



# 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

---

**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

---

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

### Assessment Methods

---

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.



# 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](#)