

Cambridge **ENTRY LEVEL 1** and **ENTRY LEVEL 2**

# ***DIGITAL EMPLOYABILITY***



Entry Level 1 Unit 1 – Become familiar with digital devices to find information, receive and reply to messages

Entry Level 2 Unit 1 – Use digital devices to find and request information, send and reply to messages and emails

**DELIVERY GUIDE**

Version 1

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons. Against each activity we have indicated where they link to our Employability Skills or Life and Living Skills qualifications.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-digital-employability-entry-level-1-3-level-1-award-05807-05810/>.

The latest version of this Delivery Guide can be downloaded from the OCR website.

# UNIT AIM

## ENTRY LEVEL 1

### Unit 1 – Become familiar with digital devices to find information, receive and reply to messages

Most companies use digital devices, such as computers, tablets and smart phones to find information and send messages. This unit will help you to build your confidence using a device. This unit will help you prepare for a job and access further learning. You will learn how to turn the device on and off safely and explore some features of the device. You will practice how to use apps or software to find things on the internet and send messages. You will learn how to be safe while using the device and finding information.

#### ENTRY LEVEL 1

##### Unit 1 Become familiar with digital devices to find information, receive and reply to messages

<b>LO1</b>	Be able to follow procedures to start up and shut down digital devices
<b>LO2</b>	Be able to become familiar with interface features of digital devices and their safe use
<b>LO3</b>	Be able to use digital devices to safely search for information
<b>LO4</b>	Be able to use digital devices to safely locate information
<b>LO5</b>	Be able to use digital devices to receive and send electronic messages

## ENTRY LEVEL 2

### Unit 1 – Use digital devices to find and request information, send and reply to messages and emails

Most companies use digital devices, such as computers, tablets and smart phones to find information and send messages. This unit will help you to build your confidence using a device and help to prepare you for a job or access further learning. You will learn how to access a device, change settings and explore some of its features. You will practice how to use apps or software to find things on the internet while safely avoiding distracting information and complete fields on a form. You will learn how to send and reply to emails and instant messages.

#### ENTRY LEVEL 2

##### Unit 1 Use digital devices to find and request information, send and reply to messages and emails

<b>LO1</b>	Be able to follow procedures to start up, shut down and change authentication on digital devices
<b>LO2</b>	Be able to become familiar with interface features and settings of digital devices and their safe use
<b>LO3</b>	Be able to become familiar with searching and finding information without being distracted by adverts and spam
<b>LO4</b>	Be able to enter text into fields on webpages to request information
<b>LO5</b>	Be able to use digital devices to send and receive emails and instant messages

# SUGGESTED ACTIVITIES

## ACTIVITY 1

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
<p>LO1 Be able to follow procedures to start up and shut down digital devices</p> <p>LO3 Be able to use digital devices to safely search for information</p>	<p>Tutors could explain to the learners that there are different ways of travelling to and from a destination. Tutors could write these two different ways of travelling on the whiteboard:</p> <ul style="list-style-type: none"> <li>• walk</li> <li>• bus</li> </ul> <p>Tutors could then ask the learners to work in small groups to identify a destination and discuss the different ways of travelling to and from that destination. Learners could create a list of how they could travel to and from their chosen destination and feed this back to the whole class.</p> <p>Tutors could explain that digital devices can help a person to find out information about how to get to a destination. They could write the following list of digital devices that can help a person to find out this information on the whiteboard:</p> <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• laptop</li> <li>• tablet</li> <li>• desktop computer</li> </ul>	<p>LO1 Be able to follow procedures to start up, shut down and change authentication on digital devices</p> <p>LO 3 Be able to become familiar with searching and finding information without being distracted by adverts and spam.</p>	<p>Tutors could explain to the learners that there are different ways of travelling to and from a destination. Tutors could write these two different ways of travelling on the whiteboard:</p> <ul style="list-style-type: none"> <li>• walk</li> <li>• bus</li> </ul> <p>Tutors could then ask the learners to work in small groups to identify a destination and discuss the different ways of travelling to and from that destination. Learners could create a list of how they could travel to and from their chosen destination and feed this back to the whole class.</p> <p>Tutors could explain that digital devices can help a person to find out information about how to get to a destination. They could write the following list of digital devices that can help a person to find out this information on the whiteboard:</p> <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• laptop</li> <li>• tablet</li> <li>• desktop computer</li> </ul>	<b>1 hour</b>	Unit M33 LO1

## ACTIVITY 1

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could explain that each of these devices needs to be started up before any information can be found. They could demonstrate starting up the desktop computer (using the interactive whiteboard) in the classroom and explain that a password is needed to access information on that device. The tutor could input the password to show the learners that this allows access to the device.</p> <p>Tutors could ask the learners to work in pairs. They could give each pair a digital device, such as a tablet and give them a set of instructions (with photos) to help them to start up the device. For example:</p> <p><b>Starting up a tablet (e.g. iPad)</b></p> <ol style="list-style-type: none"> <li>1. Press the power button at the top of the tablet until the icon appears.</li> <li>2. Once the tablet turns on, you will need to slide your finger to the right to unlock it.</li> <li>3. You then type in the four-digit passcode, which is '1111'.</li> </ol> <p>Tutors could also show the learners a video to support them further. Such as:</p> <p><a href="https://www.youtube.com/watch?v=CrVFY8v5q6Q">https://www.youtube.com/watch?v=CrVFY8v5q6Q</a></p> <p>Tutors could ask the learners to follow the instructions to start up the tablet.</p>		<p>Tutors could explain that each of these devices needs to be started up before any information can be found. They could demonstrate starting up the desktop computer (using the interactive whiteboard) in the classroom and explain that a password is needed to access information on that device. The tutor could input the password to show the learners that this allows access to the device.</p> <p>Tutors could ask the learners to work in pairs. They could give each pair a digital device, such as a tablet and give them a set of instructions (with photos) to help them to start up the device. For example:</p> <p><b>Starting up a tablet (e.g. iPad)</b></p> <ol style="list-style-type: none"> <li>1. Press the power button at the top of the tablet until the icon appears.</li> <li>2. Once the tablet turns on, you will need to slide your finger to the right to unlock it.</li> <li>3. You then type in the four-digit passcode, which is '1111'.</li> </ol> <p>Tutors could also show the learners a video to support them further. Such as:</p> <p><a href="https://www.youtube.com/watch?v=CrVFY8v5q6Q">https://www.youtube.com/watch?v=CrVFY8v5q6Q</a></p> <p>Tutors could ask the learners to follow the instructions to start up the tablet.</p>		

## ACTIVITY 1

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>The tutor could then explain that one of the ways of finding out about travelling to and from a destination is to use a web browser. This is a programme such as 'Safari', 'Google Chrome' or 'Internet Explorer'. They could show the learners this video to explain further:</p> <p><a href="http://www.bbc.co.uk/webwise/0/22562353">http://www.bbc.co.uk/webwise/0/22562353</a></p>		<p><i>Tutors could explain that authentication (a PIN or a password) can be changed on a digital device and write some instructions about how to go about this on the whiteboard. For example:</i></p> <ol style="list-style-type: none"> <li><i>1. Tap the 'settings' icon.</i></li> <li><i>2. Tap the 'passcode' section on the left-hand side.</i></li> <li><i>3. Enter the current passcode (1111).</i></li> <li><i>4. Tap 'change passcode'.</i></li> <li><i>5. Enter the old passcode (1111).</i></li> <li><i>6. Enter a new passcode (2222).</i></li> <li><i>7. Verify the new passcode (2222).</i></li> <li><i>8. Press the 'home' button at the bottom of the Ipad to access programmes on the device.</i></li> </ol> <p><i>Learners could follow the guidelines to change the authentication on their device.</i></p>		
			<p>The tutor could then explain that one of the ways of finding out about travelling to and from a destination in to use a web browser. This is a programme such as 'Safari', 'Google Chrome' or 'Internet Explorer'. They could show the learners this video to explain further:</p> <p><a href="http://www.bbc.co.uk/webwise/0/22562353">http://www.bbc.co.uk/webwise/0/22562353</a></p>		

## ACTIVITY 1

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could then demonstrate accessing a web browser to use a search engine (e.g. 'Google') and then type in a destination and search for the destination using the 'map' icon. They could then click on 'directions', enter a start postcode and demonstrate the different options of travelling to the destination. Tutors could explain that this is a good way of choosing the best travelling method, as timings are given as well as bus numbers etc.</p> <p>The learners could then be given a set of instructions (with photos) to help them to locate a web browser and a search engine on the tablet that they are using. Tutors could then ask the learners to choose a destination, type this into the search field and then tap the 'maps' icon to find out about the different ways that they could travel there. The learners could record the information in a table.</p>		<p>Tutors could then demonstrate accessing a web browser to use a search engine (e.g. 'Google') and then type in a destination and search for the destination using the 'map' icon. They could then click on 'directions', enter a start postcode and demonstrate the different options of travelling to the destination. Tutors could explain that this is a good way of choosing the best travelling method, as timings are given as well as bus numbers etc. <i>Tutors could then show the learners how to use the 'back' and 'forward' buttons to move between pages and also how to open up new pages/tabs.</i></p> <p>The learners could then be given a set of instructions (with photos) to help them to locate a web browser and a search engine on the tablet that they are using. Tutors could then ask the learners to choose a destination, type this into the search field and then tap the 'maps' icon to find out about the different ways that they could travel there. The learners should be encouraged to record <i>the different methods of travel (e.g. walking, car, bus, cycling etc.) and the timings</i> in a table.</p>		

## ACTIVITY 1

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>The tutor could tell the learners about the importance of using a search engine safely. This could involve a class discussion about what not to search for when using a search engine.</p> <p>Tutors could tell the learners that they will need to power off the tablet that they have been using. They could give the learners a set of instructions (with photos) to help them to do this. For example:</p> <p><b>How to power off a tablet</b></p> <ol style="list-style-type: none"> <li>1. Press the power button at the top of the tablet until the 'Power off' screen appears.</li> <li>2. Once it appears, you need to slide your finger to the right to power off.</li> <li>3. Your tablet will then power off.</li> </ol> <p>Tutors could also show the learners a video to support them further. Such as:</p> <p><a href="https://www.youtube.com/watch?v=CrVFY8v5q6Q">https://www.youtube.com/watch?v=CrVFY8v5q6Q</a></p> <p>Finally, tutors could demonstrate to the learners how to log off on the classroom desktop computer.</p>		<p>The tutor could tell the learners about the importance of using a search engine safely. <i>This could involve a class discussion about what to avoid when searching for and finding information, such as pop-ups, adverts/spam that could distract them from the task and information that maybe offensive. Screenshot printouts could be provided to the learners so that they know what to be aware of in future web searches.</i></p> <p>Tutors could tell the learners that they will need to power off the tablet that they have been using. They could give the learners a set of instructions (with photos) to help them to do this. For example:</p> <p><b>How to power off a tablet</b></p> <ol style="list-style-type: none"> <li>1. Press the power button at the top of the tablet until the 'Power off' screen appears.</li> <li>2. Once it appears, you need to slide your finger to the right to power off.</li> <li>3. Your tablet will then power off.</li> </ol> <p>Tutors could also show the learners a video to support them further. Such as:</p> <p><a href="https://www.youtube.com/watch?v=CrVFY8v5q6Q">https://www.youtube.com/watch?v=CrVFY8v5q6Q</a></p> <p>Finally, tutors could demonstrate to the learners how to log off on the classroom desktop computer.</p>		

## ACTIVITY 2

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <b>red</b> below)	Suggested timings	Links to Life and Living Skills qualification
LO2 Be able to become familiar with interface features of digital devices and their safe use	<p>Tutors could explain to the learners that there are different ways of finding out about job vacancies. They could show them some job vacancy adverts in a newspaper and also show them a website (using the interactive whiteboard) that provides details of available jobs. For example:</p> <p><a href="http://www.gov.uk/jobsearch">www.gov.uk/jobsearch</a></p> <p>Tutors could explain that different devices can be used to find out about jobs on a website. Such as, mobile phones, tablets, laptops etc.</p> <p>They could also explain that these devices have features that will allow them access to gain access to information. E.g. keyboard, mouse etc.</p> <p>Learners could work in pairs to discuss and match images of features with their word descriptors.</p> <p>Tutors could ask the learners to work in pairs and give each pair a laptop. Tutors could ask the learners to use the features of the laptop with the help of some written guidance (to include photos).</p>	LO2 Be able to become familiar with interface features and settings of digital devices and their safe use	<p>Tutors could explain to the learners that there are different ways of finding out about job vacancies. They could show them some job vacancy adverts in a newspaper and also show them a website (using the interactive whiteboard) that provides details of available jobs. For example:</p> <p><a href="http://www.gov.uk/jobsearch">www.gov.uk/jobsearch</a></p> <p>Tutors could explain that different devices can be used to find out about jobs on a website. Such as, mobile phones, tablets, laptops etc.</p> <p>They could also explain that these devices have features that will allow them access to gain access to information. E.g. keyboard, mouse etc.</p> <p>Learners could work in pairs to discuss and match images of features with their word descriptors.</p> <p>Tutors could ask the learners to work in pairs and give each pair a laptop. Tutors could ask the learners to use the features of the laptop with the help of some written guidance (to include photos).</p>	<b>1 hour</b>	Unit N11 LO1

## ACTIVITY 2

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>For example:</p> <p><b>Using the laptop</b></p> <ol style="list-style-type: none"> <li>1. Lift up the monitor to open up the laptop.</li> <li>2. Use the keyboard to type in the password (hello1) and press the 'return' button.</li> <li>3. Use the touch pad to point the arrow on the screen. Point the arrow to the 'Google Chrome' icon and use the 'left-click' button on the touch pad to open this web browser.</li> <li>4. The type in <a href="http://www.google.co.uk">www.google.co.uk</a> to find a search engine.</li> </ol> <p>Tutors could show the learners a video about 'What is a search engine?' E.g. <a href="http://www.bbc.co.uk/webwise/0/22562913">http://www.bbc.co.uk/webwise/0/22562913</a></p>		<p>For example:</p> <p><b>Using the laptop</b></p> <ol style="list-style-type: none"> <li>1. Lift up the monitor to open up the laptop.</li> <li>2. Use the keyboard to type in the password (hello1) and press the 'return' button.</li> <li>3. Use the touch pad to point the arrow on the screen. Point the arrow to the 'Google Chrome' icon and use the 'left-click' button on the touch pad to open this web browser.</li> <li>4. The type in <a href="http://www.google.co.uk">www.google.co.uk</a> to find a search engine.</li> </ol> <p>Tutors could show the learners a video about 'What is a search engine?' E.g. <a href="http://www.bbc.co.uk/webwise/0/22562913">http://www.bbc.co.uk/webwise/0/22562913</a></p> <p><i>Tutors could tell the learners that 'settings' on the laptop can be changed, e.g. volume, screen brightness etc. Tutors could write some short instructions on the whiteboard and ask the learners to use them to help them adjust some settings on the device they are using.</i></p>		

## ACTIVITY 2

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could explain to the learners that the laptop needs to be charged up to give it energy to operate. Tutors could give the learners the 'plug in battery charger' and ask them to plug it in to a nearby socket. Tutors should stress the importance of doing this safely (i.e. not near water, not overloading plugs etc.).</p> <p>Tutors could tell the learners that it is important to use devices (e.g. laptops, mobile phones, tablets) in a safe way. This means that they should not be used when driving, as this is very dangerous and they should not be used for long periods of time because there are health risks (e.g. eye strain, poor posture etc.)</p> <p>Tutors could show the learners, using the interactive whiteboard, how to search for information in a search engine, e.g. 'Google'. They could demonstrate how to click on a hyperlink to visit a page. E.g.  <a href="http://www.gov.uk/jobsearch">www.gov.uk/jobsearch</a></p>		<p>Tutors could explain to the learners that the laptop needs to be charged up to give it energy to operate. <i>They could show the learners the battery power icon and demonstrate how this allows us to identify when a laptop needs to be charged.</i> They could then give the learners the 'plug in battery charger' and ask them to plug it in to a nearby socket. Tutors should stress the importance of doing this safely (i.e. not near water, not overloading plugs etc.).</p> <p>Tutors could tell the learners that it is important to use devices (e.g. laptops, mobile phones, tablets) in a safe way. This means that they should not be used when driving, as this is very dangerous and they should not be used for long periods of time because there are health risks (e.g. eye strain, poor posture etc.) <i>Tutors could discuss the issue further at this level by identifying the need to have the correct posture when using devices and taking regular breaks etc.</i></p> <p>Tutors could show the learners, using the interactive whiteboard, how to search for information in a search engine, e.g. 'Google'. They could demonstrate how to click on a hyperlink to visit a page. E.g.  <a href="http://www.gov.uk/jobsearch">www.gov.uk/jobsearch</a></p>		

## ACTIVITY 2

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could also demonstrate how the 'back' and 'forward' buttons help a person to move between webpages.</p> <p>Additionally, they could show the learners how to close a pop-up using the X button and explain that pop-ups can lead to spam/inappropriate pages. These should always be closed as a safety measure.</p> <p>Tutors could ask the learners to work in pairs and to choose a job that each of them might be interested in. They could then ask the learners to type 'gov.uk/jobsearch' into the search box in Google and click on the 'search' icon to look for jobs. Learners could then be guided to click on the correct hyperlink and then type in a job and a location on the website to search for a relevant job vacancy. They could write down some information about the job, e.g. where it is, what the salary is etc.</p> <p>Tutors could explain that text messaging is an effective way of communicating with others. They could give each learner a smartphone and give them the following instructions:</p>	<p>LO4 Be able to enter text into fields on webpages to request information</p>	<p>Tutors could also demonstrate how the 'back' and 'forward' buttons help a person to move between webpages.</p> <p>Additionally, they could show the learners how to close a pop-up using the X button and explain that pop-ups can lead to spam/inappropriate pages. These should always be closed as a safety measure.</p> <p>Tutors could ask the learners to work in pairs and to choose a job that each of them might be interested in. They could then ask the learners to type 'gov.uk/jobsearch' into the search box in Google and click on the 'search' icon to look for jobs. Learners could then be guided to click on the correct hyperlink and then type text into at least two fields (E.g. 'job' 'location' 'skills') on the website to search for a relevant job vacancy. They could write down some information about the job, e.g. where it is, what the salary is etc.</p> <p>Tutors could explain that text messaging is an effective way of communicating with others. They could give each learner a smartphone and give them the following instructions:</p>		

## ACTIVITY 2

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
LO5 Be able to use digital devices to receive and send electronic messages	<p><b>How to read a message from your tutor</b></p> <ol style="list-style-type: none"> <li>1. Tap on the 'messages' icon to open the application.</li> <li>2. Tap on 'Tutor' and read the message.</li> <li>3. Tap on the message box and type 'Hello there' and tap 'send'.</li> <li>4. Click 'Messages' in the top left-hand corner.</li> <li>5. Press the home button under the screen to close the message application.</li> </ol> <p>Tutors could then provide each learner with the phone number that corresponds to the smartphone that they are using and encourage them to practice sending each other short messages.</p>	LO5 Be able to use digital devices to receive and send electronic messages	<p><b>How to read a message from your tutor</b></p> <ol style="list-style-type: none"> <li>1. Tap on the 'messages' icon to open the application.</li> <li>2. Tap on 'Tutor' and read the message.</li> <li>3. Tap on the message box and type 'Hello there' and tap 'send'.</li> <li>4. Click 'Messages' in the top left-hand corner.</li> <li>5. Press the home button under the screen to close the message application.</li> </ol> <p>Tutors could then provide each learner with the phone number that corresponds to the smartphone that they are using and encourage them to practice sending each other short messages.</p> <p><i>Tutors could then ask the learners to click on the 'Mail' icon on the smartphone that they are using and follow these instructions:</i></p> <ol style="list-style-type: none"> <li>1. Tap on the  icon.</li> <li>2. Type your tutor's email address into the 'To:' section.</li> <li>3. Type 'Hello' into the 'Subject:' section.</li> <li>4. Type 'Hello tutor' into the content section.</li> <li>5. Finally, tap 'Send' to send your email to your tutor.</li> </ol>		

## ACTIVITY 3

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
<p>LO1 Be able to follow procedures to start up and shut down digital devices</p> <p>LO3 Be able to use digital devices to safely search for information</p> <p>LO4 Be able to use digital devices to safely locate information</p>	<p>Tutors could explain to the learners that we sometimes have to complete forms with personal information. They could write this short list of personal information that may be required on the whiteboard:</p> <ul style="list-style-type: none"> <li>• First name and surname</li> <li>• Email address</li> <li>• Home address</li> <li>• Date of birth</li> </ul> <p>Tutors could then tell the learners that they are going to provide some personal information on a website using a digital device. They could tell them that the device to be used today will be a desktop computer.</p> <p>Learners could be given access to a desktop computer and told how to start it up. They could be given a set of instructions (with images) to help them to carry this out.</p> <p>For example:</p> <p><b>How to start up the desktop computer</b></p> <ol style="list-style-type: none"> <li>1. Press the 'Power' button on the desktop PC.</li> <li>2. When asked to 'enter a password' type this into the password box and press the 'return' button.</li> <li>3. Your computer will now give you access to the internet and other programmes.</li> </ol>	<p>LO1 Be able to follow procedures to start up, shut down and change authentication on digital devices</p> <p>LO3 Be able to become familiar with searching and finding information without being distracted by adverts and spam</p> <p>LO4 Be able to enter text into fields on webpages to request information</p>	<p>Tutors could explain to the learners that we sometimes have to complete forms with personal information. They could write this short list of personal information that may be required on the whiteboard:</p> <ul style="list-style-type: none"> <li>• First name and surname</li> <li>• Email address</li> <li>• Home address</li> <li>• Date of birth</li> </ul> <p>Tutors could then tell the learners that they are going to provide some personal information on a website using a digital device. They could tell them that the device to be used today will be a desktop computer.</p> <p>Learners could be given access to a desktop computer and told how to start it up. They could be given a set of instructions (with images) to help them to carry this out.</p> <p>For example:</p> <p><b>How to start up the desktop computer</b></p> <ol style="list-style-type: none"> <li>1. Press the 'Power' button on the desktop PC.</li> <li>2. When asked to 'enter a password' type this into the password box and press the 'return' button.</li> <li>3. Your computer will now give you access to the internet and other programmes.</li> </ol>	<b>50 mins</b>	Unit B19 LO1 LO2

## ACTIVITY 3

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could explain to the learners that a web browser is a programme that allows people to search for information on the internet.</p> <p>Tutors could give the learners some pictures of browser icons (e.g. 'Safari', 'Google Chrome', and 'Internet Explorer') and ask them to identify these icons on the desktop screen.</p>		<p><i>Tutors could explain that a user can change authentication, such as a password, by pressing three buttons on the keyboard at the same time.</i></p> <p><i>Tutors could tell the learners that these three buttons are CTRL ALT DELETE.</i></p> <p><i>Tutors could ask the learners to carry out the following task to change authentication (images should also be provided):</i></p> <ul style="list-style-type: none"> <li><i>• First, press these three buttons together.</i></li> <li><i>• Then, click 'Change password'.</i></li> <li><i>• Next, type in the old password.</i></li> <li><i>• Then, type in a new password.</i></li> <li><i>• Type in the new password again.</i></li> <li><i>• Finally, press ENTER.</i></li> </ul> <p>Tutors could explain to the learners that a web browser is a programme that allows people to search for information on the internet.</p> <p>Tutors could give the learners some pictures of browser icons (e.g. 'Safari', 'Google Chrome', and 'Internet Explorer') and ask them to identify these icons on the desktop screen.</p>		

## ACTIVITY 3

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could ask the learners to click on one of the web browser icons and type 'www.google.co.uk' into the URL box. They could tell the learners that 'Google' is a search engine, which helps people find the right information on the internet.</p> <p>Tutors could then ask the learners to type 'national careers service - CV builder' in to the search field. They could then ask them to click on the hyperlink:  <a href="https://nationalcareersservice.direct.gov.uk/tools/cv">https://nationalcareersservice.direct.gov.uk/tools/cv</a></p>		<p>Tutors could ask the learners to click on one of the web browser icons and type 'www.google.co.uk' into the URL box. They could tell the learners that 'Google' is a search engine, which helps people find the right information on the internet.</p> <p><i>Tutors could then ask the learners to type the word 'national' into the search field to see what website options come up. They could then ask them to type in 'national careers service - CV builder' in to the search field. They could discuss how the second search was more detailed as more words were used which enabled the search to be more specific. Tutors could ask the learners to work in pairs to identify the hyperlink that closely matches the search criteria.</i></p> <p>Tutors could ask the learners to click on the hyperlink:  <a href="https://nationalcareersservice.direct.gov.uk/tools/cv">https://nationalcareersservice.direct.gov.uk/tools/cv</a></p>		

## ACTIVITY 3

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could use the interactive whiteboard to show the learners that if they use the back and forward buttons at the top left-hand corner then they can move backwards and forwards between pages.</p> <p>Tutors could tell the learners that if adverts pop-up then they should use the X button to close them down. They could also explain that pop-up adverts are not just annoying, but they can infect a computer with a virus.</p> <p>Tutors could ask the learners to click on 'Start now' and then click on 'Register' to allow them complete the online form, which registers them for a Lifelong Learning Account with the National Careers Service. Tutors should encourage the learners to type in personal information, check that it is correct and to make changes to any errors that they may have made. Learners could then click 'Submit' to complete the registration.</p>		<p>Tutors could use the interactive whiteboard to show the learners that if they use the back and forward buttons at the top left-hand corner then they can move backwards and forwards between pages. <i>Tutors could also show learners how to open up other pages by clicking the 'New tab' icon next to the last tab near the top of the screen. They could also point out the 'refresh icon', which re-loads webpages with up to date information.</i></p> <p>Tutors could tell the learners that if adverts pop-up then they should use the X button to close them down. They could also explain that pop-up adverts <i>not only divert attention away from the task</i>, but they can infect a computer with a virus.</p> <p><i>They could also tell them that offensive information should also be closed down quickly using the X button.</i></p> <p>Tutors could ask the learners to click on 'Start now' and then click on 'Register' to allow them complete the online form, which registers them for a Lifelong Learning Account with the National Careers Service. Tutors should encourage the learners to type in personal information, check that it is correct and to make changes to any errors that they may have made. Learners could then click 'Submit' to complete the registration.</p>		

## ACTIVITY 3

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could ask the learners to click X to close the browser.</p> <p>Learners could then be shown how to close down the desktop computer and they could then demonstrate that they have listened to the tutor's explanation by closing down the desktop computer.</p> <p>Instructions could also be given. E.g.:</p> <p><b>How to shut down a computer</b></p> <ol style="list-style-type: none"> <li>1. Click the 'Start' button in the bottom left-hand corner.</li> <li>2. Click 'Shut down'</li> </ol>		<p>Tutors could ask the learners to click X to close the browser.</p> <p>Learners could then be shown how to close down the desktop computer and they could then demonstrate that they have listened to the tutor's explanation by closing down the desktop computer.</p> <p>Instructions could also be given. E.g.:</p> <p><b>How to shut down a computer</b></p> <ol style="list-style-type: none"> <li>1. Click the 'Start' button in the bottom left-hand corner.</li> <li>2. Click 'Shut down'</li> </ol>		

## ACTIVITY 4

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
<p>LO2 Be able to become familiar with interface features of digital devices and their safe use</p> <p>LO5 Be able to use digital devices to receive and send electronic messages</p>	<p>Tutors could explain that employees are expected to behave appropriately when they are at work and have the right attitudes. They could write this short list of expected behaviours/attitudes on the whiteboard:</p> <ul style="list-style-type: none"> <li>• Respect others</li> <li>• Be positive</li> </ul> <p>They could tell the learners that they are going to receive an electronic message from you about some other expected behaviours/attitudes in the place of work.</p> <p>Tutors could give the learners a tablet and explain that this digital device has a range of features. For example it has a screen and its brightness can be adjusted. They could give the learners some cards with a range of features (to include images) and ask the learners to work in pairs to identify the features of the tablet and show how to use the features (e.g. use the touch screen, use the keyboard etc.).</p>	<p>LO2 Be able to become familiar with interface features and settings of digital devices and their safe use</p> <p>LO5 Be able to use digital devices to send and receive emails and instant messages</p>	<p>Tutors could explain that employees are expected to behave appropriately when they are at work and have the right attitudes. They could write this short list of expected behaviours/attitudes on the whiteboard:</p> <ul style="list-style-type: none"> <li>• Respect others</li> <li>• Be positive</li> </ul> <p>They could tell the learners that they are going to receive an electronic message from you about some other expected behaviours/attitudes in the place of work.</p> <p>Tutors could give the learners a tablet and explain that this digital device has a range of features. For example it has a screen and its brightness can be adjusted. They could give the learners some cards with a range of features (to include images) and ask the learners to work in pairs to identify the features of the tablet and show how to use the features (e.g. use the touch screen, use the keyboard etc.).</p>	<b>1 hour</b>	Unit N17 LO1

## ACTIVITY 4

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <b>red</b> below)	Suggested timings	Links to Life and Living Skills qualification
			<p><i>At E2 – Tutors could also point out that icons can be moved around the screen to make them more or less accessible. They could show them that if an icon is 'tapped and held' briefly then the icons shake and this enables the icons to be dragged around the screen. They could tell them that popular icons/apps could be placed at the top of the screen to make them easier to locate. Tutors could explain that the home button can be pressed to 'set' the screen again. Tutors could demonstrate using the 'settings' icon on the tablet (a picture of the settings icon could be given to the learners)</i></p>  <p><i>They could explain that this icon can be tapped and used to change settings, such as; volume, screen brightness, WI-FI, date and time etc. Tutors could write some short instructions on the whiteboard and ask the learners to use the instructions to help them adjust some of the settings on the tablet.</i></p>		

## ACTIVITY 4

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could then tell the learners that the tablet needs to be charged to ensure that it has battery power.</p> <p>They could give the learners the plug in battery charger and ask them to plug it in to the tablet and then to find a safe socket to charge the device. Tutors could explain that a safe socket is one that is not near water and one that is not overloaded or has multi-plugs.</p> <p>While the device is on charge, tutors could tell the learners that we must use digital devices in a safe way. For example, we should not use devices for long periods of time and we should not use them while driving. Tutors could show the learners a video about not using mobile phones while driving (<a href="https://www.youtube.com/watch?v=TIOQNHHXWLU">https://www.youtube.com/watch?v=TIOQNHHXWLU</a>).</p>		<p>Tutors could then tell the learners that the tablet needs to be charged to ensure that it has battery power.</p> <p><i>They could show the learners the battery power icon and demonstrate how this allows us to identify when a tablet needs to be charged.</i></p> <p>They could give the learners the plug in battery charger and ask them to plug it in to the tablet and then to find a safe socket to charge the device. Tutors could explain that a safe socket is one that is not near water and one that is not overloaded or has multi-plugs.</p> <p>While the device is on charge, tutors could tell the learners that we must use digital devices in a safe way. For example, we should not use devices for long periods of time and we should not use them while driving. Tutors could show the learners a video about not using mobile phones while driving (<a href="https://www.youtube.com/watch?v=TIOQNHHXWLU">https://www.youtube.com/watch?v=TIOQNHHXWLU</a>).</p> <p><i>Tutors could discuss the issue further at this level by identifying the need to have the correct posture when using devices and taking regular breaks etc. They could also tell the learners that the device could be protected from damage by using a tablet screen cover.</i></p>		

## ACTIVITY 4

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>Tutors could show the learners an image of the 'mail' icon:</p>  <p>They could then ask them to tap on the icon to open the mailbox on their tablet. They could give the learners this short set of instructions to open and reply to your email, which could contain an additional short list of expected behaviours and attitudes in the work place and one reason why these expected behaviours/ attitudes are important (e.g. health and safety risks, creates unhappy workplace etc.).</p> <p><b>How to open an email, reply to it and close the 'mail' application.</b></p> <ol style="list-style-type: none"> <li>1. Tap on 'Inbox'.</li> <li>2. Tap on the message sent by your tutor.</li> <li>3. Read the message and write down the list of expected behaviours and attitudes in the workplace on a piece of paper.</li> <li>4. Tap on the 'reply' icon.</li> </ol>  <ol style="list-style-type: none"> <li>5. Tap the word 'Reply'.</li> <li>6. Key in the words 'Thank you for this information' into the contents section.</li> </ol>		<p>Tutors could show the learners an image of the 'mail' icon:</p>  <p>They could then ask them to tap on the icon to open the mailbox on their tablet. They could give the learners this short set of instructions to open and reply to your email, which could contain an additional short list of expected behaviours and attitudes in the work place and one reason why these expected behaviours/ attitudes are important (e.g. health and safety risks, creates unhappy workplace etc.).</p> <p><b>How to open an email, reply to it and close the 'mail' application.</b></p> <ol style="list-style-type: none"> <li>1. Tap on 'Inbox'.</li> <li>2. Tap on the message sent by your tutor.</li> <li>3. Read the message and write down the list of expected behaviours and attitudes in the workplace on a piece of paper.</li> <li>4. Tap on the 'reply' icon.</li> </ol>  <ol style="list-style-type: none"> <li>5. Tap the word 'Reply'.</li> <li>6. Key in the words 'Thank you for this information' into the contents section.</li> </ol>		

## ACTIVITY 4

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
	<p>7. Tap 'Send' in the top right-hand corner.</p> <p>8. Press the 'home button' at the bottom of the tablet to close the application.</p> <p>Tutors could then ask the learners to work in small groups to brainstorm and identify expectations for appropriate attitudes and behaviours in the place of work and to identify at least one reason why it is important for employees to demonstrate these. Learners could feedback the information to the whole group.</p>		<p>7. Tap 'Send' in the top right-hand corner.</p> <p>8. Press the 'home button' at the bottom of the tablet to close the application.</p> <p>Tutors could then ask the learners to work in small groups to brainstorm and identify expectations for appropriate attitudes and behaviours in the place of work and to identify at least one reason why it is important for employees to demonstrate these. Learners could feedback the information to the whole group.</p> <p><i>At E2 - Tutors could ask the learners send a new email and tell them to click on the 'Mail' icon on the tablet that they are using and follow these instructions:</i></p> <ol style="list-style-type: none"> <li><i>1. Tap on the  icon.</i></li> <li><i>2. Type your tutor's email address into the 'To:' section.</i></li> <li><i>3. Type 'Behaviours and Attitudes at work' into the 'Subject:' section.</i></li> <li><i>4. Type "Hello, we need to have the right attitude at work because this will make the workplace a happy place for people to work in. Thank you for reading this email." into the content section</i></li> <li><i>5. Finally, tap 'Send' to send your email to your tutor.</i></li> </ol>		

## ACTIVITY 4

ENTRY LEVEL 1		ENTRY LEVEL 2			
Learning Outcome (LO)	Suggested activities	Learning Outcome (LO)	Suggested extension activities (are shown in <i>red</i> below)	Suggested timings	Links to Life and Living Skills qualification
			<p><i>Tutors could then give the learners a smart phone and ask the learners to work in pairs to send an instant message to each other. They could provide each learner with a smart phone and the corresponding phone number and encourage them to send each other short messages. The learners could be given instructions, for example:</i></p> <ol style="list-style-type: none"> <li><i>1. Tap on the 'messages' icon.</i></li> </ol>  <ol style="list-style-type: none"> <li><i>2. Tap on the 'create new message' icon.</i></li> </ol>  <ol style="list-style-type: none"> <li><i>3. Type in your partners phone number in the 'To:' section.</i></li> <li><i>4. Type a message in the content section. E.g. 'Hello there! How are you?'</i></li> <li><i>5. Tap 'Send'.</i></li> </ol> <p><i>Tutors could ask the learners to discuss similarities and differences in the two devices that they have used during this activity.</i></p>		



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