INTRODUCTION TO DIGITAL

ELEMENT 2: WHAT IS DIGITAL?

PASSPORT TO DIGITAL

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

> Understand what digital and digital technology is
> Recognise how technology has developed
> Understand professionalism in the workplace and employee's responsibilities
> 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 2

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

SKILLS USED FROM SKILLS BUILDER:

> Listening
> Speaking
> Teamwork
> Problem Solving
> Aiming High
> Creativity

KEY WORDS:

> Digital
> Digital skills
> Digital technology
> AI
> Professionalism
> Responsibilities

RESOURCES FOR ALL LESSONS:

> Computer and internet access
> Paper, pens, coloured pens/pencils
> Scissors
> Whiteboard
> Examples of digital technology (optional)
> **UN1E201** - What is it?

> **UN1E202** - The future
> **UN1E203** - Dos and don'ts
> **UN1E204** - Responsibilities
> **UN1E205** - Office junior job description

SESSION 1:
WHAT IS DIGITAL?

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. What do we mean by the word 'digital'? Encourage the learners to discuss and share what they think the word means. Gather their group ideas by recording their suggestions on a whiteboard or large piece of paper. **'Digital is categorised as electronic and especially computerized technology.'** **2.** What does digital technology mean? Again, gather the learner's thoughts and ideas as to what could be identified as digital technology and record on a whiteboard or large piece of paper. **'Digital technologies are electronic systems and resources that help us learn, communicate, play and more.'** **Examples of digital technologies include:** • **computers** • **smartphones** • **smart TVs** • **online games** • **video on demand websites** • **traffic lights and pedestrian crossings** • **household appliances** This website may be useful for you to use with the students, there is also an interactive quiz for learners. [What is digital technology? - BBC Bitesize](#) **TASK VARIATION:** Gather examples of digital technology and encourage the learners to engage and interact with each item. **PMLD TASK VARIATION:** Explore the sounds and noises of different digital technology devices.	> Understand what digital means > Recognise different examples of digital technology	> Whiteboard > Paper and pens > Computer and internet access > Examples of digital technology (optional)

SESSION 2:
USE OF TECHNOLOGY IN THE MODERN WORLD

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. Technology has changed drastically throughout the last 50 years and continues to evolve. The use, appearance and quality of technology has improved and developed. Using the what is it resource, can the students identify what the piece of technology is and what is would be used for? **2.** Splitting up into either small groups or pairs. Allocate one of pieces of technology from the what is it resource for each group or pair. Encourage the students to research with books or online to find the current, modern equivalent for each item. Learners to then feedback to the rest of the group what the previous item was and the modern equivalent is. Discuss how much the technology has changed and improved. **EXTENSION**: Can they list 5 things different from past technology to modern technology? **3.** The future of technology is an uncertainty. With the development of AI, is it hard to predict what will happen in the future. AI can be defined as: **The simulation of human intelligence processes by machines, especially computer systems.** Encourage the learners to share what they think technology will look like in the future. Use the resource 'the future' and ask the students to think creatively about what they think it could be. It might be useful for you to complete the activity and share your ideas for inspiration to the group. **TASK VARIATION:** Choose the what is it pictures that you have in the room, can they find the current matching item to the picture? **PMLD TASK VARIATION:** Play the sounds and noises of old pieces of technology. For example, old phone ringtones, internet dial up, computer starting, gramophone etc.	> Recognise how technology have developed and changed > Identify different examples of modern technology > Suggest what the future of technology might be **NOCN links:** > Introduction to Digital R/651/1083 - Learning Outcome 2	> Computer and internet access > **UN1E201** - What is it? > **UN1E202** - The future > Pens, coloured pencils/pens

SESSION 3:
PROFESSIONALISM AND RESPONSIBILITIES IN THE WORKPLACE

TEAMWORK LISTENING SPEAKING

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. With technology changing, this has impacted the workplace and employees' responsibilities and professionalism. Do learners understand what is meant by the word professionalism? **Professionalism is the conduct, behavior and attitude of someone in a work or business environment.** **2.** Use the dos and don'ts resource and ask the students to sort the cards, into the correct column. Can they identify examples of professionalism in the workplace? Encourage an open discussion as a group and give the learners opportunities to ask questions if they are unsure as to why a particular example has been categorised as a 'do' or 'don't'. **3.** In addition to professionalism, an employee will also have responsibilities to uphold in relation to digital and digital technology. Can the students suggest examples of digital responsibilities? Use the responsibilities poster to share with the students. How many were they able to suggest? **4.** Task the students with designing and creating a poster that can be used in the workplace to promote and encourage professionalism and remind employees of their responsibilities. This can be paper based, or computer based, depending on the student's preference. **TASK VARIATION:** The poster activity could be set as a challenge, with learners working in pairs to design and create a poster, and the winning poster being used across school in careers or employability lessons.	> Understand what professionalism means > Recognise examples of professionalism in the workplace > Identify employee responsibilities > Design and create a poster to highlight and promote professionalism and responsibilities	> Paper, pens, coloured pens/pencils > Scissors > Computer > **UN1E203** - Dos and don'ts > **UN1E204** - Responsibilities

SESSION 4:
JOB DESCRIPTION EXPLORATION

LISTENING · SPEAKING · AIMING HIGH

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	> **UN1E205** - Office junior job description