Lesson 1.1.1 Course Opening

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| Lesson 1.1.1 Course Opening | | Duration: 1 hour |
| **Resources Required:**   * PC/Laptop loaded with software versions compatible with the prepared materials * Projector and display screen. * Internet access (if available). * Computer hardware examples (if available). * Whiteboard. * Whiteboard pens (at least 2 each of blue, black, red and green). * 2 Flipcharts with adequate paper. * Student notepaper and pens. * Stapler, hole punch and scissors. * Blu tack or a similar product to allow for paper to be affixed to the walls temporarily. | | |
| **Session Aim:**  To provide the delegates with information about the need for the training course and its aim and objectives. To 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 trainers to the delegates. | | |
| **Objectives:**  By the end of the lesson the students will be able to:   * Discuss the overall aim of the course * Explain why this course is necessary * List the component parts of the timetable and activities of the course * List the health and safety procedures for the venue | | |
| **Trainer Guidance**  This is the opening session of the course. During this session the trainers will be introduced to the delegates. The course aim and objectives will be explained along with the methods of teaching.  The trainer may choose to introduce “ice breakers” to encourage the delegates to become involved in the course and with each other at an early stage.  A PowerPoint presentation has been prepared for this session. This is a generic presentation and does not take into account national issues that may need to be dealt with when this course is dealt with at the national level. The trainer should ensure that the information in this presentation is relevant for the location of delivery.  This session has been reduced from the original course, removing the ice breaker exercise to introduce the delegates to each other and the trainers. The trainer should consider how best to ensure that the delegates are engaged from the beginning and that there are no barriers to learning. | | |
| **Lesson Content** | | |
| **Slide Numbers** | **Content** | |
| 2 | Health and safety issues are dealt with in this slide. These will differ depending on the location of delivery. It is the trainer’s responsibility to ensure that they have the correct information to impart to delegates. It is important that the trainers are introduced to the delegates during this session, so there is an understanding of their background, knowledge and role in the course. | |
| 3 | The background of the course is provided for the delegates. This course has combined elements of two Council of Europe training courses; to bring together the substantive elements of cybercrime, electronic evidence and online crime proceeds. | |
| 4 | The session objectives are set out in this slide. As this is the first lesson, the trainer should explain the importance of objectives and their purpose. In particular, they should explain that they are a method for both delegates and trainers to evaluate if the content delivered meets the objectives. | |
| 5 to 7 | It is important that the 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. There are two different aspects to this course, which should be explained | |
| 8 | 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. | |
| 9 | The trainer should give participants an opportunity to ask any questions that they may have in relation to the topics covered so far and any issues they may have with the course or logistical arrangements. | |
| **Practical Exercises**  No practical exercises are envisaged in this lesson. | | |
| **Assessment/Knowledge Check**  No knowledge check or assessment is prepared for this session. | | |