LEVELUP

IO5.Preparation of Trainer's Handbook

Prepared by GOI

T.C. İSTANBUL VALİLİĞİ

Contents

1) Background

Level Up- Digital Skills for Adults with Blue-Collar Occupations Project is an Erasmus+ project funded by the Turkish National Agency under strategic partnerships. It has a partnership of 7 partners from 5 European countries. Among the partners, there are IMM (from Turkey, the coordinator), İstanbul Governorship (from Turkey), TÜRKONFED (from Turkey), Egina (from Italy), Media Creativa (from Spain), ISQ (from Portugal), and BTF (from the UK). The project started on the 1st of September on 2018 and will last till the 30th of November 2021. Level Up Project aims to develop digital skills of blue collar workers throught the outputs to be developed.

It aims at developing the digital skills of adults with low-skilled blue (or pink)-collar occupations in order to adapt them to the digital age. These skills are in core in all working environments and required to operate many tools used in blue-collar occupations. By gaining the digital skills required for digital age, adults with blue collar occupations will be able to:

- increase their employability,
- work more efficiently and productively,
- find ways of improving their core-skills using ICT,
- find jobs with better conditions.

Another aim of the project is to encourage adult training centres to offer digital skills courses for target groups. This way adults who do not have the opportunity to reach or use internet will be reached. To do this a handbook with extra activities, teaching methods, and learning outcomes will be prepared.

We have 5 main concrete outputs in Level Up Project:

1. Current situation analysis of adult training centers and adult trainers in terms of digital skills traning in partner countries
2. Need analysis
3. Preparation of training materials for skills
4. Piloting the content and uploading to the project website
5. Preparation of trainers' handbook

This handbook has been developed as a result of IO5. Preparation of Trainer's Handbook. It aims to help adult trainers organize trainings for blue collar workers in order to develop their digital skills. This way trainers will be able to offer this course at their centres. Adults without the opportunity to use internet can reach these trainings through the adult training centres or the online platform. In that way, it targets encouraging adult training centres for offering digital skills courses for blue collar workers.

Adapting to the digital era is inevitable for all professions in order to sustain in competitive markets worldwide. This situation makes learning digital skills necessary all over Europe. Therefore, developing common and transferable training content for digital skills is required in order to compete in the market. As well as gaining these skills as employees, it is of importance to develop the teaching skills for trainers. In this context, the direct target groups of this handbook are:

- Adult trainers in adult training organisations, training departments of companies, etc.
- Experts in training organisations, companies, etc.
- Blue-collar workers

Blue-collar workers consist of workers who work with physical strength for salary or time wage. The type of work they develop may be areas such as manufacturing, mining, warehousing, agriculture, fishing industry, landscaping, pest control, food processing, oil field work, waste disposal, recycling, construction, maintenance, transportation.

Some blue-collar professions are given below:

- Cashier

- Warehouse staff

- Waiter

- Security guard

- Cleaning staff

- Production staff

- Driver

- Warehouse manager

- Technician / Electric technician

The handbook for trainers is expected to have the following impacts:

- Adult trainers will learn new methodology and training content, and awareness on digital skills for blue collar workers.
- Blue collar workers will develop their digital skills and increase their employability.
- Adult training centers will reach teaching resources that can be used in classes for improving digital skills of blue collar workers. Their capacity to deliver trainings is expected to increase.

2)   How to Use the Handbook

This handbook provides the necessary information for adult trainers on how to organize training sessions. It guides the adult trainers to understand the curriculum, preparing the training, collecting the materials needed, planning lessons, and interacting among learners.

The handbook gives information about Andragogy by Malcolm Knowles, which is an adult learning theory. Besides, some tips for the class are given. It provides ice-breaking activities, energizers and activities to get feedback are provided as well as the introduction of the Level Up Project platform(https://level-up-project.ibb.gov.tr/). 2 activities per modules together with a general overview is also provided.

3)   Andragogy by Malcolm Knowles

Andragogy is a theory developed by Malcolm Knowles an American educator in the 1970s. He defines Andragogy as *the art and science of adult learning*. This theory has 5 assumptions and 4 principles.

a) 5 Assumptions of Andragogy

● **Self-Concept**
As a person grows up, s/he turns into an independent, autonomous and self-driven human-being.

● **Adult Learner Experience**
A child has really few life experience and needs to benefit from and trust on older people's experiences. On the other hand, life experiences are a good and compound way of resource for adults. As people grow up, certain things become inuitive and this makes it easier to understand what was hard to get before.

● **Readiness to Learn**
An adult very often plays different roles (parent, employee, spouse, etc.) in society. These different roles make him/her them to learn more to carry out their roles. An

adult tends to gain new skills if employed in a new job, or when becoming a parent, s/he is likely to learn all about child caring.

- **Orientation to Learning**
  A young learner is subject-centered and does not apply it to real life unless s/he needs it. However, adults experience problems in real life, they learn how to solve and apply it immediately. They do not procrastinate the application.

- **Motivation to Learn**
  Adults are internally motivated learners. They have various reasons to learn like moving up the career ladder, gaining new skills, etc. They want to prepare themselves to unfamiliar problems in that way.

4) Guidelines for Trainers

In this section, trainers are provided the informative content on how to use the project platform, tips, simple recommendations, and 2 examples for ice breakers, energizers and activities to get feedback.

a) How to use the Project Platform?

What is Moodle?

Moodle learning management system is a preferred platform in distance education systems or blended learning because it is an open source and free software. Moodle provides convenience to both education administrators, trainers and learners in matters such as sharing course resources, discussing learners on specific issues, and tracking learners' progress. So, by using Moodle, you actually move your course to the internet and continue your course regardless of time and place.

Login the System
Open any web browser and enter the moodle platform web address in the address bar to access the moodle system.
System login must be done from the "Login" section on the right side of the screen.

Enter your learner number in the Username section in the upper right corner of the window and your password shared with you before the application in the Password section and click the "Sign In" button.

Access to Courses

When you log in to the system, you will be directed to the main page of the Moodle system. The courses you have registered will appear on this page. You can join the course by clicking on the name of the course.

Participating in Moodle Activities

Moodle activities are the acctivities that require active participation of learners. Activities are active on the dates and times determined by the instructor. If it is not allowed, it is not possible for learners to participate in relevant activities.

Editing Profile

You can view and edit your personal profile information from the menu below. After selecting the "Edit profile" option, you can edit your profile and complete the update of your profile by clicking the "Update Profile" button.

Messages

From the "Messages" section, you can view and reply to your messages received from course instructors, system administrators or learners. In order to send a message to a member in the messages pop-up window, you can send your message in the message section on the right after you write the necessary information in the "People" - "search for a username or course" section.

Exam Activity

Exam activities are exams consisting of multiple choice questions. Each answer you give is automatically recorded and your grade is transferred to the transcript.

To answer the quiz activity:

• Click on Quiz.

• Click on the apply exam button.

Related questions will appear in the window that opens. After answering the relevant questions, click on the 'Next' button. Click the 'Send and finish all' button to finish the quiz.

Assignment Activity

Assignment is a module that enables learners to upload digital documents (Word, Excel and PDF documents, pictures, audio and video files, etc.) to the system.

To upload documents to Assignment:

• Click the Add Submission button in the window that opens.

• A window will appear where you can upload files.

 • To upload a file, drag the relevant file to the box or click the Add button and select the file and click the Upload File button. Your file will appear in the File Submission dialog.

• Finally click on the 'Save Changes' button.

Forum Activity

Moodle's forum feature is used to discuss a particular topic in the course. You can use the forum as a discussion board where you can message your instructor or other learners.

To view and participate in the forum event:

• Click on Forum. An example forum:

• You can see the discussion topics created on this page. By clicking on the topic of discussion, you will have the chance to reach the explanation and reply.

• To add a reply: - Click on the 'Add reply' button. - Enter the subject and your message on the answer page that opens. - If you want to add a file, click the 'Add' button in the 'File' section and select the file on your computer. - Click the 'Post to forum' button.

• The message you wrote will appear on the forum.

b) Ice-Breakers

Ice-breaker is *a thing that you do or say, such as a game or a joke, to make people feel more relaxed, especially at the beginning of a meeting, party, training, etc.*(Oxford Dictionary). These activities inform us about the learners and ensure that they interact with each other. These activities are icebreakers that do not require preparation but work very well.

Ice-breaker activities:

- ✔ let the learners to be involved in the training
- ✔ interact with each other
- ✔ promote team work or other interpersonal and work values
- ✔ inform us about themselves
- ✔ remove the tension and uncomfortability of learners
- ✔ motivate them to learn and participate

Some tips for you:

- ● Try simple activities that make people interact with each other and activating them. This will invigorate the learners and make them know each other.

- Team building activities can also be used at this stage. This will increase commitment and cooperation in this group.
- It is always very helpfull to make ice-breaekers connected with the lesson to be delivered.

Some simple ice-breaker recommendations:

➢ It can be asked what a simple word on the subject evokes. In this way, they can provide you with a lot of information about themselves and their thoughts. For example, if you will deliver module 'Coping with Digital Threats', you can simply ask a word from this module like cyber-bullying, phishing, fake news, etc. If you plan to make a basic introduction, you can ask 'What is digital/digitalisation/etc.,'. These examples can be varified as your plan.

➢ Especially if the learners meet for the first time with each other, in order to increase the interpersonal interaction, they can be asked: 'When you were asked to introduce yourself to foreigners, how do you feel?' or 'Say your name and say a word you think you are telling yourself!'. But remember, no one has to express / show something personal based on these activities.

➢ If you establish a bond between the lesson and activity, it is very effective. However, you can just plan to introduce the learners and increase interaction level among them.

As a trainer, it had better you be a good observer and always ask yourself the following questions:

o What "ice" do I want to break?
o How are my learners different and similar to each other?
o What do I want to know about my learners?
o What do I want my learners to get used to in this training?

Ice-Breaker Activities

Ice-Breaker 1

Time	• Allow 20 minutes for the whole process.
Materials Needed	• No-needed materials
Implementation	• Ask all learners make a circle. Decide the starting point. The first learner says his/her own name with an adjective starting with the first letter of his/her name. For example: The first learner Joe says Joyful Joe. • The second learner says what the previous one said and then his/her own name with an adjective starting with the first letter of his/her name. For example: The second learner Sam says Joyful Joe and Sad Sam. • This goes on till the end. If a learner makes error, the activity starts from the beginning again.
Variations	• The adjective can be describing the learner himself/herself and start with any letter. • The learners can make a mimic or body gesture while saying name instead of an adjective. • The learners can make a mimic and say the adjective at the same time.

Ice-Breaker 2

Time	• Allow 60 minutes for the whole process.
Materials Needed	• Papers • Markers • Tape
Implementation	• Hand out a paper per learner. • Ask them to write their name vertically on the top of the page. • Ask them to write a word with each letter of their names. The word should describe something about them. They should write those words horizontally, using the letters of their name as the first letter of each descriptive word. • Allow 10 minutes to complete. Then, ask them to present it to the class.

	- Ask them to draw a circle on the down of the page and pass the page to the learner next to them. - Explain them that this is going to be a face. - Each draws one thing on this circle for the people describing this person written on the top of the page and presented before. - This goes on for almost 30 minutes. Then, tape the drawings on the wall. - Evaluate and talk about all the drawings with learners.
Variations	- The words written can be adjectives, nouns, verbs related to work, related to work, etc.

c) Energizers

Energizer is a thing *to make energetic, vigorous, or active* (Oxford Dictionary). They are used to increase participation of learners and to alert them in workshops or trainings.

Energizers:

- ✓ relax group members
- ✓ allow to engage learners into physcical activities
- ✓ increase energy in a group
- ✓ increase integration and participation
- ✓ work for almost any age group
- ✓ make the learning fun

Some tips for you:

- Take into consideration sensitive factors such as culture, gender, physical ability , etc.
- Adults generally dislike doing activities just for the fun of it. Always try to relate it to your subject if you can. If the actual activity can not be related to the subject, see if you can make it relevant at the end of the activity "What did we learn from this?"

Some simple ice-breaker recommendations:

- ➢ If you want to increase energy in the group and activate them, you can realize simple activities. You count till 3 and give the directions to them like: 'raise your right/left hand', jump, jump opening your arms, etc.

- Learners make a circle. The purpose of this activity is to build a story with each participant contributing one sentence that must make sense and at the same time add some fun to the activity, build on to the last sentence, and be grammatically correct. The activity continues until all of the participants have contributed or until the facilitator feels that the group has been energized.
- Select a volunteer from the group. Get him/her out of the classroom. The rest of the group determine a person among themselves as the leader. Everyone starts to do whatever this leader does. Then, the volunteer outside enters and tries to find him. He can try 3 times. If not, he fails.

As a trainer, it had better you know that:
- They can be used at the beginning of the lesson or after lunch, when sleepiness can set in.
- You should be a good observer, realize the group dynamics, try to select the right time to realize the activities.

Some simple energizer activities:

Energizer 1

Time	● Allow 45 minutes for the whole process.
Materials Needed	● Papers ● Markers ● Tape
Implementation	● Split your group up in small groups (3-4 per group) and ask each group to think of an acronym about what they have learnt so far. Acronym can only be as long as the number of people in the group. (4 in a group, acronym will have 4 letters). ● The next task is for the group to spell out the acronym by using their bodies to form the letters. They can do this by standing up, lying down etc. Once letters have been spelled out correctly class to discuss what they stand for. ● Evaluate and talk about all the drawings with learners. ● Write on paper and put around the room so you can refer to them in the rest of your session. Great for you to see

14

	what the learners have remembered and a great tool for learners to remember some content.
Variations	● This can be used as an icebreaker, warm up and revision exercise.

Energizer 2

Time	● Allow 45 minutes for the whole process.
Materials Needed	● A drawing you have prepared earlier ● Papers ● Markers
Implementation	● Put your learners into pairs and make sure they are sitting back to back and can not make eye contact with each other. ● Give one learner from each pair a drawing you have prepared earlier. This can just be some clip-art relevant to what you are teaching. ● The learner holding the drawing needs to give instructions to the other learner who needs to draw it without being able to see the actual picture. You can put a variety of conditions to it, like no asking questions, must draw with your non writing hand etc. ● If you are using this as a revision activity, let the pair explain to the rest of the class what the drawing is about.
Variations	● This can be used as an icebreaker, warm up and revision exercise.

d) Activities to Get Feedback

These activities can be used to get comments and feedbacks of learners at the end of learning activity.

Feedbacks:

15

✓ give the trainer the idea of how the learning process was,

✓ show the pros and cons that the trainer will take into account in the next teaching,

✓ make the learners realize what and how much they learned.

Some tips for you:

● Never comment for feedbacks, otherwise other learners will be inclined to hide their opinions,

● Do it when the training is completely over, not at the end of the session.

Some simple recommendations to get feedback:

➢ You can directly ask them their ideas. How was the training? What were their observations? etc.

➢ Or you can turn it into an activity. Write one question on each paper. 3 or 4 will be enough. Put it on the floor. Each learner comes front, stands by each paper one by one, and responds all. Then, the next learner comes. The questions to be written can be 'The strong side of this training is …', 'The weak side of this training is …', 'Something new that I learnt today…'.

As a trainer, it had better you use these activities to design your next teaching.

Activity for Getting Feedback 1

Time	● Allow 45 minutes for the whole process.
Materials Needed	● A ball of string
Implementation	● Ask a learner to say something negative about the training and then trow the ball of string to another learner by keeping an edge of the ball with another hand.

	● Ask the second learner to say something negative about the training and then trow the ball of string to another learner by keeping an edge of the ball with another hand. ● Keep doing it for the next ones. This way a network is formed by the ball of string. ● When the last one say something negative, this learner throws the ball of string to the person who gave it after saying something positive about the training. ● This second person does the same. It goes on till the end. ● This way the network formed by the ball of string is unformed.
Variations	● This can be used as an icebreaker, warm up and revision exercise.

Activity for Getting Feedback 2

Time	● Allow 45 minutes for the whole process.
Materials Needed	● Papers ● Markers
Implementation	● Ask the learners to make a group (3-4 people at least). ● Ask them to draw what they learned from the class. ● After all groups finish drawing, allow each group to present it to other groups. ● This will help to repeat the key points of the lesson.
Variations	● This can be used as a revision exercise.

5)   Teaching Resources

This section provides general overview of the syllabus and 2 training activities per module.

a) Module 1-Digital Transformation

General Revision	
Short Description of the Module	This module was designed to introduce the basic topics of digital transformation and Industry 4.0.
Aims of the Module	Understand the impact of digital transformation on their daily work and to use its benefits towards effective and efficient results. It is an introductory module to the Level Up training on: - Digital Transformation and Industry 4.0 concepts - Vantages and advantages of digital transformation - Impact and changes in industry.
Learning Outcomes of the Module	**Knowledge:** ● Define digital transformation ● Describe Industry 4.0 ● Identify changes in labour market **Skills** ● Describe what are the more significant changes in its occupation according to digital transformation ● Plan changes that can be made in its occupation according digital transformation ● Select at least two new digital resources to implement in its daily routine **Autonomy** ● Evaluate what can be changed in their daily routine according digital transformation to be more efficient. ● Guide others in the application of new digital resources in their occupation
Level	Level 4

Prerequisites Skills	There is no prerequisite skill in this module.
Guided Learning Hour	Duration: 3-4 hours
Assesment Tool	At the end of each course there is an evaluation activity for the participants. The evaluation is composed by 10 questions, that can be multiple choice, fill-in the blank, true or false. The evaluation tests are designed to help learners assess themselves and see their needed improvement.
Suggestions on Using the Platform	It would be recommended to open another window while taking the course to make extra research of the topics.
Supplementary Materials	Youtube video "The Digital Skills Gap and the Future of Jobs 2020 - The Fundamental Growth Mindset" Youtube video "Technology and Blue-Collar Workers | Krish Sridhar | TEDxTanglinTrustSchool" European Commission (2019), The Impact of the Digital Transformation on EU Labour Markets Cedefop, Digitalisation, AI and the future of work

Training Activities

DIGITAL TRANSFORMATION

Activity Number/Title	1/Digital transformation SWOT analysis
Duration	1h30

Adressed Skills	Describing what are the more significant changes in its occupation according to digital transformation Understanding the strengths, weaknesses, opportunities and threats of digital transformation in blue collar workers' life
Aims of the Activity	This activity aims to let the learners to learn and discuss the strengths, weaknesses, opportunities and threats of digital transformation in blue collar workers life as well as to be aware of the impact and changes in industry.
Number of Participants	From 8 to 16 participants
Equipment	A template of a SWOT analysis printed in a A3 or lager sheet of paper
How to Apply (Steps)	After the lesson on "How Digital Transformation is Changing the Labour Market" the trainer will implement a SWOT analysis exercise with the trainees.

Equipment table:

	Positive factors	Negative factors
Internal factors	Strengths	Weaknesses
External factors	Opportunities	Threats

How to Apply (Steps):

- The trainer makes the question "How digital transformation is affecting your work?"
- Each trainee will share an example of is professional daily routine
- Then the trainer explains what a SWOT analysis is, what means each aspect (Strengths, Weaknesses, Opportunities and Threats)

- Split the big group in 4 smaller groups
- Each group will be responsible of analysing the subject of digital transformation and the impact in the blue-collar

	workers life and answer to ONE of the aspects of the SWOT – Strengths, Weaknesses, Opportunities and Threats - At the end of the exercise, each group will write the findings in a A3 or larger sheet of paper with the SWOT template printed on it - Each group will present its findings and discuss it with the entire class. During the discussion ask trainees how they can include new technologies in their profession and debate this.
Assesment Tool	This activity is suitable for formative assessment, the trainer will assess the discussion between trainees, their findings and conclusions on the topic and the final result of the SWOT analysis template. At the end of each course there is an evaluation activity for the participants. At the end of module there is an evaluation activity for the participants. The evaluation is composed by 10 questions, that can be multiple choice, fill-in the blank, true or false. The evaluation tests are designed to help learners assess themselves and see their needed improvement. At the end of the course there is an overall evaluation test consisting of 20 questions.
Additional Notes	The trainer can give trainees some time to research online
Prepared by/Date	ISQ / 27.04.2021
Source	N/A

DIGITAL TRANSFORMATION	
Activity Number/Title	2/Presenting digital transformation
Duration	Approximately 2hours
Adressed Skills	Describing what are the more significant changes in their occupations according to digital transformation Planning changes that can be made in their occupations according digital transformation

		Evaluating what can be changed in professional's daily routine according digital transformation to be more efficient. Guiding others in the application of new digital resources in their occupation.
Aims of the Activity		This activity aims to promote teamwork and creativity in finding a strategy to present the impact of digital transformation and the skills they need to obtain. Learners will learn about the competences while preparing their part, and will also learn from the other colleagues, when they present their own.
Number of Participants		From 9 to 20 participants
Equipment		Several computers, projector, internet connection
How to Apply (Steps)		- Split the class into groups of three or four people, each. If possible, get together trainees with the same or similar occupations. - Ask each group to pick one topic related with Industry 4.0 and/or Digital Transformation and to relate it with their occupation. They need to make a short introduction of the chosen topic and answer questions like: "What is the impact of digital transformation in your occupations?", "Describe what are the more significant changes in your occupations", "How can professionals in my occupation adapt to these changes?". - Once participants have been attributed with the topic to develop, they have to define at least the five most important competences related to their occupation. - Each group should agree on a strategy and a format to make their presentation. They are free to choose the mean of presentation, but it must be in a digital format, and they should have in mind that there will be a maximum of 10 minutes allocated to the group for their presentation. - All groups are given a one-hour slot time to prepare their presentations.

		- At the end of the presentations, ask the question: "What have you learned with this exercise?". Allow participants to discuss ideas of how to promote the development of digital competences for their occupations. This should be a mild discussion, given the fact that the workshop time will probably be finishing. Closing remarks This exercise will allow learners to get familiar with the impact of digital transformation and the competencies needed for their occupation. This will enable them to start imagining how they can organise and act in order to adapt themselves to the changes occurred.
Assesment Tool		This activity is suitable for formative assessment, the trainer will assess the presentations of each group, the quality of the information researched and presented and the discussion between trainees. At the end of each course there is an evaluation activity for the participants. At the end of module there is an evaluation activity for the participants. The evaluation is composed by 10 questions, that can be multiple choice, fill-in the blank, true or false. The evaluation tests are designed to help learners assess themselves and see their needed improvement. At the end of the course there is an overall evaluation test consisting of 20 questions.
Additional Notes		**N/A**
Prepared by/Date		ISQ / 27.04.2021
Source		N/A

b) Module 2-Netiquette

General Revision	
Short Description of the Module	This module is designed to introduce the participants to consolidated Netiquette rules, with a specific focus on the workplace context, as well as to emerging negative trends in online communication and the correct way to contrast them.
Aims of the Module	This modules aims to provide an overview of standard and emerging online communication rules and behaviours to improve the cybercitizenship of blue collar workers.
Learning Outcomes of the Module	Upon successful completion of this course, learners will have the following knowledge, skills and competencies: **Knowledge:** ● Explain the meaning of Netiquette ● List out the Dos and Don'ts while communicating online ● Define new trends of negative online communication **Skills:** ● Use appropriate language and format when communicating through different online tools and channels ● Recognize the elements that compose a fake news ● Adopt effective strategies and tactics to counter hate speech online **Responsibility – Autonomy:** ● Gain autonomy in elaborating texts that are socially accepted by other /Internet users ● Commenting and assessing the online activity of others in an appropriate way
Level	Level 4
Prerequisites Skills	Learners must have basic online communication skills.

Guided Learning Hour	Netiquette 2.0: 2 hours Recognizing Fake News: 2 hours Countering Hate Speech online: 2 hours Total: 6 hours
Assesment Tool	At the end of each lesson there is an evaluation activity for the participants. The assessment will be implemented in the form of multiple choice and gap-filling assessment consisting of 10 questions. Assessment tests are designed to help learners assess themselves and see their deficits.
Suggestions on Using the Platform	Equipment and internet connection in the computer lab must be checked beforehand. Each participant who will attend the training must have a G-mail account. In order for the event to be held within the specified time, participants need to previously log into their Google accounts on their devices.
Supplementary Materials	Extra reading material: Material 1: Material 2: Material 3: Material 4:

Training Activities

MODULE 2: NETIQUETTE	
Activity Number/Title	1/Spotting Fake News
Duration	1h40m
Adressed Skills	List out the Dos and Don'ts while communicating online Recognize the elements that compose a fake news Commenting and assessing the online activity of others in an

Aims of the Activity	To recognize the difference between real and fake news related to COVID-19		
Number of Participants	Min: 9 Max:21		
Equipment	Computer, Internet, Smartphone, Tablet etc.		
How to Apply (Steps)	1. **Warm-up**: (10 minutes) Ask learner: How do you keep up with the news? Do you trust the information you get? Have you seen a lot of information on social media about the new coronavirus? What do you know about fake news? What does the quote mean? "A lie can travel half way around the world while the truth is putting on its shoes." 2. **Word Study:** (15 minutes) Download and share the Word Study on your screen. Complete the fill-in-the-blank and pronunciation activities to prepare for reading. 3. **Reading and Speaking:** (30 minutes) Download and share the Separating Real from Fake News Story story on your screen. Ask the learner to read each section aloud, stopping to check comprehension, using questions at bottom of article. Now your learner can practice recognizing fake news. Download and share the Spotting Fake News Exercise on your screen and work through the questions. 4. **Grammar**: (20 minutes) The news story makes use of the present progressive verb tense. This is a helpful verb tense for learners to use when expressing an action that is in progress. Watch this video that explains the verb tense. Then share the News Story again and ask the learner to identify sentences using this verb tense. Then share this Grammar Worksheet. Use the annotation features of Zoom to let the learner complete the worksheet. 5. **Listening:** (20 minutes) Share this 3-minute, interactive video from Ted-ED "How False News Spreads." The video pauses frequently to ask questions. Check your		

26

	learner's understanding by asking him or her to answer verbally.
Assesment Tool	As a self-assessment activity, share this online quiz to put your learner's fake-news spotting ability to work some more on social media posts about COVID!
Additional Notes	N/A
Prepared by/Date	EGInA/2021
Source	Source 1:

MODULE 2: NETIQUETTE

Activity Number/Title	2/Navigating the news
Duration	2h
Adressed Skills	Explaining what fake news is and why it is created

Identifying what questions to ask and what checks to make to decide whether a news report is fake or real

Inferring how a fake news story may affect someone's emotions and behaviour

Giving reasons why fake news can be harmfu |
| Aims of the Activity | This activity aims tol et the learners to identify fake news and its consequences |
| Number of Participants | Min: 9 Max:21 |

Equipment	Computer, Internet, Smartphone, Tablet etc.
How to Apply (Steps)	**1. Starter/baseline assessment** Nav's story: Learners consider the following character situation: Nav is reading a news story. Nav wants to know whether the story is 'fake news'. *What does Nav mean? If it is fake news, does it matter (why/why not)? What will help Nav decide? What should Nav do about it?* **2. Learning activity** a. Using the **Fake or real headlines** learners vote on whether each headline is real or fake, making a 'gut reaction' decision (don't reveal the answers yet!). *What do you think about this story headline? Is it easy to tell if a story is real or fake (especially if we only read it quickly)? Did you have enough information to make an informed decision? How might people react to each of these headlines?* Compare the 'gut reaction' process to what happens when people share a funny/shocking story they have heard in conversation/via text/social media before taking time to question if it's true. Relate this to spreading rumours and gossip in the playground. b. Investigate two of the stories in detail by questioning the source and checking the coverage (News story 1 and 2). Learners use the evidence and clues provided to work out which news story is fake and which is real. Learners can use support materials: Trustworthy news sources and Fake news clue words for professional news organisations and fake news vocabulary to look out for in their investigations. *What clues helped you to identify the fake news? What clues showed that you could trust the real story?* c. Learners read two examples of Fake news stories, inferring how they might make someone feel and what they might motivate someone to do (trainer note: these are not real examples, but have been developed for the purpose of this lesson). *How might someone feel reading this story? How*

		does the article try to make the reader feel an extreme emotion? What would happen if someone believed this story? Could it affect how they think or act? How could it affect their actions? What is the motivation of the story/writer? Why has this story been made up? What type of fake news might cause harm?
		3. Plenary a. Where can we get trustworthy news from? As a class, create a list of reliable sources where learners can get real and trustworthy information, including children's news organisations. Emphasise the importance of reading across different organisations and sources of information – whether (and how) a story is being reported elsewhere. When searching for a story, include the source that you want the news to come from; eg, football: BBC news. If you are unsure about a story, always talk to a trainer or parent about it first. b. Reveal the answers to all the Fake or real headlines stories. *If Nav was reading any of the fake stories we have looked at, what should Nav do about it?*
Assesment Tool		As a group-assessment activity, you can use the following questions for debriefing: ● What is fake news? ● Why might fake news be harmful? ● How do we know if the news we hear, see or read is true? ● What can you do if you think a story is fake?
Additional Notes		N/A
Prepared by/Date		EGInA/2021
Source		Source 1:

General Revision	
Short Description of the Module	The proper use of search engines is one of the essential digital competences that facilitate browsing, searching and filtering the information and digital content that can be found on the net. This module will cover one of the most basic digital skills: the information search (how to search information and content in the net) and management through search engines (how browsers work).
Aims of the Module	This module aims to give learners the tools for being able to browse and navigate on the net safely in order to obtain the most accurate data possible, in addition to search and filter digital information and content properly.
Learning Outcomes of the Module	**Knowledge:** ● To demonstrate the purposes of a search on the net. ● To describe the different results a seam search may obtain. ● To acknowledge that filters may narrow a search and to customise a search engine by applying filters. **Skills:** ● To list different browsers and search engines, and to choose among them in order to select the most suitable browser, search engine. **Responsibility and Autonomy:**

		● To conduct a search on the net, and to organize searches on the net.
Level		Level 4 of EQF
Prerequisites Skills		There is no pre-requisite training to be taken prior to this module.
Guided Learning Hour		3-4 hours
Assessment Tool		At the end of each training activity there is an evaluation activity for the participants. The evaluation is going to be a multiple choice consisting of 10 questions, with only one correct answer per question. The evaluation tests are designed to help learners assess themselves and to see what they have learnt and what their remaining deficits are. At the end of the module (after the 2 activities) there is an overall evaluation test consisting of 20 questions in a multiple choice style, with only one correct answer per question.
Suggestions on Using the Platform		It would be recommended to open another window while taking the course in order to follow all the steps. Make sure to have a good Internet connection in order to be able to download and search information on the browsers.
Supplementary Materials		N/A

Training Activities

	Using search engines effectively
Activity Number/Title	1/How to search information on the Internet.
Duration	Preparation: 10 minutes Implementation: 35 minutes Assessment: 15 minutes
Addressed Skills	Getting ready for doing a web search, the steps beforehand. Searching the web effectively.
Aims of the Activity	This activity aims to help the learners how to search information on the Internet effectively and how to find the information we are looking for.
Number of Participants	This activity can be conducted in small or big groups.
Equipment	You will only need a computer with Internet connection and a browser (there is no preference for one browser or another).
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 3-5 learners should be in each group. ● Hand out the activity papers below Activity Paper 1 Activity Paper 2 Activity Paper 3 Activity Paper 4 ● Give them some time to read the tasks and organize themselves. ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group.

	● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have. ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** ● After all groups carry out their tasks, collect them in a round table. ● Put together all that has been written, done and talked about by the different groups.
Assessment Tool	The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks. *Self assesment Questions:* The trainer asks learners to do a 10 multiple choice question test and later they correct it: The success criteria will be ● The evaluation form. ● To do an internet search effectively. ● Involving in group work during the activities. ● Contributing in the presentation and discussion parts.
Additional Notes	Try to write down all the exercises in order to come out with the best key words/questions for searching information about the topic given.
Prepared by/Date	Media Creativa, January 2021.
Source	This activity has been inspired in the following webpage: El Ipad en el Colegio, *Searching on the Internet: Proposals for learning how to find information on the Internet*, March 6, 2016

Using search engines effectively

Activity Number/Title	2/How incognito (private) browsing works.
Duration	Preparation: 10 minutes Implementation: 15 minutes Assessment: 15 minutes
Addressed Skills	Knowing how to browse in an incognito form Understanding the difference between a normal browse and a private browse.
Aims of the Activity	The aim of this activity is to understand how the private search works, the particularity of the results it provides and the scenarios where it is suitable to use this kind of search.
Number of Participants	This activity can be conducted in small or big groups.
Equipment	You will only need a computer with Internet connection and a browser (there is no preference for one browser or another).
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. Participants will be divided into two large groups or into pairs. ● Hand out the activity papers below Activity Paper 1 Activity Paper 2 ● Give them some time to read the tasks and organize themselves. ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group. ● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have. ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:**

	● After all groups carry out their tasks, collect them in a round table.
Assessment Tool	The assesment for this activity will include 2 parts: ***Group presentations:*** Each group will present the other groups how they manage their tasks. ***Self assesment Questions:*** The trainer asks learners to do a 10 multiple choice question test and later they correct it: The success criteria will be ● The evaluation form. ● To do an incognito/normal browse and compare both. ● Involving in group work during the activities. ● Contributing in the presentation and discussion parts.
Additional Notes	After trying with Skyscanner, you can check other websites that offer a different kind of product.
Prepared by/Date	Media Creativa, January 2021
Source	Information regarding the logics behind incognito browsing has been retrieved from PWS. May 2016. *Advantages of private browsing*.

d) Module 4-Analyzing News&Information In a Critical Way

General Revision	
Short Description of the Module	In our media-saturated world, people are bombarded with messages, images, opinions, and ideas from an increasing array of sources. It's difficult for any of us to escape the information—and misinformation—glut, but there are ways for media consumers to cut through the noise in the media landscape. Media literacy means the ability to interpret and communicate meaning in media. Media literacy provides the foundation for youth

	media practice. Moreover, gained skills are essential to becoming active, engaged, and informed citizens
Aims of the Module	This module aims to provide with information and tools how to critically analyse the messages in a broad sense which are sent by mass media.
Learning Outcomes of the Module	Upon successful completion of this course, learners will have the following knowledge, skills and competencies: **Knowledge:** ● Able to describe what media literacy is ● Learn about types of information ● Understand how media creates the meaning **Skills:** ● Distinguish the types of messages ● Create own stories by using text, video or audio tools ● Recognise misinformation and "tools of persuasion" **Responsibility:** ● Ability to collect and analyse the data ● The sense of creativity ● Ability to cooperate with less known people ● Self-esteem ● Time-management
Level	**Level 4/5**
Prerequisites Skills	Learners must have basic computer skills.
Guided Learning Hour	4 hours per module
Assesment Tool	The evaluation is going to be a true – false activity / /test with multiple choice consisting of 10 questions. The evaluation tests are designed to help learners assess themselves and see their deficits.

Suggestions on Using the Platform	İt is suggested to follow the order of modules while using the platform	
Supplementary Materials	Material 1: Material 2: Material 3: Material 4: Material 5: Material 6: Material 7: Material 8:	

Training Activities

Modul 4:Analysing the News and Information in a Critical Way

Activity Number/Title	1.Ads literacy activity
Duration	30-45 min
Adressed Skills	Evaluating the style of ads, used images and messages, identify the target group. Creating own message and test it content with others.
Aims of the Activity	This activity aims to provide an ads literacy scaffolding exercise that encourages participants to examine advertisements

Number of Participants	From 2 to any.
Equipment	Flip Chart Paper 3-10 Advertisements from Magazines/Web (depends on group's size)
How to Apply (Steps)	**Process:** Put ads up around the room. Place one sheet of flip chart paper under each ad and write the prompt questions: 1. What do you see? (Style, Image, Look) 2. Who is the Audience? 3. What is the Message? (Said and Unsaid). Walk around the room silently and look at each advertisement. At each station, reflect on each question and write down your observations and comments. Do this silently and be sure to answer each question for each ad. Once everyone has posted comments, go around and read all of the responses silently.
Assesment Tool	Come back together as a group and discuss: » What stuck out to you, what did you see: » What impact did that have (image, responses)? » Why is this significant?
Additional Notes	Please give some clues and important points about the application process
Prepared by/Date	2020.01.10, BTF
Source	Media Literacy toolbox, Education development Centre, 2020

Module 4:Analysing the News and Information in a Critical Way

Activity Number/Title	2.Quality of web content

Duration	2h
Adressed Skills	Understanding the basic criterias to evaluate the quality and credibility of resources
Aims of the Activity	The aim of this activity to improve the analytical skills and develop the sense of understanding how to evaluate the information learners find online or in any other resources.
Number of Participants	Any
Equipment	Any digital device, internet
How to Apply (Steps)	**Process:** 1. Ask learners: How do you evaluate if the information you find online is good quality? 2. After learners provided with a few answers continue with presenting the key criterias to evaluate the information. **What is the scope of the website?:** -commercial/non commercial -Giving an overview of a topic/a point of view/a specialised part of a topic… -Who is the target group of the site? **Who is providing the information?** -Who is the author? –„about us", Disclaimer, legal notice, domain,… -Is the author an expert on the subject? -Why does the author give this information? -Is the information balanced? -Is there a contact I can reach if I have further questions or remarks? **How „transparent" is the website?** -Is the source of the information clearly indicated? -Is information on the site reproduced from other sources – copy/paste?, retyped? Altered? Copyright?...

	-Are links to other sites just a sample or selected –on which criteria? Evaluated? **How up to date is the site?** -When was it produced? -When was it last revised? -How up-to-date are the links? -Is there outdated information on time-sensitive topics? -If there is a news-section –is it really new(s)? **Is the site easy to access?** -Does the text follow basic rules? -Usability: can you find the relevant information easily –number of links, logical structure,…? -Is the text, design, content,… tailored to the needs of the target-group? -Are links provided to site maps, subject trees…. 3. After giving an overview of the criterias give learners a task: to evaluate 5 different resources against provied information. Give at least an hour to check the information. 4. Split participants into small groups and ask to present collected information – 20/25 min. 5. Share the experience in plenary.
Assesment Tool	N/A
Additional Notes	N/A
Prepared by/Date	BTF, 2020.01.10

Source	
	Techniques to Apply & Questions to Ask UC Berkeley –Teaching Library Internet Workshops **Evaluating Website:Criteria and Tools** Cornell University Library **Evaluating the Quality of Information on the Internet** Virtualchase **Thinking Critically about Worl Wide Resources** By Esther Grassian, UCLA College Library **Criteria for evaluation of Internet Information Resources** Alastair Smith, VUW Department of Library and Information Studies, New Zealand

e) Module 5-Interacting Through Digital Technologies

General Revision	
Short Description of the Module	This module has been prepared to provide a flexible, accessible, and fast communication that carries the daily communication of blue-collar workers within the workplaces to the digital environment.
Aims of the Module	It is aimed to enable the blue-collar workers to use the communication services with the digital technologies effectively, to ensure the effective cooperation of the blue-collar staff members within the workplaces by using the digital communication services, to support the file sharing with multimedia materials when necessary, to gain the ability to move flexibly in the digital world.

Learning Outcomes of the Module	Upon successful completion of this course, learners will have the following knowledge, skills, and competencies: **Knowledge:** • Express steps to login to applications. • Recognise importance of applications in business life. **Skills:** • Realize registration, adjust application settings, • Make personalization settings and use application functions. **Responsibility - Autonomy:** • Learners Evaluate their own development with module evaluation
Level	**Level 4/5**
Prerequisites Skills	Learners need to have a basic knowledge and skills of mathematics, computer, internet, and data security.
Guided Learning Hour	Total: 2 hours
Assessment Tool	Learners who have completed the **Digital Communication and Notions** module will be given a multiple-choice test right after the training. (Each question will consist of 4 options.) In the **E-mail Service module,** learners will take a practical exam on sub-topics that require practical process. (Learners will take the practice exam by recording and uploading the screenshots on the "FastStone" program.) In the **WhatsApp Instant Communication Application** module, learners will take the practice exam on the sub-topics

	that require practical process. (Learners will take the practice exam by taking screenshots and uploading them to the system.)
Suggestions on Using the Platform	Equipment and internet connection in the computer lab should be checked beforehand.
Supplementary Materials	Information such as WhatsApp's features and how to use it can be found on the official website. Information about Gmail can be found on Google's official website.

Training Activities

MODULE 5:INTERACTING THROUGH DIGITAL TECHNOLOGIES	
Activity Number/Title	1/ Using E-mail (Gmail) for Inhouse Company Correspondence

Duration	40 minutes
Addressed Skills	Explaining the steps of logging in applications. Performing the registration process, adjust the application settings. Adjusting the customization settings and to use the application functions.
Aims of the Activity	This activity aims to let the learners to be able to use the Gmail application effectively.
Number of Participants	Min:9, Max:21
Equipment	Computer, Internet, Smartphone, Tablet etc.
How to Apply (Steps)	1. To help users get Gmail accounts, account creation and sign in process is explained and user's sign in process is ensured. (15 mins) 2. A team leader is chosen from the participants. Afterwards participants are asked to send a mail to the team leader, stating their names-surnames, the department they work in their company and their duties. At this step: 2.1. What is supposed to be written in the topic of the mail, 2.2. In the "To" field it is explained the recipient of the mail is to be written, the cc, bcc parts their functions are explained. 2.3. In the "To" field team leader's, in the cc field instructor's, in the bcc field participant's co-worker's mail addresses are asked to be put in. This way, it is ensured that the participants recognize the difference between the cc and bcc fields. (10 mins.) 3. It is explained that the sent mails there are no signatures, and Gmail signature creation process is explained, and participants are asked to create their own signatures. 4. To help participants send files, documents or photos using mail, they are tasked with preparing and sending a Word file containing their names, surnames, and phone numbers to the instructor's mail address. (10 mins.)

44

		5. At the end of the activity, participants are asked to sign off from their Gmail accounts for information security and the process is explained.
Assessment Tool		Participants are tasked with writing a petition document following the example shown on the screen in accordance with mail writing rules and sending it to the instructor. Participants who complete this task are considered successful. After the training, the following self-evaluation activity will be held. **Yes No** I created a Gmail account. ☐ ☐ I sent an e-mail to the team leader as specified. ☐ ☐ I created a signature on Gmail. ☐ ☐ I sent a file via mail. ☐ ☐ I signed out of Mail. ☐ ☐
Additional Notes		Computer laboratory and internet could be checked before the activity to help prevent any problems during the activity.
Prepared by/Date		İstanbul Metropolitan Municipality İSMEK / 10.01.2021
Source		N/A

MODULE 5:INTERACTING THROUGH DIGITAL TECHNOLOGIES

Activity Number/Title	2/ Using WhatsApp Application to ensure fast inhouse correspondence

Duration	40 minutes
Addressed Skills	Explaining the steps of logging in applications. Performing the registration process and adjust the application settings. Adjusting the customization settings and to use the application functions.
Aims of the Activity	This activity aims to improve the skills of learners to be able to use WhatsApp Application effectively.
Number of Participants	Min:9, Max:21
Equipment	Computer, Internet, Smartphone.
How to Apply (Steps)	1. WhatsApp application and its purpose is explained, and participants are assisted in downloading WhatsApp and creating accounts with demonstrations. (10 mins.) 2. WhatsApp interface and its functions are explained and demonstrated. (5 mins.) 3. Participants are assisted in adjusting WhatsApp profile settings with demonstrations. (5 mins.) 4. Instructor shares his/her own number with the participants and asks them to add the number to their contact list. (5 mins.) 5. Participants send a message containing their names to the instructor. Instructor adds the incoming numbers to his/her contact list and demonstrates the group forming process then, the instructor asks participants to form WhatsApp groups with at least 3 people in each group. (5 mins.) 6. Instructor explains the process of sending documents, photos, videos, music and location, then asks the participants to send any one of these to the group he/she formed. (5 mins.) 7. Instructor concludes the activity by demonstrating how WhatsApp application can be used on a computer and how it can be set on WhatsApp web. (5 mins.)

Assessment Tool	Formative assessment will be used in the activity. Participants who complete all the activity steps will be considered successful. After the training, the following self-evaluation activity will be held. **Yes No** I created a WhatsApp account. ☐ ☐ I changed my Whatsapp profile settings. ☐ ☐ I added my trainer's number to my directory. ☐ ☐ I sent a message via WhatsApp. ☐ ☐ I created a group in the WhatsApp application. ☐ ☐ I sent documents, photos, videos, music files to the group. ☐ ☐
Additional Notes	Computer laboratory and internet could be checked before the activity to help prevent any problems during the activity.
Prepared by/Date	İstanbul Metropolitan Municipality İSMEK / 10.01.2021
Source	N/A

f) Module 6-How To Use And Manage Spreadsheets

General Revision

Short Description of the Module	This module aims to improve the adaptation of technology for adults with blue-collar professions, to increase the use of information and communication technologies in the industry, to develop digital skills in order to ensure rapid communication, and to ensure working independently from time and place.
Aims of the Module	It is aimed with this module that the employees who are actively involved in business life and identified as blue-collar workers have knowledge about online office applications, (online documents, tables, presentations) surveys, cloud storage and use the skills they will have gained in business life.
Learning Outcomes of the Module	Upon successful completion of this course, learners will have the following knowledge, skills, and competencies: **Knowledge:** • Utilize and Manage Spreadsheets • Work on common files that are physically in different environments. **Skill:** • Upload files and folders existing on the devices such as computers, phones, tablets etc. onto online storage. • Share the document with other people and give them authority of reaching and amending. **Responsibility - Autonomy:** • Classify different functions of Spreadsheets. • Criticize and analyse the completed tasks.

Level	Level 4/5
Prerequisites Skills	Learners need to have a basic knowledge and skills of mathematics, computer, internet, and data security.
Guided Learning Hour	Use of Online Storage Space - 2 hours Use of Online Word Processor - 2 hours Use of Online Table - 2 hours Use of Online Presentation - 2 hours Use of Online Survey - 2 hours **Total: 10 hours**
Assessment Tool	At the end of each lesson there is an evaluation activity for the participants. The assessment will be implemented in the form of multiple choice and gap-filling assessment consisting of 10 questions. Assessment tests are designed to help learners assess themselves and see their deficits.
Suggestions on Using the Platform	Equipment and internet connection in the computer lab must be checked beforehand. Each participant who will attend the training must have a G-mail account. In order for the event to be held within the specified time, participants need to previously log into their Google accounts on their devices.
Supplementary Materials	Here is the official site of Google where the promotion and features of Google applications take place. You can find more information from the "Help" section. Vidobu is an online video training platform. Google Sheets, Google Slides and Google Docs tutorial videos are freely available here.

MODULE 6: HOW TO USE AND MANAGE SPREADSHEETS

Activity Number/Title	1/Usage of Google Tools in the process of reassignment/ 1
Duration	45 minutes
Addressed Skills	Creating and managing online surveys or tests. Creating and managing online tables. Creating and managing online documents. Creating and managing online presentations.
Aims of the Activity	This activity aims to improve the skills of the learners to be able to use Google tools effectively.
Number of Participants	Min: 9 Max:21
Equipment	Computer, Internet, Smartphone, Tablet etc.
How to Apply (Steps)	1. Instructor explains that there will be a practice for using Google Tools, which participants have received training for at the beginning of an employment process. 1.1. The practice is conducted with 3 groups in 3 rounds. Each group completes a part of their practice according to the instructions given below then proceeds to continue the practices of other groups. After the completion of the practice steps each group prepares a presentation about the process following the procedures given below. Presentations are prepared by one or more participants chosen from the groups. 2. Instructor divides the participants to 3 groups and chooses a leader for each group. The groups are named as Google

documents, Google sheets, and Google Forms. (Group participants cannot change their locations physically during this activity.)

2.1. Participants are asked to log in to their personal Google accounts or accounts that were prepared for the activity beforehand.
2.2. Group leaders or the instructor checks if all the participants of the group have editing access to the same drive accounts. (5 minutes)

3. Instructor asks group leaders to create folders and within the folders create the application file from the group name (such as Google document etc.).
Instructor points out to the fact that other participants are able to view all applications and file types in accordance with the given permission.
Groups read the practice instruction from the file shared on Drive or Instructor explains to the groups. (The file content would consist of 3rd and 4th clauses)
Instructor explains as each group completes their task, they would continue the other practices and at the end of 3 rounds they would prepare a presentation. Depending on the speed of each group, instructor verbally notifies the groups to continue with other practices. (10 minutes)

3.1. During the first-round instructor asks participants to;
3.1.1. To Google Forms group, on Google Forms
- Give "Shift Survey" title to the form,
- Add the following sentence "Check the time frames you would like to work in" to the survey description part,
- To choose and edit the "Name-Surname" filling question type,

3.1.2. To Google Documents group, on Google Documents,
- To name the document "Petition",

- Use the paragraph styles title 1 to write "To Human Resources Department",
- Change the font to times new roman and size to 12,

3.1.3. To Google Sheets group, on Google Sheets,
- To name the title of the sheet as "Shift Survey Data",
- To copy the example form data to "Shift Survey Data" without formatting,
- To prepare a pie chart using the data to present the most chosen workday, with this the first round is concluded.

3.2. During the second-round instructor asks participants to;
3.2.1. To Google Documents group on Google Forms,

- To choose and create a question type which would allow multiple weekdays as options under the title Workdays,
- To create a question type and title which would allow participants to state their opinions on shift days.,

3.2.2. To Google Sheets group on Google Documents,

- To write "I request my assigned position to be changed to …... department." after an indent,
- To write the address and contact information in the left bottom corner of the document,
- To write name and surname in the right bottom corner of the document,

3.2.3. To Google Forms group on Google Sheets,

- To make a sorting of the most preferred days using the form data with filters,
- To find the number of form participants using the answers to the name surname question

with the addition formula, then the second round is concluded.

3.3. During the third round instructor asks participants to;

3.3.1. To Google Sheets group on Google Forms,

- To share from the Google form edit page "send" options using email, also to write the subject and the following text "Please complete the survey",
- To test the survey link address by copying it to the url bar and opening it,

3.3.2. To Google Forms group on Google Documents,
- To send the document using the appropriate menus as email,
- To set the permission to allow anyone who has the link to edit the document,

3.3.3. To Google Documents group on Google Sheets,

- To download the edited sheet in .pdf and .xlsx file formats,
- To add comments on the pie chart then the third round is concluded.

4. All groups turn their opinions about the activities to presentations using Google Slides. (Preparation 15 minutes) (Presentation 10 minutes)

During the Google Slides activity, instructor asks participants to;

- Use special theme,
- Add media,
- Add transition effects,
- Add animations.

5. Instructor gives feedback to all groups then ends the activity. (5 minutes)

Assessment Tool	After the event is complete, the instructor asks participants to assess themselves using the Google Forms tool or verbally, based on the self-assessment criteria below:
	Yes No • I was able to create and edit a questionnaire or test online. ☐ ☐ • I was able to share the online survey or test I created with others. ☐ ☐ • I was able to create and edit a table online. ☐ ☐ • I was able to share the online table I created with others. ☐ ☐ • I was able to create and edit presentations online. ☐ ☐ • I was able to share the online presentation I created with others. ☐ ☐
Additional Notes	It is necessary to have the participant's Google accounts open beforehand for the activity to be finished within the determined period.
Prepared by/Date	İBB İSMEK 2021
Source	N/A

MODULE 6: HOW TO USE AND MANAGE SPREADSHEETS

Activity Number/Title	2 / Usage of Google Applications to Measure Employee Satisfaction
Duration	90 mins.

Addressed Skills	Creating, editing, and sharing online surveys or tests. Creating, editing, and sharing online tables. Creating, editing, and sharing presentations online.
Aims of the Activity	This activity aims to improve the skills of the learners to be able to use Google tools effectively.
Number of Participants	15-20
Equipment	Computer, Internet, Smartphone, Tablet etc.
How to Apply (Steps)	1. After the usage of Google Forms is explained, a survey for measuring employee satisfaction is prepared with the participants. (30 mins.) 2. Following the completion of the survey by all the participants, the results are transferred to Google Sheets. The usage of Google Sheets is explained. Then a new column for the age information is added. This column is filled by all the participants. (30 mins.) 3. Lastly, the graphic results of the survey are used to create a presentation file by the participants. (30 mins.)
Assessment Tool	After the event is complete, the instructor asks participants to assess themselves using the Google Forms tool or verbally, based on the self-assessment criteria below.

	Yes	No
• I was able to create and edit a survey and test online.	☐	☐
• I was able to share the online survey and test I created with others.	☐	☐
• I was able to create and edit a table online.	☐	☐
• I was able to share the online table	☐	☐

	I created with others. • I was able to create and edit presentations online. • I was able to share the online presentation I created with others.
Additional Notes	Equipment in the Computer lab and the internet connection should be checked beforehand. All participants need to have a Gmail account.
Prepared by/Date	İstanbul Metropolitan Municipality İSMEK / 10.01.2021
Source	N/A

g) Module 7-Identifying Digital Tools For Professional Needs

General Revision	
Short Description of the Module	A digital tool is a tool characterized by electronic and especially computerized technologies. It can be a program, app, or other software available on a digital device (e.g., iPad, laptop, smart phone, etc.), including those that are language, audio, and visually based. There are many digital tools that can assist in workers daily routine, this module will be focused in presenting existing tools and helping identifying workers needs and better select the technological responses that will allow them to have a simpler and more organised journey.
Aims of the Module	Support trainees in the identification and selection of digital tools according to its professional needs. How to select the most suited tool for me? Description of some criteria from several apps and tools according to its functionalities. Presenting advantages and disadvantages of some digital tools according to its use.

Learning Outcomes of the Module	**Knowledge:** ● Identify characteristics of several digital tools. ● Analyse several applications of digital tools. ● Describe vantages and disadvantages of specific digital tools. **Skills:** ● Identify professional needs. ● Recognise simple digital tools and possible technological responses to meet its needs. ● Engage in a specific tool to meet its needs. **Autonomy:** ● Select what are the most suitable digital tools for its professional life. ● Select ways to adjust and customise digital tools to personal needs.
Level	Level 4
Prerequisites Skills	Learners must have basic computer skills.
Guided Learning Hour	**Duration: 3-4 hours**
Assesment Tool	At the end of each course there is an evaluation activity for the participants. The evaluation is composed by 10 questions, that can be multiple choice, fill-in the blank, true or false. The evaluation tests are designed to help learners assess themselves and see their needed improvement.
Suggestions on Using the Platform	It would be recommended to open another window while taking the course to make extra research of the topics.

| Supplementary Materials | Youtube video "Technology and Blue-Collar Workers \| Krish Sridhar \| TEDxTanglinTrustSchool"

Youtube video "Gamifying Blue Collar Work \| Sean Dessureault, PhD \| TEDxTucson" |
|---|---|

Training Activities

MODULE 7: IDENTIFYING DIGITAL TOOLS FOR PROFESSIONAL NEEDS

Activity Number/Title	1/Digital tools presentation
Duration	Around 2 hours
Adressed Skills	Identifying professional needs.
Recognising simple digital tools and possible technological responses to meet its needs.
Engaging in a specific tool to meet its needs.
Selecting what are the most suitable digital tools for its professional life.
Selecting ways to adjust and customise digital tools to personal needs.
Aims of the Activity	This activity aims to support learners in the identification and selection of digital tools according to its professional needs.
Number of Participants	From 2 to 20
Equipment	Computer, internet connection, projector
How to Apply (Steps)	All the trainees need to list their daily professional activities and think about a challenge in their professional lives to present to the all class.

	After this simple presentation, divide the class in small groups (2 or 3 people), get together the trainees with similar occupations or similar challenges, if possible. Ask the trainees to search online and find a digital tool (if possible, a different one from the ones exposed in the training contents) that helps them to overcome that challenge(s). If possible, they will install it and put it in to use. Then the small groups should prepare a presentation of the tool for the class (what tool is, its purpose, how to use it, vantages and disadvantages and how it helps with their daily tasks or to overcome the challenge trainees face in their lives. Each group will have 10-15 minutes to present. In this way all trainees will have the opportunity to try and meet new tools.
Assesment Tool	This activity is suitable for formative assessment, the trainer will assess the group presentation and the performance in the management of the tool.
Additional Notes	Trainees are allowed to use their smartphones for this activity.
Prepared by/Date	ISQ / 27.04.2021
Source	N/A

MODULE 7: IDENTIFYING DIGITAL TOOLS FOR PROFESSIONAL NEEDS

Activity Number/Title	2/Community of sharing - Database of digital tools according the occupation
Duration	Around 4 hours

Adressed Skills	Mapping digital tools according a specific occupation Identifying simple digital tools and possible technological responses to meet the needs. Doing online research Selecting what are the most suitable digital tools for a specific occupation
Aims of the Activity	To bring together a community of sharing regarding blue-collar workers occupations and digital tools. The mission of this community is to inspire all the followers to know more about digital tools and to search for the specific tools regarding a specific occupation.
Target Groups (Occupation)	The aim of this activity is to map all the occupations and create a database of digital tools according to it
Number of Participants	From 3 to 18 people
Equipment	**Computers, online connection** **Suggested template (it can be adapted by the trainer according to the specificities of the class):**
How to Apply (Steps)	In the FORUM of Moodle platform will be a Community of sharing for this activity. This will be available to all the trainees that have access to the platform. Activity:

Suggested template:

Occupation	Description of the occupation		

Main activities of this occupation	Suggested digital tool	Aim of the tool	How to use this digital tool
Activity 1	*Tool 1*	*Explain…*	*You can describe how to use it or search for tutorials online and just add here the link*
Activity 2	*Tool 2*	*Explain…*	
Activity 3	*Tool 3*	*Explain…*	

		Divide the class in small groups (3 people). Each group will select one occupation (different in all groups) and will fulfil the template (above) with the information relative to the occupation. Trainees need to select the occupation and describe it according the ESCO database (link in the sources), describe the main activities of this occupation and find and discuss the most suitable online tools to support the specific occupation activities. In this document it will be described the aim of the tools and its application, also how to use it, and this can be described step by step or trainees can research online for a video tutorial or a website that explains how to do it. At the end of the exercise they will present the information collected to the class and uplod the document in Moodle. This Community of sharing will be fed with information of all the classes that take this training course.
	Assesment Tool	This activity is suitable for formative assessment, the trainer will assess the group work.
	Additional Notes	N/A
	Prepared by/Date	ISQ / 27.04.2021
	Source	ESCO database:

h) Module 8-Basics Of Innovative Digital Technologies

General Revision	
Short Description of the Module	This module is designed to introduce the participants to emerging Digital Technologies and Innovations such as Augmented and

		Virtual Reality, Artificial Intelligence, 5th Generation and Blockchain Networks.
	Aims of the Module	This module aims to provide an overview of Innovative Digital Technologies and how this could impact the job market in the close future (AR, VR, AI, 5G, Blockchain).
	Learning Outcomes of the Module	Upon successful completion of this course, learners will have the following knowledge, skills and competencies: **Knowledge:** ● Recognize the difference between Augmented and Virtual Reality ● Explain how Artificial Intelligence can change the work experience ● Understand the meaning of 5G and Blockchain networks **Skills:** ● Operate tools for the fruition of Augmented and Virtual reality contents ● Identify and exploit AI systems in everyday life ● Give examples of 5G and Blockchain netowrks integration in their working environment **Responsibility – Autonomy:** ● Select the right software and equipment for the operability of AR and VR ● Evaluate the impact that Digital Technologies and Innovation can have on their working experience
	Level	Level 4
	Prerequisites Skills	Learners must have basic computer skills.

Guided Learning Hour	Last trends in the digital transformation era 2.0: 2 hours Exploring Augmented and Virtual reality experiences: 2 hours Basics of Complex Digital Systems: 2 hours **Total: 6 hours**
Assesment Tool	At the end of each lesson there is an evaluation activity for the participants. The assessment will be implemented in the form of multiple choice and gap-filling assessment consisting of 10 questions. Assessment tests are designed to help learners assess themselves and see their deficits.
Suggestions on Using the Platform	Equipment and internet connection in the computer lab must be checked beforehand. Each participant who will attend the training must have a G-mail account. In order for the event to be held within the specified time, participants need to previously log into their Google accounts on their devices.
Supplementary Materials	Material 1: Material 2: Material 3: Material 4: Material 5: Material 6:

Training Activities

MODULE 8: BASICS OF INNOVATIVE DIGITAL TECNOLOGIES	
Activity Number/Title	1/Creating a Company Tour

Duration	1h20m
Adressed Skills	Recognizing the difference between Augmented and Virtual Reality Operating tools for the fruition of Augmented and Virtual reality contents Selecting the right software and equipment for the operability of AR and VR
Aims of the Activity	Using English for Specific Purposes and practicing descriptive language
Number of Participants	Min: 9 Max:21
Equipment	Wikitude, HP Reveal, Layar or Blippar, smart devices with cameras
How to Apply (Steps)	Once the appropriate app has been chosen, it is time to prepare the class. Please remember that the procedures below are an example only. How the trainer introduces the activity will depend on the size of the class, how much pre-teaching learners may need of new vocabulary, and so on – in other words, these are general guidelines only. 1. Divide the class into an even number of small groups. Each group creates either a company themed (describing all technical services at the company) or a social themed tour (describing facilities such as canteens and sports). 2. Learners brainstorm interesting and informative things to say about each of the locations. 3. Learners then visit the locations and create their tour videos. They could also interview people at the locations to get more information to talk about. 4. While at the locations, learners create triggers with their AR creation tools to display the video content. Some location-based AR services only provide services in certain countries or areas, so in this case create image-based triggers using of any flat object there, such as a sign or map. 5. Show learners how to create an account on one of the AR creation tools and how to upload their target images and attach their tour videos to the targets.

| | 6. Learners create a video that introduces the tour locations and where to find the targets that will start the tour videos. |
| | 7. Ask the groups to create a quiz with one question about each of the locations that can be answered by watching the tour videos. |

Assesment Tool	For the final part of the activity, ask the groups to find another group with a different theme and take their tour, answering the quiz questions as they go.
Additional Notes	N/A
Prepared by/Date	EGInA/2021
Source	Source 1:

MODULE 8: BASICS OF INNOVATIVE DIGITAL TECNOLOGIES

Activity Number/Title	2/Giving and following directions
Duration	1h
Adressed Skills	Explaining what fake news is and why it is created Identifying what questions to ask and what checks to make to decide whether a news report is fake or realù Inferring how a fake news story may affect someone's emotions and behaviour Giving reasons why fake news can be harmfull
Aims of the Activity	This activity aims to male teh learners practice vocabulary such as location prepositions, and giving and receiving instructions.

Number of Participants	Min: 9 Max:21
Equipment	Wikitude, HP Reveal, Layar or Blippar, smart devices with cameras
How to Apply (Steps)	Learners can also use the companies tour procedure above to create activities focused on giving and receiving directions. Rather than creating videos related to the locations themselves, learners can create videos explaining how to go from one place to another. Groups of learners work their way to a common point, possibly in the form of a competition with the first team to arrive winning. Trainers can create the directions themselves or learners can work together as a class to create a set of directions that another class would use.
Assesment Tool	For the final part of the activity, ask the groups to find another group with a different theme and take their tour, answering the quiz questions as they go.
Additional Notes	N/A
Prepared by/Date	EGInA/2021
Source	Source1:

I)   Module 9-Coping With Digital Threats

General Revision	
Short Description of the Module	This module covers info how to realize and manage the risks and threats brought by the digital world.

Aims of the Module	The module aims to develop the skills to cope with the risks brought by digital transformation.
Learning Outcomes of the Module	**Knowledge** ● Define digital risks and fake news ● Classify their impacts on health, techniqes and sociability ● List psychological and social effects of digital threats **Skills** ● Analyse fake news ● Deal with cyber bullying ● Protect their well-being in digital environment **Responsibility & Autonomy** ● Evaluate digital threats ● Gain autonomy in taking decision for digital well-being
Level	Level 4
Prerequisites Skills	There is no pre-requisite skills for this module.
Guided Learning Hour	10 hours
Assesment Tool	Evaluation will be realized in 3 steps. In the 1st and 2nd ones, the learner is expected to respond self-reflective questions. The learners will have 2 self-reflective evaluations (3 questions per each section) and 1 overall evaluation (10 questions). The overall evaluation will be realized through 10 questions at the end of the module. 5 of them will be with multiple choices (5 per question) while 5 of them will be True/False questions. The evaluation tests are designed to help learners assess themselves and see their deficits.

Suggestions on Using the Platform	Please write any suggestions that needs to be taken into consideration while using the platform. It would be recommended to open another window while taking the course in order to put into practice all the tips given. Equipment and internet connection in the computer lab must be checked beforehand. Each participant who will attend the training must have a G-mail account. In order for the event to be held within the specified time, participants need to previously log into their Google accounts on their devices.
Supplementary Materials	Material 1: Material 2: Material 3:

Training Activities

MODULE 9: COPING WITH DIGITAL THREADS

Activity Number/Title	1/ Staying Away From Fake News
Duration	Preparation: 10 minutes Implementation: 30 minutes Assesment: 20 minutes
Adressed Skills	Analyzing fake news on the digital environment
Aims of the Activity	This activity aims to helps the learners to understand the fake news and analyze them.
Number of Participants	This activity can be conducted in learner groups of 2-3 members.
Equipment	At least computer per group with internet connection will be needed.

How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out the activity papers below [Activity Paper 1](#) [Activity Paper 2](#) ● Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group. ● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** ● After all groups carry out their tasks, collect them in a round table. ● Allow them to summarize their tasks and discussions to other group. ● Ask all groups to respond the following questions: What is Fake News? Where does it come from? Why is it so dangerous? How can we as individuals ensure we are getting the best information about current events? How can you make sure you don't fall victim to fake news? ● Allow them to discuss their ideas. ● Make a second round of evaluation and ask all learners the following: Did you like the activity? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
Assesment Tool	The assesment for this activity will include 2 parts:

	Group discussion: Leaners will summarize their activity and discussions to other team members. Learners will be directed 3 questions indicated in the previos section by the trainer. **Self assesment Questions:** The trainer asks the given questions to the learners and allow them to express their learning experience. The success criteria will be ● involving in group work ● contributing to the discussions.
Additional Notes	The video is available in many langauges. Realize that this is an informal training and try to create a helpfull and inclusive athomsphere in the activity. Activity papers are provided in Word format. It is downloadable and adaptable if needed. The number of the platforms on which an account will be taken can be increased. The number of the materials on protecting digital identity can be increased by the trainer if needed. The trainer can ask the learners to take a quiz on fake news and share their results. Some examples are: Link 1: Link 2:
Prepared by/Date	GOI/March 2020
Source	Source 1:

MODULE 9: COPING WITH DIGITAL THREADS

Activity Number/Title	2/ How to track disinformation in digital environment

Duration	Preparation: 10 minutes Implementation: 30 minutes Assesment: 20 minutes
Adressed Skills	Analyzing content against disinformation in digital environment
Aims of the Activity	This activity aims to helps the learners to analyze the visuals and contents in the digital environement against disinformation.
Number of Participants	This activity can be conducted in learner groups of 2-3 members.
Equipment	At least computer per group with internet connection will be needed. Team members are advised to have social media accounts to find news.
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out the activity papers below Activity Paper 1 ● Give them some time to check it and think about the questions given ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group. ● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** ● After all groups carry out their tasks, collect them in a round table. ● Write down the two term 'opinion' and 'fact' on the board. Ask them: Which verbs do we use to express our opinion and which verbs we use for stating a fact? Types learners' answers on a Padlet or on the white board.

	• Show them the images given in the activity paper and allow them to discuss the related questions with other team members. • Make a second round of evaluation and ask all learners the following: Did you like the activity? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
Assesment Tool	The assesment for this activity will include 2 parts: ***Group discussion:*** Leaners will discuss their group ideas with the other group members. Learners will be directed questions indicated in the activity paper by the trainer. ***Self assesment Questions:*** The trainer asks the given questions to the learners and allow them to express their learning experience. The success criteria will be • involving in group work • contributing to the discussions.
Additional Notes	The number of visuals can be increased. Realize that this is an informal training and try to create a helpfull and inclusive athomsphere in the activity. Activity papers are provided in Word format. It is downloadable and adaptable if needed. The trainer can ask the learners to take a quiz on fake news and share their results. Some examples are: Link 1: Link 2: Some additional notes are provided for the trainers for the steps here. **Step 2:** A fact is always true and can be proven. An opinion is what we think or feel and can't be proven. **Step 3:** Digital editing of photos is easy to be done by everyone. Image falsification is very extensive on the Internet and is made for many reasons. Sometimes is used in order to deceive the public and distort the truth. We can't trust everything we see or read online. **Step 4:**

	We can't trust everything we see or read on the Internet. False and misleading online content can be recognized by using specific techniques and criteria.
Prepared by/Date	GOI/March 2020
Source	Source 1:

i)   Module 10-Online Security

General Revision	
Short Description of the Module	This module will introduce the learner to major online threats, to the importance of personal data and its privacy, and to measures and tips to avoid any potential online risk
Aims of the Module	For blue collar workers, as well as for all citizens, it is crucial to understand what surfing on the net requires, in addition to raising their awareness about threats and potential risks the online world entails. Therefore, the general objective of this module is to support blue collar workers to deal with online threats in order to ensure a safe and a secure online navigation. Thus, this module has a double objective: to make users aware of the online threats and to provide them with the necessary skills to deal with them.
Learning Outcomes of the Module	**Knowledge:**

	• To identify the different risks and threats the online world entails. • To identify how important is to safeguard personal data and privacy and to raise awareness about the need to act responsibly to avoid any potential risk while interacting on the Internet. **Skills:** • To list different risks that a user may face when navigating online. **Responsibility and Autonomy:** • To demonstrate the ability of surfing on the net safely and .responsibly and to define different means in order to avoid any potential risk.
Level	Level 4 of EQF
Prerequisites Skills	Users must have basic computer skills as this module is aimed at people who are minimally familiar with and use social networks, websites, etc.
Guided Learning Hour	3-4 hours
Assesment Tool	At the end of each activity there is an evaluation activity for the participants. The evaluation is going to be a multiple choice consisting of 10 questions, with only one correct answer per question. The evaluation tests are designed to help learners assess themselves and see where they can improve. At the end of the module (after the 2 activities) there is an overall evaluation test consisting of 20 questions in a multiple choice style, with only one correct answer per question:

Suggestions on Using the Platform	It would be recommended to open another window while taking the course in order to put into practice all the tips given
Supplementary Materials	The EU General Data protection Regulation:

Training Activities

MODULE 10. ONLINE SECURITY

Activity Number/Title	1/Digital footprint.
Duration	Preparation: 10 minutes Implementation: 35 minutes Assessment: 15 minutes
Addressed Skills	Learning what the digital footprint is. Learning how to remove the digital footprint.
Aims of the Activity	This activity is aimed at helping the learner comprehending what the digital footprint is, what it entails and how can we manage/reduce it.
Number of Participants	This activity can be conducted in small big groups.
Equipment	You will only need a computer with Internet connection and a browser (there is no preference for one browser or another)

How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out the activity papers below Activity Paper 1 Activity Paper 2 Activity Paper 3 ● Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group. ● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** ● After all groups carry out their tasks, collect them in a round table. ● Allow them to present other groups how they manage their tasks. ● The answers given to the questions will be shared between the different groups and corrected commonly.
Assessment Tool	The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks. *Self assesment Questions:* The trainer asks learners to do a 10 multiple choice question test and later they correct it: The success criteria will be ● The evaluation form. ● To eliminate your digital footprint. ● Involving in group work during the activities. ● Contributing in the presentation and discussion parts.

Additional Notes	In order to put into practice everything we have seen and learned during this activity and that it does not remain theoretical, it is highly recommended to apply what we have learned in practice and effectively proceed to erase the sensitive content you have created. For this, you will need to access your social media and other web pages' profiles in order to be able to close them or erase content.
Prepared by/Date	Media Creativa, January 2021.
Source	Video about the digital footprint: Give a Grad a Go – Graduate Recruitment Agency. *What is a digital footprint?* Accessed 5 January, 2021. BBVA. Digital footprint: what is it and how to control it? Accessed 5 January, 2021.

MODULE 10. ONLINE SECURITY

Activity Number/Title	2/The decree of a good digital citizen.
Duration	Preparation: 10 minutes Implementation: 25 minutes Assessment: 15 minutes
Addressed Skills	Knowing the tips to avoid online risks. Minimising risks when using the internet.

Aims of the Activity	The aim of this activity is to give you a series of tips and recommendations in order to develop your online activity in the best possible way.
Number of Participants	This activity can be conducted in small or big groups.
Equipment	You will only need a computer with Internet connection and a browser (there is no preference for one browser or another)
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out the activity papers below Activity Paper ● Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group. ● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** ● After all groups carry out their tasks, collect them in a round table. ● Allow them to present other groups how they manage their tasks. ● The answers given to the questions will be shared between the different groups and corrected commonly.
Assessment Tool	The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks.

		Self assesment Questions: The trainer asks learners to do a 10 multiple choice question test and later they correct it: https://docs.google.com/document/d/1kFcrbU9gXx8MP0oDinLqavq4dvVHBtdW/edit#heading=h.gjdgxs. The success criteria will be ● The evaluation form. ● Involving in group work during the activities. ● Contributing in the presentation and discussion parts.
Additional Notes		These tips can be adapted to your personal situation.
Prepared by/Date		Media Creativa, January 2021.
Source		The tips have been extracted from Kaspersky. Top 10 Internet safety rules and what not to do online. Accessed 5 January 2021.

j) Module 11-Managing Digital Identity

General Revision	
Short Description of the Module	Digital identity is the personal or organisational attributes and information in digital environment in order to benefit from the services provided. Digital identity management is execution of all these digital information.
Aims of the Module	This module aims to develop the awareness of learners on how to develop and manage the digital identity and make them gain related skills for that.
Learning Outcomes of the Module	**Knowledge** ● Depict the definition of digital identity and digital identity management.

- Define the steps of digital identity management
- Tell necessary measures for digital identity protection

Skills
- Categorize the steps of digital identity management
- Organize digital personal/organisational information
- Analyse the problems caused by weak digital identity management

Responsibility & Autonomy
- Protect the information in digital environment unforeseen situation
- Evaluate and improve the performance of himself and others.

Level	Level 4
Prerequisites Skills	Learners must have fundamental computer skills. They are expected to have account in digital platforms.
Guided Learning Hour	10 hours
Assesment Tool	The learners will have 2 self-reflective evaluations (3 questions per each section) and 1 overall evaluation (10 questions). The overall evaluation will be realized through 10 questions at the end of the module. 5 of them will be with multiple choices (5 per question) while 5 of them will be True/False questions. The evaluation tests are designed to help learners assess themselves and see their deficits.
Suggestions on Using the Platform	Please write any suggestions that needs to be taken into consideration while using the platform. It would be recommended to open another window while taking the course in order to put into practice all the tips given. Equipment and internet connection in the computer lab must be checked beforehand. Each participant who will attend the training must have a G-mail account. In order for the event to be held within the specified time, participants need to previously log into their Google accounts on their devices.

Supplementary Materials	Material 1: Material 2: Material 3: Material 4:

Training Activities

MODULE 11. MANAGING DIGITAL IDENTITY	
Activity Number/Title	1/Creating a Safe Digital Profile
Duration	Preparation: 10 minutes Implementation: 30 minutes Assesment: 20 minutes
Adressed Skills	Creating an account on a platform Analyzing the safety aspects of the platform
Aims of the Activity	This activity aims to let the learners create their own accounts on digital platforms and gain awareness on their safety rules.
Number of Participants	This activity can be conducted in learner groups of 2-3 members.
Equipment	At least computer per group with internet connection will be needed. Learners will need an account to register on some platforms. This should be checked earlier.
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out the activity papers below Activity Paper 1 Activity Paper 2 Activity Paper 3

![T.C. İSTANBUL VALİLİĞİ] ![türkonfed] ![egina] ![iSQ] ![Mediacreativa] ![BRIDGING TO THE FUTURE]

[Activity Paper 4](#)
- Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks.

➢ **Implementation:**
- Let the learners carry out their tasks.
- Observe how they communicate with each other, divide the tasks, organize the group.
- Take into consideration that this should be an informal learning activity and let them collaborate with each other.
- Respond all the questions that they have
- Highlight all the important things they should care while delivering their tasks.

➢ **Assesment:**
- After all groups carry out their tasks, collect them in a round table.
- Allow them to present other groups how they manage their tasks.
- Ask all groups to respond the following questions:
  What steps did they follow while creating their accounts?
  What did they realize in GDPR? What are their rights and responsibilities in GDPR?
  Do you think that GDPR rules protect you enought? Do you see anything that can be dangerous for you?
  What do you think about the cooky policy?
  Do you think that cookies can be dangerous or helpful for you?
  What kind of information about yourself did you use while registering?
  Did you like the activiy?
  Did you learn something new?
  Do you think that what you learn can help you in your professional and daily life?

Assesment Tool	The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks. *Self assesment Questions:* The trainer asks the given questions to the learners adn allow them to discuss their ideas. The success criteria will be

		- having and account on the platform given - involving in group work - contributing in the presentation and discussion parts.
Additional Notes		Realize that this is an informal training and try to create a helpfull and inclusive athomsphere in the activity. Activity papers are provided in Word format. It is downloadable and adaptable if needed. The number of the platforms on which an account will be taken can be increased.
Prepared by/Date		GOI/March 2020
Source		Source 1: Source 2: Source 3: Source 4:

MODULE 11. MANAGING DIGITAL IDENTITY

Activity Number/Title	2/Protecting Digital Identity
Duration	Preparation: 10 minutes Implementation: 30 minutes Assesment: 20 minutes
Adressed Skills	Realizing digital identity theft Taking measures to protect digital identity
Aims of the Activity	This activity aims to let the learners understand the digital identity theft and think possible measures to project themsleves.
Number of Participants	This activity can be conducted in learner groups of 2-3 members.
Equipment	At least computer per group with internet connection will be needed.

	Learners are expected to know how to prepare a presentation(PPT or any other tool).
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out the activity papers below. These papers include cases. Activity Paper 1 Activity Paper 2 ● Give them some time to read the cases and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** ● Let the learners carry out their tasks. ● Observe how they communicate with each other, divide the tasks, organize the group. ● Take into consideration that this should be an informal learning activity and let them collaborate with each other. ● Respond all the questions that they have ● Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** ● After all groups carry out their tasks, collect them in a round table. ● Allow them to present other groups how they manage their tasks. ● Ask all groups to present a presentation to other groups with the following information. description the case given to you the mistakes that the person in the case did the measures that the person could do ● Ask other team members to comment on the cases of other groups. Ask them to compare both of the cases, to tell the similarities in cases, mistakes and measures.

		● Make a second round of evaluation and ask all learners the following: Did you like the activity? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
Assesment Tool		The assesment for this activity will include 2 parts: **Group presentations:** Each group will present the other groups the cases they focused and their disscussions on that. **Self assesment Questions:** The trainer asks the given questions to the learners and allow them to discuss their experiences in this activity. The success criteria will be ● involving in group work ● contributing in the presentation and discussion parts. ● presenting the case and discussions to the other group
Additional Notes		Realize that this is an informal training and try to create a helpfull and inclusive athomsphere in the activity. Activity papers are provided in Word format. It is downloadable and adaptable if needed. The number of the cases on protecting digital identity can be increased by the trainer if needed.
Prepared by/Date		GOI/March 2020
Source		Source1:

k) Module 12-Managing Digital Content&Copyright Licences

General Revision	
Short Description of the Module	This module aims to improve the knowledge of blue-collar workers on the topics of digital content and copyright and licenses. In a modern day where much of the worlds advancements is completed using technology, it is imperative that any digital content is correctly managed and safe from hackers and other online evils. Managing digital content is not only about keeping data and information safe, but also making any public content attractive so to ensure engagement with the desired target group.
Aims of the Module	The module aims to provide learners with the correct knowledge to manage digital content and to ensure that participants do not infringe any copyright or licensing laws when using a digital device
Learning Outcomes of the Module	This module will allow participants to understand how best to manage digital content and to understand the basic copyright and licensing issues that an individual must comply with when using the world wide web and other software applications
Level	Level 4/5
Target Group (Occupation)	Technology and engineering specific occupations, working with text and instructions
Prerequisites Skills	Learners must have basic computer skills.
Guided Learning Hour	4 hours
Assesment Tool	NA

Suggestions on Using the Platform	None
Supplementary Materials	Material 1: Material 2: Material 3: Material 4: Material 5: Material 6: Material 7:

Training Activities

MODULE 12.MANAGING DIGITAL CONTENT AND COPYRIGHT

Activity Number/Title	1/Digital Content Management activity (#BrianTheOnion)
Duration	1 hour
Adressed Skills	Gaining more knowledge about the impact of an online picture / video on someone's reputation and public image. Having a better understanding on how people can interpret very differently the same picture, getting opposite/different meanings out of it Using of creativity using mobile devices
Aims of the Activity	A simple digital storytelling activity, using Instagram pictures / videos and some hashtags. It may be used to open up discussions and increase awareness on how online pictures and video may have impact and leave traces, differences from reality etc.
Number of Participants	From 2 to 30
Equipment	- some onions (1 - 2 every group of 3-4-5 participants)

		- markers, colored paper, tapes, scissors, glue and everything could be used to create a costume for the onions - any kind of other material to turn the onion into a character: feathers, little eyes, small hats, etc etc - Precreated Instagram profiles
How to Apply (Steps)		- Divide participants in groups of 3-4-5 persons - besure that every group has someone with a mobile device with the instagram app installed onto, using a public profile - or provide them with a precreated one if they are on private profiles and (correctly!) do not want to open up their pictures to the world. - make every group choose 1 or 2 hashtag which you have previously written on different cards. - The hashtag will define the topics of the scenes to be pictured: for instance #lunchtime, #partyallnight, etc - put all materials (onions, costume parts etc) on a table, and give 15-20+ mins to the groups to think about the 1-2 scenes they have to create according to the picked hashtags, create the settings, style up the onions' costumes - ask them to share one picture of each scene on instagram using the hashtag #briantheonion AND the hashtag they picked - put the website websta.me/search or instagram.com on the beamer, login with your personal instagram account and search for #briantheonion - refresh the page every few seconds, and pictures from the different groups will start to appear! - when all pictures have appeared, ask every group to write down 4-5 ideas about Brian The Onion character, way of acting, what he likes or dislikes, his personality etc etc. -
Assesment Tool		- Share the results in plenary, writing the results on a flipchart. Is this the real Brian? Is it not? How we can tell? - Open up and facilitate a discussion on how easily labels can be attached out of online pictures, generalisations could be done starting from a single piece of picture, etc etc.

Additional Notes	Please always use the hashtag #briantheonion when using this tool! We are very curious to discover who, how, when, where our tool is being used!
Prepared by/Date	BTF, 2021.01.10
Source	Dig-it-up, Digital youth work, 2017

MODULE 12.MANAGING DIGITAL CONTENT AND COPYRIGHT

Activity Number/Title	2/Sharing own knowledge
Duration	3h (could be splitted into 3 sessions of 1h, or 2 sessions of 1,5 respectively)
Adressed Skills	Creating an online content sharing space. Producing multimedia texts with links. Elaborating a newsletter or newspaper. Developing a thematic online space. Inviting family and friends to follow the space Applying copyright and license
Aims of the Activity	The main idea is to propose that adults create and share content online, encouraging them to keep a digital news diary about a subject (or variety of subjects) that they like, and create a virtual community around them
Number of Participants	Any
Equipment	Computer or mobile device (smart phone, tablet…) with Internet connection Applications: System for online content management (Wordpress, WIX, etc.)
How to Apply (Steps)	Start the activity by questioning the participants about the informative and interactive aspects of the Internet, speculating how the creation and dissemination of content on the network takes place. Take this opportunity to present your personal blog

	(if you have one) and other blog examples, discussing with them the theme chosen by the author, their general appearance or visual model and the forms of interaction allowed to the readers. Next, ask the group to think about a subject they would like to explore and advertise on their personal blog. At this point they can choose a significant title for the blog and check if there are already other blogs with the same name or which present the same subject as they have chosen. To start creating the online content sharing space, they need to register for the application and create a blog address. Once they have registered, they can start to define the blog structure. A theme can be chosen by accessing the "Appearance" or "Presentation" menu, "Themes" option. After the theme has been chosen, it may be interesting to think about static pages, for example, "about me" and "contacts", and what the main navigation structure will look like. Guide the participants to keep this initial structure in place and view the blog to see if it looks the way they want. Finally, to start posting blog content, direct the adults to access the "Post" and "Add New" options in the menu. Just choose a significant title and insert the text (and pictures) on the subject they want to publish. Ask them to note the options for posting a publication, including saving it as a draft, scheduling for later publication, posting it as private, and entering categories and tags. After, ask participants create the banners of copyright and license – descrtibe the conditions of using their publications.
Assesment Tool	NA
Additional Notes	It is suggested that this activity be developed individually. However, if you are working with a large number of participants - or with a limited number of computers - you can adapt it to be done in pairs or small groups. The main difference will be in the type of work, of a collaborative nature, to select the theme and the topics to be treated.

l) Module 13-Managing ICT Issues

<table>
<tr><td colspan="2" align="center">General Revision</td></tr>
<tr>
<td>Short   Description   of   the Module</td>
<td>ICT systems are an inseparable part of our lives in modern days. Using of ICT systems is increasing every single day. This provides more problems than we have before with these systems. All the human being spends more time to deal with this kind of problems. This module will teach how to manage ICT issues.</td>
</tr>
<tr>
<td>Aims of the Module</td>
<td>This modüle aims to improve the skills of the learners how to handle the ICT Issues without needing any help and solve the problems, basically knowing how to dealing with software issues with easy solutions.</td>
</tr>
<tr>
<td>Learning   Outcomes   of   the Module</td>
<td>

Knowledge

- It will be learned how to deal with ICT issues that need to do it alone and in a short time.
- Diagnosing the Problem
- Tell necessary measures for ICT issues
- Reduce negative effects on the product about ICT issues

Skills

- Organize digital personal/organisational information
- What are Hardware and Software?

</td>
</tr>
</table>

	● Benefits of protection products ● How to search the issues online ● Solving problems with the help of customer service **Responsibility & Autonomy** ● Protect the information about ICT issues ● Evaluate and improve the performance of himself and others. ● Getting easy help with the Manual Books
Level	Level 5 of EFQ
Prerequisites Skills	In order to learn effectively this module basic knowledge of using ICT tools is needed.
Guided Learning Hour	1-2 hours
Assesment Tool	At the end of each course there is an evaluation activity for the participants. The evaluation is going to be a multiple choice consisting of 10 questions, with only one correct answer per question. The evaluation tests are designed to help learners assess themselves and see their needed improvement.
Suggestions on Using the Platform	It would be recommended to open another window while taking the course in order to follow all the steps.
Supplementary Materials	It will be helpful to look out for a manual of a nearest electronic device in order to practice the learned outcomes. The Digital Competence Framework 2.0 Framework 5 - Problem solving

Training Activities

MODULE 13. MANAGING ICT ISSUES

Activity Number/Title	1/Effectively Using Manuals for Solving ICT Issues
Duration	Preparation: 10 minutes Implementation: 30 minutes Assesment: 10 minutes
Adressed Skills	● Learning Skills ● Information Management ● Communication Skills
Aims of the Activity	This activity is help to the learners; ● To understand the difference between hardware and software ● To identify ICT tools ● Decreasing the time used for finding solutions from the manual of a device
Learning Outcomes of the Activity	● Increased capacity of finding solutions at device manuals when there is a ICT issue ● Team building and increased collaboration through blue collar workers when there is an ICT issue ● To find the information and content needed in the most appropriate and accurate manner
Target Groups (Occupation)	This module is suitable to blue collar workers who uses ICT tools as an essential tool for their work as it provides useful information which can be applied in situations where works can be interrupted because of ICT issues.
Number of Participants	This activity can be applied through small groups which have experience for managing ICT issues
Equipment	A hardware tool and a software tool and their manuals

How to Apply (Steps)	➢ **Preparation:** • Divide the learners into groups. 2-3 learners should be in each group. • Hand out the activity paper • Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** • Let the learners carry out their tasks. • Observe how they communicate with each other, divide the tasks, organize the group. • Take into consideration that this should be an informal learning activity and let them collaborate with each other. • Respond all the questions that they have • Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** • After all groups carry out their tasks, collect them in a round table. • Allow them to present other groups how they manage their tasks. • Ask all groups to respond the following questions: What did they realize in ICT issues? How can solve the problem about ICT issues? Did you like the activiy? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
Assesment Tool	The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks. *Self assesment Questions:* The trainer asks the given questions to the learners adn allow them to discuss their ideas. The success criteria will be • solving the problem of the devices • involving in group work • contributing in the presentation and discussion parts.
Additional Notes	When applying that excercise it will be much more effective to make everyone in the group comfortable to express their opinions.

		Try to listen everybodies opinion and try to make the group to reach a common conclusion
Prepared by/Date		**TURKONFED/March 2020**
Source		[The Digital Competence Framework 2.0](#) Teaching and Learning with ICT Tools: Issues and Challenges Simin Ghavifekr[1], Thanusha Kunjappan[2] , Logeswary Ramasamy [3], Annreetha Anthony [4]

MODULE 13. MANAGING ICT ISSUES

Activity Number/Title	2/Searching the solution from the Internet
Duration	Preparation: 10 minutes Implementation: 20 minutes Assesment: 10 minutes
Adressed Skills	Browsing skills Using of computers Using search engines
Aims of the Activity	This activity aims to find solutions for ICT issues which can't be found from the manual of the device or software.
Number of Participants	This activity can be applied through small groups which have experience for managing ICT issues
Equipment	A computer or a mobile phone with secure internet connection is needed.
How to Apply (Steps)	➢ **Preparation:** ● Divide the learners into groups. 2-3 learners should be in each group. ● Hand out [the activity paper](#)

95

		• Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks.
		➢ **Implementation:**
		• Let the learners carry out their tasks.
		• Observe how they communicate with each other, divide the tasks, organize the group.
		• Take into consideration that this should be an informal learning activity and let them collaborate with each other.
		• Respond all the questions that they have
		• Highlight all the important things they should care while delivering their tasks.
		➢ **Assesment:**
		• After all groups carry out their tasks, collect them in a round table.
		• Allow them to present other groups how they manage their tasks.
		• Ask all groups to respond the following questions: What did they realize in ICT issues? Did you find any solution for the ICT issues? Did you like the activiy? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
Assesment Tool		The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks. *Self assesment Questions:* The trainer asks the given questions to the learners adn allow them to discuss their ideas. The success criteria will be • solving the problem of the devices • involving in group work • searching the solution from the internet • working more effectively by using lower time for managing ICT issues. • contributing in the presentation and discussion parts.

Additional Notes	Trainer may facilitate for reaching the suitable online tool for finding the solution.
Prepared by/Date	**TURKONFED/March 2020**
Source	ISSUES AND CHALLENGES IN THE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICTs) Esoswo Francisca Ogbomo

m) Module 14-Protecting Devices

General Revision	
Short Description of the Module	Electronic devices, which we love and use in every moment of our daily life and have become a part of our life but we are not aware of, provide us with various facilities. These electronic devices and equipment are both much more advanced than they used to be and now they have to work in more difficult conditions Therefore, they need to be protected from external influences.
Aims of the Module	This modules aims to improve the skills of the learners to use the devices longer and making them more safety, to cover the devices, get the importance of using fuse in electrical devices and being aware of the harmful environmental factors.
Learning Outcomes of the Module	**Knowledge** ● Which environmental factors are harming ● Define the steps of protecting devices ● Tell necessary measures for protecting devices ● Reduce negative effects on the product **Skills** ● Organize digital personal/organisational information ● Safety in electronical devices

	- Benefits of protection products **Responsibility & Autonomy** - Protect the information about electronic devices - Evaluate and improve the performance of himself and others.
Level	EQF Level: Level 2
Prerequisites Skills	There is no prerequisite skill in this module. Users must have basic computer skills.
Guided Learning Hour	Duration: 1-2 hours
Assesment Tool	At the end of each course there is an evaluation activity for the participants. The evaluation is going to be a multiple choice consisting of 10 questions, with only one correct answer per question. The evaluation tests are designed to help learners assess themselves and see their needed improvement.
Suggestions on Using the Platform	It would be recommended to open another window while taking the course in order to put into practice all the tips given.
Supplementary Materials	The learners can also get some tips from their electronical devices' user manual. Material 1: Material 2:

MODULE 14. PROTECTING DEVICES

Activity Number/Title	Activity 1 – Protecting Devices from the Physical Problems
Duration	Preparation: 10 minutes Implementation: 30 minutes Assesment: 10 minutes
Adressed Skills	Creating new tools which is protecting devices of the learners. Safety in electronical devices Gaining how to protect the devices from the phisical demage
Aims of the Activity	This activity will teach the learners that protecting the devices from phyisal damages that may ocur and also learning how to avoid harm in simple ways
Number of Participants	All participants can do this activity small groups. At least 2 learners can work as a pair.
Equipment	Some leftover lightweight yarn or you could splash out and buy few of colours of your favorite yarn Some ugly cables A 5mm crochet hook
How to Apply (Steps)	➢ **Preparation:** • Divide the learners into groups. 2-3 learners should be in each group. • Hand out the activity paper • Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** • Let the learners carry out their tasks. • Observe how they communicate with each other, divide the tasks, organize the group. • Take into consideration that this should be an informal learning activity and let them collaborate with each other. • Respond all the questions that they have

	• Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:** • After all groups carry out their tasks, collect them in a round table. • Allow them to present other groups how they manage their tasks. • Ask all groups to respond the following questions: What did they realize about protecting devices? Did you find any solution for the protecting devices? Did you like the activiy? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
Assesment Tool	The assesment for this activity will include 2 parts: *Group presentations:* Each group will present the other groups how they manage their tasks. *Self assesment Questions:* The trainer asks the given questions to the learners adn allow them to discuss their ideas. The success criteria will be • solving the problem of the devices • involving in group work • searching the solution from the internet • working more effectively by using lower time for protecting devices • contributing in the presentation and discussion parts.
Additional Notes	This activity not just for the mobile phone charger, it can adapt too various devices and ICT tools.
Prepared by/Date	TURKONFED/March 2020
Source	Source 1:

MODULE 14. PROTECTING DEVICES

Activity Number/Title	2/ Disinfecting the devices
Duration	Preparation: 10 minutes Implementation: 20 minutes Assesment: 10 minutes
Adressed Skills	Cleaning and disinfect devices in a proper way and also not harming devices when cleaning them. Protecting the devices by keeping them clean.
Aims of the Activity	The main aim of the activity is making participants to learn how to clean and disinfect the devices in order to use them in a safe and secure environment.
Number of Participants	The activity will be done in small groups consisted by 2 to 5 participants.
Equipment	3 electronic devices which are previously used and in bad contidion will be brought to the activity and also suitable disinfection and cleaning materials.
How to Apply (Steps)	➢ **Preparation:** • Divide the learners into groups. 2-3 learners should be in each group. • Hand out the activity paper • Give them some time to read the tasks and organize themselves. Suggest them to divide the tasks. ➢ **Implementation:** • Let the learners carry out their tasks. • Observe how they communicate with each other, divide the tasks, organize the group. • Take into consideration that this should be an informal learning activity and let them collaborate with each other. • Respond all the questions that they have • Highlight all the important things they should care while delivering their tasks. ➢ **Assesment:**

		- After all groups carry out their tasks, collect them in a round table. - Allow them to present other groups how they manage their tasks. - Ask all groups to respond the following questions: - What did they realize in protection of devices? Did you find any solution about cleaining the devices? Did you like the activiy? Did you learn something new? Do you think that what you learn can help you in your professional and daily life?
	Assesment Tool	The assesment for this activity will include 2 parts: **_Group presentations:_** Each group will present the other groups how they manage their tasks. **_Self assesment Questions:_** The trainer asks the given questions to the learners adn allow them to discuss their ideas. The success criteria will be - solving the problem of the devices - involving in group work - searching the solution from the internet - introducing cleaining materials. - contributing in the presentation and discussion
	Additional Notes	It will be useful to take photos of previous conditions of the devices in order to make comparison between.
	Prepared by/Date	TURKONFED/March 2020
	Source	Source 1: Source 2: Source 3:

## 6)	Further Reading

Further Reading Resources About Adult Learning	Adult Learning Handbook Handbook For Adult Teaching Staff EPALE - Digital Transformation EPALE - Rescource Centre EPALE - https://epale.ec.europa.eu/enElectronic Platform for Adult Learning in Europe Effective Strategies for Teaching Adults Five Principles for Teaching Adult Learners
Further Reading Resources About Digital Transformation	1-Key Steps To Unknown 2-Digital Transformation in the Age of COVID-19 Building Resilience And Bridging Divides(OECD (2020) 3-Facing the Digital Transformation: are Digital Skills Enough? 4- Going Digital: Shaping Policies, Improving Lives 5- Research for CULT Committee - Shaping digital education policy 6-What is Digital Transformation?

## 7)	References

1)https://educationaltoolsportal.eu/en/search-tools?title=&field_topics_tid_i18n=602&field_type_of_tool_tid_i18n=1&language=en&field_name_value=&field_last_name_value=&field_duration_value=All   03.12.2019   15.37

2)https://en.wikipedia.org/wiki/Andragogy   27.04.2020 10.15
3)https://www.businesstrainingworks.com/training-resource/free-icebreakers-for-training-

workshops-and-seminars/   13.06.2020 14.13

4)https://mediasmarts.ca/quiz/break-fake-news 13.12.2020

5) https://documents.manchester.ac.uk/display.aspx?DocID=7582   02.02.2021 11.50

6) https://nycirclek.org/wp-content/uploads/Icebreakers-Guide.pdf 17.04.2021 14.15