



# Module 1 - First digital steps

## Module Background

Due to the digitalization process occurring in our society, one of the most important skills to develop when it comes to entering the job market is to be familiar with the wide world of technology. Besides more specific digital skills, what can make an impact is the awareness of different operating systems and digital platforms, the ability to get started when in front of an electronic device, the ability to use wireless networks to effectively and safely browse Internet.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 1	FIRST DIGITAL STEPS			
SU 1.1	Computer fundamentals	10	2	12
SU 1.2	Basic file functions	10	2	12
SU 1.3	Going to the wide world web	10	2	12
TOTAL MODULE HOURS		30	6	36



# Skill Unit 1.1 - Computer fundamentals

## Skill Unit Background

Nowadays there are so many different electronic devices and each of them has different characteristics. The first steps to take when in front of an electronic device is to be aware of its typology and understand what to do to make it work. It is also relevant to recognize the use and connection of the different components and how to use and connect them.

### Learning Objectives

This SU will teach how to get started with an electronic device

### Learning Outcomes

The learner is able to operate with an electronic device (turn on, switch off, mouse navigation, use of the keyboard) (1.1.1)

The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage (1.1.2)

### Pre-knowledge

Preferably verbal speech, reading and writing capability

### Indicative Content: Topics and Key Concepts

- Different electronic devices (laptop, tablet, smartphone...)
- Main electronic components (keyboard, mouse, webcam...)
- Basic operations with electronic devices



### Teacher led Activities

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**Green, Yellow, Red? (1.1.1):** Educator shows how to do (e.g. turn on the computer), learners repeat, rate their understanding (green/yellow/red), help peers, then move on

**Find your group (1.1.2):** Game with cards in which learners have to find their group recognising to be part (components) of the same device.

### Teacher backed Activities

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**Techy Memory game (1.1.2) :** Learners have to turn flashcards for digital devices and computer parts finding matching pairs on LearningApps

### Assessment Methods

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As assessment for this module learners will be tasked with practical exercises and discussions to demonstrate and enhance their digital proficiency. This includes operating electronic devices, recognizing their usage, managing files, connecting to Wi-Fi networks, and navigating the internet safely.



## Skill Unit 1.2 – Basic file functions

### Skill Unit Background

Being absorbed in an era in which dematerialization is catching on, also documents and pictures become inconsistent and digitalized. The result is that, due to the recognized role of digital resources in easing some work processes, many firms rely on word documents, pdf and jpeg files, to name a few.

#### Learning Objectives

This Skill Unit will teach how to use the different file formats and their basic functions

#### Learning Outcomes

The learner uses different file formats (PDF, WORD) (1.2.1)

The learner is able to open, rename, print, save, delete WORD files and PDF documents (1.2.2)

### Pre-knowledge

Preferably verbal speech, reading and writing capability

### Indicative Content: Topics and Key Concepts

- File types (image, video, PDF, text)
- Common file functionalities (name, save, store, share, print, scan)



### Teacher led Activities

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**Spin the wheel (1.2.1):** Recognizing differences among file formats, random wheel for basic operations with them

**Check the doc (1.2.2):** Introduce yourself with a nickname! Write a sentence about you in Word, print it and let the guessing game begin!

### Teacher backed Activities

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**Icon Investigation (1.2.2) :** Fun file function practice: match icons and functions in a simple game, including save, rename, word, and pdf

### Assessment Methods

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Learners could be engaged in a final activity to test their abilities in using various digital file formats and their basic functions. This assessment aims to evaluate the skills learned throughout the SU through a series of questions and actions. They will be required to demonstrate their knowledge of different file formats, specifically PDF and Word documents, by answering questions and performing actions related to these formats.



## Skill Unit 1.3 – Going to the wide world web

### Skill Unit Background

Internet is such a powerful media that nowadays not being able to connect to the network means being excluded from the "global village" that is being created thanks to it. Of course it's a great resource, like a big box in which we can find almost everything we search for, but we don't have to forget that in its power its downsides lie. In fact, what is of the utmost importance when it comes to be exposed in such a dematerialized environment, is to adopt some measures to protect personal and vulnerable data.

#### Learning Objectives

This Skill Unit will teach how to effectively and safely browse the web

#### Learning Outcomes

The learner is able to connect a device to a wi-fi network (1.3.1)

The learner is able to recognize and use one search engine (1.3.2)

The learner is able to browse websites, sign up and log in in websites with safe passwords (1.3.3)

### Pre-knowledge

Preferably verbal speech, reading and writing capability, basic operation with devices, basic knowledge of different file formats (PDF, WORD, images)

### Indicative Content: Topics and Key Concepts

- Wifi network
- Web search engines
- Internet security/privacy settings
- web searching



### Teacher led Activities

**Find the password (1.3.1):** Hunt for clues around the room, follow the 'warm' and 'cold' hints, hunt for pieces of the password and connect to the wifi

**Call it out (1.3.2):** Get ready to explore the web and search for themes like food or hobbies. Download the same image as the teacher and challenge your friends to do the same

**Password game (1.3.3):** Get ready to evaluate password strength! Thumbs up or down on password characteristics. Write down one good and one bad password and challenge your classmates to guess. Keep the good one to use in the future on a website

**Online interview (1.3.3):** Browse the web, search information for a specific topic and be ready to answer questions about the info you find as in an interview!

### Teacher backed Activities

**Home quest (1.3.3) :** Website scavenger hunt. Follow the link to the organization's website and search for specific information. Copy and paste what you find into the table in the Word document provided

### Assessment Methods

Learners could be involved in a practical activity designed to evaluate their hands-on skills and understanding of safe internet browsing, ensuring they can confidently protect their personal information in our digitally connected world. E.g. They may be asked to connect a provided device to a Wi-Fi network, following step-by-step instructions to emphasize the importance of securely accessing the internet; to perform a guide online search using a well-known search engine to find specific information and to explore and interact with a simplified website, creating a practice account with a strong password, and log in securely.



# ANNEX - ACTIVITY CHARTS



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# GREEN, YELLOW, RED?

**Activity type:** Instruction

**Topics and content:** Basic operations with electronic devices

**Learning outcomes:** The learner is able to operate with an electronic device (turn on, switch off, mouse navigation, use of the keyboard)

**Target group:** individual activity

## Material

Physical material: Coloured card

## Step by step process

1. The educator announces the basic operation to be explained (e.g. switching on a computer).
2. The educator demonstrates how to perform the operation.
3. Learners are asked to replicate the operation.
4. After replicating the operation, learners raise a colored card depending on their level of success (green for success, yellow for uncertainty, red for failure).
5. Time is given for learners to help each other with the operation.
6. The educator moves on to the next basic operation.
7. Repeat steps 2-6 for each basic operation.
8. Move to the debriefing questions.

## Debriefing

What kind of difficulties did you identify in this activity?  
What's the most difficult/easiest operation for you?

## Tips

Make sure to explain the operations slowly.  
Walk among the students and help them during the phase of repetition if needed.  
Special attention to CAPS lock, where to find the numbers.  
Examples of required operations: try to right click with the mouse, try to open the start menu of a laptop, try to open a word document, try to switch off the computer, remember to include steps to get familiar with the keyboard.



# FIND YOUR GROUP

## Step by step process

1. Learners are randomly given a card with a picture of a device component (laptop, tablet, mouse, keyboard).
2. Learners are asked to move around the room and find other participants who have a card that is part of the same device as theirs.
3. The first group that lines up correctly wins the game.
4. The educator can facilitate the game by giving hints or clues if needed.
5. Move to the debriefing questions.

## Debriefing

What is the name of the different components?

What did you learn from the activity about the different components of a device (laptop, tablet, mouse, keyboard)?

Did you discover any new information or connections between the components?

## Tips

You may explain the differences between the two types of mouse and show them the real use of both of them (with cable-without)

You may choose to use all the cards or use them partially according to the level of difficulty which you think is most appropriate

You may add more/change components according to your needs

## Connections with other activities

Possible follow-up: "Techy memory game"

**Activity type:** Instruction

**Topics and content:** Main devices' components

**Learning outcomes:** The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage

**Target group:** Group activity

## Material

Physical material: [Cards](#)

Printable: [Devices Cards](#)



# TECHY MEMORY GAME

## Step by step process

1. The educator shares the link to the learningapps game with pictures of devices or computer parts.
2. Learners play the game, memorizing the name of each device or computer part.
3. After completing the game, the teacher asks learners to write down as many names of devices or computer parts they can remember.
4. Learners compare their lists and the teacher provides feedback.
5. The educator repeats the game and asks learners to beat their previous score.
6. The educator concludes the activity by reviewing the key devices or computer parts learned in the game.

## Driving questions

Do you remember the name of the item?  
Did you find it easy or challenging to recall the names of the items?  
Which device is it a part of?

## Connections with other activities

This activity may be a possible follow-up of the activity "Find your group"

**Activity type:** Evaluation

**Topics and content:** Electronic devices and components

**Learning outcomes:** The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage

**Target group:** Individual activity

## Material

Physical material: laptop  
Link to activities: [learningapps](#)



# SPIN THE WHEEL

## Step by step process

1. The educator shows the icons of PDF and WORD and explains the difference.
2. Learners open a folder on their laptop with 3 WORD and 3 PDF documents and asks if everyone can recognize which are the WORD and which are the PDF.
3. The educator projects a Wordwall random wheel with several things to do. The educator spins the wheel and everyone tries to do what is written (e.g. open the WORD file named xxx and close it; rename the PDF document named xxx in xxx; delete the WORD file xxx).
4. Move to the debriefing questions.

## Debriefing

What did you learn about the differences between PDF and Word documents during the activity? Were you able to recognize and differentiate between the Word and PDF files in your folder easily?

## Tips

The Random Wheel provided in the Material section is just an example you can use to get inspiration to customize your own activity. Change operations and theme of the wheel according to your needs.

## Connections with other activities

Possible follow-up: "Icon Investigation", "Online interview"

**Activity type:** Instruction

**Topics and content:** File types

**Learning outcomes:**

The learner uses different file formats (PDF, WORD)

**Target group:** Individual activity

**Material**

Physical material: Laptop

Link to activities: [Wordwall Random Wheel](#)



# CHECK THE DOC

## Step by step process

1. Learners create a Word document and write a sentence about themselves.
2. The educator tells them to save the document using an invented nickname.
3. The educator helps learners to print the document.
4. The educator reads all the documents and partners guess the person.
5. Students need to rename the document with the real name.
6. Ask them to transform the document into a PDF.
7. Move to the debriefing questions.

**Activity type:** Instruction

**Topics and content:** File types

**Learning outcomes:** The learner is able to open, rename, print, save, delete WORD files and PDF documents

**Target group:** Individual activity

## Material

Physical material: laptop

## Debriefing

What did you learn about creating, saving, and printing a Word document during the activity?  
How did the process of transforming the document into a PDF format contribute to your understanding of different file formats and their uses?

## Connections with other activities

This activity can be considered as a possible follow up of the activity "Spin the wheel"  
Possible follow-up: "Online interview"



# ICON INVESTIGATION

## Step by step process

- 1.The educator shares link to a learning app with a matching game of file functionalities and icons, including one wrong element.
- 2.Learners play the game and try to remember correct file functionalities.
- 3.The educator asks learners to open a Word document and try to perform each file function (save, rename, delete) correctly.
- 4.The educator provides feedback and offers assistance as needed.

**Activity type:** Evaluation

**Topics and content:** File functionalities and icons

**Learning outcomes:** The learner is able to open, rename, print, save, delete WORD files and PDF documents

**Target group:** Individual activity

## Material

Physical material: laptop  
Link to activities: [learningapps](#)

## Driving questions

What might be hard for you when you try to save, rename, or delete files in a Word document?  
Are there any other things you can use or do to get better at managing files?

## Connections with other activities

This activity can be considered as a possible follow-up of the activity "Spin the wheel"



# FIND THE PASSWORD

## Step by step process

1. The educator hides password pieces in the room.
2. The educator gives "warm" and "cold" hints to find them.
3. Learners put passwords together like a puzzle.
4. The educator shows the WiFi symbol, and asks where to find it on the desktop.
5. Learners connect to the network using the password they found.
6. Move to the debriefing questions.

**Activity type:** Introduction, Ice-breaking

**Topics and content:** Network/ Wifi password setting

**Learning outcomes:** The learner is able to connect a device to a wi-fi network

**Target group:** Group activity

## Material

**Physical material:** Pieces of paper with split password

## Debriefing

What did you learn about passwords and their importance in connecting to a network during the activity?  
How did the activity of connecting to the network using the password you found contribute to your understanding of practical technology skills?

## Tips

Write numbers behind the paper or in the front page to let learners understand how to order the different pieces.



# CALL IT OUT

## Step by step process

1. The educator shows the search engine icon and locate the search bar.
2. The educator asks for a theme and someone to call out something to search for.
3. The educator asks the learners to type the search term in the search bar and try to download the same image.
4. The learners pass the turn to another person for a new search term within the same theme.
5. Move to the debriefing questions.

## Debriefing

What was the most difficult part of the research?

What did you learn about using a search engine during the activity?

Did you find it easy or challenging to locate the search bar and type in the search term?

## Tips

**Activity type:** Instruction, Practice

**Topics and content:** Web search engines

**Learning outcomes:** The learner is able to recognize and use one search engine

**Target group:** Group activity

## Material

Physical material: Laptop





# PASSWORD GAME

## Step by step process

1. Educator shows examples of good and bad password characteristics (e.g. name, date of birth, simple or complex symbols, ID number) and asks learners to give a thumbs up or down to indicate if they are good or bad.
2. Each learner writes down one good and one bad password based on what they learned.
3. The learners take turns sharing their examples and the other learners try to guess if it is a good or bad password.
4. The learners keep their good password to be used for signing up on a website (which could be used in a later module).
5. Move to the debriefing questions.

## Debriefing

What did you learn about good and bad password characteristics during the activity?  
Why is it important to have a strong password when signing up on websites?

## Connections with other activities

Possible follow-up: "My online professional profile" or "My new Facebook group" (to use the password created) (MODULE 4 - SU 4.1/MODULE 2 - SU 2.3)

**Activity type:** Instruction

**Topics and content:** Good password

**Learning outcomes:** The learner is able to browse websites, sign up and log in in websites with safe passwords

**Target group:** Individual/group activity

### Material

Physical material: laptop



# ONLINE INTERVIEW

## Step by step process

1. Educator project an image and ask learners to do a web search on that theme.
2. Ask learners to find a Wikipedia page with information on the topic.
3. Educator pretends to be an interviewer and asks learners to search for information on the Wikipedia page.
4. Learners answer questions in a WORD document, copying and pasting information from the Wikipedia page.

**Activity type:** Instruction

**Topics and content:** Web searching

**Learning outcomes:** The learner is able to browse websites, sign up and log in in websites with safe passwords

**Target group:** Individual activity

## Material

Physical material: laptop

## Debriefing

What did you learn about conducting a web search and finding information on a specific topic during the activity?

Was the copying and pasting operation difficult?

## Tips

Copy paste: make sure everyone uses the same page - one page at a time

## Connections with other activities

Possible connection with the activity "My favourite celebrities" (MODULE 2 - SU 2.1) and possible follow-up of the activities "Spin the wheel" (MODULE 1 - SU 1.2), "Home quest" (MODULE 1 - SU 1.3)



# HOME QUEST

## Step by step process

1. Educator provides learners with the link to the organization website.
2. Ask learners to search for something specific inside the website; provide a Word document with a table of information they need to search inside the website, where they can copy and paste the information.
3. Have learners work independently or in pairs to complete the search task.
4. After they have found the information, ask them to write a summary of what they found and share it with the group.

**Activity type:** Follow-up

**Topics and content:** Web searching

**Learning outcomes:** The learner is able to browse websites, sign up and log in in websites with safe passwords

**Target group:** Individual/group activity

## Material

Physical material: laptop

Link to activities: link to the website, table

Word document

## Driving questions

What challenges did you encounter during the search task, and how did you overcome them?

## Connections with other activities

Possible follow-up of the activity "Online interview" (MODULE 1 - SU 1.3)