iDREAM
Interactive – Digital Readiness
for All Education Mentors

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SESSION PLAN

Programme/Qualification Title:		**Module/Unit Title/Ref No:** *Netiquette - Interactive Telecommunications*	
Tutor: SFE CEFEC	**No of weeks/sessions** 1	**Hours per week/per session:** 4hrs	**Total GLH:** 6hrs

Module/Unit Aims:

The aim of this training is to help develop your skills to be able to be aware of your social identity and the role it has on your everyday life.

Module/Unit Learning Outcomes:

- L.O.1 Understand social media and privacy.
- L.O.2 Dealing critically with disinformation, the influence of advertising and critical thinking.
- L.O.3 Being digitally in balance and digital identity.

Timing	Teacher Activities	Key Points/Learning Objectives	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
15 mins	Welcome/ Intro	Ask what everyone understands by Netiquette - Interactive Telecommunications and write it down (or have it noted) on the flipchart.	Flipchart paper Markers **OR** Whiteboard Drywipe markers	A	Speaking Listening	Set benchmark
10 mins	Stimulate interest	- Show example - Ask what everyone thinks about this - Feedback eg. Article from someone who makes a post on social media that doesn't turn out well.	Internet Projector Screen	A, R, V	Speaking Listening Reflective	Determination of knowledge by Asking Questions Creating awareness
40 mins	Theory	Go deeper into the theme of social media and privacy. - Six degrees of separation. - Calculation friends of friends. - Project X haren.	Internet Projector Screen	A, R, V	Speaking Listening Reflective	Confirmation of understanding Asking Questions / Seeking feedback
10 mins	Conclusion	Personal experiences? Questions? Comments?	Projector Screen	V,A,R,K	Speaking Listening Reflective	Observation of participation Asking Questions / Seeking feedback
10 mins	Stimulate interest	- Show example	Internet Projector Screen	A, R, V	Speaking Listening Reflective	Determination of knowledge by Asking Questions

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		- Ask what everyone thinks about this - Feedback eg. fake news, Deep fake video (Baraq Obama, Poetin,…)				Creating awareness
40 mins	Theory	Go deeper into the theme of dealing critically with disinformation, the influence of advertising and critical thinking. - Fabeltjesfuik – zondag met Lubach - AI - Polarization (Capitol?)	Internet Laptop screen Projector	A, R, V	Speaking Listening Reflective	Confirmation of understanding Asking Questions / Seeking feedback
10 mins	Conclusion	Personal experiences? Questions? Comments?	Projector Screen	V,A,R,K	Speaking Listening Reflective	Observation of participation Asking Questions / Seeking feedback
5 mins	**Break**					
10 mins	Stimulate interest	- Show example - Ask what everyone thinks about this - Feedback eg. People eating and all busy with their phones.	Internet Projector Screen	A, R, V	Speaking Listening Reflective	Determination of knowledge by Asking Questions Creating awareness

40 mins	Theory	Go deeper into the theme of being digitally in balance and digital identity. - Cause, effect, impact - Advantages - disadvantages - Netiquette (how do I behave online – repercussion in real life) o Etiquette Definition -> Apply Online	Internet Projector Screen	A, R, V	Speaking Listening Reflective	Confirmation of understanding Asking Questions / Seeking feedback
10 mins	Conclusion	Personal experiences? Questions? Comments?	Projector Screen	V,A,R,K	Speaking Listening Reflective	Observation of participation Asking Questions / Seeking feedback
40 mins	Final conclusion/ recap	Feedback from question what everyone understood by Netiquette - Interactive Telecommunications. Take back the Flipchart. Test, feedback, conclusion, recap.	Flipchart paper Markers **OR** Whiteboard Drywipe markers VARK - Questionnaire	A, R,K	Reading and Writing Speaking Listening Reflective	Participants will know their learning style Asking for feedback