

## Basic Internet Skills

**ISTE Standard:** 7: Global Collaborator (7b) - Students use digital tools to collaborate, communicate, and conduct research effectively.

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**A. GRADE LEVEL:** 6th-7th

**B. SUBJECT:** STEM/Technology

**C. DATE:** [Insert Date]

**D. DURATION:** 2 Days (45 minutes per day)

**E. LESSON FOCUS:** Basic internet skills: learning how to conduct research and use search engines effectively.

**F. MATERIALS:**

- Computers or laptops with internet access
  - Projector or smartboard for demonstration
  - Handouts with search engine tips and research guidelines
  - Pre-selected online resources for practice
  - Worksheet for research activity
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**G. LESSON OBJECTIVES:** By the end of this lesson, students will be able to:

1. Understand the role of search engines in finding information online.
  2. Use effective search strategies to find relevant and reliable information.
  3. Evaluate sources for credibility and accuracy.
  4. Apply internet research skills to complete a research task.
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**H. PROCEDURES:**

### 1. INTRODUCTION (Day 1):

- Begin by discussing what search engines are and their role in finding information online (e.g., Google, Bing).
- Show students how to open a browser and type in a search query. Demonstrate the difference between a vague and specific search.
- Explain how search engines provide a list of **results** based on keywords entered.
- Discuss the importance of evaluating sources for credibility: checking the author, the publication date, and the domain (e.g., .edu, .gov, or .org).

**Activity:**

- Students practice using a search engine to find information on a specific topic (e.g., the planets in our solar system). They will write down their search queries and compare the results for relevancy.
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### 2. HANDS-ON PRACTICE (Day 1):

- Instruct students to conduct a search on a given topic using various search techniques:
  - **Keywords:** Focus on using important words (e.g., "types of renewable energy").
  - **Quotation Marks:** Use quotes to search for exact phrases (e.g., "climate change impact").
  - **Advanced Search:** Teach students how to refine searches by using filters for specific information (e.g., by date or type of content).

**Activity:**

- Students will conduct a mini-research task (e.g., finding information about a historical event) using these search strategies. They will record their findings and sources.

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### 3. DISCUSSION (Day 2):

- Review the search techniques learned in the previous day.
- Discuss the concept of **reliable sources** and how to assess the credibility of websites, articles, or other online content.
- Introduce common online sources for research, such as **online encyclopedias (e.g., Wikipedia, Britannica), news outlets, and educational websites.**

#### Activity:

- Show students how to cite online sources properly. Review different citation styles (APA, MLA) and discuss the importance of giving credit to authors and websites.

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### 4. APPLYING RESEARCH (Day 2):

- Instruct students to apply what they've learned by conducting research on a given topic (e.g., an animal or a famous scientist). They will:
  - Use search engines to find information.
  - Evaluate their sources for credibility.
  - Record key facts and cite their sources.

#### Activity:

- Students complete a research worksheet where they write down the information they found, along with the sources used.

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### 5. ASSESSMENT:

- Review students' research worksheets, checking for:
  - Effective use of search strategies.
  - Accurate and relevant information gathered.
  - Proper citation of sources.

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**Note for Safety:** Remind students of internet safety practices, including not sharing personal information online and avoiding clicking on suspicious links. Students should always double-check their sources to ensure they are using reputable websites.

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#### **Note for Accommodation:** For ELL and ESE students:

- Provide step-by-step written instructions with visuals to guide them through the research process.
- Allow extra time to complete the research activity.
- Pair students with a peer mentor for extra support or provide one-on-one assistance if needed.

#### For advanced learners:

- Encourage them to explore more complex search strategies or use academic databases to find information.