PROJECT RESULT NO. 2

PART 2/5 KK50+

Materials for educators, trainers
(training scenario/trainer's manual)

TRAINING COURSE ENTITLED

Key competences for people 50+

Digital Competences

2021-1-PL01-KA220-ADU-000035200

PREPARED BY THE PROJECT CONSORTIUM
(MAIN AUTHOR: INERCIA DIGITAL)

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Project result no. 2

Training course entitled:

Key competences for people 50+:

Digital Competences

Part 2/5 - Materials for trainers

Version: English

Prepared by the Project Consortium (main Author: Inercia)

within the project 2021-1-PL01-KA220-ADU-000035200, „Key competences for people 50+"

Materials for trainers

	Introduction (you can use additional hours for that part)			
Unit	**Description of how the activity is carried out, content, methods.**	**Duration of the activity (in minutes): theory / exercises**	**Didactic aids**	**Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.**
INTRODUCTION	General presentation of the course Introduction to the project and course: Context, needs, target groups and main objectives. Get to know the group: individual presentation of the trainer and group members. Each participant mentions his / her name and provides 3 pieces of information about himself.	30 min	Presentation slide	− Get to know the project, the course and essential information − Get to know the trainer and the group members.
	Presentation of the course modules and schedule	15 minutes	Presentation slides	The participant gets to know: − Syllabus and specific programme of the course. − Schedule
	Present the participant's obligations and the rules for obtaining the certificate	15 minutes	Presentation slide	The participant gets to know: − Their obligations during the training period and the rules they must follow in order to obtain the certificate.
Advice for the trainer/other important notes for this part	− Provide a clear-cut overview of the project which the course is based on so that all the main information becomes organised and comprehensible. − Deliver a fractionated explanation of the course programme and schedule to ensure that the participants understand the structure, main content and relevant aspects in an efficient way. − Make sure that both obligations and rules to be followed by the participants during the training period are clearly explained to them. Always encouraging participants to give their thoughts and doubts when necessary.			

Module 1: Safety				
Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes): theory / exercises	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
1.1 What is safety?	Present the program of the module Introduction to the structure of the module and main objectives. Individual presentation of the participants. Ice-Breaker activity: "Two Truths and a Lie"	45 min	Presentation slide 1 Paper notes Pens	− Knowing the structure of the module and its objectives. − Getting to know each other and the trainer in order to improve the connection during the learning process.
	Internet safety and Current situation Description of the concept "Internet safety" and its main goals. Background and situation of Internet safety nowadays. Emerging problems coming from current use of the Internet in terms of safety.	40 min	Presentation slide 2, 3	− Learn what is the concept of Internet Safety. − Know its context and current situation. − Know how to identify the main problems regarding the use of the Internet in terms of security.
	What can we do? Introduction to key measures and recommendations that should be followed when surfing the internet. Group discussion "Safety measures": Ask participants if they often apply some of the mentioned recommendations to ensure their safety when surfing the internet. Participants will name 2-3 measures that they put in practice.	35 min	Presentation slide 4	− Learn the main measures and recommendations for safe surfing on the Internet. − Improve and extend the measures they usually

				use when surfing the Internet.
1.2 Cyberbullying	Protecting Devices and Phishing Principal aims of protecting devices. Description of the concept of "Phishing" and how it works.	25 min	Presentation slide 5, 6	– Familiarisation with protection devices. – Understanding the concept of "Phishing" and how it works.
	Ask yourself Participants will be provided with certain questions and will have time to think about them. The trainer will create an environment of discussion in a group in which participants will give their thoughts based on their experience and opinions.	30 min	Presentation slide 7	– Establishing the knowledge that has been acquired about protection devices and phishing. – Getting to know real examples thanks to their shared experiences and opinions.
	Strong passwords: Things to take into account and avoid Importance of strong passwords to ensure internet safety. Relevant aspects to have in mind in terms of creating strong passwords. Key aspects to avoid when creating strong passwords.	20 min	Presentation slide 8, 9	– Raising awareness of the importance of strong passwords. – Improving participants' passwords through the content offered. – Become familiar with the most common mistakes made when choosing a password. – Knowing the weak points of your passwords.
	Activity: Strong Passwords Introducing the activity: Background and need of secure passwords. Participants will be provided with specific instructions on creating an extra-secure password. To do so, participants will have to follow the steps	40 min	Presentation slide 10, 11 Smartphone, tablet or computer	– Improving the learning impact and content of the section. – Promotion of synergies among participants

	established. The activity will be carried out in a dynamic and collaborative way through the online tool "Padlet".			related to the creation of strong passwords.
	Break	30 min		
1.3 Take care of our digital footprint	Protecting Personal Data and Privacy Introduction and principal aims Descriptions of Public and Private Data and provision of examples	15 min	Presentation slide 12, 13	− Understanding of what Personal Data Protection and Privacy consists of. − Knowing the differences between Public and Private Data.
	TRUE OR FALSE? Activity aimed at stimulating thinking and discussion among the participants. Based on the content previously taught, the participants will be provided with a collection of statements that they will have to read and say if they are true or false. When they consider a statement to be false, they will have to think about it, argue why it is not true and write a replacement statement that they think is true.	40 min	Presentation slide 14 Piece of paper and pen (for each participant)	− Acquisition of knowledge in a practical way. − Improvement of data use and privacy by participants.
	What is a Digital Footprint? Description of the term "Digital Footprint" and examples.	10 min	Presentation slide 15, 16	− Understanding of what a Digital Footprint is. − Raising awareness of the concept of the digital footprint.
	Ways to leave a Digital Footprint Explanation on how digital footprints are created. Types of digital footprints.	15 min	Presentation slide 17	− Familiarisation with the active and passive forms that generate the digital footprint. − Participants will take into account their digital footprint when using the internet.
	Why Are Digital Footprints Important? Importance of Digital Footprints. Main points.	10 min	Presentation slide 18	− Raising awareness of why fingerprints are important.

				– Improving the relationship between users and their fingerprint.
	Quiz: True or False? Based on the previous content about digital footprints, participants will be provided with certain statements. In groups, they will have to consider which statement is true and which one is false. When they determine a statement to be false, they will have to discuss and explain the reason. It will help to review previous content and inspire critical thinking among the participants.	30 min	Presentation slide 19	– Consolidation of acquired knowledge on the digital footprint. – Indirect improvement of the use of the internet taking into account the digital footprint.
1.4 Protecting devices	Protecting Health and Well-Being Introduction and principal aims. Definition of Cyberbullying. Where and why cyberbullying happens. Ways to respond in a situation of cyberbullying. Video on cyberbullying: This video shows in detail what cyberbullying is, its harmful effects and recommendations about how to act or find support in this kind of situations.	45 min	Presentation slide 2, 3, 4, 5	– Learning about the protection of health and well-being related to the use of the Internet and digital technologies. – Understanding the concept of Cyberbullying. As well as where it most often takes place, the main reasons why it happens and the best ways to deal with it.
	How to protect yourself? Once visualised the previous video, important tips on how to protect oneself from virtual threats will be provided.	10 min	Presentation slide 6	– Acquisition of useful measures to prevent being a victim of cyberbullying. – Increase of empathy in order not to harm anyone or do cyberbullying to them.
	Activity: Report online Introduction to the importance of using online reporting tools to fight against cyberbullying. Explanation of the activity's instructions: Participants will be provided with six different real life situations which they have to think, discuss and say if they would report it or not. This will	50 min	Presentation slide 7, 8, 9	– Increasing the impact of learning on cyberbullying. – Establishment of acquired knowledge and measures on cyberbullying.

	help them identify suspicious activities and know what kind of situations they should act upon to fight against cyberbullying.			
1.5 Protecting the environment	What is Cybersecurity? Explanation of the term "cybersecurity". Introduction to the importance of cybersecurity nowadays.	20 min	Presentation slide 10	– Familiarisation with the concept of cybersecurity. – Raising awareness of the importance of using cybersecurity.
	How can we identify cyber threats? The most common types of cybersecurity threats. Their description and how can be identified.	15 min	Presentation slide 11	– Learning to better recognise the main threats on the Internet. – Familiarisation with the terms phishing, malware and spam.
	What can we do? Main recommendations to be followed in suspicious situations. Group discussion: The participants will discuss as a group the following questions: Have you ever received a suspicious email, phone call or text message? What did you do? The participants will be encouraged to participate and give their feedback based on their real experiences.	30 min	Presentation slide 12	– Participants learn what they can do in response to threats. – Improve their confidence in threatening situations. – Enhance their thinking capabilities.
	Tips to put in practice Main tips to ensure safety when surfing the internet will be provided to the participants.	15 min	Presentation slide 13	– Acquisition of tips that they can put into practice to improve their cybersecurity. – Improve their use of the Internet by getting them to use it more securely.
	Activity: How Safe? The trainer will start placing emphasis on the importance of protecting personal information online to ensure our safety. Then, the trainer will give instructions related to the activity. Participants will be provided with several sentences. They have to read and identify which aspect should or should not be included in a safe profile.	30 min	Presentation slide 14	– Consolidation of cybersecurity knowledge acquired during the training. – Indirect improvement of the participants' use of the Internet.
Advice for the trainer/other	– Use the visual presentations as supporting tools to keep participants engaged.			

important notes for this part	– To make sure that the participants understand the content offered by encouraging them to ask questions and promote discussion at certain moments. – To break up information to avoid cognitive overload of the participants. – To provide feedback when necessary. – To be flexible when delivering the training. – To promote their participation and motivation by getting them involved in the discussions during the training.			

<table>
<tr><td colspan="5" align="center">Module 2: Problem Solving</td></tr>
<tr>
<td align="center">Unit</td>
<td align="center">Description of how the activity is carried out, content, methods.</td>
<td align="center">Duration of the activity (in minutes): theory / exercises</td>
<td align="center">Didactic aids</td>
<td align="center">Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.</td>
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<tr>
<td>2.1
What is Problem Solving?</td>
<td>Problem Solving Introduction
Introduction to what problem solving is and what are the main points it focuses on. This will help participants gain a general and prior knowledge helpful to understand the following sections.</td>
<td>30 min</td>
<td>Presentation slide 1, 2</td>
<td>– Understanding of the concept of problem solving.
– Awareness of the importance of problem solving.</td>
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<td></td>
<td>Problem Solving Techniques
Introduction to main problem solving techniques. What they consist of and how they must be applied.</td>
<td>60 min</td>
<td>Presentation slide 3, 4, 5</td>
<td>– Familiarisation with problem solving techniques.
– Recognition and understanding of Scenario technique, Worsening technique, Climber technique and Blocked writer's technique.</td>
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2.2 The four techniques of problem solving	Solving Technical Problems. Why is it important? Introduction to solving technical problems and main goals. The importance of having basic problem solving skills when working with technological devices.	15 min	Presentation slide 6, 7	– Learn what it consists of and how it influences us to have skills for Solving Technical Problems. – Increase skills in Solving Technical Problems to improve our use of technology.
	What to do if you have a virus Introduction of the virus as one of the main causes of technical problems. Presentation of the steps to be followed when having a virus in the computer.	40 min	Presentation slide 8, 9, 10	– Awareness of the influence of viruses in Solving Technical Problems. – Knowing the steps to be taken in case of dealing with a virus.
	Activity: Possible solutions Participants will be presented with the instructions of the activity. They will be shown a table in which technical issues appear, on the left side, and possible solutions on the right side. They have to match the common errors with their possible solutions. Discussion: Participants will discuss the most common error(s) they have encountered, the measures they applied to solve those issues and say if they worked or not.	45 min	Presentation slide 11, 12	– Consolidation of the knowledge of Solving Technical Problems in a practical way. – Awareness of the main mistakes that are made in this area.
	Break	30 min		
2.3 Identifying Needs and Technological Responses	Identifying Needs and Technological Responses. Why is it important? Introduction to Identifying Needs and Technological Responses and main goals. Why is it important to identify needs and technological responses? Example	20 min	Presentation slide 13, 14	– Learning what the main objectives of Technology Needs and Responses Identification are. – Understanding the role of digital tools and the importance of identifying needs and responses.

	What is Troubleshooting? Definition of the term "troubleshooting". When is it applied? What can be examples of "Troubleshooting".	10 min	Presentation slide 15, 16	– Understanding what Troubleshooting is and how it influences us. – Learn when Troubleshooting is applied.
	TIPS Display of tips and measures to be followed and applied when technical problems arise.	10 min	Presentation slide 17, 18	– Get a set of useful tips for dealing with common troubleshooting. – Improving our skills in dealing with the use and problems that arise with the use of technologies.
	Clear your browser's cache What is the browser cache. And how it influences the Internet browsing experience.	10 min	Presentation slide 19	– Understand how browser cache can help speed up web browsing. – Also understand the potential problems that cache can cause in some situations.
2.4 Creatively Using Digital Technologies	Creatively Using Digital Technologies essential information Introduction to Creatively using digital technologies. Key concepts.	10 min	Presentation slide 20	– Understanding Creatively Using Digital Technologies. – Clarification of key concepts.
	Why is it important? Further study of Creatively Using Digital Technologies. Presentation of examples of Creatively Using Digital Technologies.	10 min	Presentation slide 21	– Promotion of the creative use of digital technologies. – Acquisition of knowledge to design the future in an innovative way.

	Robotics Presentation of robotics. What it consists of. Sample of the 3 laws of robotics.	15 min	Presentation slide 22, 23	− Understanding of what robotics is and its basic laws. − Improvement of basic knowledge of robotics in the field of creative use of digital technologies.
	Identifying Digital Competence Gaps essential information Introduction to what the digital competence gaps are. Presentation of the essential objectives.	10 min	Presentation slide 24	− Understanding the digital skills gap. − Learning the objectives of its identification.
	Why is it important? Why is it important to identify Digital Competence Gaps? Example	10 min	Presentation slide 25	− Understand the constant need for new learning in order to cope adequately with various digital tasks. − Raising awareness of the digital skills gap.
	Activity: True or False? In relation to the discussion on the identification of the digital competence gap, participants will be given certain statements. In groups, they will have to consider which statement is true and which is false. When they determine that a statement is false, they will have to discuss and explain the reason. It will help to review previous content and inspire critical thinking among participants.	30 min	Presentation slide 26	− Establishment of knowledge about the digital competence gap and the importance of its identification. − Synergy of ideas among participants through discussion of the answers.
Advice for the trainer/other important notes for this part	− Use prepared visual presentations as supporting tools to maintain participants' interest. − Ensure that participants understand the content presented by encouraging them to ask questions and promoting discussion at certain points. − Fractionate information to avoid cognitive overload for participants. − Provide feedback when necessary. − Be flexible in the delivery of training. − Promote the participation and motivation of participants by involving them in discussions during the training.			

Module 3: Information and Data Literacy				
Unit	**Description of how the activity is carried out, content, methods.**	**Duration of the activity (in minutes): theory / exercises**	**Didactic aids**	**Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.**
3.1 What is ''Information and Data Literacy''?	Information and Data Literacy What is it based on Information and Data Literacy? Introduction to the main contents of the section.	10 min	Presentation slide 2	− Learning what Information and Data Literacy is. − Understanding the importance of Information and Data Literacy.
	What else? Introduction of other important concepts within digital literacy. Deepening digital literacy.	15 min	Presentation slide 3, 4	− Improved understanding of Information and Data Literacy. − Acquisition of important new concepts.
	Competences Breakdown of competences that make up Information and Data Literacy. Definition of competences.	20 min	Presentation slide 5	− Understanding of the competences that make up Information and Data Literacy. − Awareness of the importance of these terms within Information and Data Literacy.
3.2 Browsing, Searching and Filtering Data, Information	Browsing, Searching and Filtering Data, Information and Digital Content. Examples Presentation of the competence in a more specific way and with more content. Complemented by the addition of examples.	20 min	Presentation slide 6, 7	− Learning what Browsing, Searching and Filtering Data, Information and Digital Content is all about.

and Digital Content				– Improving core knowledge through examples.
	Activity: Search Engines This practical activity will be divided into three parts. In the first part, chosen by the trainer or individually or in groups, the participants will have to investigate the different types of search engines that exist. In the second part they will have to perform the same search but in different engines to check how it influences the difference in content or available options and tools in each browser. In the third part you will have to collect a series of data and information about the browsers that the trainer will specify. They will collect the required information in a table and then compare the answers. After the three parts they should discuss what they have found and the results obtained.	60 min	Presentation slide 8, 9 Internet and technological device (smartphone, laptop or computer)	– Consolidation of the knowledge offered on Browsing, Searching and Filtering Data, Information and Digital Content in a practical way. – Improvement of the users' browsing experience.
	Break	30 min		
3.3 Evaluating Data, Information and Digital Content	Evaluating data, information and digital content. Examples What is it based on Evaluating data, information and digital content? Introduction to the main contents of the section.	20 min	Presentation slide 10, 11	– Learning what Evaluating data, information and digital content is all about. – Improving core knowledge through examples.
	Activity 1: Sources The first part of the activity will consist of a group discussion among the participants on what they think is a source of information.	10 min	Presentation slide 12	– Exploring ideas and exchanging information on the given topic. – Improving communication skills and promoting divergent thinking.
	Concept of Sources and types Explanation of the main term and essential information about it.	20 min	Presentation slide 13, 14	– Comprehending the term "sources" and the

	Description of the types of sources and their meaning.			− different types of sources.
	Activity 2: Sources Participants will be encouraged to write different kinds of sources that they think of on a post-it. To do so, they can make use of pens or markers and the Internet in case that no source comes to their minds. The trainer will draw on the board a table with the different types of sources that have been previously shown and once participants have 5 or 6 examples of sources, they will put them in the different categories that appear on the board depending on their classification. In groups, they will have to discuss whether the different examples can be reliable or not. Managing Data, Information and Digital Content. Examples What is managing data, information and digital content? Introduction to the main content of the section.	50 min	Presentation slide 15,16,17 Post-its, pens/markers Internet	− Deeper understanding of the types of sources and their role for evaluating data, information and digital content. − Developing analytical and communication skills − Learning what managing data, information and digital content is about. − Improving core knowledge trough examples.
3.4 Fake News	Fake News What does fake news mean? Main purposes of fake news What does post-truth mean?	20 min	Presentation slide 2-3	− Learning what fake news is and its main purposes in the virtual world. − Understanding the meaning of post-truth and the difference between fake news and post-truth.
	Types of bad information Detailed decomposition of the different types of bad information and their corresponding meanings.	15 min	Presentation slide 4-5	− Learning identifying the different types of bad information and their meaning.
	Learn to deny a Fake News. Fallacies that can lead to mistakes. Key aspects to avoid contributing to fake news. What a fallacy is and its relation to fake news. Types of fallacies that we can encounter and examples.	30 min	Presentation slide 6-8	− Familiarising with aspects to avoid falling into fake news. − Understanding the meaning of fallacy, its types and how it is related to fake news.

	Activity: Sherlock Holmes In pairs, participants will have to search for three articles on the internet. The topics can be varied: social, environmental, political, etc. Once each group has selected their articles, they will have to verify the information about them by following the information acquired in the previous sections. Then, each group will have to say which articles are not truthful and which ones are.	40 min	Presentation slide 9 Internet	− Reinforcing key aspects learnt through this module. − Raising awareness of the sources through specific articles to identify fake news and reliable information. −
Advice for the trainer/other important notes for this part	− Use the visual presentations as supporting tools to keep participants engaged. − To make sure that the participants understand the content offered by delivering easier explanations (less technical) when it comes to more complex terms. − To provide feedback when necessary. − To serve from the practical activities to create a dynamic, involving and collaborative environment that not only serves as a monitoring and evaluation tool but also to promote participation and motivation of the participants. − To pay attention to the needs and doubts of the participants at all times.			

Module 4: Digital Content Creation				
Unit	**Description of how the activity is carried out, content, methods.**	**Duration of the activity (in minutes): theory / exercises**	**Didactic aids**	**Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.**

4.1 Creating Digital Content	Digital Content Creation Presentation of what digital content creation is. Objectives and field of application.	20 min	Presentation slide 2, 3	− Familiarising with Digital Content Creation. − Awareness of its uses and applications.
	Types of content and formats − Presentation of types of digital content with examples. − Presentation of types of digital content formats and their definitions.	30 min	Presentation slide 4, 5, 6	− Learning the different types of digital content that can be created. − Familiarisation with the different formats available within digital content.
	Successful Digital Content Creation Tips for creating successful, quality digital content.	5 min	Presentation slide 7	− Acquisition of information that will help create more successful digital content. − Improving the quality of the digital content they develop.
	Activity: Word Cloud Practical activity that will be carried out from Mentimeter, through an access link. The aim will be for participants to collaboratively compose a word cloud. Once the cloud is complete and all participants have made their contribution, the types of digital content will be discussed, in order to increase synergies and their own knowledge.	45 min	Presentation slide 8 Mentimeter Internet and technological device (smartphone, laptop or computer)	− Consolidation of the knowledge transmitted on the creation of digital content. − Increased synergies between participants for more meaningful learning.
	Developing Digital Content. Why is it important? Presentation on why digital content is important and why it has such a relevant role nowadays.	20 min	Presentation slide 9, 10	− Understanding the role of digital content development in society today. − Complementing content on digital content.
	Activity 1: Creating a Blog Practical activity in which participants will create their own digital content, specifically a blog using Wordpress. It can be done individually or in groups depending on the computers available.	60 min	Presentation slide 11 Wordpress	− Deepening of the type of written digital content.

			Internet and technological device (laptop or computer)	– Consolidation of the knowledge acquired on digital content.
	Activity 2: Making a podcast Practical activity that will consist of the development of a podcast by the participants of the training collectively. Supported by the trainers, they will go through all the necessary steps until the moment of recording.	60 min	Presentation slide 12-15 Recording materials	– Deepening of the type of audio digital content. – Consolidation of the knowledge acquired about digital content.
	Break	30 min		
4.2 Integrating and Re-elaborating Digital Content	Integrating and re-elaborating digital content. Why is it important? Overview of what digital content integration and reworking is and why it is important for the creation of digital content.	20 min	Presentation slide 16, 17	– Understanding why it is beneficial and necessary to modify and update digital content. – Assimilation of this important feature of digital content.
	6 steps for a profitable digital content creation Introduction and definition of the 6 steps that enable the creation of profitable digital content.	5 min	Presentation slide 18	– Recognition of the 6 steps that aid the creation of profitable digital content. – Understanding what role they play in the creation of digital content.
	Activity 1: Discussion Practical activity in which, through a series of questions, participants will create a discussion group on the selected topic.	15 min	Presentation slide 19	– Complementing the contents obtained during this module and the digital content in a practical way. – Improvement of the information they have about selfies.
	Activity 2: Let's take a selfie Practical activity on how to take selfies. The aim is for participants to learn the best way to take them based on a series of tips that they will put into practice during the activity.	30 min	Presentation slide 20, 21 Smartphone	– Complementing the contents obtained during this module and the digital content in a practical way.

				– Improvement of the information they have about selfies.
4.3 Copyright and Licenses	Copyright and Licenses. Why is it important? Introduction to what copyright and licensing are. Definitions. Explanation of why they are important.	20 min	Presentation slide 2, 3, 4	– Familiarisation with copyright and licensing. – Acquisition of basic concepts of copyright and licensing.
	Types of licenses Breakdown of the main types of licences.	20 min	Presentation slide 5, 6	– Learn what the main types of licences are. – Understand when each type of licence is used.
	Activity 1: Licenses Practical activity in which participants will practise the use of licences through a series of questions related to the exercise that they will carry out collectively.	25 min	Presentation slide 7	– Improved understanding of what licensing is. – Increased synergies between participants on the subject matter of the activity.
	Activity 2: Copyright In this activity, participants will be presented with five situations. They will have to decide in groups whether the use of the work in each situation respects copyright law. The groups with the correct answer will earn one point.	45 min	Presentation slide 8-12	– Improved understanding of what copyright is. – Increased synergies between participants on the subject matter of the activity.
	Programming. Why is it important? Introduction to programming. Definition of programming. Explanation of why it is important in digital content.	20 min	Presentation slide 13, 14	– Learning in a simple way what programming is and why it is useful in the creation of digital content. – Awareness of the importance that programming has been acquiring.
	Key Computer Programming Terms Definition of key computer programming terms. Useful general information.	30 min	Presentation slide 15-19	– Learn the main key programming terms.

				− Become familiar with the main features of programming.
	Activity: Think and Discuss Activity in which each participant spends a few minutes thinking about actions or activities that they do on a daily or frequent basis and provides a list of statements in order.	20 min	Presentation slide 20	− Complementation of the programming knowledge offered. − Promotion of participants' critical and analytical thinking.
Advice for the trainer/other important notes for this part	− Use prepared visual presentations as supporting tools to maintain participants' interest. − Ensure that participants understand the content presented by encouraging them to ask questions and promoting discussion at certain points. − Fractionate information to avoid cognitive overload for participants. − Provide feedback when necessary. − Be flexible in the delivery of training. − Promote the participation and motivation of participants by involving them in discussions during the training.			

Module 5: Communication and Collaboration				
Unit	**Description of how the activity is carried out, content, methods.**	**Duration of the activity (in minutes): theory / exercises**	**Didactic aids**	**Objectives of the activity.** **Skills, knowledge, attitudes the participants will acquire upon completion of the activity.**
5.1 Interacting through digital technologies	Communication and Collaboration Explanation of what communication and collaboration is based on	30 min	Presentation Slide 2	− Understanding of what communication and collaboration are. − Awareness of the role of communication and collaboration in participatory citizenship.
	What does participatory citizenship mean? Competences Meaning of participatory citizenship	30 min	Presentation Slide 3, 4	− Learning what participatory citizenship is.

	List of the competences that communication and collaboration entails in the area of the digital competences			– Understanding the competences involved.
	Interacting through Digital Technologies. Examples What is interacting through digital technologies? Introduction to the main content of the section	25 min	Presentation Slide 5, 6	– Understanding what it is for Interacting through digital technologies. – Consolidation of knowledge through examples.
	Activity: Organising Information The goal of this activity is to learn to organise the information we know about people, places and news online. Participants will be divided into groups of three and will be provided with three lists that contain different terms. They will have to read a phrase, a headline, an article, etc.. Then, they will have to be able to make categories associated with keywords. The main instructions to be followed by each group are: – The first person says one phrase from the list below – The second responds as quick as possible with the first word that comes to mind – The third writes the new word	35 min	Presentation Slide 7, 8 Post-its and pens (for each group)	– Increased impact of content on communication and collaboration. – Improved communication skills of participants.
	Break	30 min		
5.2 Sharing through digital technologies	What is sharing through digital technologies? Introduction to the main content of the section	60 min	Presentation Slide 9, 10	– Learning what sharing through digital technologies is for. – Raising awareness of the importance of sharing through digital technologies.
5.3 Collaborating	Engaging in Citizenship through Digital Technologies. Examples	20 min	Presentation Slide 11, 12	– Understand what it means to participate in

through digital technologies	What is engaging in citizenship through digital technologies? Introduction to the main content of the section.			− society through the use of digital technologies. − Improve the knowledge acquired through examples.
	Activity: Persuasive Ads In this activity, participants will be encouraged to create a poster/flyer or t-shirt with the call-to-action being to stand up against cyberbullying by using the platform Canva. To do so, the trainer will provide step-to-step guidelines on how to enter the application and create the poster. Participants will receive instructions and support during the activity at all times. Once they have completed their creation, they will show the result with the rest of the class.	25 min	Presentation Slide 13 Canva Internet and technological device (smartphone, laptop or computer)	− Improvement of their digital skills, more specifically the use of Canva as a tool. − Increased involvement of participants in participatory citizenship.
	Debate: Who do you chat with? An environment of discussion will be created around two main questions that will be provided to the participants in the following order: 1. *Have you ever chatted with someone online? Who do you chat with? How often?* Participants will be encouraged to transmit their experiences as well as exchange thoughts and perspectives around the given topic. 2. *What risks can there be? Make a list and share it with your partner.* Participants will make use of paper and pen to make a list as requested and share it with the rest of the class.	30 min	Presentation Slide 14 Piece of paper and pen (for each participant)	− Increased synergies in relation to the theme of the section and the module. − Improved use of digital technologies by participants.
	Digital Identity. What is digital identity? Emphasis on the importance of digital identity	20 min	Presentation Slide 15, 16	− Understanding what digital identity is all about. − Raising awareness of the importance of digital identity.
	Activity 1: Online & Offline The trainer will form groups of 3- 5 participants to answer the following questions: 3. Is there a difference between how you portray yourself online and how you present yourself in real life? 4. Make a list of the things you do online that you wouldn't do face-to-face. 5. Share your list with your group and see what you have in common.	25 min	Presentation Slide 17 Piece of paper and pen (for each participant)	− Improved understanding of online and offline digital identity. − Improving participants' habits in relation to their digital identity. − Learning the differences between professional-

These points will foster discussion among the participants around the given topic. In addition, participants will have to answer the following points in order to help them improve the digital identity: - Think about what you want to share online - Remove everything that makes you uncomfortable With the help of the trainer, they will be asked to distinguish between professional-personal and public-private			personal and public-private identities.
Activity 2: A Good Profile The trainer will provide specific instructions to the participants on how to create a good profile. To do so, they will follow the following guidelines: 6. On a piece of paper, participants will create their own profile that is focused on being a leader in the session. 7. They can put their personal information, their skills, if they have any work experience… 8. Participants will be guided about not including anything that is not ''professional'' 9. Then, in groups of three, participants will share their profiles and decide which one they like the most. 10. The most voted profile will be presented to the rest of the class.	25 min	Presentation Slide 19 Piece of paper and pen (for each participant)	− Reinforcing notions and tips on how to create a good profile to improve their digital identity.
Collaborating through Digital Technologies. Components What is collaborating through digital technologies? List of the main components in terms of collaborating through digital technologies.	20 min	Presentation Slide 2, 3	− Familiarising with the notion of collaborating through digital technologies and main concepts related to it.
Activity 1: Discover To carry out this activity, the trainer will provide the participants with the needed support according to their needs and doubts that may arise during the instructions' explanation. This activity aims at teaching participants main practical notions on cartography through OpenStreetMaps (OMS). Participants will access the following site: openstreetmap.org and pay attention to the activity's instructions that will be based on the following order:	45 min	Presentation Slide 4, 5 OMS Internet and technological device (smartphone,	− Familiarising with cartography through digital devices − Understanding how to use a collaborative map service such as Openstreetmap (OMS)

	– If it's your first time using the service: 11. Create an account. You can follow this activity without an account, but you will not be able to publish your changes online. – If you are using a device on which OsmAnd hasn't been used before: 12. Install the OsmAnd app on the phones and/or devices you will use for this workshop 13. Download the maps (see below) 14. Activate the OpenStreetMap Editing plugin (see below) – If you are using a device on which OsmAnd has been used before: 15. Open the app and check that the maps are up to date		laptop or computer)	– Promoting collaboration and interaction among participants and trainers as well.
	Activity 2: Contribute to Wikipedia In this activity, the trainer will firstly explain what Wikipedia is and how people can contribute to it. Then, the participants, with the constant support of the trainer, will carry out and research activity taking into account the following main points: 16. Do some research about a topic you like 17. Make sure the information is trustful 18. Ask partners for opinion 19. Contribute to Wikipedia!	30 min	Presentation Slide 6 [Wikipedia](#)	– Improving participants' engagement in the area of online information organisation. – Developing critical and analytical skills of the participants
5.4 Managing Digital Identity	Netiquette. Examples What does netiquette mean? Introduction to the main content of the section.	45 min	Presentation Slide 7, 8	– Learning the concept of netiquette and related notions.
	Activity: Online behaviour Participants will be firstly introduced to the relevance of online behaviour and its effects. Regarding this notion, participants will b encouraged to think, ask and discuss the following questions: 20. Have you (or anyone you know) seen someone be negative on the web? How did that make you feel?	45 min	Presentation Slide 9	– Learning about behaviours in the virtual world, its effects and impact on other people. – Favouring communication skills of

	21. Have you (or anyone you know) ever experienced a random act of kindness on the web? How did it make you feel? 22. What simple actions can we take to turn negative interactions into positive ones?			participants through interaction and participation.
	Card game In this activity, participants will have different cards with comments and they have to classify the cards into three categories (already shown to them) according to their tone. Then, once the comments are sorted, they will give their thoughts on the following points: – which of the three comments that have the broadest number of different interpretations – which of the three comments that are most susceptible to cause conflict if they are misinterpreted – Finally, ask them to think of different possible interpretations for each comment. All the participants will be encouraged to participate, give their thoughts on the previous points and exchange different points of views when there are discrepancies in the same points.	45 min	Presentation Slide 10, 11 Cards (for each participant)	– Deeper understanding of behaviours' tones in terms of online interaction. – Promoting communication and teamwork skills. – Increasing critical and analytical thinking of participants.
	Managing Digital Identity. How Can You Help Protect Your Digital Identity? What is managing digital identity? Tips and recommendations on assisting people in protecting their digital identity	45 min	Presentation Slide 12, 13	– Familiarising with the management of digital identity. – Acquiring information on how to protect oneself's digital identity.
	Activity: Create a digital identity The main goal of this activity is to make participants create their own digital identity. To do so, they will be provided with a template sheet that they will have to complete according to the information requested in it. Before and during the performance of the activity, the trainer will offer instructions, guidelines and recommendations that participants should take into account and follow in order to successfully complete the task. Once they have finished, they will present their virtual identity to the rest of their peers.	45 min	Presentation Slide 14, 15 Template sheet and pen (for each participant)	– Reinforcing concepts and content seen in previous sessions in terms of creating a safe digital identity. – Developing written and oral communication skills.
Advice for the trainer/other	– Use prepared visual presentations as supporting tools to maintain participants' interest.			

important notes for this part	– Provide preliminary information before doing the practical activities that require the use of digital tools or websites that they are not familiar with. – Ensure that participants understand the content presented by encouraging them to ask questions and promoting discussion at certain points. – Fractionate information to avoid cognitive overload for participants. – Provide feedback when necessary. – Be flexible in the delivery of training. – Promote the participation and motivation of participants by involving them in discussions during the training.