



PASSPORT TO DIGITAL

UNIT 1: INTRODUCTION TO DIGITAL

ELEMENT 3: DIGITAL DEVICES



Worcestershire
Local Enterprise Partnership

THE CAREERS &
ENTERPRISE
COMPANY



worcestershire
county council

INTRODUCTION TO DIGITAL

ELEMENT 3: DIGITAL DEVICES



PASSPORT TO DIGITAL

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Identify and understand digital devices and their uses
- > Understand what software and hardware is
- > Be able to use the internet on a digital device
- > 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
- Learning Outcome 3

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

KEY WORDS:

- | | |
|-------------------|---------------|
| > Digital | > Tablet |
| > Software | > Smart phone |
| > Hardware | > Computer |
| > Digital devices | > Mouse |
| > Laptop | > Keyboard |

RESOURCES FOR ALL LESSONS:

- | | |
|-------------------------------------|--|
| > Computer and internet access | > UNIE304 - Software and hardware |
| > Whiteboard | > UNIE305 - Is it software or hardware? |
| > Paper, pens, scissors and glue | > UNIE306 - Internet uses |
| > Examples of digital devices | > UNIE307 - Connect to the internet |
| > UNIE301 - Can you find it? | > UNIE308 - Searching the internet |
| > UNIE302 - Match the device | > UNIE309 - IT support technician job description |
| > UNIE303 - Device controls | |



SESSION 1: DIGITAL DEVICES



ACTIVITIES TO SUPPORT LEARNING

1. There are a vast range of digital devices available, and they are frequently changing as technology develops. Can the student's suggest different types of digital devices? Create a list on the whiteboard or on a large piece of paper.

Here is a suggestive but not exclusive list of digital devices:

- **Computer: Desktop and/or laptop**
- **Smart phone**
- **Tablet**
- **Games console**
- **Smart TV**
- **GPS/ Sat Nav**
- **Smart watches**
- **Input devices: keyboard, mouse**
- **Output devices: printers, speakers**

1a. Do all of the students know what each of these digital devices are and what they might be used for. Support students as needed; this [video](#) might help explain each type of digital device.

2. Using the 'can you find it?' resources, encourage the learners to go on a digital hunt around either the room or the setting and see how many different digital devices they can find. They can either tick each item off or record the number of each device found.

LEARNING OUTCOMES

- > Identify what a digital device is
- > Be able to name a digital device
- > Understand what a digital device might be used for
- > Recognise digital devices in everyday life/settings
- > Be able to match the digital device to its use
- > Explore function and uses of digital devices

NOCN links:

- > Introduction to Digital R/651/1083
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Paper and pens
- > Whiteboard
- > Examples of digital devices
- > **UNIE301** - Can you find it?
- > **UNIE302** - Match the device
- > **UNIE303** - Device controls



ACTIVITIES TO SUPPORT LEARNING

3. With the 'match the device' resource, encourage the learners to match the image of the device to its use. Can they accurately identify and match the device to its use independently?

4. Where able, allow the students to explore using examples of digital devices available within your setting. Use the device controls resource to support as needed.

Do any of the students show a keen interest in or knowledge of a particular device? Could they teach the group how to use the device?

TASK VARIATION: The 'match the device' resource could be completed as a group activity or in pairs to aid discussion with all learners, rather than independently.

PMLD TASK VARIATION: Provide opportunities for learners to explore digital devices through a sensory activity. Explore the texture and noises/sounds of the devices.

LEARNING OUTCOMES

DIFFERENTIATION AND RESOURCES



SESSION 2: WHAT IS SOFTWARE AND HARDWARE?

ACTIVITIES TO SUPPORT LEARNING

1. Share the words 'software' and 'hardware' with the students, do any of the learners know what these words mean?
Using the software and hardware resource, share the poster with the learners so they can recognise what software and hardware means.
'Software is the programs that run on a computer in order for you to use it. Hardware is the physical parts that make up a computer, such as a keyboard and mouse.'

2. Use the 'Is it software and hardware?' sorting activity with the students individually or in small groups. They will need to cut out the images and then decide if this is software or hardware before gluing it into the correct box. Are all of the learners able to correctly identify and sort the images? Address any errors or confusion from the learners as they arrive. If needed, keep the software and hardware poster handy for the learners to refer to.

TASK VARIATION: Depending on the ability of the group, can they suggest other examples of software and hardware. These could then be written into the sorting activity boxes.

LEARNING OUTCOMES

- > Understand what software and hardware means
- > Be able to identify the difference between software and hardware
- > Recognise examples of software and hardware
- > Sort the images of software and hardware correctly

DIFFERENTIATION AND RESOURCES

- > **UNIE304** - Software and hardware
- > **UNIE305** - Is it software or hardware?
- > Scissors and glue



SESSION 3: USING THE INTERNET

ACTIVITIES TO SUPPORT LEARNING

1. What is the internet? Prompt the students with the question and see what responses they reply with. Use the information and examples on [what is the internet](#) and work through these and support learners to understand the definition of the internet.
2. Can the learners think of ways that the internet can be used? Using the internet uses resource, can the students record ways they use the internet? As a group, share the students' suggestions and discuss the variations of how people use it. It might be useful for staff to complete this activity to share with the students and aid with group discussion.
3. There are different ways to connect to the internet, learners may be aware of WIFI but are they aware of the other methods? Use the connect to the internet resource to look at the different methods available, understand what a secure connection is, as well as how to navigate a web browser. If possible, allow students to have a go at connecting to the internet independently.
4. Using the searching the internet resource, can the students complete the tasks with independence to find out the answers? This can be completed on any digital device. They may like to use prior resources to support with this activity.

TASK VARIATION: Can learners complete a safe internet search without needing the instructions from the 'searching the internet' resource?

PMLD TASK VARIATION: Play the different internet sounds: [dial up](#), [wifi](#) along with sensory touch of a keyboard.

LEARNING OUTCOMES

- > Understand what the internet is
- > Identify different ways the internet can be used
- > Understand different methods to connect to the internet
- > Complete an independent internet search

NOCN links:

- > Introduction to Digital R/651/1083
- Learning Outcome 3

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Pens
- > Digital devices for each group member
- > **UNIE306** - Internet uses
- > **UNIE307** - Connect to the internet
- > **UNIE308** - Searching the internet



SESSION 4: 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 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:</p> <ul style="list-style-type: none"> • Different job roles • Qualifications required • Local job vacancies 	<p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> > Speaking > Listening > Reading 	<p>> UNIE309 - IT support technician job description</p>