



Module 2 – Useful programs and apps

Module Background

Nowadays, in order to be prepared for the labour market is essential to be able to manage several digital skills related to the creation and edition of documents on digital devices. Furthermore, smartphones and their different applications are not only necessary for work tasks, but they are also fundamental for the management of daily life in different contexts.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 2	USEFUL PROGRAMS AND APPS			
SU 2.1	Introduction to MS Word	10	8	18
SU 2.2	Graphic design	10	8	18
SU 2.3	Using smartphone apps	10	8	18
TOTAL MODULE HOURS		30	24	54



Skill Unit 2.1 Introduction to MS Word

Skill Unit Background

Knowing how to manage a Word processing program is basic and essential to apply for a job. Such knowledge allows young people to create new documents, edit and modify them according to their necessities at work. Furthermore, it provides the opportunity for utilising it in their daily life for many other different uses and purposes.

Learning Objectives

This Skill Unit will teach how to do basic word processing of a text

Learning Outcomes

The learner is able to underline, use different fonts, sizes, colours and bold types in a Word document (2.1.1)

The learner is able to delete, copy and paste in a Word document (2.1.2)

The learner is able to use different margins, orientation and alignments (2.1.3)

The learner is able to insert an image and tables into the Word document (2.1.4)

Pre-knowledge

Turn on the PC, use the mouse and keyboard, open a Word document and save it with a name, search information and photos on the internet, copy and paste the information on the document

Indicative content: Topics and Key concepts

- Fonts, sizes, colours and bold types
- Underline, delete, copy, paste and insert
- Margins, orientation and alignments



Teacher led Activities

Do you know my family? (2.1.1):

Inform your partners about you and three members of your family by writing four informative paragraphs using different fonts, sizes, colours, bold types and underlining specific information

This is what I like! (2.1.2, 2.1.3): Inform your partners about two of your hobbies by searching information on the internet and create two documents applying specific formats, margins and orientation

My favourite celebrities (2.1.4): Inform and show images about your two favourite celebrities by inserting three different photos of each in a table

Teacher backed Activities

This is me! (2.1.1, 2.1.2, 2.1.3, 2.1.4):

Inform and show information about you, your town and a trip you would like to go by presenting a document with three paragraphs applying to each one specific font, sizes, bold type, format, margins and inserting images related to them

Assessment methods

As final assessment of this Skill Unit, learners will be able to create their personal CV using a specific font, size, bold types and italics where necessary and adding a photo of themselves. They will transform this document into PDF and save.



Skill Unit 2.2 – Graphic Design

Skill Unit Background

We live in a visual world where graphic design is almost everywhere and has an impact on businesses, advertising, the media, entertainment, culture and even politics. According to this fact, young people need to manage different graphic design programs to have access to the labour market. Taking into account that there are many of these programs, PowerPoint and Canva are the most common as they are very complete, useful and easy to use.

Learning Objectives

This Skill Unit will teach how to do basic and simple graphic design

Learning Outcomes

The learner is able to write a small text on a PowerPoint or Canva document (2.2.1)

The learner is able to insert an image from the internet on a PowerPoint or Canva document (2.2.2)

The learner is able to insert a shape in different places on a PowerPoint or Canva document (2.2.3)

The learner is able to create a basic GIF (2.2.4)

Pre-knowledge

Turn on the PC, use the mouse and keyboard, search information and photos on the internet, copy and paste the information on the document.

Indicative content: Topics and Key concepts

- Graphic design
- Powerpoint, Canva
- Inserting a shape and an image into Power Point or Canva
- Creating a GIF



Teacher led Activities

How much do you know about Powerpoint and Canva? (2.2.1, 2.2.2, 2.2.3, 2.2.4):

Discover your knowledge about Powerpoint and Canva by doing two questionnaires on Socrative

Invent a name for this photo! (2.2.1, 2.2.2): Create a composition with images from the internet on a Canva or Powerpoint document and invent your own title for them

My own creation (2.2.3): Create an original and personal composition by inserting different shapes, forms and colours on a Canva or Powerpoint document.

My first GIF (2.2.4): Create a kind of animated GIF with an image from the internet and changing the colour of the background

Teacher backed Activities

A city to visit (2.2.1, 2.2.2, 2.2.3, 2.2.4):

Create a canva or Power Point including images from a famous city, change the background and save as GIF

Assessment methods

As final assessment of this Skill Unit, learners will be able to create a small biography of themselves with different photos and texts with information about them. They can decorate the presentation adding different shapes, forms and GIFs. Finally they will present it in class.



Skill Unit 2.3 – Using smartphone apps

Skill Unit Background

Nowadays mobile phones are necessary and even mandatory in our everyday life. We need them for many different purposes and in many different contexts such as social, academic, economic and even for doing different working tasks. For this reason, this module will be focused on different smartphone applications that will be useful for our students according to the different contexts involved.

Learning Objectives

This Skill Unit will teach how to download and use smartphone apps

Learning Outcomes

The learner is able to navigate on the net, access different websites and platforms and search for information (2.3.1)

The learner is able to download and create a new profile on smartphone applications such as Facebook, Instagram or Mail (2.3.2)

The learner is able to post a comment on a partner's post (2.3.3)

The learner is able to create a new post on their profile (2.3.4)

The learner is able to apply basic forms of security and protection in digital contexts (2.3.5)

Pre-knowledge

Using the web or app searcher on the smartphone and the keyboard.

Indicative content: Topics and Key concepts

- Smartphone apps
- Creating a new profile on apps
- Social networks
- Writing a post on social media
- Posting a comment on social media
- Risks and security on internet



Teacher led Activities

My smartphone is a remote control! (2.3.1): Discover the knowledge you have acquired about Word, Canva and Powerpoint doing a Kahoot quiz

And the winner is... (2.3.1): Discover the most common social networks used by you and your partners doing a Mentimeter survey

My new Facebook group (2.3.2, 2.3.3, 2.3.4, 2.3.5): Create a new private Facebook profile with new friends, new posts, new photos and a new group.

Look what I have done! (2.3.2, 2.3.3, 2.3.4, 2.3.5): Post on a new profile on Instagram all your works done on Word, Canva and Powerpoint using different posts and show the world what you can do!

Teacher backed Activities

Find the Facebook Page (2.3.1): Find on different Facebook pages information about the favourite movie, musician or artist of each member of your group

App Exploration Challenge (2.3.1, 2.3.2): Discover various app categories (communication, entertainment, education, and more). Get your app adventure started with a list of must-try apps.

Assessment methods

As final assessment of this Skill Unit, the students will download the LINKEDIN app, create their own profile and add their CV document and extra information about themselves.



ANNEX - ACTIVITY CHARTS



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DO YOU KNOW MY FAMILY?

Step by step process

1. The learner starts the word processor program.
2. The learner writes the activity title in capital letters selecting font, size and bold.
3. The learner changes the text's font, size and colour to write a first paragraph indicating the name, surname, age and hobbies.
4. The learner repeats this process three times to write about three members of their family.
5. The learner selects the names and surnames with the mouse and put them in bold
6. The learner selects each hobby in the text and underlines them in the text.
7. Move to the debriefing questions.

Debriefing

Are you able to select part of the text with the mouse?

Do you know how to write texts in upper and lower case?

Are you able to change the font of a text?

Are you able to write texts in different colours and sizes?

Tips

Check that the computer equipment to be used works and has the word processor installed.

Make sure that students are able to find the necessary buttons and tools in the program interface to carry out the activity.

Activity type: Follow-up

Topics and content:

Word and its formats

Learning outcomes:

The learner is able to underline, use different fonts, sizes, colours and bold types in a Word document

Target group:

individual activity

Material

Physical materials: laptop or desktop computer with mouse, keyboard and monitor



THIS IS WHAT I LIKE!

Step by step process

Activity type: Follow-up

Topics and content:

"Word" and its formats.

Learning outcomes:

The learner is able to delete, copy and paste on the Word document

The learner is able to use different margins, orientations and alignments

Target group:

Individual activity

Material

Physical materials: laptop or desktop computer with mouse, keyboard and monitor.
Projector.

1. The learner chooses two hobbies (sports, music, movies, videogames,...)
2. The learner opens a Word document and goes to the page layout tab
3. Once in the document, they look for horizontal orientation and narrow margins.
4. The learner opens another Word document and selects portrait orientation and normal margin
5. The learner looks up information on the Internet about the two hobbies selected in step one.
6. The learner copies the information about one of the hobbies in the horizontal document and in the vertical one about the other selected hobby.
7. The learner organises the information in each document into three paragraphs.
8. The learner aligns one of the paragraphs to the right in each document, another to the left and the last one centred.
9. The learner presents the work done to the large group.
10. Move to the debriefing questions.

Debriefing

Where do you have to go to open the word documents?

What browser can you use to find information about our hobbies?

What tab do you have to open to change the document orientation and margins?

Tips

Prepare the projector so that once the students finish the activity they can project the result of the activity and show it to the rest of the class

Connections with other activities

Activities "Online interview" (MODULE 1-SU 1.3)



MY FAVOURITE CELEBRITIES

Step by step process

1. The student chooses two personalities of their liking.
2. Open a word document and go to the Insert tab, and insert a table with four rows and two columns.
3. In the first row, write the names of the two personalities. Alignment will be centered, bold font. Color to be chosen by the student.
4. Search the Internet and download three images of each of the personalities.
5. Insert in each of the cells and classified by columns the downloaded images of the two personalities, ordering them from top to bottom according to the student's taste.
6. Center align the images in the cell.
7. Present the work done to the large group.
10. Move to the debriefing questions.

Debriefing

- Am I able to insert tables and select their size?
- Do I know the way to download an image from the Internet?
- Can I insert an image in a word document?
- Am I able to align text and images when creating tables?

Tips

Check that the computer equipment to be used works and has the word processor installed. Prepare the projector so that once the students finish the activity they can present it to the rest of their classmates.

Activity type: Follow-up

Topics and content:
Word and its formats

Learning outcomes:
The learner is able to insert an image and tables into theworld document

Target group:
Individual activity

Material

Physical material: laptop or desktop computer with mouse, keyboard and monitor. Projector



THIS IS ME!

Activity type: Evaluation

Topics and content:

Word and its formats

Learning outcomes:

The learner is able to underline, use different fonts, sizes, colours, in a Word document.

The learners are able to delete, copy and paste in a Word document.

The learners are able to use different margins, orientation and alignment.

The learner is able to insert an image and tables into the Word document

Target group:

Individual activity

Material

Physical material: laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. Create a Word document.
2. Go to page layout and set up the margins of the document with a 3 cm of alignment for each side (top, bottom, right and left).
3. In this document write three paragraphs.
4. Fill in the first paragraph with personal information (age, family, friends, hobbies).
5. In the second paragraph write information about your town or city of residence.
6. In the same paragraph insert a table with different cells and insert in them two pictures of the most touristic places in your town or city.
- 7.. In the third paragraph write information about a tourist destination you would like to go to, insert a table and insert two pictures of that place.
8. At the beginning of the first paragraph write your name in bold and in the second paragraph write your name in bold.
9. At the beginning of the second and third paragraphs write the names of the corresponding places in italics and underlined.

Driving questions

Where should you go to open word documents?

Which tab should you open to change the margins in a document?

Which browser should you use to search for information?

Which tab should you open to create a table?

How can you copy an image from the internet?

How can you paste an image into a table?

Which tab should you open to make the font bold, underline and italicise it?

Connections with other activities

Activity "This is my e-mail" (MODULE 3. - SU 3.1)



HOW MUCH DO YOU KNOW ABOUT CANVA & POWERPOINT?

Activity type:
Introduction

Topics and content:
Graphic Design
Canva & PowerPoint

Learning outcomes:

The learner is able to write a small text on a PowerPoint or Canva document

The learner is able to insert an image from the internet on a PowerPoint or Canva document

The learner is able to insert a shape in different places on a Powerpoint or Canva document

The learner is able to create a basic GIF

Target group: Pair activity

Material

Physical material: computers

Link to activities: [Canva Quiz](#) / [PPT Quiz](#)

Printable: [Canva Pdf](#) / [PPT Pdf](#)

Additional resources

[The Basics of PowerPoint \(Video\)](#)

Step by step process

1. The educator assigns one computer to each pair of students.
2. Learners access the internet through any web browser.
3. Learners view a short video on Google about the basics of PowerPoint or Canva
4. Learners take a quiz with True or False as well as Multiple Choice questions through **Socrative** so as to evaluate their previous knowledge on PowerPoint or Canva.
5. Learners check the correct answers as well as the immediate feedback after each question.
6. The educator will briefly explain the basics of these two digital tools to the students after finishing the questionnaire.

Debriefing

What browser did you use to access the Internet?

Which digital tool was more useful for you?

Which one did you like the least? Why?

Tips

Educators should check whether computers and wifi are working.



INVENT A NAME FOR THIS PHOTO!

Activity type: Instruction

Topics and content:
Graphic Design. Canva

Learning outcomes:

The learner is able to write a small text on a PowerPoint or Canva document

The learner is able to insert an image from the internet on a PowerPoint or Canva document

Target group:
Individual activity

Material

Physical material:
Laptop or desktop computer with mouse, keyboard and monitor.
Projector

Step by step process

1. The educator will assign a computer to each student.
2. Learners access the internet through any web browser.
3. Learners search four images on Google about a topic they like.
4. Learners save the images in a new file for this project.
5. Learners open a new slide in Powerpoint or Canva where they will insert said images.
6. Learners invent a title for their graphic design and present their work to their classmates.

Debriefing

What browser did you use to access the Internet?

What websites did you use to download your pics?

What is the name of the App you've used to do this activity?

Tips

Educators should check whether computers and wifi are working
Provide visual aids



Activity type: Instruction

Topics and content:

Graphic Design
Canva

Learning outcomes:

The learner is able to insert a shape in different places on a Powerpoint or Canva document.

Target group:

Individual activity

Material

Physical material:
Laptop or desktop computer with mouse, keyboard and monitor.
Projector.

MY OWN CREATION

Step by step process

1. The educator will assign a computer to each student.
2. Learners access Canva through any web browser.
3. Learners choose a template they like (infographic, animation, story, card, etc.)
4. Learners edit the template by adding new elements such as text, images or stickers of their choice.
5. Learners download their own creation in any format and save their work in the computer.
6. Learners will be able to share their creation through social media. (Optional)

Debriefing

What browser did you use to access the Internet?

What is the name of the app you've used to do this activity?

What type of template did you use for your own creation?

What interactive elements did you use for your design?

What format did you use to save your project?

Tips

Learners should write down their credentials when accessing to Canva.
Educators should check whether computers and wifi are working.



MY FIRST GIF

Step by step process

1. The learner will access Canva through any web browser.
2. Learners choose a small template such as card, label or logo for instance.
3. Learners include a background, a picture and a text for their design.
4. Learners choose a sticker from the given Elements so as to include it in their design.
5. Learners download the design in gif format and save a copy in their devices.
6. Learners will be able to share their creation through social media. (Optional)

Debriefing

What browser did you use to access the Internet?

What is the name of the app you've used to do this activity?

What is the name of your GIF?

Tips

Educators should check whether computers and wifi are working.

Learners should write down their credentials when accessing to Canva.

Activity type: Follow up

Topics and content:

Graphic Design

Canva

Learning outcomes:

The learner is able to create a basic GIF

Target group:

Individual activity

Material

Laptop or desktop computer with mouse, keyboard and monitor.
Projector



A CITY TO VISIT

Activity type: Follow-up

Step by step process

Topics and content:

Graphic Design. Canva and Powerpoint

Learning outcomes:

The learner is able to write a small text on a Canva or Powerpoint document;

The learner is able to insert an image from the internet on a Canva or Powerpoint document;

The learner is able to insert a shape in different places on a Canva or Powerpoint document;

The learner is able to create a basic GIF

1. The educator will assign a city to each student (Paris, Rome, New York, London, etc)
2. Learners access Canva or Powerpoint through any web browser.
3. Learners open a blank document
4. Learners look for information and images of 4 famous landmarks of the city.
5. Learners copy and paste these 4 images and the information below them on the Canva or Powerpoint document
6. Learners create a second slide on which he/she will insert a typical image of the city and they will change the background colour of the document in order to create a basic GIF
7. Learners download the design in GIF format and save a copy in their devices.
8. Learners will be able to share their creation front of the class by means of the projector in order to inform their partners about the city.

Driving questions

Where should you go to open a new Canva or Powerpoint document?

Where should you look for information and images about Paris, Rome or New York?

How can you copy and paste the images and information from the internet on the Canva document?

How can you add a second slide in the document?

Where should you look for a typical image of the city given?

How can you paste the image of the city into the Canva document?

How can you change the background colour of the document to create a basic GIF?

Target group:

Individual activity

Material

Laptop or desktop computer with mouse, keyboard and monitor.

Projector



MY SMARTPHONE IS A REMOTE CONTROL!

Activity type: Evaluation. Gamified.

Topics and content:

Smartphone apps, Word, Canva and Powerpoint

Learning outcomes:

The learner is able to navigate on the net, access different websites and platforms and search for information.

Target group:

Individual activity

Material

Physical material: smartphone with internet connection. Projector. Screen

Link to activities:

<https://create.kahoot.it/details/cba3426a-622a-4898-a2f7-ded1392ed2e3>

Step by step process

1. The educator creates a multiple-choice quiz on Kahoot with questions related to SU 2.1. "Intro to MS Word" and SU 2.2. "Graphic Design" in order to review the previous content of the module.
2. The educator provides the QR code, which will give access to the quiz.
3. The educator projects the multiple-choice questions and possible answers on the screen
4. The learners answers the multiple-choice questions using their mobiles as a kind of remote control, each colour contains one answer but there is only one true answer for each question.
5. Learners have 30 seconds to answer each multiple choice question.
6. The fastest learner wins the game.
7. Move to the debriefing questions.

Debriefing

How did you feel doing the quiz?

Have you ever used your mobile to play a game like this before?

Do you remember the information about the previous skill units?

Tips

Check you have a good wifi connection before starting the game

Provide a small demonstration about how to play before playing the game

Increase the time allocated to each answer



AND THE WINNER IS...

Activity type: Introduction

Topics and content:

Smartphone apps

Learning outcomes:

The learner is able to navigate on the net, access different websites and platforms and search for information

Target group:

individual activity

Material

Physical material: smartphone with internet connection. Projector. Screen

Link to activities:

https://www.mentimeter.com/app/presentation/al4ro6qmapopzn6hxxhs69m9n8q_nfdh9

Step by step process

1. Learners create a questionnaire about favourite apps on Mentimeter
2. Learners tell students to go to www.mentimeter.com
3. Learners provide the CODE to access to the questionnaire or project the QR code by adding the instruction slide
4. Learners get into the Mentimeter questionnaire through the code on mentimeter.com
5. Learners answer the questions with true information for them
6. Learners show the answers on the screen
7. After the results, the learners will discuss about pros and cons of their favourite apps
8. Move to the debriefing questions.

Debriefing

How did you feel doing the questionnaire?

Do you have a similar taste to your partners?

Were you surprised at your partners' answers?

Tips

Check you have a good wifi connection before starting the questionnaire

Check their smartphone screens while they are doing the questionnaire - wait for them in case they get lost or loose connection



MY NEW FACEBOOK GROUP!

Step by step process

1. First, the educator will create a new profile on Facebook and configure it as a private profile.
2. The students will do the same following the example.
3. The learner will take a selfie and upload it as a profile photo.
4. The learner and the educator will write his/her Facebook name on the board and all the partners will look for the others, send them a friend request and add them as friends.
5. The learners will take a photo of the group with their mobiles, share it on his/her profile and label all their partners and the educator in the photo
6. The educator will create a private group on Facebook and will write the name of the group on the board.
7. The learner will look for the group on Facebook and send a group request.
8. Finally they will post photos on the group and write some comments about them.
9. Move to the debriefing questions.

Debriefing

How did you feel during the activity?

Have you ever used Facebook before?

How did you configure the profile so as to be a private one?

If it is your first time on Facebook, are you going to look for other friends on Facebook? How?

Are you going to be in touch with your partners on Facebook?

Tips

Check you have a good wifi connection before starting the activity

Provide a live demonstration of each step if needed

Monitor their smartphone screens while doing the activity

Check their accounts are private

Activity type: Instruction

Topics and content:

Facebook profile and groups

Learning outcomes:

The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram; The learner is able to post a comment on a partner's post; The learner is able to create a new post on his/her profile; The learner is able to apply basic forms of security and protection in digital contexts

Target group: individual/group activity

Material

Physical material: smartphone with wifi connection. Projector



FIND THE FACEBOOK PAGE

Activity type:

Online. Follow-up

Topics and content:

Facebook sites

Learning outcomes:

The learner is able to navigate on the net, access different websites and platforms and search for information.

Target group:

Individual activity

Material

Physical material: smartphone with wifi connection.

Step by step process

1. The educator will divide the students into different groups.
2. The educator will assign a topic to each group (favourite movie, favourite music artist, etc)
3. Each group member will find a Facebook page about his/her favourite movie, artist,, etc.
4. Once found, each learner will read the last post of the page they found and share the information with the rest of the group.
5. Finally, each learner will share the information on the common Facebook group of the class

Driving questions

Where do you look for information on Facebook?

How do you share and post information in a common group on Facebook?

Did you find interesting information? Did you know about it?



LOOK WHAT I HAVE DONE!

Step by step process

1. First, the educator will create a new profile on Instagram and configure it as a private profile.
2. The students will do the same following the example.
3. The learner will take a selfie and upload it as a profile photo.
4. The learner and the educator will write his/her Instagram name on the board and all the partners will look for the others, send them a friend request and add them as friends.
5. The learner will take a photo of all the works he/she has done for the activities implemented in the previous Skill Unit (Word and graphic design) and this Skill Unit too.
6. The learner will post each work in a different post and he/she will provide a brief explanation about each one. For the GIF he/she will use a video format.
7. Move to the debriefing questions.

Debriefing

How did you feel during the activity?

Have you ever used Instagram before?

How did you configure the profile so as to be a private one?

If it is your first time on Instagram, are you going to look for other friends on Instagram?

How? Which social site do you prefer, Facebook or Instagram? Why?

Tips

Check you have a good wifi connection before starting the activity

Provide a live demonstration of each step if needed

Monitor their smartphone screens while doing the activity

Check their accounts are private

Activity type: Instruction

Topics and content:

Post photos on Instagram

Learning outcomes:

The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram;
The learner is able to post a comment on a partner's post;
The learner is able to create a new post on his/her profile;
The learner is able to apply basic forms of security and protection in digital contexts

Target group:

individual activity

Material

Physical material: smartphone with wifi connection. Projector



APP EXPLORATION CHALLENGE

Activity type: Follow-up

Topics and content: Smartphone apps
Creating a new profile on apps

Learning outcomes:

The learner is able to navigate on the net, access different websites and platforms and search for information; The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram

Target group: Individual activity

Material

Physical material: Smartphone

Step by step process

- 1.The educator presents various app categories (communication, entertainment, education, etc.).
2. Provides participants with a list of recommended apps to download (e.g., a social media app, a news app, a game app).
3. Asks them about their interests
4. Offers visual guides with step-by-step instructions for downloading and setting up these apps.
5. Encourages participants to complete the "scavenger hunt" by finding and installing each app.

Driving questions

- To which category do these apps belong?
- Which app would you like to download? Why?
- Do you remember how to download it?

Tips

Present them application regarding for instance language learning, cooking, wellbeing, water drink reminder and encourage them to work thinking about their real interests.