GUIDELINES FOR TEACHERS

K.C.4 Digital Competence

Second Chance School Assou Lechaiou

TITLE OF THE UNIT	I LOVE PC
INTERCULTURALITY ELEMENTS OF THE UNITS	Different Keyboard Layouts Different metric systems Typing in the language of the host country and the in the origin country when possible.
TARGET GROUP	Students of Second Chance School Migrants and Native
LEVEL	Foundation level of the European DigComp Frame
TEACHER/S	Technology Teacher, Social Sciences Teacher, English Language Teacher, Language teacher
TIME	9 hours 3 Lessons
KEY COMPETENCES INVOLVED	DIGITAL COMPETENCE MATH COMPETENCE ENGLISH COMPETENCE LEARNING TO LEARN
PRE-REQUISITES	Digital skills, Ability to distinguish the letters of the Latin alphabet, Ability to read Greek, Knowledge of calculus

LEARNING OBJECTIVES	KNOWLEDGE	SKILLS	COMPETENCES
	- To know what a computer is. - To name the different types of computing devices (pc, tablets, smartphones, etc) - To list the basic parts of a computing device.	To be able to: - Use a word processor. - Use a spreadsheet. - Perform basic DTP activities. - To input and output data - To manage files and folders.	- To demystify computing devices. - To prefer digital tools when necessary instead of old-fashion handwriting. - To feel confident when using digital devices.

	• To understand the type of information they can produce or manage with computing devices.	• To store and backup data.	
LEARNING ENVIRONMENT	The school's tech lab.	
METHODOLOGIES	Brain storming, Teacher's tutoring, individual/pair work, cooperative learning, peer tutoring.	
DIDACTIC TOOLS	Computers, smartphones, whiteboard, projector, worksheets, IWB.	

	TIME	**ACTIVITY PLAN LESSON 1**
SITUATION ANALYSIS	20'	The Technology teacher and the learners perform a brainstorming activity where the learners say what they think or know a computer is used for. The teacher writes the answers on the white board. A second round follows with the learners naming the types of computers they know of. The teacher matches the two sets of answers and he hands out a list with pictures and basic terminology of computing devices. They all together compare their answers with the list. The Technology teacher shows the learners photos of computer parts and storage media (e.g. a hard disk, a usb flash memory stick, a mouse, a printer, etc.) and they are prompted to name the ones they know. They take turns in saying out loud the terms in their language and in the host language.
MOTIVATIONAL PHASE/STEP	10'	The teacher shows the learners a hand written recipe and a c.v. Afterwards the teacher shows them the same documents in a word processor. A discussion about the comparison follows.

	TIME			
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	45'	**Step 1 Introductory phase**		With the help of the English teacher the Tech teacher shows the learners the keyboard layout, they learn how to switch languages, type uppercase and lowercase letters, how to erase characters, use numbers and the function keys. They practice by writing their names and countries in a word processor in the host language and their own.
	55'	**Step 2 Intermediate phase**		The learners practice how to write documents, and how to format the text. They learn about fonts, Bold, Italics and Underlined text. They also learn how to insert objects (pictures, tables) and how to save their documents. They practice in pairs or individually on adding pictures and saving their documents. Afterwards, they are prompted to print the file on the lab's printer and close the program.
	30'	**Step 3 conclusive phase**		With the help of the language teacher they learn how to format paragraphs, use the correct punctuation. They are given a worksheet that contains a sample document with directions on how to format it and they are asked to work in pairs or individually to recreate it.
META-COGNITIVE PHASE	20'	Without any help from the teacher, the learners are given a small printed formatted document, in order to type and format it on their own. They each print their document and compare it to the one they were given.		
	TIME	**ACTIVITY PLAN LESSON 2**		
SITUATION ANALYSIS	30'	The Math teacher together with the learners, perform math calculations by hand on the white board. They have a discussion about how long it takes, if they made mistakes and how many and how they are used to perform these actions (if they do) up till now. Afterwards the Technology teacher performs the same calculations with a spread sheet. A discussion about the comparison follows.		

MOTIVATIONAL PHASE/STEP	30'		The learners are separated in groups and each one is given a plan about organizing a party like they would back home. They are supposed to list what they will need to buy, the estimated cost of each item and the total amount they will spend. They have to compare the total cost with their budget. They will have to be able to understand the value of the items in the host country currency.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	30'	**Step 1 Introductory phase**	The Technology teacher shows the learners the environment of a spread sheet using the overhead projector or the IWB. He demonstrates how to type in cells, explains the different data types (text, date, currency etc) and how to use the auto complete handle. They write the days of week and the months of the year in their language and the host language and they use the auto complete handle to repeat the days and the months. The save their spreadsheet in a folder.
	60'	**Step 2 Intermediate phase**	With the help of the Math teacher they use functions and symbols to perform basic math calculations (SUM, COUNT, -, *, etc.). They are given a short worksheet with monthly costs for food, clothing and transportation. They work in pairs, individually or in small groups and they type the text and format the cells. They use the functions and/or the math symbol to calculate the totals per month and per cost. They save and print their spreadsheets.
	30'	**Step 3 conclusive phase**	The learners plan the party. The type the items needed to be bought and each item's quantity. They type the price per item. They estimate the costs per item, the total cost and they subtract it from their total party budget. They comment on the result (positive or negative) and readjust the shopping list.

	TIME	ACTIVITY PLAN LESSON 3	
SITUATION ANALYSIS	20'	The Technology teacher explains to the learners what digital files are. He shows with the overhead projector or IWB the contents of one of the learner's folders on a lab computer. Based on the previous two lessons they should be able to point out document files and spreadsheet files. He explains that based on the content, there a lot of different file types and shows them on the IWB.	
MOTIVATIONAL PHASE/STEP	30'	One of the learners gives his/her smartphone to the teacher in order to show everyone that it contains a number of files, such as photos, videos, etc. The teacher explains that the device (and every digital device) has a certain capacity and shows them how much space is left on the specific one. Two learners play a small role playing game where one pretends to have lost his/her phone and the other one asks questions like "Don't you have the photos anywhere else?", "Do you have a backup of your contacts?". After the game ends, they discuss about the value of hardware and the value of the information stored on it and how important it is for everyone to backup their digital files.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	30'	**Step 1 Introductory phase**	The Tech teacher explains to the learners the terms "file" and "data". He shows examples of dm units and their multiples (Byte, KB, MB, etc) and how the sizes correspond to files (depending on their type) and storage media. They are shown pictures of storage media and they are prompted to name them and say if they know how they are used. The learners play a quiz matching files with file sizes and storage media. At the end they check their answers all together.
		Step 2 Intermediate phase	The learners are divided into small groups and each group is given an envelope. Each envelope contains documents, pictures, a musical cd, and more envelopes, one of which is empty. The tech teacher asks

	45'		each group to show the contents of their envelope, read its label and the labels of the contents. The labels have the item's name, size, a date and a category that refers to the item's type (e.g text, photo, sound etc.). They write the answers on the white board. Afterwards, the teacher collects the envelopes and puts them into a dossier. He explains that the dossier can be a storage media e.g an usb flash memory stick or a SD card, the envelopes can be folders and the answers on the whiteboard correspond to basic file attributes. The teacher shows them a brief presentation about files and their basic attributes and how to view the contents of storage media. The learners are handed worksheets with exercises and in pairs or small groups they practice the new knowledge.
	30'	**Step 3 conclusive phase**	The teacher shows the learners how to manage their files and folders, how to cut, copy, paste and compact them. They learn how to view file and folder attributes such as free space etc.
AUTHENTIC TASK	25'		The learners type a small document, one paragraph with a title, and a photo, requesting the local authorities (i.e. mayor) to take care of an issue they have (broken street lamp). OR They are given a spreadsheet of a monthly payroll and they are requested to estimate the deductions and the net wages. In both cases they save the file in a specific folder.
TIPS & SUGGESTIONS			It's important for the learners to build self-confidence in order to prefer the use of technology. Humor is a good tool when dealing with their mistakes. The word processor and the spreadsheet software can be either licensed or freeware (online even).

TITLE OF THE UNIT	Life in the E-world.		
INTERCULTURALITY ELEMENTS OF THE UNITS	Awareness of cultural diversity among the learners of the target group. Different keyboard layouts.		
TARGET GROUP	Students of Second Chance School Migrants and Native		
LEVEL	Foundation level of the European DigComp Frame		
TEACHER/S	Technology Teacher, Social Sciences Teacher, English Language Teacher		
TIME	9 hours 3 lessons		
KEY COMPETENCES INVOLVED	ENGLISH COMPETENCE DIGITAL COMPETENCE LEARNING TO LEARN CULTURAL AWARENESS AND EXPRESSION		
PRE-REQUISITES	Digital skills, Ability to distinguish the letters of the Latin alphabet, Ability to read Greek		
LEARNING OBJECTIVES	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	- To know the actions they can perform using the internet - To recognize the software necessary in each situation - To distinguish the difference between Internet's services	To be able to: - Use search engines - Browse web pages - Compare sources of information - Create user accounts - Login in different services for work or civil matters (Unemployment agency,	- To overcome the fear of the new way of communicating and finding information. - To adopt digital transactions with social services in order to make their life easier.

	• To realize that information is massive but not always true.	embassy, government agencies) • Login in different services for recreation (social media, youtube) • Protect their equipment using the appropriate software • Protect themselves having the appropriate attitude (personal data, respect in communication)	• To become included in a larger (digital) society. • To adjust their daily transactions with the use of the Internet.

LEARNING ENVIRONMENT	The school's tech lab.
METHODOLOGIES	Brain storming, Teacher's tutoring, individual/pair work, problem solving, cooperative learning, peer tutoring, role playing.
DIDACTIC TOOLS	Computers, smartphones, whiteboard, projector, worksheets, IWB.

	TIME	**ACTIVITY PLAN** **LESSON 1**
SITUATION ANALYSIS	20'	The Technology teacher and the learners perform a brainstorming activity where the learners say what they think or know the Internet is used for. The teacher writes the answers on the white board. A second round follows with the learners naming the

			applications they know or use. The teacher matches the two sets of answers and they all have a conversation about the Internet's services and applications.
MOTIVATIONAL PHASE/STEP	20'		The teacher gives a group of learners a map and a dictionary. He gives a note to the other learners with a destination and two words. The second group tells the first to find the destination using the map and the words in the dictionary. Afterwards they do the same using the Internet. They compare the two ways. Short discussion of what means are used in their countries.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	20'	**Step 1 Introductory phase**	During the introduction, the Technology teacher explains to the learners what the Internet is, how everything is connected and that it has a number of different services. The teacher names the services and the software (applications) necessary to use them. Afterwards they use a worksheet where they match uses and services.
	40'	**Step 2 Intermediate phase**	The learners learn how to use web browsers (Firefox, Chrome, Opera) and how to search for information with the Google or Bing search engines. They learn the use of keywords and the importance of them being as relevant to the subject as possible. The teacher demonstrates how to read the search results and how to save files or images found from the search. Afterwards the learners name topics (from their countries if they like), the teacher writes them on the board and they choose which ones to search for and they compare the results.
	60'	**Step 3 conclusive phase**	The teacher explains the problem of fake news and all sorts of content that can be found (racist, sexist, hate-literature etc.) on the Internet. Guidelines are given for checking the validity of information. With the help of the overhead projector or the whiteboard, the teacher chooses three webpages and shows them criteria of validity they should search

			for. The criteria are: the name of the author and contact information, links to other reliable sources, global point of view, ease of navigation, aesthetics of the page, etc. The teacher gives a worksheet with 2 links and they work in pairs or in small groups to check the reliability. Afterwards they have a discussion about the sites they viewed.
META-COGNITIVE PHASE	20'		Without any help from the teacher, the learners are left on their own to search for a given topic and check the validity of the search results. At the end they compare what they are able to do now, to what they were able to do before the first lesson.
	TIME		**ACTIVITY PLAN LESSON 2**
SITUATION ANALYSIS	20'		The technology teacher and the learners have a discussion about how they have been used to communicate with friends and family. They list the ways on the whiteboard and they comment on the ease and costs. Afterwards they list the new means of communication they know, use or heard of.
MOTIVATIONAL PHASE/STEP	20'		The technology teacher gives the learners a hypothetical situation. They have written a short fictional story about their life in the host country and how they came there. They want to share it and get comments on it, from their new friends in the host country and the ones back home. They examine how this can be done fast, easy and cheap.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	30'	**Step 1 Introductory phase**	The learners get acquainted with the different types of social media, they learn what they focus on and what each one's purpose is. They choose one, open accounts and learn how they work. Safety and privacy settings are analyzed and finally they speak about netiquette rules. The teacher present's them 10 basic dos and don'ts and they all express their opinions on the subject.

		Step 2 Intermediate phase	The teach teacher presents different types of chat services and all together they examine the pros and cons of using them. They learn (in pairs or individually) how to use chat services and make video – calls and they communicate with each other in class. After practicing the above they discuss all together what problems can occur and they agree on safety and courtesy rules that should be followed and what restrictions to apply for privacy and safety.
	40'		
	50'	Step 3 conclusive phase	The teacher engages the learners in a role playing game with false accounts and identities. After the role playing the learners should be able to deduct that they should be cautious in the digital world, protect their own privacy and respect diversity. They learn about all types of dangerous programs (malware, viruses, tracking software, ransomware etc) and how to protect their digital devices and data with the appropriate software. With the help of the Social sciences teacher, they learn about copy write laws and the legal status of publishing optical content (pictures, video). The issues of respect of human rights and cultural differences, racism, pornography, slander, hate messages are discussed until everyone understands that with the freedom and the flexibility of the digital world responsibility comes as well.

META-COGNITIVE PHASE	20'	Without any help from the teacher, the learners are left to communicate on their own with each other and the teacher. At the end they compare what they are able to do now, to what they were able to do before the first lesson.	
	TIME	**ACTIVITY PLAN** **LESSON 3**	
SITUATION ANALYSIS	20'	The learners and the technology teacher discuss about every day needs regarding all sorts of purchases and interaction with civic services. They write on the whiteboard what needs they have had and where they had to go to address them.	
MOTIVATIONAL PHASE/STEP	15'	The tech teacher helps the learners search using a search engine (e.g. Google) for on-line civic services they need to interact with. They see their physical addresses and the contact information.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	20'	**Step 1 Introductory phase**	The teacher talks with the learners about e-commerce. He explains the concept and all together they browse to see on-line department stores. They choose one and they analyze the terms used (customer account, basket, fees, etc. A discussion about precautions takes place (how to avoid scams, what marketing cookies are and how to clear their browsers from them).
	50'	**Step 2 Intermediate phase**	The learners having listed social and civic services they have needed pick one, and browse its site. They see with the teacher's help what steps they have to take in order to complete a transaction. They have a translation app open at the same time to get help when the terms in the host

	30'		language are too difficult. They compare this way of interacting with the civic services (when possible) to the alternative.
		Step 3 conclusive phase	They are given two civic services and they search for the information they can find about them and if it's possible to interact with them online.
META-COGNITIVE PHASE	15'		The learners are given a list with online stores and a specific smartphone to search for. They have to determine which offers are legitimate.
AUTHENTIC TASK	30'		The learners are left in groups to search for means of transportation, timetables and ticket fares to travel to host country's capital city. They should try to book an online ticket. In the end they all discuss if they managed to complete the transaction and compare what they are able to do before.
TIPS & SUGGESTIONS			The learners should be warned not to reveal their passwords to others. The learners can set their browsers to keep their searches private. Also, the school must provide free WiFi service for the learners to use their phones or tablets because they might not be able to afford data.

TITLE OF THE UNIT	Correspondence in the digital world		
INTERCULTURALITY ELEMENTS OF THE UNITS	How mail works in other countries Means of communication Different Keyboard Layouts		
TARGET GROUP	Students of Second Chance School (first year), Migrants and Native		
LEVEL	Foundation level of the European DigComp Frame		
TEACHER/S	Technology Teacher, Social Sciences Teacher, English Language Teacher & Language Teacher		
TIME	8 hours (2 lessons)		
KEY COMPETENCES INVOLVED	ENGLISH COMPETENCE DIGITAL COMPETENCE LEARNING TO LEARN SOCIAL AND CIVIC COMPETENCE CULTURAL AWARENESS AND EXPRESSION		
PRE-REQUISITES	Digital skills, Ability to distinguish the letters of the Latin alphabet		
LEARNING OBJECTIVES	KNOWLEDGE	SKILLS	COMPETENCES
	To know the actions they can perform in a webmail application: • Receive mail • Send mail • Forward mail • Attach files	To be able to: • Organize their correspondence in folders • Compose messages • Send mail (with attached files) • Read incoming mail (with attached files)	• To adopt the digital way of communicating. • To overcome the fear of the use of technology. • To understand that they are part of the new way of communication.

		• Forward incoming mail (with or without attached files) • Organize their contacts • Manage their mailbox (size etc)	
LEARNING ENVIRONMENT	The school's tech lab.	
METHODOLOGIES	Brain storming, Teacher's tutoring, individual/pair work, problem solving, cooperative learning, peer tutoring.	
DIDACTIC TOOLS	Computers, smartphones, whiteboard, projector, worksheets.	

	TIME	ACTIVITY PLAN LESSON 1
SITUATION ANALYSIS	30'	The Technology teacher and the Social Sciences teacher interact with the learners about communication and specifically correspondence, how it was done before the use of computers, its importance. The learners speak of what they know of how mail works in their countries (distribution, network, delivery times and rates).
MOTIVATIONAL PHASE/STEP	30'	The Social Sciences teacher hands out, old mail with envelops, pictures and stamps. Each learner writes on a post-it how many friends and relatives they have that live in a distance, people they would like to communicate with. A brain storming follows, where the learners say their ideas of how traditional mail becomes digital. After writing down the answers given, the Technology teacher explains with the help of the Social teacher, how much more simplified, faster and cheaper they can communicate.

ACTIVITIES FOSTERING SKILLS DEVELOPMENT	30'	**Step 1 Introductory phase**	During the introduction, the Technology teacher reminds the learners very briefly (from a previous lesson) what the Internet is, how everything is connected and that one of the seven services it's composed of, is email. He shows short videos of how email works. Afterwards a distinction is made between email client software and webmail.
	30	**Step 2 Intermediate phase**	The teacher explains the use of usernames and passwords to the learners and the rules that should be followed. For example, latin characters case sensitive, special characters, etc. He hands out pieces of paper where they write down a proposed user name and password. Afterwards they open Google accounts using the proposed usernames and passwords. The login and logout a few times in order to get used to the process. In this phase, the English language teacher helps with the alphabet and the typing of the usernames and passwords.
	60'	**Step 3 conclusive phase**	The teacher presents and explains a webmail environment (Gmail or Yahoo preferably) and shows the sections of a message (recipients, cc, bcc, subject, main message). The teacher sends an email to all the learners in order for them to learn how to open incoming messages and add all the other recipients in their contacts. Learners that already have experience using the webmail service help their peers. Where necessary, the English language teacher helps with the alphabet and the typing of the email addresses. The teacher hands out to the learners a worksheet in order to exercise.
META-COGNITIVE PHASE	30'	Without any help from the teacher, the learners are left to communicate on their own with each other and the teacher, by sending a short email message. At the end they	

	TIME	ACTIVITY PLAN LESSON 2	
		compare what they are able to do now to what they were able to do before the first lesson.	
SITUATION ANALYSIS	30'	The Technology teacher has a discussion with the learners about how they are used to sending photos and documents via traditional mail. They also speak about the case where the same photos or documents have to be sent to multiple recipients. They write on the whiteboard all the steps that they have to take and they estimate the cost.	
MOTIVATIONAL PHASE/STEP	30'	The Technology teacher shows the learners a picture of him/herself and his/her printed CV. He then shows their digital files. He explains to the learners that they will learn how to send files to multiple recipients easy, fast and with no cost.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	45'	**Step 1 Introductory phase**	The learners and the teacher login to their webmail accounts from the lab computers or their smartphones/ tablets. The teachers demonstrates using the IWB or the overhead projector, how to attach files to an email message. Then he sends it to all the users and explains to them what an incoming message with an attachment looks like, how to read the message and view the attachment. Afterwards he shows them how to download the attached file/s aand they practice with the sent message.
	45'	**Step 2 Intermediate phase**	The learners send messages to each other where they attach at least two files (they use the multiple recipient and bcc functions). They learn about the size restriction for attachments and how message forwarding works with attached files.
	60'	**Step 3**	The learners practice how to read and organize incoming mail, and the safety issues that concern attachments from unknown senders. The

		conclusive phase	teacher hands out worksheets for learners to work in pairs or individually. They should be able to follow the steps in order to compose a message, send it to one or more recipients (hidden or not), forward a mail and attach files. There is a conversation about hate mails, inappropriate material that shouldn't be forwarded with the social teacher and about copy write laws. The teacher explains that email is an asynchronous form of communication and refers to the synchronous forms (chat, social media). Those forms are taught in another learning unit
META-COGNITIVE PHASE	30'		Without any help from the teacher, the learners are left to communicate on their own with each other and the teacher, by sending a short email message with at least three attached files. At the end they compare what they are able to do now to what they were able to do before the first lesson.
AUTHENTIC TASK	30'		Send an email message to the school's email address with a group photo attached and an invitation to an event held at the school.
TIPS & SUGGESTIONS			Keep in mind that logging in a user account is difficult for some. They should be prompted to write their usernames and passwords somewhere (not public) and login and logout a few times to get used to it. Also, the school must provide free WiFi service for the learners to use their phones or tablets because they might not be able to afford data.