



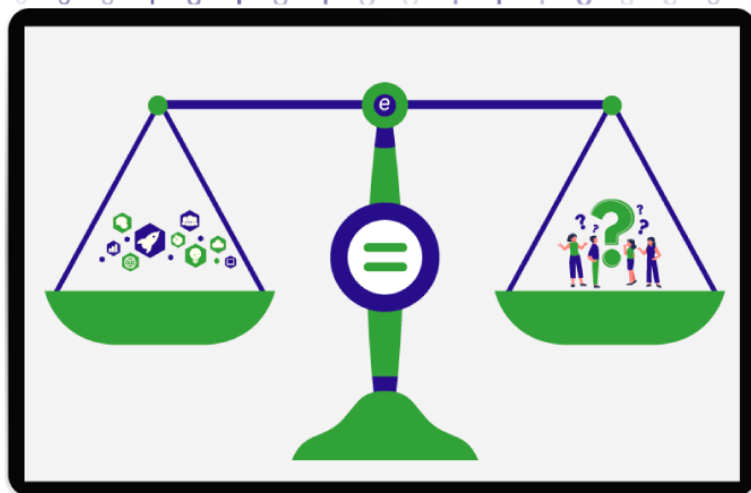
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e-leisure activities





Ecological Thinking!

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Let's protect our environment!



Activity 1

Domain	E-leisure activities
Topic Covered	How to protect oneself against scams?
Learning Outcomes and Competences	<ul style="list-style-type: none"> ● Identify sponsored and non-sponsored content, safe and unsafe websites, suspicious emails and scams. ● List key steps for secure online booking (website security check, account registration, check accepted digital gateways, online reviews, terms and conditions presentation, etc.). ● Implement key measures to prevent fraud attempts. ● Assessing the ability to detect fraud and rip-offs independently.
Duration	60 minutes
Kind of Method	Task-based lesson using digital tools
Required Materials	<ul style="list-style-type: none"> ● Projector ● PowerPoint presentation [Teaching resources (Activity 2)] / worksheets or materials with instructions ● Laptops/smartphones (to use in pairs) ● Notebook-pen (for keeping notes)
Learning Setting and Activity Description	<ol style="list-style-type: none"> 1. Introduction to the topic (ask them) <ol style="list-style-type: none"> 1.1. The trainer initiates a <i>discussion</i> about online scams and online safety measures that the learners apply (<u>see introductory questions in the PowerPoint presentation</u>). 2. Comparative exercise (tell them) <ol style="list-style-type: none"> 2.1. The trainer teaches learners the differences between Phishing and Pharming (<u>see PowerPoint presentation slides 2 and 3</u>). 2.2. Information in context (how does Airbnb work) [see PowerPoint presentation slides 4 and 5] 3. Case study <ol style="list-style-type: none"> 3.1 The trainer presents the learners with a scenario to work on. They should: <ul style="list-style-type: none"> A) Decide whether the scenario is a case of phishing or pharming (<i>Answer: the scam has aspects of both fraudulent practices</i>) B) Think about all the security measures that should have been applied in this situation (brainstorming) (<u>see PowerPoint presentation slide 6</u>) 4. Spot the scam (show them) <ol style="list-style-type: none"> 4.1 The trainer shows a list of safety measures to consider when booking an accommodation on Airbnb. (<u>slides 13-17 of the PowerPoint presentation</u>)





Activity Evaluation/ Reflection	<p>1. Exercise.</p> <p>5.1. Now it is time for the learners to try themselves. They should try to sign in to Airbnb and activate their account and verify their identity by following the 2-step authentication process. The trainer has to guide and accompany the process by presenting <u>slides 18 to 28 of the PowerPoint presentation</u>.</p> <p>5.2.They can also deactivate the account if they feel like it.</p> <p>2. Evaluation and Reflection</p> <p>The trainer should make a brief assessment of whether and to what extent the learners have completed the task and what they may have found difficult.</p>					
	Performance	Far below standards	Below standards	Meets standards	Above standards	Far above standards
	<p>Finally, the trainer asks the learners about the exercise.</p> <ul style="list-style-type: none"> • Were you scared or frustrated when you did the exercise (5.1 Create an Airbnb account)? Describe the experience. • Were you afraid of using websites like Airbnb before this exercise? • Now that you know some safety measures to avoid scams, do you think you will apply them when surfing the internet? 					
Supporting materials	<p>Link to PowerPoint presentation</p> <p>https://drive.google.com/file/d/1xNhwLu_rEqxnmZi4h4a_Kh8KLTP6joXA/view?usp=drive_link</p>					



Activity 2

Domain	E-leisure activities
Topic Covered	The main platforms (hotel booking sites)
Learning Outcomes and Competences that can be acquired	<ul style="list-style-type: none"> ● Recognise the most important elements of online surfing for achieving the most useful results ● Know the most important online platforms for booking tickets ● Being able to select and compare products/tickets on the main platforms ● Compare the key features of the platforms and select the most appropriate ones ● Appreciate the elements of an active life and enjoy going to concerts or booking a flight with the closest acquaintances and friends
Duration	60 minutes
Kind of Method	Task-based lesson using digital tools
Required Materials	<ul style="list-style-type: none"> ● Projector ● PowerPoint presentation [Teaching resources (Activity 1)] / worksheets or materials with instructions ● Laptops/smartphones (to use in pairs) ● Notebook-pen (<i>for keeping notes</i>)
Learning and Setting Activity Description	<ol style="list-style-type: none"> 1. Introduction to the topic (ask them) <ol style="list-style-type: none"> 1.1. The trainer initiates a <i>discussion</i> about how learners used to book accommodation in the pre-internet era (<u>see introductory questions in the PowerPoint presentation, slide 34</u>). 2. Comparative exercise (tell them) <ol style="list-style-type: none"> 2.1. The trainer encourages learners to book accommodation online by comparing the advantages of online booking with the methods used before the internet era (<u>see PowerPoint presentation slide 35</u>). 3. Brainstorming activity <ol style="list-style-type: none"> 3.1 The trainer presents a scenario to the learners. They should: <ul style="list-style-type: none"> A) Decide which page to use (which is more appropriate for the situation) [<u>see PowerPoint presentation slide 36</u>]. B) Decide what information is needed for a search on one of these pages (<u>see PowerPoint presentation slide 39</u>). 3.2. The trainer should write down all this information as it will be used for a search, i.e. a demonstration. 4. Demonstration (show them) <ol style="list-style-type: none"> 4.1. Step by Step. The trainer shows a list of steps (slide 40 of the PowerPoint presentation) for them to follow; meanwhile, the trainer demonstrates using all the information collected in step 3.1. B (slide 39). The trainer must focus mainly on the filter settings of both sites.





<p>Activity Evaluation/ Reflection</p>	<p>1. Exercise. Now it is time for the learners to try themselves. They should have the steps from slide 40 in hand, as they will be useful for this task For the activity, they work in groups of two. The trainer gives them a scenario and they are supposed to find the best accommodation according to the needs of the people from this scenario (<u>see PowerPoint presentation slide 43</u>).</p> <p>2. Evaluation and Reflection The trainer should make a brief assessment of whether and to what extent the learners have completed the task and what they may have found difficult. Here is a possible suggested scale about performance:</p> <ul style="list-style-type: none"> ▪ far below standards ▪ below standards ▪ meets standards ▪ above standards ▪ far above standards <p>Finally, the trainer asks the learners about the exercise.</p> <ul style="list-style-type: none"> ▪ Were you frustrated when you used the tools? Was it difficult to use them? ▪ Would you consider using these tools on your next holiday? ▪ In your own words, what do you think of these kinds of websites in general?
<p>Supporting materials</p>	<p>Link to PowerPoint presentation (Activity 2): https://drive.google.com/file/d/1xNhwLu_rEqxnmZi4h4a_Kh8KLTP6joXA/view?usp=drive_link</p>



Activity 3

Domain	E-Leisure
Topic Covered	Web accessibility and tools for improving it
Learning Outcomes and Competences	<ul style="list-style-type: none"> ● Recognising the key elements of accessibility ● Managing browser settings ● Set up add-ons in browsers to improve website accessibility
Duration	60 minutes
Method applied	<ul style="list-style-type: none"> ● Task-based lesson using digital tools ● Presentation/demonstration ● Learn by doing
Required Materials	<ul style="list-style-type: none"> ● Computers with internet connections ● Projector ● PPT (Activity 3)
Learning Setting and Activity Description	<p>1. Introduction to the topic (ask them)</p> <p>1.1. The trainer initiates a <i>discussion</i> about what learners understand under web accessibility. For this purpose, the trainer shows them an example (<u>see the introductory slide of the PowerPoint presentation, slide 47</u>).</p> <p>1.2. The trainer elicits the answer from the participants that these are examples of inaccessible online content. Then the trainer explains what web accessibility is, its main features and who it is useful for (<u>See PPT, slides 48 & 49</u>).</p> <p>2. Practical examples of how to improve navigation on the user's side (show them).</p> <p>2.1 The trainer explains that some websites do not meet accessibility requirements, but there are tools that can help us navigate these inaccessible websites (<u>see PPT, slides 50 & 51</u>).</p> <p>2.2 One of the ways is to adjust the settings of the platform or web browser. The trainer shows how to do this (<u>see PPT, slides 52 & 53</u>).</p> <p>2.3 Learners then do a short practical exercise testing different features of their browser settings (<u>see PPT, slide 54</u>).</p> <p>2.4 The trainer then introduces further ways to improve navigation using browser extensions. In particular, learners are introduced to 3 add-ons: Google Translate, a powerful web assistant and Ultimate Ad Blocker (<u>see PPT, slides 55, 59, 60 and 63</u>).</p> <p>2.5 The presentation of these tools is combined with practical exercises where learners install them and try out their functions (<u>see PPT, slides 56-58 & 60-62</u>). *</p> <p><i>*The presentation is done with the Chrome browser. If the trainer uses other browsers, the screenshots should be</i></p>



	<p><i>replaced, or we suggest showing all the steps live by projecting the trainer's computer directly onto a large screen so that the learners can follow the instructions.</i></p>
Activity Evaluation/ Reflection	<p>Assessment is done by doing practical exercises during the class. In the end, the trainer asks the learners if they find these tools useful and encourages them to explore other web extensions that might be useful to them in the future.</p>
Supporting materials	<p>A PowerPoint Presentation (Activity 3): https://drive.google.com/file/d/1xNhwLu_rEqxnmZi4h4a_Kh8KLT_P6joXA/view?usp=drive_link</p>





Thank You !

