UN4E100

PASSPORT TO DIGITAL

UNIT 4: USING DIGITAL TECHNOLOGY
ELEMENT 1: BASIC NAVIGATION

INSPIRING WORCESTERSHIRE

Worcestershire Local Enterprise Partnership

THE CAREERS & ENTERPRISE COMPANY

worcestershire county council

USING DIGITAL TECHNOLOGY

ELEMENT 1: BASIC NAVIGATION

PASSPORT TO DIGITAL

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

> Explore and navigate different applications and websites independently
> Practice completing online forms and creating online accounts
> Understand the importance of organising files and folders
> 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:
> Using Digital Technology M/651/1082
- Learning Outcome 1
- 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
> Aiming High
> Problem Solving
> Teamwork

KEY WORDS:

> Applications
> Websites
> Accessibility
> Shortcuts
> Online account
> Online form
> Information
> Files
> Folders

RESOURCES FOR ALL LESSONS:

> Computer and internet access
> Whiteboard
> Digital devices
> Paper, pens, coloured pens/pencils
> **UN4E101** - Matching activity
> **UN4E102** - Accessibility and shortcuts
> **UN4E103** - Use digital devices
> **UN4E104** - Online form
> **UN4E105** - Create an email
> **UN4E106** - Files and folders
> **UN4E107** - Sort the files
> **UN4E108** - Database administrator job description

SESSION 1:
BASIC NAVIGATION

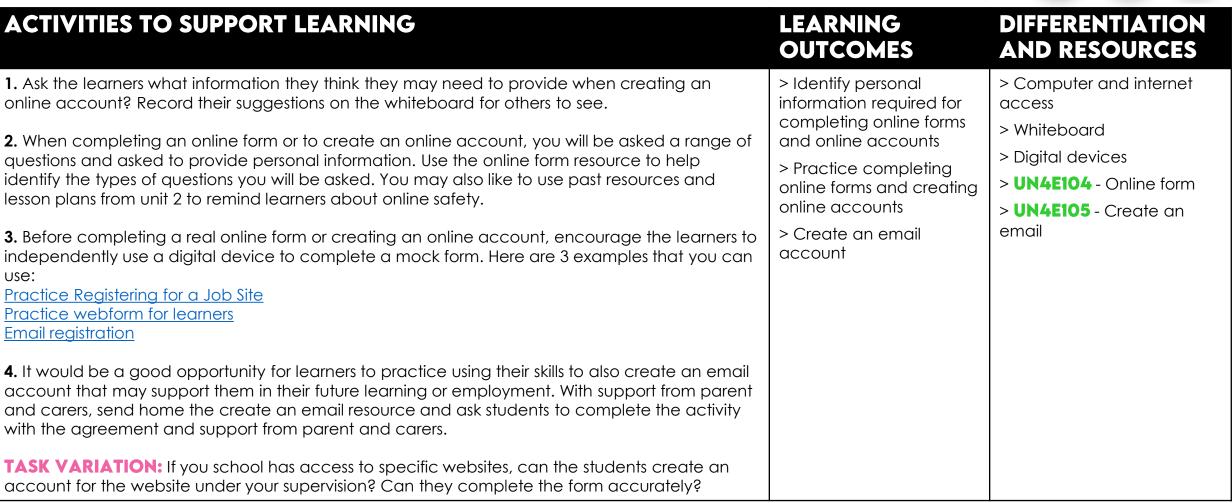| ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. When using digital devices, there are many different applications and websites that you might use for both personal and work use. Can learners suggest names of applications and websites they might use? Can they remember any from discussions in previous units? **2.** Use the matching activity resource to look over the images and logos of popular apps and websites. First, ask the learners if they can identify any by their logos. Have any of the learners used these before? Next, ask the learners to match the applications and websites to what they might be used for. Are the learners able to match these correctly? Support the learners with any they are unfamiliar with. **3.** Within many applications, there are a range of accessibility features to support users, can the students name any accessibility features they may have used before? If students are unsure, explain any features you may have used in class, such as spelling, read aloud, alt text etc. Use the accessibility and shortcuts resource to support students in identifying these features. This may also be helpful to use as a support for the following activity. **4.** In groups, pairs or individually, provide the learners with a digital device to explore the applications and websites discussed. Use the 'use digital devices' resource to support this activity by giving students tasks to complete independently. **TASK VARIATION:** After exploring, you might like to provide a task for the learners to complete using a chosen application, utilising the accessibility features and shortcuts. **PMLD TASK VARIATION:** If the learners use any specific applications, explore these with the learners.	> Identify different applications and websites > Recognise the use of different applications and websites > Identify accessibility features > Identify shortcuts > Explore and navigate different applications and websites independently **NOCN links:** > Using Digital Technology M/651/1082 - Learning Outcome 1,2 and 3	> Digital devices > Pens > **UN4E101** - Matching activity > **UN4E102** - Accessibility and shortcuts > **UN4E103** - Use digital devices

SESSION 2:
CREATING ONLINE ACCOUNTS

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. Ask the learners what information they think they may need to provide when creating an online account? Record their suggestions on the whiteboard for others to see. **2.** When completing an online form or to create an online account, you will be asked a range of questions and asked to provide personal information. Use the online form resource to help identify the types of questions you will be asked. You may also like to use past resources and lesson plans from unit 2 to remind learners about online safety. **3.** Before completing a real online form or creating an online account, encourage the learners to independently use a digital device to complete a mock form. Here are 3 examples that you can use: Practice Registering for a Job Site Practice webform for learners Email registration **4.** It would be a good opportunity for learners to practice using their skills to also create an email account that may support them in their future learning or employment. With support from parent and carers, send home the create an email resource and ask students to complete the activity with the agreement and support from parent and carers. **TASK VARIATION:** If you school has access to specific websites, can the students create an account for the website under your supervision? Can they complete the form accurately?	> Identify personal information required for completing online forms and online accounts > Practice completing online forms and creating online accounts > Create an email account	> Computer and internet access > Whiteboard > Digital devices > **UN4E104** - Online form > **UN4E105** - Create an email

SESSION 3:
CREATING FILES AND FOLDERS

LISTENING SPEAKING

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. Your digital device can store a range of files and documents. If each file didn't have a name or isn't saved and organised into folders, can the students suggest what problems this might cause? **2.** Use the files and folders resource with the learners to highlight different features involved when creating files and folders. Engage and discuss what files and folder look like, how to create a new folder and share the top tips. It might be useful to share an example from your documents folder. You can quickly set up a mock version if you do not wish to share your real documents. You can then model how to create a folder, rename it, search for a file etc. **3.** With the 'sort the files' resource, ask the students to have a go at choosing which folder they would organise the files into. Are they able to explain their choice and reasoning? Can they reason why they wouldn't choose a particular folder? **4.** Have the students log onto a digital device and access their documents. Are their files and folders organised? Are they able to find their documents easily? If not, encourage the learners to spend some time organising their files and folders more efficiently. **TASK VARIATION:** If the students do not have documents saved on a school device, encourage the students to complete that activity on their personal devices at home.	> Understand the importance of organising files and folders > Sort the files into the correct folders > Be able to organise their documents efficiently	> Computer and internet access > Digital devices > Pens > **UN4E106** - Files and folders > **UN4E107** - Sort the files

SESSION 4:
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	> **UN4E108** - Database administrator job description