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Lesson Plan & E-tool Kit

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| Module | <i>Module 2: Basic Software Application and Communication Tools</i> |
| Lesson | <i>Lesson 2.1: Digital Collaboration Tools</i> |
| Objectives | <ul style="list-style-type: none">• <i>Understand the core features of Google Workspace and Microsoft Teams.</i>• <i>Know how to use these tools for collaborative projects, including secure file sharing and efficient communication.</i>• <i>Recognize the benefits of using digital collaboration tools in virtual work environments.</i>• <i>Efficiently use Gmail, Google Drive, Docs, Sheets, Calendar, and Teams' communication and file-sharing features.</i>• <i>Collaborate seamlessly using both platforms, ensuring data security and workflow optimization.</i> |
| Methodologies | <p><i>This lesson will employ a blended learning approach, combining:</i></p> <ul style="list-style-type: none">• <i>Online self-paced learning through the provided presentation</i>• <i>Virtual classroom discussions and group projects</i>• <i>Hands-on practical exercises</i> |
| Time | <i>40 mins</i> |

Introduction

Educators will introduce Module 2.1 by explaining the importance of digital collaboration tools in professional and educational settings. Highlight how these tools enhance teamwork, productivity, and security in virtual work environments. Emphasize the learning outcomes, focusing on understanding core features, applying best practices, and ensuring proficiency in using these tools.

Teaching Instructions

- 1. Begin by having students review the presentation independently.*
- 2. Conduct a virtual class discussion on platform features related to logistics. Encourage students to share their experiences and perceptions.*
- 3. Conduct guided exercises asking students to set up and manage shared documents using Microsoft Teams.*
- 4. Emphasize the importance of proficiency in digital collaboration tools for future careers.*



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| Activity name | <i>Digital Collaboration Tools Exploration</i> |
| Type | Activity/Self-Paced Homework |
| Description | <p>1) <i>Explain the activity, what it consists of:</i> <i>This activity involves students exploring and documenting the features of Google Workspace independently. Students will learn how to use these tools for collaborative projects, focusing on secure file sharing, team collaboration, and efficient communication. The activity includes creating documents, managing files, scheduling meetings, and optimizing workflows using both platforms.</i></p> <p>2) <i>How would you explain it to students</i> <i>"Today, you'll be exploring Google Workspace on your own. Your task is to learn about each tool's features and how they can be used for collaborative work. You'll create documents, manage files, schedule virtual meetings, and practice secure file sharing. This activity will help you understand how these tools enhance teamwork and productivity in virtual environments."</i></p> <p>3) <i>What should students do</i></p> <ul style="list-style-type: none"> - <i>Sign in to Google Workspace and explore each tool (Gmail, Drive, Docs, Sheets, Slides, Calendar, Meet).</i> - <i>Create a document in Google Docs to note down key features and uses of each tool.</i> - <i>Use Google Sheets to practice data management by creating a simple budget or schedule.</i> - <i>Design a presentation in Google Slides on a topic of interest.</i> - <i>Write a short reflection on what you learned from exploring both platforms.</i> - <i>Discuss which features student found most useful and how student can apply them in future projects.</i> <p>4) <i>What should teachers do</i></p> <ul style="list-style-type: none"> - <i>Share detailed instructions on what students should explore in the platform.</i> |
| Objectives | <i>This activity will help students apply their knowledge in practical, real-world contexts, enhancing their understanding of digital collaboration tools like Google Workplace.</i> |
| Resources | <i>Mobile or computer device, internet</i> |
| Estimated time | <i>25 min.</i> |
| Notes | - |
| Attached | - |

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| Evaluation | - |
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| Feedback | <ol style="list-style-type: none">1. <i>How would you rate the overall lesson on a scale of 1-5? (1 = Poor, 5 = Excellent)</i>2. <i>What did you find most useful about this lesson? [Open-ended response]</i>3. <i>What aspects of the lesson could be improved? [Open-ended response]</i>4. <i>Did the lesson meet your expectations? [Yes/No]</i>5. <i>How likely are you to apply what you learned in your future work? (1-5) (1 = Not likely at all, 5 = Very likely)</i>6. <i>Additional comments or suggestions: [Open-ended response]</i> |
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| Module | <i>Module 2: Basic Software Application and Communication Tools</i> |
| Lesson | <i>Lesson 2.2: Digital Communication Platforms</i> |
| Objectives | <ul style="list-style-type: none">• <i>Understand the key features of video conferencing and chat platforms (e.g., Zoom, Teams, Slack, WhatsApp).</i>• <i>Use these platforms effectively for professional communication.</i>• <i>Apply professional etiquette in virtual and chat-based interactions.</i>• <i>Enhance productivity, security, and collaboration using these tools.</i>• <i>Demonstrate competence in professional communication in virtual environments.</i> |
| Methodologies | <i>This lesson will employ a blended learning approach, combining:</i> <ul style="list-style-type: none">• <i>Online self-paced learning through the provided presentation</i>• <i>Virtual classroom discussions</i>• <i>Hands-on practical exercises</i> |
| Time | <i>40 mins</i> |

Introduction

Educators will introduce Module 2.2 by explaining the importance of digital communication platforms in professional settings. Highlight how these tools enhance collaboration, productivity, and security in remote and hybrid work environments. Emphasize the learning outcomes, focusing on understanding key features, applying professional etiquette, and ensuring proficiency in using these tools.

Teaching Instructions

- 1. Begin by having students review the presentation independently.*
- 2. Present an overview of some of the platforms. Discuss their features and benefits. Encourage students to share their experiences and perceptions.*
- 3. Conduct some guided exercises for students to set up and manage video calls using different platforms.*
- 4. Emphasize the importance of proficiency in digital communication tools for future careers.*

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| Activity name | <i>Virtual Meeting Challenge</i> |
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| Type | Activity |
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| Description | <ul style="list-style-type: none"> • <i>Explain the activity, what it consists of:</i> <i>This activity involves students simulating a professional virtual meeting using a video conferencing platform (e.g., Zoom, Microsoft Teams, or Google Meet). Students will be assigned roles within a fictional team and must prepare for and conduct a meeting based on a given scenario. The activity focuses on applying best practices for virtual meetings, including scheduling, professional etiquette, use of platform features (e.g., screen sharing, chat, raise hand), and security measures.</i> • <i>How would you explain it to students</i> <i>"Today, we're going to practice running a professional virtual meeting. You'll work in teams and take on specific roles within a logistics company. Your task is to simulate a meeting where you discuss how to handle a delayed shipment for an important client. You'll need to schedule the meeting, prepare your talking points, and use the features of a video conferencing platform effectively. This activity will help you improve your communication skills, learn how to use digital tools professionally, and apply best practices for virtual meetings."</i> • <i>What should students do</i> <ul style="list-style-type: none"> -<i>Receive a role assignment (e.g., Team Leader, Logistics Coordinator, Customer Service Representative).</i> -<i>Receive scenario from the instructor</i> - <i>One student (the Team Leader) schedules the meeting using the chosen platform.</i> - <i>All students prepare their talking points based on their roles (e.g., Logistics Coordinator explains the cause of the delay; Customer Service Representative discusses customer complaints).</i> - <i>Students join the meeting on time and test their audio/video settings beforehand.</i> - <i>Use professional etiquette during the meeting (e.g., mute microphones when not speaking, raise hands to contribute).</i> - <i>Utilize platform features such as screen sharing (to present data), chat (to share quick updates).</i> • <i>What should teachers do</i> <ul style="list-style-type: none"> - <i>Provide students with clear instructions for the activity and assign roles.</i> - <i>Briefly demonstrate how to use key features of the chosen video conferencing platform - (e.g., scheduling meetings, screen sharing, using chat) if needed.</i> - <i>Observe students during their virtual meetings to ensure they are using proper etiquette and leveraging platform features effectively.</i> - <i>Take notes on their performance for feedback.</i> - <i>After the activity, provide constructive feedback on how students conducted their meetings.</i> |



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| Objectives | <i>This activity will help students apply their knowledge in practical, real-world contexts, enhancing their understanding of effective use of digital communication platforms in logistics.</i> |
| Resources | <i>Mobile or computer device, internet</i> |
| Estimated time | <i>25 min.</i> |
| Notes | <i>Example scenario: The team works for a logistics company and needs to discuss the delayed delivery of goods to a key client. The meeting's goal is to identify the cause of the delay, propose solutions, and decide on next steps to ensure customer satisfaction.</i> |
| Attached | - |

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| Evaluation | - |
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| Feedback | <ol style="list-style-type: none">1. <i>How would you rate the overall lesson on a scale of 1-5? (1 = Poor, 5 = Excellent)</i>2. <i>What did you find most useful about this lesson? [Open-ended response]</i>3. <i>What aspects of the lesson could be improved? [Open-ended response]</i>4. <i>Did the lesson meet your expectations? [Yes/No]</i>5. <i>How likely are you to apply what you learned in your future work? (1-5) (1 = Not likely at all, 5 = Very likely)</i>6. <i>Additional comments or suggestions: [Open-ended response]</i> |
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| Module | <i>Module 2: Basic Software Application and Communication Tools</i> |
| Lesson | <i>Lesson 2.3: Word Processing, Spreadsheets and Presentation Tools</i> |
| Objectives | <ul style="list-style-type: none">• <i>Understand the core features of Microsoft Word, Excel, and PowerPoint.</i>• <i>Know how to apply best practices for formatting and document management in Word, data organization in Excel, and slide design in PowerPoint.</i>• <i>Efficiently use these tools for document creation, data analysis, and presentations.</i>• <i>Ensure proficiency in Microsoft 365 tools for various tasks.</i> |
| Methodologies | <i>This lesson will employ a blended learning approach, combining:</i> <ul style="list-style-type: none">• <i>Online self-paced learning through the provided presentation</i>• <i>Virtual classroom discussions</i>• <i>Hands-on practical exercises</i>• <i>Additional activity/homework</i> |
| Time | <i>40 mins</i> |

Introduction

The instructor will introduce Module 2.3 by explaining the importance of Microsoft Word, Excel, and PowerPoint in professional, academic, and personal contexts. Highlight how these tools enhance document creation, data analysis, and communication. Emphasize the learning outcomes, focusing on understanding core features, applying best practices, and ensuring proficiency in Microsoft 365 tools.

Teaching Instructions

- 1. Begin by having students review the presentation independently.*
- 2. Present an overview of Word, Excel, and PowerPoint, highlighting their uses and benefits. Encourage students to share their experiences and perceptions.*
- 3. Use examples to illustrate how each tool is applied in real-world scenarios.*
- 4. Conduct some guided exercises. For example, guide students in designing a presentation of (their) company with slide design, animations, and multimedia elements.*

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| Activity name | <i>Creating an enquiry form in Microsoft Word for a transport company</i> |
| Type | <i>Activity/Homework</i> |

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| <p>Description</p> | <p>1) <i>Explain the activity, what it consists of:</i> <i>This activity involves students creating a professional enquiry form in Microsoft Word for a transport company. The form should be designed to gather essential information from customers when they inquire about truck transportation services. Students will apply their knowledge of Word's formatting and design tools to create a clear, organized, and visually appealing form.</i></p> <p>2) <i>How would you explain it to students:</i> <i>"Today, you'll be creating a professional enquiry form for a transport company using Microsoft Word. This form will help the company gather necessary details from customers interested in truck transportation services. You'll use Word's features like tables, styles, and formatting to make the form easy to read and fill out. Think about what information the company would need from customers (e.g., contact details, shipment details) and design the form accordingly."</i></p> <p>3) <i>What should students do:</i> <i>-Plan the Form Structure:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the necessary fields for the form (e.g., customer name, contact information, shipment details, preferred dates).</i> ▪ <i>Sketch a rough outline of how the form should look.</i> <p><i>-Create the Form in Word:</i></p> <ul style="list-style-type: none"> ▪ <i>Open a new document in Word and set up a table to organize the fields.</i> ▪ <i>Use the Insert tab to add a table with appropriate rows and columns.</i> ▪ <i>Format the table using borders and shading to make it visually appealing.</i> <p><i>-Finalize and Save:</i></p> <ul style="list-style-type: none"> ▪ <i>Review the form for clarity and completeness.</i> ▪ <i>Save the document in a suitable format (e.g., DOCX or PDF).</i> <p>4) <i>What should teachers do</i></p> <ul style="list-style-type: none"> - <i>Offer a checklist of essential fields that should be included in the form.</i> - <i>Show students how to use Word's table feature to create structured forms.</i> - <i>Demonstrate how to apply styles for consistency and use formatting tools for readability.</i> - <i>After students complete their forms, hold a class discussion to highlight effective design elements and suggest improvements.</i> - <i>Encourage students to reflect on what they learned about using Word for professional document creation.</i> |
| <p>Objectives</p> | <p><i>This activity will help students apply their knowledge in practical, real-world contexts, enhancing their understanding of effective use of MS Word in logistics.</i></p> |
| <p>Resources</p> | <p><i>Computer device, internet, MS Word</i></p> |



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| Estimated time | <i>25 min.</i> |
| Notes | - |
| Attached | - |

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| Evaluation | <i>The activity will be evaluated as “completed” or “not completed”. The activity will be considered passed if a document is submitted in the correct format and represents an enquiry. The activity will be considered “not completed” for those who do not upload document.</i> |
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| Feedback | <ol style="list-style-type: none"><i>1. How would you rate the overall lesson on a scale of 1-5? (1 = Poor, 5 = Excellent)</i><i>2. What did you find most useful about this lesson? [Open-ended response]</i><i>3. What aspects of the lesson could be improved? [Open-ended response]</i><i>4. Did the lesson meet your expectations? [Yes/No]</i><i>5. How likely are you to apply what you learned in your future work? (1-5) (1 = Not likely at all, 5 = Very likely)</i><i>6. Additional comments or suggestions: [Open-ended response]</i> |
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| Module | <i>Module 2: Basic Software Application and Communication Tools</i> |
| Lesson | <i>Lesson 2.4: Email and Digital Communication</i> |
| Objectives | <ul style="list-style-type: none">• <i>Understand the purpose and structure of email communication.</i>• <i>Learn how to set up and manage email accounts securely.</i>• <i>Apply professional email etiquette in various contexts.</i>• <i>Utilize tools like Gmail and Outlook effectively.</i>• <i>Enhance productivity through email organization and security practices.</i> |
| Methodologies | <i>This lesson will employ a blended learning approach, combining:</i> <ul style="list-style-type: none">• <i>Online self-paced learning through the provided presentation</i>• <i>Collaborative learning by group discussions and role-playing activities.</i>• <i>Hands-on practice by writing emails and organizing inboxes using real-world scenarios.</i> |
| Time | <i>40 mins</i> |

Introduction

The instructor will introduce the module by explaining the importance of email as a versatile communication tool used in personal, educational, and professional settings. Highlight the key components of an email (e.g., subject line, body, attachments) and discuss its advantages over traditional communication methods like letters or phone calls. Emphasize the relevance of professional email etiquette for career readiness and secure digital communication practices.

Teaching Instructions

1. *Begin by having students review the presentation independently.*
2. *Conduct a discussion asking students to describe what an email is and share their experiences with using it.*
3. *Explain key concepts with a presentation slides or videos covering email basics, account setup, etiquette rules, security practices, and productivity tips.*
4. *Hands-on practice:*
 - *Guide students through setting up a mock email account.*
 - *Assign tasks like composing a professional email to a teacher or colleague.*
 - *Demonstrate how to use filters, labels, and rules for inbox organization.*



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| Activity name | <i>Email Etiquette Role-Play</i> |
| Type | Activity |
| Description | <p>1) <i>Explain the activity, what it consists of:</i> <i>This activity involves assigning students roles in a logistics company and having them engage in scenario-based email exchanges. The goal is to practice professional email etiquette and communication skills in a real-world context. Students will work in pairs or small groups, each taking on roles such as logistics manager, warehouse supervisor, or customer service representative.</i></p> <p>2) <i>How would you explain it to students</i> <i>"Today, we're going to practice using email in a professional setting, specifically in logistics. You'll be assigned roles within a company, and you'll need to communicate with each other via email to solve problems or complete tasks. This will help you understand how email is used in real-world scenarios and improve your professional communication skills."</i></p> <p>3) <i>What should students do</i> <i>-Form pairs with a classmate</i> <i>-Take specific roles within a logistics company (e.g., manager, supervisor, customer service).</i> <i>-Receive from the instructor a scenario related to logistics (e.g., a shipment delay, inventory discrepancy).</i> <i>-Write emails to each other based on their roles and the scenario. For example, a customer service representative might email a logistics manager about a delayed shipment.</i> <i>- After completing the exchange, students will review each other's emails for clarity, professionalism, and adherence to email etiquette.</i></p> <p>4) <i>What should teachers do</i> <i>- Create several logistics-related scenarios that require communication between different roles (e.g., resolving a delivery issue, coordinating inventory).</i> <i>- Divide the class into pairs/groups</i> <i>- Distribute roles among students and ensure each group has a mix of roles.</i> <i>- Allow sufficient time for students to work on their emails</i> <i>- Offer a checklist of professional email etiquette tips for students to follow during the activity.</i> <i>- Encourage peer feedback to foster collaborative learning</i> <i>- Summarize key takeaways from the activity</i></p> |
| Objectives | <i>This activity will help students apply their knowledge in practical, real-world contexts, enhancing their understanding of emails in digital communication in logistics.</i> |
| Resources | <i>Mobile or computer device, internet</i> |

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| Estimated time | <i>25 min.</i> |
| Notes | - |
| Attached | - |

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| Evaluation | - |
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| Feedback | <ol style="list-style-type: none">1. <i>How would you rate the overall lesson on a scale of 1-5? (1 = Poor, 5 = Excellent)</i>2. <i>Were the scenarios used in the role-playing activity realistic and relevant? [Yes/No]</i>3. <i>What aspects of the lesson could be improved? [Open-ended response]</i>4. <i>Did the lesson meet your expectations? [Yes/No]</i>5. <i>How likely are you to apply what you learned in your future work? (1-5) (1 = Not likely at all, 5 = Very likely)</i>6. <i>Additional comments or suggestions: [Open-ended response]</i> |
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| Module | <i>Module 2: Basic Software Application and Communication Tools</i> |
| Lesson | <i>Lesson 2.5: Social Media for Logistics</i> |
| Objectives | <ul style="list-style-type: none">• <i>Understand the importance of social media in the logistics industry</i>• <i>Identify and utilize key social media platforms for professional purposes</i>• <i>Develop effective communication strategies for social media</i>• <i>Apply best practices for networking and operational use of social media</i>• <i>Implement security and privacy measures for professional social media use</i> |
| Methodologies | <i>This lesson will employ a blended learning approach, combining:</i> <ul style="list-style-type: none">• <i>Online self-paced learning through the provided presentation</i>• <i>Virtual classroom discussions</i>• <i>Hands-on practical exercises</i> |
| Time | <i>40 mins</i> |

Introduction

This module introduces logistics professionals to the strategic use of social media platforms for business purposes. It covers the importance of social media in logistics, key platforms (LinkedIn, Facebook, Instagram, and others), professional communication strategies, networking techniques, and operational applications. The module also addresses crucial aspects of security and privacy in social media use.

Teaching Instructions

- 1. Begin by having students review the presentation independently.*
- 2. Conduct a virtual class discussion on the importance of social media in logistics. Encourage students to share their experiences and perceptions.*
- 3. Demonstrate the creation of a professional profile on LinkedIn, highlighting key elements for optimization.*

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| Activity name | <i>Social Media Scenario Challenge</i> |
| Type | <i>Activity</i> |

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| Description | <p>1) <i>Explain the activity, what it consists of:</i> <i>The Social Media Scenario Challenge is an interactive exercise designed to simulate real-world social media situations in the logistics industry. It involves a set of scenario cards presenting various logistics-related situations, such as shipping delays, new service launches, or sustainability initiatives. Students work in pairs to develop appropriate social media responses for each scenario, considering the platform, audience, and communication strategy.</i></p> <p>2) <i>How would you explain it to students</i> <i>"In this activity, you'll be working with a partner to tackle real-world logistics scenarios on social media. Each pair will receive scenario cards describing different situations a logistics company might face. Your task is to craft social media responses that address these scenarios effectively, keeping in mind the platform you're using, your target audience, and professional communication strategies we've discussed in class."</i></p> <p>3) <i>What should students do</i> <i>-Form pairs with a classmate</i> <i>-Receive scenario cards from the instructor</i> <i>-For each scenario:</i> <i>Identify the most appropriate social media platform(s) to address the situation</i> <i>Craft a response that aligns with professional communication guidelines</i> <i>Consider the target audience and potential impact of your message</i> <i>-Prepare to present your responses to the class</i> <i>-Be ready to explain your reasoning for choosing specific platforms and communication strategies</i></p> <p>4) <i>What should teachers do</i> <i>- Create a set of scenario cards covering various logistics situations (e.g., service disruptions, company milestones, customer feedback)</i> <i>- Divide the class into pairs</i> <i>- Distribute scenario cards to each pair</i> <i>- Allow sufficient time for students to work on their responses</i> <i>- Facilitate class presentations, encouraging each pair to share their solutions</i> <i>- Guide a discussion after each presentation, highlighting strengths and areas for improvement</i> <i>- Provide constructive feedback on platform choice, message content, and communication style</i> <i>- Encourage peer feedback to foster collaborative learning</i> <i>- Summarize key takeaways from the activity, reinforcing best practices in social media communication for logistics</i></p> |
| Objectives | <p><i>This activity will help students apply their knowledge in practical, real-world contexts, enhancing their understanding of effective social media use in logistics.</i></p> |

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| Resources | <i>Mobile or computer device, internet</i> |
| Estimated time | <i>25 min.</i> |
| Notes | - |
| Attached | - |

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| Evaluation | - |
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| Feedback | <ol style="list-style-type: none">1. <i>How would you rate the overall lesson on a scale of 1-5? (1 = Poor, 5 = Excellent)</i>2. <i>What did you find most useful about this lesson? [Open-ended response]</i>3. <i>What aspects of the lesson could be improved? [Open-ended response]</i>4. <i>Did the lesson meet your expectations? [Yes/No]</i>5. <i>How likely are you to apply what you learned in your future work? (1-5) (1 = Not likely at all, 5 = Very likely)</i>6. <i>Additional comments or suggestions: [Open-ended response]</i> |
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Lesson Plan

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| Module | Module 3: Data Security and Privacy |
| Lesson | Lesson 3.1: Introduction to understanding cybersecurity |
| Objectives | This lesson aims to familiarize trainers with key cybersecurity concepts, such as data protection and system integrity. Participants will learn to identify threats like malware and phishing, understand common attack methods, and present basic protection and recovery strategies. |
| Methodologies | The methodology is based on blended learning, combining online self-study with live or remote training sessions. It includes interactive presentations, case studies, knowledge checks, and simulations of threat scenarios. |
| Time | 45 minutes |

Introduction

This module introduces trainers to the fundamentals of data security and privacy in digital environments, with a focus on logistics operations. It covers key cybersecurity concepts, common types of cyber threats, and practical strategies for protecting systems and sensitive data. The content also highlights the importance of privacy, regulatory compliance (e.g. GDPR), and the impact of cyberattacks on individuals and organizations. Trainers will gain both theoretical knowledge and practical insights to effectively prepare their learners for secure digital practices in the logistics sector.

Teaching Instructions

Trainers should approach the module with the goal of actively engaging learners through examples, questions, and discussion. The content provides a gradual understanding of cybersecurity, starting with basic concepts and moving toward practical applications. Activities such as case studies and simulations help connect theory with practice. Trainers should encourage interaction, adjust the pace according to the group's needs, and emphasize the impacts of cyberattacks, particularly in the logistics sector, using real-world examples.

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| Activity name | Cyber threats matching game |
| Type | Game |
| Description | <p>This interactive game will allow students to match different types of cyber threats (such as malware, phishing, DoS attacks, etc.) with their corresponding descriptions. It's designed to reinforce knowledge about common cybersecurity risks by engaging learners in a fun and educational activity.</p> <p>The game can be conducted using an online quiz tool (e.g., Kahoot, Quizizz) or with printed materials.</p> <p>Detailed instructions:</p> <ol style="list-style-type: none">1. Explain the activity to the students:<ol style="list-style-type: none">a. Start by briefly explaining the objective of the game. Tell students that they will be matching cyber threats with their descriptions to test and reinforce what they've learned about cybersecurity threats.b. Ensure that students understand the types of threats they will encounter (e.g., malware, phishing, Denial of Service attacks).2. How to play the game:<ol style="list-style-type: none">a. If using an online quiz tool, instruct students to log in to the platform (e.g., Kahoot or Quizizz) where the game is hosted.b. If using printed materials, give each student or small group a set of cards, one with the cyber threat types and the other with descriptions. The objective is for them to pair the cards correctly.c. Allow students time to read through the materials and match them. You can provide clues or examples if they're unsure.d. Once the students have matched all the threats, review the correct answers with the class. Discuss any misunderstandings or common mistakes.3. What should students do:<ol style="list-style-type: none">a. Students will read each threat and its corresponding description.b. They will attempt to match each cyber threat with the appropriate definition.c. If using online tools, they will follow the prompts to select the correct answer for each question. If using printed materials, they will physically match the cards together.4. What should teachers do:<ol style="list-style-type: none">a. Prepare the game materials in advance, ensuring all resources (online links or printed cards) are ready. |

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| | <ul style="list-style-type: none">b. Introduce the game to the class by explaining its objectives and the process.c. Monitor the game's progress and assist students as needed. For example, help with any questions about terms or concepts.d. After the game, lead a discussion to reinforce the correct answers and clarify any points of confusion.e. Provide additional examples of each type of threat if necessary to deepen understanding. |
| Objectives | Understanding basic types of cyber threats. |
| Resources | Computer or tablet, internet, online quiz tool or printed material. |
| Estimated time | 20 minutes |
| Notes | <ul style="list-style-type: none">• The activity is suitable for the end of the module, as a review game for consolidation.• It can be done either individually or in groups of 2-3 people, depending on the size of the class and the teaching method.• If printed material is used, it is recommended that it be laminated for reuse.• If the activity is carried out online, an internet connection and devices (computers/tablets) are needed. |
| Attached | If needed, attach any relevant documents such as templates, PDFs, or additional resources that support the activity. |

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| Evaluation | Assessment can be based on the students' ability to give correct answers to the questions in the game, their active participation in discussions and their overall performance. |
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| Feedback | At the end, an anonymous feedback form is completed to evaluate the quality and effectiveness of the module and to identify opportunities for improvement. |
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Lesson Plan & E-tool Kit

Lesson Plan

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| Module | Module 3: Data Security and Privacy |
| Lesson | Lesson 3.2: Introduction to understanding Malware (Malicious Software) and Scam |
| Objectives | The course aims to familiarize participants with malware and online scams. Participants will learn to identify different types of malwares, understand how they spread, detect signs of infection, and recognize fraudulent techniques such as phishing, smishing, spoofing, etc. |
| Methodologies | The teaching approach includes blended and online learning, asynchronous study via a platform, and synchronous sessions for questions, case analysis, and attack scenario exercises. |
| Time | 1 hour |

Introduction

This module focuses on understanding malware (malicious software) and online scams. Teachers will guide learners in recognizing different types of malwares, such as viruses, ransomware, and spyware, and understanding how they spread. Learners will also be taught how to identify signs of infection on their systems and devices. Additionally, students will learn how to recognize and avoid online scams, including phishing, smishing, and spoofing.

Teachers will also cover how to detect and remove malware, using tools such as antivirus software, and apply protective measures, such as strong passwords and keeping systems up to date. Finally, learners will be trained in how to respond effectively to malware or scam attacks and how to recover from security breaches.

Teaching Instructions

Educators should start by explaining the basics of malware and online scams, using real-life examples. Activities like case studies, role-playing, and group discussions will help students recognize and understand these threats. Demonstrations of security tools, such as antivirus software, will allow students to practice detecting and removing malware. Synchronous sessions should be used for questions and analyzing scam examples. Practical exercises, such as identifying phishing emails or scanning for malware, will reinforce learning. Regular assessments through quizzes or small assignments will ensure understanding.



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It's important to emphasize prevention (e.g., strong passwords, updates) and guide students on how to respond to and recover from attacks. These activities will help students achieve the module's objectives.

E-Tool Kit

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| Activity name | Malware detection and Scam recognition challenge |
| Type | Activity (Interactive exercise) |
| Description | <p>Learners analyze scenarios involving malware and scams (e.g., phishing emails, malicious pop-ups) and must identify the type of threat and respond appropriately (e.g., using antivirus software or avoiding a phishing link).</p> <p>Instructions:</p> <ol style="list-style-type: none">1. Explain the activity: Present scenarios with malware and scams. The goal is for students to identify and respond correctly.2. How to explain it to students: "You need to recognize the threat and decide the appropriate response."3. What students should do: Examine the scenarios, identify the threat, and take the correct action.4. What teachers should do: Guide students, provide feedback, and discuss the necessary actions to be taken. |
| Objectives | The aim of the activity is to help learners recognize and understand different types of malware and scams, and practice appropriate responses for each. It aims to enhance their ability to detect malware, avoid scams, and implement protective measures. |
| Resources | Mobile devices, computers, internet access, antivirus software, projector (for demonstrating examples), interactive quiz platform (e.g., Kahoot or Google Forms), printed scenarios (if needed). |
| Estimated time | 30-40 minutes |
| Notes | <ul style="list-style-type: none">• Ensure that students have access to devices with internet and antivirus software if possible for the hands-on parts of the activity.• If conducting this activity online, use an interactive platform to present the scenarios and allow students to respond.• For blended learning, divide the activity into theory (explanation) and practice (scenario identification) sessions. |

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| | <ul style="list-style-type: none">• Consider additional time for feedback and discussions after the activity to reinforce learning. |
| Attached | If needed, attach any relevant documents such as templates, PDFs, or additional resources that support the activity. These could include sample scenarios, answer keys, guides for malware detection, or scam identification. |

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| Evaluation | Evaluation can be based on the students' ability to provide correct answers in the interactive activity, their active participation in discussions, and their performance in a short quiz designed to assess their understanding of key concepts related to malware and scams. |
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| Feedback | At the end, an anonymous feedback form is completed to evaluate the quality and effectiveness of the module and to identify opportunities for improvement. |
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| Module | Module 3: Data Security and Privacy |
| Lesson | Lesson 3.3: Introduction to understanding password management & authentication process |
| Objectives | The course aims to familiarize students with the basic concepts and practices related to password security and the authentication process. Students will learn to create and manage strong passwords, use password managers, and apply multi-factor authentication (MFA) to protect their accounts. In addition, they will understand the stages of authentication (identification, verification, authorization) and learn about the main methods such as one-time passwords (OTP), biometric identification, tokens and others. |
| Methodologies | The course is implemented using blended and online learning methods. Interactive presentations, explanatory videos, quizzes and experiential exercises are combined. Students are encouraged to apply their knowledge through practical examples, attack scenarios and use of real-life password management and MFA tools. |
| Time | 1 hour |

Introduction

This module focuses on enhancing users' digital security, with emphasis on two key areas: password management and the Authentication process. The content is designed to provide learners with basic knowledge and practical skills related to creating strong and secure passwords, using password management tools (such as password managers), and understanding and implementing Multifactor Authentication (MFA). The module discusses the main methods of authentication, their advantages and disadvantages, and the threats posed by poorly managed personal passwords. It is aimed at adult professionals in the logistics sector (logistics), with the aim of enabling safe and conscious use of digital technologies in their daily work.

Teaching Instructions

Teachers are required to guide students in understanding and implementing basic digital security practices through the two sub-modules of the module: password management and the authentication process. The material combines theory with practical activities so that students understand the concepts and can put them into practice.



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Teaching can be done in a blended learning context. It is suggested that presentations, videos, and interactive exercises such as creating strong passwords, using password managers, and MFA simulation be used. The activities help students achieve the course objectives by focusing on both knowledge and practical application.

Teachers are encouraged to create conditions for discussion and sharing of experiences, and to use real-life scenarios to highlight the importance of cybersecurity in everyday life and in the workplace.

E-Tool Kit

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| Activity name | Password heroes - The digital security game |
| Type | Interactive game + quiz + group discussion |
| Description | <p>A comprehensive interactive game and quiz aimed at understanding the importance of strong passwords, the use of password managers and the multi-factor authentication (MFA) method. It combines theory with practice through scenarios and simulations.</p> <p>1) Explanation of the activity</p> <p>The activity consists of three parts:</p> <ul style="list-style-type: none">• "Password heroes" - role-play: learners participate in a scenario where they protect a digital business from hacker attacks by creating strong passwords, avoiding traps, and implementing MFA.• Assessment quiz: An interactive quiz that tests knowledge of good password generation and authentication practices.• Group discussion - "Risk scenarios": scenarios involving incorrect use of codes or MFA and how they could have been avoided are discussed. <p>2) How would you explain it to the students?</p> <p>"Today we are going to play a role - you are going to be the Heroes of Codes! You will manage accounts, identify threats and protect your organisation using your knowledge. Then we'll test what we've learned and discuss real-life examples."</p> <p>3) What students should do</p> |



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| | <ul style="list-style-type: none"> • Participate in the game, making data protection decisions based on the information they have learned. • They complete the quiz either individually or in groups. • They take part in the group discussion, presenting their strategy and sharing their experiences. <p>4) What the trainer should do</p> <ul style="list-style-type: none"> • Introduce the concept of code security and MFA. • Provide guidance during the game (facilitator role). • Manage the discussion, encouraging all participants to express themselves. • Adapt the activity for online or blended learning (e.g., use breakout rooms in Zoom/MS Teams). |
| Objectives | To help learners over the age of 50 understand the value of secure password management, the use of password managers and the implementation of multi-factor authentication (MFA) through hands-on activities. Be able to identify weak passwords, avoid common mistakes and protect personal and business data. |
| Resources | Computers or tablets with internet connection, smartphone with MFA app (such as Google Authenticator or Authy), paper and pen, interactive projector (optional), access to the quiz and game via link. |
| Estimated time | 35-40 minutes |
| Notes | <ul style="list-style-type: none"> • Adapted for face-to-face or online training. • The use of applications that participants already know is encouraged. • Groups should have at least one person with basic digital skills to support the others. • The trainer can provide printed versions for those who are not familiar with digital tools. |
| Attached | If needed, attach any relevant documents such as templates, PDFs, or additional resources that support the activity. These could include the “Create a Strong Password” template (PDF), |

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| | a cheat sheet with MFA applications (PDF), the interactive “Password Heroes” scenario (PowerPoint), or a quiz file (available as Google Form or printable PDF). |
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| Evaluation | <p>The activity can be assessed through:</p> <ul style="list-style-type: none">• Observation during the “Password Heroes” game: The instructor evaluates collaboration, decision-making, and understanding.• Mini reflection task: Participants write 1-2 sentences on what they learned and how they will apply it. |
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| Feedback | At the end, an anonymous feedback form is completed to evaluate the quality and effectiveness of the module and to identify opportunities for improvement. |
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Lesson Plan

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| Module | Module 3: Data Security and Privacy |
| Lesson | Lesson 3.4: Introduction to understanding Data Privacy |
| Objectives | The main objective of the course is to familiarize students with the concept of data privacy, its importance in personal and professional life, as well as best practices for the management and protection of personal information. |
| Methodologies | The methodology to be used is blended learning. It includes: <ul style="list-style-type: none">• Presentations with theory and examples.• Interactive activities to understand risks and scenarios.• Case studies to apply knowledge to real-life situations. |
| Time | 1 hour |

Introduction

This module covers the basic concepts of data privacy, both in personal and professional contexts.

Learners will understand:

- What constitutes personal and professional data
- The importance of data protection in the digital environment
- Risks from insufficient protection
- Key principles of regulations (e.g., GDPR)
- Best practices for data collection, storage, and sharing

Trainers can present this material through real-life examples from the logistics sector, where data exchange is continuous (e.g., using GPS tracking devices, mobile terminals, tablets, etc.), and highlight how data protection is implemented across various platforms (Android, Windows, etc.).



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Teaching Instructions

Teachers should introduce the importance of data protection by explaining basic concepts, laws and good practices. Through activities such as discussions, case studies and simulations, students will understand the consequences of inadequate protection and learn to apply data protection strategies in real-life scenarios. The use of a variety of teaching methods will help to better assimilate the material, and teachers should encourage participation and communication to foster awareness and compliance with data protection standards.

E-Tool Kit

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| Activity name | Quiz: Understanding data protection laws and best practices |
| Type | Quiz |
| Description | <p>This quiz will help learners assess their knowledge of the key principles of data protection, relevant laws, and best practices. Learners will answer multiple-choice questions on topics such as the definition of personal and professional data, the principles of GDPR, and strategies for ensuring data protection.</p> <p>Steps for explaining the activity:</p> <ol style="list-style-type: none">1. Explain the activity:<ul style="list-style-type: none">○ The quiz is designed to evaluate learners' understanding of data protection principles. It will assess their knowledge of personal and professional data definitions, data protection laws (e.g., GDPR), and best practices for safeguarding data.2. How to explain it to students:<ul style="list-style-type: none">○ "This quiz will help you check your understanding of data protection. You will answer questions related to the GDPR, best practices for data protection, and how to handle personal and professional data securely. Pay close attention to the questions and confirm your answers with the concepts we've discussed."3. What should students do:<ul style="list-style-type: none">○ Students should carefully answer all the quiz questions. After completing the quiz, they should review their answers to ensure they understand the correct data protection practices.4. What should teachers do:<ul style="list-style-type: none">○ Teachers should monitor students' progress and provide feedback on any incorrect answers. Afterward, explain the correct answers and reinforce the key concepts of data protection. Encourage a discussion on the importance of GDPR and the best practices for data security. |

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| Objectives | The aim of this activity is to help students test and reinforce their knowledge of basic data protection principles, applicable laws (such as GDPR) and good practices for the protection of personal and professional data. |
| Resources | <ul style="list-style-type: none">• Computer or mobile phone• Internet access (to use quizzes online)• Pen and paper (for notes, if needed)• Quiz apps or learning platform (such as Google Forms or Kahoot) |
| Estimated time | 30-40 minutes. |
| Notes | <ul style="list-style-type: none">• Students should answer all the questions in the quiz carefully and review their answers at the end to make sure they understand the basic data protection concepts correctly.• The teacher should provide feedback on incorrect answers and encourage discussion around the importance of data protection. |
| Attached | If needed, attach any relevant documents such as templates, PDFs, or additional resources that support the activity. |

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| Evaluation | Assessment will be based on students' participation in the quiz, the accuracy of their answers and the number of correct answers. |
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| Feedback | At the end, an anonymous feedback form is completed to evaluate the quality and effectiveness of the module and to identify opportunities for improvement. |
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Lesson Plan

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| Module | Module 3: Data Security and Privacy |
| Lesson | Lesson 3.5: Introduction to understanding Safe Internet Practices |
| Objectives | The aim of the course is for students to understand the basic principles of safe internet browsing and to develop strategies for identifying and avoiding fake news and hoaxes. They will also learn the importance of software updates and backups and implement practices that protect their privacy and security online. |
| Methodologies | The teaching will follow a blended learning approach, using various methodologies such as: <ul style="list-style-type: none">• Active Learning through discussions, analysis of real-life examples, and case studies.• Interactive learning tools via educational platforms and online courses.• Educational videos to practice safe browsing skills and identify fake news.• Group activities and interactions through online tools to develop personal data protection strategies. |
| Time | 1 hour |

Introduction

This course focuses on security and privacy when browsing the internet. Instructors will cover basic concepts such as safe browsing practices, identifying fake news, the importance of software updates and backups. They will also examine how to protect personal data and privacy online and will use tools and strategies to identify and avoid online risks.

Teaching Instructions

Teachers should instruct students in the use of safe browsing practices, the identification of fake news and the protection of privacy. Each activity integrates theory with practical application:

- Safe browsing: Implement strategies for safe navigation and protection from hazards.
- Fake news recognition: Teach methods for verifying sources and assessing credibility.



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- Security updates & copies: Guide students in performing updates and backups.
- Interactive tools: Use platforms and quizzes for active learning and assessment.
- Group activities: Promote collaboration and implementation of protection strategies.

E-Tool Kit

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| Activity name | Safe internet scavenger hunt |
| Type | Activity |
| Description | <p>This activity is designed to teach students the basics of safe internet browsing and recognizing online threats. It's an interactive scavenger hunt where students need to find specific items or answer questions related to online safety.</p> <ol style="list-style-type: none">1. Explain the activity: Students will participate in an online scavenger hunt. They will be given a list of tasks related to internet safety, such as identifying secure websites, checking for fake news, and performing software updates. Each task aims to reinforce key concepts of safe internet practices.2. How to explain it to students: "In this activity, you will be completing a scavenger hunt. Your goal is to complete tasks that involve recognizing online threats, checking for fake news, and ensuring that you are browsing safely. You will be given a list of tasks, and for each one, you must either find an example or answer a question based on what you've learned."3. What should students do:<ul style="list-style-type: none">○ Go through the list of tasks and complete them one by one.○ Tasks could include: identifying a phishing email, finding a website with HTTPS in its URL, or recognizing a piece of fake news.○ For each task, students should either take a screenshot or write a brief explanation of their findings.○ Submit their findings for review at the end of the scavenger hunt.4. What should teachers do:<ul style="list-style-type: none">○ Provide students with the list of tasks and make sure they understand the goals.○ Monitor progress and offer assistance if students are unsure how to complete a task. |

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| Objectives | The aim of the activity is to help students understand and apply safe internet practices by engaging them in an interactive scavenger hunt. Students will identify online threats, recognize fake news, and practice tasks such as checking website security and performing software updates. |
| Resources | <ul style="list-style-type: none">• Computer or mobile device with internet access• Access to a web browser• Pen and paper for note-taking (optional)• A list of tasks for the scavenger hunt (provided by the teacher) |
| Estimated time | Approximately 30-40 minutes. |
| Notes | <ul style="list-style-type: none">• Ensure that all students have access to a device with an internet connection.• Provide clear instructions on how to complete each task and offer assistance when needed.• Encourage students to take their time to explore the tasks and make sure they understand each step.• This activity can be done individually or in small groups depending on the class size. |
| Attached | If necessary, any documents, templates, or resources related to the scavenger hunt will be shared here. (e.g., a PDF with task instructions). |

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| Evaluation | <p>The evaluation of the activity can be done in different ways, depending on the objectives we wish to evaluate. For this activity, the evaluation can be focused as follows:</p> <p>Feedback and discussion:</p> <p>At the end of the activity, hold a discussion where students share their treasure hunt experiences and explain how they completed the tasks. Teachers can ask questions to assess students' understanding around the concepts of safe browsing, identifying fake news and online risks.</p> |
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| Feedback | At the end, an anonymous feedback form is completed to evaluate the quality and effectiveness of the module and to identify opportunities for improvement. |
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| Module | <i>Module 4:</i> |
| Lesson | <i>Lesson 4.1: Order Management Systems (OMS)</i> |
| Objectives | <i>Understand the core functions and benefits of Order Management Systems (OMS) in logistics operations.</i> |
| Methodologies | <i>Blended learning with instructional videos, interactive demonstrations, and group discussions.</i> |
| Time | <i>60 minutes including activity</i> |

Introduction

Covers how OMS streamline order entry, inventory control, communication, and fulfillment in logistics.

Teaching Instructions

Educators should guide students through OMS concepts using visual examples. Demonstrate an OMS dashboard if possible. Use the activity to simulate a basic order processing workflow.

E-Tool Kit

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| Activity name | <i>Order Flow Simulation</i> |
| Type | <i>Activity</i> |
| Description | <i>Students simulate the process of placing and managing an order using a paper-based or digital mock system. Teachers explain the flow and evaluate order accuracy and efficiency.</i> |
| Objectives | <i>Reinforce understanding of OMS functions through practical simulation.</i> |

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| Resources | <i>Paper, pens, computer (optional)</i> |
| Estimated time | <i>30 minutes</i> |
| Notes | <i>Encourage peer feedback and reflection on the process.</i> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | <i>Checklists to verify accurate order processing steps.</i> |
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| Feedback | <i>Quick post-activity survey or oral feedback session.</i> |
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| Module | <i>Module 4:</i> |
| Lesson | <i>Lesson 4.2 - Transportation Management Systems (TMS)</i> |
| Objectives | <i>Introduce TMS functions such as route optimization, shipment tracking, and carrier management.</i> |
| Methodologies | <i>Online walkthrough of TMS features, group analysis of case studies, interactive quiz.</i> |
| Time | <i>60 minutes including activity</i> |

Introduction

Explains how TMS improves efficiency, reduces costs, and ensures timely deliveries in logistics.

Teaching Instructions

Use visuals and real-world examples to show the benefits of TMS. Let students explore a sample transportation scenario.

E-Tool Kit

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| Activity name | <i>Transport Planning Challenge</i> |
| Type | <i>Game</i> |
| Description | <ul style="list-style-type: none"><i>Students are given a mock scenario with multiple delivery routes and must use logic to choose the most efficient.</i> |



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| Objectives | <i>Apply TMS principles in a simulated routing task.</i> |
| Resources | <i>Printed maps, paper, markers.</i> |
| Estimated time | <i>30 minutes</i> |
| Notes | <i>Students can work in teams; award points for optimal decisions.</i> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | <i>Team presentations and instructor review of route plans.</i> |
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| Feedback | <i>Exit ticket with one takeaway and one question per student.</i> |
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| Module | <i>Module 4:</i> |
| Lesson | <i>Lesson 4.3 - Warehouse Management Systems (WMS)</i> |
| Objectives | <i>Explain the role of WMS in managing inventory, picking, packing, and shipping operations.</i> |
| Methodologies | <i>Case-based learning, interactive demonstration of a WMS dashboard (mock or real), discussion.</i> |
| Time | <i>70 minutes including activity</i> |

Introduction

Details how WMS improves accuracy, reduces costs, and supports sustainability in warehousing.

Teaching Instructions

Demonstrate WMS features and let students brainstorm on how these features could solve warehouse challenges.

E-Tool Kit

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| Activity name | <i>Warehouse Optimization Puzzle</i> |
| Type | <i>Puzzle</i> |
| Description | <i>Students are given a warehouse layout and must optimize product placement using WMS logic.</i> |

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| Objectives | <i>Understand how slotting and space utilization work in WMS.</i> |
| Resources | <i>Printed layouts, pens, sticky notes.</i> |
| Estimated time | 35 minutes |
| Notes | <i>Encourage creativity; no one correct solution</i> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | <i>Instructor scores based on logic, use of space, and clarity.</i> |
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| Feedback | <i>Reflective group discussion post-activity.</i> |
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| Module | <i>Module 4:</i> |
| Lesson | <i>Lesson 4.4 Customer Relationship Management (CRM)</i> |
| Objectives | <i>Learn how CRM systems help manage customer data and improve logistics customer service.</i> |
| Methodologies | <i>Blended learning with a focus on practical CRM tool examples and role-playing.</i> |
| Time | <i>60 minutes including activity</i> |

Introduction

Covers customer profiling, communication tracking, and CRM benefits like loyalty and satisfaction.

Teaching Instructions

Show CRM sample dashboards. Facilitate mock customer service interactions based on CRM data.

E-Tool Kit

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| Activity name | <i>Customer Interaction Roleplay</i> |
| Type | <i>Activity</i> |
| Description | <i>Pairs of students simulate CRM-based interactions using customer scenarios.</i> |

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| Objectives | <i>Practice using CRM data for better communication and service.</i> |
| Resources | <i>Scenario cards, computers/tablets (optional)</i> |
| Estimated time | <i>25 minutes</i> |
| Notes | <i>Change pairs and scenarios mid-activity to widen experience.</i> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | <i>Peer feedback and teacher observation.</i> |
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| Feedback | <i>Short survey or sticky-note feedback board.</i> |
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| Module | <i>Module 4</i> |
| Lesson | <i>Lesson 4.5 - Supplier Relationship Management (SRM)</i> |
| Objectives | <i>Introduce SRM functions, such as supplier evaluation, performance metrics, and collaboration.</i> |
| Methodologies | <i>Use of infographics, group brainstorming, and interactive case studies.</i> |
| Time | <i>65 minutes including activity</i> |

Introduction

Demonstrates how SRM tools improve supplier collaboration, compliance, and quality.

Teaching Instructions

Review SRM benefits and guide group analysis of a fictional supplier issue using SRM tools.

E-Tool Kit

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| Activity name | <i>Supplier Scorecard Simulation</i> |
| Type | <i>Activity</i> |
| Description | <i>Students assess mock supplier data and score each supplier on performance.</i> |

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| Objectives | <i>Practice evaluating supplier performance using metrics.</i> |
| Resources | <i>Supplier data sheets, scoring templates</i> |
| Estimated time | <i>30 minutes</i> |
| Notes | <i>Encourage reasoning behind scores.</i> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | <i>Group discussion and teacher rubric.</i> |
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| Feedback | <i>Teacher collects anonymous reflections.</i> |
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| Module | <i>Module 4</i> |
| Lesson | <i>Lesson 4.6 - Yard Management Systems (YMS)</i> |
| Objectives | <i>Explore YMS functions such as vehicle tracking, dock scheduling, and yard analytics.</i> |
| Methodologies | <i>Guided lecture with diagrams, video explainer, and group analysis of yard metrics.</i> |
| Time | <i>60 minutes including activity</i> |

Introduction

Shows how YMS enhances yard efficiency, safety, and visibility through software.

Teaching Instructions

Use diagrams to explain yard flow, highlight safety features, and guide through a case example.

E-Tool Kit

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| Activity name | <i>Yard Flow Design</i> |
| Type | <i>Activity</i> |
| Description | <i>Students design an optimized yard layout on paper, incorporating YMS features.</i> |
| Objectives | <i>Apply YMS concepts to a physical space layout.</i> |

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| Resources | <i>Graph paper, pens, yard templates</i> |
| Estimated time | <i>30 minutes</i> |
| Notes | <i>Students can use color coding for functions.</i> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | <i>Instructor assesses design based on logical flow and use of YMS.</i> |
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| Feedback | <i>Gallery walk with peer feedback.</i> |
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Lesson Plan

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| Modules | Module 5: Advanced Digital Technologies in Logistics |
| Lesson | Lesson 5.1: Introduction to IoT Devices |
| Objectives | Students develop an in-depth: <ul style="list-style-type: none">• Understanding in basic concepts and key components of IoT.• Exploring of the role of IoT in everyday life and logistics.• Discussion on benefits and security concerns of IoT devices.• Analysis in case studies highlighting IoT in logistics. |
| Methodologies | Blended learning with preparatory online materials, face-to-face sessions, group activities, and an interactive quiz to consolidate knowledge. |
| Time | 60 minutes including preparation, discussion, and final quiz. |

Introduction

This lesson provides an overview of IoT, focusing on its applications in logistics like smart sensors and tracking systems, along with potential benefits and security challenges.

Teaching Instructions

Teachers will introduce IoT concepts using a presentation, facilitate discussions on real-world applications, oversee group activities exploring IoT's benefits and challenges, and conclude with a quiz.

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| Activity name | IoT in Logistics – Real-World Applications |
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| Type | Group discussion followed by an interactive quiz |
| Description | <p>In groups, participants will identify real-world examples where IoT is beneficial in logistics. Groups document their findings and present them in a plenary session.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Group discussion (20 min) 2. Completion of the online quiz (10 min) 3. Review and discussion (10 min) |
| Objectives | Participants should learn to recognize practical applications of IoT in Logistics understand its benefits and confirm their acquired knowledge in the quiz. |
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| <p>Resources</p> <p> Lesson Plan & ETool Kit Template 4.4 Custc</p> <p> Lesson Plan & ETool Kit Template 4.6 Yard</p> <p> Lesson Plan & ETool Kit Template 4.5 - Sup</p> <p> Lesson Plan & ETool Kit 4.1 OMS F.docx</p> <p> Lesson Plan & ETool Kit 4.2 - Transportatio</p> <p> Lesson Plan & ETool Kit Template 4.3 Ware</p> | Computers or mobile devices, presentation slides, online quiz platform, paper and pens for notes. |

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| Estimated time | 30 to 40 minutes in total. |
| Notes | Trainers should actively give practical examples to stimulate discussion. Quizzes and materials must be clearly and easily available in advance. |
| Attached | <p>Attached:</p> <ol style="list-style-type: none">1. IoT Basics Presentation: Slides covering the basic concept of IoT, key components, and real-life applications.2. IoT in Logistics Case Studies: A document containing several case studies showcasing the use of IoT in logistics to improve efficiency and security.3. Quiz on IoT Concepts: A quiz to test knowledge on IoT basics and applications in logistics, focusing on understanding and challenges. <p>Quiz on IoT Concepts:</p> <p>Question 1: True or False: IoT devices in logistics can help reduce errors by providing real-time data on inventory levels.</p> <ul style="list-style-type: none">• True• False <p>Question 2: Which of the following is a benefit of using IoT in logistics?</p> <ul style="list-style-type: none">• A) Increased manual data entry• B) Reduced operational costs• C) Decreased delivery speeds• D) All of the above <p>Question 3: True or False: IoT devices cannot be used to track vehicle health and maintenance needs.</p> <ul style="list-style-type: none">• True• False <p>Question 4: What is a common security concern with IoT devices in logistics?</p> <ul style="list-style-type: none">• A) Overstaffing• B) Data breaches |

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| | <ul style="list-style-type: none">• C) Simplified operations• D) Decreased efficiency <p>Question 5: Which application of IoT is illustrated by optimizing delivery routes based on real-time traffic data?</p> <ul style="list-style-type: none">• A) Inventory management• B) Warehouse safety• C) Fleet management• D) Customer service |
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| Evaluation | Active participation in group work and achieving at least 70% correct answers in the quiz. |
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| Feedback | At the end, Participants complete an anonymous feedback form to evaluate the effectiveness of the lesson and identify improvement areas. |
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Lesson Plan

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| Modules | Module 5: Advanced Digital Technologies in Logistics |
| Lesson | Module 5.2: Automation and AI in Logistics |
| Objectives | Students develop an in-depth: <ul style="list-style-type: none">• Defining automation and artificial intelligence and their roles in logistics.• Examining different types of automation tools and AI applications such as route optimization and demand forecasting.• Discussing the benefits, challenges, and future prospects of automation and AI in logistics. |
| Methodologies | A mix of online preparatory materials, in-class discussions, hands-on activities exploring AI tools, and a concluding quiz. |
| Time | 60 minutes including preparation, interactive activities, and a quiz. |

Introduction

This lesson covers the fundamentals of automation and AI, highlighting their transformative impacts on logistics through examples like AI-driven warehouse management and autonomous delivery vehicles.

Teaching Instructions

1. Start with a presentation on the basics of automation and AI.
2. Facilitate a discussion on their applications in logistics.
3. Guide participants through interactive activities simulating AI in action.
4. Wrap up with a quiz to reinforce the lesson's concepts

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| Activity name | AI and Automation Scenarios |
| Type | Simulation and interactive quiz |

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| Description | <p>Participants use software simulations to see how AI and automation can optimize logistics operations. They explore scenarios and predict outcomes, followed by a quiz. Procedure:</p> <ol style="list-style-type: none"> 1. Simulation interaction (20 min) 2. Quiz on AI applications (10 min) 3. Group discussion and feedback (10 min) |
| Objectives | <p>Participants should learn to recognize practical applications of IoT in Logistics understand its benefits and confirm their acquired knowledge in the quiz.</p> |
| Resources | <p>Computers or mobile devices, AI simulation software, presentation slides, online quiz platform.</p> |
| Estimated time | <p>30 to 40 minutes in total.</p> |
| Notes | <p>Trainers should actively give practical examples to stimulate discussion. Quizzes and materials must be clearly and easily available in advance.</p> |
| Attached | <p>Attached:</p> <ol style="list-style-type: none"> 1. Automation and AI Presentation: Slides detailing definitions, types of automation, and AI applications in logistics. 2. Interactive AI Scenarios: A set of scenarios for group activities where participants can apply AI solutions to simulated logistics challenges. 3. Quiz on Automation and AI: A quiz to consolidate understanding of automation and AI benefits, challenges, and future trends in logistics. <p>Quiz on AI and Automation Concepts</p> <p>Question 1: True or False: Artificial intelligence in logistics is primarily used for manual tasks such as lifting and carrying.</p> <ul style="list-style-type: none"> • True • False (AI is primarily used for enhancing decision-making processes like route optimization and demand forecasting, not just manual tasks.) <p>Question 2: Which of the following is NOT a benefit of using automation in logistics?</p> <ul style="list-style-type: none"> • A) Increased need for manual oversight • B) Enhanced efficiency • C) Reduction in processing time |

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| | <ul style="list-style-type: none">• D) Decrease in human error <p>Question 3: What does AI-driven route optimization help achieve in logistics?</p> <ul style="list-style-type: none">• A) Longer delivery routes• B) Increased fuel consumption• C) Reduced delivery times• D) Higher vehicle maintenance costs <p>Question 4: True or False: Autonomous drones in logistics are used solely for surveillance purposes.</p> <ul style="list-style-type: none">• True• False (Autonomous drones are also used for tasks such as delivery and inventory management in warehouses, not solely for surveillance.) <p>Question 5: Which technology is considered an upcoming trend that could revolutionize automation in logistics?</p> <ul style="list-style-type: none">• A) Blockchain• B) Radio technology• C) Wired communication• D) Manual tracking systems |
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| Evaluation | Assessment through participation in simulation activities and quiz performance. |
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| Feedback | An anonymous feedback form assessing the learning experience and suggestions for improvement. |
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| Modules | Module 5: Advanced Digital Technologies in Logistics |
| Lesson | Module 5.3: Barcode and RFID Technologies |
| Objectives | Students will: <ul style="list-style-type: none">• Understand the functioning and applications of barcode and RFID technologies in logistics.• Compare the benefits and challenges of using barcode versus RFID.• Analyze case studies illustrating their use in inventory management and logistics. |
| Methodologies | Combination of lecture, hands-on demonstrations of RFID and barcode scanning, and an interactive quiz. |
| Time | 60 minutes, including demonstrations, discussions, and a review quiz. |

Introduction

This lesson delves into barcode and RFID technologies, essential tools for modern inventory management and logistics, providing a comparative analysis of their applications and efficiencies.

Teaching Instructions

1. Explain the technical aspects of barcode and RFID technologies.
2. Demonstrate their use in logistics through live examples.
3. Engage participants in a hands-on activity to experience both technologies.
4. Conclude with a quiz to assess understanding.

E-Tool Kit

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| Activity name | Exploring Barcode and RFID |
| Type | Hands-on demonstration and quiz |

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| Description | <p>Participants use barcode scanners and RFID tags to manage a mock inventory scenario, followed by a quiz to solidify the knowledge gained.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Hands-on demonstration (20 min) 2. Completion of quiz (10 min) 3. Review and discussion (20 min) |
| Objectives | <p>Participants should learn to be familiar with the practical use and operational differences between barcode and RFID technologies in tracking and inventory management.</p> |
| Resources | <p>Barcode scanners, RFID tags, mock inventory items, computers or mobile devices for the quiz.</p> |
| Estimated time | <p>30 to 40 minutes in total.</p> |
| Notes | <p>Trainers should actively give practical examples to stimulate discussion. Quizzes and materials must be clearly and easily available in advance.</p> |
| Attached | <p>Attached:</p> <ol style="list-style-type: none"> 1. Barcode and RFID Technologies Presentation: Slides explaining how barcode and RFID technologies work and their applications in logistics. 2. Hands-on Demonstration Guide: Instructions for conducting hands-on demonstrations with barcode scanners and RFID tags during the lesson. 3. Quiz on Barcode and RFID: Questions designed to test the participants' understanding of barcode and RFID technologies, their benefits, and implementation challenges. <p>Quiz on Barcode and RFID Technologies</p> <p>Question 1: True or False: RFID technology requires a direct line of sight between the tag and the reader to function properly.</p> <ul style="list-style-type: none"> • True • False <p>Question 2: Which of the following is an advantage of using RFID over barcodes in a logistics context?</p> <ul style="list-style-type: none"> • A) Requires line of sight • B) Can read multiple tags at once |

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| | <ul style="list-style-type: none">• C) Cannot be used for bulk scanning• D) Slower data retrieval <p>Question 3: What is a common challenge associated with implementing RFID technology in logistics?</p> <ul style="list-style-type: none">• A) Lower initial setup cost• B) Interference from metal and liquids• C) Faster scanning of items• D) Easier to implement than barcodes <p>Question 4: True or False: Barcode systems are more expensive to implement than RFID systems.</p> <ul style="list-style-type: none">• True• False (Generally, barcode systems are less expensive than RFID systems due to simpler technology and lower cost of tags.) <p>Question 5: Which scenario would best benefit from the use of RFID technology?</p> <ul style="list-style-type: none">• A) A small retail store with low inventory turnover• B) A large warehouse where quick bulk scanning is necessary• C) A logistics operation that only handles large, easily visible items• D) An environment where items are spaced widely apart |
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| Evaluation | Active participation in demonstrations and quiz outcomes. |
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| Feedback | Participants provide feedback through a form evaluating the practical applications and the clarity of the demonstrations. |
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| Modules | Module 5: Advanced Digital Technologies in Logistics |
| Lesson | 5.4: Predictive Analytics in Logistics |
| Objectives | Students will: <ul style="list-style-type: none">• Define predictive analytics and identify its key tools.• Explore how predictive analytics aids in demand forecasting and predictive maintenance within logistics.• Discuss the future of predictive analytics in improving decision-making in logistics. |
| Methodologies | Blended learning approach with a combination of online tutorials, real-world case study analysis, and a knowledge-check quiz. |
| Time | 60 minutes, including demonstrations, discussions, and a review quiz. |

Introduction

This lesson focuses on the role of predictive analytics in logistics, exploring how data-driven insights contribute to more effective and anticipatory management practices.

Teaching Instructions

1. Present an overview of predictive analytics and its tools.
2. Analyze real-world case studies where predictive analytics has transformed logistics operations.
3. Facilitate a discussion on the potential future developments in predictive analytics.
4. Conclude with a quiz to test understanding.

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| Activity name | Predictive Analytics Case Studies |
| Type | Case study analysis and quiz |
| Description | <p>Participants analyze given case studies of predictive analytics in logistics, identifying key outcomes and decision-making processes. This is followed by a quiz.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Case study review (20 min) 2. Quiz on key concepts and case study insights (10 min) 3. Discussion on future trends (10 min) |
| Objectives | Participants should learn to recognize practical applications of IoT in Logistics understand its benefits and confirm their acquired knowledge in the quiz. |
| Resources | Computers or mobile devices, access to online case studies, presentation slides, quiz platform. |
| Estimated time | 30 to 40 minutes in total. |
| Notes | Trainers should actively give practical examples to stimulate discussion. Quizzes and materials must be clearly and easily available in advance. |
| Attached | <ul style="list-style-type: none"> • Case studies and a quiz that focuses on predictive analytics applications. • Quiz on Predictive Analytics in Logistics <p>Question 1: True or False: Predictive analytics can only be used for forecasting product demand in retail settings.</p> <ul style="list-style-type: none"> • True • False (Predictive analytics is versatile and can be applied in various aspects of logistics beyond demand forecasting, such as predictive maintenance and route optimization.) <p>Question 2: Which of the following is a key benefit of using predictive analytics in logistics?</p> <ul style="list-style-type: none"> • A) Increased fuel consumption • B) Reduced flexibility in operations • C) Improved efficiency and cost savings |

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| | <ul style="list-style-type: none">• D) Increased operational complexity <p>Question 3: What is a common tool used in predictive analytics for logistics?</p> <ul style="list-style-type: none">• A) Manual spreadsheets• B) Machine learning algorithms• C) Physical ledgers• D) None of the above <p>Question 4: True or False: Predictive analytics requires real-time data to be effective.</p> <ul style="list-style-type: none">• True• False (While real-time data can enhance the effectiveness of predictive analytics, many predictive models primarily use historical data to make forecasts and predictions.) <p>Question 5: Predictive analytics can help logistics companies anticipate:</p> <ul style="list-style-type: none">• A) Only financial trends• B) Maintenance needs and route optimizations• C) Only employee performance• D) None of the above• |
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| Evaluation | Assessment based on case study insights and quiz results. |
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| Feedback | Anonymous feedback form to evaluate the effectiveness of the lesson and gather suggestions. |
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| Module | <i>Module 1: Introduction to Digital Literacy (example)</i> |
| Lesson | <i>Lesson 1.1: Understanding Digital Devices</i> |
| Objectives | <i>Write here the aim of the lesson.</i> |
| Methodologies | <i>Learning based on observation and clasification</i> |
| Time | <i>60 m</i> |

Introduction

This module covers basics of digital literacy, definition and type of devices (computers, tablets, and smartphones) and other basic devices used on logistics (handheld devices, GPS, ...). It also introduce the trainees to the different OS .

It is divided under the following scheme:

- 1. Definition of Digital Literacy
Digitalization, Technologies, Digital Skills*
- 2. Digital Devices
Compurtes, Tablets, Smartphones, GPS Devices, handheld devices, ...*
- 3. Operating Systems
Windows, Android, iOS, Linux*

Teaching Instructions

Content of the module is an introduction to trainees to digitalisation, using the devices that most people already use: phones, tablets, GPS, ... These devices are already part of our digital life and trainees must be able to identify them, know their Operating systems, and their main uses.

Trainers should share the content, explain it in case of doubt and ask for the completion of the activity included in this document, giving feedback to students.



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| Activity name | <i>Identify your digital context</i> |
| Type | Activity / Homework |
| Description | <p><i>Each student should create a table, preferably using excel, with the following columns:</i></p> <ul style="list-style-type: none"> - Device: Tablet, Phone, Computer, laptop, GPS device, handheld device, - Operating system: iOS, Android, Windows, ... - Property: (personal, work, family, ...) - Uses: (gaming, work, email, phone, social network, identify packages at work, personal messaging,) <p><i>Each student should complete the cells identifying, for each device, the operating system used, the ownership of the device, and the use to which the device is put. The objective of this activity is that each worker becomes familiar with the devices he/she uses frequently, knows how to identify its operating system and identify its main functions and uses, becoming a good transition activity towards digitization, by performing the activity with everyday devices.</i></p> <p><i>Students must complete the table and submit the file by uploading it or sending it by email. Teachers must give feedback to students, just adding comments or suggestions in case student do not get the information correctly.</i></p> |
| Objectives | <i>The learner will be able to understand the role of digital devices and operating systems in logistics. Trainees will be able to identify different among different digital devices and their different operating systems</i> |
| Resources | <i>Students will need a computer and "Excel" (or similar). Trainees will also need to use their daily use devices (tablets, computers, gps, ...).</i> |
| Estimated time | <i>Around 30-40 min.</i> |
| Notes | <p><i>Give hints to trainees if necessary: aim them to identify devices at home, or those at work, such as GPS devices.</i></p> <p><i>Consider some handheld devices may use their own operating system instead of popular ones (Android, Windows, Linux, ...)</i></p> |



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| Attached | <i>Example of the Chart</i> | | | |
| | <i>DEVICE</i> | <i>Operating System</i> | <i>Property</i> | <i>Uses</i> |
| | <i>iPhone</i> | <i>iOS</i> | <i>Personal</i> | <i>Personal life: gaming, social, texting, email, shopping, pay, camera</i> |
| | <i>Samsung</i> | <i>Android</i> | <i>Work</i> | <i>Work phone, professional email, GPS, Profesional Software, ..</i> |

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| Evaluation | <p><i>The activity will be evaluated as “completed” or “not completed”.</i></p> <p><i>The activity will be considered passed if the document is submitted in the correct format and with at least 2 devices identified (although it is considered ideal to identify at least 3 devices). The activity will be considered “not completed” for those who do not upload it.</i></p> |
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| Feedback | <p><i>Teachers may ask students how this activity have helped them to identify their devices and been able to classify them among operating system or main uses.</i></p> |
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| Module | Module 1: Introduction to Digital Literacy (example) |
| Lesson | Lesson 1.2: Using Mobile Devices |
| Objectives | Manage the setting up of digital devices and basic configuration. |
| Methodologies | Gamification |
| Time | 60 min |

Introduction

This module covers basics of mobile devices, definition and types. The content also deals with security, connecting devices and applications (and software).

It is divided under the following scheme:

Using Mobile Devices

- Importance of Mobile Devices & Logistics
- Mobile Devices: types, setting up, ...
- Security: passwords, biometric or f2a access,
- Connecting Devices
- Apps (mobile apps, work apps, GPS, tracking, ...)

Teaching Instructions

The objective of this lesson is to reach the following learning outcomes:

- Set up and secure mobile devices for use in logistics operations.
- Connect mobile devices to necessary networks and peripherals for seamless operation.
- Efficiently use and manage mobile apps tailored to logistics tasks such as delivery tracking, route optimization, and inventory management.
- Navigate logistics tasks using mobile navigation tools for real-time delivery and fleet tracking.



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This lesson plan includes a proposal of scavenger hunt that can be adapted by trainers. We encourage them to include steps on the list that allow trainees to practice with any working app or company software.

Trainees may also complete the quizzes.

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| Activity name | Mobile Scavenger Hunt |
| Type | Game |
| Description | <p>This activity is a checklist to be completed by trainees presented as a scavenger hunt so we can make it as a game or challenge to be completed.</p> <p>Trainees will complete a scavenger hunt by performing a series of tasks on their mobile devices. They will be given a checklist of actions to complete, such as setting up a secure lock screen, connecting to a Wi-Fi network, downloading a logistics-related app, and enabling location services.</p> <p>The following may be used as an example.</p> <p>Scavenger hunt</p> <ol style="list-style-type: none">1. Create an email address (use gmail, outlook, yahoo...)2. For your new email, create a secure password3. Enable an extra verification method (2FA, Biometric, ...)4. Sign in to your email address on a different device5. Create a new mail and send it to the teacher including the following information6. Search this info: Brand and model of your main mobile (mention on your)7. Identify the OS of your main mobile device (mention on your email)8. Open a maps application and check the distance between Paris and Berlin, make a screenshot and add it to the email.9. Add a copy of this list, with a verification mark on all the steps you have completed10. Feel free to add comments, suggestions or doubts.11. Send the email with the information required to your teacher. <p>(Remember to identify yourself, as this new email is not known for your teacher)</p> |



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| | This list of tasks has been created so the trainers make sure that trainees are able by themselves to identify a mobile device and their basics, such as creating an email address, share information by email, make a screenshot and useful (and basic) apps for logistics such as GPS and their applications. |
| Objectives | Ensure trainees can perform basic mobile device setup and security tasks, familiarize them with working-related mobile applications, and reinforce the importance of security features. |
| Resources | Mobile device (smartphone or tablet, an internet connection and the checklist. |
| Estimated time | 30-35m. |
| Notes | <p>This game may be completed individually but also in pairs, in case we may have face to face classes. In this case, try to pair less experienced trainees with those who are more confident for peer support.</p> <p>Adapt the checklist based on the specific logistics apps used in the workplace.</p> |
| Attached | <i>If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ...</i> |

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| Evaluation | Once teachers receive an email with the list of tasks completed, they can make sure that trainees are able to put in practice the content of the module. |
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| Feedback | If a trainee struggles, the trainer provides guidance and notes areas for improvement. |
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| Module | Module 1: Introduction to Digital Literacy (example) |
| Lesson | Lesson 1.3: Introduction to the Internet |
| Objectives | The following activity will work to improve understanding of the history and evolution of the Internet. It will help also trainees to familiarize themselves with key technological advancements, and as a transversal objective it will encourage teamwork and discussion. |
| Methodologies | <i>Experiential learning based on inquiry based learning. As an activity by groups it also involves collaborative learning.</i> |
| Time | 60 m |

Introduction

This module covers basics of the internet, including the history and general concepts (bandwidth, browsers, ...) The content deals also with applications and internet-based apps.

The content is presented as follows:

- Introduction to the Internet
 - Internet: history, basics, connecting,
 - Internet elements: bandwidth, browsers,
 - Searching: engines, results, effective searches, ...
 - Internet based apps
 - Applications: social media, communication, personal, professional

Teaching Instructions

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The content of this module will allow learners to:

- Explain the role of the internet in logistics and its applications, including communication, real-time tracking, and cloud-based tools.
- Identify key internet-related concepts like bandwidth, connectivity options, and browser functionality relevant to logistics operations.
- Demonstrate effective internet usage skills such as navigating browsers, conducting secure searches, and accessing online platforms.
- Apply cybersecurity practices to safeguard sensitive logistics data during online operations.

Trainees may complete the correspondent quizz. This lesson plan also includes a group activity with some tasks to complete and a debate.

| | |
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| Activity name | The Internet Journey – From Past to Present |
| Type | Group Activity (It can also be configured to be completed individually) |
| Description | <p>Trainees will be given a list of questions that require them to use search engines effectively. The questions will focus on logistics-related topics, online security, and digital tools. They must apply filters, keywords, and search strategies to find reliable answers quickly.</p> <ol style="list-style-type: none">1) Prepare event cards with key milestones in Internet history (e.g., first browser, Google launch, social media rise).2) Divide trainees into small groups and distribute shuffled event cards.3) Ask groups to arrange the events in chronological order within 20 minutes.4) Review the correct sequence together, discussing the impact of each milestone on logistics and digital communication.5) Encourage trainees to connect these developments to their work and share insights. |
| Objectives | <i>Write here the aim of the activity.</i> |

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| Resources | <p>Printed or digital event cards. Pen & paper (if needed for notes).</p> <p>You can also create the activity at a digital app such as a Google Form or Teams Form questions where trainees must complete an order.</p> |
| Estimated time | <p>30 minutes (20 min arranging + 10 min discussion).</p> |
| Notes | <p>Provide hints or guiding questions if needed.</p> <p>Relate each milestone to real-world logistics examples.</p> |
| Attached | <p>An example list of historical milestones related to the internet is attached to this document. Consider creating your own list for your activity, including local references. (e.g. the first internet connection in your country)</p> |

| | |
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| Evaluation | <p>Check the correct sequence of events.</p> <p>Engage trainees in discussion about how each milestone affects their professional life.</p> |
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| Feedback | <p>Observation. Trainees must identify any deviation from the objectives of the lesson. Make sure students identify all key milestones/events proposed (even if they can not specify the exact date, they should identify the events). Work on improving this document as new students face it.</p> |
|-----------------|---|



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The following is an example list of historical milestones related to the internet is attached to this document. Consider creating your own list for your activity, including local references.

(e.g. the first internet connection in your country)

1. 1969 – ARPANET's First Connection

The first successful message is sent between UCLA and Stanford Research Institute, marking the birth of the internet.

2. 1971 – First Email Sent

Ray Tomlinson sends the first email using the "@" symbol to separate the user from the machine name.

3. 1973 – First International ARPANET Connection

The network expands beyond the U.S. with a connection to the UK and Norway.

4. 1983 – TCP/IP Becomes the Standard Protocol

The ARPANET officially adopts **TCP/IP**, the fundamental protocol of the modern internet.

5. 1984 – Introduction of Domain Name System (DNS)

The DNS system is introduced, replacing complex numerical IP addresses with easy-to-remember domain names (e.g., .com, .org, .edu).

6. 1989 – The World Wide Web is Proposed

Tim Berners-Lee proposes the concept of the **World Wide Web (WWW)** while working at CERN.

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7. 1991 – The First Website Goes Live

The first website, info.cern.ch, is launched, explaining the World Wide Web project.

8. 1993 – Mosaic Browser is Released

The first widely used graphical web browser, Mosaic, is released, making the web accessible to the public.

9. 1994 – Birth of Commercial Internet

Amazon and Yahoo! are founded, marking the beginning of e-commerce and web directories.

10. 1995 – The Internet Becomes Publicly Available

NSFNET (a key internet backbone) is decommissioned, allowing full commercial use of the internet.

11. 1998 – Google is Founded

Google launches its search engine, revolutionizing the way people find information online.

12. 2001 – Wikipedia is Created

Wikipedia, the first major open-source online encyclopedia, goes live, enabling user-generated content.

13. 2004 – Facebook Launches

Facebook is introduced, leading the rise of social networking and user-generated content.

14. 2005 – YouTube is Created

YouTube is launched, making online video sharing mainstream.

15. 2007 – The iPhone and the Rise of Mobile Internet

Apple's iPhone is released, popularizing smartphones and mobile internet usage.

16. 2010 – Cloud Computing Gains Popularity

Services like Amazon Web Services (AWS) and Google Drive grow, making cloud storage and computing widespread.

17. 2015 – Internet of Things (IoT) Expands

The number of connected devices surpasses the number of people on Earth, fuelling the IoT revolution.

18. 2016 – AI and Machine Learning Go Mainstream

AI-driven services (like virtual assistants and recommendation algorithms) become widely used.

19. 2020 – Internet Usage Surges Due to COVID-19

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The pandemic accelerates digital transformation, with remote work, streaming, and online education becoming essential.

20. 2024 – AI-Powered Search and Chatbots Dominate

AI-driven tools, such as ChatGPT and Google Gemini, change how people interact with information online.



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| Module | Module 1: Introduction to Digital Literacy (example) |
| Lesson | Lesson 1.4: File Management |
| Objectives | Know file organization principles. Improve file naming consistency. Understand how to locate and manage documents efficiently |
| Methodologies | experiential learning and problem-based learning methodologies, engaging learners through doing, reflecting, and improving a real-world task. |
| Time | 60m |

Introduction

The content of this module deal with file management best practices. It covers general concepts such us operating systems, FTP or File Security basics. It also explains how to organize files properly and basics of cloud base platforms.

The content is presented as follows:

- File Management
 - Importance and different OS
 - Organizing, naming
 - FTP, coping-moving, File Transfer services
 - Cloud: concept, services, Cloud base platforms
 - File security: malware, back-up, ...

Teaching Instructions

Proper file management is crucial for efficiency and security. This activity challenges trainees to organize a set of disorganized files using best practices in naming, structuring, and categorization.

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By the end of this module, learners will be able to:

- Identify and differentiate between various operating systems (Windows, Android, iOS, Linux, MacOS) and their applications in logistics.
- Demonstrate file management skills, including organizing, moving, copying, and naming files and folders effectively across different operating systems.
- Utilize cloud storage solutions to manage and share files efficiently.
- Implement basic file security measures and perform regular backups to safeguard data.

This lesson plan also includes an activity called “Organize the Chaos” in which learners will have to put in practice the content. Trainees may also complete the quizz.

| | |
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| Activity name | Organize the Chaos |
| Type | Practical Task |
| Description | <p>Trainees receive a messy folder filled with randomly named and misplaced files. They must rename, categorize, and organize them into a clear, logical structure, following best practices.</p> <ol style="list-style-type: none">1) Prepare a folder with various files (e.g., documents, images, spreadsheets) with random names and incorrect locations.2) Explain best practices for file naming and structuring.3) Have trainees reorganize the folder logically within 20 minutes.4) Discuss results and highlight improvements. |
| Objectives | Know file organization principles. Improve file naming consistency. Understand how to locate and manage documents efficiently |
| Resources | Computers/laptops a Pre-made messy folder (by trainee), a file storage cloud service (OneDrive, Dropbox, Google Drive, ...) |
| Estimated time | 30 min |

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| Notes | Make the file mix realistic (e.g., logistics reports, invoices, employee records). Offer tips for cloud organization if time allows. |
| Attached | None |

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| Evaluation | Check if files are logically structured and properly named. Ask trainees to explain their structure. |
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| Feedback | Short discussion: "Was this exercise useful? How do you currently organize your files?" Quick survey on confidence in file management before and after the activity. |
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| Module | Module 8- Sustainability |
| Lesson | Lesson 8.1: Introduction to Sustainability |
| Objectives | Help trainees recognize sustainability challenges in logistics. Encourage problem-solving and critical thinking. Connect theory with practical applications. |
| Methodologies | Case-based methodology |
| Time | 45 min |

Introduction

Understanding sustainability requires recognizing wasteful and inefficient practices. In this module, trainees will be able to identify the challenges of sustainability learning the basics of sustainability and how it relates to logistics.

The content of this module is structured as follows:

Introduction to sustainability

- Concept of Sustainability
- Environmental sustainability, protection, challenges & logistics
- Economic benefits: green logistics, cost reduction, efficiency, & logistics
- Social Responsibility, regulatory compliance & logistics
- Future and Challenges: innovation, better future, technologies
- Sustainability: energy, water, waste, carbon footprint

Teaching Instructions

Teachers must guide trainees into the content of modules, the quiz and the activity.

By the end of the module, learners will:

- Understand sustainability principles and their relevance in logistics.
- Identify strategies to minimize environmental impact through sustainable practices.
- Analyze case studies demonstrating effective sustainability measures in logistics operations.

Trainees may complete the quizzes and also follow the activity in which trainees will assess a fictional logistics company and its operations (energy use, waste management, fuel consumption). They must identify unsustainable practices and propose improvements.



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| Activity name | The Sustainable Company |
| Type | Practical task |
| Description | <p>Trainees will assess a fictional logistics company and its operations (energy use, waste management, fuel consumption). They must identify unsustainable practices and propose improvements.</p> <ol style="list-style-type: none">1. Provide a short company profile with sustainability data (e.g., warehouse energy use, fleet emissions, waste generation).2. Trainees must identify issues and suggest improvements.3. Each trainee (or small group) writes a short audit report.4. Discuss findings together. |
| Objectives | <p>Improve understanding of key sustainability metrics.</p> <p>Teach audit skills for sustainability evaluation.</p> <p>Encourage critical thinking and solution development.</p> |
| Resources | <p>Printed or digital case study</p> <p>Pen & paper or computer for report writing.</p> |
| Estimated time | 45 min |
| Notes | <p>Use real-world logistics data (if available).</p> <p>Emphasize practical applications in logistics.</p> <p>(Regarding materials needed: Encourage trainees to work digitally, without the need to print, or use paper-pen when possible).</p> |
| Attached | <p>An examen of a Sustainability Audit Report is attached to this document.</p> <p>Please consider it just as an example.</p> |



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| Evaluation | Assess whether trainees identify key sustainability challenges. Evaluate the quality and feasibility of solutions. |
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| Feedback | Ask: "What was the most surprising finding in your audit?" Quick group discussion on challenges in implementing sustainability. |
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SUSTAINABILITY AUDIT REPORT EXAMPLE

Sustainability Audit Report – GreenMove Logistics

1. Introduction

This audit assesses the sustainability performance of **GreenMove Logistics**, a mid-sized logistics company operating a fleet of 50 trucks and managing two distribution centers. The audit covers **environmental, economic, labor, ethical, and social responsibility factors**, identifying key issues and recommending improvements.

2. Sustainability Issues and Recommendations

2.1 Environmental Sustainability

2.1.1 Energy Consumption in Warehouses

- **Issue:** Warehouses rely on outdated **lighting systems** and inefficient climate control.
- **Data:** Monthly energy consumption is **35,000 kWh**, with **60% of costs** attributed to lighting and cooling.
- **Recommendation:** Upgrade to **LED lighting**, install **smart thermostats**, and integrate **solar energy solutions**.

2.1.2 Fuel Usage & Fleet Efficiency



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- **Issue:** Aging fleet with high fuel consumption and excessive idling time.
- **Data:** The fleet emits **1,500 metric tons of CO₂ annually**, with **15% fuel wastage** due to idling.
- **Recommendation:** Implement **route optimization software**, promote **eco-driving training**, and **transition to hybrid/electric vehicles**.

2.1.3 Packaging Waste & Recycling

- **Issue:** Excessive use of **single-use plastic** in packaging and **low recycling rates**.
- **Data:** Only **30% of packaging materials** are recyclable.
- **Recommendation:** Introduce **biodegradable/recyclable packaging** and improve **waste separation systems**.

2.1.4 Water Consumption

- **Issue:** High water usage in **vehicle washing** and warehouse maintenance.
- **Data:** **200,000 liters/month** consumed.
- **Recommendation:** Install **water recycling systems** and switch to **eco-friendly cleaning practices**.

2.2 Economic Sustainability

2.2.1 Cost Efficiency & Green Logistics

- **Issue:** High operational costs due to inefficient fuel use and energy consumption.
- **Data:** Energy costs could be **reduced by 20%** with efficiency measures.
- **Recommendation:** Implement **energy audits**, adopt **fuel-efficient policies**, and seek **green logistics subsidies**.

2.2.2 Sustainable Procurement Practices

- **Issue:** No **sustainability criteria** in supplier selection.
- **Data:** **70% of suppliers** do not follow green logistics practices.
- **Recommendation:** Partner with **eco-friendly suppliers** and integrate **sustainability clauses** in contracts.

2.3 Labor Sustainability

2.3.1 Employee Well-being & Work Conditions

- **Issue:** High workload and lack of training in sustainable practices.
- **Data:** **40% of workers** report **high stress** due to tight schedules.
- **Recommendation:** Offer **better work-life balance**, conduct **ergonomics training**, and integrate **sustainability training programs**.

2.3.2 Health & Safety in Logistics Operations

- **Issue:** Inadequate training in handling hazardous materials.
- **Data:** **15% increase in workplace accidents** in the last year.
- **Recommendation:** Improve **safety training programs** and enforce **stricter compliance** with workplace regulations.



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2.4 Ethical Sustainability

2.4.1 Fair Trade & Ethical Sourcing

- **Issue:** Lack of transparency in supply chain sustainability.
- **Data:** Only **30% of suppliers** have ethical sourcing policies.
- **Recommendation:** Implement a **supplier code of conduct** and perform **regular audits**.

2.4.2 Business Ethics & Anti-Corruption

- **Issue:** No formal ethics policy or whistleblower protection.
- **Data:** No official **corporate governance** strategy in place.
- **Recommendation:** Develop a **business ethics policy**, provide **ethics training**, and establish a **whistleblower hotline**.

2.5 Social Responsibility & Community Engagement

2.5.1 Community Engagement & Corporate Social Responsibility (CSR)

- **Issue:** Limited involvement in local sustainability initiatives.
- **Data:** No record of **community engagement projects** in the past two years.
- **Recommendation:** Partner with local **environmental organizations**, support **green initiatives**, and offer **employee volunteering programs**.

2.5.2 Diversity & Inclusion in the Workforce

- **Issue:** Lack of diversity programs.
- **Data:** Women make up only **15% of employees**, with **no formal inclusion policy**.
- **Recommendation:** Implement **equal opportunity policies** and **diversity training**.

3. Conclusion

GreenMove Logistics has made efforts in sustainability but **lacks a structured, integrated approach**. Improvements in **energy efficiency, fleet management, employee well-being, ethics, and social responsibility** will enhance sustainability and long-term success.



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| Module | Module 8: Introduction to Sustainability |
| Lesson | Lesson 8.2: Importance of Sustainability in Logistics |
| Objectives | <p>Understand the concept of sustainability in logistics and its importance for efficiency and cost savings.</p> <p>Identify strategies for optimizing resources in logistics, including route planning, scheduling, and shipment consolidation.</p> <p>Analyze energy-saving measures in logistics operations, focusing on alternative fuels, renewable energy, and energy management systems.</p> <p>Evaluate the impact of reducing empty runs in logistics on fuel consumption and emissions.</p> |
| Methodologies | Learning based on experience (working with simulated scenarios) and team learning. |
| Time | 60 m |

Introduction

Content of this module is based on the relation between sustainability and logistics, specially dealing with concepts as: optimization, efficiency, improvements in logistics and benefits of sustainability.

The content is presented as follows:

- Sustainability in Logistics
 - Optimization: Resources, routes, shipment consolidation
 - Improvements: packaging, energy saving, smart energy systems,
 - Efficiency: reducing empty runs, energy saving benefits, load coordination
 - Shared logistics networks
 - Benefits of sustainable logistics

Teaching Instructions

Trainers will guide trainees into sustainability concepts related to logistics. The aim of the lesson is to improve best practices in sustainability among logistics companies and workers.

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By completing this lesson trainees will be able to:

Understand the concept of sustainability in logistics and its importance for efficiency and cost savings.
Identify strategies for optimizing resources in logistics, including route planning, scheduling, and shipment consolidation.

Analyze energy-saving measures in logistics operations, focusing on alternative fuels, renewable energy, and energy management systems.

Evaluate the impact of reducing empty runs in logistics on fuel consumption and emissions.enario, they must optimize routes, improve packaging, and reduce energy consumption while balancing costs and efficiency.

Trainees will be able to put in practice the content with an activity to simulate the decision-making process of a logistics company aiming to become more sustainable.

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| Activity name | Sustainable logistics Simulation |
| Type | Group task and discussion |
| Description | <p>The trainer provides a scenario where a logistics company wants to become more sustainable. Groups discuss and propose three key improvements related to optimization, efficiency, or shared logistics networks. Each group presents their strategy and explains its benefits.</p> <p>Specific Instructions for Trainers:</p> <ul style="list-style-type: none">• Divide trainees into small groups (3-5 people).• Hand out or display the logistics scenario.• Allow 20 minutes for discussion and planning.• Groups present their strategies in 5 minutes each.• Wrap up with a group discussion. • They will also take into consideration blended and online learning contexts. |
| Objectives | <p>Apply sustainability principles to real-world logistics decisions. Enhance critical thinking and teamwork. Improve awareness of efficiency and resource management.</p> |

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| Resources | Printed or digital scenario description. Pens & paper for notes. (Optional) Flipchart or whiteboard for presentations. |
| Estimated time | 40 min. |
| Notes | To make it more engaging, add challenges like budget limits. Consider real-world examples to inspire ideas. |
| Attached | If necessary, attach documents at the end (templates, pdf, ...). Mention them here. Add here the link to your activity, quiz, game, video, ... |

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| Evaluation | Feasibility and impact of proposed strategies. Clarity and effectiveness of presentations. Engagement in discussion. |
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| Feedback | Quick Q&A session: "What was the biggest challenge?" Trainees share one key takeaway from the discussion. |
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| Module | Module 8: Introduction to Sustainability |
| Lesson | Lesson 8.3 - The 3R Concept : Reduce, Recycle, Reuse |
| Objectives | Grasp the 3R principles and their relevance to sustainable logistics. Identify ways to implement reducing, reusing, and recycling practices in supply chains. Explore strategies to integrate the 3R framework effectively.. |
| Methodologies | Collaborative and experiential learning |
| Time | 60m |

Introduction

This lesson is focused on the principle of the 3R concept, which comes from the 3 R as the acronym of Reduce, Reuse and Recycle and is a short way to refer to them. The content of the module is presented as follows:

The 3 R Concept: Reduce, Reuse, Recycle

- Concept
- Reduce: concept, efficiency, optimization, packaging, energy consumption,
- Reuse: concept, packaging, secondary raw materials, refurbishment,
- Recycle: concept, programs, innovation, recycling facilities, electronic waste
- “Reuse before recycling”; “Recycle to Reduce”

Teaching Instructions

By the end of the module, learners will:

Grasp the 3R principles and their relevance to sustainable logistics.

Identify ways to implement reducing, reusing, and recycling practices in supply chains.

Explore strategies to integrate the 3R framework effectively.

The trainer provides a mix of fictional logistics waste items (packaging, electronics, pallets, etc.). Trainees must sort the items into Reduce, Reuse, or Recycle categories. They justify their choices in a short discussion.



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Teachers may follow the content of the modules and guide trainees through it. Quizzes may be completed by trainees. Also an interactive task is offered as an activity to complete the understanding of the content.

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| Activity name | Waste Sorting Challenge |
| Type | Interactive Task |
| Description | <p>The trainer provides a mix of fictional logistics waste items (packaging, electronics, pallets, etc.). Trainees must sort the items into Reduce, Reuse, or Recycle categories. They justify their choices in a short discussion.</p> <p>Specific Instructions for Trainers:</p> <ul style="list-style-type: none">• Prepare a list of 10–15 waste items (real or hypothetical).• Trainees work in pairs or small groups to sort them into the 3R categories.• Groups briefly explain their choices.• The trainer reviews correct classifications and encourages discussion. |
| Objectives | <p>Improve practical understanding of the 3R concept. Develop critical thinking about waste management. Encourage sustainable decision-making</p> |
| Resources | <p>Printed or digital list of waste items. Whiteboard or flipchart for sorting categories.</p> |
| Estimated time | 30 min. |
| Notes | <p>Consider using real waste items (if possible). Make it fun by adding a time limit or competition.</p> |
| Attached | |

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| Evaluation | <p>Accuracy of waste classification. Ability to justify and explain decisions.</p> |
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| Feedback | Quick Q&A session: "What surprised you the most?" Trainees share one actionable takeaway. |
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| Module | Module 8: Introduction to Sustainability |
| Lesson | Lesson 8.4: Future trends in Sustainable Logistics |
| Objectives | Identify trends in sustainable logistics including best practices Understand the role of renewable energy and technology in sustainability. Apply urban logistics solutions for a more eco-friendly environment. |
| Methodologies | Inquiry based and project oriented learning |
| Time | 60 m |

Introduction

This activity encourages trainees to analyze emerging sustainable logistics trends and propose innovative solutions. They will work in small groups to develop a realistic, sustainable logistics project incorporating new technologies, automation, or alternative transportation methods.

Teaching Instructions

By the end of this module, learners will:

Identify key trends such as green vehicles, automation, and circular economy practices in sustainable logistics.

Understand the role of renewable energy and technology in reducing environmental impact.

Apply urban logistics solutions like micro-hubs and eco-friendly delivery methods.

To complete the understanding of the module, trainees may complete quizzes and also an activity called “Green logistics innovation challenge”.

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| Activity name | <i>Green Logistics Innovation Challenge</i> |
| Type | Project oriented learning |
| Description | Each group selects one future trend (e.g., electric vehicles, shared logistics, circular economy). They research real-world applications and develop a short proposal on how it |

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| | <p>can be applied in their work environment. They present their ideas to the class in 5-minute pitches.</p> <p>Specific Instructions for Trainers:</p> <ul style="list-style-type: none">• Divide trainees into small groups (3-5 people).• Assign or let them choose a future trend from the module.• Give them 20 minutes to discuss and prepare their proposal.• Each group presents their proposal in 5 minutes.• Facilitate a discussion on feasibility and improvements. |
| Objectives | <p>Assess understanding of future trends in sustainable logistics.</p> <p>Encourage critical thinking and teamwork.</p> <p>Promote problem-solving skills related to real-life logistics challenges.</p> |
| Resources | <p>Computers or smartphones with internet access</p> <p>Pens & paper for notes</p> <p>Presentation software (optional)</p> |
| Estimated time | <p>30-40 min</p> |
| Notes | <p>If time allows, record presentations for trainees to review later.</p> <p>Encourage them to think about local challenges when proposing solutions.</p> |
| Attached | |

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| Evaluation | <p>Clarity of explanation of the selected trend.</p> |
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| | <p>Feasibility and creativity of the proposed solution.</p> <p>Engagement in teamwork and discussion.</p> |
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| Feedback | <p>Ask trainees to rate their own participation (self-assessment).</p> <p>Use peer feedback where groups rate each other's ideas.</p> <p>Trainer can summarize key insights at the end.</p> |
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