

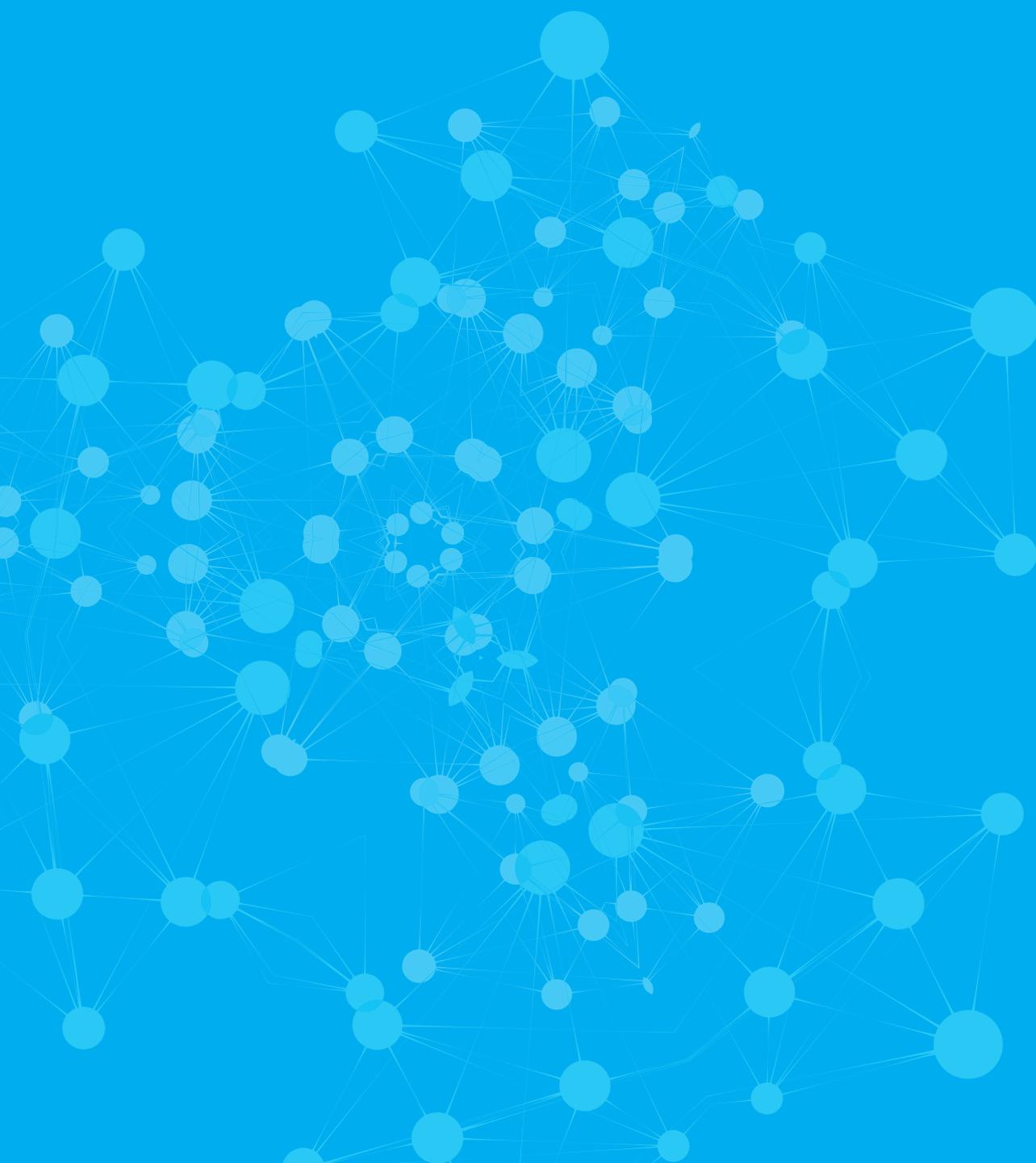
DIGITAL COMPETENCE WORKSHOPS



An Innovative Toolkit for the Development of the Digital & Numeracy Competence for Low Skilled Adults (IntoDIGITS)

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WORK AREA 1: BASIC KNOWLEDGE FOR
OPERATING TABLETS, SMART PHONES
AND COMPUTERS

LEVEL 1

Workshop Title: Operating a PC (windows)

CODE: L1.WA1.N1

LEVEL 1

WORK AREA 1: Basic Knowledge for Operating tablets, Smart Phones and Computers

PARTNER: DIMITRA

Duration: 5 – 7 hours

Learning Outcomes Covered:

Unit 1.1 Operating a PC (windows)

- 1.1.1. List the buttons (e.g., on/off, volume control, earphone slot) of the devices.
- 1.1.2. Recognise the appropriate button to put the devices into operation.
- 1.1.3. Select the appropriate button to put the devices into operation.
- 1.1.4. Recognise/List various devices for storage
- 1.1.14. Describe a conventional keyboard layout
- 1.1.15. Identify the appropriate keys to: change capital to lowercase letters or letters to numbers and vice versa, add space, delete and add punctuation
- 1.1.16. Explain how to type text or number using the keyboard
- 1.1.17. Tap the appropriate keys to: change capital to lowercase letters or letters to numbers and vice versa, add space, delete and add punctuation
- 1.1.18. Describe how to make the keyboard appear on screen
- 1.1.19. Identify the appropriate keys to change capital to lowercase letters or letters to numbers and vice versa
- 1.1.20. Recognise the appropriate key to delete
- 1.1.21. Apply/Use keyboard to write text
- 1.1.22. Apply/Tap the relevant keys to change capital to lowercase letters or letters to numbers and vice versa
- 1.1.23. List the buttons of a mouse (left and right button, scroll-wheel)
- 1.1.24. Name the different types of mouse (optical, wireless etc.)
- 1.1.25. Demonstrate the right way to hold a mouse

Unit 1.2 Operating a mobile or a tablet

- 1.2.1. Explain the basic controls of a mobile or tablet(calls, sms, photos, videos)
- 1.2.2. Make use of the touchscreen
- 1.2.3. Select appropriate app/icon to take make calls, send sms, take photos and videos
- 1.2.4. Navigate to various apps on a mobile phone or a tablet and explain their basic use (calenar, maps, clock etc)

Short introduction to the workshop

The workshop includes 5 activities that aim to develop knowledge and skills related to the operation of a pc and mobile phones or tablets. The 1st activity is an introduction to the PC that aims to introduce the different PCs parts and devices to the trainees as well as their different uses. The 2nd activity aims to introduce the keyboard buttons and all their basic uses to the trainees through practical examples provided by the facilitator. The 3rd activity introduces the different uses of mobiles/ tablets to the trainees (communicating with others, browsing the web, sending email and social networking, playing games etc). The 4th activity introduces to the trainees the main icons of mobiles/ tablets and their use. The facilitator will provide examples for all basic operations (make calls, write messages, sending mms, emails, setting dates etc). In the 5th activity, the mentor will explain to the trainees all basic procedures of how to take photos or videos with the smartphone or the tablet and how to send this data through email or other ways to other devices.

WHY/HOW the workshop teach the LOs to the participants

The ability to use computers, mobiles or tablets can be very useful in different contexts, not only at work place but also for private use. For this reason nowadays, computer literacy is considered a very important skill to possess.

Through this workshop students will understand how to recognize computer devices (Activity 1), describe a conventional keyboard layout and the uses of its buttons (Activity 2), recognize mobile features and identify the basic controls of a mobile or tablet (calls, sms, photos, videos, choose the appropriate applications when needed, send sms, take photos and videos or even transfer data from a tablet or mobile to a PC suing a wire or Bluetooth (Activities 3-5).

The workshop is based on the experiential approach therefore, activities refer to practical situations and examples of tasks that may have all already been dealt without the use of a computer.

Learners will become aware of how the computer/mobile/tablet can help them carrying out different tasks in a quick and efficient manner. Learning about these devices and their uses through practical examples and exercises from everyday life, can help the people involved to deal with everyday challenges more effectively and at the same time increase their motivation to learn.

Challenges during the implementation of activities and how they can be addressed

The main challenge that may be faced during the implementation of the workshop is a possible equipment failure. There have been many occasions that during digital workshops, computers/mobiles/tablets may not work properly. For this reason, before the implementation of the workshop, the trainer should have already established the good maintenance of the devices that will be used in the workshop and be sure that all equipment is working properly. In addition, he/she should be proactive and be in touch with technicians working in the facilitator organization in case a technical failure may occur unexpectedly during the workshop.

Step by step instructions for the preparation and implementation of the workshop

ACTIVITY 1: Introduction to the PC

STEP 1:

Introduce the different PCs parts and devices to the trainees and their use:

- Monitor.
- Central Processing Unit (different slots eg. usb, earphones, microphone, disc drive)
- Keyboard
- Mouse (left-right buttons, movement, scroll-wheel on different types of mouse (optical, wireless etc.)
- Speakers (volume etc).
- Printer (all operation buttons).

STEP 2:

Ask the trainees to open and close the PC parts using the appropriate buttons (Central Processing Unit, keyboard, mouse etc).

STEP 3:

Ask the trainees to recognise and list various devices for storage on the above different parts of the PC.

RESOURCES FOR THE TRAINER

- Computer

OTHER RESOURCES NEEDED

- A training room equipped with computers
- Speakers
- Printer
- Video projector
- White board and markers

ACTIVITY 2: Playing with keyboard

STEP 1:

Introduce all the basic keyboard and mouse buttons, and their use (give practical examples):

- Alphabet
- Caps lock/ Shift and Alt: To change capital to lowercase letters or letters to numbers and vice versa,
- Space button: Add space
- Delete/ backspace button: Delete text
- Punctuation marks: (question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks and ellipsis).
- Number keyboard: Add numbers
- Arrow buttons: Move towards all dimensions
- Mouse: Right and left buttons uses of the mouse

STEP 2:

Show the students how to make the keyboard appear on screen. This will help the students' on their learning process and help them to understand better the different functions of the keyboard.

STEP 3:

The teacher will ask the students to divide into groups of two and present themselves one to another.

STEP 4:

The mentor will ask the students to type 2-3 sentences each describing with few words what they have learned about their co student (The sentences should be appropriately written – Capital letters, punctuations, space etc).

STEP 5:

Students will read the text of each other and modify in any way they want (erase, add etc)

RESOURCES FOR THE TRAINER

- Computer

OTHER RESOURCES NEEDED

- A training room equipped with computers
- Video projector
- White board and markers

ACTIVITY 3: Introduction to the mobile phone and tablet

STEP 1:

Introduce the different uses of mobiles/ tablets to the trainees:

- Communicating with others (make calls, texting)
- Browsing the web
- Sending email and social networking
- Playing games
- Watching movies
- Reading electronic books
- Listening to music
- Video and voice chatting
- Viewing photos.

STEP 2:

The teacher will ask the students to describe which of the above uses they recognize or they use themselves in their everyday life. The teacher will create a productive discussion in order to highlight the advantages of using mobile devices and point out possible disadvantages.

Resources for the trainer

- Mobile devices (both cell phones- smartphones and tablets)

Other resources needed

- A training room equipped with mobile devices (or tablets if possible).
- Video projector
- White board and markers

ACTIVITY 4: Playing with my smartphone

STEP 1:

Introduce the main icons, and their use. Explain the use of all basic operations (make calls, write messages, sending mms, emails, setting dates, setting sounds, browsing the web, calendars etc) of the mobile phone. The teacher will explain all the basics through practical examples.

STEP 2:

- Ask the trainees to open and close the mobile device/tablet making the appropriate actions etc
- Ask the trainees to set the day/date/hour in their device.
- Ask the trainees to set the alarm to a particular time.
- Ask the trainers to set different sound settings.
- Ask the trainees to set different screen settings.
- Ask the trainees to make a calculation by using the calculator in their device.
- Ask the trainees to put in their calendar a short note.
- Ask the trainees to set connection modes (wifi, Bluetooth)
- Ask the trainees to browse the internet and select a song they like in youtube.
- Ask the trainees to show the facilitator how they can make a call.

STEP 3:

The teacher will ask the students to divide into groups of three. The teacher will ask the trainees to write a group name for their team in a text message, ask a question of their choice in relation to the workshop and send it to a particular number that the trainer will indicate (facilitator's professional number).

STEP 4:

Once this message has been received from the facilitator, he/she will respond to this answer also via texting. The trainees should be able to receive the msg and read the answer to their question.

Resources for the trainer

- Mobile devices (both cell phone and tablet)

Other resources needed

- A training room equipped with computers
- Students equipped with mobile devices (or tablets if possible)
- Video projector
- White board and markers

ACTIVITY 5: Let's take photos

STEP 1:

The teacher explains all basic procedures of how to take photos or videos with the smartphone or the tablet and how to send this data through email or other ways to other devices.

STEP 2:

The teacher will ask the learners to divide in groups of three people.

STEP 3:

Each group will take photos and videos with their mobile phones or the facilitator's smartphone/tablet and save them in the device.

STEP 4:

The group will have to think about ways to transfer this data to the central computer of the class or in another available storage.

Resources for the trainer

- Computer, Mobile devices (both cell phone and tablet)

Other resources needed

- A training room equipped with computers
- Students equipped with mobile devices (or tablets if possible)
- Video projector
- White board and markers

LEVEL 1

Workshop Title: Dive into the World Wide Web (www.)

CODE: L1.WA3.N1

LEVEL 1

WORK AREA 3: Internet

PARTNER: MetropolisNet

Duration: 4 hours

Learning Outcomes Covered

Work Area 3: INTERNET

Unit 3.1 Browsing the Internet

- 3.1.1. Demonstrate an understanding of domain and URL addresses
- 3.1.2. Make use of search engines
- 3.1.3. Utilize the use of tabs
- 3.1.4. Navigate the web using the forward/backward buttons

Short introduction to the workshop

This workshop aims at introducing the internet at as basic level, that means to understand the basic rules and tools for browsing and to be able to navigate through the internet purposefully and with awareness.

When Learner have completed this workshop, they are are confident in choosing and using an internet browser, choosing and using a search engine and will be able to store information.

How the workshop (its activities) teach the LOs to the participants

In this workshop, very basic skills for surfing the Internet are covered at the beginning. Learners will take their first steps on the Internet, navigate through the web by accessing web pages, using search engines and working with tabs. It is especially important that they try these things out practically and on their own. There is a visual approach through the use of explanatory videos that can be imitated directly. Task sheets should accompany the learners in carrying out all learning contents completely.

Challenges during the implementation of activities and how can be addressed

As this basic workshop requires some more guidance by the trainer, it is recommended to have for most of the topics a short intro and 'tour' together and then follow with an activity that participants manage individually or in small groups.

ACTIVITY 1: Browse the Internet

Step 1: Watch the Video 1 (see in Resources) about what a web browser is.

Step 2: Learners should then check which web browser they have on their smartphone and which on the computers used for this workshop. Then learners should get together in pairs with different browsers and check what differences and similarities they see.

In general: Let the participants use different devices for discovering the internet – i.e. Smartphone, PC/Laptop, tablet – whatever they would like. But let them switch at one point of time so they get familiar with different devices.

Step 3: Watch the video 2 (see in Resources).

Step 4: Repeat the actions from the video. Work through the list in the annex (see [Annex 1](#)) and make a cross when you have completed the action. If the learners do not remember, at least one PC should be available where the video can be played again, and the learners can press stop on their own.

Resources for Trainer

- Video 1: <https://youtu.be/BrXPcaRlBqo>
- Video 2: <https://youtu.be/FxirRVJWUTs>
- Annex 1: First steps in web browser navigation

Other Resources needed

- Annex 1 (printed)
- Laptop
- Video Projector

ACTIVITY 2: Search and find

Step 1: Watch Video 3 (see resources) about what URLs are. And watch the video 4 (see resources) about which different web browsers exist.

Step 2: To make aware of the different algorithms and “hidden” purposes of search engines, introduces to the participants 3 different search engine. One of them should be Google (others could be Bing, DuckDuckGo, Yahoo, Ecosia, etc.) Each couple now gets a search topic which they use with the exact same words in each engine (e.g., chocolate cookie recipe). Let them open 3 tabs or windows and go to the 3 different engines at the same time.

Step 3: Compare and discuss what differences in the results they find. Let them exchange and see if there are common observations.

Step 4: Watch Video 4 (see resources) about how to get more out of a search engine.

Step 5: Think about a specific topic on which you would like to find information. Search for the topic and follow the hints in the video.

Resources for Trainer

- Video 3: https://youtu.be/5Jr-_Za5yQM
- Video 4: <https://youtu.be/7RIB1CJovTs>
- Video 5: <https://youtu.be/aF-xg2UTzKI>

Other Resources needed

- Laptop
- Video Projector

ACTIVITY 3: Paths to enter websites

Step 1: First of all, learners should share their experiences. Learners should explain in the group how to search for content on the Internet. Do they always go directly to a page? Do they simply type a word at the top of the page? Do they go to a search engine and enter a search term? Which search engines do they know? Do they know filter functions, such as search only for pictures or videos?

Step 2: Now the participants should use a search engine to find a place where they want to spend a holiday. They should find photos and videos and newspaper articles about that place. Then, based on these results, they present their place to another person (this is not a presentation, but only a short description of what is shown in the photos and videos or what a newspaper article is about).

Step 3: As an introduction, learners should watch a short explanatory video (see video 1 in the resources) that explains the components of a URL.

Step 4: Learners should complete the task in [Annex 2](#). They should then visit their 3 most frequently used websites themselves and note down the URL. They should then explain the components of these to a partner.

Resources for Trainer

- Video 1: https://youtu.be/5Jr-_Za5yQM
- Annex 2

Other Resources needed

- Laptop
- Video Projector

ANNEXES

Annex 1: First steps in web browser navigation

Nr.	Task	If done please tick
1	Enter the address of an internet page in the address field. e.g. weather.com and click on "enter" or on the name of the address.	
2	Press the back button.	
3	Press the forward button.	
4	Open a new tab: Click the right mouse button and then click on the option "open a new tab"	
5	Open a new tab - second option: Click on the new tab or plus icon at the top of the tab bar.	
6	Close one tab: To do this, click on the "x" at the top of the tab bar on the corresponding tab.	

Annex 2: ULR's

An example URL is given here:

<https://weather.com/en-GB/weather/hourbyhour/>

[/fd8312c323ad84622ee92764f081d5b5c7207e7ead48b4bde7c71bb2a556e1f4](#)

The individual components of a URL are named in the left column. In the right column of the table are parts of the example URL. However, these are incorrectly assigned in the table.

Please connect the correct pairs with a line.

domain name	https://
File path	weather.com
scheme	/fd8312c323ad84622ee92764f081d5b5c7207e7ead48b4bde7c71bb2a556e1f4
parameters	/en-GB/weather/hourbyhour/

Active Citizenship Level 2

LEVEL 2

Workshop Title: Personalizing my PC and mobile/tablet and performing daily tasks

CODE: L2.WA1.N1

LEVEL 2

WORK AREA 1: Basic Knowledge for Operating tablets, Smart Phones and Computers

PARTNER: DIMITRA

Duration: 5 - 7 hours

Learning Outcomes Covered:

Unit 1.1 Operating a PC (windows)

- 1.1.5. Use various devices for storage
- 1.1.6. Start and close an application
- 1.1.7. Search for an application
- 1.1.8. Work with windows (minimise, maximize, restore and close)
- 1.1.9. Create a shortcut to an application on Start or Desktop
- 1.1.10. Organize and persolanize the desktop (size of the icons, change background image, set the screen, ...)
- 1.1.11. Organize and persolanize the taskbar (icons on taskbar, indicators etc)
- 1.1.12. Make use of Power Option for energy saving
- 1.1.13. Have knowledge of the use of the recycle bin
- 1.1.14. Add a language
- 1.1.27. Select an item in the screen pressing the appropriate button
- 1.1.28. Select more than one items/files at the same time
- 1.1.29. Create a file
- 1.1.30. Save a file
- 1.1.31. Close and open a file
- 1.1.32. Delete a file
- 1.1.33. Restore or delete a file from the recycle bin nd empty the Recycle Bin
- 1.1.34. Rename a file
- 1.1.35. Create and rename a folder
- 1.1.36. Copy/move a file from one folder to another
- 1.1.37. Copy/move a file from one storage device to another

Unit 1.2 Operating a mobile or a tablet

- 1.2.5. Organize icons on device
- 1.2.6. Make use of settings to extend battery life
- 1.2.7. Make use of settings to add a language
- 1.2.8. Explain how to monitor data usage
- 1.2.9. Modify date/time
- 1.2.10. Transfer data from a tablet or mobile to a PC suing a wire or Bluetooth

Unit 1.3 Daily operations/functions

- 1.3.1. Use keyboard and mouse simultaneously
- 1.3.2. Explain how to read a text message and reply
- 1.3.3. Explain how to read a text message and forward it to another contact
- 1.3.4. Make use of an app to keep notes
- 1.3.5. Create new contacts
- 1.3.6. Make Use of maps (i.e. google maps) to find locations
- 1.3.7. Make use of calendar to create appointments and clock to set alarms and timers

Short introduction to the workshop

The workshop includes 5 activities that aim to develop knowledge and skills related to the operation of computers, mobile phones or tablets. The 1st activity is an introduction to the most common daily uses of a mobile phone to the trainees such as reading text messages, reply or forward it to other contacts, make use of an app to keep notes, create new contacts etc. The 2nd activity is the practical implementation of the theoretical part provided in the activity 1. Through a game with random exercises, the mentor puts all theory into action. Finally, the 3rd activity is a recurrence of activity 2 in a much more demanding way as the exercise provided includes all the above activities but being delivered within a short timeframe. This activity gives the opportunity to the students to fully understand how to operate common daily functions in their mobile phones and become more familiarize with their devices.

The 4th activity introduces to the students how to deal with basic operations of a PC such as how to identify and operate the different applications or make shortcuts, organizing the task bars, selecting items in the screen pressing the right buttons etc. The activity is a first step to make an appropriate use of the computer device in the following parts and activities.

The 5th activity presents an introduction on how to create and organize documents on a PC. This activity is very important as it teaches the students all the basic and most common uses on how to organize files and folders in a computer and become more familiarize with the computer device.

WHY/HOW the workshop teach the LOs to the participants

The ability to use a mobile phone - that nowadays will be probably a smartphone- or a computer, can be very useful in different contexts, especially in the everyday life of a person/user. Through this workshop, (theoretical parts in Activities 1,4 and 5 and practical parts in Activities 2, 3, 4 and 5), learners will understand how to recognize computer and

mobile features and identify the basic controls of a PC and mobile/ tablet.

The workshop is based on the experiential approach therefore, activities refer to practical situations and examples of tasks that may have all already been dealt without the use of a computer.

The learners will gain knowledge of how their mobile phone/ tablet and PC can help them carry out different tasks in a quick and efficient manner. Learning about mobile phones /tablets and PCs as devices and their uses will make the users' life much easier and also give them motive to start exploring and other electronic devices.

Challenges during the implementation of activities and how they can be addressed

The main challenge that might be faced during the implementation of the workshop is a possible failure in the equipment that will be needed in order to deliver the activities (computers, mobiles and tablets). It is not very uncommon that during digital workshops, computers/mobiles/tablets may not work properly all the time. For this reason before the implementation of the workshop, the trainer has to be sure that all equipment is working properly and should be ready to deal with possible dysfunctions that may present during the workshop. In addition to that, another challenge that may be faced is that some learners may not be able to carry out the tasks given from the trainers especially in activities 3, 4 and 5 that are more demanding. The facilitator should be ready and well organized to face all of these issues prior to the implementation of this workshop.

ACTIVITY 1: Introduction to the daily operations/ functions

STEP 1:

Introduce the most common daily uses of a mobile phone to the trainees:

- Explain how to read a text message and reply (short review from previous class)
- Explain how to read a text message and forward it to another contact (short review from previous class)
- Make use of an app to keep notes
- Create new contacts
- Make use of maps (i.e. google maps) to find locations
- Make use of calendar to create appointments and clock to set alarms and timers
- Organize icons on device
- Make use of settings to extend battery life
- Make use of settings to add a language
- Explain how to monitor data usage
- Modify date/time
- Transfer data from a tablet or mobile to a PC using a wire or Bluetooth

STEP 2:

Ask the students to describe which of the above uses they recognize or they use themselves in their everyday life. The teacher will create a productive discussion in order to highlight the advantages of using mobile devices and point out possible disadvantages.

Resources for the trainer

- Mobile devices (both cell phones- smartphones)

Other resources needed

- A training room equipped with computer
- Students equipped with mobile devices (preferably smartphones).
- Video projector
- White board and markers

ACTIVITY 2: Go in action!

STEP 1:

Introduce the main icons described in Activity 1, Step 1 and their use. Explain in detail the use of all the above operations (texting and sending messages and mms, creating contacts, change settings and other daily common uses) giving practical examples through his/her mobile phone.

STEP 2:

Make sure that every person has a mobile phone on his/her hands. You must have already prepared prior to the workshop small papers with different content of digital activities folded and gathered in a small box or jar or sth relevant. Then ask each student to choose randomly a paper from the box and execute the activity written in the paper.

Some of the activities will be:

- You are going at the Supermarket after the workshop and you want to buy a lot of things. You don't have a pen or a paper to write down what you need so as not to forget anything and your memory is very short 😊.. Fortunately, you have a smartphone in your hand.. What are you going to do?

- Send a message to the teacher saying “I like digital activities”
- “Tomorrow you will have to wake up at 7.00. Please set the alarm!”
- You want to go from your house to DIMITRA (address Palaiologou 19) but you don’t know how.. Fortunately you have a smartphone in your hand.. What are you going to do?
- “On the 20th of June we have an important meeting at 8.00. Please, add the information on your calendar so as not to forget..”
- “..My number is 693211132. Save it please so we can keep in touch”.
- Make a call to the teacher and ask him/her a question that has to do with the workshop.
- Please organize your icons on your mobile phone. They are so not organized.
- “You have to change the settings. I do not understand Greek..”
- “Your battery is so low and you have a meeting later.. You need to save some energy”
- “I’m sorry I’m late.. My date and time on my mobile are wrong. Give me second to change it to the correct one”
- “I will send you this data by Bluetooth so as for you to have it saved and not me. I just checked my data on the settings and my mobile is full!”

STEP 3:

Create a productive discussion to find alternative ways for executing the above activities. If any found, the teacher will ask the students to demonstrate how it would be done.

Resources for the trainer

- Mobile device (smartphone)
- Small papers with activities

Other resources needed

- A training room equipped with computer
- Students equipped with mobile devices (smartphones or tablets if possible)
- A box or a jar

ACTIVITY 3: Tomorrow.. what a heavy day!

STEP 1:

Explain the concept of this activity: The activity 3 is actually a recurrence of activity 2 in a more demanding way that gives the opportunity to the students to fully understand how to perform common daily functions on their mobile phones by allowing each student to operate all the above activities. The students will have 30 minutes each for all activities.

STEP 2:

Write at the white board the scenario: "Preparing tomorrow's heavy schedule".

- Set the alarm at 7.00 am!
- Write down on my calendar all the appointments I have during the day (1.00 pm - hairdresser, 4.00 pm - dentist, 7.00 pm - appointment with my cousin).
- Don't forget to add my cousin's new contact in my mobile so I can call him tomorrow.
- Write down on the notes app all the things I need to buy from the local grocery at the afternoon.
- Call or send messages to confirm the above appointments.

STEP 3:

Review the whole activity and provide feedback to the students. Ask the students which part of the activity was more difficult for them and create a short discussion on the issue.

Resources for the trainer

- Computer, Mobile devices (both cell phone and tablet), white board, marker

Other resources needed

- A training room equipped with computer
- Students equipped with mobile devices (smartphones if possible)
- Video projector
- White board and markers

ACTIVITY 4: What about my computer?

STEP 1:

Introduce to the students how to:

- Use various devices for storage
- Start and close an application
- Search for an application
- Work with windows (minimize, maximize, restore and close)
- Create a shortcut to an application on Start or Desktop
- Organize and personalize the desktop (size of the icons, change background image, set the screen, ...)
- Organize and personalize the taskbar (icons on taskbar, indicators etc)
- Make use of Power Option for energy saving
- Have knowledge of the use of the recycle bin
- Add a language
- Select an item in the screen pressing the appropriate button

STEP 2:

- Organize the students into 2-3 groups with a computer in front of them.
- Every person from each group will pick up randomly a paper with an activity (from the STEP 1 list) from a box, which he/she has to perform.
- Every time that a person cannot perform the activity chosen, the one next to him/her will try to do so.
- This procedure will continue until all activities are performed from the participants twice!

Resources for the trainer

- Small papers with activities
- A small box

Other resources needed

- A training room equipped with computers
- Video projector
- White board and markers

ACTIVITY 5: Organizing my desktop!

STEP 1:

Introduce to the students how to:

- Create a file
- Save a file
- Close and open a file
- Delete a file
- Restore a file from the recycle bin
- Rename a file
- Create and rename a folder
- Copy/move a file from one folder to another
- Copy/move a file from one storage device to another

STEP 2:

- Divide the students into groups of two.
- Each group will create a story based upon they will undertake a role (eg secretary, concierge, business assistant etc).
- The story has to be imaginative and will be presented as a dialogue between the two roles and cover all the actions of STEP 1.
- The teacher will present the example:

“-Employer: This file does not have the right name.

-Secretary: OK, you are right I am renaming it right now..(rename)..Actually I will create another document cause I am not satisfied with the content as well (open an new file, put the right content and save as). I will also delete the previous file (delete).

-Employer: No, you should not have done that, maybe we will need the previous version of the file in the future.

-Secretary: OK do not worry, I will the retrieve the file from the recycle bin.

-Employer: Please copy both of the files as “file v1” and “file v2” to another folder named “my documents”.. A! please also put the whole folder in my Usb.

-Secretary: OK, Consider it’s done!”

Resources for the trainer

-

Other resources needed

- A training room equipped with computers
- Video projector
- White board and markers

WORK AREA 2: BASIC COMPUTER
APPLICATIONS

LEVEL 2

Workshop Title: Introduction to the text editor

CODE: L2.WA2.N1

LEVEL 2

WORK AREA 2: Basic Computer Applications

PARTNER: DIMITRA

Duration: 5 - 7 hours

Learning Outcomes Covered:

Unit 2.1 Working with a text editor

- 2.1.1. Demonstrate an understanding when it is appropriate to use a word editor
- 2.1.2. Demonstrate an understanding of the various views in word
- 2.1.3. Navigate in Word (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)
- 2.1.4. Illustrate an understanding of the commands New, Open, Save, Close, and the difference of Save and Save as
- 2.1.5. Make use of the commands New, Open, Save, Close, Save and Save as
- 2.1.6. Create and edit a simple document
- 2.1.7. Apply various ways to select text (click and drag, double click to select a word, triple click to select a paragraph)
- 2.1.8. Perform move and copy using only the mouse or using the commands cut/copy/paste
- 2.1.9. Apply the commands Bold, Italics, Underline, Font Size, Font and Font color to format text
- 2.1.10. Apply the commands align left, right, center, increase/decrease indents, bullets and numbering to format paragraphs
- 2.1.11. Make use of commands to add and format pictures
- 2.1.12. Make use of the Print command

Short introduction to the workshop

Nowadays, common daily activities become much easier when knowing to appropriately use a word editor (for example text a document and print it in order not to write it by hand in a rather non-formal way). The workshop includes 3 activities that aim to develop knowledge and skills related to the basic applications of a text editor. The 1st activity provides the trainees the understanding of when it is appropriate to use a word editor and how to do so as

it also introduces its basic applications. The 2nd activity is a game among the participants that entails both theoretical and practical tasks upon word editor functions. The 3rd activity is a more demanding type of the previous activity, which includes an integrated list of tasks that the participants have to deliver within a particular timeframe.

WHY/HOW the workshop teach the LOs to the participants

The ability to use a text editor on a computer device (or tablet/ smartphone) can be very useful in different contexts, especially in the everyday life of a person/user. Through the activities of this workshop learners will understand how to recognize text editors, identify their basic applications (create, open, save documents in a proper way and to the proper format) and “welcome them” them to their everyday life.

The workshop is based on the experiential approach therefore, activities refer to practical situations and examples of tasks that may have all already been dealt without the use of a computer (as for example to produce a document in an electronic format in order to send it via email to a public authority that doesn’t accept manuscripts).

Challenges during the implementation of activities and how they can be addressed

The most common challenge that may be faced during the implementation of a digital workshop is a possible failure in the equipment that will be used for its delivery. The digital devices that will be used, as well as the text editors that the participants will work on, should be in a good condition and fully operational. For this reason before the implementation of the workshop, the trainer has to be sure that all equipment is working properly and should be ready to deal with possible dysfunctions that may present during the workshop. In addition to this challenge, due to the workshop’s higher level of difficulty, some learners may not be able to carry out the tasks given from the trainers. The facilitator should be ready to face such issues at any time during the workshop so being well organized and proactive can be the key to the successful implementation of the workshop.

Step by step instructions for the preparation and implementation of the workshop

ACTIVITY 1: Introduction to the text editor

STEP 1:

Introduce the basic applications of a text editor to the trainees:

- Explain why it is important to use a text editor and where can it help the users in their every day activities.
- Explain the various views in word
- Explain how to use the ribbon, the dialogue box launcher and how to hide and unhide the Ribbon
- Explain how to use the commands New, Open, Save, Close, and the difference of Save and Save as
- Show the trainees how to create, edit and print a simple document
- Show the trainees how to select text (click and drag, double click to select a word, triple click to select a paragraph) and how to use the commands cut/ copy/ paste.
- Explain the trainees how to use the most common commands of a text editor such as Bold, Italics, Underline, Font Size, align left, right and center for paragraphs, increase/decrease indents, etc
- Explain the trainees how they can add and format pictures

STEP 2:

The teacher will ask the students to describe which of the above commands they recognize and have possibly used in the past. The teacher will create a productive discussion in order to highlight the advantages of using a text editor in everyday life or possible disadvantages of the tool.

Resources for the trainer

- Computer device
- Learning material: Stampoulis, K. "OW Introduction to word", Word Sessions 2010 in Greek. Available at:
https://www.youtube.com/watch?v=8eAzIzCHKSA&list=PLrIaQQ8yMxhXUjifWU3Yon_o3fkStfQ2YZ&index=2&t=361s&app=desktop, accessed on 14/5/2020

Other resources needed

- Online connection
- A training room equipped with computers (text editors installed)
- Video projector
- White board and markers

ACTIVITY 2: If I am the first, you will be the next!**STEP 1:**

The teacher will make sure that every person has in front of him/ her an operational computer with a text editor installed.

STEP 2:

The trainer will then start asking theoretical questions about different activities described in Activity 1, Step 1. The student that will first answer the teacher's question will indicate another student to practically perform a digital activity of his choice on his/her computer (from the same list of activities). This procedure will continue until all students have answered at least one question and have been indicated by a co student to perform a digital activity on their computer.

STEP 3:

The teacher will create a productive discussion in order to find alternative ways for executing the above activities. If any found, the teacher will ask the students to demonstrate how it would be done.

Resources for the trainer

- A list of certain digital questions and activities

Other resources needed

- Online connection
- A training room equipped with computers (text editors installed)
- Video projector
- White board and markers

ACTIVITY 3: Change my document!

STEP 1:

The mentor explains the concept of this activity: The activity 3 is actually a recurrence of activity 2 in a more demanding way that gives the opportunity to the students to fully understand how to operate text editor activities by allowing each student to operate all the above activities. The students will have 60 minutes each for all activities.

STEP 2:

The mentor will distribute a text paper (half a page) that will have already prepared before the workshop to all students and ask them to do the following:

- Open the text editor and create a new document
- Write down the text as it has been given from the teacher.
- Change the titles into bold and underlined
- Make the subtitles appear slanted upward to the right
- Insert bullets where there is a), b), c)
- Change the letters into "Arial 14"
- Save the document as "I love text editor" on the desktop
- Print the document in the "Cannon Printer TS3150"

STEP 3:

The mentor will review the whole activity and provide feedback to the students. The mentor will ask the students which part of the activity was more difficult for them and *create a short discussion on the issue.*

Resources for the trainer

- Papers with a short written text (see Step 2)

Other resources needed

- Online connection
- A training room equipped with computers (text editors installed)
- Video projector
- Printer
- White board and markers

Workshop Title: Presenting myself in writing

CODE: L2.WA2.N2

LEVEL 2

WORK AREA 2: Basic Computer applications

PARTNER: ERIFO

Duration: 3-5 hours

Learning Outcomes Covered

Work Area 2: Basic computer applications

Unit 2.1 Basic Word

- 2.1.1. Demonstrate an understanding when it is appropriate to use a word editor
- 2.1.2. Demonstrate an understanding of the various views in word
- 2.1.3. Navigate in Word (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)
- 2.1.4. Illustrate an understanding of the commands New, Open, Save, Close, and the difference of Save and Save as
- 2.1.5. Make use of the commands New, Open, Save, Close, Save and Save as
- 2.1.6. Create and edit a simple document
- 2.1.7. Apply various ways to select text (click and drag, double click to select a word, triple click to select a paragraph)
- 2.1.8. Perform move and copy using only the mouse or using the commands cut/copy/paste
- 2.1.9. Apply the commands Bold, Italics, Underline, Font Size, Font and Font color to format text
- 2.1.10. Apply the commands align left, right, center, increase/decrease indents, bullets and numbering to format paragraphs
- 2.1.11. Make use of commands to add and format pictures
- 2.1.12. Make use of the Print command

Short introduction to the workshop

The workshop includes 3 activities that aim at developing knowledge and skills related to the basic use of Word. Through the workshop the learners will develop specific skills that will allow them to create, format text and paragraphs, perform copy and paste and print documents; the learners will also become aware of how to setup page and place headers and footers.

How the workshop (its activities) teach the LOs to the participants

The ability to use Word to create documents may come in useful in different contexts, especially at work place. Students will understand how to create written texts that are clear and tidy. The approach on which the workshop is based is experiential therefore activities refer to real-life situations and examples of tasks that all students may have already dealt with without the use of Word. They will become aware of how Word can help them carrying out these tasks more effectively and quickly. Teaching Word through practical examples and exercises from everyday life is particularly effective as students are asked to deal with challenges they may have already encountered in their daily life and thus they will become quickly aware of the usefulness of Word and be more motivated to learn. Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. This approach will be fundamental to motivate learners and ensure the achievement of the final objective of the workshops: the development of the knowledge and skills needed in a digital society and, subsequently in the world of work.

Challenges during the implementation of activities and how can be addressed

During the implementation of the activities, the main challenge that might be faced is related to equipment that may not work properly. To manage this problem, it is first of all necessary to carry out all the needed checks some days before the beginning of the workshop. The teacher has to think of a Plan B (change of classroom) in order to be able to manage this problem and has to know to whom he/she has to refer in case any problem with technologies occurs.

In addition to this, students may feel discouraged if they are not able to carry out a specific task. The teacher has to promptly support and motivate them by providing further explanations and clarifications or, if needed, showing how the work has to be done, step-by-step. Moreover, the experiential approach and constant referral to real-life situations will be fundamental to keep learners' attention and motivation high.

ACTIVITY 1: Who am I?

The activity aims at teaching students how to create, save and print Word documents and will also allow students to develop the ability to move and copy text and apply text formatting.

Step 1: Open a new MS Word document.

Step 2: Introduce the Ribbon Interface and some of its features:

- Home – where your most frequently accessed features are. On this tab you can edit your font type and size and add additional feature to your text (Bold, Italic, Underline, bullet points...)
- File – where you can save or print your document

Step 3: Explain the basics to write a Word document:

- Setting font and font size
- Features of the keyboard (Space, Enter, Tab, Delete...)

The mentor will explain the basics of Word through practical examples

Step 4: Ask students to write a presentation of themselves

Step 5: Ask students to save and print it

Step 6: Students will exchange presentations in order to get to know the other participants.

Resources for Trainer

- Computer.

Other Resources needed

- A Training Room equipped with a computer

ACTIVITY 2: My CV

The activity aims at teaching students how to format paragraphs in Word.

Step 1: Explain how a Word text may be structured and the importance of formatting paragraphs

Step 2: Show learners the Home Tab and focus on the sections devoted to Paragraph in order to:

- Explain all the different ways of formatting a paragraph
- Explain how to introduce a Line spacing

Step 3: Then move to

- the Page layout tab and explains how to setup a page
- the Insert Tab and explains what headers and footers are and how to insert them

You need to explain all these features through practical examples on a pre-typed Word document.

Step 4: Provides learners with a pre-typed CV in Word: it can be a newspaper article, a story or whatever you may find relevant and interesting for learners

Step 5: Ask learners to modify the CV document by substituting their own data and format the CV according to the following guidelines:

- Set the Font to **Times New Roman** and the Point Size to **12** Justify the text
- Insert Line Spacing: 1.15

Step 6: Ask learners to format paragraphs based on the following guidelines:

- Add Space before and After different sections of the text
- Remove indent
- Add bullet points.

Resources for Trainer

- Computer
- Pre-typed Word Documents

Other Resources needed

- A classroom equipped with a sufficient number of computer
- A printer

LEVEL 2

Workshop Title: Make your everyday life easier online in a competent and secure way

CODE: L2.WA3.N1

LEVEL 2

WORK AREA 3: Internet

PARTNER: MetropolisNet

Duration: 5 hours

Learning Outcomes Covered

Work Area 3: INTERNET

3.1 Browsing the Internet

3.1.5. Explain what is the use of the Browsing history

3.1.6. Apply the Clear Browsing history command

Unit 3.2 Using Online Services for everyday work and leisure activities

3.2.1. Use a search engine to search for a product or a service

3.2.3. Locate in a web page the GTC for a sale

3.2.4. Detect hidden costs in an online purchase

3.2.5. Explain how money transfer is done during an online purchase, the Risks and the importance of reading the conditions

3.2.6 Make use of online payment services

3.2.7. Make use of tracking service to locate your purchased product

3.2.8. Explain the benefits and Risks of Online Banking

3.2.12 Creating a safe password

3.2.13. Demonstrate an understanding of the meaning saving of passwords on a private and public PC

3.2.14. Make use of the save password option when it pops up

In this workshop, participants will learn about the variety of services offered online, which open up many solutions that often simplify their own everyday life, such as online banking or online shopping. They will be guided step by step through such tools (as country-specific as possible).

How the workshop (its activities) teach the LOs to the participants

Parallel to getting to know and using these wide areas of online services, the participants will learn things such as how to observe general terms and conditions (GTC) when concluding purchase contracts/using services, uploading and downloading files, tracking and tracing or creating account statements. These very practical skills make the learning package complete.

Moreover, they are aware of what information resources are reliable and how to check the credibility.

Challenges during the implementation of activities and how can be addressed

This module contains very diverse contents, which are not always based directly on each other. It is therefore important that the teacher creates cross-references and classifies the respective topics.

The learners are often asked to work independently. Here the teacher has to make an effort to be available for all learners and to support them individually in case of questions. The exercises have to be well prepared and well instructed, so that the demands of the learners are reduced and the teacher has more time to respond to individual students who have a lower learning pace or less prior experience.

ACTIVITY 1: Advanced Internet browsing activities

Step 1: Give learners a short introduction on Browsing histories: Web browsing history is the list of web pages that a user has recently visited, along with associated data such as page title and time of visit, which by default is recorded by the web browser software for a specified period of time. The history of web browsing is not published anywhere by default. Therefore, Learners may want to remove the browsing history data or stop its collection (at least temporarily). They may want or need to do so to prevent other people who have full access to the computer they are using from viewing confidential information about the websites they visit. This could include, for example: parents, spouses, work colleagues, or law enforcement officials.

However, deleting browser history is not sufficient to ensure adequate privacy. Therefore, other actions, such as clearing the cache, must be taken, which are kept in other activities.

Step 2: Afterwards, all together look at the example of a browsing history in [Annex 1](#) and collect what can be discovered there.

Step 3: Afterwards, all discuss together what disadvantages it could have if unauthorized persons could see this browsing history.

Step 4: Watch Video 1 about how to view and clear browsing history in google chrome

Step 5: Learners should then independently access their own history of visited websites: To do so, they need to click on Settings again and then on "History". For further information what the listed entry is about they could select any website and click on it.

Step 6: Learners should try to clear their Browsing data: To do so they need to click on the "more Window (3 dots) and then select the settings page. Klick "advanced" at the bottom of the page Scroll down to "clear browsing data" and klick it. Select "Browsing history" and klick it (the instructions could also be gives with the help of watching Video 1 again).

Resources for Trainer

- Annex 1
- Video 1: <https://www.youtube.com/watch?v=UOLcbdBAJh8>

Other Resources needed

- Laptop
- Video Projector

ACTIVITY 2: How to shop online

Step 1: Learners are asked to create a list of things they usually buy daily or monthly (the list need not be complete). Starting with fresh milk and bread, shoes and a new TV, remind them on things like books, music, tickets for events, etc.

Step 2: Now let them search for these things (word combinations!) online with the help of a search engine for 5 minutes and check if it is possible to buy them there.

Step 3: Then ask the participants how and where they usually shop. Take one of the answers to ask them to search for this product.

Step 4: Together you will go to this online shop by going all the way from searching to selecting and placing in the shopping cart. Learners have to fill in online forms, e.g. to define the address, select the delivery method and choose the different payment methods. Go through all payment steps - except the last one, of course.

Step 5: The learners should learn that online shopping is a great way to compare prices, find bargains and save money from anywhere with an Internet or mobile data connection. On the other hand, they need to know that with the growing popularity of online shopping, the risks have also increased as more people try to cheat you out of your money or steal your card details. To minimize these risks, there are more tips in step 6. We will now talk about the different payment methods and their security. Learners should read the text in [Annex 2](#). Afterwards they should try to explain to a partner in their own words what how you can pay online and what could be risky.

Step 6: Don't forget to show where to find the general terms and conditions (GTC) and advice on how to read them! (make it clear that this is a contract; show rights and obligations). For more information about that watch Video 3 about GTC.

Step 7: Also show what the final price is made up of (e.g. delivery costs or not, including or excluding VAT, etc.) to reveal any hidden costs in an online purchase.

Step 8: Indicate ways to track the delivery of the ordered product. As examples, the following pages can be visited.

Step 9: Finally, watch Video 1 (see Resources), which shows how to stay safe when shopping online.

Resources for Trainer

- Video 2: https://www.youtube.com/watch?v=LC_qM1P6nG4
- Video 3: <https://www.youtube.com/watch?v=uTfmiCkdyle>
- Links to Tracking services: <https://www.ebay.com/help/buying/shipping-delivery/tracking-item?id=4027> ;
<https://www.amazon.com/gp/help/customer/display.html?nodeId=201910530>
- Annex 2: Text on Online purchase

Other Resources needed

- Laptop
- Video Projector

ACTIVITY 3: Access your bank on the web

Step 1: Ask learners how they normally handle banking transactions and what advantages and disadvantages they see. Collect what they say and visualise it.

Step 2: Watch Video 4 on Online Banking safety Tips. In video 4 it was mentioned that it is important to use good passwords when paying online. Now we want to go into more detail about secure passwords, as an introduction to this learners should watch the video 5 on creating secure passwords.

Step 3: Ask learners to remember all their passwords they have (smartphone, multiple online accounts, PC, etc.). Give them 5 minutes to list them one by one and then let them consider whether they think the passwords meet the criteria.

Step 4: Learners should use a password generator themselves (see example in the resources) and see how they can create passwords and see examples of what strong passwords look like.

Step 5: Learners should watch video 4 to see what possibilities there are for remembering different passwords without storing them in individual programs.

Step 6: Learners should watch video 5 and should search for and test a password manager online.

Step 7: Demonstrate the use of a password option when it pops up. Discuss with Learners what is the advantage of using this function. Discuss also the security of it`s use. Ask Learners where it could be dangerous to use this function (private/ public PC).

Resources for Trainer

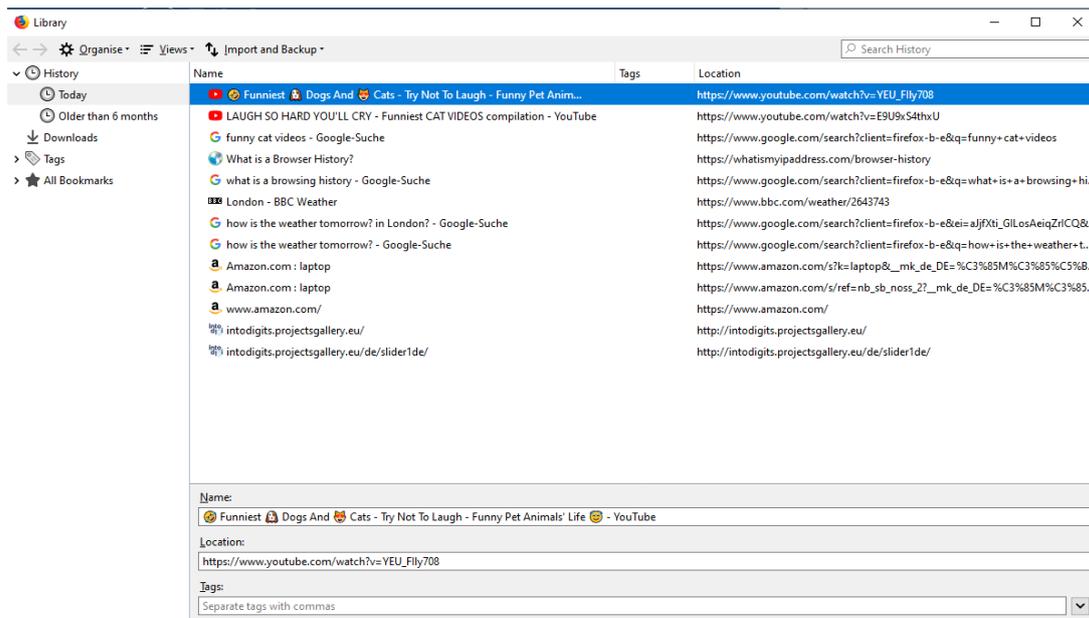
- Video 3: <https://www.youtube.com/watch?v=Mx-DwC5wWIM>
- Video 4: <https://www.youtube.com/watch?v=cTNLJxx6Hvs>
- Video 5: <https://youtu.be/aEmF3lylvr4>
- Video 6: <https://www.youtube.com/watch?v=xHSnHj-zKF4>
- Password Generator: <https://strongpasswordgenerator.com/>

Other Resources needed

- Laptop
- Video Projector

ANNEXES

Annex 1: Example of a browsing history



Annex 2: Text on Online purchase



Protecting yourself when making online payments is very important. You could lose some money if you buy from the wrong seller, but you can lose a lot or even everything if your data is stolen.

Many banks and building societies offer additional security when you buy online by incorporating two-factor authorization (2FA). This means that at an online checkout, you must pass through an additional level of security to prove that you are making the purchase.

The most common form of 2FA is a unique code that is sent by text message to the phone number registered in the account. However, it could also include a security question, logging into your mobile banking application or a fingerprint scan.

An e-payment account offers another way to send and receive money online. More and more people are using e-payment companies because they can make money transfers and purchases easier. They also mean that you don't have to give out your card details. Using an e-money service is worth considering, as you don't have to give out your actual card details.

- The first step is to select the e-payment company. Popular choices include PayPal, Apple Pay and Google Pay.
- Set up an account - register your details and follow the instructions.
- Connect a bank card - enter your credit or debit card details.
- Once you are registered, you can use your new account details to pay for purchases.

Benefits of e-payment companies:

- It is safe - you do not need to give out your card details.
- It's fast - just enter your password.
- It's usually free - no fees for payment or account setup

Risks of Using e-payment Services:

- E-payment companies in many countries are not protected by financial services compensation schemes. This means that you may not receive compensation if your e-payment company ceases operations.

- Even if you pay with a credit card through PayPal or a similar service, you won't receive the additional protection of consumer credit law.

WORK AREA 2: BASIC COMPUTER
APPLICATIONS

LEVEL 3

Workshop Title: Going deeper in Word

CODE: L3.WA2.N1

LEVEL 3

WORK AREA 2: Basic computer applications

PARTNER: ERIFO

Duration: 5 hours

Learning Outcomes Covered

Work Area 2: Basic Computer applications

Unit 2.1 Basic Word

2.1.13. Make use of commands for page setup (change page size, orientation and margins)

2.1.14. Place header and footer in a document (page numbering, date, text)

2.1.15. Make use of commands to create, modify and format tables

Short introduction to the workshop

The workshop includes 2 activities that aim at developing learners' knowledge and skills related to the more advanced features of Word. The first activity focuses on the how to set up the page in a Word document; learners will become aware of the importance of the page setup and will also learn how to add headers and footers in a document. The second activity focuses on the creation and formatting of table in Word. Learners will learn how to create and format tables in Word in order to organize and classify data.

How the workshop (its activities) teach the LOs to the participants

The ability to use Word may come in useful in different contexts, especially in the work place. Through this workshop, learners will understand how to classify and organize data through the use of Word. They will learn how to use word to create tables through activities that will refer to real-life situations and examples of tasks that all learners may have already dealt with without the use of Word. They will become aware of how Word can help them carrying out these tasks more effectively and quickly. The approach on which the workshop is based is experiential learning, therefore activities refer to real-life situations and examples of tasks that all students may have already dealt with. They will become aware of how Word can help them carrying out these tasks more effectively and quickly. Teaching Word through practical examples and exercises from everyday life is particularly effective as learners will become quickly aware of the usefulness of Word and be more motivated to learn. Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. This approach will be fundamental to motivate learners and ensure the achievement of the final objective of the workshops: the development of the knowledge and skills needed in a digital society and, subsequently in the world of work.

During the implementation of the activities, the main challenge that might be faced is related to equipment that may not work properly. In order to manage this problem, it is first of all necessary to carry out all the needed checks some days before the beginning of the workshop. The teacher has to think of a Plan B (change of classroom) in order to be able to manage this problem and has to know to whom he/she has to refer in case any problem with technologies occurs.

In addition to this, students may feel discouraged if they are not able to carry out a specific task. The teacher has to promptly support and motivate them by providing further explanations and clarifications or, if needed, showing how the work has to be done, step by step. Moreover, the experiential approach and constant referral to real-life situations will be fundamental to keep learners' attention and motivation high.

ACTIVITY 1: Getting ready to print

Step 1: Explain the importance of setup a Word document page

Step 2: Demonstrate the Page layout tab and explains how to setup a page; Explain the Insert Tab and what headers and footers are and how to insert them

Explain all these features through practical examples on a pre-typed Word document.

Step 3: Provide learners with a pre-typed Word Document (<https://edu.gcfglobal.org/en/word2016/page-layout/1/>); You can also choose another document: a newspaper article, a story or whatever you may find relevant and interesting for learners

Step 4: Ask learners to modify the Word document formatting the page according to the following guidelines:

- Change the page orientation to Portrait.
- Change the page size to Legal. If Legal size is not available, you can choose another size such as A5.
- Change the margins to the Narrow setting.

Step 5: Ask learners to add Name of the student on the bottom left and the Date on the bottom right

Resources for the trainer

- Computer
- Pre-typed Word Documents
- <https://edu.gcfglobal.org/en/word2016/page-layout/1/>

Other resources needed

- A classroom equipped with computers
- A printer

ACTIVITY 2: Making my weekly plan with a table

The activity aims at teaching students how to create and apply formatting to tables on Word (inserting/deleting rows/columns, merging cells, colors and borders). The activity is based on a step-by-step approach, therefore increasingly more complex tasks will be assigned to the learners who will move from “imitating” the mentors’ action to carrying out tasks more independently such as the creation of a table from scratch

Step 1: Prepare Word Documents that will be used during the activity and upload them on the shared Drive so all students will be able to see it on their Computers

Step 2: “Where might you come across tables?” Discussion.

Step 3: Show students a text about a specific topic and converts it to a table

Step 4: Ask students what would make the table clearer

Step 5: Demonstrate how to add rows or columns in order to introduce headings and other information to the table; Ask learners to do the same on their documents

Step 6: Demonstrate the table tool and show how to insert/delete rows/columns, merge cells, define colors and borders

Step 7: Ask students to add additional information, rows and columns to their tables

Step 8: Ask learners to create a table about the participants in the workshop; every student has to provide for each of their classmates the following information: name and surname, place of birth, date of birth, job

Step 9: Walk around the room to help learners who get stuck and encourage them to make the table pretty

Step 10: Show learners a table with a weekly plan (see <https://templates.office.com/it-it/pianificazione-attivit%c3%a0-settimanale-tm00000010>) containing all the different activities to be carried out during the week (it can be a personal weekly plan, a class timetable...)

Step 11: The table is not well formatted as different activities carried out in different days are showed in the same column and also activities carried out at different hours are showed in the same box

Step 12: Ask learners to re-organize information in a clearer way

Step 13: Provide learners with a table on the monthly income and expenses and ask learners to create a similar table for themselves

Resources for Trainer

- Pre-typed Word documents: Text on a specific topic, Weekly Plan table, Monthly income and expenses table
- <https://templates.office.com/it-it/pianificazione-attivit%c3%a0-settimanale-tm00000010>

Other Resources needed

- A classroom equipped with a sufficient number of computers
- A smartboard
- A shared drive that is visible to the teacher and all students
- Working sheets for learners

Workshop Title: Working with spreadsheets

CODE: L3.WA2.N2

LEVEL 3

WORK AREA 2: Basic computer applications

PARTNER: ERIFO

Duration: 5 hours

Learning Outcomes Covered

Work Area 2: Basic computer applications

Unit 2.2 Working with spreadsheets

- 2.2.1. Demonstrate an understanding when it is appropriate to use spreadsheets
- 2.2.2. Navigate in Excel (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)
- 2.2.3 Explain the various views in excel, what each view shows and when is appropriate to use each view
- 2.2.4 Apply different views in excel
- 2.2.5 Provide example about how to work with Sheets – Insert, Delete, Move, Copy, Rename
- 2.2.6 Use the Fill Handle
- 2.2.7 Create a simple table and use Autosum
- 2.2.8 Make use if commands to insert/delete/format/hide/unhide Columns and Rows
- 2.2.9 Make use of Page setup to prepare a sheet for printing (page orientation, Margins, Scale to Fit, Print Titles)
- 2.2.10 Perform printing

Short introduction to the workshop

The workshop includes activities that will ensure the learners' development of knowledge and skills related to the use of Excel and move to AC 4 level. The workshop includes two different activities:

Activity 1 focuses on creating and formatting tables on Excel; at the end of this activity learners are supposed to achieve AC ladder 3 level;

Activity 2 focuses on Inserting, Deleting, Hiding and Changing width/height of Columns and Rows and printing excel one-page files.

How the workshop (its activities) teach the LOs to the participants

The ability to use Excel has become increasingly important in different contexts, especially at work place. Learners will understand how to create tables that will help them classifying and organizing information. The approach on which the workshop is based is experiential therefore activities refer to real-life situations and examples of tasks that all learners may have already dealt with without the use of Excel. They will become aware of how Excel can help them carrying out these tasks more effectively and quickly. Teaching Excel through practical examples and exercises from everyday life is particularly effective as students are asked to deal with challenges they may have already encountered in their daily life and thus they will become quickly aware of

the usefulness of Excel and be more motivated to learn. Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. This approach will be fundamental to motivate learners and ensure the achievement of the final objective of the workshops: the development of the knowledge and skills needed in a digital society and, subsequently in the world of work.

Challenges during the implementation of activities and how can be addressed

During the implementation of the activities, the main challenge that might be faced is related to equipment that may not work properly. In order to manage this problem, it is first of all necessary to carry out all the needed checks some days before the beginning of the workshop. The teacher has to think of a Plan B (change of classroom) in order to be able to manage this problem and has to know to whom he/she has to refer in case any problem with technologies occurs.

In addition to this, learners may feel discouraged if they are not able to carry out a specific task. The teacher has to promptly support and motivate them by providing further explanations and clarifications or, if needed, showing how the work has to be done, step-by-step. Moreover, the experiential approach and constant referral to real-life situations will be fundamental to keep learners' attention and motivation high

ACTIVITY 1: What does your company do?

The activity aims at teaching learners how to create and format tables (fonts, cells, borders and alignment)

Step 1: Introduce learners to Excel and invites them to create a table following your instructions:

- Type in column titles
- Type in data below the column headings
- Modify column widths for columns A through F by using the Format command or the mouse. Demonstrate how to use the mouse to adjust multiple columns widths (Select all columns and double click on the column border of any of the selected columns)
- Insert 2 additional rows
- Set fixed row height for all rows of the table at 15

Step 2: Check the table, correct mistakes and provide feedback

Step 3: Divide learners into groups of 3-4 people and name each group with the name of a company and provide them with a document describing the company activities, location and budget (Annex 1); you can also use articles and descriptions that you have/find online concerning existing companies

Step 4: Each group has to collect through interviews with the members of the other company as much information as they can on the different companies and classify them in the table

Step 5: Before carrying out the interviews each group has an internal meeting in order to organize the way they will conduct the work in order to complete the assigned task in two hours

Step 6: The data collection phase starts

Step 7: After two hours declare the end of the data collection phase

Step 8: Each group prints their table

Step 9: Check the printed table while the group presents their table through the smartboard

Step 10: Provide corrections and feedback

Step 11: Now, learners will use a second sheet to enter their company's expenses

- Each group Insert a second sheet and type in your company's expenses. The table should include the name of the expense. (Demonstrate Inserting/Deleting/ Renaming a Sheet, Demonstrate all the functions of Fill Handle)
- Ask participants to use add and extra column with heading **Date** and use Fill Handle to fill in a series of consecutive dates where the expenses occurred.
- Use AutoSum to sum the numbers

Step 12: Ask learners to use Print Preview. Does the table fit in one page? What can you do if it

doesn't? What if they try to change the orientation from portrait to landscape or decrease margins?

- Demonstrate how to change orientation, margins
- Demonstrate the use of the Width and Height in the Scale to Fit group
- Ask learners to try the Fit command to fit their table in a single page

Resources for Trainer

- Annexes 1.

Other Resources needed

- A Training Room with PCs
- A printer
- A smartboard

ACTIVITY 2: Is today a working day?

The activity aims at teaching learners how to Insert, Delete, Hide and Change width/height of Columns and Rows and how to print a one-page Excel file.

Step 1: Provide a timesheet template (See <https://allhours.com/monthly-timesheet-free-excel-templates/>) used to register working hours per month

Step 2: Ask learners to modify it according to his/her instructions (add/delete columns/rows and then ask them to imagine that they are working and need to fill in a timesheet

Step 3: Learners print their timesheets

Step 4: Collect the timesheets and provide feedback to learners

Resources for Trainer

- <https://allhours.com/monthly-timesheet-free-excel-templates/>

Other Resources needed

- A Training Room
- Printer

Annex 1

Tailor-cut company

Tailor-cut is a shop that designs, sews and sells women's dress of all kinds. It was established by Ms. Paola in 1957. She has worked as a tailor for years and has passed her art to her sons and daughters who are currently working in the shop. The shop is located in Rome and has an annual income of 40000 EUR

Supermarket chain

I am the CEO of one of the biggest supermarket chains in Italy. It was established in 1987 and has been growing over the years. It has 158 supermarket across Italy, mainly in the centre and the North. Our supermarket chain has an overall annual revenue of € 7.648.826.000

CAR company

Our company is German and was founded in 1926 in Berlin. We produce and sell luxury vehicles, vans, trucks, buses, coaches and ambulances. We have an annual revenue of € 3.178.421.700.

WORK AREA 3: INTERNET

LEVEL 3

Workshop Title: Browsing the Internet and be aware of Dangers

CODE: L3.WA3.N1

LEVEL 3

WORK AREA 3: Internet

PARTNER: MetropolisNet

Duration: 9 hours

Learning Outcomes Covered

Work Area 3: INTERNET

Unit 3.1 Browsing the Internet

- 3.1.7. Applying a homepage
- 3.1.8. Disabling the pop-up blocker
- 3.1.9. Demonstrate an understanding of the usefulness of Bookmarks
- 3.1.10. Apply a bookmark on selected pages and restore pages which have been bookmarked
- 3.1.11. Explain what it means to browse privately
- 3.1.12. Utilize the Browsing privately option in an explorer
- 3.1.13. Explain what an add-on is
- 3.1.14. Make informative decisions to install or not an add-on
- 3.1.15. Explain what fake news is
- 3.1.16. Identify fake news by checking the credibility of a source or the information found
- 3.1.17. Apply strategies of checking the credibility of a source or information
- 3.1.18. Explain the essence of cookies and the cache
- 3.1.19. Make use of the Clear cookies and the cache command

Unit 3.2 Using Online Services for everyday work and leisure activities

- 3.2.9. Make use of online banking system to check accounts, make transfer and download statements
- 3.2.10. Explain the benefits of e-government services
- 3.2.11. Make use of e-government services(register and use)
- 3.2.15. Fill out online forms and print
- 3.2.16. Upload and download files
- 3.2.17. Use music programs online
- 3.2.18. Use streaming and on-demand platforms

Unit 3.3 Internet Risks

- 3.3.1. Explain content-related Dangers
- 3.3.2. Explain crime-related Dangers

- 3.3.3. Explain privacy-related Dangers
- 3.3.4. Explain software-related Dangers
- 3.3.5. Summarize Good Practices for Risk avoidance
- 3.3.6. Apply Good Practices to avoid Internet Risks

Short introduction to the workshop

The aim of this workshop is to raise awareness of risks on the Internet, to introduce methods and tools for preventing or minimizing risks, and to enable participants to recognize dangers and risks and to teach them how to use protective instruments and tactics safely.

How the workshop (its activities) teach the LOs to the participants

In their free time, they learn how to shop, make reservations, book travel, etc. and learn how to buy and download music and movies. They learn how to pay safely on the Internet and how to identify trustworthy shops and providers. Moreover, get to know e-governance services.

Despite that the workshop covers all relevant aspects and risk areas, as it is expected that the participants and (future) users of the Internet will expand their scope and purpose in using the Internet. So even if not, all areas seem relevant for each participant at the time of attending the training, he/she should at least have heard about the risks.

Especially for digital beginners there is a danger of naively going to untrustworthy sites and underestimating cybercrime such as fraud and espionage. This group therefore needs to know and learn how to protect hardware, software and data once they have decided to use the World Wide Web.

Challenges during the implementation of activities and how can be addressed

In this workshop contents from previous workshops will be taken up. In addition, contents are also to be found in other workshops that may follow. If students have not participated in previous workshops or have not yet internalized or understood the contents properly, they must be repeated here.

Therefore, the teacher must have worked his way through the other modules before to have an overview of the whole content.

After Learners know very technical basics, like cookies, cache and how to change the security settings. It could be here that the learners are rather less interested in this, because they are not interested in these topics in everyday life so far or will not be in the future. Therefore the teacher has to emphasize the importance of this and what it could mean for one's own devices if one always surfs the internet unsecured.

ACTIVITY 1: Risks and threats on the internet

Step1: Depending on the number of learners you work in one group or split into 2 groups. Instruct the participants to brainstorm or write on a large paper what risks they can imagine (or experience) when using the Internet. Give them 10 minutes to write down.

Alternatively, you can have them work in pairs by doing a 10-minute Internet research on a specific type of risk/hazard on the Internet (assign one person to each pair).

Step 2: Have them present what they have found to the whole group. This could be articles and reports in the news or experiences of other people who have shared them on the Internet.

Step 3: Then collect together and try to categorize the results that participants in multiple groups have found on cards or on a whiteboard or smartboard.

Risks and threats could be the following: password theft, spying on Internet activities and behavior, spying on camera or audio, collecting data from your smartphone or PC, hacking, blackmailing, contacting through fake emails, etc.)

Categories should be at least be the following: content-related threats, crime-related threats, private-related threats, software-related threats. Try to find examples to each category. You can add further categories if relevant.

Step 4: Watch Video 1 +2 about cyber threats and risks. Learners should add what has not yet been collected.

Resources for Trainer

- Video 1: <https://youtu.be/GCWBF7WKYyA>
- Video 2: <https://youtu.be/NI37JI7KnSc>

Other Resources needed

- Laptops and or other Devices like tablets and Smartphones
- Video Projector

ACTIVITY 2: Undercover on the Internet

For this activity, learners should watch the explanations and instructions on videos. They should then follow the instructions in each video. The tasks are listed in **Annex 1**. If the learners followed the instructions, they should tick them off. In this Activity Learners will experience how to surf privately and how settings of the browser are changed.

Step 1: Watch an introductory Video 3 (see resources) about the insecurities on the Internet. Afterwards watch the Video 4 (see resources) on privacy settings in a Browser.

Step 2: Learners should practice modifying their privacy settings. With their device they should try to clear their Browsing data and use incognito mode to browse privately.

Step 3: Watch video 5 (see resources) for first understanding of digital Tracking. After this basis video 6 (see resources) about cookies should be watched.

Step 4: Learners should follow the instructions of Video 7 (see resources) step by step and clear the cache and cookies in their on browser.

Step 5: Learners should Follow the explanation of turning off PopUp Blockers in video 8 (see resources).

Step 6: Learners should read the following text 1 about what add-ons are and considerations on whether to install them.

Step 7: Learners should present to the group what they found about decisions to install or not an add-on.

Step 8: Learners should watch Video 9 on how to bookmark pages. Afterwards they should try to bookmark their favorite websites on their own. At the end of this activity learners should check that they have ticked all the steps on the worksheet in **Annex 1**.

Resources for Trainer

- Video 3: <https://youtu.be/GCWBF7WKYyA>
- Video 4: <https://youtu.be/zMXI6waGFp4>
- Video 5: <https://youtu.be/6EHSIhnE6Ck>
- Video 6: <https://youtu.be/I01XMRo2ESg>
- Video 7: https://www.youtube.com/watch?v=zUb_KihlgXo

- Video 8: <https://www.youtube.com/watch?v=OG7QB27QQtk>
- Video 9: <https://www.youtube.com/watch?v=UhZKffAcGAA>
- Annex 1: Change browser settings
- Text 1 on Add-ons: <https://www.howtogeek.com/169080/beginner-geek-everything-you-need-to-know-about-browser-extensions/>

Other Resources needed

- Laptops and or other Devices like tablets and Smartphones
- Video Projector

ACTIVITY 3: Stay out of the fake news

Step 1: The learners discuss the term fake news in class. To do this, they have to answer the questions whether they have heard the term before; what they understand by it and whether they know an example of fake news.

Step 2: Watch video 10 (see resources) on experiences with fake news. Afterwards watch the video 11 (see resources) on how fake News works and another video (Video 12 – see resources) on how to identify Fake news.

Step 3: The learners should search online for news that could be fake news for them. They should analyze this news using the worksheets in [Annex 2](#).

Step 4: The learners should present their results to the group and explain why their news is likely to be fake news or why it is not fake news.

Step 5: The learners should play the Online game 1 (see resources) independently.

Step 6: The learners should tell each other in small groups what they have experienced in the game.

Resources for Trainer

- Video 10: <https://www.youtube.com/watch?v=hnARVkrGwXI>
- Video 11: <https://www.wired.com/video/watch/here-s-how-fake-news-works-and-how-the-internet-can-stop-it>
- Video 12: <https://www.youtube.com/watch?v=xf8mjbVRqao>
- Online Game: <https://getbadnews.com/#play>
- Annex 2: Checking the credibility - Is it fake news?

Other Resources needed

- Laptops and or other devices
- Video Projector

ACTIVITY 4: Be entertained

Step 1: When it comes to music and movies etc., there will be almost no one who is not interested and committed. So, take this interest and show the learners how to consume, share and buy such media online. Introduce them to different concepts such as consuming and sharing on the one hand and downloading and buying on the other.

Step 2: Show them Video 13 (see resources) to get an idea of what streaming is and what providers are available.

Step 3: Ask in the round which music, streaming platforms they liked and if some of them register and volunteer to show them to all participants. Guide 1 to 3 participants through the process while the others can watch. Different platforms if possible. Remember to check the terms and conditions together beforehand.

Resources for Trainer

- Video 13: <https://www.youtube.com/watch?v=kd-ul922778>

Other Resources needed

- Laptops and or other Devices like tablets and Smartphones
- Video Projector

ACTIVITY 5: Benefit from the online services (Online banking, governance)

Step 1: If one of the learners already has experience with online banking, have him or her tell you how it works and what personal experiences he or she has had. Collect again.

Step 2: Then, for any bank in your country, show what it looks like and how to log in. It is recommended to take screenshots of each step to present them to the participants. Then guide them through the basic functions such as overview of accounts, making a transfer, setting up a regular transfer, check accounts, creating and downloading bank statements, uploading and downloading files.

Step 3: Watch video 14 for additional tips on safer online banking.

Step 4: If there were still problems with uploading and downloading documents or if this was not possible in the banking system used, the learners should practice this further. For this they should follow instructions of the Guide in [Annex 3](#).

Step 5: Learners should pair up in front of a computer. They should enter the Internet and search for their local authority's website or other governmental public services website (e.g. making appointments online when registering, changing residence, obtaining official documents, etc.). Often there are also options such as online access for tax issues or health/social security.

Step 6: Learners should find out what services are available online in their country and/or community. Check what is required to use these services - do you need to register or not? Is an e-mail address required or not?

Step 7: The group should discuss which services they wish to use or share their experience in using them.

Step 8: In order to get to know an online service of the EU, learners should practice filling in an online form - the europass CV. For this exercise it is not important that all answers are correct and complete. If they are interested, they could do this at a later stage, as the data entered can be saved and processed later. Learners should go to website 1 (see Resources) and start to prepare their CV by filling in the online form.

Step 9: After the learners have entered some data, they should save the document and download it to their device. There they should open the document and go to the print function and print their document.

Resources for Trainer

- Annex 3
- Video 14: <https://www.youtube.com/watch?v=VRIC8Ez750Y>
- Website 1 – Europass CV: <https://europass.cedefop.europa.eu/documents/curriculum-vitae>

Other Resources needed

- Laptops and or other Devices like tablets and Smartphones
- Video Projector

ANNEXES

Annex 1: Change browser settings

Nr.	Task	If done please tick
1	Use incognito mode/ privately option: To to so klick in the “more” window (3 dots) and then select “new incognito window” and use this new window just like normal.	
2	Clear the cache in your browser: To to so follow the same instructions on clearing browsing data, and select additionally “Cached images and files” and klick it.	
3	Clear cookies in your browser: To to so follow the same instructions on clearing browsing data, and select additionally “Cookies and other data” and klick it.	
4	Turn off PopUp Blockers: To to so klick in the “more” window (3 dots) and then select “Settings”, scroll down to “advanced” and klick it, scroll down to “content” and select “Content Settings”, scroll again down and select “PopUps” and finally click switch to turn off.	
5	Installation of two different add ons: To do so first you have to select an add on in the Chrome app store. You can get there by clicking the "app" button directly under the back and forth buttons. There you select an Aoo on and click on "add" and then on "add extension". The add on will be downloaded and installed automatically.	
6	Testing of two different add ons: The new add on has opened automatically. Just dare to click through the different options of the add on.	
7	Bookmark a page: Depending on the Browser special symbol for it click. e.g. star symbol, which stands for favorites	
8	Select and open bookmarks or favorites already marked: Usually click under the symbol of settings "Bookmarks" and select and click on the corresponding item.	

Annex 2: Checking the credibility - Is it fake news?

Look for a piece of news that is probably fake news. Check the message on the basis of the five C's of critical consumption.

Number	Category	Question	How does this apply?
1	Context	When was it written and Have the events changed since then?	
2	Credibility	Does the site have a reputation?	
		Is an author specified?	
		Is this perhaps more about advertising than news?	
3	Construction	Are there any loaded words?	
		Can you distinguish between facts and subjective opinions of the author?	
4	Corroboration	Are other reputable news/media outlets reporting on the story?	
		Are there any sources in the story? If so, are they are reliable or do they even exist?	
5	Compare	Compare it to other news sources to get a different perspective: Can you find other current news with different perspectives on the topic?	

WORK AREA 4: COMMUNICATION

LEVEL 3

Workshop Title: We talk by email

CODE: L3.WA4.N1

LEVEL 3

WORK AREA 4: COMMUNICATION

PARTNER: ITEE & EDITC

Duration: 7 hours

Learning Outcomes Covered

Work Area 4: COMMUNICATION

4.1 Working with Emails

4.1.1 Differentiate between Webmail and Desktop Email.

4.1.2 Create a web mail account.

4.1.3 Understand the basics of how e-mail works

4.1.4 Understand of how to send and receive the Emails.

4.1.5 Learn how to reply and forward the Emails.

Short introduction to the workshop

The workshop aims to introduce an important digital communication technique.

The workshop includes activities for distinguishing types of clients' emails. Participants will be familiarized with the most popular e-mail solutions. The pros and cons of Web email and Desktop email will be presented. It also covers the basics for creating and using electronic mail.

How the workshop (its activities) teach the LOs to the participants

Internet mail is a widely available and widely used tool. It allows for very fast communication, is intuitive to use and can be used for many devices, no matter where we are at the moment. Such mobility requires attention, which differentiates Web mail from Desktop in order to always have access to the messages we need.

Challenges during the implementation of activities and how can be addressed

To conduct the training, each participant must have a PC with Internet connection and e-mail client installed on the computer. The trainer should keep in mind that technical problems may occur during lessons. The trainer should be able to contact the staff responsible for the proper functioning of the computer equipment and the internet connection.

Additionally, the trainer should be ready to deal with participants not willing to follow the steps. This often happens with people who are not digitally literate and who often develop negative attitudes towards any kind of technology. The trainer should be patient, ensure that the trainees are guided and assisted throughout the lessons and that the pace of the workshop delivery is appropriate to the level of skills of the group.

Step by step instructions for the trainers/mentors

ACTIVITY 1: Creating a Gmail account and understanding how email works

ACTIVITY OVERVIEW

The activity is a prerequisite of the next activities. All participants need to create a gmail account

STEP-BY-STEP INSTRUCTIONS

Step 1. Ask the participants to Open Internet explorer and visit the site <https://support.google.com/mail/answer/56256?hl=en>

Step 2. Demonstrate step by step how to sign up to google. The participants repeat the steps. Special note should be given to writing down the email and password correctly, explaining that passwords are case sensitive.

Step 3: Demonstrate how to login to the google account: 1. Go to www.google.com 2. Click on sign in (on the top right corner of the screen) 3) Type in username and password

Step 4: Sign out!

Step 5: Watch the video at <https://www.youtube.com/watch?v=YBzLPmx3xTU>

RESOURCES FOR THE TRAINER

- A file with a list of participants' email addresses
- https://scalar.usc.edu/works/gmailcom_email/gmail-new-account.html
- <https://support.google.com/mail/answer/56256?hl=en>
- <https://www.youtube.com/watch?v=YBzLPmx3xTU>

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link

ACTIVITY 2: Let's fix a meeting date with web mail

ACTIVITY OVERVIEW

The exercise aims to familiarize the participant with the functionality of webmail

STEP-BY-STEP INSTRUCTIONS

Step 1. Each participant logs into their e-mail account using a web browser. They should get familiar with the main folders in a e-mail account (Inbox / sent / spam / trash).

Step 2. The trainer sends a test e-mail to each participant to check if the participants have logged in to webmail and can receive emails

Step 3. Participants exchange their e-mail addresses. Then everyone sends an email titled "webmail" to several selected people.

Step 4. Each participant will need to communicate via email with the rest of the class in order to fix a date for a meeting. Through this process the participants should learn how to reply, reply to all and forward messages.

Step 5. The participants should be able to find in the Sent items their responses to emails.

Step 6. The participants should log out of their accounts and then switch places.

Step 7. The participants log in to their e-mail accounts from a new PC. They should be able to view their emails in the Inbox folder and their replies in the Sent items. Through this process they should understand that Webmail it is like a mailbox that is placed on a Server on the internet and is accessible from anywhere as long as they have Internet connection.

Step 8. The trainer draws attention to the advantages of the webmail system, thanks to which their mailbox is visible from anywhere.

RESOURCES FOR THE TRAINER

- A file with a list of participants' email addresses

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link

ACTIVITY 3: Using Desktop mail

ACTIVITY OVERVIEW

The exercise aims to familiarize the participant with the functionality of the desktop mail service and indicate what distinguishes it from webmail.

STEP-BY-STEP INSTRUCTIONS

Step 1 Present a list of the most popular desktop mail systems and determines which program will be used during the exercises.

Step 2 Demonstrate how to setup the mail configuration process in the email client. Explain in simple term the SMTP (the sending “service”) and POP3 or IMAP (the “receiving” service) protocols

Step 3. The participants log in to their email accounts via the installed email client.

Step 4. The participants will learn about the structure of folders available in the application.

Step 5. Draw attention to the local folders available in the application.

Step 6. The participants send to each other e-mails entitled "Desktop mail".

Step 7. The participants add a local folder called "Local Desktop" or similar.

Step 8. The participants move several of the newly received messages to the created local folder.

Step 9. The participants close the application, switch places and open the email application on the new PC.

Step 10. They will realize that they see their classmate’s emails and not their own.

Step 11. The trainer explains the principle of local folders and the fact that they are only available on the computer on which they were created.

RESOURCES FOR THE TRAINER

- Any desktop mail application such as Outlook

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link

Workshop Title: Keep in touch!

CODE: L3.WA4.N2

LEVEL 3

WORK AREA 4: COMMUNICATION

PARTNER: ITEE & EDITC

Duration: 7 hours

Learning Outcomes Covered:

4.2 Using Communication Software (Viber/Skype/ WhatsApp and Messenger)

- 4.2.1 Installing an application (Viber and Skype)
- 4.2.2 Understand how the application works.
- 4.2.3 Keep in touch making Free Calls.
- 4.2.4 Use texting in order to compose and reply.
- 4.2.5 Make use of the send an attachment capability

Short introduction to the workshop

The workshop aims to teach students to master the skills of basic Internet communication software. By participating in the training, the student will master the skills in installing apps such as Viber and Skype, conducting free conversations in the form of audio and audio video, conducting conversations using text messages, and sending attachments using messengers.

How the workshop (its activities) teach the LOs to the participants

Instant messengers are currently widely used when using telephones and when working on a computer.

The students will learn about the possibilities of instant messaging in the field of text, voice and video communication. In addition, they will learn how to send attachments using this type of software.

Thanks to practical exercises, students will develop and improve their skills in using messengers.

Challenges during the implementation of activities and how can be addressed

For the proper conduct of the training, each student will need a smartphone and a PC with an internet connection. Each station should be equipped with a headphones camera and a microphone.

The trainer should check the equipment before the commence of the workshop, taking into account cameras, headphones and microphones are connected and work properly.

It should be noticed that technical problems may occur during classes. The trainer should be able to contact the technical staff in the case of technical problems.

In regard to the workshop delivery, the trainer should take into account that participants may not be familiar with technology and should pace the lesson so as everybody are able to follow the instructions.

ACTIVITY 1: Let's talk free using viber

ACTIVITY OVERVIEW

Exercises are designed to help students learn how to make video and voice calls, turn video and audio on and off.

STEP-BY-STEP INSTRUCTIONS

Step 1: The trainer presents the procedure to create a Viber account on a smartphone. Watch the video at <https://www.youtube.com/watch?v=PF8hm3gPpt4>

Step 2: Watch the Video at <https://www.youtube.com/watch?v=-MQw1HtawKO> to introduce how Viber works and how you can make free calls.

Step 3: The trainer divides the group into two-person teams (in the case of an odd number group the leader completes the missing pair).

Step 4: Each learner adds his/her partner to their contact list and make a free phone call. The trainer stresses the fact that if the contact has not installed Viber then the call will not be free,

Step 5: Once the learners complete a successful call, they need to choose one other person from the class, and repeat step 4 but this time using Video Call.

Step 6: Now, instruct the students to install Viber on their PCs. Watch the Video at <https://www.youtube.com/watch?v=Fotc1iwWZGg>

Step 7: Now, learners are instructed to repeat a phone call with their partner but this time using the PC, headphones and microphones.

Step 8: Now, learners are instructed to make a video call with their partner using the PC. Ask them to turn off their cameras and then back on

Step 9: After a small talk on Viber ask them to hang up and demonstrate how to close and disconnect from Viber on the PC.

Step 10: Repeat Steps 1-9 using Skype.

RESOURCES FOR THE TRAINER

- Computer
- Headphones, microphone and camera
- Smartphone

- Video: How to create a Viber account: <https://www.youtube.com/watch?v=PF8hm3gPpt4>
- Video: How to use Viber <https://www.youtube.com/watch?v=-MQw1HtawK0>
- Video: How to install Viber on a PC: <https://www.youtube.com/watch?v=Fotc1iwWZGg>

OTHER RESOURCES NEEDED

- A room with properly equipped computers.
- Internet connection
- Learners' smartphones

ACTIVITY 2: Talk to my group and share my news

ACTIVITY OVERVIEW

The activity is designed to help students learn how to conduct group conversations in video and voice modes, and to consolidate skills in turning video and audio on and off.

STEP-BY-STEP INSTRUCTIONS

Step 1: Demonstrate the procedure of making group connections. Watch the Video at <https://www.youtube.com/watch?v=O5h4Jb-vHn8>

Step 2: The trainer divides the group into teams of a minimum of three (if necessary, the leader can be part of one group).

Step 3: The trainer asks to add the contacts from their group into their contact list if they have not added them previously.

Step 4: One person from the group must create a new group called My Classmates and make a group call,

Step 5: Ask the other participants to answer the calls.

Step 6: Each group can have a short 1 minute conversation.

Step 7: Check if all groups have gained a group connection. If yes, ask them to close the call.

Step 8: Repeat the same procedure with new groups on the PC.

RESOURCES FOR THE TRAINER

- Computer
- Communication software
- Headphones, microphone and camera.
- Video: Group Calls in Viber: <https://www.youtube.com/watch?v=O5h4Jb-vHn8>

OTHER RESOURCES NEEDED

- A room with computers equipped with headphones, microphones and cameras.
- Internet connection
- Learners' smart phones

ACTIVITY 3: Text me about the weather!

Activity overview

The exercise will teach students how to conduct a conversation by sending text messages.

STEP-BY-STEP INSTRUCTIONS

Step 1: Demonstrate the procedure of texting with Viber and discuss the possibilities of textual communication and why it is polite to text prior calling.

Step 2: Divide the group into two-person teams (in the case of an odd group the leader completes the missing pair).

Step 3: Ask learners, by using Viber on their smartphones to add their partner to their contact list if it was not been added previously.

Step 4: Ask learners to conduct a short conversation using text on a given topic (e.g. weather)

Step 5: Explain that the lack of Visual and Verbal messages can be replaced with emojis. Encourage learners to include emojis in their conversation.

Step 6: Repeat the steps above using Viber on a PC.

Resources for the trainer

- Computer
- Communication software
- Smartphone

Other resources needed

- A room with computers equipped with headphones, microphones and cameras.
- Internet connection
- Learners' smart phones

Activity 4: Send me the tender on Viber

Activity Overview

In this exercise, the students will learn how to send attachments.

STEP-BY-STEP INSTRUCTIONS

Step 1: The trainer needs to upload two files on each computer beforehand, which will be sent as attachments.

Step 2: Demonstrate the procedure of sending files via Viber.

Step 3: Divide the participants into two-person groups (if necessary, he participates as a member of one group).

Step 4: Ask the participants to send one of the files to their partner and vice versa.

Step 5: Ask participants to review the received file.

Resources for trainer

- Computer
- Communication software

Other resources needed

- A room with properly equipped computers.
- Internet connection

Workshop Title: Being Social

CODE: L3.WA4.N3

LEVEL 3

WORK AREA 4: COMMUNICATION

PARTNER: ITEE & EDITC

Duration: 5 hours

Learning Outcomes Covered

Unit 4.3. Social Media

- 4.3.1 Create an account in Social Media
- 4.3.2 Post to Social Media with attachments and links.
- 4.3.3 Like and share.
- 4.3.4 Understand risks and opportunities of Social Media.
- 4.3.5 Identify the code of conduct (netiquette)

Short introduction to the workshop

The workshop aims to introduce another method of communication such as Social Media.

It includes 2 activities related to the use of interactive dialogue tools. The first activity focuses on posting information containing attachments and website addresses on social media. The second task informs about the dangers of using social media and the opportunities these tools provide.

How the workshop (its activities) teach the LOs to the participants

Social media has become a permanent feature in everyday life. The development of technology has allowed everyone to easily access tools that allow them to keep in touch with other people and share everyday events. It helps us maintain interpersonal relations but also carries some threats.

The workshop teaches the participants how to use social media functionalities more effectively and explains the threats associated with the use of such tools and how to protect against them.

Challenges during the implementation of activities and how can be addressed

To conduct the training, each participant must create a profile on a social network site. Before the training, the trainer should determine which social network site is the most popular in the group of participants and select this portal as the leading one in the

training. For participants who do not have an account on any of the services, it will be necessary to create an account.

Each of the participants should have on the computer a sample graphic file that will be used as an attachment when publishing content on the portal. The trainer should check the correctness of computers, necessary software, required files and internet connection before the classes.

It should be kept in mind that technical problems may occur during classes. The trainer should be able to contact the staff responsible for the proper functioning of the computer equipment and the internet connection.

ACTIVITY 1: Let's go on FB or maybe Instagram?

ACTIVITY OVERVIEW

This activity is a prerequisite so as the participants create an account on Facebook.

STEP-BY-STEP INSTRUCTIONS

Step 1: Watch the Video at https://www.youtube.com/watch?v=ZSFyB_I9QnI

Step 2: Go to www.facebook.com

Step 3: Enter your name, email or mobile phone number, password, date of birth and gender.

Step 4: Click [Sign Up](#).

Step 5: To finish creating your account, you need to [confirm your email or mobile phone number](#).

Step 6: Briefly describe other social media such as Instagram, YouTube and LinkedIn

Step 7: Using their mobiles ask participants to login to their fb account and create an Instagram account

RESOURCES FOR THE TRAINER

- A list of participants' social profile addresses
- https://www.youtube.com/watch?v=ZSFyB_I9QnI

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector

ACTIVITY 2: Post that message

ACTIVITY OVERVIEW

This activity aims to show what publishing content on social networks is.

STEP-BY-STEP INSTRUCTIONS

Step 1. Demonstrate how to log on and logoff from FB.

Step 2. Repeat step by step with participants to log in to their facebook account.

Step 3. Ask participants to search for the profile of participants in the classroom and demonstrate how to send a friend request. The participants using the search tool should find the social profiles of other participants and become familiar with the information contained therein.

Step 4. Demonstrate how to publish information on social media. Each participant creates a short text message and publishes it on a social profile.

Step 5. Ask the participants to check on their timeline (Home) in order to view what has been posted by their friend.

Step 6: Explain to the participants how Facebook decides what to show. Explain that not all posts are always seen by your friends. For better understanding watch the video at <https://www.youtube.com/watch?v=G3Lggmm524k>. **The trainer asks participants to search for participants again in order to read the posts posted.**

Step 7: Interacting. Post something from the news in the country and ask participants to comment, like and share.

RESOURCES FOR THE TRAINER

- A file with a list of participants' social profile addresses
- Video: <https://www.youtube.com/watch?v=G3Lggmm524k>.

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector

ACTIVITY 3: Posting attachments and links to messages

ACTIVITY OVERVIEW

The exercise is to explain how you can enrich your post in social media.

STEP-BY-STEP INSTRUCTIONS

Step 1. Editing a message. Ask participants from their mobiles to find the post added earlier and go to the edit option.

Step 2. The students should search for a relevant photo from their cameras and add it to the post.

Step 3. Ask participants to visit www.bbcnews.com (or any other news site) find a story and share the story on their fb. .

Step 4. Participants should now find another story they want to share. Explain how to share something on the Internet with the use of copying and pasting the link,

RESOURCES FOR THE TRAINER

- A file with a list of participants' social profile addresses

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector
- Mobiles

ACTIVITY 4: Advantages and disadvantages of using Social Media

ACTIVITY OVERVIEW

Exercises will prepare participants for the conscious and responsible use of social media.

STEP-BY-STEP INSTRUCTIONS

Step 1. The trainer conducts a brief discussion on product brands appearing on social media.

Step 2. The participants should search for social media profiles of selected product brands.

Step 3. Ask participants to read the comments / ratings found on the found profiles.

Step 4. Discussion about the benefits of running a social profile and how negative comments affect the perception/image for a person or a brand.

Step 5. Draw attention to the possibility of fake social profiles and how these are used to impersonate known brands, bullying, spying, hate speech and other illegal activities.

Step 6: Watch the Video <https://www.youtube.com/watch?v=vbwED6ymN8I> to explain simple methods to identify fake profiles on FB.

RESOURCES FOR THE TRAINER

- A file with a list of participants' social profile addresses
- Video: How to identify fake profiles on FB:
<https://www.youtube.com/watch?v=vbwED6ymN8I>

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector

WORK AREA 5: RISKS, PROTECTION
AND GOOD PRACTICES

LEVEL 3

Workshop Title: It's Risky!

CODE: L3.WA5.N1

LEVEL 3

WORK AREA 5: RISKS, PROTECTION AND GOOD PRACTICES

PARTNER: EDITC

Duration: 5 hours

Learning Outcomes Covered

Unit 5.1. Risks

5.1.1. Understand the possible risks lurking online

5.1.2. Acknowledge what is at risk

5.1.3. Know the different types of threats (Hacking, Malware, Phishing, Farming, Spyware, Trojan Horse , Virus, Worms)

Unit 5.2. Good Practices for dealing with potential threats

5.2.1. Acknowledge good practices for safeguarding equipment, data and personal identity information from threats,

5.2.2. Apply necessary security measures for safeguarding equipment, data and personal identity information from threats.

Short introduction to the workshop

The workshop aims to educate participants of the possible risks of the web, understand what is at risk and understand the various types of threats.

It also aims to provide participants with good practices on how to avoid or deal with these threats.

How the workshop (its activities) teach the LOs to the participants

The activities focus firstly on raising awareness how these threats and risks could jeopardise their data and their private information, the impact of these threats and practical tips on how to mitigate them or avoid them.

The activities within the workshop offer both theoretical information and practical skills that should be applied for safe browsing and usage of online apps.

Challenges during the implementation of activities and how can be addressed

Participants may underestimate the risks lurking online, which is unfortunately the norm. People feel that the threats only apply to famous organizations or people. The challenging part of this work area is to make participants understand that risks apply to all without any exceptions and these should be dealt with by following the good practices demonstrated here.

ACTIVITY 1: What are the risks and what is at risk?

ACTIVITY OVERVIEW

This activity aims to explain kind of threats are luring online and the impact should these threats materialise.

STEP-BY-STEP INSTRUCTIONS

Step 1: Watch the Video at The Dangers of Internet:

<https://www.youtube.com/watch?v=uquRzrcwA18>

Step 2: Discussion: How do you perceive these threats? How can you deal with these threats?

Step 3: Group Work: As presented in the video the 4 threats of the Internet split the class in groups of 3 and ask them to

1. Explain to the how they perceive each danger
2. What is the impact on people?
3. How they can minimize or avoid the danger

Step 4: Watch the Video: Internet Threats: <https://www.youtube.com/watch?v=YYeSrPjSob4>

Step 5: Explain the difference of virus and worm (viruses required to be triggered, worms don't)

Step 6:

RESOURCES FOR THE TRAINER

- Video: The Dangers of Internet: <https://www.youtube.com/watch?v=uquRzrcwA18>
- Video: Internet Threats: <https://www.youtube.com/watch?v=YYeSrPjSob4>

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector
- B5 paper sheets

ACTIVITY 2: Stay Safe!

ACTIVITY OVERVIEW

This activity aims to explain kind of threats are luring online and the impact should these threats materialise.

STEP-BY-STEP INSTRUCTIONS

Step 1: Following the last video viewed in the previous activity, split the class in groups of 2. Each group should prepare a set of 4 cards each describing a threat and a solution to avoid this threat. Possible measures to avoid a threat should be researched online and presented to the class.

Step 2: Watch the video Tips to stay sage online:

<https://www.youtube.com/watch?v=wtolGII6Wcc>

Step 3: Discuss the tips presented in the video and go in depth explaining how to implement each tips.

Step 4: A twisted Monopoly Game: Use a monopoly game and replace the Jail cards with cards of possible online threats and dangers. The rules apply as we know them except when buying property and going to jail:

1. When someone goes to jail, to get out of jail he/she must answer correctly to the question on the card he/she draws. Questions could be True/False questions regarding internet dangers and threats.
2. When someone steps in the RED and BLUE plots, in order to be eligible to buy they must also provide a good practice to avoid an internet threat/danger. The instructor is the judge of the correctness of the good practice presented. All good practices should be written on a whiteboard. A participant may not repeat the same good practice as the ones presented previously by participants.
3. The game ends as it normally ends in a monopoly game (one player left with money)
4. Summarise the good practices and close the activity.

RESOURCES FOR THE TRAINER

- Video: Tips to stay sage online: <https://www.youtube.com/watch?v=wtolGII6Wcc>

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector

Active Citizenship Level 4

WORK AREA 2: BASIC COMPUTER
APPLICATIONS

LEVEL 4

Workshop Title: Upgrading my ICT skills for Work!

CODE: L4.WA2.N1

LEVEL 4

WORK AREA 2: BASIC COMPUTER APPLICATIONS

PARTNER: ERIFO

Duration: 5 hours

Learning Outcomes Covered

Work Area 2: Basic computer applications

Unit 2.1 Working with a text editor

- 2.1.16 Make use of Styles to format paragraphs
- 2.1.17 Create a Table of Contents
- 2.1.18 Save a file as pdf

Unit 2.2 Working with spreadsheets

- 2.2.11 Create Simple Formulae
- 2.2.12 Make use of functions SUM, AVERAGE, MIN, MAX and COUNT
- 2.2.13 Make use of commands to format fonts, cells and add borders
- 2.2.14 Make use of commands to align text in cells, merge cells and word-wrap content in cells
- 2.2.15 Make use of commands to format numbers and dates
- 2.2.16 Demonstrate an understanding to the usefulness of graphs
- 2.2.17. Make use of the command to insert a graph in a spreadsheet
- 2.2.18. Format Graphs

Unit 2.3 Making presentations

- 2.3.1. Demonstrate an understanding when it is appropriate to use a presentation software
- 2.3.2. Navigate in PowerPOint (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)
- 2.3.3 Create Slides using the predefined layouts
- 2.3.4 Make use of layouts to add content (bullets, pictures, graphs, smartart)
- 2.3.5 Format content (bullets, pictures, graphs, smartart)
- 2.3.6. Inserting Illustrations, Graphs and Smart art
- 2.3.7. Apply a design
- 2.3.8 Make use of slide transition effects
- 2.3.9 Make use of Animation effects in slides
- 2.3.10. Make use of Slide Show for onscreen presentations
- 2.3.11. Print slides in various forms

Short introduction to the workshop

The workshop includes activities that aim at allowing learners to develop knowledge and skills in order to use Word, Excel and Power Point and move to level 4 of the AC ladder.

The first activity focus on how to use Word to classify and organize information in real-life contexts. Learners will also develop skills related to the application of Styles and the creation of

Tables of contents and will become aware of the main Word features to highlight and make some parts of the text stand out, beside understanding how to create quick tables of contents.

Activity 2, 3 and 4 will focus on Excel and how to master the use of formula; the learners will also develop the ability to develop and format graphs on Excel. The last two activities aim at allowing learners to develop knowledge and skills related to the use of Power Point to create presentations including images, tables and graphics, Smart Art and animations.

How the workshop (its activities) teach the LOs to the participants

Learners will develop learn:

- how to make their word texts more easy-to-read
- how to classify, organizing and interpret data through Excel
- how to develop effective presentations

The ability to Word, Excel and Power Point to convey messages has become an increasingly important skill in today's digital world. The approach on which the workshop is based is experiential therefore activities refer to real-life situations and examples of tasks that all students may have already dealt with in daily life. They will become aware of how Word, Excel and Power Point can help them carrying out these tasks more effectively. Teaching how to use these programmes through practical examples and exercises is particularly effective as students are asked to deal with challenges they may have already encountered in their daily life and thus they will become quickly aware of their usefulness and be more motivated to learn. Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. This approach will be fundamental to motivate learners and ensure the achievement of the final objective of the workshops: the development of the knowledge and skills needed in a digital society and, subsequently in the world of work

Challenges during the implementation of activities and how can be addressed

During the implementation of the activities, the main challenge that might be faced is related to equipment that may not work properly. In order to manage this problem, it is first of all necessary to carry out all the needed checks some days before the beginning of the workshop. The teacher has to think of a Plan B (change of classroom) in order to be able to manage this problem and has to know to whom he/she has to refer in case any problem with technologies occurs.

In addition to this, students may feel discouraged if they are not able to carry out a specific task. The teacher has to promptly support and motivate them by providing further explanations and clarifications or, if needed, showing how the work has to be done, step-by-step. Moreover, the experiential approach and constant referral to real-life situations will be fundamental to keep learners' attention and motivation high.

ACTIVITY 1: Making your writing stylish

The activity aims at teaching students how to apply styles to text and create tables of content.

Step 1: Prepare a pre-typed 5-page Word document on the main attractions of the town

Step 2: Upload it on the shared drive

Step 3: Explain what styles are (A style is a predefined combination of font style, color, and size of text that can be applied to selected text. It is used to set text apart and give significance or hierarchy to specific text). The mentor asks: “Imagine you open a newspaper, you have all articles written in the same way, without any text that is highlighted and written with a bigger format. How would you feel?” and also: “Imagine you want to cook, you have a big recipe book where all pages are full of text, no titles highlighted, no tables of content. How long would it take to find a recipe?”. The teacher explains: “That’s what Styles are used for: highlighting and organizing text in order to ensure easy reading and also allow to find information we are looking for much quicker”

Step 4: Show a pre-typed document and asks learners how specific portions of text can be highlighted

Step 5: Show how to use styles in order to make changes to texts quickly

Step 6: Ask learners to work on their own to make the following changes.

- o History -> Heading 1
- o Geography -> Heading 2
- o Cuisine -> Heading 2
- o Main touristic attractions -> Heading 3

Step 7: Ask learners how to set a style for all future documents

Step 8: Demonstrate how to add a table of contents

Step 9: Ask learners to check whether there are mistakes in the table of contents

Step 10: Ask learners to edit the table of contents

Step 11: Provide learners with a pre-typed Word document and asks them to create the table of contents

Step 12: Ask learners to save their file in pdf

Resources for Trainer

- Computer
- 2 Pre-typed Word Documents eg. Main attractions of the town...

Other Resources needed

- Classroom equipped with a computer
- Smartboard
- A shared drive that is visible to the teacher and all students

ACTIVITY 2: How much did I spend during vacation?

Step 1: Explain why excel formulae are used

Step 2: Present a spreadsheet that contains the expenses of a family's vacation:

	A	B
1	Family Vacation	
2	airline tickets	2345
3	rent beach house	2800
4	charter fishing boat	800
5	dogsitter	60
6		
7		
8		

Step 3: Demonstrate how to calculate the total cost through the SUM function

Step 4: Present a worksheet containing the family yearly expenses of the last four years

Step 5: Explain to the learners how to calculate the average expense

Step 6: Provide students with an excel worksheet on expense plan (available at <https://courses.lumenlearning.com/santaana-informationssystem/chapter/unit-2-formula-and-functions/>)

Step 7: Ask students to calculate monthly, total yearly, average, minimum, maximum expense

Resources for trainer

- Computer
- Set of leaflet examples
- <https://courses.lumenlearning.com/santaana-informationssystem/chapter/unit-2-formula-and-functions/>

Other resources

- Classroom equipped with pc and internet connection

ACTIVITY 3: Find the date!

Step 1: Provide students with a table (see [Annex 1](#)) (<https://www.wiseowl.co.uk/excel/exercises/standard/formatting-worksheets/2195/>)

Step 2: Ask students to format it so that it looks like in the [Annex 2](#)

Step 3: Add a cell in top left of the document that will always show the current date whenever you open the file:

Step 4: Create a formula that will calculate the invoice due date

Step 5: Copy the formula down the rest of the column to calculate the other invoice due dates.

Step 6: Create a formula that calculates how many days overdue (or under-due) an invoice might be.

Step 7: Copy the formula down the rest of the column to calculate the other days overdue:

Resources for trainer

- Computer
- <https://www.wiseowl.co.uk/excel/exercises/standard/formatting-worksheets/2195/>
- [Annex 1](#)

Other resources

- Classroom equipped with pc and internet connection

ACTIVITY 4: Who has the most sales?

Step 1: Explain the different kinds of charts that can be developed through Excel (see <https://edu.gcfglobal.org/en/excel2016/charts/1/> for the different types of charts)

Step 2: Provide students with an excel table showing the money earned by different salespersons per month (<https://edu.gcfglobal.org/en/excel2016/charts/1/>)

Salesperson	September	October	November	December
Watson	\$124.192,00	\$156.934,00	\$110.239,00	\$160.304,00
Chang	\$189.264,00	\$204.718,00	\$156.823,00	\$210.472,00
Hassan	\$205.127,00	\$198.323,00	\$207.182,00	\$159.827,00
Krzywinski	\$103.284,00	\$164.728,00	\$189.317,00	\$174.625,00
Smith	\$184.280,00	\$102.847,00	\$178.230,00	\$201.842,00

Step 3: Ask participants to insert a 2D Clustered Column chart

Step 4: Ask participants to change the chart title to “September to December Sales”.

Step 5: Use the Switch Row/Column command to group columns by month, with a different colour for each salesperson.

Step 6: Ask participants to identify the most appropriate chart to show graphically the sale trends per month per sales person

Resources for trainer

- <https://edu.gcfglobal.org/en/excel2016/charts/1/>

Other resources need

- Classroom equipped with a computer

ACTIVITY 5: About myself

The activity aims at teaching participants how to create Power Point Presentations which include images, tables, graphics and text

Step 1: Introduce participants to Microsoft Power Point and explain what it is used for. Make a small presentation as an introduction to PowerPoint.

Step 2: Demonstrate the the Ribbon Interface and important features:

- Home – where your most frequently accessed features are. On this tab you can insert a slide, define its layout, insert text and edit your font, your paragraph alignment and more
- Insert – where you can add content beyond basic text to the page, like images, tables and graphics
- Design – where you can choose and adapt the design of your slides
- Transitions
- Animations
- Slideshow
- Review
- View

Step 3: Explain the basics to create a Power Point presentation:

- Create a new slide
- Choose slide design
- Insert text
- Insert pictures
- Add other effects

Step 4: Ask learners to create a Power Point presentation on a specific topic (hobbies); the activity can be carried out in groups of 2 people.

Step 5: Provide the learners with the following guidelines:

- pick 3 hobbies/activities
- Make a 4-slide presentation

- The first slide should be the title slide
- The second, third, and fourth slides should pertain to the first second and third hobby/activity
- On each slide, write three sentences on each hobby
- On each slide, find appropriate pictures and text that is relevant for the topic under consideration

Resources for Trainer

- Computer

Other Resources needed

- A classroom equipped with a sufficient number of computer
- A printer
- A smartboard.

ACTIVITY 6: Visualizing your content

The activity aims at teaching students how to add SmartArt and animations to Power Point Presentations.

Step 1: Introduce learners to Smart Art and animations on Power Point and shows an example of Power Point including SmartArt and animations

Step 2: Demonstrate the Power Point Ribbon Interface and how to add Smart Art

Step 3: Explain that the SmartArt allows to communicate ideas and information in a visually appealing manner; it can be used to describe processes, hierarchies, relationships and organize information in a clearer manner.

Step 4: Use a Power Point presentation and shows students how to

- Insert smart art
- Add text
- Convert text into Smart Art

Step 5: Demonstrate how to use Smart Art to describe the roles of people working for a company

- Open smart art gallery
- select a layout
- Insert text through the text pane
- Customize the smart art based on your needs (add shapes: SmartArt Tools: Design tab, then click on the drop arrow to add shapes)

Step 6: Ask learners to add a Smart Art on the Power Point presentation they have prepared in the previous activity

Step 7: Demonstrate how to insert structure, animations and forms of slides

Step 8: Ask learners to add animations to the presentation they have prepared in the previous activity

Step 9: A Game: Split the learners into 2 groups.

Step 10: Hand out a set of cards to each group. Each card has a SmartArt on it.

Step 11: Each group needs to prepare slides with the identical SmartArt as the ones on the cards. The group that first delivers the newly created slides depicting the cards wins.

Resources for Trainer

- Computer
- Printer
- Examples of presentations with Smart Art and animations

Other Resources needed

- Classroom equipped with a computer

ANNEXES

Annex 1

Supplier	Invoice Date	Amount	Terms	Invoice Date	Due	Days Overdue?
Inks R Us	15/12/2017	4300	30			
Denman Papers	08/01/2018	950	60			
Cartridge World	09/11/2017	8450,99	60			
Viking Direct	05/02/2018	3112,5	90			
Office World	22/12/2017	1875	30			
JT Cartons Ltd	24/02/2018	430,25	60			

Annex 2

INVOICE SUBMISSION DEADLINES					
Supplier	Invoice Date	Amount	Terms	Invoice Due Date	Days Overdue?
Inks R Us	15/12/2019	4300	30		
Denman Papers	08/01/2020	950	60		
Cartridge World	09/11/2020	8450,99	60		
Viking Direct	05/02/2020	3112,5	90		
Office World	22/12/2020	1875	30		
JT Cartons Ltd	24/02/2020	430,25	60		

LEVEL 4

WORK AREA 3: INTERNET

Workshop Title: Expressing and presenting yourself on the Internet

CODE: L4.WA3.N1

LEVEL 4

WORK AREA 3: Internet

PARTNER: MetropolisNet

Duration: 6 hours

Learning Outcomes Covered

Work Area 3: INTERNET

Unit 3.1 Browsing the Internet

3.1.20 Perform Installation of add-ons

3.1.21. Enlist the different searching engines and their advantages and disadvantages

Unit 3.2 Using Online Services for everyday work and leisure activities

3.2.19 Use online e-learning platforms (register, work with virtual learning area, upload/download files, saving online and offline)

3.2.20 Evaluate information sources used for online research on a study and assess credibility

Unit 3.4 Internet Opportunities

3.4.1. Explain the opportunities for learning opportunities in a directed way

3.4.2. Explain ways (platforms, online media) to connect with society and individuals

3.4.3. Explain ways (platforms, online media) to publish (express) ideas and texts

3.4.4. Use the internet and its various ways to express ideas

Short introduction to the workshop

This workshop focuses on the dimension of communication and connectivity offered by the Internet. This on a whole new level, and historians spoke of the recent revolution in the history of communication and the development of human society.

The theoretical possibility of connecting, sharing and working with people and groups around the world in basically real time opens up so many possibilities and opportunities that it is worthwhile to deal with it and raise awareness among those people who were previously unfamiliar or almost unfamiliar with the Internet.

The most important learning outcome will be that participants will know about the most interesting and important possibilities and will be able to follow their interest by knowing some of the tools used for communication and contact with individuals, groups or more general people.

Also the freedom of the Internet, which exists in Europe and many other countries in the world, is something they should discover and recognise as a new channel and platform to participate in society, to organise themselves (actively or passively) as citizens and to live their rights.

In addition, the participants come into contact with learning platforms both in their leisure time and in further education. For the workshop it is recommended to choose a platform to see very basic functions, as the platforms are different.

This workshop should open the mind and consciousness, show examples and offer tools and give an overview of them. This can also be country-specific.

How the workshop (its activities) teach the LOs to the participants

In this module less step-by-step instructions are given to the learners than in the previous modules. It is less focused on the techniques. Instead, the possibilities are emphasized and the participants are encouraged to discover further possibilities on the internet and to use them for themselves to express themselves.

The learners should have already been trained in the previous modules to discover new facets of the internet on their own. Therefore, they are asked to surf the internet and find answers to their questions in the different activities. It is not about right and wrong. Rather, the learners should find out what tools are interesting and useful for them personally to express themselves on the Internet.

Challenges during the implementation of activities and how can be addressed

In this workshop, the content becomes much more complex. Here, the teacher has to make sure that the learners are already so competent when surfing the Internet that they can carry out most of the tasks given independently.

Here it is important that the learners actively participate in the discussions and share their own experiences with the group. Therefore, it is necessary that the teacher creates an open and trusting learning atmosphere.

However, if the learners are indeed very inexperienced in the topics of the module, they may not be able to report much experience. The discussion would then quickly come to an end and would be of no further use. Therefore, the teacher should inform himself about the level of knowledge of the learners in advance and, if necessary, be able to contribute examples himself.

ACTIVITY 1: Add-on - Not just knowing what, but also how

Step 1: Learners have already learned about what add-ons (extensions) are and made considerations on whether to install them. Now, learners should choose two different add-ons themselves, they like to use. The video 12 (see resources) shows examples of useful add ons for google chrome.

Step 2: Learners should install both selected add-ons. After installation they should experience all functions of these add-ons. In **Annex 2** they can find a short installation guide for google chrome.

Step 3: Each learner presents an add-on to the other participants which he has tested and describes what advantages it brings and what might be difficult about it.

Step 4: Learners should again try to uninstall their Add-ons. Therefore, they could use again **Annex 2**.

Resources for Trainer

- Video 1: <https://www.youtube.com/watch?v=MJrpGa9ql4U>
- ANNEX 2: Installation Guide

Other Resources needed

- Black-/White- or smartboard one
- Laptops or other devices

ACTIVITY 2: Smart Online search

Step 1: In order to draw attention to the different algorithms and "hidden" purposes of search engines, teachers should introduce learners to 3 different search engines. One of them should be Google. As an introduction to the rating of the different search engines, learners should watch video 7 (see resources).

Step 2: Let them open 3 tabs or windows and go to the 3 different search engines at the same time. Each pair will now be given a search topic, which they will use with exactly the same words in search engine. Let them do this on their own and let them compare and discuss what differences they find in the results.

Step 3: Then go back to the whole group and let them share (some examples) and see if there are common observations. Easily explain to them why there are differences and make them aware of biased search results, especially on Google.

Step 4: At this point you should also decide to introduce the topic of good knowledge resources and how to double-check information. Introduce the Five Criteria for Evaluating Resources: Authority, Accuracy, Objectivity, Currency, and Usability.

Step 5: Learners should enter one of the websites they already visited before and use **ANNEX 1** to evaluate the website.

Step 6: Learners should share their findings according to the procedure of Annex 1.

ACTIVITY 3: Channels of communication

Step 1: Ask participants how and where they already communicate in the internet. Asks them also about how good they know the persons they communicate with (e.g. family and friends, other users with same interests, anonymously etc.) and what channels and tools they use.

Step 2: Collect and categorize on a Whiteboard or Smartboard.

The learners should introduce the tools to other learners who are not yet familiar with them.

Step 3: Ask why they like it and what advantages they have. Allocate the characterizations to the categories and single channels.

Step 4: Start a discussion about further possibilities and collect them again.

Resources for Trainer

- none

Other Resources needed

- Black-/White- or smartboard

ACTIVITY 4: Internet as Teacher

Step 1: Learners should independently look at an e-learning platform (see examples in the resources). On the platform they should search for a course that is interesting for them. Then they should log in and click through the course (look for free courses. If they do not want to register, they can use the course search on some platforms to view courses without registration).

Step 2: In the group, learners should tell which platform they have tested and which course they have worked on. They should also describe which methods were used in the course (reading texts, watching videos, playing games and taking tests).

Step 3: Make small groups of 3 to 4 persons and assign them to make a small research in the internet (if they have, they can add already existing own experience) about:

- a) reliable information resources and
- b) strategic learning opportunities (freeware).

Give them, if necessary, an example: Wikipedia, online newspapers, online resources of tv channels/news media, but also thematic platforms from experts (e.g. professional bodies and associations) as well as independent organizations etc.

Step 4: After the research they should discuss within the group how they assess their results in terms of reliability and if they would use those sources.

Step 5: Afterwards let each group present their main result 2-3 min.

Step 6: Discuss together and add if necessary, further good sources and strategies for information and learning in the internet to the participants.

Resources for Trainer

- Examples for e-learning platforms: <https://www.khanacademy.org/> ;
<https://www.coursera.org/> ; <https://www.edx.org/>

Other Resources needed

- Black-/White- or smartboard one
- Laptops or other devices

ACTIVITY 5: Show yourself, your opinion, your skills

Step 1: Watch a video 1 (see resources) about podcasts, blogs and vlogs. It will show you the different ways of expressing and spreading your own ideas on the internet.

Step 2: Learners should choose a subject they like to do in their free time (e.g. cooking, baking, DIY, gardening, traveling, pets, a particular sport or art, a particular style of music or concerts, movies, literature, etc.).

Step 3: For their selected topic they should search for a podcast, a blog and a vlog. These they should look at (read, listen, see).

Step 4: Then they should tell the group what they have discovered and rate what they found best. They should judge whether they prefer this personally, or whether the particular form is particularly useful for the chosen topic.

The platforms used should be written down and sorted by blog, vlog and podcast.

Resources for Trainer

- Video 1: https://www.youtube.com/watch?v=UGDdd_Phs0M

Other Resources needed

- Black-/White- or smartboard one
- Laptops or other devices

ACTIVITY 6: Groups, echoes, bubbles, what?

Step 1: The learners should first report back to the group which digital forms of groups or forums they are familiar with and have perhaps already used (e.g. on TripAdvisor, Tumblr, reddit, flickr, or groups in social media like Facebook or via messengers like WhatsApp).

Step 2: After that, all of them should collect together again the topics on which one can meet in the forums and groups. In this way the learners should become aware of the wide range of topics. If not mentioned by the learners themselves, political forms of participation and exchange should also be mentioned, e.g. places for exchange about ecological movements, political movements and citizen movements.

Step 3: When gathering knowledge via forums and groups, filter bubbles and echo chambers should also be discussed. For this purpose, a short video (Video 2 and Video 3, see resources) should first be watched as an introduction to these topics.

Step 4: Learners should watch video 4 (see resources) which shows how to get out of a filter bubble. They should then gather ideas about what everyone in their network could change.

Resources for Trainer

- Video 2: <https://www.youtube.com/watch?v=Zk1o2BpC79g>
- Video 3: <https://www.youtube.com/watch?v=Se20RoB331w>
- Video 4: <https://www.youtube.com/watch?v=cN-HHd8lw6Y>

Other Resources needed

- Black-/White- or smartboard one
- Laptops or other devices

ANNEXES

Annex 1: Web Site Evaluation

(source: bases on Kent state University; Criteria for Evaluating Web Resources)

Web URL:
Brief description of the contents of the website:

Criteria and types of evidence	How the Web site being evaluated met the criteria	Rating				
		1 (low)	2	3	4	5 (high)
<p>Authority with regard to topic</p> <p>Who is responsible for the site?:</p> <ul style="list-style-type: none"> • Author of site is named (individual/institutional affiliation, organization) • Credentials, expertise, experience • Contact information (name, e-mail, postal address) • URL type suggest reputable affiliation (e.g. edu=educational institution; .org=non-profit organization; .com=commercial enterprise; .net=Internet Service Provider; .gov=governmental body; .mil=military) 						
<p>Objectivity</p> <p>Is the purpose of the site clear, including any particular viewpoint?</p> <ul style="list-style-type: none"> • Statement of purpose/scope • Intended audience • Information presented as factual or opinion, primary or secondary in origin • Criteria for inclusion of information • Disclosure of sponsorship or underwriting 						

Criteria and Types of Evidence	Web Site Evidence	Rating				
		1 (low)	2	3	4	5 (high)
<p>Accuracy</p> <p>Is the information accurate?</p> <ul style="list-style-type: none"> • Facts documented or well-researched • Facts compare to related print or other online sources • Links provided to quality Web resources • 						
<p>Currency</p> <p>Is the information current?</p> <ul style="list-style-type: none"> • Evidence of current content • Pages date-stamped with latest update 						
<p>Usability</p> <p>Is the site well-designed and stable?</p> <ul style="list-style-type: none"> • Site organization logical and easy to maneuver • Content readable by intended audience • Information presented is error-free (spelling, punctuation) • Readily identifiable link back to the institutional or organizational home page • Site reliably accessible • Pages loaded quickly 						
<p>Sub-Total by rating of points awarded for each of the five criteria</p>						

Assessment of Web Site

Rating	Your personal assessment
Your total number of points:	Would you recommend this site? Why or why not?
5-9 points = poor	
10-14 points = fair	
15-19 points = good	
20-25 points = excellent	

Annex 2: Installation Guide for Add-ons

(source: Google Support – Chrome Web Store Help)

How to Install an Add-on

You can customize Chrome on your desktop by adding extensions from the Chrome Web Store.

Important: You can't add extensions when you browse in Incognito mode or as a guest.

1. Open the [Chrome Web Store](#).
2. Find and select the extension you want.
3. Click Add to Chrome. Some extensions will let you know if they need certain permissions or data.
4. To approve, click Add extension.
5. To use the extension, click the icon to the right of the address bar.

If you're using a computer through your work or school, your organization might block some extensions.

How to Uninstall an Add-on

1. To the right of your address bar, look for the extension's icon.
2. Right-click the icon and select Remove from Chrome.

If you don't see the extension's icon:

1. On your computer, open Chrome.
2. At the top right, click More , then > More tools, then >Extensions.
3. On to the extension you want to remove, click Remove.

WORK AREA 4: COMMUNICATION

LEVEL 4

Workshop Title: Let's organize our emails

CODE: L4.WA4.N1

LEVEL 4

WORK AREA 4: COMMUNICATION

PARTNER: ITEE AND EDITC

Duration: 5 hours

Learning Outcomes Covered

Work Area 4: COMMUNICATION

Unit 4.1 Working with Emails

- 4.1.6 Learn how to add an attachment.
- 4.1.7 Deleting Emails.
- 4.1.8 Emptying the Recycle Bin.
- 4.1.9 Use search find the Emails.
- 4.1.10 Show how to flag the Emails.
- 4.1.11 Organize the Emails in folders
- 4.1.12 Use an e-calendar.
- 4.1.13 Invite other people to join the events you are organizing.

Short introduction to the workshop

The workshop consists of 3 activities. The first task concerns handling emails: sending emails with attachments, organizing and searching for emails in the mailbox and using flags. The second task focuses on deleting emails, restoring emails and emptying the trash/recycle bin. During the second task, the participants will learn how to use the calendar available in the mailbox, how to create meetings with many participants.

How the workshop (its activities) teach the LOs to the participants

Email capabilities are not only limited to receiving and sending simple messages. The training will allow students to learn about the additional features of email programs such as sending emails with attachments, organizing and deleting emails and flagging.

During the training, participants will learn about the calendar service integrated with the mailbox. Completing the task in groups will allow the participants to learn the mechanisms of organizing meetings from the perspective of the organizer and the participant of the event.

Challenges during the implementation of activities and how can be addressed

The variety of e-mail interfaces makes it impossible to conduct general training on its use for people with low qualifications. Before the training, the trainer should determine which email program the participants will use. The solution to the problem may be choosing an email program which is most popular among participants (e.g. gmail or outlook) and conduct the training. During the training, the trainer can show differences in handling the interfaces of individual boxes.

For the rest of the participants, accounts should be created for example in google.

In addition, for the proper course of the training, it is necessary to have functional computer equipment with a web browser installed and a working internet connection.

The trainer should check the readiness of the computers, necessary software and internet connection before class.

It should be noted that technical problems may occur during classes. The trainer should be able to contact the staff responsible for the proper functioning of the computer equipment and the internet connection.

Step by step instructions for the preparation and implementation of the workshop

ACTIVITY 1: Email organization

ACTIVITY OVERVIEW

The exercises are designed to help students to learn how to send e-mails with attachments, organize messages in their inbox, and delete messages.

STEP-BY-STEP INSTRUCTIONS

Step 1. Log in to email. Demonstrate how to attach files to messages and send to all participants an email with an attachment (as an attachment use the list of participants' email). Next, show how to save an attachment from a message.

Step 2. Ask participants to log in to their email, save the attachment from the received message under a different name. Ask them to send a message with the attachment and subject "training".

Step 3: Demonstrate, how to search for messages in different mailbox folders.

Step 4. Explain how to create folders in the inbox. Demonstrate how to move messages to a folder.

Step 5 Ask participants to create a "training" folder and transfer the email received from the trainer and add a flag to it. Explain the meaning of the flag and how it can be used as a reminder.

Step 6. Demonstrate how to find a message from the selected participant. Delete it. Then, find messages about a specific topic. Delete some more

Step 7. Demonstrate, how to delete messages from the trash bin.

Step 8. Send two e-mails to participants: first e-mail with the subject "training", second e-mail with an attachment. Ask participants to complete the task (Annex 1).

RESOURCES FOR THE TRAINER

- A file with the participants' email list
- Pointer

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector

ACTIVITY 2: Delete email

ACTIVITY OVERVIEW

The exercises are designed to help students learn how to delete unnecessary emails from their mailbox.

STEP-BY-STEP INSTRUCTIONS

Step 1: Send at least 5 e-mails to the participants' email accounts.

Step 2: Ask participants to log in to their email accounts from a web browser.

Step 3: Discuss the principles of removing messages from the mailbox.

Step 4: Ask learners to delete one specific message that was previously sent.

Step 5: Ask learners to delete the remaining received e-mails by selecting all and then deleting.

Step 6: Ask learners to log out of their email account.

Step 7: Send again a minimum of 6 files to the participants' email accounts.

Step 8: Ask participants to log in to their e-mail account using an e-mail program (e.g. gmail).

Step 9: Ask the participants to delete one specific message that was previously sent.

Step 10: Ask the participants to delete at the same time of two non-consecutive selected emails (using the CTRL Key).

Step 11: Ask the participants to delete the group of other sent e-mails, while encouraging them to use the group selection.

Step 12: Inform participants where the deleted emails can be found (Recycle bin).

RESOURCES FOR THE TRAINER

- Computer
- Email account software
- Web browser

OTHER RESOURCES NEEDED

- A room with properly equipped computers
- Internet connection
- Annex 1
- Annex 2

ACTIVITY 3: Emptying the trash in your email inbox

ACTIVITY OVERVIEW

Exercises are designed to teach students how to empty the mailbox bin from unnecessary emails.

STEP-BY-STEP INSTRUCTIONS

Step 1: Ask participants to log in to their email accounts from a web browser.

Step 2: Discuss the procedure of deleting messages from the mailbox. Explain how these are move temporarily in the trash/recycle bin in case they wish to restore it.

Step 3: Ask participants to delete one specific message from the trash/recycle bin.

Step 4: Ask participants to delete 4 selected e-mails from the trash inbox at the same time. Explain that with this procedure the email is permanently deleted (in most email programs). Explain that in some cases (like Outlook) the emails may be restored even if the trash bin is emptied.

Step 5: Now the participants should log out of their email account.

Step 6: Ask participants to log in to their e-mail account using an e-mail program (e.g. gmail).

Step 7: Ask learners to delete one specific message from the trash of the mailbox.

Step 8: Now demonstrate how to remove all of the remaining emails from the trash/recycle bin by using the empty trash/recycle bin.

RESOURCES FOR THE TRAINER

- Computer
- Communication software
- Headphones, microphone and camera.

OTHER RESOURCES NEEDED

- A room with properly equipped computers
- Internet connection

ACTIVITY 4: Electronic calendar management

ACTIVITY OVERVIEW

The exercises are designed to help students learn how to use the online calendar integrated with an email account.

STEP-BY-STEP INSTRUCTIONS

Step 1. Demonstrate, how to launch the calendar in the mailbox.

Step 2. Demonstrate, how to switch between day, week and month views. Show, how to navigate the calendar and return to the current day.

Step 3. Demonstrate, how to use the additional calendars (national holidays, birthdays).

Step 4. Add a reminder date to your calendar.

Step 5. Ask the participants to mark their date of birth on the calendar.

Step 6. Create an event on New Year's Eve:

- add location,
- set a reminder,

in the message inform about the party.

Step 7. Invite users to New Year's Eve. Ask them for different answers. Show the effects of their answers.

Step 8. Divide the participants into groups of 3-4 people. Ask participants to complete the task (Annex 2).

RESOURCES FOR THE TRAINER

- Pointer

OTHER RESOURCES NEEDED

- Room with computers
- Web browser
- Internet link
- Projector

Annexes:

Annex 1 – Practical exercise

1. Send 2 emails to each participant:
 - a. the first mail with the subject "training",
 - b. a second email with an attachment from your computer.
2. Create a "training" folder in your inbox and move emails with the subject "training" to it.
3. Delete all emails from the trainer.
4. Empty the trash bin.

Annex 2 – Practical exercise

1. Add to the calendar the birthday of participants from the group with reminders.
2. Create an event on your birthday:
 - a. plan a 2-day trip,
 - b. add location,
 - c. set reminder,
 - d. in the message, describe the details of the trip,
 - e. invite the participants from the group.
3. Reply to invitations from the other participants.

WORK AREA 2: BASIC COMPUTER
APPLICATIONS

LEVEL 5

Workshop Title: Working with lists! Let's get ready for Party!

CODE: L5.WA2.N1

LEVEL 5

WORK AREA 2: BASIC COMPUTER APPLICATIONS

PARTNER: ERIFO

Duration: 5 hours

Learning Outcomes Covered

Work Area 2: Basic computer applications

Unit 2.2 Working with spreadsheets

2.2.19 Explain how to usefulness of sorting and filtering

2.2.20 Make use of Autofilter

2.2.21 Make use of Sorting (from a to Z and vice versa)

2.2.22 Demonstrate an understanding of the capacity of the software

Short introduction to the workshop

The workshop includes activities that will ensure the learners' development of knowledge and skills related to the use of Excel and move to AC 5 level. The workshop includes two different activities:

Activity 1 focuses on creating and formatting tables on Excel; at the end of this activity learners are supposed to achieve AC ladder 3 level,

Activity 2 focuses on Inserting, Deleting, Hiding and Changing width/height of Columns and Rows and printing excel one-page files.

How the workshop (its activities) teach the LOs to the participants

The ability to use Excel has become increasingly important in different contexts, especially at work place. Learners will understand how to create tables that will help them classifying and organizing information. The approach on which the workshop is based is experiential therefore activities refer to real-life situations and examples of tasks that all learners may have already dealt with without the use of Excel. They will become aware of how Excel can help them carrying out these tasks more effectively and quickly. Teaching Excel through practical examples and exercises from everyday life is particularly effective as students are asked to deal with challenges they may have already encountered in their daily life and thus they will become quickly aware of the usefulness of Excel and be more motivated to learn. Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. This approach will be fundamental to motivate learners and ensure the

achievement of the final objective of the workshops: the development of the knowledge and skills needed in a digital society and, subsequently in the world of work.

Challenges during the implementation of activities and how can be addressed

During the implementation of the activities, the main challenge that might be faced is related to equipment that may not work properly. In order to manage this problem, it is first of all necessary to carry out all the needed checks some days before the beginning of the workshop. The teacher has to think of a Plan B (change of classroom) in order to be able to manage this problem and has to know to whom he/she has to refer in case any problem with technologies occurs.

In addition to this, learners may feel discouraged if they are not able to carry out a specific task. The teacher has to promptly support and motivate them by providing further explanations and clarifications or, if needed, showing how the work has to be done, step-by-step. Moreover, the experiential approach and constant referral to real-life situations will be fundamental to keep learners' attention and motivation high

Step by step instructions for the trainers/mentors

ACTIVITY 1: The participants' list

Step 1: the teacher provides a document with the list of participants in the workshop with details about their age, home town, previous Job, current job, Education level

Step 2: the teacher asks students to fill in the list with their own data

Step 3: the teacher asks to sort the students' names from A to Z

Step 4: the teacher asks students to add filters to the table

Step 5: the teacher asks students to identify participants coming from the same town, having a similar job experience/educational level

Resources for Trainer

- empty Excel table
- shared drive on which the Participants' list file is uploaded so that learners can insert their data

Other Resources needed

- classroom equipped with computers

ACTIVITY 2 : Finding your way through data

Step 1: the teacher provides learners with an excel file

(<https://www.wiseowl.co.uk/excel/exercises/standard/basic-tables/4315/>) which contains a table about the schedule of lessons in a gym center and the details about the different teachers and times. The table has not been formatted using Sorting and Filtering

Step 2: the teacher asks students questions (eg. When is Debbie having classes...? On Wednesday the gym is closed: which classes need to be cancelled?)

Step 3: the teacher asks students: Wouldn't Sorting and Filtering allow you to save a lot more time and look for your information more quickly?

Step 4: the teacher asks students to add Autofilter to the table

Step 5: the teacher asks students some questions:

If the instructor Debbie asks for Monday off, which classes need to be cancelled or covered by another instructor?

The sports hall floor is being deep cleaned on Wednesday evening at 8pm. Which classes need to be cancelled?

Resources for Trainer

- <https://www.wiseowl.co.uk/excel/exercises/standard/basic-tables/4315/>

Other Resources needed

- Classroom equipped with computers
- smartboard



**into
di!gits**

