



# DigitALAD

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



## LESSON PLAN INFORMATION

**Lesson/Activity plan: Learning about  
safety competence using the jigsaw  
method**

**Target/group: Adult educators**

**Topic/ competence: Safety competence**

**Time: 1 hour 30 minutes**

## INTRODUCTION

- Introduce learners to materials and devices that will be used in a lesson.
- Introduce students to safety competence.
- Show & talk about examples of the use of safety competence
- Establish safety criteria with class of workspace (leave your workspace as you find it, lock screen when leaving workplace (on personal computer), if it is public computer then delete your personal data after you use it).
- Split students into four groups depending on number of students (maximum five students in a group)

## TEACHER NOTES

- Provide all necessary materials.
- Ensure that students are involved in all activities by showing interest and encouraging them.
- Answer students' questions with enthusiasm and give simple and clear instructions.
- It is recommended to follow the structure or sequence of the lesson - introduction, main part, conclusion.
- Make sure that students have at least two computers per group or at least three smart-phones per group.

## METHODS

## MATERIALS, DEVICES AND TOOLS

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

1. Computer with internet connection or smartphone
4. MS PowerPoint presentation
5. YouTube

## LESSON TASK

1. When students are split in four groups you give each group, appoint one student from each group as the leader.
3. Divide the lesson into four segments- four characteristics of safety competence: protection of devices, protecting personal data and privacy, protecting health and well-being, protecting the environment.
4. Assign each student to learn one segment (make sure students have direct access to one segment, give students time to read over their segments at least twice and become familiar with it.
5. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
6. Bring the students back into their jigsaw groups and ask each student to present her or his segment to the group, encourage others in the group to ask questions.
7. Float from group to group observing the process.
8. In the conclusion of the lesson ask students what they have learned by reflection (see Reflection section).

## LEARNING OUTCOME

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

- Using the Internet and YouTube to find relevant information and learn how to use Keywords correctly.
- Learn how to use the jigsaw method.
- Learn about Safety competence four characteristics.
- Learners will improve their presentation skills.

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

## REFLECTION

---

- You can ask students to reflect on what they have learned by discussing it in the groups they have worked.
- What surprised you today, and why?
- What's the most important thing you learned today? Why do you think so?
- What do you want to learn more about, and why?
- When were you at your best today, and why?
- How can safety competence be applied in practice?

## TESTING / ASSESSMENT

---

Aspects what indicates a successful lesson are:

- Lesson **task is achieved** (if the lesson plan is well structured and you can follow what tasks were achieved and what tasks were not).
- To improve your future lessons, you can make notes on your coursebook or ask your learners about lesson feedback, with the permission of the students you can record your lesson, rewatch it and identify some gaps.
- To assess students' **knowledge**:
- You can assess student knowledge by the quality of information they have found on the Internet or on YouTube and how they can structure this information.
- You can assess Presentation content is it sloppy or carefully crafted.
- You can assess the presentation, how learners can collaborate in a group and how they can delegate tasks to each other.
- You can use one of the assessment strategies – a reflection of the lesson, where you can find out students' opinion about the lesson and draw conclusions for further action.