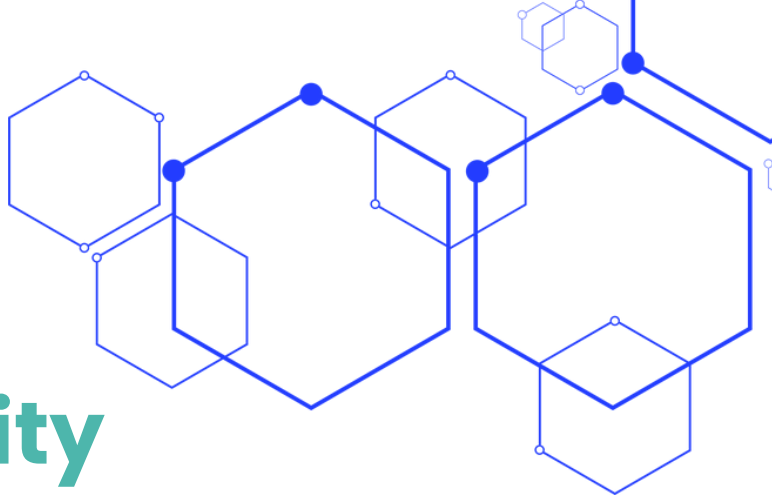




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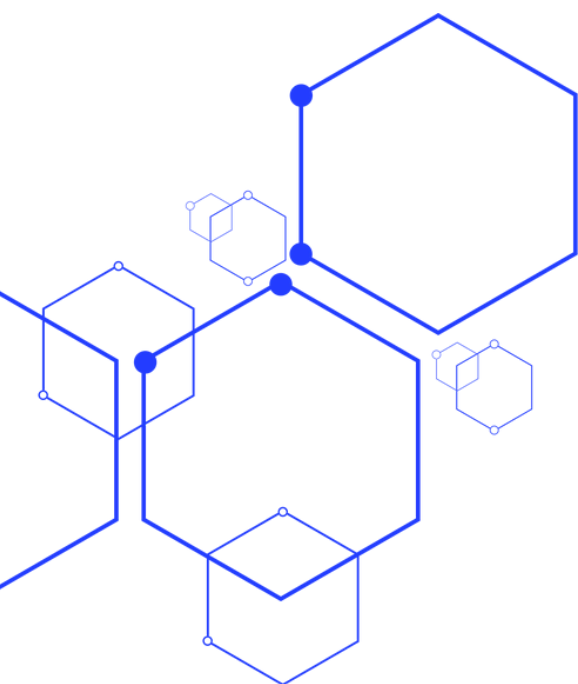
Enhancing digital skills,
competencies & safety in
European older adults & seniors!

WP2 - TRAIN THE TRAINERS FRAMEWORK TRAINING MODULE FOR TRAINERS:

MODULE 3 - Digital
Intergenerational Learning: Older
People Learn from Younger People

Partner: Fundacja “Fundusz
Inicjatyw

WORKSHEETS



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SESSION SETUP CHECKLIST

Intergenerational Digital Learning

Purpose of the exercise

This checklist helps trainers prepare safe, accessible and effective intergenerational digital learning sessions.

It focuses on real-life conditions, not formal procedures.

Instructions for participants

Work in pairs or small groups.

Review each area below and tick what is already ensured in your context.

Add notes or adaptations where needed.

1. Learning Space & Seating

- ☐ The room layout supports face-to-face or side-by-side interaction
- ☐ Seating allows the senior and youth mentor to see the same screen easily
- ☐ There is enough space for movement (chairs, wheelchairs, walking aids)
- ☐ Noise level allows calm conversation
- ☐ Lighting is sufficient to read screens and printed materials

Notes / adaptations needed:

2. Accessibility & Comfort

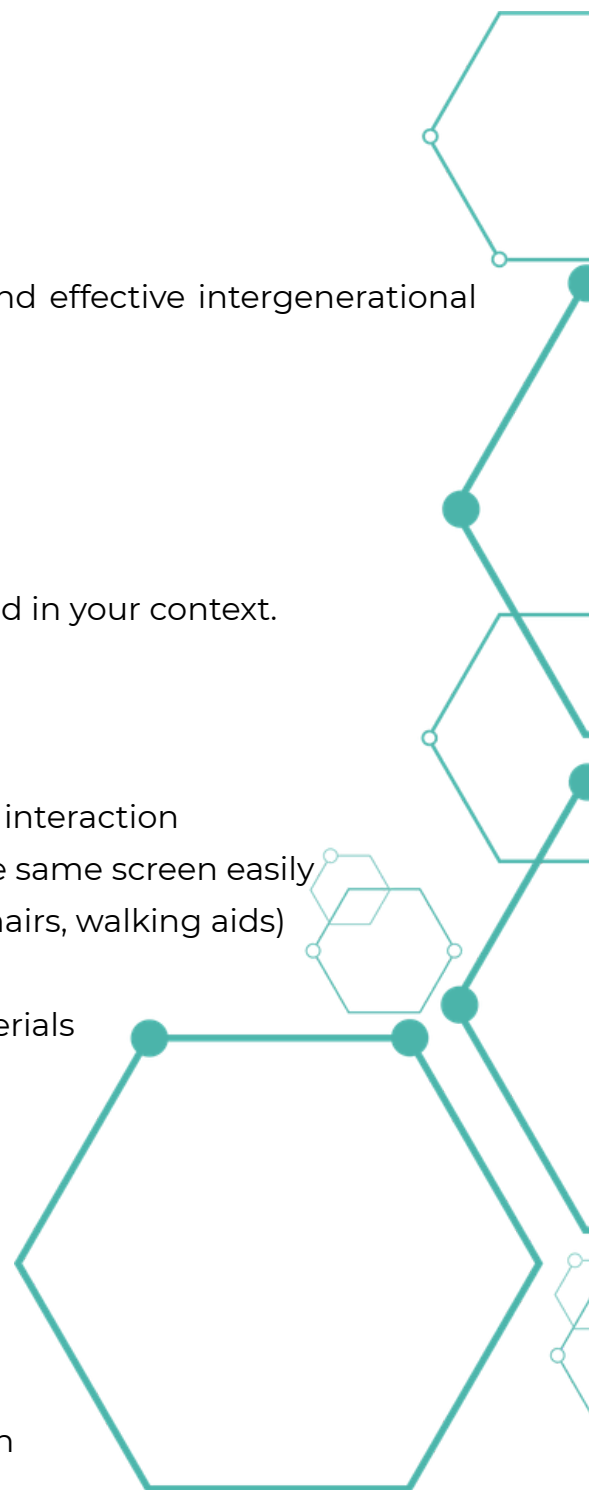
- ☐ Printed materials are available in large font
- ☐ Instructions use simple, plain language
- ☐ Pace of the session allows for breaks if needed
- ☐ Hearing, vision or mobility needs are considered
- ☐ Seniors feel comfortable asking for help or clarification

Notes / adaptations needed:

3. Devices & Tools

- ☐ Seniors have access to a working device (smartphone, tablet, laptop)
- ☐ Devices are charged or charging options are available
- ☐ Youth mentors are familiar with the selected tools (e.g. WhatsApp, Google Photos)
- ☐ Devices used by participants are compatible (Android / iOS / browser)
- ☐ A low-tech fallback option is prepared (printed step cards, screenshots)

Notes / adaptations needed:





4. Internet Connectivity

- ☐ Stable internet connection is available
- ☐ Wi-Fi login details are prepared and easy to access
- ☐ A backup plan exists in case of connection problems
- ☐ Offline alternatives are ready if needed

Notes / adaptations needed:

5. Consent, Privacy & Safety

- ☐ Participants understand what will be done and why
- ☐ Consent is clearly explained (photos, videos, shared content)
- ☐ No content is shared online without explicit permission
- ☐ Personal data is treated respectfully and carefully
- ☐ Youth mentors know not to touch devices without asking

Notes / adaptations needed:

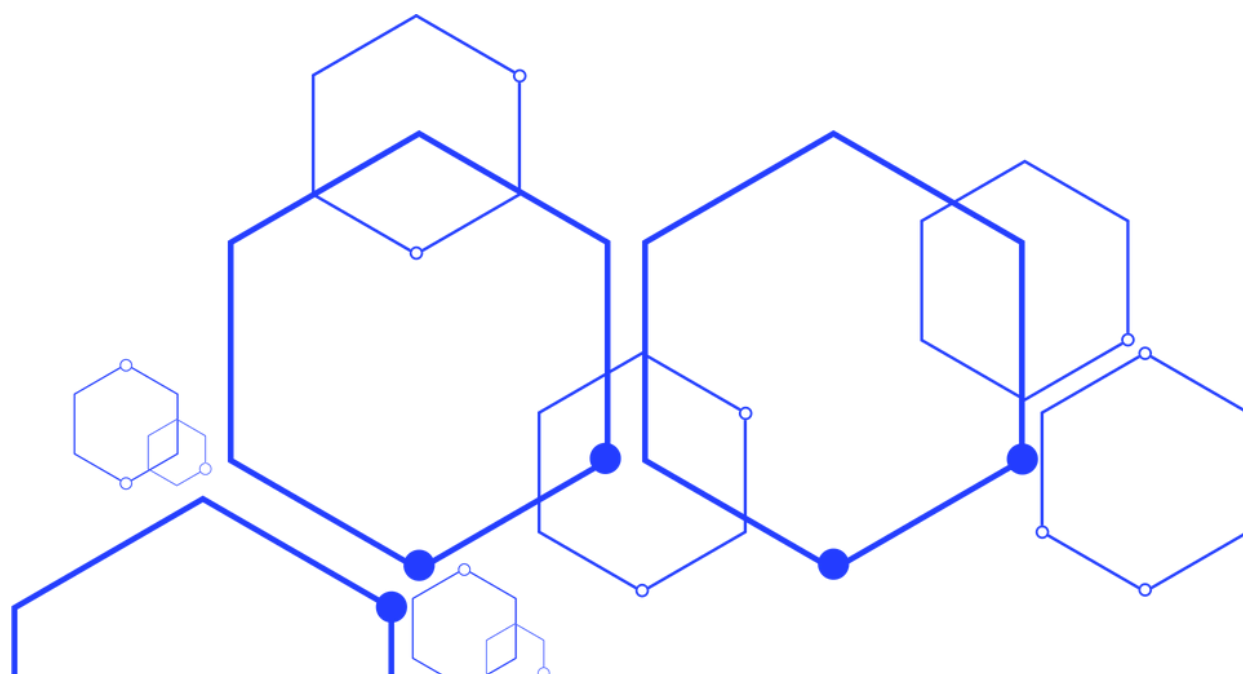
6. Trainer Readiness

- ☐ Session objective is clear and realistic
- ☐ Youth mentors received a short briefing before the session
- ☐ Roles of trainer, youth mentors and seniors are clear
- ☐ Trainer knows when and how to intervene if needed
- ☐ Time structure of the session is prepared (start – task – reflection)

Notes / adaptations needed:

Reflection (2 minutes)

Which one small organisational detail could most improve the quality or safety of your next session?





ROLE-PLAY: INTERGENERATIONAL DIGITAL MENTORING

Observation & Learning Worksheet

Exercise duration: approx. 10 minutes

Format: Work in groups of three (triads)

Roles in the Triad

- ☐ Youth Mentor
- ☐ Senior Learner
- ☐ Trainer-Observer

Task

Practise a short, realistic intergenerational mentoring exchange focused on a simple digital task (e.g. sending a message, adjusting settings, opening an app).

This is not a performance.

The goal is to observe communication and learn from it.

Observation Sheet (Trainer-Observer)

Tick or note what you observe during the interaction.

1. Language & Communication

- ☐ Language is simple and clear
- ☐ Instructions are given step by step
- ☐ The mentor avoids technical jargon
- ☐ Questions are open and supportive

Notes:

2. Pace & Support

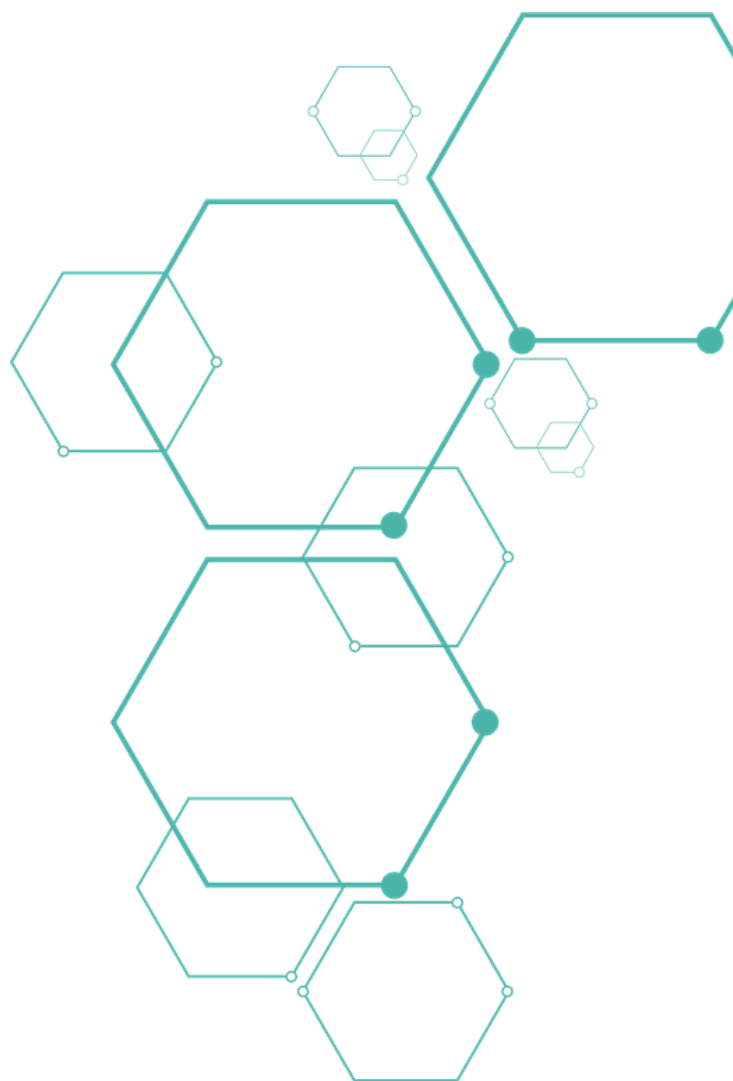
- ☐ The pace matches the senior's needs
- ☐ Time is given to think and try
- ☐ The mentor checks understanding
- ☐ Help is offered without taking control

Notes:

3. Non-Verbal Behaviour

- ☐ Calm tone of voice
- ☐ Friendly body language
- ☐ Eye contact or shared focus on the screen
- ☐ Respect for personal space and the device

Notes:





4. Moments of Tension or Support

- ☐ Signs of confusion or hesitation noticed
- ☐ Mentor responds with reassurance
- ☐ Mistakes are treated as normal
- ☐ Positive feedback is given

Examples observed:

Group Reflection (2–3 minutes)

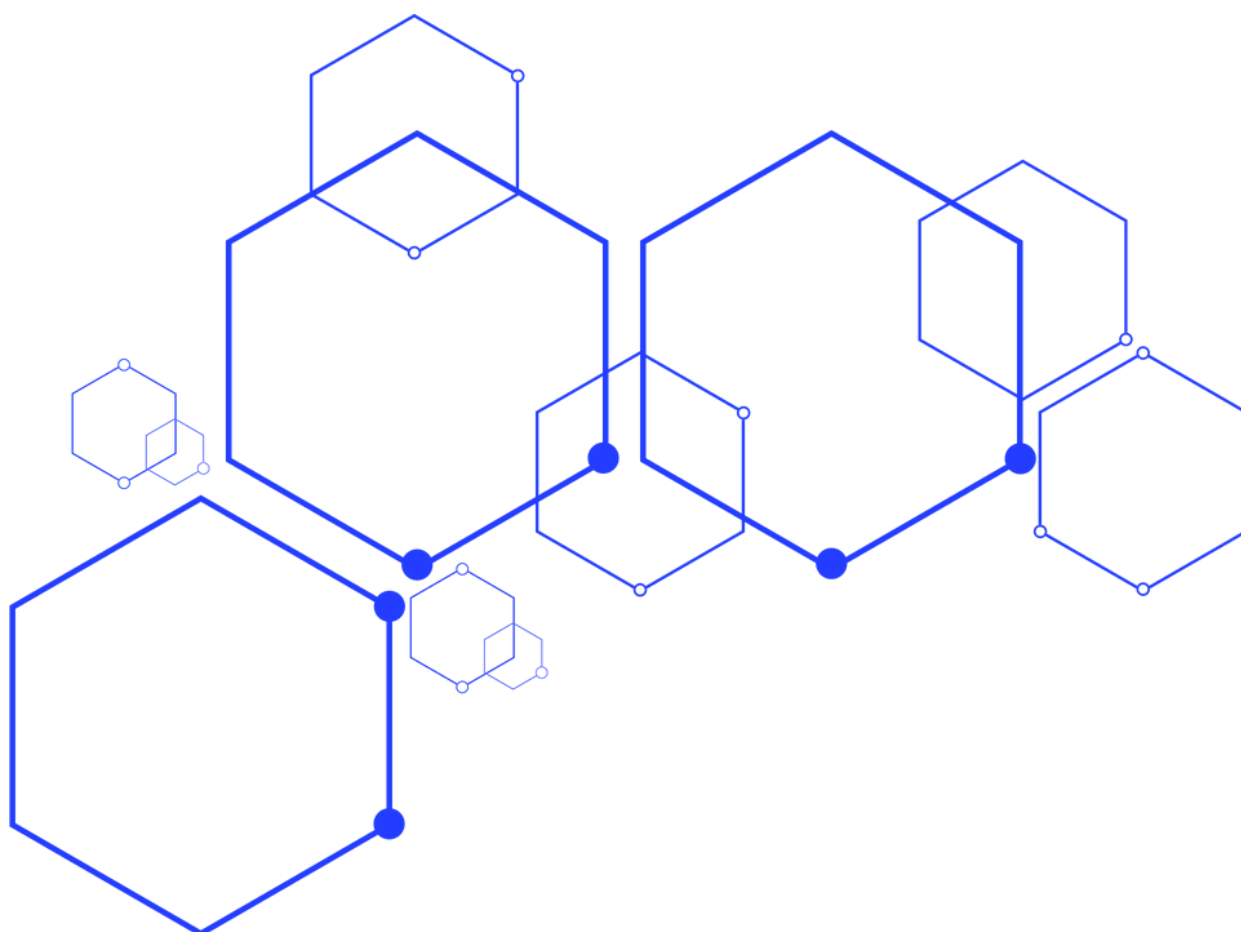
Discuss briefly in your triad:

What communication choice had the strongest impact on the interaction?

.....

What would you do differently next time?

.....





PRACTICAL EXERCISE: SESSION STRUCTURING

Intergenerational Digital Session Template

Exercise duration: approx. 10 minutes

Work mode: Individual or pairs

Purpose of the Exercise

Design a clear and realistic 10-minute intergenerational digital session focused on one practical digital task.

The aim is not detail, but structure, timing, and feasibility for senior learners.

1. Session Objective

At the end of the session, the senior will be able to:

(Use one clear, practical action)

2. Digital Task

(e.g. send a photo via WhatsApp, open a shared album, complete a simple online form)

3. Session Format

- ☐ 1:1 senior – youth mentor
- ☐ Small group (1 mentor / 2–3 seniors)
- ☐ Short workshop format

Why is this format appropriate for your seniors?

4. Session Structure (20 minutes)

Opening (first 3–5 minutes)

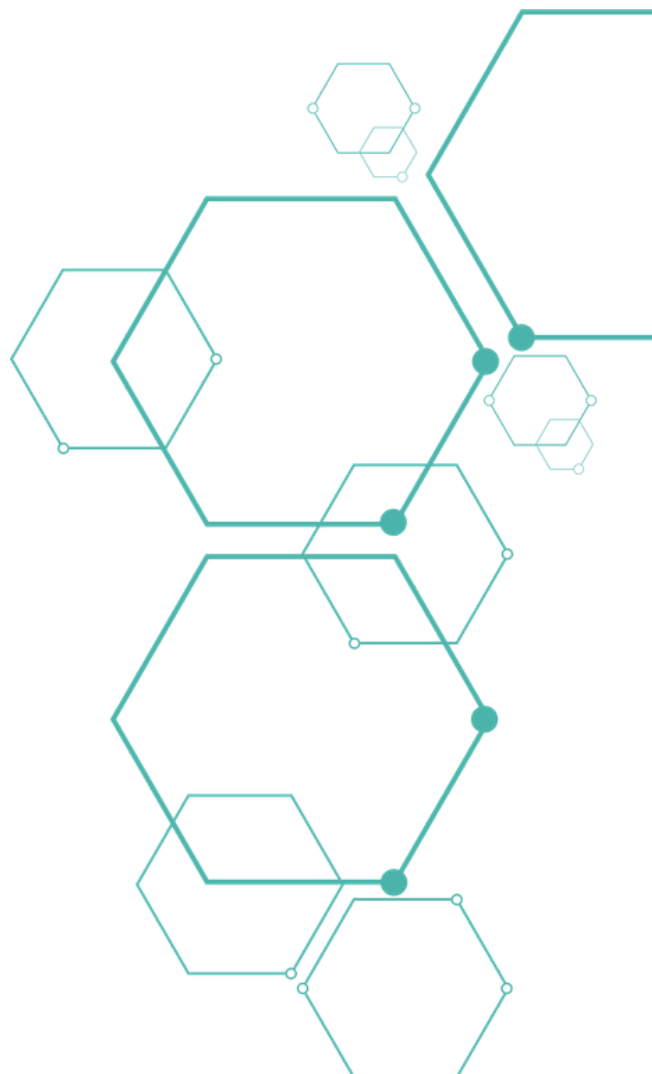
What does the trainer say or do to:

- welcome participants?
- explain the objective in simple language?
- create a calm and respectful atmosphere?

Practice Phase (10–12 minutes)

How is the task practised?

- How does the youth mentor support learning?
- How are steps broken down?
- How is pacing adjusted?





Closing & Reflection (3–5 minutes)

How does the session end?

- How is success acknowledged?
- How does the senior reflect on what they learned?

5. Support & Accessibility

- ☐ Large font / visual support
- ☐ Printed step cards
- ☐ Slower pace / repetition
- ☐ Physical accessibility considerations

Notes:

6. Fallback Option (If Technology Fails)

What will you do if:

- the device does not work?
- internet connection fails?
- the task is too difficult?

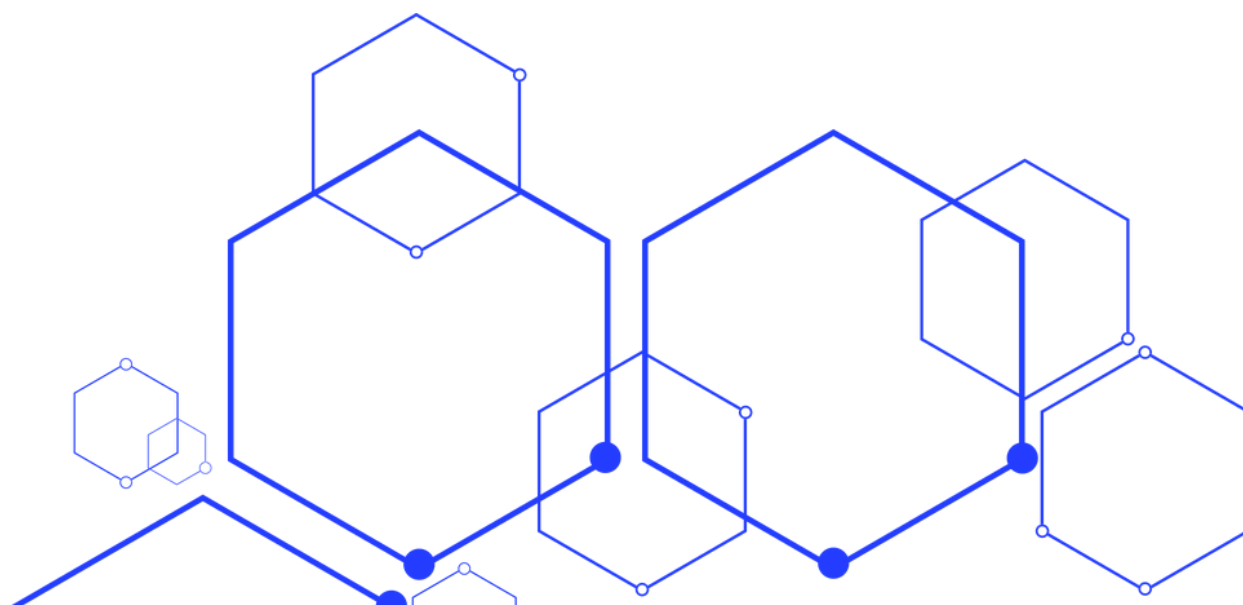
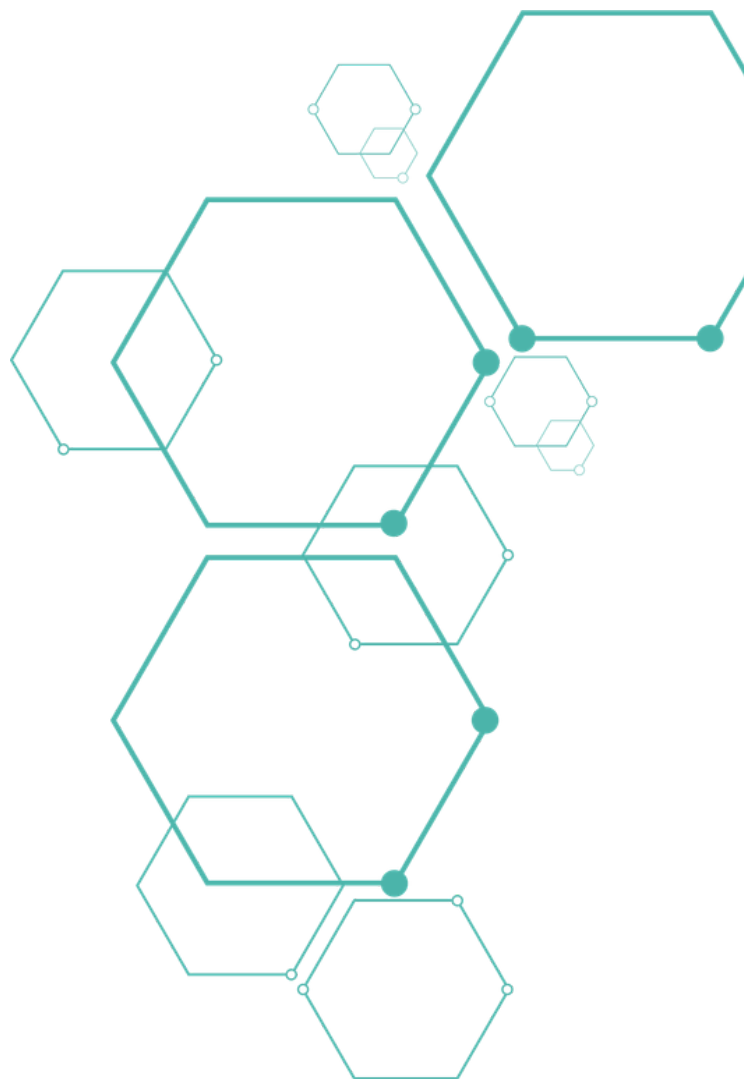
7. Reality Check

Tick all that apply:

- ☐ Objective is achievable in 20 minutes
- ☐ Task is relevant to seniors' everyday life
- ☐ Steps are simple and limited
- ☐ Learning success is visible

Reflection (Optional)

One thing I would simplify further if needed:





Trainer-led discussion and mentor briefing simulation

- What assumptions do young people often make about seniors' digital abilities, and how might these assumptions influence their behaviour during a mentoring session?
- How can a youth mentor recognise the difference between a senior's lack of understanding and a need for more time to process information?
- In what situations does "helping" turn into overhelping, and how can mentors support learning without taking control away from the senior?
- How can youth mentors explicitly acknowledge and value seniors' prior knowledge and life experience during a digital task?
- What language or behaviours might unintentionally sound patronising, even when the mentor's intention is positive?



SCENARIO-BASED DISCUSSION

Trainer Intervention Planning Worksheet

Exercise duration: approx. 10 minutes

Format: Small groups or plenary discussion

Purpose

Analyse common challenges in intergenerational digital sessions and plan proportional trainer interventions that protect learning, autonomy, and psychological safety.

Scenario (Choose or Assigned by Trainer)

- ☐ Youth mentor moves too fast
- ☐ Senior becomes frustrated or anxious
- ☐ Technical problem interrupts the task
- ☐ Mismatch between devices or skills
- ☐ Other:

Brief description of the situation:

1. Early Warning Signs

What signals show that the situation is becoming a problem?

- ☐ Confusion or silence
- ☐ Visible frustration or stress
- ☐ Loss of engagement
- ☐ Mentor takes over the device
- ☐ Repeated errors without progress

Notes:

2. Trainer Intervention Options

What is the most appropriate response?

- ☐ Immediate intervention
- ☐ Pause and reframe the task
- ☐ Slow down and break into smaller steps
- ☐ Switch to a low-tech fallback
- ☐ Observe and let participants work it through

Why this choice?



3. Level of Intervention

How much should the trainer intervene?

- ☐ Minimal (verbal reminder, observation)
- ☐ Moderate (reframing, pacing support)
- ☐ Strong (pause or restructure the activity)

Justification:

4. Principles Applied

Which principles guide your decision?

- ☐ Psychological safety
- ☐ Scaffolding
- ☐ Task-based learning
- ☐ Respect for autonomy
- ☐ Flexibility and calm

Key Takeaway

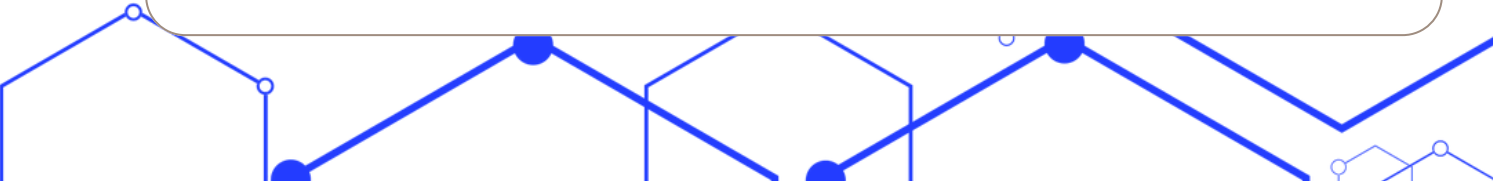
One principle I will remember when troubleshooting sessions:

Trainer Synthesis (Facilitated)

Effective troubleshooting:

- focuses on learning, not perfection
- uses calm and proportional responses
- protects the dignity and autonomy of all participants
- adapts to real conditions, not ideal ones



[illegible]





SESSION OPENING – LIVE DEMO WORKSHEET

Intergenerational Digital Learning

Exercise duration: 3–5 minutes

Format: Work in pairs

Roles

- ☐ Person A – Trainer
- ☐ Person B – Observer / Participant

Task for the Trainer

Simulate the opening of an intergenerational digital learning session.

Focus on clarity, calm tone and reassurance.

During the opening, check if you:

- ☐ Greet participants in a warm and respectful way
- ☐ Briefly explain who you are and your role
- ☐ State the purpose of the session in simple language
- ☐ Explain what will happen step by step
- ☐ Set basic rules (asking questions, helping each other, no pressure)
- ☐ Address consent and data protection clearly and calmly
- ☐ Reassure participants that mistakes are normal and welcome

Observation Notes

(Observer or participant role)

What worked well?

.....

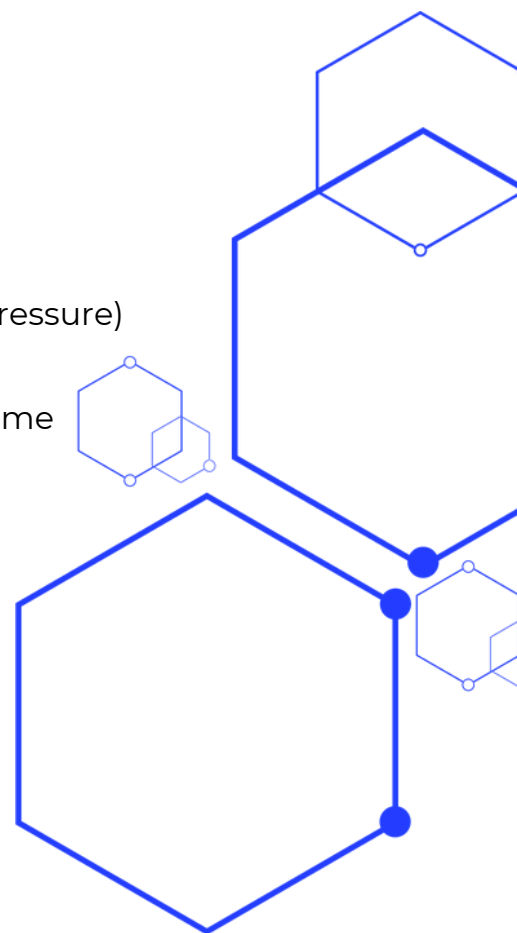
What could be improved?

.....

Quick Reflection (1 minute)

What helps participants feel safe and confident at the very beginning of a session?

.....





ROLE-PLAY DEBRIEF

Structured Reflection Worksheet

Debrief duration: approx. 5 minutes

Format: Plenary or small group discussion, facilitated by the trainer

Purpose of the Debrief

This debrief focuses on observations, not personal judgments.

The goal is to identify what supported or hindered understanding and psychological safety in the intergenerational interaction.

1. What Supported Learning?

Invite participants to share concrete observations.

- ☐ Clear, simple language
- ☐ Appropriate pace
- ☐ Patience and reassurance
- ☐ Asking before intervening
- ☐ Respect for the senior's autonomy
- ☐ Acknowledging prior knowledge or experience

Examples observed:

2. What Made Learning More Difficult?

Focus on behaviours or situations, not people.

- ☐ Pace too fast
- ☐ Use of technical jargon
- ☐ Taking over the device
- ☐ Interrupting or correcting too quickly
- ☐ Signs of tension or frustration not addressed

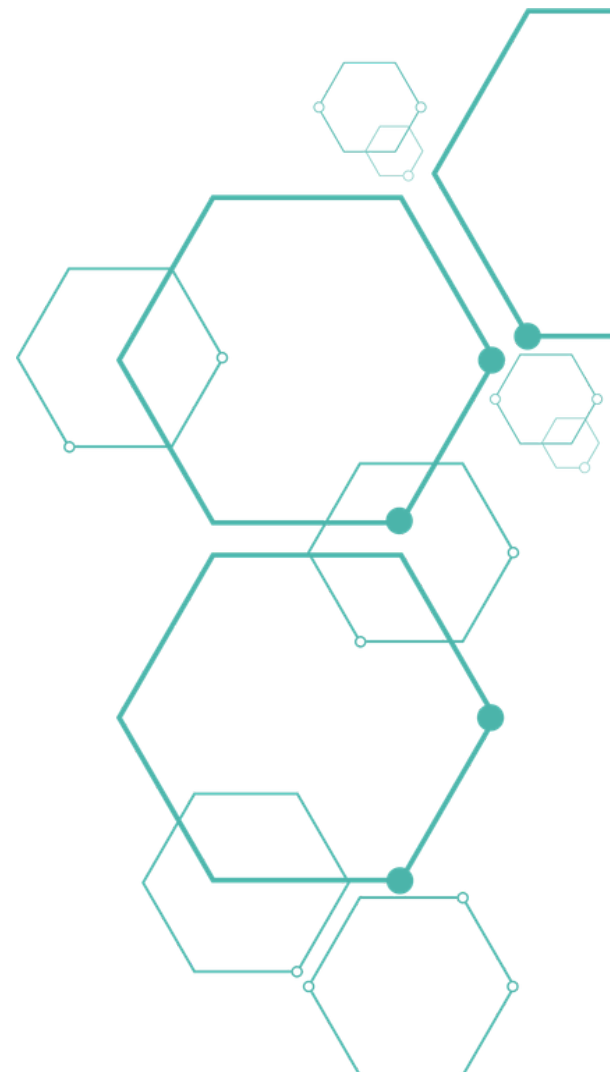
Examples observed:

3. Psychological Safety

Discuss how safety and comfort were influenced.

- ☐ Senior felt respected and listened to
- ☐ Mistakes were normalised
- ☐ The atmosphere felt calm and supportive
- ☐ The senior stayed engaged and confident

What helped or harmed psychological safety?





4. Key “Do & Don’t” Principles (Trainer Summary)

DO

- Slow down without infantilising
- Ask permission before touching the device
- Break tasks into small steps
- Acknowledge seniors' existing knowledge

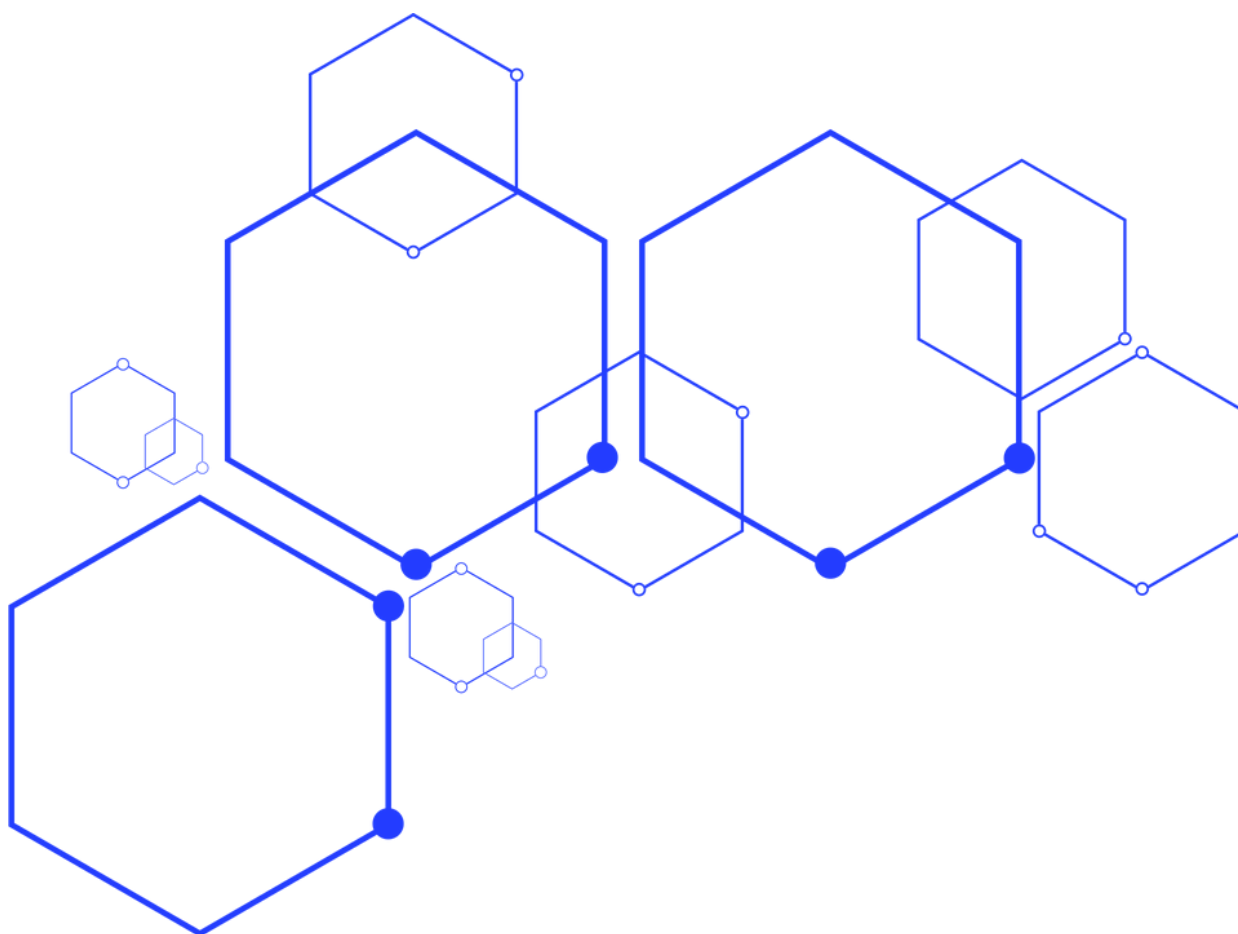
DON'T

- Rush the task
- Use unexplained jargon
- Take control away from the learner
- Focus only on technical success

5. One Takeaway

Each participant reflects individually:

One communication principle I will consciously apply in future intergenerational sessions:





PRACTICAL EXERCISE: SELECTING EVALUATION TOOLS

Intergenerational Digital Sessions

Exercise duration: approx. 10 minutes

Work mode: Individual or pairs

Purpose of the Exercise

Select simple and supportive evaluation tools that:

- confirm whether learning objectives were achieved,
- strengthen seniors' confidence,
- do not interrupt the learning flow.

1. Digital Task to Be Evaluated

(Refer to a task you have already designed)

2. Learning Objective

**At the end of the session, the senior should be able to:
(use one clear, observable action)**

3. Practical Evaluation Tool (Choose ONE)

How will you check task completion or autonomy?

- ☐ Observation checklist (during the task)
- ☐ Completion of the task with minimal support
- ☐ Short practical demonstration
- ☐ Other (specify):

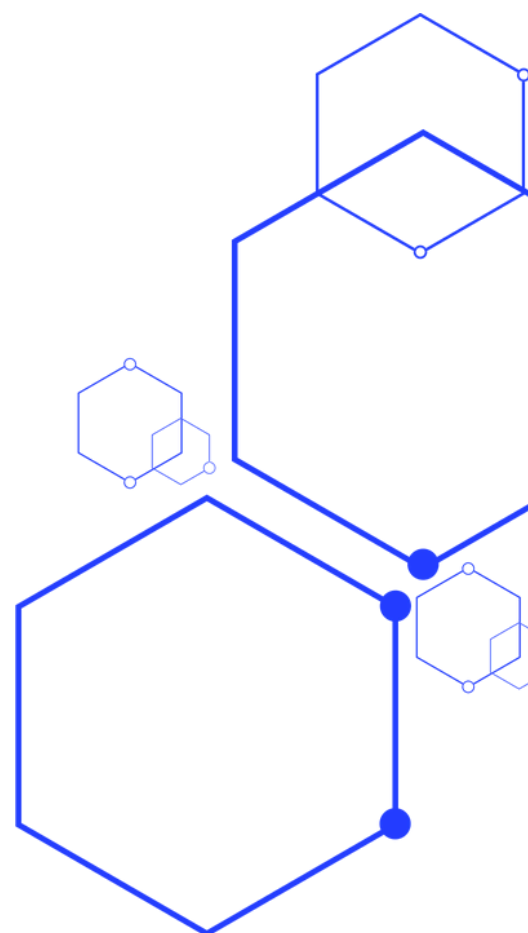
How and when will this be used?

4. Reflective Evaluation Tool (Choose ONE)

How will you support reflection and confidence?

- ☐ Short participant reflection sheet (2–3 questions)
- ☐ Verbal reflection at the end of the session
- ☐ Simple confidence check (e.g. "How confident do you feel now?")
- ☐ Other (specify):

Example reflection question:





5. Timing & Flow

When will evaluation take place?

- ☐ During the task
- ☐ Immediately after the task
- ☐ At the very end of the session

How will you keep it natural and non-stressful?

6. Using Evaluation Results

How will the results help you:

- give immediate feedback?
- improve future sessions?

Reality Check

Tick all that apply:

- ☐ Evaluation is simple and clear
- ☐ No “testing” or pressure for seniors
- ☐ Focus on what the senior can do
- ☐ Feasible within a short session

Plenary Sharing (Optional)

One evaluation idea I found especially useful:

