



**PROJECT: ENTRE4ALL COMMUNITY SUPPORT CENTRES:
AN INNOVATIVE OUTREACH PROGRAMME TO EQUIP
ADULTS WITH DISABILITIES WITH KEY COMPETENCES
(SOCIAL ENTREPRENEURIAL AND DIGITAL)
OUTPUT 2 – EDUCATIONAL KIT: Training Techniques & Handouts**

TEMPLATE A1: Training Techniques and handouts for adult educators/teachers/trainers,
which will be used for the ENTRE4ALL EDUCATIONAL PACK

Partner: RIC Novo mesto

Date: October 2020

Module	2. Digital competences	
Activity Number	M2-T1-A1	
Topic	BASIC USE OF ICT TECHNOLOGY	
Learning Outcomes	<p>Level 3 - 4:</p> <ul style="list-style-type: none"> - To understand what ICT technology is and how to use it - To select and use appropriate hardware and software - To be able to make autonomous choices regarding software - To be able to independently set up a mobile office 	
Learning approach	<input checked="" type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> Individual e-learning <input checked="" type="checkbox"/> Work-based learning <input type="checkbox"/> other (please specify)	<input checked="" type="checkbox"/> F2F training <input checked="" type="checkbox"/> Open-distance learning <input type="checkbox"/> Community work
Training Technique	Lecture	
Duration	90 MINUTES	
Facility/ Equipment	Classroom with computers, projector, pen, whiteboard, tables, chairs, personal computers, post-it notes, flip board	
Participants will need:	A pen, notebooks	
Attached worksheets	I.1-1_ Review of acquired knowledge Worksheet for the lecturer I.1-2_ Review of acquired knowledge Worksheet for participants	
Main Tasks / Procedure	<p>TASK 1: Adjust the lecture according to attendees' disabilities.</p> <p>Start the lesson with the introduction of the lecture, allow the participants to introduce themselves and their background.</p> <p>Continue with the projection of the Power Point presentation of the Teaching material. Slide nr. 7: Allow participants to freely express their thought on the possibilities to use ICT technology. Write down the ideas on post-it notes or allow the attendees to do it, collect the notes and place them on the flip chart. OR write the answers down yourself on a white board. Discuss. Show Slide nr. 8. Pay attention to the links on the slides for additional motivation and information available.</p> <p>Slide nr. 9: Allow attendees to think and write down some of the parts of individual components, then show Slide nr. 10. Following with Slides nr. 11 & 12. Discuss with</p>	

	<p>participants about the possibilities of connecting different components to the PC housing – brainstorm the variations.</p> <p>TASK 2 Show Slide nr. 13 and allow the participants to try proper placements of their hands on the mouse and help them. Make the lecture interactive with your involvement. You can allow them to try their abilities with the link supplied on the Slide nr 14.</p> <p>TASK 3 Explain the parts of a keyboard using the Slide nr. 15, continue with Slide nr. 16 and show participants how to properly place their hand on the keyboard. Allow the participants to try out their skills in a writing problem of your choosing. Let them try out the special characters writing. For special needs participants adjust the hardware accordingly. It is imperative to let the participants try these activities.</p> <p>TASK 4 Show Slide nr. 17 and allow a discussion.</p> <p>TASK 5 Use Slide nr. 18 to discuss what a mobile office and how they would go about setting one up.</p> <p>TASK 5 Handout the students the attached worksheets, which they fill out themselves. Discuss the results.</p> <p>TASK 6 Wrap it up (5 mins)</p>
<p>Useful Resources referenced to DATABANK (IO2-A2)</p>	<p>Resource: ENTRE4ALL teaching material PowerPoint presentation; https://turbofuture.com/computers/7-Uses-of-Computers https://www.tutorialspoint.com/computer_fundamentals/index.htm http://www.pbclibrary.org/mousing/mousercise.htm https://www.wikihow.com/Use-a-Computer-Keyboard https://www.typingclub.com/sportal/ https://www.educba.com/types-of-computer-software/</p>
<p>Tips</p>	<p>Level 5:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Digital content creation <p>SKILLS</p> <ul style="list-style-type: none"> • Developing digital content • Integrating and re-elaborating digital content <p>COMPETENCE</p>

	<ul style="list-style-type: none"> • Select data, information and content in order to organise, store and retrieve in a routine way in digital environments. • Organise data in a routine way in a structured environment to be easily stored and retrieved. • Organise information, data and content in a structured environment <p>Level 6:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Problem solving <p>SKILLS</p> <ul style="list-style-type: none"> • Solving technical problems • Identifying needs and technological responses • Identifying digital competence gaps <p>COMPETENCE</p> <ul style="list-style-type: none"> • Adapt the management of information, data and content for the most appropriate easy retrieval and storage. • Adapt information to be organised and processed in the most appropriate structured environment. • Safe use of cloud application, storage and social media
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Worksheet 1 – for the lecturer

I.1-1 Basic hardware and software knowledge

Steps:

Introduction to Hardware – discussion key questions

1. **What are PCs used for** (writing documents, sending e-mails, calculations, listening to music, online meetings, etc.) – **Give at least 4 examples.**
2. **What are INPUT** (mouse, keyboard, scanner, microphone, etc.) **and OUTPUT components** (monitor, printer, speakers, etc.) – **Give at least three examples.**
3. **Give at least three examples of common user software.** (WORD, OUTLOOK, EXCEL, etc.)
4. **What is the difference between a laptop and a PC?** (e.g. Laptop is portable, while PC is not. PC can also be easily upgraded, since the tower holds the necessary hardware.)
5. **What hardware components do you need to set up a mobile office?** (Laptop or equivalent mobile computer, mobile internet access, headphones, portable mouse, external hard drive, portable printer, etc.)



Worksheet 1 – handout

I.1-1 Basic hardware and software knowledge

1. What are PCs is used for?

2. What are INPUT components:

2. What are OUTPUT components:

3. Give at least three examples of common user software.

4. What is the difference between a laptop and a PC?

5. What hardware components do you need to set up a mobile office?

