

Internet for Beginners—Teachers and Students Alike

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Overview

Topic: WWW Browsing and Searching. The students (and teacher) will be introduced to the world of the Internet. They will become aware of the many resources available on the Internet and learn how easily this vast wealth of information and resources can be accessed and used by them. An introductory section eases the viewer into using the computer. The equipment and programs are introduced that make using the Internet easier. Examples and explanations are given of the different types of information and materials found on the Internet (and where to find them). The worries, fears, and concerns that many people have about using the Internet are addressed and dealt with here.

Prerequisite Skills: The instructor needs to know how to log-on to the computer and Internet provider, enter a URL, move around a Web site, exit the Internet connection, and log-off.

Length of Lesson

Three to four 50-minute periods (depending on computer/student ratio)

Instructional Video/Technology

Exploring The Internet #3, Net Surfing for Kids
Internet connection and LCD panel (or document reader) with projector
Computer Lab with Internet connection

Learning Objectives

The student will be able to:

- use the WWW to access teacher specified web sites and for research
- download and save information obtained from the WWW
- select and use technology appropriate to tasks and develop basic keyboarding skills (C/T 5.2)
- use worldwide network communications systems (C/T 5.4 and C/T 8.2)

- use search strategies to retrieve electronic information (C/T 8.4)

Materials

Per student/team:

- paper and pencil for note taking
- a disk to store information on

Pre-Viewing Activities

Have 3-5 web sites pre-selected that you can show the students. Pick out some “cool sites” and while looking at these incorporate/utilize the Key Word List so students become familiar with the jargon.

Here are some suggestions:

<<http://ajkids.com/>>
<<http://www.pbs.org/>>
<<http://www.pbs.org/kids/>>
<<http://www.hotbot.com/>>
<<http://home.microsoft.com/>>



Focus for Viewing

To give students a specific responsibility while viewing, ask the students: Is there anywhere you would like to travel to but can't? Is there something you would like to learn about but don't know where to go to find information about it? (Record/post their answers.)

Say to the students: You can do all those things on the Internet! The Internet is a tool which allows people to travel anywhere that human beings have gone—outer space, ocean bottoms, tops of mountains, and even into a volcano. You can visit libraries, museums, cities, and nations. On the Internet, you can travel to and experience all these places with a little help from your computer.

Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as “minutes:seconds;” for example, 3:15 means three minutes and fifteen seconds.

Viewing Activities

1. CUE the tape to the beginning of the program (a company logo appears) and after the teacher says, “You can do more on the Internet.”

Focus: While watching this section of the video, write down all the different types of assignments you see done with help from the Internet. **PLAY** the tape. **STOP** the tape (1:04) after the blonde female student says, “You can get a lot more work done using a computer.” Discuss the different types of assignments the students worked on in the video; record/post student responses. Ask the students: Can you come up with any ideas of your own about some other types of assignments that you might use the Internet to help you with? (Record/post student responses.)

2. Focus: After watching this section of the video, you should be able to tell me what Net Surfing is.

RESUME the tape. **STOP** the tape (1:50) right before the teacher comes back on the screen and says, “Championship surfers will tell you . . .” Discuss with the students their definitions of Net Surfing, coming to a consensus with the class on what it is. Record/ post student responses. (A definition of Net Surfing found in the teachers guide for *Exploring the Internet* is: “when the user browses the Internet, often with no definite destination.”)

NOTE TO THE TEACHER

Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

3. Focus: While watching this section of the video, record the four functions that the students perform with the information they accessed on the Internet. **RESUME** the tape. **STOP** the tape (3:18) right after the teacher comes back on the screen and says, “It only takes a little training before you're ready to go.” Discuss the four functions that the students performed while on the Internet. Record/post student responses. (The four functions were view, interact with, print, and save to a disk/hard drive.)

4. Focus: In this next section of video you will be informed about respecting and processing information you get from the Internet. **RESUME** the tape. **STOP** the tape (4:08) right after the teacher comes on screen and says, “Put it in you own words” and the two students say, “Yes Mr. Snow.” Discuss “putting into their own words” the material they use from the Internet. Discuss the rules on documenting research and intellectual property concerns.

5. Focus: Record all the different things the students view on the Internet. **RESUME** the tape. **STOP** the tape (5:33) after the boy comes on the screen and says, “We got the same exact stuff that you'd see on like channel 6 & 11, and the weather

people would use and stuff like that.” Discuss student answers, observations, and comments. Record/post student responses.

6. Focus: Make a list of all the different things the students “captured” on the Internet. **RESUME** the tape. **STOP** the tape (6:08) after the girl and boy come back on the screen and she says, “Which I think is really cool,” and he says, “You know, I agree.” Discuss student answers, observations, and questions. Record/post student responses.

7. Focus: Record the different types of current information the students gather from the Internet. **RESUME** the tape. **STOP** the tape (7:49) after blonde female student says, “I like CU, SeeMe the best; you can meet a lot of friends and visit a lot of nice people there.” Discuss student answers, observations, and questions. Record/post student responses.

8. Focus: Why should you not worry about making mistakes on the Internet? **RESUME** the tape. **STOP** the tape (9:30) after the teacher says, “I’d be more than happy to.” Discuss with the students why making mistakes on the Internet is not a problem.

Post-Viewing Activities

1. Place one to three students per computer to have a hands-on review of the information that was just covered. Give detailed instructions on how to accomplish the following procedures (as is needed for your specific system). Then have the students:

- A. Log on
- B. Enter a URL
- C. Move around in a site that was chosen by you
Suggestion: An excellent and safe place to go on the Internet (the company screens their sites every 60 days to ensure that they’re safe for children aged 6 to 16) is
<www.microsys.com/616/default.htm>
(Microsystems Software’s *Route 6-16*).
- D. Find a certain bit of information within the site and download that information
- E. Log off

2. Repeat the above procedure if students are sharing a computer—allow all students to manipulate the computer for themselves.

3. Have students go to: <<http://www.educate.learnnet.nt.ca>> and have them interact with the tutorial that covers the basics of the browser your school is using (*Netscape* or *Explorer*).

4. Demonstrate how to search (research) for other URL’s and information on the WWW. Have your students follow the procedure from above (#1) but provide them with a different objective (what they are to find).

Suggestion: A good URL to go to to do a specific search is <<http://www.search.com>> this site has many of the excellent search engines loaded for you (located in the express search section). For information on how to do searches and other search engine locations, see the extensions section (*Searching the Worldwide Web*).

Assessment

1. Observe student proficiency during the Post-Viewing Activities.

2. Give students a site on the World Wide Web to open; then retrieve a pre-determined piece of information and bring the computer back to its beginning prompt.

Action Plan

Students can be given an assignment to use the library’s computer (town or school) or their home computer to find and record the following information:

1. The name and URL of one local (within their own town or county) WWW site.
2. The name of a library on the WWW, its URL, and one piece of information from that site.

3. A WWW site URL for a Congressman/woman and Senator from their district and state.

4. The name and URL for one of their favorite WWW sites.

Extensions

Global Studies:

- The Global SchoolNet Foundation <<http://www.gsn.org>> is an excellent site to have students access; the site is rich in student resources, student projects, teacher resources, and general information. A class project (in your school or in conjunction with a school in another part of the world) can easily be constructed with help from this site.
- The Intercultural E-Mail Classroom Connections site is excellent for teachers and students. St. Olaf College hosts several free electronic mailing lists for teachers and classes interested in establishing classroom pen pal and project exchange through e-mail; also lists other international e-mail classroom connection projects.
- World Wide Schools (WWS), a program of the Peace Corps allows United States educators and their students in grades 3-12 to correspond with Peace Corps Volunteers throughout the world. Besides information about how educators can participate in WWS, this site includes lesson plans, teaching guides, information on how to obtain educational videos, and other educational resources.

English: Have students interview their parents and report about how their parents feel/think about computers. Are they afraid of or intrigued by computers? Do they think computers are a fad or a lasting change in civilization?

History:

- Have students do a time line from 1A.D.—2000A.D. marking the major technological innovations that changed the world.

- Have students predict what types of technological changes will occur in the next 100 years; and how those advances in technology will impact their lives.

Check out these sites (Great Places for You and Your Students):

<<http://encarta.msn.com/EncartaHome.asp>>
<<http://www.cotf.edu/ete/starthere/starthere.html>>
<<http://www.vrd.org/>>
<<http://www.viva.lib.va.us/index.html>>
<<http://discoveryschool.com/schrockguide/>>
<<http://www.gowrie.k12.ia.us/highsch/latta/lattapag.shtml>>
<<http://www.umd.umich.edu/resources/bydept2/education.html>>
<<http://www.itcs.com/topten/k12res.html>>
<<http://www.mmhschool.com/>>
<<http://www.yahooligans.com>>
<<http://www.npac.syr.edu/textbook/kidsweb/>>

Technology: Have students interact with math and science “cyberschool” lessons at the WNET (PBS flagship station in New York) website
<<http://www.ibm.pbscyberschool.org>>

Telecommunications:

The instructional video used in this lesson has two additional sections (#104 and #105), de-signed exclusively to help teachers with email and Net Surfing. Although not used in this lesson, they are very helpful; make sure to view them!

Teacher resources that will help with planning/building the lesson:

<<http://www.cs.curtin.edu.au/units/it501/tutorials/mod11.html>>
<<http://www.geocities.com/Area51/Vault/6485/gandalf.html>>
<<http://www.wnet.org/wnetschool/primer/index.html>>

There is also an attachment that is very useful for teachers and students alike.

Language Arts: Have each student pick a topic of their choice and do a two page report (download and save the info.) to be presented to the class—using the Internet as their only resource.

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