Detailed course program

Title of the Learning Activity	Using ICT in everyday life
Topic	Let's stay in touch!
Summary of the activity	This part serves for a basic explanation of the necessary terms related to the topic "Let's stay in touch- Using ICT in everyday life". Thanks to the Internet, a new communication channel was opened for us. Classic letters have a lot of weight, especially from an emotional point of view, and some of us simply have a weakness for them. From a practical point of view, however, communication via the Internet is invaluable. The big advantage with this type of communication is definitely speed. Other pluses include financial simplicity and affordability, but these, of course, depend directly on the possibilities of connecting to the Internet. Even if we are on the other side of the world, we can stay in touch with people important to us. Learners will be introduced to the possibilities of communication in the virtual world, using their own devices / computer / laptop / smartphone / tablet / book reader, etc./ that have the ability to connect to the Internet.
Duration	300 minutes (5 hours)
Age Group	30+
Aims of the Activity	- to learn about basic prerequisites how to communicate via the Internet - to learn the main terms - to learn how to enter to the world of communication on the Internet - to learn how to use programmes and applications for communication - to learn how to use ICT for communication - to learn which devices can be used - to learn how to make the first steps - to learn about the basic principles of Internet security - to learn about sharing personal information on the Internet - to learn about social networks - to learn how to enter social networks - to learn how to stay in touch with friends
Guidance for a proper performance of the activities	
Methodology to implement the Activity	The topic of communication on the Internet is a really complex topic that requires maximum concentration on individual steps. The theoretical basis is important, but it is necessary to select only the necessary elements. Most important of all is the concentration on the practical side of things. A practical demonstration and the opportunity to try everything is far better than a few hours of theoretical basis. It is also advisable to provide a presentation

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	with the possibility of links and dynamic elements, which will be a very important help when the learners try everything at home.
	The storytelling method will be well served to hide the "computer course" into a friendly environment. We do not intend to scare our learners with technical issues, so the story of everyday life will move us to the goal. We can also mention a "problem" and our learner will try to solve (problem teaching method). All visual aids (presentations, pictures, videos, sounds, animations ...) are very welcome.
	Great emphasis should be placed on daily activities, minimum theory and everything to support with interactive tools.
	The teaching process should take place with a maximum of 12 learners and all should be supported by a second trainer who will provide individual support to learners.
	The teaching process should be maximally focused on the goal of the topic. It is necessary to focus on the overall graphical interface, especially for the part of the course that will be delivered online. Lerners would have the opportunity to discuss questions with someone who is responsible for the course.
Methods	Individual work Self-study Pair work Work in group Storytelling Problem solving method Demonstration method Brainstorming WBTs Social Learning Simulation Game-based learning E-learning M-learning
Tools and materials	Computers/Laptops/Notebooks/Tablets/Book readers/Smartphones, camera and microphone (these elements can be part of computers, phones or tablets), Internet connections, data projector, presentation/material with key information and graphics, web browsers, basic tools focusing on Internet security, examples of email clients, examples of social networks, examples of programmes and applications for communication, an example of dangerous sharing of personal information on the Internet.
Knowledge acquired during the classes	The participant is able to: - use Internet for communication with friends - use internet browsers - use programmes, tools, and applications with a focus on communication on the Internet - use specific devices for entering the world of the Internet with a focus on communication - know how to prepare devices for entering the world of the Internet with a focus on communication - know how to make our daily life easier thanks to ICT and the Internet - solve new situations and develop our skills and knowledge

	- ability to practically solve every day needs - know how to protect themselves when using social media
Skills	How to define key words, how to enter to the world of communication on the Internet, to learn a basic understanding of how to use ICT for communication on the Internet and what can be used, to learn a basic understanding of the main tools/services/programmes/applications, to learn a basic understanding of social networks, how to work safely on the internet.
Process	Everything will start with a welcome and will continue with a warm-up activity. The following is the story of everyday life, which includes specific objective topics. Everything is supported by interactive presentation/tools, practical work and the repetition of important elements.
Session 1 **Opening session** *30 min*	The trainer introduces himself/herself and welcomes /especially new/ learners of the course. The learners will form pairs. In the pair learners will try to get the basic information about themselves /name, why she/he came to the course...etc./ They present each other to each other in front of the course group. Everything can be supported by nameplates. The name posts are then taped or stuck visibly on the clothing. The trainer will inform the participants about the rules, say a few words about the course and its links to previous and future topics. The trainer can set the objectives and the programme of the module (it depends how the trainer will work with the story). **Example of how to start working with a topic:** *Greetings and welcome to today's class which is going to focus on how to stay in touch with your friends. Let's first have a brief look on what's going to be the content of the class. In a few minutes we will learn how to be in touch with our friends, if we know and can work with simple helpers.* *Before we get into today's topic, I have one question for you: Is communication necessary for you? Are you in frequent contact with your friends?* Other motivational elements are very welcome.
Session 2 The story *30 min*	The story is especially important for this part. Trainer might start with a story: *Your friends no longer live in the same city as you. Due to work responsibilities or life developments, they moved to another city, to another country, to another continent.* *Every day you had the opportunity to see your friends in person or take part in some joint activities. It's not easy for you to stay in touch with your friends anymore. Making a call to another country is costly, a short text message is too short.* Everything will be supported with the pictures/sound in order to create an authentic atmosphere. /An animation may be available on the online platform to support maximum zooming into reality/. *The situation is not easy for you. You are sad. But how can we partially solve this situation? How can we stay in touch with our friends? Do any of you have any ideas?*

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	Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved.
	In this section, our learners need to get to the point where they understand that this situation can be easily solved with the help of ICT and internet tools. In this section, the initial idea from the learner is important. They do not have to use any specific procedure or tool.
Session 3 Continuation of the story – to be ready, the main terms, how to be ready for the first step 60 *min*	In this section, the lecturer must still connect everything with the story and focus on specific steps that will lead to preparation for the use of a particular tool in the next section. *The trainer will ask the course learners:* *Well, thanks to the Internet, we can stay in touch with our friends. But how do I proceed? How do I get started?* The focus should be on the following terms: - specific functional devices (computer/notebook/laptop/tablet/smartphone/book reader, etc.), - camera and microphone – a part of my device - active and sufficiently fast internet connection (mobile or fixed) - internet browser/application - applications/programmes/tools for communication - social networks - basic information about security risks on the Internet - safety recommendations - think before each click - registration on the Internet (how to be a part of something) - sharing personal information on the Internet - emails Everything will be supported with the pictures / it can be via presentation / in order to create an authentic atmosphere. The pictures can be in very simple form. Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved. The trainer at the end of this section summarises the main things about difference.
Session 4 Example of tools – we are ready for communication on the internet 105 *min*	In this section, it is necessary to focus on a specific practical demonstration. It is necessary to acquaint learners with several interesting tools / resources that focus on communication on the Internet. The assumption is that the tools/resources will be the most used tool in a certain area / country. It is appropriate to focus the attention of learners first on common and simple elements of communication on the Internet, then to deepen the possibilities for more complex elements. *It is necessary to define a clear procedure or to identify gradual steps that will lead to a targeted result. The security features still need to be explained and repeated. It is necessary to choose a pictorial and illustrative form. The theory can be tiring and not very appropriate. It is important to show direct examples of security threats.*

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	The first example may be the best known tool for communicating on the Internet. Yes, familiarise lerners with the basic points related to Email.
	Then it is possible to focus on synchronous communication.
	The teacher can ask the following question:
	Let's meet other helpers who allow us to interact directly with our friends. Communication can take place in real time. It can be a written communication (chat), transmission of sound, video or various pictures and documents. What tools do you know?
	It is important to note that if our device is in good security condition, I can use my device for communication. I need to have an email, I often have to register in the system and choose a suitable login password.
	Now it's time to introduce learners to some tools that are popular in the area or country. Examples of tools are: WhatsApp, Messenger, Viber Messenger, Snapchat, Google Hangouts, Skype, Zoom, etc.
	Everything will be supported with the pictures / it can be via presentation / in order to create an authentic atmosphere. The pictures can be in very simple form. It may be a theoretical / boring / part, so a large number of pictures are welcome.
	Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved.
	The debate is followed by a demonstration of use, learners will try everything individually, and support from the main and assistant lecturers will be provided.
	The trainer at the end of this section summarises the main things about the basic prerequisites for using tools on the internet.
Session 5 Example of tools – we are ready for communication on the internet – Social networks *60 min*	In this section, it is necessary to focus on a specific practical demonstration. It is necessary to acquaint learners with several interesting tools / resources that focus on social networks. The assumption is that the tools/resources will be the most used tool in a certain area / country. *A teacher can start by asking if learners know what social networks are? Do they use a social network? Is there any danger associated with using social networks?* *Show your learners more examples of social networks.* *It is important to note that if our device is in good security condition, I can use it for social networks. I need to have an email, I often have to register in the system and choose a suitable login password.* *The teacher can ask the following question:* *Among the main representatives of social networks is Facebook. Have you ever heard of Facebook? Do you have a Facebook account? What basic functions can Facebook offer us?* *Now it's time to introduce learners to Facebook and its main features. This section may also focus on setting up a Facebook account. If the learner prefers another social network, this part can of course be focused on it.* *Don't forget to focus on the issue of sharing personal information on social networks!*

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	Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved.
	The debate is followed by a demonstration of use, learners will try everything individually, and support from the main and assistant lecturers will be provided.
	The trainer at the end of this section summarises the main things about the basic prerequisites for using tools on the internet.
	At the end summarise the story. Emphasise that participants successfully managed to solve the problem by themselves.
	Example of ending a topic:
	"As we have seen in this course, there are many ways to stay in touch with your friends. Sure, we all know that personal contact is the best, but we have the opportunity to communicate, thanks to the Internet. We can use our devices and share the most important things with the world. We just have to be careful not to show and say everything. We never know who's on the other side of the device."
Evaluation/Assessment	Evaluation of the module in the form of a questionnaire (e.g. paper or electronic version in Kahoot) includes the trainer (questionnaire1) and participants (questionnaire2). The evaluation tools and the evaluation process are prepared and carried out by the training organizer.
Bibliography, links or resources	Links that are associated with the topic being discussed. It must be current for the country and the current time. www.facebook.com www.skype.com www.twitter.com www.whatsapp.com www.hangouts.google.com www.messenger.com www.play.google.com www.jaknainternet.cz www.internetbezpecne.cz www.seznam.cz www.google.com www.google.cz www.avast.com www.cz.norton.com
Additional activities	It is very popular to use various applications on devices that the user can always have with him. A demonstration of a popular application that has a pleasant user interface and invites a certain form and shape into the world of communication is very welcome.
Mentoring for listeners?	In this topic, mentoring is important to focus on everyday experiences and needs. The mentor can acquaint the students with the tools and possibilities, or to motivate them in

	practice, how it is possible to have an easier life thanks to the tools of ICT and the Internet. /Individuals who are or must be isolated from the ordinary world can be part of the world, they can be in touch with friends thanks to the Internet. It is worth demonstrating this so that they have the possibility of active involvement./
Validation of teaching process	Some validation of the teaching process is welcome, but it is necessary to focus on a few key points that are essential. Given the form of this teaching process, it must be a form that focuses on informal concepts or the possibility of using the game. The classic test will demotivate students in their set path to success.. Lerners can also demonstrate their experience after completing the topic. The demonstration can be through some form of communication between the teacher, the learner and the group of learners.
Special requirements for the trainer	The trainers should have a specific ICT background and be familiar with applications/tools taught during the training. Also the trainer should have experience working with adults, especially with low skilled adults.
Innovative elements	Use of Storytelling and Problem-based method