



PASSPORT TO DIGITAL

UNIT 4: USING DIGITAL TECHNOLOGY

ELEMENT 3: USING TECHNOLOGY



Worcestershire
Local Enterprise Partnership

THE CAREERS &
ENTERPRISE
COMPANY



worcestershire
county council



USING DIGITAL TECHNOLOGY

ELEMENT 3: USING TECHNOLOGY

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Identify different application and software uses
- > Complete a task using the appropriate application
- > Practice using digital technology
- > 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 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
- > Creativity

KEY WORDS:

- > Digital
- > Technology
- > Applications
- > Design
- > Create
- > Skills

RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Whiteboard
- > Digital devices
- > Paper, pens, coloured pens/pencils
- > **UN4E301** - Applications
- > **UN4E302** - Wrong applications
- > **UN4E303** - Challenges
- > **UN4E304** - Design and create
- > **UN4E305** - Pledge
- > **UN4E306** - Website content editor job description



SESSION 1: USING APPROPRIATE APPLICATIONS FOR TASKS



ACTIVITIES TO SUPPORT LEARNING

1. When using digital technology, it is important to use the correct application/software for a task. Use the applications resource to look at common applications and what they are often used for. How many are the students familiar with?
2. To highlight the importance of using the correct application for a task, use the 'wrong applications' resource. As a whole group and by sharing your screen on the whiteboard, ask the students to help guide you to complete the task. Model the difficulties you are facing from using the wrong application. Can the students suggest what application you should use instead?
3. Using the challenges resource, you can either split the group in half or into small groups. The aim is for both groups to complete the same challenge task. One group is to use an appropriate application and the other to use another application.
4. Once the challenges are completed, bring the learners together and have them share what they used, what they found easy/difficult and to compare the end results. Did the students using the correct application find it easier and have a better end result? Ask the students to record their thoughts on their challenges resource.

TASK VARIATION: Repeat the challenges task with the correct application to compare. What would they do differently?

PMLD TASK VARIATION: Using a digital device, can they navigate to a particular app independently?

LEARNING OUTCOMES

- > Identify different application and software uses
- > Complete a task using the appropriate application
- > Be able to recognise the advantages and disadvantages to using different applications

NOCN links:

- > Using Digital Technology M/651/1082
- Learning Outcome 2
- Learning Outcome 3

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Whiteboard
- > Digital devices
- > **UN4E301** - Applications
- > **UN4E302** - Wrong applications
- > **UN4E303** - Challenges



SESSION 2: DESIGNING AND CREATING DOCUMENTS



ACTIVITIES TO SUPPORT LEARNING

1. Students may already be aware of applications that allow you to design and create documents. Following on from previous sessions, can they suggest applications or software they would use to design and create documents?
2. Share your screen to show the students what common applications look like. You could show them word, powerpoint, paint, photoshop, canva, adobe and any others your setting uses. Are any students confident users? Can they demonstrate how to use them to the group?
3. As AI develops, the use of AI in designing and creation has increased. Users are able to use AI to generate images, ideas, wording and documents. Where appropriate, explore an [AI image generator](#) to show the students how easily it is to create an image. Type a variety of sentences and encourage the students to suggest things to generate. You could also demonstrate [ChatGPT](#) to show how you can use AI to generate text that can also be used in documents.
4. To allow students to explore and practice, create a brief and encourage the students to design and create a poster. Using the design and create resource, ask the students to plan what they will create and how they will create it. Ask them to create their digital poster using their chosen applications, this may need multiple sessions to allow students enough time to complete. They may also like to use AI to help them create their poster.

TASK VARIATION: Give the students a theme for their posters, this could link to other subject projects or an upcoming event.

LEARNING OUTCOMES

- > Identify applications and software for designing and creating
- > Explore AI and how it can be used
- > Design and create a digital poster
- > Using Digital Technology M/651/1082 - Learning Outcome 3

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Whiteboard
- > Digital devices
- > **UN4E304** - Design and create



SESSION 3: EXPLORE DIGITAL TECHNOLOGY



ACTIVITIES TO SUPPORT LEARNING

1. Now is a good opportunity to review this unit along with previous units. What have the students learnt? Encourage them to share what skills they think they have developed.
2. Provide the students with a chance to explore different digital devices, software, applications and activities independently. How confident are the students? Can they show you and others?
3. Spend a few sessions allowing students to have a go using different digital technology to develop their skills and interests. If possible, share what you have been doing with colleagues and encourage them to use technology within their lessons to allow the students to practice in other contexts. Students can then share with you how they have been using their skills outside of your lessons.
4. The students will continue to explore and use technology to develop their digital competency after completing Passport to Digital. Using the pledge resource, read through the statements with the students and have them sign their pledge. You may like to edit the pledge or create your own to align with your settings digital policies.

TASK VARIATION: Pair up the student with a younger student and ask them to teach them a digital skill they have learnt.

PMLD TASK VARIATION: Adapt the pledge to make it suitable for the learner and how they will use technology.

LEARNING OUTCOMES

- > Identify what skills they have learnt
- > Practice using digital technology
- > Recognise how they will use technology safely

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Digital devices
- > Pens
- > **UN4E305** - Pledge



SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING

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

ADDITIONAL NOTES:

You might like to use resources from Inclusive Careers Week to support with providing the learners with digital activities.

LEARNING OUTCOMES

Skill identification

Linking activity to careers and subject learning

- > Speaking
- > Listening
- > Reading

DIFFERENTIATION AND RESOURCES

- > **UN4E306** - Website content editor job description