Schools guide

This guide introduces those working within and with schools to resources aimed at getting beginners online.

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What is digital inclusion?

The Internet has transformed how we work, keep in touch, find information and spend our leisure time, but there are still many who are not able to enjoy these opportunities.

Digital inclusion is about helping everyone to gain the skills and confidence to use the Internet, for example to search for jobs, shop more cheaply and stay in touch with family and friends.

At BT, we believe everyone should be able to benefit from communications and the Internet. These free downloadable resource learning materials provide learning activities that help beginners to get online, be safe, find information, services and support, keep in touch, save money and have fun.

Each activity builds specific skills step-by-step. There are several topics, each with levels of progression and a helper guide, and there's also a glossary to explain key words.

Who can use these materials in schools?

The activities provide a wealth of ideas to support IT clubs and extended services for your community. Many topics, such as job hunting, can enhance your PSHE/PSE teaching and extended services for adults. You may also wish to use some in your core IT teaching. Some topics, such as job hunting, can also enhance your PSHE/PSE teaching and extended services for adults.

Explore the **Beginner hand-outs**, **Introduction for helpers** and the **Helper guides** to identify themes and activities relevant to your students and community.

Curriculum links are included at the back of this guide.

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|	Topic	Beginner hand-outs			Helper guides
1.	Your set–up	1.1 Understanding your computer	1.2 Using your computer	1.3 Using your computer for photos	Helper guide: Your set-up
2.	Internet basics	2.1 Getting online	2.2 Staying safe online	2.3 Protecting your computer	Helper guide: Internet basics
3.	Everyday help	3.1 Finding information online	3.2 Finding a home to rent or buy	3.3 Searching for jobs	Helper guide: Everyday help
4.	Keeping in touch	4.1 Understanding email	4.2 Using social networks (Facebook, Twitter, forums)	4.3 Making calls on Skype	Helper guide: Keeping in touch
5.	Your family	5.1 Internet safety with children	5.2 Education and health	5.3 Genealogy	Helper guide: Your family
6.	Services and support	6.1 Finding out about benefits	6.2 Finding and using public services	6.3 Disability and the Internet	Helper guide: Services and support
7.	Media and entertainment	7.1 Reading the news	7.2 Games and online TV	7.3 Enjoying music	Helper guide: Media and entertainment
8.	Money and shopping	8.1 Online banking	8.2 Shopping and auctions	8.3 Saving and donating	Helper guide: Money and shopping

Support materials

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Start with BT Internet Rangers

BT Internet Rangers is a part of Get IT Together that helps students teach someone in their family or community who may like to learn more about the Internet. A 'teacher's toolkit' provides a series of simple, short lesson plans that students can use in your school.

Students will build their own skills and confidence as they take part. They can then deliver further sessions using the hand-outs from these materials.

Find out more at **www.bt.com/internetrangers**
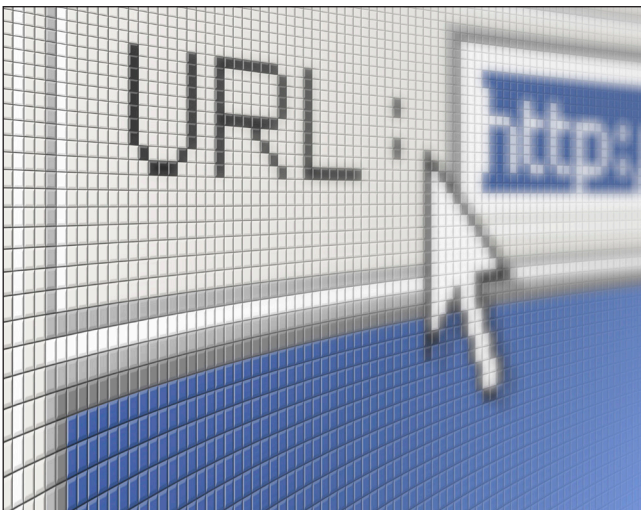
Using the activities in an IT club

You can use the materials in ad-hoc, informal activities, or combine hand-outs to create a tailored programme.

- To help students develop their basic ICT skills, explore themes 1 — 4.
- To help students get ready for independent living, explore themes 3, 4, 6 and 8.
- For fun sessions try themes 4, 5 and 7.

Using the activities to support extended services

Your school or college may offer learning activities for parents and other adults, which already help to address inclusion in your local community.

Support parents by:

- Selecting hand-outs to form a structured programme
- Allowing them to select which hand-outs they will use during informal drop-in sessions
- Bringing students and their parents together as part of a directed, 'learn together' session, or as above, in informal drop-in sessions.

The **Community toolkit** includes ideas for targeting and supporting a wide range of beginners including the elderly and retired, the unemployed, the disabled and minority or excluded groups.

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Using the activities in lessons

You may also wish to use some hand-outs within lessons, by extracting specific activities to use as a starter, development activity or assessment task.

- In **IT**, you can embed IT skills in real-world scenarios, build students' practical IT skills or deliver elements of PSHE/PSE/Citizenship learning through IT.

- In **PSHE/PSE/Citizenship**, you can also use the hand-outs to support a discussion of the importance of digital inclusion in your community.

- In **Careers education and guidance**, you can help students to register safely with job sites and search for information, and rehearse contacting employers by email and attaching a CV and cover letter.

- In **Basic skills/employability/life skills** lessons, you can use the hand-outs as part of informal sessions or structured courses for learners who need additional support to be ready for employment or independent living.

Delivering activities through student-led learning

Students can often be the experts when it comes to using digital technologies, so why not use their skills and enthusiasm? You can support peer-led learning in lessons and student-led sessions in your extended services for your community.

Students can:
- Identify topics of interest
- Lead sessions at school or in your feeder schools
- Lead sessions or learn alongside adults from your community.

Involving BT volunteers

Be safe
Follow your school or college guidelines for safeguarding and child protection.
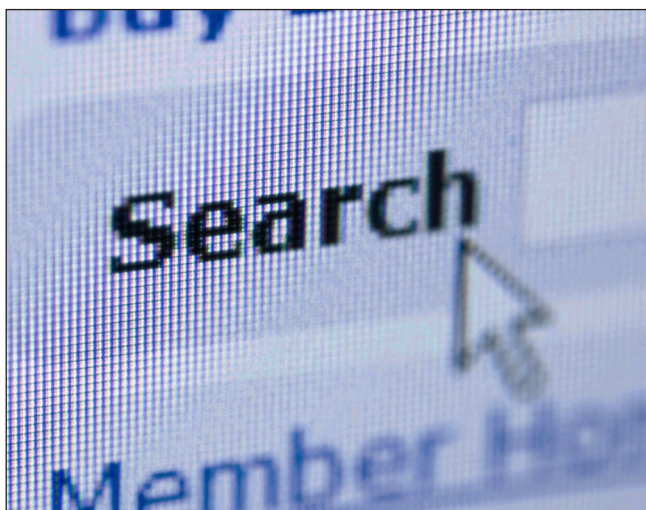
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Many BT people give their time to work as volunteers with causes they choose.

A BT volunteer could:

- Introduce BT Internet Rangers to students
- Support peer-led learning in your school or feeder schools
- Lead a drop-in session for parents, or a 'learn together' activity
- Lead an internet safety session
- Help with a 'digital skills' award ceremony.

To find out if a BT volunteer is available to help you, please contact education@bt.com providing the following information:

- The date and time of the event or sessions
- The location
- The name and contact number of the person organising the event or sessions.

> **Please also let us know if the volunteer will need to be CRB checked.**

Identifying suitable volunteers can take some time so the more notice you can give us about your planned event/sessions, the greater the chance that we will be able to find someone who is able to help you.

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Curriculum links – England

ICT KS3
1 Key concepts: 1.1a, b, c; 1.2a; 1.3a; 1.4a, b
2 Key processes: 2.1a, b, c, d; 2.2a, f; 2.3 a, b, c; 2.4a, b, c
3 Range and content: 3a, b, c, d, e
4 Opportunities: 4a, c, d, e

ICT KS4
1 Key concepts: 1.1a, b, c; 1.2a; 1.3a; 1.4a, b; 1.5a, b
2 Key processes: 2.1a, c, e; 2.2a, d, e; 2.3 a, c; 2.4a, b
3 Range and content: 3a, b, c, d
4 Opportunities: 4a, c, e, g

Citizenship KS3 (relevant if you discuss issues of digital inclusion as part of your delivery)
1 Key concepts: 1.1b; 1.2a, b; 1.3d
2 Key processes: 2.1a, 2.3a
3 Range and content: 3a, g, i
4 Opportunities: 4d, f, g, h, l, j

Citizenship KS4 (relevant if you discuss issues of digital inclusion as part of your delivery)
1 Key concepts: 1.1b; 1.2a, b; 1.3d
2 Key processes: 2.1a; 2.3a, b, d
3 Range and content: 3a, h, j
4 Opportunities: 4d, f, g, h, i

PSHE – personal wellbeing KS3
1 Key concepts: 1.1 b, c; 1.3a, b, c; 1.5a
2 Key processes: 2.1b; 2.2a, b, c
3 Range and content: 3g
4 Opportunities: 4a, f, g, h

PSHE – personal wellbeing KS4
1 Key concepts: 1.1b, c; 1.2a, b; 1.3a, b, c; 1.5a
2 Key processes: 2.1b; 2.2a, b, c
3 Range and content: 3e
4 Opportunities: 4a, h, i

PSHE – economic wellbeing and financial capability KS3
1 Key concepts: 1.1c; 1.2b, c, d; 1.3a
2 Key processes: 2.1c; 2.2a; 2.3c; 2.4a
3 Range and content: 3c, g
4 Opportunities: 4b, d, g, j

PSHE – economic wellbeing and financial capability KS3
1 Key concepts: 1.1c; 1.2b, c, d; 1.3a
2 Key processes: 2.1 c, 2.2a; 2.3c, h; 2.4a
3 Range and content: 3d, f, h
4 Opportunities: 4c, e, h

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Curriculum links – Wales

ICT KS3

Skills:
Find and analyse information: 1, 2, 3
Create and communicate information: 1, 3

Range:
Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines.

Use a range of ICT resources and equipment independently and collaboratively.

Use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT.

Use ICT to explore and to solve problems in the context of work across a variety of subjects.

Become aware of new developments in ICT and consider the social, economic, ethical and moral issues raised by the impact and use of ICT.

Be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities.

Be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details can put themselves and others at risk.

PSE KS3 and 4

Skills:
As well as directly developing students' ICT skills, the activities help students to develop their skills in developing their thinking and communication, working with others and improving their learning.

Range (* = relevant if you discuss issues of digital inclusion as part of your delivery):
Active citizenship*: respect for self and others; diversity and equality, participation and access in the community.

Health and emotional wellbeing: responsible attitudes to self, benefits of accessing sources of information, support and advice.

Moral and spiritual development*: right and wrong actions and moral dilemmas.

Preparing for lifelong learning: taking responsibility for actions and decisions, consumer choices, managing personal finances.

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Curriculum links – Scotland

* = relevant if you discuss issues of digital inclusion as part of your delivery

Technologies experiences and outcomes:
TCH 3-03a, TCH 4-03a, TCH 3-04a, TCH 4-04a, TCH 4-05a*, TCH3-08a, TCH4-08b

Social studies experiences and outcomes:
SOC 3-17b*, SOC 3-21a

Health and wellbeing across the curriculum (planning for choices and changes)

Curriculum links – Northern Ireland

* = relevant if you discuss issues of digital inclusion as part of your delivery

Using ICT (cross-curricular skills) KS3 and 4

Explore
Pupils should be enabled to:
*   access and manage data and information;
*   research, select, process and interpret information;
*   understand how to keep safe and display acceptable online behaviour.

Exchange
Pupils should be enabled to:
*   communicate using a range of contemporary methods and tools;
*   share, collaborate, exchange and develop ideas digitally.

Evaluate
Pupils should be enabled to:
*   talk about, review and make improvements to work, reflecting on the process and outcome;
*   consider the sources and resources used.

Exhibit
Pupils should be enabled to:
*   manage and present their stored work;
*   showcase their learning across the curriculum.

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Learning for life and work: KS3

Employability:
Investigate how technology is affecting life and work.

Personal development*:
Self-awareness: investigate the influences on a young person, develop strategies to promote personal safety and safe practice on the Internet.

Local and global citizenship*:
Diversity and inclusion; equality and social justice; active participation

Learning for life and work: KS4

Employability:
Investigate the recruitment and selection process.

Personal development*:
Recognise, assess and manage risk in a range of real-life contexts.

Local and global citizenship*:
Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world.

Curriculum links – Republic of Ireland

ICT framework (2007)

Area C
Creating, communicating and collaborating
C1 draft, format and revise text using ICT
C4 communicate and collaborate locally and globally using ICT

Area F
Developing foundational knowledge, skills and concepts
F1 demonstrate and apply functional knowledge and understanding of ICT
F2 develop skills for maintaining and optimising ICT
F3 understand and practice healthy and safe uses of ICT

Area T
Thinking critically and creatively
T1 research, access and retrieve information using ICT
T2 evaluate, organise and synthesise information using ICT
T4 explore and develop problem-solving strategies using ICT

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Area S
Understanding the social and personal impact of ICT
S1 demonstrate understanding and critical awareness of the contribution of ICT
to the individual and to our society
S2 develop independent and collaborative learning and language skills using ICT
S3 demonstrate an awareness of, and comply with, responsible and ethical use of ICT

Junior Cycle

SPHE
The materials can contribute to the following SPHE modules for students in the Junior Cycle:
- Belonging and integrating
- Self-management: a sense of purpose
- Communication skills
- Physical health
- Friendship
- Influences and decisions
- Personal safety

See also key skills, below.

Senior cycle

Transition year
The materials can contribute to an IT skills course for students taking an optional transition year programme.

Key skills
The materials can support your delivery of the key skills framework across your Senior
Cycle curriculum, in particular:

Information processing
- Accessing information from a range of sources
- Selecting and discriminating between sources based on their reliability and suitability for purpose
- Recording, organising, summarising and integrating information
- Presenting information using a range of information and communication technologies

Critical and creative thinking
- Examining patterns and relationships, classifying and ordering information
- Thinking imaginatively, actively seeking out new points of view, problems and/or solutions, being innovative and taking risks

Communicating
- Analysing and interpreting texts and other forms of communication

Being personally effective
- Identifying, evaluating and achieving personal goals, including developing and evaluating action plans
- Developing personal qualities that help in new and difficult situations, such as taking initiative, being flexible and being able to persevere when difficulties arise

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Cumbria County Council

EUROPEAN UNION
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Support materials