



# DigitALAD

**Digital Adult Educators: Preparing  
Adult Educators For a Digital World**  
"DigitALAD Curriculum for adult  
educators"



## LESSON PLAN INFORMATION

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**Lesson/Activity plan:** Breakouts

**Target/group:** Adult education

**Topic/ competence:** Selecting digital  
resources

**Time:** 2 hours

## INTRODUCTION

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- Introduce students to the different search engines and their functioning Show & talk about examples (Google, Bing, Yahoo)
  - Introduce students to some image repositories, such as Pixabay. Also, explain Youtube so students can look for videos too.
  - Introduce students to the creation of breakouts using Google Forms
  - Establish safety criteria with the class of workspace (computer, wires, etc.)
  - Establish success criteria
- Split students into groups. Make sure each group has a computer.

## TEACHER NOTES

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- Provide all necessary materials
- Ensure that students are involved in all activities
- Maybe students could write out the success criteria instead of teacher writing it.

## MATERIALS, DEVICES AND TOOLS

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Materials, devices or tools needed for this lesson (needed to develop certain competence):

1. A computer with an Internet connection
2. Search engine
3. Google Forms
4. Pixabay
5. Youtube
6. Images of an example form attached

## LESSON TASK

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Students will be introduced to different search engines, such as Google, Bing or Yahoo, to get a broad understanding of their functioning. They will also learn about image repositories, such as Pixabay and videos repositories like Youtube. After that, explain the Breakout structure on Google Forms (see images and explanation attached below). Each group will have to create its own breakout. The lessons activities will be the following:

1. Let students investigate specific content using different search engines. When they have plenty of information, they will have to think about the various questions they will include in the breakout.
2. Students will look for related images to support the different questions of the breakout and an introductory video which will be situated at the beginning of the breakout.
3. In small groups of four or five people, students will create their own breakouts, using the different resources found before.
4. When all groups finish their breakouts, each student will have to solve their partners' breakouts, using the search engines to solve the different riddles and questions.

## LEARNING OUTCOME

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By completing this lesson task, students will achieve learning outcomes and learn skills and develop competences such as:

- Learning how to use searching tools to find information and resources
- Being able to analyse, compare and critically evaluate the credibility and reliability of the sources.
- Learning the importance of keywords to do a precise and useful search using different search engines and repositories.



## TEACHING METHODS

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- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

## REFLECTION

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- Did your team build the Breakout that was this lesson aim? If not, what were the reasons?
- If the project succeeded correctly and well, what do you think helped to achieve the goal?
- What was the best part of this lesson?
- How can this competence be applied in practice?

## TESTING / ASSESSMENT

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- The most important is to participate and **get involved**.
- Next, another important aspect that indicates a successful lesson is that lesson **task is achieved** (according to the plan or with other ideas, if possible).
- Awareness and correction of mistakes is also a very good achievement of the lesson (**problem solving**)
- To assess students' **knowledge** we will take into account the following elements:
  1. Variety of resources included.
  2. Quality of the information included.
  3. Effective use of the different searching tools
  4. Creativity and quality of the breakouts created



Creating a breakout using Google Forms is really easy ([here, there is also a video that might help you](#)). First of all, we will have to think about the topic and structure of the breakout and the different riddles that we would like to include. First of all, a new section must be created and we will write the question there. We have two different possibilities when choosing the type of question:

- **Short answer:** in this case, students will type the answer. After writing our question, we must mark it as required and select the option of validation of answers (it will appear once you press the three dots button). Then it is also important that you choose "text" as the type of answer and type the correct answer (where "example" is typed in the image). Students will have to write the answers as you have written them. For that reason, be careful if you include capital letters. It would be a good idea to add some feedback in the message that appears when an incorrect answer is typed (where "incorrect! Try again" is typed in the image). After doing this, we would need to create another section for the correct piece of feedback.

The screenshot shows the Google Forms editor interface. At the top, it says 'Section 1 of 2'. Below that is a 'Form title' field and a 'Form description' field. The main question is 'First question (short answer)'. To the right of the question is a dropdown menu set to 'Short answer'. Below the question is a 'Short-answer text' field. Underneath that, there are settings for validation: 'Text' (type), 'Contains' (operator), and ''example'' (value). There is also a field for 'Incorrect! Try again' with a close button. At the bottom right, there is a 'Required' toggle switch which is turned on. Below the question, there is a dropdown menu for 'After section 1' set to 'Continue to next section'. Below this is 'Section 2 of 2' with a 'Correct! Well done!' message and an optional description field.

- **Multiple choice question:** in this type of question, we could choose as many answers as desired. First of all, it is important to mark the question as required too and select the option that allows us to go to different sections depending on the answer that student choose.

The screenshot shows the Google Forms editor interface for a multiple choice question. At the top, it says 'Section 1 of 3'. Below that is a 'Form title' field and a 'Form description' field. The main question is 'First question (multiple choice)'. To the right of the question is a dropdown menu set to 'Multiple choice'. Below the question are three options: 'Option 1 (incorrect)' with a close button and a dropdown set to 'Go to section 2 (Incorrect! Try again!)'; 'Option 2 (correct)' with a close button and a dropdown set to 'Go to section 3 (Correct! Well done!)'; and 'Add option or Add "Other"'. At the bottom right, there is a 'Required' toggle switch which is turned on. Below the question, there is a dropdown menu for 'After section 1' set to 'Continue to next section'. Below this is 'Section 2 of 3' with an 'Incorrect! Try again!' message and an optional description field. Below that is 'Section 3 of 3' with a 'Correct! Well done!' message and an optional description field.

After that, students will have to create two more different sections: one for the correct answer and another one for the incorrect one. Now, as you can see in the picture, you have to match each of the answers with the corresponding section. Therefore, match the incorrect answer with the "incorrect" section and the correct answer with the "correct" section.

As it can be seen in the picture too, below every section we can choose where to go after that section. Therefore, in the incorrect section, selecting the question's section (Go to section 1 in the example). That way, when students choose the incorrect answer, they will be redirect to the question again, being it impossible to continue if the correct answer is not selected.