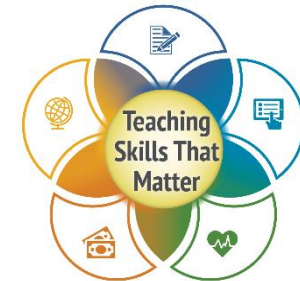# Digital Literacy: Sharing Information about Important Safety Signs Integrated and Contextualized Learning Lesson

Background: This sample lesson presents a multistep task that encompasses creating, sharing, collaborating, and formatting a document using Google Docs. The steps include some direct instruction on basic skills required for the task, specific instruction on the vocabulary of text formatting, and then instruction on the way to integrate these basic skills into relevant classroom activities.

The lesson assumes that the host program has made investments in technology integration, specifically that it offers free Northstar Digital Literacy Assessments (https://www.digitalliteracyassessment.org/) to learners and has a class set of laptops/Chromebooks, access to a computer lab, or a set of tablets. The learners in this hypothetical class have taken the e-mail, Word, and computer basics modules of the Northstar Digital Literacy Assessment. If students have not or not familiar with e-mail, Word, and computer basics, they would benefit from those or similar modules.

NRS Level(s): Low Intermediate Basic Education, High Intermediate ESL

Lesson Title: Sharing Information about Important Safety Signs: Formatting Text in Google Docs	Approximate Lesson Length: 75 minutes
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: Content objectives: • Use simple formatting skills in Google Docs. • Tell others about the meaning of safety signs. • Create and share a document using Google Docs (optional). Language objectives: • Draw on vocabulary of workplace safety generated in class to talk about their work. • Write simple descriptions of the meaning of different signs. • Employ the vocabulary of text formatting to follow oral commands.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson)* for learners' exit tickets, learning logs, or reflection: Content objectives: • I can use simple formatting skills in Google Docs. • I can tell others about the meaning of safety signs. • I can create and share a document using Google Docs (optional). Language objectives: • I can use words about safety from class to talk about workplaces. • I can write simple descriptions of different signs and what they mean. • I can listen to and follow text-formatting instructions.

ELA/Mathematics/ELP Standard(s) Addressed:	**Main Standards Addressed**:
	CCR Levels B and C:
	W6: Use the Internet and technology to produce and publish writing.
	R7: Evaluate content presented in diverse formats.
	ELPS Level 4:
	ELPS 2: Participate in extended discussions. Express self clearly and persuasively.

Central Skills Taught:	☑ Adaptability and Willingness to Learn ☑ Communication ☑ Critical Thinking ☑ Interpersonal Skills ☑ Navigating Systems	☐ Problem Solving ☑ Processing and Analyzing Information ☑ Respecting Differences and Diversity ☑ Self-Awareness

Language Demands: *(Include academic language, language skills, etc.)*	Follow oral commands related to documents and formatting, such as *open up this website*, *copy this image*, *arrange them vertically*, *make the heading bold*, *underline X*, and *italicize X.* Use clarifying questions when working in a group, such as *Do you mean copy this image and make that heading larger? Is this correct? Can you show me what you mean?* Use domain-specific vocabulary related to workplace safety, such as *equipment, protective, shield,* and *mandatory.*

Assessing Mastery of the Objective(s) and Central Skills: *(Indicate when and how assessment—formative and/or summative—will occur during the lesson.)*	Proof of Learning: ☐ Via observation of a team task (e.g., discussion, work on project) ☐ Via team self-assessment ☐ Via individual self-assessment ☑ Via team product ☐ Via individual product ☐ Other_____	Proof of Learning Tools: ☐ Rubric ☐ Checklist ☐ Quiz ☑ Other Completed Google Doc	Ongoing Formative Assessment ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) ☐ Peer-to-peer quizzing ☐ Exit/admit tickets ☐ KWL charts ☑ Other Completed Google Doc

Adaptations and/or Accommodations: *(How will you increase access to the content of the lesson? Identify differentiation strategies.)*	**For students who need more support with the technology focus of the lesson,** the teacher can prepare Google Docs in advance or use an application to list only the websites that students need. The teacher can also encourage pairs to work together for this technology-heavy lesson (one computer, two students). **For more advanced students,** as suggested in the application portion of the lesson, the teacher can set higher expectations for the formatting quality (make document more like a flyer) as well as the quantity and level of descriptive writing. Students could be asked to present their work as well, to add more oral skills practice.

Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals. **Timing: 10 minutes**	Ask learners to preview Google Docs activities. Share these links: https://edu.gcfglobal.org/en/googledocuments/getting-started-with-your-document/1/ https://edu.gcfglobal.org/en/googledocuments/text-basics/1/	**CENTRAL SKILLS** • Navigating systems • Processing and analyzing information	**MATERIALS** • Websites • Computer and internet access • Northstar Assessment results

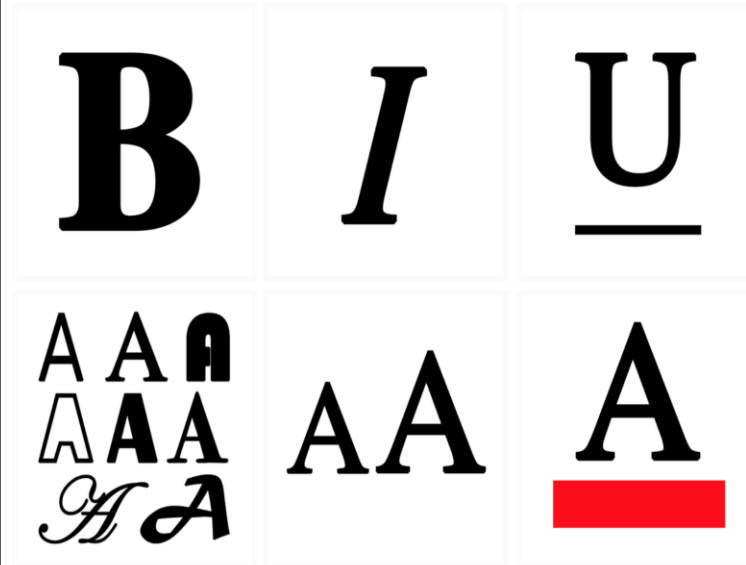| Introduction (continued)	Depending on your learners, including their access to computers and the internet and their language level, you may need to make this optional. If your students are able to access computers and the internet easily and are sufficiently comfortable using them, consider assigning the weblinks to everyone for independent use, as if it were a flipped classroom.		
	Note: Before class, review learner scores on previous Northstar Digital Literacy Assessment modules on e-mail, Word, and computer basics to get an idea of student comfort formatting text (e-mail, Word, and Google Docs all use similar affordances in their rich text editors).		
	Introduce the activity in class.		
	Teacher: *I'd like to demonstrate how to create and write in a document in Google Docs. I'll do this using the images from a web search on "safety signs."*		
	You then demonstrate a search for images of safety signs and show how to open Google Drive, create a new document in Google Docs, add some text (names of safety signs), and copy images of safety signs from any website to the doc (students previously learned to copy and paste with the mouse but may need reminding).		

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Explanation and Modeling:	You introduce key vocabulary words for talking about text formatting. Start by showing cards with the following images drawn from https://ctep.weebly.com/microsoft-word.html or by bringing up the online glossary on this page.*	• Processing and analyzing information	• Computer and internet access
What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?			• Online glossary of computer terms
Timing: 15 minutes			• Google Docs
	Note. This glossary and all other work on www.ctep.weebly.com were created as part of a research program exploring digital literacy learning with adult refugees.		
	Introduce the vocabulary, saying the word and having the students repeat it. Do this several times, until the group can name each symbol.		
	Then bring up the document previously started and make formatting changes that align with the introduced vocabulary. The students name each formatting change as it is being carried out.		

Guided Practice:	You now project this website:	• Communication	• Computer and internet access
Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?	https://en.wikipedia.org/wiki/ISO_7010	• Critical thinking	
	Ask the students which signs they have seen at work or in their daily life. As a group, read the names of a few familiar signs and discuss their meaning.	• Navigating systems	• Signs website
	Put students into groups of two or three. Have them open their Chromebooks (or other computers, laptops, or tablets), log in, and bring up the same website.	• Processing and analyzing information	• Chromebooks, other computers, laptops, or tablets
Timing: 30 minutes	Have one student in each group create a Google doc. The student should name it "Safety Signs" and share it with the other students in the group (the students know their own e-mail addresses, but you should have the addresses handy in case some students have forgotten). You can prepare the docs and set up sharing in advance if you have a large group or think that your students will struggle with the task.	• Self-awareness	• Google Docs
	Instruct the students to copy five images from the shared website into the document in Google Docs and then type a name for each sign. Have them change the font color to match the sign color. After you see this is done, give commands to learners to help them understand other text formatting options. For example, say, "Make one name bold, make one name underlined, make one name larger," and so on. Continue until it looks as if the students have control over these commands.		
	You should circulate, providing assistance and noting proficiency with the content and computer skills.		
	If some students are really struggling with Google Docs, ask them to take out a piece of paper and draw signs and then label them. You can postpone working with these students on digital formatting, allowing them to focus on the meaning of the signs now.		

Application/Extended Practice: *What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?* **Timing: 10 minutes**	Complete the activity by asking the students to collaborate in the final editing of their docs. They should check with one another on the names they have used for each sign and on their formatting preference for text. More advanced students could be encouraged to turn their basic Google doc into a flyer that reminds employees to attend to important safety signs in their workplace.	• Adaptability and willingness to learn • Communication • Critical thinking • Interpersonal skills • Navigating systems • Processing and analyzing information • Respecting difference and diversity	• Signs website • Chromebooks, other computers, laptops, or tablets • Google Docs
Student Reflection on Learning Targets, Closure, and Connection to Future Learning **Timing: 10 minutes**	Have a few students talk about what they created, showing their docs or papers to the rest of the students and explaining their formatting choices as they talk about the meaning of each of the signs.	• Interpersonal skills • Respecting difference and diversity • Self-awareness	