



# PASSPORT TO DIGITAL

## UNIT 1: INTRODUCTION TO DIGITAL

### ELEMENT 1: DIGITAL SKILLS



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### PASSPORT TO DIGITAL

**DURATION: 5 SESSIONS**

**YEAR GROUP: KS3/4 OR 5**

#### STUDENTS WILL:

- > Identify prior knowledge, strengths, skills and areas of development
- > Identify digital skills
- > Create an action plan
- > 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

#### NOCN QUALIFICATION:

##### NOCN Links:

- > Introduction to Digital R/651/1083
- Learning Outcome 1

You can gather evidence through using teacher observation and assessment, photos and activities.

#### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Aiming High
- > Staying Positive

#### KEY WORDS:

- > Digital
- > Digital skills
- > Core skills
- > Action plan
- > Strengths

#### RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper and pens
- > **UNIE101** - KWL chart
- > **UNIE102** - Sorting activity
- > **UNIE103** - Digital quiz
- > **UNIE104** - Action plan
- > **UNIE105** - Office administrator job description



## SESSION 1: INTRODUCTION



### ACTIVITIES TO SUPPORT LEARNING

**1.** Before beginning Passport to Digital, it will be useful for you to gauge the learners baseline knowledge and skills.

What do the students already know about the Digital sector, IT, computers, technology etc?

What are their strengths? Any areas for development?

This information can be gathered from observation, activities and from discussion with colleagues and with the learner themselves. Ideally, this should be an informal assessment of the learner, but detailed enough for you to record your baseline using your setting's monitoring and assessment methods.

**2.** It will be useful to involve the learner in sharing what their strengths are, sharing what they can do using digital technology. They may also have a preference on what they want to learn about within Digital.

Support the learners with recording their strengths and areas of development on the KWL chart resource.

**TASK VARIATION:** Gather comments and feedback from parent/carers. What digital skills and knowledge do learners use in their home setting? Do they access to additional software compared to school?

**PMLD TASK VARIATION:** If learner uses digital communication aids, can the learners use these effectively and independently?

### LEARNING OUTCOMES

- > Identify student's baseline of knowledge and skills
- > Identify strengths and areas for development

**NOCN links:**

- > Introduction to Digital R/651/1083
- Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > **UNIE101** - KWL chart
- > Setting based assessment and monitoring tools



## SESSION 2: DIGITAL SKILLS

### ACTIVITIES TO SUPPORT LEARNING

1. What are digital skills? There are digital skills that you would use for everyday life, some you might use for work and others you would use for both. Using the sorting activity, can the student sort the skills into either everyday use, work use or both?
  2. To better understand the learner's understanding and prior knowledge of digital skills, there are a range of quizzes that you can complete with the students.
    - Online quiz** - this quiz has been designed to allow users to understand their strengths and their weaknesses. Please note, this has not been designed with SEND students in mind.
    - School quiz** - does your school utilise IT/digital programmes or schemes of work? These programmes may have their own digital skill quizzes that you could use.
    - Digital quiz** - Use our digital quiz to help identify the skills that learners are confident in. There are 2 quizzes available, you do not need to ask all questions; you can choose the most appropriate questions for your learners.
- TASK VARIATION:** The quiz could be set as homebased learning, either online or paper based, to encourage parent/carer input and involvement.
- PMLD TASK VARIATION:** If learner uses digital communication aids, how many digital skills can they complete?

### LEARNING OUTCOMES

- > Identify digital skills
  - > Be able to sort digital skills by everyday use, work use and/or both
  - > Complete a digital skills quiz
  - > Understand strengths and areas for further development
- NOCN links:**
- > Introduction to Digital R/651/1083
  - Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > **UNIE102** - Sorting activity
- > **UNIE103** - Digital quiz
- > Pens
- > Computer and internet access



## SESSION 3: ACTION PLAN



### ACTIVITIES TO SUPPORT LEARNING

1. Following on from session 1 and 2, both you and the learners should be able to identify areas of strengths, areas of development and your baseline for each student.
2. Using the action plan, complete this for each student. Use your knowledge of the learner, along with their KWL chart and digital skills quiz to support with this activity. Encourage the learner to be involved with this activity and personalise it based on their needs.
3. This action plan will be useful throughout the passport and for final assessment on completion, so it is important to add this to the learner's portfolio. Encourage the learner to regularly engage with this action plan throughout the units and update when appropriate.

**TASK VARIATION:** Some learners may need guidance and structured support in creating their action plans.

**PMLD TASK VARIATION:** Set a simple, individual target based on their digital skills. Could be a task such as to choose the correct app on a tablet, move the computer mouse, find letters on the keyboard etc.

### LEARNING OUTCOMES

- > Identify prior knowledge, challenges and next steps
- > Complete an action plan
- > Update the action plan regularly

**NOCN links:**

- > Introduction to Digital R/651/1083
- Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > **UNIE104** - Action plan
- > Pens



## SESSION 4: PRE-TEACH CORE SKILLS (OPTIONAL)

### ACTIVITIES TO SUPPORT LEARNING

1. Look briefly at the content and topics covered in all units in Passport to Digital. Are your students ready to move onto the next element and future topics that are being covered or do they require some additional time to learn core skills?

**If your students are not ready, please allow time to work with them to pre-teach core skills they will need to progress.  
Use your school's IT/digital schemes of work or programmes to develop their core skills before moving onto the next element.**

### LEARNING OUTCOMES

- > Identify the core skills needed to progress
- > Recognise key skills and individual targets

### DIFFERENTIATION AND RESOURCES



## SESSION 5: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
<p>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.</p> <p>Use the <a href="#">Your Future Opportunities</a> job directory to search for relevant job profiles within the sector. You might like to encourage learners to identify and look at:</p> <ul style="list-style-type: none"> <li>• Different job roles</li> <li>• Qualifications required</li> <li>• Local job vacancies</li> </ul>	<p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> <li>&gt; Speaking</li> <li>&gt; Listening</li> <li>&gt; Reading</li> </ul>	<p>&gt; <b>UNIE105</b> - Office administrator job description</p>