



Co-funded by
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GenerationInfinity

**The Generation Infinity Project:
Enhancing digital skills,
competencies and safety
in European older adults and seniors!**

WP2-M4

Worksheets



 **Bluechain**

Project Partner



The Generation Infinity Project (2024-1-BG01-KA220-ADU-000248972) is co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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NOTES



NOTES



Group brainstorming

- Which smartphone-related learning goals would be easiest to introduce in your current context and why?
 - What everyday smartphone tasks are most relevant for the older adults you work with?
 - Which smartphone uses most clearly support independence, safety or social connection?
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Guided reflection

- Which smartphone uses identified in the report are most relevant for the older adults you work with?
 - How do fear, confidence and prior negative experiences influence smartphone-learning outcomes?
 - What does the evidence suggest about pacing, repetition and task size in smartphone teaching?
 - How should smartphone teaching address security and trust concerns explicitly?
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SMARTPHONE SESSION SETUP CHECKLIST

Purpose of the exercise: This checklist helps trainers focus on real-life conditions in order to prepare safe, accessible and effective smartphone-learning sessions for older adults.

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 calm, side-by-side or face-to-face smartphone practice
- ☐ Seating allows the trainer and learner to see the same screen easily
- ☐ There is enough space for movement, assistive devices and chargers
- ☐ Noise level allows explanation and concentration
- ☐ 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 pauses and repetition
- ☐ Vision, hearing or motor needs are considered in all cases
- ☐ Learners feel comfortable asking for clarification

Notes / adaptations needed:

3. Devices & Tools

- ☐ Participants have access to a working smartphone
- ☐ Devices are charged or charging options are available
- ☐ Printed screenshots or step cards are prepared where needed

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 practised and why
- ☐ Permission is asked before touching someone else's phone
- ☐ No personal content is shared without explicit permission



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☐ Suspicious messages, codes or links can be discussed safely

☐ Sensitive information is treated respectfully and carefully

Notes / adaptations needed:

6. Trainer Readiness

☐ Session objective is clear and realistic

☐ Trainer has prepared one main task and one fallback option

☐ Materials support both Android and iPhone users where needed

☐ Trainer knows when and how to intervene

☐ 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 smartphone-learning session?



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SESSION OPENING - LIVE DEMO WORKSHEET

Smartphone Learning with Older Adults

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 a smartphone-learning session for older adults.
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 (questions are welcome, no pressure, one step at a time)
- ☐ Address permission and privacy clearly and calmly
- ☐ Reassure participants that "mistakes" are normal and an expected part of learning

What worked well?

What could be improved?

Quick Reflection (1 minute)

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



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ROLE-PLAY: SMARTPHONE TEACHING WITH OLDER ADULTS

Observation & Learning Worksheet

Exercise duration: approx. 10 minutes

Format: Work in groups of three (triads)

Roles in the Triad

- ☐ Trainer / Helper
- ☐ Older Learner
- ☐ Trainer-Observer

Task

Practise a short, realistic smartphone-teaching exchange focused on one simple task (e.g. enlarging text, opening settings, sending a message, scanning a QR code).

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 trainer avoids unnecessary jargon
- ☐ Questions are open and supportive

Notes:

2. Pace & Support

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

Notes:



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3. Non-Verbal Behaviour

- ☐ Calm tone of voice
- ☐ Friendly body language
- ☐ Shared focus on the screen
- ☐ Respect for personal space

Notes:

4. Moments of Tension or Support

- ☐ Signs of confusion or hesitation noticed
- ☐ Trainer 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?

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; avoid personal judgments. The goal is to identify what supported or hindered understanding and psychological safety in the smartphone-teaching 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 learner's autonomy
- ☐ Acknowledging prior experience or confidence level

Examples observed:

2. What Made Learning More Difficult?

Focus on behaviors or situations, avoid focusing on people.

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



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Examples observed:

3. Psychological Safety

Discuss how safety and comfort were influenced.

- ☐ Learner felt respected and listened to
- ☐ Mistakes were normalised
- ☐ The atmosphere felt calm and supportive
- ☐ The learner stayed engaged and willing to try

What helped or harmed psychological safety?

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

DO: slow down without infantilising; ask permission before touching the phone; break tasks into small steps; acknowledge the learner’s experience.

DON’T: rush the task; use unexplained jargon; take control away from the learner; focus only on technical success.

5. One Takeaway

One communication principle I will consciously apply in future smartphone-learning sessions:



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Guided discussion

- Which everyday smartphone tasks do older adults in your context struggle with most?
 - Which tasks would most immediately increase independence or confidence?
 - Which settings or functions should be prioritised at the beginning of a course?
 - How might Android/iPhone differences affect your teaching materials or demonstrations?
-



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PRACTICAL EXERCISE: SESSION STRUCTURING

Smartphone Learning Session Template

Exercise duration: approx. 10 minutes

Work mode: Individual or pairs

Purpose of the Exercise

Design a clear and realistic 20-minute smartphone-learning session focused on one practical task. The aim is not detail, but structure, timing and feasibility for older learners.

1. Session Objective

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

2. Smartphone Task

(e.g. send a message, enlarge text, save a contact, scan a QR code, check a route)

3. Session Format (Choose ONE)

- ☐ 1:1 trainer - learner
- ☐ Small group
- ☐ Short workshop format

Why is this format appropriate for your learners?

4. Session Structure (20 minutes)

Opening (first 3-5 minutes): How does the trainer welcome participants, explain the objective in simple language and create a calm atmosphere?



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Practice Phase (10-12 minutes): How is the task practised? How are steps broken down?
How is pacing adjusted?

Closing & Reflection (3-5 minutes): How does the session end? How is success
acknowledged?

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 phone does not work, the connection fails, or the task proves too
difficult for learners?

7. Reality Check

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

Reflection (Optional) - One thing I would simplify further if needed:



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PEER EXCHANGE: SESSION STRUCTURE FEEDBACK

Quick Feedback Worksheet

Duration: approx. 5 minutes

Format: Small groups or pairs

Instructions: Briefly present your 20-minute smartphone-learning session structure to your peers. Listen for clarity, realism and senior-centred design. Give short, constructive comments only.

1. What Works Well?

- ☐ Clear and realistic objective
- ☐ Appropriate session format
- ☐ Good time balance (opening - practice - closing)
- ☐ Task relevant for older adults
- ☐ Well-prepared fallback option

Comment:

2. One Suggestion for Improvement

- ☐ Objective could be simpler
- ☐ Timing could be adjusted
- ☐ Task could be broken into fewer steps
- ☐ Fallback option could be clearer

Suggestion:

3. Key Takeaway for the Presenter

One idea you would reuse or adapt in your own sessions:

Trainer Synthesis: Good session structure is clear, not rigid; focuses on one achievable outcome; leaves space for practice and reassurance; and prepares for what can go wrong.



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PAIRED DEMONSTRATION ANALYSIS AND STEP-RECONSTRUCTION

Smartphone Teaching with Older Adults

Exercise duration: approx. 10 minutes

Work mode: Pairs

Purpose of the exercise

This activity helps trainers practise how to explain one smartphone task clearly, calmly, and without overwhelming the learner. The focus is on plain language, manageable steps, learner autonomy, and respectful support.

1. Choose One Smartphone Task

- ☐ Enlarge text size
- ☐ Save a contact
- ☐ Open a map and search for a place
- ☐ Scan a QR code
- ☐ Open and read a message
- ☐ Other: _____



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2. Round One: First Explanation

One participant explains the task as if guiding an older learner. The other participant listens and observes.

Observer notes

- ☐ Explanation is clear
- ☐ Too many steps are given at once
- ☐ Technical words are used without explanation
- ☐ Pace is too fast
- ☐ Instructions are concrete and easy to follow
- ☐ The learner would still be able to hold and use the device
- ☐ The explanation becomes too controlling
- ☐ The tone sounds calm and respectful

What made the explanation harder to follow?

3. Round Two: Step Reconstruction

Repeat the same task, but this time:

- ☐ Use only plain language
- ☐ Break the task into a small number of steps
- ☐ Pause between steps
- ☐ Keep the device in the learner's hands
- ☐ Avoid unnecessary intervention
- ☐ Check understanding without pressure

Write the improved step sequence below

Step 1: _____

Step 2: _____



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Step 3: _____

Step 4: _____

Step 5: _____

4. Compare the Two Rounds

- ☐ Clearer order
- ☐ Simpler language
- ☐ Better pacing
- ☐ More respectful tone
- ☐ More learner autonomy
- ☐ Less overhelping

One specific change that made the explanation better:

5. Reflection

What should a trainer remember when explaining smartphone tasks to older adults?

Trainer synthesis

A good explanation focuses on one task at a time, uses plain and concrete language, gives space for the learner to act, avoids taking over too quickly, and values clarity more than speed.

PRACTICAL EXERCISE: SELECTING EVALUATION TOOLS

Smartphone Learning Sessions

Exercise duration: approx. 10 minutes



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Work mode: Individual or pairs

Purpose of the Exercise

Select simple and supportive evaluation tools that confirm whether learning objectives were achieved, strengthen older learners' confidence and do not interrupt the learning flow.

1. Smartphone Task to Be Evaluated

(Refer to a task you have already designed)

2. Learning Objective

At the end of the session, the learner should be able to:

3. Practical Evaluation Tool (Choose ONE)

- ☐ Observation 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)



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- ☐ 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

- ☐ 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 and improve future sessions?

Reality Check

- ☐ Evaluation is simple and clear
- ☐ No "testing" or pressure for learners
- ☐ Focus on what the learner can do
- ☐ Feasible within a short session

Plenary Sharing (Optional) - One evaluation idea I found especially useful:



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SCENARIO-BASED DISCUSSION

Trainer Intervention Planning Worksheet

Exercise duration: approx. 10 minutes

Format: Small groups or plenary discussion

Purpose

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

Scenario (Choose or Assigned by Trainer)

- ☐ Learner becomes anxious after tapping the wrong icon
- ☐ Trainer explanation moves too fast
- ☐ Technical problem interrupts the task
- ☐ Android / iPhone differences confuse the group
- ☐ Suspicious message or pop-up creates uncertainty
- ☐ Other: _____

Brief description of the situation:

1. Early Warning Signs

- ☐ Confusion or silence
- ☐ Visible frustration or stress
- ☐ Loss of engagement
- ☐ Repeated errors without progress
- ☐ Trainer or helper takes over the phone too quickly

Notes:

2. Trainer Intervention Options

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



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Why this choice?

3. Level of Intervention

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

Justification:

4. Principles Applied

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

Key Takeaway - One principle I will remember when troubleshooting smartphone sessions:

Trainer Synthesis: Effective troubleshooting focuses on learning, not perfection; uses calm and proportional responses; protects the dignity and autonomy of participants; and adapts to real conditions rather than ideal ones.



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GUIDED REFLECTION & IMPROVEMENT PLANNING

Trainer Reflection Worksheet

Exercise duration: approx. 5-10 minutes

Format: Individual reflection or pairs

1. Session Reflection

Think of a smartphone-learning session you delivered, observed or designed.

What worked well?

What was challenging?

2. One Concrete Improvement

- ☐ Simplify the task further
- ☐ Improve the opening explanation
- ☐ Add clearer pacing or scaffolding
- ☐ Strengthen the evaluation moment
- ☐ Improve screenshots / printed materials
- ☐ Other: _____

How this change would improve learning:

3. Action Focus

One small action I will test in my next smartphone-learning session:

Key Reminder: Effective smartphone learning improves through small, iterative changes, focuses on process rather than perfection, and is strengthened by regular brief reflection.



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