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TAKE A DIGITAL BREAK

Script of Lesson

Marketing
Gate



PROJECT "Take a Digital Break" REFERENCE NUMBER 2018-1-PL01-KA205-049992
CO-FUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION

The "*Take a Digital Break*" project 2018-1-PL01-KA205-049992 is implemented as part of the Erasmus+ program of the European Union (Action 2. Cooperation for innovation and exchange of good practices, Strategic Partnerships).

The project implementation period is 15 months and it lasts from September 2018 until November 2019.

There are 4 partners from different countries who are responsible for project implementation:

Kre-Aktywni Association (Poland)
Marketing Gate (Republic of North Macedonia)
GLAFKA (Czech Republic)
ASEDDEDIPE (Greece)

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Script of Lesson

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1. Introduction

It is a fact that a didactic scenario or an exercise is rarely implemented in its own right. This is because each trainer, according to his/her personality and the dynamic of particular team, applies so-called "educational flexibility". It adapts the objectives and content of its didactic scenario to the specifics of its class. However, we have the hope that didactic scenarios and exercises we give you will be able to provide a basis for the trainer in order to effectively organize his / her hourly lessons. The design gives the trainer the confidence to allow him / her to make the right time and energy distribution so that his / her teaching is successful and the trainees achieve the goals. It is understood that a didactic scenario should not restrict the trainer's creativity but be a tool for better targeting. Besides, even the most original training requires even a mindset of a course of action.

2. Learning Goals

Knowledge-related goals:

To recognize the phenomenon of online addiction and various forms, to be able to describe it and interpret it.

Competencies-related goals:

Be able to control situations that lead to addiction, to demonstrate possible solutions, and apply practices that prevent it addiction. In addition, they should be exercised in its multifaceted and multidisciplinary approach to object under investigation, through participation in collaborative method of dialogue.

Attitudes-related goals:

To adopt attitudes that prevents the development of addiction, to encourage and support their peers and friends to correct habits and attitudes leading to addiction. In addition, evaluate the effectiveness of collaborative learning and activate, through the experience of his or her lesson dialogue, individual and social values and principles.

3. Teaching Methods

Non-formal teaching/training and learning methods:

1. Communication-based methods: interaction, dialogue, mediation;
2. Activity-based methods: experience, practice, experimentation;
3. Socially-focused methods: partnership, teamwork, networking;
4. Self-directed methods: creativity, discovery, responsibility;
5. Team Building games and Icebreakers.

4. Teaching Materials

Computer classroom, LCD projector, Wi-Fi (if possible), flipchart, sheets of paper, pencils, pens, stickers etc

5. Duration

The teaching scenario is scheduled to last for a total of 8 teaching hours. It will be materialize in 2 days.

6. Evaluation

You can use the end-of-course evaluation in order to collect data that will be useful the next time you conduct the program. It also provides input to those who are responsible for course revisions. The end-of-course evaluation should be simple, easy to complete, quick to do, and anonymous.

7. Extension Activities

- Trainers could create their own video interviewing (1-2 min) with their peers about technology use. Do their peers' views differ from their view?
- Trainers could download the application called "Moment", which tracks and count cell phone usage, and use their phone normally for several days. After few days ask trainers if they are surprised by the amount of time that they actually spend on their phones? Why? Could this information change their future behavior? Discuss it in a forum that will be created for the certain scope.
- Trainers make posters about Internet safety, healthy use of the Internet, and communicating with friends without the net or cell phones.
- Read the following New York Times article: 'Addicted to Distraction.' How has technology affected users' concentration and productivity? Is a "technology detox" feasible in today's society? Would you be willing to try one? Discuss as a group.



TDB Scenario 01

TDB Scenario 01

DAY 1

Subjects (Subsections)	Duration (min)	Learning techniques	Teaching materials
Welcome and introductions <ul style="list-style-type: none"> • Aims and Objectives of the training • Getting acquainted • Expectations, Fears, Contributions • Presentation of the programme • Social Pact (agreements for a safe, respectful, mutual learning environment) 	25	Introduction, dialogue	PC, Projector
Digital Addiction	45	Introduction	PC, Projector
Team Trivia	60	Team Building game	Answer sheets or paper, pens microphone or PA system
Nomophobia	90	Brain storming, dialogue	Flipchart, sheets of paper, pencils, pens, stickers
Debrief and evaluation	20	Brain storming, dialogue	Flipchart

TDB Scenario 01

DAY 2

Subjects (Subsections)	Duration (min)	Learning techniques	Teaching materials
Smombie	45	Introduction	PC, Projector
Zombie Escape	30	Problem-solving, teamwork, just for fun, communication	Rope, key, and five to ten puzzles or clues
Smombie	90	Brain storming, debate	Flipchart, sheets of paper, pencils, pens, stickers
Evaluation	30		Evaluation sheets

*Exercises are indicative and can be used according to the judgment of the instructor.



TDB Scenario 02

TDB Scenario 02

DAY 1

Subjects (Subsections)	Duration (min)	Learning techniques	Teaching materials
Digital Addiction	45	Introduction	PC, Projector
Getting the root of the problem	180		Butcher paper, tape, markers; paper, pens, clipboards
<ul style="list-style-type: none"> Opening: attendance, announcements, agenda overview 	20	Introduction, dialogue	
<ul style="list-style-type: none"> Warm Up: Free association 	10	Brain storming	
<ul style="list-style-type: none"> But why? 	120	Brainstorm, teamwork	
<ul style="list-style-type: none"> Activity: concept mapping 	20	Concept Map	
<ul style="list-style-type: none"> Closing 	10	Brain storming, dialogue	
Debrief and evaluation	20	Brain storming, dialogue	Flipchart

TDB Scenario 02

DAY 2

Subjects (Subsections)	Duration (min)	Learning techniques	Teaching materials
Best and worst smartphone	60	Brain storming, just for fun	PC, Projector
Debate: Pro and Contra Smartphones <ul style="list-style-type: none"> Opening: attendance, announcements, agenda overview Community builder: building a Facebook page Activity: Ridiculous debate Debrief Closing 	180 30 20 90 30 10	Introduction, dialogue Brain storming, teamwork Debate Dialogue Brain storming, dialogue	Butcher paper, tape, markers; paper, pens, clipboards
Evaluation	20		Evaluation sheets

*Exercises are indicative and can be used according to the judgment of the instructor.



TDB Scenario 03

TDB Scenario 03

DAY 1

Subjects (Subsections)	Duration (min)	Learning techniques	Teaching materials
Digital addiction vs. Digital detox	45	Introduction	PC, Projector
Whose Office Is It, Anyway?	60	Team Building, game	PC, Projector
Digital addiction: Exploring situational leadership	180		Flipchart, sheets of paper, pencils, pens, stickers
<ul style="list-style-type: none"> Opening: attendance, announcements, agenda overview 	20	Introduction, dialogue	
<ul style="list-style-type: none"> Community builder: all aboard! 	30	Teamwork	
<ul style="list-style-type: none"> Situational leadership role play 	120	Role play	
<ul style="list-style-type: none"> Closing 	10	Brain storming, dialogue	
Debrief and evaluation	20	Brain storming, dialogue	Flipchart

TDB Scenario 03

DAY 2

Subjects (Subsections)	Duration (min)	Learning techniques	Teaching materials
Digital detox workshop	60	Introduction	PC, Projector
Digital 'Diet' Leader <ul style="list-style-type: none">• Opening: attendance, announcements, agenda overview• Warm up: mirror image• Ideal leader portraits• Debrief• Closing	180 <ul style="list-style-type: none">2030902010	Introduction, dialogue <ul style="list-style-type: none">Game, Brain stormingWork in pairsDialogueBrain storming, dialogue	Butcher paper, tape, markers; paper, pens, clipboards
Evaluation	10		Evaluation sheets

*Exercises are indicative and can be used according to the judgment of the instructor.



TDB Exercises

TDB Exercises

Name	Duration	Objectives	Teaching materials
My digital self	20 min	Know each other better, fun	Paper, pens, cards (on one side TRUTH, on the other LIE)
Yes or No?	15 min	Find out what participants know, lightening basic concepts, tune the atmosphere	Nothing, just some space
A few words about digital security	30 min	Be aware of risk on the internet and social networks	Participant's smart phones, internet, paper, pen
The Internet is like a fire: a good servant but a bad lord	60 min	The positive and negative aspects of the Internet	Two A2 sheets of paper, pens, highlighters, crayons
A story of addiction	60 min	What is internet addiction, how it affects everyday life of addicted person, addiction consequences	A2 sheets of paper, pens, highlighters, crayons, storytelling cubes, dixit cards, magazines, glue
Addiction scale	20 min	Scaling what is normal state use of the internet, what are signs of starting problems, physical and behavioral symptoms of the Internet addiction	Post-it, pens, flipchart, markers, paper tape

TDB Exercises

Name	Duration	Objectives	Teaching materials
Some statistics	15-20 min	To probe, how real is the part of my life I spent online, how big is in percentage the part of my online life to offline life	Paper, pens, cell phone
How does the Internet addiction change our brain and body	6 min	Insight into addiction, changes within the body, not only in social behavior	Internet connection, PC or data projector, projection screen
Rescue plan	30 min	Know where look for professional help, create own plan of step that can help overcome addiction	A1 papers, newspapers, markers, glue, crayons, highlighters, brushes and paints (any art materials)



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