



PR4 – In-service Training Programme for Community and Adult Educators

Workshop Lesson Plans

Content

Introduction	4
Structure	4
Learning Outcomes	5
Lesson plans	6
Module 1: Digital literacy	6
Module 1, Lesson 1: DIGCOMP 2.2 Framework for Educators	6
Module 1, Lesson 2: Family Learning Model	8
Module 1, Lesson 3: Induction to Pedagogy Programme for Parents, Part 1	10
Module 1, Lesson 4: Induction to Pedagogy Programme for Parents, Part 2	11
Module 1, Lesson 5: Developing Digital Literacy with Family Footprints	12
Module 2: Climate literacy	13
Module 2, Lesson 1: Climate Change	13
Module 2, Lesson 2: Circular Economy	15
Module 2, Lesson 3: Digital and Climate Literacy Programme for Parents, Part 1	17
Module 2, Lesson 4: Digital and Climate Literacy Programme for Parents, Part 2	19
Module 2, Lesson 5: European Green Deal	20
Module 3: Family Learning Toolkit resources for children and teenagers	21
Module 3, Lesson 1: Comic Strips in the Family Learning Toolkit	21
Module 3, Lesson 2: Canva	22
Module 3, Lesson 3: MakeBeliefsComix.com	23
Module 3, Lesson 4: Pixtoon	24
Module 3, Lesson 5: Storyboard That	25
Module 4: Family Learning Toolkit resources for young adults and senior learners	26
Module 4, Lesson 1: Interactive Digital Magazines in the Family Learning Toolkit	26
Module 4, Lesson 2: Audiobooks in the Family Learning Toolkit	27
Module 4, Lesson 3: PowerPoint for Creating Interactive Digital Magazines and Audiobooks	28
Module 4, Lesson 4: Voki	29
Module 4, Lesson 5: Vocaroo and Audacity	30
Worksheets	31
Worksheet 1.1	31

Team assignment on DigComp 2.2	31
Worksheet 1.2	32
DigComp Quiz	32
Worksheet 1.3	34
My image	34
Worksheet 1.4	50
Digital Competence Quiz	50
Worksheet 2.1	52
QR code quiz	52
Worksheet 2.2	56
Jigsaw reading	56
Worksheet 2.3	58
Quiz	58
Worksheet 2.5	60
Green Solutions Cards	60
Worksheet 3.1	61
Your Canva design	61
Worksheet 3.2	62
Your Comix	62
Worksheet 3.3	63
Your Pixton design	63
Worksheet 3.4	64
Your Storyboard That design	64
Worksheet 4.1	65
Your PowerPoint recording	65
Worksheet 4.2	66
Your Voki avatar	66
Worksheet 4.3	67
Your audio recording	67

PR4 – In-service Training Programme for Community and Adult Educators

Introduction

The In-service Training Programme will ensure that adult educators are fully trained to harness the potential of Family Footprints' educational resources.

It will serve as an introduction to the basic principles of digital and climate literacy, the family learning model, and the different age-appropriate resources developed. The in-service training will familiarise the adult educators with the new approaches required to effectively use and integrate the new resources into everyday family activities.

In addition, the in-service training will train adult educators on how to produce their own Comic Books and Audio-Books using widely available open-source software.

Structure

The in-service training will comprise 60 hours of instruction made up of 28 hours of hands-on workshop learning and 32 hours of online self-directed learning.

MODULE	TOPICS	TIME	
		F2F	SDL
1) Digital literacy	<ul style="list-style-type: none"> DIGCOMP 2.2 Framework for Educators principles of family learning practice delivering the Induction to Pedagogy Programme for Parents 	7h	8h
2) Climate literacy	<ul style="list-style-type: none"> climate change pillars of the European Green Deal delivering the Digital and Climate Literacy Programme to parents 	7h	8h
3) Family Learning Toolkit resources for children and teenagers	<ul style="list-style-type: none"> Family Footprint interactive magazines at introductory levels how to develop and produce comic strips using available open-source software 	7h	8h
4) Family Learning Toolkit resources for young adults and senior learners	<ul style="list-style-type: none"> Family Footprint interactive magazines at advanced levels how to develop and produce their own audiobooks using PowerPoint 	7h	8h

Learning Outcomes

MODULE	KNOWLEDGE	SKILLS	ATTITUDES
1) Digital literacy	<ul style="list-style-type: none"> list and describe areas of digital competence provided in the DIGCOMP 2.2 Framework describe basic principles of good family learning practice analyze and compare modules of the Induction to Pedagogy Programme for Parents 	<ul style="list-style-type: none"> use the DIGCOMP 2.2 Framework and its tools present the family learning model and provide parents with implementation guidelines deliver the Induction to Pedagogy Programme for Parents and tailor it to a specific pilot group of parents and their needs 	<ul style="list-style-type: none"> openness to continuous professional development of their digital skills appreciation of a family approach to developing digital competence awareness of family learning needs
2) Climate literacy	<ul style="list-style-type: none"> describe the impact of climate change on the planet list pillars of the European Green Deal analyze and compare modules of the Digital and Climate Literacy Programme for Parents 	<ul style="list-style-type: none"> help parents formulate strategies for promoting circular economy and environmental literacy in their families deliver the Digital and Climate Literacy Programme for Parents and tailor it to a specific pilot group of parents and their needs 	<ul style="list-style-type: none"> awareness of the impact our everyday behaviours (related to food, energy, transport, and consumer choices) have on the environment appreciation of a family approach to developing environmentally sustainable behaviours awareness of family learning needs
3) Family Learning Toolkit resources for children and teenagers	<ul style="list-style-type: none"> describe and analyze Family Learning Toolkit resources aimed at children (comic strips) list and describe available software for creating comic strips (StoryBoardThat, Pixton, Canva, Make Belief Comix) 	<ul style="list-style-type: none"> present Family Learning Toolkit comic strips to parents use available software to create their own comic strips (StoryBoardThat, Pixton, Canva, Make Belief Comix) 	<ul style="list-style-type: none"> openness to new digital teaching resources willingness to develop their digital teaching competence appreciation of open-source software
4) Family Learning Toolkit resources for young adults and senior learners	<ul style="list-style-type: none"> describe and analyze Family Learning Toolkit resources aimed at teenagers and young adults (interactive digital magazines) describe and analyze Family Learning Toolkit resources aimed at senior adult learners (audiobooks) list and describe available software for creating audiobooks (PowerPoint, Audacity, Vocaroo, Voki) 	<ul style="list-style-type: none"> present Family Learning Toolkit interactive digital magazines and audiobooks to parents use available software to create their own audiobooks (PowerPoint, Audacity, Vocaroo, Voki) 	<ul style="list-style-type: none"> openness to new digital teaching resources willingness to develop their digital teaching competence appreciation of open-source software

Lesson plans

Module 1: Digital literacy

Module 1, Lesson 1: DIGCOMP 2.2 Framework for Educators

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>1) Icebreaking activity: 1-10</p> <p>The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the icebreaking activity: there is an imaginary line on the floor running from one (representing number 1) to the other corner (representing number 10) of the room.</p> <p>The facilitator reads the following statements and the participants stand on the point that represents their level of agreement with the statement from 1 (= completely disagree) to 10 (= completely agree):</p> <ul style="list-style-type: none"> • I am a morning person. • I frequently participate in teacher training workshops. • I have experience teaching parents. • I can list the five areas of digital competence. • I have carried out workshops on the topic of climate change or sustainability. • I have visited the Family Footprints website and accessed materials provided there. <p>The facilitator asks a few participants to explain their selection and comments on the information provided. Depending on the (length of) participants' answers, the facilitator may leave out some of the listed questions.</p>	<p>Plenary session</p> <p>Discussion</p>	<p>List of questions</p> <p>Clear space to move about the room</p>
10	<p>2) Theory presentation on DigComp 2.2</p> <p>The facilitator gives a brief introduction to DigComp 2.2 using the provided presentation.</p>	<p>Plenary session</p> <p>Presentation</p>	<p>PowerPoint Presentation 1.1</p>

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
50	<p>3) Team assignment on DigComp 2.2</p> <p>The facilitator divides the group into 5 teams (2-3 participants per team). Each team is assigned 1 area of the DigComp framework (Information and data literacy; Communication and collaboration; Digital content creation; Safety; and Problem solving).</p> <p>The teams follow instructions on the worksheet and find answers to the provided questions. After 25 minutes, each team has 5 minutes to present their area to the whole group.</p> <p>The facilitator comments and asks additional questions to check for understanding.</p>	Team activity	PowerPoint Presentation 1.1 Worksheet 1.1 Pens, pencils Poster/flipchart papers DigComp Framework Computers for participants (if they are working with the digital copy of the framework)
15	<p>4) DigComp Quiz</p> <p>The facilitator pairs up participants and gives out the quiz worksheet. After 7-8 minutes, the participants and the facilitator go through the quiz together and list the correct answers.</p>	Pair work	Worksheet 1.2
5	<p>5) Evaluation</p> <p>The participants are asked to describe the lesson in one word on a post-it note and attach it somewhere in the room (e.g. next to the door). The facilitator reads and comments on the notes.</p>	Plenary session Discussion	Pens, pencils Post-it notes

Module 1, Lesson 2: Family Learning Model

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
12	<p>1) Icebreaking activity: Back-to-back</p> <p>The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the icebreaking activity: participants pair up with someone they do not know well. The pairs sit back-to-back so that they can't see each other. Each person should talk for 2 minutes about themselves (about their work, interests and hobbies).</p> <p>After 4 minutes, the participants should form a large circle and each participant introduces their partner to the group.</p>	Plenary session	Chairs placed in a circle
8	<p>2) Theory presentation on how family members learn</p> <p>The facilitator briefly introduces the family learning model using the provided presentation.</p>	Plenary session Presentation	PowerPoint Presentation 1.2
40	<p>3) Team assignment</p> <p>The facilitator divides the group into 4 teams (2-3 participants per team). Each team is assigned 1 family generation and is asked to present their characteristics, their barriers to and motivation for learning, and how they learn:</p> <ul style="list-style-type: none"> • Children • Teens/adolescents • Adults • Seniors <p>After 20 minutes, each team has 5 minutes to present their drawing to the whole group.</p> <p>The facilitator comments and asks additional questions to check for understanding.</p>	Team activity	PowerPoint Presentation 1.2 Pens, pencils Poster/flipchart papers

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
25	<p>4) Adapting your approach and materials</p> <p>There are 4 posters/flipchart papers posted on the walls of the room, each with one of the generations from the previous task:</p> <ul style="list-style-type: none"> • Children • Teens/adolescents • Adults • Seniors. <p>The facilitator pairs up the participants and gives each pair a marker. The pairs should go to each poster and write down how they would adapt their teaching approach and materials used to that learner group.</p> <p>After 10-15 minutes, the facilitator reads and comments on the notes.</p>	<p>Pair work Discussion</p>	<p>Markers</p> <p>4 poster/flipchart papers (titled Children, Teens/adolescents, Adults, Seniors)</p>
5	<p>5) Evaluation</p> <p>The participants are asked to share 1 key takeaway from the lesson – something new they've learned or realized.</p>	<p>Plenary session</p>	<p>Pens, papers</p>

Module 1, Lesson 3: Induction to Pedagogy Programme for Parents, Part 1

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>1) Icebreaking activity: My image</p> <p>The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the icebreaking activity: a selection of photographs are laid out on a table, and participants are invited to select one that represents them as a facilitator. Participants sit or stand in a circle, show their photograph and explain why they have selected it.</p> <p>The facilitator comments and asks additional questions to check for understanding.</p>	Plenary session	Worksheet 1.3
10	<p>2) Theory presentation on the Induction to Pedagogy Programme for Parents</p> <p>The facilitator briefly introduces the Induction to Pedagogy Programme for Parents using the provided presentation.</p>	Plenary session Presentation	PowerPoint Presentation 1.3
40	<p>3) Team assignment on the Induction to Pedagogy Programme for Parents</p> <p>The facilitator divides the group into 2 teams (4-5 participants per team). Team 1 is assigned Unit 1, and team 2 is assigned Unit 2 of Module 1 in the Pedagogy Programme for Parents.</p> <p>Their task is to read through the module and discuss it following the questions provided in the presentation.</p> <p>After 20-25 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team activity	<p>Module 1 of the Induction to Pedagogy Programme for Parents</p> <p>PowerPoint Presentation 1.3</p> <p>Computers for participants (if they are working with the digital copy of the programme)</p> <p>Pens, papers</p>
20	<p>4) Adapting the Induction to Pedagogy Programme for Parents</p> <p>Following the questions provided in the presentation, participants discuss in pairs if the programme is suited to their learners/local parents and what changes they would make to ensure it answers the needs of their learners.</p> <p>After 10 minutes, each pair presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Pair work Discussion	PowerPoint Presentation 1.3
10	<p>5) Evaluation</p> <p>Participants are asked to share:</p> <ul style="list-style-type: none"> 3 things they have learned, 2 topics they want to explore more, and 1 question they still have. <p>The facilitator comments and provides suggestions for further learning.</p>	Plenary session Discussion	Pens, papers

Module 1, Lesson 4: Induction to Pedagogy Programme for Parents, Part 2

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>1) Warmer activity: Quiz</p> <p>The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the warmer activity.</p> <p>Questions related to digital competence are posted on the walls of the room. The facilitator pairs up the participants, who go from question to question, discuss possible answers and write down what they believe is the correct answer.</p> <p>After all participants have finished and sat down, the facilitator checks the correct answers using the provided presentation.</p>	Pair work	<p>Worksheet 1.4</p> <p>PowerPoint Presentation 1.4</p>
40	<p>2) Team assignment on the Induction to Pedagogy Programme for Parents</p> <p>The facilitator divides the group into 2 teams (4-5 participants per team). Team 1 is assigned Unit 1, and team 2 is assigned Unit 2 of Module 2 in the Pedagogy Programme for Parents.</p> <p>Their task is to read through the module and discuss it following the questions provided in the presentation.</p> <p>After 20-25 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team activity	<p>Module 2 of the Induction to Pedagogy Programme for Parents</p> <p>PowerPoint Presentation 1.4</p> <p>Computers for participants (if they are working with the digital copy of the programme)</p> <p>Pens, papers</p>
20	<p>3) Adapting the Induction to Pedagogy Programme for Parents</p> <p>Following the questions provided in the presentation, participants discuss in pairs if the programme is suited to their learners/local parents and what changes they would make to ensure it answers the needs of their learners.</p> <p>After 10 minutes, each pair presents their conclusions, with the facilitator providing additional comments and feedback.</p>	<p>Pair work</p> <p>Discussion</p>	PowerPoint Presentation 1.4
15	<p>4) Evaluation</p> <p>The facilitator asks the participants to reflect on the session and write down what they have received/gained during the session and what they have given, i.e. contributed to the course.</p> <p>After 5 minutes, the facilitator encourages a few participants to share 1 give and 1 take.</p>	<p>Plenary session</p> <p>Discussion</p>	Pens, papers

Module 1, Lesson 5: Developing Digital Literacy with Family Footprints

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Associations</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity. The facilitator throws a ball to one of the participants and gives them a word related to DigComp (e.g. communication, virtual, safety, problem). Their task is to quickly say the first word that comes to mind. The first participant then throws the ball to the next, giving them a new word. The activity continues until all participants have shared their words and associations.</p> <p>The facilitator comments on a few choices and asks the participants whether they had the same associations with the words, commenting that we have different perspectives and experiences related to the same concept.</p>	Plenary session	Ball
40	<p>2) SWOT analysis</p> <p>In teams, participants create a SWOT analysis of the Induction to Pedagogy Programme for Parents and the Family Footprints project, identifying Strengths, Weaknesses, Opportunities, and Threats.</p> <p>Each team can be assigned one area of the SWOT framework or all teams could discuss all four areas.</p> <p>After 15 minutes, each team shares their conclusions, with the other teams and the facilitator asking additional questions and giving feedback.</p>	<p>Team activity</p> <p>Discussion</p>	<p>PowerPoint Presentation 1.5</p> <p>Pens, paper</p>
15	<p>3) Evaluation</p> <p>Participants reflect on and write down their:</p> <ul style="list-style-type: none"> • Rose – a success, something positive • Thorn – a challenge, cause of difficulty • Bud – potential, new ideas <p>After 5 minutes, the facilitator asks the participants to share their reflections and conclusions.</p>	<p>Plenary session</p> <p>Discussion</p>	<p>PowerPoint Presentation 1.5</p> <p>Pens, paper</p>

Module 2: Climate literacy

Module 2, Lesson 1: Climate Change

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>1) Icebreaking activity: Speed date</p> <p>The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the icebreaking activity.</p> <p>Participants sit in two concentric circles, facing each other. The participants have 2-3 minutes to present themselves and share how they live, work and act in a sustainable manner.</p> <p>After 2-3 minutes, the facilitator signals to the group that participants should change partners, e.g. the participants in the outer circle moving one seat to the right.</p> <p>After participants have talked to at least three people, the facilitator asks the participants to share whom they have talked to and their insights (e.g. similarities, differences, something interesting or surprising).</p>	<p>Pair work</p> <p>Discussion</p>	Chairs placed in two circles
30	<p>2) QR code quiz</p> <p>In pairs, participants scan QR codes posted on the wall and match the content of the codes with the questions related to green competence on their handouts. After all pairs have completed the activity, the facilitator checks the correct answers with the participants.</p>	Pair work	Worksheet 2.1
10	<p>3) Theory presentation on climate literacy</p> <p>The facilitator gives a brief introduction to GreenComp using the provided presentation.</p>	Presentation	PowerPoint Presentation 2.1

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
25	<p>4) Truth or fiction?</p> <p>Participants are given a set of statements² related to green competence and sustainable behaviour. In pairs, they have to determine whether they are factual or a myth.</p> <p>After 10-15 minutes, the facilitator checks the correct answers with the participants and gives feedback.</p>	<p>Pair work</p> <p>Discussion</p>	<p>PowerPoint Presentation 2.1</p> <p>Pens, paper</p>
10	<p>5) Evaluation</p> <p>Participants are asked to reflect on the session using thumbs-up or thumbs-down gestures:</p> <ul style="list-style-type: none"> • I understand green competence and can explain it = thumbs up • I do not yet understand green competence = thumbs down • I'm not completely sure about green competence = thumbs sideways <p>After selecting their gestures, participants give more information on why they chose their particular gesture. The facilitator checks what further support they'd need if they selected thumbs down or sideways.</p>	<p>Pair work</p> <p>Discussion</p>	<p>Chairs placed in two circles</p>

Adapted from Scientific American, Top 10 Myths about Sustainability by Michael D. Lemonick on March 1, 2009.

Module 2, Lesson 2: Circular Economy

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>1) Warmer activity: Agree/disagree</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity.</p> <p>The facilitator pairs up participants. They discuss whether they agree or disagree with the statements related to circular economy listed on the presentation.</p> <p>After 5-7 minutes, the facilitator checks the participants' conclusions and gives feedback.</p>	Pair work	PowerPoint Presentation 2.2
15	<p>2) Brainstorm: Sustainable Household</p> <p>Participants write down as many ideas for implementing sustainable practices within their households. The facilitator encourages participants to consider various aspects, including increasing durability, repairing, maintaining, and practicing sustainable consumption as well as covering different areas such as household items, energy usage, waste management, transportation, and any other relevant topics.</p> <p>After the idea generation phase, the facilitator invites participants to share their ideas with the rest of the group.</p> <p>The facilitator encourages participants to reflect on the diversity of ideas generated and the potential impact of incorporating these sustainable practices into their households.</p> <p>Discuss the challenges they might face and brainstorm possible solutions together.</p>	Plenary session	Pens, paper PowerPoint Presentation 2.2

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
35	<p>3) Jigsaw reading</p> <p>Participants are divided into teams of 3: team A, team B, and team C. Each team receives one part of the text on circular economy. They have 5 minutes to read the text individually and highlight/make notes. After that, all team members have 5 minutes to discuss what the main takeaways of their text are.</p> <p>The facilitator then reforms the teams so they include 1 A, B, and C member each. The ABC teams have 10-15 minutes to share the information about their piece of text with their new team members.</p> <p>The teams are then given a short quiz on the text to check whether all team members managed to pass on the most relevant information.</p>	Team assignment	Worksheet 2.2
15	<p>4) What can we do?</p> <p>In pairs, participants list ideas of what they can do as individuals, as family and as community members.</p> <p>After 5-7 minutes, the pairs share their ideas and compare them to the suggestions provided in the presentation.</p>	Pair work	Pens, paper PowerPoint Presentation 2.2
10	<p>5) Evaluation</p> <p>Participants sit in a circle and one by one complete the sentence "If this group were a colour, it would be ...", giving a short explanation of their choice.</p> <p>The facilitator comments and thanks the participants.</p>	Plenary session	Chairs placed in a circle

Module 2, Lesson 3: Digital and Climate Literacy Programme for Parents, Part 1

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>1) Warmer activity: This or that</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity.</p> <p>The facilitator goes through the list of options provided below and asks the participants to stand in the corner of the room (e.g. left or right) that represents their preference:</p> <ul style="list-style-type: none"> • Night or morning? • Coffe or tea? • Education or experience? • Store-bought or homemade? • Car or bike? • Train or airplane? <p>The facilitator asks a few participants to explain their selection. Depending on the (length of) participants' answers, the facilitator may leave out some of the listed options.</p>	Plenary session	<p>List of options</p> <p>Clear space to move about the room</p>
10	<p>2) Theory presentation on the Digital and Climate Literacy Programme for Parents</p> <p>The facilitator briefly introduces the Digital and Climate Literacy Programme for Parents using the provided presentation.</p>	<p>Plenary session</p> <p>Presentation</p>	PowerPoint Presentation 2.3
40	<p>3) Team assignment on the Digital and Climate Literacy Programme for Parents</p> <p>The facilitator divides the group into 6 teams (2-3 participants per team). Each team is assigned one of the first 6 modules of the Programme. In case there are not enough participants to make 6 teams, the facilitator can assign fewer modules, i.e. make a selection.</p> <p>Their task is to read through the module and discuss it following the questions provided in the presentation.</p> <p>After 15-20 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team activity	<p>Modules 1-6 of the Digital and Climate Literacy Programme for Parents</p> <p>PowerPoint Presentation 2.3</p> <p>Computers for participants (if they are working with the digital copy of the programme)</p> <p>Pens, papers</p>

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
20	<p>4) Adapting the Digital and Climate Literacy Programme for Parents</p> <p>Following the questions provided in the presentation, participants discuss in pairs if the programme is suited to their learners/local parents and what changes they would make to ensure it answers the needs of their learners.</p> <p>After 10 minutes, each pair presents their conclusions, with the facilitator providing additional comments and feedback.</p>	<p>Pair work</p> <p>Discussion</p>	<p>PowerPoint Presentation 2.3</p>
10	<p>5) Evaluation</p> <p>In pairs, participants share two things they have learned during the session, and then report to the whole group.</p> <p>The facilitator comments and thanks the participants.</p>	<p>Pair work</p> <p>Plenary session</p>	<p>PowerPoint Presentation 2.3</p>

Module 2, Lesson 4: Digital and Climate Literacy Programme for Parents, Part 2

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>1) Warmer activity: Quiz</p> <p>The facilitator welcomes the participants, introduces the lesson topic, pairs up participants, and gives out the quiz worksheet. After 7-8 minutes, the participants and facilitator review the quiz together and check the correct answers.</p>	Pair work	Worksheet 2.3
40	<p>2) Team assignment on the Digital and Climate Literacy Programme for Parents</p> <p>The facilitator divides the group into 6 teams (2-3 participants per team). Each team is assigned one of the first 6 modules of the Programme. In case there are not enough participants to make 6 teams, the facilitator can assign fewer modules, i.e. make a selection.</p> <p>Their task is to read through the module and discuss it following the questions provided in the presentation.</p> <p>After 15-20 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team activity	<p>Modules 7-12 of the Digital and Climate Literacy Programme for Parents</p> <p>PowerPoint Presentation 2.4</p> <p>Computers for participants (if they are working with the digital copy of the programme)</p> <p>Pens, papers</p>
20	<p>3) Adapting the Digital and Climate Literacy Programme for Parents</p> <p>Following the questions provided in the presentation, participants discuss in pairs if the programme is suited to their learners/local parents and what changes they would make to ensure it answers the needs of their learners.</p> <p>After 10 minutes, each pair presents their conclusions, with the facilitator providing additional comments and feedback.</p>	<p>Pair work</p> <p>Discussion</p>	PowerPoint Presentation 2.4
15	<p>4) Evaluation</p> <p>Each participant writes down:</p> <ul style="list-style-type: none"> • A message to participants • A message to the facilitator(s) <p>The facilitator invites a few participants to share their messages with the group and/or post it on a wall in the room.</p>	Plenary session	Pens, post-its

Module 2, Lesson 5: European Green Deal

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>1) Warmer activity: In a word</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity. In teams of 2-3, participants come up with one word that describes what a sustainable way of living and working means to them. The teams then share their word with the group, the facilitator comments and notes similarities/differences between the choices.</p>	<p>Discussion</p> <p>Plenary session</p>	<p>Pens, post-its</p>
15	<p>2) Green Solutions Cards</p> <p>The facilitator explains that the activity will focus on exchanging and discussing green solutions related to the European Green Deal.</p> <p>Participants are divided into pairs. Each pair is provided with a set of Green Solutions Cards. Participants take turns drawing a card and reflect on the importance and potential impact of these solutions.</p> <p>After a designated time the facilitator brings participants together and starts a brief discussion where participants can share some of the interesting solutions they discussed in their pairs.</p>	<p>Pair work</p>	<p>Worksheet 2.5</p> <p>PowerPoint Presentation 2.5</p>
5	<p>3) Theory presentation on the European Green Deal</p> <p>The facilitator reviews key points of the EU Green Deal with the help of the provided presentation.</p>	<p>Presentation</p>	<p>PowerPoint Presentation 2.5</p>
25	<p>4) Green Action Planning</p> <p>The facilitator explains that the activity will focus on collaboratively developing action plans according to sustainable practices inspired by the European Green Deal and what could be individual and community activities.</p> <p>Each group develops an action plan with specific steps and strategies in one or two areas – it depends on the size of the group/class.</p> <p>After 10 minutes, each group presents their action plans, with the facilitator providing additional comments and feedback.</p>	<p>Small groups (3-5 members)</p> <p>Discussion</p>	<p>PowerPoint Presentation 2.5</p> <p>Worksheet 2.4</p> <p>Pens, paper</p>
5	<p>5) Evaluation</p> <p>Each participant completes the following two sentences on a piece of (post-it) paper:</p> <ul style="list-style-type: none"> • One thing I've enjoyed... • One thing I would've liked more of... <p>The facilitator invites a few participants to share their messages and comments/provides feedback.</p>	<p>Plenary session</p>	<p>Pens, post-its</p>

Module 3: Family Learning Toolkit resources for children and teenagers

Module 3, Lesson 1: Comic Strips in the Family Learning Toolkit

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>1) Warmer activity: Back-to-back</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity.</p> <p>The facilitator pairs up the participants and hands out cover pages of the comic strips in the Family Learning Toolkit. Participants sit back to back and take turns describing the cover pages to each other – the listener has to (as accurately as possible) draw the cover page being described to them.</p> <p>After 10 minutes, the facilitator checks with the participants how accurate their drawings are compared to the original.</p>	Pair work	Cover pages of the comic strips in the Family Learning Toolkit Pens, paper
10	<p>2) Theory presentation on the Comic Strips in the Family Learning Toolkit</p> <p>The facilitator briefly introduces the Comic Strips in the Family Learning Toolkit using the provided presentation.</p>	Plenary session Presentation	PowerPoint Presentation 3.1
50	<p>3) Analysing the Comic Strips in the Family Learning Toolkit</p> <p>The facilitator divides the group into 4 teams (2-3 participants per team). Each team is assigned 3 comics from the toolkit.</p> <p>Their task is to read through the comics and discuss them following the questions provided in the presentation.</p> <p>After 25-30 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team assignment	Comic strips in the Family Learning Toolkit PowerPoint Presentation 3.1 Computers for participants (if they are working with the digital copy of the comic strips) Pens, papers
15	<p>4) Evaluation</p> <p>Each participant writes down:</p> <ul style="list-style-type: none"> • Most useful thing about the session • Least useful thing about the session <p>The facilitator invites a few participants to share their notes and comments/provides feedback.</p>	Plenary session	Pens, post-its

Module 3, Lesson 2: Canva

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with Canva:</p> <ul style="list-style-type: none"> • Have you used Canva before? • Have you seen designs made in Canva? If yes, what were they? • Have you created designs in Canva? If yes, what? 	Plenary session	PowerPoint Presentation 3.2
10	<p>2) Introduction to Canva</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • The homepage • How to register for an account • What can be created in Canva • Limitations of a free account • Possibility of signing up for a Canva for Education account • How to get started in creating a design 	Plenary session Presentation	A registered account on canva.com
50	<p>3) Your Canva design</p> <p>Following the instructions in the Worksheet, participants create their Canva design in teams of 2-3. The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers for participants Worksheet 3.1 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>Each participant completes the following sentence:</p> <ul style="list-style-type: none"> • What I am going to do as a result this session is... <p>The facilitator invites a few participants to share their notes and comments/provides feedback.</p>	Plenary session	Pens, post-its

Module 3, Lesson 3: MakeBeliefsComix.com

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with MakeBeliefsComix.com:</p> <ul style="list-style-type: none"> • Have you used MakeBeliefsComix.com before? • Have you seen comics made in MakeBeliefsComix.com? If yes, what were they? • Have you created comics in MakeBeliefsComix.com? If yes, what? 	Plenary session	PowerPoint Presentation 3.3
10	<p>2) Introduction to MakeBeliefsComix.com</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • The homepage • The tutorial page at makebeliefscomix.com/create-comix-tutorial • Strip starters at makebeliefscomix.com/comic-strip-starters • Story ideas at makebeliefscomix.com/story-ideas 	Plenary session Presentation	A registered account on MakeBeliefsComix
50	<p>3) Your Comix</p> <p>Following the instructions in the Worksheet, participants create their comic in teams of 2-3.</p> <p>The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers for participants Worksheet 3.2 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>Each participant draws an emoji that represents how they felt during the session/at the end.</p> <p>The facilitator invites a few participants to share their emojis and comments/provides feedback.</p>	Plenary session	Pens, post-its

Module 3, Lesson 4: Pixtoon

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with Pixton:</p> <ul style="list-style-type: none"> • Have you used Pixton before? • Have you seen designs made in Pixton? If yes, what were they? • Have you created designs in/with the help of Pixton? If yes, what? 	Plenary session	PowerPoint Presentation 3.4
10	<p>2) Introduction to Pixton</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • The homepage • What can be created in Pixton at pixton.com/what-is-pixton • Limitations of a free account • How to register for an account • How to get started in creating a design 	Plenary session Presentation	A registered account on pixton.com
50	<p>3) Your Pixton design</p> <p>Following the instructions in the Worksheet, participants create their Pixton design in teams of 2-3.</p> <p>The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers for participants Worksheet 3.3 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>Participants take a post-it paper and attach it to the wall under one of the four options below the statement “I am able to use Pixton with my learners.”:</p> <ul style="list-style-type: none"> • Got It • Almost There • Not Quite • Not at All <p>The facilitator invites a few participants to share and explain their choices and comments.</p>	Plenary session	Pens, post-its Papers with 4 options/ descriptors attached to one of the walls

Module 3, Lesson 5: Storyboard That

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with Storyboard That:</p> <ul style="list-style-type: none"> • Have you used Storyboard That before? • Have you seen designs made in Storyboard That? If yes, what were they? • Have you created designs in Storyboard That? If yes, what? 	Plenary session	PowerPoint Presentation 3.5
10	<p>2) Introduction to Storyboard That</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • The homepage • What can be created in Storyboard That • Limitations of a free account • How to register for an account • How to get started in creating a design 	Plenary session Presentation	A registered account on storyboardthat.com
50	<p>3) Your Storyboard That design</p> <p>Following the instructions in the Worksheet, participants create their Storyboard That design in teams of 2-3.</p> <p>The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers for participants Worksheet 3.4 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>Each participant completes the following sentence:</p> <ul style="list-style-type: none"> • One thing that surprised me about the session/course... <p>The facilitator invites a few participants to share their notes and comments/provides feedback.</p>	Plenary session	Pens, post-its

Module 4: Family Learning Toolkit resources for young adults and senior learners

Module 4, Lesson 1: Interactive Digital Magazines in the Family Learning Toolkit

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
25	<p>1) Icebreaking activity: In a nutshell</p> <p>Participants draw a circle on a piece of paper and divide it into 4 sections. In each section they draw an image that represents:</p> <ul style="list-style-type: none"> • them • their favourite place • digital tools they use most for content creation • their favourite sources of news and entertainment <p>Participants sit down in a circle and present their drawings to the group, explaining the meaning behind each image.</p> <p>The trainer checks with the participants what surprised them and what similarities/differences they noticed between each other.</p>	Plenary session	Pens, paper
10	<p>2) Theory presentation on Interactive Digital Magazines in the Family Learning Toolkit</p> <p>The facilitator briefly introduces the Interactive Digital Magazines in the Family Learning Toolkit using the provided presentation.</p>	Plenary session Presentation	PowerPoint Presentation 4.1
45	<p>3) Analysing Interactive Digital Magazines in the Family Learning Toolkit</p> <p>The facilitator divides the group into 4 teams (2-3 participants per team). Each team is assigned 3 Interactive Digital Magazines from the toolkit.</p> <p>Their task is to go through the magazines and discuss them following the questions provided in the presentation. After 25-30 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team assignment	<p>Interactive Digital Magazines in the Family Learning Toolkit</p> <p>PowerPoint Presentation 4.1</p> <p>Computers and headphones (or separate rooms) for participants</p> <p>Pens, papers</p>
10	<p>4) Evaluation</p> <p>Participants take a post-it paper and draw a happy, sad or neutral face on it. They then attach it to the wall under one of the three options that represent their level of understanding about the materials presented:</p> <ul style="list-style-type: none"> • I really understood this idea. 😊 • I have a few questions about interactive digital magazines before I can say I understand how to use them. 😐 • I don't even know where to start on using interactive digital magazines. 😞 	Plenary session	Pens, post-its

Module 4, Lesson 2: Audiobooks in the Family Learning Toolkit

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>1) Warmer activity: Poll</p> <p>The facilitator checks how many participants have heard of or listened to audiobooks and asks a few follow-up questions:</p> <ul style="list-style-type: none"> • What are your favourite audiobooks? • What topics or genres do you prefer? • Why do you like them? • What makes them memorable? 	Plenary session	PowerPoint Presentation 4.2
10	<p>2) Theory presentation on Audiobooks in the Family Learning Toolkit</p> <p>The facilitator briefly introduces the Audiobooks in the Family Learning Toolkit using the provided presentation.</p>	Plenary session Presentation	PowerPoint Presentation 4.2
40	<p>3) Analysing Audiobooks in the Family Learning Toolkit</p> <p>The facilitator divides the group into 4 teams (2-3 participants per team). Each team is assigned 2 audiobooks from the toolkit.</p> <p>Their task is to go through the audiobooks and discuss them following the questions provided in the presentation.</p> <p>After 25 minutes, each team presents their conclusions, with the facilitator providing additional comments and feedback.</p>	Team assignment	<p>Audiobooks in the Family Learning Toolkit</p> <p>PowerPoint Presentation 4.2</p> <p>Computers and headphones (or separate rooms) for participants</p> <p>Pens, papers</p>
20	<p>4) Finding audiobook resources</p> <p>In pairs, participants browse the internet to find sites with freely available audiobooks.</p> <p>The participants share the resources with the group via a Padlet board or post-it notes.</p> <p>The facilitator reads through the suggestions and asks the participants for additional comments on the resources selected.</p>	Pair work	Computers for participants Padlet board or post-its
10	<p>5) Evaluation</p> <p>The facilitator asks the participants to list key ideas from the lesson and why they were important. The facilitator asks a few participants to share their ideas and comments.</p>	Plenary session	<p>Pens, post-its</p> <p>Papers with 3 options/ descriptors attached to one of the walls</p>

Module 4, Lesson 3: PowerPoint for Creating Interactive Digital Magazines and Audiobooks

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with PowerPoint:</p> <ul style="list-style-type: none"> • Have you used PowerPoint for creating recordings before? • Have you seen videos or interactive presentations made in PowerPoint? If yes, what were they? • Have you created videos or interactive presentations in/with the help of PowerPoint? If yes, what? 	Plenary session	PowerPoint Presentation 4.3
10	<p>2) Introduction to PowerPoint for audio/video</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • Insert tab – Media card • Adding video and audio files to the presentation • Recording sound directly in PowerPoint • Screen recording 	Plenary session Presentation	A PowerPoint presentation
50	<p>3) Your PowerPoint recording</p> <p>Following the instructions in the Worksheet, participants create their PowerPoint recording in teams of 2-3. The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers with Microsoft Office and headphones (or separate rooms) for participants Worksheet 4.1 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>Each participant completes the following sentence:</p> <ul style="list-style-type: none"> • One thing I have learned about myself... <p>The facilitator invites a few participants to share their notes and comments/provides feedback.</p>	Plenary session	Pens, paper

Module 4, Lesson 4: Voki

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with Voki:</p> <ul style="list-style-type: none"> • Have you used Voki or an avatar generator before? • Have you seen avatars generated by Voki or similar tools? If yes, what were they? • Have you created avatars yourself? If yes, what? 	Plenary session	PowerPoint Presentation 4.4
10	<p>2) Introduction to Voki</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • The homepage • Voki Creator, Presenter, Classroom, Hangouts, Teach • Limitations of a free account • How to register for an account • How to get started in creating an avatar 	Plenary session Presentation	A registered account on voki.com
50	<p>3) Your Voki avatar</p> <p>Following the instructions in the Worksheet, participants create their Voki avatar in teams of 2-3.</p> <p>The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers for participants Worksheet 4.2 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>The facilitator asks the participants to share something they are looking forward to that week/month.</p>	Plenary session	PowerPoint Presentation 4.4

Module 4, Lesson 5: Vocaroo and Audacity

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5	<p>1) Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with editing audio recordings:</p> <ul style="list-style-type: none"> • Have you recorded and edited audio before? • What tools did you use to record or edit the recording? • Have you ever used Vocaroo or Audacity? 	Plenary session	PowerPoint Presentation 4.5
10	<p>2) Introduction to Vocaroo and Audacity</p> <p>The facilitator showcases to the participants:</p> <ul style="list-style-type: none"> • Recording and downloading/sharing a recording on Vocaroo • Installing Audacity • Importing, editing and exporting in Audacity 	Plenary session Presentation	Vocaroo.com Installed Audacity programme
50	<p>3) Your audio recording</p> <p>Following the instructions in the Worksheet, participants create their audio recordings in teams of 2-3.</p> <p>The facilitator checks in on the teams to follow their progress and offers support when they run into an obstacle/difficulty.</p>	Team assignment	Computers for participants Worksheet 4.3 (digital copy)
20	<p>4) Trying it out together</p> <p>The teams present their design to each other, with the other teams and the facilitator providing comments and feedback.</p>	Plenary session	Computers for participants
5	<p>5) Evaluation</p> <p>The participants share with the group how confident they feel on a scale of 1-5 (1=least confident, 5=most confident) regarding being able to use the digital tools presented with their learners/for teaching and learning.</p> <p>The facilitator comments and thanks the participants for their participation.</p>	Plenary session	PowerPoint Presentation 4.5

Worksheets

The following worksheets should be distributed to participants in advance of each workshop.

Worksheet 1.1

Team assignment on DigComp 2.2

Step 1

You have been assigned one of the five competence areas of the DigComp 2.2: The Digital Competence Framework for Citizens (available online at publications.jrc.ec.europa.eu/repository/handle/JRC128415):

1. Information and data literacy (pp 9-14).
2. Communication and collaboration (pp 15-26).
3. Digital content creation (pp 27-34).
4. Safety (pp 35-42).
5. Problem solving (pp 43-50).

Read through the listed pages and find answers to the following questions:

- What competences are indicated?
- What are some practical examples of the outcomes mentioned (list at least 2)?
- What use cases (employment or learning scenarios) have been described (list at least 1)?

Step 2

Discuss the competence area:

- Which competences and outcomes are more/less relevant for your learners?
- Which competence(s) would you focus on? At what level(s)?
- Do you need to adapt the framework approach and/or content to your country and learners? What/How? Can you list specific examples?

Step 3

Prepare a summary of your answers and discussion from steps 1 and 2 for the other participants on the provided poster/flipchart paper. Be prepared to present it to the group.

Worksheet 1.2

DigComp Quiz

Questions

- 1) In the EU recommendations on key competences for lifelong learning, digital competence is defined as a:
 - a) Specialised competence
 - b) Transversal competence
 - c) Communication competence
 - d) Technical competence

- 2) DigComp identifies:
 - a) Competences for citizens
 - b) Competences for educators
 - c) Competences for organisations
 - d) All of the above

- 3) Which competence area is NOT included in DigComp?
 - a) Communication and collaboration
 - b) Digital ethics
 - c) Information and data literacy
 - d) Safety

- 4) How many proficiency levels does DigComp have?
 - a) 6
 - b) 7
 - c) 8
 - d) 9

- 5) The DigComp 2.2 update contains references to:
 - a) Emerging technologies (AI, VR, AR)
 - b) Misinformation and disinformation
 - c) Green and sustainability aspects of interacting with digital technologies
 - d) All of the above

- 6) Identifying digital competence gaps is a competence within:
 - a) Information and data literacy
 - b) Communication and collaboration
 - c) Digital content creation
 - d) Safety
 - e) Problem solving

- 7) DigComp 2.2 contains use case examples only for learning contexts:
 - a) True
 - b) False

- 8) “Knows how to collect digital data using basic tools such as online forms” is an example of a:
 - a) Knowledge
 - b) Skill
 - c) Attitude

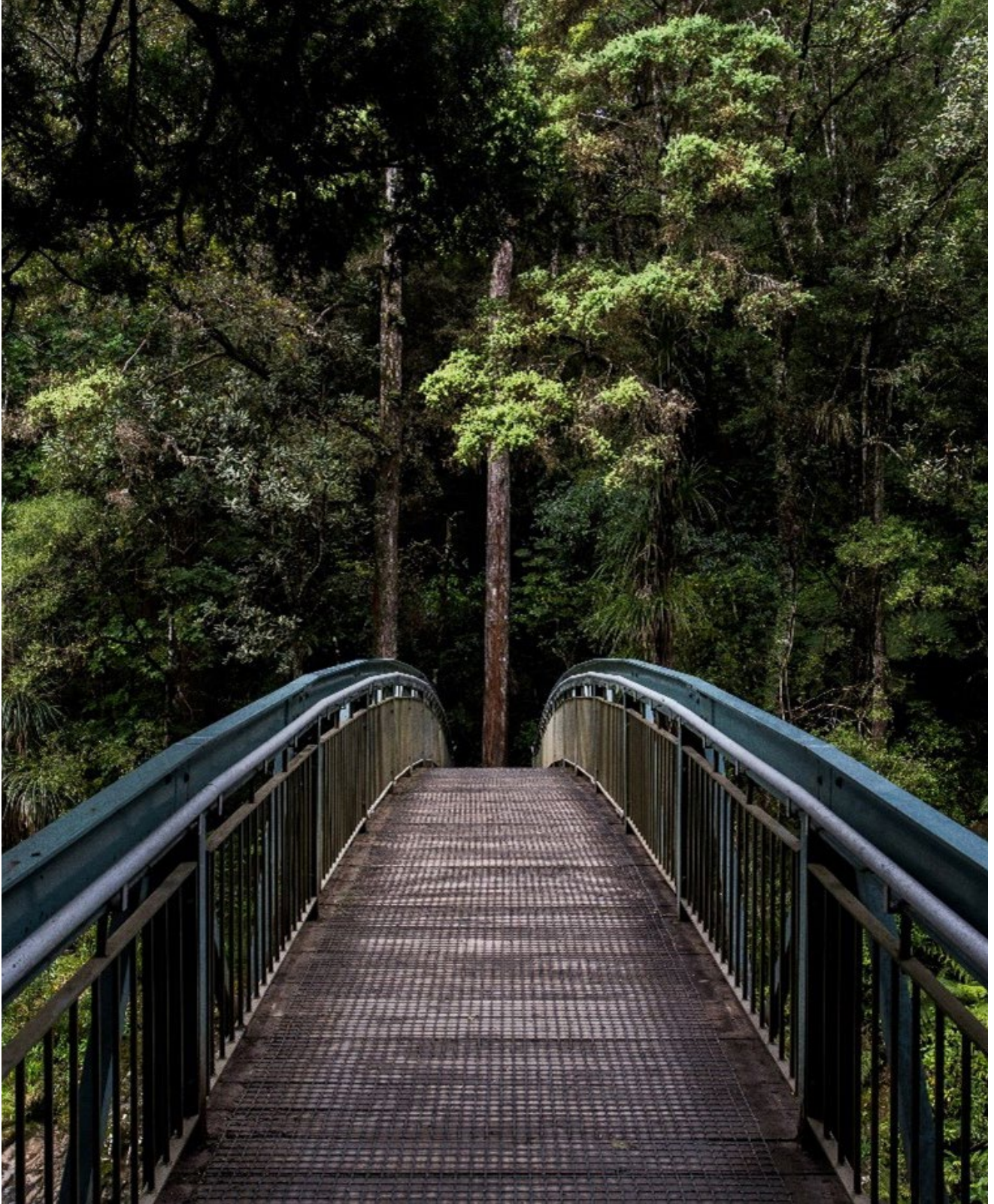
- 9) Proficiency level 6 is:
- a) Intermediate
 - b) Advanced
 - c) Highly specialised
- 10) DigComp 2.2 contains references to remote working:
- a) True
 - b) False

Answer Key

- 1) B)
- 2) A)
- 3) B)
- 4) C)
- 5) D)
- 6) E)
- 7) B)
- 8) B)
- 9) B)
- 10) A)

Worksheet 1.3

My image







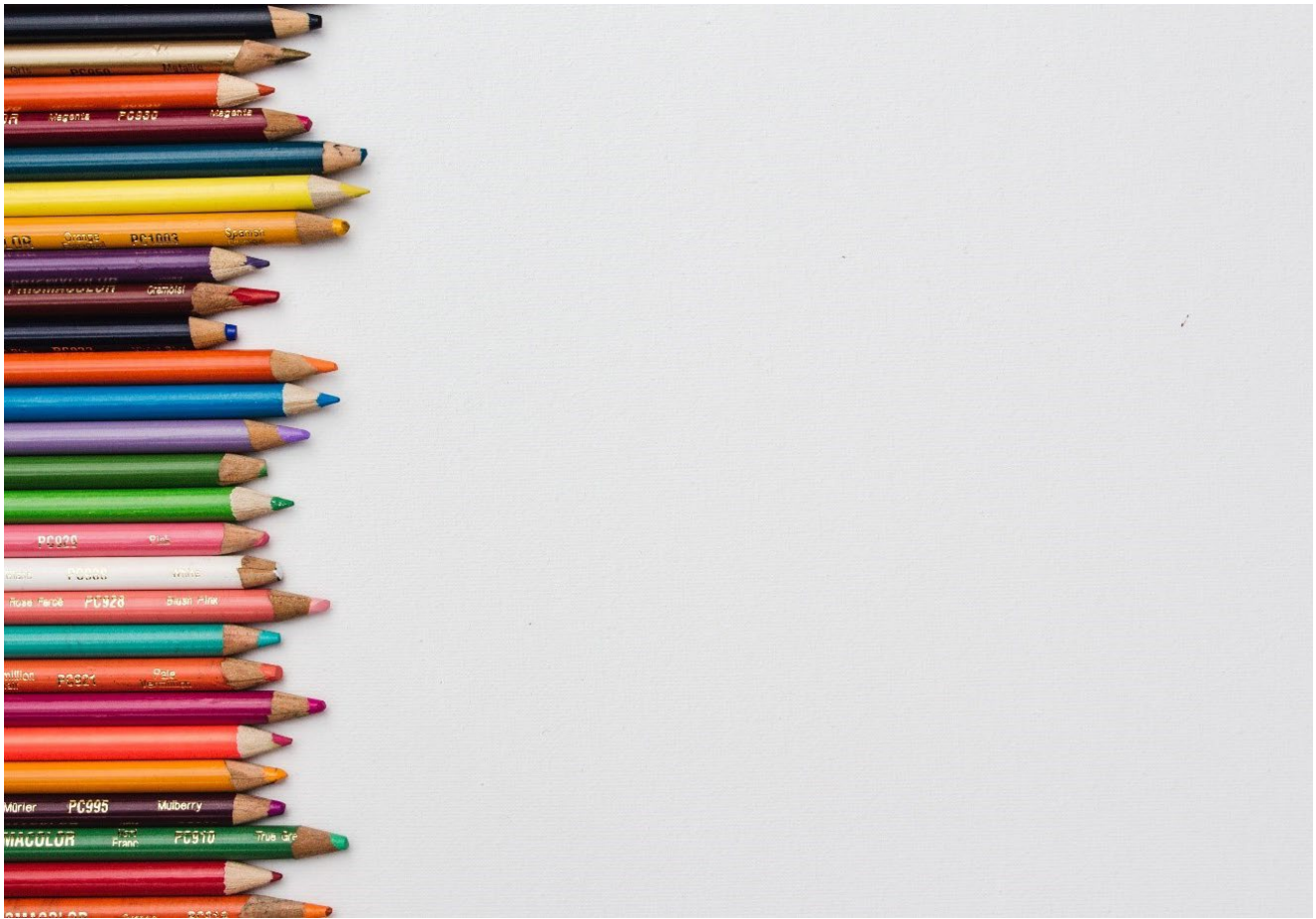


























Worksheet 1.4

Digital Competence Quiz

Questions

- 1) What is gamification?
 - a) Use of game elements and principles in non-game contexts
 - b) Video game competitions
 - c) A market trend that indicates the growing use of video games
 - d) A videogame

- 2) A digitally competent teacher:
 - a) Uses digital elements to replace traditional methods
 - b) Combines traditional and innovative elements by using analogue and digital tools
 - c) Teaches learners to use only digital media
 - d) Uses only innovative methods

- 3) A digital platform is:
 - a) a place for virtual learning where you can manage classes, communicate, and share materials
 - b) a place where you use technological tools
 - c) a social network where you communicate with whomever you want
 - d) an environment where you can use only digital materials

- 4) Blended learning refers to...
 - a) Teacher-centered learning
 - b) Multiple methods of learning
 - c) Student-centered learning
 - d) Online learning

- 5) The major advantage of blended learning is the provision of:
 - a) An online learning environment
 - b) Teacher-led instruction
 - c) A customized learning environment
 - d) Student-centered learning

- 6) What is a flipped classroom?
 - a) A classroom where tests come at the start of a topic, rather than the end.
 - b) A classroom where the students teach the teacher.
 - c) A classroom where students are in charge of their own learning.
 - d) A classroom where topics are introduced as part of homework through videos or other media and classroom time is spent in guided practice.

- 7) When do we use digital tools in teaching?
 - a) When we get bored
 - b) When we want to try out a new app
 - c) When they offer learning advantages
 - d) When the principal tells us to

- 8) Which of these is NOT a tool used for creating presentations?
- a) PowerPoint
 - b) Sway
 - c) Vocaroo
 - d) Canva
- 9) Which two of these environments are used for creating interactive videos?
- a) Edpuzzle
 - b) Nearpod
 - c) Edmodo
 - d) Socrative
- 10) What is Audacity used for?
- a) Creating presentations
 - b) Editing images
 - c) Making videos
 - d) Editing audio

Answer Key

- 11) A)
- 12) B)
- 13) A)
- 14) B)
- 15) C)
- 16) D)
- 17) C)
- 18) C)
- 19) A), B)
- 20) D)

Worksheet 2.1

QR code quiz

Questions sheet for participants

1) Biodiversity refers to:

2) Sustainability refers to:

3) Our effect on the environment - a combination of what we consume, and the waste we produce – is:

4) Overpopulation, pollution, and loss of biodiversity are examples of:

5) Earth Day is celebrated on:

6) Economic growth, social inclusion and environmental protection are the three dimensions of:

7) Waste hierarchy ranks waste management options according to what is best for the environment. In order of priority, they are:

8) GreenComp is the European sustainability competence framework. It includes the following competence areas:

QR Codes

1) The variety of species on Earth



2) The ability to maintain or support a process continuously over time



3) Ecological footprint



4) Environmental challenges



5) 22 April



6) Sustainable development



7) Prevention, Preparing for re-use, Recycling, Recovery, and Disposal.



8) Embodying sustainability values, Embracing complexity in sustainability, Envisioning sustainable futures, and Acting for sustainability



Answer key

1. Biodiversity refers to: The variety of species on Earth
2. Sustainability refers to: The ability to maintain or support a process continuously over time
3. Our effect on the environment - a combination of what we consume, and the waste we produce – is: Ecological footprint
4. Overpopulation, pollution, and loss of biodiversity are examples of: Environmental challenges
5. Earth Day is celebrated on: 22 April
6. Economic growth, social inclusion and environmental protection are the three dimensions of: Sustainable development
7. Waste hierarchy ranks waste management options according to what is best for the environment. In order of priority, they are: Prevention, Preparing for re-use, Recycling, Recovery, and Disposal.
8. GreenComp is the European sustainability competence framework. It includes the following competence areas: Embodying sustainability values, Embracing complexity in sustainability, Envisioning sustainable futures, and Acting for sustainability.

Worksheet 2.2

Jigsaw reading

Text A

Why is our consumption pattern a problem?

We are living and consuming above the planet's resources. We are consuming more and more and this model is less and less viable for the future of humanity. Advertising, promotional offers, fashion, constant technological developments in telephony and multimedia, etc. push us to renew our goods rapidly. In 2015, developed countries used 30 tonnes of resources per capita compared to 2 tonnes in developing countries.

What is the state of natural resource stocks?

Natural resources are widely exploited for the production of goods and services and are sometimes overexploited or even in a state of exhaustion on a global scale.

Sand is used extensively in the construction industry to make concrete. However, it is a non-renewable resource and quarries are producing less and less of it. The extraction of sand from rivers and oceans is growing, disturbing the entire natural balance. Many metals (copper, silver, zinc, nickel) could be in short supply by 2030, at the current rate of consumption and given the state of known resource deposits today.

With strategic resources becoming increasingly scarce, the question of access and sharing arises. This scarcity will lead to volatility and higher prices for raw materials, but also to risks of instability, tensions and even geopolitical conflicts.

In addition, the exploitation of certain resources poses ethical and social problems. According to UNICEF, more than 40,000 children work in mines in the south of the Democratic Republic of Congo, many of them in cobalt mines, a mineral used to make batteries and capacitors for smartphones. In Chile, Argentina and Bolivia, the massive use of water for the production of lithium (a metal also used in smartphone batteries) is causing conflicts with local populations, to the point of compromising their survival. Chile, for example, has restricted mining companies' access to freshwater reserves.

Text B

Why is it important to make objects last?

Keeping objects for as long as possible limits the environmental impact. It helps to preserve resources and limit the amount of waste in our bins. But it is also an effective way of reducing the impact of manufacturing. For many objects such as furniture, clothing, computers and telephones, it is the manufacturing phase that has the greatest impact on the environment. In the case of the smartphone, it represents 75% of the impact.

Another benefit is that extending the lifespan of products allows savings to be made. For example, keeping a dishwasher for 14 years instead of 11 will save €105 for an A+ dishwasher, €150 for an A++ and €250 for an A+++.

In 60% of real breakdowns, the consumer does not try to have the product repaired and never does if the cost is more than 30% of the new price. Yet repair is often possible.

Does the circular economy create jobs?

The circular economy can contribute to the competitiveness of companies and to economic development. Optimising the resources used is a source of savings and new business models are emerging.

Already today, the workforce in the circular economy is estimated at nearly 800,000 full-time equivalent (FTE) jobs, or more than 3% of global employment. More than half are employed by eco-activities, the rest by repair, rental and the second-hand market.

A wide variety of activities are involved, such as recycling, eco-design, re-use and repair. According to a European study, repairing just 1% of objects currently thrown away would create 200,000 jobs in Europe.

New skills are emerging

Among the emerging professions, we can mention the profession of product engineer specialising in eco-design. Its objective is to evaluate and design products and technical solutions that limit the environmental impact of products and services over their entire life cycle, while ensuring their industrial development.

Text C

What actions should be taken to change the model?

The creation of a new production and consumption model depends as much on collective as on individual actions. Initiatives at all levels can provide answers for a more sober and waste-free society.

Ways forward for businesses and local authorities:

- Optimise the functioning of the organisation, in factories and offices, to consume fewer resources and choose resources that have less impact on the environment.
- Eco-design each product, taking care to use as few resources as possible to manufacture it, thinking of integrating recycled materials, and facilitating its recycling.
- Integrate environmental and social criteria into the purchasing policy.
- Encourage donations and repairs within the organisation.
- Organise recycling so that most of the materials can be reused as recycled raw materials.

What to do as a consumer?

Consumers are at the heart of the circular economy and can make a positive difference through their behaviour. Each of us can take back control of the way we consume and avoid the accumulation of objects and a lot of waste.

- Ask yourself the right questions before spending. Do you really need this product? It is worth thinking about this when you know that since the 1960s, household consumption has increased more than threefold.
- Avoid oversizing: for example, a 32-inch television (81 cm diagonal) has half the environmental impact (greenhouse gas emissions and resource use) of a 55-inch television (140 cm diagonal). Buying a washing machine of equivalent energy class but with a smaller capacity (6kg instead of 8kg) saves €240 over its lifetime (11 years) as many appliances work without being full.
- Consider renting or borrowing certain products rather than buying them for occasional use.
- Ban « disposable » products (wipes, cutlery, plastic bags or water bottles, etc.) that are only used once before being thrown away.
- Choose items with less packaging. This means less packaging waste in the dustbins (the volume has

doubled in 40 years!).

Texts adapted from CITEGO (https://www.citego.org/bdf_fiche-document-2793_fr.html) and Agence pour l'Environnement et la Maîtrise de l'Energie (ADEME).

Worksheet 2.3

Quiz

Questions

- 1) Scientists predict that there will be more plastic than fish in the oceans and seas by:
 - a) 2050
 - b) 2250
 - c) 2085

- 2) Since 1992, NASA has been measuring the height of the sea surface from space. During this period, the average global level has:
 - a) Decreased
 - b) Increased
 - c) Stayed the same

- 3) Global youth protests for a reversal of climate policy are held regularly on:
 - a) Saturdays
 - b) Mondays
 - c) Fridays

- 4) 2021 was the European Year of:
 - a) Skills
 - b) Rail
 - c) Motorways
 - d) Youth

- 5) In order for economic development to be more sustainable, it is necessary to: (several answers are correct)
 - a) Effectively use natural resources and increase energy efficiency
 - b) Reduce investment in education and increase taxes
 - c) Increase social differences
 - d) Ensure models of responsible production and consumption

- 6) Which option is one of the 9 policy areas of the European Green Deal?
 - a) Efficient agriculture
 - b) Cleaner construction sector
 - c) Sustainable mobility
 - d) None of the above

- 7) The European Commission's goal for 2030 is that _____ of the EU's agricultural area is farmed organically.
 - a) 20%
 - b) 25%
 - c) 45%
 - d) None of the above

Answer Key

1. A
2. B
3. C
4. B
5. A, D
6. C
7. A

Worksheet 2.5

Green Solutions Cards

<p>Renewable Energy: Invest in solar panels and other renewable energy sources to reduce reliance on fossil fuels.</p>	<p>Energy Efficiency: Upgrade home insulation, use energy-efficient appliances, and switch to LED lighting to reduce</p>	<p>Sustainable Transport: Opt for cycling, walking, or using public transportation instead of cars for daily commuting.</p>
<p>Circular Economy: Implement recycling and composting systems at home to reduce waste and promote resource efficiency.</p>	<p>Sustainable Food Choices: Choose locally sourced, organic, and seasonal food products to reduce carbon footprint and support local farmers.</p>	<p>Green Building: Incorporate green building practices, such as using sustainable materials and installing energy-efficient systems, in home construction or renovation.</p>
<p>Water Conservation: Install low-flow faucets, fix leaks promptly, and practice responsible water usage in daily activities.</p>	<p>Plastic Reduction: Minimize single-use plastic items and switch to reusable alternatives, such as cloth bags and</p>	<p>Biodiversity Conservation: Create a wildlife-friendly garden or balcony by planting native plants and providing habitats for pollinators and birds.</p>
<p>Sustainable Consumer Choices: Prioritize buying durable and eco-friendly products, supporting companies with sustainable practices and certifications.</p>	<p>Sustainable Agriculture: Start a home garden or support local farmers who use organic and regenerative farming practices.</p>	<p>Green Education: Engage in environmental education programs, attend workshops, and stay informed about sustainable practices and policies.</p>
<p>Waste Reduction: Practice minimalism and conscious consumption, reducing the amount of waste generated in daily life.</p>	<p>Ecosystem Restoration: Participate in community tree-planting initiatives or restoration projects to support biodiversity and combat climate change.</p>	<p>Advocacy and Policy Support: Engage in grassroots movements, sign petitions, and support policies that promote sustainability and climate action.</p>

Text adopted and paraphrased from the official European Commission website: (https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en).

Worksheet 3.1

Your Canva design

Step 1

Select what type of design you would like to create:

- A flyer (with 1-2 pages)
- An infographic
- A banner
- A poster
- A presentation (with 5 slides)

Step 2

Visit Canva, register a free account on [canva.com](https://www.canva.com) and select the purple “Create a design” button to get started.

You can use the following resources to help you in creating your first design:

- <https://www.canva.com/learn/a-step-by-step-guide-to-designing-from-scratch/>
- <https://www.canva.com/designschool/tutorials/>
- https://www.youtube.com/playlist?list=PLATYfhN6gQz_xQMZOkVYm_UYIHCPtilj
- <https://d31kydh6n6r5j5.cloudfront.net/uploads/sites/158/2020/06/Canva-Userguide.pdf>

Step 3

Discuss:

- What is the aim of your design?
- What could you use this design for with your learners?
- When would you use this design with your learners (e.g., at the beginning of a lesson to introduce a topic or in the middle of the lesson as a team assignment for learners to work on)?

Step 4

Present your design to the group, including:

- Which design option you selected and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?

Worksheet 3.2

Your Comix

Step 1

Decide:

- What topic will you focus on in your comic?
- What storyline or plot will you create?
- How many panels will you create (18 maximum)?

Step 2

Visit MakeBeliefsComix, register a free account on makebeliefscomix.com and select "CREATE COMIX!" from the yellow toolbar to get started.

You can use the following resources to help you in creating your first comic:

- <https://makebeliefscomix.com/create-comix-tutorial/>
- <https://makebeliefscomix.com/help-creating-saving-comix/>
- <https://app.sophia.org/tutorials/makebeliefscomix>
- <https://makebeliefscomix.com/original-comic-strip-starters/>
- <https://makebeliefscomix.com/lesson-plans/>

Step 3

Discuss:

- What is the aim of your comic?
- What could you use this comic for with your learners?
- When would you use this design with your learners (e.g., at the beginning of a lesson to introduce a topic or in the middle of the lesson as a team assignment for learners to work on)?

Step 4

Present your comic to the group, including:

- Which storyline you selected and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?

Worksheet 3.3

Your Pixton design

Step 1

Decide:

- What topic will you focus on in your comic?
- What storyline or plot will you create?
- How many panels will you create?

Step 2

Visit Pixton, register a free account and select “Comic Maker” in app.pixton.com to get started.

You can use the following resources to help you in creating your first comic:

- <https://help.pixton.com/how-to-create-a-comic>
- <https://help.pixton.com/story-starters>
- https://www.youtube.com/watch?v=wFa8yTGJB_8
- <https://goopennc.oercommons.org/courseware/lesson/4143/student/>

Step 3

Discuss:

- What is the aim of your comic?
- What could you use this comic for with your learners?
- When would you use this design with your learners (e.g., at the beginning of a lesson to introduce a topic or in the middle of the lesson as a team assignment for learners to work on)?

Step 4

Present your comic to the group, including:

- Which storyline you selected and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?

Worksheet 3.4

Your Storyboard That design

Step 1

Decide:

- What topic will you focus on in your comic?
- What storyline or plot will you create?
- How many cells will you create – 3 or 6?

Step 2

Visit Storyboard That, register a free account and select “Create a Storyboard” from the main toolbar to get started.

You can use the following resources to help you in creating your first comic:

- <https://help.storyboardthat.com/get-started/how-to-create-a-storyboard>
- <https://help.storyboardthat.com/get-started/getting-started-video>
- <https://help.storyboardthat.com/storyboard-creator>
- <https://www.storyboardthat.com/lesson-plans/get-to-know-storyboard-that>
- <https://www.storyboardthat.com/articles/education/teacher-resources>

Step 3

Discuss:

- What is the aim of your comic?
- What could you use this comic for with your learners?
- When would you use this design with your learners (e.g., at the beginning of a lesson to introduce a topic or in the middle of the lesson as a team assignment for learners to work on)?

Step 4

Present your comic to the group, including:

- Which storyline you selected and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?
- Which of the 3 presented comic tools do you prefer and why?

Worksheet 4.1

Your PowerPoint recording

Step 1

Select what type of recording you would like to create:

- What topic will you focus on?
- What resources will you need?
- How long will your script be (how many words)?

Step 2

Open PowerPoint and visit the Insert (Media) or Record tab to get started.

You can use the following resources to help you in creating your first design:

- <https://support.microsoft.com/en-us/office/add-and-record-audio-in-powerpoint-eeac1757-5f20-4379-95f2-0d0cd151d5b8>
- <https://www.youtube.com/watch?v=Bv3oTExOQVU>
- <https://www.youtube.com/watch?v=pP3kTmsbnY>
- <https://murf.ai/resources/how-to-do-a-voiceover-on-powerpoint-9juoagq/>

Step 3

Discuss:

- What is the aim of your recording?
- What could you use this recording for with your learners?
- When would you use this design with your learners (e.g., for homework review or during the lesson as a team assignment for learners to create)?

Step 4

Present your recording to the group, including:

- What narration you created and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?

Worksheet 4.2

Your Voki avatar

Step 1

Select what type of avatar you would like to create:

- What character will you design?
- What topic will you focus on?
- What text will they say (600 characters maximum)?

Step 2

Visit Voki, register a free account at voki.com and click on “CREATE” in the main toolbar to get started.

You can use the following resources to help you in creating your first design:

- <https://www.voki.com/site/support>
- <https://www.youtube.com/watch?v=CKisuu8ZqOk>
- <https://www.youtube.com/watch?v=REE0Yg2Oqm0>

Step 3

Discuss:

- What is the aim of your avatar?
- What could you use this avatar for with your learners?
- When would you use this avatar with your learners (e.g., to present new information, ask review questions or during the lesson as a team assignment for learners to create)?

Step 4

Present your avatar to the group, including:

- What avatar you created and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?

Worksheet 4.3

Your audio recording

Step 1

Select what type of recording you would like to create:

- What topic will you focus on?
- What resources will you need?
- How long will your script be (how many words)?

Step 2

Visit Vocaroo, and press the record button to start recording. Open Audacity and import your recording to get started.

You can use the following resources to help you in creating your first design:

- <https://www.techlearning.com/news/what-is-vocaroo-tips-and-tricks>
- <https://www.cvisd.org/cms/lib/TX01001642/Centricity/Domain/23/PDF/vocaroo.pdf>
- <https://userguiding.com/blog/audacity-tutorial/>
- <https://www.geneseo.edu/sites/default/files/sites/dolce/AudacityQuickGuide.pdf>
- https://manual.audacityteam.org/man/audacity_tour_guide.html

Step 3

Discuss:

- What is the aim of your recording?
- What could you use this recording for with your learners?
- When would you use this avatar with your learners (e.g., for homework review or during the lesson as a team assignment for learners to create)?

Step 4

Present your recording to the group, including:

- What narration you created and why.
- Conclusions from Step 3
- Your experience using the tool – any tips and tricks you learned?
- What would you use this tool for in your teaching?
- Which of the 4 tools presented do you like the most and why?

FAMILY FOOTPRINTS

