



Lesson Plan 20: Digital Skills Review

Lesson Overview: In this lesson, students will demonstrate selected digital skills they have acquired over this course.

Lesson Objectives

Students will:

- accurately write down dictated complex passwords consisting of uppercase and lowercase letters, numbers, and common symbols.
- set up and sign in to their computer.
- open Chrome navigate to Gmail.com, sign in, and sign out.
- open Chrome enter a search term to answer a specific question, and open one or more search results to answer the question.
- close Chrome and sign out of their computer.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Equipment/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: What I Learned about Computers
- Handout 2: Digital Skills Review
- Handout 3: Certificate of Completion

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions

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- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- EF.3: Use Basic Browser Tools
- EF.5: Understand My Computer
- EF.8: Get an Email Account
- EF.10: Create Safe Passwords
- EF.11: Connect to the Internet/Wi-Fi
- IS.4: Self-assess Your Skills
- IS.5: Use Search Strategies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers.
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 12: Perform internet search using clear parameters (terms and filters).
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)
- Information Literacy 16: Demonstrate use of efficient search strategies to hone-in on relevant information.

ENGAGEMENT

- **Say:** Today is the last lesson from the DART curriculum. (In most instances, this lesson will not be the last lesson of the students' ESL class. Let students know what comes next in terms of if they will keep working with computers, and if so, what they will be working on.)
- **Say** You all have learned so much. Some of you did not know all of the letters of the alphabet. But you know them now! Most of you did not know the names of the symbols or the special keys on the keyboard. But you know those now too. Some of you already worked on a computer, but some of you did not. But all of you can work on the computer now.

EXPLORATION

- **Say:** This is a list of many things we learned in class. (Distribute **Handout 1: What I Learned about Computers**).
- **Say:** Look at number 1. It says, "I can write down all of the lowercase letters, uppercase letters, numbers 0 to 9, and symbols that my teacher tells me." You can see that there is a scale, or a line with numbers, that goes from 0 to 100%.
- **Say:** The line starts with 0. 0 means that you do not know anything. The line goes to 100. 100 means you are 100% perfect. Most students are not 100% perfect, not even teachers. Most of us can still learn more and be better.
- **Say:** I will do an example for you. (Draw a scale on the board that goes from 0 to 100% with intervals at every 10 OR use your document camera to project Handout 1 on the screen.

NOTES

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- **Say:** Look at #5. It says, “I can identify text or email messages, pop-windows, and advertisements that are scams.” When I started teaching this class (or using the DART curriculum), I was not at 100% . I think I was about 70%. So I will make my first X at 70%. (Mark an X at 70% on scale #5). But I learned more about scams from the lesson. Now I think I am 90% of the way knowing everything about scams. So my second X goes at 90%. (Mark an X at 90% on the scale.)
- **Say:** Let’s read the handout together. (Take volunteers to read or read aloud to students as they follow along.)
- **Say:** Please take time now to mark an X for the beginning of class and an X for now.
- Assist students as necessary as they reflect and document their progress.

EXPLANATION

- **Say:** Now you will show me what you’ve learned. We will practice first.
- **Say:** First, we will review the symbols. Let’s play the symbols game. (Go to wordwall.com Symbols. choose the Box or the Quiz format and go through once or twice with students).
- **Say:** Now we need to review our clarifying questions. Can you find the handout in your folder? (Wait for student to find the handout. Show them one on the screen or a paper copy of it. If students do not have the handout, display it on the screen. please practice saying these with a partner. Facilitate a short practice . (Wait for students.)
- **Say:** Now I am going to tell you a complex password. Please write down what you hear. Ask me clarifying questions if you need to. You can write the password down on the handout.
- **Say:** Dictate the following password: **K#5ms8?Te2B** (or a similarly complex password). Do not volunteer to repeat it; rather, wait for students to ask you to repeat. Write the password on the board to let students check their work.
- **Say:** Now I need you to tell me what to do on my computer. (Sign out of or lock your computer before you continue.)
- **Say:** I am not signed in. How do I sign in? (Let students tell you.)
- **Say:** First, I need to sign in to my Gmail account. What do I do? (Let students tell you.)
- **Say:** Now I am in my account. I need to sign out. How do I do that? (Let students tell you.)
- **Say:** I want to find *[fill in the blank for something relevant to you.]* What do I do? (Let students tell you.)
- **Say:** I have my search results. Which one should I read? (Let students tell you.)
- **Say:** Do I need to read another result or do I know my answer? (Let students tell you.)
- **Say:** I am finished with my computer for the day. What do I need to do? (Let students tell you how to close Chrome and sign out using Ctrl-Alt-Del.

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ELABORATION

- **Say:** Now it's your turn to show me what you can do! Please get out your computers. But don't sign in. (Wait for students to bring their computers to their seats. They should not sign in yet.)
- **Say:** I am giving you a handout that you will use to show me how much you know. (**Distribute Handout 2: Digital Skills Review.**) Please write your name and the date on the handout. (Wait.)
- **Say:** For question #1, you need to write down the password I tell you. You can ask clarifying questions. Are you ready?
- **Say:** Dictate the following password or your own complex password. Do not volunteer to repeat the password but allow students to ask clarifying question and respond to them. **K37@fx!T4m3**
- **Say:** Now follow the instructions on your handout. Raise your hand when you finish each number. I will put a check mark on your paper. (Ensure that students begin to work on the first task, which is to sign in to their computer. Walk around in case students do not raise their hand to tell you they finished each task.)
- **Say:** When you finish, please go to the website on the board. You can choose any game to play to practice English. (Write this website on the board: <https://www.gamestolearnenglish.com>. You can also use a different website that you would like students to go to)

EVALUATION

- **Say:** To end the class today, I want to give you a certificate of completion. Please stand up and come get it when I call your name. (Facilitate a "graduation" for students with their certificates of completion.)

Differentiation Resources to Meet Diverse Learner Needs

- **Say:** If you have a large class, you might want to break down the skills demonstration into at least 2 class sessions.
- **Say:** If you have students who are working on more advanced digital skills, create a modified version of Handout 2 to add those skills. For example, you may be having some or all of your students working on emails. You may also have taught students how to save their WordPad keyboarding practice activities.