



СОЦИАЛНА ПОДКРЕПА И ИНФОРМАЦИЯ  
сдружение с нестопанска цел

**Emphasys**  
CENTRE



inDigital

inDigital: Inclusive digital competence training for labor  
market risk groups

## Handbook for Adult Trainers

# Training in digital competences “Information, data literacy and digital content creation”

### PROJECT INFORMATION

Project acronym:	inDigital
Project title:	Inclusive digital competence training for labor market risk groups
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# 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): Information & Data Literacy and Digital Content Creation.

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



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### 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: Information & Data Literacy

#### Description and learning outcomes of module 1

Module “Information & Data Literacy” outcomes for the learners include:

- Define & articulate their information needs.
- Identify potential information sources.
- Select the most appropriate tools to retrieve relevant information.
- Understand the characteristics of different tools and construct effective search strategies.
- Understand how information is produced, organized and disseminated.
- Examine and compare information and sources to determine accuracy, authority, reliability, timeliness, validity, viewpoint or bias, and suitability for their information needs.

Module 1 encompasses the learning topics:

- **Topic 1: Browsing, searching, and filtering data, information, and digital content.**

This topic will help learners to understand how to articulate information needs, to search for data, information, and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.

- **Topic 2: Evaluating data, information, and digital content.**

The topic introduces the main concepts for analysing, comparing and critically evaluating the credibility and reliability of sources of data, information, and digital content.

- **Topic 3: Managing data, information, and digital content**

This topic will help learners to understand how to organise, store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.



<b>Ice-breaker 1</b>	
<b>Ice-breaker name: Don't Judge Me</b>	
<b>Duration: 15 minutes</b>	
<b>Description</b>	<p><i>Don't Judge Me</i> is a fun ice breaker that promotes inclusivity and acceptance. This game is a simple and fun way to improve communication between the learners in class.</p> <p><i>How to play Don't Judge Me:</i></p> <ul style="list-style-type: none"><li>○ Give each participant a piece of paper.</li><li>○ Everyone will anonymously write down a work-related or personal action they took and still feel guilty about. Take, for example, drinking someone's coffee at work/home.</li><li>○ Toss the papers in a bowl and shuffle them.</li><li>○ Pass the bowl around, and each participant will pick a random piece of paper from the bowl.</li><li>○ Each participant will read the statement on their paper aloud and offer advice or encouragement for the anonymous writer.</li></ul> <p>This activity is a simple way for participants in a training to build trust and become comfortable with each other. For a fun variation, participants can also anonymously write funny experiences to entertain the team.</p>

<b>Ice-breaker 2</b>	
<b>Ice-breaker name: Crock of Questions</b>	
<b>Duration: 15 minutes</b>	
<b>Description</b>	<p><i>Crock of Questions</i> is one of the best party icebreaker games for adults because it allows colleagues to learn new facts about each other.</p> <p><i>How to play Crock of Questions:</i></p> <ul style="list-style-type: none"><li>○ Write down fun questions on strips of paper. For example, "How often do you eat burgers in a week?"</li><li>○ Fold the papers and toss them into a bowl.</li><li>○ Participant will take turns drawing questions from the bowl.</li><li>○ Each participant must try to answer the question honestly.</li></ul>



	<ul style="list-style-type: none"> <li>○ If the player refuses to answer the question, then the team can choose a task for them to perform. For example, the group can ask the player to do eight push-ups.</li> </ul> <p>This game can get quite interesting depending on how funny and weird the questions are. In addition, this activity is a great opportunity for participants to express their personalities and connect with teammates.</p>
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[Lesson Plans for module 1](#)

Topic 1: Browsing, searching, and filtering data, information, and digital content	
<b>Lesson Plan Name:</b> Browsers and search engines	
<b>Duration:</b> 160 minutes	
<b>Activities</b>	<p><b>Activity 1:</b> Present information on the main concepts, related to Internet browsers and search machines.</p> <p>Play a video that explains the difference between a search engine and a web browser.</p> <p>Explain the browsers basics and show a video that introduces main browsers.</p> <p><b>Activity 2:</b> Present the learners how to search and select results on the Internet.</p> <p>Show the video that presents the essential Google search tricks for making research. Explain the most common techniques that are used in Google search to obtain the maximum correct and easy way results.</p> <p>Explain and give examples of that some online content in search result may not be open access or freely available and may require a fee or signing up for a service in order to access it.</p>
<b>Lesson Plan Name:</b> Improving search results by using a search engine	
<b>Duration:</b> 80 minutes	
	<p><b>Activity 1:</b> Show an internet page and explain the main information on it. Explain the navigation and the content.</p> <p><b>Activity 2:</b> Explain how to read an internet page and show video material.</p> <p>Explain and give examples hoe to intentionally avoid distractions and aims to avoid information overload when accessing and navigating information, data and content.</p>
<b>Lesson Plan Name:</b> Factors that influence search results	
<b>Duration:</b> 160 minutes	



	<p><b>Activity 1:</b> Explain the concept for the Search engine algorithms – how they work.</p> <p><b>Activity 2:</b> Give information on how to compare and critically evaluating the credibility and reliability of sources of data, information, and digital content. Verifying and evaluating information – explaining why it is important? Explain that search results, social media activity streams and content recommendations on the internet are influenced by a range of factors. These factors include the search terms used, the context (e.g. geographical location), the device (e.g. laptop or mobile phone), local regulations (which sometimes dictate what can or cannot be shown), the behaviour of other users (e.g. trending searches or recommendations) and the user’s past online behaviour across the internet.</p> <p><b>Practical task:</b> searching and presenting information in the digital space – info about the city of Sozopol + official site of the Municipality of Sozopol. Describe why the information can be trusted.</p> <p><b>Summarize the topic information and ask for questions.</b></p>
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<b>Topic 2: Evaluating data, information, and digital content</b>	
<b>Lesson Plan Name:</b> Types of information and content.	
<b>Duration:</b> 80 minutes	
<b>Activities</b>	<p><b>Activity 1:</b> Present ways to Identifying reliable and unreliable sources.</p> <p><b>Activity 2:</b> Present information and examples of sponsored content – show pictures and other related info on the internet. Ask for examples from the learners. Explain how to differentiate sponsored content from other content online (e.g. recognizing advertisements and marketing messages on social media or search engines) even if it is not marked as sponsored.</p> <p><b>Activity 3:</b> Explain the concept for “Information literacy” and why it’s important. Explain and give examples of fake news.</p>
<b>Lesson Plan Name:</b> Information literacy and fake news.	
<b>Duration:</b> 80 minutes	
<b>Activities</b>	<p><b>Activity 1:</b> Explain the concept of information literacy. Explain the importance and ways for a person to analyze and critically evaluate search results and social media activity streams, to identify their origins, to distinguish fact-reporting from opinion, and to determine whether outputs are truthful or have other limitations.</p> <p>Show how to find the author or the source of the information, to verify whether it is credible and to recognize that some AI algorithms may reinforce existing views in digital environments by creating “echo chambers”/” filter bubble”.</p>



<b>Lesson Plan Name:</b> Misinformation / Disinformation	
<b>Duration:</b> 160 minutes	
<b>Activities</b>	<p><b>Activity 1:</b> Explain what Misinformation / Disinformation is.</p> <p>Show how to fact-check a piece of information and assess its accuracy, reliability, and authority, while preferring primary sources over secondary sources of information where possible.</p> <p><b>Exercises:</b> Show the links and explain the tasks for the given quizzes. Monitor the individual results and give an explanation.</p> <p><b>Summarize the topic information and ask for questions.</b></p>

<b>Topic 3: Managing data, information, and digital content</b>	
<b>Lesson Plan Name:</b> Digital devices and information management.	
<b>Duration:</b> 80 minutes	
<b>Activities</b>	<p><b>Activity 1:</b> Explain Digital devices and information management and give example.</p> <p>Present the meanings and examples of personal computers and mobile devices, entertainment systems and navigation systems. Ask the participants if they work with some and how they assess working with them – from easy to difficult.</p>
<b>Lesson Plan Name:</b> Organize, store, and retrieve data, information, and content in digital environments	
<b>Duration:</b> 160 minutes	
<b>Activities</b>	<p><b>Activity 1:</b> Explain what Data Storage is. Explain the concept for internet cloud and play a video material.</p> <p><b>Activity 2:</b> Explain what the use of the cloud technologies are and give examples of two.</p> <p><b>Activity 3:</b> Present how to use Google Drive and Dropbox.</p> <p><b>Summarize the topic information and ask for questions.</b></p>

<p><b>Exercises on the Module (Duration:</b> 160 minutes)</p> <ul style="list-style-type: none"> <li>○ Show and explain the exercises (1 to 3) to the participants.</li> <li>○ Monitor their work and explain the results.</li> <li>○ Explain the answers.</li> </ul>
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## 5. Module 2: Digital Content Creation

### Description and learning outcomes of module 2

Module “Digital Content Creation” will introduce the learners the following knowledge and skills:

- Creation and editing of digital content in different format, to express oneself through digital meaning.
- Modifying, refining and integration of new information and content into an existing body of knowledge and resources to create new, original, and relevant content and knowledge.
- Understanding the copyright and licenses apply to digital information and content.
- Planning and developing a sequence of understandable instructions for a computing system to solve a given problem or to perform a specific task.
- Solving basic problems related to comprehensive use of digital technologies.

Module 2 encompasses the learning topics:

- **Topic 1: Developing digital content.**

This topic aims to introduce to

- **Topic 2: Integrating and re-elaborating digital content**

This topic aims to teach learners the

- **Topic 3: Copyright and licences**

This topic will help

### Ice-breaker activities for module 2

Ice-breaker 1	
Ice-breaker name: <b>Storytelling Icebreaker</b>	
Duration: <b>15 minutes</b>	
<b>Description</b>	<p><i>Storytelling Icebreaker</i> promotes creativity and pushes learners in class to use their imaginations. In this game, participants will create a story using a set of four pictures as prompts.</p> <p><i>How to play Storytelling Icebreaker:</i></p> <ul style="list-style-type: none"><li>○ Print out several copies of four images.</li><li>○ Split the participants into teams of three to four.</li><li>○ Hand each group a copy of each picture.</li></ul>



	<ul style="list-style-type: none"> <li>○ Teams get ten minutes to study the photos and create a story connecting them.</li> <li>○ When the time is up, each team will take turns sharing their story.</li> <li>○ Other teams may suggest how the group can develop their story.</li> <li>○ If participants fail to create a story connecting the images, then they must repeat that session.</li> <li>○ The team with the best story wins the game.</li> </ul> <p>To make this game more engaging, you can reward the winners. This brainstorming activity is one of the best icebreaker games for adults at work because it improves participants' focus and helps them develop social skills.</p>
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<h2>Ice-breaker 2</h2>	
<b>Ice-breaker name: Hopes and Fears</b>	
<b>Duration: 15 minutes</b>	
<b>Description</b>	<p><i>Hopes and Fears</i> encourages learners in class to reflect on their expectations and helps them conquer their fears.</p> <p><i>How to play Hopes and Fears:</i></p> <ul style="list-style-type: none"> <li>○ Encourage participants to write down their greatest expectations and fears for a specific project on a piece of paper.</li> <li>○ Put the papers into a bowl and shuffle them.</li> <li>○ Pass the bowl around, and each teammate will pick one paper from the bowl.</li> <li>○ Participants will take turns reading out the statements on each piece of paper.</li> <li>○ Then, the team will brainstorm and offer ideas and suggestions for tackling the problem. For example, if a participant has issues coming up with novel ideas for a project, then colleagues can guide the teammate to the right path.</li> </ul> <p>To make this game even more engaging, participants in a training with similar difficulties with a project may team up and get encouragement from other participants. This icebreaker game is a simple and fun way to build a positive and encouraging workforce.</p>



<b>Topic 1: Developing digital content</b>	
<b>Lesson Plan Name: Creating and editing digital content in different format, expressing oneself through digital meaning</b>	
<b>Duration: 80 minutes</b>	
<b>Activities</b>	<p><b>Activity 1:</b> Present the concept of digital communication.</p> <p>Explain the basics on working and creating content with text tools – MS Office application.</p> <p>Ask if participants are aware of the text programs, working with spreadsheets or presentation software.</p> <p>Show MS Office and Google kit.</p>
<b>Lesson Plan Name: MS Office - word processors</b>	
<b>Duration: 160 minutes</b>	
<b>Activities</b>	<p><b>Activity 1:</b> Present the main activities in MS Word.</p> <p>Explain the toolbar and show how to format text, save and print document.</p> <p><b>Activity 2:</b> Show how to create and format document – official correspondence style.</p> <p><b>Exercise:</b> Explain the task and monitor the results. Show and explain the answer.</p>
<b>Lesson Plan Name: MS Office - spreadsheets</b>	
<b>Duration: 160 minutes</b>	
<b>Activities</b>	<p><b>Activity 1:</b> Present the main activities in MS Excel.</p> <p><b>Activity 2:</b> Explain the toolbar and show how to enter and manage data in spreadsheets. Show and explain the basic formulas in MS Excel.</p> <p><b>Exercise:</b> Explain the task and monitor the results. Show and explain the answer.</p>
<b>Lesson Plan Name: MS Office - presentation software</b>	
<b>Duration: 160 minutes</b>	
<b>Activities</b>	<p><b>Activity 1:</b> Present the main activities in MS PowerPoint.</p> <p><b>Activity 2:</b> Explain the toolbar and show how to introduce text, pictures, videos. Explain the main features on the PowerPoint screen. Play and explain the video – PowerPoint – easy to use.</p> <p><b>Exercise:</b> Explain the task and monitor the results. Show and explain the answer.</p>



## Topic 2: Integrating and re-elaborating digital content

Lesson Plan Name: Create, format, and edit digital content – in practice.

Duration: 480 minutes

### Activities

**Activity 1:** Practical task: create, format, and edit documents in ready-made templates (resume and business letter). Explain how to create a personal resume (CV) and business letter. Which are the main features.

**Exercise:** Explain the task and monitor the results. Show and explain the answer.

## Topic 3: Copyright and licences

Lesson Plan Name:

Duration: 120 minutes

### Activities

**Activity 1:** Present the concepts for licences and the terminologies.

**Activity 2:** Explain and give examples of creative commons.

**Activity 3:** Citing sources on the Internet – explain the practical side.



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## 6. Bibliography

Modules 1 and 2:

- i) [www.teambuilding.com/blog/icebreaker-games-for-adults](http://www.teambuilding.com/blog/icebreaker-games-for-adults)



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