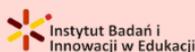




# Workshop Scenarios to Socially Engage Seniors



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## 1. THE MOBILE ACCESSIBILITY

**Purpose** *Increase the awareness of the difficulties seniors face in using a mobile phone.*

<b>Time</b>	1 h – 1 h 30 min
<b>Target group</b>	Adult educators Caregivers Social educators etc.
<b>Objectives</b>	<ul style="list-style-type: none"><li>- Understand the reasons why elders avoid using mobile phones</li><li>- Provide knowledge and tools to educators to teach seniors how to use the mobile phones</li><li>- Develop the empathy of educators on the issues seniors face while trying to use a mobile phone</li></ul>
<b>Materials</b>	Different types of mobile phones (smartphones, qwerty keypad, normal keypad etc.) Low-vision simulation glasses Gardening gloves Wrist weights Ear taps
<b>Facilitation steps</b>	<ol style="list-style-type: none"><li>1. Divide the participants into small groups and ask them to brainstorm reasons why it is more difficult for elders to use a mobile phone (10-15 minutes)</li><li>2. Then in the big group, they will have to present the reasons they came up with. The facilitator may add some of the reasons from the proposed theory in the annexe (5-10 min)</li><li>3. Couples will do a simulation in which, taking turns, one will take the role of an elder person and the other will be the one who is trying to help and teach how to better use the phone. The person who is taking the role of the elder will have to use low vision simulation glasses, gardening gloves, wrist weights and ear taps, in order to simulate the visual, hearing and sensorial impairments that elders may face. During this simulation, they will need to do simple tasks related to the usage of the mobile phone, such as: turn on/off, make/answer a call, send a message, take a picture, turn up the volume, increase the brightness, increase the font etc. (20 min)</li><li>4. After participants have played both roles, they will share their experiences and feelings and conclude upon the difficulties elders face while trying to use the mobile phone. (10-15 min)</li><li>5. To end the session the facilitator may play one or both of the videos proposed in the references. (3-5 min)</li></ol>
<b>Methods</b>	Brainstorming Presentations Simulation game Role-playing Debriefing

**Evaluation** During the evaluation, the participants will be divided into 4 groups and they need to come up with solutions to the following problems:

Problem: Seniors may feel they don't need a cell phone to communicate with people.

Problem: The cell phone becomes an annoying source for robocalls, scammers and telemarketers. Seniors may shut their phones off to avoid them.

Problem: The senior can be overwhelmed by all the apps and icons on their phone screen. They may also feel there is just too much complexity around owning a phone and therefore refuse to consider using one.

Problem: Small screens and tiny keypads are difficult for seniors with vision and dexterity challenges to use. Hearing loss may also make it a challenge to understand what is being said on the phone.

**References** How to simplify the smartphone for the elderly  
<https://www.youtube.com/watch?v=ISFwOanG9WQ>  
How to set up a smartphone for elders  
<https://www.youtube.com/watch?v=eKipORlqv0U>

## ANNEX. PROPOSED THEORY

Elderly people use smartphones often, however, they face many problems while doing so. Understanding these problems can help in teaching the elderly to use technology. App developers can consider the following points when developing apps to make them user-friendly for elderly users too.

Here are **7 problems** the elderly face when using smartphones.

### **1. They cannot tap properly**

First of all, they have a problem tapping. Tapping is a basic operation for most applications, but the following problems occur when they try to tap.

They push with their nails

Push too hard or the area of the finger touching the screen is too large

They cannot press where they aimed

Their finger slips after touching the screen

They touch the screen for a long time

As a result, they have problems navigating on smartphone screens. Operations other than taps such as flicks might be more difficult.

Also, for fingerprint authentication, a hand-stroked PIN might be better if they find it difficult to register their fingerprints.

### **2. The elderly cannot locate buttons on smartphone screens**

Today's smartphone apps have a lot of flat designs. So it's hard to tell where they can press or what happens after pressing.

Even if you express a button with an icon, you may need to consider how it works together with the icon. For example "< Back".

Also, older people might not be familiar with words such as "edit", "registration", etc. Wording such as "write text" may be better than "edit".

### 3. Screen transitions may confuse them

Even if they learn how to use phones. They might get confused if the transitions are different from usual. They will not know what to do in such cases.

Consider this example:

The application starts normally and is ready to use. However, sometimes the session is disconnected and the login screen appears.

The first launch will show the tutorial but it will not appear on the next launch

### 4. Smartphone advertisements can confuse the elderly

When an interstitial advertisement etc. appears:

- It is different from a normal screen transition
- It's a screen they have never seen
- So they get confused.

In addition, they might also think banner ads that appear in the footer and other places are a part of the application.

### 5. Notifications can be confusing too

The app notification displays at the top of the screen. But it pops out and disappears after you have checked the text. So they might not know how to check again.

If they tap the notification, they end up on a different app. Then they will be puzzled because it corresponds to the previous issue since the screen transition is different.

### 6. They cannot remember login information

They do not remember the login information and the account they use for each service, for example

- Account ID
- Google account
- Facebook account
- Twitter handles etc
- This causes them problems when logging in etc.

### 7. It is hard to remember words and concepts

They might not remember concepts even if they were taught many times due to weak memory.

#### Extras

Too many browser tabs are open

Sometimes they end up opening a lot of tabs in the browser to the point where it crashes or they cannot open any more tabs.

They may not know the concept of tabs/windows. Nor they may know how to close windows. This happens less often if the websites have a simple design.

#### Conclusion

These were some of the issues that elderly people face while using smartphones. Application developers can consider them while making applications targeted at an older audience. People involved in education may also find it useful.

## 2. THE WORLD OF APPS

*Purpose* Increase awareness of the difficulties seniors face in understanding and using apps

<i>Time</i>	1h 30 min – 2 h
<i>Target group</i>	Adult educators Caregivers Social educators etc.
<i>Objectives</i>	<ul style="list-style-type: none"> <li>- Understand the reasons why elders avoid using mobile phones APPs</li> <li>- Provide knowledge and tools to educators to teach seniors how to use APPs</li> <li>- Develop the empathy of educators on the issues seniors face while trying to use APPs</li> </ul>
<i>Materials</i>	Smartphones Video projector
<i>Facilitation steps</i>	<ol style="list-style-type: none"> <li>1. Divide the participants into small groups and ask them to brainstorm on how APPs can help elders in their daily life (10-15 minutes)</li> <li>2. Then in the big group, they will have to present their ideas (for example improving social life, health, budgeting, entertainment etc.). The facilitator may add some other ideas from the 2<sup>nd</sup> link from the references (5-10 min)</li> <li>3. Then, in the same groups, they will need to find the best APPs for each need and prepare a short presentation (PowerPoint, Canva etc.) on the benefits and functions of each APP. The facilitator may add some of the APPs from the proposed theory in the annexe (30 min)</li> <li>4. After groups finish their presentations, they will need to present them to the big group</li> <li>5. To end the session, in groups, they will need to come up with some tips and tricks on how to convince elders to use the APPs and how to better teach them to use the APPs. The facilitator may add some of the APPs from the proposed theory in the annexe (30 min)</li> </ol>
<i>Methods</i>	Brainstorming Presentations Debriefing
<i>Evaluation</i>	<p><b>Open questions</b></p> <p>Proposed questions:</p> <p>Why do elders need to use APPs? How can APPs improve their life? How can we convince elders to use APPs? What are the best methods to teach them how to use a specific APP?</p>
<i>References</i>	Smartphone Apps for Older Adults to Use While in Isolation During the COVID-19 Pandemic

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7234684/> - 15 Smartphone Apps for Older Adults to Use While in Isolation During the COVID-19 Pandemic

Best APPs for seniors

<https://www.seniorlifestyle.com/resources/blog/top-8-mobile-apps-active-seniors/>

Why some older people are rejecting digital technologies

<https://www.sciencedaily.com/releases/2018/03/180312091715.htm#:~:text=Summary%3A,technologies%2C%20a%20new%20study%20reveals.>

## ANNEX. PROPOSED THEORY

According to Eurostat, in the EU, 87 percent of people aged 75 years and over have never been online.

Seniors often struggle with reduced reactivity, making it harder to keep up with fast-paced technology, e.g. platforms that use notifications. 9 percent of seniors at the age of 75 or over have severe visual impairments, and 18 percent have severe hearing limitations in the EU (Eurostat, 2017).

### Seniors and technology

- Many seniors struggle with touch screens due to a condition called leathery fingers.
- Many seniors experience reduced mobility and a lower income, which makes it more challenging to meet friends in person.
- Mastering new technology is often complicated as the seniors have no experience in using technology to use as a baseline. Seniors generally have a lesser frame of reference to enable them to absorb new knowledge.
- Numbers from SSB show that 83% of seniors between 64–74 years of age use the internet on a weekly basis or more frequently.
- Social Isolation in The UK, figures show that socially isolated people are 3.5 times more likely to enter local authority-funded residential care.
- 96% of seniors over the age of 67 own a mobile phone, but under half own a smartphone (2014 numbers).

### 3. KEEP YOUR MIND SHARP

*Purpose* Motivate adults to keep their minds sharp. Give them some fun and easy brain exercises that can be done in the comforts of their own house or during their spare time.

<i>Time</i>	1h 30 min
<i>Target group</i>	Elderly people, staff working with seniors.
<i>Objectives</i>	<ul style="list-style-type: none"><li>- Promote easy and funny brain exercises to keep seniors' minds sharp</li><li>- Make aware of the benefits of challenging yourself, doing new things and learning to keep your mind sharp</li></ul>
<i>Materials</i>	Smartphone or laptop connected to the internet Sheet blogs: paper A3 and A4, markers, crayons, coloured pencils Classroom or training room Volunteers to supervise the activities
<i>Facilitation steps</i>	<ul style="list-style-type: none"><li>● Introduction: 15 minutes People with better cardiovascular health, who have been more physically and mentally active, who have adopted healthy eating habits, who don't smoke, and who drink alcohol in moderation are less likely, on average, to develop dementia. Explain to the group the objectives and purpose of the workshop and give them an introduction to how can they can keep their brain sharp as they age. For example: Get physically active: Your brain needs a good supply of oxygen and nutrients to function well. Stay socially engaged: Socially active people are less likely to develop cognitive impairment. Challenge your brain: Life-long learning and education are good for brain health and lower your risk of developing dementia Attitude: Manage stress and present-mindedness: Chronic stress has structural and functional effects on the hippocampus – the sea-horse part of the brain vital for making memories. Adapt your lifestyle to protect your brain</li><li>● Brain exercises 60 min Make small groups [3 – 4 people] and give them some tasks to perform. Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity <i>Switch hands</i> Switching hands is a great brain exercise. If you are left-handed, try using your non-dominant right hand for all of your daily activities. Switch hands when you brush your teeth, eat your food, write, and even when you use your computer mouse. Using your non-dominant hand increases brain activity.</li></ul>

Used a piece of paper to present the result of your achievements to the group.

Make a small break after continuing to the next task

Complete Tasks Backward or Upside Down

Can be the same groups or new groups. Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity

Viewing things upside down or backward is very stimulating for your brain. You can connect with your inner Leonardo da Vinci and master mirror writing (the ability to write backwards). Fun and challenging, completing tasks upside down or backward is very challenging for your brain.

Use some paper A4 and coloured pencils to present your masterwork.

Make a small break after continuing to the next task

Learn a new tongue

Can be the same groups or new groups. Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity

Pick a language, something that you always wanted to learn, and start learning.

For this activity, you need a smartphone or laptop connected to the internet. One of the groups will be a teacher for a day and run the course and ask each member of the group to repeat the sentences or words. The group will learn a few words and present to other groups what they have learned.

<https://app.mondly.com/home>

Make a small break after continuing to the next task

Draw a map from memory

This activity can be done if you still have time.

Ask the group to divide into small groups [3-4 people]. The best from the same living place. Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity

The task is to draw a map on a piece of paper [A2 A3, the best]. Some topics could be: how to arrive at the training place from your hotel/house/train station. The map of the area must contain some buildings/parks/special places you remember/things/people you have seen when going to the training place.

The masterpiece of art, present other groups.

1. Conclusion: 15 min

Ask the group about their fillings and about how important is to keep our brains sharp

*Methods* This section will be based on active participation, workshop exercise, and team projects. Presentations, discussions, workshops

*Evaluation* Performance Based Assessment

## References

Brain Health As You Age: Educator Guide

<https://acl.gov/sites/default/files/news%202016-10/BrainHealthEducatorGuide.pdf>

How can I keep my brain sharp?

<https://www.futurelearn.com/info/courses/ssa-sandbox/0/steps/11802>

Keep Your Mind Sharp at Any Age

<https://www.mercycare.org/app/files/public/168442ba-38c3-4aa2-8226-8a19a5a7592e/EAP-May-2014-Keep-Your-Mind-Sharp-At-Any-Age.pdf>

Improve your memory

<https://www.instituteofwater.org.uk/wp-content/uploads/2020/02/IMPROVE-YOUR-MEMORY.pdf>

## ANNEX. PROPOSED THEORY

Learning actually generates new brain cells, enriching brain networks and opening new routes that your brain can use to bypass damage. Challenging yourself and doing new things and learning are vital for brain health. You can challenge your brain in lots of ways; it doesn't have to be all crossword puzzles and Sudoku.



## 4. UNDERSTANDING MEDICATIONS

*Purpose* Be aware of the problems of not having knowledge of the medicines Seniors take and show when and how they can take each one of them without side effects.

<i>Time</i>	1 h 30 min
<i>Target group</i>	Seniors (65 years and older)
<i>Objectives</i>	Reflect on the importance of understanding the drugs we're putting into our bodies, and how being informed about our medications helps us safeguard our health Carry out an interactive activity for learning the positive and negative things about the medicines that they usually take daily.
<i>Materials</i>	Smartphone or laptop connected to the internet Sheet blogs: paper A3 and A4, markers, crayons, coloured pencils Classroom or training room Volunteers to supervise the activities
<i>Facilitation steps</i>	<ol style="list-style-type: none"><li>1. Introduction: 15 min When you take a prescription, do you know exactly what you're taking and why? Discuss the importance of understanding the drugs we're putting into our bodies, and how being informed about our medications helps us safeguard our health.</li><li>2. Brainstorm: 25 min Start by making small groups of 3-4 people. Let them choose a "teacher for a day" that will take notes of the group impression and coordinate the activity. Each "teacher for a day" will start making questions about their medicines, giving them time to discuss together.<ul style="list-style-type: none"><li>● What is the name of the medicine?</li><li>● Why do I need to take it?</li><li>● When and how should I take it? With water? With food? On an empty stomach?</li><li>● How much should I take? What should I do if I miss a dose?</li><li>● What side effects could be caused by the medication? Which ones should I call the doctor about?</li><li>● Are there any foods or medicines I should avoid while taking this medicine?</li><li>● Will this medication change how my other medicines work?</li></ul></li><li>3. Poster contest: 20 min The "teacher for a day" that will take notes of the group impression and coordinate the activity in collaboration with all group members will create a poster [A3] with the most important conclusions. Use different colours and techniques. The poster will be presented to the participants of the workshop.</li></ol>

4. Reading/discussion: 15 min

Change the groups [3-4 people]. Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity. The group with the surveillance of the “teacher for a day” will make them comment in the following paragraph:

“Medication plays an important role in managing disease, but it can also be quite harmful if taken incorrectly. It’s not enough to know that you take a blue capsule and a yellow tablet twice a day. You need to know the names of your prescriptions and understand the important details about how they work. For example, some medicines may interact badly with certain foods, other medications, or even food supplements, and can make you very ill. Take the time to learn about the treatment prescribed for you. Your physician or your pharmacist can help answer these questions — don’t hesitate to ask!”

Do you agree or disagree?

The “teacher for a day” will present their comments.

Internet: Uses, benefits, and risks of aspirin

5. Internet: 25 min

Change the groups [3-4 people] and make them search about: Uses, benefits, and risks of aspirin.

Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity.

The group should discuss :

- Risks and precautions
- Side effects

The “teacher for a day” will summarise the answers to the following question: Were the group participants aware of it?

6. Conclusion: 10 min

Ask the group about their fillings and about how important is to be informed about our medications to help us safeguard our health.

*Methods* This section will be based on active participation, workshop exercise, and team projects. Presentations, discussions, workshops

*Evaluation* Performance Based Assessment

*References* The Importance of Managing and Understanding Your Medication  
<https://www.healthymepa.com/2019/11/04/the-importance-of-managing-and-understanding-your-medication/>  
Understanding Your Medication  
<http://healthcareathome.ca/mh/en/Documents/UnderstandingYourMedication-MyStory-2017.pdf>  
New plan to cut harm from too much medicine in older people  
<https://www.sydney.edu.au/news-opinion/news/2018/12/11/new-plan-to-cut-harm-from-too-much-medicines-in-older-people.html>

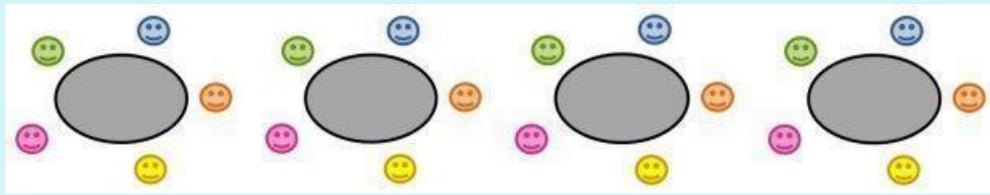
## ANNEX. PROPOSED THEORY

You need to know the names of your prescriptions and understand the important details about how they work. For example, some medicines may interact badly with certain foods, other medications, or even food supplements, and can make you very ill.

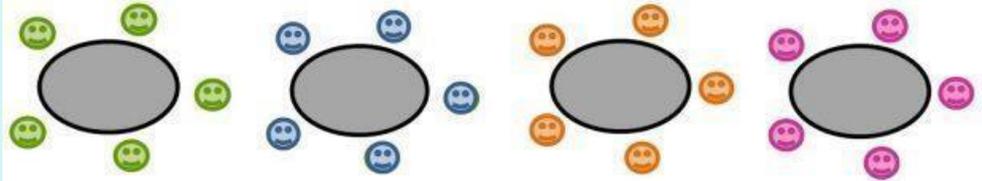


## 5. FALLACIOUS ARGUMENTS

*Purpose* This workshop has been designed to help identify and call out fallacious arguments and logical errors in speeches, debates, and conversations wherever they may appear. The purpose is to develop participants' critical thinking through experiential learning regarding fallacious arguments overwhelmingly present everywhere.

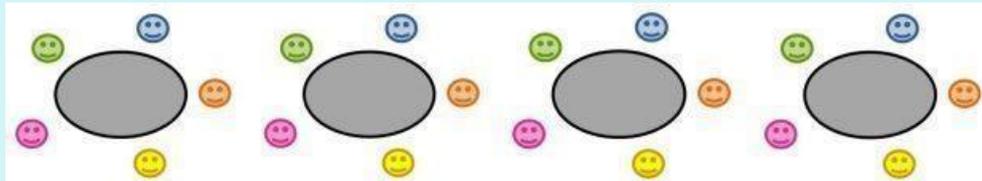
<i>Time</i>	2h 30 min
<i>Target group</i>	Young people 14+ Adults Seniors
<i>Objectives</i>	Minimum 4 (Best always be an even number ) - Identify 8 given fallacious arguments - Spot them in speeches, articles, discussions, ads, etc. - Think Critically - Persuade others
<i>Materials</i>	Pens, tables, chairs, A3 sheet, coloured post-it, 2x4 printed sheets containing 2 different fallacious arguments, 8 printed evaluation quiz
<i>Facilitation steps</i>	<ul style="list-style-type: none"> <li>Split the content of the learning material and the learning process in several parts. Assign the learning contents to the groups of participants: 2 fallacious arguments per sheet, so 8 arguments to know and master at the end of the session.</li> <li><b>The first step (5-10 min): discovery of the sheet's content</b> Participants are gathered in Jigsaw groups. Each participant around the same table possesses one part of the course in a sheet (use a different colour per sheet, each sheet contains the description of 2 different fallacious arguments)</li> </ul>  <p>Content of the sheets used for this workshop: Appeal to authority / Anecdotal Appeal to emotion / Strawman Appeal to nature / Fake dilemma Bandwagon / Slippery slope</p> <p>Each participant reads the content of his/her sheet in silence</p> <ul style="list-style-type: none"> <li><b>The second step (15-20 min): experts' discussion</b> Participants are gathered by a group of experts (see picture below): the goal is to master the content of their specific sheet. For this purpose, they will</li> </ul>

discuss, exchange, take notes, invent new examples, etc. The trainers mention to the participants that after this step, they will be considered “experts” on their sheet and will be expected to be able to explain their 2 fallacious arguments to the other participants who didn’t have the same sheet.



- **The third step (20-30 min): knowledge sharing**

The initial Jigsaw groups (step 1) are reformed (see picture below). The goal is now for each of these groups to collectively master the content of each of the sheets. Each “expert” needs to explain the sheet to the rest of his/her group and train them.



- **Fourth step (30-40 min): collective output/activity creation**

Each Jigsaw group will create and execute a collective task/activity to put their knowledge into practice. The goal is to use and identify fallacious arguments in order to make sure they are well understood by everyone.

Examples of tasks/activities:

- Organize a debate about a specific topic (ex: “Elderly people are a burden in today’s society”), and justify ideas/opinions using the most fallacious arguments possible
- Defend a law project using the most fallacious arguments possible (ex: “only people less than 50 years old are allowed to possess a dog”)
- Imagine ads for products using the most fallacious arguments (ex: catch-phrases for a product designed for elderly rink add, etc.)
- Identify fallacious arguments in various materials and examples extracted from real websites/media/ads/ etc.

- **Evaluation Quiz (20 min) (see “evaluation” below)**

- **Debriefing (20 – 30 min)**

Explain the purpose and usefulness of the workshop methodology to the group

Explain the basis of popular education methodology and concept

Answer participants’ questions

Ask for participants’ feedback

<i>Methods</i>	Collaborative learning "Jigsaw Workshop" by Elliot Aronson's 1971 Debriefing
<i>Evaluation</i>	A questionnaire with open answers for feedback Goal: identify fallacious arguments used for each given example Collective correction (10 min) Ask participants to write her/his feedback about the workshop on the evaluation sheet.
<i>References</i>	<a href="https://yourlogicalfallacyis.com/">https://yourlogicalfallacyis.com/</a> Internet Encyclopedia of Philosophy, Fallacies <a href="https://iep.utm.edu/fallacy/#:~:text=One%20widely%20accepted%20definition%20defines,be%20known%20by%20the%20arguer.">https://iep.utm.edu/fallacy/#:~:text=One%20widely%20accepted%20definition%20defines,be%20known%20by%20the%20arguer.</a> Ronald L. Hall, Stetson University, Identifying Fallacies <a href="https://www.stetson.edu/artsci/philosophy/media/E.%20Chapter%204.pdf">https://www.stetson.edu/artsci/philosophy/media/E.%20Chapter%204.pdf</a>

## ANNEX. PROPOSED THEORY

### Fallacies

A fallacy is a kind of error in reasoning. The list of types of fallacies that can be found in arguments is very broad. Fallacious arguments should not be persuasive, but they too often are. Fallacies may be created unintentionally, or they may be created intentionally in order to deceive other people.

The vast majority of the commonly identified fallacies involve arguments, although some involve only explanations, definitions, or other products of reasoning. Sometimes the term "fallacy" is used even more broadly to indicate any false belief or cause of a false belief.

## 6. WORLD CAFÉ

*Purpose* *Creating a “World Coffee” conversation that stimulates courageous conversations and collective intelligence of the group*

<i>Time</i>	1 h 30 min
<i>Target group</i>	Seniors Adults Young people 16+
<i>Objectives</i>	<ul style="list-style-type: none"><li>- gathering collective intelligence on experiences or ideas around an issue</li><li>- generating new ideas</li><li>- collaboration and network building</li><li>- Learning how to use the seven principles and their benefits</li><li>- Improve collective listening skills</li><li>- Practice active listening, cooperation skills and mutual respect for others' ideas</li></ul>
<i>Materials</i>	Activity room equipped with tables and chairs, refreshments, coffee & snacks.
<i>Facilitation steps</i>	<ol style="list-style-type: none"><li>1. Divide participants into small groups</li><li>2. Create a cafe setting, either in an actual cafe or else the room is set up to resemble one as much as possible so that participants are seated around small tables with tablecloths and tea, coffee, and other beverages.</li><li>3. Provide participants with pens and are encouraged to draw and record their conversations on the paper tablecloths to capture the flowing ideas as they emerge.</li><li>4. Start each round with a specific question, one for each table. The choice of question(s) is crucial to the success of the event; in general, it is useful to phrase the questions in a positive and open-ended format to allow a constructive discussion. The same questions can be used for more than one round or they can build upon one another. If participants do not find the questions for discussion inspiring the event is unlikely to be successful, it can therefore be good to develop the question together with some of the intended participants.</li><li>5. Participants discuss the questions at their table, once the time assigned is up, they move on to a new table/group for a new round of discussion.</li><li>6. One participant (the table host) remains and summarises the previous conversation to the newly arrived participants before the new round.</li><li>7. At the end of the process, the main ideas are summarised in a plenary session and follow-up possibilities are discussed.</li></ol>

<i>Methods</i>	Discussion Debate Debriefing
<i>Evaluation</i>	Evaluation questionnaire to collect feedback and the takeaway of each participant from the experience
<i>References</i>	History of the World Cafè methodology <a href="http://theworldcafe.com/about-us/history/">http://theworldcafe.com/about-us/history/</a> The Seven Design Principles <a href="http://theworldcafe.com/key-concepts-resources/design-principles/">http://theworldcafe.com/key-concepts-resources/design-principles/</a> The World Cafè <a href="https://www.involve.org.uk/resources/methods/world-cafe#:~:text=The%20World%20Cafe%20is%20a,open%20conversations%20to%20take%20place.">https://www.involve.org.uk/resources/methods/world-cafe#:~:text=The%20World%20Cafe%20is%20a,open%20conversations%20to%20take%20place.</a>

## ANNEX. PROPOSED THEORY

### The World Café method

The World Cafè method was invented by Juanita Brown and David Isaacs in 1995.

World Cafè is a **collaboration strategy** that requires participants to engage in multiple small group discussions. In this strategy, groups of participants sit at “café tables” and discuss a prompt or question provided by the facilitator.

Discussion is held in round tables during multiple rounds of 20-30 minutes moving through different tables, with the cafe ambience intended to allow for more relaxed and open conversations to take place.

By moving participants around the room the conversations at each table are cross-fertilized with ideas from other tables, resulting in **collective intelligence**.

The idea behind this is to create a space that supports 'good conversation', where anybody is able to talk about things that matter to them.

The method is based on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges and rests on two key principles:

- humans want to talk together about things that matter to them
- and if they do, they can create collective power.

The process is distinguished by seven core **design principles**.

### The Seven Design Principles

The following seven World Cafè design principles are an integrated set of ideas and practices that form the basis of the pattern embodied in the World Cafè process:

1. **Clarification of the context** - what the cafe refers to.
2. **Creating a hospitable space** - a warm, pleasant environment, with natural light, comfortable chairs, food and refreshments. This space is also a "safe" space - in which everyone feels free to think and express.
3. **Exploring important questions** - questions relevant to the real problems of the group, strong questions that attract collective energy, and stimulate understanding and action.

4. **Encourage everyone to participate** - all participants should contribute to the conversation. Each participant in the cafe represents an aspect of the diversity of the whole system; each person has a chance to connect to the conversation, allowing the group's intrinsic intelligence to become accessible.
5. **Connecting different points of view** - create a "common visual space" using markers and sheets placed on the table, drawing emerging ideas. Sometimes the pictures jointly created can be worth as many as thousands of words, illustrating the relationships between ideas.
6. **Collective listening and observing patterns** - each person is invited to express authentically, and those who listen carefully can build on what is said.
7. **Sharing common discoveries** - connecting conversations at tables. The groups at the tables analyze in a few minutes the ideas discussed, extracting essential information.



## 7. SOCIALLY INVOLVED SENIORS

*Purpose* To make seniors overcome everyday issues through social support and technology and feel more helpful in society

<i>Time</i>	2h Spidergram: 15 min World Café: 40 min Teacher for a day: 1 h Evaluation: 5 min
<i>Target group</i>	Seniors (adults 65+)
<i>Objectives</i>	<ul style="list-style-type: none"> <li>- To create an inclusive space in which seniors regain their self-esteem</li> <li>- To make them find solutions for their problems and be open to receiving help</li> <li>- To make them feel useful in society through the skills and experience they have</li> </ul>
<i>Materials</i>	<b>Papers, Flipchart papers, Post-its, Markers</b>
<i>Facilitation steps</i>	<p><b>Spidergram</b> Each participant will write a positive aspect of their age on a post-it note. Then the facilitator will collect their ideas and stick them on a spider diagram with the word SENIOR in the centre. Seniors will be oriented towards a positive outlook and this will increase their self-esteem.</p> <p>TRY to go Digital with menti.com to make seniors use the technology for the same exercise – create a word cloud.</p> <p><b>World Café</b> Participants are divided into 3 groups, and through the World Cafe method, they are put to discuss the following three topics: Mental Health, Physical Health and Social Involvement.</p> <p>OR: fears, expectations and contributions related to social involvement</p> <p>The facilitator will give them the following questions: for Social Involvement – <i>How can you become more useful to society?</i>, for Mental Health – <i>What can you introduce in your routine to feel more motivated?</i> and for Physical Health - <i>What can you introduce in your routine to be more physically active?</i></p> <p>In this way, seniors will enjoy interpersonal communication while coming up with solutions to overcome their problems. Together with the facilitator, they will write down the issues they are facing while being pragmatic in finding practices that can help the causes. They can find solutions considering factors such as interpersonal communication, lifelong learning, social support, educational programs, and technology support. They have 10 min each round and another 10 min to present the conclusions.</p> <p><b>A perspective of career</b> The participants will have 15 min to think about a scenario such as “being a teacher for a day” depending on the skills they have acquired during their career. In this way, they will begin to feel more useful in society by thinking that they can teach young people and other adults in an educational environment. Basically, each of them has the task to write down a skill they have or if they had a job that is no longer in demand and there are not many training paths for it. After that, the facilitator will ask each of</p>

them to present the skill of the job they have chosen and share their experience while inspiring others.

#### **Self-reflective questions**

The seniors will have to answer the next two questions and write down some answers in 5 min - *What real needs did this workshop meet?* and *How would you describe today's experience?*

#### *Methods*

- Spidergram
- World Café
- Teacher for a day
- Self-reflective questions

#### *Evaluation*

- **Self-reflective questions**

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## **ANNEX. PROPOSED THEORY**

The majority of older adults exhibit high levels of pro-social values and behaviours, such as volunteering, helping and caring for others, caring for nature and the environment, endorsing equal treatment for all, and seeking to understand people who are different from themselves.

We have to include them in educational projects and let them provide us with their skills that are not currently trained for younger people. At the same time, this experience would be more than beneficial for them because the feeling of helping the community would improve their mental health, which is a big problem for the elderly.

## 8. SENIORS USING TECHNOLOGY

*Purpose* To make trainers more aware of the issues seniors face when it comes to social stigma and inclusion in digital education

<i>Time</i>	2 h 30 min Theoretical introduction: 15 min Presentation: 20 min Practical activity: 100 min Debriefing: 10 min Evaluation: 5 min
<i>Target group</i>	Trainers
<i>Objectives</i>	<ul style="list-style-type: none"> <li>- Theoretical understanding of the concept of ageism</li> <li>- Empathetic understanding of the needs and problems of seniors</li> <li>- To find better communication tactics in dealing with the elderly</li> <li>- To find ways to help the elderly both online and offline</li> <li>- Understanding the benefits of inclusion through technology</li> </ul>
<i>Materials</i>	<b>Internet, Smartphone/Computer, Pens, Papers, Flipchart papers, post-its (green, red, blue, yellow), Projector and markers</b>
<i>Facilitation steps</i>	<p><b>Theoretical introduction</b></p> <p>The facilitator will begin by showing participants a list of myths about older people and learning technology skills and will open a discussion about the negative side of socially internalized assumptions. Then he will explain why these myths come from a stigma called ageism. Here, the theoretical introduction will be supported by presentations which contain the three types of ageism (institutional, interpersonal, internalized) and other practical activities that involve participants in answering questions and making them understand the concepts presented.</p> <p><b>Presentation</b></p> <p>The presentation consists of approx. 20 slides that are divided into chapters. The first chapter "Social Stigma, Myths and Misconceptions" contains the theoretical presentation, together with a question designed to make participants self-reflect about introducing older people to digital education in a more enjoyable way. Based on that, the facilitator will also deliver a hypothetical case about a situation where we want to teach senior tech skills, but the senior feels discouraged, refuses help, or is complacent about not using technology. The presentation will involve participants through free questions to solve the given problems.</p> <p>The second chapter focuses on "Communication" and the importance of communication in the training process. The slides will also contain instructions for the practical group activity. Also, here we will have a case study on assistive technology which is designed specifically for the elderly. We will present its pros and cons to see how we can use communication including technologies that respond to special needs (because this chapter focuses a lot on seniors' needs).</p> <p>The third chapter is about "Help" and contains a practical group activity and an individual activity to find out the ways in which we can identify the best ways to provide help and direct help practices. It contains a diagram of the dynamics</p>

of providing help for the elderly, taking into account the needs of seniors to maintain their independence and to feel no pressure.

In the end, in the chapter “Benefits” we will find together the personal and social benefits for seniors and trainers in terms of a future with more tech-skilled seniors both through practical activity and a visual representation introduced in the presentation.

### **Group work**

**Exercise 1:** The first practical activity is about communication in the relationship between trainers and seniors in order to reach an empathetic understanding on both sides and find best practices to combat the problems of each group. Participants have to divide into two equal groups and will do a role-play to get into the shoes of either trainers or seniors. In the first round of 20 minutes, their task is to communicate within the group to find the needs and problems specific to each role. They will write on a flipchart paper what they have found. Then, in round two, the participants will swap roles, and take the needs of the other side to find solutions such as activities, digital applications, communication methods, and practices to address problems and needs in an inclusive way. After another 20 minutes, the group activity will end and the participants will present the solutions they have reached and written down.

**Exercise 2:** The participants will be separated again into two groups and will have as a goal to find ways to help seniors in a more effective way. The first group will be for offline help and the other for online help. They should have the following in mind: identify where the help is needed, ways to make seniors accept the help, find methods of helping, how we can improve something existing to help more, share resources or practices they use.

After twenty minutes, participants will present the ideas they have found and written on a flipchart. The scope is to work as a team to understand the practice of helping a target group that may be vulnerable or appear more vulnerable than it actually is, and therefore to find good practices that increase the independence of older people without underestimating them.

**Exercise 3:** Participants will be divided into groups of two to find technology solutions, digital support or mobile apps to combat one of the following problems in seniors: memory loss, loneliness, locomotor disability, visual impairment, feeling unsafe, feeling socially excluded, and poor physical activity. They have the right to use their phone once to research mobile apps. They will write on post the solutions they have found and stick them on a big sheet on which all kinds of resources will be collected at the end. The duration of the activity is 15 minutes, then together with the facilitator, they will present what they have found and how the resources respond to the causes. The aim is to make the participants more focused on a specific problem of the seniors and to deepen it through analytical thinking at the issues, researching for solutions and giving an optimistic outlook.

*Methods*

- Theoretical introduction
- Presentation
- Group work
- Self-reflective questions

*Evaluation* Self-reflective questions

What are the personal benefits for seniors from learning to use technology?  
What are the social benefits for the community from seniors using technology?

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## ANNEX. PROPOSED THEORY

Robert N. Butler, who coined the term ageism, defines ageism as age discrimination, prejudice by one age group toward other age groups. According to Butler, ageism describes "the subjective experience implied in the popular notion of the generation gap. Ageism reflects a deep-seated uneasiness on the part of the young and middle-aged—a personal revulsion to and distaste for growing old, disease, disability; the fear of powerlessness, uselessness and death". Through this theory, we can deepen and question the way we relate to the elderly on social and personal levels. Also, to combat social stigma we must address an empathetic understanding of the problem. Here, practical activities will help us to understand the needs and problems that exist, as well as the solutions that can be achieved through technology.

## 9. GET-TOGETHER

**Purpose** Activity to promote and educate young people in the spirit of Romanian traditions and values.

<b>Time</b>	1h 30 min
<b>Target group</b>	33 elderly people from the "O Noua Sansa" Home and 30 young people from the community aged 13-18.
<b>Objectives</b>	<ul style="list-style-type: none"><li>-educate 30 young people about Romanian traditions and values</li><li>-to socially integrate the 33 seniors of the home for the elderly</li><li>-to educate the young people about team building</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• conference room for rent</li><li>• Folk costume exhibition</li><li>• etamine</li><li>• needles</li><li>• There are different colours</li><li>• Fork</li><li>• Wool torso</li><li>• Needle</li><li>• Weaving thread</li><li>• Corset</li><li>• Cotton thread</li><li>• Traditional carpets and objects</li><li>• Speaker and microphones</li><li>• Camera</li><li>• Camcorder</li><li>• Buffet with snacks</li><li>• Video projector</li></ul>
<b>Facilitation steps</b>	<p>In the seats, some practical skills are learned, such as sewing on the etamine, twisting the wool, braiding and crocheting, but there are also many habits: traditional dances, carols, riddles and jokes. The elderly will have the role of organizers of the activity.</p> <p>Moments of team-building between participants. The meeting at the seats is a ritual that united them. The atmosphere is cheerful, the useful is intertwined with the pleasant, the work with the song. There were no seats where jokes, riddles or special events from the life of the village were not told."</p>
<b>Methods</b>	Nonformal
<b>Evaluation</b>	<p>The evaluation will take into account :</p> <ul style="list-style-type: none"><li>• Increasing the degree of socialization and interaction of institutionalized elderly people and young people in the community.</li><li>• Communication skills, cooperation, participation, and involvement in practical activities of spinning, sewing, weaving, crocheting, and traditional dances.</li><li>• Acquiring knowledge about Romanian customs and traditions by young participants.</li></ul>

- Development of the degree of participation, cooperation, and tolerance of the elderly who will prepare for the evening of sittings

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## ANNEX. PROPOSED THEORY

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## 10. LIVING LIBRARY

*Purpose* The living library is a method used to promote diversity and human dignity and to encourage dialogue between people.

<i>Time</i>	1h 30 min
<i>Target group</i>	20 participants (10 seniors and 10 youngsters)
<i>Objectives</i>	Social integration of the elderly people young people's awareness of stereotypes and prejudices and their negative consequences <ul style="list-style-type: none"> <li>• visibility of human rights issues</li> <li>• reactions to current or recent events in your country or community (e.g. increase in hate crimes or human rights violations)</li> </ul>
<i>Materials</i>	Activity room equipped with tables and chairs.
<i>Facilitation steps</i>	Unlike an ordinary library, in the living library books are human beings who enter into a personal dialogue with the reader. Books are usually people from groups who face or may face prejudices or stereotypes (gender, age, education, occupation, ethnicity, race, religion, etc.) and who may be victims of discrimination or social exclusion, as well as people with stories that give the reader a unique learning experience.
<i>Methods</i>	Nonformal
<i>Evaluation</i>	Evaluation serves two main purposes in the context of the Living Library: The evaluation of the event in relation to the achievement of measurable objectives is defined at the beginning of the planning phase. The evaluation of the experience of organisers, Librarians, and Books to reflect on common experiences, and improve the planning and implementation process and, possibly, the methodology itself for future events. How many readers, how many loans, and how many reading hours? What were the most popular Books and which were less in demand?
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### ANNEX. PROPOSED THEORY

The Living Library is an equalities tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period of time. After reading, they return the Book to the library and, if they want, they can borrow another. The only difference is that in the Living Library, Books are people, and reading consists of a conversation.

The Living Library attempts to challenge prejudice by facilitating a conversation between two people: Books and Readers. Books are volunteers who have either been subjected to discrimination

themselves or represent groups or individuals within society that are at risk of suffering from stereotypes, stigma, prejudice or discrimination. Living Books often have personal experiences of discrimination or social exclusion that they are willing to share with Readers. Most importantly, Books permit Readers to enter into dialogue with them, in the hope that their perspectives and experiences will challenge commonly held perceptions and stereotypes and therefore affect the attitudes and behaviours of wider society. Those of us who attempt to initiate programmes that promote intercultural dialogue are frequently faced with the challenge to come up with something innovative. We are constantly looking for something that can attract the attention of many and make a real difference to those involved. The Living Library is an innovative approach to equality and diversity because it addresses the broad subject of prejudice without emphasizing one specific case over others. At the same time, it manages to successfully navigate around some of the sensitivities that accompany anti-prejudice work, while maintaining an element of fun and interaction that makes the project immensely appealing to both potential organisers and participants.

This is achieved by creating a safe environment for Readers and Books to engage in an open dialogue whose explicit aim is to discuss topics that in almost any other setting would be considered too delicate. At the Living Library, these discussions are possible, indeed, they are surprisingly easy. Becoming one-half of that exchange is a rare privilege and one that leaves no one who experiences it unaffected.



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