



USAID
FROM THE AMERICAN PEOPLE

MODULE 8

DIGITAL LITERACY

PATHWAY 2
TRAINER'S MANUAL



Copyright© 2009-2022

This curriculum is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this are the sole responsibility of Education Development Center, Inc. (EDC) and do not necessarily reflect the views of USAID or the United States Government.



USAID
FROM THE AMERICAN PEOPLE



Work Ready Now (WRN) is a comprehensive work readiness training program for youth. WRN helps young people to develop the soft skills and work readiness skills needed to succeed in earning a living. WRN is aligned with three internationally recognized work readiness frameworks that emphasize the skills needed in today's workplace. WRN is always adapted for the local context.

Work Ready Now has benefited all types of youth – out-of-school youth, youth in vocational schools, secondary schools, and universities. Over 750,000 youth have completed WRN in 25 countries. WRN is available in 19 languages. WRN has been scaled in national school systems in five countries.



Activities marked with this icon are work-based learning activities that get youth out of the classroom. Work-based learning is integrated into WRN to make learning come alive and expose youth to real workplaces and employers. Youth develop confidence as they build relationships with employers and find fulfilling first work experiences.

Bolivia	Mi Camino Laboral
Bosnia	Work Ready Now!
Djibouti	Compétences de Base de l'Employabilité et de L'Entreprenariat
DRC	Prêt Pour le Travail
East Timor	Learning for Work
Ethiopia	Work Ready Now!
Ghana	Work Ready Now!
Guyana	Work Ready Now!
Honduras	Habilidades para el Exito Laboral
Indonesia	Siap Kerja Sekarang!
Jordan	Work Ready Now!
Kenya	Work Readiness Program
Kosovo	Youth Employment Program
Lebanon	Work Ready Now!
Liberia	Work Ready Now!
Macedonia	Work Ready Now!
Malaysia	Work Ready Now!
Mali	Passeport d'entrepreneuriat
Niger	Prêt Pour le Travail
Peru	Construyendo Nuestro Futuro
Philippines	Work Ready Now! Life Skills Curriculum
Rwanda	Work Ready Now!
Senegal	APTE au Travail Prêt Pour le Travail
Tanzania	Fanya Kazi Sasa!
Thailand	เราพร้อมทำงาน
Yemen	الاستعداد للعمل

Table of Contents

Acknowledgements	<i>Error! Bookmark not defined.</i>
Overview of Module 8: Digital Literacy	7
Pre-Module Self-Assessment	<i>Error! Bookmark not defined.</i>
Session 1: Creating Your Own Online Presence	<i>Error! Bookmark not defined.</i>
Activity 1: Introduction to Digital Literacy & Online Presence	<i>Error! Bookmark not defined.</i>
Activity 2: Types of Online Presence	<i>Error! Bookmark not defined.</i>
Activity 3: Steps to Creating an Online Presence	<i>Error! Bookmark not defined.</i>
Activity 4: Communicating by Email in the Workplace	<i>Error! Bookmark not defined.</i>
Session 2: Digital Citizenship	<i>Error! Bookmark not defined.</i>
Activity 5: Safety and Security	<i>Error! Bookmark not defined.</i>
Activity 6: Cyberbullying, Trolling and Cyber Predators	<i>Error! Bookmark not defined.</i>
Activity 7: General Guidance on Being a Cyber Citizen	<i>Error! Bookmark not defined.</i>
Session 3: Finding Online Resources	10
Activity 8: Questioning Online Information	11
Activity 9: Improving Your Internet Searches	13
Activity 10: Module 8 Review	<i>Error! Bookmark not defined.</i>
Post-Module Self-Assessment	<i>Error! Bookmark not defined.</i>
Module 8 Quiz	<i>Error! Bookmark not defined.</i>

Copyright © 2009-2021

Tous les droits sont réservés. Cette publication ne peut pas être reproduite, vendue ou autrement disséminée sans le consentement écrit d'Education Development Center (EDC). Veuillez contacter le Bureau des Affaires Légales. Apte au Travail est la version de Prêt au Travail qui a été adaptée au contexte et aux réalités du système de l'éducation et de la formation du Sénégal.

Ce guide est rendu possible grâce au soutien du peuple américain par le biais de l'Agence des États-Unis pour le développement international (USAID). Le contenu de ce manuel relève de la seule responsabilité d'Education Development Center (EDC) et ne reflète pas nécessairement les perspectives de l'USAID ou du gouvernement américain.



Villa No 17, Sacré-Cœur, Pyrotechnie, BP 16215 Dakar Fann, Sénégal

Tel: (+221) 33 821 44 44 | Email: apte-senegal@edc.org

Education Development Center (EDC) est une organisation internationale à but non lucratif qui propose des solutions durables pour améliorer l'éducation, promouvoir la santé et renforcer les opportunités économiques. Depuis 1958, nous sommes leader dans la conception, la mise en œuvre et l'évaluation de programmes performants et innovants dans plus de 80 pays à travers le monde.

EDC's Work Ready Now (WRN) is a comprehensive work readiness training program for youth. WRN helps young people to develop the soft skills and work readiness skills needed to succeed in earning a living. WRN is aligned with three internationally recognized work readiness frameworks that emphasize the skills needed in today's workplace. WRN is always adapted for the local context.

Work Ready Now has benefited all types of youth – out-of-school youth, youth in vocational schools, secondary schools, and universities. Over 500,000 youth have completed WRN in 26 countries. WRN is available in 20 languages. EDC has scaled WRN in national school systems in five countries.



Activities marked with this icon are work-based learning activities that get youth out of the classroom. Work-based learning is integrated into WRN to make learning come alive and expose youth to real workplaces and employers. Youth develop confidence as they build relationships with employers and find fulfilling first work experiences.



Activities marked with this icon are digital learning activities. Youth use free online digital tools to create products that demonstrate their knowledge of work readiness topics. These products are included in their career portfolio as examples that they can show to potential employers.

Bolivia	Mi Camino Laboral
Bosnia	Work Ready Now!
Djibouti	Compétences de Base de l'Employabilité et de L'Entrepreneuriat
DRC	Prêt Pour le Travail
East Timor	Learning for Work
Ethiopia	Work Ready Now!
Ghana	Work Ready Now!
Guyana	Work Ready Now!
Honduras	Habilidades para el Exito Laboral
Indonesia	Siap Kerja Sekarang!
Jordan	Work Ready Now!
Kenya	Work Readiness Program
Kosovo	Youth Employment Program
Lebanon	Work Ready Now!
Liberia	Integrated Literacy Program
Macedonia	Work Ready Now!
Malaysia	Work Ready Now!
Mali	Passeport d'entrepreneuriat
Niger	Prêt Pour le Travail
Peru	Construyendo Nuestro Futuro
Philippines	Work Ready Now! Life Skills Curriculum
Rwanda	Work Ready Now!
Senegal	APTE au Travail Prêt Pour le Travail
Tanzania	Fanya Kazi Sasa!
Thailand	เราพร้อมทำงาน
Yemen	الاستعداد للعمل

Overview of Module 8: Digital Literacy

“Running water never passes by a hole.”

The proverb should be written in a local vernacular based on the project locations.

Module 8 Objectives

By the end of the module, participants will be able to:

- ✓ Identify ways to create an online presence such as via email and social media platforms such as Facebook, WhatsApp, YouTube, etc.
- ✓ Determine ways in which to present one's skills, experience and interest online
- ✓ Analyze people's online presence to identify successful elements and strategies of online presentation
- ✓ Identify ways to use an online presence in finding work and growing ones' business
- ✓ Become aware of safety practices when online to protect against hackers, scammers, etc.
- ✓ Recognize when cyberbullying, including shaming and attacking, is taking place
- ✓ Take a proactive stance against cyberbullying
- ✓ Use critical thinking skills to analyze online resources (who is posting, why, source of information, etc.)
- ✓ Evaluate the quality of sources of information
- ✓ Search effectively for online resources
- ✓ Use online resources to find work and further businesses

Module and Activity Timings

Activity	Time
Session 1: Creating Your Own Online Presence	4 hours 45 minutes
1: Introduction to Digital Literacy and Online Presence (including Self-Assessment)	25 min
2: Types of Online Presence	1 hr 30 min
3: Steps to Creating an Online Presence	1 hr 35 min
4: Communicating by Email in the Workplace	1 hr 15 min
Session 2: Digital Citizenship	3 hours 5 minutes
5: Safety and Security	1 hr 35 min
6: Cyberbullying, Trolling and Cyber Predators	1 hr
7: General Guidance on Being a Cyber Citizen	30 min
Session 3: Finding Online Resources	2 hours 45 minutes
8: Questioning Online Information	45 min
9: Improving Your Internet Searches	1 hr 15 min
10: Module 8 Review	45 min
Total Time:	10 hours 35 minutes

Written Documentation

This is a list of all the written tasks that participants must complete. The trainer will place a check mark on the submitted documents and follow up on those without a check mark.

- Pre-Module Self-Assessment
- Worksheet 8.1: Proper Emails
- Worksheet 8.2: Email in the Workplace
- Worksheet 8.3: Do *You* Act Like a Cyberbully?
- Post-Module Self-Assessment
- Module Quiz
- Writing Space

Handouts

- 8.1: Different Types of Social Media
- 8.2: Building Your Online Presence
- 8.3: How to Keep a Positive Online Reputation for Work and Starting a Business
- 8.4: Email Tips
- 8.5: Identity Theft, Cyber Scams, and Online Shopping Risks
- 8.6: Safety and Security Online
- 8.7: Cyberbullying, Trolling, and Cyber Predators
- 8.8: General Guidance on How to Be a Cyber Citizen
- 8.9: How to Use Search Modifiers
- Post-Module Self-Assessment
- Module Quiz
- Writing Space

Trainer Tools

- 8A: My Online Reputation Is at Stake
- 8B: Scenarios for Online Safety and Security

Materials and Preparation**Module 8**

- Basic training materials:** flipchart paper, markers, tape, A4 paper
- Other materials:** Computers/tablets/smartphones – participants may need to use their own devices and you will group them, ball (or small object that can be tossed)

Session 1

- Find an object (such as a ball) that can be tossed from person to person.
- Review main concepts from previous module.
- Identify the number of computers available and determine group sizes based on the number available.
- Make sure all computers are turned on and ready to use.
- Review **Handout 8.2: Building Your Online Presence.**
- Make copies of the **Trainer Tool 8A: My Online Reputation is at Stake** for each participant.
- Review **Handout 8.3: How to Keep a Positive Online Reputation for Work and Starting a Business.**
- Prepare 4-6 'tags' or photographs that may not look appropriate to an employer, but are common among youth. You will need these to post in some participants' online profile.

Session 2

- Prepare copies of the **Trainer Tool 8B: Scenarios for Online Safety and Security** for each group or write the scenarios on flipcharts or the board.
- Prepare 3 flipcharts, the first one with the title "Social Media – Mary's story", the second one will read "Cyber scams – John's story" and the third one, "Online Shopping – Andrew's story." Divide each flipchart in 2 columns with the titles: "risks" and "safety and security Activity Tools."
- Find a ball or object to toss.

Session 3

- Identify the number of computers available and determine group sizes based on the number available.
- Make sure all computers are turned on and ready to use.

Session 3: Finding Online Resources

Key Topics

- Information: is it true or false?
- Strategies to determine the most reliable information
- How to search online resources

Activity 8: Questioning Online Information



Objectives: By the end of the activity, participants will be able to:

- a. Recognize that information found on the internet is not always true.
- b. Use critical thinking skills to analyze online resources (who is posting, why, source of information, etc.).



Time Required: 45 minutes



Methodology: reflection, small group work, large group discussion



Materials: flipchart paper, markers, tape, computers

Preparation:

- Identify the number of computers available and determine group sizes based on the number available.
- Make sure all computers are turned on and ready to use.



Steps:

1. Welcome participants to **Session 3: Finding Online Resources**. Explain that now they are familiar with having an online presence and how to be safe, we are going to focus on finding and analyzing resources we find online.

Ask participants to consider a time that they read something online that they were sure was untrue, or when someone told them about something they read online that seemed unbelievable: What made you question its truthfulness or validity? Had you seen contradicting information somewhere else online? Write responses on flipchart.

(10 min)

2. Next, **ask** participants to think about a time when they read more than one report about something that had taken place, and the reports presented the event/activity differently.

Example: a football match where one report says that the visiting team was aggressive from the kick off keeping the home team and their crowd from getting involved, while another report says that the home team chose to stay back and play cautiously, choosing to prevent being scored on.

Ask them to write it down in their Handbooks.

(5 min)

3. In groups of 2-3, participants **identify a recent event** that is likely to have been reported by more than one online media outlet.

Instruct each group to **find websites** that describe that event in different ways. Encourage groups to **discuss** why seemingly 'factual' reports might be notably different.

(15 min)

4. Summarize the discussions and highlight the following points:

- a. Written information, just like oral information, is not necessarily true or correct, even if it is found on the internet or a popular website.
- b. The perspective of the person/company posting the information will influence (and sometimes bias) both the way they present the information and the information itself.
- c. Getting information from more than one source allows you to triangulate, or validate the information by checking several different sources.

(10 min)

5. Invite participants to again **reflect** on their own experiences, noting that the amazing access to information on the internet must be tempered by a healthy understanding that some information may not be correct or complete.

(5 min)

Activity 9: Improving Your Internet Searches



Objectives: By the end of the activity, participants will be able to:

- a. Search effectively for online resources.
- b. Use online resources to find work and further businesses.



Time Required: 1 hour 15 minutes



Methodology: small group work, role play, large group discussion



Materials: flipchart paper, markers, tape, computers

Preparation:

- Identify the number of computers available and determine group sizes based on the number available.
- Make sure all computers are turned on and ready to use.
- Put the instructions for small group tasks on a flipchart.
- Review **Handout 8.9: How to Use Search Modifiers**.



Steps:

1. Ask participants to **share their experiences** related to searching for information on the internet: What website did they use? How did they decide what words to type in to carry out the search?

(5 min)

2. Ask participants to **think** how they would search for information about starting a bottled water company in their town.

Each person should **write down** the website(s) they would use, and what word(s) or phrase they would use to start the search.

(5 min)

3. Ask participants to **work in pairs**:

- a. First, compare their planned searches.
- b. Then actually carry out those searches on different computers.
- c. Reflect with their partner: Were the search results and links similar, or did the different words change the results of the search?

(10 min)

4. Back in the large group, **ask** participants to briefly share their observations about the task, and about carrying out the same task but in different ways.

(5 min)

5. **Ask** whether anyone understands and can explain how search engine websites such as Google, Yahoo, Bing and the like actually work:

- a. How do they go from the words entered in the search bar to a series of (many, many) links related to that topic?
- b. How does a link to a specific website appear in the list—is Google (or whatever search engine) 'smart' enough to know about every website, or might it be that the websites somehow 'attract' Google's attention when certain words are entered?

Remind participants that a search engine is “...a computer program that searches documents, especially on the World Wide Web, for a specified word or words and provides a list of documents in which they are found...”¹

(10 min)

6. Recalling the differences between how participants search for information about the bottled water company, **introduce** the concept of 'search modifiers.'

Using search modifiers allows a user to narrow the results of a search by asking the search engine to focus on or limit its search to specific parameters. It is a method of carrying out an 'advanced search' on a topic.

(5 min)

7. **Explain** that in the same way that adding certain words to a search leads to more precise information, search modifiers can lead to more desired results. Ask participants to turn to **Handout 8.9: How to Use Search Modifiers** for an introduction to options for carrying out an advanced search.

(10 min)

8. **Show** the flip chart with the task. Have participants do the following:

- a. Review the website link for the handout.
- b. Try using various search modifiers for finding work or providing ideas on starting and growing a business
- c. Observe the changing results of similar searches.

Trainer Tip

Depending on their computer abilities and how comfortable the youth are with internet use, you can choose to focus on fewer search modifiers than the ones listed in the handout.

(10 min)

9. Back in the large group, **ask** participants how being able to do an improved search can help with finding work or starting and growing a business.

(5 min)

¹ Definition taken from the Merriam-Webster dictionary online at: <https://www.merriam-webster.com/dictionary/search%20engine>

- 10. Summarize** the session by asking participants to share notable observations about finding and trusting information found on the internet, strategies for improving searches carried out by users, and ways that website owners direct search results towards their websites.

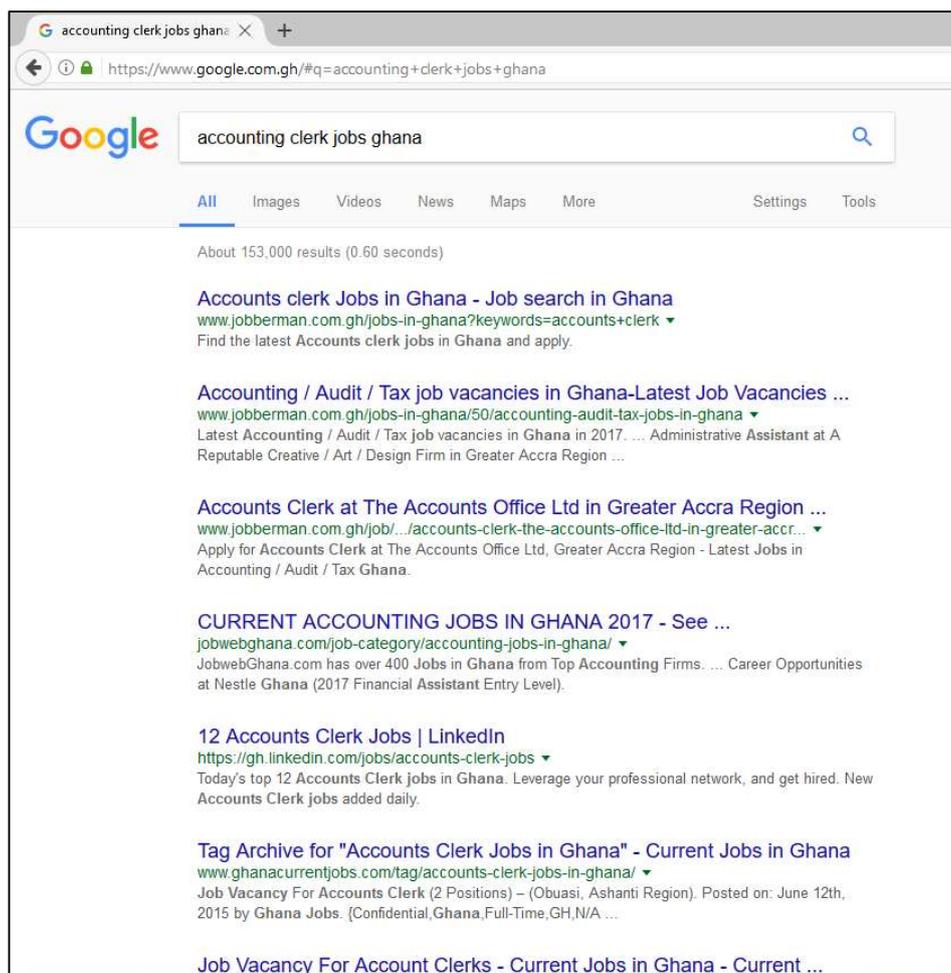
(10 min)

Handout 8.9: How to Use Search Modifiers

Here are the “top 4” search modifiers for carrying out advanced internet searches on Google.²

1. **“Query”** ... quotation marks, or “query” will instruct Google to look for only the exact match of your query, also known as exact match search.
2. **Query + query** ... using “+” within search will make sure both your queries appear within each result.
3. **Query** ... the subtract modifier will remove any query you don't want in the search results.
4. **Query OR query** ... allows you to search for multiple terms.

Let's see how these modifiers can help us on our online searches, whether it is to look for a job, to start your own business, or for personal or educational purposes. To help on this process, here is a search example for Sebastian. He is looking for a job as an accounting clerk and writes the following in the google search engine: *accounting clerk jobs Liberia*. Here is what he finds through his search on Google:

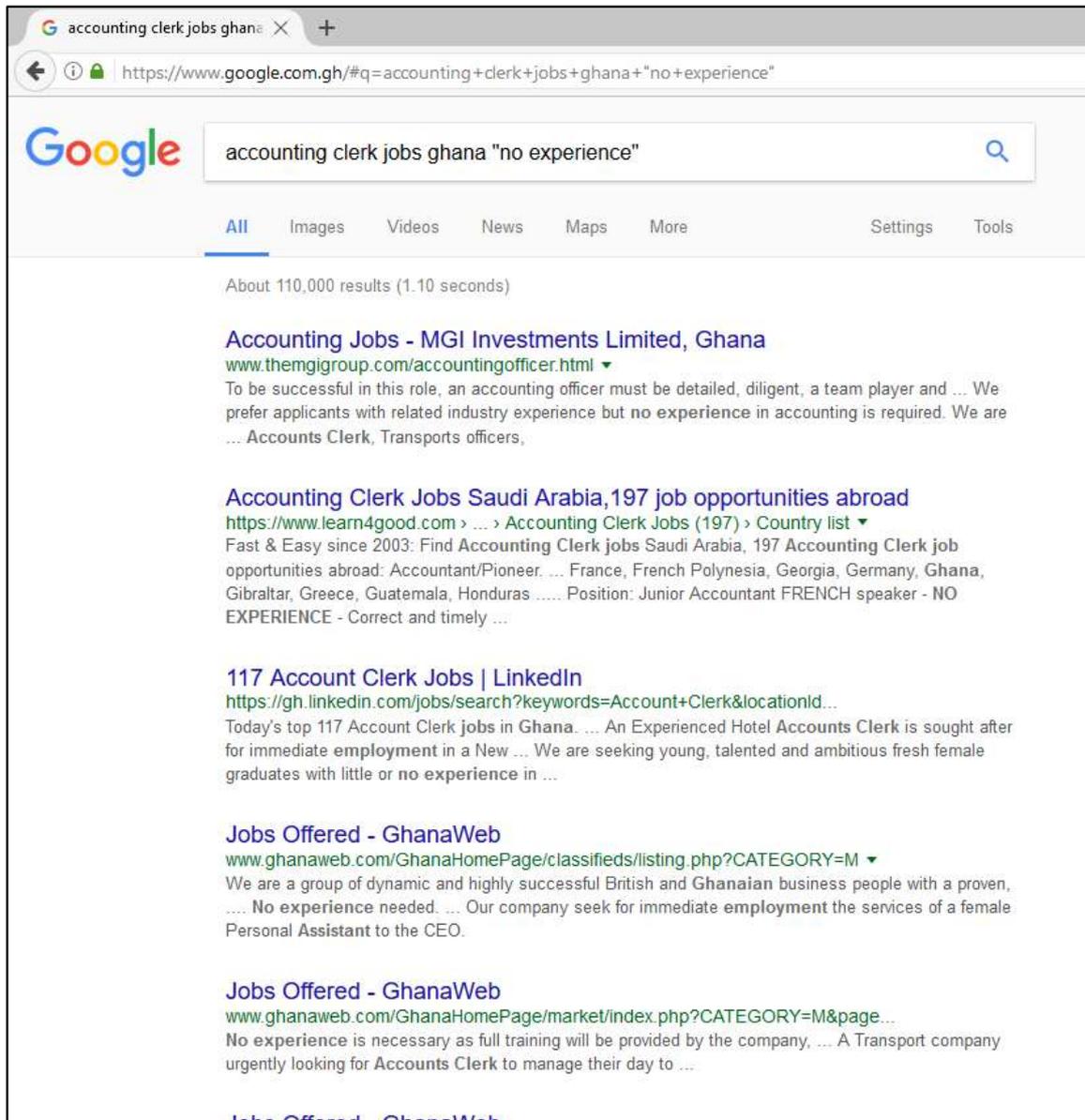


² <http://searchengineland.com/top-10-search-modifiers-why-they-matter-what-they-are-how-to-use-them-173343>, retrieved October 28, 2015.

However, he wants to find job advertisements for youth who have no or little experience. This is where the “query” search option comes handy.

1. **“Query”** ... quotation marks, or “query” will instruct Google to look for only the exact match of your query, also known as exact match search.

Sebastian types in *accounting clerk jobs “no experience”* and the first results in his search shows jobs where the word “no experience” is included in the description.



Sebastian also wants to broaden his job opportunities and starts looking in different cities. He uses the **query + query** and types *accounting clerk jobs Accra + Tamale*. The search results show job positions in both cities.

2. **Query + query ...** using “+” within search will make sure both your queries appear within each result.

The screenshot shows a Google search results page for the query "accounting clerk jobs Accra + Tamale". The search bar contains the query, and the results show about 9,200 results in 0.92 seconds. The top results include:

- CURRENT ACCOUNTING JOBS IN GHANA 2017 - See ...**
jobwebghana.com/job-category/accounting-jobs-in-ghana/
 JobwebGhana.com has over 400 Jobs in Ghana from Top Accounting Firms. ... Our client, a telecommunication company currently operating in Accra is looking to hire an ... Career Opportunities at Nestle Ghana (2017 Financial Assistant Entry Level) ... Accra · Accra/Kumasi · Accra/Tamale/Wa · Achimota · Bolgatanga ...
- Accounts Clerk at PNA Express Couier in Northern Region - Jobs in ...**
www.jobberman.com.gh/job/.../accounts-clerk-pna-express-couier-in-northern-region
 A Reputable Firm seeks the services of an Accounts Clerk. Job Title: Accounts Clerk. Job Location: Tamale, Northern Region. Job Description: Maintains ...
- Accounting Jobs in Ghana - Joblist Ghana**
<https://joblistghana.com/category/accounting-jobs-in-ghana>
 Creative Ventures Job Vacancy : Accounts Clerk ... Greater Accra Region, Ghana State: Accra Job type: FullTime Creative ventures one of the leaders in sales ...
- 12 Accounts Clerk Jobs | LinkedIn**
<https://gh.linkedin.com/jobs/accounts-clerk-jobs>
 Today's top 12 Accounts Clerk jobs in Ghana. ... A Manufacturing Company based in Accra, is looking for an Accounts Clerk. ... Accounts Clerk (Tamale). 29d.
- Job Vacancy For Assistant Accounts Officer (Tamale) - Current Jobs in ...**
www.ghanacurrentjobs.com/job-vacancy-assistant-accounts-officer-tamale/
 Job Vacancy For Assistant Accounts Officer (Tamale) ... DBS, ACCA, CA (Gh.) Level 1 or equivalent, with a minimum of 3 years post qualification experience
- Job Vacancy For Administrative Assistant At USAID Ghana (Tamale ...**
www.ghanacurrentjobs.com/job-vacancy-for-administrative-assistant-at-usaid-ghana-t...
 The US Mission in Accra - Ghana is seeking highly and qualified individuals for the above position. Salary range (depending on qualification and experience):

Sebastian is also interested in checking accounting clerk opportunities that require less than 5 years of experience. He uses **-query** and writes *accounting clerk jobs Ghana -5 years experience*. The first results show job opportunities that fulfill that criteria.

3. **-query** ... the subtract modifier will remove any query you don't want in the search results.

The screenshot shows a Google search results page. The search bar contains the text "accounting clerk jobs Ghana -5 years experience". Below the search bar, there are navigation tabs for "All", "Images", "Videos", "News", "Maps", "More", "Settings", and "Tools". The "All" tab is selected. The search results show "About 115,000 results (0.89 seconds)".

The first result is titled "Accounts Clerk at Mayflower Restaurant in Greater Accra Region ..." with a URL www.jobberman.com.gh/job/76622/accounts-clerk-in-greater-accra-region. The description reads: "Accounts Clerk. Mayflower Restaurant ... Click here to view the latest Hospitality/Leisure jobs in Ghana. A Reputable Firm seeks the services of an Accounts Clerk. Job Title: Accounts Clerk ... At least 1-3 years working experience; Applicants ...".

The second result is titled "Accounts Clerk at The Accounts Office Ltd in Greater Accra Region ..." with a URL www.jobberman.com.gh/job/.../accounts-clerk-the-accounts-office-ltd-in-greater-accr.... The description reads: "... jobs in Ghana. The Accounts Office Ltd seeks the services of an Accounts Clerk ... A minimum of an HND is required; At least 1 year work experience. Apply for ...".

The third result is titled "Accounts Clerk at Dreamsen in Greater Accra Region - Jobs in Ghana ..." with a URL www.jobberman.com.gh/job/15396/accounts-clerk-in-greater-accra-region. The description reads: "Apply for Accounts Clerk at Dreamsen, Greater Accra Region - Latest Jobs in Accounting / Audit / Tax Ghana. ... At least 1-3 years working experience. Apply for ...".

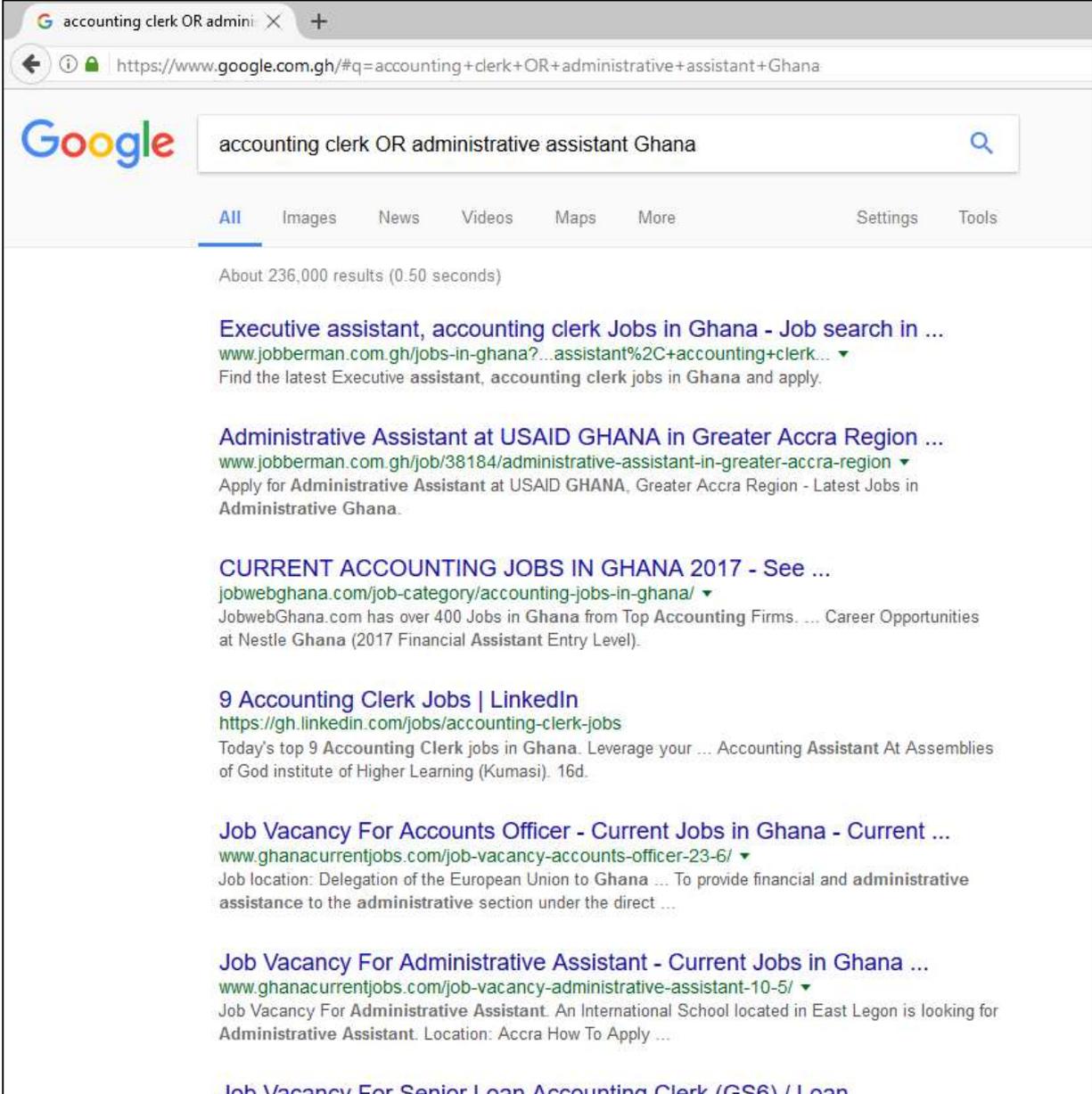
The fourth result is titled "Tag Archive for 'Accounts Clerk Jobs in Ghana' - Current Jobs in Ghana" with a URL www.ghanacurrentjobs.com/tag/accounts-clerk-jobs-in-ghana/. The description reads: "Job Vacancy For Accounts Clerk (2 Positions) – (Obuasi, Ashanti Region). Posted on: ... Requirement: DBS in Accounting with two years experience. Computer ...".

The fifth result is titled "Job Vacancy For Accounts Clerk (Tema) - Current Jobs in Ghana ..." with a URL www.ghanacurrentjobs.com/job-vacancy-accounts-clerk-tema/. The description reads: "HND Accounting with at least 2 years experience. Location: Tema How To Apply For The Job All applicants should forward their cover letters and C.Vs to:-".

The sixth result is titled "Job Vacancy For Accounts Clerk Confidential Accra" with a URL www.ghanacurrentjobs.com/job-vacancy-accounts-clerk-6/. The description reads: "An Animal Feed processing company requires:- Accounts Clerk Qualification ... DBS (Accounting Option) with at least 2 years post qualification experience".

Finally, he wants to open up his possibilities and searches also for administrative positions using **query OR query**. He writes *accounting clerk OR administrative assistant Liberia*.

4. **Query OR query** ... allows you to search for multiple terms.



The screenshot shows a Google search results page. The search bar contains the text "accounting clerk OR administrative assistant Ghana". The results are displayed in a list format. The first result is "Executive assistant, accounting clerk Jobs in Ghana - Job search in ..." from jobberman.com.gh. The second result is "Administrative Assistant at USAID GHANA in Greater Accra Region ..." from jobberman.com.gh. The third result is "CURRENT ACCOUNTING JOBS IN GHANA 2017 - See ..." from jobwebghana.com. The fourth result is "9 Accounting Clerk Jobs | LinkedIn" from gh.linkedin.com. The fifth result is "Job Vacancy For Accounts Officer - Current Jobs in Ghana - Current ..." from ghanacurrentjobs.com. The sixth result is "Job Vacancy For Administrative Assistant - Current Jobs in Ghana ..." from ghanacurrentjobs.com. The seventh result is "Job Vacancy For Senior Loan Accounting Clerk (GS6) / Loan ...".