

LEARNING STRAND 6 DIGITAL CITIZENSHIP

SESSION GUIDES FOR MODULE 6: DIGITAL DEVICES

ALS Accreditation and Equivalency Program: Junior High School



LEARNING STRAND 6

SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: DIGITAL CITIZENSHIP
SESSION GUIDES FOR MODULE 6 (DIGITAL DEVICES)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 6: Digital Citizenship
Session Guides for Module 6 (Digital Devices)

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization
UNESCO Office, Jakarta
Jalan Galuh II No. 5, Kebayoran Baru, Jakarta, Indonesia

and

Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines

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This educational resource material was developed and printed through the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” with financial support from Korea International Cooperation Agency (KOICA).

Printed by APC Printers Corporation
Printed in Makati City, Philippines

ISBN 888-888-8888-88-8

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Digital Devices under Learning Strand 6 Digital Citizenship of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

DIGITAL DEVICES **Module 6 Session Guide**

As 21st century learners, you often use digital devices/mobile devices for entertainment and for educational purposes. These gadgets help you relax, study, and even work in a fast and efficient manner. It is no wonder then, why people from all walks of life, no matter the age or gender, are into these gadgets.

This module will help you become more knowledgeable about mobile devices. It will cover three lessons:

Lesson 1 – Types of Mobile Devices

Lesson 2 – Use of Mobile Devices

Lesson 3 – Ethical Use of Mobile Devices

Introductory Activity (optional)

1. Introduce the lessons covered in Modules 6, its key concepts and learning objectives.
2. Let learners answer the pre-assessment for Module 6 by identifying what's true and what's false among the given situations.
3. In part two of the activity, ask the learners to identify if the statements convey positive or negative attitude.

TYPES OF MOBILE DEVICES **Session Guide No. 1**

I. Key Understandings to Be Developed

- Mobile devices are small and lightweight gadgets designed for people who need to accomplish tasks wherever they are.
- Mobile devices are also referred to as “handheld devices.”
- A smartphone works like a computer for it can store applications. It can be used for making phone calls and sending text messages.

II. Learning Objectives

1. Explain the meaning of “mobile device”
(LS6DC-DD-PSE-AE/JHS-1)
2. Distinguish the characteristics of mobile device
(LS6DC-DD-PSE- AE/JHS-2)
3. Differentiate the different kinds of mobile devices
(LS6DC-DD-PSE-AE/JHS-3)
 - mobile computers
 - mobile phones
 - pagers
 - personal navigation devices (PND)
 - project Ara

III. Resources

- Module 6
- Computer/mobile device for demonstration

IV. Activity

1. As a preliminary activity for lesson 1, ask learners to answer the activity in *Trying This Out*. Afterwards, ask their insights on what their lives would be without any digital devices.

V. Analysis

1. Explain the different types of mobile devices and when they are best used.
2. Discuss how different mobile devices work and what they look like.

VI. Abstraction/Generalization

Emphasize that mobile devices are referred as “handheld devices” as people can carry them wherever they go—which means that they are portable.

VII. Application

1. Let learners answer *Sharpening Your Skills* by allowing them to associate words to “Mobile Device,” then let them explain.
2. Allow learners to distinguish which mobile device is asked in each number.

VIII. Concluding Activity

Ask learners to list down the mobile devices that they have. Let them determine its type, its special features, and its use in their lives as ALS learner.

USES OF MOBILE DEVICES **Session Guide No. 2**

I. Key Understandings to Be Developed

- There are different kinds of mobile devices. Each one has its own use. However, there are times that two or more kinds of mobile devices have the same use.

II. Learning Objectives

1. Evaluate the different kinds of mobile devices according to its use: (LS6DC-DD-PSE-AE/JHD-4)
 - mobile internet devices
 - mobile tablets/pads
 - tablet computers
 - wearable computers (e.g., calculator, watches, smartwatches, head-mounted displays)
 - personal digital assistants
 - enterprise digital assistants
 - ultra-mobile pcs
2. Employ the use of mobile devices to access information, communicate with others, and solve problems in daily life (LS6DC-DD-PSE-AE/LJHS/AJHS-5).

III. Resources

- Module 6
- Computer unit/mobile device for demonstration

IV. Activity

1. Introduce the topics covered in this lesson, its key concepts and learning objectives.
2. Let learners answer the preliminary activity for Lesson 2 in “Trying This Out” section by solving the crossword puzzle.

V. Analysis

1. Discuss the following:
 - Uses of mobile devices in daily life
 - Functions of mobile devices
2. Explain the different kinds of mobile devices and their uses.

VI. Abstraction/Generalization

Emphasize to learners that there are many kinds of mobile devices. Each kind has its own use.

VII. Application

1. Let learners supply the table of mobile devices that can possibly be used based on the description given in *Sharpening Your Skills*.

VIII. Concluding Activity

1. In *Treading the Road to Mastery*, ask learners to explain the mobile device that they have used in the last 24 hours. Let them list the activities that they have performed, and what they have realized in using such.
2. End the session by reviewing the key understandings developed.

ETHICAL USE OF MOBILE DEVICES **Session Guide No. 3**

I. Key Understandings to Be Developed

- Phishing is a method of gathering personal information using deceptive emails and websites.
- Identity theft is when someone steals your identity without your knowledge and uses it to commit crimes.
- Cyber law is a legal system that deals with activities over the internet..

II. Learning Objectives

1. Practice safe and ethical use of mobile devices (LS6DC-DD-PSE-AE/LJHS/AJHS-6)
 - phishing
 - identity theft
 - cyber laws awareness
 - mobile etiquette
2. Discuss the advantages and disadvantages of using mobile devices (LS6DC-DD-PSE-AE/LJHS/AJHS-7).

III. Resources

- Module 6
- Computer unit/mobile device for demonstration

IV. Activity

1. Review the previous lesson.
2. Let learners answer the activity in *Trying This Out* by asking them to identify which of the scenarios pack possible danger to the user of the mobile device.
3. Elicit answers from learners.

V. Analysis

1. After the activity, let the learners choose one scenario from the list and let them share their thoughts about it.

2. Discuss the safety practices and ethical use of mobile devices.
3. Discuss the things to be done to avoid the dangers brought by using mobile devices.
4. Emphasize that everybody **must be aware of cyber laws and must pay attention to online safety.**

VI. Abstraction/Generalization

Explain that people must always think about their safety and security. This means **acting responsibly**, so as not to put themselves in harm's way.

VII. Application

1. Let learners answer the activity in *Sharpening Your Skills*. Ask them what they will do if they find themselves in the given situations.
 - a. You received a text message from an unknown number asking you to provide your personal information in exchange of a big amount of cash prize.
 - b. Someone stole your identity and used it to commit a serious crime.
2. Let the learners answer the question:
 - When does using a mobile device become an advantage and a disadvantage?

VIII. Concluding Activity

1. Ask learners to answer the activity in *Treading the Road to Mastery* by letting them write their realizations in practicing safe and ethical use of mobile devices.
2. End the session by reviewing key understanding developed.

The development and printing of this teaching resource was made possible with the cooperation of Asia Pacific College. This is a component of the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” implemented by UNESCO Office, Jakarta in partnership with the Department of Education. This initiative received a generous financial support from Korea International Cooperation Agency (KOICA).

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