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REMCREAD

Empowering Refugee & Migrant Women
through Creative Methods and Digital Literacy

MODULE 1: Introduction to digital tools/ literacy LESSON PLAN



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Module 1. Introduction to digital tools/literacy

Digital literacy is the ability to effectively and securely use digital technologies, tools, applications and online platforms. It includes skills such as:

1. **Operating devices** (computers, smartphones, tablets, etc.).
2. **Information management** - finding, evaluating and using digital content.
3. **Online communication** - using tools such as email, social media and video conferencing.
4. **Online safety** - recognizing risks, protecting personal information and privacy.
5. **Critical thinking** - assessing the credibility of information and avoiding misinformation.

Digital literacy is a set of basic and key competencies necessary in today's technology-driven society for effective participation in professional, educational and social life.

It is also worth considering the following characteristics of digital literacy (Digital Literacy). Digital Literacy includes:

- Technical skills, handling technology.
- Cognitive skills, using the brain to evaluate, critique and apply knowledge.
- Social skills - the ability to interact with others.

The DigComp Framework is a reference framework that creates an agreed-upon vision of what is needed in terms of competencies to meet the challenges posed by digitization in almost all aspects of modern life. Their goal is to create a common understanding using an agreed-upon vocabulary that can then be consistently applied, for example, to planning, assessing and monitoring learning.

You can find the current DigComp 2.2 framework here

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

Digital competence diagnosis tools:

<https://mydigiskills.eu/index.php#header>

<https://europa.eu/europass/digitalskills/screen/home?referrer=epass&route=%2Fpl>



For the purposes of this project/training, the following competency matrix was adopted:

Scope of Digital Literacy Essentials:

Category	Knowledge	Skills	Attitudes
Technology basics	Knowledge of basic digital devices (computer, smartphone, tablet). Familiarity with operating systems (Windows, macOS, Android, iOS).	Able to use digital devices and basic applications. Able to solve basic technical problems.	Openness to technological innovations, willingness to solve technical problems independently.
<u>Information search and management</u>	Knowledge of online information search methods, a variety of information sources. Understanding of the concepts of quality and reliability of sources.	Effective information retrieval, filtering of results, critical evaluation of sources. Ability to organize data.	Critical approach to information, striving for reliability and credibility in knowledge acquisition.
<u>Digital security</u>	Knowledge of data protection, cyber security threats (phishing, malware, ransomware).	Ability to secure their devices and accounts, use passwords, two-factor authentication. Recognizing threats.	Awareness of threats, responsibility for data protection and privacy. Caution towards suspicious online activities.
Digital communication	Knowledge of communication tools (e-mail, instant messaging, social media). Knowledge of the rules of digital etiquette (netiquette).	The ability to communicate effectively and responsibly online, applying the rules of etiquette in communication.	Respect for other users, responsibility for one's words and actions in the digital environment.



Creating digital content	Knowledge of content creation tools (word processors, graphics, video, presentations). Knowledge of basic file formats.	Able to create, edit and publish digital content. Able to work in a team on digital projects.	Creativity, willingness to collaborate and share knowledge. Attention to the quality and accuracy of digital content.
<u>Law and ethics on the Internet</u>	Knowledge of copyright, licensing, privacy and data protection rights.	Ability to apply the principles of copyright law, avoiding violations of the law.	Respect for intellectual property, legal and ethical responsibility for content published online.
Development of digital competencies	Knowledge of opportunities for continuous improvement of one's digital competencies, available courses and learning tools.	Ability to learn independently, use available online courses, self-improve digital skills.	Willingness for continuous development, openness to new technologies and tools. Initiative in finding new digital solutions.

Workshop Introduction to digital tools/literacy

The materials developed and posted below focus on three key thematic blocks:

- 1.1 Information search and management
- 1.2 Digital security
- 1.3 Law and ethics on the Internet

The materials prepared for each section include a lesson plan, links to presentations and attachments with materials that can be printed or otherwise made available to participants by the trainer (e.g. checklists, case studies). Links to suggested digital exercises are also provided.

Tips for educators working with adult learners

When teaching Module 1, it is worth bearing in mind the following methodological and practical aspects:



- In Part 1.1 "Searching for and managing information" it is particularly important to combine theory and practice. Participants may be familiar with search engines but not use them to their full potential. Point out a variety of query examples and exercises with logical operators. It is useful to show the difference between results in Google and in AI tools such as ChatGPT or Perplexity - and discuss how to assess their relevance and reliability.
- The section on evaluating sources can be difficult without context - work through examples of true and false pages, using a checklist to assess credibility. Encourage joint analysis in pairs or groups.
- When discussing tools for organising information (Wakelet, Google Sites, browser bookmarks), it is a good idea to demonstrate them in practice - showing what it looks like to create a collection or add bookmarks in real time. If participants have their own devices, have them perform these activities themselves.
- In section 1.2 "Digital security", it is important to refer to participants' everyday experiences - e.g. receiving suspicious messages, text messages or advertisements. The scenario includes working with examples - adapt them to the age group and experience of the participants. If possible, show current cases from local sources or media.
- In the module on online account security, it is useful to take participants step by step through the process of creating strong passwords and setting up 2FA.
- Part 1.3 'Law and ethics on the Internet' should start with examples from the participants' lives (e.g. downloading images from the web, creating presentations or posters). The educator should show how to look for materials with a Creative Commons licence. Case study exercises work best in small groups - encourage discussion and questions.
- The topics of netiquette and digital ethics can be an opportunity to talk about participants' experiences on social media. It is useful to create a safe atmosphere in which the topics of heckling, privacy, unethical behaviour online can be addressed.

All content and exercises are designed to be used in blended learning as well - encourage participants to return to materials (videos, checklists, presentations) on their own, e.g. via repositories on Wakelet or Google Sites.

Module 1.1 Information search and management - Workshop handout

Learning Outcomes:

On completion of this lesson, learners will be able to:

- **effectively search for information on the internet** using advanced search tools and operators to find precise and relevant data.
- **manage and organize information efficiently**, critically evaluate its quality and reliability, and store it using appropriate tools.
- **critically assess the credibility of sources** to make informed decisions about the trustworthiness of online content.

Total duration: **105 - 120 minutes**

Activities	Objective	Methodology	Materials	Timing	Further Reading/ Link to Resources
1. introduction to the workshop Round-up of participants: What are your experiences with searching for information on the Internet? Group discussion, open questions	Introduce participants to the objectives and program of the workshop.	Brief discussion of the workshop program,		10 min	
2. Information search	Presentation of basic concepts: search engine algorithms, keywords, logical operators.	Presentation, discussion, analysis of examples. You can use the attached materials to prepare your presentation:	Slides with examples	10 min	



		Searching for information: basic concepts			
3. Exercise: Effective information search	Learning to use advanced features of search engines (operators, filtering of results).	Practical exercise, work in pairs. Dostosuj ćwiczenia do poziomu grupy. Proponuj zadania Practical exercise: Searching with different combinations of keywords Practical exercises: More advanced strategies for asking questions	Computers/tablets/smartphones with internet access. Printed tasks for participants.	20 min	
4. Assessment of the reliability of information sources	Presentation of methods for evaluating the credibility of websites (authors, domains, sources of information).	Discussion, analysis of selected websites. Case study: Sample sites (true and false information).	Presentation of examples of websites. Printed materials for participants	20 min	How to analyze and evaluate the reliability and credibility of sources - a guide List of criteria for evaluating sources (checklist).



5. Information management: organization of results	Discussion of data organization methods (folders, bookmarks, tools for storing and managing data).	Presentation of tools, practical demonstration.	Slides with examples of tools, flipchart.	15 min	Information management: organizing the results Tutorials: Wakelet Tutor... Google Sites T... How To Use Pi...
6. Exercise: Create your own data organization system.	Participants will test ways to manage search results (folders, bookmarks, tools).	Individual work with brief feedback.	Computers, flipchart to discuss work results.	20 min	
7. Summary and question session	Reiteration of key issues, answers to participants' questions.	Discussion, Q&A.	Flipchart	10 min	



Searching for information: basic concepts

1. **Search engine algorithms** Search engine algorithms are complex systems that process user queries and decide which web pages to display in search results. Search engines such as Google analyze the content of websites, taking into account factors such as the quality of content, timeliness, page authority or the number of links (links) leading to a given page. Algorithms are constantly updated to provide more relevant and valuable results.
2. **Keywords** Keywords are words or phrases that we type into a search engine to find information. Choosing the right keywords is crucial to getting relevant results. Users should use both general and more specific phrases, depending on how precise information they are looking for.
3. **Boolean operators** Boolean operators help make a search more specific and get more relevant results. The most commonly used operators are:
 - **AND**: results must contain both words (e.g., "AI AND education").
 - **OR**: results can contain either word (e.g., "AI OR machine learning").
 - **NOT**: results must exclude a specific word (e.g., "AI NOT marketing").
 - **" "** (quotation marks): search for the exact phrase (e.g. "critical thinking in education").

Searching for information with the help of AI - what you need to know

In recent years, in addition to traditional search engines (e.g. Google, Bing), we are increasingly using tools based on artificial intelligence, such as ChatGPT, Copilot or Perplexity. It is worth knowing their capabilities and limitations in order to search for information effectively and safely.

How does AI-assisted search work?

- AI tools process our questions in natural language and generate answers from large data sets.
- Unlike traditional search engines, AI **does not always show links to sources** (unless it has been programmed to do so, such as Perplexity).
- AI responses are automatically produced and may contain **errors, default information or no reference to the source**.

How do you ask questions (known as prompting)?

- Ask precise questions, e.g. instead of "Climate change" - write:
"Name three effects of climate change in Europe in 2024 with sources".



- You can add requests like:
 - "List sources of information"
 - "Shorten it to 5 points"
 - "Provide in plain language"
 - "In PDF format" (if you are using AI with internet access).

What to watch out for when using AI for search?

- **Always check sources** - AI can 'make up' article titles or authors.
- **Don't give out personal information** - queries go to the cloud.
- **Use AI as an assistant**, not the only source of truth.
- **Check dates** - some tools do not have access to the latest data.

Practical exercise 1: Search with different combinations of keywords

Exercise Objective:

To make participants aware of how precise query formulation and use of keywords affect search results.

Exercise Description:

- Participants are given specific queries that they need to find on the Internet using different combinations of keywords.
- The purpose of the exercise is to show how small changes in queries can affect search results.

Examples of queries:

- **Query 1: Finding a specific cooking recipe**
 - **Simple query:** "lasagna recipe".
 - **Task for participants:**
 1. Find a recipe for lasagna, but only with a vegetarian version (add the keywords "vegetarian" or "meatless" to the query).
 2. Find a recipe from food blogs (add "food blog" to the query).
 3. Find a recipe with an instructional video only (add "video" to the query).
- **Query 2: Finding information about a local event**
 - **Simple query:** "concert in Warsaw September 2024".
 - **Task for participants:**
 1. Find concerts in only one music genre (add, for example, "rock").
 2. Find concerts at a particular venue (add location name, e.g. "Barn").



3. Find concerts that have free admission (add "free").
- **Query 3: Finding scientific information**
 - **Simple query:** "climate change".
 - **Task for participants:**
 1. Find a scientific article (add "scientific article" or "PDF").
 2. Find information from a specific site (add "site:.edu" or "site:.gov" to the query).
 3. Find information from the last year (use the function to filter results up to 12 months).

Practical exercises 2: More advanced strategies for asking questions

1 Exercise: Find a reliable source

- **Purpose:** To learn how to evaluate the credibility of sources and clarify queries.
- **Instruction:**
 - Ask participants to search for information on the health benefits of drinking coffee.
 - They should use operators such as "health benefits of coffee" site:.edu OR site:.gov to find credible sources (e.g., academic or government sites).
- **Discussion:** After the search, participants will discuss which sites are most reliable and why. Note the domains of the sites (e.g., .edu, .gov) and the use of operators.

2 Exercise: Searching for specific documents

- **Objective:** Practical application of logical operators and advanced filters.
- **Instruction:**
 - Ask participants to find a UN climate change report in PDF format, published in the last 2 years. They can use the **filetype:** operator and filter by date.
 - Search term: climate change site:un.org filetype:pdf, and then filter the results to limit them to the last two years.
- **Discussion:** After the exercise, discuss how the use of operators and filters helped to find more relevant results.



3 Exercise: Searching for exact phrases

- **Objective:** To learn how to use quotation marks and exclusion operators for precise search.
- **Instruction:**
 - Ask participants to find the exact results for a quote from a book. For example: "The Internet is changing the way people think."
 - Participants should use quotation marks to search for the exact phrase and the **NOT** operator to exclude results that come from marketing articles (e.g. "Internet changes the way people think" NOT marketing).
- **Discussion:** Discuss how the use of quotation marks and operators affected the quality of the results. Were you able to find accurate quotes?

4 Exercise: Search with AI (AI)

Objective: Compare search results on Google and using AI

Task:

1. Google search: "What are the symptoms of job burnout".
2. Ask the same question in ChatGPT or another AI tool.
3. Compare:
 - What information overlaps?
 - Did AI provide sources?
 - What was more understandable or practical?
 - Do you notice any missing information?

How to analyze and evaluate the reliability and credibility of sources - a guide

In today's world, we have access to a huge amount of information on the Internet, but not all of it is reliable. Here are some simple rules on how to judge whether information comes from a reliable source:

1. Check the author

- **Who wrote it?** Find out who the author of the article or information is. If it's a well-known person, a specialist in a particular field (e.g., doctor, professor, expert), the source is more reliable.
- **How to check it?** Search for information about the author in the footer of the article, on the "About Us" page or in the bio. If the author is anonymous, consider the reliability of such a source.



Example: If you're reading an article about health, it's a good idea for the author to be a doctor or medical specialist, not a random person with no knowledge in the field.

2. Pay attention to the type of domain

- **Is the domain trusted?** Sites with extensions **.gov** (government sites), **.edu** (university sites) and **.org** (non-profit organizations) are often more trustworthy. Sites **.com** and others can range in quality from credible to purely commercial.

Example: If you are looking for health statistics, a site with the domain "gov.co.uk" will be more reliable than a blog that ends in ".com".

3. Check the date of publication

- **Is the information up to date?** Check when the article was published or last updated. Information from outdated sources may no longer be current or relevant to today's situation.

Example: When looking for information about new drugs or technologies, make sure the article is from recent years, not a decade ago.

4. Are the sources of the information cited?

- **Where does the information come from?** Recent articles often refer to studies, statistics or other recognized sources. Check if the article contains links to external scientific studies, reports or publications.
- **How to do this?** Check if there are links or footnotes to sources in the article. If no references are provided, the article may be based on opinions rather than facts.

Example: If you're reading an article about diet, it's a good idea for it to reference scientific studies or articles from reputable medical websites, not just the author's personal experience.

5. Check the neutrality of the content

- **Is the article objective?** Reliable sources try to present information without strong bias or promoting a particular point of view. If an article has a clear tone promoting one side or aggressively criticizing other views, it may not be objective.

Example: An article on climate change should present evidence and facts, not focus on criticizing only one group of people or theory.

6. Pay attention to ads and sensationalist headlines

- **Does the site have a lot of ads?** Pages overflowing with ads may be geared more toward profit than providing reliable information. Avoid sites with sensational, flashy headlines that try to attract attention at all costs.

Example: A page with the headline "This drug will definitely cure you - SEE HOW!" may not be very credible. Credible sites have more balanced titles, such as "New research on the effectiveness of drug X."

7. Compare with other sources

- **Do other sources give the same information?** If you find a piece of information, it is worth checking whether other trusted sites say the same thing. If only one source reports a particular piece of information, it is worth approaching it with caution.



Example: If you read a sensational report about a breakthrough discovery, check whether reputable services (e.g., newspapers, government websites) also write about it.

Summary

Evaluating the credibility of sources on the Internet is a key skill. Always check **who** wrote the article, **what** domain it has, **whether the** information is up-to-date, **whether they** refer to sources, **whether they** are objective and **whether other** sources confirm the same information. This will help you avoid fake news and misinformation.

Checklist for evaluating the credibility of websites

Here is a sample checklist that can be used to assess the reliability of websites. This list will help users identify potentially reliable or suspicious sources.

1. Author and source of information

- Does the site provide the author of the text?
- Is the author qualified to speak on the topic (e.g., expert, specialist)?
- Is the author affiliated with a recognized center, institution or organization?
- Can you find more information about the author in other sources?

2. Domain of the site

- What is the domain of the site? (e.g. **.gov**, **.edu**, **.org** - generally more reliable, compared to **.com**, **.info**, etc.).
- Is the site affiliated with a reputable institution, organization or university?
- Does the domain name indicate a non-profit or government organization?
- Does the site have local or international reach and does the reach match the content presented?

3 Sources and links

- Is the information on the site well documented?
- Does the site have links to original sources of information (reports, studies, publications)?
- Are the sources up-to-date and from credible institutions?
- Does the site cite recognized studies, reports or authors?
- Can the sources cited on the site be verified?



4. Timeliness

- Is the publication date of the article or page visible?
- Is the information current and relevant to the current state of knowledge?
- Is the website updated regularly?

5. Purpose and clarity of the site

- What is the purpose of the site? (informational, educational, sales, entertainment)
- Is the site clearly subjective, or does it aim to present objective facts?
- Does the site avoid sensational or emotional language?
- Does the site have hidden commercial, advertising or political intentions?
- Are there clear indications of sponsored materials on the site?

6. Design and professionalism

- Does the site look professional (no spelling errors, logically organized content)?
- Is the site easy to navigate and does its design inspire confidence?
- Does the site contain a lot of advertising? (Excessive ads may suggest a commercial purpose for the site)
- Does the site use valid links and links that work properly?

7. Reviews by others

- Can you find positive reviews or feedback about the site in other reliable sources?
- Do other sources recommend the site as reliable?
- Has the site been recommended by well-known and recognized organizations, e.g. academic, media, research institutions?

Summary

By using this list, an Internet user can more easily identify reliable sources of information and avoid those that may be misleading. The list is a tool for critically evaluating the content available online, and the systematic use of these questions helps build the habit of evaluating the reliability of information on the Internet.



Information management: organizing the results

Organizing your data online and on your computer helps you easily access information, organize your files and effectively manage your resources. Here are some popular methods and tools that can make the process easier:

1. Organization of data in folders

- Simple folder structure: start by creating main folders corresponding to different categories, e.g. "Documents", "Photos", "Music", "Work", "School". Inside these folders, you can create subfolders, e.g. "Photos" -> "Vacation 2023" -> "Greece".
- File names matter: Give files and folders clear, descriptive names. For example, "bill_for_current_August_2023.pdf" is more helpful than "document1.pdf."

2. Organization of data in web browsers (bookmarks)

- Bookmarks in the browser: Use bookmarks to quickly return to important pages. You can group bookmarks into folders, such as "Work," "Entertainment," and "Shopping."
- Bookmark name: Give your bookmarks descriptive names to make them easy to find. Instead of "Home Page," you can rename the bookmark to "Trip Planner."
- Synchronize bookmarks: Use browsers with a synchronization feature, such as Google Chrome or Firefox, to make your bookmarks available on all your devices.
- Bookmark manager: Many browsers have built-in bookmark management tools so you can easily view, rename or organize your bookmarks.

3. Cloud storage and data management tools

- Google Drive, Dropbox, OneDrive: These are basic tools that allow you to store your files in the cloud and synchronize them with different devices. Just create an account and you can store your documents, photos, files directly in the cloud, accessing them from anywhere.
- Cloud file management: Just like on your computer, create thematic folders (e.g. "Work," "Personal," "Projects"). This makes it easier to find your data.
- Advanced cloud features: tools like Google Drive and OneDrive allow you to share folders and documents with other users. You can give them different permissions (such as read-only or edit-only), making it easier to collaborate as a team.
- Automatic file synchronization: Use desktop applications (such as Dropbox or OneDrive on your computer) that automatically synchronize files between your



computer and the cloud. This way you always have an up-to-date version of your files, without having to upload them manually.

4. Tools for managing information and notes

- Google Keep, Evernote: These tools allow you to create notes, to-do lists and store short information. You can organize notes into categories or tags.
- Notes with reminders: Tools such as Google Keep allow you to set reminders for notes, making it easier to manage tasks.

5. Digital repositories

Repositories are platforms where you can gather links to materials and digital resources and, crucially, easily share them with others. Examples of repositories include: Wakelet, Padlet, Pinterest.

Wakelet is a free (for individual users) tool that can be very useful in the work of an educator. In it you can:

- create collections of digital assets, in a variety of formats: links to websites, YouTube videos, materials previously saved in other Wakelet collections (bookmarks), photos and graphics, PDF files
- customize the appearance of each collection to suit our needs by adding background and cover graphics, as well as choosing the display layout of the materials included in the collection;
- manage saved materials and collections from the website, browser extension and mobile application, a very easy way to add materials found on the web to a collection;
- invite people who have their own accounts on Wakelet, as well as people without their own accounts, to collaborate with us
- share our collections for display only or to edit and work together in them.

Padlets are visual boards for organizing and sharing content.

In its basic version, Padlet is free to the user, but with limits on the number of padlets created.

It's a simple tool - a virtual whiteboard where you can post text documents, graphics, photos, videos, sound recordings and presentations. It can also be a place for collaborative work: discussing, editing shared documents and receiving feedback.

Sharing resources is done by providing a link or QR code and does not require the listener to have an account or log in to the platform. The padlet can be used on both computers and mobile devices.



Pinterest is a social platform for discovering, collecting and sharing inspiration in the form of images, graphics, videos and visual content. Users create so-called "boards" on which they pin ("pin") found content related to a variety of topics, such as fashion, culinary, home decor, DIY projects, travel, as well as professional inspiration related to, for example, design or marketing.

Pinterest acts like a digital corkboard where you can gather ideas from various sources. It's a tool both for personal use (looking for inspiration) and for brands and creators who can promote their products and content in an attractive, visual way.

Google Sites is a simple website creation tool that can be successfully used to gather digital assets and easily share them with others. Google Sites can be automatically translated by browsers.

Google Sites is a free tool for all users.

Several ways to use Google Sites in practice:

- Repository of educational material: presentations, videos, articles and other educational material.
- Portfolio - presentation of passions or professional competences.

Summary

Good data management is a key skill for any internet user. Beginners can start with a simple folder structure and the use of bookmarks, while intermediate users can use advanced file management, synchronisation and cloud backup tools. It is important to organise your files regularly so that they are easier to find and secure.

Resources

<https://youtu.be/Jv0KulFyLpI?si=X1M7zLI6MbwCDWrF>

https://youtu.be/4yrDF4JaZzI?si=-Z-kcejWv_U487H7

<https://youtu.be/mCxyblU5AY8?si=j9bEw8B112qyRHda>



Module 1.2 Digital security

Check DigComp 2.2 to see what competencies (knowledge, skills and attitudes) are worth developing in the area of Safety.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

Safety

- Protecting devices, digital content, personal data and privacy in the digital environment.
- Protecting physical and mental health, awareness of the impact of technology on well-being and social integration.
- Awareness of the impact of technologies and their use on the environment.

Notice:

The materials (links) attached to the lesson plan can also be used for independent learning or for blended learning work.

From our coaching experience, we have found that a good way to increase digital security competences is through blended-learning.

Here, we suggest providing learners with materials and analysis in advance and reflecting during the group meeting.

Module 1.2 Digital security - Workshop handout

Learning Outcomes:

Upon completion of this lesson, participants:

- will be able to recognize and understand the most common online security risks.
- will know how to secure their devices and accounts using strong passwords and two-step verification (2FA).
- they will be able to recognize suspicious online activity and know what action to take if a threat is detected.
- They will be more aware of the importance of protecting personal information, and will feel responsible for their digital security and online privacy.

Total duration: **90-120 minutes**

Activities	Objective	Methodology	Materials	Timing	Further Reading/ Link to Resources
1. Introduction to the workshop Round-up of participants: what are your experiences with online fraud?	Introduce participants to the topic and objectives of the workshop	Brief introduction,	Slides	10 min	
2. Risks and threats in the digital environment 1. Each group chooses an area to explore from the materials (trainer checks for repetition) 2. The group prepares a mini-presentation of the issue (characteristics of the threat,	Participants learn about typical digital risks and how to protect themselves	Work in small groups - 3 people The educator makes available (e.g. via QR codes) the resource pages that will be used by participants. Alternatively, these materials can be made available in	Laptops, tablets with the internet	35 min	safelyontheinternet/home https://www.malwarebytes.com/cybersecurity

signals of danger, how to behave) 3. Group develops a joint presentation in the cloud (e.g. Canva, Google Presentation) 4. Presentation by each group		advance for reading before the class.			
3. Exercise: Recognizing threats	Learning to recognize suspicious e-mails, messages and websites	Working in groups: analyzing e-mails, pages and messages for threats	Computers with Internet access, sample e-mails and sites	10 min	Here you find a quiz Samoobrona w sieci mBank Face the cyber fraudster <i>Translate the website using a browser</i>
4. Secure password management Demonstration of creating secure passwords and two-factor authentication	Participants will learn how to create strong passwords and use two-factor authentication, learn about password manager	Presentation	Slides with examples of strong passwords.	10 min	Instructions for creating strong passwords and configuring 2FA  How to protect y...  What Is Two-Fac... What is Authentication Two-Factor Authentication 2FA: Secure Your Digital Life

					Password Manager What is Password Manager Do I need it
5. Online privacy protection Demonstration of privacy settings on various social media accounts Exercise: Checking privacy settings Participants check privacy settings on their social media accounts.	Presentation of the principles of data protection and online privacy, such as the configuration of privacy settings	Demonstration, discussion, individual work, practical exercise	Slides with examples of social media privacy settings	10 min	Instructions on how to configure privacy settings on popular services <i>(check the validity of the information provided)</i>
6. Summary and question session Summary of digital security principles, Exercise: Go to your bank's website Find the security section See what up-to-date information about online threats you can find there.	Repetition of key information and answers to participants' questions	Discussion, Q&A	Flipchart, summary of key issues	5 min	»  CyberAlerty -- Niebezpiecznik.pl -- Apps



Examples of strong passwords:

1. **W8#pL!rT93z**
 - Combination of lowercase and uppercase letters, numbers, and symbols.
2. **9fT#4kL!2&Q7**
 - Length over 10 characters, no logical order, different types of characters.
3. **!Lm7tR#xQ9Z8**
 - Using symbols, numbers, and random letters in different cases.

Strong passwords should be long (at least 12 characters), random, and contain a combination of uppercase and lowercase letters, numbers, and symbols. It is also important to use unique passwords for different accounts.

Privacy settings checklist for Facebook, X (Twitter), Instagram and TikTok

1. Facebook

- Profile and posts:
 - Set the visibility of your profile (public, friends, just me).
 - Specify who can see your future posts (public, friends).
 - Review and adjust the visibility of old posts.
 - Disable tagging by others without your permission.
 - Limit the visibility of personal information (e.g. age, location, email address).
 - Friends and contacts:
 - Control who can send friend invitations.
 - Customize who can search for you based on email address or phone number.
 - Apps and sites:
 - Check what apps have access to your account and what they can see.
 - Turn off sharing of your activity on Facebook apps.
 - Ads and tracking:
 - Limit the personalization of ads based on your online activity.
 - Disable sharing of your data with third-party advertisers.
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2. The X Platform

- Visibility and activity:
 - Set your profile as private so your tweets are only visible to approved observers.
 - Customize who can send you direct messages (everyone, only observers).



- Control who can tag you in photos.
 - Location:
 - Turn off sharing your location in tweets.
 - Account access:
 - Secure your account with two-step authentication (2FA).
 - Check applications with access to your account and remove those you no longer use.
 - Ads and data:
 - Customize ad personalization based on your Twitter activity.
 - Turn off options to share your data with advertising partners.
-

3. Instagram

- Visibility and interactions:
 - Set your account as private so your posts are only visible to approved observers.
 - Control who can comment on your posts (everyone, only observers, selected people).
 - Restrict who can send direct messages (everyone, observers only).
 - Tags and tagging:
 - Decide who can tag you in photos and videos (everyone, only watchers).
 - Approve tags manually before they appear on your profile.
 - Ads and data:
 - Turn off personalization of ads based on your activity on and off Instagram.
 - Review which apps have access to your account and remove the ones you no longer use.
-

4. TikTok

- Account and post visibility:
 - Set your account as private so that only approved watchers can view your videos.
 - Customize who can comment on your videos (everyone, friends, no one).
 - Determine who can watch your likes (everyone, just you).
 - Decide who can respond to your videos (everyone, friends, no one).
- Interactions:
 - Control who can send you direct messages (everyone, friends, no one).
 - Block the duet and stitch option (creating videos from your content) for everyone or limit it to friends.
 - Disable the ability for others to post questions or reactions to your videos.



- Location:
 - Check that TikTok is not sharing your location in the background.
 - Turn off the geo tagging option in videos.
- Data and tracking:
 - Turn off personalization of ads based on your activity on TikTok.
 - Review applications with access to your account and remove those that are no longer needed.
- Account management:
 - Set up two-step authentication (2FA) to increase account security.
 - Regularly review what devices are logged into your account and log out those you don't recognize.

Summary

Adjusting your privacy settings on Facebook, Twitter and Instagram allows you to have more control over who sees your content and what data is shared. Reviewing and updating your settings regularly is key to maintaining your social media privacy.



Module 1.3 Law and ethics on the Internet

In this module, we will focus on the basic issues of law and ethical behavior on the Internet that apply to digital creators, people who publish online.

The workshop focuses on the most important issues of copyright law, content licensing, personal and image protection, and ethical principles in digital communication. Participants gain practical knowledge on the lawful use of digital content.

Module 1.3 Law and ethics on the Internet - Workshop handout

Learning Outcomes:

- Participants will understand the basic principles of copyright law and the importance of ethical online conduct, including data protection and netiquette.
- Participants will be able to identify various infringements, such as illegal copying or plagiarism.
- Participants will know how to apply Creative Commons licenses and choose the appropriate license for different types of content.
- They will gain knowledge about image protection and personal data protection in the digital context.

Total duration: **120 minutes**

Activities	Objective	Methodology	Materials	Timing	Further Reading/ Link to Resources
1. Introduction to the workshop	Introduce participants to the goals and topics of the workshop. Brief discussion of the importance of law and ethics in the network.	Brief introduction, Round: what copyright infringement cases do you know of? What has affected you and your work? What cases have you heard about?	Slides with workshop agenda	10 min	
2. Basic principles of copyright law	Presentation of the basic principles of copyright law.	Presentation and discussion	Presentation  Law_and_... About copyright - slides 3-13	20 min	 Law_and_ethics...



		Check your knowledge https://learningapps.org/display?v=p6wsp2gp201 https://learningapps.org/display?v=pboxjs9a01			
3. Exercise: Analysis of infringement cases	Participants analyze cases of copyright infringement, e.g. illegal copying, plagiarism.	Group work, case study	Examples of copyright violations	15 min	Examples of copyright infringement, tasks for analysis  EN TUTOR GUI...
4. Creative Commons licenses	Discussion of alternative licenses, such as Creative Commons, that allow sharing of content.	Presentation based on https://creativecommons.org/share-your-work/cclicenses/ , analysis of tools Check yourself https://learningapps.org/display?v=pkwoxdhkt16	Slides with license descriptions, flipchart About CC Licenses - Creative Commons	10 min	Examples of Creative Commons and other licenses, instructions for use About CC Licenses - Creative Commons
5. Create copyright-compliant content		Presentation  Create-copyright-compliant-cont...	Presentation	10 min	 Create-copyright-...

		Trainer can use this presentation during the workshop or share with learners for self-study.			
6. Image rights and data protection	Presentation of the principles of protection of image and personal data online.	Presentation, analysis of regulations	Presentation  Law_and_... About Image Rights Slides 14-23	15 min	 Law_and_ethics...
7. Ethics in the digital world	Discussion of online ethics, including netiquette and responsibility for published content.	Discussion, case analysis Digital ethics in practice - case studies  EN TUTOR GUIDELINES / GUI...	Presentation  Law_and_... About ethics Slides 24-29	25 min	 Law_and_ethics... Digital ethics in practice - case studies  EN TUTOR GUI...
8. Summary and question session	Reiteration of key issues related to copyright law and digital ethics.	Discussion, Q&A	Flipchart, summary of key issues	15 min	



Examples of copyright infringement, tasks for analysis

Case study 1: Paul, an online developer

The story:

Paul, a budding web developer who runs a popular YouTube channel, decided to create a funny video. To do so, he used an excerpt from a popular video, which he rewrote by adding his own comments and sound effects. The video quickly became very popular, but after a few days Paul received a message from a lawyer representing the film studio that owned the rights to the excerpt used. He was accused of copyright infringement and was facing serious legal consequences.

Questions for discussion:

- What mistakes did Paul make?
- Could Paul have used the video excerpt in a different way to avoid copyright infringement?
- What are the consequences of copyright infringement for online creators?
- What tools can help creators avoid copyright infringement?

Case study 2: Ola, a graphic designer

The story:

Ola, a budding graphic designer, created a beautiful poster to promote a local music event. To add originality to the poster, she used a font she found on the Internet and downloaded for free. The organizers of the event were delighted with the poster and used it to promote the event. Unfortunately, it turned out that the font Ola used was copyrighted and could not be used commercially. The organizers of the event were forced to pay a high fine for copyright infringement, and Ola suffered financial losses.

Questions for discussion:

- Could Ola have avoided this situation?
- What are the differences between free and copyrighted fonts?
- What are the consequences of copyright infringement for graphic designers?
- Where to look for free graphic resources that can be used legally?

Case study 3: Kuba, a musician

The story:

Kuba, a young musician, recorded his own version of a popular song and posted it on his website. The song quickly became very popular, but after a few weeks Kuba received a



message from the music label that owned the rights to the original song. He was accused of copyright infringement and had to remove his version of the song from the website.

Questions for discussion:

- What are the differences between cover and plagiarism?
- What are the rights of artists to their own works?
- What are the possibilities for legal use of other artists' works?
- What are the consequences of copyright infringement for musicians?

Additional questions for whole-group discussion:

- What are the most common mistakes made by novice digital creators related to copyright?
- What are the most important rules to remember to avoid copyright infringement?
- What tools and platforms are available that facilitate the legal use of copyrighted materials?

Digital ethics in practice - case studies

Case 1: Thoughtful content sharing

Janek is an active Twitter user. One day he sees an emotional post about the alleged illegal activities of a well-known politician, which he quickly shares, wanting to inform his friends. It later turns out that the information was false, and sharing it exposed Janek to criticism.

Questions for discussion:

1. What steps could Janek have taken to ensure that the information he is sharing is true?
 2. What are the consequences of sharing false information online - both for individuals and society?
 3. What digital ethics should be applied to avoid such situations?
-

Case 2: Social media privacy

Marta regularly posts photos of her family on Instagram, including pictures of her children during daily activities. One day someone, without her permission, uses one of the photos to create a meme that becomes popular, and Marta begins to receive unpleasant messages from strangers.



Questions for discussion:

1. How could Martha have better protected her family's privacy on social media?
 2. What are the limits of ethical use of other people's photos available to the public?
 3. What social media privacy tools and settings can help in these situations?
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Case 3: Netiquette and online communication

Anne participates in an online forum discussion about vaccination. Her post, expressing support for vaccination, is met with a wave of aggressive comments and trolling. Eventually, Anna decides to delete her account, discouraged by the level of discussion.

Questions for discussion:

1. What netiquette rules could prevent such a situation?
 2. How can users and platform administrators respond to trolling and aggressive comments?
 3. How to take care of the culture of online discussion, especially on controversial topics?
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Case 4: Using other people's content

Tom runs a fashion blog. In order to increase interest, he publishes photos of famous designers found on the Internet, without mentioning the source or obtaining permission. After some time, he receives a message demanding the removal of the photos and threatening legal action.

Questions for discussion:

1. How could Tom ethically and legally use other people's content on his blog?
2. What are the legal and image consequences of copyright infringement on the Internet?
3. What practices and tools help to respect copyright when creating content?