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GenerationInfinity

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

WP2

MODULE 6: Digital security in the digital age



 **Bluechain**



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Table of Contents

Additional trainer support material:	3
<i>Worksheet 1</i>	3
<i>Worksheet 2</i>	6
<i>Worksheet 3</i>	8
Trainer Guidance for Online Risk Communication Practice	8
<i>Worksheet 4</i>	10
<i>Worksheet 5</i>	11
.....	12
<i>Worksheet 6</i>	13
Assessment Planning Table: Simple Learning Check Methods.....	13
<i>Worksheet 7</i>	15
<i>Worksheet 8</i>	16
Reflective Follow-Up Sheet for Session Improvement	16



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Additional trainer support material:

Worksheet 1

Pre-Session Readiness Sheet for Digital Safety Training

Suggested duration: 5-7 minutes

Purpose

This guide helps trainers prepare a short digital safety session for older adults in a way that is practical, calm, privacy-conscious, and easy to follow. It focuses on whether the trainer is ready to teach with appropriate examples, supportive communication, and realistic session conditions

Instructions

Before delivering a digital safety session, review the points below and tick what is already _____ in _____ place.

Add brief notes where adaptations are needed.

1. Session Aim and Scope

- ☐ I have defined one clear and realistic session objective.
- ☐ I know which digital safety topic I will focus on (e.g. phishing, passwords, privacy, safe _____ browsing).
- ☐ The session is based on situations older adults are likely to encounter in everyday life.
- ☐ The planned content is limited enough to avoid overload.



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Notes:

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2. Examples and Teaching Materials

- ☐ I have prepared examples that are relevant and easy to understand.
- ☐ I am using simulated materials rather than real personal data, passwords, or account details.
- ☐ I have at least one fallback option if live demonstration is not possible.

Notes:

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3. Accessibility and Learning Comfort

- ☐ My explanations use plain, non-technical language.
- ☐ The pace allows time for repetition, questions, and pauses.
- ☐ Visual support is available where needed.
- ☐ The learning environment encourages participants to say “I’m not sure” without embarrassment.

Notes:

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4. Trust, Reassurance and Tone

- ☐ I am ready to introduce the topic without fear-based language.
- ☐ I will explain that mistakes are part of learning.
- ☐ I will reinforce calm responses rather than panic reactions.
- ☐ I am prepared to guide the session in a respectful and confidence-building way.

Notes:



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5. Practical Readiness

- ☐ Devices, screenshots, links, or printed materials are ready to use.
- ☐ I have checked whether any technical or access issues may affect the session.
- ☐ I know how I will open the session and explain what will happen.
- ☐ I have planned a short closing or reflection moment.

Notes:

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Quick Reflection

What is one small adjustment that would make my next digital safety session safer, clearer, or more reassuring for older learners?

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Worksheet

2

Confidence- Building Opening Notes for Trainers

Suggested duration: 3- 5 minutes

Purpose

This short guide helps trainers open a digital safety session in a calm, supportive, and confidence-building way.

Its aim is to reduce tension, normalise uncertainty, and create a safe learning atmosphere from the beginning. Before the session starts, remember:

- Keep the tone calm and practical.
- Use simple, everyday language.
- Present digital safety as something learnable, not something frightening.

Make it clear that uncertainty is normal and acceptable

You may begin with phrases such as:

- “Today we will look at a few simple ways to stay safer online in everyday situations.”
- “You do not need to know technical terms to make safer choices.”
- “It is completely normal not to be sure when something online feels strange.”
- “This is a learning space, so mistakes are part of the process.”
- “We will go step by step, and we will focus on what is practical and useful.”
- “The goal is not perfection, but feeling more confident and prepared.”

Helpful messages to reinforce early on

- “Not sure” is a safe response.
- Pausing is better than rushing.
- Asking for help is a smart action.



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- Recognising patterns matters more than memorising difficult rules.
- Confidence grows through practice and repetition.

Avoid opening the session with:

- too many technical words
- dramatic warnings or fear-based examples
- language that may sound blaming or patronising
- pressure to answer quickly or “get it right” immediately

Quick self-check for the trainer

Before continuing, ask yourself:

- ☐ Have I used plain and reassuring language?
- ☐ Have I made uncertainty feel acceptable?
- ☐ Have I set a calm, non-judgmental tone for the session?



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Worksheet 3

Trainer Guidance for Online Risk Communication Practice

Duration: 5- 7 minutes (Work in pairs)

Purpose

This short activity helps trainers practise how to explain a suspicious online situation in a calm, simple, and reassuring way.

Activity

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

Suggested situations

Use one short example, such as:

a suspicious message

a strange link or a fake sender

a pop-up creating urgency

The trainer should aim to:

speak in simple language

keep a calm and respectful tone

avoid technical jargon

avoid fear-based wording

reassure the learner that uncertainty is normal

Helpful phrases

“Let us look at this together.”



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“It is okay not to be sure.”

“There is no need to rush.”

“We can check this step by step.”

“Let us focus on what feels unusual first.”

Short debrief

After the exchange, briefly discuss:

What made the explanation clear?

What may have increased confusion or anxiety?

What would improve the explanation next time?

Key reminder

In digital safety teaching, the way the trainer speaks is part of the method.

Calm language supports confidence when pressure increases hesitation.



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Worksheet 4

Post-Activity Review Template: Trust, Clarity and Learner Comfort

Duration: 3- 5 minutes

Task

After the role-play, briefly discuss what helped the learner feel safe, what created confusion, and what should be improved next time.

1. What supported the interaction?

- ☐ Simple language
- ☐ Calm tone
- ☐ Clear step-by-step explanation
- ☐ Reassurance without pressure
- ☐ Respectful response to uncertainty

2. What made the interaction harder?

- ☐ Too much information at once
- ☐ Unclear wording
- ☐ Rushed explanation
- ☐ Signs of confusion not addressed

3. Short reflection

What helped the learner feel more at ease?

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What should be improved next time?

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Worksheet 5

Workshop Flow Design Exercise for a Short Digital Safety Session

Duration: 5- 7 minutes

Task

Plan a short digital safety session for older adults.

Keep it simple, realistic, and focused on one practical outcome.

1. Session focus

Topic:

- ☐ Phishing / scam message
- ☐ Password safety
- ☐ Privacy settings
- ☐ Safe browsing
- ☐ Suspicious link/ pop-up
- ☐ Other:

2. One clear objective

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

.....

3. Short session flow

Opening (1- 2 min)

How will you introduce the topic in a calm and simple way?

.....

Main activity (5-7 min)

What will learners do?

.....

4. Support and accessibility



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- ☐ Simple language
- ☐ Calming voice
- ☐ Repetition
- ☐ Slower pace
- ☐ Printed fallback material

5. Reality check

- ☐ The task is relevant to older adults' everyday life
- ☐ The session is short and realistic
- ☐ The activity is easy to follow
- ☐ The learner can leave with one clear safety routine

Ideas for improvement

What would I simplify further if needed?

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Worksheet 6

Assessment Planning Table: Simple Learning Check Methods

Task:

Use the table below to plan simple and supportive ways to check whether learning has taken place during a short digital safety session. The aim of this table is to help trainers choose assessment methods that are supportive, realistic, and appropriate for older learners. It should help the trainer understand whether the learner is becoming more aware, more confident, and more able to respond safely in everyday digital situations.

Planning area	What the trainer should define
Digital safety activity	Write the activity that will be evaluated, for example recognising a phishing email, identifying a suspicious link, or responding safely to a pop-up message.
Learning objective	State clearly what the learner should be able to do by the end of the session.
Practical learning check	Select one practical way to check learning, such as observation during the activity, a short demonstration or a correct response to a simple scenario.
Reflective learning check	Select one reflective method, such as a short self-reflection prompt, a brief verbal reflection, or a confidence check at the end of the session.
Timing	Decide when the learning check will take place: during the activity, immediately after it, or at the end of the session.
Reason for choice	Briefly explain why these methods are appropriate for older learners and suitable for the session.
Quality check	Make sure that the evaluation method is simple, non-threatening, realistic for a short session, and



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	focused on what the learner can actually do in practice.
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Worksheet 7

Trainer Guidance Notes for Common Online Safety Scenarios

When something suspicious happens online, the trainer's first role is **to reduce panic, not increase it**. Older learners do not need dramatic warnings at that moment. They need a calm, clear next step. A central message of this module is that digital safety is not about never making mistakes. It is about knowing how to respond more safely when something feels wrong! If a learner opens a suspicious link, receives a strange message, or worries that information may have been shared by mistake, the trainer should guide the situation gently with respectful, practical, and reassuring tone. The aim is to help the learner slow down and think, instead of reacting under pressure.

Helpful phrase:

Pause. Check. Verify. Ask for help.

The trainer can invite the learner to describe what happened in simple words, notice what feels unusual, and identify whether there was urgency, pressure, secrecy, or a request for personal or banking information. In practice, the trainer should reinforce **a few key messages:**

- **do not rush**
- **do not click again**
- **do not reply immediately**
- **verify through a trusted source**
- **ask for help when needed**

What matters most is not perfect digital behaviour. What matters is helping learners build the habit of **stopping first and acting more safely next**. In this way, the trainer supports not only protection, but also confidence and dignity in everyday digital life.



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Worksheet 8

Reflective Follow-Up Sheet for Session Improvement

A short reflection after each session can make digital safety teaching much stronger!

It helps the trainer look beyond whether the activity was completed and focus instead on **how the learning experience actually felt**. Which examples worked well? Where did confusion appear? Which moment created anxiety? What explanation helped learners feel more at ease? This kind of reflection does not need to be long or formal.

A few honest notes are enough. The trainer can think about whether the pace was right, the language stayed clear and non-technical, the examples felt relevant, and the session supported confidence rather than fear. Repeated questions, hesitation, or visible uncertainty are useful signals. They often show where a future session can become simpler, calmer, or more effective. A practical reflection can be built around three short questions:

- **What worked well?**
- **What felt difficult?**
- **What would I adjust next time?**

Even one small improvement is valuable. The trainer may decide to slow down the pace, use a clearer screenshot, simplify an explanation, or add more reassurance before a practical task. Over time, these small adjustments help build a stronger and more reusable set of teaching materials and methods.

In this sense, **reflection is not an extra burden**. It is part of good teaching practice. It helps the trainer offer future sessions that are clearer, more supportive, and more confidence-building for older learners!



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