



Digital-in

DIGITAL SKILLS FOR THE INCLUSION OF DIGITALLY
VULNERABLE GROUPS: A DVGS' NEEDS-BASED
APPROACH TO DIGITAL SKILLS PROVISION
IN ADULT EDUCATION

MODULE TEMPLATE

**Curriculum and methodological guidelines for the
DLC adapted to DVGs**

Deliverable No

4.1.2.



DELIVERABLE INFORMATION

D3.1 –Manual and guidelines for trainers	
Deliverable number	D 4.1.2.
Responsible partner	Intercollege
Due date of deliverable	01/05/2025
Actual submission date	17/12/2025
Version	V.2
Authors	Nicolas Kythreotis – Nicolas Ioannides
Contributors	
Reviewers	
Work package number	WP.4
Work package title	Curriculum and methodological guidelines for the DLC adapted to DVGs
Work package leader	NKUA

Dissemination Level		
CO	Confidential, only for members of the consortium including the Commission Services	<input type="checkbox"/>
PU	Public	<input checked="" type="checkbox"/>
PP	Restricted to other programme participants, including the Commission Services	<input type="checkbox"/>
RE	Restricted to a group specified by the consortium including the Commission Services	<input type="checkbox"/>

Nature of the Deliverable		
R	Report	<input type="checkbox"/>
D	Demonstrator	<input checked="" type="checkbox"/>
W	Website, patent filing, etc.	<input type="checkbox"/>
M	Manual	<input type="checkbox"/>

PARTNERS INVOLVED IN THE DELIVERABLE

Participant No.	Name of the Organisation	Short Name	Involved
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2	Fundación Magtel	MAGTEL	<input checked="" type="checkbox"/>
3	Ente Morale Giacomo Feltrinelli Per L Incremento Dell Istruzione Tecnica	EMIT	<input checked="" type="checkbox"/>
4	Intercollege	INTERCOLLEGE	<input checked="" type="checkbox"/>

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MODULE PLAN:

Basic Internet Use

- UNIT N. 1 Introduction to the Internet
- UNIT N. 2 Online Searching: Finding Information Easily
- UNIT N. 3 Introduction to Online Safety
- UNIT N. 4 Exploring Online News & Information Sources

Learning Outcomes of MODULE

Unit 1. Introduction to the Internet

- Explain in simple terms what the Internet enables in daily life.
- Recognise the difference between Wi-Fi and mobile-data connections.
- Connect a device to a named Wi-Fi network and verify signal strength.
- Open a web browser and load a specific web address.

Unit 2. Online Searching: Finding Information Easily

- Enter clear keywords into a search engine (Google/Bing).
- Use simple filters (date, images, videos) to narrow results.
- Apply two credibility cues (URL, padlock/HTTPS) to select reliable sources.
- Save a useful page as a bookmark for later retrieval.

Unit 3. Introduction to Online Safety

- Create a strong password that meets three security rules.
- Identify at least two signs of a phishing e-mail or scam pop-up.
- Sign out of an online service and close the browser tab correctly.
- State why software and app updates improve safety.

Unit 4. Exploring Online News & Information Sources

- Locate a reputable EU/Cyprus news portal and open today's headlines.
- Subscribe to an online newsletter or digital magazine.
- Flag a misinformation headline using a basic fact-checking tip.
- Share a trusted article link via e-mail or messaging app.

Learning Objectives of MODULE

Unit 1. Introduction to the Internet

- Provide a plain-language overview of the Internet's purpose and benefits.
- Introduce device connection icons and hands-on Wi-Fi joining.
- Demonstrate opening/closing a browser and following a hyperlink.

Unit 2. Online Searching: Finding Information Easily

- Present the Google/Bing interface and keyword strategies.
- Practice filtering and judging result credibility with a checklist.
- Teach bookmark creation for quick return to reliable sites.

Unit 3. Introduction to Online Safety

- Explain password composition rules and generators.
- Show real scam examples and a four-step "stop-think-check" routine.
- Reinforce safe sign-out and the importance of regular updates.

Unit 4. Exploring Online News & Information Sources

- Contrast reputable news portals with click-bait sites.
- Guide learners through newsletter sign-up and confirmation.
- Provide a simple fact-check workflow (author/date/source cross-check).

Key Words of MODULE:

Internet, Wi-Fi, mobile data, browser, hyperlink, search engine, bookmark, password, phishing, scam, fake news, newsletter, DigComp.

Unit / Topic	Instruction & Learning Activities	Timing	Materials / Training Tools	Assessment / Evaluation
Unit 1 – Introduction to the Internet	<ul style="list-style-type: none"> • Mini-lecture with slides illustrating “network of networks” • Tutor demo: device icons; live packet-route visual • Hands-on: learners join the “DIGITAL-IN-TRAINING” Wi-Fi, open browser, load Cyprus Post page 	30 min	<ul style="list-style-type: none"> • Laptop + projector • Classroom Wi-Fi hotspot • 1 smartphone / tablet per learner • Quick-reference sheet (icons & steps) 	<ul style="list-style-type: none"> • Tutor observation checklist (Wi-Fi join / page load) • 5-item True/False quiz via printed cards
Unit 2 – Online Searching	<ul style="list-style-type: none"> • Tutor walk-through: keyword crafting on big screen • Pair work: refine keywords for 3 everyday tasks • Group discussion: apply TRI checklist; compare results • Demo bookmarking & retrieval 	30 min	<ul style="list-style-type: none"> • Slide deck with keyword/filter examples • “Search-cues” worksheet (one per pair) • Browsers open on learners’ devices 	<ul style="list-style-type: none"> • MCQ quiz (Google Form or paper) • Guided-performance rubric: each pair finds & bookmarks official .gov.cy sites, bus timetable
Unit 3 – Online Safety	<ul style="list-style-type: none"> • Short talk: common threats, 4 safety habits • Scam-screenshot discussion: identify red flags • Create-a-password exercise: learners use sentence method, test strength meter • Tutor demo: sign out & run update check 	30 min	<ul style="list-style-type: none"> • Password-poster • Printed phishing screenshots • Sticky notes for password formula • Devices with online password tester 	<ul style="list-style-type: none"> • Matching exercise (rules ↔ examples) • Short-answer: define “phishing” in own words (2 lines)



Unit 4 – News & Information Sources	<ul style="list-style-type: none">• Demo: reputable vs click-bait sites; domain endings• Activity: subscribe to newsletter, confirm e-mail• 3-C headline check (Creator, Citation, Context) in small groups• Share verified article link via WhatsApp/Web	30 min	<ul style="list-style-type: none">• Curated list of news portals (QR codes)• Sample newsletters in inbox• Browser bookmarks bar template	<ul style="list-style-type: none">• Real-time credibility poll (show of hands or Mentimeter)• 8-item MCQ on misinformation cues
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UNIT 1. INTRODUCTION TO THE INTERNET

1.1. Introduction

The Internet is often described as a “network of networks.” Imagine millions of smaller webs—home routers, office servers, university laboratories—all joined together by cables, radio waves and satellites. When you open a news site or send a photo to your granddaughter, your device chops that information into tiny digital *packets*. Each packet finds its own fastest route through underground fibre-optic lines, Wi-Fi antennas on rooftops and even thick submarine cables lying quietly on the seabed. Within fractions of a second the packets arrive at their destination and re-assemble, so the picture, page or video appears intact on-screen. You never see this hidden journey, yet it powers much of modern life.

For those of us who grew up long before smartphones, the scale of this technology can feel daunting. But at its heart the Internet serves very simple human needs: staying informed, keeping in touch, saving time and widening choice. Below are some of the most practical advantages for everyday living.

Benefits at a glance

- **No queues — instant service.** Renew a driving licence, view your pension balance or order prescription medicine without standing in line at a counter.
- **Anywhere access.** A laptop in the kitchen, a tablet on the veranda, a mobile phone on the inter-city bus: wherever there is a signal, the Internet comes with you.
- **Any-time access.** Unlike traditional offices, websites run 24 hours a day, 7 days a week. Forgot to pay an electricity bill on Friday afternoon? Settle it on Saturday evening from your armchair.
- **Inclusion & independence.** For people with limited mobility—or those living in villages where services have moved to the nearest town—the Internet means fewer physical journeys and more control over personal affairs.

- **Lifelong learning and leisure.** Watch a classical concert from Vienna, follow a gentle exercise class, or join an online history group that meets via video call.
- **Safety and health.** Receive severe-weather alerts, book a tele-health appointment, or contact family quickly in an emergency.



Because nearly every modern device is “Internet-capable,” you only need two things to connect:

1. **A device** — smartphone, tablet, laptop or desktop computer. Even budget models will work for basic tasks.
2. **A connection** — most commonly **Wi-Fi** (a local wireless signal in your home, a library or a café) or **mobile data** (4G/5G service provided by your phone company). Each connection type has a small icon that lights up on your screen, telling you whether the signal is strong, weak or missing altogether.



1.2. Connecting to the Internet

There are two main ways to get a device online:

Connection	Where you see it	Typical use	Cost
Wi-Fi		Homes, cafés, libraries	Usually free / included in home bill
Mobile data (4G/5G)		Outdoors, buses, back-up link	Charged on phone plan

Key points

1. More bars = stronger signal.
2. A padlock means the network needs a password.
3. Avoid banking on public Wi-Fi.

Activity 1 *Group brainstorm* – list three more advantages of going online (personal or general).

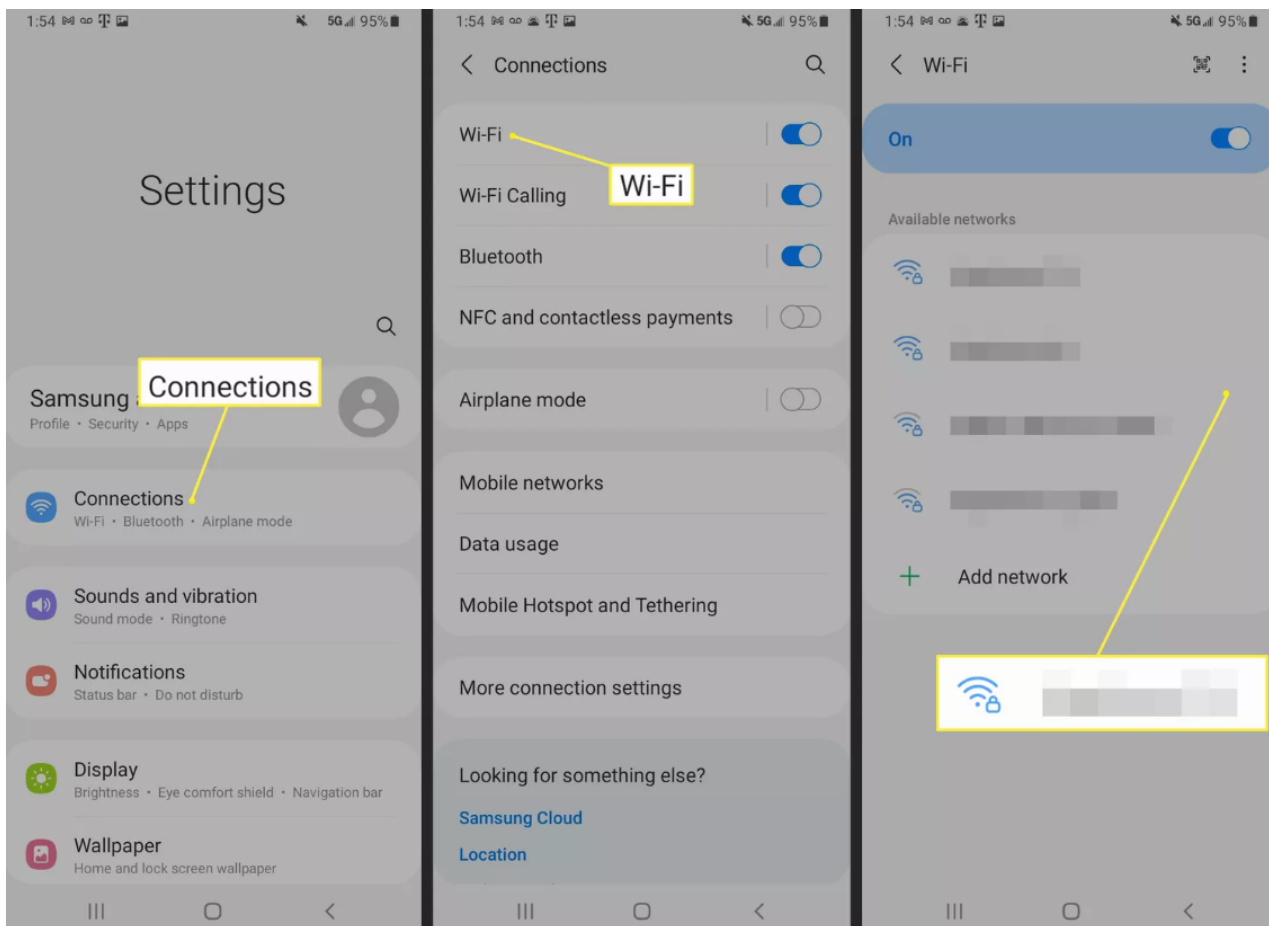
Discuss with tutor.

1.3. Joining a Wi-Fi network (hands-on)

1. Open **Settings** ▶ **Wi-Fi**.
2. Tap the classroom network **DIGITAL-IN-TRAINING**.
3. Enter password **Learning2025!** (watch upper-case L).
4. Look for **Connected** ✓ or a solid Wi-Fi icon.
5. Open a browser to test.

Accessibility shortcuts

- Android: pull down quick settings, tap Wi-Fi.
- iPhone: **Settings** ► **Wi-Fi**, toggle slider.
- Windows laptop: click **network** icon bottom-right.

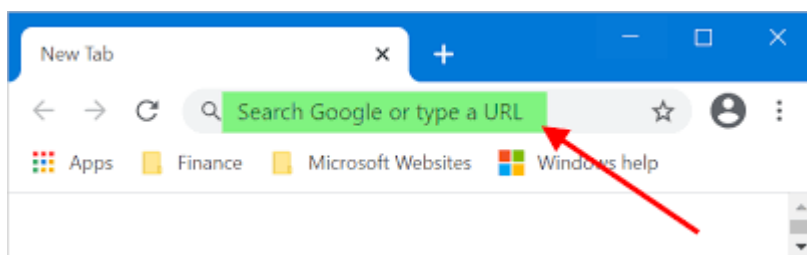


1.4. Basic Internet terminology

Term	Plain-language meaning	Example
Web browser	The “vehicle” you drive on the Internet road	Chrome, Edge, Safari
Website	A collection of pages under one address	www.cypruspost.post
Link hyperlink	A piece of text or picture you click to jump to another page	The blue words you’re reading above

1.5. Opening—and closing—a web page

1. Tap **Chrome** (Android) *or* click **Edge** (Windows).
2. In the **address bar** type www.cypruspost.post and press **Enter/Go**.
3. To leave, tap the **square** □ (mobile) *or* click the **X** (desktop) to close the tab, then press **Home**.
4. Add to **Bookmarks/Favourites** with the ☆ star.





SUMMARY UNIT 1. INTRODUCTION TO THE INTERNET

Learners can now define “Internet”, connect to Wi-Fi, recognise connection icons, open a browser, visit a page and close it safely.

EXERCISES UNIT N. 1.

Unit 1 Quiz

#	Question	Answer
1	<i>True/False:</i> Capital letters do not matter in Wi-Fi passwords.	False
2	Which icon shows mobile data is active? a) Wi-Fi bars b) 4G c) Airplane	b
3	Where do you type a web address? a) Search box b) Address bar c) Home button	b
4	<i>True/False:</i> Public Wi-Fi is always safe for online banking if it has a password.	False

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UNIT 2 ONLINE SEARCHING: FINDING INFORMATION EASILY

(Duration 30 min · DigComp basic level – Areas 1 & 4) *lo quitaria*

2.1. Introduction

The World Wide Web is often compared to a gigantic library without a card-catalogue: billions of pages stored on computers around the globe, growing by millions more every day. Somewhere in that endless digital stack lies the answer to your bus timetable question, the recipe for Cypriot tahini dip, a free exercise video for stiff joints, and the latest notice from the Social Insurance Service. But without a guide, useful information can be buried beneath adverts, rumours and look-alike websites.

Search engines—most famously Google and Bing—act like skilled librarians. The moment you type a few words, they scan their index of web pages, rank the best matches and present them in order of relevance. Good search habits turn this automated helper into a real time-saver; poor habits can lead to frustration, wrong facts or even scams. That is why mastering a handful of techniques is one of the most valuable digital skills a senior learner can gain.

What you will master in this unit

- **Choosing clear keywords.** Replacing vague phrases (“bus”) with specific ones (“Limassol to Nicosia bus timetable”) narrows results from millions to a manageable handful.
- **Using quick filters.** Tabs such as **Images**, **News**, **Maps** and **Videos** slice the results to match your goal—finding a route map, a fresh headline or a step-by-step video tutorial.
- **Evaluating credibility.** A safe page usually displays a padlock symbol and **https://** in the address bar, belongs to a trusted domain (*mfa.gov.cy*, *who.int*), and shows a recent publication date. Learning to scan for these cues protects you from outdated advice and imitation sites.

- **Bookmarking gems.** When you discover a reliable recipe, a favourite radio stream or a helpful government FAQ, adding it to **Bookmarks / Favourites** is like placing a sticky note on the right page—next time it opens with a single click.

Why these skills matter

- **Save time.** Accurate keywords and filters mean less scrolling and fewer dead-ends.
- **Stay safe.** Recognising secure addresses and recent dates shields you from misinformation and phishing traps.
- **Keep organised.** Bookmarks build a personal library of trusted sources—no need to re-search every week.
- **Gain independence.** Whether you need health advice at 3 a.m. or directions to a new doctor’s office, confident searching means answers are at your fingertips.

2.2. Learning outcomes

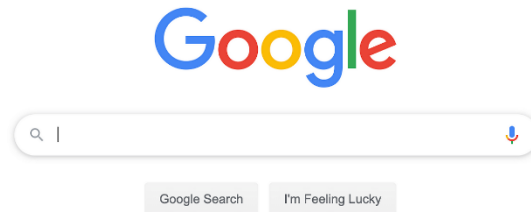
After completing Unit 2 the learner **will be able to**:

#	Outcome
2.1	Enter two-to-four keywords in a search box and run the search.
2.2	Use the <i>Images</i> or <i>News</i> tab to narrow results for a given task.
2.3	Select a trustworthy result using two credibility cues (URL & padlock/HTTPS).
2.4	Create a bookmark for the chosen page and retrieve it again.

2.3 Training content

2.3.1 Opening Google (or Bing)

1. Open the browser.
2. In the address bar type www.google.com or www.bing.com and press **Enter/Go**.



Tip: If the page language looks wrong, scroll to the bottom and choose “**English (United Kingdom)**”.

2.3.2 Choosing good keywords

Write what you really need, ignoring little words.

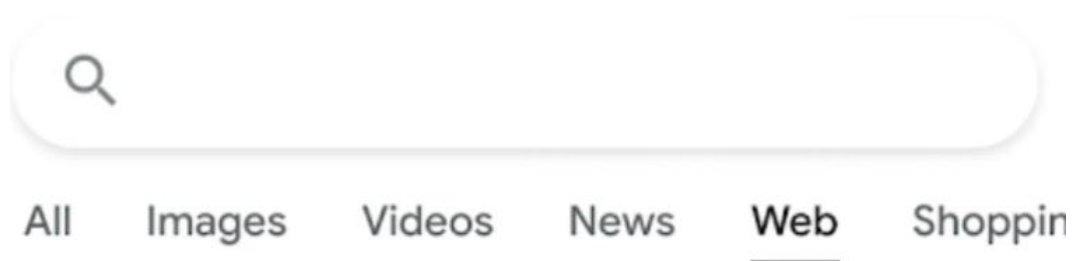
Task	Weak keywords	Better keywords
Check bus times Limassol ► Nicosia	timetables	limassol nicosia bus timetable
Find recipe for Cypriot tahini dip	sauce	tahini dip recipe cyprus

Ask: **Who? What? Where?** Leave out words such as “please” or “the”.

2.3.3 Running & filtering a search


1. Type the keywords and press **Enter**. The results page appears.

2. Click a filter tab: **Images** · **Videos** · **News** · **Maps** to narrow the list.
3. If too many results, add another keyword; if too few, remove one.

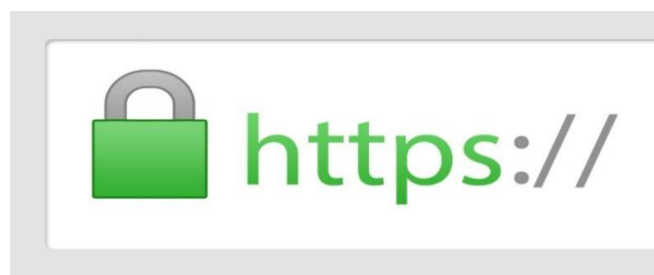


Activity 1 (pair work) Learners receive three everyday tasks (find tomorrow’s weather, locate a bus timetable, look up a recipe). In pairs they write keywords, run the search and pick the best result.

2.3.4 Judging credibility – “TRI test”

1. **Title & URL** – does the address end in *.gov, *.edu, .org?
2. **Recent** – check the date (current year for news; last 3 years for tips).
3. **Icon** – look for the padlock  and **https://** at the start.

Avoid results marked **Ad** or suspicious addresses (strange spellings, numbers).

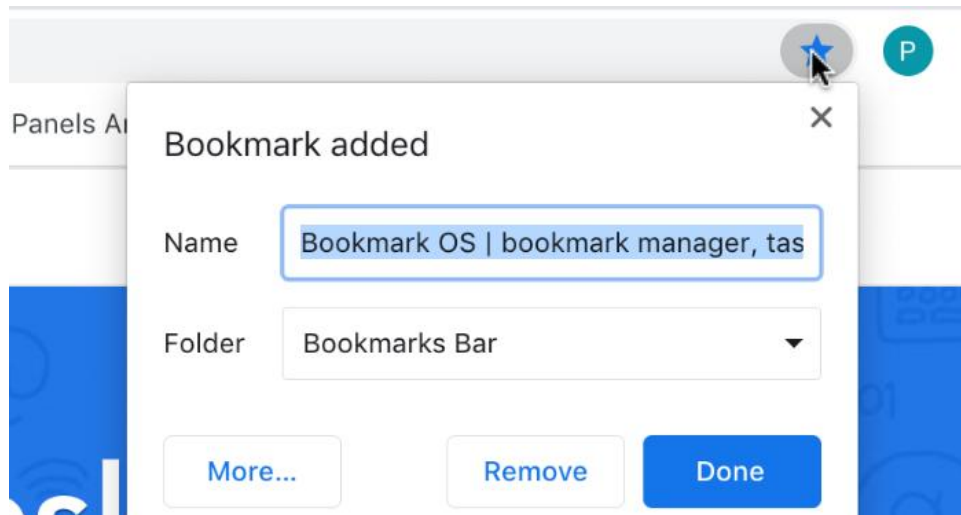


2.3.5 Opening and bookmarking a result

1. Click the blue title link.
2. If satisfied, add to favourites:
 - Chrome Android: : **Menu** ▶ ☆ **Add to Bookmarks**

- Edge Windows: **Favourites** ★ button or **Ctrl + D**

3. To retrieve later: **Menu** ▶ **Bookmarks/Favourites**.



2.3.6 Quick recap

You can now search with clear keywords, filter results, spot a safe link using the TRI test and save a page for future use.

SUMMARY UNIT 2. ONLINE SEARCHING: FINDING INFORMATION EASLY


Learners can conduct a focused Google/Bing search, apply quick filters, judge result credibility with simple checks and save reliable pages for later.



EXERCISES UNIT N. 2.

Exercise 1 – Matching

Match the credibility cue to its meaning.

Cue	Meaning
a)  https://	1. Government or education source
b) .gov.cy	2. Secure/encrypted page
c) 2025-03-14	3. Publication date

Answer key (tutor copy): a-2, b-1, c-3.

Exercise 2 – Guided performance

Task: Search for “Limassol bus timetable” and open the official government page. Bookmark it.

Tutor checklist:

Criterion	Y/N
Keywords typed without spelling errors	
Official site (.gov.cy) opened	



Bookmark created successfully	
-------------------------------	--

Exercise 3 – Mini-quiz

1. *True/False*: A padlock icon means the page is encrypted. **True**
2. Which filter would you click to see only pictures?
a) News b) Images c) Videos **Answer: b**
3. Which of these URLs looks safer?
a) *cyprus-recipes-daily.xyz* b) *mfa.gov.cy* **Answer: b**

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UNIT 3 INTRODUCTION TO ONLINE SAFETY

(Duration 30 min · DigComp basic level – Area 4 “Safety”)

3.1. Introduction

The Internet opens a doorway to news, family chats and convenient online services, yet the very openness that makes it useful also invites risk. Cyber-criminals do not need to pick a physical lock or peer over your shoulder in a bank queue—they can try thousands of stolen passwords in seconds, send realistic-looking e-mails that imitate government departments, or hide malicious links behind tempting headlines. Seniors are often targeted because scammers assume older adults are less familiar with digital “red flags.” The good news is that a few straightforward habits can block the vast majority of attacks and keep your personal information—and hard-earned savings—safe.

Common online threats

- **Weak or reused passwords.** Short, simple words (or one password used everywhere) are easy for automated “guessing” programs to crack.
- **Phishing e-mails and pop-ups.** Messages that appear to come from a bank, courier or utility company urge urgent action—“verify your account now!”—but actually lead to fake websites that capture log-in details.
- **Forgotten sign-ins on public or family computers.** Staying logged in after finishing a task can allow the next user to browse your private e-mail or shop in your name.
- **Out-of-date software.** Hackers constantly search for weaknesses in old versions of apps and operating systems; manufacturers fix these holes, but only if users install the updates.

Four essential safety habits you will master

1. **Creating strong, unique passwords.** You will learn an easy recipe—length + mix + a personal twist—that produces passwords criminals cannot guess yet you can still remember.
2. **Spotting phishing scams.** By examining real-world screenshots you will practise a quick checklist: check the sender address, look for scare tactics, hover over links before clicking and confirm the padlock/https in the address bar.
3. **Signing out correctly.** A few clicks (or a finger swipe) to log off and close the browser tab ensures no one can use your online identity after you leave the screen, whether at home, a friend's house or a library PC.
4. **Keeping devices updated.** Turning on automatic updates—on smartphones, tablets and Windows PCs—patches security holes and adds new protective features without extra effort.

Why these habits matter

- **Protect your money and personal data.** A strong password and sceptical eye stop thieves before they begin.
- **Preserve privacy and dignity.** Avoid the embarrassment of contacts receiving scam messages that appear to come from you.
- **Reduce stress.** Confidence in safe browsing lets you enjoy online shopping, e-government portals and social media without constant worry.
- **Set an example.** By practising good security, you encourage friends, grandchildren and community members to do the same.

3.2. Learning outcomes

#	Outcome
3.1	Compose a password of at least eight characters that includes upper-case, lower-case, numbers and a symbol.
3.2	Identify two warning signs of a phishing message (unknown sender, urgent money request, misspelt URL or no padlock).
3.3	Sign out of an online service and close the browser tab on both mobile and desktop.
3.4	State in one sentence why installing updates improves security.

3.3. Training content

3.3.1 What is online safety?

Online safety means protecting your personal information, money and identity while using the Internet. The good news: a few simple habits block most common threats.

3.3.2 Creating a strong password

1. **Length:** at least 8 characters.
2. **Mix:** UPPER + lower + 123 + symbol (! ? @).
3. **Unique:** never reuse the same password on two sites.

Easy formula Take a sentence → first letters → add numbers & symbol

"I love coffee at 7 in the morning!" → **llc@7itm!**

Choose a password: Password strength: **Too short**
Minimum of 8 characters in length.

Choose a password: Password strength: **Weak**
Minimum of 8 characters in length.

Choose a password: Password strength: **Fair**
Minimum of 8 characters in length.

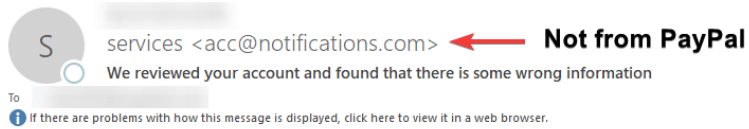
Choose a password: Password strength: **Good**
Minimum of 8 characters in length.

Choose a password: Password strength: **Strong**
Minimum of 8 characters in length.

Activity 1 Learners write a sentence, convert it to a strong password and test it on an online strength checker (pre-loaded page).

3.3.3. Spotting phishing e-mails & pop-ups

Red flag	Example
Unknown sender	"bank-security@alerts-info.com"
Urgent request	"ACT NOW or account closed!"
Weird link	http://mypay.bank-verify.ru
No padlock / https	Browser shows "Not secure"



If there are problems with how this message is displayed, click here to view it in a web browser.

PayPal

Dear client , you have 1 update today !

Dear customer, ← **No use of recipient's name**

We reviewed your account and found that there is some wrong information, and this may lead to the closure of your account for the occurrence of side so please click on the button below and update your correct manner, and we thank you for your understanding of the problem and sorry for the inconvenience.



Please do not reply to this email. To get in touch, go to the website and click Help and Contact

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← **Odd formatting**

Tip: Use the **TRI test** from Unit 2—Title/URL, Recent, Icon (padlock).

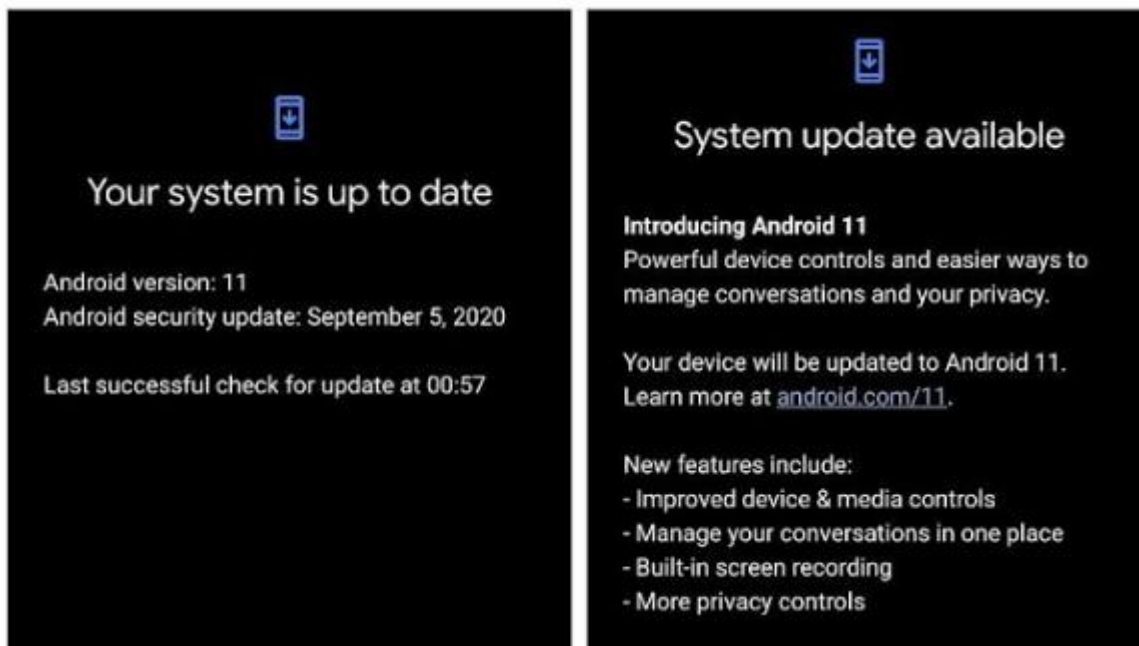
3.3.4. Signing out & closing tabs

1. Click your **profile name** ▶ **Sign out**.
2. Close the tab (×) or **swipe it away** on mobile.
3. On shared computers: **Clear history** (Ctrl + Shift + Del).



3.3.5. Keeping devices updated

- Updates close “holes” hackers can exploit.
- Enable **Automatic Updates** on phone (Android/iOS) and computer (Windows Update).
- Restart device after major updates.



3.3.6. Quick recap

With a strong password, scam awareness, proper sign-out and regular updates, you stop the vast majority of online threats.

SUMMARY UNIT 3. INTRODUCTION TO ONLINE SAFETY

Learners can now craft secure passwords, recognise phishing cues, sign out correctly and explain why keeping devices updated is critical for safety.



EXERCISES UNIT N.3.

Exercise 1 – Matching

Match the password rule to its description.

Rule	Description
a) Length	1. Use upper/lower, digits, symbol
b) Mix	2. Eight characters or more
c) Unique	3. Don't reuse on two sites

Answer key (tutor): a-2, b-1, c-3.

Exercise 2 – Scenario quiz

1. You receive an e-mail saying *“Pay €200 now or your parcel is destroyed.”* The sender address is **post-service@delivery-secure.net** (no padlock on site). What should you do?
- a) Click and pay
 - b) Delete and report
 - c) Reply for details

Correct: b

2. Which action improves safety?
- a) Using the same password everywhere
 - b) Enabling automatic updates
 - c) Leaving tabs open on a public PC

Correct: b

Exercise 3 – Guided performance

Task: On your phone, open **settings** ▶ **system** ▶ **software update** and show the tutor the “up-to-date” message **OR** start the update if offered.

Criterion	Y/N
Navigates to update menu	
Explains why updates matter	

REFERENCE UNIT N.3.

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UNIT 4 EXPLORING ONLINE NEWS & INFORMATION SOURCES

(Duration 30 min · DigComp basic level – Areas 1 “Information and Data Literacy” & 3 “Digital Content Creation / Misinformation”)

4.1. Introduction

Staying informed has never been easier: open a web browser and you can read breaking headlines from *Cyprus Mail*, watch a live press briefing from Brussels, or flip through a digital gardening magazine—all before breakfast. Yet the same speed and reach that make online news so convenient also create fertile ground for misinformation. False stories can spread faster than verified facts, often dressed in professional layouts and dramatic language that blur the line between journalism and rumour. For older adults, distinguishing reliable reporting from click-bait or deliberate hoaxes is an essential part of digital well-being.

Consider three everyday scenarios:

- A sensational post claims that “olive oil cures arthritis overnight!” Should you share it with friends who suffer joint pain?
- A social-media link announces new pension rules, directing you to a page that demands your ID number to “check eligibility.” Is it safe?
- An unfamiliar site republishes yesterday’s earthquake alert. Is it genuinely recent, or simply recycling last year’s headlines for ad clicks?

This unit equips you with practical skills to navigate such situations confidently.

Key skills you will master

1. **Opening reputable portals.** You will learn to spot trustworthy domain endings—.gov.cy for government, .europa.eu for EU institutions, .org for public broadcasters—and to use bookmarks so your browser always starts in safe territory.

2. **Subscribing to newsletters.** Step-by-step guidance will show how to sign up for a news digest or magazine article alert, confirm the subscription via e-mail and, just as important, unsubscribe whenever you wish.
3. **Recognising misinformation cues.** Through real screenshots you'll practise the **"3-C Test"**:
 - **Creator** – Is a real journalist or organisation named?
 - **Citation** – Are facts linked to sources, data, or pictures that can be traced?
 - **Context** – Does the article show a clear date, place and balanced wording, or does it rely on ALL-CAPS urgency and unverified claims?
4. **Sharing responsibly.** Once you confirm a story's credibility, you'll learn to copy-and-paste the link or tap the Share icon on your phone, sending accurate information to family WhatsApp groups or e-mail contacts without forwarding the entire article (and its ads).

Why these skills matter

- **Prevent confusion and panic.** Sharing unverified "miracle cures" or outdated emergency alerts can cause unnecessary worry.
- **Save time and data.** Reliable portals load quicker, contain fewer intrusive adverts and respect your privacy.
- **Strengthen community trust.** By circulating accurate links, you become a source of reliable information in your social circle.
- **Cultivate lifelong learning.** Curated newsletters deliver hobby articles, health advice or EU policy updates straight to your inbox—no need to hunt daily.

4.2. Learning outcomes

#	Outcome
4.1	Open a reputable news site (e.g., <i>euronews.com</i> or <i>cyprus-mail.com</i>) and locate today's headline list.
4.2	Subscribe to an online newsletter and confirm the sign-up via e-mail.
4.3	Flag a headline as potential misinformation using two "3-C" cues.
4.4	Share a trusted article link through e-mail or a messaging app.

4.3. Training content

4.3.1. Finding reputable portals

Government (.gov), mainstream media (.com), and public broadcasters (.org) are usually reliable.

Tip: Look for an "About Us" link—transparent sites explain who they are.

4.3.2. The "3-C" misinformation check

Cue	What to look for	Red flag
Creator	Real journalist / organisation named	"Admin User"
Citations	Links to sources, data, pictures credited	"Source: Social Media"
Context	Date, place, balanced wording	No date or sensational ALL-CAPS

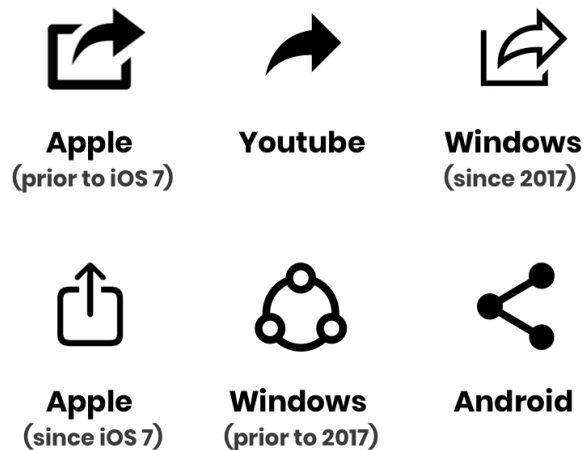
4.3.3. Subscribing to a newsletter

1. Scroll to the bottom of the site.
2. Enter e-mail in **Newsletter sign-up** box; press **Subscribe**.
3. Open inbox → click confirmation link.



4.3.4. Sharing an article

- Desktop: **address bar** ▶ **Ctrl +C** (copy) → paste into e-mail.
- Mobile: **Share** icon → choose **WhatsApp / Messages**.



4.3.5. Quick recap

Learners can now reach trusted news, join a newsletter, check headlines with the 3-C test and pass safe links to others.

SUMMARY UNIT 4. EXPLORING ONLINE NEWS & INFORMATION SOURCES

Learners can access reputable news portals, sign up for newsletters, apply a quick misinformation test and share safe content with others.

EXERCISES UNIT N. 4.

Exercise 1 – Multiple choice

Which domain ending is usually *least* reliable?

- a) *.gov.cy* b) *.org* c) *.info-blog*

Correct: C

Exercise 2 – Scenario

Open *euronews.com*, subscribe to the newsletter, then forward the confirmation e-mail to the tutor.

Checklist:

Criterion	Y/N
Site opened	
Confirmation link clicked	
E-mail forwarded	

Exercise 3 – Headline check

Read: **“Miracle cure for arthritis discovered in village well!”**

Tick the cues that fail:

Cue	Pass	Fail
Creator named		✓
Date shown		✓
Balanced language		✓

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DIGCOMP 2.2 MAPPING TABLE

LO #	Module Learning Outcome	DigComp 2.2 basic competence code
1.1	Explain in simple terms what the Internet enables in daily life.	1.1 Browsing, searching & filtering data, information and digital content
1.2	Recognise the difference between Wi-Fi and mobile-data connections.	5.1 Solving technical problems
1.3	Connect a device to a named Wi-Fi network and verify signal strength.	5.1 Solving technical problems
1.4	Open a web browser and load a specific web address.	1.1 Browsing, searching & filtering
2.1	Enter clear keywords into a search engine (Google/Bing).	1.1 Browsing, searching & filtering
2.2	Use simple filters (date, images, videos) to narrow results.	1.1 Browsing, searching & filtering
2.3	Apply two credibility cues (URL, padlock/HTTPS) to select reliable sources.	1.2 Evaluating data, information & digital content
2.4	Save a useful page as a bookmark and retrieve it later.	1.3 Managing data, information & digital content
3.1	Create a strong password that meets three security rules.	4.1 Protecting devices & digital content
3.2	Identify at least two signs of a phishing e-mail or scam pop-up.	4.2 Protecting personal data & privacy
3.3	Sign out of an online service and close the browser tab correctly.	4.1 Protecting devices & digital content
3.4	State why software and app updates improve safety.	4.1 Protecting devices & digital content (secondary 5.2 Identifying needs & technological responses – optional)



4.1	Locate a reputable EU/Cyprus news portal and open today's headlines.	1.1 Browsing, searching & filtering
4.2	Subscribe to an online newsletter or digital magazine and confirm the sign-up via e-mail.	2.1 Interacting through digital technologies
4.3	Flag a misinformation headline using a basic fact-checking tip (3-C test).	1.2 Evaluating data, information & digital content
4.4	Share a trusted article link via e-mail or a messaging app.	2.2 Sharing through digital technologies

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