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KURESSAARE
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Economic and Consumer Literacy in European Schools

IO2 – Economic and Consumer literacy
education material and guidelines

Module: Digital Skills

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Introduction of the module

Module gives students the competences to recognise and avoid dangerous in using Internet and social networks. Also to evaluate their digital competences.

- **Activities are created taking into account the students' ages:**
 - Students 7-12 years old;
 - Students 13-18 years old.

List of activities

Ages 7 -12

| | Activity Title | Duration in Minutes |
|---|---|---------------------|
| 1 | Your mobile life | 30 min |
| 2 | Information to be sent | 30 min |
| 3 | What is wrong with information sharing? | 15 min |
| 4 | Secure yourself | 15 min |
| 5 | What are you like? | 30 min |
| 6 | How safe is your password? | 30 min |
| 7 | DigComp 2.0 | 90 min |

Total duration: 4 hours and 0 minutes

Ages 13—18

| | Activity Title | Duration in Minutes |
|---|--------------------------------|---------------------|
| 1 | What's App?! | 45 min |
| 2 | How safe is your password? | 30 min |
| 3 | What's your digital footprint? | 45 min |
| 4 | Organise your files | 45 min |
| 5 | DigComp 2.0 | 90 min |

Total duration: 4 hours and 15 minutes



Activities for students 7-12 years old

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| Module Title | Digital skills |
| Activity Title | Your mobile life |
| Activity target group | Students 7-12 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about mobile life |
| Activity preparation | - |
| Materials & hand-outs | - |
| Duration of the activity | 30 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>Doing your homework, you hear familiar ringtone. It's your mobile phone that lets you know about received message. There is nothing special about receiving the message, but yet... This time it's not from one of your friends or relatives, but instead from someone unfamiliar. Message says: "Hi! How are you doing? What are you doing in the evening?" But wait! Before writing an answer think hard, is it necessary to answer if you don't know who it is.</p> <p>Your mobile phone is your everyday companion. You use it to communicate with your friends and also with your parents. Probably you use it also for playing, listening to music or sharing information in social media. Mobile phone keeps you informed about the activities done by your family and friends – everywhere and all the time. But owning the mobile phone brings also responsibilities.</p> <p>Discuss about this situation. Try to note down benefits and disadvantages of this situation and try to find the reasonable behaviour.</p> |
| Tips for performing the activity | <p>Teacher can discuss with students also about:</p> <ul style="list-style-type: none"> • following the rules (given by your parents, school, friends); • safety on using your mobile phone. |
| How to evaluate the activity? | <p>Should you answer to the message received from the unfamiliar number? If some stranger had asked the same thing on the street, would you answer? Definitely not! Your virtual life – both in computer and mobile phone – is part of your real life. Only yourself can decide how to use your mobile in a way that it would be both useful, fun and safe.</p> |
| Further information | Kathy Allen. Cell Phone Safety. Capstone Press, 2013. |



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|---|--|
| Module Title | Digital skills |
| Activity Title | Information to be sent |
| Activity target group | Students 7-12 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about public and personal information and matching the cut-outs |
| Activity preparation | Cut out the descriptions about public and personal life |
| Materials & hand-outs | Worksheet "Information to be sent" |
| Duration of the activity | 30 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>It's amazing what you can do with your mobile: comment on posts, surf the web, play games, send messages and, of course, make calls. But with every finger movement, you need to keep track of what information you're sending out.</p> <p>There are two types of information - personal and public. How are they different? Public information allows others to get to know you. When you publish what your favourite food or pet is, you show your preferences. However, personal information is what belongs only to you, such as your name and personal identification number.</p> <p>Sharing personal information in messages or over the Internet is dangerous. You wouldn't tell your home address to an accidental stranger in the department store. Sending your address to an unknown person in a message is just as risky. It doesn't matter if you send the address from the phone or say it to someone orally.</p> |
| Tips for performing the activity | <p>Descriptions of the personal and public life can be mixed up on the worksheet and students have to figure out the correct layout.</p> <p>Social security code - a combination of numbers enabling the person to be identified.</p> |
| How to evaluate the activity? | Correct answers are given on the worksheet at the moment |
| Further information | Kathy Allen. Cell Phone Safety. Capstone Press, 2013. |



Worksheet “Information to be sent”

| PUBLIC LIFE | PERSONAL LIFE |
|---|---|
| Music that you like | Your real name |
| Your artwork | Age and date of birth |
| Favourite movies | Address and e-mail address |
| Favourite TV-shows | Phone number |
| Your thoughts about sport, fashion and other topics | Social security code |
| Books that you have read | Where are you at the moment or where are you planning to go |



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| Module Title | Digital skills |
| Activity Title | What is wrong with information sharing? |
| Activity target group | Students 7-12 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about sharing information |
| Activity preparation | - |
| Materials & hand-outs | - |
| Duration of the activity | 15 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>It is important not to disclose your home address to a stranger. What can happen if you share personal information with others? One potential problem is identity theft. This is the case when someone else uses your personal information.</p> <p>When thieves get your ID, they can apply for a credit card on your behalf or take out a loan on your behalf. When it comes time to repay the loan, they are gone and it will cause you trouble. However, if you later want to borrow from a bank or buy a new phone with a credit card, for example, banks and shops may refuse.</p> |
| Tips for performing the activity | <p>identity theft - illegal appearance as another person</p> <p>"credit card" means a bank card which can be used to pay up to the amount borrowed</p> |
| How to evaluate the activity? | <p>You will receive a message from a stranger stating that you have won 1,500 euros for purchases from your favourite store. All you have to do to win is send a message with your name, date of birth and address. How do you behave?</p> |
| Further information | Kathy Allen. Cell Phone Safety. Capstone Press, 2013. |













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|---|--|
| Module Title | Digital skills |
| Activity Title | Secure yourself |
| Activity target group | Students 7-12 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about security |
| Activity preparation | - |
| Materials & hand-outs | - |
| Duration of the activity | 15 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>Owning a mobile phone also comes with a lot of responsibilities. After all, you are the one responsible for your own security when using a cell phone. Avoiding danger can be compared to crossing the street. In traffic, you use pedestrian crossings and traffic lights. You also look to the left and right as you cross the road to make sure there are no cars coming. There are no pedestrian crossings on your phone, but you can take steps to help avoid danger.</p> <p>Never download ringtones or reply to race messages until you have consulted with a parent or trusted adult. Even a short online survey or be a scam to get your personal information.</p> <p>Use special software to block inappropriate websites on your phone. That way you don't end up on nasty websites.</p> <p>Chat only in chat rooms with moderators. These are people who can help you if you feel that someone is behaving inappropriately towards you.</p> |
| Tips for performing the activity | <p>Scam - A scheme to deceive someone</p> <p>"Software" means a program that tells your phone what to do</p> <p>moderator - a regulator of activities</p> |
| How to evaluate the activity? | - |
| Further information | Kathy Allen. Cell Phone Safety. Capstone Press, 2013. |



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| Module Title | Digital skills |
| Activity Title | What are you like? |
| Activity target group | Students 7-12 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about digital skills. Students analyses their digital skills, distinguishes between their strengths and weaknesses |
| Activity preparation | - |
| Materials & hand-outs | Worksheet "What are you like?" |
| Duration of the activity | 30 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>Students use individually or in pairs the worksheet to map their strengths and weaknesses. After that they compare the results with their partner.</p> <p>Think of your digital skills that help you gain good results in learning and in life generally. Think of 5 those kinds of skills and write them under the smiles! Also think of 5 weaknesses that prevent you for gaining good results. Think of 5 of those kinds of skills and write them under the cloud. Compare your results with your partner and discuss.</p> |
| Tips for performing the activity | - |
| How to evaluate the activity? | - |
| Further information | Basic school career education elective subject teacher's book. Third grade. SA Innove, 2011 |



Worksheet "What are you like?"

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| Module Title | Digital skills |
| Activity Title | HOW SAFE IS YOUR PASSWORD? |
| Activity target group | Students 7-12 years old |
| Introduction | Face-to-face activity |
| Aim of the activity | Whether you are logging onto a computer, accessing an online account such as Facebook, using online banking or communicating via Skype, Teams, Zoom and etc, having a strong password is vital to keep your account safe. |
| Activity preparation | Post-it, Flipchart paper, Sticky notes, Multimedia projector, Computer, Flipchart markers different colours |
| Materials & hand-outs | <p>How safe is your password? Suggested solutions and hints</p> <p>Safe passwords shouldn't be easy to guess based on knowing personal details. They should not be so complicated that you need write them down either, never do that! Use different passwords for different accounts, use a password manager such as LastPass, 1Password or SplashID to create and then store passwords securely.</p> <p>The Worst Passwords</p> <p>The most unsecure passwords include: 1234567, password, letmein, qwerty and 11111. Using a family birth date, your postcode, phone number or a favourite pet, team, film or band name is also not safe – it makes the password easily guessable by anyone who knows you.</p> <p>How to create safe password</p> <p>Safe passwords use non-alphanumeric characters such as @ # ! & £ or / and a mixture of capitals and lower-case letters. Think “James Bond” code words and see how creative – but still readable – you can be! Encourage “play” with names, swapping letters for numbers or other characters, give example such as:</p> <p>M!c#argiT V@ne\$\$A Nata£!y P@\$w0rd</p> <p>Use different passwords for different accounts by keeping the main part of the password the same and then putting an F in front of it for Facebook, T for Twitter, B for banking and so on.</p> <p>Note: Participants should be reminded that they should not use passwords the same or similar to those created during this activity in the future as their “real” passwords as they have shared them with others in the group.</p> |
| Duration of the activity | 30 minutes |
| Group size(s) | No limit |



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| Activity instructions | Step 1 10-minute group discussion on “ the worst password ” – what is the most unsecure password you could ever have and why? What is the danger in an unsafe password? Step 2 Split into groups of 2 or 3, work together using letter tiles to create some safe and easy to remember passwords which you could use to keep your accounts secure. Activity time 10 minutes. Step 3 Join back together as a whole group and share a few creative answers. Activity time 7-10 minutes. |
| Tips for performing the activity | With a smaller group the activity takes 25 minutes. |
| How to evaluate the activity? | Questions for the reflection: <ul style="list-style-type: none">• Before this activity, please evaluate and describe shortly secure are your passwords in digital environments.• What activities did you do to make your passwords more secure? |
| Further information | - |



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| Module Title | Digital skills |
| Activity Title | DigComp 2.0 |
| Activity target group | Students 7-12 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about digital skills. Students analyse their digital skills using the European Digital Competence Framework, also known as DigComp that offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp. |
| Activity preparation | - |
| Materials & hand-outs | <p>The report called DigComp 2.0 presents the updated list of 21 competences (also called the conceptual reference model) whereas the eight proficiency levels and examples of use can be found in DigComp 2.1 (see references under Further information).</p> <p>Digital competence is one of the eight key competences and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life.</p> <p>Digital competence is essential for learning, work and active participation in society. For school education, as important as understanding the competence itself is knowing how to help develop it.</p> <p>To understand the nature of this competence better, the European Commission has developed the European Digital Competence Framework for Citizens, which is divided into five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem solving.</p> <ol style="list-style-type: none"> 1. Competence area 1: Information and data literacy – 1. Browsing, searching, filtering data, information and digital content; 2. Evaluating data, information and digital content; 3. Managing data, information and digital content. 2. Competence area 2: Communication and collaboration – 1. Interacting through digital technologies; 2. Sharing through digital technologies; 3. Engaging citizenship through digital technologies; 4. Collaboration through digital technologies; 5. Netiquette; 6. Managing digital identity. 3. Competence area 3: Digital content creation – 1. Developing digital content; 2. Integrating and re-elaborating digital content; 3. Copyright and licences; 4. Programming. |



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| | <p>4. Competence area 4: Safety – 1. Protecting devices; 2. Protecting personal data and privacy; 3. Protecting health and well-being; 4. Protecting the environment.</p> <p>5. Competence area 5: Problem solving – 1. Solving technical problems; 2. Identifying needs and technological responses; 3. Creatively using digital technologies; 4. Identifying digital competence gaps.</p> |
| Duration of the activity | 90 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>Step 1: Students discuss in group about their competence and give estimated values from 1-8 (1 meaning the lowest level and 8 the highest) in different digital skills areas.</p> <p>Step 2: Students fill in the online test on https://digcomp.digital-competence.eu/digcomp/</p> <p>Step 3: Students discuss in group what the actual results were and how they could upskill their knowledge on different digital skills areas.</p> |
| Tips for performing the activity | - |
| How to evaluate the activity? | <p><u>Levels</u></p> <p>Foundation</p> <ol style="list-style-type: none"> 1. Simple tasks. With guidance. Remembering. 2. Simple tasks. Autonomy and with guidance where needed. Remembering. <p>Intermediate</p> <ol style="list-style-type: none"> 3. Well-defined and routine tasks, and straightforward problems. On my own. Understanding. 4. Tasks, and well-defined and non-routine problems. Independent and according to my needs. Understanding. <p>Advanced</p> <ol style="list-style-type: none"> 5. Different tasks and problems. Guiding others. Applying. 6. Most appropriate tasks. Able to adapt to others in a complex context. Evaluating. <p>Highly specialised</p> <ol style="list-style-type: none"> 7. Resolve complex problems with limited solutions. Integrate to contribute to the professional practice and to guide others. Creating. 8. Resolve complex problems with many interacting factors. Propose new ideas and process to the field. Creating. |
| Further information | <p>DigComp 2.0 https://publications.jrc.ec.europa.eu/repository/handle/JRC101254</p> <p>DigComp 2.1 https://publications.jrc.ec.europa.eu/repository/handle/JRC106281</p> |

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Activities for students 13-18 years old

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| Module Title | Digital skills |
| Activity Title | What's App?! |
| Activity target group | Students 13-18 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | <ol style="list-style-type: none"> 1. Lecture, where the students get familiarised with the content of the activity. The students receive an overview of the planned key topics through a short presentation. 2. Plenary, where students can position themselves on the subject and make references to their everyday lives. Students express their views on the topic within the scope of a flash-light session, with a brief comment on the subject. The teacher has the opportunity to gain an initial overview of the knowledge and key interest points of the students regarding the cellular phone topic. 3. The participants can assign themselves to statements regarding the topic cellular phone on a position barometer. The teacher has the opportunity to gain an initial overview of the knowledge and key interest points of the students regarding the cellular phone topic. |
| Activity preparation | <p>The headings for the selected topical aspects are each written on a piece of paper:</p> <ul style="list-style-type: none"> • Raw materials • Production • Consumption and utilization • Recycling <p>For every topical aspect allocate a place in the classroom equipped with a flipchart paper. The flipchart papers are labelled with the following question: "What's App?"</p> |
| Materials & hand-outs | Flipchart paper, pens |
| Duration of the activity | 45 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>The teacher presents the selected topical aspects of a few words and in chronological order. After the presentation of each aspect, the corresponding heading is placed into the corresponding area in the classroom on the flipchart paper. The flipchart paper offers the students the opportunity to write down notes, questions and ideas regarding the respective aspect.</p> <p>The teacher asks the students consecutively to spontaneously express a thought regarding the cellular phone topic. The person who wants to start will do so, and the round will continue in a clockwise direction afterwards. The individual statements shall remain uncommented.</p> <p>In the room, an imaginary line is drawn with two poles on two opposite sides of the room. The two poles are described briefly:</p> <ul style="list-style-type: none"> • Pole I: „Yes“ or „I completely agree with the statement!“ • Pole II: „No“ or „I completely disagree with the statement!“ |



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| | <p>The students are prompted to position themselves on the imaginary line, depending on their consent or rejection level to the following statements. Thereby, the line is to be regarded as a continuous barometer. The students can assume a position on the outer parts of the poles as well as any position in between.</p> <p>The teacher describes the poles and will read each one of the following statements:</p> <ul style="list-style-type: none"> • „My cellular phone is essential for me.“ • „I am always reachable over my cellular phone.“ • „My cellular phone has often been able to ease everyday life for me.“ • „I can explain what Coltan is.“ • „My cellular phone is manufactured under fair conditions.“ • „I believe that I can partially change the world through my consumption behaviour.“ <p>The students should position themselves in accordance with their personal opinions.</p> |
| <p>Tips for performing the activity</p> | <p>Before the topical aspect is completed, the teacher should take a look at the flipchart paper with the comments, questions and ideas of the students and take them into account.</p> <p>Some questions / statements can be used freely. It should be ensured that questions / statements are formulated clearly and as short as possible, and that after each positioning the students are well aware that a further statement will follow. In total, there shouldn't be too many questions / statements (approx. 5-8).</p> |
| <p>How to evaluate the activity?</p> | <p>After the flash-light round, the teacher briefly addresses the topics, thereby taking vantage of the opportunity to outline the further course of the activity.</p> <p>After all students have found their position, if they desire, they can very briefly explain why they have assumed that position. This should absolutely be conducted voluntarily. The teacher hereby approaches the groups that have formed in order to direct the questions to the respective students. Another form of evaluation is that students, who have grouped together in different places of the barometer, briefly exchange their views and then answer the questions from the teacher.</p> |
| <p>Further information</p> | <p>The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"</p> |



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| Module Title | Digital skills |
| Activity Title | HOW SAFE IS YOUR PASSWORD? |
| Activity target group | Students 13-18 years old |
| Introduction | Face-to-face activity |
| Aim of the activity | Whether you are logging onto a computer, accessing an online account such as Facebook, using online banking or communicating via Skype, Teams, Zoom and etc, having a strong password is vital to keep your account safe. |
| Activity preparation | Post-it, Flipchart paper, Sticky notes, Multimedia projector, Computer, Flipchart markers different colours |
| Materials & hand-outs | <p>How safe is your password? Suggested solutions and hints</p> <p>Safe passwords shouldn't be easy to guess based on knowing personal details. They should not be so complicated that you need write them down either, never do that! Use different passwords for different accounts, use a password manager such as LastPass, 1Password or SplashID to create and then store passwords securely.</p> <p>The Worst Passwords</p> <p>The most unsecure passwords include: 1234567, password, letmein, qwerty and 11111. Using a family birth date, your postcode, phone number or a favourite pet, team, film or band name is also not safe – it makes the password easily guessable by anyone who knows you.</p> <p>How to create safe password</p> <p>Safe passwords use non-alphanumeric characters such as @ # ! & £ or / and a mixture of capitals and lower-case letters. Think “James Bond” code words and see how creative – but still readable – you can be! Encourage “play” with names, swapping letters for numbers or other characters, give example such as:</p> <p>M!c#argiT V@ne\$\$A Nata£!y P@\$w0rd</p> <p>Use different passwords for different accounts by keeping the main part of the password the same and then putting an F in front of it for Facebook, T for Twitter, B for banking and so on.</p> <p>Note: Participants should be reminded that they should not use passwords the same or similar to those created during this activity in the future as their “real” passwords as they have shared them with others in the group.</p> |
| Duration of the activity | 30 minutes |
| Group size(s) | No limit |



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| Activity instructions | <p>Step 1</p> <p>10-minute group discussion on “the worst password” – what is the most unsecure password you could ever have and why? What is the danger in an unsafe password?</p> <p>Step 2</p> <p>Split into groups of 2 or 3, work together using letter tiles to create some safe and easy to remember passwords which you could use to keep your accounts secure. Activity time 10 minutes.</p> <p>Step 3</p> <p>Join back together as a whole group and share a few creative answers. Activity time 7-10 minutes.</p> |
| Tips for performing the activity | With a smaller group the activity takes 25 minutes. |
| How to evaluate the activity? | <p>Questions for the reflection:</p> <ul style="list-style-type: none">• Before this activity, please evaluate and describe shortly secure are your passwords in digital environments.• What activities did you do to make your passwords more secure? |
| Further information | - |



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| Module Title | Digital skills |
| Activity Title | WHAT'S YOUR DIGITAL FOOTPRINT? |
| Activity target group | Students 13-18 years old |
| Introduction | Face-to-face activity |
| Aim of the activity | Understand how everyday Internet users can build up a substantial digital footprint. |
| Activity preparation | Materials/resources to be ready: Post-it, Flipchart paper, Sticky notes, Multimedia projector, Computer, Flipchart markers different colours. |
| Materials & hand-outs | <p>What's in your digital footprint? Solutions and tips:</p> <p>Your digital footprint is made up of:</p> <ul style="list-style-type: none"> • Your browser history which holds details of which sites you have visited, your social media and gaming activity and profiles and what you 'like' or 'share' or comment. • Videos or comments posted to YouTube, blogs, or forums, emails, attachments, downloads, Skype/WhatsApp calls. • Information given to companies e.g. when buying online, registering for offers or free gifts. <p>In the future, when using social media such as Facebook and online sites and services such as YouTube</p> <ul style="list-style-type: none"> • Think before you post: Do you want everyone to see it - friends, family, grandparents, employers? You should be proud of everything you post online; it could be there forever! • Search for yourself online: Do a Google search of your name and see what you find. If it's something you aren't happy with, how can you remove it or make private by adjusting your settings? • Know your privacy settings: make sure you know what you are sharing on social networks: Do you want online posts or comments to be shared with your friends only or with the public? Remember your friends' settings affect your footprint if they share your posts with the public. • Replace old negative information with new, positive details: Ask yourself what will employers, tutors or other people like to see? Which photo will show you in a professional light? What achievements or qualifications can you list? Can you get someone to write a recommendation or testimonial of your work? • Deactivate and delete negative footprint accounts: The content is then no longer live or searchable. |



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| Duration of the activity | 45 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>STEP 1</p> <ul style="list-style-type: none"> • First, ask the group what they know about what a digital footprint is. – 10 minutes <p>STEP 2</p> <ul style="list-style-type: none"> • Briefly explain how a digital footprint is created and what will appear in their footprint as required. – 15 minutes with examples. <p>STEP 3</p> <p>Then, in groups ask them to discuss and feedback on:</p> <ul style="list-style-type: none"> • What content they should avoid putting on future profiles on sites like Facebook or Twitter? • What should they avoid adding to other people’s social media profiles in future? • What content they should remove from a profile if it is going to be viewed by a prospective employer or educational organisation in future? <p>Group discussion 10 minutes, feedback 10 minutes.</p> |
| Tips for performing the activity | With a smaller group the activity takes 30 minutes. |
| How to evaluate the activity? | <p>Questions for the reflection:</p> <ul style="list-style-type: none"> • Before this activity, please evaluate and describe shortly your own digital footprint. • What activities will you do to reduce your digital footprint and manage your digital identity on the Internet? |
| Further information | <p>https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint</p> <p>https://www.teachthought.com/the-future-of-learning/11-tips-for-students-to-manage-their-digital-footprints/</p> |



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| Module Title | Digital skills |
| Activity Title | ORGANISE YOUR FILES |
| Activity target group | Students 13-18 years old |
| Introduction | Face-to-face activity, Self-directed Learning, Reflection |
| Aim of the activity | <p>Every time you and your students create and save a document using a computer - whether a PowerPoint presentation or a Web page - you are creating a digital file. It can be difficult and frustrating to locate digital files later if those files are not carefully organized and managed. Fortunately, computers are set up to make organizing and saving files a simple and painless process.</p> <p>Although you and your students can save files to the hard drive of the computer in your classroom, it is best to save files onto the server, which is a hard drive on a separate computer that is specifically built for storing large volumes of files. The server is connected to every computer in the classroom and computer lab, so your students will be able to get those files from any school computer they use. If your students begin a project in the computer lab and need to finish the project using a computer in your classroom, they will be able to find and work on those files with no problems if the files are on the server.</p> |
| Activity preparation | <p>Materials/resources to be ready: Post-it, Multimedia projector, Computer, White board markers different colours, White Board,</p> <p>For students: pens, paper and personal computer</p> |
| Materials & hand-outs | <p>Once you start working on a computer you will quickly create lots of files. These can be Word documents, Excel spreadsheets, Access databases and graphics in many different formats as well as emails that you save. It is very important that you:</p> <ul style="list-style-type: none"> • Save files with sensible names; • Create a logical folder structure so that you can find them easily; • Back up files regularly, creating safety copies in case the main version is lost. <p>It's never too early to set up the folder structure allowing you to save files efficiently. If you are working on your own computer, open File Explorer and navigate to your C drive. There you should find a folder named</p> <p>My Documents which is where you will set up your folders.</p> <p>If you are using a network rather than a stand-alone computer, you may be given a drive with space to store files. Whichever of these applies, use the example folders and files on the next</p> |



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| | card to plan your storage system. Think about document types and purposes and giving logical names you can remember easily. |
| Duration of the activity | 45 minutes |
| Group size(s) | Max 12 |
| Activity instructions | <p>Step 1</p> <p>Introduction to the topic by teacher. (10 minutes)</p> <p>Step 2</p> <p>Ask students to show which folders and sub-folders they'll use. Then ask them to say where they will store the files. (10 minutes)</p> <p>Step 3</p> <p>Ask students in the group to draw their folder structure diagrams using a mind map (online version). (15 minutes)</p> <p>Step 4</p> <p>Each group will present their folder structure. (10 minutes)</p> |
| Tips for performing the activity | - |
| How to evaluate the activity? | <p>Questions for the reflection:</p> <ul style="list-style-type: none"> • Before this activity, please evaluate and describe shortly how you manage and save your files. • What activities will you do to manage your files better way? |
| Further information | https://www.thirteen.org/edonline/ntti/resources/workshops/digital_file/practice.html#org |



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| Module Title | Digital skills |
| Activity Title | DigComp 2.0 |
| Activity target group | Students 13-18 year old |
| Introduction | Face-to-face activity |
| Aim of the activity | Discussion about digital skills. Students analyses their digital skills using the European Digital Competence Framework, also known as DigComp that offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp. |
| Activity preparation | - |
| Materials & hand-outs | <p>The report called DigComp 2.0 presents the updated list of 21 competences (also called the conceptual reference model) whereas the eight proficiency levels and examples of use can be found I DigComp 2.1 (see references under Further information).</p> <p>Digital competence is one of the eight key competences and refers to the confident a critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life.</p> <p>Digital competence is essential for learning, work and active participation in society. For school education, as important as understanding the competence itself is knowing how to help develop it.</p> <p>To understand the nature of this competence better, the European Commission has developed the European Digital Competence Framework for Citizens, which is divided into five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem solving.</p> <ol style="list-style-type: none"> 1. Competence area 1: Information and data literacy – 1. Browsing, searching, filtering data, information and digital content; 2. Evaluating data, information and digital content; 3. Managing data, information and digital content. 2. Competence area 2: Communication and collaboration – 1. Interacting through digital technologies; 2. Sharing through digital technologies; 3. Engaging citizenship trough digital technologies; 4. Collaboration through digital technologies; 5. Netiquette; 6. Managing digital identity. 3. Competence area 3: Digital content creation – 1. Developing digital content; 2. Integrating and re-elaborating digital content; 3. Copyright and licences; 4. Programming. |



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| | <p>4. Competence area 4: Safety – 1. Protecting devices; 2. Protecting personal data and privacy; 3. Protecting health and well-being; 4. Protecting the environment.</p> <p>5. Competence area 5: Problem solving – 1. Solving technical problems; 2. Identifying needs and technological responses; 3. Creatively using digital technologies; 4. Identifying digital competence gaps.</p> |
| Duration of the activity | 90 minutes |
| Group size(s) | No limit |
| Activity instructions | <p>Step 1: Students discuss in group about their competence and give estimated values from 1-8 (1 meaning the lowest level and 8 the highest) in different digital skills areas.</p> <p>Step 2: Students fill in the online test on https://digcomp.digital-competence.eu/digcomp/</p> <p>Step 3: Students discuss in group what the actual results were and how they could upskill their knowledge on different digital skills areas.</p> |
| Tips for performing the activity | - |
| How to evaluate the activity? | <p><u>Levels</u></p> <p>Foundation</p> <ol style="list-style-type: none"> 1. Simple tasks. With guidance. Remembering. 2. Simple tasks. Autonomy and with guidance where needed. Remembering. <p>Intermediate</p> <ol style="list-style-type: none"> 3. Well-defined and routine tasks, and straightforward problems. On my own. Understanding. 4. Tasks, and well-defined and non-routine problems. Independent and according to my needs. Understanding. <p>Advanced</p> <ol style="list-style-type: none"> 5. Different tasks and problems. Guiding others. Applying. 6. Most appropriate tasks. Able to adapt to others in a complex context. Evaluating. <p>Highly specialised</p> <ol style="list-style-type: none"> 7. Resolve complex problems with limited solutions. Integrate to contribute to the professional practice and to guide others. Creating. 8. Resolve complex problems with many interacting factors. Propose new ideas and process to the field. Creating. |
| Further information | <p>DigComp 2.0 https://publications.jrc.ec.europa.eu/repository/handle/JRC101254</p> <p>DigComp 2.1 https://publications.jrc.ec.europa.eu/repository/handle/JRC106281</p> |