

DHTA 2. Digital literacy skills

Use of mobile, tablet and computer: how to surf the Internet, create an email, protect my information and behave well online (Netiquette).

THEORETICAL BACKGROUND/INTRODUCTION:

Digital literacy is a fundamental skill in today's society. It allows us to access information, communicate, manage personal procedures, participate in social life and take care of our health through the use of digital tools such as cell phones, tablets or computers.

The **European Framework of Digital Competences for Citizenship (DigComp)** defines the skills necessary for all individuals to be successful in the digital environment. This framework recognizes 5 key areas:

1. Information and digital literacy
2. Digital communication and collaboration
3. Creation of digital content
4. Digital security
5. Problem solving in digital environments

This topic focuses on the first areas of the framework, adapted to the needs of people with intellectual disabilities, with a practical, accessible and personalized approach.

The **Convention on the Rights of Persons with Disabilities (CRPD)**, approved by the United Nations and ratified by the European Union and many countries, establishes in its **Article 9 (Accessibility)** and **Article 21 (Freedom of expression and access to information)** that:

- Persons with disabilities should have **equal access to information technologies and services**.
- They have the right to **receive information in accessible formats** (such as easy-to-read, pictograms or audio).
- They must be able to **communicate by digital means** in a secure and autonomous manner.

In addition, the European Disability Rights Strategy 2021-2030 actively promotes digital literacy as a way to reduce the digital divide and ensure **full inclusion in the digital society**.

What do we mean by basic digital literacy?

It means teaching and learning to:

- Use digital devices with autonomy: cell phone, tablet, computer.
- Search for information on the Internet in a simple and safe way.
- Create an email account and send messages.
- Protect personal data (passwords, privacy).
- Behaving well online (netiquette).
- Use digital accessibility features such as large text or voice assistants.

These skills enable people to access essential services, actively participate in society, maintain social relationships and take better care of their health.

People with intellectual disabilities, like any other, can learn to use technology if they are provided with appropriate support. This involves:

- Use visual materials, easy reading and clear language.
- Teach step by step, repeating without pressure.
- Include family members and support professionals as part of the process.
- Create an environment where trial-and-error is valued and small accomplishments are celebrated.

As a trainer, you have the responsibility to:

- Promote the **right to inclusive digital access**.
- Encourage **autonomy, active participation and confidence**.
- Act as a mediator between the person, the technology and his or her daily context.
- Adapt the contents to the pace and way of learning of each participant.

Digital literacy **is not a luxury, but a necessity and a right**. Learning to use a cell phone or an app not only improves daily life: it also strengthens self-esteem, independence and real inclusion in society.

OBJECTIVES:

- Basic smartphone/tablet/PC navigation skills.
- Learn to download, install, and update health-related apps.

- Use of accessibility features (e.g., voice assistants, screen readers, simple interfaces).

COMPETENCIES:

- Ability to use digital devices
- Understanding of how to safely download and update apps
- Ability in managing personal accounts
- Confidence in using accessibility features

TYPES OF ACTIVITIES:

The activities are designed to be:

- **Accessible:** easy to read and with visual support.
- **Participative:** where learning is done by doing.
- **Adaptable and flexible:** according to the rhythms and capacities of each group.

The types of activities proposed are as follows:

- **Short guided presentations** for each training content: including the use of Canva slides, videos and images to introduce concepts.
- **Know-how based:** Participants manipulate digital devices and perform real tasks.
- **Simulation or role-playing:** Real situations are rehearsed, such as asking for help, using an app or rejecting a dangerous message.
- **Educational game (serious game)** in digital format and in traditional board game format: boards, cards or quizzes adapted to reinforce learning in a playful way.
- **Peer to peer activities:** Tasks performed in pairs (participant + support person), encouraging joint learning and knowledge transfer, favoring the empowerment of the person.
- **Knowledge/experiences exchanges:** Aimed at promoting the memory of previous experiences, reflection for the acquisition of new learning, acquisition of habits and new activities, knowledge of examples of good practices and reflections.
- **Evaluative activities:** Very practical activities will be proposed that will function as an evaluative element allowing participants not only to put their skills into practice but also to check their level of knowledge and skills acquired.

PARTICIPANTS:

The activities are designed primarily for people with **mild to moderate intellectual disabilities**, although it has a universal approach (Design for All).

In order to achieve effective results, a **reduced group format** is proposed: 4 to 8 participants per trainer to favor the correct acquisition of digital skills according to the support needs and characteristics of each person, although the number may vary depending on the nature of each group and according to the trainer's criteria.

In specific activities, the participation of **family members, support professionals or caregivers** as accompanying figures is encouraged.

Type of participation:

- Individual activities with guided support.
- Activities in pairs or small groups (2-3 people).
- Group activities (role-playing, debates, games or dynamics of joint reflection and exchanges of good practices).

IMPLEMENTATION OF THE ACTIVITY:

The methodology used in this training program is based on principles of inclusion, active participation and meaningful learning. It is designed to adapt to the abilities, interests and learning rhythms of people with intellectual disabilities, guaranteeing a comprehensible, motivating and functional educational experience.

Learning by doing" approach: Learning is built through direct experience. Instead of just explaining concepts, participants are invited to touch, try, make mistakes and try again. This guided practice allows knowledge to be assimilated more effectively and naturally.

Use of multisensory materials: Materials that stimulate different senses are used:

- **Visuals:** pictograms, real photographs, app icons, explanatory videos.
- **Auditory:** oral instructions, device sounds, voice assistants.
- **Practical:** direct manipulation of the cell phone or tablet, writing passwords, interaction with apps.

This favors understanding for those who learn best by seeing, hearing or doing.

Constant positive reinforcement: Every advance, no matter how small, should be valued and celebrated. Positive reinforcement (verbal, symbolic or material) increases confidence, motivation and the desire to continue learning. It is recommended to publicly congratulate individual and group achievements at the end of each session.

Adaptation to the pace of each person: Each person needs his or her own time to understand, practice and consolidate what he or she has learned. The methodology prioritizes respect for this pace, avoiding unnecessary pressure and offering support tailored to each need.

Each session follows a clear and repetitive structure that gives security and orientation to the participants:

1. **Topic presentation:** The day's content is introduced using **visual and accessible supports**, such as **Canva presentations** or short videos.
2. **Hands-on exploration or guided simulation:** It shows how to perform a digital action (e.g., search for an app, create an email). The trainer does it out loud, explaining step by step.
3. **Performance of the activity:** Participants repeat the task, individually or in small groups, with the support of the trainer or peers.
4. **Reflection and sharing:** We discuss how the experience went: what was easy, what was more difficult, what we learned today. It can be done in groups or in pairs.
5. **Tailored evaluation:** A checklist is completed by the trainer and a simple self-evaluation is completed by the participants.

Με σχόλια [pb1]: Or interactive presentations, based on ppts

The session should take place in a comfortable, accessible environment, adapted to work with technology:

- Classroom with stable internet connection.
- Good natural or artificial lighting.
- Large screen or projector to display the materials.
- Tables distributed for individual or paired work.
- Comfortable chairs and space free of disturbing noises.

A friendly, orderly and well-prepared environment is essential for learning to take place with peace of mind and concentration.

Timing:

The estimated duration of topic 2 is as follows:

- 9 sessions (1 for each content block)
- Duration per session: 1 hour and 30 minutes (90 minutes)

Με σχόλια [pb2]: Ten sessions including the Introduction (A2.1-A2.10)

Note: Times should be adjusted according to the characteristics of the participants in the group. The estimated times are approximate.

Distribution of time per session:

PHASE	ESTIMATED TIME
Presentation of the topic and theoretical and visual contents (video)	20 minutes
Guided practical activity	40 minutes
Evaluation + group reflection	15 minutes
Closure and positive reinforcement	15 minutes.

The structure of Theme 2 follows a logical and progressive order, but its contents are designed with flexibility. This means that each thematic block can be worked on independently, allowing the trainer to adapt the sequence or select those aspects that are most relevant or useful to the group at a given moment. This flexibility facilitates a personalized training focused on the real interests and needs of the participants.

2. Digital literacy skills

- 2.1 Introduction to the topic: Digital literacy skills
- 2.2 What is a digital device?
- 2.3 Surfing the Internet and using tools such as IA
- 2.4 Create a secure and accessible e-mail account.
- 2.5 Download, install and update useful applications for daily life.
- 2.6 Digital security and privacy

2.7 Netiquette - How to behave well on the Internet

2.8 Accessibility functions

2.9 How can other people (family members, support people...) support me?

2.10 Examples of good practices in digital literacy.

Evaluation System

The evaluation in this training program is conceived as a **continuous, practical, and adapted process**, focused on **assessing the learning journey** of each participant, rather than only final outcomes. The main goal is to recognize progress, identify support needs, and build confidence in using digital health tools.

To achieve this, two main tools will be used:

- **Trainer's Checklist (external evaluation):** A structured tool that allows trainers to observe and record each participant's performance during practical tasks, paying attention to autonomy, comprehension, and correct use of devices and applications. *(Detailed description provided in the annex).*
- **Simplified Checklist for Participants (self-evaluation):** Designed in easy-to-read format, accessible and visual (using icons, colors, or emojis), this tool allows participants to assess their own experience, understanding, and confidence in the activity worked on.

Additionally, evaluation will be complemented by **trainer observations during each session** and the **participants' demonstrated skills** in practical activities.

It is recommended that these tools be used **at the end of each session or content block**, in a brief, participatory manner, as part of the session's closure.

CONTENTS OF THE TRAINING:

1. Introduction to the thematic block: Digital Literacy

- **Canva content presentation and agenda:**

- What are we going to learn?
 - What is a digital device.
 - Surfing the Internet and using AI
 - Create and use a secure and accessible email account.
 - Download, install and use an APP
 - Digital security and privacy
 - a on a day-to-day basis.

- **Group dynamics** of previous experiences

Με σχόλια [pb3]: Or ppt converted to interactive presentation

Μορφοποίηση: Επισήμανση

Μορφοποίηση: Επισήμανση

2. What is a digital device?

● Theoretical content:

- Explain what a digital device is and its functions.
- Differentiate between mobile, tablet, computer, smart watch and digital glasses.
- Show physical examples if possible.
- Help participants identify how they are similar and how they differ.

What is missing in the Theoretical content is:

- Basic settings of a Smartphone or Table device
- How to navigate on Smartphone or Table
- How to protect your Smartphone or Table

● Video influencer: "I show you digital devices!"

● Practical activity:

- Show real images of each device.
- Manipulating a switched-on device.
- Practice turning on, unlocking and turning off.

● Evaluation:

- Completion of interactive exercise on identification of digital devices.
- Observation, by the trainer, if you can turn on and unlock a cell phone with or without support.

4.3. Surfing the Internet and using tools such as AI

● Theoretical content:

- Explain what the Internet is and what a browser is.
- Show what a search is and how to use simple sentences.
- Introduce the concept of artificial intelligence (AI), e.g. voice assistants such as Siri or Google Assistant, ChatGPT, Gemini.

● Video influencer: "I'm looking for 'Things a first aid kit must have'. It's so easy. Watch how I do it.

● Practical activity

- Search for a phrase like 'healthy recipes' in Google.
- Use the voice assistant to search for an address.
- Ask the AI about how to clean a wound in easy to read.

● Evaluation

- Observe if you can open the browser.
- Type or say a search
- To understand the results obtained.

Μορφοποιήθηκε

Μορφοποίηση: Γραμματοσειρά: (Προεπιλεγμένη) Αρτος, 12 στ., Επισήμανση

Μορφοποιήθηκε: Παράγραφος λίστας, Κουκκίδα + Επίπεδο: 1 + Στοίχιση: 0,63 εκ. + Εσοχή: 1,27 εκ.

Μορφοποίηση: Επισήμανση

Με σχόλια [pb4]: I think that this bullet is to advance for ID persons.

Μορφοποίηση: Επισήμανση

Μορφοποίηση: Επισήμανση

I think that "Digital security and privacy" (A2.6) should be before "Create a secure and accessible e-mail account".

Μορφοποίηση: Επισήμανση

4. Digital security and privacy

● Theoretical content:

- What is digital security?
- What is digital privacy?
- What are digital rights?
- Things we can do to be safer on the Internet.

● Influencer video: "10 tips for safe and healthy digital use".

● Practical Activity 6.1 Private or public?

- Display cards with data: "my name", "my ID", "a photo with friends", "my favorite food".
- The group should say whether this is private or public.

● Practical activity 6.2 Role-play

- Simulate a conversation in which someone asks for personal data.
- Practice saying "no", closing the app and telling a trusted person.

● Practical Activity 6.3 "Digital Security" Game

- Board or card game with questions and answers:
"What do you do if you get a message you don't understand?",
"Should you share your password?", etc.

● Evaluation: Observe if he/she recognizes a risky situation, if he/she knows how to ask for help or eliminate the message.

Μορφοποίηση: Αγγλικά (Ηνωμένων Πολιτειών)

5. Create a secure and accessible e-mail account.

● Theoretical content

- Explain what an e-mail is and its usefulness for registering, sending and receiving messages.
- Discuss strong passwords (letters, numbers, symbols).
- What is spam e-mail and phishing

Μορφοποίηση: Ισπανικά (Ισπανίας)

Μορφοποίηση: Επισήμανση

● Video influencer: "I created my email. Now I canxxxxxx."

● Practical activity

- Create an email account step by step with the group.
- Write down on an accessible card (physical or digital) the user name and password or include the face ID to open your mail.

● Evaluation

- Check if you remember your e-mail address, if you know how to log in and if you store your data securely.

6. Download, install and update useful applications for daily life.

- **Theoretical content:**

- Explain what an App is.
- Types of APPS and their usefulness in daily life.
- Differentiate between Play Store (Android) and App Store (iOS).
- Show how to search, download and update an app.

- **Influencer video:** "I downloaded the xxxxx app - it's easy and useful!"

- **Practical activity**

- Search for an app of interest, download it, open it and explore its main menu.

- **Evaluation:**

- See if you can complete the download and installation steps.
- Identify the app by its icon.
- Tell what it is for.

~~7.1. Digital security and privacy~~

- ~~Theoretical content:~~

- ~~What is digital security?~~
- ~~What is digital privacy?~~
- ~~What are digital rights?~~
- ~~Things we can do to be safer on the Internet.~~

- ~~Influencer video: "10 tips for safe and healthy digital use"~~

- ~~Practical Activity 6.1 Private or public?~~

- ~~Display cards with data: "my name", "my ID", "a photo with friends", "my favorite food"~~
- ~~The group should say whether this is private or public.~~

- ~~Practical activity 6.2 Role-play~~

- ~~Simulate a conversation in which someone asks for personal data.~~
- ~~Practice saying "no", closing the app and telling a trusted person.~~

- ~~Practical Activity 6.3 "Digital Security" Game~~

- ~~Board or card game with questions and answers:~~
 - ~~"What do you do if you get a message you don't understand?"~~
 - ~~"Should you share your password?"~~, etc.

- ~~Evaluation: Observe if he/she recognizes a risky situation, if he/she knows how to ask for help or eliminate the message.~~

8.7. Netiquette - How to behave well on the Internet

- **Theoretical content:**

- What is Netiquette?
- Why is Netiquette important?
- Basic rules of Netiquette

- Right to good digital treatment
- **Influencer video:** How I behave well on the Internet
- **Practical Activity 7.1 Good or bad message?**
 - Read phrases or display fictitious messages such as: "You are so dumb", "Do you want to play?", "You are good for nothing", "Good job!".
 - The group decides: (correct message) or (harmful message).
- **Practical activity 7.2 Choose before sharing**
 - Show different photos (with people, memes, jokes...).
 - Ask, "Can you share it?"
- **Evaluation:**
 - Evaluate if they know how to recognize correct behavior on the Internet and if they put it into practice.

9-8. Accessibility features

- **Theoretical content:**
 - What are accessibility features?
 - What are they for?
 - Most commonly used accessibility features.
 - Where are these functions activated?
 - Make use of AI to make texts easy to read.
- **Video influencer:** "I use large text and the screen reader. I understand better that way."
- **Practical activity 8.1 Activate large text**
 - Go to Settings → Accessibility → Font size.
 - Increase the size and read a message to see if it improves readability.
- **Hands-on activity 8.2 Using the voice assistant**
 - Say: "Ok Google, what's the weather today?" or "Siri, open WhatsApp."
- **Practical activity 8.3 Easy reading with AI**
 - Convert a text into an easy-to-read text via ChatGPT or another tool.
- **Evaluation:**
 - Check if the participant understands what the different functions are for and if he/she can use it by him/herself or with support.

10-9. How can other people (family members, support people...) support me?

- **Theoretical content:**
 - Discuss the right to ask for help
 - Explain what relatives, caregivers or trainers can do: repeat, accompany, do not do everything for the person.

- **Video influencer:** *"My sister helps me step by step. That way I learn better."*
- **Practical activity:** Working in pairs (participant + support person) solving a simple digital task.
- **Evaluation:** Observe if he/she asks for help correctly, if he/she accepts support and if he/she recognizes who can accompany him/her.

11-10. Best practice examples on Digital Literacy.

- **Group dynamics:**
 - Share positive experiences of the group.
 - Summarize what has been learned.
 - Show real examples of people using the new tools and devices or functionalities.
- **Practical activity:**
 - Board game with review questions
 - Influencer-type video recording on the good practices of the participants.

MATERIALS:

- Cell phones or tablets with internet.
- Projector or screen to show Canva videos and presentations.
- Visual cards for the steps (with pictograms or photos).
- Printed or digital manual for trainers that includes the evaluation system.
- Memory or board games with app icons.
- Surveys with emojis or symbols.
- Access to real apps (My Health, Appointments, etc.).
- Evaluation checklist