



Module 3 - Communicating in the digital era

Module Background

In today's world, technology has transformed the way we communicate with one another. Whether it's through social media, email, or video conferencing, we have more options than ever before to connect with people across the globe. However, these new forms of communication also come with their own set of challenges, such as misinterpretation of tone and unintended messages. In this module, we will explore the various digital communication tools and strategies to effectively convey our ideas, thoughts, and emotions in the digital space. By the end of this module, learners will have a better understanding of how to navigate the complexities of digital communication and use it to their advantage.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 3	COMMUNICATING IN THE DIGITAL ERA			
SU 3.1	Communicating via email	12	8	20
SU 3.2	The diversity of digital communication	12	8	20
TOTAL MODULE HOURS		24	16	40



Skill Unit 3.1 – Communicating via email

Skill Unit Background

In today's world, email has become an essential form of communication. Exploring the power and challenges of email communication is the focus of this Skill Unit. The Skill Unit will discover how email can open doors to personal, educational, and professional opportunities while addressing specific challenges that may arise. Learners will gain the skills to navigate email communication effectively, connect with others, and harness its potential for success in today's interconnected world.

Learning Objectives

This Skill Unit will provide knowledge and skills necessary to communicate via email

Learning Outcomes

The learner is able to set up an email account (3.1.1)

The learner is able to write clear emails, expressing their thoughts and ideas (3.1.2)

The learner can manage their emails including replying, forwarding and attaching files (3.1.3)

Pre-knowledge

Basic computer literacy (using keyboard and mouse, navigating interfaces; Internet awareness, using web browsers; Basic communication concepts, such as the purpose of written communication; Basic reading and writing skills.

Indicative content: Topics and Key concepts

- Introduction to Email communication
- Setting up an Email account
- Composing and sending email, attaching files
- Managing email conversations (answering, forwarding, deleting emails)



Teacher led Activities

The way of the letter (3.1.1): Discover traditional mail before exploring the world of email communication: write letters, become postmen, sort mail, and experience the joy of receiving and reading messages

Email account quest (3.1.1): Set up an Email account, overcome the quest challenges and get started with digital communication

Express email (3.1.2): Use creativity to engage learners in writing clear emails, sharing them with others and improve the clarity of their communication skills

Teacher backed Activities

Email Pen Pal (3.1.2, 3.1.3): Practice email communication skills by becoming pen pals with a classmate or friend via email, share stories, and build connections in a digital world.

This is my Email (3.1.2, 3.1.3): Learners connect with their assigned peers, sending via email a self-introduction via a Word file attached.

Email explorer (3.1.3): Engage in interactive tasks on Liveworksheet platform to showcase your skills in creating and sending emails and managing an email account

Assessment Methods

As final assessment, learners will experience a scenario-based simulation where they have to reply to an email from the teacher answering to a specific problem. In replying, they have thus to project themselves in a real life situation, showcase proper etiquette, clear expression of ideas, and basic email management (replying and attaching files). Following the initial reply, learners will receive follow-up questions or requests to which they have to respond, proving good management of email conversation.



THE WAY OF THE LETTER

Step by step process

1. Introducing the concept of traditional mail and its role in connecting people before the digital era.
2. Assign roles to the participants, such as writers, postmen, postal workers, and recipients. The educator makes sure each participant understands their role and responsibilities.
3. Provides sheets of paper, pens, and envelopes for the writers. Encourages participants to write short letters or messages to each other, expressing their thoughts or sharing experiences.
4. Create a simple post box using a shoebox or similar materials and explain the purpose of the post box and demonstrates how to place the letters inside.
5. Assign postmen the task of collecting letters from the postbox. Assist participants in sorting the letters based on the address information.
6. Instructs the postmen to deliver the sorted letters to the designated recipients.
7. Guide recipients to open and read the letters they receive and encourage participants to share their emotions as they read their letters.
8. Introduce the concept of email communication and its advantages in the modern digital era and show a simple example of an email exchange on a screen or through printed materials. Everyone discusses the benefits of email communication, such as instant delivery, accessibility, and the ability to connect with people around the world.
9. Move to the debriefing questions.

Debriefing

How did you feel during the activity? Did you enjoy playing your role?
How is sending letters different from other ways of communicating that you are familiar with?
Can you think of any situations where sending a letter might be better than using email? Why?
How do you think email communication is similar to or different from sending letters?

Tips

Provide visual aids e.g. Provide labels with different addresses (countries, cities) for the postal workers to sort the mail, but also with recipient names and addresses to assist participants in finding the correct recipients. Provide several separate rooms or different spaces: for writing letters, for the post box, for the postal workers to distribute the letters, for the recipients.

Activity type: Introduction

Topics and content: sending letters, introduction to email communication

Learning outcomes: The learner is able to set up an email account

Target group: Group activity

Material

Physical material: sheets of paper, pens, envelopes, stamps, teacher's handmade post box (using a shoebox), and sheets of paper with the recipients' addresses.
Printable: [cards with a role description](#)



EMAIL ACCOUNT QUEST

Step by step process

Activity type: Instruction

Topics and content: Setting up an email account

Learning outcomes: The learner is able to set up an email account

Target group: Group activity

Material

Physical material: laptop

Printable: [guide](#)

1. The educator provides learners with a set of instructions on how to create an email account with a popular email service provider (such as Gmail). The educator includes clear and simplified steps, accompanied by visual aids or screenshots if possible.
2. The educator divides learners into small groups or pairs
3. Each group or pair will be given a checklist of tasks related to email account setup, such as:
 1. Creating a new email account with a specific username and password
 2. Verifying the email account through a confirmation link
 3. Setting up security questions or two-factor authentication
 4. Customizing the email account settings (e.g., display name, signature, notification preferences).
4. Once the tasks are completed, the educator has each group or pair present their newly created email account to the rest of the class, showing the key features and settings they have customized.
5. The educator discusses the importance of having an email account and how it can be utilized for communication in various contexts.
6. Move to the debriefing questions.

Debriefing

Did you face any difficulties or challenges during the process? How did you overcome them?
What are some important steps you had to follow to create your email account?
How do you think having an email account can be useful in your daily life?

Tips

Provide a live demonstration and visual guides and cues of each steps if needed.

Set a time limit for completing the tasks, considering the complexity of the instructions and the learners' abilities.

Encourage learners to collaborate, ask questions, and provide assistance to each other during the process.



EXPRESS EMAIL

Step by step process

1. The educator provides each participant with a pen and a stack of small cards or pieces of paper.
2. The educator creates a deck of topic cards with various subjects written on them.
3. The educator randomly distributes a topic card to each participant.
4. The educator sets a time limit (e.g., 15 minutes) for learners to write a brief email expressing their thoughts and ideas on the given topic. The educator encourages participants to focus on clarity in their writing.
5. The educator invites learners to share their emails. The educator asks them to read aloud their emails to the group or to a partner.
6. The educator prompts participants to provide positive feedback to each other, highlighting effective expressions and clear communication.
7. Move to the debriefing questions.

Debriefing

How did you feel while writing your emails?

Did you find it easy or challenging to express your thoughts clearly?

Did you enjoy sharing your emails with the group? What did you like about hearing others' emails?

How do you think clear email communication can be important in real-life situations?

Was there anything you found challenging while participating in this activity?

Tips

Ensure that the topics are simple and relatable to their experiences.

Activity type: Introduction

Topics and content: Composing emails, communication skills

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas

Target group: Individual activity

Material

Physical material: pens, laptop

Printable: [deck of topic cards](#)



EMAIL PEN PALS

Step by step process

Activity type: Follow-up

Topics and content: Email writing, communication online

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas
The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual activity

Material

Physical material: laptop
Printable: [template](#)

1. The educator assigns each participant a classmate or friend to be their email pen pal. The educator ensures that both participants have access to email accounts.
2. The educator provides a template or guidelines for writing their first email to their pen pal. The educator includes prompts such as introducing themselves, sharing their interests, and asking questions to initiate a conversation.
3. The educator sets a timeframe (e.g., one week) for learners to exchange at least two emails with their pen pal. In that timeframe participants should engage in a meaningful conversation with their pen pal, responding to their questions and sharing updates about their lives, hobbies, or any topics of interest.
4. The educator encourages participants to personalize their emails by using their creativity, sharing stories or experiences, and expressing their thoughts and feelings. The educator emphasizes the importance of email etiquette, including using proper greetings and salutations, maintaining a friendly tone, and proofreading.
5. After the designated timeframe, the educator encourages participants to share their experiences with the class or group, highlighting interesting conversations or connections made through the email exchange.

Driving questions

What are some interesting facts or experiences you could share with your pen pal to help them get to know you better?

How can you show curiosity and engage your pen pal in conversation? What questions could you ask them?

What common interests or hobbies do you have that you could discuss with your pen pal?

How can you express yourself clearly and effectively in your email? Are there any specific details or stories you could include?

What tone and language would be appropriate to maintain a friendly and positive conversation with your pen pal?



THIS IS MY EMAIL

Step by step process

1. This activity can be part of the Email Pen Pal journey, alternatively, learners are assigned a peer to which they have to send an email.
2. Learners are encouraged to write something about themselves on a Word file (alternatively, they can use the outcome of the game "This is Me" in SU 2.1).
3. Learners write and send an email to their peer attaching the Word file.
4. Learners wait to receive the email from their peer and answer to the message.

Driving questions

- How did writing and sending an email to your peer enhance your understanding of them?
How did the email exchange help you in getting to know your peer better?
What was the most interesting or surprising thing you learned about your peer from their email?

Connections with other activities

Possible follow-up of "This is me" (MODULE 2 - SU2.1)

Activity type: Follow-up

Topics and content: Email writing, communication online, attachments

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas; The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual/Peer activity

Material

Physical material: laptop



EMAIL EXPLORER

Activity type: Evaluation

Topics and content: creating and sending emails

Learning outcomes: The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual activity

Material

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

Step by step process

1. The educator creates a series of tasks on Liveworksheet related to email creation, sending emails, reading messages, recognizing symbols, etc.
2. Tasks can include simulated scenarios and practical exercises to reinforce learning.
3. The educator sends the link to perform the tasks in liveworksheet to learners
4. Learners access the Liveworksheet platform and complete the assigned tasks one by one.
5. The educator monitors students' progress on the Liveworksheet platform and addresses difficulties promptly, when applicable.
6. After completing the tasks, students send their answer to the educator.

Driving questions

What are the objectives of this tasks? Are the instructions clear to you?
Do you have any questions or uncertainties about the tasks?