SAINT LUCIA CONNECTED DIGITAL SKILLS YOUTH INTERNSHIP
Digital Skills Training

Workshop Title: Digital Literacy Crash Course for Young Innovators

Prerequisites:

1. A basic knowledge of the computer, Internet, search engines.
2. Good communication skills.
3. The willingness to take on a new challenge
4. The ability to work with a team.

Description:

In an era where technology is inextricably woven into the fabric of our lives, the ability to use it responsibly and ethically has become more crucial than ever. The 'Digital Literacy Crash Course for Young Innovators' workshop is designed to guide students through the process of understanding and applying responsible practices while utilizing technology. Over the span of 15 hours, the workshop will explore themes such as privacy, security, digital etiquette, and the contributions young persons can make with technology use. Participants will engage in a variety of interactive learning activities designed to foster critical thinking and problem-solving skills in technology-enabled contexts.

Learning Outcomes:

Upon completion of the workshop, the students will be able to:

1. Demonstrate an understanding of the ethical issues related to technology use.

2. Apply critical thinking skills to evaluate information online.

3. Develop and implement strategies for managing digital identity.

4. Demonstrate responsible use of digital communication tools.

5. Recognise and respond to threats to digital security.

6. Discuss ways their engagement with technology can positively impact business and industry in their contexts.

Session	Learning Outcomes	Suggested Activities
Session One	Demonstrate an understanding of the ethical issues related to technology use.	**Interactive Discussions and Debates** Encourage students to discuss and debate various topics related to the ethics of technology use, such as privacy, data collection, surveillance and consent. Possible questions: 1. If you see something funny at school, should you take a photo and share it on social media without asking the person in the picture? Why or why not? 2. If you created a new app that could help people but might also invade their privacy, would you still launch it? Why or why not? 3. If you found a way to use your computer to see what others are doing on their devices, would it be okay to do so? Why or why not? 4. If there's a new technology that can do a job faster and better than a human, but it means that the human will lose their job, should we still use that technology? Why or why not? Resources: ● [14 Tech-Related Ethical Concerns And How They Can Be Addressed](#) ● [Digital guidelines: Promoting healthy technology use for children](#)
Session Two	Apply critical thinking skills to evaluate information online.	**Website Evaluation Exercise** 1. Ask students to find a website related to a topic of interest. 2. Without conducting additional research, have them evaluate the site's credibility based on what they see. They might consider elements like

Session	Learning Outcomes	Suggested Activities
		the website's design, domain (.org, .gov, .edu), the author's credentials, and so on. 3. Now instruct them to open a new tab and conduct a separate search about the organization or author that runs the website. 4. Have them compare their initial evaluation with what they found in their research. Did their perception of the site's credibility change? **Misinformation Detective Game** 1. Compile a set of news articles, blog posts, and social media posts, including a mix of legitimate sources and examples of misinformation or disinformation. 2. In small groups or asks students to go through each piece of information, analyzing it for credibility. 3. They should consider the source, author's credibility, the presence of supporting evidence, the language used, and whether other reputable sources report the same information. 4. After the activity, have a discussion about their findings and the difficulties in spotting misinformation or disinformation. Resources ● Website Evaluation Checklist
Session Three	Develop and implement strategies for managing digital identity.	**Online Detective Game - Search a Celebrity** In groups, students have to search for their favourite celebrity online. Encourage them to use multiple search engines, social media platforms, and any other platforms they think will help them find information. Have students share what they found out and how they found that information. Then have students reflect on the following questions:

Session	Learning Outcomes	Suggested Activities
		1. Is the person using the Internet in a responsible manner? 2. Did we find information that should not have been online? 3. Is the person doing a good job of managing their digital identity? **My Digital Footprint** In groups, students select one member and map their digital footprint. Have them identify the platforms the student belongs to, the kind of content posted by the student, how the student uses technology in their personal lives, how they use the technology for school etc. Have each group present, answering the following questions: 1. Is the person using the Internet in a responsible manner? 2. Did we find information that should not have been online? 3. Is the person doing a good job of managing their digital identity? **Discussion** Have a discussion with students on managing their digital identities. The following resources should support this discussion. Resources: ● Teen Voices: Oversharing and Your Digital Footprint ● Teen Voices: Who Are You on Social Media? ● Who's Looking at Your Digital Footprint ● The Power of Digital Footprints
Session Four **9:00am to 10:00 am**	Demonstrate responsible use of digital communication tools.	**Role Play** 1. Create a variety of scenarios that involve online communication. 2. Have students discuss, practice responses and share with the whole group.

Session	Learning Outcomes	Suggested Activities
		3. Discuss whether these responses demonstrate respect, understanding, and effective communication. **Digital Communication Game** 1. Create communication scenarios. 2. Have students respond in different ways - *using only emojis, using capital letters, using one word responses, using vernacular* 3. Discuss the limitations and potential misunderstandings of such communication Resources ● [How to Improve Communication Skills: 14 Best Worksheets](#)
Session Five	Recognise and respond to threats to digital security.	**Direct Instruction** Teachers should present on the common online threats. Resources: ● [10 Common Scams Targeted at Teens](#) ● [What is phishing? How to recognize and avoid phishing scams](#) ● [Don't Get Hooked (Google Slides).](#) ● [Digital Danger: Protecting Young Minds from Cyber Threats](#) **Digital Privacy Activity** 1. Divide students into groups and give each group a different scenario where digital privacy might be compromised. 2. Have students search for possible solutions and present this to the whole group. They may come up with solutions that involve using tools and methods such as two-step authentication, encryption, backups, and data minimization etc.

Session	Learning Outcomes	Suggested Activities
		Resources: ● How to Protect Your Digital Privacy **Recognizing Phishing Scams** Provide students with various examples of phishing scams. They must identify the scams and explain why each example is a scam. Resources: ● Examples of Phishing Scams
Session Six	Discuss ways their engagement with technology can positively impact business and industry in their contexts.	**How can I contribute?** 1. Lead a discussion on what students can contribute to the digital digital ecosystem ensuring that they reflect on the opportunities they have as youth, and possible challenges and barriers. 2. Have students work together to come up with creative ways their skills can boost business and opportunities in St Lucia. 3. Present them with a list of possible projects that will require their skills and have them brainstorm how these will help support the enterprises or organizations in question. 4. Have students research and come up with ideas or designs for potential products. Possible projects include: ● Websites ● Task Tracker Apps ● Delivery Apps ● Digitization ● Social Media Marketing ● Video Campaigns

Session	Learning Outcomes	Suggested Activities
		Tech Innovation Challenge 1. Teachers can organize a competition where students can use their technology skills to come up with innovative ideas or solutions for businesses. 2. Teachers can provide students with a short case study about the business/ enterprise and encourage them to think about how their ideas can improve efficiency, customer experience, or sustainability within a business context. This activity allows students to apply their creativity and problem-solving abilities while reflecting on the practical applications of their skills.