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Training Club Magazine

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- Digital Facilitator for Adults 55+ -

Adults 55+ need digital skills to access support services, medical appointments, welfare activities; and to stay safe while online. They need accessible tools to understand own level of digital competency and attractive courses to become digital competent.

Digital Facilitator for Adults 55+ - DIFA project aims to develop, test and implement an innovative digital education ecosystem to let educators create and share attractive learning activities for adults.

In order to do this, the educators and other adult education staff will develop digital skills and will use appropriate teaching methods and tools adapted to digital education.

Our consortium of four partners from Romania, Spain and Turkey created materials such as courses, workshop scenarios and useful guides to help digital facilitators and adult trainers.

To increase the availability of easily-accessible, high-quality, free-of-charge tools and methods for educators and other professionals working with senior people, we developed this magazine.

Adult trainers facilitated the activities presented in the following pages, collected feedback and proudly shared them to promote lifelong learning, digital citizenship and equal opportunities to those wanting to demonstrate that we can overcome the digital divide by implementing solutions that lead to an improvement in the quality of life for as many people as possible.

Happy reading!



Together Everyone Achieves More

TEAM4Excellence empowers the community to share common values and responsibilities through experiences with European citizens.

Our vision is to share and involve the local community. We work with European volunteers and give them the opportunity to become educators and mentors and to train people to share the same values.

For Europe and for the world! Over 1000 people from Constanta and about 100 European youth benefit from our activities every year.

Together is better!

Project partners



TEAM4Excellence (Romania)

The TEAM4Excellence Association is dedicated to the advancement of non-formal education in Romania. By focusing on enhancing personal and professional development, the association strives to meet the demand for a proficient workforce. Leveraging initiatives such as Erasmus+ projects and partnerships, coupled with a commitment to continuous training, the organization actively advocates for and facilitates lifelong learning opportunities.



Formative Footprint (Spain)

Formative Footprint from Valladolid, Spain is an education design hub tailoring new training methods to meet 21st-century needs. It addresses personal and professional gaps through a methodical approach, solving identified issues for both organisations and individuals. The core team is conducting extensive research and providing specialised training in critical domains. In doing so, they serve for those seeking cutting-edge solutions in education and innovation.



Voluntariat Pentru Viață (Romania)

Asociația Voluntariat Pentru Viață is an NGO from Marasesti, Romania involved in civic awareness. They focus on local community needs, emphasizing the value of volunteering for active citizenship and solidarity. Their activities support education access for disadvantaged individuals, providing social services and elderly care at home and in residential centers. They also conduct social research, aid those in crisis, and train professionals to work with underprivileged groups.



Sarıçam Halk Eğitimi Merkezi (Türkiye)

Sarıçam Halk Eğitimi Merkezi, established in Adana, Türkiye, operates under the Ministry of National Education. It focuses on non-formal trainings and adult education, covering various areas such as mentoring, guidance and cultural activities in collaboration with government, private institutions, and volunteer organizations. Its core role involves implementing, monitoring, and assisting in training activities, aiming to help adults adapt to evolving social and technological changes.

Doing workshops for adults 55+

Why is it important to educate adults and adult trainers about digital citizenship?

As technology increasingly permeates our lives, understanding digital citizenship equips adults to navigate the digital realm effectively. It helps them comprehend online rights, responsibilities, and ethical conduct, fostering a safer and more responsible online environment. Lifelong learning is vital for mental agility and staying current. Digital citizenship education ensures that older adults can continually learn, explore new information, and adapt to emerging technologies.

At the same time, non-formal education offers these groups new and interactive methods such as workshops to accumulate basic notions about digital citizenship and acquire new skills. This material offers **nine workshop scenarios** that can be transferred and multiplied by **adult trainers, educators, social services staff** and the **organizations** in which they work.



Educating adults in digital citizenship offers a range of advantages and skills. It empowers individuals to confidently navigate the digital landscape, fostering a sense of independence and autonomy. Understanding digital citizenship enhances online safety, allowing individuals to protect personal information and recognize potential risks.

It also promotes inclusivity by bridging the digital divide, ensuring everyone has access to the opportunities provided by technology. This education fosters better communication and understanding among different generations, contributing to a more cohesive society.

In this process, learners also discover their interests and strengths and they can reflect on the personal and social needs of the group they belong to or of another disadvantaged group. They can find opportunities for improvement and set achievable goals.



Information and Data Literacy

- PURPOSE**
- To identify the information and data they search for;
 - To evaluate the quality of such information and data;
 - To distinguish between fact and opinion.

- MATERIALS**
- Hard copies of the theoretical part of the course;
 - Presentation from the Moodle course;
 - Computer/s
 - Projector

TARGET GROUP Seniors, Adults 55+

TIME 3h

- FACILITATION STEPS**
- 1. Engage:** At the beginning of the course, the educator defines the concept of information and data together with the group through a set of questions, such as: *What information is for you? What is your most frequent search on the Internet? How do you feel about sharing data?* This step could also be made by using playful platforms, such as Mentimeter.
 - 2. Explore:** As follows, the educator invites the learners to play a sort of game, where they get to collect personal information from each other by writing down 3 true things about themselves, and 1 lie. Obviously, if the members of the group are familiar with each other, they should make an effort and write down things that no one from the group should know about. Once ready, the learners one by one reveal their list of truths and lies, making the others think about the only lie wrote.
 - 3. Explain:** By using the ppt presentation from our Moodle course, the educator introduces the area of competence and the 2nd dimension key competences so relevant for the learner to become an independent user of the digital environment and technological devices.
 - 4. Elaborate:** The practical exercise is about the evaluation of information and data on a certain given topic. The learner is given 2 website URLs, and he/she should analyse the content in it, and assess which information is reliable and which one is not.
 - 5. Evaluate:** The educator, once completed the practical task, proposes a set of matching definitions that the learner should be able to complete due to the newly acquired concepts. The evaluation will be based on the definition of information and data literacy, accuracy and reliability of the information, the definition of fact, and collaborative and sharing tools.

- DEBRIEFING**
- On a 1 to 5 scale, where 1 is not sufficient and 5 is excellent, how much would you rate the:
- Theoretical content on Information and Data Literacy (1-2-3-4-5);
 - The group dynamics (1-2-3-4-5);
 - The educator's overall facilitation (1-2-3-4-5);
 - The practical exercise proposed (1-2-3-4-5);
 - The evaluation questions (1-2-3-4-5).

Why Data Literacy empowers adults 55+?

Data literacy is the ability to acquire, understand, analyze, and communicate with data effectively. It involves a combination of skills, including accessing and retrieving data, comprehending its meaning, analyzing it, and making informed decisions based on the information. When introducing data literacy activities for adults 55+ and seniors, it's essential to consider their unique needs and preferences.

We have a list of advices for actual and future digital facilitators for adults:

- Conduct workshops focused on basic technology skills, including using smartphones, tablets, and computers. This can help seniors become comfortable with digital devices and lay the groundwork for more advanced data literacy activities.
- Introduce health and fitness apps or wearable devices to help seniors monitor their health metrics. This encourages data awareness and empowers them to take charge of their well-being.
- Conduct simple surveys within the senior community to collect and analyze data. This hands-on approach can make data literacy more engaging and relevant.
- Incorporate games or puzzles that involve data interpretation. For example, trivia games, Sudoku, or crossword puzzles can be adapted to include elements of data literacy.



Lessons learned

Data literacy is essential for lifelong learning about digital citizenship. Older adults can use data literacy skills to explore new interests, stay updated on current events, and participate in online courses or workshops. Data literacy empowers adults 55+ to take control of their lives and make independent decisions. Whether it's managing personal finances, accessing healthcare information, or staying informed about current events, data literacy contributes to a sense of autonomy and empowerment.



Using Digital Collaboration Tools with Seniors

PURPOSE

- To develop proficiency in using collaborative tools and platforms to create, edit, and share documents and to enhance critical thinking skills through brainstorming on a specific topic, taking notes, and searching for resources

MATERIALS

- Presentation
- Computers/laptops/tablets/mobile phones
- Projector
- Wi-fi

TARGET GROUP

Seniors, Adults 55+

TIME

2h

FACILITATION STEPS

1. **Engage:** Tell participants the following scenario: In a quiet corner of the neighbourhood, Sarah, a spirited senior, stumbled upon a collaborative app. With a smartphone in hand and a desire to bridge the distance, she met up again with someone she hadn't seen in a long time. *Which applications do you think it refers to?*
2. **Explore:** Brainstorm with participants about collaborative apps. Give learners an orientation to the collaboration tools and virtual meeting platforms that exist and tell them they will use them in the workshop. Present the benefits of collaboration. Offer tutorials to ensure they are comfortable with the digital tools selected: Gmail, Padlet and Google Meet. Address any questions and encourage practice before starting the activity.
3. **Explain:** Divide the participants into pairs or groups of 3. Each group will be given a topic to work on: 1 - *Ways to increase creativity online and offline*, 2 - *Promoting (your country) through digital technology*, 3 - *Benefits of continuing education* 4 - *Old Media vs. New Media*, 5 - *Ways to improve online well-being* (The facilitator can create more themes depending on the number of participants). Give more hints on each topic if a deeper understanding is needed. These themes should be addressed through brainstorming among the group participants. They will receive by email a request for collaboration with a link in the Padlet app, where all the ideas about the themes will be centralized. There will be one Padlet per theme where participants can add resources, personal experiences, ideas, tools, pictures, and texts to present at the end in front of everyone. Padlet links must be made in advance by the facilitator.
4. **Elaborate:** Emphasize the value of active listening and diverse perspectives during discussions. After the 40 minutes of gathering resources and uploading to the Padlet, groups will be emailed a link to a Google Meet video conference. Participants will learn how to use the application and share the Google Meet screen on the Padlet created in the group work.

DEBRIEFING

5. **Evaluate:** Ask the participants:
 - What challenges have you faced during your work?
 - What communication methods did you use in this activity?
 - What did you learn from others' presentations?

How to create a collaborative environment adults 55+?

Some advice for educators to effectively teach these skills is to create a positive and inclusive digital environment in the classroom. Teach learners about netiquette, which includes guidelines for polite online behaviour, to ensure that students maintain a positive and respectful tone in their online communications. Integrate group projects and activities that require learners to work together online, fostering teamwork and communication skills.

Here are some tips for using digital collaboration tools with seniors:

- Conduct hands-on training sessions or workshops to guide seniors through the features of the chosen collaboration tools. Break down the training into manageable steps and encourage practice.
- Many collaboration tools support video calls. Emphasize the benefits of visual communication, allowing seniors to see and interact with family and friends, fostering a more personal connection.
- Encourage seniors to share photos, videos, and memories using collaboration tools. This can be done through shared albums on platforms like Google Photos or through file-sharing features.
- Engage seniors with collaborative online games or puzzles. Platforms like Pogo, Chess.com, or online versions of classic board games provide opportunities for shared activities.



Lessons learned

Introducing digital collaboration tools to seniors can be a rewarding experience, enhancing their connectivity, engagement, and overall digital literacy. Consider the accessibility features of the chosen tools. Check for options like closed captioning, screen reader compatibility, and adjustable text sizes to cater to varying needs.



Digital Content Creation

PURPOSE

- To illustrate the needed steps from the planning of the digital content to the creation of it; to identify the basic copyright and licence rules of content creation and to create actual digital content at a foundation/intermediate level.

MATERIALS

- Hard copies of the theoretical part of the course;
- PPT of the course;
- Computer/s;
- Projector

TARGET GROUP

Seniors, Adults 55+

TIME

3h

FACILITATION STEPS

- Engage:** The course starts with a general poll on the overall level of expertise in digital content creation of the attending learners. That could be done through a Mentimeter, so as to visually understand the basis from where to start to explain and practice the step-by-step content planning, development, re-elaboration, and promotion. The poll could contain the following questions: *How often do you create digital content (including social network posting)?, Do you usually plan what to communicate online? YES/NO and Are you familiar with copyrighting?*
- Explore:** As follows, the educator proposes the learners shoot a short video presentation for the other classmates. This way, it will be possible to understand whether they know the format, they are able to integrate media and address the audience with the right register and set of information.
- Explain:** By using the PPT presentation, the educator introduces the area of competence and the 2nd dimension key competences so relevant for the learner to become an independent user of the digital environment and technological devices.
- Elaborate:** The practical exercise is about the creation of a website about adult 55+ interests and needs. The purpose is to strategically plan, develop, pilot and improve their created content, even if in a basic way. Possibly through a group effort, the learner directly familiarizes with several digital formats and media at the same time.
- Evaluate:** Once completed the exercise, the educator can propose a questionnaire about the content studied and practically exercised. For the face to face activity, the educators may wish to invite participants to present their work. In this case, the educator would observe the competencies developed in the area of copyright, digital content planning and presentation skills.

DEBRIEFING

On a 1 to 5 scale, where 1 is not sufficient and 5 is excellent, how much would you rate the:

- Theoretical content on Digital Content Creation (1-2-3-4-5);
- The group engagement (1-2-3-4-5);
- Your interest in the topic (1-2-3-4-5);
- The educator's overall facilitation (1-2-3-4-5);
- The practical exercise proposed (1-2-3-4-5).

Engage low skilled adults into content creation

Digital content creation for adults aged 55 and older can be a fulfilling and enriching experience, offering opportunities for self-expression, creativity, and connection. Whenever this activity is provided face-to-face, it is important for the educator to possess a visual support to show and explain the content of the training (PPT presentation from the Moodle course, a hard copy of the theoretical part, enough PC for the users to do the exercises by themselves). Moreover, a group dynamic is advisable, especially when performing the practical exercise, so as to gather opinion, knowledge and responses to the general input provided by the educator.



Here are some ideas for digital content creation tailored to this demographic:

- Explore the world of digital photography. Adults 55+ can capture moments, create photo albums, and share their photos with friends and family. Apps like Instagram or dedicated photo-sharing platforms provide easy ways to showcase their work.
- Create video diaries or vlogs to document daily life, travels, or hobbies. Platforms like YouTube offer opportunities to share personal stories and connect with a broader audience.
- Write and publish e-books or digital novels. Platforms like Amazon Kindle Direct Publishing make it easy to publish digital books and reach a global audience.
- Create digital memory journals or scrapbooks using platforms like Canva or Adobe Spark. Seniors can compile photos, stories, and mementos to preserve and share their memories.

Lessons learned

Digital Content Creation is one of the most important areas of competences that a citizen should master in today's world. Communication, in fact, is often offered by a set of media and formats online which embrace a different language, coding, and rules that all independent users should know. This course covers a step-by-step understanding of digital content development, from planning to doing, the integration and original elaboration of existing content, copyrighting rules, and programming insights.



Social Media Safety and Online Security

PURPOSE

- To recognize potential risks and threats in the digital environment and demonstrate an understanding of proactive measures to mitigate them and evaluate and adjust privacy settings on Social Media platforms to ensure a safe and secure online presence.

MATERIALS

- Presentation, Projector and Internet connection
- Online Devices to login to Jamboard
- Feedback forms
- Markers, Whiteboard, Post-its

TARGET GROUP

Seniors, Adults 55+

TIME

2h

FACILITATION STEPS

- 1. Engage:** Greet participants and introduce yourself as the facilitator. Provide an overview of the workshop's goals and what participants can expect to learn. Clearly explain the agenda, schedule, and any ground rules for the workshop. Have each participant write on a Post-it or tell about an online threat or attack they have experienced or know about. Collect the post-its and make a spidergram on the board. Write in the center of the diagram the phrase "Online Risks". After going through each of the ideas from the participants brainstorm with them to find what competences we should improve to increase online safety.
- 2. Explore:** Facilitate a group discussion on online security using the DigComp Framework. Participants will work in 4 groups to brainstorm solutions for protecting data, preventing cyberbullying, and ensuring well-being in the digital space. Focus on DigComp areas: Protecting devices, personal data, well-being, and the environment. Use the Jamboard app for collaborative idea collection. Guide participants to match their solutions with DigComp reference areas. Teams will work for 30 minutes, drawing from personal experiences to propose effective measures for online safety and environmental protection.
- 3. Explain:** Participants will present their ideas from the group activity. Supplement their ideas with information from the PowerPoint created for the activity and explain more about the DigComp Framework. Create a Q&A session on what it means to be a well-informed digital citizen. Provide participants with practical tips they can implement in their online activities.
- 4. Elaborate:** At the end, participants will be invited to enter the settings of their phone or certain applications in the Privacy settings section. Have them review the settings to better protect themselves from online attacks and risks. The facilitators will help participants make the right choices and explain the steps they can take to protect the security of their Google account and Social Media accounts.

DEBRIEFING

- 5. Evaluate:** Ask participants to reflect on what they've learned and share insights with the group. Collect feedback from participants about the workshop's content, delivery, and activities. Ask them: *What other steps can be taken to protect our identity on Social Media?* and *What is the most important feature of online security in your opinion?*



How to introduce adults 55+ into Social Media and Online Safety?

In an age where digital connectivity is prevalent, social media platforms have become a common space for socializing and staying connected. For adults aged 55 and older, leveraging the benefits of these platforms comes with the responsibility of ensuring online safety. Prioritize respectful, positive interactions, creating a secure digital space tailored to your generation.

You can find below some essential tips to navigate social media securely:

- Adjust your privacy settings to control who can see your profile and posts. Consider setting your profile to private to limit access to approved connections. Enable two-factor authentication (2FA) whenever possible. This additional layer of security can prevent unauthorized access to your accounts.
- Be skeptical of unsolicited messages, friend requests, or emails. Avoid clicking on links from unknown sources, and verify the legitimacy of requests for personal information.
- Keep your devices updated with the latest security patches. Utilize antivirus software to protect against malware and other online threats.
- Verify the authenticity of news or information before sharing it on social media. Contribute to a positive online environment by avoiding the spread of misinformation.

Lessons learned

Some seniors may not be fully aware of the various online risks, such as phishing scams, identity theft, and online fraud. Lack of awareness makes it easier for them to fall victim to cyber threats. To address these vulnerabilities, it's crucial to implement educational programs that focus on enhancing digital literacy among seniors, raising awareness about common online threats, and providing ongoing support for their online activities. Community outreach, family involvement, and initiatives from tech companies can play essential roles in creating a safer online environment for seniors.



Create a poster about problem-solving with the help of technology

PURPOSE

- To demonstrate proficiency in using digital photo editing tools to create awareness about the benefits of technology and to express creativity and storytelling skills by selecting themes, images, and visual elements that effectively convey emotions and stories through their posters

MATERIALS

- Digital photos
- Computers or laptops
- Presentation Projector
- Internet connection
- Paper and markers

TARGET GROUP

Seniors, Adults 55+

TIME

2h

FACILITATION STEPS

1. **Engage:** Give participants the following real-case scenario: *Imagine you're working on an important project, and suddenly, your device starts acting erratically. The screen freezes, and commands go unanswered. Frustration sets in as you realize your device isn't responding as it should. This situation isn't just inconvenient; it could potentially lead to data loss, productivity setbacks, and even device damage.* Ask them to brainstorm and find solutions to the problem and listen to their answers. After that, focus on the idea of solving the problem creatively and introduce the Problem-Solving component of the DigComp Framework. Discuss freely with participants the difference between the problems we face with technology and the problems we can solve with technology.
2. **Explore:** Explore digital photo editors like Canva. Introduce learners to features and templates. Discuss creative technology use. Illustrate an awareness message about a personal issue using Canva, incorporating personal or royalty-free images. Give them the option of writing down a few ideas first to guide their creative process. Ask participants: *What problem can be solved with technology? What message do you want to promote? and How do you want to tell this story through pictures?*
3. **Explain:** Invite participants to share chosen themes and emotions for digital posters. Encourage peer sharing for insights. For those without ideas, brainstorm in groups to explore how digital tools enhance our lives.
4. **Elaborate:** Guide participants in creating posters, encouraging collaboration. Pair up on a PC/laptop if themes align. Actively participate, offer feedback, and foster a supportive environment. Assist with technical aspects if needed. At the end, have them present their projects, describing techniques and decisions. Submission via email to the facilitator.

DEBRIEFING

5. **Evaluate:** Reflect on the skills they applied and the areas where they have grown in their digital creativity. Encourage them to offer constructive feedback to their peers, appreciating their achievements and providing suggestions for improvement. Ask them: *How do you think such content creation platforms can improve your skills?*

Enhance the creativity of adults using digital tools

In the digital realm, learners can channel their creativity through avenues like digital art, photo and video editing, storytelling, virtual tours, blogging, podcasting, and more. View technology as a potent tool for artistic expression, connecting with others, and sharing unique perspectives. Join a hands-on workshop with your devices to freely explore and experiment with troubleshooting techniques in a supportive setting. Collaborate with fellow participants, sharing experiences and solutions. Seek guidance and assistance when needed, recognizing the value of patience and persistence in problem-solving.

Here's a list of apps and platforms that can enhance the creativity of adults aged 55 and older:

- **Canva:** A user-friendly graphic design platform that allows for creating social media graphics, presentations, posters, documents, and other visual content.
- **StoryJumper:** An online platform that allows users to create and publish their own digital storybooks, fostering creativity through storytelling.
- **Audacity:** A free, open-source audio software for recording and editing sound, perfect for seniors interested in podcasting or audio storytelling.
- **Fit Brains Trainer:** An app designed to stimulate and challenge the brain through various games and exercises, promoting cognitive creativity.
- **Pinterest:** An image-centric social media platform that serves as a source of inspiration for various creative projects.



Lessons learned

Engaging with creative digital tools stimulates cognitive functions, helping to maintain and improve mental agility. Activities like digital art, storytelling, and puzzles provide a mental workout that supports brain health. Creative tools facilitate social interaction and connection, especially relevant for seniors who may face isolation. Collaborative platforms and social media can help them connect with family, friends, and like-minded individuals, fostering a sense of community.



Create a professional CV

PURPOSE

- To improve the digital skills of adults and help them in their career with a professional Europass Curriculum Vitae

MATERIALS

- Computers or laptops
- HDMI cable and TV or Projector
- Internet connection

TARGET GROUP

Low skilled adults, Adults 55+

TIME

3h

FACILITATION STEPS

Step 1: Explain to learners the importance of an accurate Europass CV free of charge in the context of employment or career development. Talk about what a CV should contain and how they can access the Europass platform on <https://europa.eu/europass/en>. Ask them to access the website on their computer/laptop and project the website on a big screen to do a step by step tutorial.

Step 2: Ask them to create an account and a new profile on the Europass platform. Guide them on how to fill all the boxes and check their work. Explain the template and go step by step on adding the personal data required, work experience, education and personal skills.

Step 3: Once the Europass profile is done, teach them on how to generate a CV using the added data. Ask them to import a profile picture from their phones via e-mail or Whatsapp Web. If they don't know how to do this, show them a tutorial on a big screen and teach them to scan the QR code from Whatsapp Web to log in and to save the photo in the computer.

Step 4: Go through each participant and make sure everything is in order before explaining how to export the CV. Tell them that the profile remains editable to add new work experience in the future, then show them how to download the PDF CV to their computer.

Step 5: Ask them to connect by email. If they don't have email addresses, offer a little instruction on how to make their Gmail addresses on the spot. Create individual addresses standing next to them and let them enter their personal details themselves. Once everyone has their email address, ask them to compose a professional email as for a potential employer attaching their CV in PDF format. This email will be sent to the facilitator's address. Explain to them the role of the fields at the top of the email and the Send button

Step 6: At the end, read the emails and give feedback. Thank everyone for their involvement.

DEBRIEFING

Ask the participants:

- *How do you think what you learned today can help you?*
- *What was the most difficult part of the activity?*
- *How do you rate the facilitator's explanations from 1 to 5?*

Personal and professional development for adults

Tailoring personal and professional development programs to the specific needs, interests, and challenges of adults aged 55 and older with lower skill levels is essential for creating inclusive and impactful initiatives. These efforts contribute not only to individual growth but also to building stronger and more resilient communities.


The importance of employability and a well-crafted CV for adults aged 55 and older cannot be overstated:

- Staying employable encourages a culture of lifelong learning. Older adults can acquire new skills, adapt to technological advancements, and engage in professional development to remain competitive in the job market.
- Ageism, or discrimination based on age, is a challenge that older adults often face in the job market. By demonstrating their employability through a strong CV and ongoing professional development, they challenge stereotypes and contribute to a more inclusive workforce.
- Facilitate networking events where individuals 55+ can connect with potential employers, industry professionals, and other individuals seeking similar opportunities.
- Introduce online learning platforms that offer courses tailored to various skill levels. This allows individuals to acquire new skills at their own pace and convenience.

Lessons learned

Begin by understanding the diverse goals and aspirations of the adults involved. Conduct surveys or one-on-one discussions to identify personal and professional development priorities to better promote their skills. Don't forget to create a supportive and engaging environment for adults to thrive and continuously evolve in their personal and career journeys.





Blogging as a means of self-expression

PURPOSE

- To improve adults' digital skills and help them express themselves freely online by controlling the content of a personal blog.

MATERIALS

- Computers or laptops
- HDMI cable and TV or Projector
- Internet connection
- Post-its, Markers

TARGET GROUP

Adults 55+, Seniors

TIME

3h

FACILITATION STEPS

Step 1: Explain to students what a blog is and what it should contain. If you like, offer examples of blogs you know and then show them that blogs usually promote personal expression through text, photos and other sections that can illustrate personal passions or hobbies.

Step 2: Ask learners to choose their blog theme - this can focus on a hobby, personal business or interest. Give them 5 minutes to think about the blog theme and then listen to their ideas, giving advice where it's appropriate.

Step 3: For the activity you will use the Google Sites web application. Project them on a big screen the main page of the website and ask them to log into their Gmail accounts to enter the platform. (Ask learners before starting the activity if they have Gmail addresses, if not guide them to create new accounts.) After that, explain to them the sections and buttons. Open a new project on Google Sites and ask them to do the same thing by clicking the plus button. On the right side of the screen in the Template section, ask participants to choose the template they want. Tell them to make the decision based on the theme of their blog.

Step 4: Ask participants to answer the following:

- *What type of visual content do you need?* (personal images/images from the Internet)
- *What title do you want for your blog?*
- *What written content do you want to add?*

Before uploading content to the blog, ask them to search for the resources they need and download them. Explain to them how to add new sections to the blog, what kind of blocks there are on the right side of the screen, how to format text and how to paste links.

Step 5: For the 2 hours they build their blog monitor their activity and help them navigate the website efficiently. Answer their questions and help them share their blog link.

Step 6: At the end, each participant will present their blog. Encourage them to be creative, post and keep in touch with other participants. If they have not completed the exercise, encourage them to continue.

DEBRIEFING

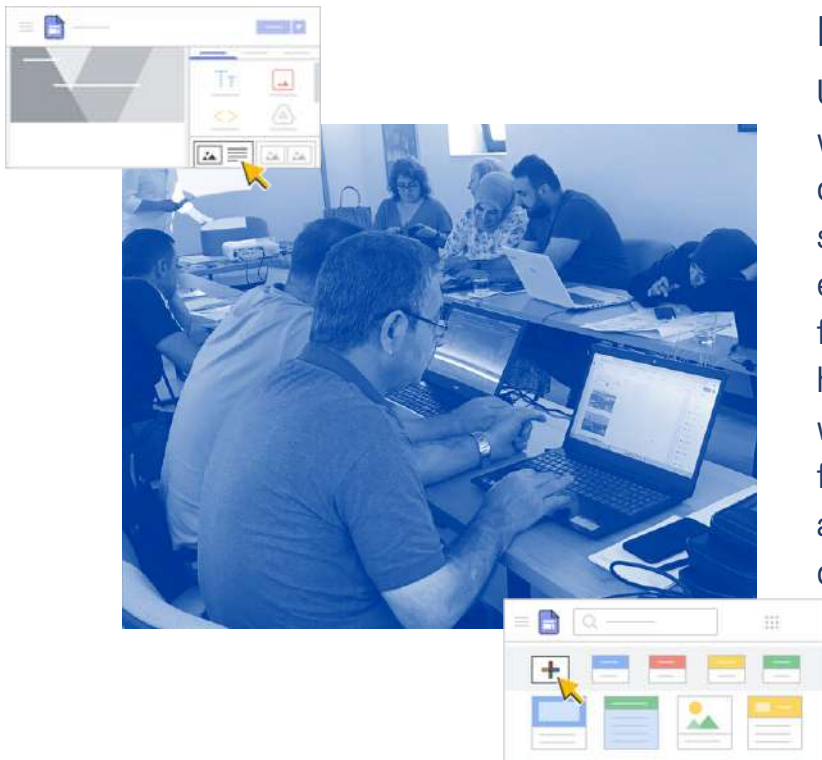
Ask the participants: *How can a blog help us?* Everyone will write their answer on a post-it and a spidergram will be created using the participants' answers.

The need of online self-expression for adults 55+

Online platforms offer seniors a space to express their unique identity, preserving their personal history, experiences, and values. Through sharing stories, photos, and creative content, they can contribute to shaping their digital legacy. Engaging in self-expression online allows seniors to connect with like-minded individuals, fostering a sense of community. This connection helps combat social isolation and provides a supportive network that shares common interests.

Blogging holds a profound significance for seniors, offering a dynamic avenue for self-expression that transcends the conventional boundaries of age. Through the art of blogging, seniors find themselves at the forefront of a digital revolution, empowered to carve out their unique digital footprint. This not only allows for the preservation of personal stories, experiences, and accumulated wisdom but also heralds the creation of a lasting digital legacy.

Seniors discover a potent tool to break free from societal stereotypes associated with aging. Blogging becomes a platform for intergenerational dialogue, fostering connections that bridge the gap between different age groups and dispel preconceived notions about the limits of self-expression in later years. Through blogging, seniors can share their personal and professional knowledge to help younger people. In this way, they can offer guidance and advice in various trades, gastronomy, their lived history and so on, feeling useful to others.



Lessons learned

Using digital tools, seniors can explore various forms of self-expression, such as digital art, blogging, or even creating and sharing videos. Embracing technology empowers them to leverage new mediums for creative communication. Seniors often have a wealth of life experiences and wisdom. Online platforms provide a space for them to share stories, insights, and advice, contributing to intergenerational dialogue and fostering a sense of purpose.



Plan your trip using the Google Suite

PURPOSE

- To improve adults' digital skills and to help them organize their trips, find new places, store holiday photos and communicate via video call with those at home with Google.

MATERIALS

- Computers or laptops
- HDMI cable and TV or Projector
- Internet connection

TARGET GROUP

Adults 55+, Seniors

TIME

2h

FACILITATION STEPS

Step 1: Greet participants and introduce the theme of the activity by asking them if they know what digital tools can help them when they are on a trip or away from home. Begin with a discussion on how digital tools can help us in planning, organizing and guidance. Briefly introduce the following applications from the Google Suite: Gmail, Google Search, Google Calendar, Google Maps, Google Meet and Google Drive.

Step 2: Ask them to think of a hypothetical destination they want to visit and the dates of the trip. They will search on Google Search more infos about that country/place. After they've logged into their Gmail accounts, tell them to go to Google Calendar and add the event to their calendar. Exemplify them step by step and project your screen, explaining the buttons and doing the same as they do. Tell them to add a title, description, date range, location and set up a meeting on Google Meet with a friend or family member.

Step 3: Go to Google Maps and explain them how to search a country, specific location, how to view and review hotels, restaurants, airports, train stations and tourist attractions. Show them how to save a map for offline use and how to navigate using the street view. Tell them to find and save in Google Maps an accommodation, an useful public transport route, places to visit and places to eat for their trip. Give them 15 min for this task and then see their results.

Step 4: If they want to show their friends or family how's in their trip, encourage them to use Google Meet. Invite all of them in a video call to learn how it works. Explain the buttons, options and basic features and give them the task to generate a Google Meet link.

Step 5: Ask the participants to go to Google Drive. Tell them that they can use Google Drive to stock documents, photos, videos and in this case, memories from holiday. Show them how to generate a folder and how to upload a file and then the participants will do the same thing with personal photos or files from the Internet. Assist them if it's needed.

Step 6: At the end, each participant will present their planned trip. Give them advices and ask them about their experience while using the apps.

DEBRIEFING

Ask the participants:

- *Will you use what you learned today in the future?*
- *Which app do you find most useful?*
- *Where did you encounter difficulties?*

Benefits of Digital Literacy for adults 55+ using the Google Suite

Planning a trip using the Google Suite can be a great way to demonstrate the benefits of digital literacy for adults aged 55+ and seniors. The Google Suite offers a range of tools that are user-friendly and can enhance the travel planning experience.

Some of the benefits of teaching the Google Suite for adult learners adopt the learning by doing method and develop the following:

- Access to Information: Seniors can easily access a wealth of information about destinations, accommodations, and activities, enhancing their travel planning experience.
- Organization: Google Suite tools help seniors stay organized by keeping all trip-related information in one place, reducing the risk of misplaced details.
- Collaboration: Seniors can collaborate with family members or travel companions in real-time through shared documents, ensuring everyone is on the same page.
- Communication: Gmail provides a reliable and easy-to-use platform for communication, helping seniors stay in touch with family, friends, or travel agents.
- Digital Security: Understanding how to use digital tools ensures seniors can navigate the online world securely, protecting personal and financial information during the travel planning process.

Lessons learned

By incorporating these Google Suite tools into trip planning, seniors can enjoy the benefits of digital literacy, making the process efficient, organized, and enjoyable. At the same time, they can use these apps every day to make their lives easier.





The 8 components of well-being

PURPOSE

- Self-reflection and stimulating courageous conversations and collective group intelligence, sharing experiences and opinions about ways we can maintain personal well-being throughout our lives.

MATERIALS

- Computer/laptop and Internet connection
- PPT Presentation
- Paper sheets with the *Will of life*, Post-its and Markerts
- Papers with questions
- HDMI cable and Projector

TARGET GROUP

Adults 55+, Seniors

TIME

1h 30min

FACILITATION STEPS

Step 1: The facilitator welcomes participants and asks them openly *What does well-being mean to you?*. After initiating an open group discussion about well-being, the facilitator will open the PPT presentation in which well-being is explained and then the Wheel of Life is introduced, using the diagram in fig 1. (next page). Participants should have copies of Wheel of Life sheets, markers and post-its on the table. The Wheel of Life has 8 dials: Career, Finance, Personal Growth, Health, Family, Relationships, Social Life, Attitude. Explain each theme in relation to everyday life, give examples and encourage them to take a moment of self-reflection on how they relate to each slice of the wheel.

Step 2: Divide the participants into groups of 4. Each group will have to complete the Wheel of Life by adding post-it notes with ideas from a group brainstorming session. As a group they will have to answer some help questions to complete the Wheel of Life sheet. As a group they will have to answer some help questions to complete the Wheel of Life sheet. Before participants start working with each other, read out loud and leave the questions projected on the screen or on the cards on the tables. The questions are as follows for each slice:

- Career - How happy are you now with the job you have or the work you do? (whichever it is)
- Finance - How do you rate your current income against what you think you are capable of and what you deserve?
- Personal Growth - How would you rate your openness to new methods of personal development compared to what you currently practice?
- Health - How happy do you feel with your overall health and well-being at this point in time?
- Family - How do you rate the quality of your relationship with family members and their support?
- Relationships - How would you describe the quality of your relationships; past and present?
- Social Life - What level do you want your contributions to your peers and community to reach in 1-3 years?
- Attitude - How would you rate yourself in terms of mental state, calmness, mood and emotional stability?

Step 3: Let participants work for 45 minutes to complete the drawing with post-it notes, creating a portrait of living into later age. Afterwards, listen to the Wheel of Life presentation from each group.

DEBRIEFING

Ask participants how they want to develop each skill and “slice” of their life and which side they want to improve more.

The importance of personal development for seniors

The workshop may involve activities such as goal setting, action planning, and discussions on strategies for improvement. It provides a structured and visual framework for individuals to reflect on their lives, set priorities, and take steps toward achieving a more balanced and fulfilling life. It can be combined with SMART goals, to continue the discussion about personal development on a specific area to build a personal plan for the future.

In the first phase, participants identified actions, initiatives and habits that help maintain physical health and energy as they age. Some of the ideas mentioned related to energy conservation in line with the understanding of the changes that occur in the body as we age. Thus, constant movement of the body should be defined by each person according to their own needs and problems, but it must be there to keep our minds healthy as well.

Participants also identified the benefits of autosuggestion and the power of thought to help them overcome obstacles and regain strength. We discussed the importance of information about technological advances and how we can benefit from these innovations in a conscious way.

This workshop can be done individually, not only in a group. The individual worksheet in Figure 1 can be completed by participants in a personal development workshop where they rate their current satisfaction or level of accomplishment in each of these areas by assigning a score on a scale (e.g. 1 to 10). The resulting "wheel" is then examined to identify imbalances and areas that need attention.

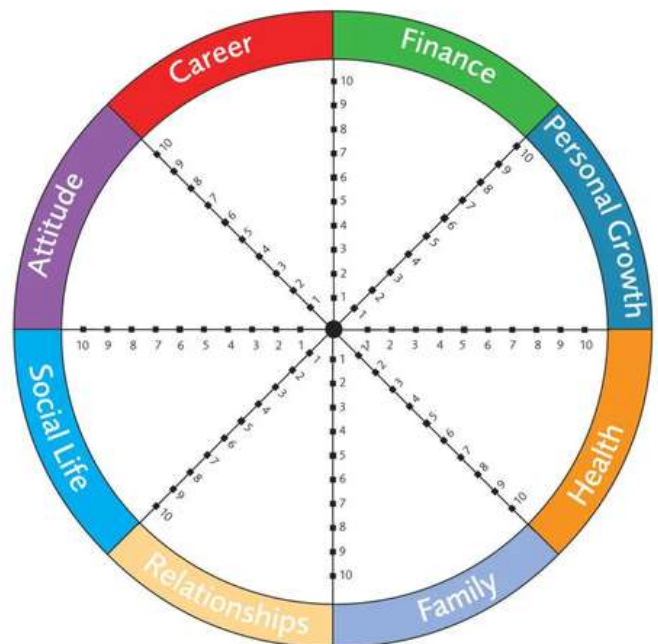


Fig.1



Lessons learned

In terms of personal development, we have concluded that it is imperative throughout life to achieve general well-being. It involves both the desire to self-improve and the motivation to learn new things in areas previously unknown at that point in life. In short, it keeps us active, and active ageing is the ideal we should strive for.

Everyday Digital Skills for Adults 55+ Web App

The DIFA55 Web App, designed with educators and other adult education staff, can be used in order to identify the level of understanding of the use of technology and the Internet by their adult learners aged 55+.

- The App comprises sets of questions related to everyday digital skills and addresses the **five areas of the DigComp Framework**: Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety and Problem Solving.
- The **direct target groups** of the web app are adults 55+, while adult educators and adult education institutions benefit from a simple and freely available online assessment tool to support their education and training activities.
- **The Competence Map** tests competences in the following areas: Professional engagement, Ability of access and use digital resources, Competencies in teaching and using learning management systems, Capacity to use a wide variety of assessment tools, Ability to empower learners and Skills to facilitate learners digital competencies improvement.
- The “Everyday Digital Skills for Adults 55+” online assessment web app was **piloted with 150+ adults 55+** to ensure its suitability, acceptability and feasibility. The data collected indicate that the assessment was undertaken by 268 participants, of which 193 participants received their certificates. In total, 187 adults 55+ from Romania, Spain and Turkey filled in the feedback survey in piloting events organised by our project partners.



Piloting event organised by Formative Footprint in Spain



Scan the QR code and self-assess your digital competences!



Piloting event organised by Sarıçam Halk Eğitimi Merkezi in Turkey



Piloting event organised by TEAM4Excellence in Romania



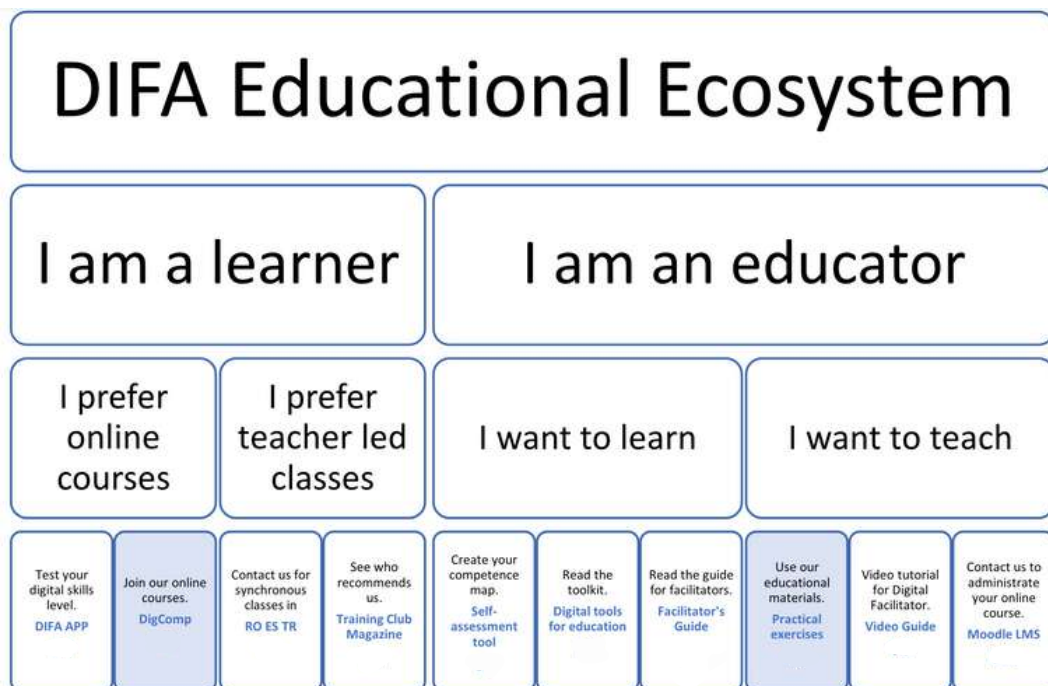
Piloting event organised by Voluntariat pentru Viață in Romania

DIFA Educational Ecosystem

Our DIFA Education Ecosystem is designed to enhance digital transformation in adult education organizations by providing easy to use and customizable e-courses to empower adults 55+ to be active technology users.

What includes the DIFA Educational Ecosystem?

- **Nurturing a Digital Learning Environment for Adults 55+ Textbook:** This program caters to adult learners of all skill levels, offering five innovative courses designed for self-administered or educator-led training. Accessibility is a priority, and the program provides tools, methodologies, materials, and recommendations for usability and transferability in diverse educational contexts.
- **The E-Course Facilitator Guide:** With this comprehensive guide, a digital facilitator feels empowered and capable to successfully teach and manage online classes using the digital education ecosystem.
- **Video tutorials** for teachers on how to use the Moodle platform
- **The Facilitator's Toolkit. A Manual for Digital Facilitators of Adults 55+:** The toolbox of instruments for creating engaging & active learning is a collection of tools, which assist digital facilitators of adults 55+ in bridging the competence gaps.
- Our **Guiding Adults 55+ into Digital Training programme** is available now in English, Romanian, Turkish and Spanish! This Training programme for digital skills improvement is designed for all individuals willing to learn on own peace as well as for trainers or adult educators wishing to run courses activities online/face-to-face/synchronous or asynchronous.
- To promote the Educational Ecosystem results, our DIFA55 Consortium have been involved in: **15+ workshops, seminars** and **conferences** with **200+ adult learners, 100+ adult educators** specialized in using digital tools for adult education, **20+ adult educational centres** using new digital tools, web apps and Moodle platform for delivering courses.



Scan the QR code and access the DIFA55 Educational Ecosystem!



DIFA

55+



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