Detailed course program

Title of the Learning Activity	Avoiding threats resulting from the use of ICT in everyday life
Topic	Threat and health
Summary of the activity	Introduce and explain basic terms related to the physical and mental health of ICT users. Participants will learn more about the physical and mental risks associated with the use of ICT, about the effects, ailments and how to prevent them.
Duration	240 min (4h)
Age Group	30+
Aims of the Activity	- to learn the basic concepts of physical and mental treats - to learn about the causes and effects related to the topic - to learn about the psychological risks, including types of addiction, symptoms and prevention - developing habits of safe use of electronic devices
Guidance for a proper performance of the activities	
Methodology to implement the Activity	The subject of physical health is popular with this target audience. We can use it as a base element. Great emphasis should be placed on everyday activities, on methods of preventing, assessing the situation, especially in the area of addictions - addiction analogies. Basic form of classes: stationary classes are conducted in a computer room connected to the Internet with a connected multimedia projector. Other accepted forms of classes: e-learning or blended learning. Learning technique type: peer learning. Learning technique type: action learning. All visual aids (presentations, photos, videos ...) are welcome. A maximum of 12 people should participate in the learning process and all should be supported by a second trainer who will provide individual support to the learners.
Methods	Lecture, exercises, brainstorming, quiz, multimedia show Working in pairs, working in a group, discussion Problem solving method
Tools and materials	- training materials prepared by the trainer - computers / tablets / smartphones, internet connections, projector - presentation with key information and graphics - computer applications

Knowledge acquired during the classes	The participant knows: - basic physical and mental threats resulting from long and frequent use of electronic devices, - concepts related to these risks, - steps to be taken to counter these threats, - rules of safe use of electronic devices.
Skills	The participant is able to: - recognize ailments related to many hours of frequent use of electronic devices, - efficiently assess the causes and effects of these threats, - prepare a safe space for the use of electronic devices.
Process	The trainer's task is to highlight the topic and combine it with practical examples of everyday life. Process supported by interactive presentation and encouraging discussion and participation by participants. Where possible, the transfer of knowledge is combined with practical action.
Session 1 **Opening session** *30 min*	The trainer introduces himself and welcomes the participants. Informs participants about the principles, objectives of the training and its relationship to previous and future topics (if applicable). The trainer can set additional goals and the program of the module. Other motivational elements are welcome.
Session 2 History - main concepts, types of physical and mental threats related to the use of electronic devices *90 min*	The main aim of the session is to identify, with a simple example, the physical and mental risks that can affect everyone. Introduction to the subject by presenting a story containing the main threads of the discussed issue (disturbance of the physical and mental health of the main character, resulting from many hours and frequent use of an electronic device; computer / telephone), e.g .: *"This is Maks's story, in a nutshell. Maks is a student, and this is his last year, it's time to write a thesis and defend himself. But Maks doesn't think about writing a thesis, he has to pass the next level in the game he joined several months ago ...* *Last month he had to see a specialist because he often had a headache. Fortunately, it turned out that it was enough to change the glasses ...* *As for the other ailments, they have to wait. When he finishes playing, he will take care of himself, he will return to the gym and his back pain will surely subside ... friends also have to wait, because he is close to the final game."* A message supported by images / it can be a presentation / in order to create an authentic atmosphere. Session development Questions about threats related to the example story. Preparation of a mind map broken down into physical and mental threats, based on a discussion of the participants' experiences, examples they encountered. You can conduct an interview / survey on physical health, work ergonomics, whether someone has ever dealt with addiction. **Introducing the concepts of physical threats:** - eye problems - CVS (Computer Vision Syndrome), SICCA syndrome (dry eye syndrome),

	- diseases resulting from repetitive movements (carpal tunnel syndrome, player's thumb), - problems of the skeletal system: pain, numbness, paresis, degeneration (back, neck, forearms, thighs, buttocks). **and mental addictions, IAD (Internet Addiction Disoder):** - network addiction, - internet gambling, - cyber-relationships, - self-violence, - challenge (dangerous internet challenges). A summary of the most important information at the end of the session.
Session 3 Continuation of history - the causes and effects of many hours of using devices and the Internet *60 min*	Posing a question introducing the topic of the session: - How often and how long do you use electronic devices, computer / tablet / telephone? *Bring discussions with / between participants.* *Give participants enough space to share their experiences and thoughts. Support the debate in your groups and encourage participants to be active and engaged.* With the help of training participants and trainers, the question will be answered: - *What are the effects of long and frequent use of electronic devices and the use of the network?* - *How should you take care of the ergonomics of the workplace and study?* **Introducing the concepts of physical effects:** - eye strain (asthenopia), loss of visual acuity, double vision (diplopia), - fatigue, headache, sleepiness - difficulties in reading and concentration, - carpal tunnel syndrome, player's thumb, - ailments of the skeletal system. **The effects of addiction:** - alienation, disturbances in the rhythm of the day, - irritation, aggression, - radicalization of views and behavior, - suicide plans, - neglect of professional and family duties, - depression, guilt, anxiety, mood swings, - narrowing of intellectual interests and possibilities. Summary of the most important issues regarding the causes and effects of physical and mental risks of persistent use of electronic devices, computer / tablet / telephone.
Session 4 Continuation of history – prevention of physical and mental threats *60 min*	Posing a question introducing the topic of the session: - *Do you know anyone who has been affected by this type of threat? How did it end?* - *What ideas do you have on how to prevent both physical and mental threats?* *Lead to a constructive exchange of views. Write down all participants' statements on the board or on post-it notes.* *Give the participants enough space to share their ideas and thoughts. Support the debate in your groups and encourage participants to be active and engaged.*

	The main issues of the session **preventing physical and mental threats.**
	Physical threats:
	- adequate lighting (windows to the north, soft light, no spotlights, subdued colors), - proper location of the computer (face 40-75 cm from the monitor), - appropriate monitor coating – matte, computer set parallel to the window, appropriate height of the desk, chairs, regular breaks at work, - regular eye exercises (blinking, looking into the distance) every 1 hour, about 5 minutes.
	Addiction:
	- you should try to reduce the time spent on the Internet, at the computer, - alternative leisure activities should be used, e.g. sports, - use the support of a psychologist, specialist.
	These points must be supported by visualization, photos, film, discussion.
	The trainer at the end of this section summarizes the most important information on the topic Risks and health.
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. - https://www.uzaleznieniabehawioralne.pl/ - https://www.medicover.pl/o-zdrowiu/zespol-ciesni-nadgarstka-przyczyny-objawy-i-leczenie,173,n,192 - https://digitalreport.wearesocial.com/ - Global Digital Report 2018 - http://www.psychologia.net.pl/artykul.php?level=52 - Caught in the web [online], reż. Artur Sochan i Michalina Taczanowska, cz. 1, available on the Internet: http://www.youtube.com/watch?v=cZVE2uOtTcw - Caught in the web [online], reż. Artur Sochan i Michalina Taczanowska, cz. 2, available on the Internet: http://www.youtube.com/watch?v=zHWerpLQsU0 - Phone addiction: https://www.youtube.com/watch?v=aqwljSIImHU - Internet addiction as an expression of social pathology, Piotr Zawada - Computer and Internet addiction - selected problems, Panasiuk Katarzyna , Panasiuk Bazyli, - ttp://yadda.icm.edu.pl/yadda/element/bwmeta1.element.desklight-fb7cdc89-3972-4de0-ac3b-3ebc3e524116/c/Katarzyna_Panasiuk__Bazyli_Panasiuk.pdf
Additional activities	Examples presented in the form of a mini-presentation, conducting a thematic discussion, based on a selected issue, group quiz, joint preparation of a mind map consolidating the issue.
Mentoring for listeners?	Yes; the purpose of mentoring is to develop competences and attitudes to be sensitive to the need for health protection, awareness of daily compliance with the rules of safe use of electronic devices.

Validation of teaching process	Validation of the learning process is welcomed as long as it focuses on a few key points. The method of validation should relate to the way classes are conducted and should motivate participants to act.
Special requirements for the trainer	In addition to knowledge about the subject of the training, psychological qualifications are indicated. The trainer should also have experience working with adults, especially low-skilled adults.
Innovative elements	How the program is documented. Linking theory with practice. Electronic conducted evaluation of activities.

Dictionary of terms:

peer learning - group work of training participants, during which they have the opportunity to exchange information and skills, based on their own analysis, without the textbook form.

action learning - the work of a group of training participants with different competences and experience, who work on solving a real, complex problem and at the same time develop their leadership skills, at the same time becoming a highly effective team.