



Work Skills: Digital Citizenship

Internet and email skills

Age range: 11-14 and 14-16



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Use the planner below to work out timings

Activity	Time	Start time	Finish time
One: Email	30 mins		
Two: Using the internet effectively	45 mins		
Three: Connected devices	30 mins		
Four: Transferable skills	30 mins		



Student Sheet



PDF Presentation Slides



Interactive

Look out for these icons throughout the following activity steps which will direct you to the relevant student handouts and slides.

If you are viewing online these icons are not click throughs.

Note: see LifeSkills Content Guide PDF on barclayslifeskills.com for programme overview and curriculum links.

Activity One: Email

Time needed: 30 minutes

Aims

- To help students understand the importance of email writing with the relevant audience in mind
- To help students understand what is meant by email etiquette

Key learning outcomes

By the end of the activity students will have:

- identified how easy it can be to misunderstand emails
- understood the importance of phrasing emails appropriately and being aware of the tone of voice
- identified what is meant by email etiquette and created a list of rules for emailing

Resources

The resources needed for this volunteer-led lesson are:

- You've Got Mail – interactive game instructions
- Student Sheet IE1.1:
Available on page 8
Email etiquette (one per student)
- Work Skills: Internet and email skills 11-14 and 14-16 PDF Presentation Slides
- Board/flipchart
- Plain paper
- Internet access for interactive game

Make sure you have enough copies of the Student Sheets before you begin the session.



Student Sheet



PDF Presentation Slides



Interactive

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Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps

If you are viewing online, these icons are not click throughs.



Interactive

1. Uses of email

- Introduce the session by explaining that you're going to work with the class on the best ways to write emails for different people as well as how to use email appropriately
- Begin by discussing how email may be the first point of contact that students have with a prospective employer and in particular their email address may be the first thing an employer sees. As an introduction, why not visit the LifeSkills YouTube playlist ([youtube.com/barclaysonline/playlists](https://www.youtube.com/barclaysonline/playlists)), where you can show students our film highlighting the importance of using a professional email address for any work-related correspondence
- Ask students how and why they use email at the moment. Who do they email? Why do they email them? Do they use email at school? How do they see email as different from other digital communication methods?
- Write their responses on the board or on a computer. Try to build on what they say and draw as much information as possible out of the class. For example, why use email instead of text or instant messages? What are the advantages and disadvantages of using email?
- It may help to explain that an email is equivalent to a letter, whereas texts, instant messages and tweets are more like informal conversations
- Ask the students if they would write an email to their friends in the same way as they would to a parent, teacher or employer. Ask the students in groups or individually to describe how emails to these recipients would differ. Collect ideas from the whole class for each recipient to see whether the students have identified similar approaches
- Ask students to relate any stories about their positive or negative experiences of using emails. You may also want to talk about your experiences from a working environment
- Students should log on to LifeSkills and complete the interactive game 'You've Got Mail' (see instructions on page 6), in which they must match the email to the recipient. This will help them to identify how emails can be written differently



IE1.1



Sheet IE1.1

Available on page 8

2. Email etiquette

- Ask the students if they can explain what etiquette means. Agree a definition as a class collaboratively and display it on the board, then show PDF Presentation Slide IE1.1. Compare this definition with the one agreed by the class
- Explain to students the concept of email etiquette and that there are rules they should follow when writing and sending emails
- Hand out **Student Sheet IE1.1** and ask students to work in small groups or pairs to compose a list of ten rules for email etiquette. These could include:
 - not writing in text speak
 - not spamming (i.e. sending unwanted emails)
 - always including a subject heading
 - using a tone of voice appropriate to the person you are emailing
 - having a personal email address that is neutral and professional
 - not writing too much in an email and keeping it as brief as possible

- always checking you are writing an email to the correct person; this includes when you reply to an email. It can be easy with predictive entry to send an email to the wrong person which could be detrimental in the workplace
- not sending bank details or other sensitive information if you can avoid it
- always checking your spelling and grammar
- compressing files into a zip file if you are sending lots of attachments in one email
- To summarise, ask the students if they think how an email is written to a potential employer would affect their chances of getting a job. Make sure students are aware of the similarities between an email and a letter, CV or application form. You may wish to differentiate this step
 - 11-14: Ask students to think about how they would write an email to a teacher. They may have to email a teacher to request to join a club, activity or school trip. Could the way they write this email affect their chances? Could the way it is written influence how people think of them?
 - 14-16: A badly written, poorly spelled email is likely to give a potential employer a bad impression of the writer. Could an employer make a judgement about a candidate based on an email? If applicants make mistakes on a CV or application, they may lose out on a job. The same could be said about email

You've Got Mail – interactive game instructions



Interactive

Lesson

You've Got Mail

Learning outcome

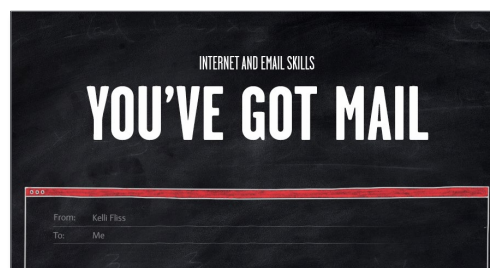
Students identify the importance of phrasing and tone of voice when sending emails – and explore the different devices they use to communicate

Idea

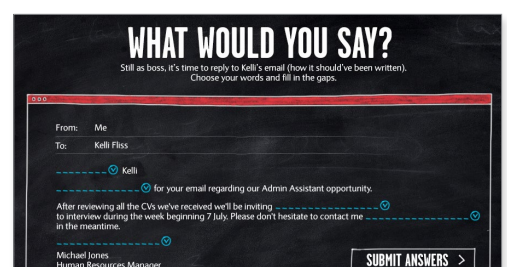
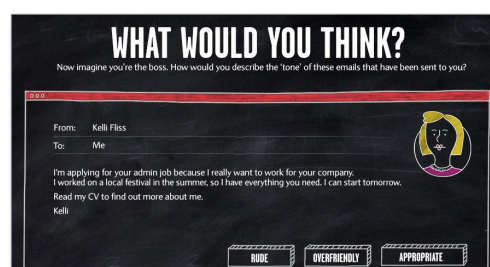
Students are growing up in a world of digital communication, but how much do they know about 'email etiquette'? This interactive activity looks at writing and replying to emails in an appropriate way for different audiences, and getting the best out of the digital devices they use every day

Instructions

- Check you're connected to the internet, logged onto LifeSkills and copy this URL into your browser (www.barclayslifeskills.com/key-skills/using-internet-and-email-skills/youve-got-mail/).
- Students will first be asked to read three different emails and decide who they think each one was written for – a school friend, a work colleague or a potential employer. They'll receive helpful feedback and tips as they go to explain why their answers are right or wrong



- When they've correctly identified the three email audiences, students will be asked to put themselves in the shoes of a boss reading three emails from potential employees. Direct your students to choose whether they feel the tone of each email is rude, overfriendly or appropriate. Again, they'll be helped out with on-screen tips as they go
- Next, and still playing the role of boss, students will need to fill in the blanks in an email response to an application. Ask students to select the appropriate phrasing from each of the five drop-down fields within the email and submit their answers. If they guess wrong, students can try again until they have all five correct answers

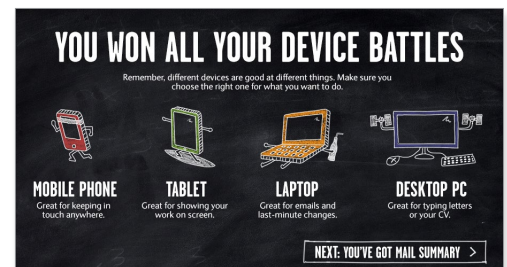
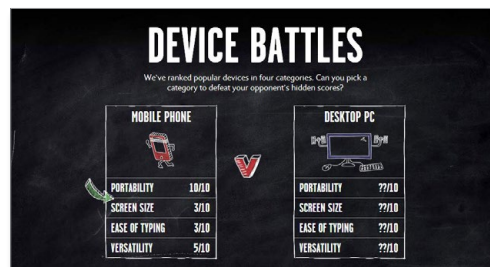


You've Got Mail – interactive game instructions

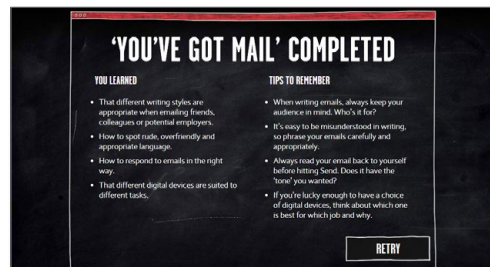


Interactive

- Moving on, students will be required to think about the strengths and weaknesses of digital devices they use every day – mobile phone, tablet, laptop and desktop PC – in Top Trumps-style 'Device battles'. They'll see a device on the left scored in four categories – portability, screen size, ease of typing and versatility
- Direct students to select the score they think is strong enough to beat the score of the device on the right in the same category. Students can try again until they win each 'battle'; there are four in all



- After a summary page showing the strengths of each device students can move on to read their overall summary and complete the activity



Email etiquette

Student Sheet IE1.1



Use this sheet to identify what you think email etiquette means, then create a top ten list of email etiquette rules.

Email etiquette means:

My top ten email etiquette rules:

Rule	Why it is important
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Activity Two: Using the internet effectively

Time needed: 45 minutes

Aims

- To help students identify effective ways to use the internet for research
- To help students use the internet for studying
- To help students understand the importance of referencing correctly

Key learning outcomes

By the end of the activity students will have:

- explored how to carry out research on the internet and reference correctly
- understood how skills they learn for school work now can help future employability

Resources

The resources needed for this volunteer-led lesson are:

- Work Skills: Internet and email skills 11-14 and 14-16 PDF Presentation Slides



PDF Presentation Slides

Look out for this icon throughout the following activity steps which will direct you to the relevant slides.

If you are viewing online these icons are not click throughs.

Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps

If you are viewing online, these icons are not click throughs.

1. Using the internet at school and at work

- Introduce the session by explaining that together you will be looking at how the internet can be used effectively at school and at home. You will also be looking at why the internet may be filtered and the best way to carry out research online
- Ask the students how and why they use the internet at home and on their phones or other devices. On the board, compile a list of activities and websites they are allowed to use by their parents
- Discuss how this compares to the way in which they use the internet at school
- Discuss why the school may filter content. Why would it filter websites like Facebook and Twitter? What other websites does the school filter and why? (For example, game sites, gambling sites, third-party email, forums or YouTube). Find out whether they agree with filtering. If these sites were available, would students spend all their time on them?
- Explain that similar filters are applied in the workplace for similar reasons, and that employers may monitor internet traffic and emails. Mention that employers will have an acceptable use policy that employees will have to agree to follow



IE2.1

2. Searching the internet and doing research

- Find out what techniques students use to search the internet. Compile a list on the board
- Point out that research is not simply googling something. It means collecting information from a number of sources, analysing them for common themes and differences, and then reporting in your own words
- Show PDF Presentation Slide IE2.1, which contains some tips for online research. Explain that these techniques are important not only at school but also at university and in the workplace – for example, when they are writing reports
- Ask students to navigate to www.allaboutexplorers.com (this is a dummy website set up for use in exercises such as this for students to spot errors) and explore the Explorers A to Z section. They need to spot mistakes for each explorer. They should also decide what information is reliable. At the end of this activity they should feed back what they have discovered to the rest of the class
- If time allows, students could also work through the Treasure Hunts section

Extension activity

Challenge the students to write an acceptable internet use policy for school in fewer than 30 words. This will help them focus on the most important aspects of internet use.

Activity Three: Connected devices

Time needed: 30 minutes

Aims

- To help students understand how a variety of devices can be used in the workplace
- To help students understand how these devices will continue to change work patterns

Key learning outcomes

By the end of the activity students will have:

- considered what types of device might be used for schoolwork or in the workplace
- reflected on the different ways in which devices can be used in the workplace
- identified how these devices have changed work patterns

Resources

The resources needed for this volunteer-led lesson are:

- Device Battles – interactive game instructions
- Student Sheet IE3.1:
Available on page 14
Work patterns (one per student)
- Student Sheet IE3.2:
Available on page 15
Different devices for different jobs (one per student)
- Work Skills: Internet and email skills 11-14 and 14-16 PDF Presentation Slides
- Internet access for interactive game
- Board/flipchart

Make sure you have enough copies of the Student Sheets before you begin the session.



Student Sheet



PDF Presentation Slides



Interactive

Look out for these icons throughout the following activity steps which will direct you to the relevant student handouts and slides.

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Activity steps

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Interactive

1. What devices?

- Introduce the session by explaining that the students will be looking at connected devices and how they can be used productively at school, university and in the workplace. These devices have changed the way people work and enable easy access to work resources from beyond the workplace
- Ask students what connected devices are currently available. Make a list of all the devices they mention, for example, smartphones, tablet computers, laptops, games consoles, wearables (e.g. digital eyewear or watches) and e-readers. Do the students own or have access to any of these devices at home or at school?

2. Productive uses

- Explain to the class that these devices have a variety of uses – not just using social media, watching videos or playing music and games! Discuss with the class how the devices can be used productively at school; for example:
 - email on the go
 - accessing the internet
 - using apps
 - making notes
 - creating presentations or reports
 - word-processing
 - collaborating
 - logging data
 - taking photographs
 - recording audio or video
- Collect ideas on the board or flipchart
- Look at the list of uses and discuss with students whether any of these might also apply in the workplace. You may need to use your own experience to help students understand how technology is used at work
- Students can use the ‘Devices Battle’ interactive game (see instructions on page 6) and match the devices with their uses or advantages



IE3.1



Sheet IE3.1

Available on page 14



Sheet IE3.2

Available on page 15

3. Work patterns

- Highlight to students how connected devices are changing the way people work. For example, devices can allow people to access their work from a remote location (e.g. allowing them to work from home), enabling documents to be shared and worked on collaboratively. Another use is tracking work, such as when a heating engineer has finished one job and can be assigned another job
- Show the different work patterns on PDF Presentation Slide IE3.1. Ask students what they think the advantages and disadvantages of these are. Hand out **Student Sheet IE3.1** and ask students to fill in the answer column to match the advantages and disadvantages with the different work patterns. Some may apply to more than one work pattern. Be prepared to help students when needed
- To finish this activity, hand out **Student Sheet IE3.2** with the activity for matching devices to job roles. Students can summarise what they have learnt by completing the activity

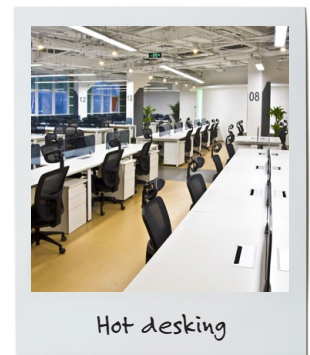
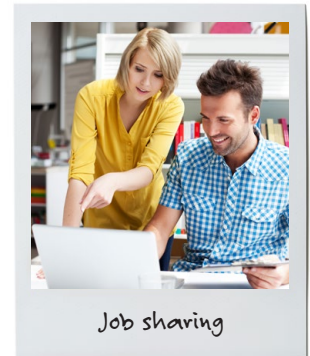
Work patterns

Student Sheet IE3.1

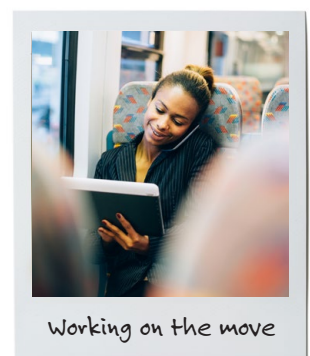
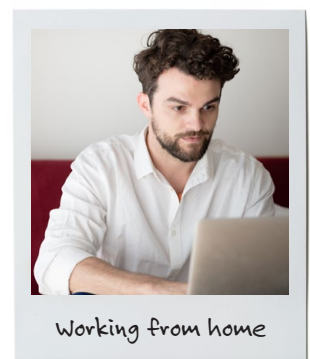


Match up the pros and cons of these different work patterns.

Advantages	Answer (e.g. job sharing)
More freedom over where you work in the office	
Less need for desks	
You can work even if you are travelling	
You can spend time with your family	
Employees are able to live far away from the office	
Splits the amount of work for a job	
Easier to work part-time	
Employees can be productive away from work	
Employees can manage their own time	



Disadvantages	Answer (e.g. hot desking)
Little opportunity to build relationships with colleagues	
No set place to sit in the office may prove a problem if space is tight	
Employees can find it hard to switch off	
Employees will need devices to make it possible	
Can be hard to organise workload if there is more than one person doing this	
Difficult to escape work when it takes place in your home	
This usually requires an internet connection	
Employee may need to use their own resources and bill the company to get the money back	



Different devices for different jobs

Student Sheet IE3.2



Which device is best suited to each job and why? Choose from a desktop computer, laptop computer, smartphone or tablet computer – or a combination of these devices.

Job	Device(s)	Why?
Car breakdown mechanic	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Artist	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Parcel delivery driver	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Musician	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Engineer	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Nurse	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Marketing assistant	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	
Teacher	<input type="checkbox"/> desktop computer <input type="checkbox"/> laptop computer <input type="checkbox"/> tablet computer <input type="checkbox"/> smartphone	

Activity Four: Transferable skills

Time needed: 30 minutes

Aim

To help students understand how the digital skills they gain at school are transferable to the workplace

Key learning outcomes

By the end of the activity students will have:

- identified which digital skills they are learning at school and how they can be used in the world of work

Resources

The resources needed for this volunteer-led lesson are:

- **Student Sheet IE4.1:**
Available on page 18
Digital skills (one per student)
- **Work Skills: Internet and email skills 11-14 and 14-16 PDF Presentation Slides**

Make sure you have enough copies of the Student Sheet before you begin the session.



Student Sheet



PDF Presentation Slides

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IE4.1



Sheet IE4.1

Available on page 18

1. Using existing digital skills

- Explain to students the importance of using the skills discussed in this volunteer-led lesson as often as they can. The more they use them, the more confidence they will have when applying them at university or in the workplace
- The skills they learn and use at school are transferable to the workplace, and they should be looking to hone these skills as they will be a real advantage in the future
- Ask students what they think transferable skills are. Help them understand by explaining which skills you have that are transferable. Show some example skills they may have on PDF Presentation Slide IE4.1 and explain how these skills may be useful and transferable to the workplace
- Hand out **Student Sheet IE4.1**. Students can use this to list the digital skills they use at home and at school, and how they could be use them at university and at work. Guide the students and help them identify what these skills are. Students should think about the skills they have highlighted in previous activities and from PDF Presentation Slide IE4.1
- It's important to highlight that young people are learning about flexibility when they learn to use new technologies. Technology changes quickly and they are often quick to adopt new technological devices and systems, which makes them really useful in the workplace. What does this mean?
 - they learn in new ways using technology
 - they are able to use technology in different and novel ways, e.g. by using apps, and they adopt new methods quickly
 - schemes such as 'digital champions' allow young people to help older generations catch up with changing technology: these skills are invaluable to businesses. There is a new generation of technologically literate young people (sometimes referred to as 'digital natives') who are able to bring new skills into the workplace
- You could tell the group about how the technology you use at work has changed over time and how this has changed the way you work. Highlight to students that it's very difficult to imagine how technology will change in the next two, five or ten years, and how it will change the way we work, but by developing our transferable skills we can make sure that we will be flexible enough to work with whatever the future brings

Digital skills

Student Sheet IE4.1



What digital skills do you use at home and school? Think about where you use the skills, then write down your ideas about how you could use these skills at college and/or at work.

Digital skill	School/home/both	How it can be used at work/college
1. Email		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Which skills could you improve?

Skill	How could you improve?
1.	
2.	
3.	
4.	