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**Lesson Plan**

**Module 2:**

Workshop 1: Digital Content Creation & Safety

Workshop 2: Problem Solving

(DigCOMP 2.1: Competence Areas 3, 4, 5)

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# Lesson Plan: Module 1

Learning Outcomes: Knowledge, Skills and Attitudes

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| --- | --- | --- | --- |
| **MODULE - WORKSHOP** | **Knowledge** | **Skills** | **Attitudes** |
| * **Module 2:** Digital Content Creation, Safety & Problem Solving * **Workshop 1:** Digital Content Creation & Safety (DigCOMP 2.1: Competence Areas 3 & 4) | * Adequate knowledge on copyright and licenses on digital content, as well as the importance of protecting one’s devices and personal data and privacy. | Ability to differentiate between different types of digital licenses and use digital content available online.  Ability to apply different measures to protect digital devices and personal data online. | Confidence in understanding the type of copyrirght under a specific digital work, and knowing how to attribute accordingly.  Assuming responsibility in applying different measures to protect one’s devices and personal data. |
| * **Workshop 2:** Problem Solving (DigCOMP 2.1: Competence Area 5) |  |  |  |

# Lesson Plan – Module 2

## Learning Outcomes

This lesson plan describes a step-by-step process of how the material and content produced (PowerPoints, Activity Sheets, etc.) can be used during the course of **Digital Literacy Curriculum for Parents**. This module comprises learning content for 2 x 2-hour workshops and an additional 4-hours of self-directed learning content that parents will be able to access through the project website.

The lesson plan below describes in a step-by-step process how the material and content produced (PowerPoints, Activity Sheets, etc.) can be used during the course of ***Digital Literacy Curriculum for Parents****.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Content- Description | Instruction Method | Time Duration | Materials/ Equipment Required | Advice/ Tips for Educators to Deliver to Participants | Assessment/ Evaluation | Further Reading/ Link to Resources |
| Introduction:  The facilitator welcomes the participants and introduces themselves. | Ν/Α | 5’ minutes | Attendance list to be provided and filled.  Post it notes, pens or online *padlet* application. | The facilitator should encourage participants (parents) to ask questions and clarifications throughout the training.  To make them feel comfortable, the facilitator may ask the participants about their expectations from the workshop series. | N/A | Ν/Α |
|  |  |  |  |  |  |  |
| * Module 2 -Workshop 1: Digital Content Creation & Safety * The facilitator begins delivering Module 2-Workshop 1 on Digital Content Creation & Safety. (Slide 2) * The facilitator goes on to introduce various types of copyrights and digital licenses. (Slide 3-9) * The facilitator introduces Activity 2.1.1 ‘Identify the terms of the CC Licence’, during which participants are shown a picture with a Creative Commons Licence. Participants are asked to analyse what actions are allowed and what actions are not under the specific type of licence. (Slides 10-11) * The facilitator introduces Activity 2.1.2 ‘Identify the terms of the CC Licence’, during which participants are shown a picture with a Creative Commons Licence. Participants are asked to analyse what actions are allowed and what actions are not under the specific type of licence. (Slides 12-13) * The facilitator closes the topic by providing an example on how a creator can copyright their original work. (Slide 14) * The facilitator invites the participants to have a 10-minute break. * The facilitator switches to the topic of ‘Protecting Digital Devices’ by explaining how digital devices can be good and bad depending on the way we use them and the ways we choose to protect ourselves. (Slides 16-19) * The function of two-step verification is explained. (Slide 20) * The facilitator switches to ‘Protecting personal data and privacy’ topic by introducing the concept of Privacy Policy and data protection rights to participants. * The facilitator calls on the participants to work on the Activity 2.1.3 Data Protection Rights. Participants are asked to match each data protection right with on of the definitions provided in the table. (Slide 22-23) * Participants are invited to conduct Activity 2.1.4, according to which they should look for the privacy statement in an online newspaper and read the privacy policy statement provided. (Slide 24) * The facilitator introduces the function of cookies, how and why they are incorporated in websites, and watch a video together. (Slide 25-26) |  | 115 minutes | Laptop ideally or else a mobile with access to the internet for each participant.  Pens/paper/notepad.  Access to PPT Module 2: Workshop 1: Digital Content Creation & Safety | This activity can be printed and given to each participant to complete on paper.  After 10’, the group discusses the results and the facilitator shows the correct answers.  The facilitator initiates a discussion after giving 10’ to participants to find and read a privacy policy statement. Then they discuss whether the guidelines shown on Slide 21 are met in the privacy policy statement they found. | - | <https://creativecommons.org/licenses/>  <https://fairuse.stanford.edu/overview/public-domain/welcome/#:~:text=The%20term%20%E2%80%9Cpublic%20domain%E2%80%9D%20refers,one%20can%20ever%20own%20it>.  <https://www.redhat.com/en/topics/open-source/what-is-open-source>  <https://www.flickr.com/creativecommons/>  <https://europa.eu/youreurope/business/running-business/intellectual-property/copyright/index_en.htm>  <https://gdpr.eu/privacy-notice/>  <https://www.kathimerini.com.cy/gr/> |
| * Module 2 -Workshop 2: Problem Solving * The facilitator introduces the concept and process of problem solving in general and digital problem solving in particular. (Slides 3-4) * The facilitator presents Activity 2.2.1 ‘Translation Issues’ where participants should discuss ways they can assess whether an article they’ve come across in a foreign language is relevant to the research they are conducting. (Slides 5-6) * The facilitator initiates a discussion (Activity 2.2.2) to develop a thought process toward solving a technical problem; in this case, inability to connect to a wi-fi network. (Slide 7) * The facilitator switches to the topic of ‘Identifying needs and technological responses’, introducing participants to the importance of being able to identify digital information needs and ways to respond to them in our everyday life. (Slide 8) * The facilitator invites the participants to have a 10-minute break. * The facilitator presents Activity 2.2.3 ‘Share a long video with a friend’. Participants are asked to think of alternative ways to send the video since it’s too big to be shared via email. (Slide 10-11) * The facilitator presents Activity 2.2.4 ‘Text is too small/large on a website’ and asks participants to think and search online for a solution to adjust the text size to their needs. (Slide 12-13). |  | 120 minutes | Laptop ideally or else a mobile with access to the internet for each participant.  Pens/paper/notepad.  Access to PPT Module 2: Workshop 2: Problem Solving | Inform participants that his workshop is more practical than theoretical, as it will encourage them to put into use the knowledge and skills they have acquired so far.  This activity can take place in pairs for 10’, and then participants can share what ideas they have come up with.  The facilitator presents some solutions during the 10-minute group discussion and incorporates additional ideas based on participants’ input.  This exercise can be conducted in pairs for 10’, and then a group discussion should take place where participants will share their input. The facilitator asks participants to apply the best solution they found in practice (on smartphone or laptop). |  | <https://www.theguardian.com/media/2021/aug/05/cnn-fires-employees-covid-unvaccinated-office> |
| Conclusion   * The facilitator asks participants if they need any further clarifications and thanks them for their participation. * Participants should fill an evaluation form about the training, providing feedback on the content, organisation, knowledge and skills acquired. |  |  | Evaluation Form to be filled by participants.  Take a picture to use for dissemination. |  |  |  |

\*N/A: Not applicable

# **Workshop 1:**

# **Activity 2.1.1**

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| **Module Title** | Module 2: Workshop 1  Digital Content Creation | | |
| **Activity Title** | Identify the Creative Commons Licence | **Activity Code** | A 2.1.1 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **10’** | **Learning Outcome** | To be able to differentiate between the Creative Commons Licences |
| **Aim of activity** | It is important that participants can differentiate the various types of licences accompanying digital content online. Through this exercise, participants learn when they should attribute the creator of a digital content, if they are permitted to modify original work and use commercially. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Step 1: Attempt to identify the type of licence shown in the picture.  Step 2: Visit <https://creativecommons.org/licenses/> to confirm your answer. | | |
| **Template** | *-* | | |

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| **Module Title** | Module 2: Workshop 1  Digital Content Creation | | |
| **Activity Title** | Identify the Creative Commons Licence | **Activity Code** | A 2.1.2 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **10’** | **Learning Outcome** | To be able to differentiate between the Creative Commons Licences |
| **Aim of activity** | It is important that participants can differentiate the various types of licences accompanying digital content online. Through this exercise, participants learn when they should attribute the creator of a digital content, if they are permitted to modify original work and use commercially. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Step 1: Attempt to identify the type of licence shown in the picture.  Step 2: Visit <https://creativecommons.org/licenses/> to confirm your answer. | | |
| **Template** | *-* | | |

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| --- | --- | --- | --- |
| **Module Title** | Module 2: Workshop 1  Digital Content Creation | | |
| **Activity Title** | Data Protection Rights | **Activity Code** | A 2.1.3 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **15’** | **Learning Outcome** | Become familiar with the main data protection rights of the GDPR framework |
| **Aim of activity** | Participants are asked to match the data protection right shown on the left column with the correct definition in the right column. This activity will familiarise users with their data protection rights and make them more aware toward the management of their digital data. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Step 1: Match the data protection right with the correct definition.  Step 2: Cross-check your response with the solutions found in Slide 23.  Solution: 1-b, 2-c, 3-a, 4-e, 5-d | | |
| **Template** | *-* | | |

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| --- | --- | --- | --- |
| **Module Title** | Module 2: Workshop 1  Digital Content Creation | | |
| **Activity Title** | Privacy Policy Statement | **Activity Code** | A 2.1.4 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **20’** | **Learning Outcome** | Assess the quality of a privacy policy statement |
| **Aim of activity** | Participants are encouraged to read over a privacy policy statement and assess whether the information included is adequate, as well as identify potential omissions and evaluate the quality of the language used. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Step 1: Visit: https://www.kathimerini.com.cy/gr/.  Step 2: Look for the privacy policy statement.  Step 3: Read it.  Step 4: Assess the content, the language; check if content is shared with other companies.  Step 5: Share with the group what you’ve learned regarding data protection through this workshop and exercise. | | |
| **Template** | *-* | | |

# **Workshop 2:**

# **Activity 2.2.1**

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| --- | --- | --- | --- |
| **Module Title** | Module 2: Workshop 2  Problem Solving | | |
| **Activity Title** | ONLINE TRANSLATION | **Activity Code** | A 2.2.1 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **15’** | **Learning Outcome** | To be able to use online translation as a tool to facilitate research around a topic. |
| **Aim of activity** | Learners become familiar with online tools that help them translate content in order to facilitate their online research and assess the relevancy of sources they come across in a language they can’t read. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Step 1: You are writing a blog post about climate change and how it affects your community. You want to find similar posts and articles from other countries. You come across a blog that is in a language you can’t read. What can you do to **assess** if the article’s content is relevant to your research?  Step 2: Think of potential solutions  Step 3: Discuss | | |
| **Template** | *-* | | |

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| **Module Title** | Module 2: Workshop 2  Problem Solving | | |
| **Activity Title** | WIFI TROUBLESHOOTING | **Activity Code** | A 2.2.2 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **15’** | **Learning Outcome** | To think of potential solutions to a wifi connection issue |
| **Aim of activity** | The aim of this activity is for the participants to think of possible reasons that may prevent them from connecting to a Wifi network and to think of possible solutions. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Step 1: Write down possible reasons for the problem.  Step 2: Write possible solutions to this problem. | | |
| **Template** | *-* | | |

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| **Module Title** | Module 2: Workshop 2  Problem Solving | | |
| **Activity Title** | MEDIA SHARING | **Activity Code** | A 2.2.3 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **20’** | **Learning Outcome** | To think of potential solutions to an everyday technical issue |
| **Aim of activity** | The aim of this activity is for learners to think of ways to solve an everyday technical problem, such as wanting to share a very large digital file, and try to apply solutions to it that responds to their specific needs. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | Instructions: You took a beautiful video while hiking last week, and you want to share it with your best friend who lives in another country. You try to attach the video file in an email, but the video is too big. Think of what you’ve learned so far about sharing files, and try to think of potential solutions.  Step 1: Think of at least three solutions  Step 2: Choose the one that best satisfies your needs (e.g video quality, time spent to complete task) | | |
| **Template** | ***POTENTIAL SOLUTIONS***   * *Upload the video on the cloud (Google Drive, Dropbox, One Drive), create a link of the video’s destination, and send the link to your friend* * *Use a digital service that allows sending big files (WeTransfer-https://wetransfer.com/)* * *Find an online tool that will compress (make smaller in terms of the space it takes) the video and try to resend via email. (This option will probably compromise the quality of the video)* * *Try to find a solution online by searching ‘How to send a big file?’* | | |

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| **Module Title** | Module 2: Workshop 2  Problem Solving | | |
| **Activity Title** | Search online for a solution | **Activity Code** | A 2.2.4 |
| **Type of resource** | **Activity Sheet**  **(AS)** | **Type of learning** | Face to Face learning |
| **Duration of Activity**  **(In minutes)** | **20’** | **Learning Outcome** | To become comfortable to solve a technical issue by searching online for a solution. |
| **Aim of activity** | The aim of this activity is for learners to become comfortable with searching online solutions to regular technical problems they face when using digital devices. | | |
| **Materials Required for Activity** | * *PC/Laptop Access* * *Pen* * *Paper* | | |
| **Step-by-step instructions** | **Instructions**: You found an interesting article on a news site, but the text is too small to read.  Article link: <https://www.theguardian.com/media/2021/aug/05/cnn-fires-employees-covid-unvaccinated-office>   1. Search online for a solution (both for mobile and computer) 2. Apply the solution | | |
| **Template** | ***SOLUTION FOR COMPUTER***   * *To make everything larger:*   + *Windows and Linux: Press Ctrl and +.*   + *Mac: Press ⌘ and +.*   + *Chrome OS: Press Ctrl and +.* * *To make everything smaller:*   + *Windows and Linux: Press Ctrl and -.*   + *Mac: Press ⌘ and -.*   + *Chrome OS: Press Ctrl and -.*   **SOLUTION FOR MOBILE**  **iPhone**:   * + - * On the top left of the website, tap the small 'A' to reduce **text** size or the large 'A' to increase it.   **Android**:   * + - * Open website on Chrome       * Go to Settings – Accessibility       * Use text scaling or tick ‘force enable zoom’ (zoom with fingers) | | |

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