

Sharing Information About Important Safety Signs: Formatting Text in Using Google Docs

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.

Note: 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.

By the end of this lesson, the students will be able to:

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

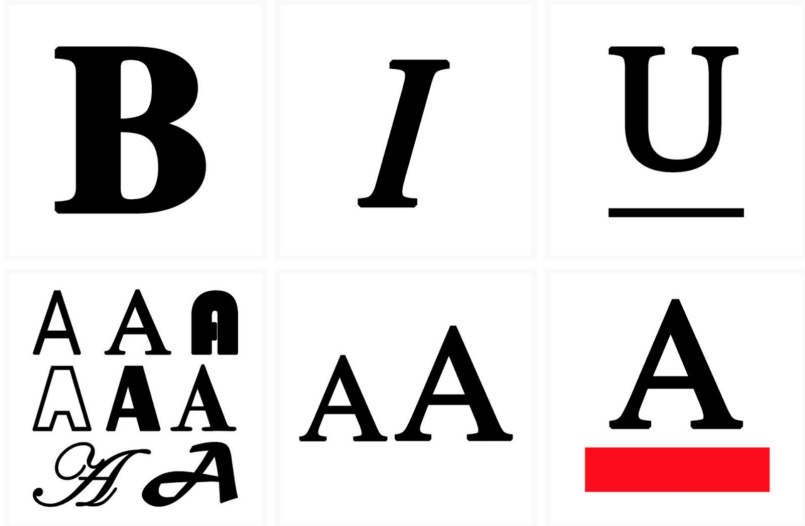
- Draw on vocabulary of workplace safety generated in class to talk about their work.
- Write simple descriptions of the meaning of different signs.
- Employ the vocabulary of text formatting to follow oral commands.

Ideal class: Workplace ESL class

Ideal level: Low adult secondary education or intermediate ESL

Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
Step I: Setup for teacher	<p>Assess relevant skills.</p> <p>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).</p>	<ul style="list-style-type: none"> • Northstar Assessment results 	
Step I: Setup for learners	<p>Ask learners to preview Google Docs activities. Share these links:</p> <p>https://edu.gcfglobal.org/en/googledocuments/getting-started-with-your-document/1/</p> <p>https://edu.gcfglobal.org/en/googledocuments/text-basics/1/</p> <p>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.</p>	<ul style="list-style-type: none"> • Websites • Web access and computer 	<p>Processing and analyzing information</p> <p>Navigating systems</p>
Step II: Presentation	<p>Introduce the activity in class.</p> <p>Teacher: <i>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."</i></p> <p>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).</p>	<ul style="list-style-type: none"> • Websites • Web access and computer 	<p>Processing and analyzing information</p>



Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
<p>Step III: Instruction on vocabulary; focus is on text formatting</p>	<p>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.*</p>  <p>*Note. This glossary and all other work on www.ctep.weebly.com was created as part of a research program exploring digital literacy learning with adult refugees.</p> <p>Introduce the vocabulary, saying the word and having the students repeat it. Do this several times, until the group can name each symbol.</p> <p>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.</p>	<ul style="list-style-type: none"> • Online glossary of computer terms • Google Docs 	<p>Processing and analyzing information</p>



Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
<p>Step IV:</p> <p>Guided practice</p>	<p>You now project this website: https://en.wikipedia.org/wiki/ISO_7010</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>You should circulate, providing assistance and noting proficiency with the content and computer skills.</p> <p>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.</p>	<ul style="list-style-type: none"> • Signs website • Chromebooks, other computers, laptops, or tablets • Google Doc 	<p>Processing and analyzing information</p> <p>Navigating systems</p> <p>Self-awareness</p> <p>Communication</p> <p>Critical thinking</p>



Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
Step V: Extended practice	<p>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.</p> <p>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.</p>		Critical thinking Communication Processing and analyzing information Self-awareness Navigating systems Adaptability and willingness to learn Respecting difference and diversity Interpersonal skills

