and other resources](#) that help organizations connect with the populations they serve, with BBRI, and with each other.

As the Program network grows and develops, BBRI will continue to provide additional assistance and leadership to partner organizations and Program participants. For the latest information about the Digital Literacy Program and other BBRI initiatives, please visit [broadband.ri.gov](http://broadband.ri.gov) or contact BBRI at 401-278-9100.

## About This Instructor's Manual

### Overview

This Instructor's Manual is designed to be an easy-to-use "turnkey" curriculum and class "roadmap" that can be delivered by experienced educators or those who have taken the BBRI Train-the-Trainer Course. It was designed primarily for use in informal or semi-formal educational settings such as those in libraries, community centers, not-for-profit agencies, and similar organizations. Due to persistent changes in Internet websites and other curricular content, this Manual is meant to be a "living document" that will be regularly edited and supplemented by BBRI and Program participants to ensure currency and quality.

During Fall 2011, BBRI piloted the structure and techniques contained in this Manual with the following four partner organizations:

- Cranston Public Library
- Opportunities Industrialization Center (OIC)/Center for the New Economy
- Providence Community Library (PCL)
- Providence Housing Authority (PHA)

In addition to these organizations and their respective staffs, a select number of individuals from other community organizations volunteered their time to test a pilot Train-the-Trainer Course in early October 2011. BBRI sincerely appreciates the support that these organizations and individuals gave to this initial phase of the Program.

### Content

Developed with an eye towards the trainer's ease-of-use, the novice Internet user's needs and the typical training contexts found in community organizations throughout Rhode Island, this Manual offers 5 numbered sequential modules and relevant supplementary materials that help to teach basic Internet skills to those who have little or no experience using the Internet. Each module contains a lesson plan or plans that include an outline, vocabulary terms, a suggested step-by-step "roadmap" and other material needed to achieve the key objectives of the class. The entire course is meant to be delivered over four classes, each two hours long at week intervals:

<u>Week</u>	<u>Module</u>
0	Module 0: Mouse and Keyboard Evaluation
1	Module 1-A: Introduction to the Internet and Web Browsers Module 1-B: All About Websites
2	Module 2-A: Searching with Search Engines Module 2-B: Searching and Gathering Information from Websites and Databases
3	Module 3: Internet Communication (Email Basics)
4	Module 4: Review and Capstone Class

Module 0 is an optional module designed to quickly and informally evaluate students' mouse and keyboard skills. This evaluation is often necessary to ensure student success and easy class administration and delivery.

In addition to this modular teaching “roadmap”, this Manual also includes supplementary material that helps the trainer to generate lessons and teaching aids relevant to his/her particular teaching context. The BBRI Train-the-Trainer Course also affords trainers the opportunity to practice these modules, apply their skills to the Manual’s content, and adapt this content for their own purposes.

## Lesson Plan Structure

Each lesson plan follows the same basic structure and format, and is arranged in a step-by-step format for the trainer’s ease-of-use. Generally, each lesson plan follows this core pattern:

1. Instructor’s Review or Introduction.
2. Instructor’s Demonstration of 6 key skills or features.
3. Students’ Demonstration of these skills or features during a collective in-class exercise.
4. Students’ Individual Practice or Application of these skills or features.

Each lesson plan contains deviations from this pattern to accommodate for particular class objectives and/or content. With the exception of Module 4, all lesson plans contain screen shots and other visual aids to highlight the instructor’s role during the class. Nothing contained in the lesson plans is required—trainers are free to achieve the general objectives of each lesson through whatever means they deem necessary or proper. Moreover, because its use is



meant for informal or semi-formal educational settings, no lesson plan contains an assessment tool; trainers can add their own assessments as their circumstances require.

Modules 1-3 also contain suggested supplementary readings from The Goodwill Foundation's Learnfree.org website, a well-maintained and regularly updated set of self-directed learning materials used by community organizations throughout the country. Trainers are encouraged to use Learnfree.org and other free material as a class "textbook".

## Module 0: Mouse and Keyboard Evaluation

*Estimated Time: 20 minutes of self-guided instruction, or as much time as the instructor believes is necessary for successful completion of Modules 1-4*

### Overview

Modules 1-4 require significant hands-on use of a computer keyboard and mouse/track pad. Many students will have little or no experience with this technology and will need to grow comfortable with it before proceeding to Module 1. Module 0 addresses these students' needs.

Depending on their instructional and administrative context, instructors may choose to administer Module 0 as an "add-on" module immediately before Module 1, at the point of student registration for the class, or both. Individual student circumstances and organizational resources will determine how Module 0 is delivered.

### Key Objectives

- To assess student's keyboarding skills and ensure that they are adequate to complete Modules 1-4 successfully.
- To assess student's mouse or track pad skills and ensure that they are adequate to complete Modules 1-4 successfully.

### Key Vocabulary Terms

- Mouse
- Keyboard
- Track pad

### STEP 1: ASK

Begin by **ASKING** the student questions that reveal his/her current mouse and keyboard skills:

- **ASK** student what his/her level of experience is with computers and/or the Internet.
- **ASK** student how comfortable he/she is using a mouse and keyboard.
- **ASK** student whether he/she would be willing to demonstrate his/her keyboard and mouse skills to you.

## STEP 2: DEMONSTRATE

If necessary and appropriate, **DEMONSTRATE** to the student the equipment that will be used in the class and the mouse/keyboard skills necessary to complete the class successfully:

- **DEMONSTRATE** the type of computer that students will use during class.
- **DEMONSTRATE** some of the keyboard inputs that will be required during class.
  - Example 1: Inputting a web address into a browser.
  - Example 2: Typing a few sentences in an email window.
- **DEMONSTRATE** the mouse or track pad skills necessary to complete the class successfully.
  - Example 1: Launching a browser from the desktop.
  - Example 2: Pointing the cursor to a webpage link and clicking on the link to open a page.

## STEP 3: STUDENT DEMONSTRATION

If the student is willing, ask him/her to **DEMONSTRATE** the same skills that you demonstrated to them. If you believe the student's demonstration is inadequate, invite him/her to **PRACTICE**.

## STEP 4: PRACTICE

For students who need more mouse and/or keyboarding skills help, ask them to **PRACTICE** their skills on their own until they reach a stage where they can be successful in the class. Students may **PRACTICE** the following:

- **PRACTICE** keyboarding skills with a readily available application or game.
  - Example 1: [Doorway Text Type](#) is a free, user-friendly accessible online tool that can help to build and assess keyboard skills.
  - Example 2: [Typing Club](#) is a free, online tool available to instructors who want to assess accuracy and speed more closely.

- **PRACTICE** mouse or track pad skills with a readily available application or game.
  - Example 1: Solitaire, which is a standard application on most PCs, is an effective and entertaining method of assessing mouse or track pad skills.
  - Example 2: [Skillful Senior](#) is a senior-focused online game that builds mouse skills.

## STEP 5: PROVE

After at least 20 minutes of self-guided practice (or as much time as student needs to feel comfortable), ask the student to once again perform the skills that you demonstrated to him/her in Step 2. If the student successfully meets your standard, allow him/her to take Module 1; if not, ask him/her to continue to practice.

## Module 1: Internet, Browser, and Website Basics

*Estimated Classroom Time: 2 hours*

### Overview

The main goal of Module 1 is to give students who have little or no prior experience with the Internet the foundational knowledge that they can build on in subsequent modules, or independently. The module contains a heavy emphasis on the "vocabulary" of the Internet (browser interface vocabulary, website vocabulary) in order to establish this knowledge as quickly as possible. It also matches this emphasis with "hands-on" in-class and homework exercises that immerse students in the "mechanics" of navigating Internet webpages with a web browser.

### Module Outline

<u>Lesson Number</u>	<u>Lesson Title</u>	<u>Suggested Classroom Length</u>
<b>1-A</b>	Introduction to the Internet and Web Browsers	60 minutes
<b><i>Class Break</i></b>		10 minutes
<b>1-B</b>	All About Websites	50 minutes

### Key Objectives

- **NAVIGATION SKILLS:** Students will learn how to perform key web browser operations, and how to apply these operations to the navigation of webpages.
- **SEARCH SKILLS:** Students will learn where to begin Internet searches within browser and webpage interfaces.
- **EXPLORATION AND APPLICATION:** Students will be encouraged to explore and apply their basic navigation and search skills by identifying websites of interest.

### Key Concepts and Vocabulary Terms

- Address Bar
- Browser Menu
- Link
- Navigation Bar (of a website)



# BBRI Digital Literacy Program

*An initiative of Broadband Rhode Island*

- Search Bar
- Scroll Bar
- URL (Web Address)
- Web Browser



## Module 1-A: Introduction to the Internet and Web Browsers Instructor Lesson Plan

### PRE-CLASS PREPRATION TIPS

- Print out any handouts or visual aids you plan on using.
- Make sure that the browsers used on all computers are set to the same homepage.
- Go through any website examples you plan on using before class to make sure that the information you are presenting is current.
- Do a “tech check” of all equipment to be used during class to make sure all devices are working properly.

### STEP 1: INTRODUCE AND ASK

Begin the class by **INTRODUCING** class logistics, the objectives of the class, your own availability during non-class hours, and information that’s unique to your teaching location or style. Then **ASK** students questions about their goals for the class and their knowledge of the Internet. Effective methods include the following:

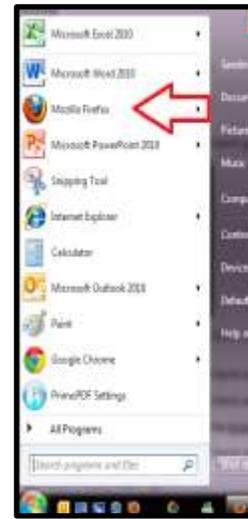
- **ASK** students to participate in a group discussion about their goals and their knowledge of the Internet.
- **ASK** students to react to a short video that offers an introduction to the Internet or to web browsers. A good example is [“What Browser?”](#), a widely-viewed 1-minute video that introduces the concept of a web browser.
- **ASK** students to read a short handout and offer their reactions to it. An example of good tone and content is [Internet 101, How is the Internet Used?](#).

### STEP 2: DEMONSTRATE SIX KEY ACTIONS

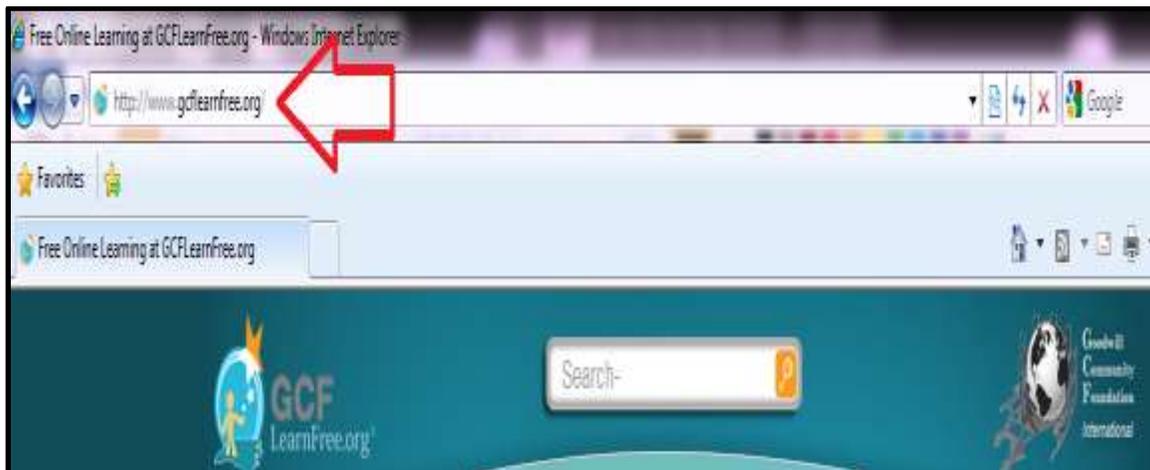
The in-class exercise for this module should focus on developing students’ ability to use a web browser. Imparting this fundamental skill is necessary in order for students to successfully complete future modules. **DEMONSTRATE** how to use the browser by showing students the following 6 key actions:



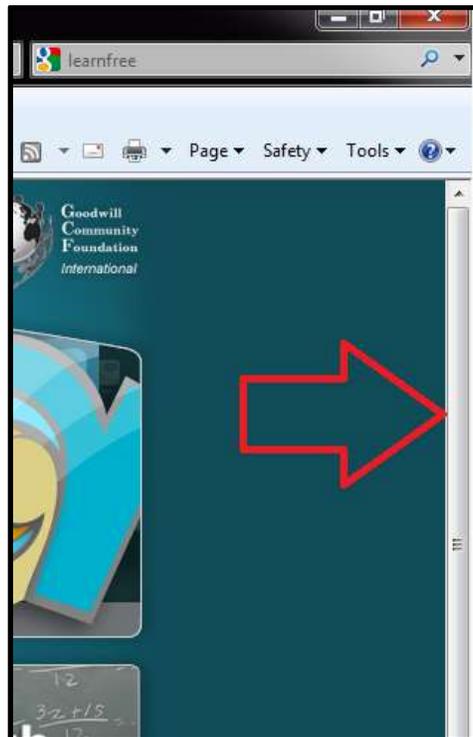
1. **DEMONSTRATE** how to open the web browser by clicking on a desktop icon or through the start menu.



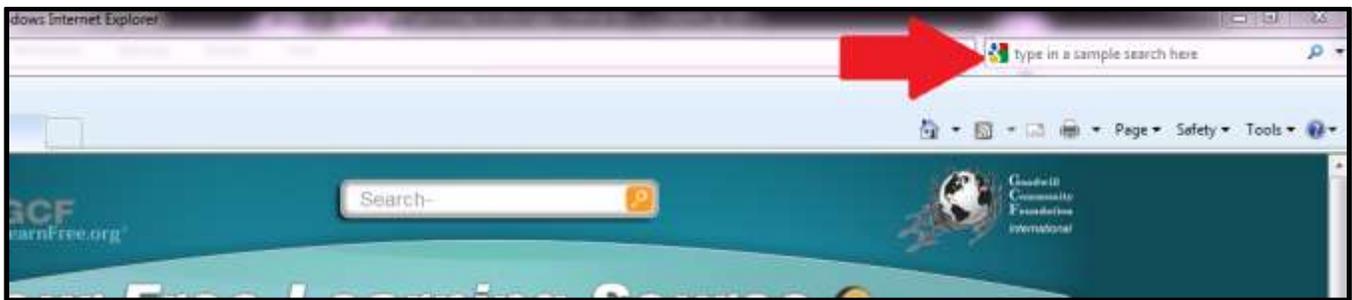
2. **DEMONSTRATE** how to type web addresses (URLs) into the address bar.



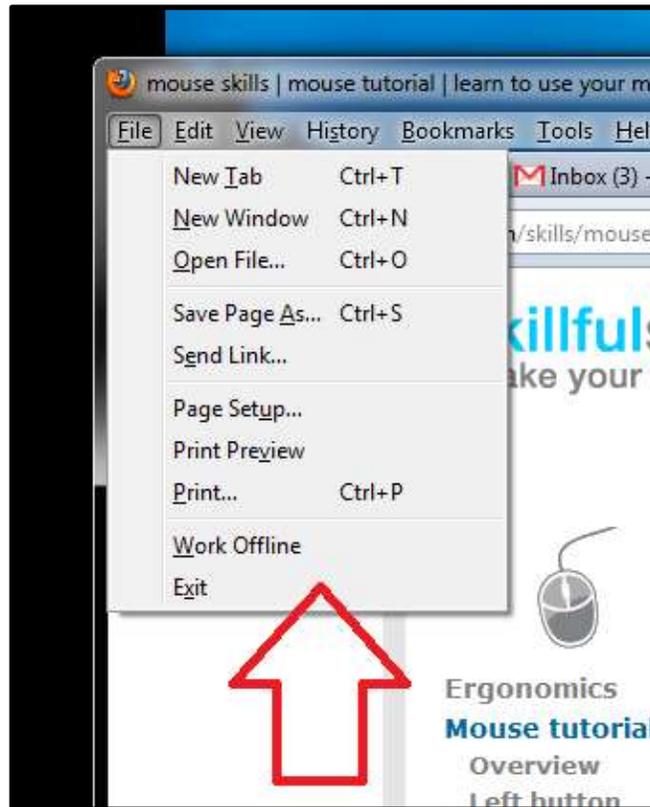
3. **DEMONSTRATE** how to scroll down webpages using the browser's scroll bar.



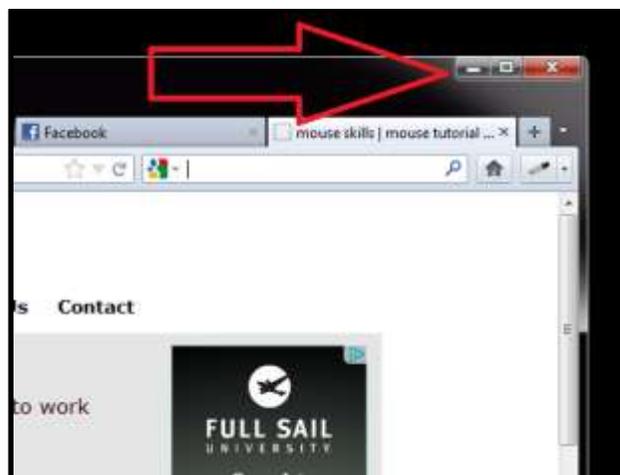
4. **DEMONSTRATE** how to perform a search in the browser's search bar.



5. **DEMONSTRATE** the browser's menus, and speak briefly about their purposes.



6. **DEMONSTRATE** how to minimize and close the browser.



## STEP 3: STUDENT DEMONSTRATION OF SIX KEY ACTIONS

Ask each student to **DEMONSTRATE** the same actions that you demonstrated to them in STEP 2. Keep the following in mind:

- Students may ask you for examples of searches and URLs to enter.
- Not every browser menu item can be explained in class.
- It is best if you ask students to work with the same browser that you demonstrated with rather than have them choose; this prevents student confusion.

## STEP 4: PRACTICE

Ask students to **PRACTICE** the same 6 actions throughout the rest of the class period. You may choose to enhance this practice by asking them to do the following:

- **PRACTICE** with different web browsers.
- **PRACTICE** entering URLs of websites that interest them.
- **PRACTICE** entering searches of interest in the browser search bar.



## Module 1-B: All About Websites Instructor Lesson Plan

### STEP 1: INTRODUCE AND ASK

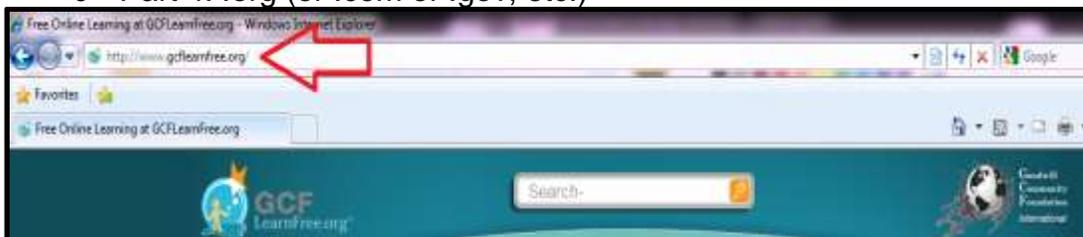
Begin the second half of the class by **INTROUDCING** students to the connection between browsers and webpages. Make sure that they understand that browsers allow them to read/access webpages. Then **ASK** students about their experience with webpages or the types of webpages they want to visit:

- **ASK** students if they have visited any webpages.
- **ASK** students if they have a favorite website or set of websites.
- **ASK** students what they see others doing on websites, or what they'd like to do on websites.

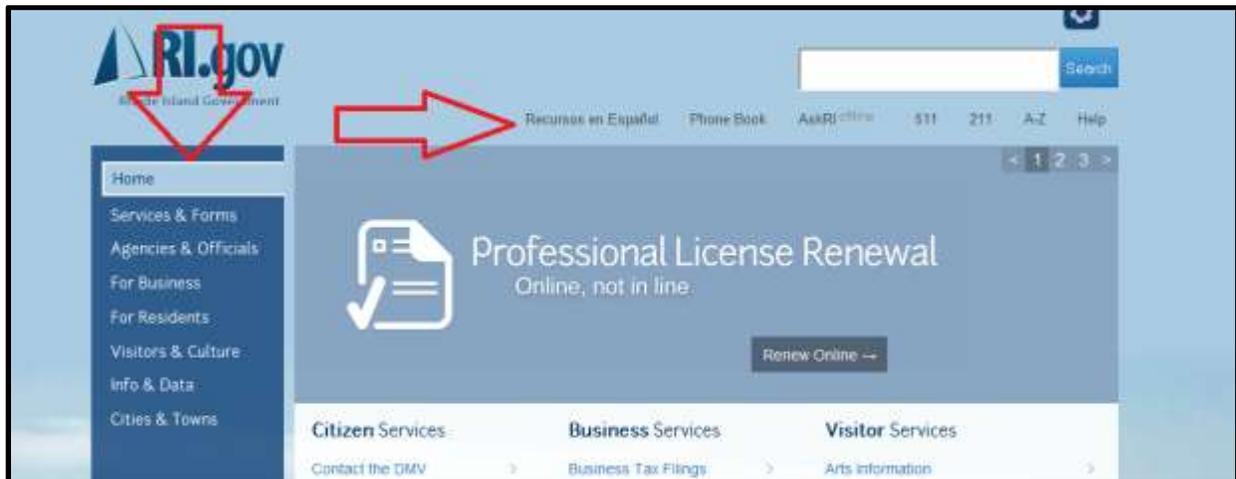
### STEP 2: DEMONSTRATE SIX KEY PARTS OF WEBPAGES

The in-class exercise for this module should focus on developing students' ability to identify key parts of a webpage. **DEMONSTRATE** the following 6 key parts of webpages while emphasizing how to navigate pages with a mouse (or track pad) and a keyboard:

1. **DEMONSTRATE** the webpage's address (URL), and explain what each part of a web address stands for.
  - Part 1: http://
  - Part 2: www
  - Part 3: gcflearnfree
  - Part 4: .org (or .com or .gov, etc.)



2. **DEMONSTRATE** website navigation bars (vertical or horizontal) and emphasize how they are essentially another way to search for information.



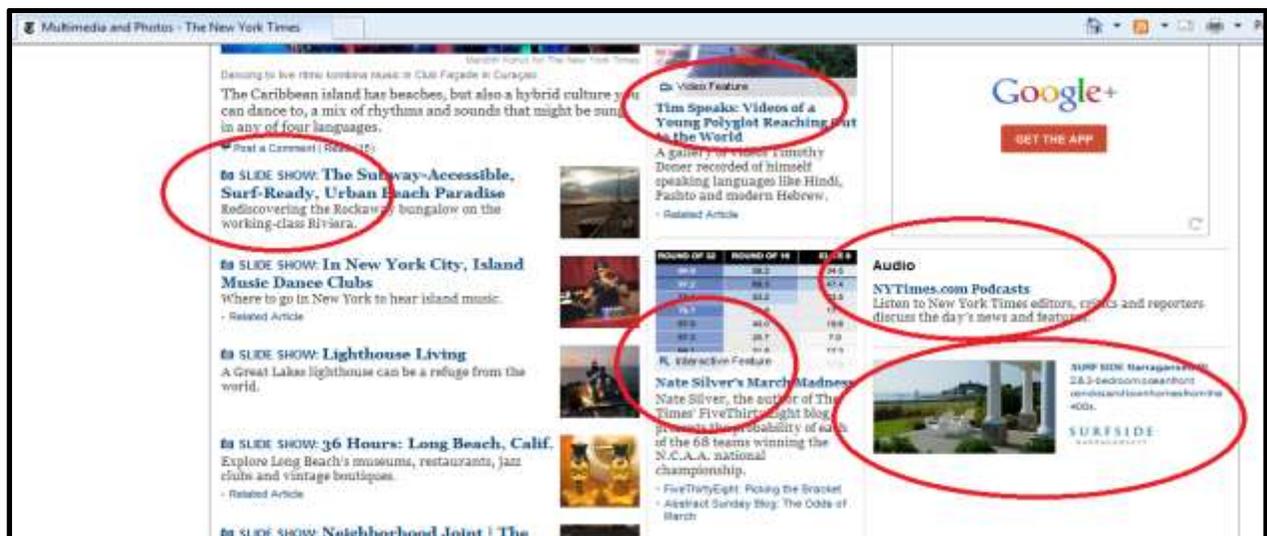
3. **DEMONSTRATE** search boxes, forms, and other spaces where users can enter search terms or other information.



4. **DEMONSTRATE** how to identify links and how to click on them.



5. **DEMONSTRATE** the various media that are typically found on webpages like video, audio, and pictures.

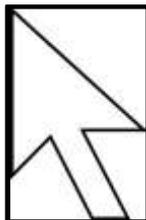


6. **DEMONSTRATE** how to identify advertisements and what the consequences are of clicking on them.



While demonstrating these parts, highlight the following mouse/cursor changes:

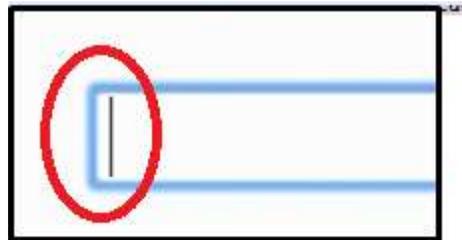
1. **DEMONSTRATE** that moving the mouse (or track pad) around without clicking on it will simply show an arrow.



2. **DEMONSTRATE** that a hand with a pointing finger appears whenever the mouse is pointed to a link.



3. **DEMONSTRATE** that a blinking text cursor will appear whenever the mouse is placed in the address bar, a search box, or a form that allows for the typing of text.



### STEP 3: STUDENT DEMONSTRATION OF SIX KEY PARTS

Ask each student to **DEMONSTRATE** the same 6 key parts of webpages by asking them to identify them on pages that you choose. Be sure to choose webpages that look different from each other but that have those 6 key parts. Keep the following in mind:

- You may consider choosing a theme or category of websites (news sites, sports sites, fashion sites, etc.) and have students navigate various sites within that theme. The goal is to demonstrate that sites have common features and content categories, and that learning to navigate one site helps to navigate others of the same type.
- Alternatively, you may choose a single, rich website and ask students to do the exercise together.

### STEP 4: PRACTICE

Ask students to **PRACTICE** identifying the same 6 key parts of a webpage throughout the rest of the class period. Provide them with additional webpages to explore, or else have them enter URLs (or search for webpages) of interest to them.

### STEP 5: REVIEW AND APPLY

Towards the end of class, ask students to review and apply what they've learned by reviewing the 12 steps covered in Modules 1A and 1B. You may also invite them to review and practice the exercises in the following GCF Learnfree.org lessons at home or wherever they have access to a computer:

- [GCF Learnfree.org, Internet 101, Browser Basics](#)
- [GCF Learnfree.org, Mozilla Firefox, Using the Firefox Interface](#)
- [GCF Learnfree.org, Internet Explorer 8, Exploring the Browser](#)



## Module 2: Internet Search Basics

*Estimated Classroom Time: 2 hours*

### Overview

This is a two-part module that covers basic aspects of Internet search and prepares students for performing more sophisticated searches. In addition to introducing them to search engines and their uses, the module covers the “how-tos” of searching websites and simple databases. The module assumes the basic ability to use a browser and a basic familiarity with common website elements as covered in Module 1, but also builds on this knowledge through exercises and discussion. The key to Module 2 is to introduce students to the breadth and depth of information that the Internet contains while teaching them the skills that allows them to find specific information quickly and effectively.

### Module Outline

<u>Lesson Number</u>	<u>Lesson Title</u>	<u>Suggested Classroom Length</u>
2-A	Searching with Search Engines	60 minutes
<b><i>Class Break</i></b>		10 minutes
2-B	Searching and Gathering Information from Websites and Databases	50 minutes

### Key Objectives

- **NAVIGATION SKILLS:** Students will build on the navigation skills they learned in Module 1 by learning additional browser and website features.
- **SEARCH SKILLS:** Students will learn how to use navigation to perform basic searches and learn the fundamentals of using search engines, databases, and web-based search tools.
- **COMMUNICATION SKILLS:** Students will learn the basics of how they can transmit information and communicate with others on websites.
- **EXPLORATION AND APPLICATION:** Students will be encouraged to explore and apply the skills they have learned to date to a topic of interest.



## Key Concepts and Vocabulary Terms

- Advertisements
- Browsing (a website or search results)
- Back/Forward Buttons
- Copy-and-paste
- Database
- Facet
- Forms
- Home Button
- Related Searches
- Search Box
- Search Engine
- Search Results
- Tabbed Browsing



## Module 2-A: Searching with Search Engines Instructor Lesson Plan

### PRE-CLASS PREPRATION TIPS

- Print out any handouts or visual aids you plan on using.
- Make sure that the browsers used on all computers are set to the same homepage, preferably Google or another search engine.
- Go through any website examples and searches you plan on using before class to make sure that the information you are presenting is current. Prepare various examples of Internet searches that you believe students will find interesting and that will advance the goals of the class.
- Do a “tech check” of all equipment to be used during class to make sure all devices are working properly.

### STEP 1: REVIEW, ASK, INTRODUCE, ASK

Begin the second module of the class by **REVIEWING** the 12 features of browsers and webpages covered in Module 1. **ASK** the students if they have any questions about the last class or the take-home exercises, address those questions, and then **INTRODUCE** the main goals of Module 2:

- **INTRODUCE** the concept of “searching” for information on the Internet.
- **INTRODUCE** the concept of a search engine and explain why search engines are useful.
- **INTRODUCE** the concept of searching databases and website, and how these searches are different than those done in search engines.

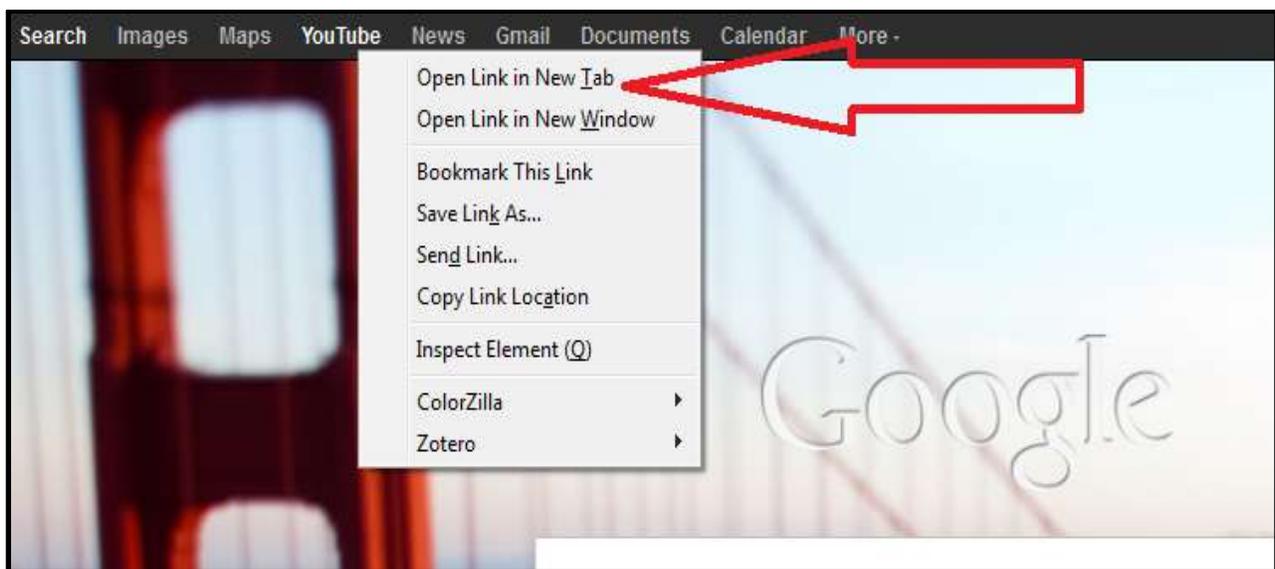
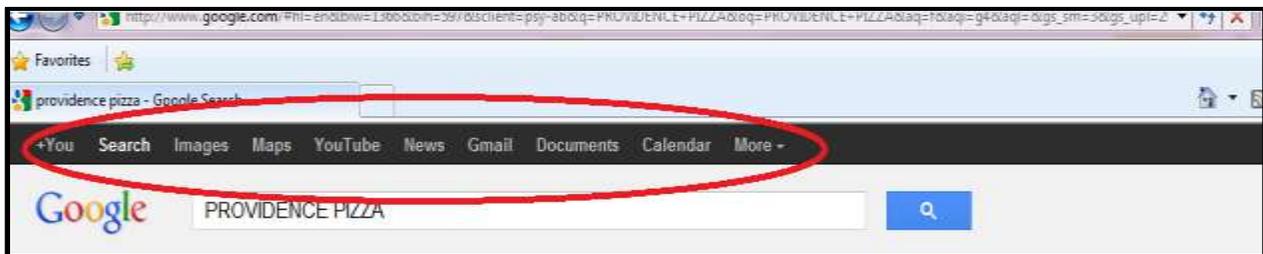
**ASK** students whether they have experience with searching for information on the Internet, what types of information they have searched for, and what they would like to search for. Try to address their needs and wants through examples in class.



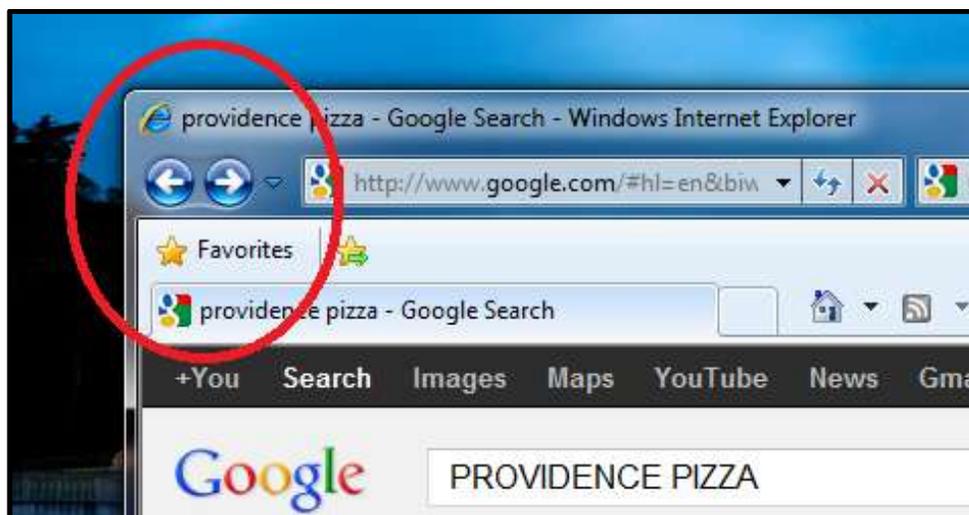
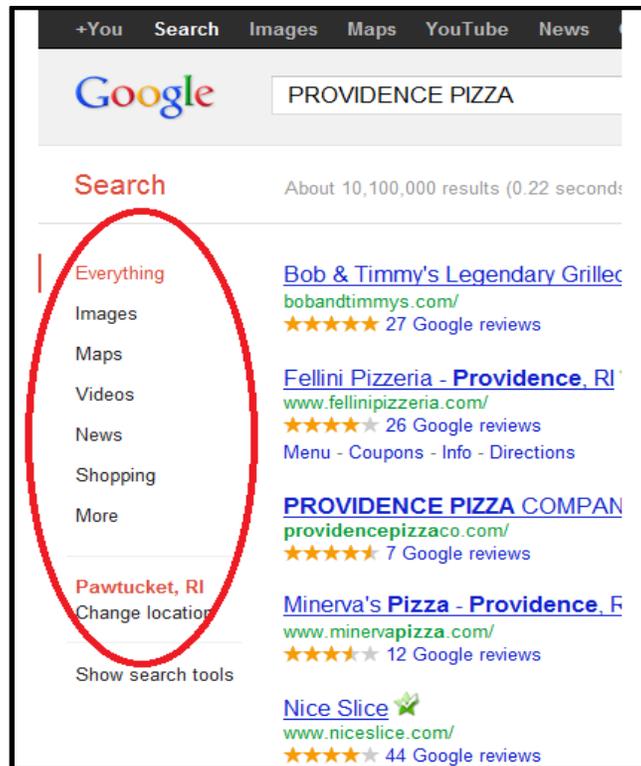
## STEP 2: DEMONSTRATE SIX KEY FEATURES OF THE GOOGLE RESULTS PAGE

The in-class exercise for this module should focus on developing students' ability to identify the key parts of the Google search results page. (Instructors may choose to use Yahoo or Bing or some other search engine if they like.) Using searches that are of interest to the class, **DEMONSTRATE** the following key features while introducing additional browser features:

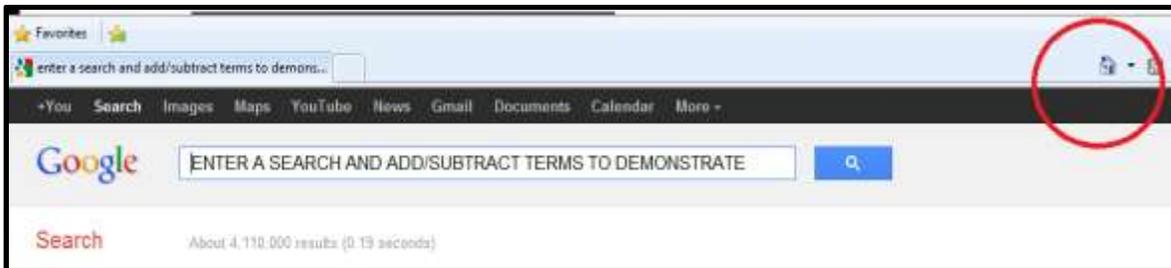
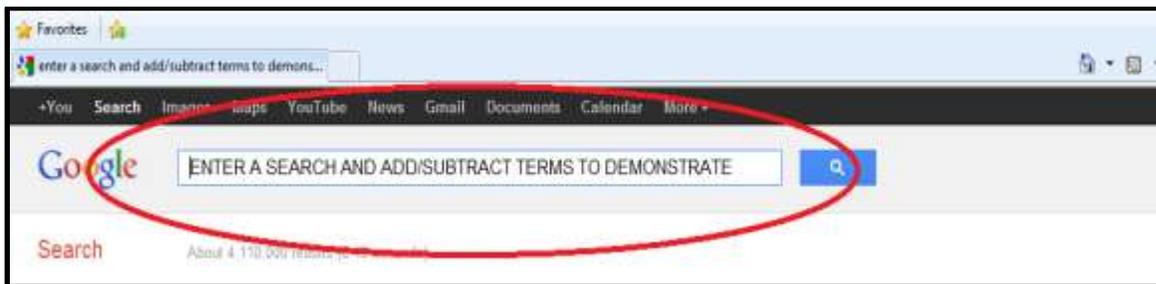
1. **DEMONSTRATE** the black ribbon at the top of the results page that shows the various Google services. Right-click on "images" or "maps" to open up a new tab to show tabbed browsing.



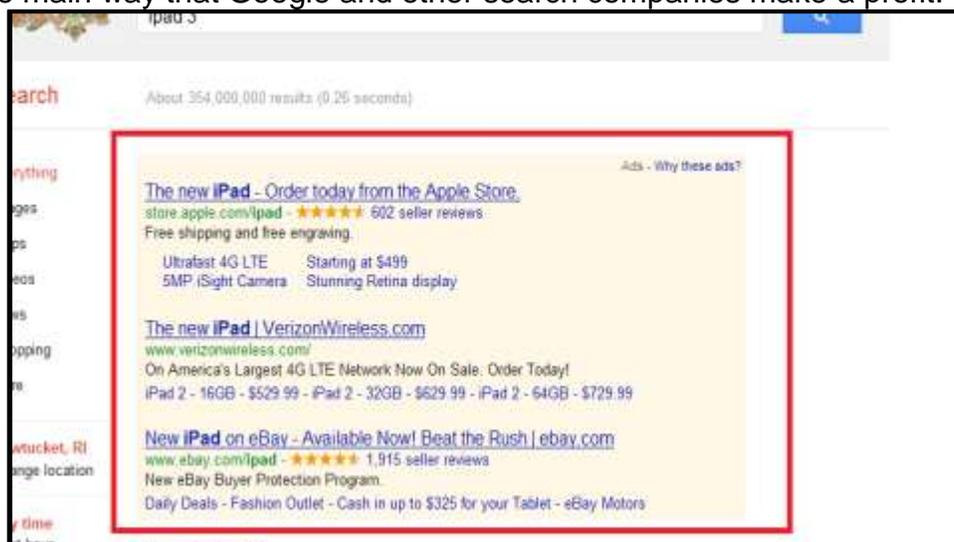
2. **DEMONSTRATE** the facets on the left-hand side of the page that are used to narrow search results. Click on a facet or several facets of interest to narrow the search, and then show students how to use the browser's back/forward buttons.



3. **DEMONSTRATE** the search box at the top of the page and how to narrow or broaden searches by adding or subtracting search terms. Show students how to use the browser's home button to start a new search.



4. **DEMONSTRATE** the advertisements on the search results page and explain that ads are the main way that Google and other search companies make a profit.



5. **DEMONSTRATE** the search results and related searches in the middle and bottom of the page and explain that this is the “meat” of a Google search.

The screenshot shows a Google search for "ipad 3". A red circle highlights the main search results, including the top result from Apple, a "News for iPad 3" section with several articles, and a TechRadar review. A second red circle highlights the "Searches related to iPad 3" section at the bottom, which lists related queries like "ipad 2 vs ipad 3", "ipad 3 specs", "ipad 3 release date", "apple ipad 3", "ipad 3 rumors", "ipad 3 g", "ipad 3 features", and "ipad 3 q pricing".

ipad 3 - Google Search

Change location

www.etsy.com/rover-program

Daily Deals - Fashion Deals - Cash in up to \$325 for your road. eBay Motors

Any time

Past hour

Past 24 hours

Past 4 days

Past week

Past month

Past year

Custom range

More search tools

[Apple - The new iPad - It's brilliant from the outside in](#)

[www.apple.com/ipad/](#)

iPad is a magical window where nothing comes between you and what you love. Now that experience is even more incredible with the new iPad.

Buy iPad 2 Now - iPad with Wi-Fi + 3G - Features - Built-in Apps

**News for iPad 3**

[Apple iPad 3 Sales Hit Record High - APPL Stock to Follow?](#)

AMOG - 3 hours ago

by Maricris Libson Apple's new iPad proved to be another hot seller, as stores in certain countries open its doors to a long queue of buyers today.

The iPad Guide

[Three methods of jailbreaking new iPad surface within hours of its ...](#)

Digitaltrends.com - 3 hours ago

[Apple iPad 3 demand 'chaotic'](#)

Bzjournal.com - 1 day ago

[Apple New iPad 3 review | from TechRadar's expert reviews of Tablets](#)

[www.techradar.com/reviews/pc.../ipad-3...review - United Kingdom](#)

★★★★★ Review by David Phelan (Edited by ...)

3 days ago - [Apple New iPad 3 Expert Review: Sharper screen, faster movies - but is it worth the upgrade?](#) - Buying advice from the leading technology site.

ipad 3: 10 things we want to see - iPad 3 review - Xium vs iPad 2 vs Galaxy Tab ...

[daringfireball.net/2012/03/ipad\\_3](#)

3 days ago - That's the new iPad, a.k.a. (for comparison's sake) the iPad 3. The retina display, significantly faster graphics, and the potential for startlingly fast ...

[iPad 3: What We Know So Far | PCWorld](#)

[www.pcworld.com/.../ipad\\_3\\_what\\_we\\_know\\_so\\_far.html](#)

by Jared Newman - in 899 Google+ circles - [More by Jared Newman](#)

Watch for a beefier processor, sleeker display, and perhaps a smaller sibling - but when?

Ad - Why this ad?

[Compare to Kindle Fire](#)

[www.amazon.com/kindle-comparison](#)

amazon.com is rated ★★★★★ 7,460 reviews

Easy side-by-side comparison chart. All the content, half the price.

Searches related to **ipad 3**

[ipad 2 vs ipad 3](#) [ipad 3 specs](#)

[ipad 3 release date](#) [apple ipad 3](#)

[ipad 3 rumors](#) [ipad 3 g](#)

[ipad 3 features](#) [ipad 3 q pricing](#)

Google

1 2 3 4 5 6 7 8 9 10 Next

Advanced search Search Help Give us feedback

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6. **DEMONSTRATE** how to browse through the search results at the bottom of the page.



**STEP 3: STUDENT DEMONSTRATION OF SIX KEY FEATURES**

Ask each student to **DEMONSTRATE** the same 6 key features of the Google results page by using searches that you have prepared before class or searches that the group as a whole agrees on. Make sure that all students are performing the same search so that they can help each other and give feedback on the same experience. Do as many of these collective searches as time allows.

**STEP 4: PRACTICE**

Ask students to **PRACTICE** identifying and working with the same 6 key features by doing Google searches of interest to them.



## Module 2-B: Searching for and Gathering Information from Websites and Databases Instructor Lesson Plan

### STEP 1: INTRODUCE AND ASK

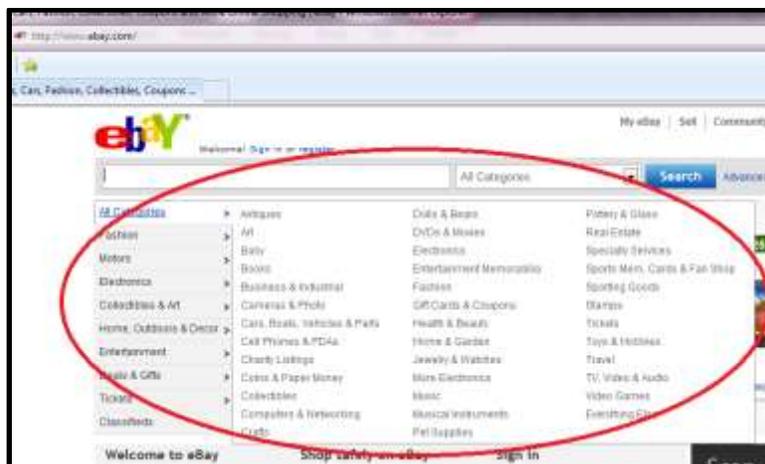
Begin the second half of the class by **INTROUDCING** students to the difference between searching Google, and searching individual websites and “closed” databases. Explain that Google and other search engines contain publicly available information, but that a lot of information is private or else stored in websites or databases that are best searched individually.

Then, **ASK** students to react to examples that you provide of when it may be easier to use search methods other than Google. For instance, ask them whether they think it’s easier to purchase something from a department store by visiting that store’s website, or whether it’s easier to find it on Google based on what they know about Google

### STEP 2: DEMONSTRATE SIX ADDITIONAL SEARCH SKILLS

The in-class exercise for this module should focus on developing students’ ability to identify the similarities and differences between searching for information in Google on the one hand, and websites and databases on the other. Using searches that are of interest to the class, **DEMONSTRATE** the following key skills:

1. **DEMONSTRATE** how to find a specific topic or object of interest by browsing menus within a large site with many sections like [Ebay](#) or [Craigslist](#).





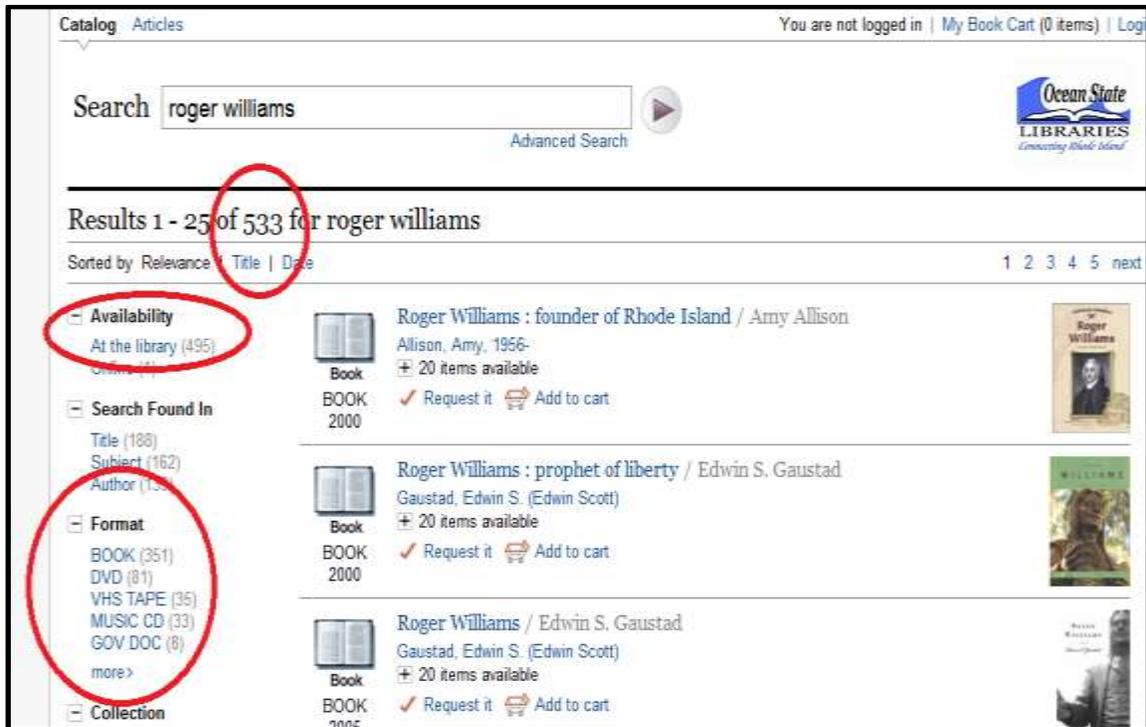
2. **DEMONSTRATE** that commercial websites like [Amazon](#) or news websites like [CNN](#) have website search boxes that make it easy to find current and/or specific information.



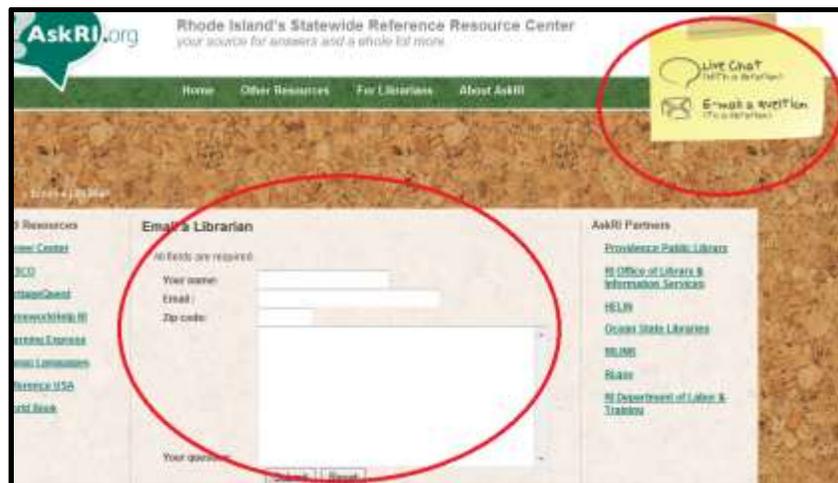
- 3. DEMONSTRATE** how web forms are a way of gathering personal information from Internet users, and how this information is typically kept private, for both good and not-so-good purposes. You may choose to show the [RI.gov vehicle registration webform](#) (or something similar) to demonstrate how a governments collection information about individuals. You may also choose to show any number of commercial website web forms to show how personal information is gathered for commercial use (e-commerce).

The image shows a screenshot of the RI.gov Vehicle Registration Renewal webform. The form is divided into two main sections: 'Registrant Information' and 'Payment Information'. The 'Registrant Information' section includes fields for 'Registrant's name', 'Street address', 'City', 'State', and 'Zip code'. The 'Payment Information' section includes a checkbox for 'My delivery address and billing address are the same', a section for 'Pay with a credit card' with fields for 'Name on Card' and 'Credit Card Type', and a 'Submit Form' button. A red box highlights the 'Registrant Information' section.

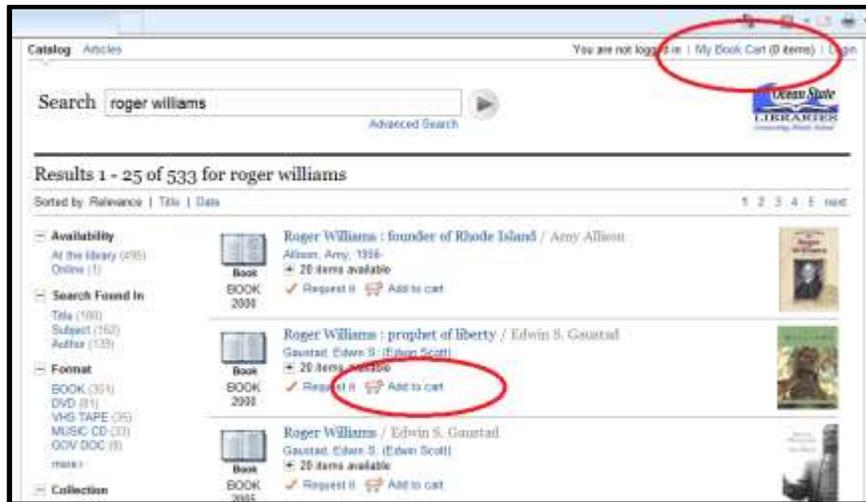
- 4. DEMONSTRATE** that “closed” databases like the [public library catalog](#) are only searchable by visiting that particular database. Show how searching these databases is very similar to searching Google because both are essentially websites, but that the information that databases contain is limited to the data contained and maintained in them. (In other words, it’s not like searching “everything” on Google.)



- 5. DEMONSTRATE** that many websites and databases offer ways to communicate with others, using email, social media, or other tools. Emphasize that these tools are usually meant to be helpful, but that caution should always be exercised when communicating online. You may choose to use the [ASKRI ask-a-librarian service](#) as an example.



6. **DEMONSTRATE** how it is easy and useful to gather and send information you find to yourself or others using email or other tools. You may choose to show students how to use the add-to-cart feature in the library catalog or in Amazon, or show students how to copy-and-paste links (in anticipation of the Module 3 email class).



### STEP 3: STUDENT DEMONSTRATION OF SIX ADDITIONAL SEARCH SKILLS

Ask each student to **DEMONSTRATE** the same 6 search skills by using searches that you have prepared before class or searches that the group as a whole agrees on. Make sure that all students are doing the same search so that they can help each other and give feedback on the same experience. Do as many of these collective searches as time allows.



## STEP 4: PRACTICE

Ask students to **PRACTICE** the same 6 search skills by doing searches and exploring websites of interest to them.

## STEP 5: REVIEW AND APPLY

Towards the end of class, ask students to review and apply what they've learned by reviewing the 12 steps covered in Modules 2A and 2B. You may also choose to invite them to review and practice the exercises in the following GCF Learnfree.org lessons at home or wherever they have access to a computer:

- [GCF Learnfree.org, Internet 101, Search Engines and Strategies](#)
- [GCF Learnfree.org, Internet Safety](#)
- [GCF Learnfree.org, Beyond Email, All About Communicating Online](#)

## Module 3: Internet Communication (Email Basics)

*Estimated Classroom Time: 2 hours*

### Overview

This module sets students on the path to communicating with others on the Internet by introducing them to email. The module assumes that after having mastered the use of a browser and learned how to navigate websites (Module 1), and after having learned to perform searches on search engines and databases (Module 2), the student is now in the position to produce and communicate his/her own personal content using the most common form of Internet communication. The module introduces basic security and privacy issues.

### Module Outline

<u>Module Number</u>	<u>Lesson Title</u>	<u>Suggested Classroom Length</u>
3	Internet Communication (Email)	110 minutes
<b><i>Class Break</i></b>		10 minutes

### Key Objectives

- **NAVIGATION SKILLS:** Students will build on the navigation skills they learned in Modules 1 and 2 by learning how to navigate within a dynamic web-based email interface that mirrors the experience of many common web applications.
- **SEARCH SKILLS:** Students will build on their search skills by practicing searching for email through navigational techniques and text searches.
- **COMMUNICATION SKILLS:** Students will learn how to communicate via email and learn the basics of managing these communications.
- **EXPLORATION AND APPLICATION:** Students will be encouraged to decide on a topic of interest that they wish to explore in more depth during the last class in the series.



## Key Concepts and Vocabulary Terms

- Archive
- Compose
- Email
- Folders
- Forward
- Inbox
- Login
- Logout
- Reply
- Send
- SPAM



## Module 3: Internet Communication (Email Basics) Instructor Lesson Plan

### PRE-CLASS PREPRATION TIPS

- Print out any handouts or visual aids you plan on using.
- Make sure that the browsers used on all computers are set to the same homepage, preferably Google or another search engine.
- Go through any examples that you plan on using before class to make sure that the information you are presenting is current.
- Do a “tech check” of all equipment to be used during class to make sure all devices are working properly.
- **IMPORTANT TIP:** Set up free web-based email accounts for each of your students using a service like Gmail or Yahoo. Many students have existing email accounts that they prefer to use—you may allow them to use these accounts for class purposes at your option. However, demonstrating the use of web-based email with students using different services may lead to a disjointed presentation. The current suggested best practice is the following:
  1. Decide on a single free web-based email service for use in class. This lesson plan recommends Gmail, but the concepts can be easily translated into Yahoo or other services.
  2. Create email accounts for each student in your class that can be re-used from class to class. Re-using accounts creates a body of email within each account that is useful for demonstration purposes. Create as many accounts as your typical class size requires, and do so along a theme for easy administration of the accounts and fluid class exercises. For example, you could create 7 accounts using the names of Disney’s 7 dwarfs:
    - Account 1:
      - First Name: Bashful
      - Last Name: Dwarf
      - Email address: bashfuldwarf@gmail.com
      - Password: redfaced101

- Account 2
  - First Name: Dopey
  - Last Name: Dwarf
  - Email address: dopeydwarf@gmail.com
  - Password: bigears123
- 3. Create cards or name badges with the sign-on page URL, the email address, and the password typed on them, and assign each student a single email address and “persona” to use in class. After Module 4, change the password for each account so that they are only accessible to the next round of students. Re-use the accounts with the next set of students.

## STEP 1: REVIEW, ASK, INTRODUCE, ASK

Begin the third module of the class by **REVIEWING** key points from the first two modules, paying close attention to concepts or features that most students need additional assistance with. **ASK** the students if they have any questions about the last class or the take-home exercises, address those questions, and then **INTRODUCE** the main goals of Module 2:

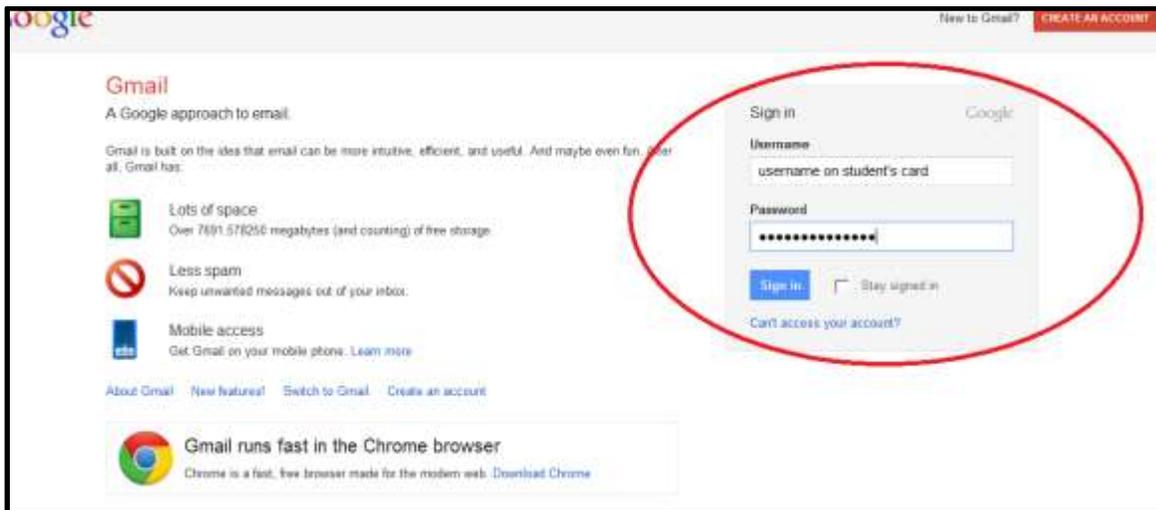
- **INTRODUCE** the concept of communicating “electronically”/via the Internet.
- **INTRODUCE** the idea of email, and compare and contrast it with other common forms of communication like letter-writing or phone conversations.
- **INTRODUCE** the importance of having an email address and the many uses that email is put to.

**ASK** students whether they have experience with using email, what benefits they’ve enjoyed or believe they can get from using it, and what fears or concerns they have about using it.

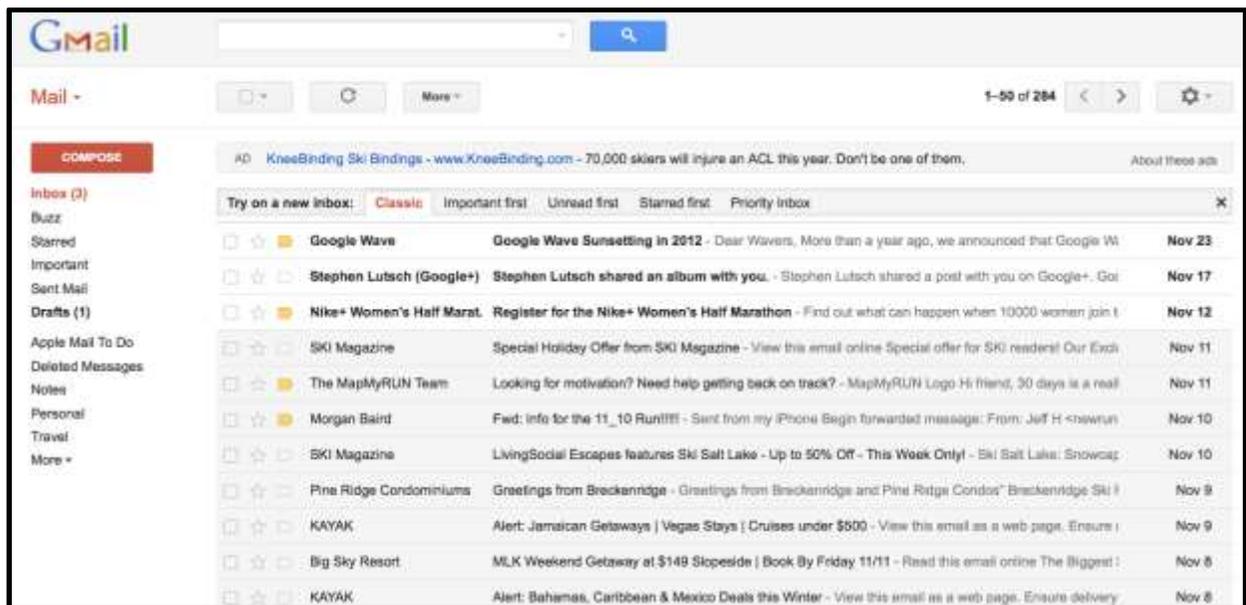
## STEP 2: DEMONSTRATE SIX BASIC FEATURES OF THE GMAIL INTERFACE

The first half of the class should focus on familiarizing students with how to access web-based email and with the look-and-feel of the interface so that they can then perform basic email tasks during the second half of the class. **DEMONSTRATE** the following key features:

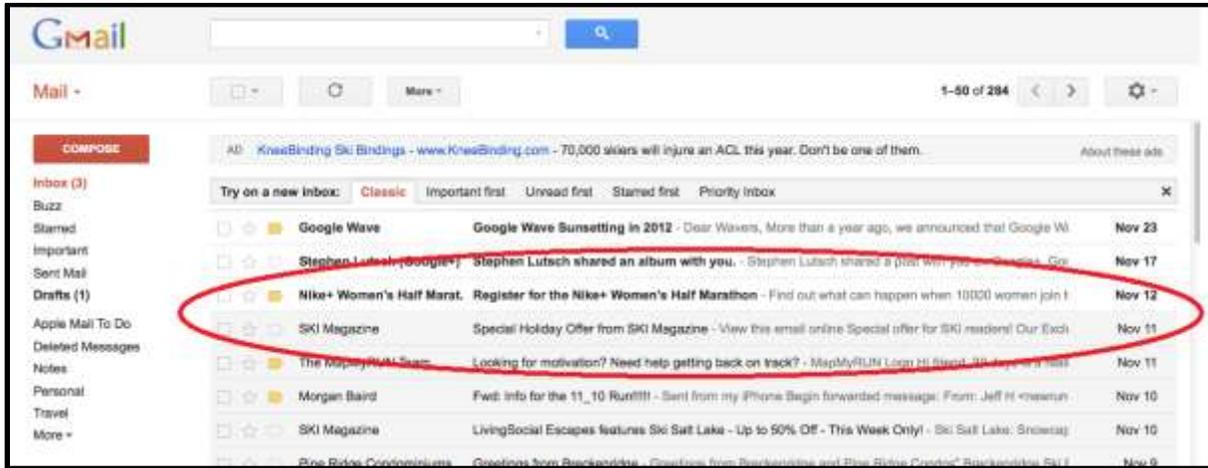
1. **DEMONSTRATE** how to get to the [Gmail login screen](#) and [how to sign in to Gmail](#).



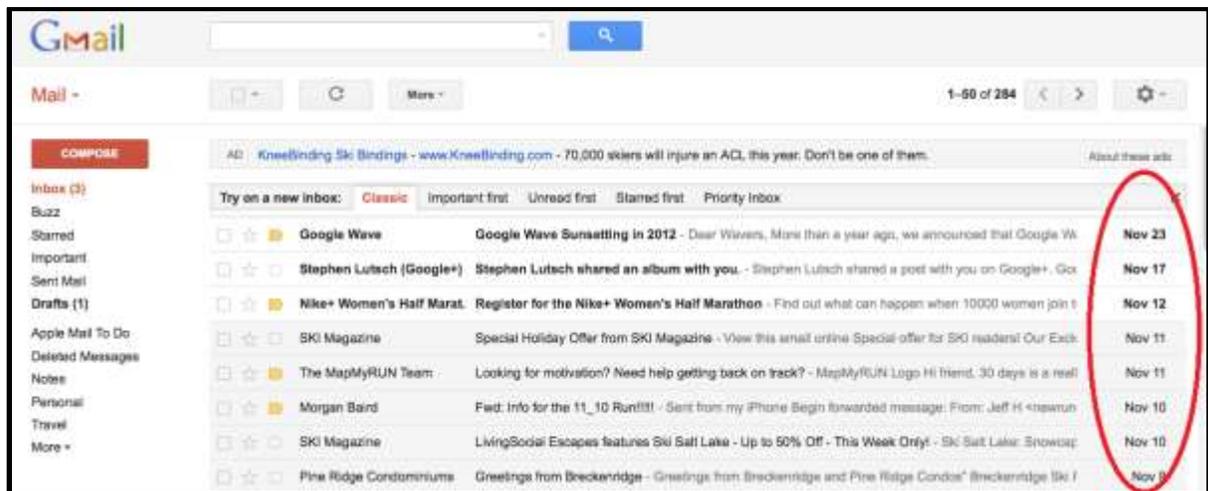
2. **DEMONSTRATE** the [inbox](#) screen and the [folders menu](#), and explain what each folder contains.



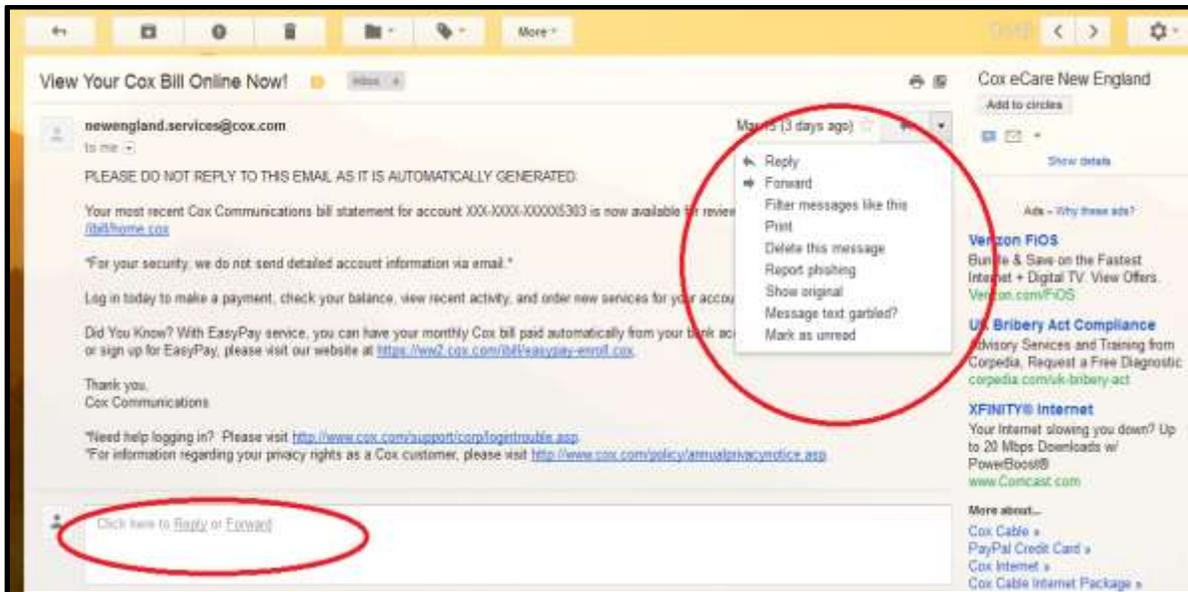
3. DEMONSTRATE the difference between opened and unopened messages.



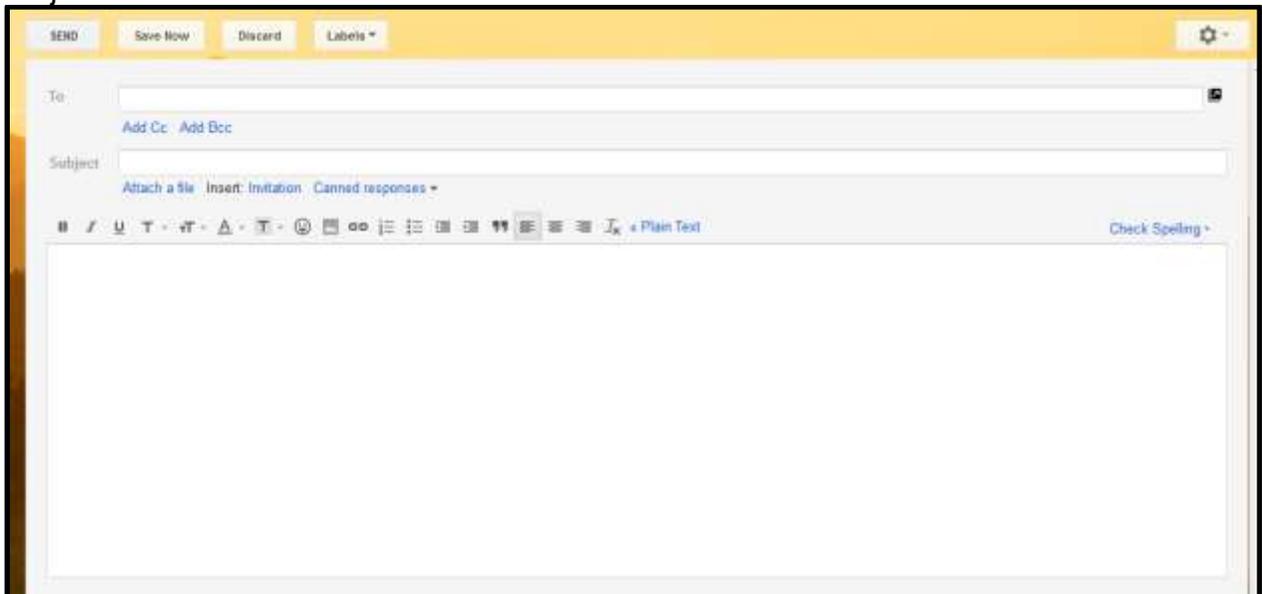
4. DEMONSTRATE the date sort column and explain how Gmail arranges email by date.



5. **DEMONSTRATE** how to open a message and the actions that can be taken from that screen.



6. **DEMONSTRATE** the compose new message screen and briefly explain each of its major features.



## STEP 3: STUDENT DEMONSTRATION OF SIX BASIC FEATURES OF GMAIL INTERFACE

Ask each student to **DEMONSTRATE** the same 6 Gmail features to another student. Make sure that all students follow the order that you followed so that you can provide answers to any questions individuals students may have to the group as a whole. As you highlight each feature, point out more details that may be of interest to students.

## STEP 4: PRACTICE

Ask students to **PRACTICE** identifying the same 6 features on their own. Consider offering them a **CLASS BREAK** after they are done doing so.

## STEP 5: INTRODUCE

After demonstrating and reviewing the basic features of the Gmail interface, **INTRODUCE** the need to compose and manage email with sound judgment and care. The following core discussion points and/or related ones may prove useful:

- **INTRODUCE** the need to be careful of how one writes email, the content that's communicated via email, and to whom email is sent.
- **INTRODUCE** the advantages of managing/organizing one's email.
- **INTRODUCE** the importance of keeping one's email account secure, and of logging out when using email at public computers or computers that aren't one's own.

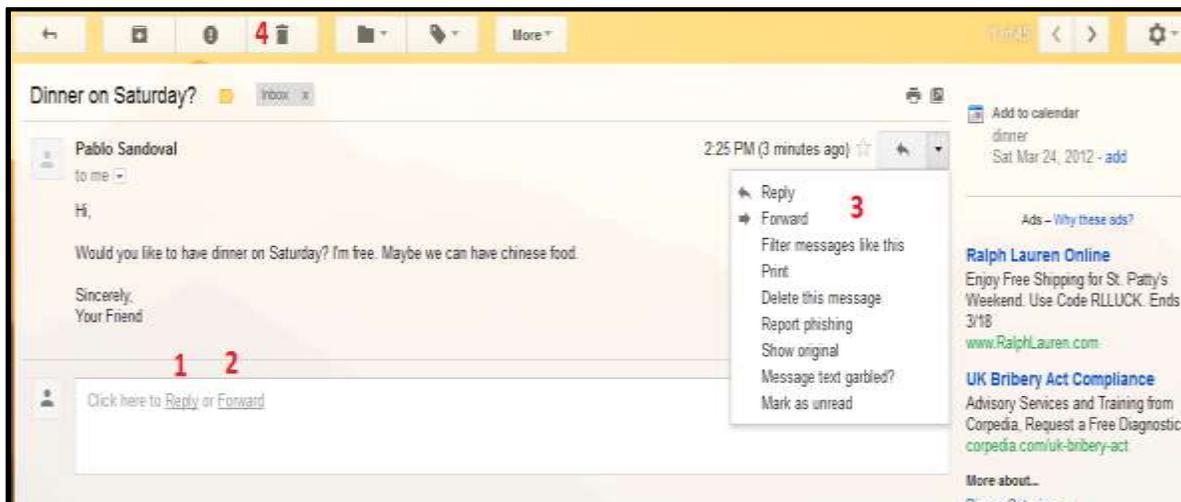
After covering these introductory points, explain that the rest of the class will give students basic practice in sending and managing email, and that they should plan on practicing before the next class by sending their trainer and each other email.

## STEP 6: DEMONSTRATE SIX KEY EMAIL ACTIONS

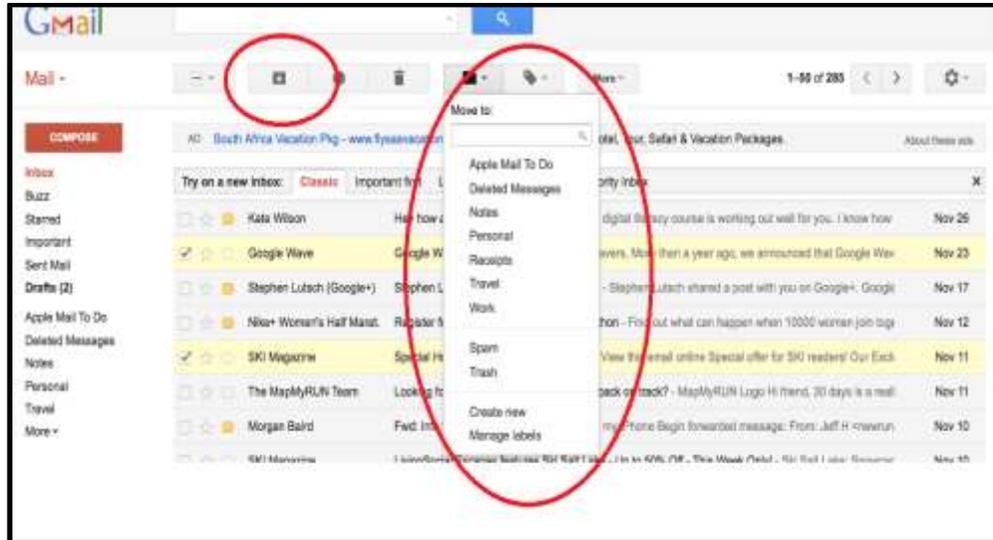
1. **DEMONSTRATE** how to compose a new message by showing students what each field in the compose new message screen requires, how to attach files, and how to send the message in the order below.



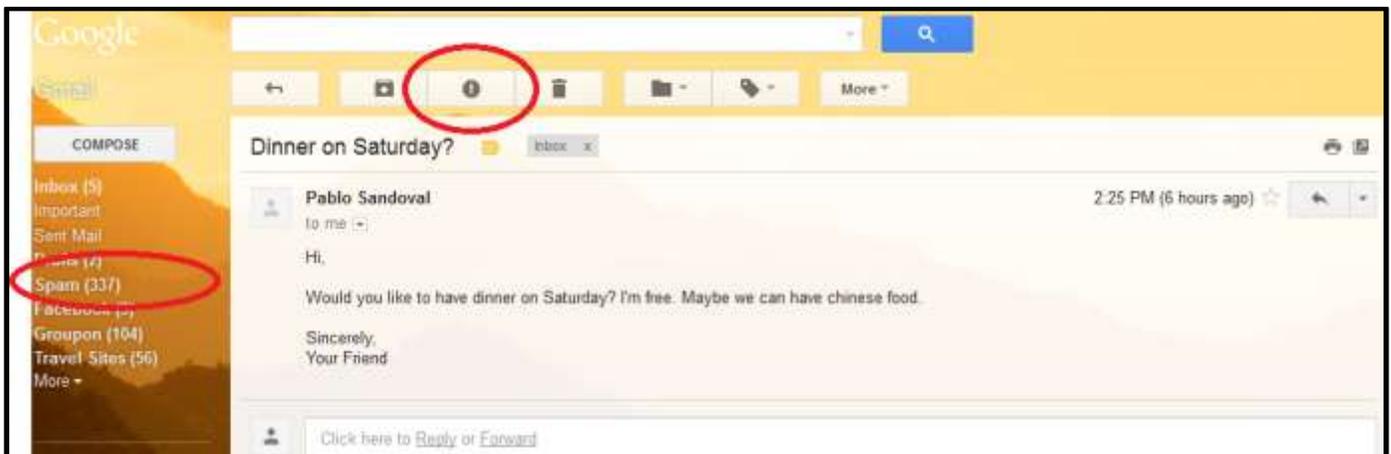
2. **DEMONSTRATE** how to reply, forward, and delete email in the order below.



3. **DEMONSTRATE** how to archive email and place it into folders.



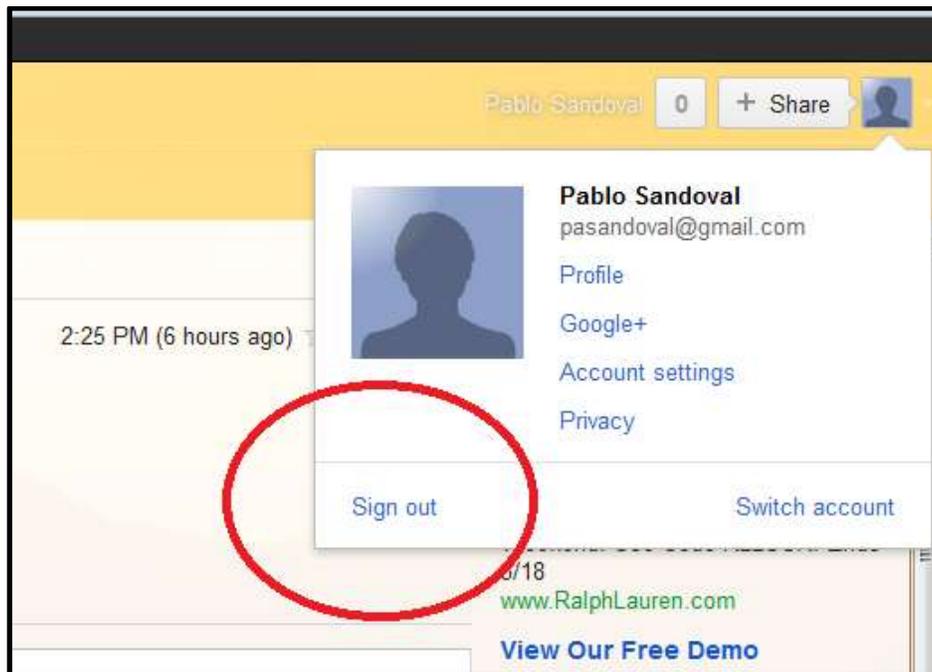
4. **DEMONSTRATE** the SPAM folder and button and briefly explain how to identify SPAM and the consequences of labeling a message as SPAM.



5. **DEMONSTRATE** how to search for email by using the search box.



6. **DEMONSTRATE** how to log out of Gmail and emphasize its importance when using shared or public computers.



## STEP 7: PRACTICE

Ask students to **PRACTICE** the same 6 email actions by sending, replying to, forwarding and performing other tasks with at least one or other classmate or with the instructor. When doing so, be mindful of the following:

- Make sure that students have each other's email addresses at the ready.
- Some students may struggle with basic spelling or literacy skills that make writing an email a difficult task.
- The more that students email each other, the more email will be left in your class "practice" accounts for other students' future use.

## STEP 8: REVIEW AND APPLY

Towards the end of class, review the 12 steps covered in Module 3. Then remind students to take home their practice email account information home and encourage them to practice their email skills by sending, forwarding, and replying to email. If you plan on asking students to perform a self-director project in Module 4, ask them to use the skills they have learned so far to send you email about a topic of interest that they would like to explore in further depth. You may also encourage them to review and practice the exercises in the following GCF Learnfree.org lessons at home or wherever they have access to a computer:

- [Email Basics, Email 101](#)
- [Email Basics, Introduction to Gmail](#)
- [Before You Hit Send...Or Share...Or Publish](#)
- [Email Violations Can Jeopardize Your Job](#)
- [Email Basics, Setting up a Gmail Account](#)

## Module 4: Review and Capstone Class

*Estimated Classroom Time: 2 hours*

### Overview

This is a one-part module designed to provide students with a review of the content covered in Modules 1-3 and an opportunity to apply the skills they have learned. This review and application can take many forms. Assessment of the student is semi-formal, but instructors can substitute a formal assessment as their particular training context allows or requires.

### Module Outline

<u>Module Number</u>	<u>Lesson Title</u>	<u>Suggested Classroom Length</u>
4	Review and Capstone Class	110 minutes
	<b><i>Class Break</i></b>	10 minutes

### Key Objectives

- **NAVIGATION SKILLS:** Students will demonstrate a solid understanding of how to operate a web browser and its key component features. They will also demonstrate a solid understanding of when browsing and other navigational techniques can be used as search methods.
- **SEARCH SKILLS:** Students will demonstrate a solid understanding of how to search for content on search engines, databases, and websites; they will also be able to identify the relative merits of each.
- **COMMUNICATION SKILLS:** Students will demonstrate that they can communicate via email and manage email at a level appropriate for their personal goals.
- **EXPLORATION AND APPLICATION:** Students will demonstrate an ability to identify topics of personal interest and develop basic search strategies to research them.

### Key Concepts and Vocabulary Terms

Key concepts and vocabulary terms for Module 4 will vary according to instructor's lesson plan.

## Module 4: Review and Capstone Class Instructor Lesson Plan

### PRE-CLASS PREPARATION TIPS

- Print out any handouts or visual aids you plan on using.
- Make sure that the browsers used on all computers are set to the same homepage, preferably Google or another search engine.
- Go through any examples that you plan on using before class to make sure that the information you are presenting is current.
- Do a “tech check” of all equipment to be used during class to make sure all devices are working properly.
- **DECIDE ON A CLASS STRUCTURE:** Module 4 allows the instructor the flexibility to review and build on the skills taught during Modules 1-3 in a way that advances students’ goals or a particular organizational goal. Due to the wide range of contexts that basic Internet training takes place in and the varying progress that students in any particular class are likely to make, there is no prescribed lesson plan for Module 4, but many trainers will follow one of the following common approaches (or a combination):
  - A. Comprehensive Review and Self-Directed Project: Using the skills chart in Appendix A and taking into account your students’ experience to date, you may choose to conduct a comprehensive review of the skills covered in Modules 1-3, and spend the rest of the class asking students to engage in a self-directed project. This approach is particularly useful for classes that need more help.
  - B. Advanced Topics and Techniques: For classes whose progress has been above average, Module 4 may serve as an opportunity to demonstrate and practice more advanced browser and email features, among others. Trainers may choose to allow students to vote on a focus for the class.
  - C. Specialized Topics: Module 4 can also serve as an opportunity for organizations or groups who would like to cover a specific web-based topic in depth while building or drawing on the skills taught in Modules 1-3. (For example, librarians can use Module 4 time to cover the web-based library catalog, or a job trainer can use it to demonstrate job databases.)

This lesson plan offers suggestions and resources for the three approaches above.



## APPROACH A: COMPREHENSIVE REVIEW AND SELF-DIRECTED PROJECT

### STEP 1: REVIEW KEY SKILLS

Before class, review the skills chart in Appendix A and/or prior lesson plans and assess how well your students have learned course content. Decide whether you'd like to review all skills, or whether you'd like to review select skills. Then **REVIEW** these skills in class by using examples already covered, or examples of particular interest to the class.

### STEP 2: INTRODUCE

After reviewing key skills, **INTRODUCE** the in-class exercise. Explain to students that the exercise will involve them selecting a topic of individual interest to them, and then selecting a research/information goal that they can reach within the remaining time in class. For example,

- Student A:
  - Topic: "I'd like to find out what this Twitter thing is all about."
  - Goal: "I'd like to tweet a thing or two."
  
- Student B
  - Topic: "I'd like to be able to find a job."
  - Goal: "It'd be great if I could find a position or two that I could email to myself and apply to later."

Once each student has selected a topic and a goal, ask them to put together a mental or written plan to reach their goal. The plan can be as basic as identifying a website or two where to begin their search, or it can be as sophisticated as writing down an outline of some sort. The goal here is to further develop the habit of "thinking before searching."

### STEP 3: APPLY AND PROVE

Once each student has formulated a plan, he/she should **APPLY** their skills and begin their search. Instructors should take a hands-off approach, walk around the room and let each student do their work, providing help as requested. The bulk of classroom time should be devoted to this stage. Once the goal has been reached, students should write their instructor an email summarizing their results to **PROVE** that they have reached their goal and learned the skills of the course. If a student successfully achieves his/her goal, then he/she should be encouraged to start another exercise that can be completed within the time remaining.

## APPROACH B: ADVANCED TOPICS AND TECHNIQUES

### STEP 1: REVIEW KEY SKILLS

Before class, review the skills chart in Appendix A and/or prior lesson plans and assess how well your students have learned course content. Then **REVIEW** those in class that students have not learned well, or else review those skills that students themselves feel they need more help with.

### STEP 2: ASK

After reviewing the necessary basic skills, **ASK** students which advanced topics they'd like to cover. Write the suggestions down on a whiteboard or on a projected computer screen for all to see, and order them from least complex to more complex.

### STEP 3: DEMONSTRATE

Depending on time, interest in each particular topic, and students' skill level, **DEMONSTRATE** the topics requested in a logical order.

### STEP 4: STUDENT DEMONSTRATION

After your own demonstration of each skill, have each student demonstrate it back to you or to a classmate. Then demonstrate the next skill, have them demonstrate it back, and so on.

## APPROACH C: SPECIALIZED TOPICS

### STEP 1: REVIEW KEY SKILLS

Before class, review the skills chart in Appendix A and/or prior lesson plans and assess how well your students have learned course content. Then **REVIEW** those in class that students have not learned well, or else review those skills that students themselves feel they need more help with.

### STEP 2: INTRODUCE AND EXPLAIN GOAL(S)

After reviewing key skills, **INTRODUCE** the website, web application, or Internet tool that you are focusing the class on, and **EXPLAIN THE GOAL(S)** that you have for the class.

## STEP 3: DEMONSTRATE, DEMONSTRATE (BACK), PRACTICE

After introducing the topic(s) for your specialized class, use the **DEMONSTRATE, DEMONSTRATE (BACK), PRACTICE** model to guide students through your topic. Whenever possible, present your topic in a manner that maps the overall follow of Modules 1-3 and that covers navigation, search, communication, and exploration/application skills.

## Appendix A: Core Skills Chart

*Instructions:* Use this chart as a guide to structure your classes and determine general class progress. After the completion of each module and any after-class exercises, students should be able to demonstrate the following minimum skills:

<u>Module</u>	<u>Core Skill #1: Navigation</u>	<u>Core Skill #2: Search</u>	<u>Core Skill #3: Communication</u>	<u>Core Skill #4: Exploration &amp; Application</u>
<b>0 (Mouse and Keyboard)</b>	<ul style="list-style-type: none"> <li>Operate mouse or track pad without serious difficulty</li> <li>Operate a standard keyboard without serious difficulty</li> </ul>	Not applicable		
<b>1 (Browsers and Websites)</b>	<ul style="list-style-type: none"> <li>Identify key features of a browser</li> <li>Access webpages of interest by entering their URLs</li> <li>Identify links on a webpage and click on them</li> </ul>	<ul style="list-style-type: none"> <li>Identify browser search box and conduct simple text searches</li> <li>Identify website search boxes and conduct simple text searches</li> </ul>	<ul style="list-style-type: none"> <li>Identify web forms and email addresses on webpages as starting points of Internet communication</li> </ul>	<ul style="list-style-type: none"> <li>Identify and access websites of interest</li> </ul>
<b>2 (Search)</b>	<ul style="list-style-type: none"> <li>Use additional browser features like tabbed browsing</li> <li>Understand how browser navigation complements webpage navigation features</li> </ul>	<ul style="list-style-type: none"> <li>Use webpage navigation/browsing as a search method</li> <li>Identify and use key parts of a Google search results page</li> <li>Distinguish basic differences between content found in Google, databases, and websites</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic techniques to collect and transmit information found online</li> <li>Identify basic methods of Internet communication (email, chat, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Formulate basic searches relating to topics of interest</li> </ul>



# BBRI Digital Literacy Program

*An initiative of Broadband Rhode Island*

<u>Module</u>	<u>Core Skill #1: Navigation</u>	<u>Core Skill #2: Search</u>	<u>Core Skill #3: Communication</u>	<u>Core Skill #4: Exploration &amp; Application</u>
<b>3 (Email Basics)</b>	<ul style="list-style-type: none"> <li>Use a browser within a web application environment (as opposed to purely content-based sites)</li> </ul>	<ul style="list-style-type: none"> <li>Formulate more complex text searches</li> <li>Use a combination of navigational, organizational, and search techniques to find information</li> </ul>	<ul style="list-style-type: none"> <li>Communicate simple messages via email</li> <li>Understand safety and security issues</li> </ul>	<ul style="list-style-type: none"> <li>Communicate results of navigation and search skills via email</li> </ul>
<b>4 (Review and Capstone)</b>	<ul style="list-style-type: none"> <li>Demonstrate all key skills covered in Modules 0-3 and how they can be applied to gather and communicate information to a topic of personal interest.</li> </ul>			

