



# inDigital: Inclusive digital competence training for labor market risk groups

## Handbook for Adult Trainers

### Training in digital competences

### “Communication and collaboration and digital safety”

#### PROJECT INFORMATION

Project acronym:	inDigital
Project title:	Inclusive digital competence training for labor market risk groups
Project number:	2022-1-BG01-KA210-VET-000084442
Sub-programme or KA:	KA210-VET - Small-scale partnerships in vocational education and training



## Contents

1. Introduction .....	3
2. Main aims of the handbook .....	3
3. Teaching methods and techniques .....	4
4. Module 1: Communication & Collaboration .....	4
Description and learning outcomes of module 1 .....	4
Ice-breaker activities for module 1 .....	4
Lesson Plans for module 1 .....	6
5. Module 2: Safety .....	9
Description and learning outcomes of module 2 .....	9
Ice-breaker activities for module 2 .....	9
Lesson Plans for module 2 .....	11
6. Bibliography .....	14



# 1. Introduction

The inDigital project is aiming at:

- Improving the skills of trainers, mentors, training organizations and NGOs to provide training to target groups, without digital skills and at risk in the labor market, including – the unemployed, people without digital skills, and youth out of education and employment.
- Increasing curricula' flexibility for training on basic key competencies, by introducing digital tools, self-assessment methodology, and practical and game techniques to support specific target groups.
- Increasing the employability of VET learners facing global challenges related to digital transformation.
- Encouraging interaction between educational organizations, trainers, mentors, and NGOs to benefit learners and increase the attractiveness of VET.



# 2. Main aims of the handbook

This handbook aims to support adult learners on how to train the adult learners into the four digital competences (modules): Communication & Collaboration and Safety.

More specifically, this handbook includes:

- Teaching methods and techniques
- Ice-breaker activities for each module
- Lesson plans for each module
- Tips and guidelines for each module



### 3. Teaching methods and techniques

The teaching techniques that educators can use to facilitate the teaching process and help adult learners feel engaged and interested in the material for this training in digital competences include:

- teaching methods include differentiated instruction,
- lecture-based instruction,
- technology-based learning (practicing on a computer)
- group learning activities (projects),
- visual materials – videoclips, presentations,
- game / quiz / questions.

### 4. Module 1: Communication & Collaboration

#### Description and learning outcomes of module 1

This module will support the learners in understanding the main concepts of online communication such as how to communicate on social media platforms (using Facebook), what to post online, and how to make phone or video calls online (using WhatsApp and Messenger). Also, the learners will learn how to use LinkedIn as a professional social media platform, and how it can help them in the labour market. Lastly, learners will learn how to store documents online using Google Drive.

#### - **Topic 1: Social Media & Online Communication**

To introduce learners to online communication using WhatsApp and Messenger, how to use social media platforms (Facebook), and also how to use LinkedIn for job searching and networking.

#### - **Topic 2: E-mail**

The main goal of this topic is to train adults to create an e-mail account (using Gmail), how to use e-mail, send and receive emails, and how to attach documents.

#### - **Topic 3: Google Drive**

This topic will help learners to understand how to store documents online using Google Drive.

#### Ice-breaker activities for module 1

<b>Ice-breaker 1</b>	
<b>Ice-breaker name: My N.A.M.E.</b>	
<b>Duration: 8 to 10 minutes</b>	
<b>Description</b>	The <b>objective</b> of this breaking activity is for everyone to know each other's names and an interesting fact that can lead to a little chat afterwards.



	<p><b>To do this</b>, the person must first say what his or her name or acronym is. Once he/she has introduced him/herself, he/she should tell interesting facts that correspond to the letters of his/her name.</p> <p><b>For example,</b> Hi, I'm Heather.</p> <ul style="list-style-type: none"> <li>- <b>H</b> stands for horses, my favourite animal.</li> <li>- <b>E</b> is for eating, my favourite activity.</li> <li>- <b>A</b> is for Australia, the country I am traveling to.</li> <li>- <b>T</b> is for television, because I like to watch it in the evenings.</li> <li>- <b>H</b> is for vacation, something I like to do more than once a year.</li> <li>- <b>E</b> is for exercise, which I do five times a week.</li> <li>- And <b>R</b> is for Rome, a city I really want to visit.</li> </ul> <p><b>Difficulty:</b> easy <b>Materials:</b> none</p>
--	---

<h2>Ice-breaker 2</h2>	
<b>Ice-breaker name: A Penny for your thoughts</b>	
<b>Duration: 15 to 20 minutes</b>	
<b>Description</b>	<p>The <b>objective</b> of this breaking ice activity is to get team members acquainted and to promote small talk.</p> <p><b>To do this,</b></p> <ol style="list-style-type: none"> <li>1) Give a penny to each participant (top tip: to add a sense of humour, ask your team if they realised, they were receiving a “cash bonus” for attending today).</li> <li>2) Ask everyone to introduce themselves with their name, their age and where they come from.</li> <li>3) Then, they should share something significant or interesting about themselves on the year the penny was minted.</li> </ol> <p><b>Difficulty:</b> easy <b>Materials:</b> A penny for each participant, should be shiny, easy to read and less than 20 years old</p>



## Topic 1: Social Media & Online Communication

**Lesson Plan Name:** Photo

**Duration:** 135 minutes

### Activities

#### **Activity 1: Introduce the terms social media and online communication**

1.1 Show the following picture to your students: *(15 minutes)*



Provide your students with sticky-notes and ask them to provide answers to the following and then discuss it with the whole class:

- What do you think social media is?
- What does online communication mean?
- Do you know of any social network for sending text messages? Could you mention any?
- Would you be able to search for a job offer in the internet? If so, would you know how to send an email in order to ask for an interview for the job offer you found? And what about creating your own curriculum or presentation document?

1.2 Share and teach the teaching material with your students and answer any question they may have. *(60 minutes)*

1.3 Provide some computers to your students and let them try out how to use the platforms and tools mentioned in the teaching material. Also, ask them if they have any questions or need help with something they may not have understood previously/during the process. *(60 minutes)*.



## Topic 2: E-mail

Lesson Plan Name: Fishbowl paper

Duration: 130 minutes

### Activities

**Activity 1: Train students how to create an e-mail account (using Gmail), how to use e-mail, send and receive emails, and how attach documents**

1.1 Share and instruct the teaching material with your students and answer any question they may have. *(60 minutes)*

1.2 Provide some computers to your students and let them try out how to use the platform mentioned in the teaching material. Also, ask them if they have any questions or need help with something they may not have understood previously/during the process. *(60 minutes)*

1.3 Once everything has been understood and in order to make sure they understand how Gmail works, invite students to play a game of fishbowl paper. This game will be based on a fishbowl which will contain several pieces of paper on which different statements will be written. The students will have to pick up one piece of paper at a time and say whether they think it is true or false according to the knowledge they have acquired. The objective of this game is to make the activity more dynamic and ensure that the students have understood how to use Gmail. *(10 minutes)*

Some of the statements of the papers could be the followings:

- To log in Gmail, I do not need to have previously created a personal email and password.
- Gmail allows me to send photos and videos.
- Just knowing the name of the person to whom you want to send an email is enough, I don't need to know their email address.
- Etc.



Co-funded by  
the European Union

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION – APPLICATION NUMBER 2022-1-BG01-KA210-VET-000084442. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.

## Topic 3: Google Drive

Lesson Plan Name: Hands on

Duration: 110 minutes

### Activities

#### Activity 1: Understand how to store documents online using Google Drive

1.1 To start this activity, you will do it in reverse order to the previous activity. Firstly, you will ask people to please get into pairs and you will provide each pair with a computer. After this, you will tell them that they should look for the following on the internet: google drive, google docs, google forms, etc and that they should create what each platform allows them to do based on different topics, for instance, activities they like to practice. As a little help you will tell them as well that all these tools are accessible from Gmail, but nothing else. The aim of this first step is to encourage and make them curious about the lesson, not to make them feel useless. (30 minutes)

1.2 While on the one hand there may be couples who have achieved what you asked them on the other hand, and most probably, most students could not have carried out the activity. It is by this time that you will introduce them the teaching material related to the topic. By means of this activity they will be able to understand what they did not in the first step. (60 minutes)

1.3 Ask them if they have any questions or need help with something they may not have understood previously/during the process. (20 minutes).



Co-funded by  
the European Union

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION – APPLICATION NUMBER 2022-1-BG01-KA210-VET-000084442. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



## 5. Module 2: Safety

### Description and learning outcomes of module 2

This module provides information on different aspects of safety with regard to risks and threats involved in carrying out activities online, measures, and netiquette. Measures include guidelines for adult learners on how to be safe online, especially on social media and netiquette includes a set of rules for acceptable online behaviour.

#### - **Topic 1: Risks**

This topic aims to introduce to learners the different risks of online safety.

#### - **Topic 2: Measures**

This topic aims to teach learners the most common security measures such as strong passwords, Antimalware software, data backup, encryption firewall, and shopping securely online.

#### - **Topic 3: Netiquette**

This topic will help learners to understand what netiquette is – how learners should behave online. Through this topic, the learner will understand the rules of etiquette that apply when communicating over the Internet or social networks.

### Ice-breaker activities for module 2

<b>Ice-breaker 1</b>	
<b>Ice-breaker name: Neighbours</b>	
<b>Duration: 20 minutes</b>	
<b>Description</b>	<p>The <b>objective</b> of this ice breaking activity is to get participants to learn each other's names.</p> <p><b>To do this,</b></p> <ol style="list-style-type: none"><li>1) Get everyone to stand up</li><li>2) Give your team 3 minutes to memorise the first, middle and last names of their neighbours on either side of them</li><li>3) The designated middle person will point to someone randomly and say either "left neighbour" or "right neighbour"</li><li>4) The person who is pointed at must say the full name of their neighbour. If they get it wrong, then they must trade places with the person in the middle.</li><li>5) Continue the game until everyone knows everyone else's name.</li></ol>



	<p><b>Difficulty:</b> easy</p> <p><b>Materials:</b> none</p>
--	--

Ice-breaker 2	
Ice-breaker name: Similarities and Differences	
Duration: 10 minutes	
Description	<p>The <b>objective</b> of this ice breaking activity is to get people to learn how they are similar and different to each other and connect on a personal level.</p> <p><b>To do this,</b></p> <ol style="list-style-type: none"> <li>1) Give each participant a piece of paper and pen</li> <li>2) Get everyone to draw three columns on their piece of paper with headings: name, similar and different</li> <li>3) Get your team to mingle with each other and find out what they have similar and different to each other</li> <li>4) Put a time limit of ten minutes, after the clock stops, the winner is the person who has filled in as many names on their cards as possible.</li> </ol> <p><b>Difficulty:</b> easy</p> <p><b>Materials:</b> piece of paper and pen for each participant</p>



## Topic 1: Risks

Lesson Plan Name: Quiz

Duration: 80 minutes

### Activities

#### Activity 1: Introduce to the different risks of online safety

1.1 Share and instruct the teaching material with your students and answer any question they may have. (40 minutes)

1.2 Based on the idea that they should have understood everything mentioned along the teaching material it's quiz time. (-)

1.3 The quiz will be carried out using the *Kahoot* application due to its simplicity and ease of creation and implementation. This will be a quiz of 10 questions related to the subject matter with 4 options for each question out of which just one will be correct. Students will have to answer the questions using the computers provided by their teacher. The objective of this exercise is to ensure that they know the importance of the risks involved in doing online activities. (20 minutes)

Some of the quiz's question could be the following:

**1. Cybercrime can be described as...**

- a) A crime which involves coming into blows
- b) An act in which there isn't physical interaction between the victim and the attacker
- c) An incident in which someone steals money to another person
- d) A crime between a minor and an adult

**2. The difference between phishing and social engineering is that...**

- a. Phishing is done online while social engineering is not
- b. Social engineering is done online while phishing is not



	<p>c. Neither phishing nor social engineering is done online</p> <p>d. <u>None of the answers above is correct</u></p>
--	--

## Topic 2: Measures

**Lesson Plan Name:** Debate

**Duration:** 80 minutes

<b>Activities</b>	<p><b>Activity 1: Teach the most common security measures such as strong passwords, Antimalware software, data backup, encryption firewall, and shopping securely online.</b></p> <p>1.1 Firstly, the teacher should explain that there are several protective measures that can be taken to avoid suffering or facing the risks previously explained. But before starting the presentation of the teaching material, the teacher should start a discussion. <i>(5-10 minutes)</i></p> <p>1.2 To start the discussion the teacher will divide the students into two groups and tell both groups separately that their measurement is correct while the other team's measurement is incorrect and vice versa. The fact that both groups believe that their measure is the only correct one will create an atmosphere of interest regarding the topic that the teacher will teach later. <i>(20 minutes)</i></p> <p>The two measures could be:</p> <ol style="list-style-type: none"> <li>1) the use of strong passwords</li> <li>2) the use of data backup</li> </ol> <p>1.3 After the 20 minutes of discussion the teacher will stop the discussion time, in case they have not realized how the teacher has acted, and will tell them that both answers were correct. Once the groups are aware that both answers were correct, making use of their confusion, the teacher will give way to teaching material in which in addition to the two topics assigned to each group other measures will be mentioned. <i>(40 minutes)</i></p> <p>1.4 Ask them if they have any questions or need help with something they may not have understood. <i>(10 minutes)</i></p>
-------------------	---



## Topic 3: Netiquette

Lesson Plan Name: Text comparison

Duration: 85 minutes

### Activities

**Activity 1: Understand what netiquette is and the rules of etiquette that apply when communicating over the Internet or social networks.**

1.1 Before starting this activity, the teacher should ask the students if they know what netiquette means and what this is use for. (5 minutes)

1.2 Once the question has been thrown into the air, the teacher will tell the students that they have to imagine the following: you have received an email/comment that you do not like on social networks regarding a supposed publication you have made. The students should respond to this fictitious forgiveness in an open way, this is, without prior knowledge of how they should do it. (15 minutes)

1.3 After the previous step and without telling the students how they should have written the answer in the most “netiquette-proper” way, you will begin educating the teaching material. (40 minutes)

1.4 Succeeding to the previous step, ask them if they have any questions or need help with something they may not have understood. (10 minutes)

1.5 Last but not least, it’s going to be now when you will tell your students that they need to look again at what they have written before and in addition, that they need to correct the mistakes they did before they knew what netiquette was and how to use it properly. (15 minutes)



Co-funded by  
the European Union

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION – APPLICATION NUMBER 2022-1-BG01-KA210-VET-000084442. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.

## 6. Bibliography

Modules 1 and 2:

- The 10 Best Icebreakers for Adults (Tried & Tested) - QuizBreaker. (n.d).
- Wwww.quizbreaker.com. <https://www.quizbreaker.com/icebreakers-for-adults>



**Co-funded by  
the European Union**

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION – APPLICATION NUMBER 2022-1-BG01-KA210-VET-000084442. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.