INSPIRING WORCESTERSHIRE

PASSPORT TO DIGITAL

UNIT 3: DIGITAL COMMUNICATION
ELEMENT 2: METHODS OF COMMUNICATION

Worcestershire Local Enterprise Partnership

THE CAREERS & ENTERPRISE COMPANY

worcestershire county council

DIGITAL COMMUNICATION

ELEMENT 2: METHODS OF COMMUNICATION

PASSPORT TO DIGITAL

DURATION: 5 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

> Understand what an email, text, online meeting and calendar is
> Recognise the steps involved for each method of communication
> Identify key features and guidelines to each method of communication
> Practice and develop skills directly related to Digital
> Develop life skills
> Develop employability skills for future employment
> Hold employee encounters virtual and face to face
> Acquire and develop an appropriate vocabulary in writing and spoken language
> Listen to and understand spoken language and use spoken Standard English when appropriate

ADDITIONAL NEEDS:

> Teachers to differentiate according to need

SKILLS USED FROM SKILLS BUILDER:

> Listening
> Speaking
> Aiming High
> Staying Positive
> Creativity

KEY WORDS:

> Digital
> Digital communication
> Email
> Text
> Online meeting
> Calendar

RESOURCES FOR ALL LESSONS:

> Computer and internet access
> **UN3E201** - Email step by step
> **UN3E202** - Email guidelines
> **UN3E203** - Text step by step
> **UN3E204** - Text guidelines
> **UN3E205** - Online meeting step by step
> **UN3E206** - Online meeting guidelines
> **UN3E207** - Calendar step by step
> **UN3E208** - Calendar guidelines
> **UN3E209** - Executive assistant job description

SESSION 1:
EMAILS

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. What is an email? Ask the students if they can describe what an email is and then share the definition: **Email is a digital version of sending letters. Emails travel almost instantly. You can send these text-based messages to anyone with an email account and add images, documents, videos or website links.** **2.** Share the video which explains how emails work. Share either the full video or particular sections that you think your learners may benefit from. After watching the video, ask the group if anyone of them have ever sent an email. Some learners may be confident users, but others may not have sent one before. N.B. It might be worth mentioning that all email providers will look slightly different. **3.** Using the email step by step resource, work with learners to identify each step required when writing an email, along with how to send an email and what to do when you receive an email. In addition, use the email guidelines resource after to highlight important things they need to remember whilst writing an email. You can also use the resource to practice writing an email. **4.** If possible, tell the student you need to send an email to a colleague. Ask the students to instruct you with how to write an email. Whilst you control the computer, display your screen for the students and have the students tell you step by step. Can they correctly guide you step by step? **TASK VARIATION:** Ask them to guide you into adding different attachments to the email. **PMLD TASK VARIATION:** Explore different sounds: email sound effect, Outlook notification sound and sensory opportunities using computer keyboards and mouse clicks.	> Understand what an email is > Recognise the steps involved in writing, sending and receiving an email > Identify key features and guidelines to writing emails > Be able to instruct someone step by step to write an email	> Computer and internet access > **UN3E201** - Email step by step > **UN3E202** - Email guidelines

SESSION 2:
TEXTS

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. What is a text? Ask the students if they can describe what a text is and then share the definition: **a written message, often containing short forms of words, sent from one phone to another.** **2.** Ask the group if anyone of them have a phone? If they do, have they ever sent a text before. Some learners may be confident users, but others may not have sent one before. N.B. It might be worth mentioning that texts will look slightly different depending on the phone and whether sending SMS or Whatsapp texts. **3.** Using the text step by step resource, work with learners to identify each step required when writing a text, along with how to send a texts and what to do when you receive a text. In addition, use the text guidelines resource after to highlight important things they need to remember whilst writing a text. You can also use the resource to practice writing a text. **4.** If possible, tell the student you need to send a text to a friend about going out for a meal at the weekend. Ask the students to instruct you with how to write a text. Whilst you control your phone, ask the students to tell you step by step with what you need to do. If you have the technology available, share your screen or show your phone to the group during the activity. Can they correctly guide you step by step? **TASK VARIATION:** Ask them to guide you into sending a picture to your friend over text. **PMLD TASK VARIATION:** Explore different sounds: ringtones on phones, Typing On iPhone Sound Effect and sensory opportunities using pretend phones, old phones with buttons.	> Understand what a text is > Recognise the steps involved in writing, sending and receiving a text > Identify key features and guidelines to writing texts > Be able to instruct someone step by step to write a text	> Computer and internet access > **UN3E203** - Text step by step > **UN3E204** - Text guidelines

SESSION 3:
ONLINE MEETINGS

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. What is an online meeting? Ask the students if they can describe what an online meeting is and then share the definition: **Online meeting means a meeting that is conducted over the internet. This is a good form of communication if you want to see and hear people in different locations.** **2.** Ask the group if anyone of them have taken part in an online meeting before? Can they name the software they are more familiar with? They may mention: Zoom, Teams, Google Meet. Some students may be able to share how they used online meetings for school during lockdowns. **3.** Using the online meetings step by step resource, work with learners to identify each step required when attending or presenting in an online meeting. In addition, use the online meeting guidelines resource after to highlight important things they need to remember whilst taking part in the online meetings. Students can also complete the activity to identify and explain the features. **4.** If possible, team up with another class and ask the students to prepare for an online meeting to the other group about a recent project or topic. Ask the students to instruct you with how to set up an online meeting and encourage them to present during the online meeting. Were they able to correctly guide you step by step? Did they follow the guidelines? **TASK VARIATION:** Can the students instruct you into booking an online meeting for a future date? **PMLD TASK VARIATION:** Explore different sounds: Zoom Sound Effect, Teams call sound, Google Meet Ringtone	> Understand what an online meeting is > Recognise the steps involved in attending and presenting an online meeting > Identify key features and guidelines to online meetings > Be able to instruct someone step by step to conduct an online meeting	> Computer and internet access > **UN3E205** - Online meeting step by step > **UN3E206** - Online meeting guidelines

SESSION 4:
CALENDARS

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. What is an online calendar? Ask the students if they can describe what an online calendar is and what it might be used for. Share the definition: **An online calendar is a web application that allow one or more users to edit, and share with other users, online access to a digital calendar.** **2.** Ask the group if anyone of them have seen an online calendar before? Are they aware they attach to your email account? If able, display your online calendar or a blank example so they can visualize what it looks like. **3.** Using the calendar step by step resource, work with learners to identify each step required when using an online calendar for time management and to schedule and book meetings. In addition, use the calendar guidelines resource after to highlight important things they need to remember whilst using an online calendar. Students can also complete the activity to book a meeting. **4.** If possible, tell the students that you need to book a meeting with another teacher. Share your screen and ask the students to instruct you with how to use your calendar to book a meeting. Were they able to correctly guide you step by step? Did they follow the guidelines? **TASK VARIATION:** Can the students use the online calendar to book a future online meeting? Combining different aspects from both online meeting and calendar step by step and guidelines. **PMLD TASK VARIATION:** Explore different sounds: Google calendar sound , Outlook calendar sound	> Understand what an online calendar is > Recognise the steps involved in using an online calendar for time management and to book appointments > Identify key features and guidelines to online calendars > Be able to instruct someone step by step to book a meeting with an online calendar	> Computer and internet access > **UN3E207** - Calendar step by step > **UN3E208** - Calendar guidelines

SESSION 5:
JOB DESCRIPTION EXPLORATION

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
Allow the students to look over the job description: See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Digital sector. Use the Your Future Opportunities job directory to search for relevant job profiles within the sector. You might like to encourage learners to identify and look at: • Different job roles • Qualifications required • Local job vacancies	Skill identification Linking activity to careers and subject learning > Speaking > Listening > Reading	> **UN3E209** - Executive assistant job description