

## 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)
- 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:

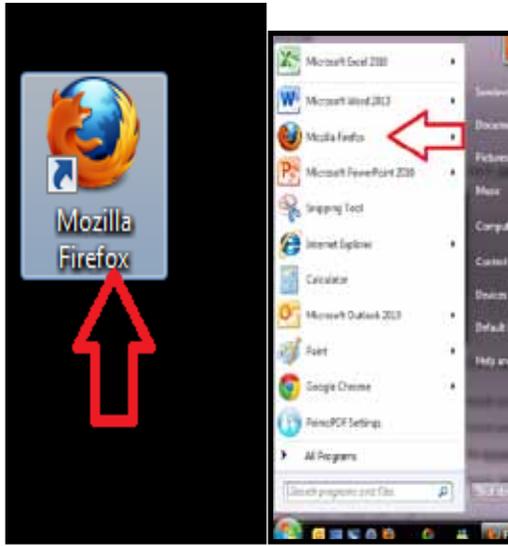
- **ASK** students to participate in a group discussion about their goals and their knowledge of the Internet.
- **ASK** students to react to a short video that offers an introduction to the Internet or to web browsers. A good example is “**What Browser?**” <http://www.whatbrowser.org/en> a widely-viewed 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?**” <http://www.gcflearnfree.org/internet101/2>

#### STEP 2: DEMONSTRATE SIX KEY ACTIONS

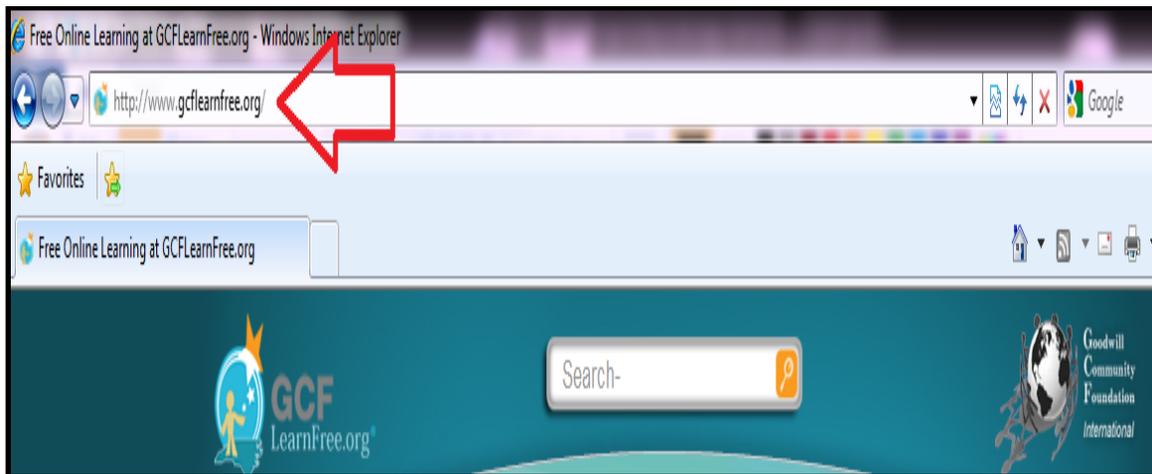
The in-class exercise for this module should focus on developing students' ability to use a web browser. Imparting this fundamental skill is necessary in order for students to successfully complete future modules. **DEMONSTRATE** how to use the browser by showing students the following 6 key actions:



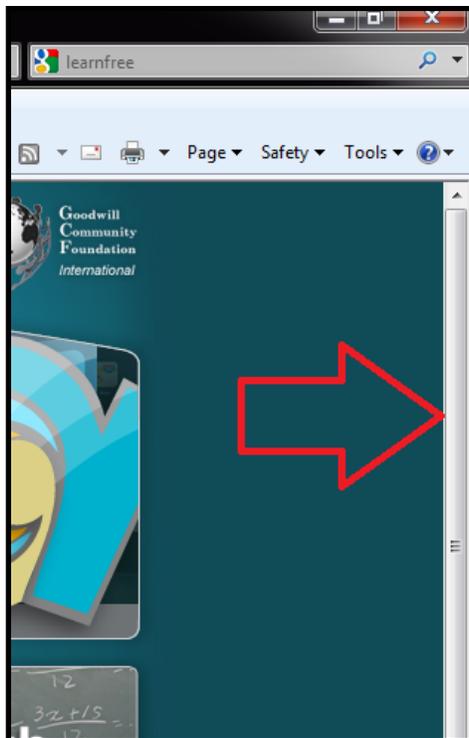
1. **DEMONSTRATE** how to open the web browser by clicking on a desktop icon or through the start menu.



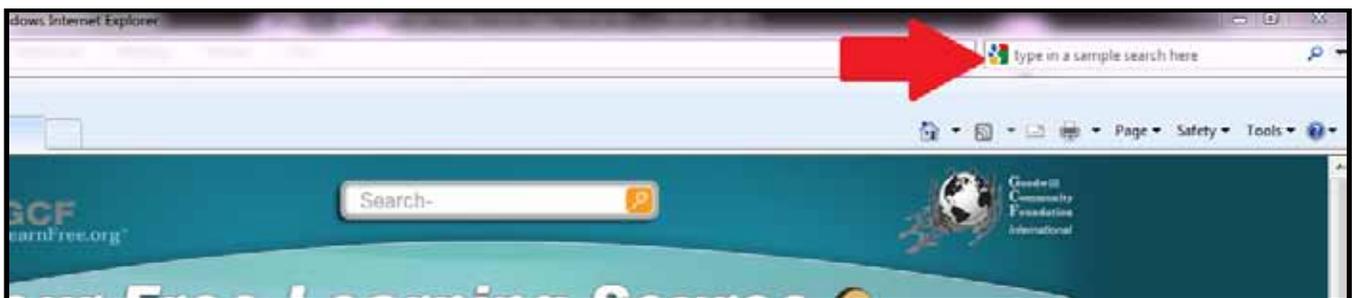
2. **DEMONSTRATE** how to type web addresses (URLs) into the address bar.



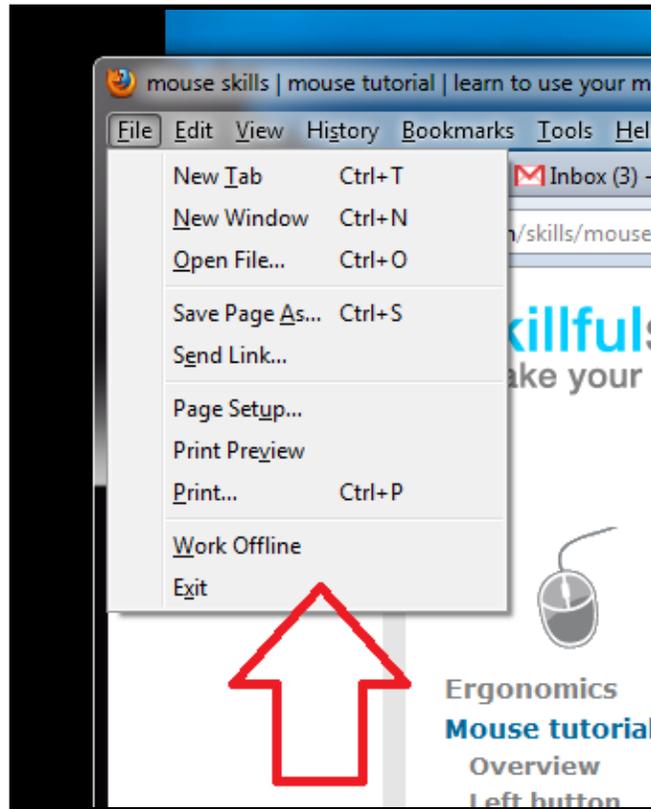
3. **DEMONSTRATE** how to scroll down WebPages using the browser's scroll bar.



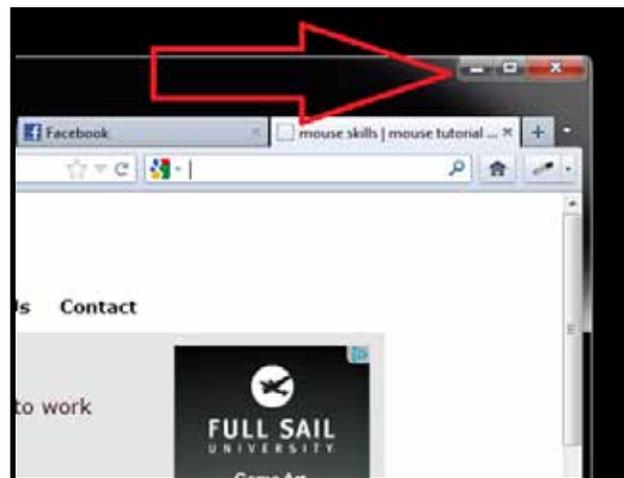
4. **DEMONSTRATE** how to perform a search in the browser's search bar.



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

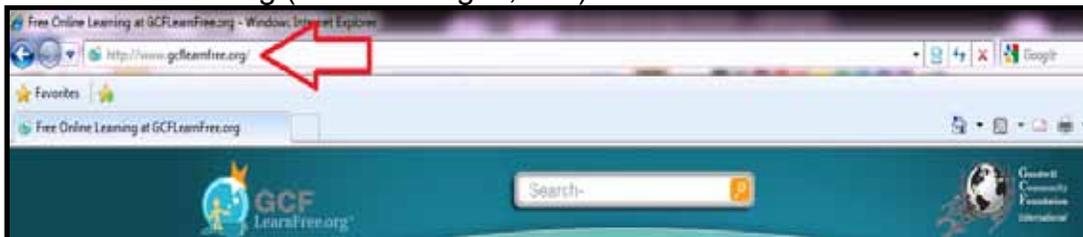
Begin the second half of the class by **INTROUDCING** students to the connection between browsers and WebPages. Make sure that they understand that browsers allow them to read/access WebPages. Then **ASK** students about their experience with WebPages or the types of WebPages they want to visit:

- **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.



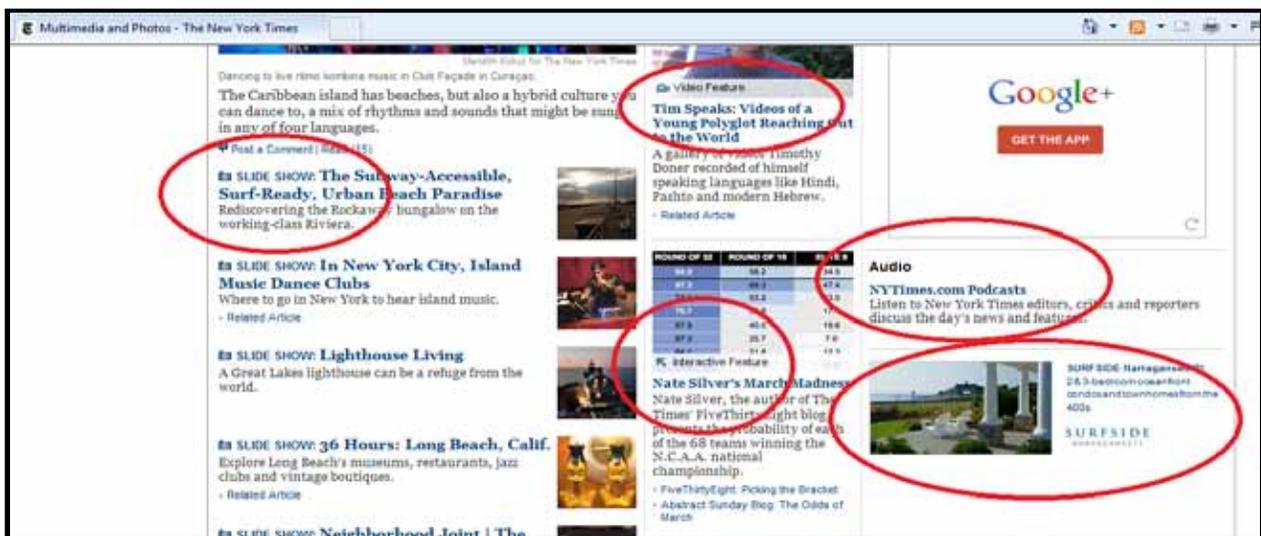
- 3. **DEMONSTRATE** search boxes, forms, and other spaces where users can enter search terms or other information.



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.



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



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

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

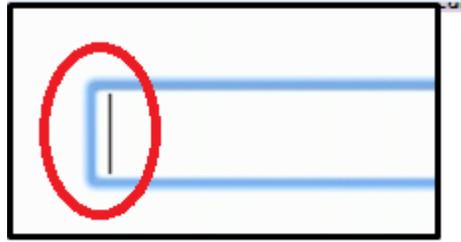


- DEMONSTRATE** that a hand with a pointing finger appears whenever the mouse is pointed to a link.



- DEMONSTRATE** that a blinking text cursor will appear whenever the mouse is 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:  
<http://www.gcflearnfree.org/internet101/4>
- GCF Learnfree.org, Mozilla Firefox, Using the Firefox Interface:  
<http://www.gcflearnfree.org/mozillafirefox/2>
- GCF Learnfree.org, Internet Explorer 8, Exploring the Browser:  
<http://www.gcflearnfree.org/internetexplorer8/1>