

WORLD OF DIGITAL

ELEMENT 1: DIGITAL SKILLS



INTRODUCTION TO DIGITAL



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

- > Teachers to differentiate according to need

NOCN QUALIFICATION:

- > 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:

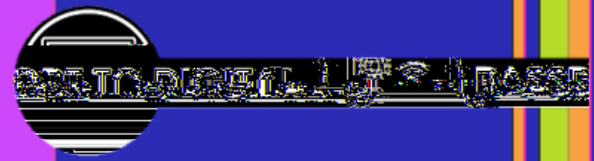
- > Listening
- > Speaking
- > Aiming High
- > Staying Positive

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



RESOURCES

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.

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?

DIFFERENTIATION: If learner uses digital communication aids, can the learners use these effectively and independently?

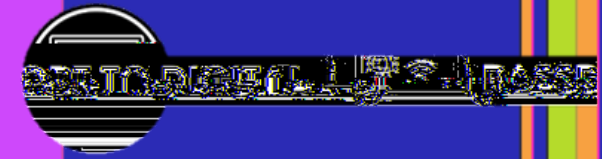
> Identify student's baseline of knowledge and skills

> Identify strengths and areas for development

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

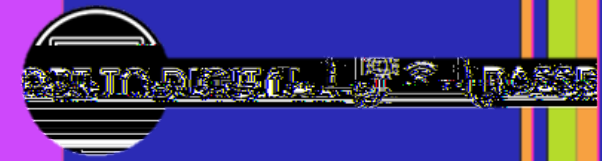
> **UNIE101** - KWL chart

> Setting based assessment and monitoring tools



SESSION 2:
DIGITAL SKILLS

		RESOURCES



SESSION 3:

**RESOURCES**



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.

Using the action plan, complete this for each student. Use your



SESSION 4:

PRE-TEACHING CORE SKILLS (OPTIONAL)

	 RESOURCES	
<p>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</p>		

