

# Project E+ KA204 New Media 4 Lifelong Learning

## Manual for Intergenerational Dialogue between seniors and their families



Co-funded by the  
Erasmus+ Programme  
of the European Union

*In 2018 in the EU Member States, the highest rates of adult participation in learning were in Sweden (29.2 %), Finland (28.5 %) and Denmark (23.5 %).*

*In contrast, five Member States had participation rates below 5 %: Romania (0.9 %), Bulgaria (2.5 %), Croatia (2.9 %), Slovakia (4.0 %) and Greece (4.5 %).*

*Regarding Poland – 5.7 %, and only Slovenia is slightly below the average – 11.4 %.*

***Therefore, we see big need in providing more opportunities for adult participation and promoting lifelong learning.***



Co-funded by the  
Erasmus+ Programme  
of the European Union

# **4 MAIN GOALS**

## **of a Project E+ KA204 New Media4 Lifelong Learning**

### **IT'S NEVER TOO LATE TO LEARN**

- 1) to make greater use of new media in the lifelong learning process working with adults;**
- 2) to develop adult education using new means;**
- 3) to raise the competencies of educators and learners;**
- 4) to stimulate intergenerational dialogue.**



Co-funded by the  
Erasmus+ Programme  
of the European Union

# 1. To make greater use of new media in the lifelong learning process working with adults

1. We conducted the research about usage of new media among seniors from Poland, Slovenia, Bulgaria and Greece

## 2. Most important conclusions are:

- Almost every participant (except 3) used mobile devices to access the internet. A comparable number (138 and 90, respectively) used smartphone or laptop. A quarter (40) used tablets. A smartphone was the most popular, it was a device of choice for more than half of participants (127 used it a few or many times a day)
- Reasons of usage the internet: The total of 71 declared using the internet for banking, this is almost as many for social media (84). The leading activity in the internet was the searching for information (105) and using for communication (92). The least popular activity was education (as many as 41 declared none).
- Out of 81 respondents, almost a half, 39, reported problems in using of the internet. Their families were helpful in 87 out of 143 cases. The help was sought for from their families in most cases, 103 out of 144. The families were also encouraging for 85 respondents.



**Project E+ KA204  
New Media 4  
Lifelong Learning**



Co-funded by the  
Erasmus+ Programme  
of the European Union

# 1. To make greater use of new media in the lifelong learning process working with adults c.d.

- The vast majority (85%) of the respondents used their mobile devices for internet access during the classes with the educators. Almost 77% planned to use the new media in the activities with the participants.
- The majority (86%) of the educators use the new media in their daily life. The most common activities comprised social media (24%), phone calls (41%), and communicators (8%).

**The total of 157 respondents took part in this study.**

**The whole report available here: [link](#)**

**That conclusions made our panel group to think what we can do to make usage of the new media by seniors more conscious and effective.**



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

## 2. To develop adult education using new means;

8 scenarios of workshops about new skills connected to new media for seniors were created. All of the partners implemented the chosen two.

All of them are available here: [link](#)

Main conclusions throughout experiences of all the partners:

- main issue of the workshop scenarios was amount of time, some of the topics picked by the group were **to wide** to go over it during such a short time.



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

## 2. To develop adult education using new means c.d.;

- seniors have difficulties to **admit** the lack of knowledge or lack of understanding the process
- some of the seniors needed **additional assistance**, preferably **one to one**
- all the scenarios worked out well among all the partners' countries - that fact made them great **international tools** in adult education



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# An example of the scenario

## New Media 4 Lifelong Learning Workshop for Seniors - Scenario

<b>WORKSHOP TITLE</b>	<i>Mental well-being</i>
<b>CHALLENGE</b> <small>What problem does the workshop address?</small>	<i>Seniors' mental health is getting worse through the times, eg depression, intellectual problems, dementia, loneliness, fear for unknown, creativity, social interaction</i>
<b>GOAL</b>	<i>Improve seniors' mental and intellectual possibilities we can try to slow down deterioration of mental health related to age</i>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• <i>To use health apps</i></li> <li>• <i>To increase physical activities in groups/ alone</i></li> <li>• <i>To improve emotional stability through mental stimulation</i></li> <li>• <i>To prevent negative feelings spirale</i></li> <li>• <i>To become social</i></li> </ul>
<b>DURATION</b>	<i>weekly sessions for 3 months, each session 2 hours and if the project is successful and the groups want to continue the sessions, we can extend for another 3 months</i>
<b>LEVEL</b> <small>how well participants use technology</small>	<i>basic</i>
<b>AGE GROUP</b>	<b>65-80</b>
<b>AVAILABLE SKILLS</b> <small>what participants already know</small>	<b>basic knowledge about using mobile phones, applications, good internet connection, basic physical exercise</b>
<b>NUMBER OF PARTICIPANTS IN THE GROUP</b>	<b>10</b>

<b>NUMBER OF PARTICIPANTS PER TRAINER</b>	<b>5</b>
<b>MANNER OF RECRUITMENT</b>	<b>leaflets, newspapers, social media, websites</b>
<b>OTHER REQUIREMENTS</b>	<b>mobile phones, mobile apps, information about apps</b>
<b>INSTRUCTION METHODS</b>	<i>lecture, pair work, group work, mixed learning lecture, pair work, group work, mixed learning</i>
<b>TECHNICAL SPECIFICATIONS</b>	<i>smartphone</i>
<b>MATERIALS</b>	<i>smartphone for each participant email/ account on social media for each participant VR set projector speakers materials to draw such as pencils, crayons, big brushes etc. wi-fi connect</i>
<b>EVALUATION METHODS</b>	<i>Qualitative</i> <ul style="list-style-type: none"> <li>- <i>interview before and after the workshop</i></li> <li>- <i>seniors' diary (e.g recording) with their activities during workshops</i></li> </ul> <i>Quantitative</i> <ul style="list-style-type: none"> <li>- <i>questionnaire</i></li> </ul>
<b>ONBOARDING METHODOLOGY</b>	<ul style="list-style-type: none"> <li>- <i>Group chats</i></li> <li>- <i>Training mediated communication</i></li> <li>- <i>Download the apps</i></li> <li>- <i>Scenario 1: combination of physical exercise with application learning eg measure the steps track counter - Actionbound</i></li> <li>- <i>Scenario 2: using VR technology with work with seniors ("tilt brush", "job simulator").</i></li> <li>- <i>Scenario 3 using AR Aps - EyeJack</i></li> </ul>
<b>POTENTIAL RISKS (target activity)</b>	<i>They can't manage to complete the tasks and want to stop the tasks They believe that the tasks are too hard/ difficult/ complicated for them</i>





# An example of the scenario

## New Media 4 Lifelong Learning Workshop for Seniors - Scenario

<b>WORKSHOP TITLE</b>	<i>Fake news</i>
<b>CHALLENGE</b> <small>What problem does the workshop address?</small>	<i>The workshop addresses the problem of all fake news on the Internet. It specifies in educating elderly to spot fake news and possible scams; be aware and learn how to avoid them.</i>
<b>GOAL</b>	<i>Help elders in spotting fake news.</i>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• <i>Spot fake news;</i></li> <li>• <i>Multi platform information verification;</i></li> <li>• <i>Understanding search engines;</i></li> <li>• <i>Understanding propaganda (political, commercial);</i></li> <li>• <i>Safety on internet.</i></li> </ul>
<b>DURATION</b>	<i>120 minutes (with 20 min break in between).</i>
<b>LEVEL</b> <small>how well participants use technology</small>	<i>The level of the group is from intermediate to advanced.</i>
<b>AGE GROUP</b>	<i>65+</i>
<b>AVAILABLE SKILLS</b> <small>what participants already know</small>	<i>Participants already know how to operate a mobile device, PC etc. They manage to use some social media applications, use online streaming platforms (e.. YouTube), effectively search for needed information online.</i>
<b>NUMBER OF PARTICIPANTS IN THE GROUP</b>	<i>+/- 5</i>
<b>NUMBER OF PARTICIPANTS</b>	<i>+/- 5</i>

<b>PER TRAINER</b>	
<b>MANNER OF RECRUITMENT</b>	<i>The workshop will be part of the daily activities in the elderly day care home.</i>
<b>OTHER REQUIREMENTS</b>	<i>Access to an electronic device, will to learn, patience, time to practice.</i>
<b>INSTRUCTION METHODS</b>	<i>Comparison of fake news and legitimate news on a projector. Explanation what fake news usually consists of and how fake news looks.</i>
<b>TECHNICAL SPECIFICATIONS</b>	<i>Smartphone or a laptop/tablet, Wi-fi access.</i>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>- <i>An account on Facebook for each participant;</i></li> <li>- <i>projector;</i></li> <li>- <i>laptop/smartphone for each participant;</i></li> <li>- <i>internet connection;</i></li> <li>- <i>energy connection for devices.</i></li> </ul>
<b>EVALUATION METHODS</b>	<p><i>Qualitative:</i> <i>Testing - We present a number of fake and legitimate news and we ask the participants to differentiate between them.</i></p> <p><i>Quantitative:</i> <i>Interviews, group discussions.</i></p>
<b>METHODOLOGY</b>	<i>Draw on the personal experiences of being deceived by fake news. Create a fake news article with the participants. The activity will be fun for the participants, as it will engage them on practical terms.</i>
<b>POTENTIAL RISKS (target activity)</b>	<i>Seniors getting too paranoid and not believing any news on the internet.</i>



### 3. To raise the competencies of educators and learners;

Great example of raising the competencies of educators during running the project was the training for seniors educators held in Žory.

Group of participants got inspired by two trainers in the areas like:

- Virtual Reality
- VR & wellbeing of the elderly people
- Augmented Reality
- Cyber dangers

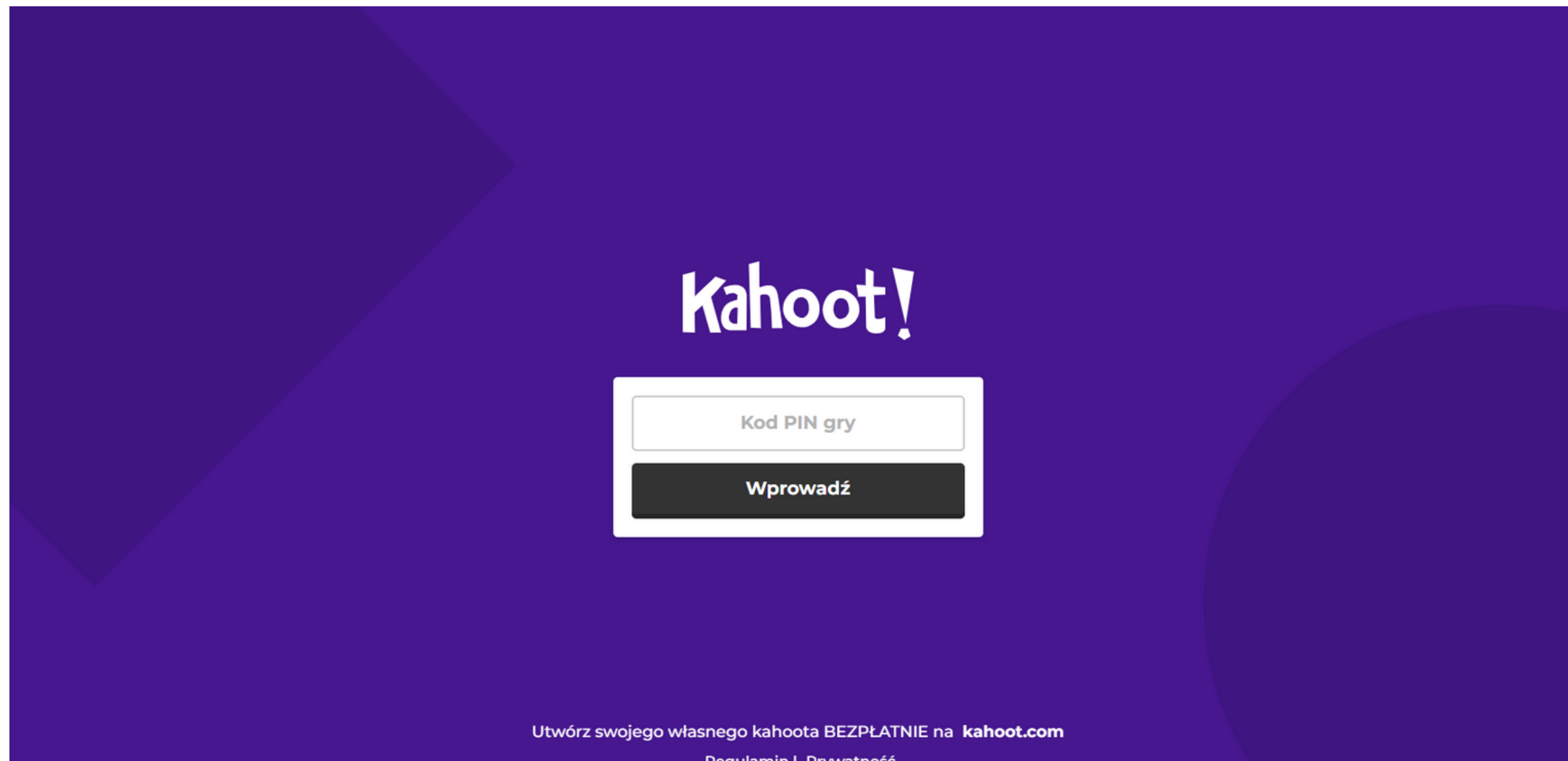


Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# Useful tools

## Kahoot - online quiz



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204**  
**New Media 4**  
**Lifelong Learning**

# Useful tools

## Padlet - virtual wall

**:Padlet**

Zaloguj

Strona główna

Produkt

Członkostwa

Informacje Zadania

Prywatność Więcej

Polski

Mamy piękny dzień.  
**Stwórz coś pięknego.**

Zarejestruj się bezpłatnie

Zainstaluj aplikację dla systemu Windows

Ściana

Tło

Kolumna

Lista

Scenopis

Oś czasu

Mapa



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# Useful tools

## Miro - team collaboration software

miro

Product ▾ Solutions ▾ Resources ▾ Enterprise Pricing

EN Contact Sales Login

Sign up free →

## Where teams get work done

The online collaborative whiteboard platform to bring teams together, anytime, anywhere.

Enter your work email

Sign up free →

Free forever — no credit card required

35M+ users: Walmart ✨ CISCO Deloitte. VOLVO



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# Useful tools

## Genially - platform for interactive and animated content



What's it for? ▾

Create ▾

Why Genially

LOGIN

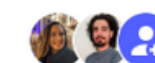
SIGN UP

EN ▾

### Creating interactive content is



# WOW!



Create presentations, infographics and other stunning content by yourself or with your team.

Start now. It's free!



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

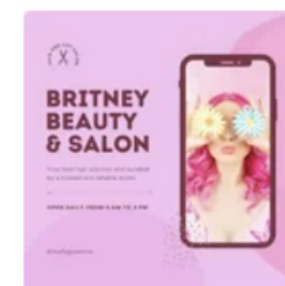
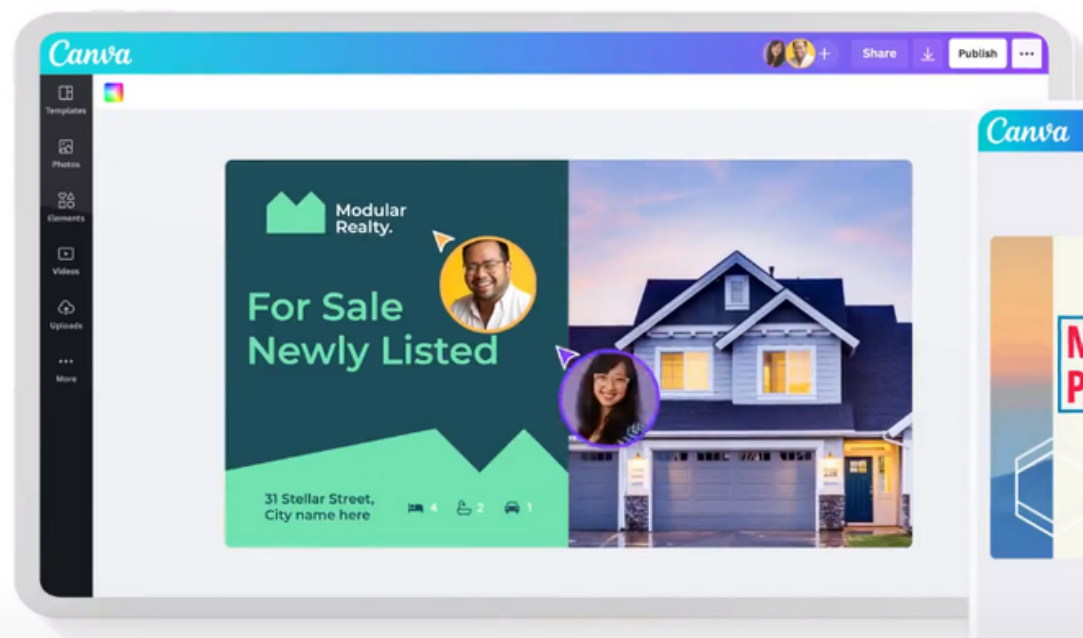
# Useful tools

## Canva - graphic design software

### What will you design today?

Canva makes it easy to create professional designs and to share or print them.

Sign up for free



Make yourself at home! Log in to keep your work safely stored to your account.

Play with Canva

Log in



Co-funded by the Erasmus+ Programme of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# Useful tools

## Actionbound - outdoor games platform



The screenshot shows the Actionbound website homepage. At the top left is the 'Actionbound' logo. The top right navigation bar includes 'Public Bounds', 'Create Bound', 'Not logged in', and a language selector (UK flag). The main heading is 'Actionbound' in a large, orange, cursive font, with the subtitle 'Innovative multimedia app' below it. A white call-to-action box contains a graduation cap icon and the text: 'Watch & learn! Learn more about the Actionbound app, the licences and how to quickly create your own Bounds with the our easy-to-use Bound Creator. Watch the recording of our "Beginner's course"!'. Below this, the text reads 'Create mobile adventures and interactive guides for smartphones and tablets'. At the bottom, there are two images: a tablet displaying a map interface and a smartphone displaying a photo of a yellow flower.



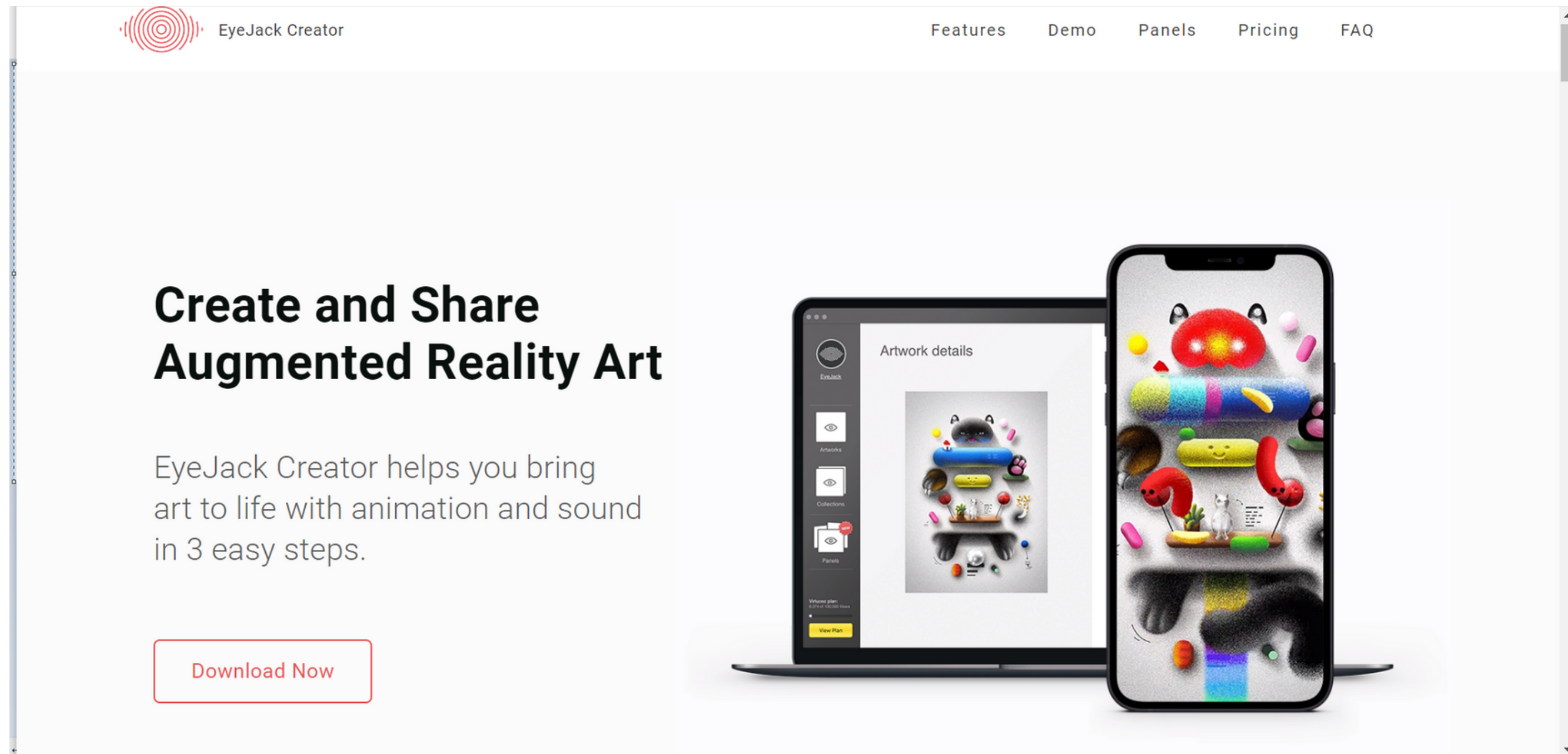
Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**



# Useful tools

## EyeJack - transforming animation into AR



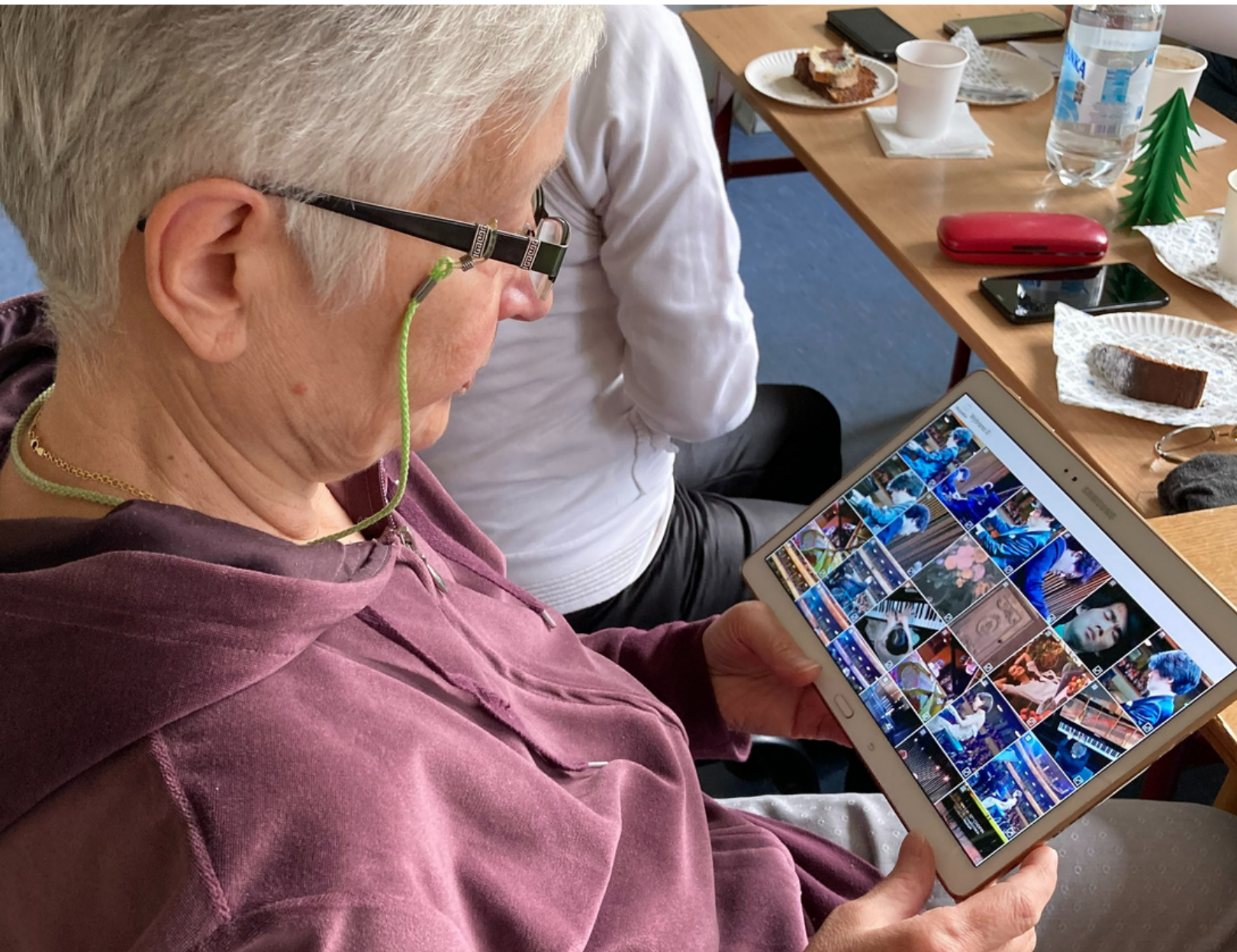
The screenshot shows the EyeJack Creator website. At the top left is the EyeJack logo (a red spiral) and the text "EyeJack Creator". To the right are navigation links: "Features", "Demo", "Panels", "Pricing", and "FAQ". The main content area features a large heading "Create and Share Augmented Reality Art" and a sub-heading "EyeJack Creator helps you bring art to life with animation and sound in 3 easy steps." Below this is a red "Download Now" button. On the right side of the page, there is an image of a laptop and a smartphone. The laptop screen shows a web interface with a sidebar menu (EyeJack, Artworks, Collections, Panels) and a main area titled "Artwork details" displaying a colorful, abstract artwork. The smartphone screen shows the same artwork in an AR view, with the artwork appearing to be overlaid on the phone's display.



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

## 4. To stimulate intergenerational dialogue.



### INTERGENERATIONAL DIALOGUE:

Verbal and non-verbal form of communication between different generations in order to have better understanding and cooperation.

Intergenerational dialogue prevents marginalization of each social social group. It is a safe space where both youth and elders can share their thoughts and ideas without fear of being judged.



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# 4. To stimulate intergenerational dialogue.



## Positive aspects of maintaining intergenerational dialogue

1. Easier Contact
2. Spending time together while sharing hobbies and activities.
3. Learning more about our children, parents and grandparents.
4. Learning new things by following information people post online.
5. Using New Media makes Earth smaller for everyone.
6. It prevents social exclusion and loneliness.
7. It allows both to meet new people and uphold relationships with people living far away.



## Threats of the international dialogue

1. Fear of using New Media.
2. Pressure to feel „forever young“.
3. Lack of respect both from old to young and the other way around.
4. Problems with active listening.
5. Different languages and Internet slang.
6. Lack of empathy.
7. Lack of knowledge on how to teach people.
8. Lack of spending time together.
9. Weaker family relations.



## 4. To stimulate intergenerational dialogue.



### METHODS TO OVERCOME THE THREATS:

- Working in groups.
- Looking for common answers through brainstorming.
- Deciding on most useful questions to ask between groups.
- Noting down every idea and talking about them with other groups.



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# CIRCLE OF LIFE - characteristics

## Close to death

- After 80 they need to be protected day by day.
- Problems with their mindfulness, heart, ears and eyes.
- They give them house or something else to their children.
- Some of them are in institutions for adults.
- Ready to leave their path on Earth.

## Grandchildren

- Some kind of being parents
- More free time.
- Lack of vital energy.
- Health issues.
- They want to get back into their hobbies.
- More experience and wisdom gained.

## Children

- Responsibilities about new life.
- New people make happy, fulfillment.
- Give our time to another person.
- Not much time for ourselves.
- To make some rules to work with this generation.

## Mariage

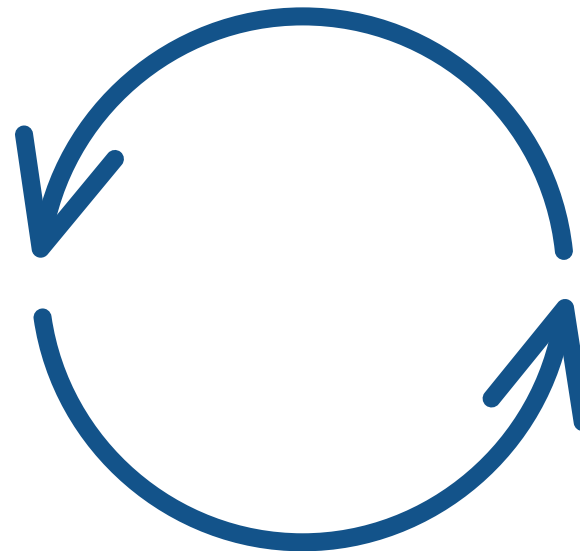
- „Work and worries“.
- Responsibilities about another person.
- Making strategies of live.
- Learning to harmonic live.

## Work

- First own money
- more responsibility
- Live without them parents
- Start more time in new groups (offices)
- Looking for new place to live
- Citizen responsibility
- Economical stability

## Birth period:

- The baby is carried by the parents.
- It is learning to walk.
- Exploring the world.
- The baby should be under supervision all the time.
- Sounds only, It could not verbalize it's thoughts
- Separation anxiety.



## Kindergarten

- Meeting the first Teacher.
- First verbal communication.
- First routine appear.
- First friendship relations established.
- Playing with imaginations.
- Learn to save control.
- First group tasks.

## School

- First obligatory tasks.
- Homeworks.
- More classes sitting.
- Spending a longer time outside of home .
- Parents are not the only authority.
- Hormon and adolescence problems.
- Kerning to social attitudes.
- Problems with drugs and alcohol could arise.
- Getting to know better how the world and the society functions.
- Developing abstract and critical thinking.
- First kiss. First intimate contact.

## University

- More responsibilities.
- Some of the people start working.
- Possibility for university mobility or studying in another place.
- Live without them parents.
- First partnerships.
- Parties live and webs of friends.

**Project E+ KA204  
New Media 4  
Lifelong Learning**



Co-funded by the  
Erasmus+ Programme  
of the European Union

	People from 10-20 years old	Generation 20-30s	People from 30-50 years old	Generation 60s+
1. Describe what are the habits of this generation?	parties, games, films, tik-tok (watching, doing, making)	studies or work, sports, Social media, meeting a girlfriend or a boyfriend	working everyday, mostly having its own family and children, little free time, they have already lifestyle (hobbies, passions)	more time at home, religion, care about the health
2. How a normal day of this generation look like?	<ul style="list-style-type: none"> <li>• Going to school</li> <li>• Doing homework</li> <li>• Extracurricular activities after school</li> </ul>	<p>If they don't work:</p> <ul style="list-style-type: none"> <li>• wake up late</li> <li>• late night life (parties, clubs)</li> </ul> <p>If they work:</p> <ul style="list-style-type: none"> <li>• duties (work, home duties)</li> <li>• parties at the weekends</li> </ul>	<ul style="list-style-type: none"> <li>• waking up early</li> <li>• driving everybody to get and get back from school (work etc)</li> <li>• shopping, cooking</li> <li>• baby sitting</li> <li>• hobby after (if possible after work)</li> </ul>	<ul style="list-style-type: none"> <li>• Get up Early</li> <li>• Watching TV</li> <li>• Going to church</li> <li>• Going to doctor</li> <li>• Shopping</li> <li>• walking</li> </ul>
3. What are the main topics and lifestyle activities of this generation?	<ul style="list-style-type: none"> <li>• Gaming</li> <li>• listening to the music</li> <li>• concerts, cultural events</li> <li>• cinema</li> <li>• trips (parents, friends)</li> </ul>	<ul style="list-style-type: none"> <li>• media and social media</li> <li>• University</li> <li>• sports</li> <li>• relationships</li> <li>• start family life</li> </ul>	<ul style="list-style-type: none"> <li>• hobby</li> <li>• travel</li> <li>• house, car and garden</li> <li>• credit (financial liabilities)</li> <li>• selfdevelopment</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Religion</li> <li>• Family (especially grandchildren)</li> <li>• Friends</li> </ul>
4. What are the most common stigma related to this generation?	SOCIAL MEDIA	<ul style="list-style-type: none"> <li>• Social media generation</li> <li>• Lazy</li> <li>• They often change partners</li> </ul>	<ul style="list-style-type: none"> <li>• carrier</li> <li>• money</li> <li>• tasks</li> <li>• managing</li> </ul>	<ul style="list-style-type: none"> <li>• Religious</li> <li>• Complaining about health</li> <li>• Have plenty of time</li> </ul>

<p><b>5. Reflect on the key points of the different life pillars: work, social life, family, relationships.</b></p>	<ul style="list-style-type: none"> <li>• Spending a lot of time on social media - becoming zombies.</li> <li>• Possible "Age discrimination" according to the life experience.</li> <li>• They could not take care of themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Work - long hours, overworked, new approach (self employing, freelancer, home office)</li> <li>• Social life - a lot of friends, night life</li> <li>• Family - starting</li> <li>• Relationships - informal using a social media for making new relations</li> </ul>	<ul style="list-style-type: none"> <li>• party with family or friends</li> <li>• friends from work</li> <li>• divorce (sometimes second married)</li> <li>• responsibility for children</li> <li>• facebook, LinkedIn, Instagram, twitter</li> </ul>	<ul style="list-style-type: none"> <li>• retired</li> <li>• seniors club, old friends</li> <li>• Family - taking care of grandchildren, meetings with family members ,</li> <li>• less of duties</li> <li>• Relationships - routine</li> </ul>
<p><b>6. What is the contribution of this generation to society?</b></p>	<ul style="list-style-type: none"> <li>• Bringing a positive attitude and emotions.</li> <li>• Pure joy</li> <li>• Anxiety for the future and next day</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• New perspectives</li> <li>• Power and energy</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge</li> <li>• experience</li> <li>• managing skills</li> <li>• political skills</li> <li>• voluntary</li> </ul>	<ul style="list-style-type: none"> <li>• Experience</li> <li>• life wisdom</li> </ul>
<p><b>7. For what can this generation be vulnerable to?</b></p>	<ul style="list-style-type: none"> <li>• new situation before being adults.</li> <li>• Sweet addiction.</li> <li>• Gaming addiction</li> </ul>	<ul style="list-style-type: none"> <li>• criticism and complaining from the older people</li> </ul>	<ul style="list-style-type: none"> <li>• health</li> <li>• family, children, parents (grandparents)</li> <li>• psychology condition</li> <li>• condition of the body and good-looking</li> </ul>	<ul style="list-style-type: none"> <li>• Naive for New things (medias)</li> </ul>
<p><b>8. What are the strengths of this generation?</b></p>	<ul style="list-style-type: none"> <li>• Huge amount of energy.</li> <li>• Passionate and enthusiastic.</li> <li>• strength to do a lot of new things without fear.</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• Flexible</li> <li>• Energy</li> </ul>	<ul style="list-style-type: none"> <li>• experience</li> <li>• managing skills</li> <li>• political skills</li> <li>• knowledge</li> <li>• level of responsibility</li> <li>• stabilized lifestyle</li> <li>• well-established views</li> </ul>	<ul style="list-style-type: none"> <li>• Remembering of the past</li> <li>• Experience</li> <li>• wisdom</li> </ul>

<p><b>9. What is the most valuable thing about this generation?</b></p>	<ul style="list-style-type: none"> <li>• <b>Power to initiate and act.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Freshness</b></li> <li>• <b>New knowledge</b></li> <li>• <b>not afraid of the new things</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>life experience</b></li> <li>• <b>bridge between youth and seniors</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Remembering of the past</b></li> <li>• <b>Experience</b></li> <li>• <b>wisdom</b></li> </ul>
<p><b>10. The role of this generation in society at all?</b></p>	<ul style="list-style-type: none"> <li>• <b>Humanity.</b></li> <li>• <b>To teach their parents how to enjoy life.</b></li> <li>• <b>To create a better world.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Innovative ideas</b></li> <li>• <b>New styles of life</b></li> <li>• <b>Make New families In society</b></li> <li>• <b>New employed people on labor market</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>taking an active part in political life</b></li> <li>• <b>sharing experience and knowledge</b></li> <li>• <b>supporting others generations</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Supporting family</b></li> <li>• <b>sharing knowledge</b></li> <li>• <b>taking care of traditions</b></li> </ul>
<p><b>11. The challenges this generation faces in the context of social inclusion</b></p>	<ul style="list-style-type: none"> <li>• <b>Low grades in school. Chance of leaving the education system.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>to much work</b></li> <li>• <b>education is not always conected with the work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>they are outside of some social media</b></li> <li>• <b>being afraid of doing new things</b></li> <li>• <b>leaving the comfort zone</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>New technology</b></li> <li>• <b>Changes In the language (slang)</b></li> <li>• <b>New lifestyles</b></li> </ul>
<p><b>12. For what this generation could be proud about?</b></p>	<ul style="list-style-type: none"> <li>• <b>Achievements, graduation, etc.</b></li> <li>• <b>Making parents proud</b></li> <li>• <b>First job and salary.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge</b></li> <li>• <b>clever In using new technology and new media</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>succes</b></li> <li>• <b>family</b></li> <li>• <b>money</b></li> <li>• <b>work</b></li> <li>• <b>whole previous life</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Effects of own work</b></li> <li>• <b>Family</b></li> </ul>
<p><b>13. What are the fears of this generation?</b></p>	<ul style="list-style-type: none"> <li>• <b>marks at schools and the followers on Social media</b></li> <li>• <b>judging by peers</b></li> <li>• <b>fear for the future (university, money, work, being independent)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being alone</b></li> <li>• <b>War</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>health issues</b></li> <li>• <b>loosing work</b></li> <li>• <b>loosing family</b></li> <li>• <b>loosing family</b></li> <li>• <b>financial stabilisation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>New technology and New media</b></li> <li>• <b>Future of the world</b></li> </ul>



# 4. To stimulate intergenerational dialogue.

## Challenges and perspectives of adults using social media

### Challenges:

1. Knowledge how to use translator
2. Being afraid because they don't know how to use
3. How to escape from fake news
4. Being safe for shopping online and bank transactions challenges
5. Too many functions and buttons
6. Be afraid of breaking something
7. Computer viruses
8. Slang and shortcuts (e.g. brb, lol etc.)
9. Scam posts and viruses
10. Too small letters
11. Cyber bullying
12. Trafficking for young people (e.g. cheating)
13. Fear of hackers
14. Closed for real life and real persons

### Perspectives:

1. Family connection
2. Communication with friends
3. Make new friends
4. Communication with the youngest members of the family
5. Getting knowledge about events
6. Gathering knowledge and news
7. Shopping online
8. Finding old friends
9. Finding a lot of functions
10. Communication with people who have same conditions
11. Social media can affect children's ability to develop strong relationships
12. Fast connection



# TOOLS AND FUNCTIONS OF SOCIAL MEDIA

## **Group chat -**

Similar to chat features that it gives you the ability to send instant messages to others in a “chat room”. More specifically, it is the ability to chat with multiple people.

## **Live video -**

Social media feature on platforms like Facebook and Instagram that invites users to share unedited, raw footage in real time.

## **Tag -**

It allows social media users to engage an individual, business or any entity with a social profile when they mention them in a post or comment.

## **Comments -**

It lets you respond to a post or picture on Facebook/Instagram

## **Video calls -**

It is made via a mobile phone or computer with a camera and a screen, allowing the participants to see each other as they talk.

## **Audio messages -**

This option is to communicate with other people when you have a lot to say or don't have time to text.

## **Screenshot -**

Image file which captures the contents of a digital display screen. It is a snapshot of what the user sees on the screen.

## **Story -**

In-app feature that allows users to post photos or videos that automatically disappear within 24 hours. They appear in a vertical format and are fast, memorable, and fun by design. Public messages posted to a Facebook or Instagram user's entire audience or on a specific person's profile page (or "wall").



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# TOOLS AND FUNCTIONS OF SOCIAL MEDIA

## **Hashtag -**

Words or multi-word phrases that categorize content and track topics on Twitter, Facebook, Instagram, Pinterest, and other social media outlets. They are preceded by the # symbol. Two examples are #picoftheday and #sweepstakes.

## **Reel -**

Short, entertaining videos on Instagram where you can express your creativity and bring your brand to life.

## **Stickers -**

Interactive little elements that can be added to Story posts to make them more engaging.

## **GIF -**

Image encoded in Graphics Interchange Format, which contains a number of images or frames in a single file and is described by its own graphic control extension. The frames are presented in a specific order in order to convey animation. It can loop endlessly or stop after a few sequences.

## **Emojis -**

Representation of a facial expression such as a smile or frown, formed by various combinations of keyboard characters and used to convey the writer's feelings or intended tone.

## **Facebook page -**

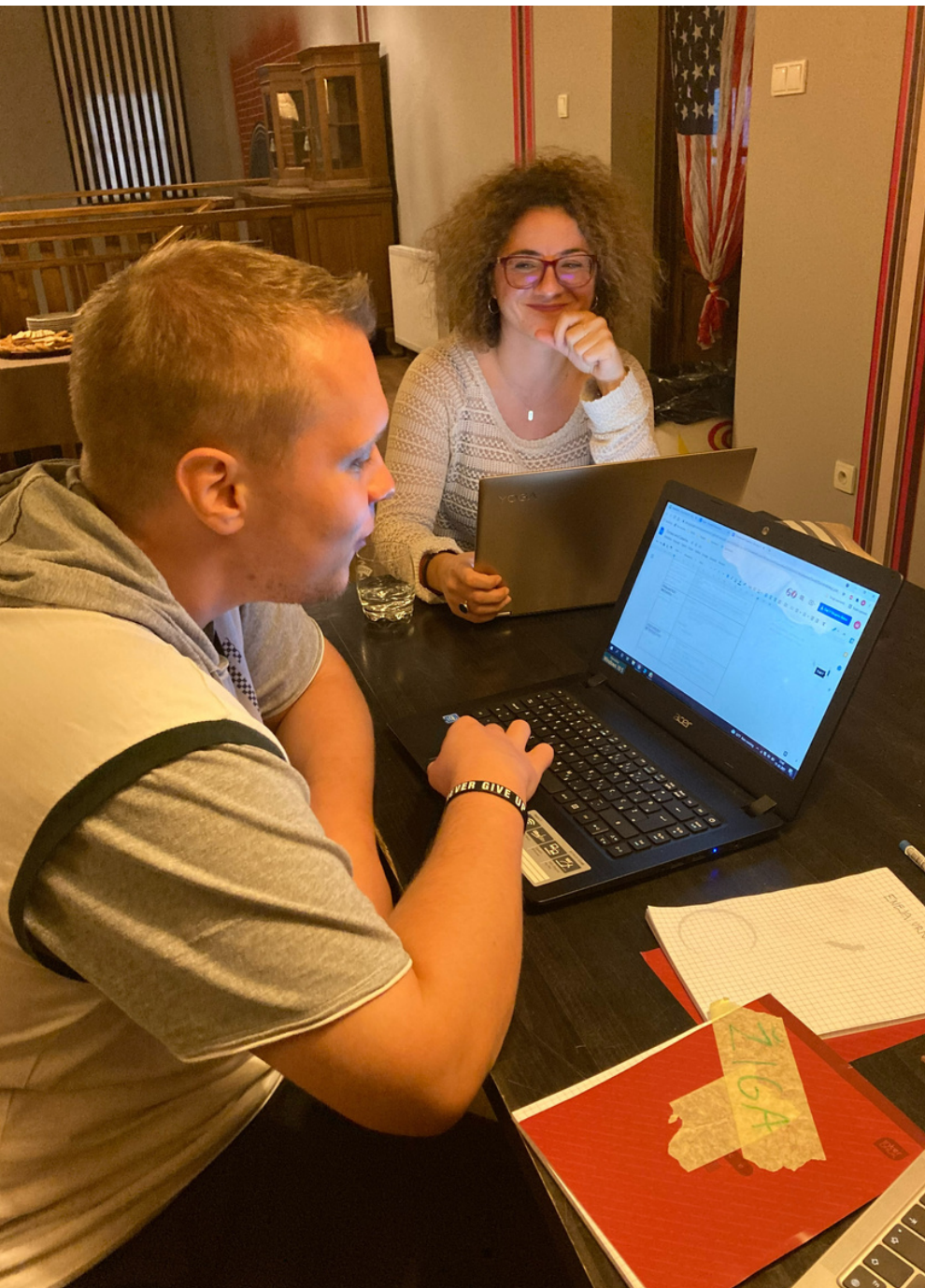
Public Facebook account that can be used by brands, organizations, artists and public figures. Businesses use this option to share contact information, post updates, share content, promote events and releases, and — perhaps most importantly — connect with their Facebook audiences.

## **Facebook group -**

Spaces on the social media network for friends, acquaintances, or people with similar interests to discuss or share about broad or narrow topics. It provides an arena for organic discussion about your products or services and present the opportunity to cultivate brand awareness.



# ACTIVITIES AND TOOLS created by participants



## **Name of Activity 1**

Durdevdan Je Workshop

## **What is the topic of the activity?**

Integration with arte therapy tools

## **What are the objectives of the activity?**

Integration of a group of seniors, intergenerational integration through intercultural meetings

## **What is the desired profile of participants for the activity?**

a broad profile regardless of age

## **What is the desired size of the group?**

All ages and group types

## **What are the methods used for implementation of this activity?**

The task is to teach the dance group a simple song and Roma story about its genesis and discuss the possibilities of using art in combination with new media for intergenerational integration.

## **Methods:**

- Group work
- music therapy
- dance therapy
- group discussion
- multimedia activities

**Project E+ KA204  
New Media 4  
Lifelong Learning**



Co-funded by the  
Erasmus+ Programme  
of the European Union

# ACTIVITIES AND TOOLS created by participants



## What materials do you need to implement this activity?

Materials:

- screen
- sheets of paper
- speaker + media players

## What is the time frame of the whole activity and in sections (intro, implementation, debriefing)?

The activity lasts 45 minutes.

- beginning, explaining the purpose of the workshop - 5 min.
- learning the song and dance - 15 min
- dance practice - 5 min.
- group discussion, questions from the trainer - 20 min.

## What are the debriefing questions you want to ask participants?

- How did you feel about the task?
- Do you enjoy this kind of expression?
- Is communication through new media helpful or disruptive?
- Can you maintain relationships with other nationalities without knowing the language through new media?



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# ACTIVITIES AND TOOLS created by participants



## **Name of Activity 2**

Field Game

## **What is the topic of the activity?**

Learning how to use Digital Tools

## **What are the objectives of the activity?**

Learning how to:

- upload on Facebook
- use Google Lens app
- use Google Translator
- use Google Maps
- download applications

## **What is the desired profile of participants for the activity?**

universal activity

## **What is the desired size of the group?**

approx. 20 people, divided into 4-5 groups

## **What are the methods used for implementation of this activity?**

Field game performed outside

Each group has to perform 5 tasks and upload the results on Facebook and/or Whatsapp group

## **Tasks to perform:**

- 1) Group has to take a selfie with an object chosen by trainer
- 2) Find a random person and make short video in which you teach that person how to say a chosen phrase in a foreign language



Co-funded by the  
Erasmus+ Programme  
of the European Union

# ACTIVITIES AND TOOLS created by participants



3) Find information about chosen object using Google Lens, collect 3 facts about it

4) Use Google Maps to find closest Bus Stop and make a screenshot of how to get there

5) Using Google Translator

( <https://translate.google.com/?hl=pl> )

translate a question chosen by trainer and answer it in a different language, and take a screenshot of that translation

## **What materials do you need to implement this activity?**

- Smartphone
- Google Lens application
- Group on Facebook and/or Whatsapp

## **What is the time frame of the whole activity and in sections (intro, implementation, debriefing)?**

- Introduction - 10 minutes
- Downloading applications - 15 minutes
- Tasks completion - 60 minutes
- Debriefing - 20 minutes

## **What are the debriefing questions you want to ask participants?**

- How did you like the activity?
- What did you learn from it?
- What was the best part for you?
- What do you think about teamwork?

**Project E+ KA204  
New Media 4  
Lifelong Learning**



Co-funded by the  
Erasmus+ Programme  
of the European Union

# ACTIVITIES AND TOOLS created by participants



## **Name of Activity 3**

Workshop

### **What is the topic of the activity?**

Walking with the past

### **What are the objectives of the activity?**

Learning how to:

- spend time together (intergeneration integration)
- find something in common - grandparents and grandchildren
- make valuable things together

### **What is the desired profile of participants for the activity?**

Grandparents and grandchildren

### **What is the desired size of the group?**

20 persons (10 pairs)

### **What are the methods used for implementation of this activity?**

- Intro - explain the rules
- Walk - grandparents and grandchildren go to place, where the old photo was made
- Take a new photo together in this place and tell the story about the old photo or this place
- Come back to culture center and share old photo, new photo and the story with the other participants
- Debriefing



Co-funded by the  
Erasmus+ Programme  
of the European Union



# ACTIVITIES AND TOOLS created by participants



post activity - exhibition

## **What materials do you need to implement this activity?**

projector, screen, photos, for the exhibition: frames, printed photos

## **What is the time frame of the whole activity and in sections (intro, implementation, debriefing)?**

2 h

- intro 15 min.
- implementation - walk 1 h
- presentation and debriefing 45 min.

## **What are the debriefing questions you want to ask participants?**

- Did You like spending time together?
- What did You get to know about each other?
- Will You do something like this in the future?



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**

# ACTIVITIES AND TOOLS created by participants



## **Name of Activity 4**

Workshop

### **What is the topic of the activity?**

Apps especially for you

### **What are the objectives of the activity?**

1. Showing useful functions of different apps to the seniors
2. How to install and use it
3. Arousing curiosity in seniors for apps /to have the apps

### **What is the desired profile of participants for the activity?**

seniors 60+, men and women interesting of the new media

### **What is the desired size of the group?**

10 persons

### **What are the methods used for implementation of this activity?**

- presentation: (visual) - very simple form (presentation about apps: translator, endomondo, Instagram)
- joint selection of the application that will be installed (choosing 1 app)
- step-by-step instruction on how to install the application by sharing a screen (the trainer shows what to do on the screen displayed by the projector)



# ACTIVITIES AND TOOLS created by participants



## What materials do you need to implement this activity?

projector, each person has its own smartphone with the internet

## What is the time frame of the whole activity and in sections (intro, implementation, debriefing)?

1 h

- intro - 20 min.
- implementation - 30 min
- debriefing - 10 min.

## What are the debriefing questions you want to ask participants?

- Will you use this application?
- Can you repeat this process of installation?
- What difficulties did you find?



# ACTIVITIES AND TOOLS created by participants



## **Name of Activity 5**

Kahoot

## **What is the topic of the activity?**

Questions about workshop

## **What are the objectives of the activity?**

Playing kahoot

## **What is the desired profile of participants for the activity?**

- 40-50 years old
- Not much experience
- Good communication
- Good team work
- Fast reactions

## **What is the desired size of the group?**

20 people

## **What are the methods used for implementation of this activity?**

First, we start with questions like:

- What do they know about the workshop?
- What experience do they have?
- What do they need for the workshop?
- Have they ever done a workshop?



Co-funded by the  
Erasmus+ Programme  
of the European Union

# ACTIVITIES AND TOOLS created by participants



After that, We give information about the workshop like:

- They need to have: topic, how many people, the profile of participants, methods/learn, time and materials, questions

**What materials do you need to implement this activity?**

Internet, phones, laptops, calm place

**What is the time frame of the whole activity and in sections (intro, implementation, debriefing)?**

Start at 10:00 to 10:50

**What are the debriefing questions you want to ask participants?**

- How did this game make you feel?
- Does it have enough communication?
- Is it helpful?
- What did you learn?

**Project E+ KA204  
New Media 4  
Lifelong Learning**



Co-funded by the  
Erasmus+ Programme  
of the European Union

# ACTIVITIES AND TOOLS created by participants



## **Name of Activity 6**

Hashtag challenge

## **What is the topic of the activity?**

How to use hashtags?

## **What are the objectives of the activity?**

Make a post with hashtags

## **What is the desired profile of participants for the activity?**

- Little experience with social media
- 30-40 years old
- Good team work
- Designer

## **What is the desired size of the group?**

20 people, 2 teams with 10 people

## **What are the methods used for implementation of this activity?**

First to make an energizer

After that questions like:

- What do you know about social media?
- How much time do you spend on social media?
- Do you know what a hashtag is?



Co-funded by the  
Erasmus+ Programme  
of the European Union

# ACTIVITIES AND TOOLS created by participants



## What materials do you need to implement this activity?

- Phones
- Camera on the phone
- Internet
- Profile in social media

## What is the time frame of the whole activity and in sections (intro, implementation, debriefing)?

Start at 10:00 to 11:20

## What are the debriefing questions you want to ask participants?

- Was it fun?
- What did they learn?
- How did this make them feel?
- Will they use it in the future?



# CLOSING STATEMENT



In conclusion, there is a lot of research related to social media for seniors in the context of learning, but the topic of new media still remains open and requires constant flexibility in researching, as these new media are changing and improving constantly. That is why directed our work not to individual tools, but to the methodology of how to use new media for lifelong learning.

Within the framework of the project, we came up with an innovative combination of activities. Virtually every international activity has increased due to the local activity taking place after. Thus, we have a strong follow-up, quality feedback and project promotion at the same time, which is able to bring greater impact to the local community and other entities.



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**





# Thank You



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**



# Project partners



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project E+ KA204  
New Media 4  
Lifelong Learning**