

Integrating Technology Internet Guide

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Internet Guide

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WHY USE THE INTERNET?

The Internet is an ideal way to bring the real world into the classroom. Authentic forms and activities can bring great depth to a classroom experience. The suggestions below might be used to enhance the lesson or may serve as an application to one or more lessons. These activities can be used as part of a framework to develop learner digital literacy skills or simply to enhance lessons. Simple worksheets can be created for tasks. Consider using Internet activities in:

Computer Enhanced Classrooms: Several computers/tablets are available in the classroom where traditional instruction also occurs.

Computer Lab: Computer labs can be accessed for short periods of time by the traditional classroom.

Classrooms with one computer and projection system: The suggestions can be used more as presentations and whole class activities.

BYOD: Classrooms where students provide their own devices such as laptops, tablets, and/or smart phones.

Classrooms with no computers: The information and authentic materials can be downloaded and duplicated for classroom use.

SHARING INFORMATION

Students can share information by way of classroom discussions, social media, texting, phone conversations, comments on blogs, tweets, etc. The point is that they share. The point of internet activities in the classroom is for students to be engaged in the subject matter and not just the technology. Sharing information is a crucial part of integrating technology and developing digital literacy skills.

WHAT TYPES OF ACTIVITIES ARE BEST TO USE?

There are sites on the Internet that allow students to work independently. These sites range from full programs and curriculum to small completion exercises. However, our purpose in the suggestions below is to provide ideas on how to use *authentic* sites in a classroom and/or group setting that native English language learners might use and that would be useful for ESL students in their own personal lives. We suggest that teachers always create tasks usually in the form of worksheets to direct student activity and develop the desired literacy skills.

HOW CAN ONE ORGANIZE INTERNET ACTIVITIES?

We would suggest that within an established context, prepare students to be successful in meaningful tasks and allow them to apply the new skill to their own lives.

A general guideline might be:

- 1) **Establish a context:** Be sure to provide a life-skill context with real-life tasks.
- 2) **Present the building blocks:** Give students vocabulary, grammar, pronunciation and other skills they will need to be successful.
- 3) **Meaningful Task:** Print out examples of the site, the forms, key pages, etc. and design an activity around it *or* provide a worksheet where students predict what they might discover on the Internet site that you will send them to. Use student mobile devices when possible.
- 4) **Clearly show students how to navigate the website:** This stage becomes less and less important as students learn to navigate for themselves. At the beginning it may involve students or the instructor making a list of each step in the process on the board.
- 5) **Ask students in groups or pairs to do the activity:** Often the group aspect provides speaking opportunities as well as peer mentoring or coaching through the technology. **Note:** The activity is more about discovery and language practice than about using technology. *Never lose sight of the lesson objective!*

Technical Considerations: When looking up key phrases use quotes with most search engines. This will limit the search and help your search be more productive. Quotes locks in the phrase so the words are not searched for individually. Remove the quotes to expand the search. Another way to speed up a search might be at times to use an image search. The key words and phrases in the examples below have been tested. You will note that some sites that you find will be set up for members. You can often enter as a guest.

We do not list specific sites because they change regularly and there may be local agencies that would be more meaningful to your particular students. For example, many local newspapers are online and have classified ads, so a newspaper from the east coast may not be as applicable to students who live on the west coast.

PERSONAL INFORMATION

Key Phrases: “school applications”, “application forms”, “online zip code”, “online area code”

Suggested Activities

- 1) Use generic applications from the internet. Print ones that are simple for students to complete. There are some sites where students can apply for something like an e-mail address online.
- 2) Show students how to sign up for a free personal e-mail account or a class account.
- 3) Establish e-mail communication with another class from your institution or from one in another institution.
- 4) Show students how to sign-up for social media and create a personal profile.
- 5) Show students how to access a family history site and set up a personal profile.
- 6) Find a site that allows students to look up zip codes.
- 7) Find a site that allows students to look up area codes.

SELF-MANAGEMENT

Key Phrases: “career search,” “career profiles,” “learning styles quiz,” multiple intelligences quiz”, “time management”, “study habits”

Suggested Activities

- 1) Find a free e-mail service like *Hotmail* or *Yahoo* where students can sign-up. Show students how to sign up for a free personal e-mail account or a class account.
- 2) Arrange for students to establish e-mail communication with another class from your institution or from one in another institution.
- 3) In many free e-mail accounts, there is a calendar feature. Ask students to calendar a week.
- 4) Students search for learning style quizzes and take the quiz.
- 5) Research a career. Students record three sources for three different careers. You may choose a classified ad site where jobs are listed or have students search for specific career paths.
- 6) Look up good study habits. Ask students to make a list and share ideas with the class.
- 7) Find videos on balancing one’s life or study habits.

WEATHER AND TIME

Key Phrases: online “time zones”, online “weather report”

Suggested Activities

- 1) Find a site that allows students to look up time zones and the current time. Sometimes these sites are called *Time Zone Converters*.
- 2) Find a site that allows students to look up world weather reports. This is a good activity where students write predictions first.

FOOD

Key Phrases: “nutrition pyramid”, online “grocery shopping” (If this is difficult, try a few large supermarket chains. Some of them have online stores).

Suggested Activities

- 1) Find a site that allows choosing the healthiest foods from the food pyramid. **Note:** The food pyramid has changed regularly over the last few years. There are several sites that will allow students to select a category or food group and then a food item. Some of these sites show pictures of each item.
- 2) Find a site that allows students to shop online for food. These sites usually can be entered as a guest and can browse without making a commitment to buy.
- 3) You might also shop for recipes.
- 4) Find videos on nutrition.

CLOTHING

Key Phrases: “clothing online” (If this is difficult, try a few large department store chains. Many of them have online stores).

Suggested Activities

- 1) Use an image search. Ask students to look up alternate names for clothing. Be careful with image search. At times the pictures that are found may be considered inappropriate. Another approach would be to use the Microsoft clipart site at.
- 2) Find a site that allows students to shop for clothing. Have students identify clothing type, price, and color.
- 3) Find videos on fashion.

CONSUMER SMARTS

Key Phrases: “online computer store”, “online bookstore”, online video store”

Suggested Activities

- 1) Find a few online electronics sites. Compare items on the sites. Have students record and compare information.
- 2) Find a site that sells books, music, and videos. Ask students to look up a few books, some music, or videos that they are interested in a write down the prices.
- 3) Find something to buy online. Ask students to pretend they are going to buy it. Make sure they don’t actually purchase just ask students what information is required. Make sure to discuss privacy and security issues.

RETAIL

Key Phrases: “Product reviews,” “consumer magazine”

Suggested Activities

- 1) Research several brands of a product online and ask students to list the product and the pros and cons.
- 2) Research the product or the company of the product and ask students to summarize their findings.

PERSONAL FINANCE

Key Phrases: “smart consumer,” “credit card information,” “investment tips”

Suggested Activities

- 1) Ask students to find tips on how to be a smart consumer.
- 2) Ask students to find information on different credit cards available to consumers. Find an online credit applications.
- 3) Find a site that has debt reduction tips or ask students to search for one. Ask students to list the tips and compare them.
- 4) Find a site that has investment tips or ask students to search for one. Ask students to list the tips, and compare them.
- 5) Find a video about personal budgeting and finances.

AUTOMOTIVE

Key Phrases: “Auto sales” + “*your city*,” “Auto insurance,” “Auto insurance comparisons”

Suggested Activities

- 1) Find a site with local car ads.
- 2) Find a site for an auto insurance company. Note, many of the sites will ask for some personal information.
- 3) Find a site with information about buying a car.
- 4) Find a video about making car purchases.

HOUSING

Key Phrases: “Rental agreements”, “Housing insurance”, “housing ads” *your city*, “tenant rights”
Site: www.hud.gov/renting

Suggested Activities

- 1) Ask students to go to www.hud.gov/renting. This site provides various resources for renters.
- 2) Ask students to find an insurance site. Many of these sites ask for detailed information about the home with drop-down menus for amenities. Ask students to write down the information homeowners give to insurance companies. This will help them learn important new vocabulary.
- 3) Ask students to complete a rental agreement online.
- 4) Find a site with local housing ads. Ask students to complete a worksheet about what can be found there.
- 5) Find a site for one of your local utility companies. Ask students to study the information. You may decide to come up with some information for the students to find and make a web quest.
- 6) Find a site with information about tenant rights. Ask students to discuss the rights.
- 7) Find a video on tenants’ rights.

COMMUNITY

Key Phrases: “*your city*” map, “bus schedule”. “library” *your city*”

Suggested Activities

- 1) Go to a popular airline and check the schedules and prices from the nearest airport to a chosen location. List the airfare.
- 2) Use a map search site and ask students to find and print out directions from the school to a popular site in the community. List the time and miles to the destination.
- 3) Find a map of your city or a large city close by and ask students to trace a route from the school to another location in the city. Then as a class, write directions.
- 4) Identify a bus schedule from your area. List the route information.
- 5) Ask students to go shopping for a bicycle. Ask them to share prices of bicycles they find.
- 6) Find a list of libraries in your community and ask students to give directions or list information they find.

HEALTH

Key Phrases: “online pharmacy”, “common childhood illnesses” “good health habits”, “health advice”, “health insurance”, “nutrition label” “online grocers”

Suggested Activities

- 1) Go to an online pharmacy and ask students to shop for medicine. Higher classes or students may also read the labels including warnings. Ask students to record the cost for each type of medicine.
- 2) Find a site geared toward children about common childhood illnesses. These sites usually have a list of different ailments and symptoms like *cough*, *sore throat*, etc. Ask students to click on the ailment and try to read the information. This will be difficult for low-level students but together, they can identify what many of the illnesses are.
- 3) Find a site that describes good health habits. Ask students to make a list of good habits.
- 4) Find a site that gives health advice. Input various problems and see what advice it gives. (**Note:** Work with your students to help them understand that not everything on the internet is necessarily true. Talk about how to be discerning and use common sense.)
- 5) Research 12-step programs.
- 6) Find a nutrition labels on products from an online grocer. Ask students to complete a chart with nutritional information. You may choose to supply the products so all students are looking for the same information.

WORK

Key Phrases: “Classified ads” jobs online, “job application” online

Suggested Activities

- 1) Find classified ads by searching for local newspapers online. Determine a site where students can put in information and allow the site to do a search.
- 2) Find a site where students can complete an application online but not submit it. The most important part of the application at this level is the personal information.

GETTING HIRED

Key Phrases: “skills” + “(job title) or (career)”, “employment classified ads” + “(your city)”, “career assessment”, “interview tips”

Suggested Activities

- 1) Find a job search site where students can put in a profession and find available jobs in your area. Many job searches can be found on local newspaper sites.
- 2) Find a free online career assessment and ask students to take the assessment.
- 3) Find an online job application and ask students to fill it out.
- 4) Find a site or a video that has job interviewing tips.

ON THE JOB

Key Phrases: “social security”, “employment benefits”, “workplace safety”

Site: www.ssa.gov (Social Security Agency)

Suggested Activities

- 1) Find a website with information about social security. On www.ssa.gov, students can calculate benefits and research other topics.
- 2) Look up a large company and try to find the benefits they offer their employees.
- 3) Look up workplace safety tips.
- 4) Find a video on workplace safety tips.

IN THE OFFICE

Key Phrases: “conflict resolution”

Suggested Activities

- 5) Research steps to conflict resolution.
- 6) Research different types of problems found in the workplace and ask students to discuss them.

CIVIC RESPONSIBILITY

Key Phrases: “city council *your city*” “Save the environment”

Suggested Activities

- 1) Find the website for your city and ask students to answer questions.
- 2) Find a video about the environment. Ask students to research ways to save the environment.