

Selected activities and techniques for educational work with seniors

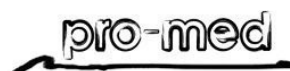


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About the project

About the project

This publication is the result of the “**RE-Creation – Developing Competences of Seniors**” project implemented as part of the Erasmus+ Strategic Partnerships in the adult education sector.

European communities are getting old. The project was dedicated to developing cooperation and facilitate between educators working with persons at a risk of marginalization due to their age, health condition, and limited physical or mental performance.

The **main objectives** of the project were:

- to improve the psychological, interpersonal and teaching qualifications of educators working with senior citizens (60, 70, 80+) in partner institutions.
- to facilitate the personal development of the educators involved in the project,
- to help develop cooperation and foster exchange of experience among educators working with those at risk of marginalization.

The **main results** achieved in the project:

- new methods learnt and competences earned by the educators working with seniors
- raising the self-esteem of the educators involved in the project
- increased motivation and inspiration to work with senior citizens
- expanding knowledge among senior citizens about activities related to active ageing and lifelong learning opportunities
- sharing good practices in the field of classes for seniors in partner countries

The project partnership comprised **six institutions from five countries:**

- **Miejska Strefa Kultury (MSK)**, Łódź, Poland – co-ordinator
- **PRO-MED**, Gdańsk, Poland
- **Norrköpings stadsmuseum**, Sweden
- **Aidlearn**, Lisboa, Portugal
- **Galileo.it S.r.l.**, Rome, Italy
- **Die Wiener Volkshochschulen GMBH**, Vienna, Austria

Project website: erasmusplusakcja2.wixsite.com/ecos



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About the e-book

About the e-book

The e-book is designed to consolidate what was presented during five international Learning, Teaching and Training meetings in the project, as well as to make the teaching materials available to those trainers who did not directly participate in the project.

The **e-book** is addressed to:

- **trainers/educators/instructors who want to broaden their knowledge** on activities aimed at promoting active ageing and raising the competences of seniors
- **trainers/educators/instructors who are looking for inspiration and teaching ideas** that could be included in their classes with seniors
- **people actively involved in educational and therapeutic work with seniors** and intergenerational learning
- **local, regional and nation-wide educational institutions** that want to offer new methods to their own trainers and also expand their portfolios of activities addressed to seniors.

The e-book contains presentations of twelve different ideas of educational activities addressed to seniors. The partnership team made sure to diversify the themes of these activities, so that they could be applied in many types of institutions, as well as to diversify the competences that these activities will develop. Each partner institution has proposed two ideas of activities that are based on their unique knowledge and experience.

All the activities described here were presented and discussed during the project's Learning, Teaching and Training events. They are described from the practical perspective, have already been tested with the participation of the target group and got the latter's positive reviews.

List of the activities

List of the activities

1. **English for seniors - Learning English with the "Go flow" method based on-line in a state of relaxation, language games and fun.** (MSK-Lodz, Poland)
2. **Encaustic** - (MSK, Poland)
3. **Graphic Recording** (drawing) (VHS, Austria)
4. **Stellarium – A Virtual Sky Planetarium for multiple proposes** (VHS, Austria)
5. **Online cinema course** (AidLearn, Portugal)
6. **Storytelling through photography** (AidLearn, Portugal)
7. **Light on Artificial Intelligence** (Pro-Med, Gdańsk, Poland)
8. **Flipped Classroom for elderly** - theory and practice (Pro-Med, Gdańsk, Poland)
9. **Internet safety for seniors** (Consorzio Lavoro e Ambiente, Italy)
10. **ICT for seniors** (Consorzio Lavoro e Ambiente, Italy)
11. **Intergenerational learning with handicraft. Topic "Memories of Love"** (Norrkoping Museum, Sweden)
12. **Oral history in a museum context** (Norrkoping Museum, Sweden)



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LIST OF THE ACTIVITIES

English for seniors

English for seniors - Learning English with the "Go flow" method based on-line in a state of relaxation, language games and fun

Short theoretical introduction and description of the method

The “Go Flow Method” entails a dynamic, flexible and open approach to students, based on individualization and connection. As such, it is inspired by the thought of Mihaly Robert Csikszentmihalyi, a Hungarian-American psychologist, who recognized and named the psychological concept of "[flow](#)", a highly focused mental state that is conducive to productivity.

In the state of flow, our productivity increases by around 600%, and the effects which seem magical become relatively easy to obtain, if you know which part of the brain must be disconnected, and which needs to be activated. Speaking more precisely, it involves work towards the deactivation of the prefrontal cortex, in order to make it hypoactive, by using relaxation methods, as well as the meditative approach.

To put it in a nutshell, if we fulfill the eight conditions of flow, which are:

- complete concentration on the task,
- clarity of goals and reward in mind, immediate feedback,
- transformation of time (speeding up/slowing down),
- the experience is intrinsically rewarding,
- effortlessness and ease,
- there is a balance between challenge and skill,
- actions and awareness are merged, self-conscious rumination is gone,
- there is a sense of having control over the task,

it is not so hard to enter and remain in the state of flow for a prolonged period of time.

If, together with the deactivation of the prefrontal cortex, we can activate other areas of the limbic brain – like the crucial center of memory and creativity, the hippocampus, which is responsible for transferring information between short term and long term memory, and also for new, creative connections – we can make the process of learning enjoyable and fun!

In the method, the hippocampus of the senior learner becomes easily activated by “language play”, which involves creating new word associations. The latter simplify the process of memorization and revolutionize it, making the traditional “swot and sweat method” completely pointless. Why learn anything by heart if it is possible to burn information directly in the long term memory by fulfilling the retention criteria of the hippocampus? For seniors, this might be even crucial, as their memory is not so sharp anymore for the obvious reason of age.

In terms of practice, the “Go Flow Method” implements a new approach to teaching, based on three neurobiological phases:

1) Inhibiting the prefrontal cortex in order to make it hypoactive

In practice – inviting your students to the state of flow, presence, fun and improvisation, where times ceases to exist (via meditative, relaxation methods).

2) Accelerating the hippocampus, i.e. the limbic center of retention and memory.

In practice – organizing the flow environment by encouraging seniors to make new connections and associations, which helps them mobilize creativity and emotions (crucial for the hippocampus processes).

3) Synchronization of the left and right hemispheres of the brain for the purpose of synthesis and consolidation of the acquired knowledge.

In practice – by using work with colors, music and intuition, I activate in students the right hemisphere in order to balance the analytical overload (which mainly stimulates the left brain in traditional methods).

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

This method will obviously contribute to the development and increase in the activity of any human being. Nonetheless, in the case of seniors it will significantly develop all areas of life, but especially such competences and skills as:

- Increasing the quality of life by extended emphasis on the ‘BEING’ versus ‘DOING’ aspect.

Everybody knows or at least feels that the quality is sometimes much more important than the quantity of what we do. In fact, the skill of embracing the moment and extended focus on how we perform the task, instead of on the effect or even reward, puts people in a totally different zone, sometimes also called ‘The 40-Second Athletes’ Zone’. Getting there seems crucial for extreme sportsmen, as it can even save their life. However, new research proves that anyone can get there, and if you succeed, it not only helps you

stay more focused on the task and perform it much better, but also enables you to be more relaxed, happy, or even exhilarated and tranquil.

Achieving this crucial competence is possible thanks to the use of sensual anchors (this method was first implemented in NLP – Neuro Linguistic Programming).

- Increasing the ability of seniors to communicate more spontaneously and smoothly, to break the language barrier and stop being afraid to speak in a foreign language, as well as to enhance the ability to be more creative and experience more enjoyment connected to mastering any chosen skill.
- The skill of retaining new information more easily and keeping it in seniors' long term memory. This part is especially essential for seniors, as our memory and focus get compromised in the aging process, and it gets harder and harder to remember new knowledge. Fortunately, thanks to the 'HIPPOCAMPUS APPROACH', the "Go Flow Method" transforms the learning process into pure fun and enjoyment of creating new word hooks and associations.

Sources useful for the method

Flow Sources:

- [The definition of flow](#)
- [How to get into 'The Zone'](#)
- [Flow In Sport – the key to optimal experience and performance](#)
- [Mihály Csíkszentmihályi – flow state](#)
- [The Rise of Superman – bestseller about flow state](#)
- [Flow – the secret to happiness \(TED presentation of Mihaly Csikszentmihalyi\)](#)
- [The Anchoring Method](#)
- [The Rise of Superman – bestseller about flow state in extreme sports](#)

Language and mindfulness teaching sources:

- [The Callan Method](#)
- [The Sita Method](#)
- [The Hellen Doron Method](#)
- [The Birkenbihl Method](#)
- [The Avalon Method](#)
- [The NLP Method](#)
- [The Erickson hypnotherapy Method](#)
- [The Mindfulness Method](#)
- [Zen Kuan Um Method](#)
- [The Wim Hoff Method](#)
- [The Scott Carney 'Wedge' Method](#)
- [Process oriented psychology of Jungian psychologist Arnold Mindell](#)

Teaching seniors sources:

- [Teaching Seniors](#)
- [British Council Method for teaching seniors](#)
- [Third Age Learners and approaches to teaching](#)
- [ESL tips for teaching senior](#)
- [Enjoying the “Afternoon of Life”: Carl Gustav Jung on Aging](#)

LIST OF THE ACTIVITIES

Encaustic

Encaustic

Short theoretical introduction and description of the method

ENCAUSTIC(S), ENCAUSTIC PAINTING (Gr. enkaustiké, from enkáiō – to burn, burn out), a painting technique that uses paint mixed with heated wax. It is believed to have predated oil and tempera painting. Known and used already in ancient Egypt, Greece and Rome, encaustics has since then been applied in various areas of art e.g. in portrait painting and sculpture (polychrome statues), but also in architecture and design, e.g. to decorate (and at the same time protect) the interiors and exteriors of buildings and ships.

The first examples of encaustic painting were found in Egypt, in the Oasis of Fayoum, where it was used to create the famous post mortem portraits of the dead ('Fayoum mummy portraits'). Later, the encaustic technique was applied in early examples of icon painting, the most striking example of that being the image of Christ Pantocrator (6th century AD) preserved in Saint Catherine's Monastery in Sinai.

In general, the encaustic technique involves heating the medium, i.e. wax and pigments, and applying it to a surface (a wooden panel, cardboard, etc.) with various tools such as a brush, a spatula or a scraper. Wax hardens quickly and creates an uneven surface, which results in an impression of a three-dimensional painting.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

Encaustic workshops aim to involve seniors in active creative work. During such classes, seniors get an opportunity to rediscover their manual skills, but above all, the workshops stimulate their intellectual functions.

Encaustic painting classes have a significant impact on the development of a variety of important competences:

- *Intellectual competence:* including seniors in creative activities in a group. The ageing of our population is a fact. It is an ongoing process, and this trend cannot be stopped. The World Health Organization, research societies, and scholars emphasize the role of social activation as an important factor influencing the course of the ageing process. Physical, intellectual and social activity makes the deficits associated with age less noticeable, and the costs of health care lower. Thanks to creative work, seniors get an opportunity to express their emotions, and at the same time improve their concentration and motor skills. The intellectual process accompanying creative work stimulates, develops and teaches them new competences. Among many handicraft activities, encaustic painting meets the requirement of accessibility. It is a great advantage of encaustic classes that the participants do not need any former knowledge or artistic skills. This ancient technique is open to everyone, and the ease of making the first works encourages participants to learn more about it and to try their skills in other areas of art. Undoubtedly, encaustic works are original, often abstract, which in turn is a great opportunity to talk about painting styles and broaden the participants' knowledge. Creation is always an intellectual process that develops the mind and prepares one to more in-depth reception of art.
- *Preventing social exclusion:* the phenomenon of ageism in the society affects seniors. They have difficulty finding their way in the modern digital world, and the roles of the eldest generations in families are also changing. Often, after the death of their spouse, a senior is in fact left on their own, with a lot of free time on their hands. The opportunity to engage in creative work and participate in a group is extremely important for them in terms of preventing social exclusion, as the feeling of being 'unproductive and unnecessary' may be one of the most difficult things in late adulthood. When they are invited to express themselves in art, seniors feel like equal members of the society again. Their sense of security increases and so does a sense of having an important role. Last but not least, seniors simply enjoy handicraft or art workshops very much. Often, it is in the golden-agers' groups that hidden dreams or plans from childhood about becoming a painter are revealed and pursued with unrivalled enthusiasm.
- *Intergenerational integration:* it is a bridge that makes genuine intergenerational dialogue possible. Being in the company of younger trainers, instructors and other non-senior individuals is an extremely important factor in the process of positive ageing. Seniors need contact with different age groups. Strengthening the ties with generations X, Y or Z enhances tolerance and improves the ability of senior citizens to see the perspective of younger people. It should be emphasized here that the ability to listen and exchange thoughts is a very important element of intergenerational dialogue, and the workshops described here offer a great space for it. A senior can share their knowledge and experience, while a young person can share their enthusiasm and creativity, and in this way they can together develop and pursue their creative path.

How will it be used in work with seniors?

The standard offer of art classes is, inevitably, rather limited and repetitive. Encaustic painting is a niche method, little known and rarely used, and as such it can prove to be appealing to participants. Moreover, it is an easy technique with which you can get quick results. Participants of all ages can practice it, as high manual precision is not needed. What counts is the participants' and your own focus and care when working with a hot iron. An additional advantage is that you, as educators, do not need a lot of material and hours spent on training to prepare the classes and courses. Still, encaustic painting is very satisfying, and the final effect is usually impressive. In fact, as the organizer of such classes, you can prepare original exhibitions of encaustic paintings. For instance, I invited seniors to make the same image with this technique. Step by step, together with the participants, we made the same movements, used the same colors, the same materials. However, the final effect exceeded our wildest expectations. Our works varied in the most fascinating way, as the use of the same tools and technique did not mean that the paintings would be the same.

You can also create a social media channel. Although there are some You Tube videos that present encaustic painting, they are usually from several years ago, and only in some languages, which may prevent people, especially seniors, from other countries from watching them. Recording tutorials and guides to encaustic painting could make this method more popular, and at the same time it could result in an online exchange of experience. In the comments, participants could share their insights and reflections related to work with this method. Finally, an international online exhibition of encaustic works could be created.

It should also be mentioned here that encaustic painting classes can be beneficial for those with various health issues. For instance, such workshops can support the rehabilitation of breast cancer or stroke survivors, as work in a group and at the same time activation of the hand can be helpful in their recovery. Encaustics can also be treated as a kind of meditation in motion. Painting with an iron, in silence, increases concentration, but also focus on the here and now. Thanks to that, classes can have a soothing effect on the participants and help them find and maintain their inner peace. It is a great idea to be in a group, but in a safe way and on the terms you accept. In today's modern world, where we are overloaded with stimuli, encaustic painting can be an excellent remedy for stress.

Any recommendations for the trainers who will use this method with seniors?

Encaustic painting is a truly lovely technique that can be successfully used in work with seniors. Regardless of their artistic skills, each participant can create their own encaustic painting. Trainers should remember to structure classes in such a way as to have time to offer individual help to each participant. It is very important to encourage participants to try and overcome the fear of making mistakes. Seniors are very critical of themselves, so they should be supported, especially in the initial period of work.

In terms of technical issues, in addition to explaining the safety rules, it is worth making sure to have a sufficient number of extension cords in place, so that everyone can work comfortably and to avoid restricted hand movements. Also, remember that paper towel is an essential element of each workshop, as the iron soleplate will often need to be cleaned of wax residue.

Before the classes, prepare tables, chairs, old newspapers to cover and protect them, paper towel, extension cords, encaustic waxes in small containers, and special encaustic paper or other painting surface. You can additionally equip your studio with encaustic pens, scratching and scraping tools, sponges, stamps and inks that will enrich your work. In the beginning, however, encaustic waxes, encaustic irons and special paper will suffice.

Below, you will find some basic tips for trainers that will be useful while teaching senior how to paint with a hot iron:

- **apply paint with a steady, smooth movement, without lifting the iron from the surface.** In this way, if you choose e.g. white, pink or blue, you can paint the sky. By making a long, continuous movement, you can also paint a mountain landscape, a river, a lake. A little workout for your arm, and the landscape is ready. It is worth setting the temperature of the iron properly. The wax applied to the soleplate should behave like oil, not like water. If it is too liquid, the temperature should be reduced. You will probably need to adjust the temperature of the iron several times during the class;

- **paint by pressing the iron to paper and lifting it for a few seconds.** In this way, you can paint some amazing plants. The choice of color is up to you – you can add a new color or use the paint that you previously laid in a continuous movement;

- **paint with the edge of the iron.** In this way, you can paint shrubs, trees, grass and various lines. By using additional accessories, such as a sponge (such as the one you use for a shower) or a rolled up paper towel dipped in hot wax, you can get amazing leaves. If you want to paint a tree, make its trunk and branches with the edge of the iron, and then add leaves with a sponge dipped in wax;

- **paint with the tip of the iron.** In this way, you can paint birds and small elements, e.g. flowers;

- **paint on an inverted iron.** You can use the handle of the iron as a stand. In this way, you can put cardboard on the soleplate and imprint various interesting patterns on it.

First try these out one by one, play with them, and then can combine them in one amazing painting!

Sources useful for the method

- <https://encyklopedia.pwn.pl/haslo/enkaustyka;3898050.html>
- <https://rynekisztuka.pl/2019/07/30/zastygle-cieplo-enkaustyka/>
- <https://www.youtube.com/watch?v=x02p-kXBWa0>
- <https://www.youtube.com/watch?v=drKtnBqVRkY>



See photos
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Encaustic





LIST OF THE ACTIVITIES

Graphic Recording (drawing)



Graphic Recording (drawing)

Short theoretical introduction and description of the method.

Graphic Recording or Sketch Notes are applicable in all areas of work. They serve the documentation of events as well as for the visualization of ideas, concepts, and work workflows. The participants learned basic elements of drawing as well as tips and tricks for and tricks on how to express themselves with the help of a few strokes.

It is through Graphic Recording (simplified said) the visible what would otherwise not be visible: the core message of a presentation, for example of a lecture in a visually attractive image. And so that those present not only rationally, but also emotionally and to activate as many synapses as possible in the brain and to and to strengthen the memory.

In the simplest case of Graphic Recording the combination of image + text already achieves the strong memory power of the image in combination with the precision of the word.

If, in addition, a story is told, even abstract even abstract contents like visions, strategies or values can gain a meaning (advanced graphic recording). The story is the framework and context and is easy to remember. This is the optimal combination of the best of three worlds: the visual power of the image, the precision of words and the emotional connection with a story. With this triple combination the left rational and the right visual-emotional hemispheres of the brain are addressed.

How it will contribute to development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

Wherever people meet to work out, discuss and plan things together, visualization is useful. The Graphic Recording method supports especially seniors in the perception and storage of complex content.

How it will be used in work with seniors?

- Use as a drawing course: seniors as Participants
- Use at events: Visualization of complex contents
- Seniors use the method Graphic Recording by themselves in a learning group.

Any recommendation for the trainers, who will use this method with the seniors?

- Basically the method is suitable for many contents and almost all settings.
- Courses must be led by trained teachers be led by trained teachers.

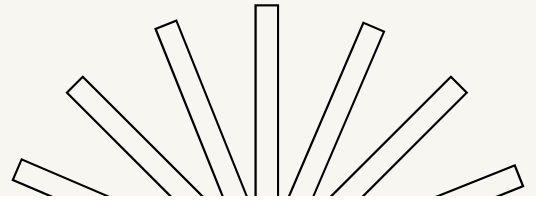
Any bibliography or references connected with the method.

- [Images](#)
- <https://youtu.be/Kilgcoc7Wqg>



LIST OF THE ACTIVITIES

Stellarium



Stellarium – A Virtual Sky Planetarium for multiple proposes

Short theoretical introduction and description of the method

The software **Stellarium** is open source, free of charge and can be used for multiple purposes – either as a planetarium in your own home or as a window to the universe to discover things, which were unknown to the respective person before. After installing the program on the computer, one can either look at the constellations from the current location or change the location to a completely different part of the world to see what the constellations look like from there. It is also possible to go back (or forward) in time and look at celestial phenomena one has heard about in history lessons or read about in a book. A big advantage of **Stellarium** over other planetarium software is that it has been fed with several other human cultures and their knowledge of the night sky and it is therefore possible to look at constellations as other current or past cultures have seen them, beautifully depicted with illustrations (rather than just stick figures). **Stellarium** therefore can really be called a “window to the universe”.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

- Seniors learn to use software on their computer through a topic that might already be known to them. This will not only improve their digital skills but also provide them with enough self-confidence to try out other software, which might be helpful to them (internet banking, digital signatures, etc.)

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- Seniors might already have knowledge of the night sky and can deepen it with the use of **Stellarium**. The basic premise is that everybody knows at least a little about the night sky and constellations and will therefore spot things that they have seen before (or heard about).
 - Seniors learn about new cultures by looking at constellations in various parts of the world and understand that their own knowledge might only be part of a larger picture. This will broaden their world view and makes them enjoy engaging with other cultures.

How will it be used in work with seniors?

- Install the software on the seniors' devices: this will provide them with the skills to download and install various software on their own computers and therefore reach digital autonomy.
- Guide them through the configurations: it will be necessary to guide the seniors through the configuration of the program. It is probably best to start off with their home town and current date and time and let them explore the night sky (they will at this point recognize some constellations that they see or have seen in the local sky).
- Exploring other cultures: once the configuration and settings are clear and easy to navigate, it is best to let the seniors explore other night skies from various cultures and to compare them against their own knowledge.

Any recommendations for the trainers who will use this method with seniors?

It is advised to get to know **Stellarium** before showing it to other people, as the settings can be quite tricky and navigating the software is not intuitive. It also helps if the trainer understands a bit about astronomy and takes an interest in it. Other than that, basic digital skills should suffice.

Sources useful for the method

- [To download the software](#)
- [Official information about the constellations](#)



LIST OF THE ACTIVITIES

Online cinema course



Online cinema course

Short theoretical introduction and description of the method

The online cinema course is a very interesting, useful and exciting method to give to seniors and to individuals who are interested in this field of cinema and art or wants to be active through creativity.

Based on the Erasmus + project CINAGE, this method will develop cinematic techniques, learning how to utilize cinema as a storytelling tool. How to do a storyboard, enabling participants to visualize and plan the sequence of events in a video/film. Character development, role-playing exercises, and storytelling exercises will also be conducted. Overall, this method offers a great journey of self-expression, creativity, and an increased confidence in their work.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

By combining theory, practical exercises, and collaborative work, this method offers a comprehensive and engaging learning experience for seniors participants to be more active, but at the same time, explore a different approach.

- *Theoretical Approach and Context*

Participants will begin with a theoretical understanding of what cinema is, providing essential context for the course's creative aspects.

- *Examples of Short Movies:*

Participants will watch and analyze examples of short movies, gaining insights into various techniques and styles.

- *Roleplay Exercise:*

Participants will do a roleplay activity based on the character they develop. First, they will create a character with a name, gender, age, etc. Then will be assigned specific characters, allowing them to step into someone else's shoes and react to prompts accordingly. Lastly, participants will respond to situations and scenarios from the perspective of their assigned characters. After this, in a more practical phase, they will develop the following topics:

- *Storyboarding* (divided in groups they will create a storyboard that will serve as a visual plan for the scenes to be shot the following day);
- *Shooting* (participants will film the scenes based on their storyboard);
- *Editing* (introduction to Pixlr, a photo-editing tool, to edit photos for use in the film);
- *Creation of Collages* (participants will learn to craft collages using pictures, magazines, and newspapers to add artistic elements to their films).

How will it be used in work with seniors?

In work with seniors, the implementation should be tailored to meet their unique needs and preferences. Here's a practical guide on how it can be used effectively. It can be an empowering experience for seniors, giving them the opportunity to express themselves, to explore creativity, and meaningful social interaction.

- **Adaptation for Seniors** (modify the course content and pace to suit the abilities and interests of seniors);
- **Movie Examples** (showing short, age-appropriate movies that resonate with seniors, sparking discussions and enabling them to relate to this art form);
- **Roleplay and Character Development** (guide them to create characters based on their life experiences and personal stories);
- **Discussion and Feedback:** Hold discussions after each activity to allow seniors to share their thoughts, experiences, and feedback);
- **Flexibility and Patience:** (to allow seniors the time to learn, express themselves, and contribute at their own pace).

Any recommendations for the trainers who will use this method with seniors?

If the trainers have the means to establish a partnership with a filmmaker/video editor who can explain more technical terms or curious facts about the world of cinema/video, it would be an added value. Otherwise, a suggestion would be to start by doing some simple research on cinema, storyboarding, storytelling, and active ageing.

Sources useful for the method

- Cinage.aidlearn.pt
- O'neil, 2017 - <https://www.tandfonline.com/doi/abs/10.1080/01419870.2017.1313439>
- [Barraza & Zak, 2009](#); [Ozele, 2008](#); [Zak, 2015](#)



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Online cinema course





LIST OF THE ACTIVITIES

Storytelling through photography



Storytelling through photography

Short theoretical introduction and description of the method

The method of 'Storytelling through Photography' serves as a powerful and creative approach to introduce participants to the captivating world of photography while fostering active ageing competencies. This method revolves around using photography as a means to express narratives, emotions, and messages, empowering participants to engage with the art of storytelling through the lens of a camera or a smartphone camera. More specifically the method will develop the following topics:

- Learn new techniques and to learn how to tell a story, by using a camera or a smartphone camera;
- Learn how to convey specific emotions and messages through photography;
- Explore biographical narratives and reflect on the stories that participants wish to express through photography;
- Field work: participants will take photos telling their stories and how to edit the photos;
- Complete all fieldwork and present the results to other participants

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

This method will result in learning, mainly, new ways of activating seniors and developing creativity. Learning to express oneself through art is one of the most important techniques for someone to stay active, understand emotions and express ideas. In addition, given the digital age we live in, it will allow seniors to stay up to date on the digital media that are at our disposal, which is also a necessary skill if the seniors still want to pursue a professional life, for example.

This will allow the development of technical skills, but also soft skills such as creative and critical thinking, autonomy, confidence and innovation.

- *Fundamental photography principles*

To take photographs participants don't need to know all of these specific things, but if they want to learn more to understand how they can express themselves, it is important to become familiar with these terms: Exposure, Aperture, Shutter Speed, ISO, Composition, Focus and Depth of Field, Lighting, Perspective and Angle, Composition.

- *Model of competencies for active ageing*

Learning, Civic and Community, Health, Emotional, Financial/Economic, Technological are aspects from the model of active ageing and it's possible to relate them to storytelling photography. With the method that we present, it's possible to develop a sense of belonging in the community and to learn, not only about the people that we are surrounded by, but also about how to tell a story with the help of a camera. In addition to the technological aspects that seniors can learn to stay active, participants will also be able to learn about their own emotions or how to convey the emotion of a story to others. It's also a method that promotes health given that photography often requires going out into the street and exploring the world around us, nature, the people we see, the simple details that the streets have that allow us to see the world through different eyes, in this case a new lens for the world. So, with exception of the financial/economic aspect, a lot of competencies can be improved.

- *Storytelling Photography*

"Any photography type can be used to tell stories. Storytelling in photography has more limitations than film or literature. There's no movement, and there's no dialogue. All the images are still, so you need all the information to be visual. For a photo to tell a story, you need characters. You need to have a source of emotion. And you need elements that will connect with the viewer". After a brief theoretical part participants will have a camera in their hands and will start telling stories with photographs. Through Storytelling Photography, participants embark on a transformative journey of self-expression and artistic exploration, proving that photography is not just a visual art form, but a powerful means of weaving compelling narratives and connecting with others on a deeper level.

How will it be used in work with seniors?

By simply read guidelines about what devices you can use to do photography, the things that you should take into account such as composition, framing of photos, light, etc and then apply. The most important part of this method is to move from theory to practice and be active. So, using the method of "Storytelling through Photography" in work with seniors can bring a lot of benefits and opportunities for personal and skill development, for example:

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- *Digital Literacy and Professional Skills*: In the digital age, this method equips seniors with valuable technological skills, allowing them to stay updated and relevant in today's world. For older people who want to continue their professional careers or remain active in the labour market, digital literacy is becoming an increasingly important skill.
 - *Soft skills*: helps seniors develop technical photography skills, and it also develops soft skills such as creative and critical thinking, independence, confidence and innovation.
 - *Health and well-being*: Photography often requires seniors to explore their surroundings, explore the nature and observe the world around them. This promotes physical activity, stimulates mental acuity and encourages seniors to see the world with a fresh perspective, which has a positive impact on their overall wellbeing.

Any recommendations for the trainers who will use this method with seniors?

If the trainers have the means to establish a partnership with a photographer who can explain more technical terms or curious facts about the world of photography, it would be an added value. Otherwise, a suggestion would be to start by doing some simple research on photography and storytelling, and then encourage them to practise what they learned.

Sources useful for the method

- [O'neil, 2017](#)
- [Expertphotography](#)
- [Lighthstalking](#)



See photos
on the next page

Storytelling through photography





LIST OF THE ACTIVITIES

Light on Artificial Intelligence



Light on Artificial Intelligence

Short theoretical introduction and description of the method

Artificial intelligence (AI) has emerged as a transformative force in various fields, including education. As an educational method, AI leverages advanced technologies to enhance teaching and learning experiences, personalize instruction, and provide tailored support to students. At its core, AI refers to the development of intelligent machines that can perform tasks that typically require human intelligence, such as problem-solving, decision-making, and natural language processing.

In the context of education, AI is used to develop intelligent educational systems that adapt to individual learner needs, preferences, and abilities. These systems can analyze vast amounts of data to identify patterns, assess learner progress, and provide personalized recommendations. By leveraging AI algorithms and machine learning techniques, educational platforms can deliver targeted content, adaptive assessments, and intelligent tutoring.

AI in education can take various forms, such as intelligent tutoring systems, virtual reality simulations, chatbots, and automated grading systems. These technologies enable learners to engage with interactive and personalized learning experiences, receive instant feedback, and access resources tailored to their individual learning paths. AI-powered educational tools can also assist teachers in managing administrative tasks, analyzing student data, and designing more effective instructional strategies.

Moreover, AI has the potential to address educational challenges such as access to quality education, personalized learning at scale, and lifelong learning. By leveraging AI, educational platforms can extend

learning opportunities beyond traditional classroom settings, reach learners in remote areas, and provide customized learning experiences that cater to diverse learning styles and abilities.

However, it is important to approach the use of AI in education with a critical lens. Ethical considerations, privacy concerns, and the need for human interaction and guidance should be carefully balanced. Educators and policymakers must ensure that AI is used to complement and enhance human teaching, fostering a collaborative and interactive learning environment that combines the strengths of both AI and human educators.

In summary, AI as an educational method offers the potential to revolutionize teaching and learning by providing personalized, adaptive, and engaging experiences. By leveraging AI technologies, education can become more inclusive, efficient, and effective, empowering learners to develop the skills and knowledge they need to thrive in an increasingly digital and complex world.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

AI has the potential to contribute significantly to the development and increased activity of seniors by providing personalized support, enhancing accessibility, and promoting cognitive engagement. Here are some ways in which AI can benefit seniors:

- **Personalized support:** AI technologies can adapt to the individual needs and preferences of seniors. Intelligent systems can analyze data about their learning patterns, interests, and abilities to provide personalized recommendations and adaptive learning experiences. This personalized support can enhance seniors' motivation, confidence, and engagement in the learning process.
- **Accessibility and inclusivity:** AI can address accessibility challenges faced by seniors. For example, AI-powered speech recognition and natural language processing can enable voice-controlled interfaces, making it easier for seniors with mobility or dexterity issues to interact with technology. AI can also assist with visual impairments by providing text-to-speech capabilities or generating captions for videos, making digital content more accessible to seniors with varying abilities.
- **Cognitive stimulation:** AI-powered educational tools can provide cognitive stimulation and mental engagement for seniors. Virtual reality simulations, brain-training applications, and intelligent tutoring systems can offer interactive and challenging experiences that promote memory, problem-solving, and cognitive skills. This can help seniors maintain mental acuity, enhance cognitive flexibility, and foster lifelong learning.
- **Social interaction:** AI technologies, such as chatbots or virtual assistants, can facilitate social interaction for seniors. These systems can engage in conversations, answer questions, and provide companionship. This can combat social isolation, stimulate social engagement, and enhance overall well-being.

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- **Health monitoring and assistance:** AI can contribute to seniors' health and well-being by providing remote monitoring and assistance. Smart devices equipped with AI algorithms can detect falls, monitor vital signs, or remind seniors to take medications. These technologies can help seniors live independently, maintain their health, and provide peace of mind to both seniors and their caregivers.

In terms of competences and skills, AI can help seniors develop:

- **Digital literacy:** Seniors can develop digital literacy skills by engaging with AI-powered technologies, learning to navigate online platforms, and effectively utilize digital resources.
- **Problem-solving and critical thinking:** AI-powered tools can offer challenging problem-solving scenarios and promote critical thinking skills among seniors, encouraging them to analyze information, make informed decisions, and develop creative solutions.
- **Technological proficiency:** By interacting with AI technologies, seniors can enhance their technological proficiency, gaining familiarity with AI-powered devices, applications, and interfaces.
- **Lifelong learning mindset:** AI's ability to provide personalized, adaptive learning experiences can foster a lifelong learning mindset among seniors. They can develop the skills and motivation to continue their personal and intellectual growth beyond formal educational settings.

It is important to note that while AI can offer valuable support and opportunities for seniors, it should be implemented with a human-centered approach. Human interaction, guidance, and empathy remain essential in providing a holistic and meaningful learning experience for seniors, ensuring that AI complements and enhances their overall well-being and development.

How will it be used in work with seniors?

AI can be used in various ways to support and enhance work with seniors. Here are some examples of how AI can be applied in working with seniors:

- **Personalized healthcare and monitoring:** AI can be used to develop smart healthcare systems that monitor seniors' health conditions, track vital signs, and detect abnormalities. This can enable remote health monitoring, timely intervention, and personalized healthcare recommendations.
- **Cognitive support and brain training:** AI-powered applications and platforms can provide cognitive support and brain training exercises tailored to seniors' needs. These applications can help improve memory, attention, and problem-solving skills, promoting mental well-being and cognitive health.
- **Social companionship and engagement:** AI chatbots or virtual assistants can serve as companions for seniors, engaging in conversations, providing reminders, and offering entertainment. These systems can help alleviate loneliness and foster social engagement, particularly for seniors who may have limited social interactions.

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- **Assistive devices and home automation:** AI can be integrated into assistive devices to support seniors with daily tasks and enhance their independence. Voice-controlled home automation systems, for example, can assist with controlling lights, appliances, and security features, making the living environment more accessible and convenient.
 - **Personalized learning and education:** AI-powered educational platforms can provide personalized learning experiences for seniors, offering adaptive content, assessments, and feedback. These systems can cater to individual learning styles, pace, and preferences, fostering continuous learning and skill development.
 - **Safety and fall detection:** AI algorithms can be used in smart home systems to detect falls and notify caregivers or emergency services. These systems can provide an added layer of safety for seniors, particularly those who are at higher risk of falls or have mobility challenges.
 - **Memory assistance and reminders:** AI can help seniors manage their daily routines and appointments by providing personalized reminders and assistance. Voice-activated assistants or smart devices can help seniors keep track of medication schedules, appointments, and important tasks.
 - **Virtual reality experiences:** Virtual reality (VR) applications can provide immersive experiences for seniors, enabling them to virtually visit new places, engage in virtual tours, or participate in interactive games. VR can offer entertainment, cognitive stimulation, and opportunities for social interaction.

It's important to note that while AI can bring many benefits to working with seniors, human interaction and support should always remain central. AI should complement, rather than replace, the personal touch, empathy, and care provided by caregivers, educators, and healthcare professionals.

Any recommendations for the trainers who will use this method with seniors?

- **Familiarize yourself with the technology:** Take the time to understand the AI technology and tools you will be using. Learn how to navigate the AI-powered platforms, applications, or devices that will be part of your teaching process. This will help you become more comfortable with the technology and better support seniors in using it.
- **Ensure accessibility and usability:** Consider the accessibility needs of seniors when selecting and implementing AI tools. Ensure that the technology is user-friendly, with clear interfaces, large fonts, and options for customization. Take into account any visual, auditory, or mobility impairments that seniors may have and adapt the AI tools accordingly.
- **Provide clear instructions and guidance:** When introducing AI-powered tools, provide clear and step-by-step instructions on how to use them. Create user manuals or video tutorials that seniors

can refer to. Offer patient and ongoing guidance, answering questions and addressing any concerns or difficulties they may encounter.

- **Emphasize the benefits and relevance:** Highlight the benefits of using AI in the learning process. Explain how AI can personalize the learning experience, provide additional support, and enhance engagement. Connect the AI tools to the specific learning objectives and demonstrate their relevance to seniors' needs and interests.
- **Offer opportunities for practice and exploration:** Provide ample opportunities for seniors to practice using AI tools. Allow time for hands-on exploration and encourage experimentation. Foster a safe and supportive environment where seniors can learn at their own pace and feel comfortable asking questions or seeking assistance.
- **Adapt content and pace:** Use AI tools to adapt the content and pace of instruction to suit the individual needs and preferences of seniors. Personalize the learning experience by adjusting the difficulty level, providing additional explanations or examples, and offering alternative formats (e.g., text-to-speech options) to accommodate different learning styles and abilities.
- **Balance AI with human interaction:** While AI can provide valuable support, remember to maintain the human touch in your teaching. Interact with seniors personally, offering encouragement, feedback, and emotional support. Cultivate a warm and caring learning environment where seniors feel valued and connected.
- **Continuously assess and adjust:** Regularly assess seniors' progress and comfort with the AI tools. Collect feedback to understand their experiences and any challenges they may be facing. Use this information to make necessary adjustments and improvements to the AI integration in your teaching approach.
- **Stay updated and open to new advancements:** AI technology is constantly evolving. Stay informed about new developments, updates, and research in the field. Continuously explore new AI tools and applications that may benefit seniors' learning experiences.
- **Collaborate with colleagues and share best practices:** Engage in discussions and collaboration with other trainers or educators using AI with seniors. Share best practices, insights, and lessons learned. Collaborate to find innovative ways to integrate AI effectively and support each other in improving the teaching and learning experiences.

By following these recommendations, trainers can effectively integrate AI into their teaching practices, enhance the learning experiences of seniors, and create a supportive and engaging learning environment.

Sources useful for the method

- [ChatGPT Feb 13 Version](#), last opened 2023.07.19
- [Grabowska A., Light on Artificial Intelligence](#)

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- [A Review of Artificial Intelligence \(AI\) in Education from 2010 to 2020, Hindawi, Complexity, Volume 2021, Article ID 8812542, 18 pages](#)



See photos
on the next page

Light on Artificial Intelligence





LIST OF THE ACTIVITIES

Flipped Classroom for elderly

Flipped Classroom for Elderly – theory and practice

Short theoretical introduction and description of the method

The flipped classroom model, when adapted for the elderly, offers numerous benefits and opportunities for engaging and effective learning experiences. The concept behind the flipped classroom involves reversing the traditional approach to learning, where learners acquire new knowledge outside the classroom and use classroom time for interactive activities and discussions. For the elderly, this approach proves to be particularly advantageous as it caters to their unique learning needs and preferences.

In the flipped classroom for the elderly, instructional content such as videos, articles, or online resources is made accessible to learners at their own convenience. This allows elderly learners to engage with the material at their own pace, taking into account any physical limitations or cognitive considerations they may have. They can review the content as many times as needed, ensuring a thorough understanding before moving on.

Classroom time in the flipped model becomes invaluable for fostering social interaction and collaborative learning. Elderly learners can come together, share their perspectives, and engage in meaningful discussions related to the material they have studied. This promotes active engagement and critical thinking, enabling a deeper understanding and retention of knowledge.

Moreover, the flipped classroom model encourages practical application of knowledge. Workshops, hands-on activities, and problem-solving exercises can be incorporated into classroom sessions, allowing elderly learners to actively apply what they have learned. This enhances the relevance and applicability of the knowledge acquired, reinforcing the learning process.

Furthermore, the flipped classroom approach provides a flexible and inclusive learning environment for elderly learners. They can access the educational content from the comfort of their homes, eliminating the

need for extensive travel or physical strain. This accessibility empowers elderly individuals with the opportunity to continue their education and personal development at their own pace and convenience.

In conclusion, the flipped classroom model offers a valuable and effective learning approach for the elderly. By providing access to educational content outside the classroom and emphasizing interactive activities and discussions during class time, the flipped classroom promotes active engagement, deeper understanding, practical application, and social interaction, all of which contribute to a fulfilling and enriching learning experience for the elderly population.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

The flipped classroom model can contribute significantly to the development and increased activity of seniors by fostering the acquisition of various competences and skills. Here are some ways in which this method can benefit seniors:

- **Self-directed learning:** The flipped classroom encourages seniors to take responsibility for their learning journey. By accessing educational content independently and at their own pace, they develop self-directed learning skills, enabling them to take charge of their own development.
- **Technological proficiency:** The flipped classroom relies on the use of technology for accessing instructional content. By engaging with online resources, videos, and interactive exercises, seniors can enhance their technological proficiency, becoming more comfortable with digital tools and platforms.
- **Critical thinking:** The interactive nature of the flipped classroom promotes critical thinking among seniors. Engaging in discussions, problem-solving activities, and practical applications of knowledge encourages them to analyze information, evaluate different perspectives, and make informed decisions.
- **Collaboration and social interaction:** Classroom time in the flipped model provides opportunities for collaboration and social interaction. Seniors can engage in group activities, discussions, and projects, fostering teamwork, communication, and social bonds with their peers. This helps combat social isolation and promotes an active and engaging learning environment.
- **Application of knowledge:** The flipped classroom emphasizes the practical application of knowledge. Seniors can participate in workshops or engage in real-world scenarios where they can apply what they have learned. This helps them develop problem-solving skills, adaptability, and the ability to transfer knowledge to different contexts.
- **Continuous learning:** The flipped classroom model promotes lifelong learning among seniors. By providing access to educational content beyond traditional classroom settings, it encourages seniors to pursue knowledge and personal development continuously. This can contribute to their intellectual stimulation, overall well-being, and active engagement in society.

Overall, the flipped classroom model for seniors fosters competences such as self-directed learning, technological proficiency, critical thinking, collaboration, and the practical application of knowledge. By developing these skills, seniors can experience personal growth, increased activity, and a greater sense of fulfillment in their learning journey.

How will it be used in work with seniors?

The implementation of the flipped classroom model with seniors requires careful consideration and adaptation to their specific needs and capabilities. Here are some ways in which the flipped classroom can be effectively used in working with seniors:

- **Accessible instructional content:** Ensure that the educational content provided for the flipped classroom is easily accessible to seniors. This may involve using user-friendly online platforms, providing clear instructions, and offering technical support if needed. Consider providing options for different learning styles, such as videos with subtitles or text-based resources.
- **Pre-recorded videos and online resources:** Seniors can engage with pre-recorded instructional videos or online resources that cover the relevant topics. These materials can be accessed at home, allowing seniors to study at their own pace and revisit the content as needed. Choose videos that are concise, engaging, and visually clear, ensuring they cater to the specific needs and preferences of seniors.
- **In-class discussions and activities:** In the classroom, focus on interactive discussions and activities that promote engagement and social interaction among seniors. Encourage them to share their thoughts, ask questions, and participate actively in group discussions. These activities can be centered around applying the knowledge gained from the pre-recorded materials, problem-solving exercises, or case studies.
- **Practical application and real-world examples:** Incorporate practical application of knowledge into the flipped classroom. Create workshops or hands-on activities where seniors can apply what they have learned in a real-world context. This can include scenarios related to their daily lives, such as managing finances, utilizing technology for communication, or engaging in creative projects.
- **Peer collaboration and support:** Foster a collaborative learning environment among seniors. Encourage them to work in pairs or groups, allowing them to share their knowledge, experiences, and perspectives. This promotes peer support, collaboration, and social interaction, creating a sense of community within the flipped classroom.
- **Ongoing assessment and feedback:** Regularly assess seniors' understanding of the content and provide feedback to support their learning progress. This can be done through quizzes, assignments, or group presentations. Individualized feedback and guidance can help seniors track their development and address any challenges they may encounter.

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- **Flexibility and individualization:** Recognize and accommodate the diverse learning needs and preferences of seniors. Offer flexibility in terms of pacing, allowing them to learn at their own speed. Provide additional resources or personalized support for seniors who require extra assistance or have specific learning requirements.

By implementing these strategies, the flipped classroom can be effectively utilized in working with seniors, promoting engagement, social interaction, practical application, and personalized learning experiences tailored to their unique needs and capabilities.

Any recommendations for the trainers who will use this method with seniors?

- **Understand the learning needs:** Take the time to understand the specific learning needs, preferences, and capabilities of the senior learners. Consider their diverse backgrounds, prior knowledge, and potential physical or cognitive limitations. This will help you tailor the flipped classroom experience to their requirements.
- **Create clear and concise instructional content:** Develop pre-recorded videos or online resources that are clear, concise, and visually engaging. Use simple language and visuals to enhance comprehension. Keep the videos short to maintain attention and consider adding subtitles or transcripts for accessibility.
- **Provide clear instructions and technical support:** Ensure that seniors understand how to access and navigate the online resources. Provide step-by-step instructions and offer technical support if needed. This can include assistance with device usage, internet connectivity, or troubleshooting any technical issues that may arise.
- **Foster a supportive learning environment:** Create a positive and inclusive classroom environment that promotes engagement and collaboration. Encourage seniors to share their thoughts, ask questions, and actively participate in discussions. Foster a sense of community and mutual support among the learners.
- **Design interactive in-class activities:** Plan interactive activities, discussions, and problem-solving exercises for the classroom sessions. These activities should encourage seniors to apply the knowledge gained from the pre-recorded materials, fostering critical thinking and practical application. Consider incorporating real-life scenarios or examples relevant to their experiences.
- **Personalize learning experiences:** Recognize the diverse learning styles and preferences of the seniors. Provide options for different modes of learning, such as visual, auditory, or hands-on activities. Offer flexibility in pacing and consider individualized support for those who may need additional assistance.
- **Assess understanding and provide feedback:** Regularly assess seniors' comprehension and progress to ensure they are grasping the content effectively. Use quizzes, assignments, or group

discussions as formative assessment tools. Provide timely feedback and guidance to support their learning journey.

- **Encourage reflection and self-assessment:** Encourage seniors to reflect on their learning experiences and assess their own understanding. Provide opportunities for self-assessment or self-reflection activities, allowing them to monitor their progress and identify areas for improvement.
- **Continuously evaluate and adapt:** Gather feedback from the seniors throughout the flipped classroom experience. Adjust the content, activities, or instructional methods based on their feedback to ensure continuous improvement and enhance their learning outcomes.
- **Foster a sense of accomplishment and motivation:** Celebrate the achievements and progress of seniors throughout the flipped classroom experience. Recognize their efforts and provide positive reinforcement to maintain their motivation and enthusiasm for learning.

Sources useful for the method

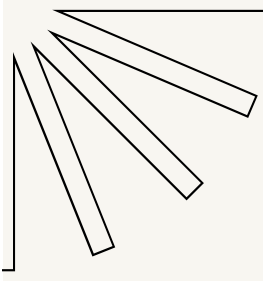
- [ChatGPT Feb 13 Version](#), last opened 2023.07.18
- [Grabowska A., Flipped Classroom & City Games](#)
- [Grabowska A., Flipped Classroom - does it work for the elderly?, MMVC22 International Online Conference](#)



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Flipped Classroom for elderly





LIST OF THE ACTIVITIES

Internet safety for seniors

Internet safety for seniors

Short theoretical introduction and description of the method

The methodology for an approach to internet safety for seniors starts introducing what internet is, how it's born and how it has changed till today. Objective of the methodology is to avoid and prevent the most common risk that every user, not only the seniors, can encounter using internet.

It explain briefly how a computer connected to internet is identified and how it can exchange information with all the servers/clients all over the net and with which program is useful to “surf” over internet.

A short description of the most diffused OS (Operative Systems), and what their default browser are, introduce the suggestion for the choice of an alternative and safer browser.

After the choice of a browser we analyze the best way to manage emails, using a client program or using them over internet with a browser, and what is the more affordable clients.

The methodology continue with an explanation of the different kind of viruses that can be found in internet, why we have to install an updated antivirus, how try to identify fishing emails and fishing site using the address of the webpage and how to verify the security certificate of a site.

The methodology ends with some tips regarding the most diffuse phishing email and style.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

Acquire competence on the safe use of internet is fundamental because a very important part of the contact and communication use internet and emails.

Being aware of the possible risk that we can find in internet and learn how to contrast them are the first steps for a safer use of the infinite possibility that internet give.

The methodology want to improve the following points:

- **Teach to seniors what is internet and It's evolution over the years and how it work;**

Nowadays, especially after the COVID pandemic, a big part of all the communication is made using a PC connected to internet, using emails, using social network or simply using peer to peer communication that require the right skill for a safe use of PC, especially for seniors that don't have acquired before the necessary competences.

A safe use of internet is possible, but users have to know how internet works to learn how to avoid problems that can be, sometimes, really hard to resolve.

The methodology want to give to seniors involved the competence and the skills to understand if a link is real or fake, how to verify if the connection is safe or not, how to read an internet address and verify it, how to verify if a link give the right address of if it point to another suspicious site.

All these skills helps seniors to live their online life in a best way.

- **Suggest various browser and mail client;**

Suggestions on what browser and what email client choose was given to help seniors that don't know what program is better to use to choose the most affordable free software that can be found online.

This step can seems not really important, but there are really big difference between safe and affordable browser and one that is not so safe!

The same goes for the email clients.

Choose a safe browser can avoid the risk of unintentional installation of suspicious software or malware which can lead to data loss or theft of sensitive information such as credit card numbers or passwords stored on your PC.

Seniors will have the competences to avoid this kind of data loss and they'll have the skills to avoid problems caused by the standard browser or email client.

- **Virus and antivirus knowledge;**

The methodology will improve the knowledge of what a virus is and how it works, focusing on the relevance to have an updated Antivirus software installed.

Senior will know how to find on the net a free antivirus software, how to install it and how to verify if it's updated or not. Every day new viruses were found and use an old version of the antivirus software expose the PC to a very high risk of data stole or data loss.

Seniors will know that viruses can be contract not also open a suspect emails but simply visiting an infected site or clicking on a link that seems to point to a safe and well known site but that in fact point to a fake copy of it.

- **How to identify the common phishing emails and site.**

The methodology clearly explains which elements should create doubts about the authenticity of an email and how to identify fake websites thanks to the URL. In fact, in every fake or phishing email there are recurring elements such as grammatical errors, blurred images, the request to click on some link to enter your data, all things that already at a first analysis make us understand that we are about to fall into a trap . In fact, our service providers, our bank, our favorite ecommerce site, will never send us emails with a link to click and where to enter our credentials, because, for years, their strategy has been to inform the user that there are communications concerning him on his own site and to connect independently to the site to read them. The skills acquired by applying the methodology will make the elderly safer by ensuring that they can use indispensable tools such as e-mails and internet browsing, minimizing the risk of data loss or theft of personal data. Furthermore, the main scams via email are analyzed, deceased relatives who leave substantial inheritances, telephone winnings, lottery winnings, people who need help to unblock large funds who offer a large part of these sums to those who want to help them ... all emails standards that are sent every day all around the world to random email address!

How will it be used in work with seniors?

The proposed methodology is really simple to use and to understand, as it contains many example of the argument it explain.

- **Read the methodology**

As said before the methodology is really clear and simple to understand and applied.

It contains a lot of suggestion to make the use of a internet and emails simple and much safer.

The methodology start form the first things to learn: how to choose the browser, how to choose the email client and how to find an antivirus software to install.

The methodology explain also how internet works explaining the TCP/IP protocol and the concept of URL.

Almost all the communication nowadays were handled with email or internet, and senior, that sometimes haven't study this kind of technology, feel uncomfortable using mails, internet or, for example, payments with credit card online.

Following the methodology will give to seniors the right skills to use internet and email in a safe way, making them more active.

We suggest to read well the methodology and take the right time to understand it well.

- **Try to apply the suggested tips**

After the first read we suggest to come back to the first point of the methodology and start to apply the given suggestion, step by step and make more than one try to understand well how it will be done.

The first step is to understand well how to choose the right browser and email client, we give some suggestion and everyone have to try different solution until the one that is more useful for us, there isn't a unique way to do something but there are many wrong way to do it!

After the choose of the browser and of the email client, we suggest to find and install an antivirus that is updated frequently.

As the browser or the Email client, there are many different free antivirus online that work really well.

There are also antiviruses that can be purchased with annual subscriptions that are not expensive and work very well. Our suggestion in this case is to start trying a free antivirus, if we are not satisfied with the level of security offered, we always have time to subscribe and install a paid antivirus.

Regardless of the antivirus, some tricks are explained to easily identify fake emails, phishing attempts and fake internet addresses. Being able to distinguish for yourself which messages it is best to avoid opening is certainly a big step forward in the security of our data.

- **Spent the right time to feel comfortable with the topics and try to learn the tricks suggested.**

For learn all the tips explained in the methodology we suggest to spent the right time to understand and remember them. So don't only read and try one time all the suggestion given, but try them as much as you need to acquire the competences to use them without the need to find them on the guide or over internet.

Only with experience will it be possible to recognize a phishing email or a cloned site, for this reason we suggest installing an antivirus, where we will have a doubt, the antivirus will have a certainty and will save our data. Also pay attention to the sites from where you will download the various browsers or e-mail clients, always go to official websites and be wary of links that lead to different sites, if in doubt do a Google search to confirm the right addresses.

Any recommendations for the trainers who will use this method with seniors?

We suggest that trainers familiarize themselves with the concepts explained. The best thing is to try to follow the advice given by downloading different browsers to understand how they work, so that you can express your own opinion. The same goes for email clients, even if the trainer is used to using one, it doesn't mean that the others are less effective. We also want to remind you that there are many browsers, email clients and antiviruses that are provided free of charge to the end user according to open source policies. Trainers must be able to guide seniors through the installation and configuration of software and must be able to analyze the veracity of a suspicious URL or email, therefore it is necessary to follow correct training and practice a lot.

Sources useful for the method

- [Download free Firefox browser](#)
- [Download free Google Chrome browser](#)
- [Download free Opera Browser](#)
- [Download free Thunderbird Mail Client](#)
- [Download free Avast antivirus](#)
- [Download free AVG antivirus](#)
- [Download free Avira antivirus](#)



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Internet safety for seniors





LIST OF THE ACTIVITIES

ICT for seniors

ICT for seniors

Short theoretical introduction and description of the method

The methodology for an approach to friendly use of the computer for seniors (ICT for Seniors) consists in providing a collection of guidelines that explain how to avoid some of the main and most common errors in using the PC.

These guidelines were based on the Microsoft Windows 10 operating system, which, according to market analysis, appears to be the most installed operating system on personal PCs (about 70%).

It starts from how to name and how to organize files, folders and subfolders on our PC, also we make a small list of characters that can be used and characters that cannot be used in file and folder names; suggestions on how to clearly specify the subject of mail, how to organize your inbox folder, etc.

It also provides useful advice on how to make security copies of files to avoid data loss, how to keep the most important documents safe by copying them to external devices or in the cloud.

Various methods are explained to allow a comfortable view of the fonts used by the operating system, such as making more visible documents, Internet pages, the operating system dialog boxes and everything that is displayed on the screen.

Suggestions are also provided on how to verify the veracity of suspicious emails, social profiles and images.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

Nowadays, especially after the COVID pandemic, a big part of all the communication is made using a PC connected to internet, using emails, using social network or simply using peer to peer communication that require the right skill for a safe use of PC, especially for seniors that don't have acquired before the necessary competences.

The methodology want to improve the following points:

1. increase the ability to use the PC;
2. make seniors feel more secure in the management of personal data;
3. make seniors feel more confident in managing emails;
4. make seniors feel more secure in using social networks.

- **Increase the ability to use the PC;**

Giving suggestions for the correct use of the main basic functions of the PC make elder people feel more confident using it.

A brief, clear and image related guide illustrate how to correctly name a file, a folder and a sub-folder make the use of PC more friendly and easy.

Is really hard to find documents if they were saved with incorrect or not clear name, all in the documents folder and maybe using the same name with the add of 1, 2, 3 etc.

Our guide will explain well what characters can or cannot be used in the name of a file or of a folder, and how to avoid incorrect or double file extension.

We suggest also a clear simply methodology to archive files in a proper directory with a correct name and tips on how to save files using date in the name, in this way it will be really easy to find a document, a picture or any kind of file we will searching for.

Information about how to magnify every window that we are using (such as programs, browser, OS windows or dialog boxes) make easy for those who have sight problems the use of the PC.

- **Make seniors feel more secure in the management of personal data;**

The methodology give many suggestions about the backup of files, how this procedure can be done and on what support is better to use for the backup.

Know that a backup of our files is always available in another disk can entice the elderly to use the pc with greater peace of mind, without the fear of possible data lost.

The methodology if well followed can give to elder people the knowledge for understand what kind of data is important to backup, how can save them, how can they organize those file in folder and subfolder for an easy access and future search. They will know what the best backup solution for their needs is and they'll

have the competences to create an organized copy of all their data in a new drive or in the cloud or in a NAS, depending on their needs.

They'll have the competences to identify the different kind of drive to buy for their backup and how to use it.

- **Make seniors feel more confident in managing emails;**

The methodology will explain some fundamental points regarding Email. It start suggesting the creation of different sub-folder in the INBOX folder for divide personal, advertise, subscriptions email from the other one, creating a well-organized sub-folder tree. This will allow an easy search of an email letting the elder people more confident. On the other hand, we explain how to avoid or reduce to the minimum the risk of being "Fished" by fishing email.

Seniors users will have the competence to verify if a message is real or if it's a fishing attempt, starting from the analisys of the real sender, and knowing how to verify if a link is fake or not.

These skills can help seniors user to feel more confident with emails and with the communication over internet.

- **Make seniors feel more secure in using social networks.**

Social networks are the way for remain in contact with friends or familiars that live away from us or that we can't see frequently for any reasons, and is sometimes the place where contact old lost friends or establish new friendships.

Sometimes seniors are not skilled in the use of the social networks and they feel a little uncomfortable when they have to establish if a profile is real or fake. The simply steps suggested in the methodology can give them the competences to understand it analysing for example if the profile is coherent, have the right information, use real photo instead of generic photo that can be find over internet and so on.

These skills helps seniors in their social network life and they feel much more secure when they share their personal information.

How will it be used in work with seniors?

The proposed methodology is really simple to use and to understand, as it contains many example of the argument it explain.

- **Read the methodology**

As said before the methodology is really clear and simple to understand and applied.

It contains a lot of suggestion to make the use of a PC as simple as possible and much safer.

The methodology start form the first things to learn: how to name files, folders and sub-folders it give the basic information that who is not skilled maybe don't know, and sometimes this tips are new also for people that already know how to use the PC.

The methodology explain also how to use emails in more functional ways, how to make a copies of important files and how to keep them safe, how to enlarge texts in all the windows that we see on screen (even if they are OS windows, application windows or simply browser windows).

It also provide suggestion for check fake mail, fake profile and fake pictures in simple ways helping senior to feel more confident with all the topic explained.

We suggest to read well the methodology and take the right time to understand it well.

- **Try to apply the suggested tips**

After the first read we suggest to come back to the first point of the methodology and start to apply the given suggestion, step by step and make more than one try to understand well how it will be done.

The first step is to understand well how to name and organize files, folders and sub-folders, it can take a lot of time to correct all the errors made in the past saving files in wrong path, with not clear name to understand and not organized as we suggest in the methodology.

After that the seniors involved have to focus in the right way to use emails. In this case the use of a wrong subject or the use of only the INBOX folder make research so long time wasting and hard!

The methodology explain also how to make a copy of files and folders, and how to keep them safe using backup option that minimize the risk of data loss.

Because the methodology is for seniors, we suggest also the way to enlarge every text seen on screen using the OS function but also using shortcuts that will work with all the most diffused applications.

The methodology ends with some tips regarding the social networks that will help to identify fake profiles and fake photos.

- **Spent the right time to feel comfortable with the topics and try to learn all the shortcuts suggested**

For learn all the tips suggested in the methodology we suggest to spent the right time to understand and remember them. So don't only read and try one time all the suggestion given, but try them as much as you need to acquire the competences to use them without the need to find them on the guide or over internet.

If all the tips and the suggestions were well learned the use of the PC, the use of the Email, the use of the different device for the backup, the use of the social network or the use of every internet research will be much efficient and easy to do.

Any recommendations for the trainers who will use this method with seniors?

We suggest to the trainer to read the methodology and try all the tips and suggestion given, if something was not so clear we suggest to make an internet research for go deep with the argument and try it again until they have well understand why we suggest that methodology and how to explain it well to seniors.

Even those who are experts in using a PC may not know certain topics, especially if they are things that are not used on a daily basis, such as, for example, the ability to quickly magnify what is displayed on the screen, or the fact that saving everything on the desktop actually slows down the PC a lot and hogs resources that could be destined for something else.

Se suggest also the trainer to have a look at the link reported below for a deep

Sources useful for the method

- [Diffusion of the different kind of O.S. over the world](#)
- [Microsoft official support for Naming Files, Paths, and Namespaces](#)
- [Gmail training and help for the use of email](#)



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ICT for seniors



LIST OF THE ACTIVITIES

Intergenerational learning with handicraft

Intergenerational learning with handicraft. Topic "Memories of Love"

Short theoretical introduction and description of the method

- Group size: 10-12 persons
- Venue: workshop space with needed handicraft materials.

The idea is to have seniors and young people to meet, working together with any kind of handicraft. They can make a quilt together, or paint, or, as we did in the workshop at the Norrköpings Stadsmuseum make collage out of textile material and pictures from magazines.

Proposed subjects for intergenerational conversation and subject of the handicraft: First love, first kiss, first date. My first pet, pets I remember. My favourite country to visit, my favourite food, my favourite singer.

The method show how a handicraft workshop, using the method of collage, quilting, painting etc also can be a trip through memory lane by adding topics of conversation connected with the work of the hands.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

- Be creative
- Activate memories
- Meet younger people, other generations

This can be done with a teacher/trainer that is the active part both learning the handicraft and responsible for the conversation running smoothly. But it can also be done with having the seniors being the ones that

actually knows the handicraft and is responsible for teaching the younger generation while the teacher/trainer is responsible for the conversation, adding an oral-history approach to the method.

How will it be used in work with seniors?

Norrköpings stadsmuseum is using the method when: * inviting seniors and young people to workshops in traditional handicrafts. It can be for only one time, but also a continuing project with several meetings planned.

The idea of combine conversation and handicraft is old. In the traditional society this was the way of introducing and teaching young people both to the actual task/work but also a place of learning cultural codes and social behavior. Today this is done in the school system but it is still important for different generations to have meeting places provided by the society.

Any recommendations for the trainers who will use this method with seniors?

It is important that the groups are not too big, so that all participants are feeling incorporated and active.



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Intergenerational learning with handicraft





LIST OF THE ACTIVITIES

Oral history in a museum context

Oral History in a museum context

Short theoretical introduction and description of the method

All participants should bring a personal object related to a personal memory that can be told to the other participants.

- Group size: 10-12 people
- Venue: Any historical museum exhibition

Everybody sits in a circle in the exhibition and pull out their own personal object. They hold it up and tell the others what it is then pass it around so that everybody can feel, touch and smell the object. After getting familiar with all the objects the participants will get only a short time, around 10 minutes, to quickly stroll around the exhibition and find the perfect place for their object to be displayed. The spot could be chosen for any reason, it looks nice there because of its color, shape or design. It fits in historical or the memory connected with the object fits in historical or fits in with the surrounding exhibited museum objects. It could be any reason but the participant have to have a clear idea why he or she choose this particular spot.

The group gather together again, leaving their objects in the display and the museum pedagog starts the guided tour of the exhibition. When the group come to one of the participants objects the participant is invited in to the guided tour to tell their story, their memory connected with the object and why they choose this spot in the exhibition for their object to be on display.

Together the museum pedagog and the museum visitors, the participants, tells a unique story of the exhibition but also about the historical theme in the exhibition.

How will it contribute to the development and increasing the activity of seniors? What competences and skills does this method develop among seniors?

- Activate memories
- Improve self-esteem and prevent feeling of loneliness and isolation
- Learn new things about local history

This method is in a significant way supporting intellectual and social activation of the elderly. The method show how biographical stories can be intergrated within the bigger history of the society and improve the participants feeling of belonging and how the personal past are connected with the history of the era.

How will it be used in work with seniors?

Norrköpings stadsmuseum is using the method when:

- inviting elderly from different senior's organisations to the museum
- inviting both seniors and school classes to work with the method together

Any recommendations for the trainers who will use this method with seniors?

The trainers should not hesitate to contact a local historical museum and start cooperation.

Sources useful for the method

Different kind of narratives in working with ethnographical methods:

Storytelling is humanities oldest art form, words and stories are something we have in common with all people all over the world. It has been our way of sharing experiences, preserving our history and explaining the world.

Oral narrative

In oral story-telling it is the narrator that with words and rhythm paint pictures of people, environments and events. The narrator is the one who makes it possible for the listener to create his own performance. The narrator is himself and uses his own language to convey the story. The narrator is the tool of the story.

Biographical narratives could also be written down in different forms. A chronological depiction of a life, a literary autofiction, a documentary depiction of a life story, essayistically reflective texts, diaries and blog entries - all is forms of biographical narratives.

Narrative history

Narrative history is the practice of writing history in a story-based form. It is a reconstruction of series of events, where the story-based nature of history allows for the inclusion of a greater or lesser degree of narration in addition to an analytical or interpretative exposition of historical knowledge.

The narrative could either focus on the chronological order of history, be event-driven and focus upon individuals, action, and intention, or it could be more looking into the structures and general trends of the past. Meaning the story told about the past can either be dealing mostly about what happened and not so much about why. Transnational history theory uses the historical narratives that deals with analysing structures and circumstances, the why.

Nationalistic narrative

History sometimes exists in the borderland between fact and fiction. This means that a mixture of historical facts and myths are told according to a specific narrative pattern that simplifies for the reader or listener to imagine how different events are connected. This is in contrast to other forms of presentation, such as thematic, investigative or analytical history, where special parts of history are highlighted in different ways in order to get to the bottom of a particular problem or phenomenon.

The nationalistic narrative is easy to recognize as a genre. It is based on an idea of creating order where different elements or events must follow a simple and predictable order. Nothing irrelevant to the document must be included. The historical personalities are also presented in an unambiguous way. It should be easy to distinguish evil from good, rich from poor and victims from perpetrators.

The development of one's own country can be traced from time immemorial to the present day. The result is often a simplified and beautified history that, interestingly enough, often has more in common with other countries' nationalist history stories than with their own country's past. Nations or people can be portrayed as victims through history or a winner. If one learns to recognize these narrative techniques, it will be easier to see through and question a simplified use of history.



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Oral history in a museum context

