



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 1.3 – 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 guided 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.



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

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

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)



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)