



**Develop Your
Creativity**

SAFE AND CREATIVE SURFING ON THE INTERNET

SCENARIO III



**Co-funded by
the European Union**

LEADER:



PARTNERS:



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I GENERAL INFORMATION

Duration of classes

5 clock hours



Recipients of the classes

The recipients of the workshops are adults aged 45-70 who are members of the Universities of the Third Age, Senior Clubs, libraries, community centres, thematic circles or other places associating elderly people. The scenario can be used by elderly people, who often have barriers in creating creative forms of communication, and all people related to adult education.

Number of participants

Workshop group for 10 people of both sexes. You can also conduct a workshop in a smaller group of at least 6 people, depending on the premises conditions, but not more than 14 people.

Suggested techniques/methods of work:

- working with text
- dialogue with a partner,
- work in groups,
- thematic group conversations (discussions)
- lecture,
- presentation,
- practical exercises,
- explanation,
- observation,
- discussion.

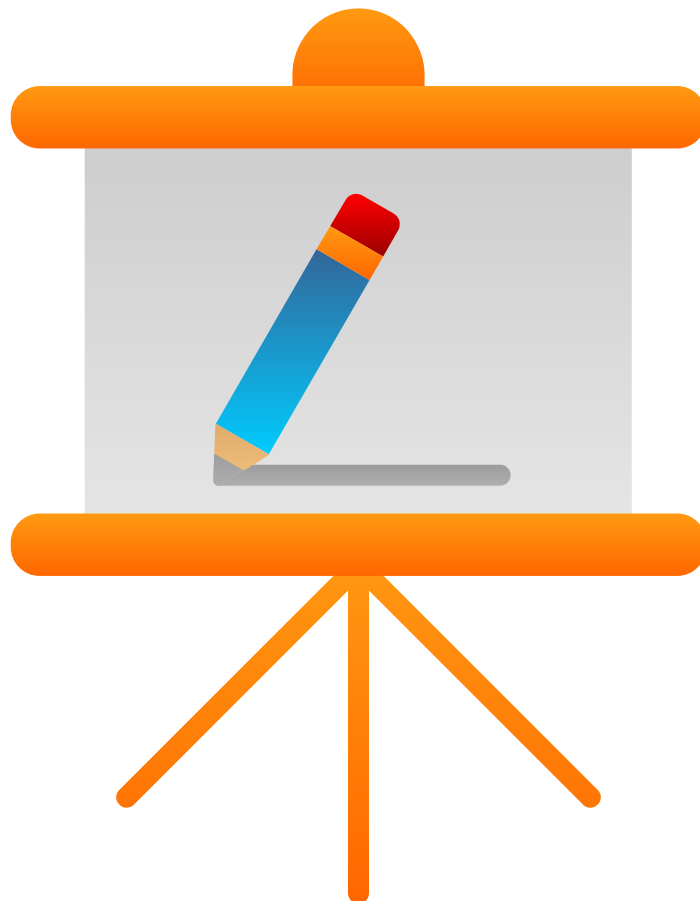
Course of classes

- Introduction of the workshop leader,
- Setting the rules for working in a group,
- Introduction to the topic,
- Break,
- Practical workshops,
- Break,
- Summary.

GENERAL INFORMATION

Examples of materials/tools needed to carry out the meeting:

- work cards,
- laptop/phone,
- markers,
- pence, certificates,
- evaluation questionnaire,
- sticky notes,
- A3 cards,
- bristol.



Purpose of the workshop

Information for the trainer

The International Survey of Adult Competencies (PIAAC), indicate a persistently high percentage of adults with inadequate basic skills. In some countries, up to one in three adults have the ability to understand and create information and mathematical reasoning at only the lowest level. 44% of the Union's population has low or no digital skills (19 %).

It therefore becomes necessary to implement new ways of learning for a society that is becoming increasingly mobile and digital. This could be achieved by organising education and training in appropriate learning environments, in which qualified teachers and trainers use teaching methods adapted to adults and harness the potential of digital learning.

The purpose of this workshop is education with elements related to the development of computer skills, including increasing knowledge and skills on modern technologies and online safety, using creative working methods.

The participants are planned to achieve the following results:

- development of digital competence,
- increased awareness of Internet risks and online safety,
- increased competence in anti-virus protection,
- increased awareness of the possibilities of the Internet and how to use it in creative work,
- digital education including modern technologies and methods of intelligent Internet search.

Style of work

Participants sit at tables, and the presenter takes a seat opposite the group. The task of the presenter is to prepare seating for the trainees in advance.

II INTRODUCTION

Participants sit in a semicircle and the facilitator takes the place in front of the group. The trainer's task is to prepare the seats for the training participants in advance.



The course of the workshop

1. Introducing the teacher / teachers. Greeting (5 min.)

- First name, Last Name,
- education,
- experience,
- interested.

2. Introductions of the training participants (15 min.)

Writing the name on a sticky note and sticking it on the visible part of the clothes. Then, each of the participants, briefly - in one sentence, presents their expectations regarding the training.

3. Group rules (25 min.)

The tutor prepares a mind map titled with the topic of the training. It creates 4 main branches from the main topic:

- TRAINING OBJECTIVES
- EXPECTATIONS
- RULES
- TRAINING EVALUATION. TIPS FOR THE FUTURE

(identifying aspects of the training that can be improved in the future).

Trainer hangs the prepared mind map in the training room so that it is visible to each of the participants.



Stages of presenting a mind map:

1. Presentation of the main goals of the training recorded on a previously prepared mind map.
2. The facilitator asks the participants about their expectations regarding the training and writes them down on a mind map using the activating method: brainstorming.
3. The instructor defines the 3 most important rules that apply during the training. Additionally, the instructor emphasizes the possibility of implementing 1 principle proposed by the training participants.
4. The last point of the mind map is part of the training evaluation. After the workshop, the tutor asks the participants how they evaluate the training and writes down their comments on a mind map.



III. MERITICS



Internet

A worldwide computer network, which is a collection of millions of local networks and individual computers from all over the world, based on the TCP/IP communication protocol. The Internet includes services such as the World Wide Web, e-mail and FTP (File Transfer Protocol).

File Transfer Protocol (FTP) is a network protocol for transferring files. It allows the exchange of commands and data between a computer or software, an FTP client and a server, or FTP host. An FTP server is a type of remote directory.

Internet search engine

A search engine is a web-based tool that enables users to find information on the web. It is a programme that searches and identifies items in a database that match keywords or characters specified by the user. It is most commonly used to search for specific sites on the web. Examples of popular search engines include Google, Yahoo ! and MSN.

How does an internet search engine work?

Search engines work by crawling hundreds of billions of pages using their own indexing robots. These indexing robots are commonly referred to as search engine bots or spiders. Search engine bots navigate the internet by downloading websites and following the links they encounter there to discover new, related pages.

The user enters keywords or key phrases into the search engine and is presented with a list of content results which, according to the search engine, best match the query entered. They are displayed in the form of a list of web pages, images, videos or other data, available online.

The most popular search engines in Poland

The most popular internet search engine, both in Poland and worldwide, is unquestionably Google. The brand has been building its strong position on the web for years, which is why it has long been at the top of such rankings. Many people choose to use this search engine precisely because of its popularity and reach; after all, Google has the largest number of indexed websites. In addition to the standard Google search, it is also possible to use image or voice search. A great advantage of Google search is that it has been enhanced with a number of additional free features, such as Google Maps, Google Books and Google Scholar. The search engine also interacts with platforms such as Analytics, Gmail, YouTube etc. In this way, you can operate even more efficiently and achieve better results. What are the disadvantages of Google search? Many users point out that Google collects a lot of data about users (in order to effectively tailor the advertisements displayed to them), so they are not assured of privacy when using the web.

List of top 5 most popular (in 2021) search engines on desktop devices in Poland according to Statcounter

Google - 90.89%

Bing - 5.77%

Yahoo! - 1.85%

MSN - 0.77%

DuckDuckGo - 0.39%



How do I create bookmarks in Google Chrome?

Creating bookmarks in Google Chrome is quick and easy. Bookmarks allow you to quickly switch between websites you visit frequently. You can create bookmarks for websites that you want to keep close at hand for quick access. You can also create bookmarks for pages you want to save for later. In this article, we'll show you how to create bookmarks in Google Chrome.

How to set up bookmarks in Google Chrome?

A STEP-BY-STEP GUIDE

Setting up bookmarks in Google Chrome is quick and easy. Here are the steps to set up bookmarks in your browser:

1. *Open Google Chrome and click on the icon of three horizontal dashes in the top right corner.*
2. *Select "Bookmarks" from the menu.*
3. *Click "Add bookmark" to add a new bookmark.*
4. *Enter the name of the bookmark and the URL of the page you want to add.*
5. *Click "Add" to save the bookmark.*
6. *To edit or delete a bookmark, click on the three horizontal dash icon in the top right corner and then select 'Bookmarks'.*
7. *Click on the tab you wish to edit or delete.*
8. *To edit the bookmark, enter a new name and URL and click "Save".*
9. *To delete a bookmark, click "Delete".*

Setting up bookmarks in Google Chrome is quick and easy. Once you have followed the steps above, you can use bookmarks in your browser.



How to use bookmarks in Google Chrome to organise your browser?

The organisation of the Google Chrome browser can be made easier with bookmarks. Bookmarks allow you to create groups of web pages that you can easily browse and move between. To use bookmarks, first open the web page you want to bookmark. Then click on the bookmark icon in the top right corner of your browser and select 'Add bookmark'. You can also add a bookmark by dragging the web page address into the bookmark bar. Once you have added a bookmark, you can edit it to adjust its name and position. You can also create bookmark groups to make it easier to move between web pages. To create a bookmark group, right click on the bookmark and select 'Create bookmark group'. You can also drag and drop bookmarks into groups to organise them. With bookmarks in Google Chrome, you can easily organise your web pages and move between them.



How to use bookmarks in Google Chrome to quickly access your favourite sites?

Using bookmarks in the Google Chrome browser is very simple and allows you to quickly access your favourite sites. To use this feature, first open the Chrome browser and type in the address of the page you want to visit. Then click the bookmark icon in the top right corner of the browser window. Once you click the bookmark icon, the page will be added to your bookmarks list. You can also add a bookmark to the bookmark bar by right-clicking on the bookmark icon and selecting 'Add to bookmark bar'. Once a bookmark has been added to the bookmarks bar, you can quickly open it by clicking on its icon. In this way, you can quickly access your favourite sites without having to type in their addresses.



Managing and deleting search history

When you search on Google with Web and App Activity enabled, data about your activity, including your search history, is stored in your Google account. Based on information about your activity in various services, Google can offer you more personalised features, such as app and content recommendations.

On the My Activity page you can:

- delete the search history stored in your Google account;
- manage your search settings, e.g. the activity data saved by Google and the time after which your history is to be automatically deleted.

Deleting search history

Important!

if you delete the search history stored in your Google account, it cannot be recovered.



You can remove selected activity data from the search history, as well as data from a specific day or custom date range or all activity.

On your computer, open your search history on the My Activity page.

Select the search history you wish to delete. Options to choose from:

- All search history: above the history, click Remove Remove all activity.
- Specific period: above the history, click Remove Remove results from a custom date range.
- Specific day: next to the day, click Remove all activity from [day].
- Specific activity type: next to the selected activity type, click Delete activity item.

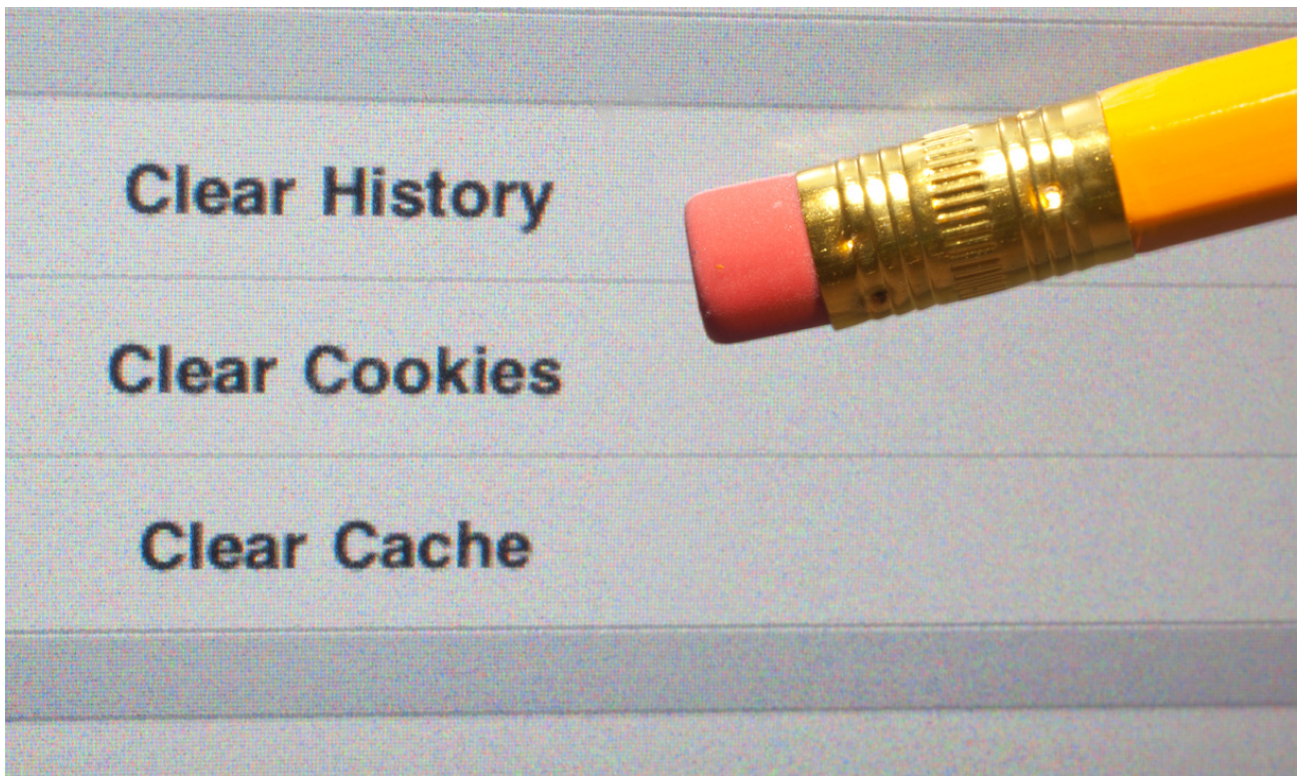
How do I clear my cache and cookies in the Chrome browser?

STEP 1. Click on the Chrome menu icon, which is located at the top right of the screen.

STEP 2. Select More Tools.

STEP 3. Then click Clear browsing data.

STEP 4. In the window that appears, select the time range and type of information you wish to delete.



How private browsing works in Chrome [incognito mode]?

If you browse the web in private mode, other people using the same device will not see your history.

Chrome does not save your browsing history or the information you enter on forms. Cookies and page data are saved for the duration of your browsing but are deleted when you exit incognito mode. You can choose to block third-party cookies when you open a new incognito window.

What happens when you browse in private mode?

Some information will not be visible or saved

When you close all browsing windows open in incognito mode, Chrome does not save:

- A) browsing history,
- B) cookies and website data,
- C) the information provided on the forms,
- D) powers granted to the parties.



To exit this mode, close all incognito windows. Your activity may still be visible.

In incognito mode, Chrome does not save information about your browsing activity in your local history. Your activity, such as your location, may still be visible. They can see it:

- the websites you access, including advertisements and the resources you use on them;
- the pages you log on to;
- employer, school representative or other person managing the network you use;
- Internet service provider;
- search engines.

Some of your data may still be visible.

An online service, website, search engine or service provider can access:

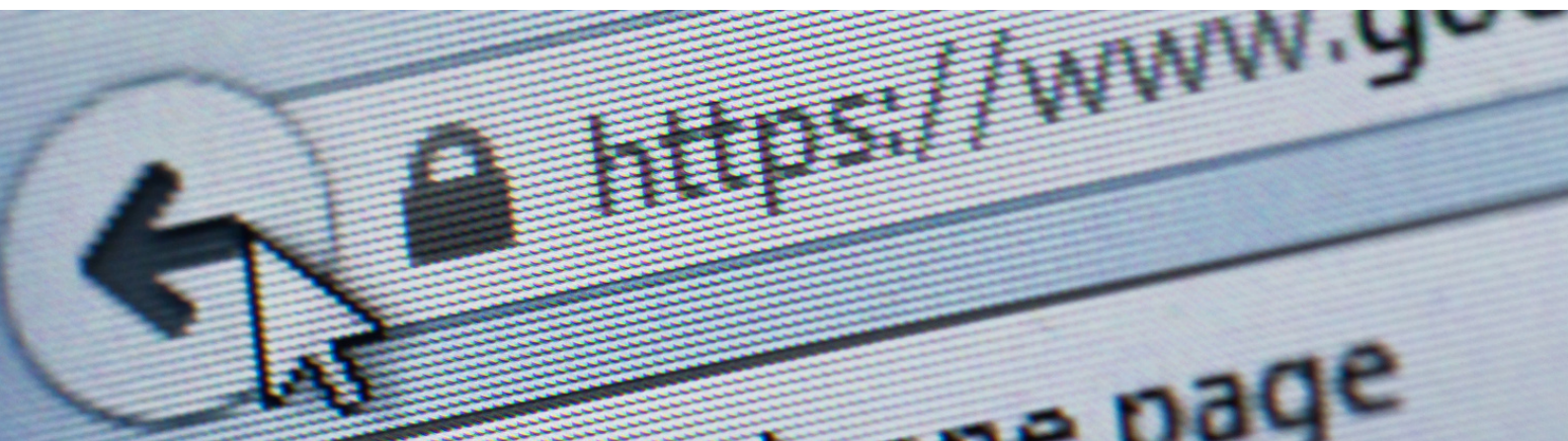
- IP address from which your general location can be determined;
- Your activity related to the use of the online service;
- Your identity if you log in to an online service such as Gmail.

You can still find and use your card details, passwords and contact information. In Chrome's incognito window, however, you cannot change your saved information. Chrome does not store files downloaded while browsing in private mode. However, they are saved in the Downloads folder even after you exit incognito mode. Any user of the device can see and open them. All bookmarks created are saved in Chrome. Some settings, including accessibility and bookmarking options, can also be saved in Chrome.

How to close incognito mode to stop private browsing?

Incognito mode runs in a separate window, separate from normal windows in Chrome. If you already have an incognito window open and you open another one, the private browsing session will continue in a new window. To exit this mode, close all incognito windows. If you see a number next to the Incognito icon in the top right corner, you have several incognito windows open. To close an incognito window:

- 1) On your computer, go to the incognito window.
- 2) Close the window:
 - Windows or Chrome OS: click Close in the top right corner.
 - Mac: click Close in the top left corner.



ONLINE RISK

Find out the 10 dangers!

1. Malware

Hackers are able to do a lot of damage if they use malware, or malicious software. This includes various types of viruses, such as:

- **computer worms** – programmes that have the ability to replicate and spread themselves. As a result, they cause a rapid depletion of the infected computer's resources,
- **adware** – a malicious virus that displays unwanted advertising messages in the browser and on the desktop, e.g. in the form of banners, pop-ups or toolbars. When clicked on, the user is redirected to the advertised website. Such programmes are usually not harmful, but they severely hamper the use of the computer,
- **spyware** – spyware that monitors user activity - e.g. pages viewed or programs run. A type of spyware is a keylogger, which is a programme that records keystrokes on the keyboard or takes screenshots,
- **ransomware** – a type of malware that has the ability to block access to a computer. To remove the lock, the victim is prompted to pay a ransom to a given bank account number.

Cybercriminals usually exploit vulnerabilities in the computer's operating system in order to install malware. It is also possible to unknowingly cause an infection by, for example, downloading an infected file from the internet or accessing an infected website.

Malware often pretends to be legitimate and useful software that turns out to be a Trojan. Detection of malware becomes particularly difficult if it is installed together with a rootkit, i.e. malicious code that hides dangerous processes on the system.

Hackers are also able to completely take control of a computer, which is enabled by an **exploit** - a programme that allows them to take over administrator privileges, for example to steal or delete files.

ONLINE RISK

Find out the 10 dangers!

2. SPAM

Another type of online threat is unsolicited messages, usually of an advertising nature. They are sent in bulk to many users. The adverts encourage users to click on a link, download a file or undertake a specific activity - such as making a purchase or using a service. Email and instant messaging are most commonly used to send SPAM.



3. Phishing

A serious type of online threat is phishing, i.e. techniques used by cybercriminals to mislead the user with the intention of gaining specific benefits. Cybercriminals impersonate well-known companies and institutions, e.g. the post office, courier service, police, court, law firm, bank, tax office, social security office, electricity provider or telephone company. They attempt to influence the emotions of their victims, usually by making them feel anxious or pressured for time. The aim of phishing campaigns is usually to gain access to a bank account or to obtain private data.

4. Breaking passwords that are too simple

Hackers are able to easily take over access to a bank account, email, online shop or other online services. The fastest they will be able to crack are simple and commonly used passwords, such as those consisting only of first names or consecutive numbers.

ONLINE RISK

Find out the 10 dangers!

Configuring two-factor authentication (2FA)

What is two-factor authentication (2FA)?

Two-factor authentication (often shortened to 2FA) provides a 'double check' that you really are the person you say you are when using online services. This method is available for most common online services, such as banking, email or social media. When setting up 2FA, the service will ask you to provide a 'second component' that only you have access to. The second ingredient can be different things - it could be a code sent to you by SMS or created by an app installed on your mobile device. It could be a pre-generated list of codes that you keep in a safe place.

For example

Online banking has a legal obligation to use two-factor authentication to reduce the risk of unauthorised access to customer accounts.

Why should I use 2FA?

Passwords can be stolen by cybercriminals, potentially giving them access to your online accounts. However, accounts configured to use 2FA will require additional controls, so even if a criminal knows your password, they will not be able to access your accounts.

Experts recommend using 2FA on 'important' accounts; these are usually 'high-value' accounts that protect information you really care about, and would cause the most damage if passwords to these accounts were stolen. Using 2FA for email is also recommended, as criminals who gain access to your inbox can use it to reset passwords on other accounts.

ONLINE RISK

Find out the 10 dangers!

How to configure 2FA?

Some online services will have 2FA enabled straight away. However, most do not have this option, so you will need to enable it yourself to provide additional protection for other online accounts such as email, social media and cloud storage. If the option to enable 2FA is available, it is usually found in your account security settings (where it may be called 'two-step verification').

5. Inappropriate content for minors

Children are particularly vulnerable on the internet and may be exposed to inappropriate content for them, such as pornography, material promoting violence or illegal and criminal activities.

6. Assuming a false identity

There are many criminals online who assume false identities, such as matrimonial scammers. They can most often be encountered on social networks and in online chat rooms.

7. Internet hate speech and fake news

The feeling of anonymity leads many users to post opinions online that they would not be able to express in the real world. Thus, a great deal of what is referred to as hate speech can be found online. These are messages full of aggression, vulgarities, harsh criticism and offensive remarks. Hate speech can be related to discrimination, e.g. based on gender, race, religion, worldview or sexual orientation.

True and reliable content is not always published online. Often, news stories are posted as a joke or with the intention of intentionally misleading users. On the basis of fake news, a large proportion of them take harmful actions.

ONLINE RISK

Find out the 10 dangers!

8. Networking

There is also a considerable risk of falling into network addiction. This phenomenon involves using the internet in a dysfunctional way. The sufferer feels an inner compulsion to be online and has no control over the time they spend online. He or she often neglects other aspects of life, such as work, school or home responsibilities, and significantly reduces contact with other people in the real world.

9. Making private photos, recordings and messages public

If you use the Internet carelessly, you can also put your good image at risk. There is a danger that private photographs or videos posted online will be made public without the owner's consent.

10. Fake online shops

A large proportion of internet users make their purchases in online shops and auction sites. This is convenient and time-saving. However, there are many fraudsters online who set up fake shops and place misleading offers. The customer who falls victim to these scammers does not receive the ordered goods after payment.



THE INTERNET OF THINGS

The Internet of Things (IoT) refers to a network of physical objects - 'things' - which are equipped with sensors, software and other technologies to connect and exchange data with other devices and systems via the internet. These devices range from simple household items to sophisticated industrial tools.

Why is the Internet of Things (IoT) so important?

Over the past few years, IoT has become one of the most important technologies of the 21st century. Now that we can connect everyday objects - kitchen appliances, cars, thermostats, automatic nannies - to the internet via embedded devices, seamless communication between people, processes and objects is possible.

Using low-cost computing, cloud, big data, analytics and mobile technologies, physical objects can share and collect data with minimal human intervention. In this highly connected world, digital systems can record, monitor and adjust every interaction between connected things. The physical world meets the digital world - and they work together.

What technologies have made the IoT possible?

The idea of the Internet of Things has been around for a long time, but thanks to advances in many different areas, it can be put into practice.

- **Access to low-cost sensors with low power consumption.** Affordable and reliable sensors mean that more and more manufacturers can take advantage of IoT technology.
- **Connectivity.** A range of network protocols for the internet has made it easier to connect sensors to the cloud and other 'things', enabling efficient data transfer.
- **Cloud computing platforms.** The increasing availability of cloud platforms allows both companies and consumers to access the infrastructure they need to scale up without having to manage it.

THE INTERNET OF THINGS

- **Machine learning and analytics.** With advances in machine learning and analytics, and access to diverse and vast amounts of data stored in the cloud, companies can get information faster and easier. The emergence of these related technologies continues to push the boundaries of IoT, and the data generated by IoT also feeds into these technologies.
- **Conversational artificial intelligence (AI).** Advances in neural networks have made natural language processing (NLP) in IoT devices (such as digital personal assistants Alexa, Cortana and Siri) attractive, affordable and possible in the home.

What are cookies / biscuits?

Cookies are small files which are saved and stored on your local computer or other device when you visit various websites on the internet.

A "cookie" usually contains:

- basic information on the name of the originating website,
- the "lifespan" of a cookie - i.e. how long it is set to exist on your computer,
- a randomly generated unique number used to identify the browser used to connect to a website.

Cookies are IT data, in particular text files, which are stored on a website user's terminal equipment. Cookies are mostly used to optimise the use of websites. They are also used to collect statistical data which make it possible to identify users' use of websites. This makes it possible to subsequently improve the structure and content of the website.

What can cookies be used for?

THE INTERNET OF THINGS

Cookies may be used for:

- adapting the content of websites to the user's preferences and optimising the process of website use - in particular, these files allow for the recognition of a website user's device and appropriate display of the website, adapted to the user's individual needs,
- to create statistics which help us to understand how visitors use the websites, so that we can improve their structure and content,
- maintaining the session of the website user (after logging in), thanks to which the user does not have to re-enter the login and password on each sub-page of the website (e.g. Home.pl Customer Panel, Home.pl Mail),
- to provide users with advertising content more tailored to their interests.

What can disabling cookies on my browser do?

Switching off the use of "cookies" may cause difficulties in using some services on the website, in particular those requiring a login. However, disabling the option of accepting "cookies" does not result in the inability to read or view content placed on the website - with the exception of content the access to which requires a log-in.

Part I

WORK CARD 1

Based on your own knowledge and experiences, create a definition of online threats.

Internet threats are:

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Part I

WORK CARD 2

Suggest ways to prevent cyberbullying.

Possible ways to prevent cyberbullying:

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Part I

WORK CARD 3

Suggest ways to prevent financial data theft and phishing.

Possible ways to prevent financial data theft and phishing:

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Part I

WORK CARD 4

Suggest ways to prevent dangerous friendships.

Possible ways to prevent dangerous friendships:

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Part I

WORK CARD 5

Suggest ways to prevent internet addiction.

Possible ways to prevent internet addiction:

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Part I

TASK 1

Create a Google account.

NOTES:

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Part I

TASK 2

Establish two-step security on your email and social media accounts.

NOTES:

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PRINCIPLES FOR SAFE USE OF THE INTERNET

We mainly have to take care of our online security ourselves but there are also cyber security specialists to help us with this. They create applications and programmes:

- antivirus,
- anti-spam,
- data encryption,
- securely carrying out the log-in process,
- excluding emerging security vulnerabilities in the software.

Remember!

Use anti-virus software, use two-factor authentication and update your browser as required.

Relying solely on such solutions, without using common sense, will not be enough. The Internet is teeming with fraudsters just waiting to swindle your details or sneak into your bank account.

How do we make it harder for them?

- Create difficult-to-guess passwords.
- Use only trusted networks.
- Only download files from verified sources.
- Check that the website you are using has a security certificate (the closed padlock you will find to the left of the web address).
- Avoid accessing links from unknown persons.
- Never give out your personal information to anyone on the internet.
- Report computer security incidents to the NASK CSIRT or to law enforcement agencies.
- When you are not using the camcorder, turn it off in the driver settings.

THE BEST PROGRAMMES TO HELP KEEP YOU SAFE ONLINE

Malwarebytes - an effective virus scanner

One of the best scanners for detecting and removing malware, it can handle all sorts of malware:

- detects and removes viruses, worms, trojans, spyware and unwanted adware that silently installs itself in web browsers.

AdwCleaner

A world-renowned programme for finding and removing probably unwanted PUP software on personal computers running Windows.

- detects spyware and adware toolbars, as well as any pests designed to alter key web browser settings.

Atlas VPN

A programme to browse the web anonymously and increase the level of security regarding our privacy.

- gives the option of routing all traffic through a user-defined server, which allows access to content that is in different countries, but also takes care of protecting our data by masking the IP address.

THE BEST PROGRAMMES TO HELP KEEP YOU SAFE ONLINE

F-Secure ID PROTECTION

The most popular identity protection programme.

- Analyses the activity of our data, which we provide in advance in the application. It provides round-the-clock protection via online monitoring and alerts us to possible privacy breaches. It also provides the ability to create and store passwords, preventing the theft of logins.

Tor Browser

PA web browser that protects us from surveillance, tracking and censorship. This is made possible by the Tor distributed network:

- works by means of data transfer, which takes place in Tor Browser via relays activated by volunteers around the world. Furthermore, all traffic is transmitted and encrypted three times which makes it very difficult to control our connection.

IObit Protected Folder

The last of the recommended programmes protects folders and files stored on external and internal drives.

- functions as a virtual data vault, providing the opportunity to store private and business documents in an isolated location. This helps to increase the level of privacy protection against uncontrolled access by third parties.

Part II

TASK 3

Assign A, B or C according to the strength of the safe password. (15 min)

a - very strong

b - moderately strong

c - weak

PASSWORD:

...qwer

...asd1234*&

...098tyu#@#

...12345

...kot1256*#&

...0987qwer

...abcd1234

Part II

TASK 3 (DLA PROWADZĄCEGO)

Assign A, B or C according to the strength of the safe password. (15 min)

- a - very strong
- b - moderately strong
- c - weak

PASSWORD:

...qwer

...asd1234*&

...098tyu#@#

...12345

...kot1256*#&\$

...0987qwer

...abcd1234

SOLUTION

C - qwer

A - asd1234*&

A - 098tyu#@#

C - 12345

C - kot1256*#&\$

B - 0987qwer

B - abcd1234

Part II

WORK CARD 6

List three basic rules for safe use of the Internet.

1).....

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2).....

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3).....

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Part II

TASK 4

For the situations described below, write the appropriate reaction to the event.
(15 min)

SITUATION	REACTION
You receive a message on one of the instant messengers from your friend that reads: "Hello Dorothy, I feel very silly to ask you this but I am having financial problems and could you lend me £500 by next week? Just click on this link www.blikopqw.pl and enter your card details. I would be very grateful to you."	
You see a post shared on one of the social networks about a collection for a sick girl from your village, who you know and know is not sick.	
You open your email and see a message from one of the parcel carriers. It informs you in this email that a parcel has set out to you and if you want more details you need to click on the link www.kuriersledzeniepaczki.pl .	
You log on to your online bank and suddenly the page redirects you to a site that is unknown to you, which does not have a certificate and asks for your login details.	

Part II

WORK CARD 7

Describe a situation where you or someone close to you has been the victim of an online scam.

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CREATIVE SURFING ON THE INTERNET

How to surf the web creatively?

► Look for inspiration in art and culture. You can browse online art galleries, read film reviews, discover new music genres or look for inspiration in fashion and design.



Join online communities related to your interests. You can find discussion forums or groups on social networks where you can exchange information and ideas with people with similar interests.

► Look for interesting articles and opinions on topics that interest you. You can browse news portals or blogs for expert opinions or to find out about new trends.

Look for online courses and training. You can find many free or paid courses in a variety of fields to help you develop your skills or gain new ones.

Find interesting podcasts or channels on YouTube. You can listen to interesting interviews or watch inspiring videos on topics that interest you.

!IMPORTANT!

However, it is important to remember to be safe when browsing the Internet. Always avoid suspicious sites that may contain viruses or other malware.

RECOMMENDED PAGES:

- <https://epale.ec.europa.eu/en>

ABOUT EPALE

- EPALE is a European, multilingual, open-to-all community of adult learning professionals, including adult educators and trainers, counsellors and consultants, researchers and academics, and policy makers.
- The EPALE platform is funded by the Erasmus+ programme. It is part of the European Union's strategy to promote learning opportunities for all adults.
- EPALE does this by supporting and empowering the adult learning professions. It enables members to connect with colleagues across Europe and learn from each other through blog posts, forums and a partner search tool, as well as face-to-face meetings.
- EPALE provides a wealth of high-quality, accurate information of interest to practitioners in the adult learning sector. Over time, more and more of this content should be provided by the members themselves. [Find out more about how to join the EPALE community.](#)

EPALE has a robust editorial policy that also focuses on the adult learning community. We want all our users to feel comfortable with the site and to have confidence in the information presented on the platform.

The EPALE platform is managed on a day-to-day basis by the Central Office with the help of [37 National Offices across Europe](#). We aim to involve users in all stages of building the EPALE platform so that it meets your expectations and offers what you need to stay on top of developments in adult learning in Europe.

RECOMMENDED PAGES:

- <https://epale.ec.europa.eu/en>

The EPAL platform is funded by the Erasmus+ programme budget through the European Executive Agency for Education and Culture. DG EAC can be contacted at eac-epale@ec.europa.eu or by post:

European Commission

DG Education, Youth, Sport and Culture

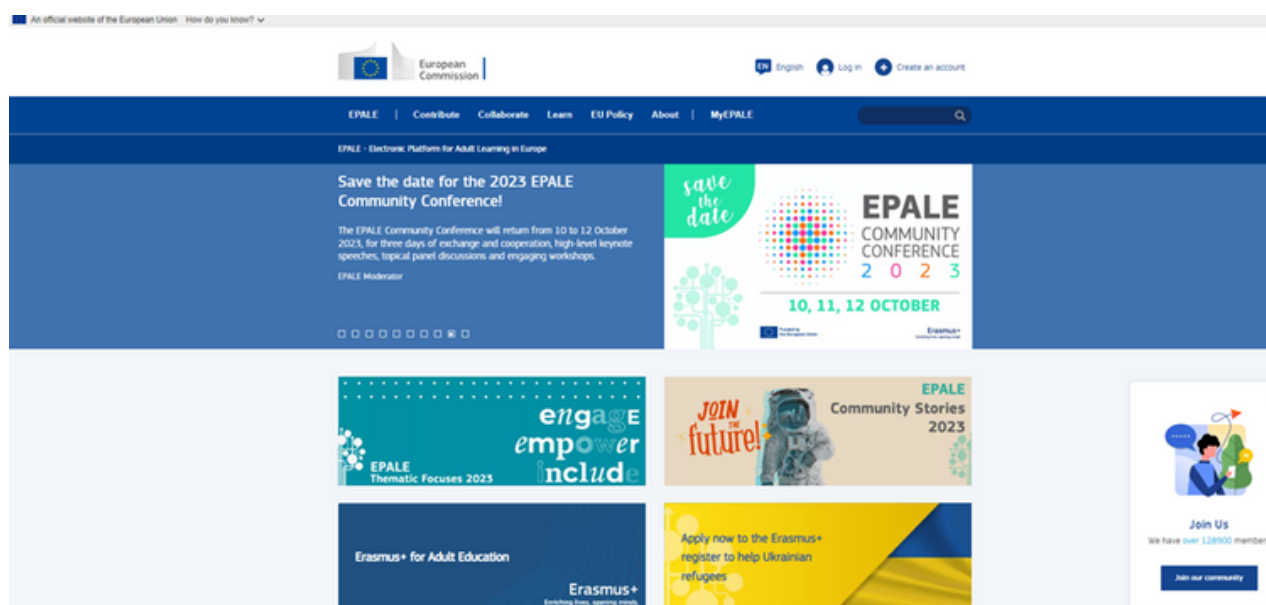
EACEA A2 - Erasmus+: Platforms, Skills and Innovation

Office SPA2 03/100

Avenue du Bourget1

BE - 1049 Brussels/Belgium

Please be informed that: news, opinions and material published on the EPAL website are not endorsed by the European Commission.



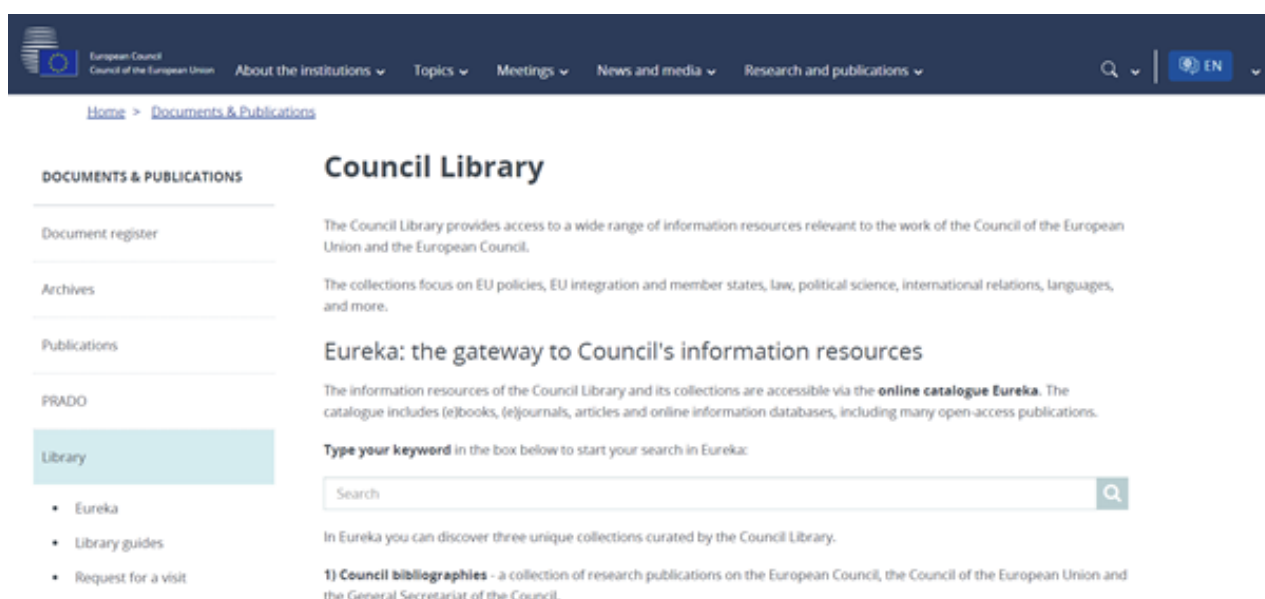
Source: <https://epale.ec.europa.eu/en>

RECOMMENDED PAGES:

- <https://www.consilium.europa.eu/pl/>

This portal is the official portal of the EU Council and the European Council. It is overseen by the General Secretariat of the Council, the body which serves both institutions.

Under the heading 'SOURCES AND PUBLICATIONS' you will find a great deal of interesting information and material on various topics: <https://www.consilium.europa.eu/pl/documents-publications/educational-resources-teach-le> Portal ten jest oficjalnym portalem Rady UE i Rady Europejskiej. Czuwa nad nim Sekretariat Generalny Rady, czyli organ obsługujący obie te instytucje. [arn-play/](https://www.consilium.europa.eu/pl/documents-publications/educational-resources-teach-le)

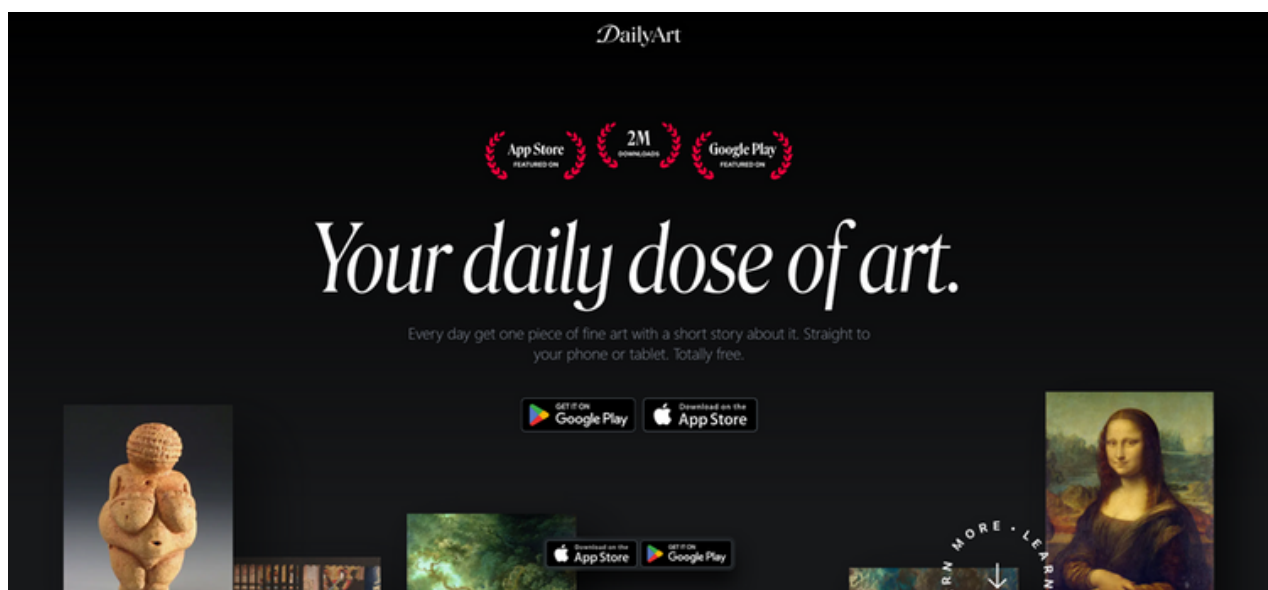


Source: <https://www.consilium.europa.eu>

- <https://www.getdailyart.com/>

DailyArt Daily Dose of Art is a mobile app that brings a classic work of art to your phone every day, along with a short story about it.

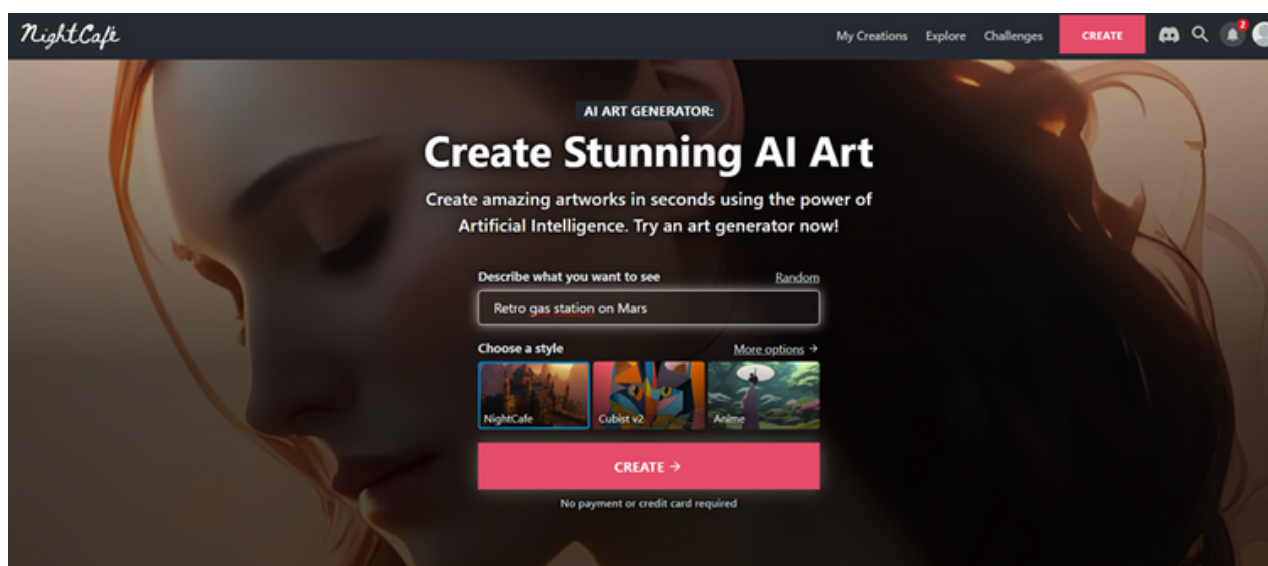
RECOMMENDED PAGES:



APPLICATION IS FREE.

- <https://creator.nightcafe.studio/>

NightCafe Creator is an AI Art Generator application with multiple methods for generating AI graphics. Using neural style transfer, you can turn your photo into a masterpiece.



Source: <https://creator.nightcafe.studio/>

RECOMMENDED PAGES:

- The websites of the National Agencies in Poland, Ireland and Bulgaria
- <https://www.frse.org.pl/>

Foundation for the Development of the Education System National Agency of the Erasmus+ Programme and the European Solidarity Corps

Jerozolimskie Avenue 142A, 02-305 Warsaw

NIP: 526-10-00-645

KRS: 0000024777

REGON: 010393032

+48 22 463 11 01

kontakt@frse.org.pl

About FRSE

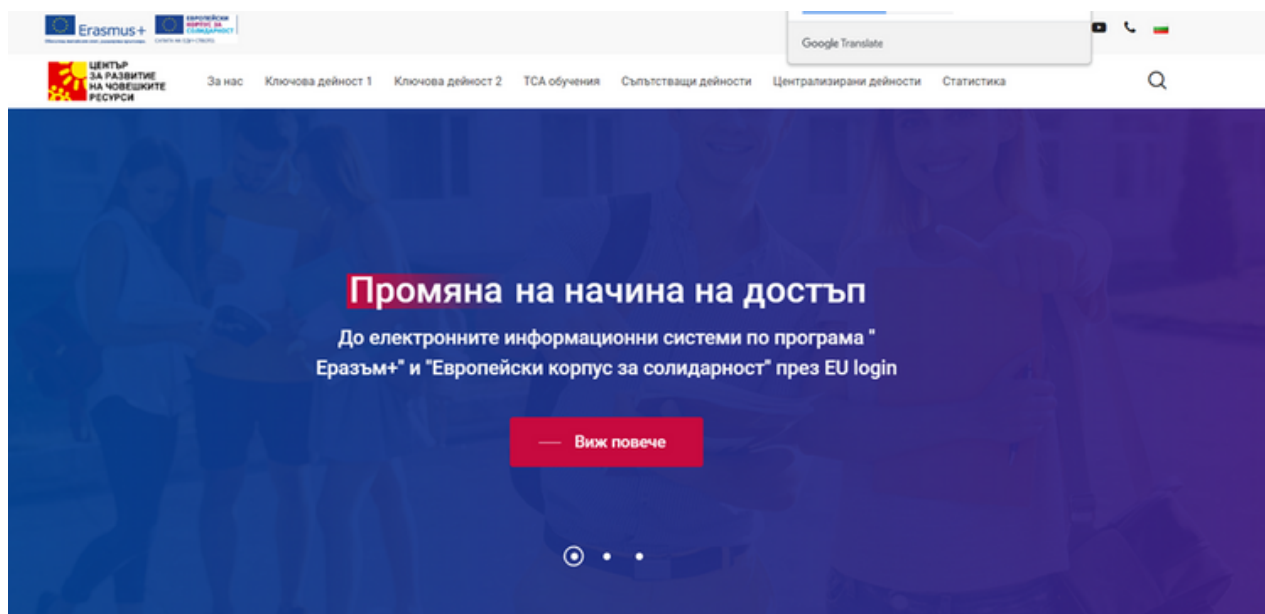
Since 1993, we have been managing European programmes, projects and initiatives that make it possible to broaden basic or specialised knowledge, acquire new skills and competences through formal, non-formal and informal forms of learning, and allow the development of interests and passions through activities undertaken in other countries and in local communities.



Source: <https://www.frse.org.pl>

RECOMMENDED PAGES:

- Human Resource Development Centre (HRDC)



**School Education, Vocational Education and Training, Higher Education,
Adult Education, Youth, Bulgaria**

National Agency Code: BG01

Address: 15, Graf Ignatiev Street, 3th floor 1000, Sofia Bulgaria

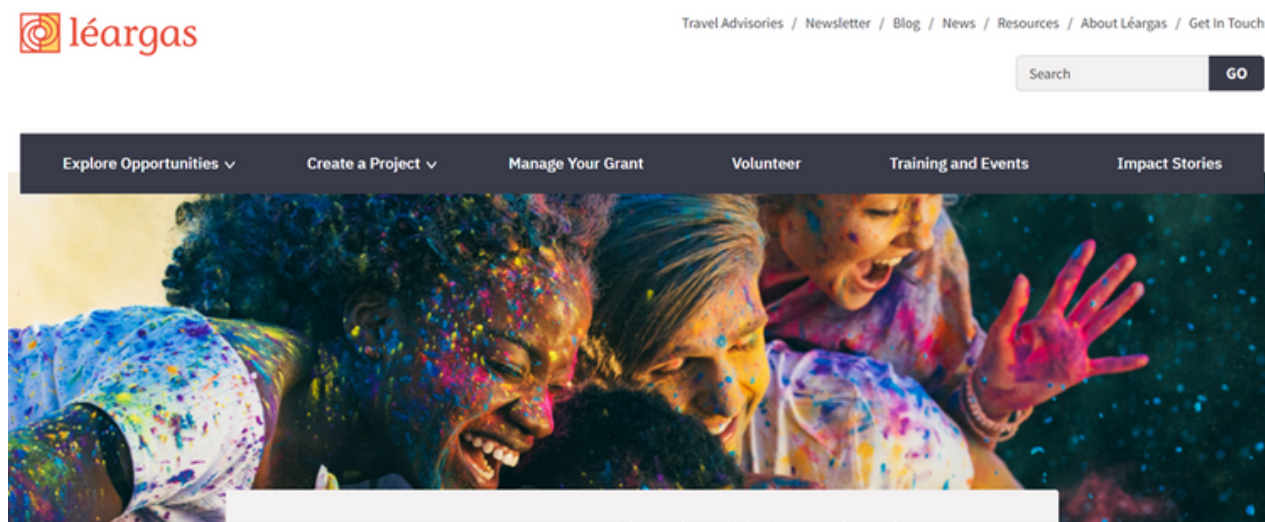
Phone number: +359 2 91 550 10

Email: hrdc@hrdc.bg

Website: <http://www.hrdc.bg/>

RECOMMENDED PAGES:

- Léargas



School Education, Vocational Education and Training, Adult Education, Youth, Ireland

National Agency Code: IE01

Address: King's Inns House Parnell Street Dublin 1 D01 A3Y8 Ireland

Phone number: +353 1 8871280

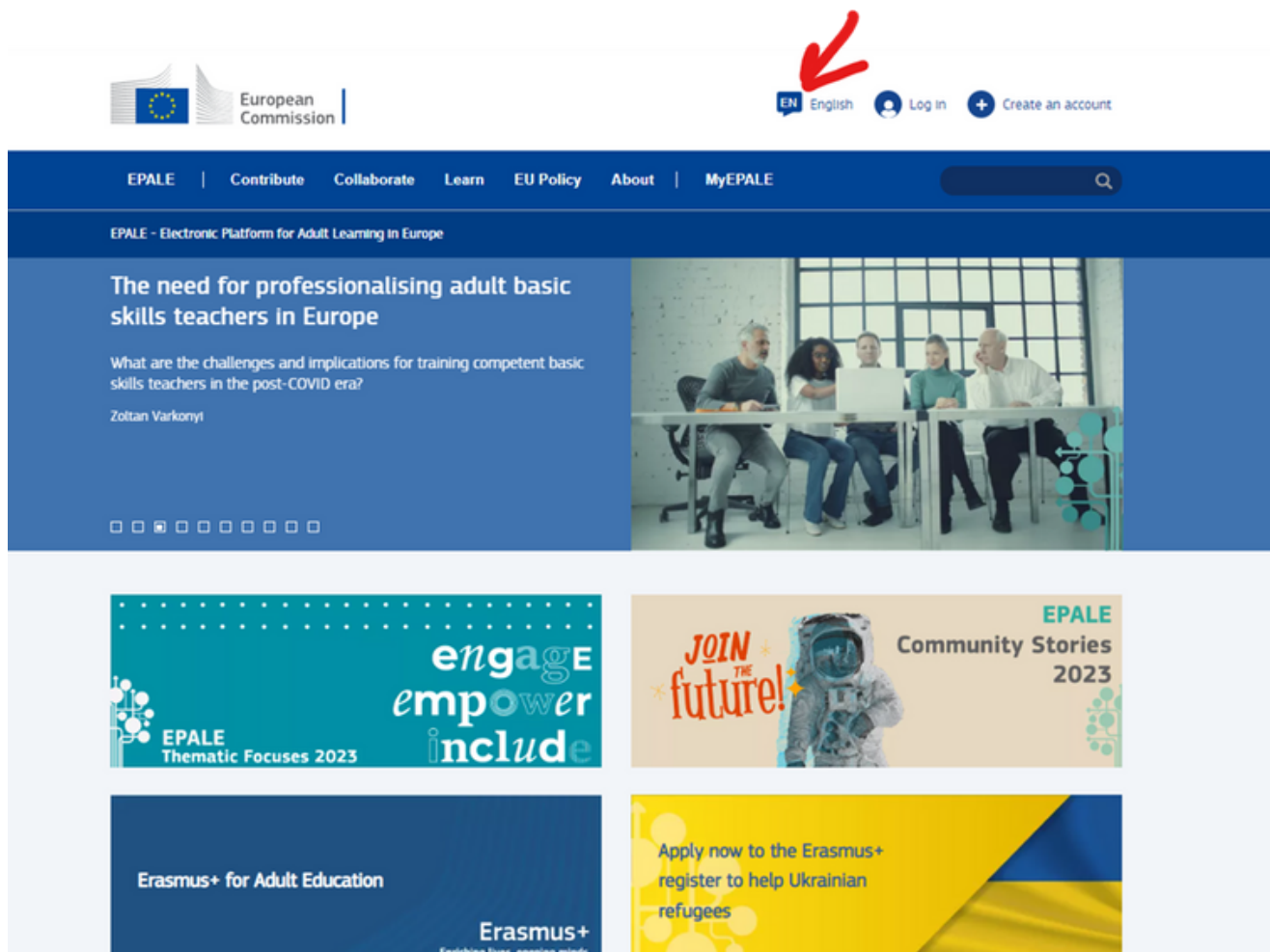
Email: info@leargas.ie

Website: <http://www.leargas.ie/>

Part III

TASK 5

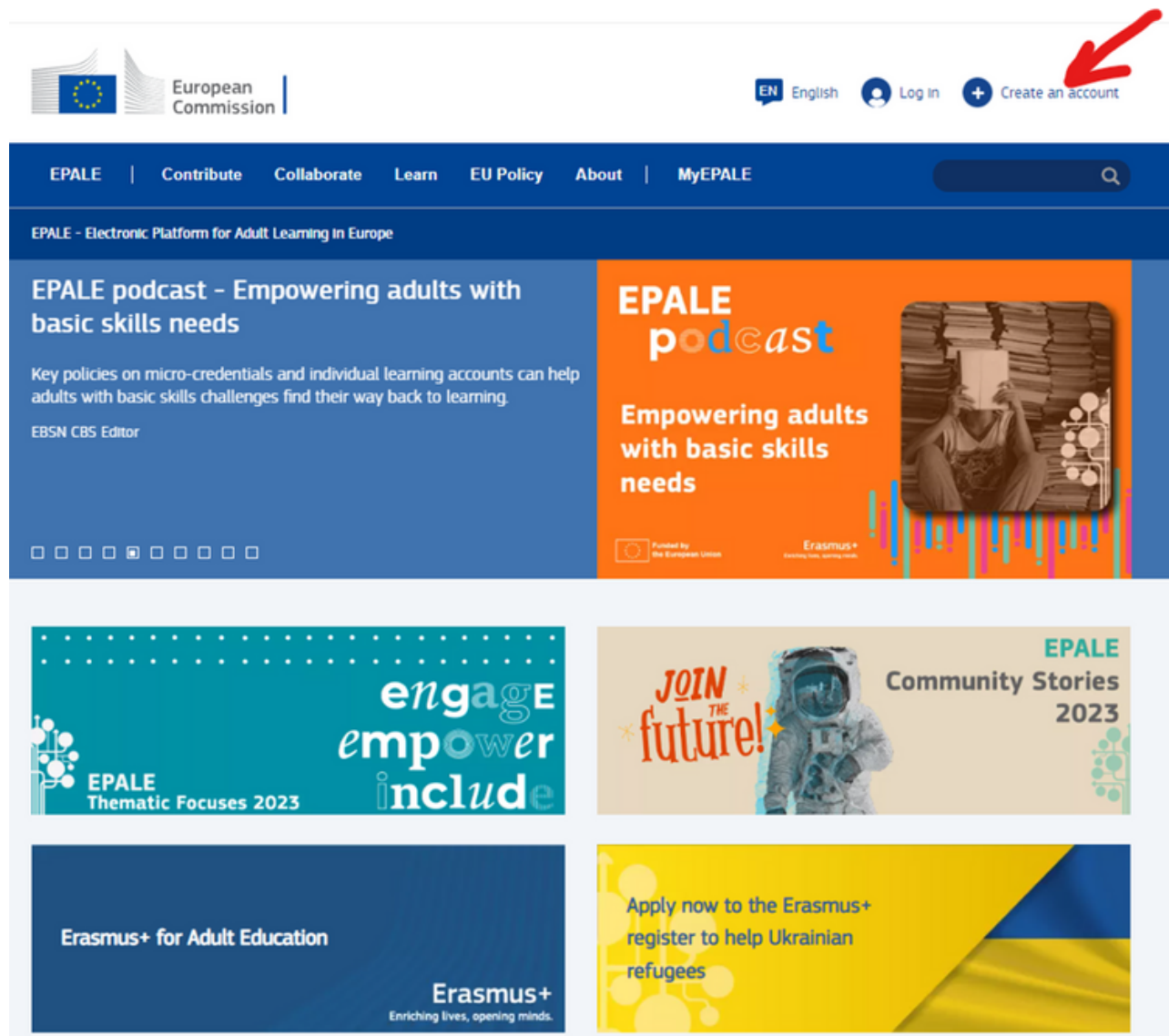
Change the language on the EPALE platform to your native language:
<https://epale.ec.europa.eu/en>.



Part III

TASK 6

Create an account on the EPALE platform: <https://epale.ec.europa.eu/en>



The screenshot shows the EPALE (Electronic Platform for Adult Learning in Europe) homepage. At the top, there is a header with the European Commission logo on the left and navigation links for 'English', 'Log in', and 'Create an account' on the right. A red arrow points to the 'Create an account' button. Below the header is a dark blue navigation bar with links: 'EPALE', 'Contribute', 'Collaborate', 'Learn', 'EU Policy', 'About', and 'MyEPALE'. A search bar is located on the right side of this bar. The main content area features a large blue banner for the 'EPALE podcast - Empowering adults with basic skills needs', which includes a description and a list of social media icons. To the right of the podcast banner is a smaller orange banner with the same title and a photo of a person reading. Below these are four smaller banners: 'engage empower include' (EPALE Thematic Focuses 2023), 'JOIN THE future!' (EPALE Community Stories 2023), 'Erasmus+ for Adult Education', and 'Apply now to the Erasmus+ register to help Ukrainian refugees'.

Part III

TASK 7

On the website: <https://www.consilium.europa.eu> under "SOURCES AND PUBLICATIONS" find a publication on adult education.

The screenshot displays the Consilium.europa.eu website interface. At the top, the European Council logo and navigation links (Eureka, E-journals, E-books, Databases, Request title, Pressreader) are visible. A search bar contains the query "edukacja dorosłych". Below the search bar, the results are listed on "PAGE 1" showing "1-10 of 12 Results". The first result is a book titled "Edukacja i szkolenia dorosłych w Europie: ścieżki prowadzące do umiejętności i kwalifikacji" by the Luxembourg: Publications Office, 2022. It is marked as "OPEN ACCESS" and "Full text available". The second result is a book titled "Wörterbuch der Pädagogik : [in 3 Bänden]" by Willmann-Institut; Rombach, Heinrich [ed.], Freiburg u.a.: Herder, 1977. The third result is a multiple version titled "LOSBLADING ONDERWIJSKUNDIG LEXIKON". On the right side, there are filters for "Tweak my results", "Sort by Relevance", "Resource Type" (Books (11), Articles (1)), "Creation Date" (From 1977 To 2022), and "Availability" (Full Text Online, Open Access).

Part III

TASK 8

Search for the 'DAILYART' app on your phone and download. Share the artworks indicated in the app with the other participants.

Moiseum

Zawiera reklamy · Zakupy w aplikacji

4,9★
201 tys. opinie

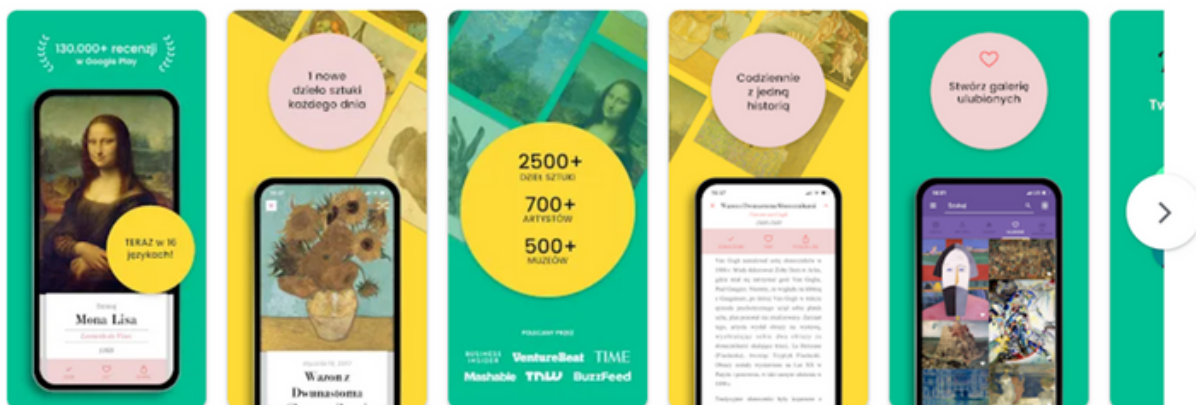
1 mln+
Pobrania

3
PEGI 3

Zainstaluj

 Dodaj do listy życzeń

 Ta aplikacja jest dostępna dla Twojego urządzenia



APPLICATIONS TO AID SURFING

ASYSTENT GOOGLE

Google Assistant is an application developed by Google to search for information and help users with everyday tasks. It acts as an intelligent personal assistant. This functionality is available on mobile devices and smart home devices.

Users' communication with the Google Assistant is usually by voice, but it is possible to communicate in written form. With the Google Assistant, the user will be able to get an answer to a question he or she has posed, search for the information he or she needs on the Internet, be in control of smart home devices, manage his or her calendar, shop or make reservations.

The intelligent personal assistant is available in the following languages: Polish, French, Hindi, Spanish, Indonesian, Japanese, Korean, German, Portuguese, Thai, Italian and English. It works on mobile devices with the following operating systems: Android, iOS, KaiOS, Chrome OS, WearOS. [1]



[1]https://pl.wikipedia.org/wiki/Asystent_Google#cite_note-1

APPLICATIONS TO AID SURFING

SIRI

Siri is a web-assistance application that is similar to the Google Assistant in its functionality. It too is regarded as an intelligent personal assistant. What makes it different from the Google Assistant is that it is part of the following operating systems: iOS, watchOS, MACOS and tvOS. This means that the tool can be used not only on Apple phones or tablets, but also on MacBook laptops, HomePod speakers, AirPods headphones or Apple TV media players. With Siri, Internet users can initiate a phone call, write an SMS or email message, manage social networks, get information about the weather, the best route or location, get answers to their questions, launch another application on their phone, set an alarm clock, play a song or note an appointment on their calendar. The Siri app understands 21 languages, including English, French and German. Unfortunately, it does not yet recognise Polish. [2]



[2]<https://www.orange.pl/poradnik/smartfony-i-inne-urzadzenia/asystent-siri-co-to-jest-i-do-czego-moze-sluzyc/>

Part IV

TASK 9. Intelligent assistant (20 min)

Workshop participants will be tasked with installing the Google Intelligent Assistant and then issuing a voice command. Participants can ask for the weather, a recipe, make a phone call or write an email, among other things.

EXAMPLE SENTENCE FOR THE LEADER:

Your task will be to install the Google Intelligent Assistant and then issue a voice command. You can ask for the weather, a recipe, make a phone call or write an email, among other things. You have 20 minutes to complete this task.

Part IV

WORK CARD 8

Install the Google Intelligent Assistant app and then give it a voice command according to your preferences. You can ask about the weather, a recipe, make a phone call or write an email, among other things.

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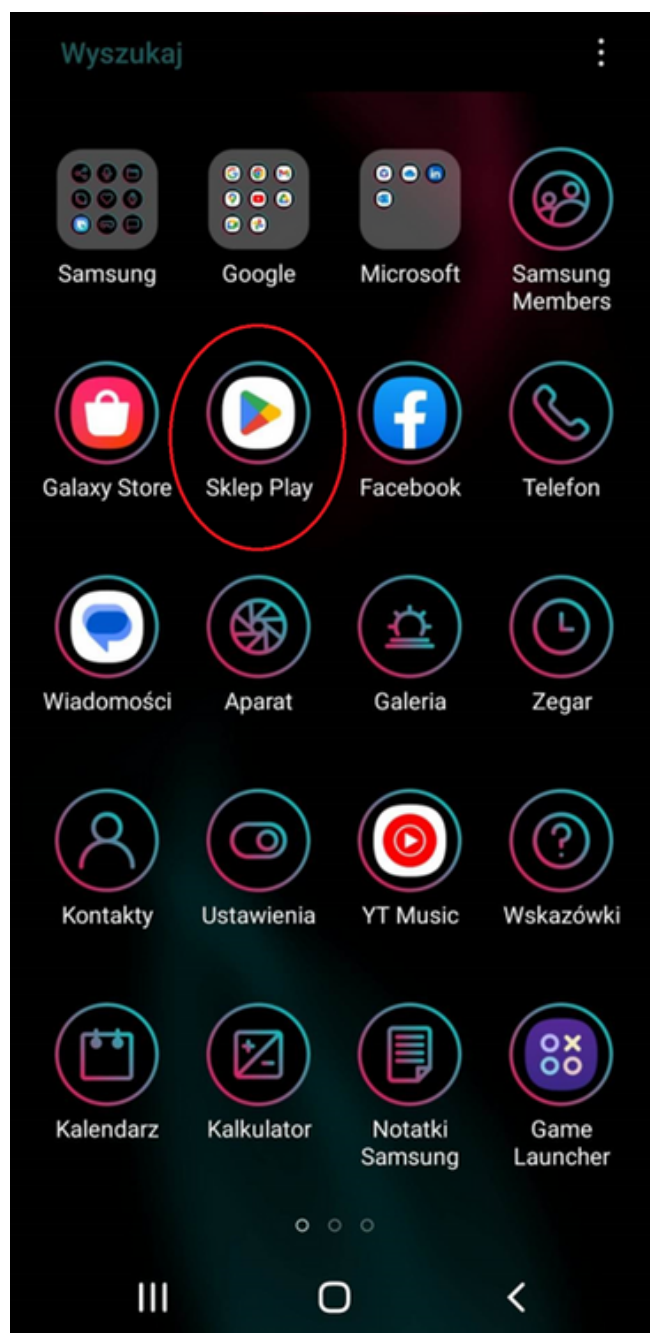
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INSTRUCTIONS

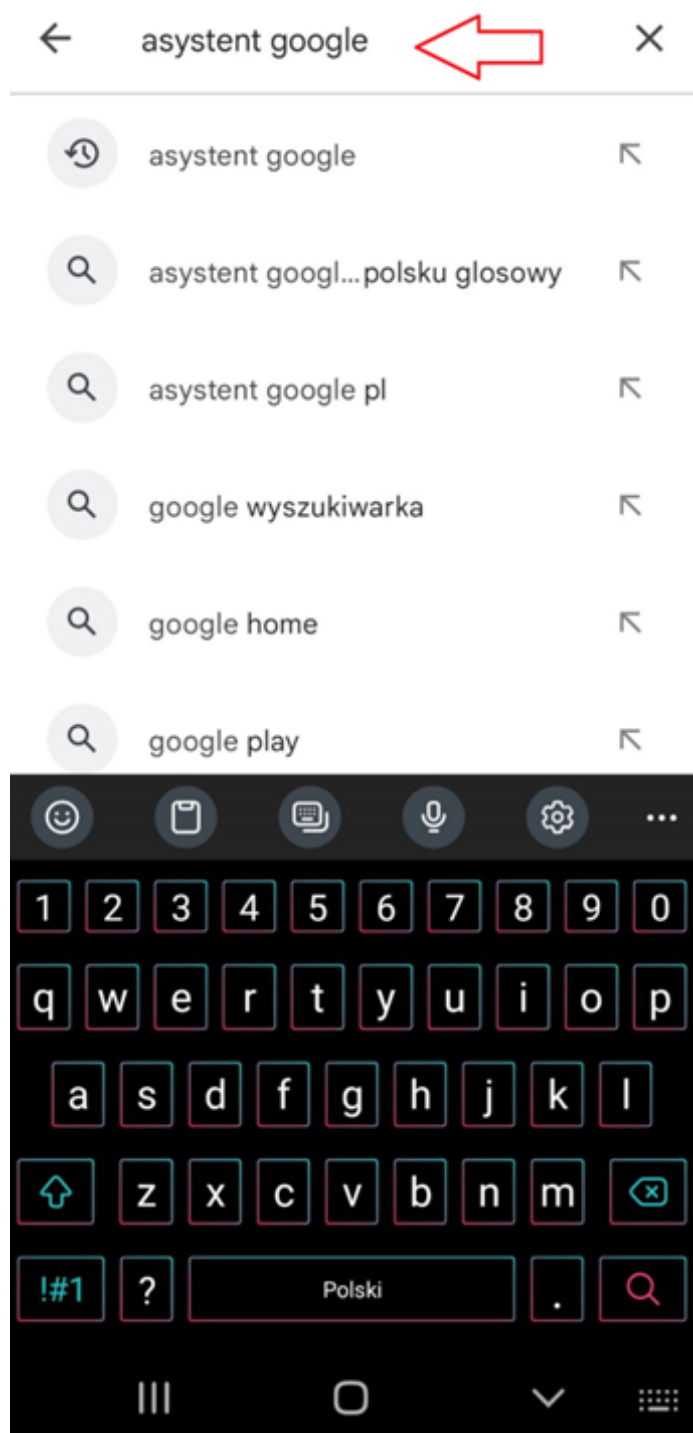
STEP 1. Download the Google Assistant app and then open it (step 1 dedicated to those who do not have the Google Lens app downloaded on their phone).

Open the Play Store.



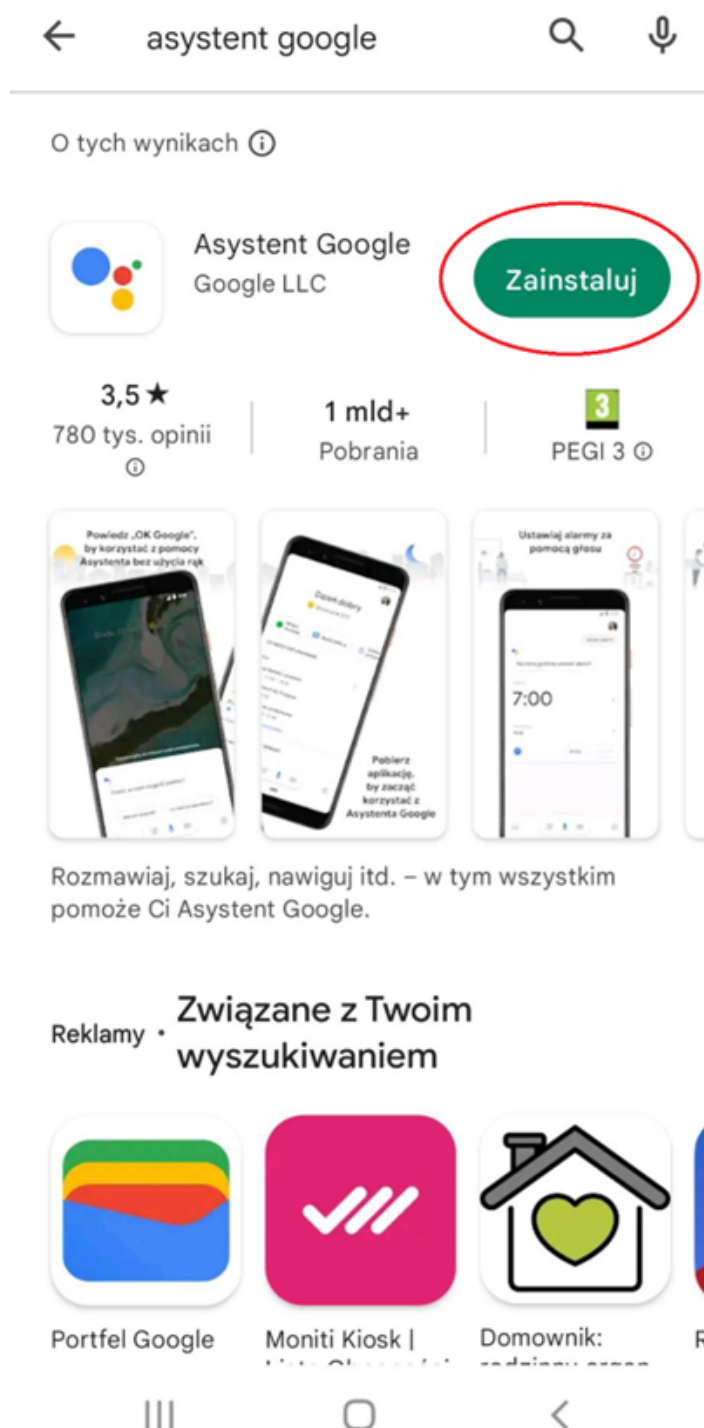
INSTRUCTIONS

Then enter the name of the application in the search field.



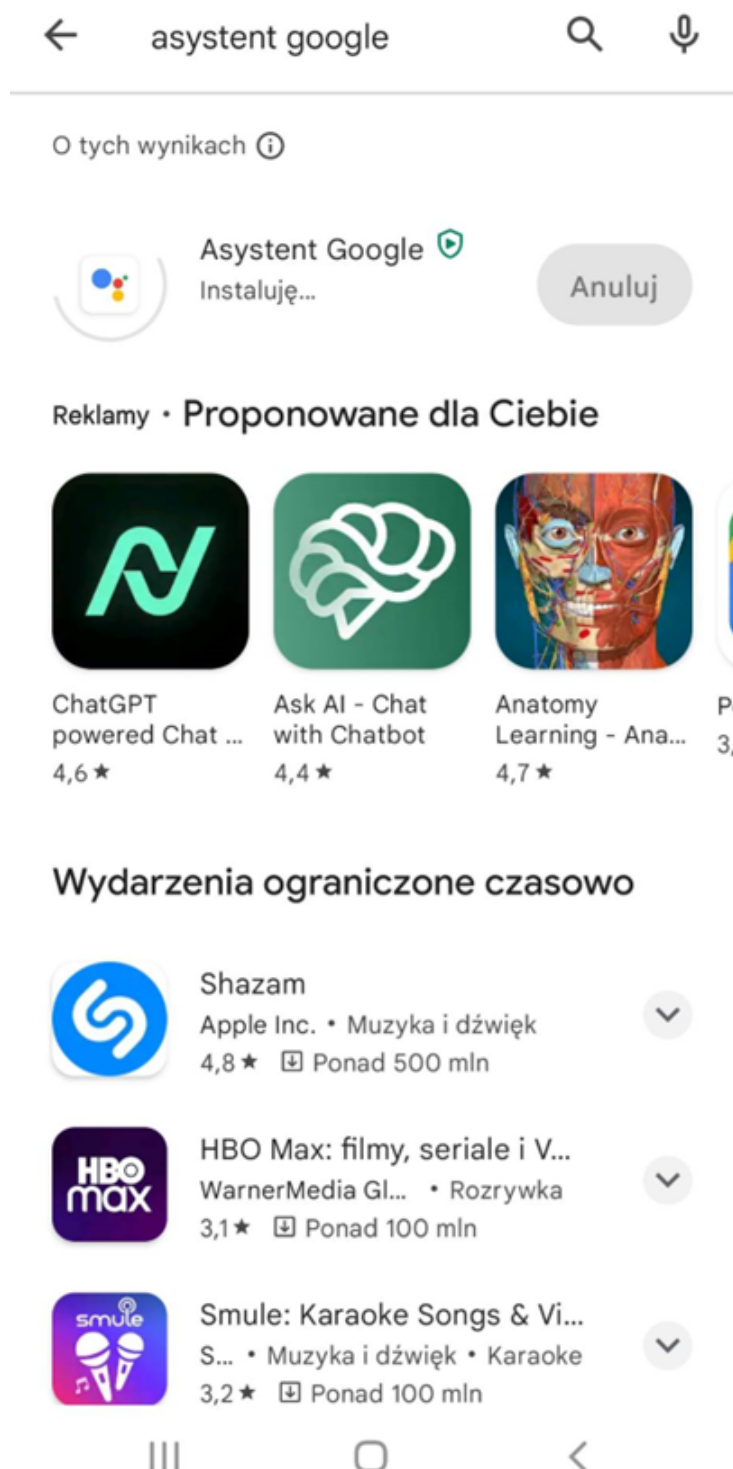
INSTRUCTIONS

When the search result appears, select 'Install'.



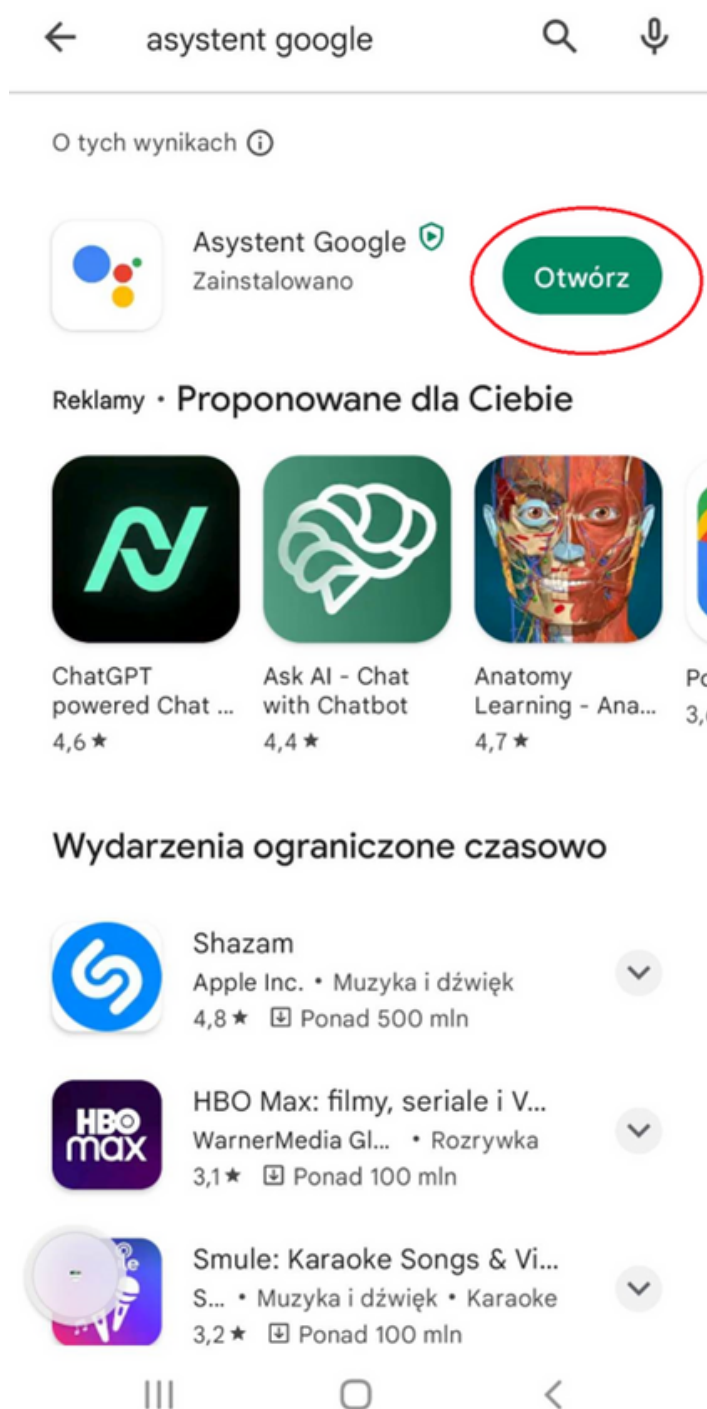
INSTRUCTIONS

Once selected, the installation of the application will start on the phone.



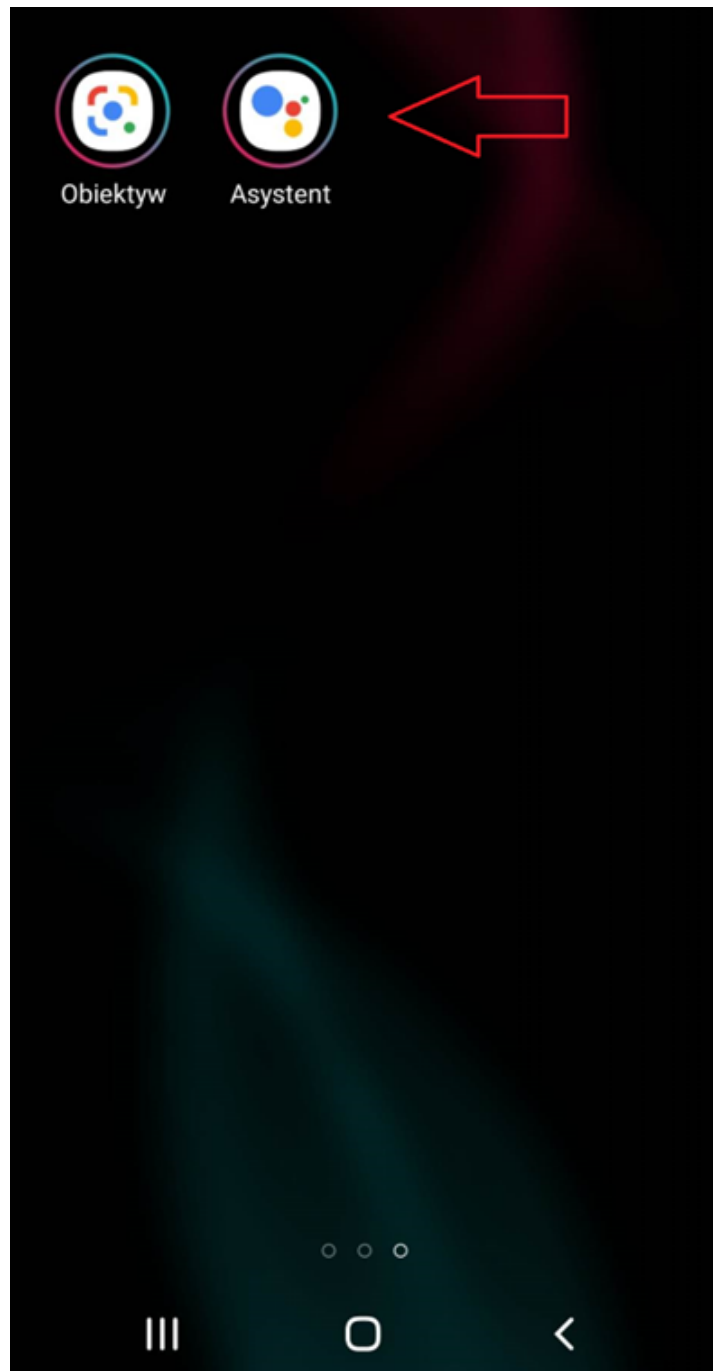
INSTRUCTIONS

Once installed, you will be able to open the application.



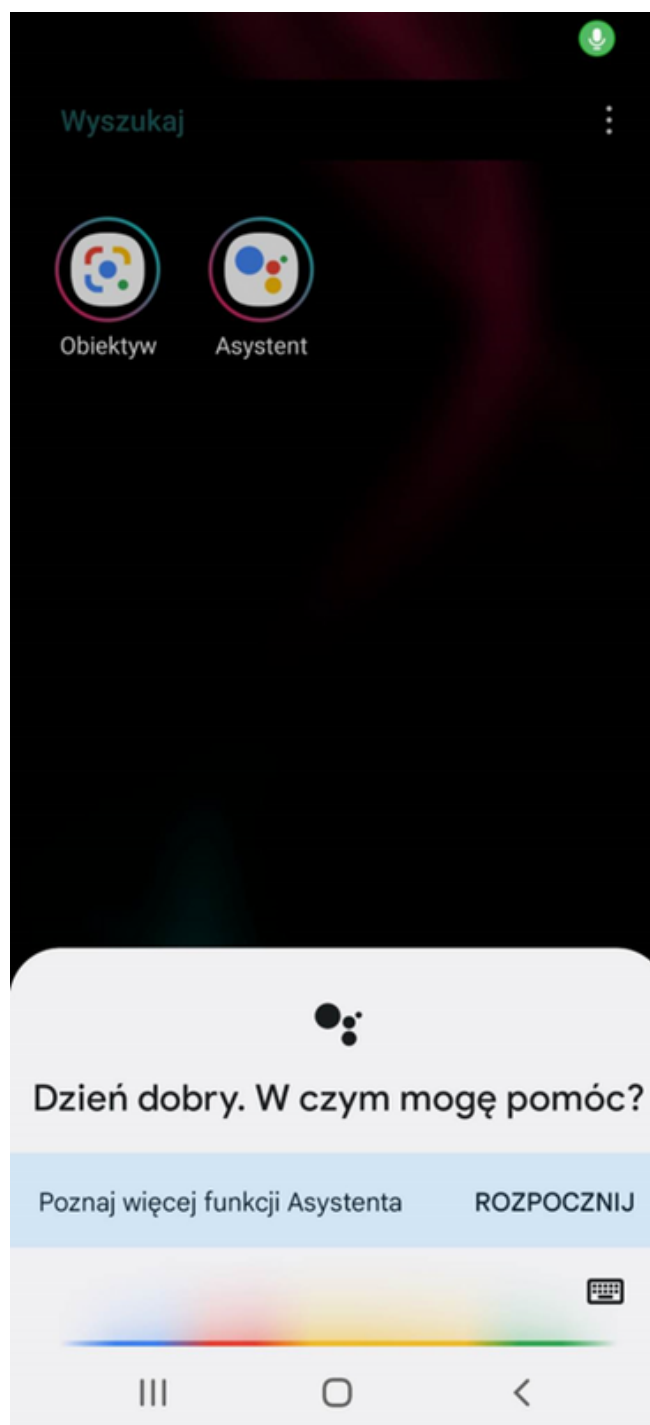
INSTRUCTIONS

STEP 2. Open the Google Assistant app



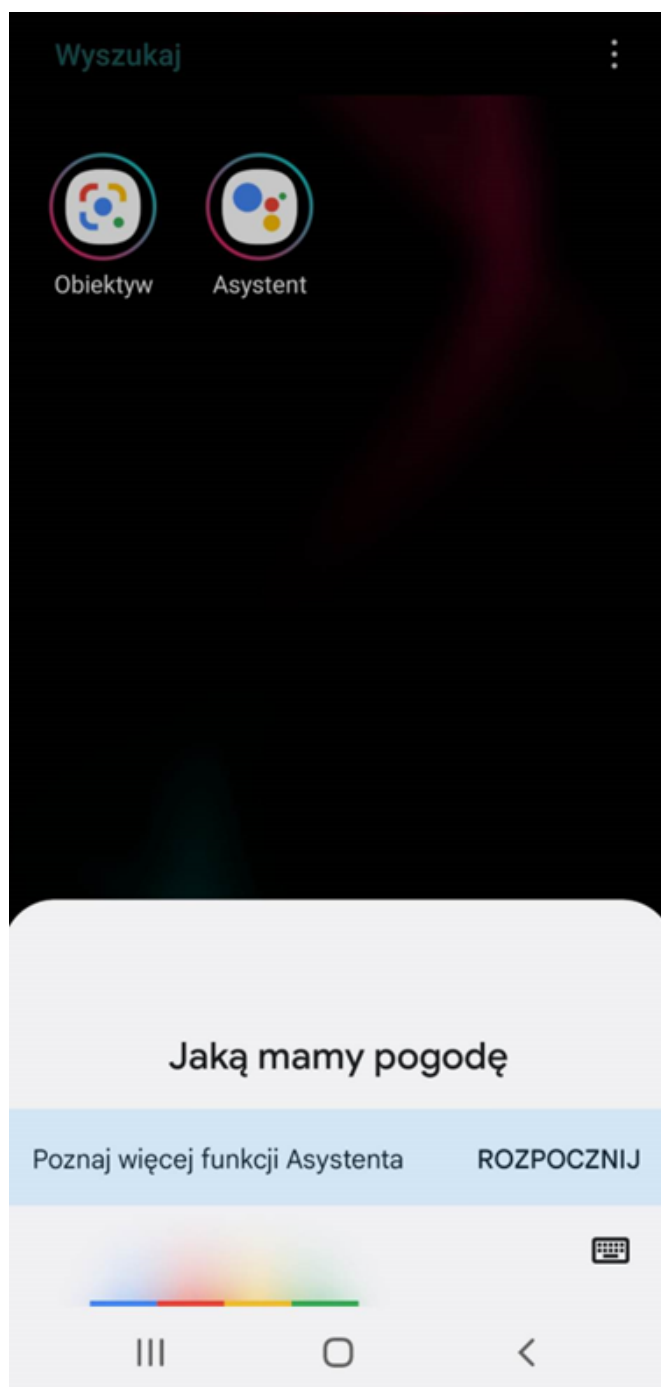
INSTRUCTIONS

The following view will appear:



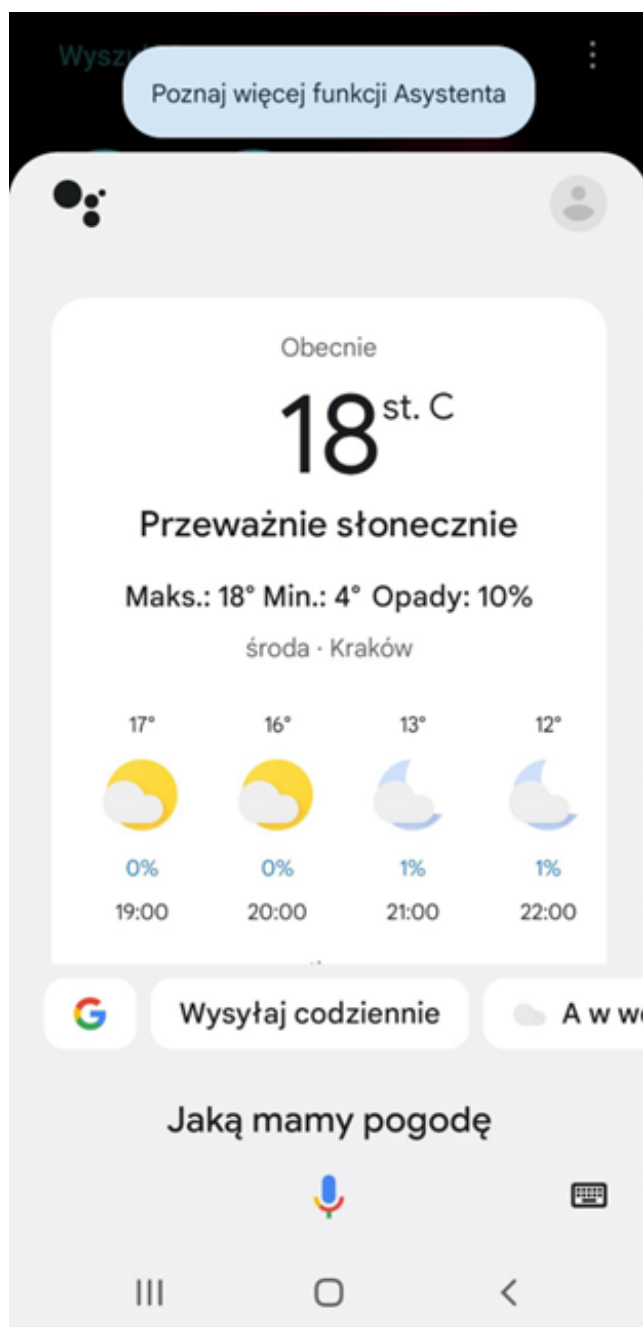
INSTRUCTIONS

STEP 3. Say the command out loud. As an example, let's ask what is the weather like? The app records the question we asked.



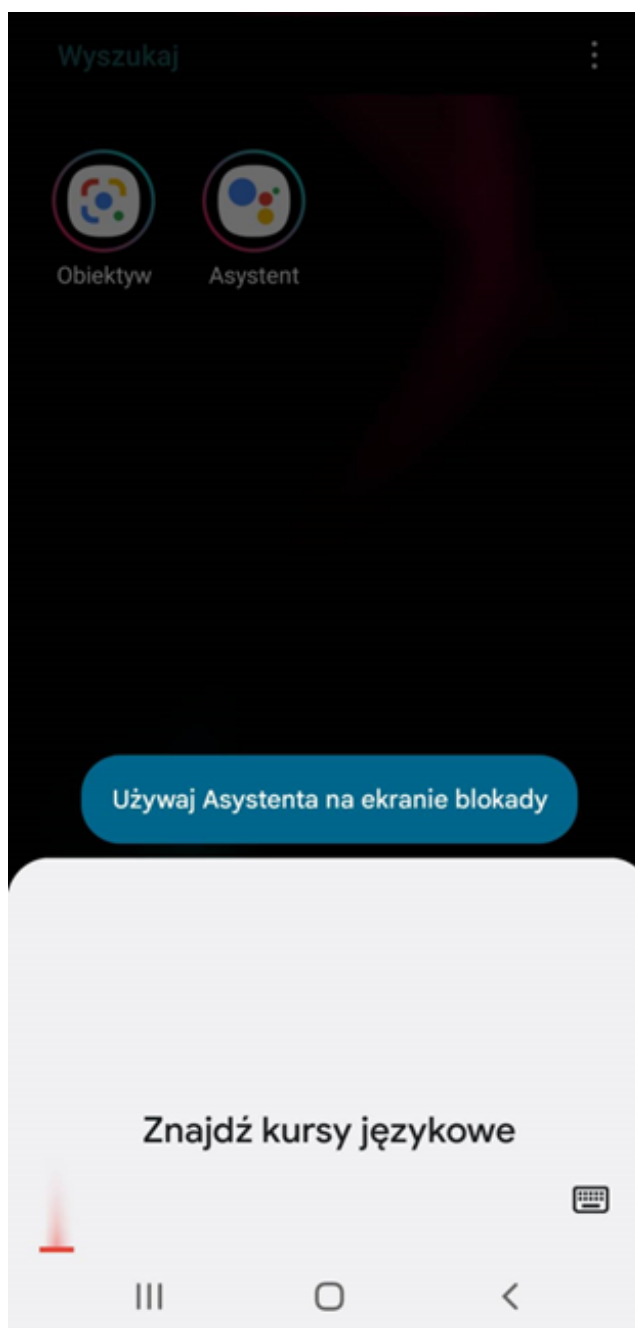
INSTRUCTIONS

Then, through it, we obtain information on the current state of the weather.



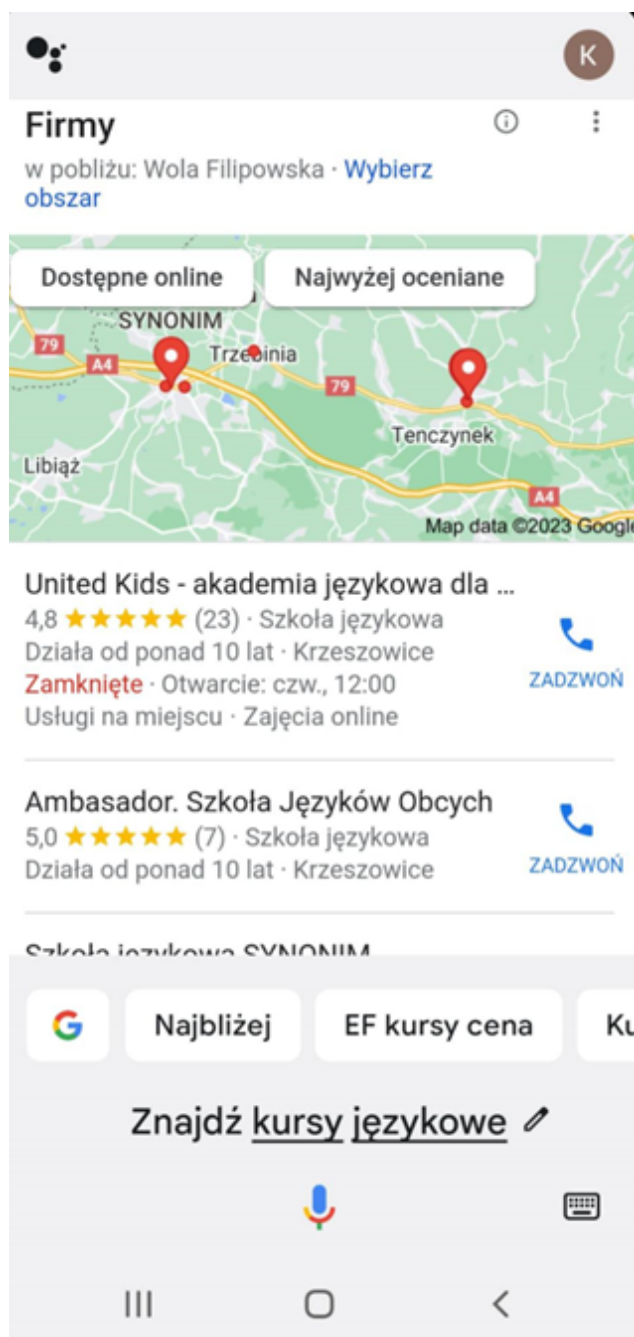
INSTRUCTIONS

STEP 4. Now let's try to search for language courses. Issue the command "Find language courses".



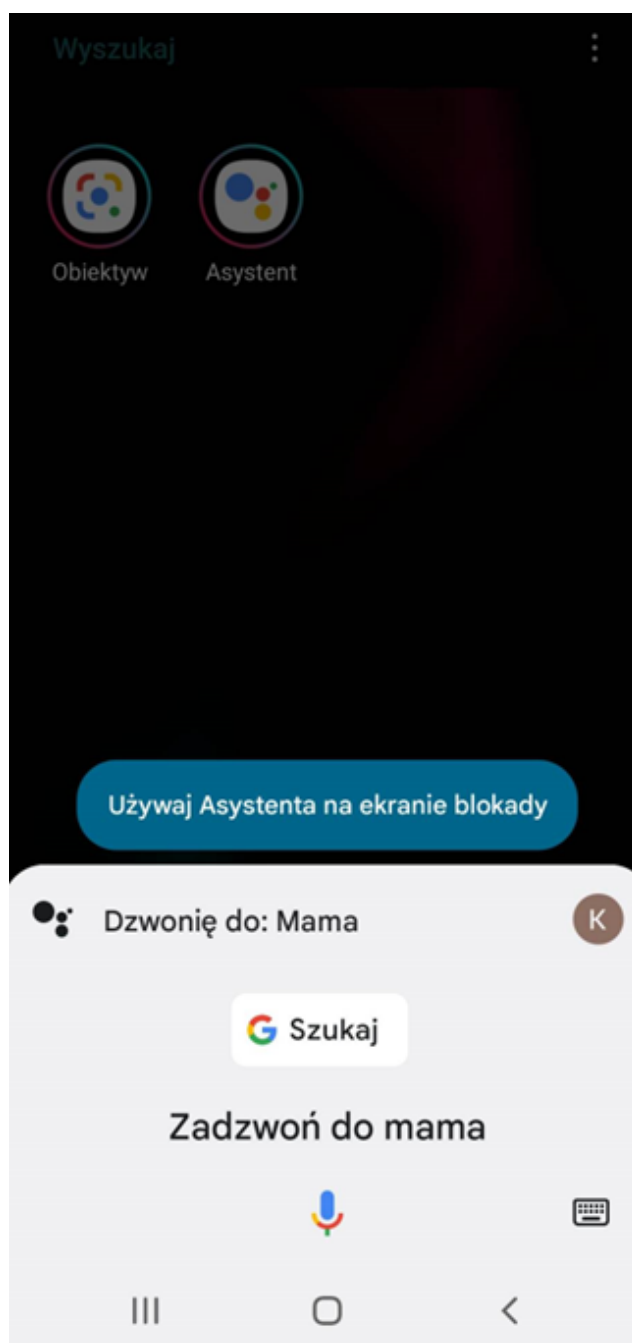
INSTRUCTIONS

The app will redirect us to a website with language courses.



INSTRUCTIONS

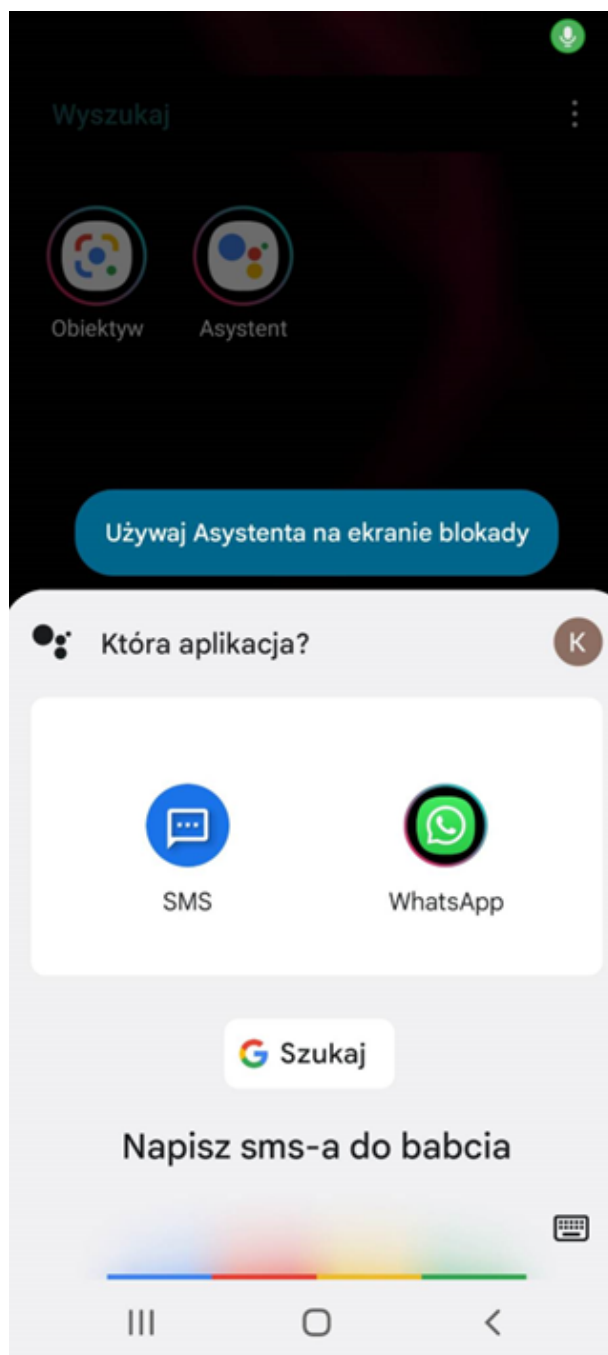
KROK 5. Using Google Assistant, try calling one of your contacts. Say the command "Call..." out loud.



The app will make a note of your command. It will then search for the contact and connect to them.

INSTRUCTIONS

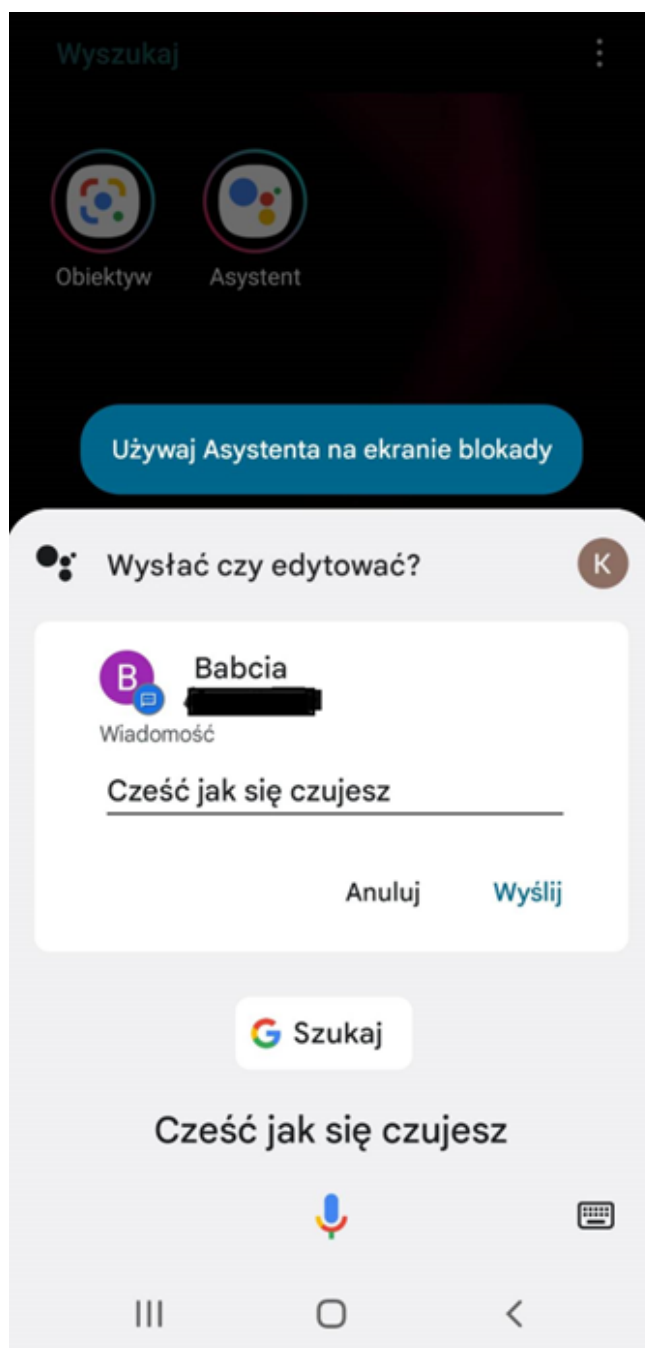
STEP 6. Send a text message to one of your contacts. Issue the command "Text message to...". The app will note your command.



The assistant will ask you to specify which application to choose. Answer him according to your preference.

INSTRUCTIONS

Then dictate the text message. The intelligent personal assistant will save it.



Then issue the 'Send' command.

APPLICATIONS TO AID SURFING

AMAZON ALEXA

Amazon Alexa is an application to help control devices using the voice assistant. The programme works in the following areas: it allows the configuration of Amazon's hardware, listens to the app users' commands and provides answers to their questions.

The more users use Amazon's assistant, the more it understands them, recognises their voice and preferences. With the programme, it is possible to control the status of the devices users own or manage lighting. With its help, it is also possible to turn on music tracks, set a notification, get information about the weather or create a shopping list. Amazon Alexa is dedicated to people using smart devices. It recognises English and German. [3]

GOOGLE LENS

Google Lens, or Google Lens, is the original image-based search engine. It allows you to find the information you need about the objects in the photos taken with your smartphone camera. Thanks to this function, the internet user can find information on people in the photo, buildings, flora, fauna, food products, dishes or everyday appliances. Google Lens can also recognise text. This function allows you to operate the calendar, make phone calls to a number on a business card or flyer and translate words. The Google Lens app does not require a product description in the search box. To install the app, you need Android 6.0 or a smartphone equipped with an additional chip for AI.[4]



SOURCE: <https://www.charlottedavies.com/google-lens-and-reverse-image-search/>

[3]<https://download.komputerswiat.pl/aplikacje-mobilne/akcesoria-i-narzedzia/amazon-alexa>

[4]<https://www.dobreprogramy.pl/google-lens-objektyw-google,program,android,6628684907784321>

APPLICATIONS TO AID SURFING

LUCKY STRIKE

I'm feeling lucky is one of Google's search options that redirects the user to the page that is first in the search list. By using this feature, the user skips the page containing the search results.[5]

[5] https://pl.wikipedia.org/wiki/Wyszukiwarka_Google

PART IV

TASK 10. Searching in several ways (25 min)

The task will be divided into two parts. In the first part, participants will use one of the search options offered by the Google browser - Lucky Hits. Their task will be to enter a search term of their choice for objects, places, plants, animals, people into the search box and then click on the 'Lucky Hits' icon. Afterwards, each participant will share which page they were redirected to. In the second part of the task, workshop participants will search for information using the Google Lens application. They will first select a picture of the monument and then search for information about it.

EXAMPLE SENTENCE FOR THE LEADER:

The task you will now perform is divided into two parts. In the first part, you will use one of the search options offered by the Google search engine - Lucky Hits. Your task will be to enter the word of your choice for objects, places, plants, animals, people into the window and then click on the "Lucky guess" icon. You will then each share the information on which page you were redirected to. In the second part of the task, you will search for information using the Google Lens application. First of all, you select a picture of a monument and then search for information about it.

PART IV

WORK CARD 9

Think about choosing a word that relates to an object, place, plant, animal, person. Then type your chosen word into Google, into the search box and use the 'lucky hits' option. Once you have completed the task, share the information with the workshop participants on which page you were redirected to.

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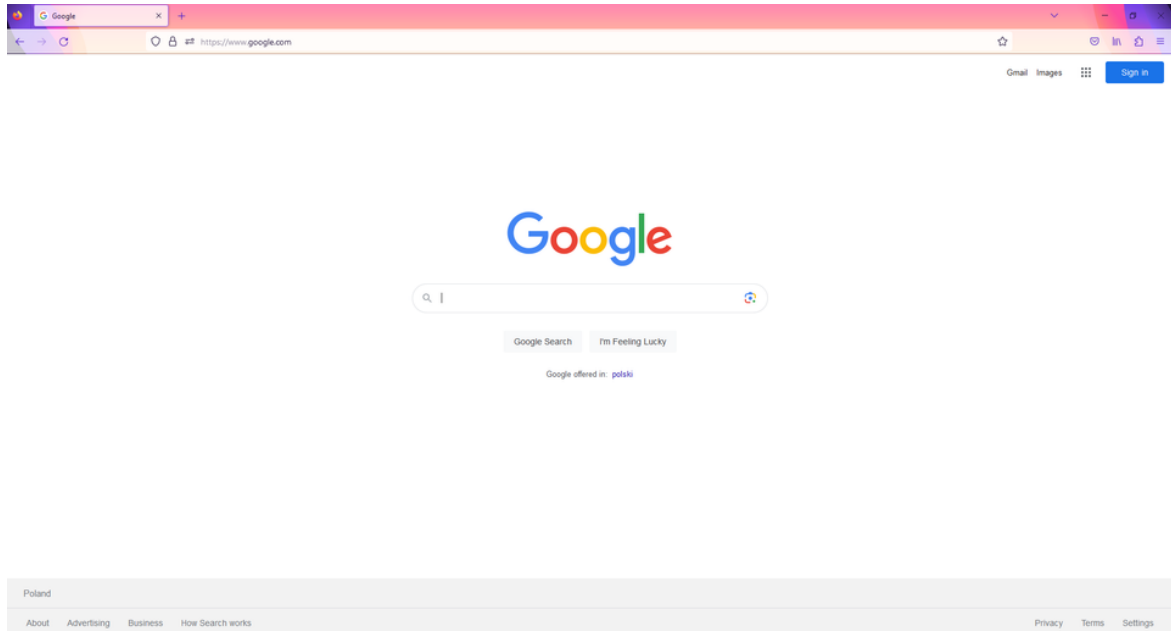
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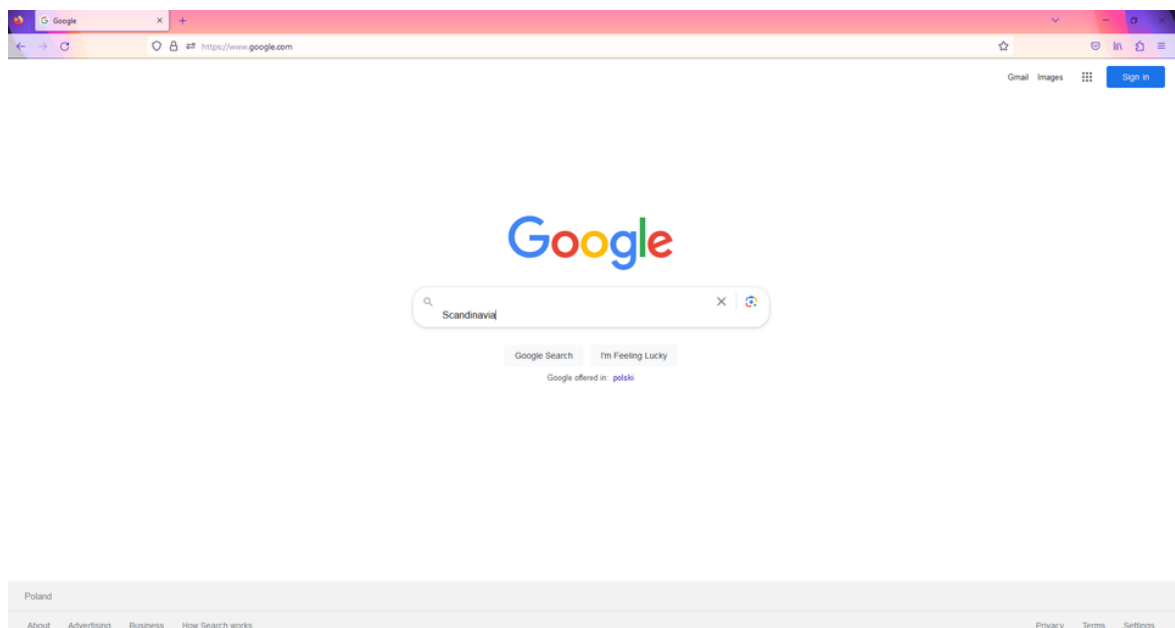
.....

INSTRUCTIONS

STEP 1. Turn on your 'Google' browser.

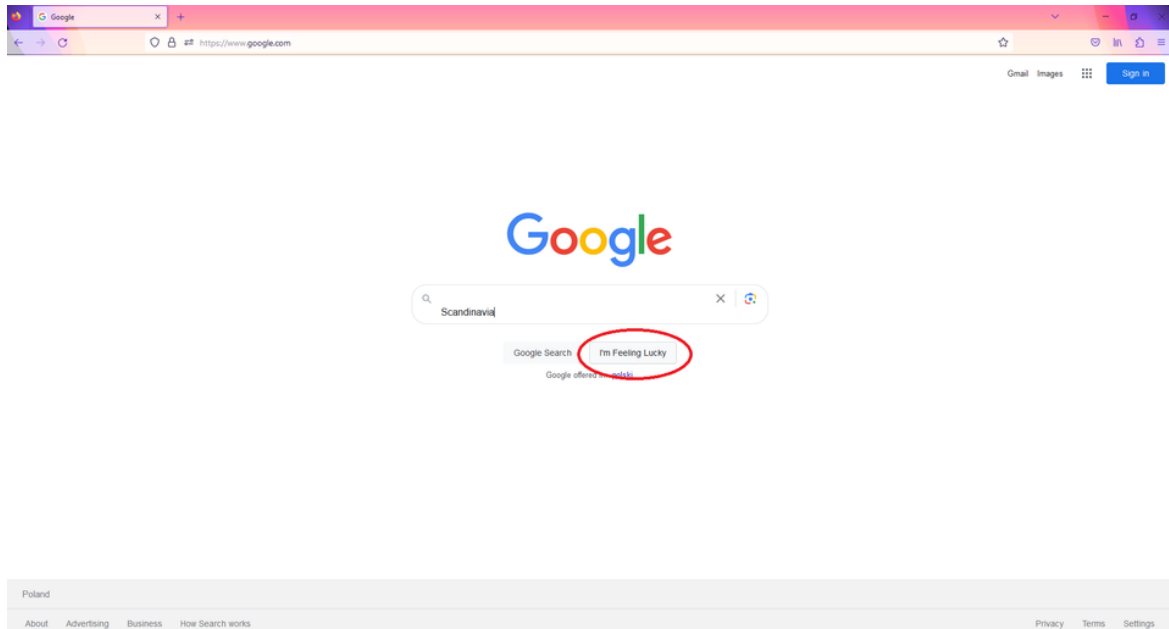


STEP 2. Enter your chosen word into the search box.



INSTRUCTIONS

STEP 3. Select the search option "Lucky hit".



When you select 'Lucky Hits', the search engine will redirect you to the page that is first on the search list.



Part IV

WORK CARD 10

Select a photograph showing a monument. Then, using the Google Lens application, search for information about it on the internet.

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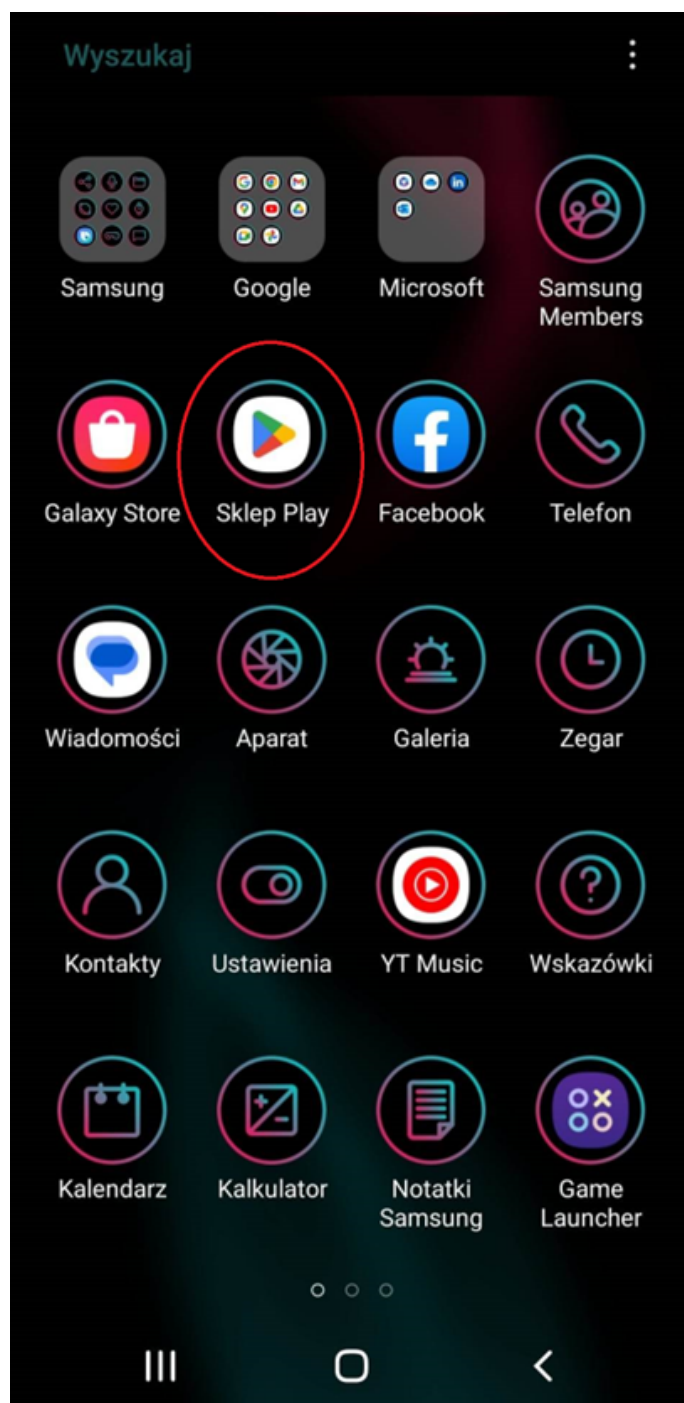
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INSTRUCTIONS

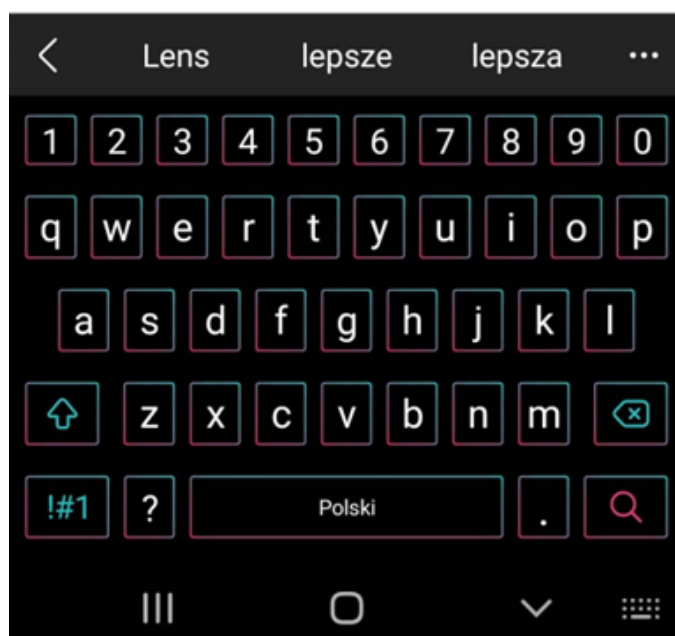
STEP 1. Download the Google Lans app and then open it (step 1 dedicated to those who do not have the Google Lans app downloaded on their phone).

Open the Play Store.



INSTRUCTIONS

Then enter the name of the application in the search field.



INSTRUCTIONS

When the search result appears, select 'Install'.



INSTRUCTIONS

Once selected, the installation of the application will start on the phone.



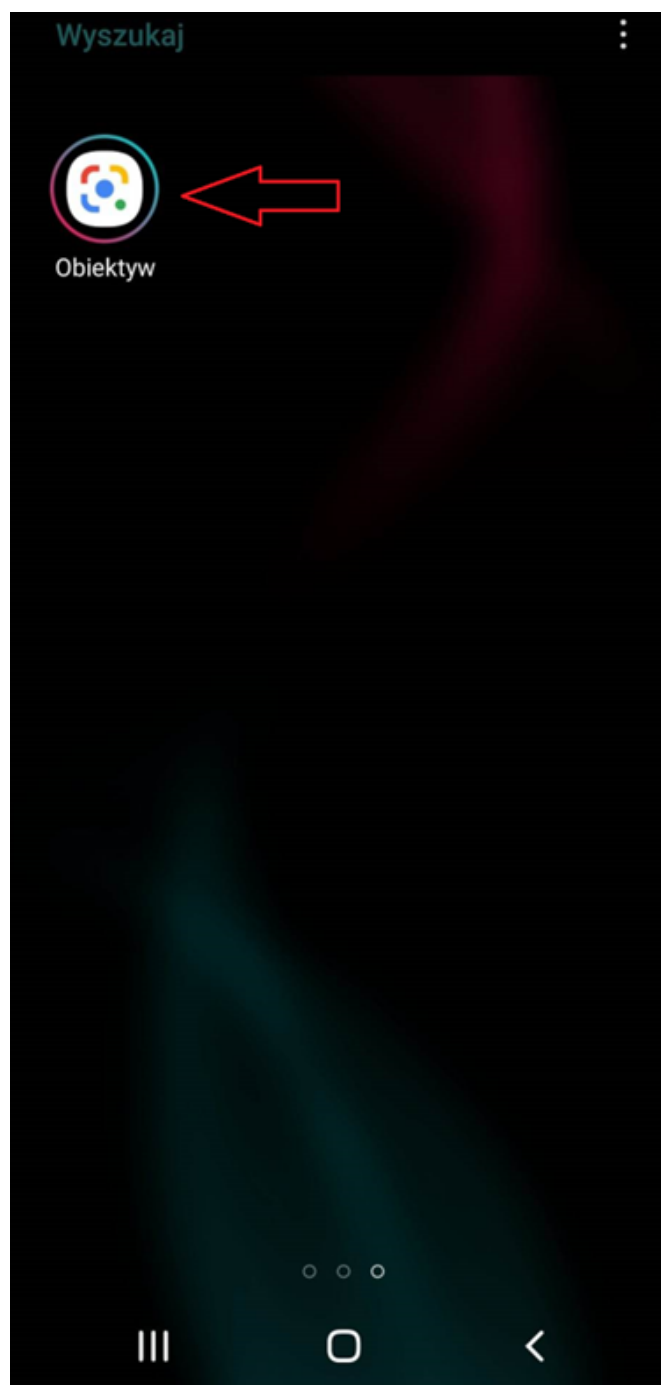
INSTRUCTIONS

Once installed, you will be able to open the application.



INSTRUCTIONS

STEP 2. Open the Google Lens app.



INSTRUCTIONS

The camera view on the smartphone will appear. In this task, the search will not be based on the image taken at the moment, but on the image stored in the photo gallery on the phone.



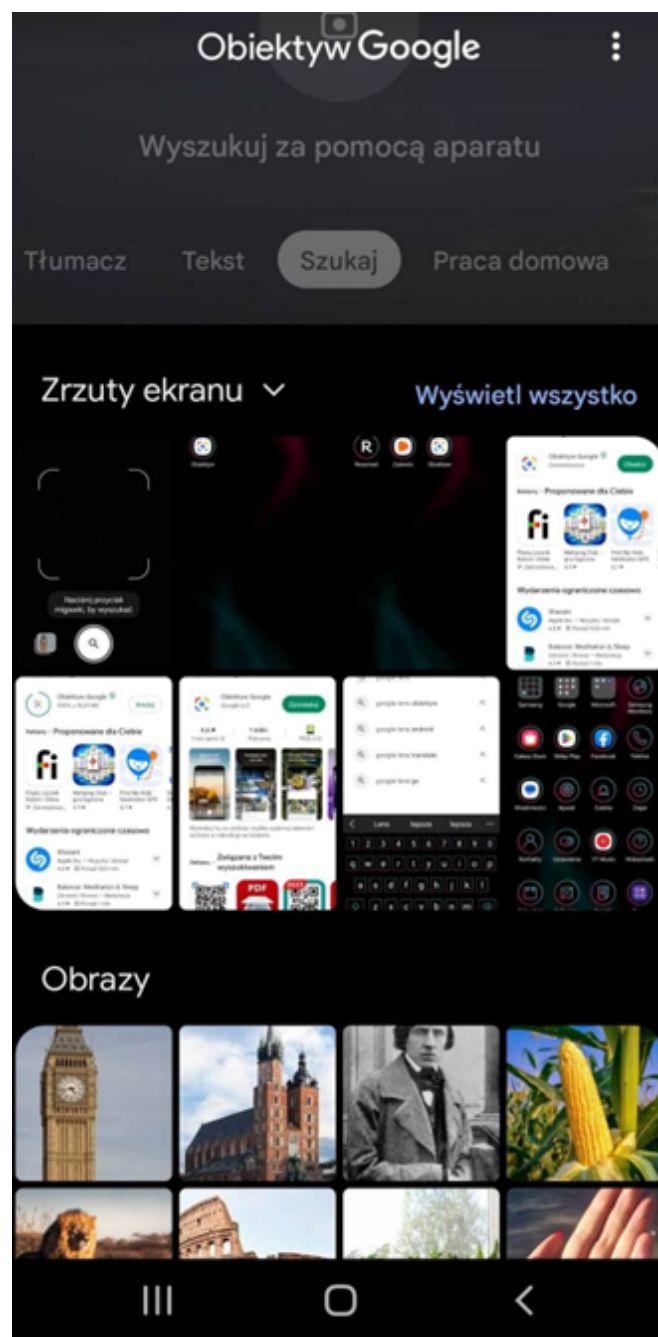
INSTRUCTIONS

STEP 3. To select a photo stored in the photo gallery on your phone, click on the photo directory located in the bottom left corner.



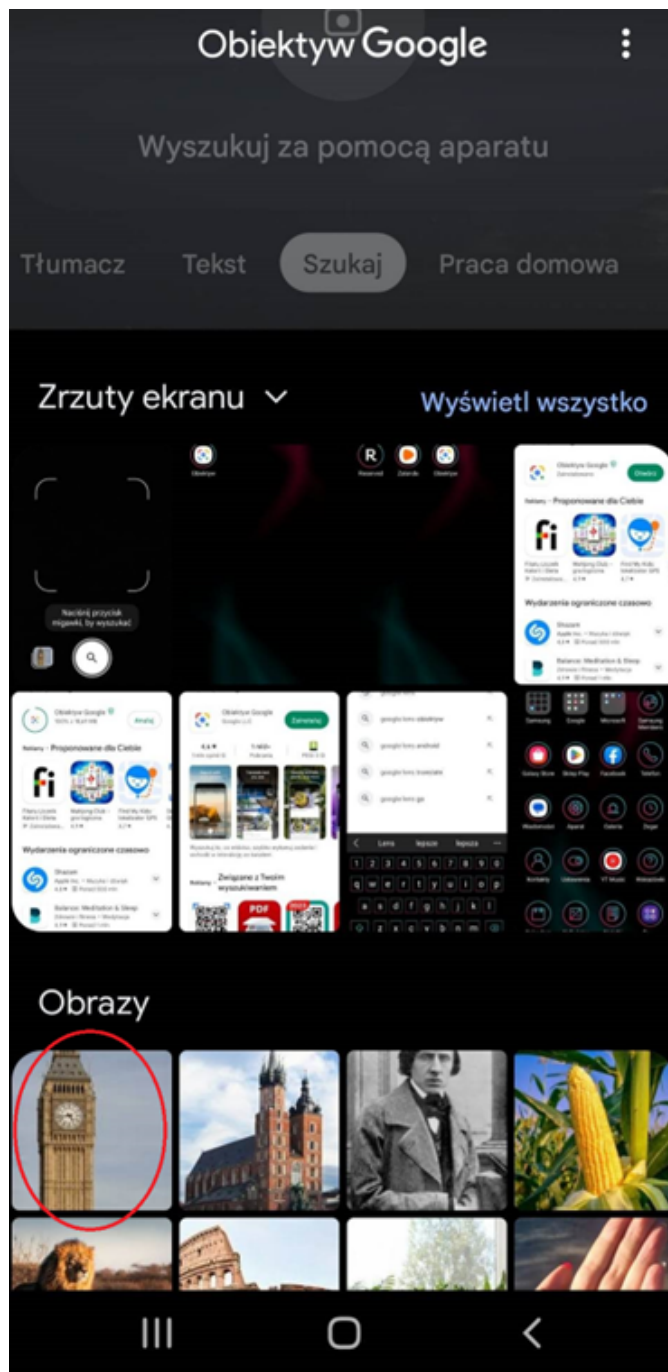
INSTRUCTIONS

The catalogue will open.



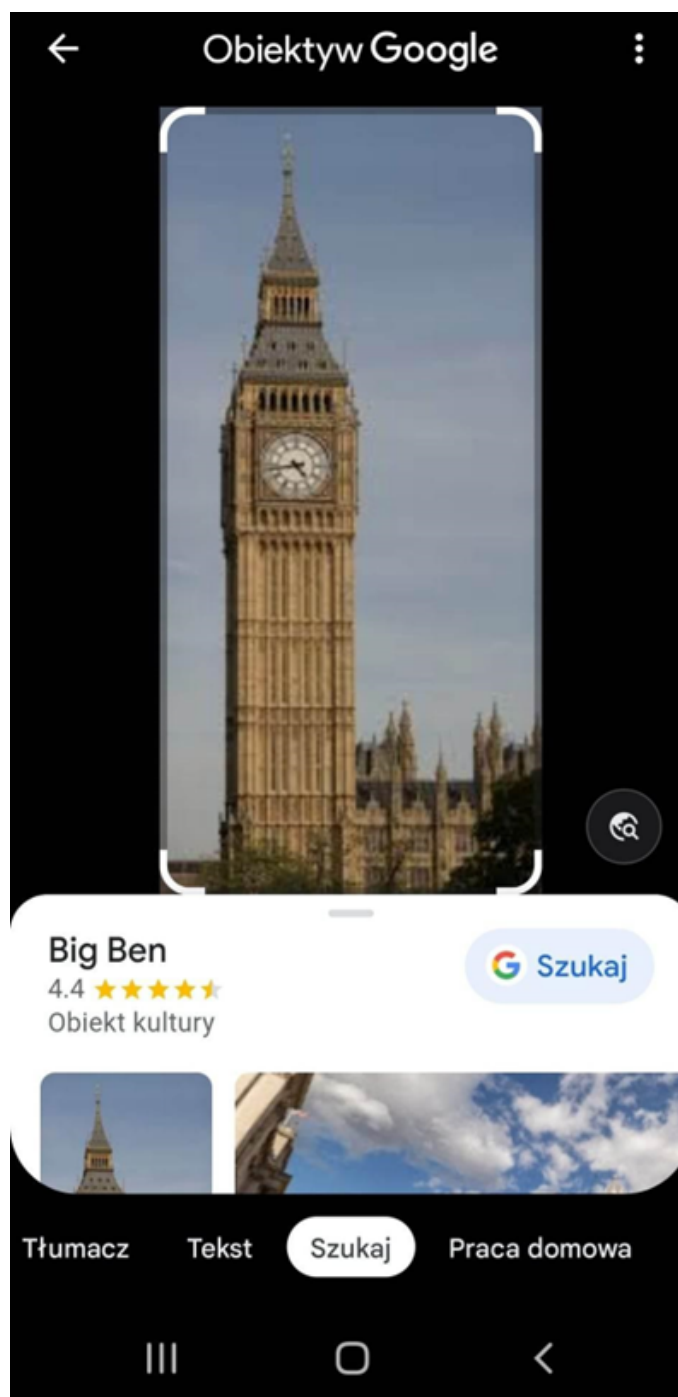
INSTRUCTIONS

STEP 4. Select the photo as directed.



INSTRUCTIONS

Once you have selected a photograph, it will load in the app.



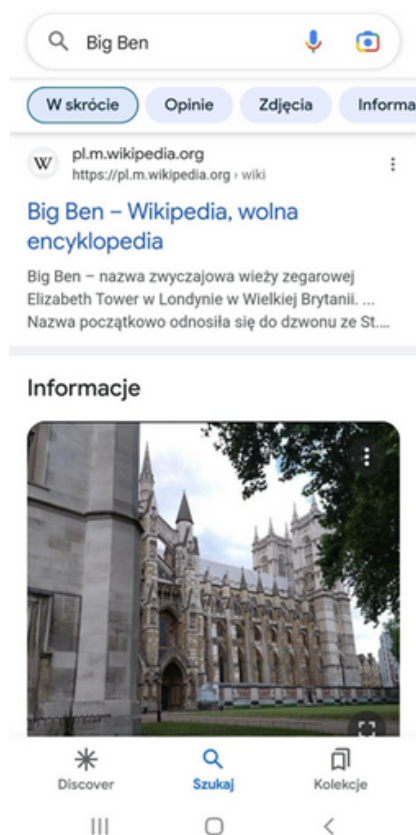
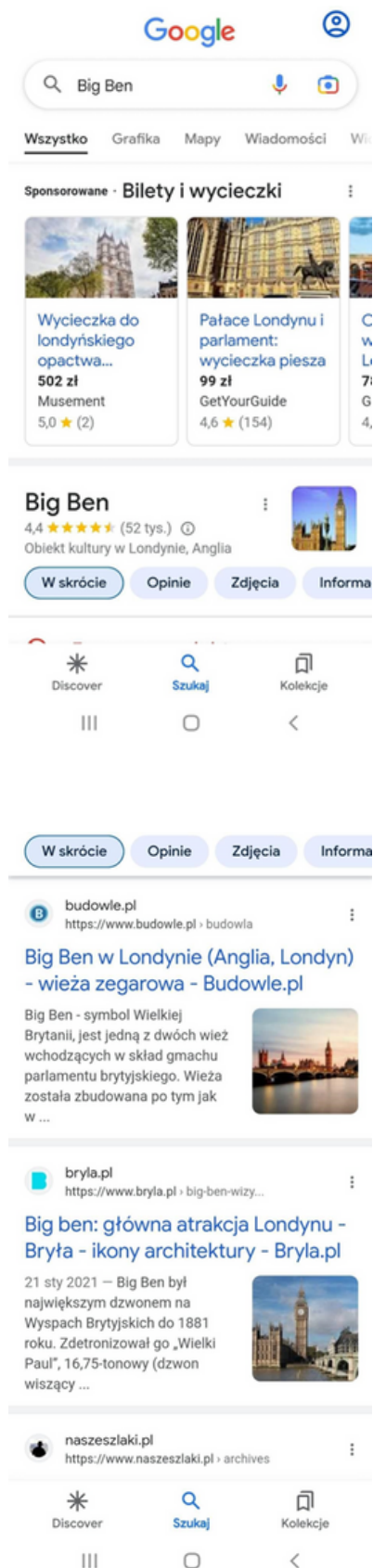
INSTRUCTIONS

STEP 5. Next, select the 'Search' option.



The app will redirect us to the browser, to the search results page, where we can find information about the facility.

INSTRUCTIONS



IV End of the workshop (20 MIN.)

The facilitator asks the participants to sit in a circle and each answer the question:

- *What did you like the most about today's workshops?*
- *What will you take for yourself?*
- *What surprised you the most and caught your attention?*
- *How did the workshops affect you?*
- *What things are you going to change in your behavior?*

After the participants have finished speaking, the facilitator would like to thank you for your participation in workshops and the teacher asks you to fill in evaluation questionnaires.

After taking the questionnaires, the teacher will distribute the diplomas.



V Evaluation Questionnaire



SCENARIO III | SAFE AND CREATIVE SURFING ON THE INTERNET

DEAR PARTICIPANT/DEAR PARTICIPANT,
WE HOPE THAT THE WORKSHOP WAS INTERESTING FOR YOU AND YOU
COULD LEARN MANY INTERESTING THINGS. WE WANT TO RECEIVE
FEEDBACK FROM YOU, SO WE WILL BE VERY GRATEFUL FOR YOUR TIME AND
FOR COMPLETING THE QUESTIONNAIRE BELOW.
THE QUESTIONNAIRE IS ANONYMOUS.

**1. DID THE WORKSHOPS ALLOW YOU TO DEEPEN YOUR KNOWLEDGE ABOUT
SAFE AND CREATIVE INTERNET SURFING?**

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NOE

**2. DID THE WORKSHOP PROVIDE YOU WITH POSSIBLE TECHNIQUES FOR FINDING
THE INFORMATION YOU NEED?**

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

**3. DID THE WORKSHOP PROVIDE YOU WITH USEFUL INFORMATION ON CREATIVE
SURFING THE INTERNET?**

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

4. WHICH PART OF THE WORKSHOP DID YOU LIKE THE MOST AND WHY?

.....

.....

5. WOULD YOU LIKE TO TAKE PART IN OTHER THEMATIC WORKSHOPS?

☐ YES ☐ NO

6. IF YES, PLEASE LIST THE TOPICS THAT WOULD BE INTERESTING FOR YOU.

.....

.....

7. SHARE YOUR REFLECTION AND COMMENTS

.....

.....

THANK YOU FOR YOUR CONTRIBUTION.



**Develop Your
Creativity**

CERTIFICATE

IT IS CONFIRMED THAT

.....
(FULL NAME)

TOOK PART IN THE WORKSHOP
"SAFE AND CREATIVE SURFING ON THE INTERNET"

DEVELOP YOUR CREATIVITY
ERASMUS PROJECT NO. 2020-1-PL01-KA227-ADU-095783

WORKSHOP FACILITATOR:

PLACE:

DATE:



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