**Lesson Plan**

Lesson 2.1.1 (Course Opening and Introduction)

|  |  |  |
| --- | --- | --- |
| Lesson 2.1.1 (Course Opening and Introduction) | | Duration: 30 minutes |
| **Resources Required:**   * PC/Laptop loaded with software versions compatible with the prepared materials * Projector and display screen. * Internet access (if available). * Student notepaper and pens. | | |
| **Session Aim:**  The aim of this session is to introduce delegates about course of the training and agenda topics and fields which will be covered. | | |
| **Objectives:**  At the end of this session, delegates will be able to:   * Have an introductory knowledge of Advanced Cybercrime Training for Judges and Prosecutors 2018 agenda and fields of training. * Provide delegates with information about the need for the training course and its aim and objectives. * Ensure that they have sufficient information about the programme of activities and the timetable. * Provide information about the health, safety and administrative details of the course. * Introduce the delegates to the trainers and other delegates. | | |
| **Trainer Guidance**  This presentation is of introductory nature and should give overall picture and impression about training and skills which are going to be developed during its course. | | |
| **Lesson Content** | | |
| **Slide Numbers** | **Content** | |
| 1 to 3 | The first slides lay out the structure and objectives of this session. Delegates will be given an opportunity to ask any preliminary questions that they may have regarding the structure and objectives of the session. Health and safety questions will be covered as well. | |
| 4 | This slide provides information about the background of the course for the delegates, The title of this course is “Advanced Cybercrime and Electronic Evidence Training for Judges and Prosecutors”. It has been developed as an output of the European Union/Council of Europe Joint Project on Regional Cooperation on Cybercrime in the IPA region. Latest additions are belonging to the GLACY and GLACY+ projects. | |
| 5 | This slide provide information about This training is necessary because Judges and prosecutors play an important role in the investigation and adjudication of individuals or groups that have committed crimes.  With the increased number of incidence where these crimes have an element of cybercrime there is an increased need for judges and prosecutors to be properly trained to understand the nature of these crimes and to also be aware of the legislation and the instruments for international cooperation available to handle cases of cybercrimes. | |
| 7 | Overall aim of the course is explained to the delegates at the very beginning.  This will enable them to appreciate the overarching reason for them being there.  The aim of the course is to provide the knowledge and skills to allow judges and prosecutors to fulfill their roles relating to cybercrime investigations.  This course is designed to build upon the learning outcomes of the basic cybercrime training course for judges and prosecutors and should be attended only by those that have successfully completed that course. | |
| 8 | Session objectives. | |
| 10 | This slide is left blank for each country to complete with the names of the trainers that are teaching the course. | |
| 12 | Methodology slide should provide information about further content of the training as a mixture of presentations and exercises based around a scenario.  It is structured in that way as a result of requests received during the basic course for more information on cases and digital forensics.  This course will enable the delegates, not only to listen to experts providing information, but also to work on an investigation themselves, working on the information that will be provided during the course. | |
| 13 | The course timetable should be explained to the students at this stage.  This should include the times of the course, the lunch and other breaks and a brief description of each session.  The inclusion or exclusion of any assessment should be dealt with at this stage.  If there is an assessment, this should be explained in detail, including the expectations of the students in terms of study. | |
| 15 | This slide provides introduction of the trainers and students as the next stage.vIt is important to take this early opportunity to get them to interact with each other and the trainers. The delegates should be asked to pair with someone in the class that they do not already know.  They should then be directed to ask their “partner” the to provide answers to these questions:  Their Name and Country  Where they work  What they do  Their experience as a trainer  Something Interesting about them  The pairs should ask the same questions of each other.  They should then introduce their “new colleague to the rest of the class.  The trainer should keep notes of the information that is provided to assist their knowledge of the students. | |
| 16 | The trainer should recap / test knowledge on the following points to ensure that the students have appreciated the learning objectives of the session.  Time should be allowed for questions at appropriate times during the session. | |
| **Practical Exercises**  There are no compulsory practical exercises. | | |
| **Assessment/Knowledge Check**  No formal assessment has been prepared for this session. The delegates will be expected to participate actively. | | |