



INTRODUCTORY MANUAL DIGITAL CHANGE AGENTS (DigiChanAgents)



WORK PACKAGE N°3 - DIGITAL CHANGE AGENTS

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Copyright message: ©DigiGap Consortium, 2024. This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both. Reproduction is authorised provided the source is acknowledged.









MAIN RESULTS

Introductory Manual Agents of Digital Change (DigiChanAgents). Includes the structure of the workshops for the training of learners.

•12 'READY, STEADY, GO 'digital skills training workshops with pupils (3 workshops per country).

- •Pupils will learn the necessary digital skills and put them into practice with their families to search for, obtain, process and communicate information, and transform it into knowledge.
- •The workshops can be implemented by other schools wishing to put into practice the methodology generated by the project.



QUALITATIVE AND QUANTITATIVE INDICATOR

Practical workshop report (4 reports: one report per country)

To assess the quality, an evaluation questionnaire will be filled in during the pilot test.

Quantitative Indicator:

Quantitative Indicators (to be monitored by the Quality Committee, especially by the Project Coordinator

- 24 teachers and 120 students (with at least 30 students per country) beneficiaries of WP3.
- 120 WP3 user questionnaires (30 questionnaires per country).
- 4 introductory manuals to the workshops in the different national languages.
- 12 workshops for the training of students (30 students per country).
- Each school organisation will develop a Report







GENERAL INTRODUCTION

This manual has been designed to support teachers in guiding students aged 11–15 to become **Agents of Digital Change** (**DigiChanAgents**). The program is built around **eight 1-hour workshops**, each focusing on developing both digital competencies and pedagogical skills that enable students to train their parents in essential digital areas.

The workshops are intended to be **practical**, **interactive**, **and adaptable**, with activities that combine role-play, peer teaching, creative tasks, and real-life digital applications. By the end of the program, students will not only strengthen their own digital literacy but also act as facilitators of change within their families, helping their parents close the digital gap.

Implementation will take place in schools across Romania, Poland, Spain, and Greece, allowing for cultural exchange, contextual adaptation, and comparative insights. Each national implementation will provide feedback through evaluation tools, ensuring both quality control and transferability to other schools across Europe.

Workshop Structure:

- Each participating country (Romania, Poland, Spain, Greece) will develop 3 workshops, and each workshop consists of 8 sessions (1 hour each).
- In total, there will be 12 workshops across 4 countries.
- Each country will involve 30 students (with slight flexibility to adjust numbers as long as the total is respected).
- Each country will also involve 6 teachers, making a total of 24 teachers and 120 students across the project.
- The workshops will run between 15 October 2025 and 30 November 2025







▼Recommendations for Implementation

- 1. Adapt to local context: While the structure is common, examples and activities should use familiar tools, apps, and cultural references for each country.
- 2. **Promote inclusivity:** Ensure that workshops are accessible to all students, regardless of prior digital knowledge. Mixed-ability grouping helps peer support.
- 3. Balance theory and practice: Keep explanations short and give more time to hands-on activities and role-plays.
- 4. **Encourage reflection:** After each activity, allocate a few minutes for students to reflect on what worked, what was challenging, and how they will approach teaching their parents.
- 5. Monitor progress: Use observation checklists, peer feedback, and simple self-evaluations to track student development in both digital and teaching skills.
- 6. **Engage families:** Involve parents gradually, starting with small, motivating tasks (e.g., sending a message, making a Canva design), before moving to more complex modules like online safety or personal development tools.
- 7. **Celebrate achievements:** Recognize both students' and parents' progress with certificates, presentations, or small showcases of family projects.









Session 1 – Generational Gap & Role of the Student

😚 Generational Gap: Parents vs. Students

Today's families live a digital generation gap.

Parents grew up in a world with little or no internet, where technology was mostly limited to television, radio, or perhaps the first mobile phones. For many, learning digital tools came later in life, often as a requirement for work or communication. Their relationship with technology is usually practical, cautious, and based on necessity.

Students, on the other hand, were born surrounded by smartphones, social media, and apps. For them, technology is not something to "learn" but something that shapes their daily life—schoolwork, friendships, hobbies, and entertainment. Their experience is intuitive, fast, and playful



This difference creates two parallel realities:

- Parents have experience and wisdom in life, but may feel insecure or overwhelmed by constant digital changes.
- Students have confidence and familiarity with digital tools, but are still developing patience, empathy, and communication skills to explain them.

Aim:

- The goal of this Session is to bridge that gap: students will become guides for their parents, combining the life experience of adults with the digital fluency of young people, creating a shared journey of discovery and learning
- Objective: Understand digital generational differences and assume the role of trainer.

Materials:

Milestone cards, survey template.







† Living Timeline (15')

- **Preparation:** The teacher prepares cards with technological milestones (e.g., cassette, Walkman, CD, MP3, iPod, Spotify; SMS, Messenger, WhatsApp, TikTok).
- **Activity:** Groups receive a set of cards and must place them in chronological order on the floor or on the wall.
- **Reflection:** Once arranged, students mark with green stickers the technologies that still exist (even if transformed) and with red stickers the ones that "disappeared."
- **Discussion:** Each group shares which changes they consider most important and why they think some inventions stopped being used.
- **Hidden Goal**: Students realize that their parents lived through many of these phases, while they were born into a more advanced part of the timeline.

† Home Mini-Survey (10')

- **Template:** A simple sheet with 5-6 questions such as:
 - Do you know what an app is?
 - Do you use social media? Which ones?
 - Have you ever made a video call?
 - Do you use online banking or shop online?
 - What device do you use the most every day?
- **Instructions:** Students interview one of their parents at home, checking the answers and writing down any interesting comments.
- Extension: Back in class, the teacher collects results on a whiteboard or poster to create a "digital map of the families."
- **Objective:** Make visible the variety of digital levels among parents and spark students' curiosity about what they can teach.

¶ Guided Debate (25')

• Discussion Starters:

- Did your parents play video games in their childhood? Which ones?
- Did they have social networks as teenagers?
- How did they communicate with friends (landline, letters, in-person meetings)?
- What music did they listen to and how did they access it?
- **Method:** First, small-group discussions (5–7 minutes) so everyone can participate, then a whole-class sharing.
- Closing with DIGIGAP: The teacher explains that the goal of the project is to bridge both worlds: parents' life experiences and students' digital skills. Students step into the role of Digital Change Agents, responsible for helping their families reduce this gap







Session 2 - Design Your Ideal Teacher

Before becoming Digital Change Agents, students need to understand that teaching is a skill. Knowing how to use technology is not enough if they cannot explain it clearly and patiently to someone else. Parents often feel nervous, frustrated, or even embarrassed when learning digital tools. If students rush, use complicated words, or show little empathy, their parents may give up.

This session helps students realize that to successfully guide their families, they need to adopt certain pedagogical qualities: empathy (to understand how their parents feel), patience (to repeat calmly and without judgment), motivation (to keep them encouraged), and communication (to explain in simple, clear steps). By practicing these qualities, students become not only better helpers at home but also more confident communicators in school and in life.



Aim:

- The main objective of this session is not just to "design an ideal teacher" for fun, but to help students recognize that teaching is a skill in itself. Being good at using technology does not automatically mean you can explain it clearly to someone else—especially to adults who may feel insecure or frustrated with digital tools.
- ← By identifying and practicing teacher qualities such as empathy, patience, motivation, and clear communication, students begin to understand that their role as Digital Change Agents is more than showing "click here and do this." It's about guiding, supporting, and encouraging their parents in a respectful and effective way.
- Why teach pedagogical skills to children?
 - Bridging the generation gap:

Students naturally know more about digital tools than their parents, but without the right approach, their teaching might feel rushed, judgmental, or even condescending. Pedagogical skills help them slow down and adapt to the parents' pace.

· Building empathy and patience:

Many adults feel nervous or embarrassed when they struggle with technology. Children who practice teaching with empathy and patience will create a safe environment where their parents feel comfortable asking questions.

• Improving communication skills:

Explaining clearly, avoiding jargon, and checking for understanding are lifelong skills. By practicing them now, students not only support their parents but also strengthen their own future academic and professional abilities.

Materials:

· Paper, markers, sticky notes.







**Teacher Portrait (20')

Warm-up (5'): Brainstorming

- Begin with a quick brainstorming session: "Think of the best teacher you ever had what made them special?"
- Collect answers on the board (e.g., kind, funny, explained clearly, patient, supportive, listened well).
- **Highlight how these qualities go beyond knowledge**—they are about how the teacher connects with students.
- Transition: "Now imagine you are the teacher for your parents. What kind of teacher would you like to be?"

Main task (15'): Teacher Portrait

- Each student creates a "Teacher Portrait," which can be:
 - Drawing: A cartoon or symbolic picture of themselves as a teacher.
 - Description: A short written profile with words or phrases.
 - Mixed: A combination of both (drawing with labels, diagrams, or icons).
- Encourage them to use symbols and metaphors to represent qualities:
 - W Heart = Empathy
 - Olock = Patience
 - Use Smile = Motivation
 - Speech bubble = Good communication
 - Plant = Helping parents grow
 - Difebuoy = Offering support when parents struggle
- For students who are less confident in drawing, allow them to create a "word cloud" of qualities or design a "superhero teacher" with digital powers to help their parents.
- Optional challenge: ask them to give their teacher a nickname or slogan (e.g., "The Calm Coach", "The Tech Buddy", "Captain Patience").

Wrap-up (2-3'):

- A couple of volunteers briefly present their Teacher Portraits.
- Teacher highlights the variety of qualities and connects it to the session's goal: "These are the skills that will make you not just users of technology, but true teachers for your families."





Session 3 —Patience & Empathy

Teaching parents is not just about "showing where to click." It's a gradual process that requires time, patience, and empathy. What seems obvious and automatic to young students can feel new, confusing, and intimidating for their parents. If students get frustrated, learning breaks down; but if they learn to step into their parents' shoes, teaching becomes a real bridge between generations.

This session helps students understand that:

- Y Teaching is a step-by-step process, not something immediate.
- • What feels obvious to them may not be obvious to their parents.
- & Calm techniques (breathing, pausing, rephrasing) are key to managing frustration and creating a positive learning environment.

Aim:

To help students develop the ability to put themselves in their parents' shoes and practice patience while teaching digital skills.

- **6** Objectives
 - 1.Learn strategies to manage frustration when parents struggle to understand digital tasks.
 - 2. Practice using calm and supportive communication techniques (breathing, pausing, rephrasing, analogies) to create a positive learning environment.

Materials:

- Small cards or sticky notes for the "Toolbox of Patience."
- · Roleplay guide for Turtle Steps.
- Pre-written phrases for Broken Telephone.









Activity 1 – Turtle Steps (20')

- **Setup** (3'): Teacher explains: "Today, you'll teach like turtles: slowly, step by step, no rushing."
- Task (12'):
 - In pairs, Student A explains how to create a TikTok account step by step.
 - Student B plays the role of the "parent" who doesn't understand anything, asking repetitive questions ("Where do I click?", "What's an email?").
 - · After 6 minutes, they switch roles.
- Reflection (5'): Ask:
 - "What was harder—teaching or being the 'parent'?"
 - "What helped you stay calm?"

Activity 2 – Broken Telephone (15')

- Round 1 (7'): Classic game: one student whispers a digital phrase ("To open the app, you must enter your password") down the line. The last person says what they heard → the message is usually distorted.
- Round 2 (6'): Repeat the game, but this time students are allowed to repeat and confirm the message. The communication improves.
- **Debrief** (2'): Connect to teaching parents: "Repeating and confirming is essential so your parents don't get lost."

Activity 3 – Toolbox of Patience (25')

- Introduction (5'): Teacher presents examples of calm techniques:
 - Breathing 4-4-4 (inhale 4, hold 4, exhale 4).
 - Taking a pause before repeating.
 - Using analogies ("A password is like the key to your house").
 - Rephrasing with simpler words.
 - Smiling and encouraging the parent.
- Task (15'): Each student writes or draws 3 personal techniques on cards for their own "Toolbox of Patience."
- Wrap-up (5'): Volunteers share one technique, and the class creates a collective mural of strategies









Session 4 – Clear Communication

When students teach their parents digital skills, it's not enough to know the steps — how they explain matters just as much. \P Parents may feel insecure, nervous, or overwhelmed when learning technology \P , so communication must be clear, supportive, and encouraging #.

This session helps students learn how to:

- P Translate digital terms into everyday, simple language.
- P Use respectful and motivating phrases instead of discouraging ones.
- Practice active listening by checking and confirming understanding.

By developing these skills, students will create a safe learning environment
where their parents feel confident and willing to keep trying.

Aim:

To strengthen students' ability to communicate digital knowledge in a simple, respectful, and effective way. This includes learning how to break down complex ideas into everyday language, adapt their tone to encourage rather than discourage, and practice active listening by checking for understanding. By mastering these communication strategies, students will become more confident trainers and create a positive environment where their parents feel supported, motivated, and ready to learn.

- Practice simplifying complex digital terms into everyday language.
- Strengthen active listening skills by checking for understanding and adjusting explanations.

Materials:

- Word cards with technical terms (for Translator).
- Traffic light chart with sticky notes (for sorting phrases).
- Printed checklist templates (for trio roleplay









- Activity 1 Digital Translator (25')
 - **Setup** (5'): Teacher writes technical words on the board (link, algorithm, streaming, QR, cloud). Ask: "How would you explain these to someone who has never used the internet?"
 - Task (15'): In pairs, Student A explains the word as if speaking to their grandmother. Student B evaluates if the explanation is simple, clear, and respectful. Then they switch roles.
 - Examples:
 - Link → It's like a door that takes you to another place on the internet.
 - Streaming -> Like watching TV, but through the internet, without downloading.
 - Sharing (5'): A few students present their best analogies to the class.
- Activity 2 Communication Traffic Light (20')
 - Introduction (3'): Teacher explains: words and tone can encourage or discourage learning.
 - Task (12'): Students are given common phrases and must sort them into a "traffic light":
 - Green = Helpful & supportive ("Would you like me to repeat more slowly?").
 - **Yellow =** Risky / might make parents feel unsure ("It's easy...").
 - Red = Discouraging ("That's obvious.").
- Extension (5'): Students create two new green phrases they could use at home.
- · Goal: Build awareness of language and tone.
- Activity 3 Communication Checklist (15')
 - Checklist (Look Ask Confirm Summarize):
 - a. Look at your parent's reaction (confused? confident?).
 - b. Ask if they need clarification.
 - c. Confirm they understood by letting them repeat or try it themselves.
 - d. Summarize the main idea at the end.
 - **Practice** (10'): In trios, one is the "teacher," one is the "parent," one is the "observer." The observer uses the checklist to see if the "teacher" followed the 4 steps. Then roles rotate.
 - Debrief (5'): Discuss which step was easiest, which was hardest, and why.





Session 5 – Motivating Families

Learning digital skills is not always easy for parents. Some may feel insecure, think they are "too old to learn," or believe technology has nothing to do with their daily lives. If children want to succeed as **Digital Change Agents**, they must learn to motivate their parents, showing them that digital tools can connect directly with their interests, hobbies, and real-life needs.

Motivation is the bridge between "I don't want to try" and "I'm proud I did it." By learning strategies to spark interest, celebrate progress, and link technology with meaningful activities, students will help their parents stay engaged and willing to keep learning. **

Aim:

To empower students to motivate their parents by connecting digital learning with their real interests and by celebrating progress.

- **@** Objectives
 - 1. Learn how to identify personal interests of parents and link them to digital tasks.
 - 2. Design simple weekly challenges that make learning relevant and fun.
 - 3. Practice ways to celebrate small successes to maintain encouragement and confidence.

Materials:

- Interest mapping worksheet.
- Weekly challenge template.
- Large poster or board for the Celebration Meter (with stickers or emoji cutouts)









Activity 1 - Detectives of Interests (20')

- **Setup** (5'): Teacher explains: "The best way to motivate someone is to connect learning with what they already love."
- **Task** (**10**'): Students fill in a short "interest map" of their parents (e.g., sports, music, cooking, travel, gardening).
- Extension (5'): For each interest, students brainstorm one digital activity that matches it.
 - Example: Parent loves cooking → search recipes on YouTube or Pinterest.
 - Parent likes soccer → follow their favorite team on Instagram.

Table 1 - Weekly Challenge Design (25')

- Introduction (3'): Teacher explains that small, realistic challenges keep learners engaged.
- Task (17'): In groups, students design one weekly challenge for parents, including:
 - What to do (e.g., send a voice note, create a calendar reminder, find a recipe online).
 - Why it's useful (connects to their parent's hobby/need).
 - How to celebrate success (a sticker, applause, family photo, etc.).
- Sharing (5'): Groups present their challenges to the class.

Activity 3 – Celebration Meter (15')

- **Setup** (3'): Teacher shows different ways to celebrate learning: applause, stickers, emojis, certificates, or even a family treat.
- Task (7'): Students choose their favorite celebration methods and add them to a "Celebration Meter" chart.
- **Reflection** (5'): Discuss how celebrating even small steps can keep parents motivated.









Session 6 - Pedagogical Theatre

By now, students have learned about empathy, patience, motivation, and clear communication.

But practicing these qualities in a real teaching situation is the true test. Many students may know the steps of a digital task, but when explaining it to others, they might go too fast, skip details, or struggle to answer questions.

This session gives students a safe space to practice being teachers in front of their peers, applying the skills they have been building since Session 1. Through role-play, feedback, and reflection, they will gain confidence to lead digital mini-lessons with their families.

Aim:

To give students practical experience in delivering short digital lessons, applying empathy, patience, communication, and motivation in real teaching scenarios.

- **@** Objectives
 - 1. Practice explaining digital tasks clearly and step by step.
 - 2. Apply teacher qualities (patience, empathy, motivation, communication) in role-play situations.
 - 3. Gain confidence through peer feedback and reflection.

Materials:

- Printed peer feedback rubric sheets.
- Timer (to control 3×3 rounds).
- · Large poster or board for the class rubric.
- · Markers and sticky notes for feedback.









- 🐾 Activity 1 Role-play 3×3 (35')
 - **Setup** (5'): Teacher explains the format: "Each round has 3 minutes to explain, 3 minutes for Q&A, and then peer feedback."
 - Task (20'): In small groups (3–4 students), each student becomes the "teacher" once. Possible topics:
 - How to take and send a photo .
 - How to search for a song on YouTube 4.
 - How to use Google Maps to find a place M.
 - How to set an alarm on the phone <a>©.
 - Feedback (10'): After each mini-lesson, peers use a simple rubric to give constructive feedback (Clarity, Patience, Empathy, Audience Fit).
- Activity 2 Reflection & Sharing (15')
 - Pair Reflection (7'): Students discuss:
 - "What was easy when teaching?"
 - "What was difficult?"
 - "What helped you feel like a good teacher?"
 - Whole-class sharing (8'): Teacher highlights common strengths and areas to improve.
- 📊 Activity 3 Building the "Trainer's Rubric" (10')
 - As a class, students co-create a rubric poster summarizing the most important qualities of a good DigiChanAgent teacher:
 - Clarity
 - Patience
 - Empathy
 - Motivation *
 - This poster stays in the classroom as a reference for future family teaching sessions.





Session 7 – Introduction to the DigiComBook (Modules 1 & 2)

This session marks the official entry into the DigiComBook manual \square \blacksquare , which is structured into four key modules:

- 1. Basic Digital Operations
- 2. Online Safety & Data Protection
- 3. Responsible Social Media for Professional Use
- 4. 7 Personal Development Tools

The goal is to show students that their role as Digital Change Agents goes beyond single activities. They will guide their parents step by step through these modules, making digital learning practical, safe, and empowering.

To illustrate how this will work, students will complete a creative example using Canva ...

This example belongs to Module 1 – Basic Digital Operations, but the same approach will later be applied to Module 2 – Safety, where students and parents will explore and practice online protection strategies together.

Aim:

To introduce the DigiComBook manual and its four modules, while practicing a first example activity (Canva) from Module 1 and previewing how Module 2 will be applied.

- **@** Objectives
- Understand the structure and purpose of the DigiComBook.
- Explore a practical Module 1 activity (Canva project).
- · Preview Module 2 by brainstorming a simple safety-related activity to try with parents.

Materials:

- DigiComBook manual overview (printed or projected).
- · Appendix 1: Canva worksheet for students.
- Worksheet for family session planning









- Activity 1 Brief Presentation of the DigiComBook (10')
 - Teacher introduces the manual and its four modules.
 - Class discusses: "Which module do you think your parents will find most useful? Why?"
 - Students note that they will work step by step: today Module 1, next time Module 2
- Activity 2 Canva Example (Module 1: Basic Digital Operations) (25')
 You may use Appendix 1: Canva worksheet for students if you wish.
 - **Setup** (5'): Quick demo of Canva (create account, choose template, edit text/picture, download).
 - Task (15'): Students create a simple family-related design (birthday menu , dinner invitation , thank you card ...).
 - **Reflection** (5'): Connect the activity back to Module 1 → creating, editing, and sharing digital content are basic operations that parents can learn.
- Activity 3 Linking to Module 2: Online Safety (15')
 - Teacher explains that just as Canva is an example for Module 1, students will do hands-on activities for Module 2.
 - **Brainstorming:** "What digital safety activities could you try with your parents?" Examples:
 - Creating a strong password together.
 - Learning to identify a suspicious email.
 - Checking the **privacy settings** of a social media account.
 - Students pick one idea they would like to practice with their parents at home.
- Activity 4 Planning the Family Session (10')
 - Students write down:
 - 1. What they will show their parents from Module 1 (Canva).
 - 2. What small safety task they will try from Module 2.
 - This becomes their teaching plan for the next family session.







Session 8 – Introduction to the DigiComBook (Modules 3 & 4)

After exploring Module 1 (Basic Operations) and Module 2 (Online Safety), this session continues the DigiComBook journey with:

- Module 3: Responsible Social Media for Professional Activities
- Module 4: Personal Development Tools

Social media is no longer just for fun — it can be a powerful tool to communicate, promote family projects, or even support small businesses responsibly. At the same time, digital tools can help families with self-development, time management, financial planning, and healthy digital habits .

Students will practice activities that show how digital platforms can be used ethically, productively, and for real-life family benefits.

Aim:

To introduce Modules 3 & 4 of the DigiComBook and provide students with hands-on experiences in responsible social media use and personal development tools.

- Objectives
 - 1. Learn how to create responsible and professional digital content for social media.
 - 2. Explore digital tools that support personal growth, time management, and healthy digital habits.
 - 3. Prepare students to teach these skills to their parents with empathy and clarity.

Materials:

- DigiComBook overview of Modules 3 & 4.
- · Canva or poster-making tools.
- Worksheets for "Social Media with Purpose" & "My Digital Toolkit.
- Appendix 2: Google Calendar for Students







- Activity 1 Social Media with Purpose (Module 3) (25')
 - **Setup** (5'): Teacher explains: "Social media can help families connect, share safely, or even promote a local project or hobby."
 - Task (15'): Students in pairs design a mini social media post (poster, caption, or video idea) for a family activity (e.g., promoting a family recipe, local crafts, or raising awareness about safe internet use).
 - Use free tools (Canva, Google Slides, or posters).
 - Must include: a clear message + safe/ethical content.
 - **Sharing** (5'): Groups present their ideas and discuss what makes a post "responsible."
- Activity 2 My Digital Toolkit for Growth (Module 4) (25')
 - Introduction (5'): Teacher introduces examples of tools:
 - Time management apps (Google Calendar, reminders).
 - Sudgeting apps (Mint, Wallet).
 - **E** Learning platforms (Coursera, Duolingo).
 - Y Well-being habits (screen time balance, breaks).
 - Task (15'): Students choose one tool and create a quick plan of how they could teach it to their parents. Example:
 - "Show mom how to add a reminder for doctor's appointments."
 - "Teach dad how to track daily expenses with a budgeting app."
 - Reflection (5'): Class discussion: "Which of these tools would be most useful for your parents right now?"
- Activity 3 Family Session Plan (10')

Students draft a 2-part family lesson plan:

- 1. Module 3: one social media example (e.g., "Show mom how to post safely on Facebook").
- 2. Module 4: one personal development tool (e.g., "Set up a shared Google Calendar"). This becomes their teaching script for the next home activity.







- Activity 1 Social Media with Purpose (Module 3) (25')
 - **Setup** (5'): Teacher explains: "Social media can help families connect, share safely, or even promote a local project or hobby."
 - Task (15'): Students in pairs design a mini social media post (poster, caption, or video idea) for a family activity (e.g., promoting a family recipe, local crafts, or raising awareness about safe internet use).
 - Use free tools (Canva, Google Slides, or posters).
 - Must include: a clear message + safe/ethical content.
 - **Sharing** (5'): Groups present their ideas and discuss what makes a post "responsible."
- Activity 2 My Digital Toolkit for Growth (Module 4) (25')
 - Introduction (5'): Teacher introduces examples of tools:
 - Time management apps (Google Calendar, reminders).
 - Sudgeting apps (Mint, Wallet).
 - **E** Learning platforms (Coursera, Duolingo).
 - Y Well-being habits (screen time balance, breaks).
 - Task (15'): Students choose one tool and create a quick plan of how they could teach it to their parents. Example:
 - "Show mom how to add a reminder for doctor's appointments."
 - "Teach dad how to track daily expenses with a budgeting app."
 - Reflection (5'): Class discussion: "Which of these tools would be most useful for your parents right now?"
- Activity 3 Family Session Plan (10')

Students draft a 2-part family lesson plan:

- 1. Module 3: one social media example (e.g., "Show mom how to post safely on Facebook").
- 2. Module 4: one personal development tool (e.g., "Set up a shared Google Calendar"). This becomes their teaching script for the next home activity.



















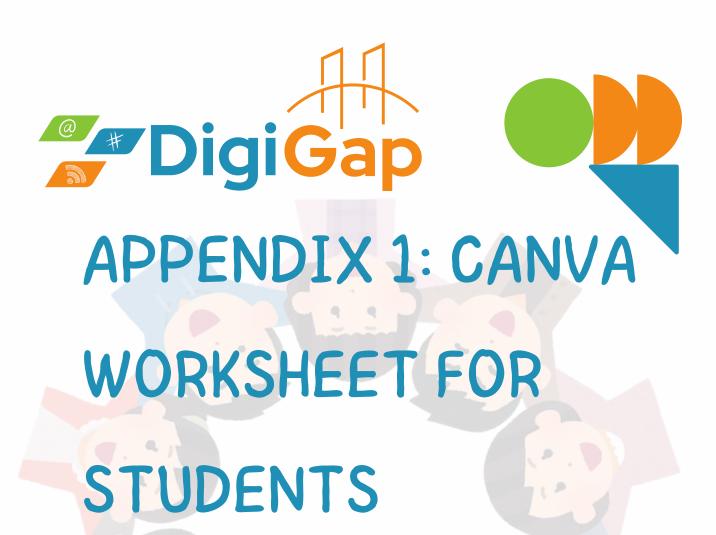


Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Copyright message: ©DigiGap Consortium, 2024. This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both. Reproduction is authorised provided the source is acknowledged.







Session 7 – Introduction to the DigiComBook (Modules 1 & 2)

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Copyright message: ©DigiGap Consortium, 2024. This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both. Reproduction is authorised provided the source is acknowledged.







What is this module about?

In this module, you will learn basic digital skills that will help you support your parents, guardians or family with everyday online tasks.

Through fun and practical activities, you will discover:

1. Creating documents and designs

You will learn how to use Google Docs to write letters or fill in forms, and Canva to design posters, invitations or flyers. These tools are useful for school projects, events, or even job applications in the future.





2. Using email (Gmail)

You will find out how to create an email account, send messages, attach files or photos, and organise your inbox. This way, you and your family can send and receive important information quickly and easily.





⊗ ⊝ ⊕

3. Smart internet searching

You will learn how to search more effectively, spot reliable websites, and save useful information. These skills will help you with homework and also to avoid fake news.



4. Using government services online

You will discover how to help your family access websites for things like:

- booking medical appointments,
- downloading school certificates,
- applying for family support or benefits.

With these skills, you'll be able to support your family with real-life needs at home!



Why is it important to help your parents with digital skills?

Today, many important things are done online: booking doctor's appointments, talking to school, filling in forms or searching for information. But not all adults find this easy.

The good news is that you can help them!

You've grown up using phones, computers and the internet, so you can show

your family step by step how to use these tools.

When you help your parents or grandparents:

- You give them confidence.
- You help with real-life problems.
- You practise being patient and explaining clearly.
- You become a real digital teacher at home!

This course will teach you how to support your family with digital tools through fun activities, while also helping you build useful skills for school, future jobs and everyday life.



Activity: 'One design, two minds'

Let's get started with something fun and useful!

We're going to explore **Ganva**, a cool tool that lets you design all kinds of things: from birthday invitations to posters or even a menu for a family dinner.

Why not make it more exciting? You can create a design together with your parents, it's a fun way to learn and share time as a team!



The free version of Canva gives you plenty of options: different templates, colours, fonts and images to make your project unique. And if you want, you can also add special elements like premium pictures or illustrations.



With Canva, you can turn your ideas into something creative, colourful and ready to share!



What is it?

Canva is a free and easy tool that lets you design almost anything: posters, invitations, menus or even school projects.

You can drag and drop shapes, icons, text or your own photos to make creative designs. It already gives you lots of templates, colours and images so your work looks professional without needing special skills.

To use Canva, you just need to sign up with an email, Google or Facebook account. And even without registering, you can explore and try out the tools.



A simple, fun and creative way to bring your ideas to life!



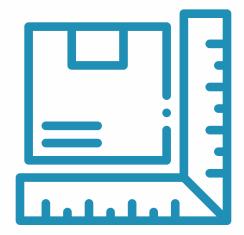


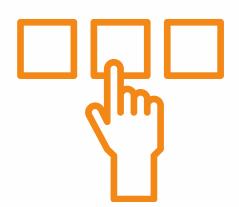
How to use it?

Step 1: Choose your size

Go to Canva.com (or open the app). Click "Create a design" and pick the size you want.

Canva already gives you options like Instagram post, poster, flyer, or even a school project.





Step 2: Pick a background

Now choose what goes behind your design: a plain colour, a pattern, or even a photo (you can also upload your own).

Step 3: Add some text

Click "Text" on the left menu and choose a style you like. Type your message, change the font, and move it around. Use the purple guide lines to centre it.



Step 4: Sign your design

Want to make it yours? Add your name, initials or even a short message at the bottom. You can change the font and size to match your design.







The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Session 8 – Introduction to the DigiComBook (Modules 3 & 4)

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Copyright message: ©DigiGap Consortium, 2024. This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both. Reproduction is authorised provided the source is acknowledged.







Activity: My Digital Toolkit for Growth

Let's get started with something fun and useful!

Many parents and grandparents still write everything down on paper or sometimes forget important dates. With busy schedules, it's easy to miss appointments, deadlines, or special events.

By teaching them digital tools like **Google Calendar**, you can help your family organise their time better, remember important tasks, and reduce stress. You will also feel proud because you are making their daily life easier!

Also, this is a great way for you to practise explaining things clearly, being patient, and thinking step by step, skills that are useful not just at home, but also at school and in the future.





What is it?

Google Calendar is a free online calendar that helps you plan and organise your day in a smart and simple way.

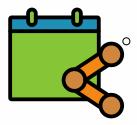
With Google Calendar, you can:



 Add important events like birthdays, school deadlines, or family plans.



 Set reminders so nothing is forgotten, from doctor appointments to homework deadlines.



Share your calendar with family members so everyone can see what's coming up.

It works on computers, tablets, and smartphones, so your parents can check it anytime.





How to use it?

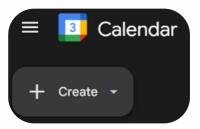
Step 1: Open Google Calendar

Go to calendar.google.com or open the app on your phone/tablet. Log in with a Google account.



Step 2: Add an event

Click on the "+ Create" button. Write the name of the event (e.g. Doctor's appointment). Choose the date and time.





Step 3: Set a reminder

Add a notification so your parents get an alert before the event. This way, they won't forget it.

Step 4: Share the calendar (optional)

You can share the calendar with family members so everyone can see the same events.



Teach Google Calendar to your family

Collect useful events and situations

Think of moments where Google Calendar could help your family:

- Doctor appointments or check-ups
- Payment deadlines or expense tracking
- Birthdays and family events
- School tasks for siblings
- Work meetings or important events





Plan the best device

Decide which device will be easiest for them to use:

- Computer, tablet, or mobile
- Consider their daily routine and where they usually check information

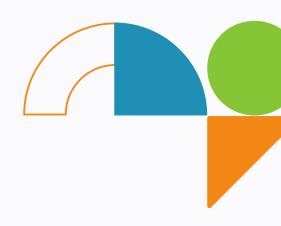
Write down the device and how you will show them step by step.

Execute your plan

- Teach them to add events and reminders
- Help them customise colours, notifications or event names
- Check that they can view and edit events themselves







The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

