Fifth Avenue Committee
Our Community. Our Future.

Digital Skills Basics

Weekly 2 hr session, 7-10 weeks

Course Outline

Intake sessions:

- Participants complete FAC's ISRF and registration paperwork
- Course outline distributed, questions answered

Lesson 1: What is Digital Literacy?

- Introductions/ Icebreakers
- Digital Literacy vocabulary: Digital Literacy, Data, Computer, Cursor, Hover, 2-finger scroll, Input/Output, Hardware, Software, Operating System
- GCF Global video, "What is a Computer?"
- Digital Lit: Workbook 1 (What is Digital Literacy)
- Lesson Review (with Kahoot using smartphones)

Lesson 2: Digital Safety

- Take Digital Safety T/F pre lesson quiz
- Digital Safety vocabulary: Hackers, Malware, Identity Theft, "Phishing" Scam, Secure, Simple Password, Complex Password, 2FA
- Digital Safety: Workbook 2 (Digital Security Risks, 3 Keys to Digital Safety, Passwords)
- Lesson Review (Kahoot using smartphones)

Lesson 3: Chromebooks

- Distribute Chromebooks
- Chromebook vocabulary: Shelf, Quick Settings, Search Icon/Button, Desktop, Shift, Ctrl, Tab, Enter, Backspace
- Chromebook: Workbook 3 (Chromebook OS Settings and Keyboard guide)
- Mousercise (website activity using Chromebook devices for computer UI, internet navigation training)

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Lesson 4: Using the Internet

- Signing into Google account on Chromebooks
- Mousercise and/or Typing Club website
- Using the Internet vocabulary: Wireless (WiFi) Connection, Hotspot, Web Address / URL, Browser, Address Bar, Hyperlink, Upload, Download
- Using the Internet: Workbook 4 (Internet vocabulary and basics)
- Fill-in-the-blank review

Lesson 5: Chrome Browser

- Google Account website warmup
- Chrome Browser vocabulary: Browser, Navigation Icons (Back, Forward, Refresh), Tabs, Settings and "More" Icon, Google Account Icon, Bookmarks
- Chrome Browser: Workbook 5 (Chrome vocabulary and features, icon diagrams)
- Lesson review with Kahoot
- Optional Northstar assessments (set up accounts and have everyone take Assessments on "Computer Basics" "Internet Basics" in either Spanish or English)

Lesson 6: Using Email

- Warmup Mousercise and/or Typing Club website
- Using Email vocabulary: Email Address, Inbox, Compose, Subject, Attachments, Reply, Forward, Email Etiquette
- Activity - taking a selfie
- Email Workbook 6 (Email basics and vocabulary with activities writing in book)
- Pair activity - emailing an attachment (selfie)

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Lesson 7: Google Account and Gmail

- Typing Club warmup
- Optional: Log in to Northstar NSOL and take individual lessons
- Gmail vocabulary: Google account icon, Settings icon, Compose button, Inbox navigation panel, Labels, Drafts, Sent, Google One cloud storage
- Gmail: Workbook 7 (lesson on using Gmail: send, receive, organize email; settings)
- Practice Email activity from Workbook 7 (Activity to write a practice email to instructor with proper etiquette and with attachments and particular addressing instructions)
- Optional: Northstar assessments

END OF LESSON WORKBOOKS

Week 8 - 10: Northstar Post Assessments and Review

- The last two sessions would be spent with more individual work using NSOL and attempting to take post tests and passing Computer Basics, Internet Basics, and Using Email assessments, earning certificates by the last class.
- Review includes:
    - NSOL individual Skills “practice” from score reports in NSOL web portal
- Flexible sessions can go over previous lessons or have people testing individually with teacher support.

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Digital Skills Basics

Access to Low Cost Devices

Computers 4 People

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Everyone On

https://www.everyoneon.org/find-offers

PCs for People

https://www.pcsforpeople.org/

211

In many states, dialing "211" provides individuals and families in need with a shortcut through what can be a bewildering maze of health and human service agency phone numbers. By simply dialing 211, those in need of assistance can be referred, and sometimes connected to, appropriate agencies and community organizations.
https://www.fcc.gov/consumers/guides/dial-211-essential-community-services

Northstar Online Learning
www.digitalliteracyassessment.org

Northstar provides adult online learning for basic digital literacy skills through assessments, curricula (instructor led), and self directed online learning. It requires a subscription for your organization (they have an individual option as well). They provide lessons in both English and Spanish.

Subscriptions provide many benefits, including tracked assessments, awards and certificates earned through proctored tests, technical support, and reports on students' results and progress. Subscriptions also include self-directed online lessons that allow students to strengthen specific skills or concepts identified through assessments that need improvement.

For more information and to inquire about pricing visit the Northstar website at www.digitalliteracyassessment.org.

Digital Literacy Basics Lesson 1
What is Digital Literacy?
Lesson Plan

Time: 2 hours

Topic: Digital Literacy and Computer Basics

Vocabulary: Digital Literacy, Data, Computer, Cursor, Hover, 2-finger scroll, Input/Output, Hardware, Software, Operating System

Objectives: Students can define Digital Literacy and begin to identify their digital skill needs; understand what a computer is and basics of hardware, software, and operating different devices.

Materials and Preparations:

- Print out lesson packets to give to students.
- Open the **Digital Literacy: Basics Pre Class Survey**. Duplicate it to your Google account and edit as needed.
- Create a QR Code for your Survey.
- Log in to Kahoot, make a copy of **Digital Literacy Basics** and edit as needed

Technology Tools:

- QR Codes **QR Code Creation tutorial** Make QR Codes to share with students so they can access the Google Form on their phones
- Google Forms **Digital Literacy: Basics Pre Class Survey** (make a copy and edit as needed)
- YouTube Video:
    - **What is a Computer?** video link (5:55 min) (updated 5/19/26)
- Kahoot **Digital Literacy Basics**

Activities:
Activator (15 min) – After duplicating the form in Google, have everyone take the **Digital Literacy: Basics Pre Class Survey** on their smartphones. You can create a QR Code to print or display for students to use to practice scanning with their smartphone camera app. You can also create a custom, smaller URL from tinyurl.com. Display the Google Form graph of the results for the class or discuss questions further.

Lesson (20-30 mins) – Pass out the **DLB Workbook Lesson 1** to the students. As this is the first class, explain how these workbooks will come for each session, and will list the Lesson Vocabulary at the back of each workbook. The workbook belongs to them. They are encouraged to write in the workbooks and to refer to it anytime.

Show on the screen the following short video (*this is an English video but simple and visual - if needed you can slow the playback and turn on captions, or it can be translated using the gear icon on the video), and allow students to use the vocabulary sheet in the back of the workbook and make notes:

1. **What is a Computer?** video link (5:55 min) (updated 5/19/26)

Lead a discussion about observations, questions, and translation needed from the video. *Note: The video mentions "servers" but we will not discuss this in class. We will refer to the data on the servers as "the internet" or "the cloud."*

Discussion questions can include:

1. What words in the vocabulary list were discussed in the video?
2. Can students define any of those words without looking at the vocabulary list?
3. What have you used that has a computer in it?

Break

Lesson (45 mins)– Progress through the **DLB Workbook Lesson 1** starting at page 2. This page includes asking what experience they already have with technology. There are blank cells to answer reflection questions. Each vocabulary term is then defined with examples. Be sure to answer questions and provide further translations that students may need after each page.

Optional Assessment (20 mins) – Students will take the fill-in-the-blank quiz. See below for the answers.

Optional Additional Assessment (10-20 mins) – If there is time, then students can use their smartphones to take the lesson review quiz on Kahoot. Instructor will need to "Host" the Kahoot quiz on their own account on kahoot.com (can be a free account). Have students join the Kahoot by either using the QR code generated on the Host computer being displayed, or by using smartphone browsers and navigating to Kahoot.it and entering the code. Kahoot quizzes are engaging ways to do reviews, and practice important smartphone skills.

Digital Literacy Basics - Kahoot hosting link to set up and display Quiz.

Resources
https://digitalskillslibrary.org/glossary/
QR Code Creation tutorial
Using Google Forms
Using Kahoot

Fill-in the Blank Answer Key

1. The keyboard, mouse, and monitor are examples of _Hardware_.
2. _Digital Literacy_ is the ability to use technology to find, evaluate, create, and share information.
3. Text and numbers that a computer and smartphone can store and process are called _Data_.
4. Programs like web browsers and applications are called _Software_.
5. A _Computer_ is an electronic device that follows instructions to process information.
6. Microsoft Windows and Apple macOS are examples of an _Operating System_ that controls how a computer works.
7. When you type on a keyboard, that is _Input_, and when the computer displays information on the screen, that is _Output_.
8. A _Cursor_ usually looks like a small arrow on the screen.
9. You _Hover_ when you move the cursor over something but do not press down.
10. You can slide two fingers up and down on the trackpad to _Scroll_.

Digital Literacy Basics - Kahoot hosting link to set up and display Quiz.

Questions	Answers
1. What is Digital Literacy	The ability to use computers.
2. What best describes a computer?	A device that processes data.
3. What is Data?	Text or numbers.
4. What is considered hardware?	Keyboard.
5. What is software?	Program instructions.
6. Can you touch software?	No.
7. Which is not software?	Laptop.
8. A printer is considered an input device.	False.
9. A trackpad is considered an input device.	True.
10. What is an operating system?	Software that decides how to do tasks on a computer.

Digital Literacy Basics Lesson 2
Digital Safety
Lesson Plan

Time: 2 hours

Topic: Digital Safety on email and internet

Vocabulary: Hacker, Malware, Identity Theft, "Phishing" Scam, Secure, 2FA, Complex Password, Simple Password

Objectives: Students are introduced to the risks and problems associated with using the internet and our devices connected to it; able to identify risks and take steps to secure personal information and stay safe online; the 3 Keys of Digital Safety.

Materials and Preparations:

- Print out lesson packets to give to students.
- Log in to Kahoot, make a copy of **Digital Safety Pre Quiz** and edit as needed
- Log in to Kahoot, make a copy of **Digital Literacy Basics - Online Safety** and edit as needed

Activities:

Activator (15-20 min) – Start the session by having the class take a true or false Quiz via Kahoot.

Digital Safety Pre Quiz - Kahoot hosting link to set up and display Quiz.

Have students join the Kahoot by either using the QR code generated on the Host computer being displayed, or by using smartphone browsers and navigating to **Kahoot.it** and entering the code. They might need to be guided in the steps of picking their nickname and joining.

9 Questions True and False

Question	Answer and Explanation
1. Is it true that the internet gives us access to many resources we couldn't otherwise come in contact with?	True The internet allows people to access information, services, and communities from around the world that would be difficult or impossible to reach in person.
2. Is it true that the internet can always be trusted to have correct information?	False Anyone can post information online, and not all sources are accurate, up to date, or reliable.
3. Is it true that anything sent in a private email, direct message, or chat cannot be seen by others?	False Messages can be shared, hacked, monitored by systems, or accessed if an account is compromised.
4. Is it true that using anti-virus software will keep my computer safe? False	False Anti-virus software helps, but it cannot protect against every threat or unsafe behavior online.
5. Is it true that information about a stranger in their profile can be trusted? False	False A friend's account may be hacked, and attachments or links could contain scams or malware.
6. Is it true that you can always trust emails and attachments from friends? False	False In many cases, websites can collect and share information unless laws or privacy policies restrict them.
7. Is it true that in the US websites must have permission to put personal information online? False	False Some criminals hide encrypted messages inside images to avoid detection.
8. Is it true that people try to trick you by sending encrypted messages in photos? True	True Some criminals hide encrypted messages inside images to secretly share information and avoid detection.
9. Is it true that putting blocking software will keep a child safe? False	False Blocking software can help, but children also need guidance, rules, and open communication to stay safe online.

Lesson (30 mins) – Pass out the **DLB Workbook 2** to the students. The lesson begins with reflection on the pre quiz, things they didn't know were True or False. Stop at page 10, before the **3 Keys to Digital Safety**.

Break

Lesson (45 mins) – Progress through the **DLB Workbook 2** starting at page 11 to cover the **3 Keys to Internet Safety**. Cover each of the key lesson pages, answering any questions about content or translation. If time permits the last page has spaces for students to try their own COMPLEX passwords.

Assessment (15 mins) – Students will take the fill-in-the-blank quiz. See below for the answers.

Optional Additional Assessment (10-20 mins) – If there is time, students can use their smartphones to take the lesson review quiz on Kahoot. Instructor will need to "Host" the Kahoot quiz on their own account on kahoot.com (can be a free account)

Students use their smartphones to take lesson review quizzes on Kahoot.

Digital Literacy Basics - Online Safety - Kahoot hosting link to set up and display Quiz.
Have students join the Kahoot by either using the QR code generated on the Host computer being displayed, or by using smartphone browsers and navigating to **Kahoot.it** and entering the code.

Fill-in the Blank Answer Key

1. A _Phishing Scam_ is an email or message that tries to trick you into giving away personal information.
2. To keep something _Secure_ means to protect it so that it is not likely to be stolen or lost.
3. A _Simple_ password is easy to guess. You should NOT use this type of password.
4. A _Hacker_ is a person who uses computers to gain unauthorized access to data.
5. _Malware_ is unwanted software made to secretly damage or access your computer.
6. A _Complex_ password includes a mix of letters, numbers, and special characters, making it more difficult for hackers to guess.
7. _Identity Theft_ happens when someone uses your personal information and pretends to be you in order to commit fraud or steal money.

Digital Literacy Basics Lesson 3
Chromebooks
Lesson Plan

Time: 2 hours

Topics: Using the Chromebook

Vocabulary: Shelf, Quick Settings, Search Icon/Button, Desktop, Shift, Ctrl, Tab, Enter, Backspace

Objectives: Introduction of the Google Chromebook to the students; basic orientation to Chrome OS system and navigation, keyboard basics, touchpad gestures and basics.

Activities:

Distribution – (15 mins) In the beginning of class Chromebooks are handed out and connected to the internet. They should all be given registered Chromebooks with serial numbers recorded and label them with their names. **Students should NOT sign in with their own Google Gmail login to their Chromebooks at this time. They will select "Browse as Guest" in the Chromebook's sign in page at the lower left of the screen.**

Please inform students that they will be signing in to their google accounts at the start of the next class. If they already have a google account, please tell them to arrive with their password. If they do not have a Google account then we will help them create one.

Assessment Review – (25 mins) As students login as guests they should be guided to enter "kahoot.it" in the Chrome Browser address bar (Chrome should pop up automatically when signing in as a guest). For the start of this session display your demo Chromebook and host the below Kahoot:

- **Digital Literacy Basics - Is This Safe?** - Kahoot hosting link to set up and display Quiz.

Have students join the Kahoot by entering the code on kahoot.it on their Chromebooks. If anyone has trouble using the Chromebook they can use a Smartphone to use the QR code. They might need to be guided in the steps of picking their nickname and joining.

When everyone has joined the Kahoot, host on the demo Chromebook display.
Before you begin the Quiz explain that this is a review of the previous class and the 3 Keys to Digital Safety. If students are having a hard time reading the quiz then you can read the text out loud.

Break

Lesson (30 min) – Pass out the **DLB Workbook 3** to the students. Review each page in the lesson and answer questions. The students can follow along on the teacher's display for locating the Shelf, Quick Settings, etc. Together the teacher and students can practice each of the skills (Shift Button, Tab Button, Cursor icons, and Trackpad features) on the same website in Chrome (Chrome opens automatically when they sign in as a guest). The students could go to google.com, to practice in the address bar or search box. They can also go to the website textarea.online.

Assessment (15-20 mins) – Students will take the fill-in-the-blank quiz. See below for the answers.

Optional Group Activity – (15 - 30 mins) To practice skills using the keyboard and touchpad students could do this individually or be paired up in groups (of 2 to 4) to do the online "mousercise" activity repurposed for effective Chromebook touchpad practice:

- **tinyurl.com/touchpadp** - Display this URL shortener to the **Touchpad Practice** on the screen and instruct the class to type it exactly into the address bar of Chrome (and not the Google Search bar!).

Students should progress through the website's self guided activities. Instructors may need to assist in progressing through the test. The displayed Demo Chromebook should be going through the website as well. (*It has been effective to use the **Google Translate setting on the Chrome Browser** to translate the website into any language, and back and forth into English.) This is a long activity and can be stopped at any time.

Fill-in the Blank Answer Key

1. The Chromebook Shelf is the bar at the bottom or side of the Chromebook screen that holds pinned apps and recently used apps.
2. The Shift key is used with other keys to type uppercase letters or special characters.
3. The Tab key can move between fields on a screen. It can also move the cursor four spaces to the right.
4. The Chromebook Quick Settings is found in the bottom-right corner of the screen. It gives access to Wi-Fi, battery, volume, and other settings.
5. The Enter key is used to confirm an action or move to the next line when typing. It is also sometimes called Return.
6. The Chromebook Desktop is the main workspace you see on a Chromebook screen.
7. The Ctrl key is used with other keys to perform special functions like copy and paste.
8. The Backspace key deletes the character directly to the left of the cursor.

Below is some of the history of Google which might be of interest during this lesson.

The start of Google

Google began in 1998. Two college students, Larry Page and Sergey Brin, created it. They wanted to make a tool to help people find information on the internet. This tool is called a "search engine." Because it was so fast and helpful, Google quickly became the most popular search engine in the world.

Over time, Google created many other free tools that people use every day. Some of these are Gmail for emails and Google Maps for directions. In 2006, Google also bought YouTube, the popular video website.

Alphabet: The Parent Company

By 2015, Google was doing many different things. It was making more than just internet tools. To keep things organized, the owners created a new, bigger company called Alphabet.

Alphabet is like a large umbrella. Google is the biggest company under this umbrella. However, Alphabet also owns other separate companies that work on different ideas.

Some of these are:

> Waymo: A company that makes cars that can drive themselvesVerily: A company that uses technology to improve human health and medicine.DeepMind: A company that builds Artificial Intelligence (very smart computer programs).Wing: A company that uses small drones to deliver packages.

What are Chromebooks?

As Google grew, they wanted to make computers easier for people to use. In 2011, they introduced the Chromebook.

A Chromebook is a type of laptop computer. Most regular computers use systems made by Microsoft (Windows) or Apple (macOS). A Chromebook uses a simple system made by Google, called ChromeOS.

Chromebooks are special for a few reasons:

- They live on the internet.Instead of downloading large, heavy programs to the computer, you use web browsers and apps to do your work.
- They are fast and safe. They start up very quickly and have built-in protection against computer viruses.
- They cost less. Because they do not need expensive computer parts to run big programs, they are usually cheaper to buy than regular laptops.
- Today, Chromebooks are very popular. Because they are simple, safe, and cheap, they are used by millions of adults for work, and by many schools for students.

Digital Literacy Basics Lesson 4
Using The Internet
Lesson Plan

Time: 2 hours

Topic: Using the Internet

Vocabulary: Wireless (WiFi) Connection, Hotspot, Web Address / URL, Browser, Address Bar, Hyperlink, Upload, Download

Objectives: Sign into Chromebooks with Google accounts. Introduce devices used to access the internet as well as the path the internet data takes to arrive at the user device. Be able to name and use the parts of an internet browser and search page, including URLs. Understand uploading and downloading from the internet.

Activities:

Activator – (15-20 mins) As students are arriving, all students should log in to their Google Gmail accounts on their specified Chromebook. ** This could be a difficult task.*

*To sign into their Chromebooks students will have to create either a **6 digit PIN** code or a password with at least **8 characters**. Many students have a hard time remembering their password or PIN code. They should write it down and keep it in a separate, secure place. If they feel comfortable enough then they could also give the teacher their password or code as a backup. Teachers should keep the codes and passwords in a secure location.*

For the password (minimum 8 characters) the students should create a complex password using the skills they learned in the last lesson. If this seems too difficult, then a simple password can be used. The students can use a hint to remember their password.

Here are some options for hints:
1. Favorite teacher (example: D3nnisIsB3st!)
2. Favorite animal (3l3phant)
3. Combination of the favorite teacher and animal (D3nnis3l3phant)

If there is any issue with students' Google passwords, instructors can make a new Google account for the device to use for class. When they retrieve their password, the Chromebook can be reset to add the student's own account following the steps below.

To powerwash (reset) a chromebook:

** From the sign-in screen press and hold: Ctrl + Alt + Shift + R*

** When the reset screen appears, click Powerwash and Restart*

** Select Powerwash → Continue*

** Follow the on-screen instructions*

Lesson Part 1 – (30 mins) Pass out the **DLB Workbook 4** to the students. Students should close their Chromebooks. Review each page in the lesson and answer questions. It would be good for the instructor to know where the modem and router are for the WIFI network you are connected to. If you can physically see it, then you can point it out to the students when covering page 3. Stop before page 14 (Download).

*********Break**********

Lesson Part 2 (15-20 mins) – Continue covering the workbook from page 14-16. Students can open their Chromebooks for this section. Before continuing to page 17 the students can practice downloading with the steps below.

Practice Downloading

1. In the Chrome web browser go to google.com and search for an animal
2. Click the images tab at the top for more images
3. 2 finger tap on the image to bring up an extra menu
4. Select "Save image as..."
5. A system window will display - usually to the downloads folder.
6. Click "Save"

Where is the image?

1. Click the File icon on the Chromebook Shelf (blue circle on bottom of screen)
2. Select the Downloads folder in the menu on the left
3. The image file will be listed

Lesson Part 3 (15-20 min) – Continue covering the workbook from page 17-19. After page 19 the students can practice uploading with the steps below.

Practice Uploading

1. Go to the website **file.io** or **wormhole.app**
2. Click on "Upload files"
3. Find and select the animal image file in the downloads folder.
4. Click "Open"
5. Close the Chrome window by clicking the "x" in the top right corner.

Assessment (15-20 mins) – Students will take the fill-in-the-blank quiz. See below for the answers.

Fill-in the Blank Answer Key

1. The _Address Bar_ is the section at the top of a web browser where you type a web address.
2. To _Upload_ means to transfer a file from your computer or device to the internet.
3. A _Browser_ is a software application used to access and view websites.
4. A _Wi-Fi Connection_ allows devices to connect to the internet without using wires.
5. A _Web Address_ is the address of a specific webpage or website on the internet.
6. A _Hyperlink_ is a clickable link that takes you to another webpage or website.
7. A _Hotspot_ is a device similar to a modem and a router, but it is portable and runs on a battery.
8. To _Download_ means to transfer a file from the internet to your computer or device.

Digital Literacy Basics Lesson 5
Chrome Web Browser
Lesson Plan

Time: 2 hours

Topic: Google Chrome Browser features, controls, and settings; Internet Basics

Vocabulary: Browser, Navigation Icons (Back, Forward, Refresh), Tabs, Settings and "More" Icon, Google Account Icon, Bookmarks

Objectives: Students learn the basic and helpful functions and settings of Google's Chrome Web Browser; students are able to use Chrome to navigate sites, save important sites in Bookmarks, identify pop-up ads, and use settings and functions such as: Password Manager and Bookmarks Manager

Activities:

Activator – (15 mins) At the top of class, and as people are arriving, all students should log in to their Google Gmail accounts on their specified Chromebook. If the students need help with their password/PIN code they can use the hints from the last lesson.

Here are some options for hints:

1. Favorite teacher (example: D3nnisIsB3st!)

2. Favorite animal (3l3phant)

3. Combination of the favorite teacher and animal (D3nnis3l3phant)

If there is any issue with students' Google passwords, instructors can make a new Google account for the device to use for class. When they retrieve their password, the Chromebook can be reset to add the student's own account following the steps below.

To powerwash (reset) a chromebook:

** From the sign-in screen press and hold: Ctrl + Alt + Shift + R*

** When the reset screen appears, click Powerwash and Restart*

** Select Powerwash → Continue*

** Follow the on-screen instructions*

Lesson – (30 mins) Pass out the **DLB Workbook 5** to the class. Since this lesson has to do with Google's Chrome Browser specifically, as you progress through the lesson it's important to be displaying Chrome on the Demo Chromebook to illustrate each vocabulary term and its functioning.

**Students should practice the features and settings covered on their Chromebooks.*

Break

Assessment – (30 mins) Have the students take the Kahoot Quiz below

Digital Literacy Basics - Web Browser - Kahoot link to set up and display Quiz.

Host this Kahoot with the students using their Chromebooks, navigating to "kahoot.it" on Chrome.

Optional Assessment – (20-30 mins) Next part of class involves each student taking their first Northstar Digital Literacy assessments on your organization's linked account. You need to have everyone navigate to a shortened URL (* *and not search or navigate to Northstar's public website*):

- Display the shortened link on whiteboard, and demo using address bar to type the website on the instructor's Chromebook displayed.

Once on **your organization's landing page,** students can enter their first and last name, and choose between Latin American Spanish or the default English. * *Note, using* ***Chrome's Google Translate setting (located in Chrome Settings in the top right of the window)*** *Northstar Assessments can effectively be translated in the browser as well.*

The specific tests students should take are in the **Essential Computer Skills column** of the assessment menu. Students take both **"Basics Computer Skills"** and **"Internet Basics".**

** Instructors should circulate and help everyone navigate the test and question types. Display the Demo Chromebook, especially for showing how to set up tests. It is important to emphasize on students using the "I don't know" button if they are stumped on a question. These assessments taken through the link as described above will automatically be accessible and constitute a Pre test score. It is not expected or most likely to have many people pass in this first attempt.*

Digital Literacy Basics Lesson 6
Using Email
Lesson Plan

Time: 2 hours

Vocabulary: Email Address, Inbox, Compose, Subject, Attachments, Reply, Forward, Email Etiquette

Objectives: Students can identify and understand the basic functions for sending and receiving email; understanding the Dos and Don'ts (etiquette) of using email.

Activities:

Activator Part 1 – (10 mins) At the top of class, and as people are arriving, all students should log into their Google accounts on their specified Chromebook. If the students need help with their password/PIN code they can use the hints from the last lesson.

Activator Part 2 – (15 mins) Students should enter the following URL into their Chrome Address Bar:

> **typingclub.com** The instructor should type this in the address bar on the instructor's displayed Chromebook.
>
> This site can be translated into nearly every language and goes through the basics of touch typing on the keyboard. Instructors should help each table of students move through the first few lessons. * *No need to make an account now, they will be able to move through the first 4 lessons or so in time.*

Activity – (20 mins) – Using the Chromebooks Camera app (which can be found with the Chromebook's search menu) everyone should follow along as the teacher is demonstrating these steps:

1. *Find and launch the Camera App (Search button or Search Icon in the lower left)*
2. *Make a funny face and take a "selfie" with the Camera app*
3. *Find the image in the Camera Folder by using the Search function again or by clicking the File (blue circle) icon on the Shelf and then looking in the left menu*
4. *Use a 2 finger tap on the image file to bring up the extra menu to rename the file*

Break

Lesson – (30-40 mins) – Distribute the **DLB Workbook 6** and review vocabulary, email addresses, parts of an email message, and managing the inbox. There are several fill-in exercises in the workbook. If the class is being distracted by their Chromebooks then it would be a good idea to have all the students close them until the end of this workbook.

Lesson – (25 min) - Below is an activity for the students to work in pairs. They will need their Chromebooks for this activity. The students will follow the steps outlined on the sheet to practice composing an email with proper etiquette, sending an email with an attachment, receiving an email with an attachment, downloading the attachment, finding the attachment in the downloads folder, and forwarding an email. The instructor can also have a partner and show the steps on the display.

Using Email

1. Find a partner in class and write their email below:

_____

2. Open the Gmail app on the Chromebook Shelf. You will be sending an email to your partner with an attachment. The attachment will be the silly face photo you took earlier in class. Compose the email using **proper etiquette** including:

- Subject
- Greeting
- Body
- Closing

3. Click on the **paperclip icon** at the bottom of the email window. Look in the **Camera Folder** and select your silly face photo and click **Open**. After it is finished uploading you will see the attachment near the bottom of the email window.

4. Click on **Send**

5. When you receive the email from your partner, **download** the attachment. Then find the image in your **downloads folder**.

6. Go back to Gmail. Go to the **Inbox** and open the email that you received from your partner. **Forward** this email to your teacher at this email address:

_____

7. Please make sure to use proper etiquette again!

Digital Literacy Basics Lesson 7
Gmail and Google Account
Lesson Plan

Time: 2 hours

Vocabulary: Google account icon, Settings icon, Compose button, Inbox navigation panel, Labels, Drafts, Sent, Google One cloud storage

Objectives: Students understand the basics on how to manage their Google Account including being able to navigate to the Google Account homepage, and how to access the password manager, bookmarks manager, and learn about their cloud storage usage. They can identify and understand the basic functions for sending and receiving emails with Gmail, including Navigation Menu, moving emails, and labeling emails. In addition, they will be able to navigate to the Gmail settings to customize their email.

Activities:

Activator – (10-15 mins) – Students should have the first part of class to either visit **typingclub.com** and continue the typing lessons, or **tinyurl.com/touchpadp** for warm up practice with keyboard depending on their level of comfort on the keys and with the trackpad.

Lesson – (30-40 mins) – The class will go through **DLB Workbook 7**. While working through the book and vocabulary the instructor should cast a demo on the display to clearly show where each feature in the workbook is located. Have the students navigate to different parts of their Google Account and Gmail and mirror the instructors display screen. Stop after the first activity for partners on page 13.

Break

Group Work – (20 mins) – On page 14 there is another activity for partners (a Gmail Scavenger Hunt). Working in groups of 2 or 3 the students go through and check all the Gmail instructions on the list. Instructors should try not to intervene and let the students guide each other through these Gmail features.

Return Of Chromebooks – (10 mins) It may be required for the students to return their Chromebooks, or some students might not want to keep them.

Celebration – (30-40 mins) The end of class can be celebrated with a party! The instructor can create and distribute certificates listing all of the students' accomplishments.

If your organization is registered with Northstar:

Northstar Registration – (20 mins) – Having collected everyone's email addresses through class list and/or the practice emails sent during the scavenger hunt. By this time, the instructor will have sent Northstar Online Learning invitations to each individual's Gmails. They will then access the Northstar invitation and click on the blue link to create an account and set a password. *It is important that students practice both setting strong passwords and also having Google Chrome save the password and favorite the website to easily access their accounts anytime. The Northstar Online Learning (NSOL) dashboard will have a section for each subject area.

Assessment – (30 mins) – Once everyone has accessed the Northstar Online Learning (NSOL) they should take the assessment for "Using Email" through the dashboard. This will be the first score they record on their new Northstar accounts (* if anyone has already passed Northstar tests before they received the NSOL account can focus on whatever tests they have not yet passed). After everyone has gotten through Using Email once, the instructor should display and demo using the NSOL dashboard to see the results of their test and to practice the skills they missed right in the dashboard. They can practice the skills they need individually and then take the assessment a second time.

Digital Literacy Basics

Open Educational Resource

Digital Skills Basics: Open Educational Resource

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SUBJECTS

Adult ESL; Adult Basic Education; Digital Literacy; Digital Skills

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Fifth Avenue Committee Staff

Brian Mendes	Director of Adult Education
Catherine McRae	Deputy Director of Adult Education
Dennis Cronin	Digital Navigator
Deborah Maltby	Adult Education Instructor, Volunteer Coordinator

Additional thanks to

I would also like to take a moment to thank those of you who have chosen to incorporate Digital Literacy Basics into your lesson plans or to teach it as a standalone course. Please share this resource with your community and colleagues. I encourage everyone to edit, remix, and extend this resource as you wish!

Contact me with any feedback or questions at DigLitBasics@gmail.com

Warmly,

Nell Eckersley

Literacy Assistance Center

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Copy and edit existing slides to create new slides for format consistency

Make fonts easy-to-read

- Headers: League Spartan, normal, size 28 font
- Worksheet content: League Spartan, normal, font sizes 16 to 20

Provide adequate space on each worksheet for note-taking including sketches, etc.

Use Noun Project to find and create clear visual aids: https://thenounproject.com/

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