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IO3 – GUIDELINES FOR TRAINING ACTIVITIES

HEALTHY LONELINESS PROJECT

Project Number: 2020-1-ES01-KA204-083167

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Summary

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1. HOW TO PLAN A TRAINING ACTIVITY - INTRODUCTION

This document serves as a template for professionals who plan to organise activities for older adults which are aimed at preventing or / and diminishing loneliness within this group. The guideline provides general frames that can be employed by entities, organisations, institutions and individuals professionally working in areas dealing with older adults. The idea of this document is based on the model taken from the communication studies – the Lasswell model, known also as the 5W model. Since we believe that communication processes are the key element of any successful initiative, we use the 5W model to describe main steps of planning activities for seniors and to give tips based on experiences gathered in previous senior projects. The Lasswell model is graphically represented on the infographics (Picture 1):

Picture 1. The Lasswell model

source: own elaboration

Each of those 5 elements of the communication model can be applied to plan an effective action aimed at preventing negative effects of loneliness among seniors and improve

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their overall wellbeing. In the following sections you will find a description of each step with some important questions that you should answer to plan your activity effectively. You will also be provided with useful tips based on previous experiences taken from similar events.

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1.1. WHO?

Credibility of the entity that organises training activities plays a crucial role. Older adults are more willing to participate in events that are branded by renowned experts, organisations, institutions that are perceived as authority. When planning any training activity you have to answer several basic questions:

- Who are you? Are you recognizable to your potential target group?
- What kind of knowledge about older adults do you have? Are you an expert in that field? What can be seen as your strengths and weaknesses in that field?
- Do you have people who can train seniors in certain areas? If not, are you able to find professional human resources?
- What are your material resources (venue, equipment, time) (Picture 2)?

Picture 2. Factors influencing recognition and trust

Who are you?

Source: own elaboration

To provide seniors with up-to-date knowledge and essential competences you have to have professionals who would conduct and coordinate activities. The best solution is to ask entrusted people who are experts in a certain area (diets, medications, depression, DIY, physical activity, ICT) to conduct dedicated training activity. You may use your own human resources but sometimes you may need to employ an expert in a certain field. Credibility of

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the person who conducts a training activity will influence seniors` overall satisfaction and will determine their willingness to participate in any other event you would organise.

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1.2. WHAT?

In the next step you should start to prepare a plan for a training activity. At first, you should think of what you can offer to seniors? You can create training activities on a variety of topics: physical activity, DIY, health, social relations, intergenerational activities, storytelling, discussion club, social action, digital competences, games, and many others. You can also use a variety of forms of such activities, for example co-creation sessions, design thinking, world cafe, brainstorming. Following questions will help you to take into account the most essential elements:

- What are the needs and expectations of your prospective participants?
- What are the reasons for loneliness among them?
- What is the aim of the training activity?
- What kind of activities can you provide to seniors regarding your potential, resources and needs of prospective participants?
- What topic of a training activity will you choose?
- What kind of forms of activities can be used to improve mental wellbeing and physical fitness and thus they could prevent the consequences of loneliness (Picture 3)?

Picture 3. Factors taken into account while planning a training activity

Source: own elaboration

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People suffering from loneliness report different causes of it. Most often it is physical lack of interpersonal contacts related to the loss of the spouse and deprived relations with family and relatives. But sometimes older adults are dissatisfied with the quality or quantity of contacts they already have. Taking that into account, the main reason they look for any activity is social – they want to meet with other people (participants), experts (trainers) and at the same time they see this as a great opportunity to learn something new. During such an event a senior can share their opinions and experiences, they can feel important and needed again and often they find a sense of belonging in such a group. Some older adults report that their loneliness is an effect of their poor health and / or their material situation.

Knowing that, one can list, the most essential aims of training activities:

- Socialising with others;
- Strengthening one's self-esteem;
- Feeling that one is being important and needed;
- Gaining new skills and competences;
- Getting tools to overcome one`s loneliness;
- Perceiving positive sides of loneliness;
- Sharing one's experiences with others;
- Supporting each other.

On the other hand older adults report what kind of topics of activities are the most interesting and useful to them. They appreciate activities that allow them to cultivate their hobbies but they also see their weaknesses regarding certain skills. That is why activities can be divided into two groups which represents the Table 1:

Table 1. General types of activities

HOBBY	**PRACTICAL**
Dancing, DIY, painting, sewing, gaming, reading, travelling	Languages, ICT skills (information and communication technologies), law

Source: own elaboration

The last thing to determine is to choose the appropriate form of the activity. It should be engaging but not exhausting. It shouldn't be based only on the speech or lecture, it should activate intellectually, verbally and physically the participants.

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1.3. IN WHICH CHANNEL?

In this step you should determine how you will organise your training activities, so this section is mainly about technical and administrative issues. To do that, you must consider following questions:

- Do you have a venue that is accessible for people from different parts of the city? Can they get there by bus, car or tram?
- Is the venue accessible for people with movement limitations?
- Do you know at what part of the day you will organise your event?
- How long will it last?
- Will you provide any materials to distribute during the event?
- Will you provide refreshments?
- How are you going to get your information about the event to the prospective participants?
- What kind of message will you use to encourage them to come (emotional, rational)?
- How many participants should take part?
- Will you provide any gifts, souvenirs?
- Do participants have to pay for the entrance (Picture 4)?

Picture 4. Organisational issues of planning of a training activity

In which channel?

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Source: own elaboration

The venue where you plan your training activity should be easily accessible from different parts of the city. In the message about the event you should provide your participants with the information about local transportation to get there. Since your participants will be older adults they can experience different movement limitations, so make sure the place where you organise the event doesn't have any architectural limitations. You should consider the best time of the day for your training activity. Doing it too early and too late will decrease chances of its success. Old people need more time for daily routines, so they don't like to come early (this means they need to get up very early and sometimes they do things in a hurry which will influence their attitude and engagement) and they don't feel comfortable and safe at night (they don't feel safe and their sight is bad).

Remember that older adults become tired faster. Their perception skills are lower than in an average person, so they will also need more time to understand, to read and to do what they are asked for. That is why you have to estimate how long your training activity will last. It is recommended to plan such an activity for approximately 1-1,5 hour during which the leader of the training activity will use mixed methods to achieve the aims of the event.

It is recommended to prepare additional materials that would enrich your training activity. You may prepare leaflets with main findings and recommendations that are discussed during the event. For seniors it is important that they can take it home and come back to it to refresh what they have learnt during the event. You have to provide materials for every participant, so it is safer to prepare a few more copies in case you will have more participants.

As an organiser you should provide your participants with some refreshments that would be served during a break and would give people energy for the second part of the training activity. It is recommended to provide fresh fruits, some sweets, cold and hot drinks. Remember that among your participants may be persons with diabetes and other dietary restrictions. Provide them proper refreshments to avoid their isolation during a break. Breaks are not only for eating and drinking but they serve an important socialising function.

Consider how many participants you can invite to the event. Take into account the topic of the training activity, the form of it, the size of the place where it will be held, sanitary restrictions (if needed). Remember that you should invite a few more persons in case of absence of anyone. It is recommended to organise training activities for maximum 10 persons, unless you plan it in the open air.

Your plan should take into account promotion of your training activity. How are you going to get with your invitation to older adults? You can use different ways. Think of places where older adults gather or come frequently. Prepare posters and leaflets and place them in

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libraries, churches, clinics, centres for seniors, clubs. Design digital messages and place them in social media on pages gathering older adults. Contact with organisations serving older adults and ask them if they can promote your event.

Seniors tend to participate in events that are free of charge but in such cases they may be not fully responsible and they can resign from participation without informing you. When they have to pay (even a small amount of money) they are more responsible and they choose events more cautiously. Consider pros and cons regarding fees.

Last but not least, you should take into account whether you provide your participants with souvenirs such as pens, notebooks, cups, keychains. It is not obligatory but it will positively influence recognition of you as an organiser.

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1.4. TO WHOM?

This step will help you to clarify to whom exactly you want to get with your training activity. Those questions should help you:

- Is your activity designed only for older adults or will it be an intergenerational activity (exclusive or inclusive)?
- Is your activity for women, men or both?
- Can every older adult participate or do they need to have certain skills (manual) or equipment (computer) to participate?
- Will there be any age limit?
- How will you construct your recruitment criteria?
- What do you know about your prospective participants (Picture 5)?

Picture 5. Factors to consider when choosing a target group

Source: own elaboration

A topic and a form of your training activity will determine whether it will be an inclusive or exclusive event. If you want to improve and strengthen bonding capital and work on individual features of seniors to improve their self-esteem and skills to overcome loneliness your event will be exclusive – you will invite only older adults. But if you want to strengthen

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bridging capital you will organise an intergenerational event where your participants will be seniors and youth, and thus it will be an inclusive event.

If it is exclusively for seniors, are you going to introduce any age limits? Usually, you provide an information that an event is for persons 60+ or 65+, but it is not recommended to establish top age limit as it may be seen as discrimination.

Some of the training activities are universal – they can engage women and men, but some of them may be seen as dedicated only for one sex, usually for women. As it is observed, more women than men participate in such events and activities, so it is recommended to encourage men to take part in them. On the other hand more women face loneliness as they outlive men, that is why you may expect that most of your participants will be female seniors.

Will your participants need any special skills or equipment? It is recommended to design such activities which don't involve possessing any additional competences or one`s own tools. It may work as an exclusion from the event. If you consider the use of some equipment (for example computers) you should provide this to your participants.

Issues described above will help you to construct the final list of recruitment criteria and clarify who will be your prospective participant.

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1.5. WITH WHAT EFFECT?

In this step you make a summary of your activity. To do so, you have to come back to previous steps to assess whether you achieved everything that was planned there. Additionally, you should answer following questions:

- Are you going to repeat your activity?
- Will you support your participants in any other way?
- Are you going to measure the effect of your training activity? If so, do you plan to do pre-test and post-test?
- Will you evaluate long-term effects of your training activity?
- How do you plan to do an overall assessment?
- What are strengths and weaknesses (Picture 6)?

Picture 6. Evaluation of a training activity

Source: own elaboration

Will your training activity be one-time, or do you plan to repeat it or continue it? The character of the training activity will influence the sustainability of its results. This decision is determined by the topic and the aim of the training activity. If you plan a cooking workshop it can be a one-time event, but if you develop and strengthen ICT skills you should plan rather a cycle of training activities.

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Some of the topics of the training activities may touch very delicate spheres like mental health. In such cases, you should provide your participants with informative support, where they can look for professional help in case of any mental problems. Consider whether your topic may involve such needs for additional professional help and if so, do your best to support your seniors with it.

It is essential to evaluate your training activity. You should assess certain issues that are important regarding the topic of the event (for example level of knowledge about ICT) before and after the activity. It is recommended to do a pre-test and post-test including relevant questions. Other topics that can be covered in such a questionnaire are as follows:

- Expectations regarding the activity and level of satisfaction regarding it, after the event;
- Organisational issues (time, venue);
- Content of the training activity (time dedicated to it, way of presentation, methods used, engagement of a participant);
- Evaluation of the leader of the training activity (competences, communication skills, approach to participants).

In the end you should evaluate the whole event by yourself. It can be a sort of SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and evaluate prospective sustainability of outcomes for participants` mental health, wellbeing and competences to cope with loneliness.

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2. Proposed Activities

2.1. Intergenerational activities syllabus

I. Introduction

According to the definition of UNESCO's International Consortium for Intergenerational Learning Programs can be defined as an approach aimed at the "purposeful and ongoing exchange of resources and learning among older and younger generations".
There are many different types of Intergenerational programs including volunteer, visits, etc., however the type of program that has proven to be most effective in maximising benefits for participants is an intergenerational learning activity. Intergenerational learning programs are defined as planned ongoing activities that purposefully bring together different generations to share experiences that are mutually beneficial.(https://www.intergenerationalcare.org/)

Medical University of Lodz had run such types of intergenerational activities in the course of the Healthy Loneliness project, 2019-2020 financed by EIT Health. The aim of the session was to create a fairy tale between seniors and children working together. The session was led by librarians and volunteers from Medical University of Lodz and conducted in the Municipal Libraries in Lodz. The number of participants was 20 seniors (age 55-70) and 20 children (age 10-13).

II. Guidelines:

Some of the presented below guidelines may be applied to other learning -by-doing, learning-by- play intergenerational activities (crafts, painting, cooking, using media devices etc.)

A. Participant's description

It is important to consider the characteristics of young and older participants so that you can design activities to suit the cognitive and physical abilities of the group. Make sure when choosing your age group that you align the activities to the overall purpose/goals of the intergenerational activities.

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Participants ought to be divided into 3 (or more groups) depending on the total number. Number of elderly participants and children should be balanced in a way to enable smooth work-flow and avoid risks of misunderstanding. Each group should be assisted by a volunteer which may help/support children and seniors.

B. Short activity description:

The training / sessions aim at fostering two generations (seniors and children) in imaginative and creative ways. The main task for the participants is to create a fairy tale.

C. Specific requirements/supplementary instructions referring to children and seniors:

- Access is possible (such as: public transport is close; parking is available nearby; drop off zone is close to entrance
- Pathway into the area is easy to navigate and not a long way from the door
- Food safety plans have been shared
- Carpet or tiles do not have confusing lines/patterns
- Safety and fall equipment are available close by if needed
- Toilets include both adult and children's size (or modifications) available for participants
- Volunteers are available to assist
- The length of the session should include physical and cognitive characteristics of the target groups; however, it shouldn't exceed more than 90 minutes (without the break).

D. Detailed description of the resources for session/training

Session: Intergenerational learning through creating a fairy tale	
Facilitator	***Teacher/Educator***
Specific requirements to take under consideration, if any	People of different ages are invited to a library or other local venues (university, city centre, NGO). Groups are intentionally formed to include certain age groups. Please remember, that the age of participants has an effect on the possible desired outcomes of the training/session – for example, if the desired outcome is thoughtful and deep conversation regarding the themes presented on playing cards the age groups should be selected accordingly. Conversation cards with different themes and prompts can be used to facilitate dialogue during the session/training. The session/training should start with a warm -up exercise.

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Planning and preparation	The teacher/trainer/educator selects an appropriate local venue for the event. Please see section C of this document (specific requirements…). The teacher/trainer/educator divides the participants into 3 (or more) groups aiming to compose intergenerational groups (e.g., 3 children, and 3 senior citizens). The teacher should prepare a set of conversation cards, games, dice, photos for the participants to support intergenerational dialogue among the participants. Such supporting tools may be also prepared during intergenerational activities.
Methodologies	Learning-by -doing and learning-by-play methods enable open discussion and communication between participants and such methodologies create a learning environment based on creativity and freedom. Moreover, they promote the value of learning from each other and also help to discover new skills and resources in the intergenerational community.
Key Goals	1.Deepen relation between seniors-seniors, children-seniors 2.Combating loneliness by enhancing interpersonal interactions with other people, also children 3.Enhancing oral, listening and communication skills between both: children and seniors.
Benefits	**Benefits for children:** • Provide an opportunity to learn from and connect with the older generation • Helps improve the behaviour that children show towards older people in general • Improvements in children's prosocial behaviours of sharing, helping and cooperating **Benefits for older people:** • Provide older adults with a sense of purpose • Enhance the dignity experienced by older people • Alter communities' perceptions of older adults and the ageing process from negative to positive • Improve the social outcomes of older people • Encourage older people to remain living in their home for longer

E. Timing of the activity

Time	Activity	Equipment	Purpose of the activity	Additional comments
10 minutes	**Warm up exercise**	n/a	Warm and ice breaking activity	The participants are standing in a circle (in an order: one senior-one child). The first person starts a story by saying one word. The next person repeats his word and adds another

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				one. The third person repeats the first and the second word and adds one more word and so on. The purpose is to add words that make sense in order to create a story.
20 minutes	**Discussion on randomly chosen topic by children and seniors**	Dices, list of conversation topics, photos	Practising oral skills; getting to know each other	Each group randomly selects a topic (using a dice and a list of conversation topics). The conversation topics are presented in the form of photos that they want to discuss. Then the seniors start a discussion with the children on the topic. The volunteer should actively support the group and control if everyone had a chance to actively express themselves.
20 minute break (beverages and food)				
20 minutes	**Creating a fairy tale**	Papers, pencils, Dice, cards, etc.	Practising oral skills, practising communication skills	Participants choose different devices and afterwards they create a fairy tale. One of the seniors writes the fairy tale down.
10 minutes	**Summary**	Flipcharts.		Each group presents its fairy tale. Each participant gets a small gift for the attendance

F. Outcomes and gained skills

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- Improved listening and oral skills
- Improved skills in non-verbal communication
- Better connections among participants of different ages

G. Tools for evaluation

- Short questionnaires

II.2. Psychological activities syllabus

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INTRODUCTION: Social isolation and loneliness are being recognized as risk factors for poor mental and physical health. They are particularly problematic in old age due to changes in family structures, the death of relatives and spouses, functional limitations and decreasing mobility, and reduced social and economic resources. Masi et al.'s (2011) recommended that interventions addressing loneliness should aim to correct 'maladaptive social cognition'. Commonly occuring misbeliefs (eg. "My children have their lives and problems - I don't want to be a burden for them, I don't want to bother them") may lead to a vicious circle and affect behaviours and communication with family and friends and deepen loneliness.

Self-awareness is "the extent to which people are consciously aware of their internal states and their interactions or relationships with others'' (Sutton, 2016, p. 646). Raising awareness of participant's needs, emotions, also in relations with others and improving communication skills - I believe empathic communication may be a tool to be more authentic and more present in relationships with family and friends.

Also one part of the workshop is based on mindfulness practice. Mindfulness Based Stress Reduction (MBSR) programme resulted in significant reduction in loneliness (Creswell et al., 2012) so it may also be promising in the context of psychological interventions that could be used in such workshops.

A. Participant's description

Group of participants should not exceed 10 people. This should give a better chance to integrate but also create a safer atmosphere to talk about one's needs, train communication and interpersonal skills etc. It is crucial to select participants according to their cognitive functioning. The level of cognitive decline that necessitates exclusion manifests when e.g. caregiver presence is necessary to enable participation or participant is unable to fill forms by themself without major help (broader and more useful set of exclusion criteria can be found in description of ***Stage 4: Moderate Cognitive Decline*** according to *Global Deterioration Scale / Reisberg Scale*)

B. Short activity description:

The training aims to empower participants through identification and activation of their personal resources, self-reflection, and new competences acquisition, e.g. basic mindfulness practices, communications skills.

3. Specific requirements/supplementary instructions referring to seniors:

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- Access is possible (such as: public transport is close; parking is available nearby)
- Drinking water available through the whole time of the training
- Breaks should be planned at least each 60 minutes, but after the end of exercise
- Space offering privacy (with possibility to close the door)
- Comfortable tables to do some writing tasks

4. **Detailed description of the resources for session/training**

Course: Aktywni Naprawdę Dorośli	
Facilitator	***Teacher/Educator***
Specific requirements to take under consideration, if any	Participants should receive some materials with basic information from the training;
Planning and preparation	The teacher/trainer/educator selects an appropriate local venue for the event. Please see section C of this document (specific requirements…). The teacher should prepare a set of materials to support easy learning, such as cards, games, dice, photos for the participants.
Methodologies	Kolb's reflective cycle

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Course: Aktywni Naprawdę Dorośli	
Facilitator	***Teacher/Educator***
Key Goals	1. To motivate participants to be more active and proactive in the context of their relationships and social interactions 2. To increase intellectual and experiential knowledge about needs (theirs and others) 3. To give important communication tools and build solid initial competencies in using it Students who successfully complete this activity / course will be able to: · Name their current needs · Refuse with more ease when need · Use "I" message, reflecting feelings and paraphrasing
Benefits	· Improvement of participants' health and QoL through increased quantity and quality of their social interactions · Increased sense of agency in the area of social needs and interactions

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Time	Activity	Equipment	Purpose of the activity	Additional comments
15 minutes	**Contract:** ***Introduction and rationale for participants:*** *(…) As psychologists, we are looking for what is useful and helpful for a healthier and happier life. And this is what we wanted to share with you. Not only as information but also as an opportunity to experience something important: yourself in contact with others. Therefore, we would like to invite you to contact your inner courage and willingness to risk. And to make it safer, we want to first make an agreement between all of us concerning a few basic rules that will allow everyone here to work more comfortably so that everyone here can safely risk a bit more openness. What rules do you need and want? Any suggestions?*	Flipchart, markers	Creating safe space, fostering openness	Participants are encouraged to express what rules should be maintained during the meeting to make them feel more comfortable. Trainer writes the rules down. If not mentioned by participants – trainers should ask about the principle of discretion (confidentiality). What and o what conditions can be talked about after the meeting (e.g. not using names of other participants or only participants' own stories or emotions can be talked about)

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10 minutes	**Body scan (mindfulness exercise):** *Example of the script can be found e.g.: https://www.va.gov/WHOLEHEALTHLIBRARY/docs/Script-Body-Scan.pdf* *or YT. This activity can be replaced with any grounding technique adequate (e.g. breathing exercise)*	Comfortable chairs	Increasing presence (awareness of current moment) and feeling of safety; facilitating awareness of bodily signals and feelings	Familiarisation with this practice (body scan) by the trainer and her/his sense of comfort are crucial for conducting the participants through it. This activity can be full of health-promoting suggestions, eg. being open, curious, and non-judgmental to whatever is experienced; gentle, friendly, and patient towards yourself (self-compassion)

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20 minutes *(time of every activity should always be adjusted to needs of specific group)*	**Interviewing and introducing a partner to the group**	Copy of short written instruction with the structure of the interview for every participant (see: *Interview* in materials) and pens to make notes	Forming a group, getting to know each other, identifying strengths and resources	Explaining tasks. When every pair conducts the interviews with each other, everyone presents his/hers interviewee to the group. Adequate individualised support from the trainers is important. Not only at choosing the partner stage but throughout the exercise
Time adjusted to conditions and participants needs	**Short break (when needed)**			Time should be adjusted to existing conditions (e.g. distance of the toilets) and group dynamic (should not reduce engagement)

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60 minutes	**Needs**	List of NVC needs	Self-knowledge, self-reflection. Reflection on how different strategies people can use to meet their needs. Focus on positive aspects of life. Motivate to be mindful of one's needs and strategies to meet them.	1.Each participant receives the list with needs. 2. From among the needs that are printed, please choose 2-3- which you have satisfied today. In pairs/ trios/on the forum (whatever seems the most appropriate), please tell what you did to make these needs satisfied and what you can do to satisfy them as often as possible. 3. Mini Lecture on needs is given (every need is important and everyone's needs are important – including yours, not only husband's, wife's or children's, there are many different strategies to satisfy needs; if needs are not satisfied it may have an impact on mood, motivation to act, even somatic feeling eg. Tiredness; people act for their needs and not against other people (based on *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships* by M. Rosenberg). 4. Think about what different strategies can be used to meet them. How will they be satisfied by a 5-year-old grandson, son / daughter, woman/man? Sample needs: To be seen Love Independence Ease, Fun, Relaxation Self-expression 5. What needs does one have? Work in groups:

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10 minutes (adjusted)	**Break**			Trainers should model and facilitate natural pleasant social interactions but not forcing it
30 min	**"I" message**	Materials with examples and exercises	To introduce the "I" message communication tool and build competency in using it. Expressing needs	The sequence of the task: Trainers explain the essence of the "I" message. Then participants in pairs or trios prepare short scenes containing the "I" message. When completed participants can present their scene in front of the group. Using knowledge and experiences from "Needs" exercise should be encouraged

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30 minutes	**Communication barriers**	A scene from a freely chosen movie that shows communication barriers (e.g.: https://www.youtube.com/watch?v=DmXKas7TJbE)	Being aware of different ways of impairing communication	Watching the scene Discussion – "what you've noticed?" Work in pairs – How can I reduce the barriers I use in communication?
15 minutes	**Break**			Trainers should model and facilitate natural pleasant social interactions but not forcing it

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30 minutes	**Reflecting feelings**	Materials with examples and exercises, list of emotions	Active listening skills	The sequence of the task: Trainers explain the essence of the reflecting feelings communication tool. Then participants in pairs or trios prepare short scenes containing this technique. When completed participants can present their scene in front of the group.
30 minutes	Challenges of refusing (part 2) (Everyone writes down his/her private reasons which stop them from reasonable refusal (saying no). Participants complete tasks without reading what others write. Then they fold paper and put it into the hat. After break trainers read what was written out loud but very carefully taking care about anonymity.	Hat or cap Flipchart with unfinished sentences: *Sometimes I don't say no, because I'm afraid that…*	Self-reflection (who and why I find it difficult to refuse). Communication skills (I statements). Normalising difficulties with saying "no" what can be helpful step in	It is very important to explain the sequence of the task, especially answering anonymously. Trainers should make sure that they would be able to read the writing of participants.

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			changing behaviour	
10 minutes	**Break**	Old newspaper to stick answers of participants to it, scissors to cut off empty parts of participants papers with answers		Trainers should allow participants to engage in interaction by themselves
10 minutes	**Challenges of refusing (part 2)** Trainers read out loud written participants' answers. After the really long moment of silence to reflect short discussion is possible if		Normalisation of difficulties with saying no	Participants should not be able to see answers of others, only hear it. Also after completing the task

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	spontaneous but not necessary			
5 minutes	**Just say no!** Participants are informed that the simplest way to say no is to start from saying no. And asked to say no (out loud and together) to the next instruction. When trainers are sure the task is clear they say simultaneously: Go for the brake! After participants answer they repeat few times (as long as it seems to be amusing)		Practising saying no, fostering humour	One of the best outcomes would be if participants all together cry: No! We don't want to go for a break! louder with every repetition. Trainer can play with group pretending they can not hear

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30 minutes	**Summary and closure** *(*Instruction*: Write down 3 things, ideas, changes, which could improve this workshop next time)*	Sheets of paper and pens	After completing the task (3 things) free sharing of experiences and reflections. Collecting useful feedback from participants.	Trainers should encourage participants to exchange phone numbers or establish other connections between them. The respect for personal boundaries should be maintained and stressed (*It's ok to do so, it's ok not to*)

Additional materials:

Exercise "I message"_____

One of the simpler and more effective ways we can improve our communication is through the use of so-called "I" messages.

They are the opposite of "you" messages - relating to the other person and often containing judgments.

They are used to express our feelings or expectations in relation to a certain situation.

instead of "You": "As usual, you do not listen to me" you can say "I" or „me": "It bothers me when you look at the screen during our conversation"

„I" message contains of:

1. Expressing your feelings and emotions (e.g. I get angry, happy, sad, disappointed)

2. A description of the facts you are referring to - specific behaviours and situations, not judgments about them

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3. Expressing your needs - it makes it easier to understand why a given situation evoked such feelings

4. Communicate your expectations or request in relation to the situation (if we have such a need)

„I" message template:

I feel (name a feeling) when you (description of a behaviour), because I need… (I care about…, I want…, it's important to me…). Can you (description of expected behaviour)?

E.g .: I'm afraid when you are driving so fast. I want to feel good and comfortable riding with you. Can you drive slower?

The use of "I" messages helps to avoid accusations and escalation of conflicts. In this way, the chance that the other party will feel criticised or negatively assessed is greatly reduced. Compare the previous "Me" message with a "You" message:

You're driving too fast and too risky!

Which gives a better chance for a pleasant onward journey?

Exercise „Interview"_____

Find out from the other person in the pair and take note of: - What is her/his name? - What are her/his strengths, advantages, talents? What is it good or good at?

- And what do you think? What is this person good at? What are his strengths, advantages and talents? What is your intuition telling you? The first thought is the best!

- What places, organisations or institutions does he visit? People he hangs out with (e.g. walking group)? What places, groups or organisations has she/he heard of? Please write this point, along with the name of the person, also on yellow stickers.

- From the collected information, select the two most interesting in your opinion. Then introduce your partner to the rest of the group. For example: This is Mrs. Zofia (or Zofia). She likes to sing. She sings in the choir.

Exercise "Reflecting feelings"_____

Attention! Reflecting feelings is a very simple technique, but it has significant subtleties. As the name suggests, it is about helping the interlocutor to become aware of his or her own feelings. You can say we reflect them "in the mirror" of our feelings.

Reflection is when we tell someone what we think he or she is experiencing. Not what feelings he is experiencing. It's easy to forget about it. Even on the websites of famous trainers, you can find evidence of this. Compare for example:

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I hear you feel sad about this situation.

and

I have the impression that you are saddened by this situation.

or

I can feel what you are going through about ...

and

I think you are going through ...

It's also not about naming the other person's emotions 100% accurately. Even if our interlocutor does not agree with us, his attention is drawn to the feelings he experiences and invites him to name them. This can be very helpful in regaining balance and emotional control. Although at first it can make experiencing these feelings a lot stronger. You should not be afraid of this. It is just a step towards completing their experience and getting back into balance.

Sometimes you can just name what you see:

You smile when you say it.

or

I can see you have tears in your eyes.

How can reflecting feelings be useful?

In this way, we show the other person that we not only hear their words, but are also in touch with the emotions they experience during the conversation. It can be very supportive for the person. Help him/her organise her feelings and thoughts. It also allows you to strengthen relationships and trust. Everyone wants to be heard!

Exercise "A BODY SCAN SCRIPT"

Begin by making yourself comfortable. Sit in a chair and allow your back to be straight, but not stiff, with your feet on the ground. You could also do this practice standing or if you prefer, you can lie down and have your head supported. Your hands could be resting gently in your lap or at your side. Allow your eyes to close, or to remain open with a soft gaze. Take several long, slow, deep breaths. Breathing in fully and exhaling slowly. Breathe in through your nose and out through your nose or mouth. Feel your stomach expand on an inhale and relax and let go as you exhale. Begin to let go of noises around you. Begin to shift your attention from outside to inside yourself. If you are distracted by sounds in the room, simply notice this and bring your focus back to your breathing. Now slowly bring your attention

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down to your feet. Begin observing sensations in your feet. You might want to wiggle your toes a little, feeling your toes against your socks or shoes. Just notice, without judgement. You might imagine sending your breath down to your feet, as if the breath is travelling through the nose to the lungs and through the abdomen all the way down to your feet. And then back up again out through your nose and lungs. Perhaps you don't feel anything at all. That is fine, too. Just allow yourself to feel the sensation of not feeling anything. When you are ready, allow your feet to dissolve in your mind's eye and move your attention up to your ankles, calves, knees and thighs. Observe the sensations you are experiencing throughout your legs. Breathe into and breathe out of the legs. If your mind begins to wander during this exercise, gently notice this without judgement and bring your mind back to noticing the sensations in your legs. If you notice any discomfort, pain or stiffness, don't judge this. Just simply notice it. Observe how all sensations rise and fall, shift and change moment to moment. Notice how no sensation is permanent. Just observe and allow the sensations to be in the moment, just as they are. Breathe into and out from the legs. Then on the next breath, allow the legs to dissolve in your mind. And move to the sensations in your lower back and pelvis. Softening and releasing as you breathe in and out. Slowly move your attention up to your mid back and upper back. Become curious about the sensations here. You may become aware of sensations in the muscle, temperature or points of contact with furniture or the bed. With each outbreath, you may let go of the tension you are carrying. And then very gently shift your focus to your stomach and all the internal organs here. Perhaps you notice the feeling of clothing, the process of digestion or the belly rising or falling with each breath. If you notice opinions arising about these areas, gently let these go and return to noticing sensations. As you continue to breathe, bring your awareness to the chest and heart region and just notice your heartbeat. Observe how the chest rises during the inhale and how the chest falls during the exhale. Let go of any judgments that may arise. On the next outbreath, shift the focus to your hands and fingertips. See if you can channel your breathing into and out of this area as if you are breathing into and out from your hands. If your mind wanders, gently bring it back to the sensations in your hands. Whole Health for Pain and Suffering: An Integrative Approach VHA / Office of Patient Centred Care & Cultural Transformation September 1, 2016 2 And then, on the next outbreath, shift the focus and bring your awareness up into your arms. Observe the sensations or lack of sensations that may be occurring there. You might notice some difference between the left arm and the right arm – no need to judge this. As you exhale, you may experience the arm soften and release tensions. Continue to breathe and shift focus to the neck, shoulder and throat region. This is an area where we often have tension. Be with the sensations here. It could be tightness, rigidity or holding. You may notice the shoulders moving along with the breath. Let go of any thoughts or stories you are telling about this area. As you breathe, you may feel tension rolling off your shoulders. On the next outbreath, shift your focus and direct your attention to the scalp, head and face. Observe all of the sensations occurring there. Notice the movement of the air as you breathe into or out of the nostrils or mouth. As you exhale, you might notice the softening of any tension you may be holding. And now, let your attention expand out to include the entire body as a whole. Bring into your awareness the top of your head down to the bottom of your toes. Feel the gentle rhythm of the breath as it moves through the body. As you come to the end of this practice, take a full, deep breath, taking in all the energy of this practice. Exhale fully. And when you are ready, open your eyes and return your attention to the present moment. As you become fully alert

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and awake, consider setting the intention that this practice of building awareness will benefit everyone you come in contact with today.

Script written by Shilagh Mirgain, PhD, for UW Cultivating Well-Being: A Neuroscientific Approach

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II.3. Diet and nutrition activities syllabus

Author: Las Naves, Elena Rocher

I. Introduction

What is a healthy diet?

A healthy diet is a diet that maintains or improves overall health. A healthy diet provides the body with essential nutrition: fluid, macronutrients such as protein, micronutrients such as vitamins, and adequate fibre and food energy. According to the WHO[1], "a healthy diet helps protect against malnutrition in all its forms and is a foundation for health and development. It also helps to prevent noncommunicable diseases including diabetes, cardiovascular diseases, some cancers and other conditions linked to obesity. Together with a lack of physical activity, an unhealthy diet is one of the leading global risks to health." Evidence shows the benefits of a diet high in fruit, vegetables, legumes, nuts and grains, but lower in salt, free sugars and fats, particularly saturated and trans fats. What constitutes a healthy diet may differ depending on the needs of the individual, locally available foods, dietary customs, cultural norms and other considerations. However, the basic principles of healthy eating remain the same for everyone. The nature of access to food requires broader solutions at the societal level to promote healthy and safe food options.

Broadly speaking, a healthy diet means there should be a balance between energy intake (calories) and energy expenditure. WHO also recommends limiting sodium intake to less than 2 grams per day (equivalent to 5 grams of salt), reducing free sugars to less than 10% (ideally 5%) of total energy intake, and shifting fat intake away from industrial trans fats.

A healthy diet for older adults[2]

Older adults are more vulnerable to developing a worse nutritional status because of their lack of teeth, their loss of taste, or their poor mobility; as a consequence, these factors can affect dietary intake. Ageing is associated with decreased physical activity, decline in lean body mass and loss of appetite, which concur to reducing physical function and performance

[1] https://www.who.int/news-room/fact-sheets/detail/healthy-diet

[2] Content based on:
Maria Besora-Moreno, Elisabet Llauradó. Lucia Tarro and Rosa Solà: "Social and Economic Factors and Malnutrition or the Risk of Malnutrition in the Elderly: A Systematic Review and Meta-Analysis of Observational Studies" Nutrients 2020, 12, 737; doi:10.3390/nu12030737
Christa Boulos, Pascale Salame and Pascale Barberger-Gateau: "Social isolation and risk for malnutrition among older people" Geriatrics Gerontology International 2016 doi: 10.1111/ggi.12711

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leading to various negative health outcomes. Ageing can be associated with malnutrition, which is a public health problem characterised by a multifactorial physiological state.

The social factors associated with malnutrition include lifestyle, **loneliness, isolation**, marital status, educational level, socioeconomic level, and place of residence. Those that are single, widowed, or divorced are the most malnourished or at the most risk of malnutrition, especially the widowed. Loneliness might have influenced nutritional status through a variety of areas, from appetite to the ability to do shopping. The older adults with low educational levels have worse nutritional status due to the lack of cooking skills or insufficient knowledge to make healthy food choices. Furthermore, there is a higher prevalence of malnutrition in people who live in rural areas. Another determinant of malnutrition is income level, with a strong relationship between the levels of poverty and malnutrition in the older population.

Scientific evidence states that both objective social isolation and subjective feeling of loneliness are associated with malnutrition and risk of malnutrition among the older population.

Thus, the physical characteristics and health status of older adults, and the social and economic determinants of malnutrition risk and/or malnutrition development should be considered when preparing training activities targeted to reduce malnutrition in the older adults.

Las Naves and UPV ran a similar activity in the course of the Healthy Loneliness project, 2019-2020 financed by EIT Health. Risk of malnutrition was one of the needs identified during the phase of analysis performed during 2019, so training activities targeted to older adults in risk of unwanted loneliness through the improvement of nutritional, shopping and cooking skills, were designed and implemented achieving high levels of satisfaction and empowerment among the participants. The number of participants was 31 seniors (age 60-85) distributed in 3 groups or courses.

The malnutrition course consisted of 3 sessions of one hour each and one of 3 hours. 2 of the 1-hour sessions were theoretical, and presentations were performed about healthy eating habits (properties of food, how to combine different types of food, ...) as well as specific feeding for certain types of common diseases (hypertension, cholesterol, diabetes ...). The third session of 1h was a practical session, in which it took place a visit to the neighbourhood market to know the shops and encourage them to buy in it. The final 3-hour session corresponded to a cooking workshop in which the users themselves cooked healthy and simple dishes. These sessions were conducted by two volunteer primary care physicians at

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their Primary health centre, a guide of the municipal market and Valencia Club Cocina, a cooking club.

This experience and the lessons learnt from it inspire the following sections.

II. Guidelines:

Some of the presented below guidelines may be applied to other training activities targeted to older adults, especially those dealing with their special physical and cognitive features.

A. Participant's description

It is important to consider the characteristics of older participants so that you can design activities to suit the cognitive and physical abilities of the group. The number of the participants at each group should not exceed 10- 12 attendees. This ensures the quality of the activity and the results.

It is also important to try to achieve a gender balance group. By default, due to expectancy rate, generational and cultural issues regarding the topic, it is quite likely that the group is made up of women only. Thus, it is recommended to try to engage some men, at least 2 or 3 over the 10-12.

The course can include an optional intergenerational final session with children whose aim would be to share traditional recipes with them, at a school for instance.

Each group should be assisted also by at least one volunteer which may help/support seniors.

B. Short activity description:

The course consists of three sessions combining theoretical and practical work. The aim is to teach on basic concepts of nutrition and healthy eating, nutritional labelling, and the relationship and importance of nutrition with the most important chronic diseases (diabetes, hypertension, dyslipidemia, anaemia ...)

C. Specific requirements/supplementary instructions referring to seniors:

- Access possible and close to public transport is close; parking is available nearby; drop off zone is close to entrance, and it is recommended to hold the course within the neighbourhood in a place of reference for the older adults.
- Place adapted for people with reduced mobility and with easy access from outside.
- Carpet or tiles do not have confusing lines/patterns.

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- Safety and fall equipment are available close by if needed.
- Drinks available.
- Room large enough for the number of people, well-ventilated and that complies with health safety standards by COVID 19 (ventilation, masks available, security distance, measures and materials for hand and furniture disinfection, etc).
- Furniture and material adequate for the subject to be taught: tables, chairs, computer, projector, teaching support material in sufficient quantity for participants (more than number of attendees expected), microphones if necessary.
- Room with good acoustics.
- Toilets adapted to reduced mobility and functional diversity, close to the classroom or hall where the activity is developed, well signposted.
- Volunteers are available to assist during the sessions, and even to indicate and/or accompany participants to the toilet, if necessary.
- Sessions should not start very early in the morning, for instance not before 9.30 a.m. and finish not later than 12 a.m. Morning is preferable to sessions in the afternoon.
- The length of the session should include physical and cognitive characteristics of the target groups; however, it shouldn't exceed more than 90 minutes (without the break).
- If possible, engage and get involved stakeholders of reference for older adults, such as GPs, nurses, social workers, NGOs, in order to give them trust and reliability on the activities.

D. Detailed description of the resources for session/training

Course: Healthy diet for living longer and better	
Facilitator	***Teacher/Educator***
Specific requirements to take under consideration, if any	Each session/training should start with a warm -up exercise or a reminder exercise to ease the assimilation of new concepts.
Planning and preparation	The teacher/trainer/educator selects an appropriate local venue for the event. Please see section C of this document (specific requirements…).

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	The teacher should prepare a set of materials to support easy learning, such as cards, games, visual slides, photos for the participants.
Methodologies	Learning-by -doing and learning-by-play methods enable open discussion and communication between participants and such methodologies create a learning environment based on creativity and freedom. Moreover, they promote the value of learning from each other and also help to discover new skills and resources.
Key Goals	1. To improve the QoL of older adults 2. To aware/motivate this group about the importance of healthy nutrition habits for QoL 3. To transfer knowledge, guidelines and procedures on how to adopt healthy diets in daily life. 4. Combating loneliness by enhancing interpersonal interactions with other people Students who successfully complete this activity / course will be able to: ● Know basic nutrition concepts and different nutrients important to the body. ● Learn to identify healthy and other non-recommended products when making the purchase. ● Understand the relationship between nutrition and health, as well as with various pathologies. ● Know some new healthy dishes
Benefits	• Provide older adults with a sense of purpose • Improve the social outcomes and interactions of older people • Encourage older people to remain active in their home for longer • Improves health of older adults

E. Timing of the activity

Session I How are we feeding ourselves?				
Time	**Activity**	**Equipment**	**Purpose of the**	**Additional**

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			activity	comments
10 minutes	**Ice breaking exercise**	Adhesive labels	Warm and ice breaking activity for getting to know each other	The participants present themselves, write their names in an adhesive label and explain why they are at the course
30 minutes	**Daily eating and cooking habits**	Paper mural and marker pens	To be aware of their current routines and habits related with meals, cooking and food shopping	Each participant explains which are their daily routines regarding the different meals, who they eat with, preparing, planning them and shopping patterns. Identify their favourite dishes and their favourite recipes to cook. This information will be very useful to focus the rest of the training activities and also to be more effective towards behaviour/ habits change. A list of questions is previously prepared for the conversation.
10 minutes break (beverages)				

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30 minutes	**Introduction to healthy diet**	Laptop, projector, screen, training material (presentation in paper format)	To train on healthy diet for older adults	Effects of unhealthy eating habits on health, concept of healthy diet (WHO), introduction to Harvard plate and healthy eating pyramid. Differences between good and bad processed food.
10 minutes	**Summary / wrap up**	Merchandising as present	To raise awareness on the suitability of current habits compared to the healthy ones	Time for participants to share their views on the items explained compared with their current eating/nutrition habits

Session II How should we feed ourselves?				
Time	**Activity**	**Equipment**	**Purpose of the activity**	**Additional comments**
10 minutes	**Review of the previous session**	Laptop, projector, screen, training material (presentation in paper format)	To remind previous concepts	The participants voluntarily explain what they remember from the previous session
30 minutes	**Healthy Diet**	Laptop, projector, screen, training material (presentation in		To deep on the concept of Harvard Plate, proprieties of

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		paper format)		colours in fruits and vegetables, fake myths on healthy diets, tips on healthy shopping
10 minutes break (beverages)				
20 minutes	**Practical exercise: design a daily menu**	Cards with images of different types of food (both recommended or not recommended for Harvard Plate)	To anchor the concepts explained	Participants are divided in groups and are asked to design a complete menu for one days, using cards with different elements of Harvard plate, and then to share them with the rest of the group
10 minutes	**Summary / wrap up**	Some questions are prepared for dynamisation	To raise awareness on the suitability of current habits compared to the healthy ones	Time for participants to share their views on the items explained compared with their current eating/nutrition / shopping habits
As homework for the next and last session, participants are encouraged to prepare a healthy meal, such as breakfast, for instance, following the concepts explained during the course, and then to bring it at the following session to share it with the rest of the participants.				

Session III Do we really know what we buy?				
Time	**Activity**	**Equipment**	**Purpose of the activity**	**Additional comments**

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10 minutes	**Review of the previous session**	Laptop, projector, screen, training material (presentation in paper format)	To remind previous concepts	The participants voluntarily explain what they remember from the previous session
20 minutes	**Healthy shopping**	Laptop, projector, screen, training material (presentation in paper format)	To learn to do a healthy shopping	Learn to identify healthy and other non-recommended products when making the shopping list by reading and understanding the labels of food products. In this last theoretical session, it is recommended to include labels of food that has been mentioned by participants during the previous days as very often consumed ones and that rises doubts regarding Harvard Plate recommendation (for instance, honey, cookies, some type of yoghurts).
10 minute break				

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20 minutes	**Healthy recipes**	Necessary stuff to taste the meals	To share healthy recipes with the other participants	Recipes are gathered in a book/document with pictures and shared among the participants
10 minutes	**Summary / wrap up**		To raise awareness on what the participants have learnt during the course	Time for participants to share what are the main tips or outcomes that they have learnt from the course.

Session IV Visit to a municipal market (optional session)				
Time	**Activity**	**Equipment**	**Purpose of the activity**	**Additional comments**
From 60 to 90 minutes	**Visit to a municipal market (or supermarket of there is not this option)**	Guided visit by staff of the market	Design a healthy shopping basket for about 50-60 euros. Raise awareness of the advantages of buying local and seasonal products for health and the environment.	The shopping basket is defined in advance with the market visit guide and distributed among the participants. It is based on Harvard Plate guidelines.

F. Outcomes and gained skills

- Improved skills on healthy nutritional habits (and thus, improving health)
- Fight against malnutrition as effect of unwanted loneliness
- Better and lasting connections among participants

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G. Tools for evaluation

- Participation at final wrap up and conclusions at each session
- To share a healthy recipe

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II.4. ICT activities syllabus

Author : Association E-Seniors, Benoit Boivin, Isabella Ramos Mendoza

I. Introduction

The society in which we live has an increasing number of senior citizens, and new digital innovations are constantly being introduced. But our seniors are not always informed about these new technologies and the possibilities they offer to them. Unfortunately, they create a digital gap between older generations, which is growing in number, and younger generations.

For several years, E-Seniors has been teaching seniors how to use digital tools through training and various activities. The organisation has recently set up intergenerational courses to meet two objectives: to reduce the digital gap by offering digital training to senior citizens and to enable a dialogue between seniors and younger people.

II. Guidelines

The guidelines presented below can be applied to other types of intergenerational workshops on ICT tools. The main objective is to provide knowledge to seniors on ICT tools that could be useful on a daily basis thanks to younger people's contribution, while the laters acquire pedagogical skills too.

A. Description of the participants

It is important to invite a sufficient number of older and younger people (at least 18 years old) in order to promote intergenerational dialogue.
The participants should be divided into intergenerational groups (1 junior for every two seniors or vice versa, depending on the number of participants). The aim is to allow intergenerational dialogue which is the basis of this training. In order to ensure that the training runs smoothly, it is recommended that there should be no more than 9 participants for each trainer present at the training.

B. Brief description of the activity:

The aim of this training is to contribute to intergenerational dialogue and to bridge the digital gap. The juniors should help the seniors in their training on digital tools through interactive training.

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C. Specific requirements/additional instructions :

- Have a room accessible by public transport, cars and other modes of transport;
- Have a room large enough for the number of people;
- Prepare the necessary number of computers and tablets;
- Have a good Wi-Fi connection ;
- Prepare food and drinks.

Session: Intergenerational and interactive training about ICT	
Facilitator	***Teacher/Educator***
Specific requirements to take under consideration, if any	People of different ages are invited to the rooms provided for the occasion (rented room, communal rooms, Town Hall room or other). The groups that will be formed must be intergenerational and have 1 junior (+ 18 years) for 2 seniors (+ 55 years) or 1 senior for 2 juniors depending on the number of participants. There shouldn't be more than 9 participants per animator. Participants can bring their own digital equipment (computers, tablets, smartphones) or use the equipment that will be made available (computers and tablets). A presentation of each participant will have to be made to break the ice.
Planning and preparation	The trainer should choose a room suitable for training, the restrictions related to Covid-19 will also have to be taken into account, for the size of the room for example. The trainer will have to divide the participants into groups of 3 people to compose intergenerational groups. The trainer must prepare Ice Breaking activities to facilitate intergenerational dialogue. The trainer will have to prepare in advance a sufficient number of computers and tablets ready to start.
Methodologies	This learning method allows open communication between participants for more effective and interactive learning. The objective is to give missions to groups and to allow seniors to benefit from the help of juniors on activities. This promotes the value of learning from others and encourages intergenerational dialogue.
Key Goals	1. Encouraging intergenerational dialogue 2. Enabling older people to learn from younger people 3. Provide ICT training to both groups 4. Fighting loneliness among seniors 5. Improving pedagogical skills among young participants
Benefits	**Benefits for juniors:** Learn new things about the field of ICT and relationships with seniors; Offer their help in an area they master better than others; fight stereotypes against seniors. **Benefits for seniors:** Bridging the digital gap by learning how to use a computer, tablet and smartphone; Fight loneliness and spend time with the younger generations.

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Time	Activity	Equipment	Purpose of the activity	Additional comments
20 minutes	**Ice breaking**	N/A	Ice breaking activity	The groups are formed at random, a senior for two juniors or vice versa depending on the participants. Each group takes turns and tells an anecdote (one anecdote per person) about a situation where they would have preferred to be older (for juniors) or younger (for seniors).
10 minutes	**Distribution of materials**	Computers and tablets	Allow you to start training	Distribution and start-up of digital tools for training. One computer or tablet per group of 3.
30 minutes	**Computer Training**	Computer and overhead projector for the trainer	Learn about using the computer	Presentation of Google tools (search, Gmail, Calendar), Youtube, Wikipedia and the possibilities computers offer seniors.
30 minutes	**Practical missions on the computer**	Computer	Applying learning in practice	Give missions to trainees on the computer
20 minutes break, coffee, drink, cakes.				
30 minutes	**Training on the use of the tablet and/or smartphone**	Tablet	Learn about the use of tablets and smartphones	Presentation of seniors according to people's needs: applications to move around, to order food, to chat, to send photos, nutrition, to play games ...
30 minutes	**Practical missions on tablet**	Tablet, computer and overhead projector for the trainer	Applying learning in practice	The trainer gives a mission, he presents a situation (example: a person is lost and does not know what transport to take or how to find a friend on the internet). Trainees must show how they do it.
10 minutes	**Introducing the game Kahoot**	Computer and projector for the trainer	Finish with a fun activity	The trainer presents the functioning of the site, the game and the trainees download the application
20 minutes	**Quiz for participants**	Tablet or Smartphone for seniors, personal smartphone for juniors. Computer and	Finish with a fun activity	In order to check the knowledge of participants on the topic of the training, the trainer will quiz all participants.

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		projector for the trainer.		

D. Outcomes and gained skills

- Improved ICT skills;
- Knowledge of useful ICT tools for everyday life;
- Pedagogical skills for younger people;
- Fight against loneliness and isolation of seniors;
- Better connections among participants of different ages.

A. Tools for evaluation

III. Quiz;

IV. Questionnaire to fill in with feedback from the participants.

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IV.2. Seniors. Self-confidence in management of daily tasks. syllabus. UPV

I. Introduction

The daily routine becomes an area of autonomy in which the tasks of management and logistics become functions of physical and cognitive activation. As we find we go shopping, cooking, cleaning, commuting, and administrative issues take place. They are responsibilities that make us feel useful and force us to have a physical and mental activity that promotes well-being. Some of these tasks also have a relational component of interaction and exchange with neighbours, technologies or shops. Therefore, ageing at home by theirowns has some obvious benefits to the health of the elderly, increasing the perception of self-sufficiency and personal efficiency and keeping them fit. During these sessions the focus will be in ICT tasks related health and municipal services.

On the other hand, the experience inside and outside the house and also the daily management tasks depends on the functionality of the person. This is related to an adapted physical environment that includes housing and the community environment; As well the material resources through which people can access to economic , ICT, social and health areas; with the social support network, formal and informal care, friendships, relatives and external supporters; and, of course, taking into account his own physical, emotional and cognitive status. This last factor is an essential condition for them to be able to continue living on their own. For that reason, it is crucial that old people stay updated on how to perform their daily tasks without feeling scared and isolated from today's society.

Last but not least, decision makers in every field and discipline related elderly must counteract generational gaps and make resources accessible to everyone.

II. Guidelines

The next headlines will help to better understand the aim of the sessions and will provide relevant information about the organisation and other matters of interest in order to replicate the activity.

A.Description of the participant

- Ageing at home on their own is the option that links all the participants.
- The challenge: to identify people in order to prevent and improve their safety regarding loneliness and administrative/economical issues.

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- The number of the participants at each group should not exceed 8-10 attendees.

B. Brief description of the activity:

The aim of these activities is to give everyday resources to elderly , empowering them using health services through an official app. Many times older people do not have where to come to understand certain procedures and when they have to make them, the feeling of loneliness and insecurity appears. Furthermore, working with the municipality ICT services can be useful to be trained in the app of the city to get access to all data available.

C. Specific requirements/additional instructions

- Recruitment aspects can be key to the commitment and success of activities- Social workers working in primary health services will be the key contacts.
- The person who facilitates the activity must be an expert in health app services. Experienced teaching on this topic before and working with elderly due to its own idiosyncrasy.
- Access possible and close to public transport is close; parking is available nearby; drop off zone is close to entrance, and it is recommended to hold the course within the neighbourhood in a place of reference for the older adults.
- Place adapted for people with reduced mobility and with easy access from outside.
- Drinks and some healthy food available.
- Room large enough for the number of people.
- Suitable furniture and material: tables, chairs, computer, projector, teaching support material in sufficient quantity for participants
- Toilets adapted close to the classroom or hall where the activity is developed
- Volunteers or family members who are involved are available to assist during the sessions
- The length of the session should include physical and cognitive characteristics of the target groups.
- If possible, engage and get involved with families, stakeholders of reference for older adults, such as GPs, nurses, social workers, NGOs, in order to give them trust and reliability on the activities. For example, engaging transport companies could be useful to generate truth tickets for free.

D.Outcomes and gained skills

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- Understand everyday health management: make an appointment, cancel it, have access to their own health data, learn about pharmacological treatments, learn about ict safety.
- Know where and how they have to do certain operations related to health through or without ICT.
- Knowing Valencia app and ICT city portal- https://www.valencia.es/appvalencia/

E.Tools for evaluation

- Preselection of the participants
- Post test about the pre ICT skills
- Quality assesment

Session: Learning and teaching how to solve our everyday tasks.	
Facilitator	***Facilitating person and assistants***
Specific requirements to take under consideration, if any	The groups that will be formed must be more or around 65 years. There shouldn't be more than 10 participants per session. Participants can bring their own digital equipment or use the equipment that will be made available. A presentation of each participant will have to be made to break the ice. This presentation will contain one minute funny anecdotes related to the topic of the session (everyday management situations.)
Planning and preparation	- The trainer will have to organise the participants following different criteria (degree of autonomy, ICT knowledge...). - The trainer must combine Ice Breaking and practical activities regarding the topic to facilitate the dialogue and exchange. - The trainer will have to prepare in advance a sufficient number of materials ready to start. - The time and the number of sessions can be modified in order to respond to the needs of the participants, their availability or cognitive and concentration processes.
Methodologies	Group-Cohesion, Enhance thinking process (not only acquiring data), Non-discriminatory language and activities, Gamification, Accessibility, horizontal process, Respect individual learning processes, working with families and associations.
Key Goals	1. Providing the elderly a positive image of themselves promoting autonomy. 2. Generating cognitive connection. Linking old information with the new they acquire during the activities. 3. Creating a social support group. 4. Fighting digital and administrative gaps among seniors.

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	5. Responding to the needs of the attendees.
Benefits	- Overpass different gaps in order to access and solve everyday situations. - Self-confidence. - Fight loneliness. - Creating support groups.

F. Timing of the activity

Time	Activity	Equipment	Purpose of the activity	Additional comments
15 minutes	**Ice breaking- Creating a Words cloud**	N/A	Ice breaking activity	Each person takes turns and tells in one minute funny anecdotes about a situation regarding the topics. The assistant or facilitator will write some keywords to create a final word cloud with all the anecdotes to show it at the end of the session.
5 minutes	**Distribution of materials**	ICT, papers, cardboards, pencils…	Allow you to start training	Distribution with the support of assistants.
20 minutes	**Showing how**	Computer projector for the trainer	Learn about everyday tasks with a visual exposition	Presentation of health app and city app. The final activity in this point shows how to solve one everyday task in your real life (facilitator) in 2 minutes.
5 minutes	**Choosing one practical everyday task**	Smartphones , computer	Applying learning in practice	Choosing tasks. The attendees choose some tasks inside the website, or app to solve it.
15 minutes break				
20 minutes	**Training on the use of the tasks.**	Tablet, Smartphones , computer…	Applying learning in practice with the support of volunteer assistants or families	Downloading seniors according to each person's needs: applications and start using it. Add other relatives to their own apps.

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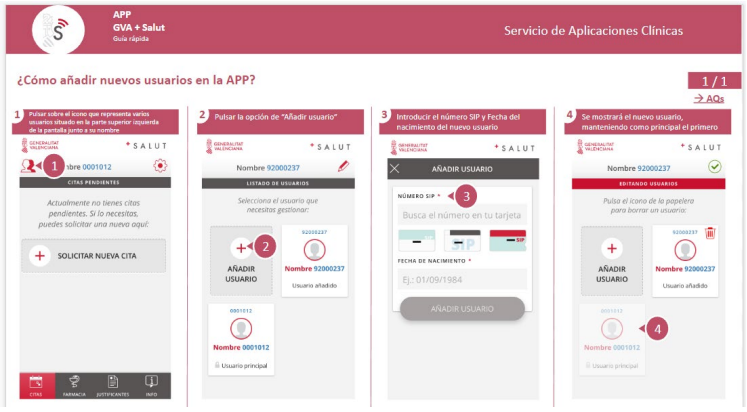
20 minutes	**2 minutes for each. Flipped classroom**	Funny mic for the "new teachers".	Fun activity to consolidate while creating group cohesion.	Trainees must show how they do it to the others. (Flipped classroom with the support of the families or assistants).
10 minutes	**Quiz game for participants to assess session satisfaction and learning.**	Tablet or Smartphone for seniors. Computer and projector for the trainer.	Finish with a fun and assess activity.	Show the word cloud we created at the beginning and the word cloud which includes this quiz to compare them.

Main apps to train with:

GVA +Salut https://play.google.com/store/apps/details?id=es.gva.mesSalut&hl=es&gl=US&pli=1

ValènciaAPP https://play.google.com/store/apps/details?id=es.valencia.lanzadera&hl=es&gl=US



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