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GenerationInfinity

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

WP2

**MODULE 5: Digital services and tools in the
daily life of seniors**



 **Bluechain**



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Additional training material:

Activity 1: Pair reflection (approx. 5 minutes)

Participants briefly discuss communication-related situations most relevant to the older adults they work with.

Reflection prompts may include:

- Which communication tools do older adults in your context use most often?
- Which situations create the most frustration or anxiety?
- What helps older adults feel more confident during digital communication learning?
- How can trainers reduce fear and build trust during communication-related activities?

The trainer closes with a short synthesis emphasising that communication tools are most effective when learning begins from real social needs rather than from technical explanations alone.

Activity 2: Communication Role-play

Demonstration and guided practice (approx. 10 minutes)

The trainer demonstrates one simple communication task step by step while verbalising each action clearly and slowly.

Example task:

Sending and replying to a message.

The trainer models:

1. Opening the application
2. Selecting a contact
3. Typing a short message
4. Sending the message
5. Recognising a reply to notification
6. Opening and reading the reply



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During the demonstration, the trainer explains actions using plain language:

- “Now we open the message app.”
- “Here we choose the person we want to contact.”
- “This button sends the message.”

The trainer pauses frequently and checks understanding without pressure.

Participants then repeat the task individually or in pairs while the trainer provides supportive coaching rather than taking over the device.

Role-play exercise (approx. 10 minutes)

Participants work in pairs and simulate a short trainer–senior interaction focused on a communication task.

One participant takes the role of trainer, the other the role of an older learner.

The trainer practises:

- giving one instruction at a time,
- slowing the pace,
- using reassuring language,
- asking permission before touching the device,
- supporting the learner without taking control.

Suggested reassuring phrases:

- “Take your time.”
- “It is completely normal to forget steps.”
- “We can repeat this as many times as needed.”
- “Nothing bad will happen if we press the wrong button.”

After the role-play, participants briefly reflect on:

- which explanations felt most helpful,
- which moments created confusion,
- what communication styles increased confidence.



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The trainer concludes with a short synthesis highlighting that successful communication teaching depends as much on emotional safety and pacing as on technical explanation.

Activity 3: Recognizing Suspicious Messages

Message sorting activity (approx. 10 minutes)

Participants work individually or in small groups analysing example emails, messages or social-media posts prepared by the trainer.

The examples include:

- safe messages,
- suspicious messages,
- unclear or ambiguous examples.

Participants classify each example as:

- safe,
- suspicious,
- not sure.

The trainer emphasises that “not sure” is a valid and safe response.

During the activity, participants identify recurring warning patterns rather than memorising technical rules.

The trainer guides reflection with questions such as:

- What made this message feel suspicious?
- Which emotional reactions does the message try to create?
- Which parts would confuse or pressure older adults?
- How can trainers explain these risks calmly and clearly?

Safe response strategy



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The trainer introduces a simple three-step response strategy for suspicious communication:

1. Stop
2. Check with a trusted person
3. Delete or ignore

The trainer reinforces:

"You never need to react immediately."

"You never have to decide alone."

The activity closes with a short group discussion on how trainers can reduce fear while still teaching caution and digital awareness.

Activity 4: Micro-teaching: e-Government Task Design

Step-by-step demonstration (approx. 10 minutes)

The trainer demonstrates one simple administrative task slowly and verbally explains every action.

Example task:

Opening a healthcare or government portal and locating one service.

The trainer models:

1. Opening the browser or application
2. Identifying the correct website
3. Logging in or navigating to the service
4. Recognising menus and buttons
5. Locating the requested information
6. Logging out safely if relevant

The trainer uses reassuring and concrete language such as:

- *"We are only focusing on one small task today."*
- *"You do not need to memorise everything."*
- *"We repeat the same pattern step by step."*

The trainer pauses frequently and allows time for orientation before continuing.

Micro-teaching exercise (approx. 10 minutes)

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Participants work individually or in pairs and design a short teaching sequence for one simple e-government or administrative task.

Participants identify:

- the learning objective,
- the key steps,
- possible emotional or technical barriers,
- simple fallback explanations,
- supportive trainer language.

Example prompts:

- Which step would most likely confuse older learners?
- Where might fear or hesitation appear?
- How can the task be simplified further?

Participants briefly present their teaching sequence and receive short peer feedback focused on clarity, pacing and learner-centred design.

The trainer concludes with a short synthesis emphasising that confidence grows when digital administration is broken into small, manageable and meaningful actions.

Activity 5: Healthcare Scenarios

Scenario-based workshop (approx. 15 minutes)

Participants work in small groups and analyse one practical healthcare-learning scenario.

Example scenarios:

- booking a medical appointment online,
- checking an electronic prescription,
- accessing a patient portal,
- setting a medication reminder,
- opening a healthcare notification.



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Each group identifies:

- possible emotional barriers,
- technical challenges,
- confusing terminology,
- points where learners may hesitate,
- reassuring trainer language,
- ways to simplify the process.

Participants are encouraged to think not only about the technology itself, but also about how the learner may emotionally experience the situation.

Guiding questions may include:

- Which part of the task could feel intimidating?
- What type of reassurance would help?
- Which steps could be reduced or simplified?
- How can the trainer explain privacy and safety clearly?

Groups briefly present their reflections and proposed teaching approaches.

Guided reflection (approx. 5 minutes)

The trainer leads a short reflection on emotional safety in healthcare-related digital learning.

Reflection prompts:

- Why do healthcare apps often create stronger anxiety than other digital tools?
- How can trainers reduce fear without reducing the importance of safety?
- Which communication approaches help learners feel more in control?

The trainer concludes with a short synthesis emphasising that successful e-health teaching depends not only on technical instruction, but also on trust, patience and respectful support.

Activity 6: Mobility and Daily Assistance Tasks

Task-based practical activity (approx. 10 minutes)

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The trainer demonstrates one simple mobility or daily-assistance task using plain language and step-by-step modelling.

Example task:

Planning a route using a map or transport application.

The trainer models:

1. Opening the application
2. Searching for a destination
3. Selecting a transport option
4. Reading the route and estimated time
5. Following basic navigation cues

The trainer explains actions using simple and repetitive language:

- *"First, we open the app."*
- *"Now we type where we want to go."*
- *"Next, we choose how we want to travel."*
- *"The app now shows us the route."*

The trainer emphasises patterns rather than memorisation:

***"It usually works the same way each time:
open – search – choose – follow."***

Pair activity and supported explanation (approx. 5 minutes)

Participants work in pairs.

One participant explains the task aloud as if guiding an older learner, while the other follows the explanation on the device or through screenshots.

The focus is placed on:

- simple language,
- slower pacing,
- one instruction at a time,
- supportive tone,
- avoiding unnecessary correction.

Suggested trainer phrases:



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- *“Take your time.”*
- *“You only need to remember the next step.”*
- *“The app will continue guiding you.”*
- *“Mistakes are normal.”*

After the activity, participants briefly reflect on:

- which explanations felt easiest to follow,
- where confusion appeared,
- how reassurance affected confidence.

The trainer closes with a short synthesis emphasising that independence grows gradually through repeated exposure to meaningful daily tasks.

Activity 7: Online Banking Practice

Scenario-based activity (approx. 15 minutes)

Participants analyse realistic online-banking or online-shopping scenarios prepared by the trainer.

Examples may include:

- identifying a secure website,
- recognising a suspicious payment message,
- comparing a legitimate and fake online shop,
- responding to a fake “bank warning” SMS,
- recognising suspicious urgency in a message.

The trainer guides the activity step by step.

Scenario 1 – Recognising a secure website

Participants compare two example websites.

The trainer guides reflection:



- Does the website name match the organisation?
- Does the page structure appear calm and organised?
- Is there unnecessary urgency or pressure?
- Does the process feel familiar and logical?

The trainer reinforces:

“Legitimate websites usually do not rush or pressure the user.”

Scenario 2 – Recognising a suspicious message

Participants analyse a simulated message such as:

“Your account has been blocked. Confirm your details immediately.”

The trainer helps participants identify:

- urgency,
- fear-based language,
- requests for personal information,
- suspicious links or instructions.

Participants discuss appropriate responses.

The trainer reinforces:

“Not clicking is a correct and safe action.”

“You always have time to stop and check.”

Reflection and confidence-building (approx. 5 minutes)

The trainer leads a short reflection focused on emotional responses and confidence.

Reflection prompts:

- Which warning patterns felt easiest to recognise?
- Which situations would most likely confuse older learners?
- How can trainers explain financial safety calmly rather than fearfully?

The trainer concludes with a short synthesis emphasising that online safety is based on slowing down, recognising patterns and preserving calm decision-making – not on speed or technical expertise.



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Activity 8: Online Safety and Scam Recognition

Interactive safety-awareness activity (approx. 10 minutes)

Participants analyse example digital situations prepared by the trainer.

Examples may include:

- suspicious emails,
- fake prize messages,
- unusual pop-ups,
- password-reset requests,
- social-media scams,
- requests for verification codes.

Participants identify:

- warning signs,
- emotional pressure,
- requests for private information,
- suspicious links or behaviours,
- appropriate safe responses.

The trainer reinforces that recognising uncertainty is itself an important safety skill.

Participants classify situations as:

- safe,
- suspicious,
- uncertain.

The trainer emphasises:

"I'm not sure' is often the safest possible answer."

Small-group activity – Explaining safety simply (approx. 10 minutes)

Participants work in pairs or small groups and practise explaining one safety concept in calm, non-technical and reassuring language suitable for older adults.



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Example topics:

- creating a password,
- recognising phishing,
- using two-factor authentication,
- responding to suspicious messages,
- protecting personal information.

Participants focus on:

- simple language,
- short explanations,
- emotional reassurance,
- avoiding fear-based communication.

Example supportive phrases:

- “You do not need to react immediately.”
- “Most scams try to create panic.”
- “Stopping and checking is a smart decision.”
- “You are not expected to know everything.”

Groups briefly present their explanations and discuss which approaches felt clearest and most supportive.

The trainer concludes with a short synthesis emphasising that digital safety teaching should increase confidence and awareness simultaneously, without creating unnecessary fear.

Activity 9: Building Digital Confidence

Guided reflection activity (approx. 10 minutes)

Participants reflect on situations where older learners experienced frustration, hesitation or lack of confidence during digital learning.

Reflection prompts may include:

- Which situations most often reduce confidence?



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- What trainer behaviours increase learner motivation?
- How can mistakes be normalised without reducing seriousness?
- Which small successes should trainers explicitly acknowledge?

Participants identify specific confidence-building strategies they could apply in future sessions.

Examples:

- simplifying the first task,
- slowing the pace,
- adding more repetition,
- giving learners more control of the device,
- ending with visible success,
- using more reassuring language.

Peer discussion and motivational strategies (approx. 5 minutes)

Participants discuss practical approaches that help reduce fear and increase learner engagement.

Topics may include:

- using peer support,
- celebrating small achievements,
- creating low-pressure learning environments,
- responding calmly to mistakes,
- encouraging independent practice between sessions.

The trainer reinforces an important final message:

»digital confidence develops gradually through repeated, meaningful and emotionally safe learning experiences.«

The session concludes with a short reflection question for participants:

“What is one thing an older learner could successfully do after your session that they could not confidently do before?”



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The trainer closes the module with a short synthesis emphasising that successful digital teaching is not only about transferring technical knowledge, but also about strengthening autonomy, participation and confidence in everyday digital life.



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