Social Circles Educator's Toolbox

Adult Educator Manual – Lesson Plans

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TOPIC 1: ARTISTIC & CULTURAL DISCIPLINES

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1. MINDFULNESS THROUGH ART

Theme
Artistic and Cultural Disciplines

Estimated Duration (mins):
60 min

Topic Title:
Mindful Coloring

Competencies Addressed:
Self-regulation - awareness and management of emotions, thoughts and behaviour.

Aim of the Session:
- To introduce the concept of mindfulness and its benefits
- To explore how art can be used as a tool for practicing mindfulness
- To engage participants in mindful art activities

Learning Objectives:
- Practice mindfulness techniques through art.
- To practice mindfulness by focusing on the present moment while coloring.
- To improve concentration and attention by allowing yourself to fully immerse in the coloring activity.
- To reduce stress and anxiety by engaging in a calming and meditative coloring practice.
- To enhance creativity and self-expression through the act of colouring and choosing colours.
- To promote relaxation and a sense of well-being by taking a break from daily pressures and enjoying a peaceful activity.
- To practice self-care and self-awareness by tuning in to your inner thoughts and emotions while coloring.

Description of Activities:
The adult educator begins by introducing the concept of mindfulness and explaining its benefits. The educator provides an overview of the activity, Mindful Colouring, and its purpose in helping to achieve a state of mindfulness. The educator then distributes colouring sheets and coloured pencils to the participants.

During the activity, the educator encourages the participants to focus on the present moment and their breathing while colouring. Remind them to concentrate on the colours, shapes, and patterns they are creating without judgement. The educator plays calming background music to enhance the environment and further promote relaxation.

As the participants colour, the adult educator walks around the room, providing gentle guidance and feedback. They may suggest techniques for relaxation, such as deep breathing or visualisation exercises. The educator also checks in with participants to see how they are feeling and to offer support or assistance if needed.

Overall, the adult educator creates a safe and supportive space for participants to engage in Mindful Coloring, guiding them through the activity to promote relaxation, focus, and self-awareness.

Resources or Materials Required:
Art supplies such as paper, markers, coloured pencils, paint, etc.

A quiet and comfortable space for participants to work in

Optional: calming music, candles, or incense

Suggested Assessment/ Follow-up:
Group Reflection: After the art activities, gather participants together to reflect on their experiences. Discuss how mindfulness played a role in their creative process and any thoughts or emotions that arose during the activities.

Encourage them to continue practicing mindfulness through art in their daily lives and notice any changes in their mental well-being.

Thank participants for their participation and willingness to explore new ways of self-expression.

2. EXPLORING DIVERSE CULTURES THROUGH FOOD, MUSIC

Theme
Exploring Diverse Cultures Through Food, Music

Estimated Duration (mins):
100 min

Topic Title:
Explore new food and music

Competencies Addressed:
Flexibility - ability to manage transitions and uncertainty, and to face challenges

Aim of the Session:
• To engage learners in a fun and interactive exploration of diverse cultures through food and music
• Fostering a greater understanding and appreciation of the world around them.
• Understand the significance of food and music in different cultures.
• Appreciate the diversity of culinary traditions and music styles around the world.
• Explore how food and music can be used as a way to connect with and learn about different cultures.
• Identify common themes and differences in food and music across various cultures.
• Develop a deeper understanding and respect for cultural diversity through hands-on experiences with food and music from different cultures.

Learning Objectives:
• To introduce learners to different cultures through the exploration of traditional foods and music.
• Understand the importance of cultural exchange and openness to new experiences in promoting intercultural understanding and respect.
• Explore the connections between food, music, and identity, and how they can shape our sense of self and community.
• Appreciate the power of food and music as forms of expression and communication that can transcend language and cultural barriers.
• Explore ways to incorporate elements of diverse cultures into our own lives through cooking and music.
• Get a sense of curiosity, openness, and enthusiasm for exploring and celebrating the richness and diversity of human culture through food and music.

Description of Activities:

The educator does an introduction (10 minutes)

Begin the lesson by discussing the importance of understanding and appreciating diverse cultures.

Explain to learners that they will be exploring different cultures through their traditional foods and music.

Food Tasting Activity (30 minutes)

Set up a food tasting station with a variety of dishes from different cultures (e.g. sushi, tacos, curry, baklava).

Allow learners to sample each dish and discuss their flavors, textures, and overall impressions.

Encourage discussion on the cultural significance of the dishes and any personal connections learners may have to them.

Music Listening Activity (30 minutes)

Play traditional music playlists from various cultures (e.g. salsa, Bollywood, reggae, folk).

Have learners listen to the music and discuss their thoughts and feelings about it.

Encourage discussion on the cultural influences in the music and how it reflects the identity of the culture.

Optional Extension Activities:

Invite a guest speaker from a specific cultural background to share their personal experiences with food and music.

Have learners research and present on a specific culture's traditional dishes and music.

Conclusion (10 minutes)

Summarise the key takeaways from the lesson and reinforce the importance of cultural understanding and appreciation.

Encourage learners to continue exploring different cultures through food and music in their daily lives.

Resources or Materials Required:

Various cultural foods

Food tasting plates or bowls for sampling dishes from different cultures

Music player and speakers for playing music from different cultures

Decorations, such as flags, artwork, or traditional clothing items, representing diverse cultures

Informational materials, such as books, articles, or videos, about the history and significance of various cultural dishes and music

Optional: cultural ambassadors or guest speakers to provide insights and personal stories about their own heritage and traditions.

Suggested Assessment/ Follow-up:

Reflection and Discussion (20 minutes)

Have learners reflect on their experiences with the food and music activities.

Discuss the similarities and differences between the cultures explored.

Facilitate a group discussion on the importance of cultural diversity and how food and music can be a bridge between cultures

3. UNDERSTANDING OTHERS THROUGH STORYTELLING

Theme
Understanding Others Through Storytelling

Estimated Duration (mins):
100 min

Topic Title:
Storytelling

Competencies Addressed:
Empathy - the understanding of another person's emotions, experiences and values, and the provision of appropriate responses

Aim of the Session:
- The aim of the session "Understanding Others Through Storytelling" is to promote empathy, compassion, and communication skills by encouraging participants to listen to, reflect on, and share personal stories.
- By sharing and listening to stories, participants can gain a deeper understanding of others' perspectives, experiences, and emotions.
- This can help foster a sense of connection and understanding between individuals,
- Leading to more meaningful relationships and a more harmonious community.

Learning Objectives:
- Understand the importance of empathy and perspective-taking in storytelling.
- Explore how storytelling can be used as a tool for communication and building relationships.
- Reflect on personal biases and assumptions that may hinder the ability to truly understand others through storytelling.
- Practice active listening skills and engage in deep, meaningful conversations with others through storytelling.
- Develop a greater appreciation for the diversity of human experiences and perspectives through the sharing of stories.
- Utilise storytelling as a means of fostering connection and promoting unity among individuals from diverse backgrounds.

Description of Activities:

Introduction (15 minutes):

The educator welcomes participants and introduces the topic of understanding others through storytelling.

Discuss the power of storytelling in building empathy and enhancing communication skills.

Explain that today's lesson will focus on listening to and sharing personal stories to better understand one another.

Activity 1: Story Sharing (30 minutes):

Ask participants to take turns sharing a personal story with the group. Encourage them to be open and honest in their storytelling.

After each story is shared, allow time for the group to ask questions or provide feedback.

Emphasise the importance of active listening during this activity.

Activity 2: Reflective Writing (15 minutes):

Ask participants to take a few minutes to reflect on the stories they heard and write down any thoughts or insights that stood out to them.

Encourage them to consider how hearing others' stories can help increase their understanding and empathy towards others.

Activity 3: Group Discussion (30 minutes):

Facilitate a group discussion on the impact of storytelling on understanding others.

Encourage participants to share their reflections from the previous activity and discuss how listening to others' stories has influenced their perspective.

Discuss strategies for incorporating storytelling into daily interactions to improve communication and empathy.

Conclusion (10 minutes):

Summarise the key points of the lesson and reinforce the importance of storytelling in understanding others.

Encourage participants to continue practicing active listening and sharing their stories with others.

Resources or Materials Required:
Materials Needed: Paper, pens, notebooks, projector, screen

Suggested Assessment/ Follow-up:
Distribute a questionnaire that includes open-ended questions encouraging participants to reflect on their experiences.

How did listening to others' stories change your perception of their experiences?

What emotions did you feel while sharing or hearing stories?

How do you think storytelling can help foster greater understanding among different communities?

Provide a form for participants to offer feedback about the activity itself. This would include:
What did you enjoy about the storytelling activity?

What aspects of the activity could be improved?

Would you participate in a similar activity again? Why or why not?

Plan a follow-up session a few weeks later to discuss the long-term impacts of the storytelling experience. Assess if participants have been able to integrate what they have learned into their interactions with others.

The follow-up assessment aims to deepen participants' understanding of storytelling as a tool for empathy and connection. The insights gained can inform future activities and enhance participants' interpersonal skills.

4. ORGANISING A LOCAL CULTURAL EVENT

Theme
Artistic and Cultural Disciplines

Estimated Duration (mins):
60 min

Topic Title:
Planning Our Local Cultural Festival

Competencies Addressed:
Collaboration - engagement in group activity and teamwork acknowledging and respecting others

Aim of the Session:
- Cultural Awareness: Understand the cultural significance of events and how it reflects local traditions and community values.
- Community Engagement: Foster participation and collaboration among community members, promoting inclusiveness and diversity.
- Event Planning Skills: Learn to develop a comprehensive plan that includes budgeting, scheduling, and resource allocation.
- Logistics Management: Gain skills in coordinating logistics such as venue selection, permits, transportation, and safety measures.
- Marketing and Promotion: Understand effective strategies for promoting the event through various channels to attract attendees.
- Partnership Development: Build relationships with local organisations, businesses, and stakeholders who can provide support and resources.

Learning Objectives:
- Understand the importance of cultural events in community building.
- Identify the key steps in organising a successful cultural event.
- Collaborate effectively within a team to organise an event.

Description of Activities:
Instructions:
Divide into groups of 4-6 participates. Each group will be responsible for organising a different aspect of the cultural event.

Choose a Cultural Theme:

As a group, discuss and select a cultural theme that represents the diversity in your community.
Consider factors such as:
Local traditions
Historical influences
Various cultures present in your area
Example themes could include: "Global Village," "Cultural Heritage Day," "Festival of World Cultures."

Assign Roles:

Assign roles within your group. Roles may include:
Event Coordinator
Marketing/Promotions Manager
Logistics Coordinator (venue, setup, etc.)
Program Manager (schedule of activities)
Fundraising/Sponsorship Manager

Plan the Event:

Date and Time: Choose a suitable date and time for the event.
Location: Identify a venue that can accommodate your activities.
Activities/Programming: Plan cultural performances, workshops, food stalls, and interactive experiences. Consider including:
Music and dance performances
Food tasting booths
Art and craft workshops
Cultural storytelling sessions
Budget: Outline your budget including possible expenses (venue, supplies, permits) and potential sources of income (ticket sales, sponsorships, donations).

Create a Marketing Plan:

Develop a plan to promote your event. Consider:
Creating posters or flyers
Utilising social media platforms
Collaborating with local businesses and organisations
Engaging community groups and schools

Risk Assessment:

Discuss potential risks associated with organising the event and how to mitigate them. Examples include:
Weather-related issues
Attendee safety
Budget overruns
Presentation:

Prepare a brief presentation to share your event plan with the class. Include:

Your chosen theme
Overview of activities
Marketing strategies
How you plan to engage the community
Each group will have 5-7 minutes to present.

Resources or Materials Required:

Whiteboard and markers
Projector and screen
Access to computers (for research and communications)
Flipcharts and markers
Sticky notes

Suggested Assessment/ Follow-up:

Reflection Questions:

After completing the event planning, discuss the following questions as a group:
What challenges did you face while planning the event? How did you overcome them?
How did your group ensure inclusivity in your event?
What unique elements did you include to showcase the culture you chose?
How can cultural events like this strengthen community ties?

Additional Resources:

Contact local cultural organisations for support and collaboration.
Visit community centres or libraries for guidance on planning events.
Research successful cultural events in other communities for inspiration.
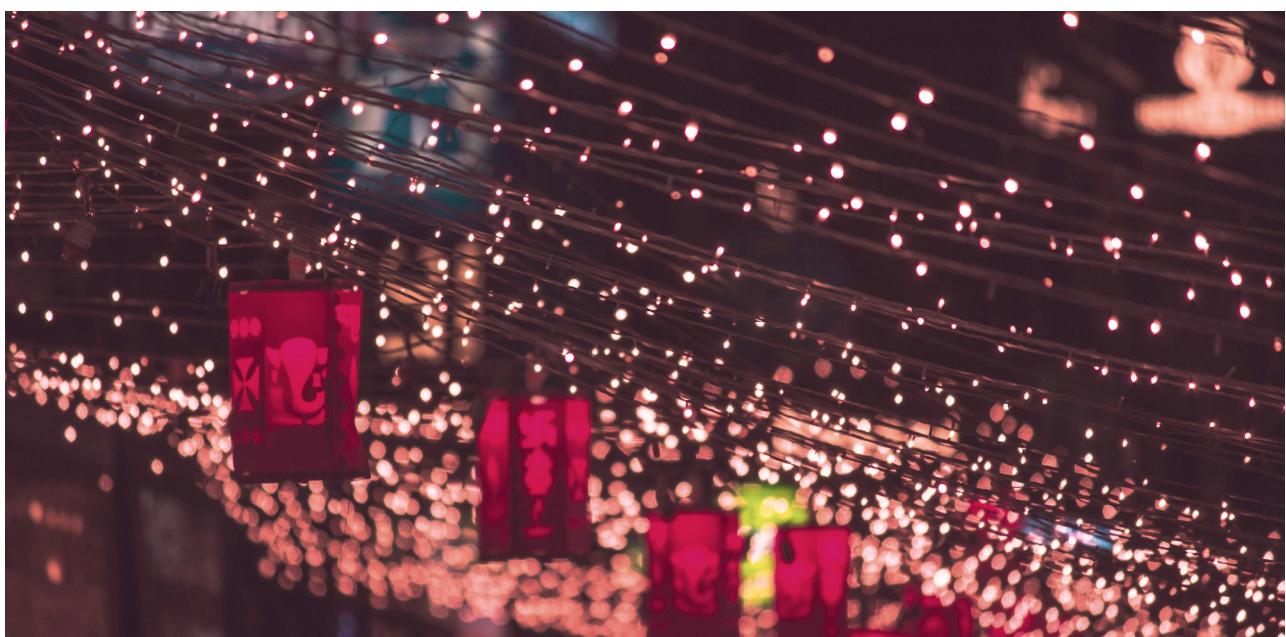
5. EXPRESSING YOURSELF THROUGH CREATIVE WRITING

Theme
Artistic and Cultural Disciplines

Estimated Duration (mins):
100 min

Topic Title:
Expressing Yourself Through Creative Writing

Competencies Addressed:
Growth mindset - belief in one's and others' potential to continuously learn and progress

Aim of the Session:
- Encourage participants to explore their thoughts, feelings, and experiences through the written word.
- Help participants improve their writing skills.
- Inspire participants to tap into their imagination. Use prompts and creative challenges to stimulate original thinking.

Learning Objectives:
Identify different genres and forms of creative writing.
Use writing prompts to inspire creativity.
Create a short piece of written work expressing personal experiences or emotions.

Description of Activities:
1. Introduction (10 minutes)
Welcome participants and introduce the session.
Allow participants to share their writing experiences and what they hope to achieve in the session.

2. Overview of Creative Writing (15 minutes)
Discuss what different genres of creative writing we have (poetry, short fiction, personal essays, etc.)
Engage participants in a conversation: What types of writing do they enjoy or are interested in?

3. Warm-Up Activity (15 minutes)
Prompt participants with a playful writing exercise.
Write for 5 minutes without lifting your pen from the paper. Write whatever comes to mind.
Afterward, invite volunteers to share their spontaneous writings.

4. Writing Prompts (20 minutes)

Give examples of creative writing prompts.:
- Write about a place that holds special memories for you.
- Describe a moment that changed your life.''
- Write a letter to your younger self, offering advice and insight about the challenges you'll face and the wisdom you'll gain as you grow older.

Allow participants to select one prompt and write for 15 minutes.

5. Pair and Share (15 minutes)

Pair up participants and share their writings with each other.
Encourage constructive feedback focused on content rather than grammar or structure.

6. Group Discussion (10 minutes)

Bring the group back together.
Discuss the experience of sharing their writing. Questions to consider:
How did it feel while sharing your work?
What did you learn from your partner's writing?
Did you discover anything new about your own writing skills?

7. Reflection and Closing (15 minutes)

Invite participants to reflect on what they have learned during the session.
Discuss ways to continue writing on their own.

Resources or Materials Required:
Whiteboard and markers
Handouts with writing prompts and examples of creative writing
Notebooks or paper for writing
Pens or pencils

Suggested Assessment/ Follow-up:

Reflection Questions:

How did the writing exercises make you feel?
What prompted you to explore creative writing as a form of self-expression?
How did sharing your work with others impact your experience?
What did you learn from others' feedback and stories?

Self-Assessment:

On a scale of 1 to 5, how comfortable do you feel expressing yourself through creative writing after this session? What factors contributed to your rating?

6. ANALYSING A FAMOUS PAINTING

Theme
Artistic and Cultural Disciplines

Estimated Duration (mins):
120 min

Topic Title:
Analysing a Famous Painting

Competencies Addressed:
Critical thinking - assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Aim of the Session:
- To engage adult learners in the critical analysis of a famous painting.
- Develop skills in visual literacy, art interpretation, and critical thinking.

Learning Objectives:
- Identify key elements of a painting (e.g., colour, form, composition).
- Interpret the meaning or theme of the painting.
- Discuss the historical context of the artwork and its creator.
- Articulate their personal response to the piece, supported by visual evidence.

Description of Activities:
Analysing a Famous Painting
Selected Painting Example: "Starry Night" by Vincent van Gogh

Introduction (10 minutes)
Welcome Participants: Briefly introduce the topic and objectives of the session.
Icebreaker: Have participants share their favourite paintings or artists and why they resonate with them.

Presentation of the Painting (20 minutes)
Display the Painting: Use a projector to display "Starry Night." – attached PPT
Artist Background: Provide a brief overview of Vincent van Gogh's life and the historical context surrounding the creation of the painting (1889).
Description of the Artwork

Guided Analysis (45 minutes)

Break into Small Groups: Divide participants into groups of 3-4.

Analysing Key Elements

What emotions does the painting evoke?

What colours dominate the piece, and how do they affect the mood?

Describe the composition—what draws your eye first?

What themes do you perceive (e.g., nature, isolation, chaos)?

Group Discussion: Allow time for groups to discuss their observations.

Class Sharing (30 minutes)

Group Presentations: Have each group present their analyses and interpretations to the class.

Personal Reflection (10 minutes)

Ask participants to reflect on their viewpoints regarding "Starry Night."

Questions:

How does this painting resonate with you personally?

What does it say about the human experience?

Conclusion (5 minutes)

Summarise Key Insights: Highlight key points from the group discussions and personal reflections.

Resources or Materials Required:

High-quality print or digital image of the selected painting

Projector (for digital presentations)

Whiteboard and markers

Paper and pencils

PPT about the painting – attached

Suggested Assessment/ Follow-up:

How has your perspective on your own creativity or artistic expression changed as a result of analysing this painting?

What new insights or knowledge have you gained from this analysis that you can apply to your understanding of art in general?

Follow-Up Activities (Optional):

Organise a visit to a local art gallery to analyse art firsthand.

TOPIC 2: TIME AND BUDGET MANAGEMENT

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1. SETTING AND STICKING TO A WEEKLY SCHEDULE

Theme
Time management

Estimated Duration (mins):
60 min

Topic Title:
Setting and Sticking to a Weekly Schedule

Competencies Addressed:
Self-reflection
Wellness

Aim of the Session:
- Make people aware of how they manage their time.
- Highlight the time spent in routine activities and the time spent on one's own well-being.
- Allow the identification of time slots in time management.
- Support the identification of well-being activities in a realistic way.
- Facilitate the expression of optimism, hope and motivation for activities that the individual finds enjoyable.
- Support the possibility of changing habits.

Learning Objectives:
- Identify priorities for weekly activities.
- Develop a personalised time management system, adapted to your lifestyle/work.
- Introduction to some theories and techniques of time management (theme days, time block, habit stacking, flow-based timing).
- Importance of self-care and priority of rest (finding a balance).

Description of Activities:

Step 1. Show the video

Step 2. Introduce a reflection on time management. You can help yourself with some challenge questions below:
- You have the feeling that you are doing too much and often fail to complete your projects.
- You spend more time helping others and as a result you don't have much time for yourself.
- You struggle to decide priorities. Everything is important!
- You tend to put things back to "a better time".
- You are of the mentality that "the way that I do it is the only way, no one else can do it for me". You are a centring person, you do not get help.
- You often find yourself saying, "I don't have time." or "if I had more time, I would" or "but when?".
- You have trouble concentrating. You are easily distracted.
- You have trouble saying no, especially to some people. You are very helpful! Sometimes taking too much out of your own workday to help others.
- It happens too often that you come home in the evening with the feeling, "today I did nothing!"
- You look with envy at others who can do so many things in a short time and ask yourself, "how do they...?!"
- You think you have tried everything you can try to optimise the time you have available and believe that " you cannot do anymore you just don't have the time."

Step 3. Explains some methods and different techniques that can help time management (Technical links)

Step 4. Show weekly/monthly planning (Canva link)

Step 5.Facilitate the exploration with keywords (priorities, desires, future expectations) of activities that bring well-being for the person in line with his or her lifestyle

Step 6. Invite people to enter all the activities they participant in during a week or a month. Promote a reflection on medium-long term planning (1 -6 months)

Step 7. Conclude by supporting the motivation for change. Remembering that it is not easy to change daily habits and that change is a gradual, continuous and dynamic process; small modifiable behaviours are a good step in the direction of increasing well-being and health.

Resources or Materials Required:
Video

Weekly /Monthly planning/a calendar

Free Weekly planner templates: https://www.canva.com/

Links to best time management methods:
https://www.usa.edu/blog/time-management-techniques/
https://extension.uga.edu/publications/detail.html?number=C1042&title=time-management-10-strategies-for-better-time-management

Elderly lifestyles (IT):
https://www.apa.org/monitor/2023/03/cover-new-concept-of-aging
https://www.mckinsey.com/mhi/our-insights/living-longer-in-better-health-six-shifts-needed-for-healthy-aging
https://www.helpguide.org/aging/healthy-aging/ageism-and-age-discrimination

Suggested Assessment/ Follow-up:
Reflection and assessment questions:
- Did you find that by being mindful of your activities you had more time to reflect on your day or week?
- A balance between the daily routine and the inclusion of some activities for your well-being is possible.
- What do you think about doing a weekly or monthly or biannual programme?
- Do you have any strategies or behaviours that will help you to achieve it?
- Have you visualised a time management technique that you prefer to use?

2. RETIREMENT BUDGETING: SIMPLIFYING FINANCES

Theme
Time and Budget Management

Estimated Duration (mins):
60 min

Topic Title:
Retirement budgeting: Simplifying Finances

Competencies Addressed:
P2 Flexibility
P1 Self-Regulation

Aim of the Session:
- Familiarise yourself with finance terminology
- Know the main products and financial institutions
- Raise awareness on managing cash flow

Learning Objectives:
- Understand the main concepts and terms used in the world of finance and know how to consult the portals of public authorities dedicated to financial education
- Know how to apply methodologies for controlling expenses and bank statements
- Organise your own system for forecasting and monitoring weekly or monthly entries and exits

Description of Activities:
Activity 1 - the glossary game
This game is a group activity, it is ideal for 4 or 5 people.

Insert well folded cards into a box, each of which contains one of the words identified in our initial Glossary:
1. Bank account
2. Bank trust
3. Direct debit
4. Bank statement
5. Wire transfer
6. Financial investment
7. Government bonds
8. Interest

9. Portfolio diversification
10. Expected and actual return
11. Credit card
12. Debit card
13. Prepaid card
14. Accounting balance and available balance
15. Home banking

Each participant has a copy of the explanations for each of these terms without attribution, and in turn they take a ticket reading it aloud. Before consulting the Glossary to find the definition corresponding to the ticket drawn, everyone is asked to give their own interpretation of what it is.

The educator intervenes with the following questions:
- What do you already know about this financial term?
- On what occasion or document did you use it or happen to read it?

The game should be conducted in a short timeframe, while also covering the 15 financial terms and participants understanding of them.

If the game is taking too much time to complete, you can do the first round together as a team. Participants can finish the activity later at their own pace.

In fact, it is important to leave room for questions and answers from the participants, so that they can learn more about the terms and concepts they do not understand.

The educator transcribes the new terms on a blackboard to complement and customise the Social Circles Financial Glossary.

Activity 2 - My cash inflows and outflows

This activity can be carried out in pairs or small groups. The exercise will help participants to carry out a qualitative analysis of inputs and outputs, according to the following dimensions:
- Recurrence / repetition
- Occasional / exceptional
- Priority and urgent expenses
- •mportant but not urgent expenses

When the group reconvenes, the educator collects the participants suggestions on the board and creates a list of income and expense types based on the proposed categories.

This serves as preparation for the next activity which is organising a summary sheet to plan and look at financial flows.

Resources or Materials Required:

Flip chart and markers

15 cards with the terms of the Glossary

To be printed for each participant:

- Financial Glossary template without the terms
- Financial Glossary template with the terms
- Qualitative Cash Flow Model

Bank of Italy Portal (ITA-ENG):

https://economiapertutti.bancaditalia.it/homepage/index.html?com.dotmarketing.htmlpage.language=3

Portals of national governments addressed to financial education:

[To be customised for each partner country]

Suggested Assessment/ Follow-up:

- Is talking about money still a problem for you? Discuss.
- Are you clear about the financial conditions applied by your credit institution?
- What are the financial terms you would like to talk about?
- Are you aware of your cash flows and how your savings are managed?

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3. INVESTING YOUR TIME IN THE COMMUNITY

Theme
Time and Budget Management

Estimated Duration (mins):
60 min

Topic Title:
Investing your time in the community

Competencies Addressed:
Well-being
Perceived self-efficacy

Aim of the Session:
- Rediscovery of personal interests
- Discovery of new areas of time management
- Exploitation of acquired skills
- Recognition of the emotional aspects of volunteering
- Mental connections and storage
- Improving personal well-being

Learning Objectives:
- Identify volunteering/mentoring opportunities in line with your interests.
- Recognise the emotional benefits of tutoring.
- Improve personal well-being, foster connections and create a sense of belonging by contributing (in terms of time or money) to local causes.

Description of Activities:
Step 1. Divide the participants up into smaller groups.

Step 2. Ask them to discuss their different interests, background, and passions to find out what are the 3 things they have in common with each other (they can write about it on posts that will be attached on a blackboard later). (15 mins)

Step 3. Read aloud the information on each of the posts, and explain that participants can pursue their interest, promote causes, and support people and animals in their communities by donating their free time.

Step 4. Hold a brainstorming session using the following questions:
- how many types of volunteering are there and what activities can be done?
- What are the benefits of volunteering?
- What is tutoring and what are the emotional benefits it can bring?

Step 5. Based on the brainstorming session, create a mind map using coloured posters or digital tools. Begin with areas of interest and possible volunteer activities and locations, then expand to include the benefits of each activity.

Step 6. Conclude with a 10 min. group discussion. Emphasise that both volunteering and tutoring offer a wide range of personal and social benefits (see links below).

Resources or Materials Required:
Post-it, blackboard, coloured pencils, computer.

Links:
Volunteering Activities
https://givefinity.com/blog/finding-volunteering-activities-that-match-your-interests/

https://www.nia.nih.gov/health/healthy-aging/participating-activities-you-enjoy-you-age

https://www.mentalhealth.com/library/using-your-free-time-to-enrich-your-life

https://www.arborcompany.com/blog/14-activities-for-elderly-people-that-arent-boring

https://allamericanatraynham.com/10-great-ways-seniors-can-volunteer-in-the-community%EF%BF%BC/

The benefits of volunteering
https://vantageaging.org/blog/benefits-older-adults-gain-volunteering/

https://lakehouselakemills.seniorlivingnearme.com/blog/a-guide-to-meaningful-volunteer-activities-for-older-adults?hs_amp=true

https://taking.care/blogs/resources-advice/volunteer-opportunities-for-older-adults?srsltid=AfmBOopuA5xzDxQExHND2byp0La5wUDYXOYx-ttoroybzxhoynvoNB50

Mind map
https://www.mindmaps.com/what-is-mind-mapping/

Tools for creating digital mind maps
https://www.canva.com/graphs/mind-maps/

Suggested Assessment/ Follow-up:

Have you identified areas of interest where you could invest your free time?

What activities, based on your interests and experiences, have helped you connect with others in the group?

In what way could your past social and work experiences benefit your community?

Would you be interested in taking part in a tutoring experience?

Discuss the emotional benefits of offering your time and availability, particularly in the role of a tutor.
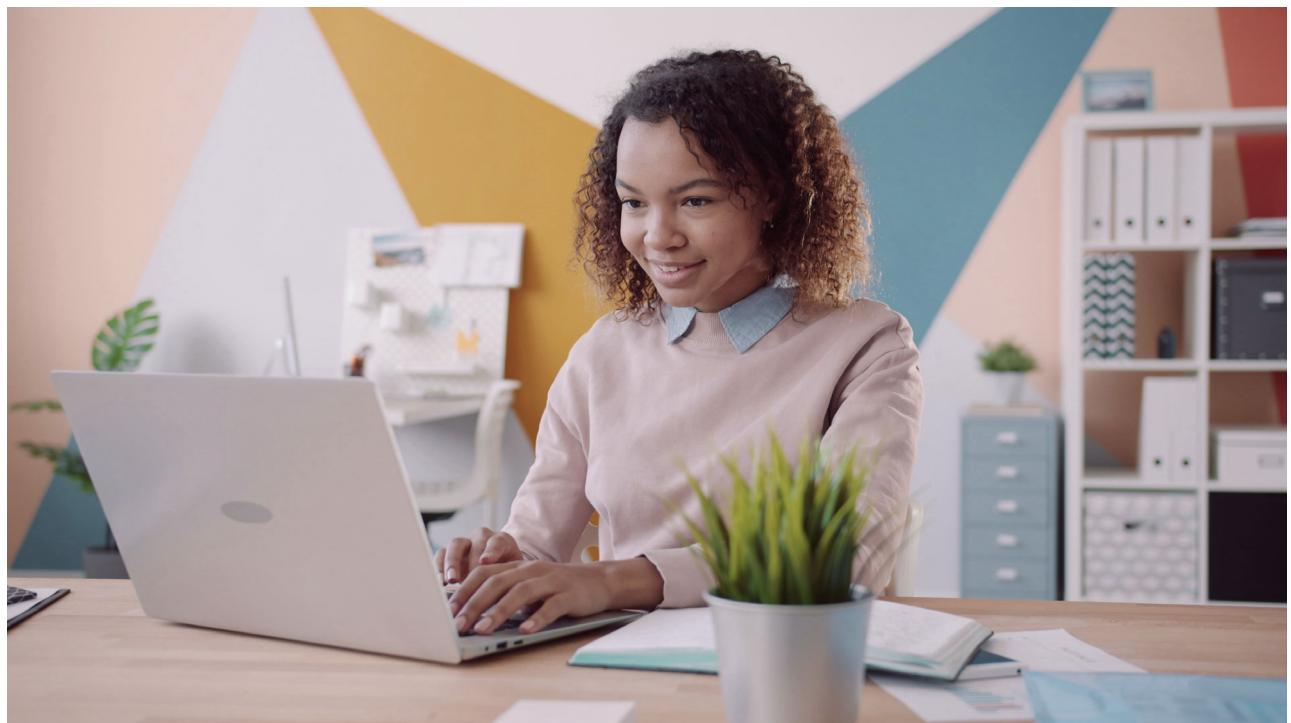
4. FINANCIAL SECURITY: RECOGNISING AND AVOIDING SCAMS

Theme
Time and budget management

Estimated Duration (mins):
60 min

Topic Title:
Financial security: Recognising and avoiding scams

Competencies Addressed:
Select 1 or 2 competencies from the LifeComp Framework
critical thinking

Aim of the Session:
 Scams, know them and learn ways to avoid them

Learning Objectives:
- Know the different types of scams.
- Identify common scam tactics (live and online).
- Self-reflect on the concept of vulnerability.
- Reflect on behaviours that might lead to a risk of fraudulent outcomes.
- Analyse, evaluate and interpret information in a rational and objective manner

Description of Activities:

Step 1 - Activity 1: "The Vocabulary of Scams, Cheats, Tricks and Theft". Ask each participant to search online for the definitions of scams, deception, trick fraud, theft. (If they include the word senior in their search, they may already find relevant case studies to be used later in Step 3). Write down the definitions on a blackboard, highlighting the differences and distinguishing between telephone and online scams.

Step 2.1 (optional) - You can introduce the relevance of the case with data and frequencies
https://commission.europa.eu/system/files/2020-01/factsheet_fraud_survey.final_.pdf

Step2.2 - Invite each participant, in turn to read about a different type of scam. Examples can be found at this link "The little book of scams":
https://www.accc.gov.au/about-us/publications/the-little-book-of-scams

Step 3 - Discuss the victim's profile (referring back to the case studies found during Step 1) Guide the discussion with questions such as:
What is the victims age and gender?
Is the victim alone or with others?
Where does the scam take place?
What type of scam is it ?
What emotions does the scam attempt to trigger?
What warning signs should be identified and accessed?

Step 4.1 (optional) - Prepare a flyer highlighting the key points for recognising and avoiding scams.

Step 4.2 – Conclude by asking each participant, in turn, to " think aloud", and share what they have learned from the activity.

Resources or Materials Required:
https://commission.europa.eu/system/files/2020-01/factsheet_fraud_survey.final_.pdf
https://www.accc.gov.au/about-us/publications/the-little-book-of-scams
https://www.scamwatch.gov.au/
https://it.compass.info/featured-topics/financial-abuse/10-common-forms-of-elder-financial-abuse#section-8-guarantors-gone-wrong
https://www.ausbanking.org.au/wp-content/uploads/2019/11/Safe-and-Savvy-web.pdf
https://www.adirondackbank.com/blog/elder-financial-abuse-common-types
https://rcmp.ca/en/relationship-violence/seniors-guidebook-safety-and-security
https://www.youtube.com/watch?v=kKwyHevGVJo
https://www.ciro.ca/office-investor/avoiding-fraud-and-protecting-your-investments#3925188384-4069010410

Suggested Assessment/ Follow-up:
- How similar or different do you feel from the victim's profile?
- Did you already know about all forms of fraud discussed, or did you learn about new ones? If so which ones?
- How much more aware are you of potential biases in data and your own personal limitations?

5. FIND HELP WITH TIME AND BUDGET MANAGEMENT

Theme
Time and budget management

Estimated Duration (mins):
60 min

Topic Title:
Finding help with time and budget management

Competencies Addressed:
Select 1 or 2 competencies from the LifeComp Framework
Communication

Aim of the Session:
Communicating your needs in a better way.

Learning Objectives:
- Awareness of your rights and desires.
- Practical ability to communicate your needs effectively.
- Help older people to express their needs and wishes in a clear, respectful and safe way.
- Greater autonomy in handling support requests.
- Improve relationships with family members, caregivers and care providers and services.

Description of Activities:
Step 1 – Hold a brainstorming session to identify the time and budget needs of older people, using practical examples such as bill management, medical appointments, weekly shopping, and engaging in cultural activities).

Step 2 – Present the difference between passive, aggressive, and assertive communication and explain the key elements of assertive communication (print the diagram below as a visual aid).

Behaviour	Description	Practical examples
Use of "first-person message"	Focus on your own feelings rather than blaming others	"I feel stressed when I don't know when you are taking about me to the doctor"
Active listening	Pay attention, do not interrupt, ask questions	"If I understand correctly, could you help me with the shopping tomorrow?"
Clear expression of needs	State your wishes calmly and clearly	"I would like to set a specific day each week to go to the post office"
Keeping your cool	Control your emotions and use an appropriate tone of voice	Speak with a firm but gentle voice

Step 3 - Guided exercise: stimulates the transformation of an aggressive or passive sentence into assertive.

Original sentence	Type of communication	Suggested assertive phrase
"You never listen to me!"	Aggressive	"I wish you'd listen to me when I speak"
"It's all right, as long as you have your say ."	Passive	"I would also like to express my opinion on this"

Step 3 - Role-play: Simulations of dialogues with family members or operators to express their needs regarding time, money and support.

Step 4 - Conduct analysis and collective discussion on communicative competence.

Resources or Materials Required:

https://tmd.texas.gov/Data/Sites/1/media/tmd-mental-health/2018/feb/01feb/sothm-feb-2018-assertive-communication.pdf#:~:text=Assertive%20Communication%20can%20be%20enhanced%20through%20the,a%20reasonable%20change%2C%20L%20=%20List%20the
https://positivepsychology.com/assertive-communication/

Suggested Assessment/ Follow-up:
- What type of communication do you use most?
- Can you clearly highlight the difference between passive/aggressive and assertive communication?
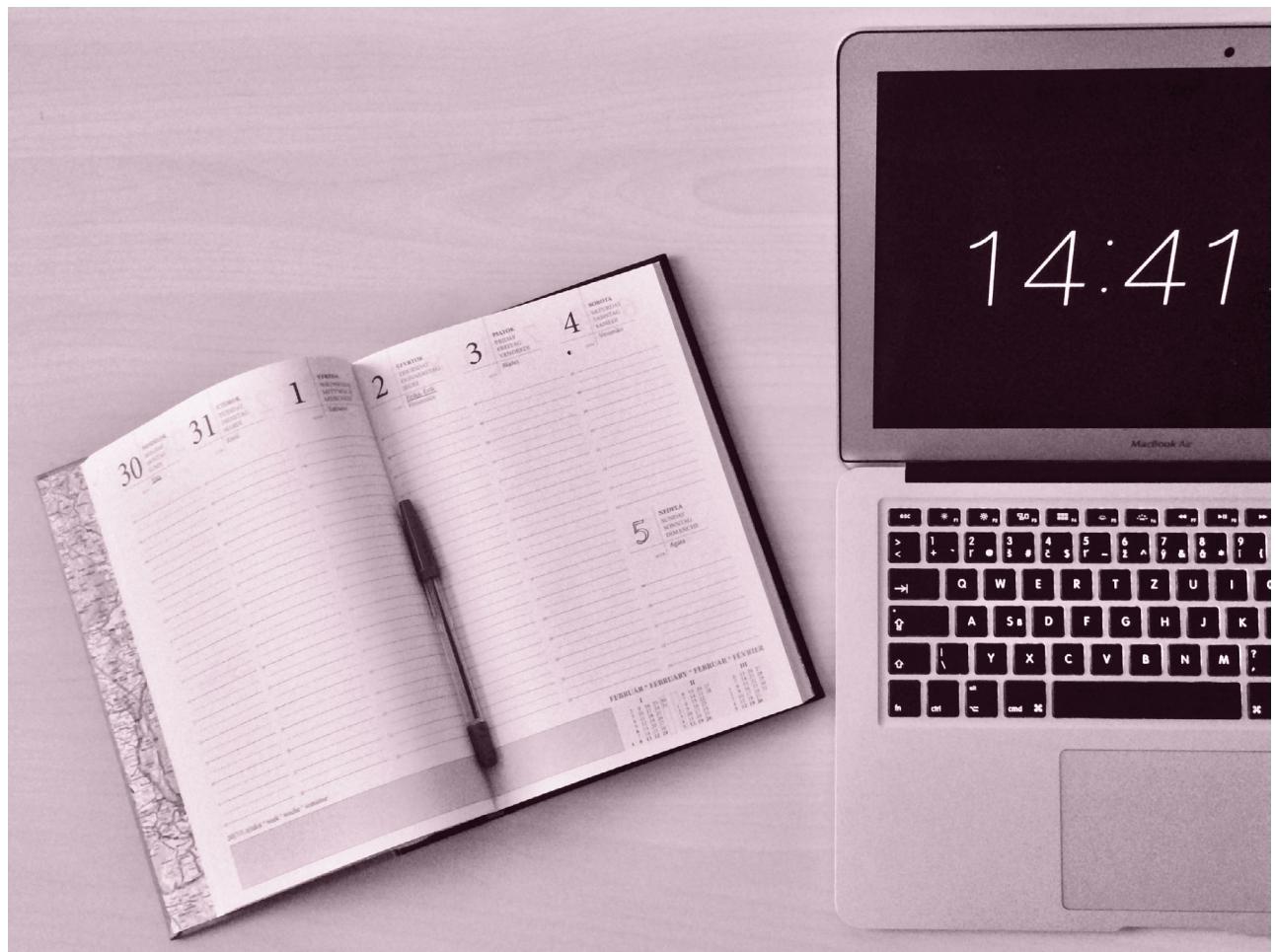
6. TRACKING PERSONAL PROGRESS ON GOALS

Theme
Time and budget management

Estimated Duration (mins):
60 min

Topic Title:
Tracking personal progress and goals

Competencies Addressed:
Select 1 or 2 competencies from the LifeComp Framework
Manage learning

Aim of the Session:
Monitor progress towards concrete goals, improving awareness, self-discipline, and the ability to adapt to daily challenges when managing time and finances.

Learning Objectives:
- Set measurable goals for time or budget management.
- Use tools to monitor and adjust progress effectively.
- Introduction to SMART method where possible.

Description of Activities:
Step 1 - Start a group discussion on the importance of tracking finances and managing time as older people. Guide the conversation by asking questions like:

"Why is financial management important…?"
- **Financial management?**

Tracking your income and expenses allows you to have a clear view of your financial situation, identify unnecessary expenses and optimise your budget.

- **Protection from the unexpected?**

Careful financial planning makes it easier to know if you have sufficient funds to deal with medical expenses or other emergencies, good financial tracking helps you understand if you have enough resources to cope with these situations.

- **Fraud Prevention?**

A careful tracking of banking transactions can help identify any suspicious movements or unauthorised withdrawals, thus protecting against scammers and fraudsters.

- **Can planning your time help you maintain an active and fulfilling life in old age?**

Think about how planning your days can motivate you and allow you to cultivate interests and relationships.

- **Could organising your days contribute to your physical and mental well-being?**

Think about the importance of movement, rest, nutrition and recreational activities in your day

- **Why is it important to have goals and planned activities even after retirement?**

Consider the role of personal, social, or volunteering goals in giving new meaning to your free time.)

Step 2 - Introduce and define the **SMART** method to set clear and achievable goals:
- **Specific:** Clear and well-defined.
- **Measurable:** Quantifiable to monitor progress.
- **Attainable:** Realistic and achievable.
- **Relevant:** Aligned with your priorities.
- **Time-bound:** With a defined deadline.

Step 3 – Following this example encourages the identification of at least one clear and achievable objective

Step 4 - Continue by following the instructions below:
"Pick a small activity that you'd like to incorporate into your day or week. Then turn that idea into a SMART goal."
S – Specific: What exactly do I want to do?
M – Measurable: How will I know if I've done it?
A – Attainable: Is it within my capabilities and energy levels?
R – Relevant: Is it important to my well-being or happiness?
T – Time-bound: When will I factor in time to do it? How often?

Step 5 - Conclude by proposing the different SMART tools such as: SMART Creative Journal, SMART Progress Cards, SMART Goals Poster and SMART Discussion Groups.

Resources or Materials Required:
https://www.hbrhc.com/blog/goal-setting-in-senior-rehabilitation
https://www.hebrewseniorlife.org/blog/getting-smart-about-goal-setting-seniors
https://fountainofhealth.ca/sites/default/files/resources/setting_smart_goals_and_sample_smart_goals.pdf

Suggested Assessment/ Follow-up:
Among the activities that give you the most joy e.g. walking, reading, helping someone, cooking, learning something new, can you identify SMART goals?
 Can you now identify small, concrete goals to improve your quality of life?

TOPIC 3: DIGITAL AND SOCIAL MEDIA
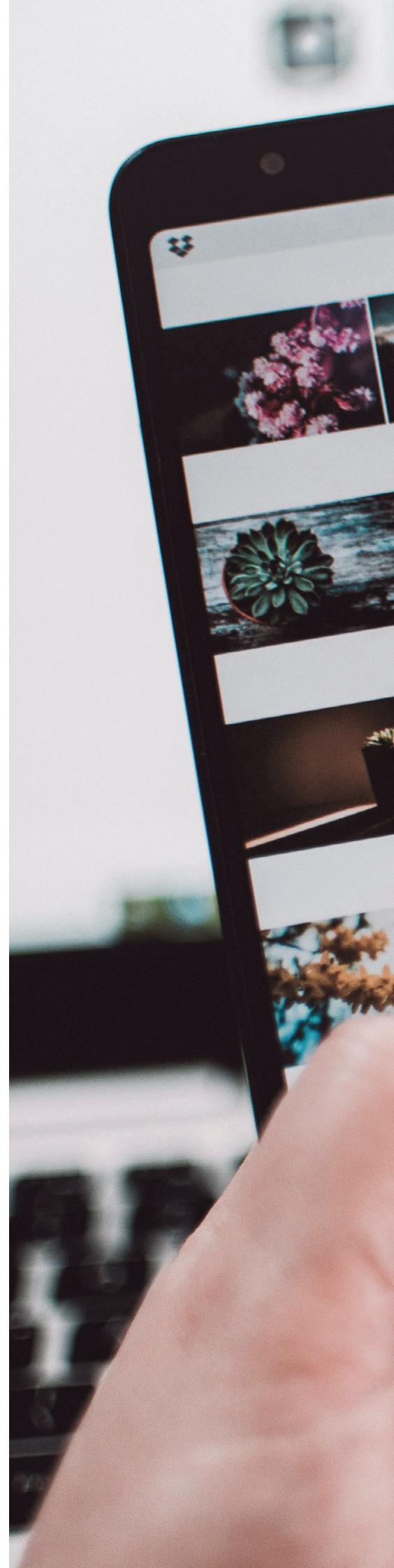
TOPIC 3: DIGITAL AND SOCIAL MEDIA

1. SPOTTING FAKE NEWS ONLINE

Theme
Digital & Social Media

Estimated Duration (mins):
60 min

Topic Title:
Spotting Fake News Online

Competencies Addressed:
L2 – Critical Thinking

Aim of the Session:
To equip participants with the critical thinking skills and practical techniques needed to evaluate the reliability and credibility of online information, identify deceptive content, and make informed decisions in a digital media landscape.

Learning Objectives:
- Applying techniques to fact-check information.
- Introducing to click-bait and bias
- Spotting AI-generated content (deep-fakes, tampered images or videos)
- Recognising characteristics of reliable sources.

Description of Activities:
Activity 1: Fact-Checking in Action
Objective: Teach participants how to verify the credibility of online information.
1. **Preparation:** Select two short articles or posts – one credible and one containing false or misleading information. Provide printed copies or share links.
2. **Introduction:** Begin by explaining the importance of verifying information and introducing common fact-checking tools (e.g., FactCheck.org, AFP Factuel, etc.)
3. **Show them the video:** https://youtu.be/7A55c_KaBpw?si=LNZSVtjOBVcvIFBH You can activate subtitles in your language on the bottom right by clicking on the wheel.
4. **Interactive & Group task:**
   - Divide participants into small groups and assign them one article each.
   - Ask them to identify the author, publication, sources cited, and claims made.
   - Encourage them to cross-check claims using search engines and fact-checking tools.

5. **Debrief & discussion:** Have groups present their findings. Discuss what clues helped them determine credibility. Summarise key takeaways, such as verifying sources, checking multiple outlets, and analysing claims critically.

Activity 2: Spotting Click-Bait and Bias
Objective: Help participants identify sensationalised headlines and biased language.
1. **Preparation:** Collect examples of click-bait headlines and articles with biased language from various websites. Ensure they cover different topics and perspectives.
2. **Introduction:** Explain what click-bait is and how biased language manipulates opinions. Provide examples to illustrate.
3. **Interactive & Group Task:**
   01. Display several headlines on a screen or distribute printed copies.
   02. Ask participants to highlight phrases that seem exaggerated, sensationalised, or opinion driven.
   03. Encourage discussion on why these phrases might be misleading.
   04. Ask them to rewrite the headline and key sections using neutral, fact-based language.
4. **Show them the video:** https://www.youtube.com/watch?v=8IzfzoZsa-Q activate subtitles in your language in the bottom right (click on the wheel).
5. **Debrief & discussion:** Discuss how language affects perception and the importance of approaching content with skepticism.

Activity 3: Identifying AI-Generated Content
Objective: Train participants to detect deepfakes, tampered images, or AI-generated content.
1. **Preparation:** Collect examples of AI-generated images, videos, and text, along with authentic versions for comparison. Include tools like reverse image search (e.g., Google Lens, TinEye).
2. **Introduction:** Provide a brief overview of AI-generated content, explaining how it is created and why it can be deceptive. Highlight common signs to look for (e.g., unnatural facial features, inconsistent lighting).

Overview of AI-Generated Content:
AI-generated content is created using algorithms and machine learning models that can produce text, images, videos, or audio that appear to be real or human-created. These tools analyse vast amounts of data and generate content based on patterns and trends they have learned.

Why it can be deceptive:
AI-generated content can be highly convincing, often mimicking real human behavior or emotions. This makes it difficult to distinguish from authentic content. It can be used for purposes such as spreading misinformation, creating fake news, or manipulating public opinion.

Common signs of AI-generated content to look for:

- **Unnatural facial features:** AI-generated images may display odd or inconsistent facial features, such as misaligned eyes, distorted expressions, or unnaturally smooth skin.
- **Inconsistent lighting or shadows:** The lighting on faces or objects might appear unnatural, with shadows that don't match the light source or changes in brightness.
- **Distorted or wobbly backgrounds:** In videos or images, backgrounds may look blurry or artificially altered, with straight lines or objects becoming warped.
- **Incoherent speech or text:** AI-generated speech or text can sometimes be disjointed or unnatural, with awkward phrasing or missing context.
- **Irregular movements or gestures:** In AI-generated videos, gestures or facial expressions may seem out of sync with the person's speech or look overly mechanical.

3. **Interactive & Group Task:**
   01. Display pairs of images, videos, or text on a screen.
   02. Ask participants to identify which one might be AI-generated, citing their reasons.
   03. Tool demonstration: Show participants how to use reverse image search tools, deepfake detection tools (e.g., Deepware Scanner, Google Lens) to verify content.
   04. Video that explains how to recognise AI generated videos: https://youtu.be/FEmri6CjH9U?si=tgr7qyyFA3Wz5EdC You can activate subtitles in your language on the bottom right by clicking on the wheel.

4. **Debrief & discussion:** Discuss the implications of AI-generated content for trust in media and steps they can take to verify authenticity.
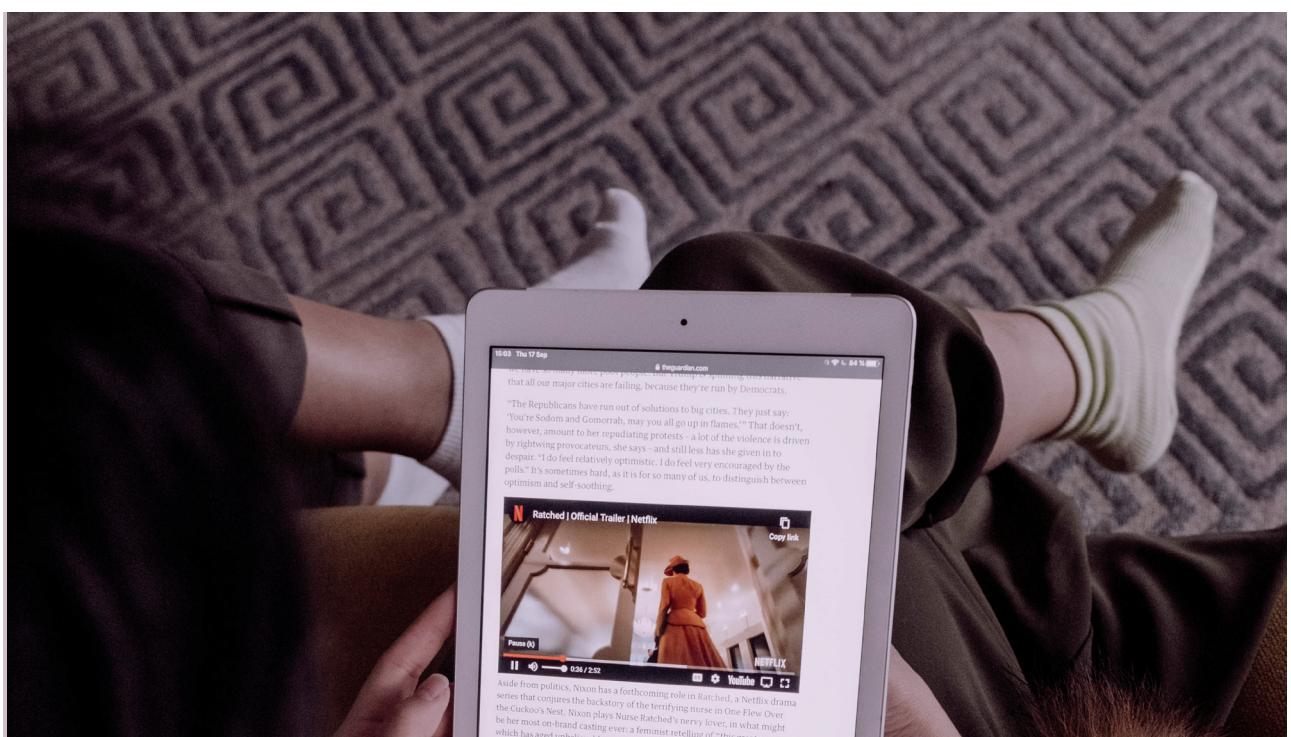
Resources or Materials Required:
- Digital device (computer, smartphone or tablet)
- Internet access
- Markers
- White board
- Pen
- Paper
- Post its/sticky notes
- Projector
- Printed or digital articles
- AI generated content (displayed or printed)
- Printed handouts: fact checking checklist
- Fact checking tools
- Reverse image search & Deep Fake Detection tools

Suggested Assessment/ Follow-up:

General Reflection
1. How has this session changed your approach to evaluating information online?
2. Can you recall a recent time you encountered misleading or biased information? How would you handle it differently now?
3. What strategies do you think are the most practical and easy to apply in your daily life?

Reliable Sources:
1. What do you find most difficult about evaluating the reliability of a source?
2. How do you decide whether to trust or share a source with others?

Activity-Specific Reflection
Fact-Checking:
1. What challenges did you face while verifying the credibility of an article?
2. How do you feel about the time and effort required to fact-check information?

Spotting Click-Bait and Bias:
1. How do sensationalised headlines influence your emotions or decisions?
2. Why is it important to identify biased language even if you agree with the message?

Identifying AI-Generated Content:
1. How confident are you in spotting AI-generated content now? What signs are you most likely to look for?
2. How do you feel about the ethical implications of deepfakes and other AI-generated media?

2 DIGITAL SAFETY : CONSENT AND PRIVACY ONLINE

Theme
Digital and Social Media

Estimated Duration (mins):
60 min

Topic Title:
Digital Safety : Consent and Privacy Online

Competencies Addressed:
L1 - Growth Mindset

Aim of the Session:
To help older people understand the importance of online consent and privacy, manage their digital footprints, and confidently protect their personal information and that of their families when sharing content online.

Learning Objectives:
By the end of this session, learners will be able to:
- Understand the concept of consent and why it's essential when sharing content online.
- Recognise and minimise their digital footprints.
- Implement best practices for protecting their privacy and the privacy of family members, including children.
- Navigate and use privacy settings on social media (ex: Facebook, Whatsapp) and other digital platforms confidently.
- Make informed decisions about what to share online, considering potential risks and consequences.

Description of Activities:
1. **Icebreaker: "What Does Privacy Mean to You?" (10 minutes)**
   - Brief discussion or brainstorming where older people share their understanding of online privacy and its importance.
   - Use a digital whiteboard or sticky notes for older people to write one word or phrase that represents online privacy.
2. **Mini-Lecture: "Understanding Digital Consent and Privacy" (15 minutes)**
   - Define key concepts: digital footprints, consent, and privacy.
   - Discuss real-life examples of privacy breaches and the impact of sharing content without consent.

CONTENT:

Chapter 1: Understanding Digital Footprints

1.1 What is a Digital Footprint?

- Definition: A digital footprint is the trail of data created while using the internet.
- Types:
  - **Active footprints** (information deliberately shared, e.g., social media posts).
  - **Passive footprints** (information collected without the user's direct knowledge, e.g., cookies and tracking).
- Why it matters: Digital footprints can affect personal security, reputation, and future opportunities (e.g., job prospects, school admissions).

1.2 The Risks of an Unmanaged Digital Footprint

- Identity theft and fraud.
- Unwanted tracking by advertisers.
- Reputation damage due to past posts or shared content.
- Risks to children's privacy and security.

Chapter 2: Best Practices for Online Privacy Protection

2.1 Protecting Personal and Family Privacy

- **Limit sharing:** Be cautious about posting personal details (e.g., addresses, birthdays, travel plans).
- **Strong passwords & authentication:** Use unique, complex passwords and enable two-factor authentication.
- **Recognising scams & phishing:** Learn to identify suspicious emails and messages.
- **Secure devices:** Keep software and security settings updated.
- **Teach children about privacy:** Educate them on safe sharing practices and potential online dangers.

2.2 Privacy Settings and Controls

- **Social media:** Review and adjust privacy settings regularly.
- **Web browsers:** Use private browsing modes and clear cookies.
- **Apps & permissions:** Limit access to location, contacts, and camera on mobile devices.
- **Search engines:** Use privacy-focused search engines (e.g., DuckDuckGo) and enable do-not-track features.

Chapter 3: Making Informed Choices About Online Sharing

3.1 Evaluating What to Share Online

- **Consider the audience:** Who can see your posts? (Public vs. friends-only settings)
- **Understand long-term impact:** Content online is often permanent, even if deleted.
- **Avoid oversharing:** Be mindful of personal details that could be misused.

3.2 Managing and Reducing Digital Footprints

- Regularly review past online activity and delete unnecessary accounts or content.
- Use tools like Google Alerts to monitor online presence.
- Opt-out of data collection services where possible.
- Consider using a VPN for added privacy.

3. Activity: "What's in Your Digital Footprint?" (15 minutes)

- Older people will perform a quick self-assessment by searching their own names online to see what information is publicly available.
- Discuss findings and brainstorm ways to reduce unnecessary exposure.

4. Privacy Settings Workshop (20 minutes)

- Demonstrate how to adjust privacy settings on popular platforms (e.g., Facebook, Instagram, Google, Whatsapp).
- Provide step-by-step guides or handouts.
- Older people practice updating their own settings.

5. Group Activity: "Would You Share This?" (20 minutes)

- Divide the class into small groups and give them hypothetical scenarios (e.g., sharing a child's school photo online).
- Groups discuss the potential risks and how they would approach the situation, emphasising consent and privacy.

6. Reflection and Discussion (10 minutes)

- Older people reflect on what they've learned and share one actionable step they will take to improve their online privacy practices.

Resources or Materials Required:

- Projector or screen for presentation
- Internet-enabled devices (smartphones, tablets, or laptops) for practical activities.
- Handouts or guides on adjusting privacy settings for major platforms (see learners' handout)
- Examples of real-life scenarios or news articles about privacy breaches (see learners' handout)
- Sticky notes, markers, or access to a digital collaboration tool for brainstorming activities.

Suggested Assessment/ Follow-up:

Assessment:

- Observe older people adjusting their privacy settings during the session.
- A short quiz or matching exercise to reinforce key concepts.

Follow-up Activities:

- Schedule one-on-one follow-ups to assist with specific concerns.
- Offer additional workshops on related topics, such as avoiding scams or creating strong passwords.
- Share a list of trusted websites and hotlines for reporting privacy concerns.
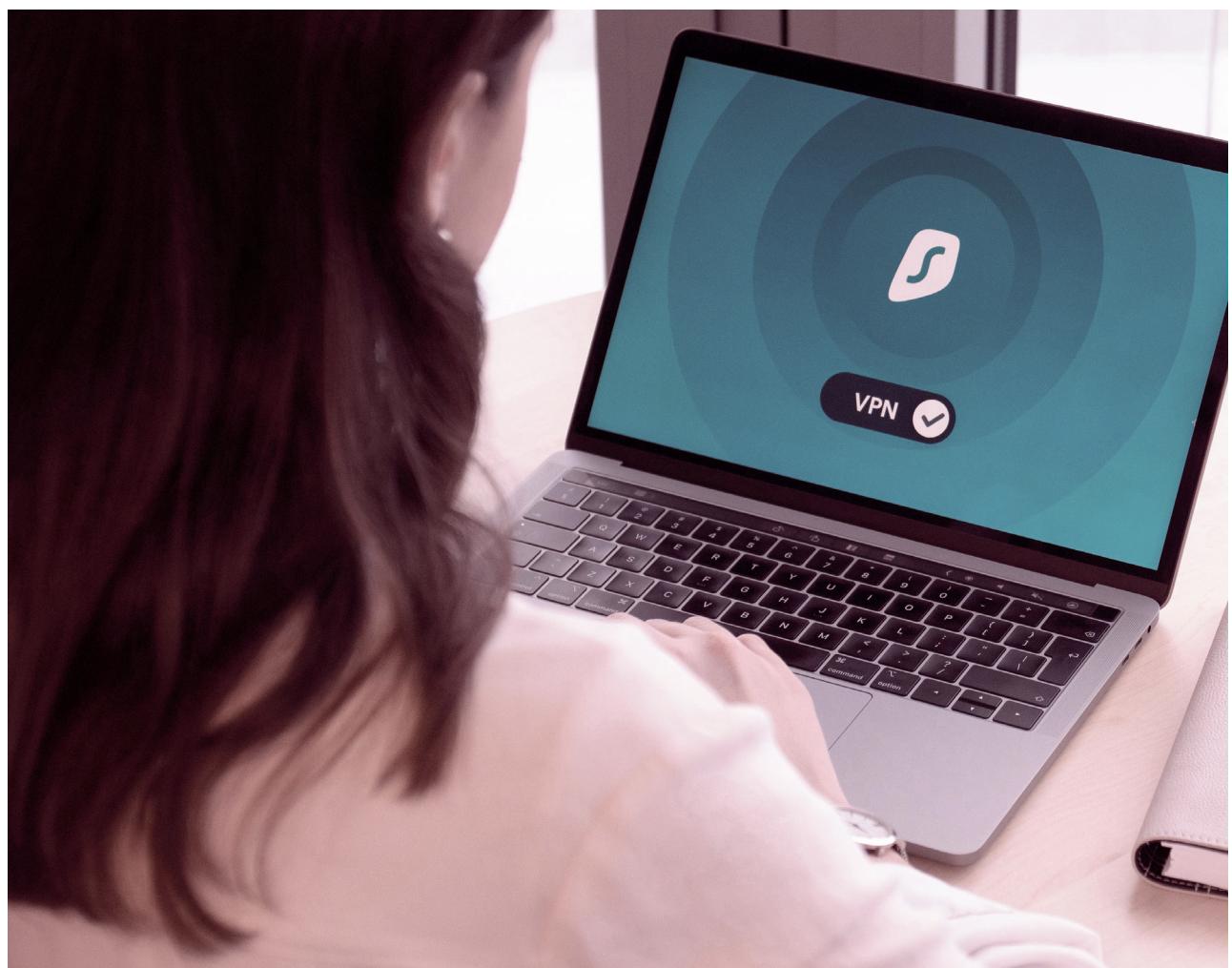
3. CREATING AN EFFECTIVE SOCIAL MEDIA POST

Theme
Digital and Social Media

Estimated Duration (mins):
60 min

Topic Title:
Creating an Effective Social Media Post

Competencies Addressed:
[LifeComp Framework](#)
- *(S2) Communication*
- *(L1) Growth mindset*
- *(P2) Flexibility*

Aim of the Session:
- Enhance digital communication skills
- Learn to craft concise and engaging social media content
- Understand audience engagement strategies

Learning Objectives:
- Write impactful social media captions
- Utilise hashtags strategically
- Identify optimal posting times for engagement
- Foster engagement through interactive content

Description of Activities:
1. **Icebreaker (10 min):** *The educator asks participants to share examples of social media posts that caught their attention and why.*
2. **Presentation (15 min):** *Explanation of key elements of a successful social media post, including examples and case studies. [A coffee shop posts a latte art photo with "What's your go-to coffee order? " <u>to drive engagement</u>. A health organisation shares "5 Mental Health Tips You Need Today!" in a carousel for <u>easy reading</u>. A non-profit posts "Join us in making a difference! Sign up now! " <u>to encourage action</u>. A fitness influencer uses hashtags like #MondayMotivation <u>to expand reach</u>. A small business shares a behind-the-scenes video of handmade jewelry <u>to create an emotional connection</u>.]*
3. **Interactive Exercise (20 min):** *Participants draft a social media post based on a given scenario, incorporating best practices.*
4. **Group Discussion (10 min):** *Participants share their posts and discuss improvements.*
5. **Wrap-up & Q&A (5 min):** *Summary of key takeaways and participant questions*

Resources or Materials Required:
- Projector or screen for presentation
- Handout with key tips and examples
- Social media post template worksheet

Suggested Assessment/ Follow-up:
- Participants revise a past social media post using the learned techniques.
- Self-assessment: Compare engagement before and after applying new strategies.
- Group discussion in the next session on what worked and what didn't.
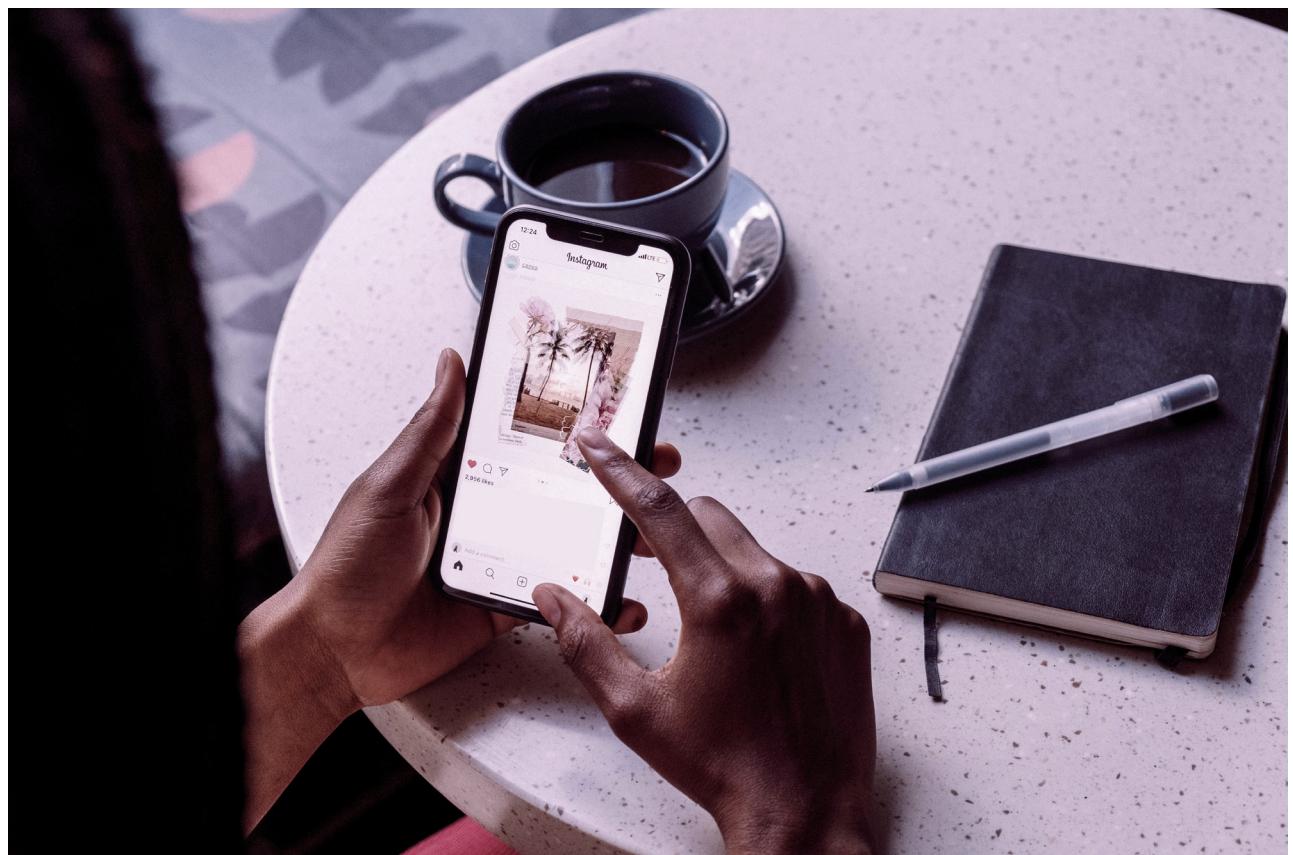
4. CONNECTING WITH OTHERS IN ONLINE COMMUNITIES

Theme
Digital and Social Media

Estimated Duration (mins):
60 min

Topic Title:
Connecting with Others in Online Communities

Competencies Addressed:
[LifeComp Framework](#)
- *(S1) Empathy*
- *(S2) Communication*
- *(P2) Flexibility*

Aim of the Session:
- *Enhance digital communication skills*
- *Encourage empathetic engagement in online communities*
- *Develop respectful and inclusive interaction habits*

Learning Objectives:
- Understand how to participate effectively in digital communities
- Learn strategies for engaging with empathy and respect
- Identify different online platforms and their community norms
- Apply digital etiquette to maintain constructive conversations

Description of Activities:
Warm-up Discussion (10 min):
- The educator introduces the session by asking participants to reflect on their experiences in online communities.
- Participants are paired and discuss two key questions:
  ◊ What was a positive interaction you've had in an online community?
  ◊ Have you ever witnessed or experienced a negative interaction? How did it make you feel?
- Each pair briefly shares insights with the larger group.

Guided Learning (15 min):
- The educator presents key principles for engaging in online communities:
  ◊ The importance of empathy and active listening
  ◊ Understanding online group norms and digital etiquette
  ◊ Constructive communication in disagreements

- ◊ The impact of positive engagement on online relationships
- Real-life examples of effective and poor interactions are discussed.
- Interactive Scenario Practice (20 min):
- Participants are divided into small groups and assigned different online interaction scenarios.
- Each group drafts a response that aligns with best practices for empathy and respectful engagement.
- Scenarios include:
  - ◊ Welcoming a new member into a support group
  - ◊ Responding to a controversial discussion in a professional forum
  - ◊ Addressing misinformation in a digital space
  - ◊ Handling negative or aggressive comments with empathy

Peer Review and Discussion (10 min):
- Each group presents their scenario response to the class.
- The educator facilitates a discussion on the effectiveness of each response and explores alternative approaches.
- Key takeaways about digital interaction and community-building are highlighted.

Final Takeaways & Q&A (5 min):
- Participants reflect on their role in online communities and how they can apply what they have learned.
- The educator summarises key lessons and encourages participants to implement at least one change in their digital interactions.

Resources or Materials Required:
- Projector or screen for presentation
- Handout with digital etiquette guidelines
- Case studies of online discussions

Suggested Assessment/ Follow-up:
- Participants reflect on their online interactions and identify areas for improvement.
- Self-assessment: How often do they practice empathy in online discussions?
- Follow-up session where participants share changes they've implemented in their online interactions.

5. INTRODUCTION TO AI

Theme

Estimated Duration (mins):
60 min

Topic Title:
Introduction to AI: Understanding & Applying AI in Daily Life
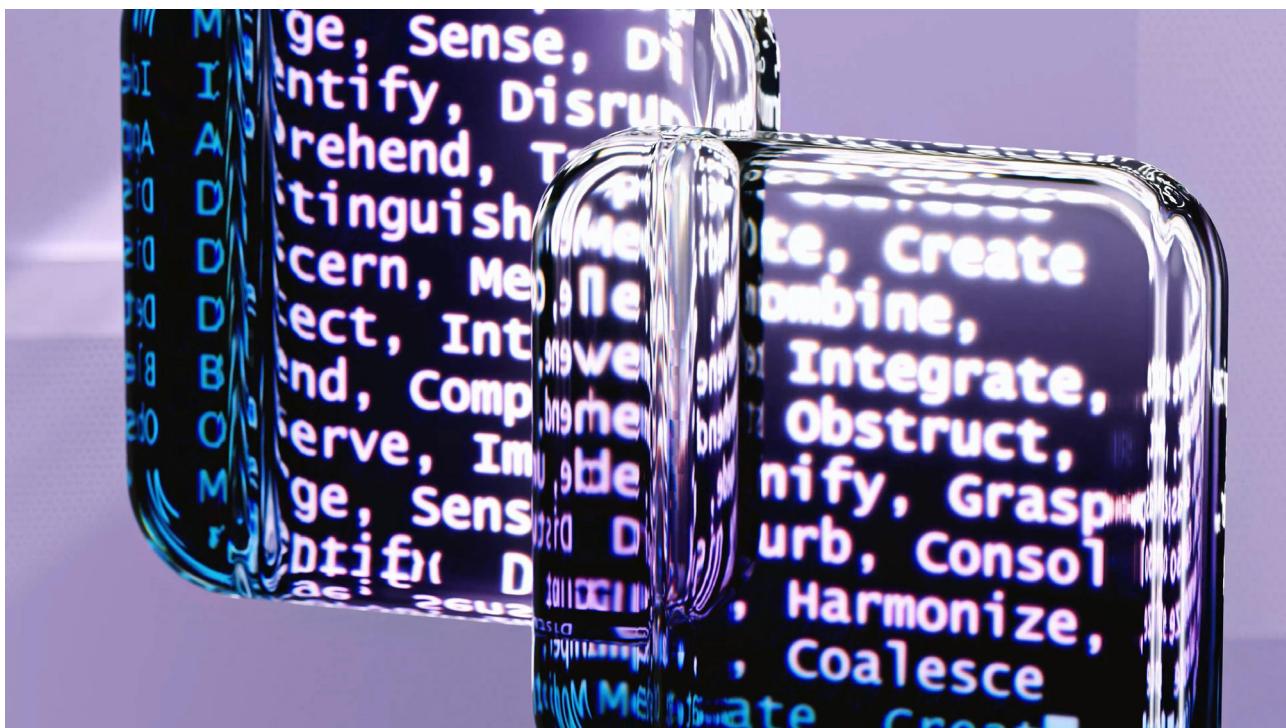
Competencies Addressed:
[LifeComp Framework](#)
- *(L1) Growth Mindset – Developing curiosity and adaptability towards AI innovations.*
- *(S2) Critical Thinking – Understanding AI's applications and limitations.*
- *(P1) Digital Literacy – Gaining confidence in using AI-powered tools effectively.*

Aim of the Session:
- *Provide a foundational understanding of AI and its role in society.*
- *Introduce participants to AI-powered tools that improve efficiency in daily life.*
- *Encourage an open and ethical approach to AI adoption.*
- *Discuss the European Union's approach to AI regulation and responsible innovation.*

Learning Objectives:
- Define AI and differentiate between Narrow AI and General AI.
- Recognise common AI applications in daily activities.
- Identify AI-driven tools that enhance decision-making.
- Develop a growth mindset towards AI's evolving role in various aspects of daily life.

Description of Activities:

1. Icebreaker: AI in Everyday Life (10 min)
- *The educator asks participants: "What AI tools do you use daily?" (Examples: Google Assistant, Netflix recommendations, smart home devices).*
- *Participants share experiences in pairs or small groups.*

2. Presentation: Fundamentals of AI (15 min)
The educator introduces AI concepts in simple and accessible language:
- *What is AI? AI is a technology that helps machines learn, think, and assist humans in various tasks.*
- *Key Characteristics of AI: AI can analyse data, recognise patterns, and improve its performance over time.*
- *Machine Learning vs. Rule-Based AI:*
  - ◊ *Machine Learning: AI learns from experience, like Netflix suggesting movies based on what you watch.*
  - ◊ *Rule-Based AI: AI follows fixed instructions, like an automatic calculator.*
- *Examples of AI in Daily Life:*
  - ◊ *Healthcare: AI helps doctors diagnose diseases faster (e.g., medical image analysis).*
  - ◊ *Finance: AI detects fraud in banking transactions.*
  - ◊ *Education: AI-powered learning apps (e.g., Duolingo) personalise lessons for students.*
- *Recognising AI Around Us: Virtual assistants, online shopping recommendations, and even automatic subtitles on videos use AI.*

A short video or infographic from the European Commission's AI initiatives is presented. [https://www.youtube.com/watch?v=xOeGBh6AS74]

3. Group Activity: AI Impact Exploration (20 min)
- *The educator divides participants into groups, each analysing a different AI application (e.g., AI in healthcare, education, customer service).*
- *Each group answers:*
  - ◊ *How does AI improve this field?*
  - ◊ *What are its limitations?*
  - ◊ *What ethical concerns might arise?*
- *Groups present their findings in a brief discussion.*

4. Hands-on Exercise: Exploring AI Tools (10 min)

- *Participants test AI-powered applications such as:*
  - ◊ *ChatGPT or Google Bard (AI-generated content).*
  - ◊ *Grammarly (AI writing assistance).*
  - ◊ *Google Lens (image recognition AI).*
- *Educator facilitates discussion on usability, benefits, and challenges.*

5. Reflection & Discussion (5 min)

- *Participants reflect on one AI tool they would like to explore further.*
- *The educator encourages mindful AI adoption and highlights the EU's AI regulatory framework (AI Act).*

Resources or Materials Required:

Projector or screen for slides/video.

- Printed handouts on AI definitions and ethical considerations.
- Smartphones or laptops for interactive exercises.
- Links to European Commission resources on AI ethics and regulation.

Suggested Assessment/ Follow-up:

- Reflection Questions:
  - ◊ How has your perception of AI changed after this session?
  - ◊ What AI tool do you plan to integrate into your routine?

- Assessment:
  - ◊ Short quiz on AI fundamentals.
  - ◊ Participants draft a short statement on the ethical considerations of AI in their field of interest.

- Follow-up Session:
  - ◊ Participants revisit AI tools after one month and discuss their experiences.
  - ◊ Discussion on upcoming AI advancements and policy changes in the EU.

6. MASTERING A NEW APP IN 30 MINUTES

Theme
Digital skills

Estimated Duration (mins):
60 min

Topic Title:
Mastering a New App in 30 Minutes

Competencies Addressed:
P2 (Flexibility)
- Digital Literacy
- Problem-Solving
- Confidence in Technology Use

Aim of the Session:
- Guide older people through the process of downloading and setting up an app.
- Build their confidence in exploring new digital tools.
- Encourage independent and safe use of apps.

Learning Objectives:
- Identify and access the correct app store for their device.
- Download and install an app safely.
- Create an account and navigate basic app features.
- Adjust settings for a personalised experience.
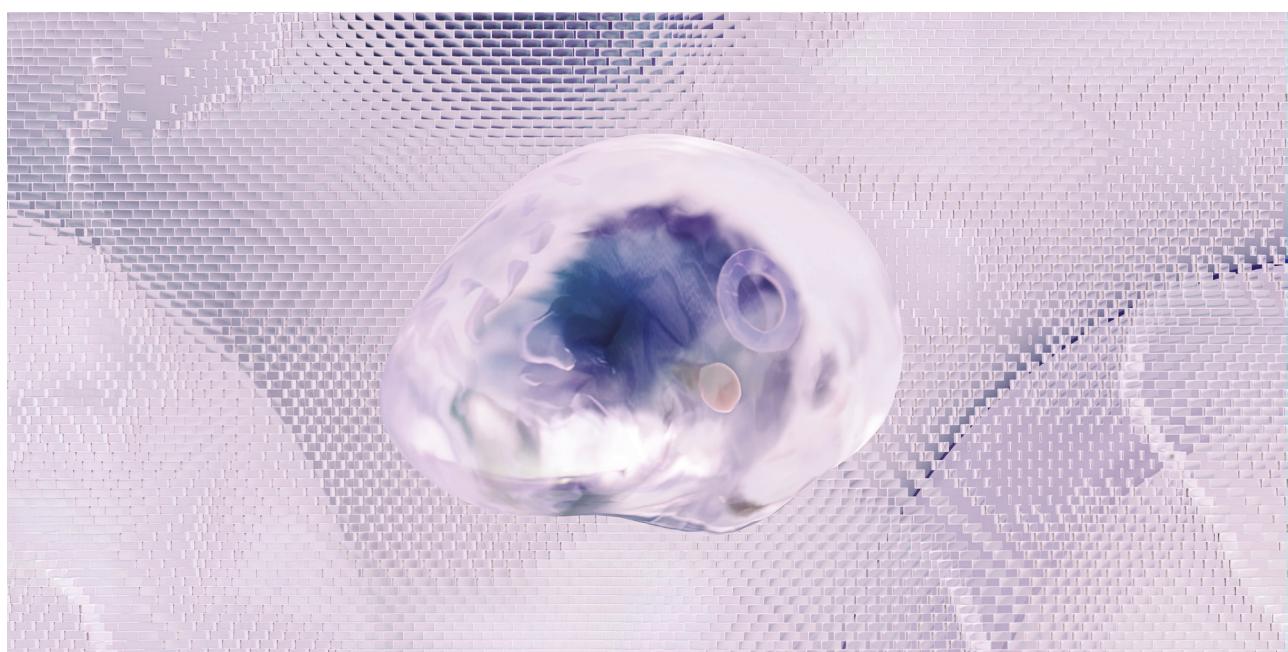
Description of Activities:
- The educator begins by demonstrating how to access the app store and search for an app.
- Participants follow along using their devices to download the selected app.
- The educator explains how to create an account and explores key features with the group.
- Participants practice performing a basic task within the app (e.g., sending a message, making a post, setting a reminder).
- The session concludes with a Q&A and self-reflection activity.

Resources or Materials Required:

Smartphones or tablets
- Internet connection
- List of recommended beginner-friendly apps
- Handout with step-by-step instructions

Suggested Assessment/ Follow-up:

Reflection Questions on Ease of Use and Confidence Level:

1. How confident do you feel about downloading and setting up an app after this session?

2. Which step of the process was the easiest for you? Which was the most challenging?

3. How likely are you to download a new app on your own in the future?

4. What would help you feel even more comfortable using new apps?

TOPIC 4: SPORT AND HOBBIES
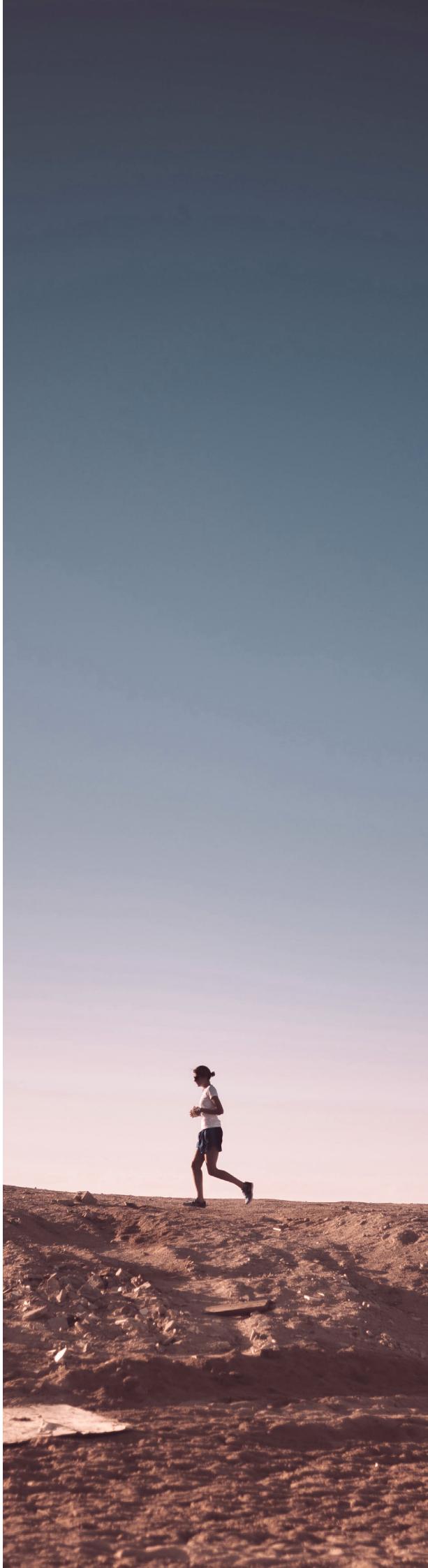
TOPIC 4: SPORT AND HOBBIES

1. BUILDING A SUSTAINABLE ROUTINE

Theme
Sport and Hobbies

Estimated Duration (mins):
60 min

Topic Title:
Building a Sustainable Exercise Routine

Competencies Addressed:
P1 (Self-Regulation)

Aim of the Session:
- *Help learners explore their motivations for exercising*
- *Support older adults in designing a personal and achievable exercise routine*
- *Promote long-term commitment to physical activity through enjoyable and manageable habits*

Learning Objectives:
- Identify personal reasons for staying physically active
- Learn how to design a simple routine tailored to individual preferences and need
- Discover practical strategies to stay motivated and consistent

Description of Activities:

Welcome and Introduction (10 mins):
The educator welcomes the group and introduces the topic. A brief group discussion follows where participants share how they currently stay active or what stops them from doing so.

Motivation Mapping (10 mins):
Learners are given a worksheet with prompts such as "I want to feel more..." or "I enjoy activities like...". The educator encourages open sharing for those who feel comfortable.

Designing a Personal Routine (20 mins):
The educator presents 3 example weekly routines (walking-based, stretching-based, mix of light movement) and discusses how they can be adjusted. Participants are invited to sketch out their own plan based on preferences, limitations, and lifestyle.

Staying on Track (10 mins):

The group explores strategies for building habits: pairing movement with daily routines, using simple reminders, and tracking progress. Participants can share tips or challenges.

Group Wrap-up and Reflection (10 mins):

Each participant is invited to share one small action they will try during the coming week. The educator ends the session by reinforcing the value of consistency and self-compassion.

Resources or Materials Required:

- Printed worksheets or notepads

- Pens or pencils

- Printed sample routines

- Flipchart or whiteboard (optional)

Suggested Assessment/ Follow-up:

Reflection Questions:

What kind of movement do I enjoy and why?

- What can I do to make exercise part of my weekly rhythm?

Optional Follow-up:

A check-in session after two weeks to see how routines are going and to support those needing adjustments.

2. CREATING AND CONNECTING THROUGH YOUR INTERESTS

Theme
Creating and Connecting Through Your Interests

Estimated Duration (mins):
60 min

Topic Title:
Using Instagram to Share and Connect Through Your Hobbies

Competencies Addressed:
S2 Communication
S3 Collaboration

Aim of the Session:
Introduce older adults to Instagram as a platform for hobby sharing
Teach them how to visually document hobbies and creatively
Guide them on using Instagram's features to connect with communities

Learning Objectives:
Identify hobbies that are well-suited to visual sharing

Learn creative tips to document hobbies through photos and videos

Understand how to use hashtags and Instagram's algorithm to reach others

Explore related platforms to expand sharing and engagement

Description of Activities:
Educator begins with an introduction to Instagram and examples of hobby-related accounts

Demonstrate how to take good photos/videos and write engaging captions

Guide participants in creating a sample post using their favorite hobby

Discuss how to use hashtags and follow communities

Group discussion on benefits and challenges of sharing hobbies online

Q&A and troubleshooting session

Resources or Materials Required:

Smartphones or tablets with Instagram installed

Sample hobby photos or videos for demonstration

Projector or screen for educator's demonstrations

Handouts with tips and hashtag lists

Suggested Assessment/ Follow-up:

Reflection questions on participants' comfort with using Instagram

Encourage participants to post a hobby photo and report back on engagement

Follow-up session to discuss progress and troubleshoot issues

3. LEARNING A NEW LANGUAGE

Theme
Sport and Hobbies

Estimated Duration (mins):
60 min

Topic Title:
Learning a New Language

Competencies Addressed:
L1 (Growth Mindset)

Aim of the Session:
Encourage learners to adopt a positive mindset toward learning new skills

Introduce basic language learning tools and techniques

Promote curiosity and engagement through simple and meaningful language use

Learning Objectives:
Learn the basics of how to approach language learning with confidence

Practise a small selection of common phrases in a new language

Explore free digital tools and community-based language resources

Description of Activities:
Warm-up Discussion (10 mins):
 The educator asks the group if there are any languages they have always wanted to learn or have heard spoken in their community. Volunteers share short memories or reasons.

Phrase Practice (15 mins):
The educator introduces five simple phrases in a chosen language (e.g. greetings, thank you, my name is…). Learners repeat after the educator and practise with a partner in pairs or small groups.

Digital Tools Demo (15 mins):
The educator demonstrates how to use a free app like Duolingo or Babbel on a smartphone or tablet. Learners follow along and try one short lesson. Those without devices can be paired with someone or observe.

Language Treasure Hunt (15 mins):
Learners are given a printed list of objects or actions to label around the room or in a worksheet using the new language. This encourages active recall and playfulness.

Wrap-up and Encouragement (5 mins):
Each learner shares one phrase they remember or one tool they want to explore. The educator encourages continued exploration at home.

Resources or Materials Required:
Pens, printed handouts or worksheets

Access to smartphones or tablets (if available)

Simple printed vocabulary sheets (optional)

Wifi

Suggested Assessment/ Follow-up:
Reflection Questions:
- How did I feel trying a new language today?
- Which learning tool or technique felt easiest for me?

Optional Follow-up:
Invite learners to a language-sharing circle next week, where they can share one new phrase or fact they learned.

4. PLANNING A GROUP FITNESS CHALLENGE

Theme
Sport and Hobbies

Estimated Duration (mins):
60 min

Topic Title:
Planning a Group Fitness Challenge

Competencies Addressed:
S3 (Collaboration)

Aim of the Session:
- Help learners design a collaborative activity around movement
- Promote inclusion, teamwork and shared goals
- Support healthy social interaction through a common project

Learning Objectives:
Understand how to organise a group fitness challenge

Practise setting shared goals and roles within a team

Learn to adapt a group activity to suit different abilities

Description of Activities:
1. Group Discussion (10 mins):
The educator invites participants to share past experiences of doing an activity with others. This could include walks, dancing classes or simply chatting while moving.

2. Brainstorm Session (15 mins):
The group is divided into smaller teams. Each team comes up with an idea for a group fitness challenge, such as "10-day step tracker" or "3 mornings of stretching together."

3. Planning Activity (20 mins):
Each team creates a simple plan:
- What will the challenge involve?
- How long will it run?
- How will they track progress?
- What roles will each person take?

4. Presentation and Feedback (10 mins):

Teams briefly present their challenge idea. The educator encourages supportive feedback from the group.

5. Wrap-up (5 mins):

Participants reflect on how they might apply this in their own lives with family, neighbours or friends.

Resources or Materials Required:

Markers, paper or flipcharts for team planning

Sample templates for tracking activities (optional)

Comfortable space for movement or brainstorming (can be seated)

Suggested Assessment/ Follow-up:

Reflection Questions:
- What kind of fitness activity do I enjoy most when shared with others?
- How did working in a group shape my idea of movement?

Optional Follow-up:

Set a real group challenge for the following week with interested participants and meet to reflect on it afterwards.

5. REDISCOVERING JOY THROUGH MOVEMENT

Theme
Sport and Hobbies

Estimated Duration (mins):
60 min

Topic Title:
Rediscovering the Joy in Movement

Competencies Addressed:
P3 (Well-being)

Aim of the Session:
Encourage learners to reconnect with movement in ways that feel natural and enjoyable

Support emotional and mental well-being through light physical activity

Help learners reflect on positive memories of movement and explore new possibilities

Learning Objectives:
Identify types of movement that promote positive feelings and relaxation

Explore new ways to bring movement into everyday life

Understand the emotional and social benefits of light physical activity

Description of Activities:
Opening Discussion (10 mins):
The educator welcomes the group and invites participants to recall a time when movement felt enjoyable or freeing. This could be from any stage in life. Volunteers may share but writing it down is also encouraged for those who prefer privacy.

Movement Discovery Exercise (15 mins):
The educator presents 5 varied examples of light, joyful movement:

- Gentle dancing
- Chair-based yoga
- Walking in nature
- Light gardening
- Free form stretching to music

The group then watches a short clip (or demonstration, if live) of two examples and discusses how they feel about trying them.

Personal Joy Map (20 mins):
Participants receive a simple worksheet with prompts:

- "What type of movement brings me peace?"
- "Which spaces make movement feel enjoyable (e.g. kitchen, garden, park)?"
- "Is there music that inspires me to move?"

They use this to sketch their own Joy Movement Map—a visual or written list of activities they want to try or return to.

Closing Circle (15 mins):
The group comes together to share one small action or joyful movement they will try during the coming week. The educator closes with an encouraging message and an invitation to keep experimenting with what feels good.

Resources or Materials Required:
Pens and printed worksheets for Joy Movement Map

Access to short video clips or music (optional)

A quiet space for simple seated movement (optional)

Suggested Assessment/ Follow-up:
Reflection Questions:

- What surprised me about how I feel when I move in a relaxed way?
- How can I bring more of this type of movement into my daily routine?

Optional Follow-up:
A movement-sharing session in 1–2 weeks where participants can try light group activities or share their experiences.

6. TRYING A NEW HOBBY WITHOUT FEAR

Theme
Sport and Hobbies

Estimated Duration (mins):
60 min

Topic Title:
Trying a New Hobby Without Fear

Competencies Addressed:
L1 (Growth Mindset)

Aim of the Session:
Build learners' confidence in trying new creative or personal hobbies

Challenge the fear of failure and perfectionism

Promote a curious and open approach to new experiences

Learning Objectives:
Identify personal interests and potential hobby ideas

Understand how to approach a hobby with curiosity rather than pressure

Experience trying something new in a supportive environment

Description of Activities:
Opening Discussion (10 mins):
The educator asks: "Is there something you've always wanted to try but never did?" Participants are invited to share (or write privately) one hobby or interest they've avoided due to fear or self-doubt.

Try It Out Mini Session (20 mins):
The educator prepares three basic hobby stations (e.g. sketching, collage, origami, simple poetry writing, clay shaping). Participants are encouraged to try at least one activity for ten minutes without aiming to "get it right."

Growth Mindset Reflection (10 mins):
The educator shares short quotes or examples about learning through mistakes. Learners reflect on how it felt to try something with no expectation of perfection.

Hobby Planning (15 mins):
Each learner selects one hobby to explore further and writes down one small action they'll take in the coming week (e.g. visit a library, watch a video, buy materials).

Wrap-up (5 mins):
The group shares final thoughts. The educator encourages them to support one another if anyone continues exploring their chosen hobby.

Resources or Materials Required:
Basic supplies for 2–3 mini hobby stations

Scrap paper, pens, glue, scissors

Printed inspirational quotes or hobby ideas

Soft music (optional)

Suggested Assessment/ Follow-up:
- Reflection Questions:

    ◊ What surprised me most while trying a new activity today?

    ◊ How can I remind myself that being a beginner is a strength?

- Optional Follow-up:
    ◊ Invite learners to bring something they have created, learned or explored to the next session.

Social Circles