

Handbook for digital work with seniors



Co-funded by the
European Union

Co-funded by the European Union



Co-funded by the
European Union

Co-funded by the European Union



Dear Educators, this book of scenarios is prepared for you to build a new path of teaching digital skills for elderly people. Enjoy!

Content

1. Digital work approach for seniors
2. Precision, logical, analytical and creative thinking in digital work for seniors
3. Programming in digital work for seniors - simple robots functionalities
4. Seniors and youth in one team - intergenerational component



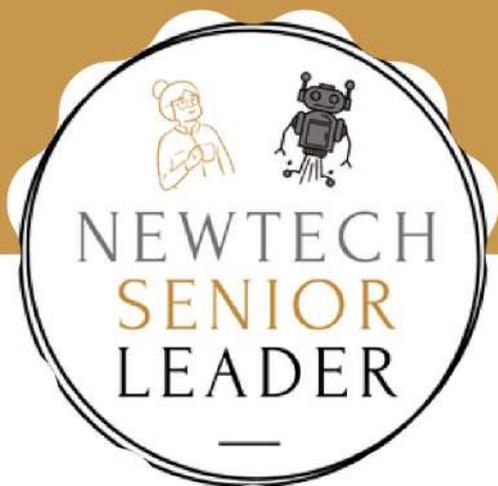
Co-funded by the
European Union

Co-funded by the European Union



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

Digital work approach for seniors



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC Digital thinking: My creative space

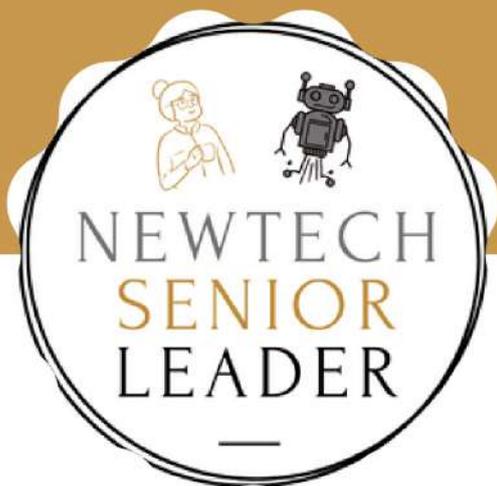
CONTENT

AIM OF THE SCENARIO	GROUPS	HOURS AND PLAN	MATERIALS AND METHODS	EXERCISES
<ul style="list-style-type: none"> acquiring the skills of searching for information on the Internet, such as searching for libraries, spending free time, listening to music stimulating creative courage so as not to be afraid of browsing the Internet learning how to express themselves in a group stimulating mental work, concentration and memory by searching for information on the Internet building a culture of cooperation to create text files together and by yourself 	<ul style="list-style-type: none"> seniors 55+ the scenario is prepared for <12 participants if the workshops will be conducted for a larger group, such as <24 participants, the time to complete the tasks should be increased 	<p>BLOCK I: Collage of emotions</p> <ul style="list-style-type: none"> 2 h <p>BLOCK II: See, but also create something new</p> <ul style="list-style-type: none"> 1h <p>BLOCK III: A different look at a given object</p> <ul style="list-style-type: none"> 2h <p>BLOCK IV: A way to see it differently</p> <ul style="list-style-type: none"> 2h <p>BLOCK V: I stimulate my creativity</p> <ul style="list-style-type: none"> 1h <p>In total: 8 h, 5 exercises</p>	<ul style="list-style-type: none"> Annex No. 1 Digital Audio: Sound No. 1-6 Edu-graphic No. 1-6: Description of the sound Worksheet No. 1-6: Emotions & Sounds Edu-graphic No. 7-8 Worksheet No. 7 Emotions & Images Smartphone with the Operating System: Android Internet, access to Google Play participants have their own photos or use Annex No 2 Digital picture Edu-graphic No. 9 Worksheet No. 8-9: Emotions & words Annex No. 3 Digital Words Worksheet No. 9-11 Unscrambled words 	<p>BLOCK I:</p> <ul style="list-style-type: none"> Creativity in sounds <p>BLOCK II:</p> <ul style="list-style-type: none"> Photographic memory <p>BLOCK III:</p> <ul style="list-style-type: none"> Renew the photo Make a collage <p>BLOCK IV:</p> <ul style="list-style-type: none"> Everyone can design A new one is coming <p>BLOCK V:</p> <ul style="list-style-type: none"> Word puzzles: <p>In total: 8 h, 5 exercises</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 1

TOPIC Digital thinking: sounds - images - words

INTRODUCTION

INSPIRE PEOPLE - it is easier to find new ideas in a group.

Our way to intellectual and pro-social development is the workshop "Digital thinking: sounds - images - words" Skill development in the field of Digital will be fostered in 3 categories: sound, image, word.

The workshop consists in taking actions supporting creative thinking. It is a way of thinking that aims to find new solutions by directing your thinking in completely new directions.

After the workshops, our participants will be able to say "We are creative". We want to show that creative people have a hundred ideas per minute, like to solve problems, and are very open-minded.

Our workshops are based on several important principles:

1. Generating as many ideas as possible
2. Avoiding criticizing ideas according to the principle "There are no stupid ideas, they are only wrongly told"
3. Attempts to improve emerging ideas by other members of the group
4. Openness to very bold, even bizarre ideas



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK I: Collage of emotions

EXERCISE 1. Creativity in sounds

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> • the ability to find and turn on YouTube videos • creative and emotional development • possibility of personality expression, • stimulating mental work, concentration and memory, • meeting the need for fun, entertainment with music n YouTube • relieving emotional tension 	<p>Creativity in sounds: 2h</p>	<ul style="list-style-type: none"> • Annex No. 1 Digital Audio: Sound No. 1-6 • Edu-graphic No. 1-6: Description of the sound • Worksheet No. 1-6: Emotions & Sounds • smartphones • Wi-fi or own Internet • headphones



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK I: Collage of emotions

EXERCISE 1. Creativity in sounds DESCRIPTION

Task description:

1. The workshop leader gives the names of six videos on YouTube using Annex No. 1.
2. The task of the participants is to turn YouTube on their smartphone via the application, enter the name, turn on and listen to the sound. Participants should have their own headphones.
3. Participants have Edu-graphics for each film - Edu-graphics nr 1 to Sound 1.
4. A set is prepared for one sound, which consists of **Edu-graphic No. 1 + Sound No. 1 + Worksheet No. 1**.
5. The participants listen to the recording.
6. Using Edu-graphics, the participants make auditory observation and write down the answers on a Worksheet.
7. The participants can also use their smartphones to search for a photo on Google that is associated with the sound they heard.
8. On the Worksheet participants answer the following questions:
 - What kind of thinking does the sound make? eg *"This sound brings back memories of the summer I was at the seaside."*
 - What do you mean when you hear that sound?
 - What emotions does sound evoke?
9. Together with the workshop leader participants talk about musical preferences:
 - What kind of music do they listen to and why?
 - What emotional states are mitigated by their favorite genre of music?



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK I: Collage of emotions

EXERCISE 1. Creativity in sounds DESCRIPTION

Assumptions for Block I:

- Identifying emotions accompanying the perception of various sounds
- How music supports creative thinking

Music creates a world of experiences, shapes emotionality and sensitivity. The aim of this exercise is to shape active memory, divisibility of attention, creative imagination and describing one's emotions through auditory impressions.

Scientific assumptions for Block I:

Music shapes active memory, divisibility of attention, creative imagination and cognitive competences: from perception, through classification to aesthetic evaluations. Other functions of music are related to the development of independent thinking, satisfying the need for expression, as well as influencing communication skills. [Source: Rusaczyk J., Muzyka i jej wpływ na życie i rozwój człowieka, Wychowanie muzyczne, 2, 2022].



Co-funded by the
European Union

Co-funded by the European Union

Annex No. 1

Digital Audio



EXERCISE 1. Creativity in sounds

Using YouTube, participants listen to the sound from 5:00 to 10:00 minutes.

Sound No. 1 - Ocean waves

<https://www.youtube.com/watch?v=E7qRkUYu580>



Sound No. 2 - Rain and Wind in Forest

<https://www.youtube.com/watch?v=bhWJF9FIBqM>

Sound No. 3 - Nature Therapy

<https://www.youtube.com/watch?v=Kb8CW3axqRE>

Sound No. 4 - Tibetan Healing Sounds

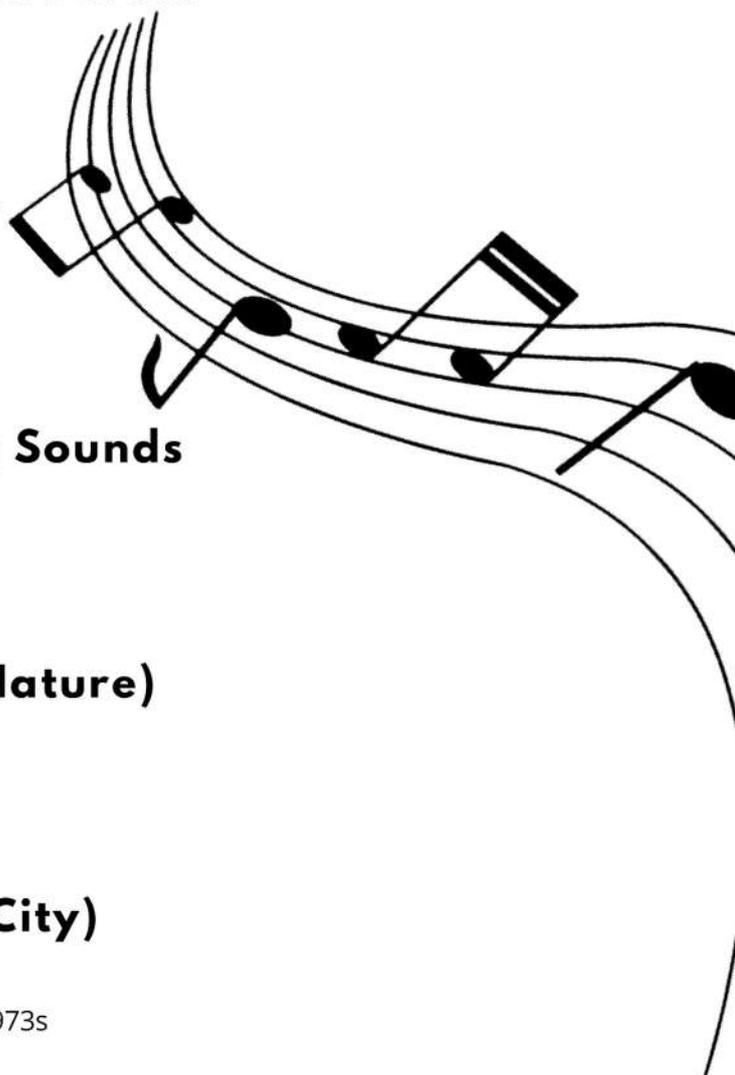
<https://www.youtube.com/watch?v=x6UITRjhijl>

Sound No. 5 - Night Sounds (Nature)

<https://www.youtube.com/watch?v=g1w3IT5WnYw>

Sound No. 6 - Night Sounds (City)

<https://www.youtube.com/watch?v=Vg1mpD1BICI&t=1973s>

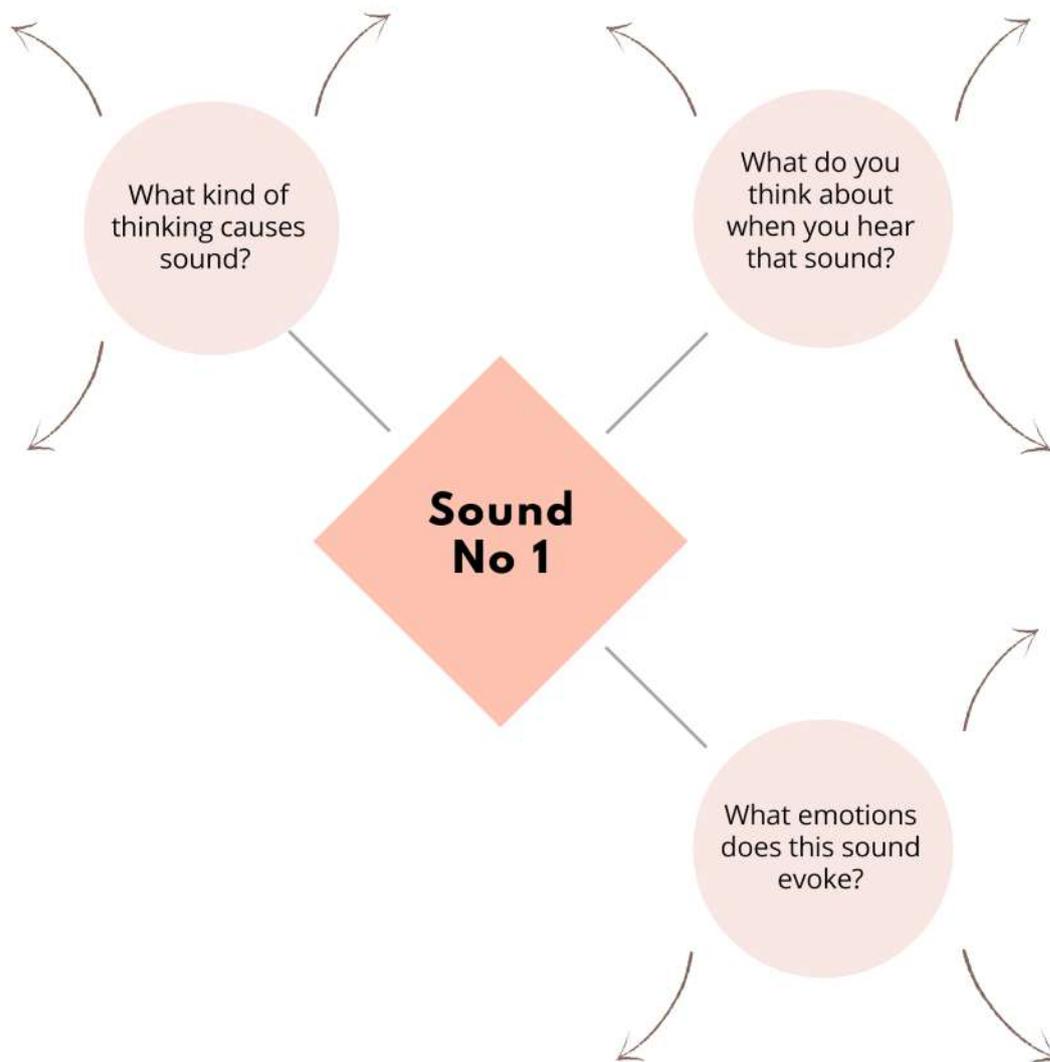


Worksheet No. 1

TOPIC ...BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds

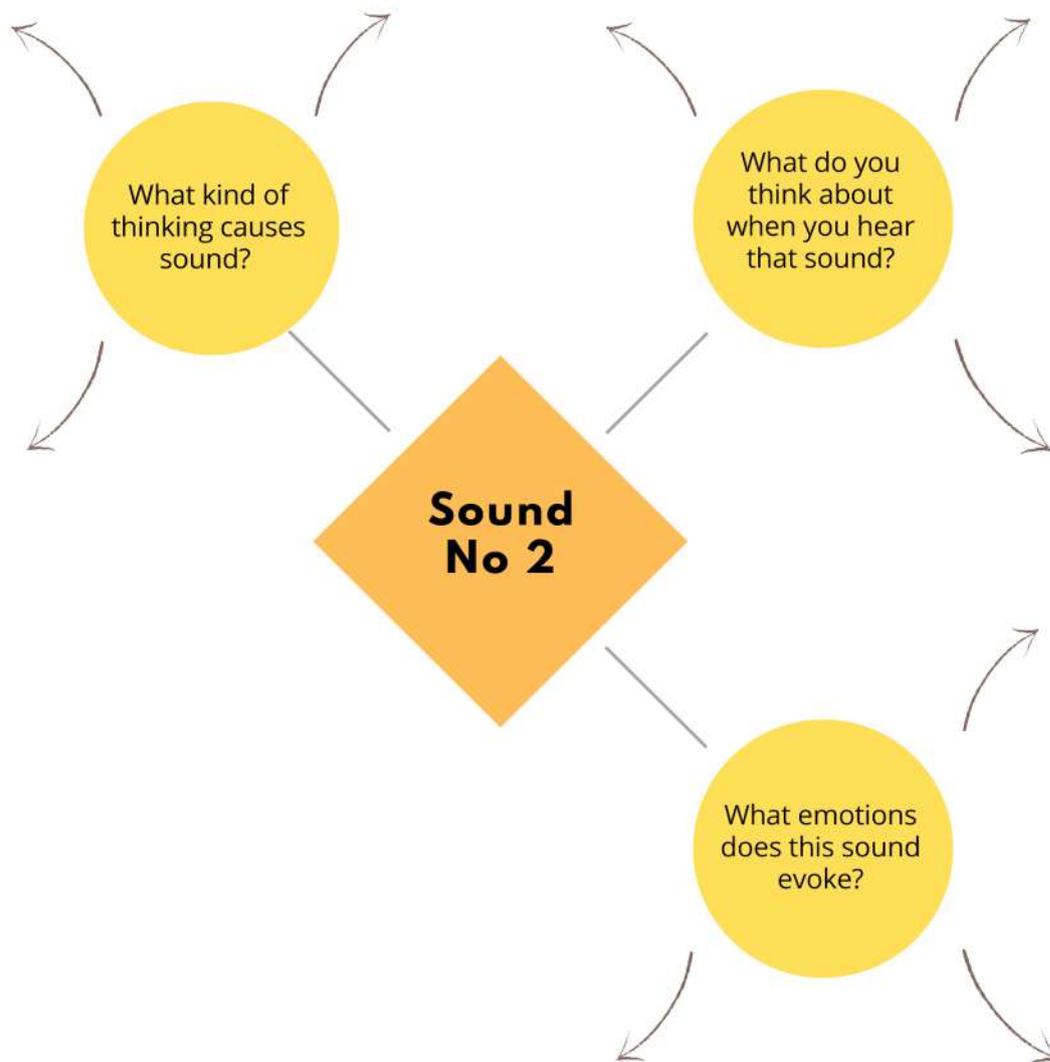


Worksheet No. 2

TOPIC ...BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds

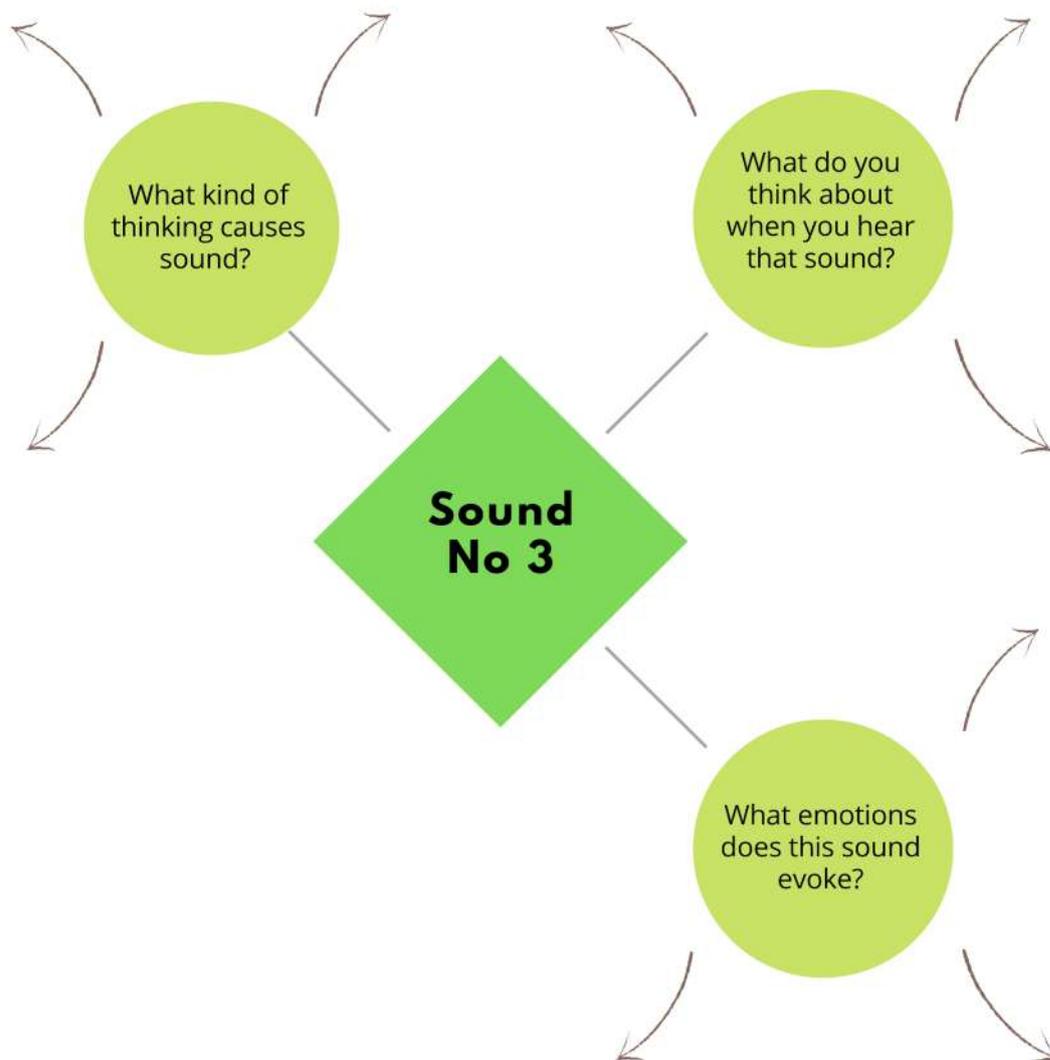


Worksheet No. 3

TOPIC ...BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds

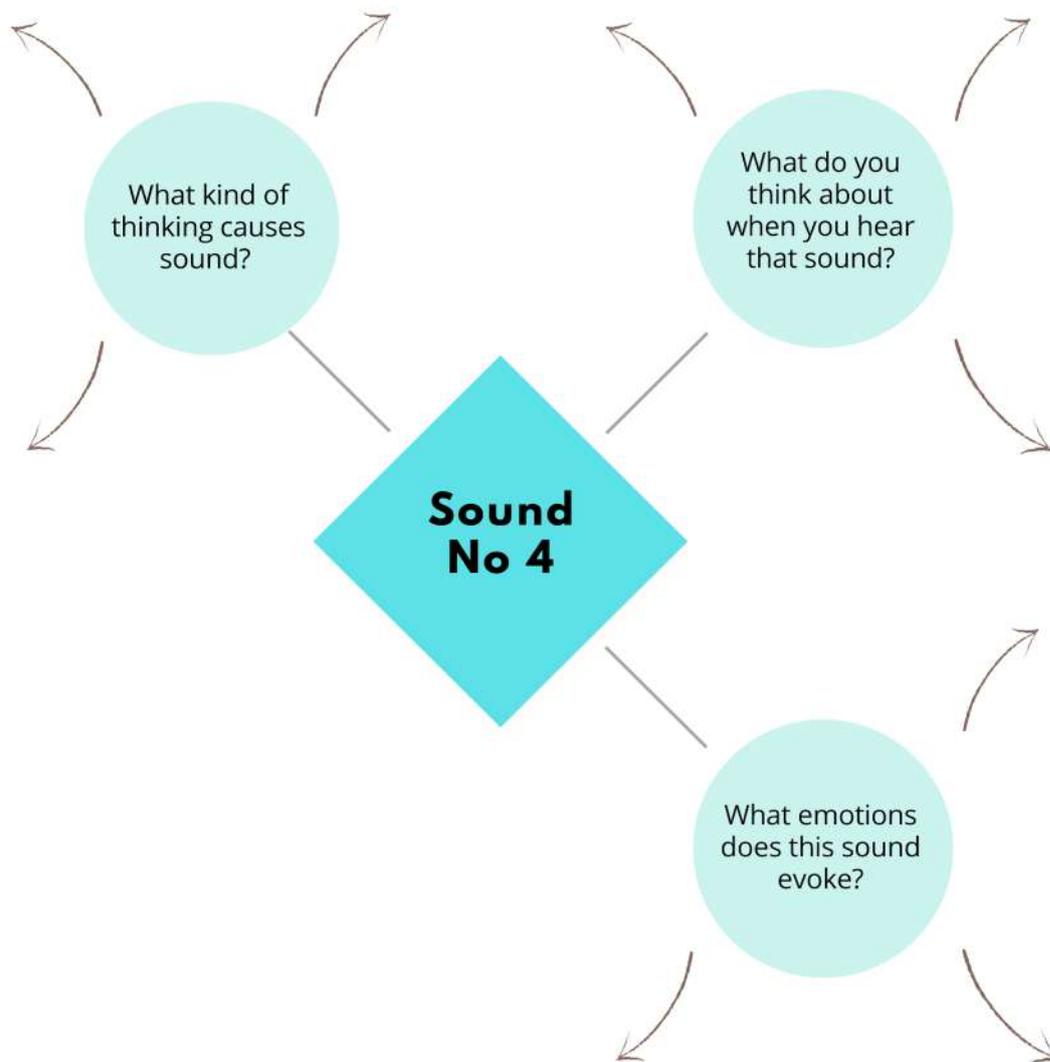


Worksheet No. 4

TOPIC ...BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds

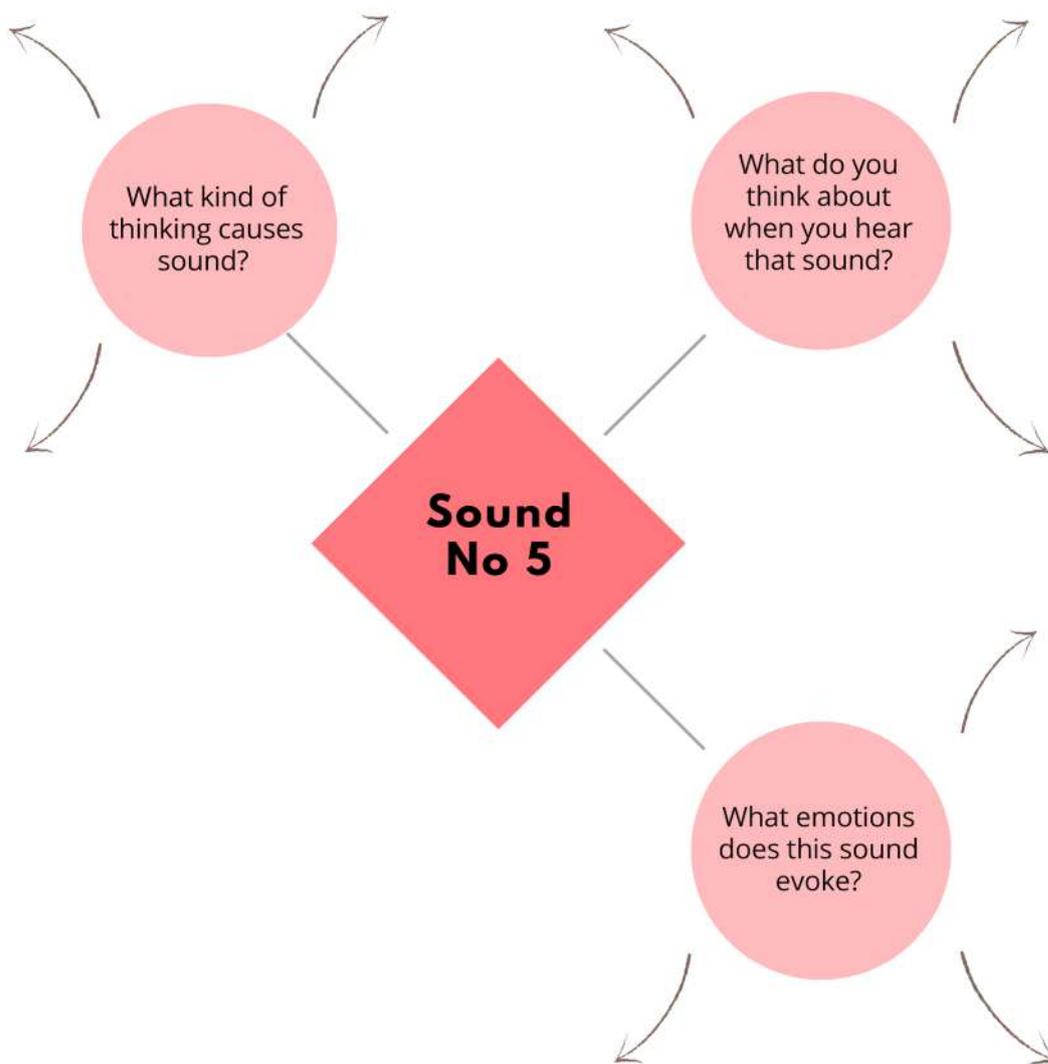


Worksheet No. 5

TOPIC ...BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds

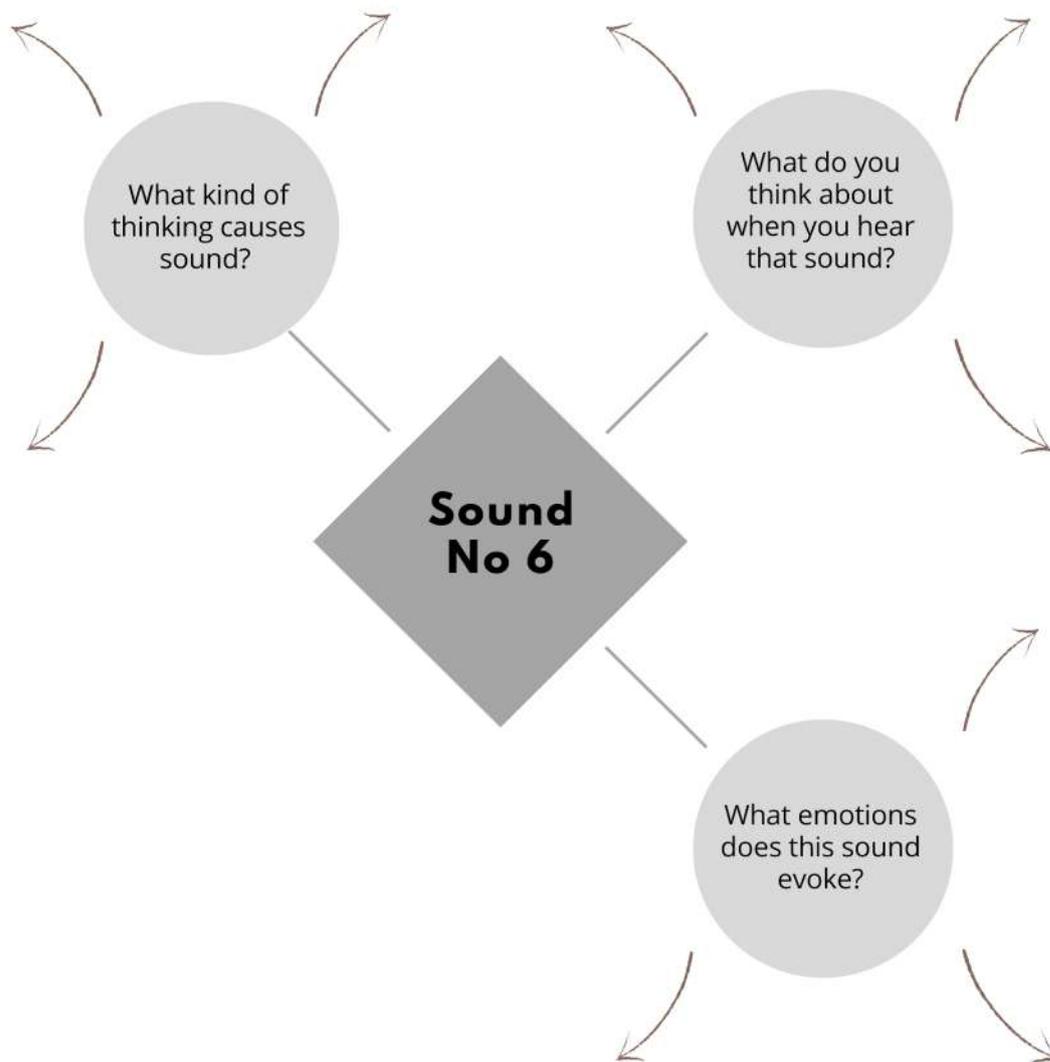


Worksheet No. 6

TOPIC ...BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds

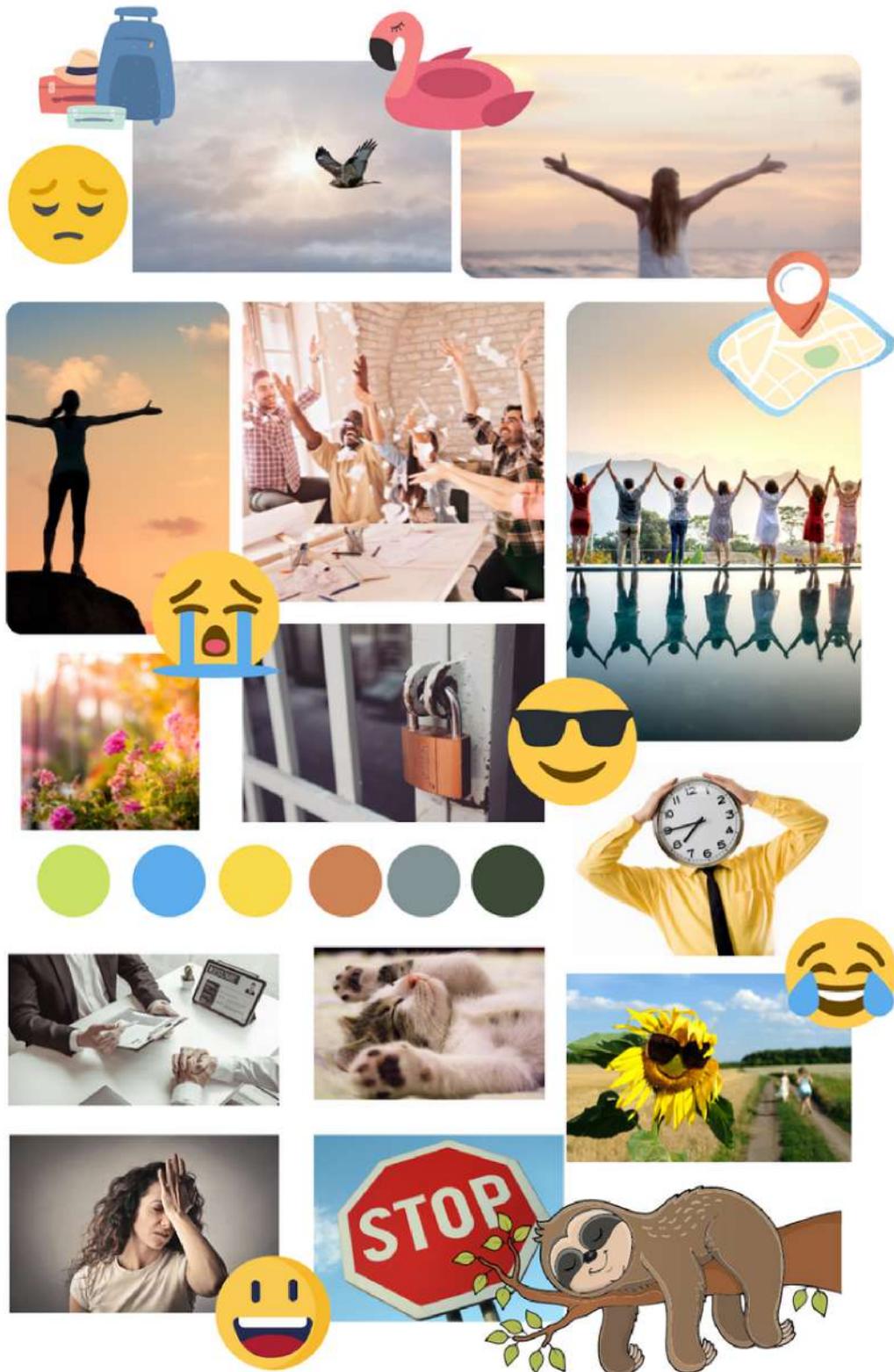


Edu-graphic No. 1

TOPIC ..BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds



Sound No. 1

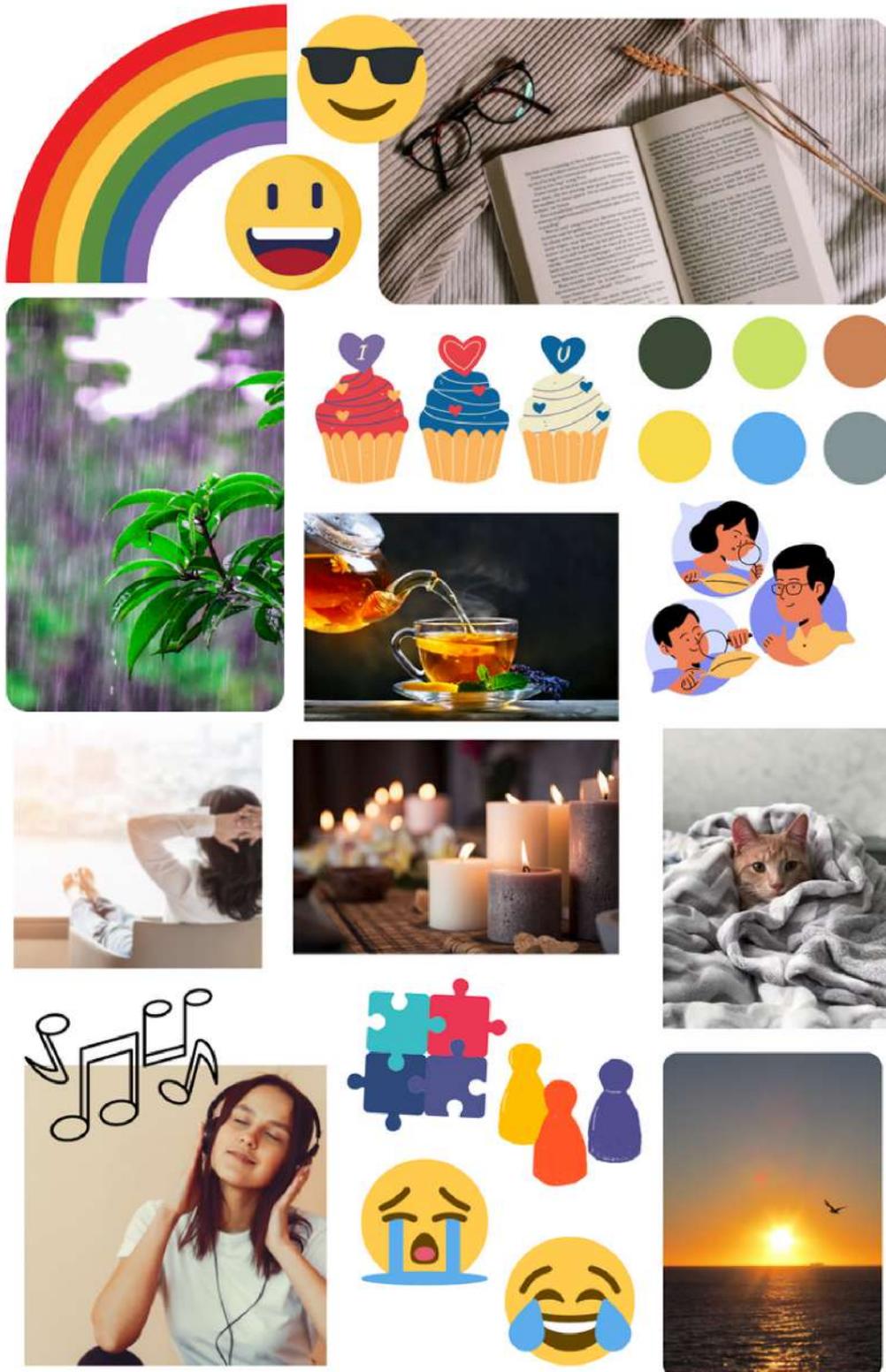
[Source: Photos and Images from Canva (from basic and premium version)]

Edu-graphic No. 2

TOPIC ..BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds



Sound No. 2

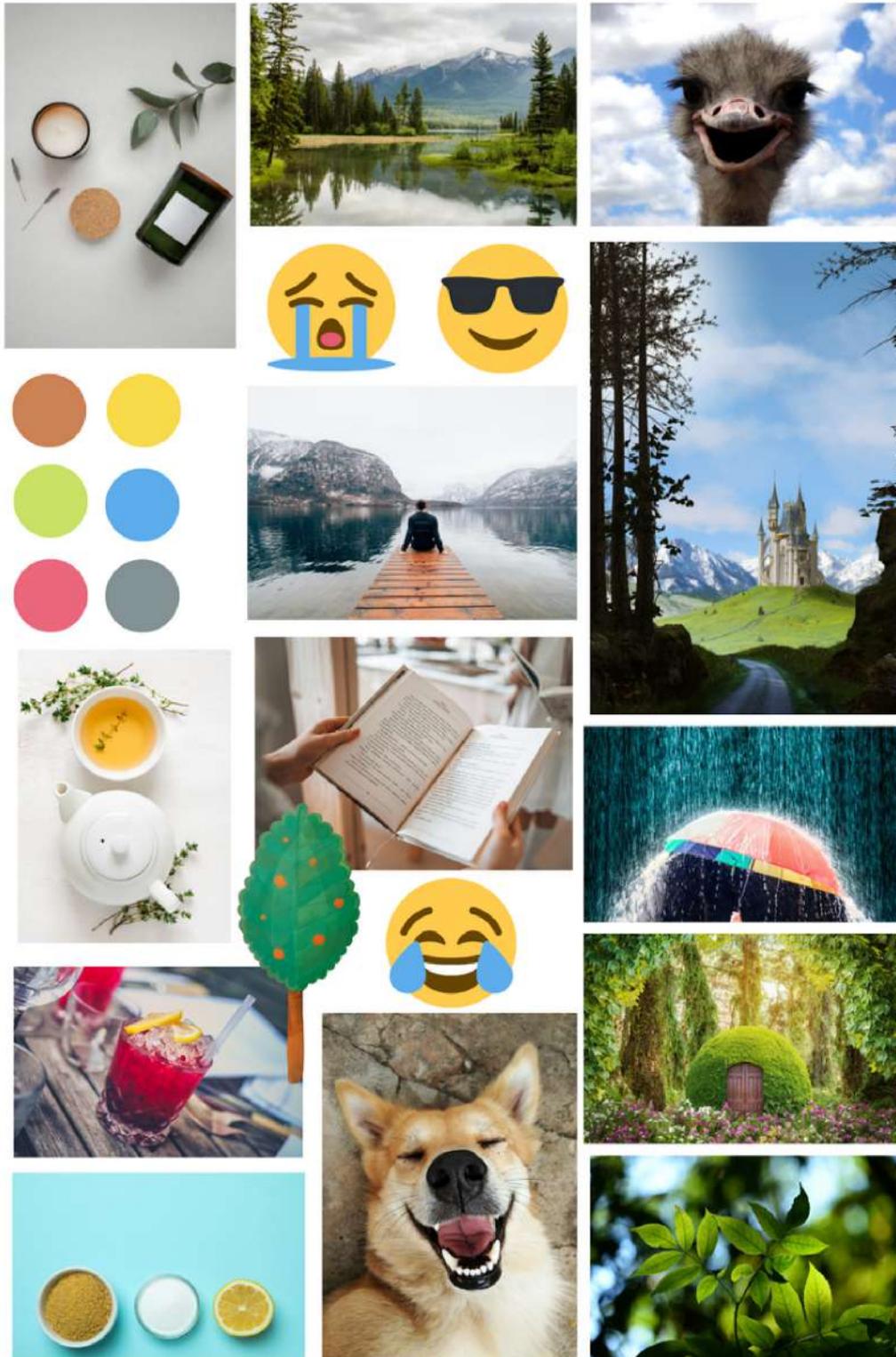
[Source: Photos and Images from Canva (from basic and premium version)]

Edu-graphic No. 3

TOPIC ..BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds



Sound No. 3

[Source: Photos and Images from Canva (from basic and premium version)]

Edu-graphic No. 4

TOPIC ..BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds



Sound No. 4

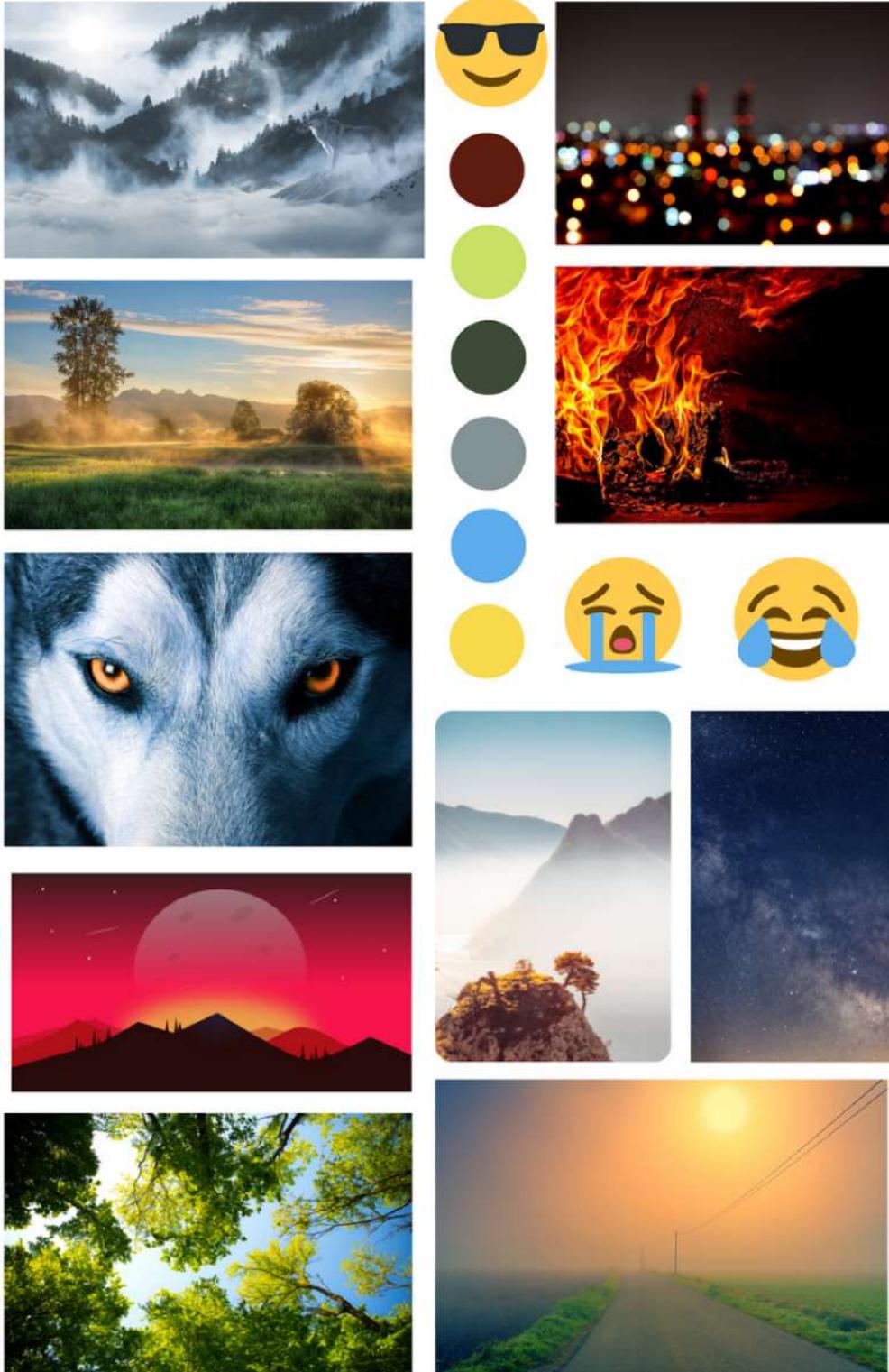
[Source: Photos and Images from Canva (from basic and premium version)]

Edu-graphic No. 5

TOPIC ..BLOCK I: Collage of emotions.....



EXERCISE 1. Creativity in sounds



Sound No. 5

[Source: Photos and Images from Canva (from basic and premium version)]

Edu-graphic No. 6

TOPIC ..BLOCK I: Collage of emotions.....

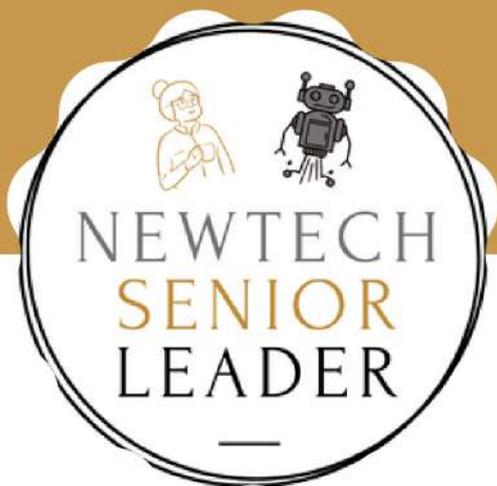


EXERCISE 1. Creativity in sounds



Sound No. 6

[Source: Photos and Images from Canva (from basic and premium version)]



SCENARIO 1

TOPIC BLOCK II: See, but also create something new

EXERCISE 2.

Photographic memory

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> gaining the ability to express oneself in a fluent and clear form gaining the ability to describe the viewed object improves mental health, well-being and brain activity by stimulating the imagination through images searched for yourself on Google awakening and developing aesthetic sensitivity and his individual creative abilities discovering the pleasure of experiencing emotions through the observation of pictures 	<p>Photographic memory: 1 h</p>	<ul style="list-style-type: none"> Edu-graphic No. 7-8 computers / laptops for participants with access to Microsoft Word Wi-fi or own Internet



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK II: See, but also create something new

EXERCISE 2. Photographic memory DESCRIPTION



Task description:

1. Using overhead projector, the workshop leader displays the pictures from Edu-graphic No. 7-8.
2. The participants observe the pictures.
3. The participants describe the pictures, divide them into categories (if possible).
4. The participants' task is to use Google to search for similar photos according to their division into categories.
5. The workshop leader shows the participants how to download a photo and paste it into a Microsoft Word file, creating a collage.
6. The participants on the next page (behind the collage), under the supervision of the workshop leader, create a list of sources from which they took the photos.
7. Together with the workshop leader, the participants talk about their preferences regarding the impressions from observation, what images or views soothe them.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK II: See, but also create something new

EXERCISE 2. Photographic memory DESCRIPTION

Assumptions of the sentence:

- Identifying emotions accompanying the reception of various images
- Determining how to talk about a picture / photo paying attention to the whole and interpreting its details

Scientific assumptions of the sentence:

"Image therapy is intended for all those who, through visual creativity, want to better understand themselves and gain better insight, want to better deal with problems and conflicts, as well as achieve change and raise the generally understood quality of their lives "[Source: Bartel R. Arteterapia i twórczy rozwój osobowości. Uczyć lepiej, 2012-2013,2]



Co-funded by the European Union

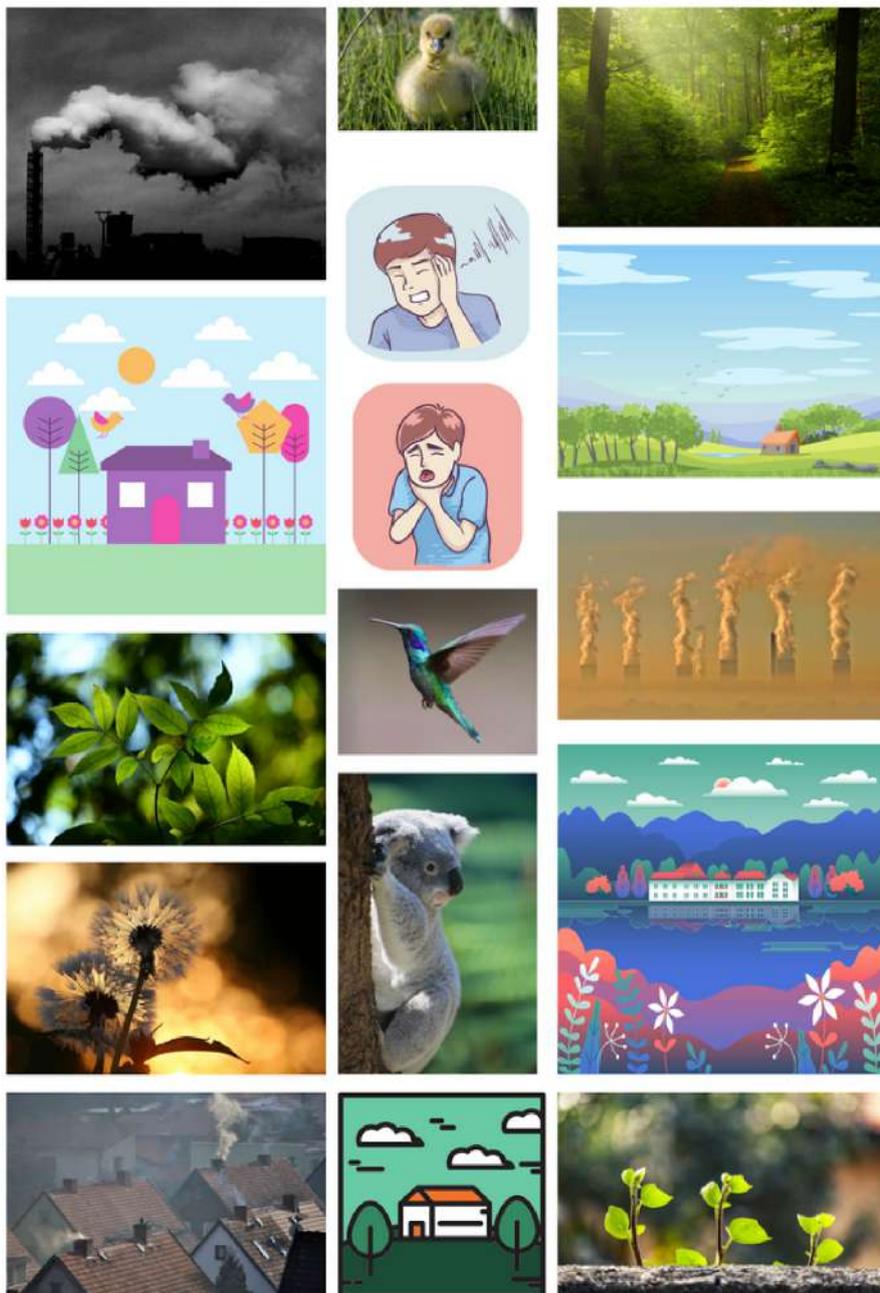
Co-funded by the
European Union

Edu-graphic No. 7

TOPIC ..BLOCK II: See, but also create
something new



EXERCISE 2. Photographic memory



Photographic memory No. 1

[Source: Photos and Images from Canva (from basic and premium version)]

Edu-graphic No. 8

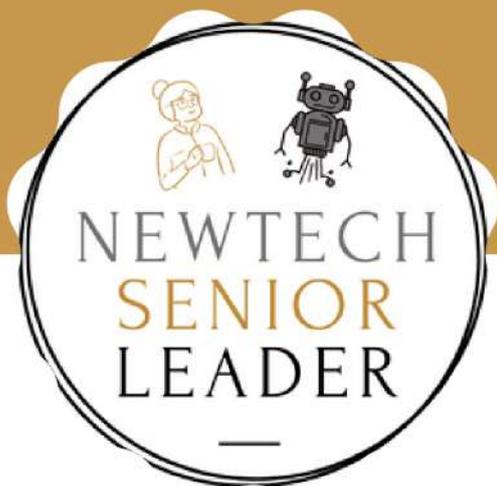
TOPIC ..BLOCK II: See, but also create
.....something new.....

NEWTECH
SENIOR
LEADER

EXERCISE 2. Photographic memory



Photographic memory No. 2 [Source: Photos and Images from Canva (from basic and premium version)]



SCENARIO 1

TOPICBLOCK III: A different look at a given object.....

EXERCISE 3. and 4.

Renew the photo, Make a collage

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> • improvement of mental health, well-being and brain activity through artistic sense • awakening and developing aesthetic sensitivity and his individual creative abilities • discovering the pleasure of creating artwork on smartphones 	<p>Renew the photo: 1h</p> <p>Make a collage: 1h</p>	<ul style="list-style-type: none"> • Smartphone with the Operating System: Android • Internet, access to Google Play • participants have their own photos or use Annex No. 2 Digital picture



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK III: A different look at a given object

EXERCISE 3. Renew the photo DESCRIPTION



PixeLeap Photo Enhancer

Task description:

1. Participants use their smartphones.
2. The workshop leader provides the name of the application that participants download from the Google Play store. Application name: **PixeLeap Photo Enhancer**
3. If the participants use Annex No. 1 Digital picture, the workshop leader sends the participants photos via Bluetooth.
4. The participants can use their photos or download photos from Google
5. The participant starts the application and downloads an image from the gallery.
6. The participant edits the photo according to the instructions of the workshop leader.

Application description:

PixeLeap Photo Enhancer is an image editor with functions to repair discolored, blurry and / or damaged photos, being a great option for those who want to restore old photos or simply improve the image quality.

Features: The tool brings advanced features to restore pixelated, blurry or damaged images, crop, rotate and apply filters and special effects, and use artificial intelligence to rejuvenate people in photos, etc.

[Source: www.androidlista.pl/item/android-apps/1279303/pixeLeap-photo-enhancer-scan/]



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK III: A different look at a given object.....

EXERCISE 3. Renew the photo DESCRIPTION



PixeLeap Photo Enhancer

Below is an example of how you can change the photo in the app. The workshop leader expects similar effects from the participants.



Source: Photo taken from the site www.fotokopernik.pl/kat/128/reprodukcja-i-retusz-starych-zdjec



Co-funded by the
European Union

Co-funded by the European Union



Annex No. 2

Digital picture

EXERCISE 3. Renew the photo



Renew the photo

[Source: Photos and Images from Canva (from basic and premium version)]



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK III: A different look at a given object

EXERCISE 4. Make a collage DESCRIPTION



Task description:

1. Participants use their smartphones.
2. The workshop leader provides the name of the application that participants download from the Google Play store (making a second collage). Application name: Picsart Photo & Video Editor
3. The participants use their photos from smartphone gallery (making one collage) and download photos from Google. They can also use the photos available in the application.
4. The participant starts the application and downloads an image from the gallery.
5. The participant edits the photo according to the instructions of the leader.

Application description:

PicsArt - Photo Studio is one of the most powerful photo and graphic editing applications available for mobile devices. When we decide to edit our materials, we have to choose whether we want to draw on it, add effects, create a collage or go to the general editing window.

[Source: www.dobreprogramy.pl/picsart-photo-studio,program,android,6628599778088577].



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPICBLOCK III: A different look at a given object.....

EXERCISE 4. Make a collage DESCRIPTION



Below is an example of how you can change the photo in the app. The workshop leader expects similar effects from the participants.



Source: Photos for the collage taken from the Picsart app.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK IV: A way to see it differently

EXERCISE 5. and 6.

Everyone can design, A new one is coming

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> • acquiring the skills of searching for information on the Internet • gaining the ability to express oneself • gaining the ability to describe the viewed object • acquiring the ability to conduct a creative discussion • stimulation of creativity • learning what digital is 	<p>Everyone can design 1h</p> <p>A new one is coming 1h</p>	<ul style="list-style-type: none"> • Edu-graphic No. 9 • Worksheet No. 7-8: Emotions & words • computers / laptops for participants with access to Microsoft Word • Wi-fi or own Internet



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK IV: A way to see it differently.....

EXERCISE 5. Everyone can design

Task description:

1. Using an overhead projector, the workshop leader displays the images from Edu-graphic No. 9.
2. The participants observe the pictures.
3. The participants answer the questions on the Worksheet No. 7.
 - identify the advantages and disadvantages of selected items- define associations
 - create new objects that fulfill the necessary functions, eliminating defects
4. Using Google, participants look for solutions to disadvantages, e.g. 1.broken laptop - they are looking for a service repairing broken electronic equipment; 2.man sitting on the bench - they are looking for groups with the same interests as them on Facebook; 3. map as a distance from a friend - looking for ways to travel, visit friends or visit other places
5. Participants similarly analyze the advantages eg. 1. laptop and diploma - what are the possibilities for online learning; 2. a person reading a book - how to search for books in bookstores, libraries, audiobooks.
6. The person conducting the workshop gives tips to depart from the standard understanding of the meaning and appearance of selected items.
7. Together with the leader, they talk about:
 - What affects the hazardousness of an object (e.g. unsecured blade)?
 - What does the word "design" mean?
 - What emotions accompany inventing new things?



Co-funded by the
European Union

Co-funded by the European Union

Worksheet No. 7

TOPIC ..BLOCK IV: A way to see it differently..



EXERCISE 5. Everyone can design

Answer the following questions on the basis Edu-graphic No. 9:

- identify the advantages and disadvantages of selected items - define associations

- create new objects that fulfill the necessary functions, eliminating defects

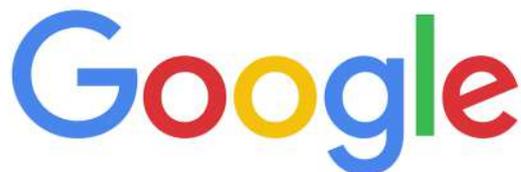


SCENARIO 1

TOPIC BLOCK IV: A way to see it differently.....

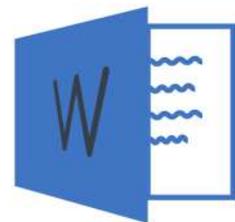
EXERCISE 6. A new one is coming

DESCRIPTION



Task description:

1. Through the projector, the workshop leader displays the images from Edu-graphic No. 9.
2. The participants observe the pictures.
3. The workshop leader asks the question: "How will you combine two items to create a useful set?" (e.g. a sad (confused) person looks for contact on the Internet (ball graphics from the website) to play online games together)
4. The participants write their ideas on the Worksheet No. 8. - made available by the leader in Microsoft Word.
5. Division into groups, max. 4 people (4 people work on one laptop) The first person writes out ideas and moves the laptop to the second person and to the third and fourth respectively. It is a way to work together, without speaking but only with writing. Time for work for one person is determined by the leader.
6. Together with the workshop leader, they talk about:
 - What do we create for?
 - What is innovation?
 - What is creativity?
 - What limits creativity?
 - What are stereotypes, design limitations?



Co-funded by the
European Union

Co-funded by the European Union

Worksheet No. 8

TOPIC ..BLOCK IV: A way to see it differently..



EXERCISE 6. A new one is coming

Answer the following question:

- How will you combine two items to create a useful set?

Edu-graphic No. 9



EXERCISE 5. Everyone can design
EXERCISE 6. A new one is coming



Everyone can design and A new one is coming

[Source: Photos and Images from Canva (from basic and premium version)]



SCENARIO 1

TOPIC BLOCK V: I stimulate my creativity.....

EXERCISE 7.

Word puzzles

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• learning to solve word puzzles gaining the ability to combine visual memory• words and pictures	Word puzzles: 1h	<ul style="list-style-type: none">• Annex No. 3 and 4• Worksheet No. 9-11 Unscrambled words



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 1

TOPIC BLOCK V: I stimulate my creativity

EXERCISE 7. Word puzzles DESCRIPTION

Task description:

1. Using an overhead projector, the workshop leader displays the tasks from Annex No. 2 Digital Words and Annex No. 3 Digital Picture.
2. The participants read the instruction.
3. The participants find hidden words in the sequence of letters below.
4. All worksheets are available from the leader in Microsoft Word.
5. On the Worksheet No. 9 they answer the following questions:
 - List the words you found
 - List the associations associated with each word (separately)
 - Combine as many words as possible into one category
6. On the Worksheet No. 10 participants answer the following questions:
 - Add a word that is associated with the four words mentioned
6. On the Worksheet No. 11 participants answer the following questions:
 - Find identical numbers
7. Together with the workshop leader, the participants talk about their preferences regarding impressions from observation, whether they prefer word or picture puzzles.



Co-funded by the
European Union

Co-funded by the European Union

Worksheet No. 10

TOPIC ..BLOCK V: I stimulate my creativity.....



EXERCISE 7. Word puzzles

Answer the following questions on the basis Annex No. 5 Digital Words

- Add a word that is associated with the four words mentioned

Worksheet No. 11

TOPIC ..BLOCK V: I stimulate my creativity.....



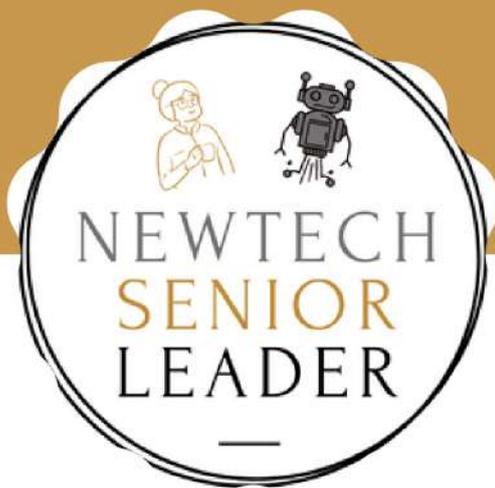
EXERCISE 7. Word puzzles

Answer the following questions on the basis Annex No. 3 Digital Pictures:

- Find identical numbers

Annex No. 3

Digital Words



EXERCISE 1. In search of words

accessible accessible by computer digital one
w connected electronically lallal analog add in
g machine installed micro lolinia automatic co
m puterized irtual virtual linked out on the Inte
r net with networked into on stream program
m ed operative ready for use computerized dou
t wired online outline cybernated book hard d
rive puzzle electronic al calculator robotic

EXERCISE 2. Make a word

- automated - cybernated - digital - programmed
- automated - electric - electronic - robotic
- computerized - digital - programmed - virtual
- personal computer - thinking machine - data processor - calculator
- analog - artificial intelligence - hard drive - hardware
- data processor - editor - text editor - word processing program
- electronic - high-tech - mechanized - networked
- operative - plugged in - ready for use - wired
- accessible by computer - electronically connected - installed - linked

Word puzzles

Annex No. 4 Digital Picture



006 68 84 4 99 3
00 66 85 89 63 1
0055853678
00 66 88 44 99 3
005896374882
00668844993
0055853678
00668589631
0055853678
00 55 85 36 78
00 55850678
00 66 88 44 99 3
005896374882
00 55 85 36 78
00 558 50 67 8
005896374882
00668589631

Word puzzles



SCENARIO 2

Precision, logical,
analytical and creative
thinking in digital work
for seniors



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC: PRECISION, LOGICAL, ANALYTICAL AND CREATIVE THINKING IN DIGITAL WORK FOR SENIORS

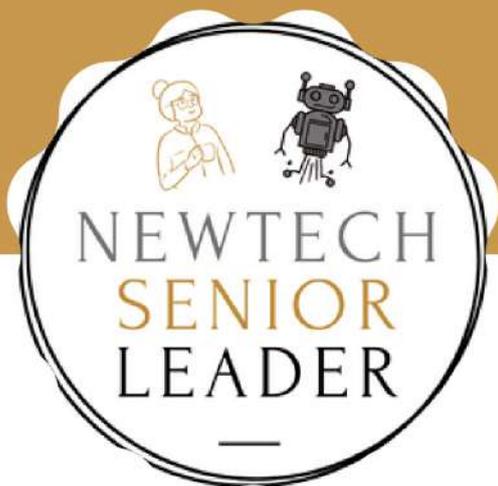
CONTENT

AIM OF THE SCENARIO	GROUPS	HOURS AND PLAN	MATERIALS AND METHODS	EXERCISES
<ul style="list-style-type: none"> • Learning how to be precise through handcrafts; • Algorithmic thinking • Logical Thinking • Enhance their logical thinking skills; • Improve their communication skills both online and offline. • Enhance analytical thinking skills • Improve cognitive skills • Improve teamwork • Improve problem solving skills. • Improve creativity. • Enhance critical thinking. • Improve time management skills • Enhance creative problem-solving skills. • Enhance divergent thinking. • Improve writing skills. 	<ul style="list-style-type: none"> • seniors 55+ • the scenario is prepared for <12 participants • if the workshops will be conducted for a larger group, such as <24 participants, the time to complete the tasks should be increased 	<p>Block I: Precision in digital world</p> <ul style="list-style-type: none"> • 2 Hours <p>BLOCK II: Logical Thinking In Digital World</p> <ul style="list-style-type: none"> • 2 Hours <p>BLOCK III: Analytical thinking in digital world</p> <ul style="list-style-type: none"> • 2 Hours <p>BLOCK IV: Creative thinking in digital world</p> <ul style="list-style-type: none"> • 2 Hours <p>In total, 8H</p>	<ul style="list-style-type: none"> • Worksheets 1,2,3, & 4 • Annex I, II, III, IV, V, VI, VII • Laptops or PCs • Smartphone • Microsoft Word • Headphones • WIFI • Papers A4 • Notebooks for taking notes • Pens and markers • Colours 	<p>Block I: Precision in digital world</p> <ul style="list-style-type: none"> • Precision through origami: 2 Hours <p>BLOCK II: Logical Thinking In Digital World</p> <ul style="list-style-type: none"> • Becoming a journalist: 2 Hours <p>BLOCK III: Analytical thinking in digital world</p> <ul style="list-style-type: none"> • Maze puzzle: 30 minutes • Mind Mapping: 1 H & 30 Minutes <p>BLOCK IV: Creative thinking in digital world</p> <ul style="list-style-type: none"> • Creation Circles: 1H • Avoid letter "e": 1H <p>In total, 8H & 6 exercises</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC: PRECISION, LOGICAL, ANALYTICAL AND CREATIVE THINKING IN DIGITAL WORK FOR SENIORS

INTRODUCTION

The workshop "Precision, Logical, Analytical and Creative Thinking in Digital Work for Seniors" aims to provide workers with a set of activities and exercises, which they can use during their work with senior citizens.

The workshop consists of activities and exercises focused on different skills that are related to the digital work, and which will help senior citizens (above 55 years old) to improve or develop those skills in easy and funny way.

Our workshop involves several methods and tools, so that to enhance the diverse character of the workshop. Such methods are research, use of devices (smartphones, laptops, PCs), creative writing, etc.

The workshop is separated in four different Blocks:

- BLOCK I: Precision in digital world
- BLOCK II: Logical Thinking In Digital World
- BLOCK III: Analytical thinking in digital world
- BLOCK IV: Creative thinking in digital world



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK I: PRECISION IN DIGITAL WORLD

EXERCISE 1- PRECISION THROUGH ORIGAMI

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• Learning how to be precise through handcrafts;• Algorithmic thinking• Logical Thinking	<ul style="list-style-type: none">• Introduction of the exercise (10 minutes)• Development of the origamis (30 minutes)• Colouring the origamis (30 minutes)• Development of stories (30 minutes)• Presentation and discussion (20 minutes) <p>TOTAL: 2 hours</p>	<ul style="list-style-type: none">• Worksheets 1,2,3, & 4• Papers A4• Colours• Laptops or PCs



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK I: PRECISION IN DIGITAL WORLD

EXERCISE 1 - PRECISION THROUGH ORIGAMI

Task Description:

1. Using an overhead projector, the workshop leader displays the worksheets 1, 2, 3, & 4;
2. Participants review each of them and choose the one they want to develop;
3. Participants start developing their origami following the instructions from the worksheets;
4. Once the origamis are developed, participants will be asked to colour them in order to make them look better;
5. Participants will use computers and will write a short story (up to 500 characters) about their origami;
6. Together with the workshop leader, participants will discuss their stories and will share their impressions regarding their origamis.



Co-funded by the
European Union

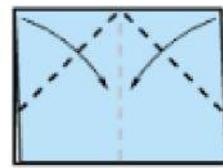
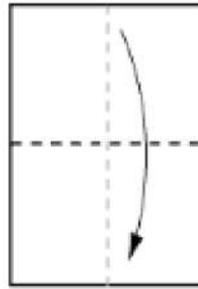
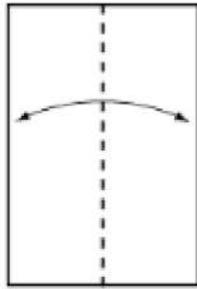
Co-funded by the European Union



Worksheet 1:

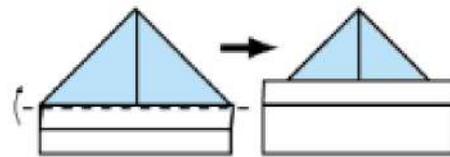
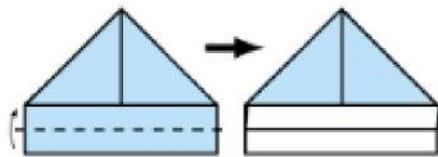
TOPIC BLOCK I: PRECISION IN DIGITAL WORLD

EXERCISE 1 - RECISION THROUGH ORIGAMI



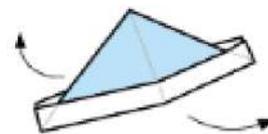
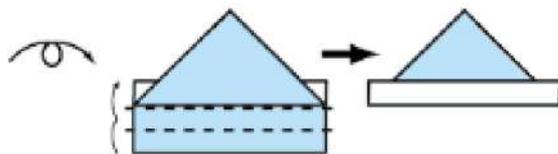
1. Start with a rectangular piece of paper, white side up. Fold the paper in half and open.
2. Now fold the top down to the bottom edge. Crease well.

3. Fold the top corners down to the centre line.



4. Fold the bottom edge (uppermost layer only) up to the base of the triangles.

5. Fold this part up once again, and crease well.



6. Turn model over, and repeat step 4 & 5 on the other side.

7. Open out the hat to shape it, Your hat is now finished!



Co-funded by the European Union

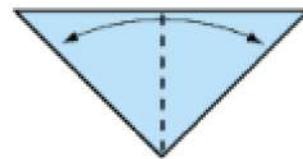
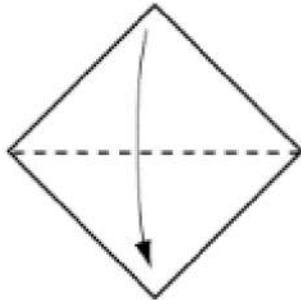
Co-funded by the European Union



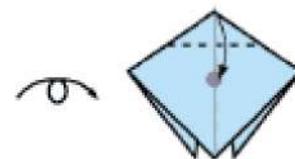
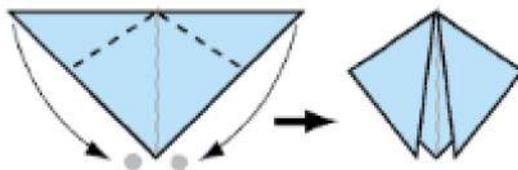
Worksheet 2:

TOPIC BLOCK I: PRECISION IN DIGITAL WORLD

EXERCISE 1 - RECISION THROUGH ORIGAMI

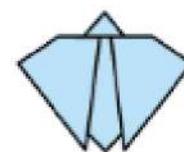
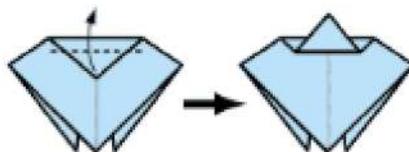


1. Start with a square piece of paper, white side up. 2. Fold this triangle in half, crease well then open. Fold in half.



3. Fold the top 2 corners downwards, but not right to the centre line: leave a little gap.

4. Turn model over. Fold down top corner to the centre point of the model.



5. Now fold this corner upwards, and flatten.

6. Turn back over. Finished Ladybug



Co-funded by the
European Union

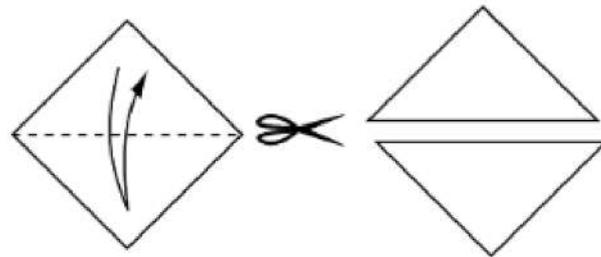
Co-funded by the European Union



Worksheet 3:

TOPIC BLOCK I: PRECISION IN DIGITAL WORLD

EXERCISE 1 - RECISION THROUGH ORIGAMI

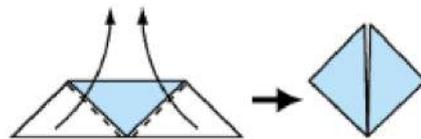


1. Start with a square piece of paper, white side up. Fold the paper in half, then open. Cut the paper in half along this crease.



2. With one of the triangles, fold in half, and open.

3. Fold the top corner downwards to meet the bottom edge of the triangle



4. Fold the two bottom corners upwards to meet together in the middle.



5. Fold the bottom corner up to the centre of the model. Then turn the model over.

Finished Sail boat.

Now you can make another one with the other triangle, and you will have two sail boats!

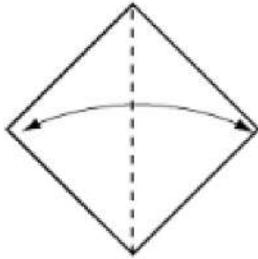




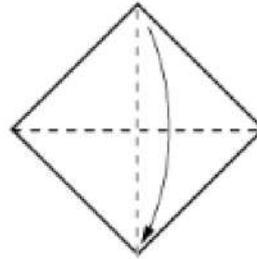
Worksheet 4:

TOPIC BLOCK I: PRECISION IN DIGITAL WORLD

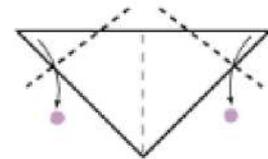
EXERCISE 1 - PRECISION THROUGH ORIGAMI



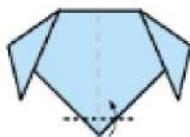
1. Start with your paper white side up. Fold in half then open.



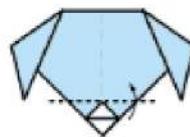
2. Fold the top corner down to the bottom corner.



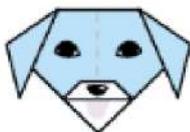
3. Fold the two top corners down to the points shown



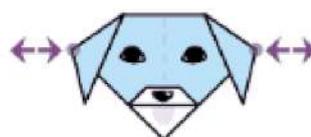
4. Fold the uppermost layer of the bottom corner up a little way



5. Fold this layer up again, from the top of the triangle as shown



6. Add eyes and a nose to the dog's face. If you like you can even add a tongue!



Finished Talking Dog!

To make your dog talk, hold the model by the ears and move back and forwards shown by the arrows.



SCENARIO 2

TOPIC BLOCK II: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - Becoming a journalist

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> • Learn about logical thinking; • Enhance their logical thinking skills; • Improve their communication skills both online and offline. 	<ul style="list-style-type: none"> • Introduction of the exercise (10 minutes) • Review of the videos (10 minutes) • Development of the articles (60 minutes) • Presentation and discussion (30 minutes) <p>TOTAL: 2 hours</p>	<ul style="list-style-type: none"> • Annex I, II, III, IV • Laptops/PCs • Headphones • WIFI • Notebooks for taking notes • Pens and markers



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK II: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - Becoming a journalist

Task Description:

1. The workshop leaders provide three different videos to the participants, found on Annex I;
2. Participants choose one of the three videos, and using their own headphones and laptop/PC watch the video selected. While watching the participants should take notes of the information they find most important;
3. Based on the notes from the videos and the photos found in Annex II, Annex III, Annex IV participants will be asked to prepare a one-page newspaper article, using their laptop/PC;
4. Once finalized, participants will present their articles to the rest of the team.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK II: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - Becoming a journalist

Assumptions for Block II:

- Identifying the most important information out of a set of news.
- Composing a text using logical thinking.
- Presenting specific information in a logical and clear way.

Definition of logical thinking:

"The ability of an individual to think in a disciplined manner or base his thoughts on facts and evidence is known as his logical thinking skills."

(<https://www.cleverism.com/skills-and-tools/logical-thinking/>)



Co-funded by the
European Union

Co-funded by the European Union



Annex I:

TOPIC BLOCK I: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - BECOMING A JOURNALIST

Video 1: Older adults are heading to college in pursuit of new opportunities

<https://www.youtube.com/watch?v=4R7iLVdqomY>

Video 2: Seniors home brings young and old together

<https://www.youtube.com/watch?v=3LGSfgOi9UU>

Video 3: Island where people live longer than anyone on earth

<https://www.youtube.com/watch?v=BIWibXSOfNg>



Co-funded by the
European Union

Co-funded by the European Union



Annex II:

TOPIC BLOCK I: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - BECOMING A JOURNALIST

Video 1: Older adults are heading to college in pursuit of new opportunities



Co-funded by the European Union

Co-funded by the European Union



Annex II:

TOPIC BLOCK I: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - BECOMING A JOURNALIST

Video 1: Older adults are heading to college in pursuit of new opportunities



Co-funded by the European Union

Co-funded by the European Union



Annex IV:

TOPIC BLOCK I: LOGICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - BECOMING A JOURNALIST

Video 3: Island where people live longer than anyone on earth



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - MAZE PUZZLE

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• Enhance analytical thinking skills• Improve cognitive skills• Improve teamwork	<ul style="list-style-type: none">• Introduction to the exercise (5 minutes)• Maze puzzle game (15 minutes)• Discussion (10 minutes) <p>TOTAL: 30 minutes</p>	<ul style="list-style-type: none">• Annex V• Pens and pencils



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - MAZE PUZZLE

Task Description:

1. The workshop leader separates the participants into pairs;
2. Each pair receives a paper with a maze puzzle (Annex V) and pencils;
3. The members of each pair have to collaborate to find the solution (exit) of the maze;
4. The pair which finds it first, shouts "We're out!" and the game is over;
5. Each pair describes the collaboration among pair members and the feelings they had during the game.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - MAZE PUZZLE

Assumptions for Block III:

- Enhance analytical skills.
- Improve cognitive skills.
- Improve teamwork.

What maze puzzle is:

"A maze is a puzzle with twists and turns, where you try to find a path from the entrance to the exit without hitting dead ends. You can walk through a maze, or let your pencil do the walking. The goal of a maze is to get through it, which means going the wrong way, retracing your steps, and choosing different paths." (<https://www.vocabulary.com/dictionary/maze>)



Co-funded by the
European Union

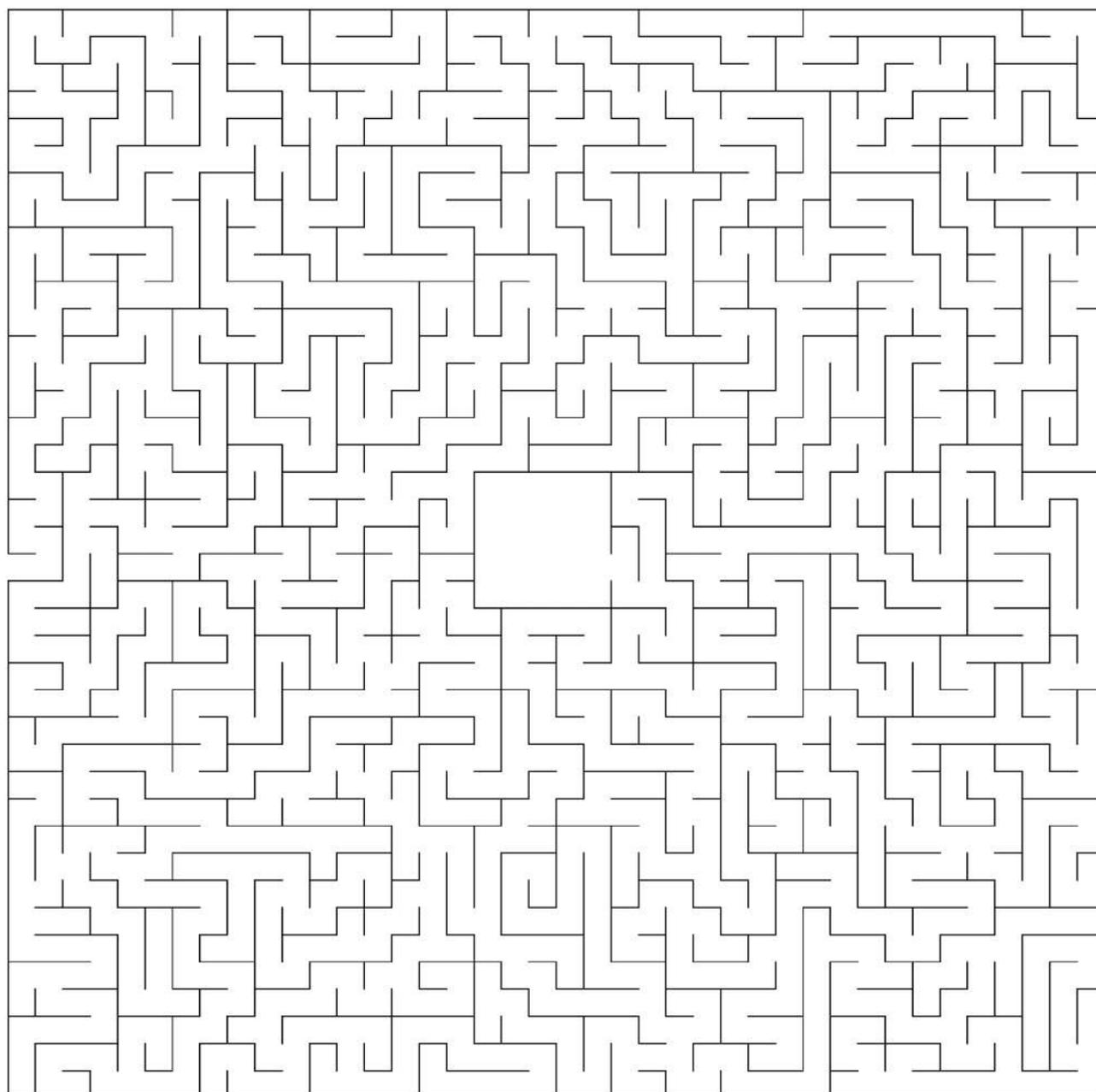
Co-funded by the European Union



Annex V:

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - MAZE PUZZLE



Co-funded by the European Union

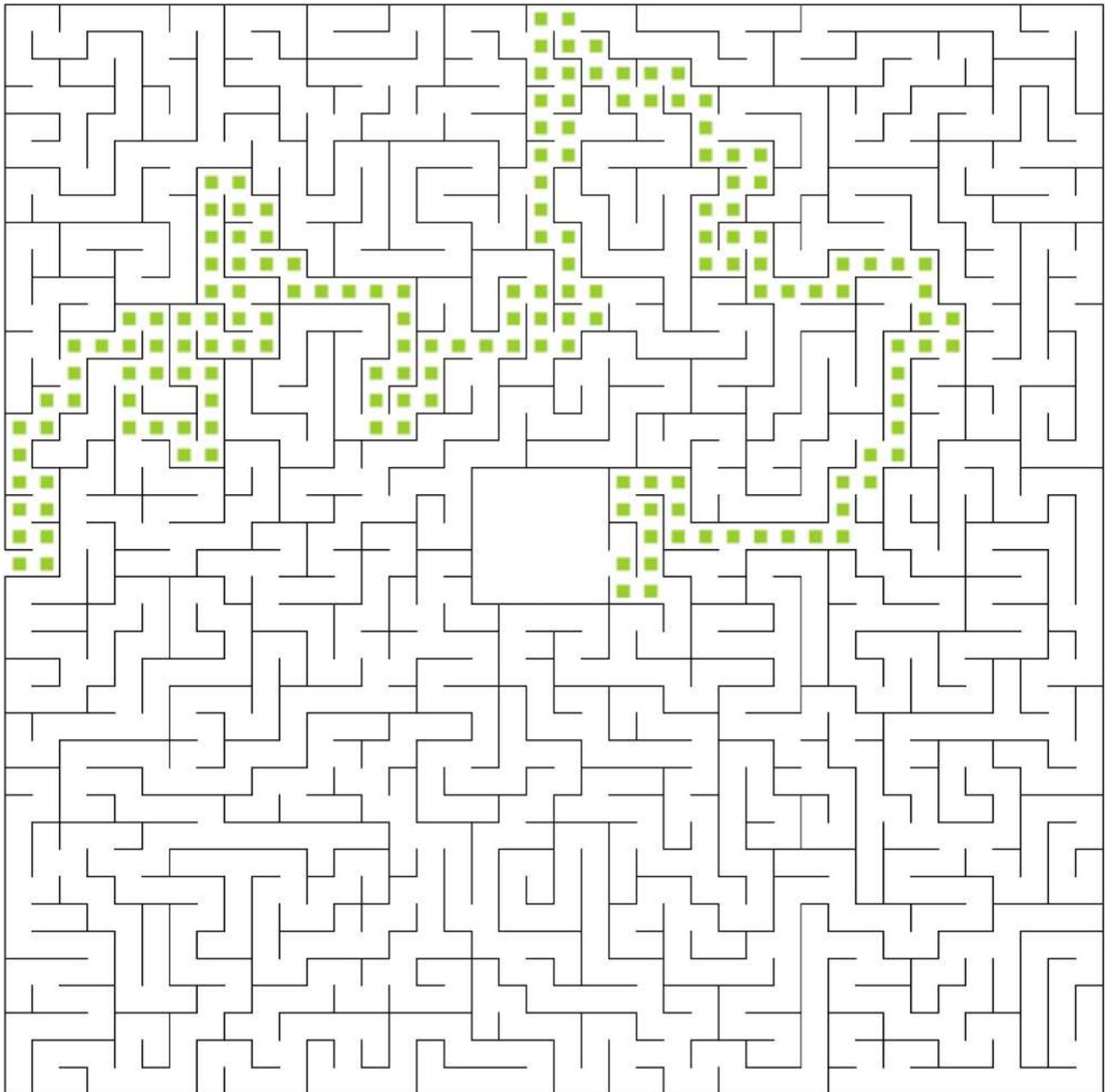
Co-funded by the European Union



Annex V - SOLUTION:

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 1 - MAZE PUZZLE



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 2 - MIND MAPPING

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• Enhance analytical skills.• Improve cognitive skills.• Improve problem solving skills.	<ul style="list-style-type: none">• Introduction to the exercise (20 minutes)• Creation of mind maps (40 minutes)• Presentation of the mind maps (30 minutes) <p>TOTAL: 1 HOUR & 30 MINUTES</p>	<ul style="list-style-type: none">• Annex VI• Smartphone, laptop, PC• WIFI



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 2 - MIND MAPPING

Task Description:

1. The workshop leader shows the mind mapping method using the video in Annex VI;
2. Participants choose their mind mapping theme from Annex VI;
3. Participants enter the mind mapping tool:
<https://www.mindmup.com/>
4. Participants work individually on their mind map, using their smartphone, laptop or PC;
5. Each participant present his/her mind map.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 2 - MIND MAPPING

Assumptions for Block III:

- Enhance analytical skills.
- Improve cognitive skills.
- Improve problem solving skills.

What mind map is:

"A Mind Map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept. A Mind Map can turn a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things."

(<https://www.mindmapping.com/mind-map>)



Co-funded by the
European Union

Co-funded by the European Union



Annex VI

TOPIC BLOCK III: ANALYTICAL THINKING IN DIGITAL WORLD

EXERCISE 2 - MIND MAP

Video: How to develop a mind map
<https://www.youtube.com/watch?v=BtDtAWPJUhA&t=1s>

Mind Mapping themes:

- How to manage my time effectively?
- How to learn a new language?
- How to plan an event?



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 1 - CREATION CIRCLES

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• Improve creativity.• Enhance critical thinking.• Improve time management skills	<ul style="list-style-type: none">• Introduction to the activity (20 minutes)• Development of the ceration circles (30 minutes)• Presentation of the circles (10 minutes) <p>TOTAL: 1 HOUR</p>	<ul style="list-style-type: none">• Laptop/PC• Annex VII



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 1 - CREATION CIRCLES

Task Description:

1. The workshop leader shows to the participants how to move Annex VI to the laptop's/PC's paint app;
2. The workshop leaders explains the rules of the creation circles:
 - Draw recognisable objects in as many circles as possible. That could be a pizza, clock, apple, etc.
 - It's forbidden to combine circles
3. Participants, by using the paint app's features start drawing the circles;
4. They draw as many as they can within 30 minutes;
5. Once the activity completed, participants present their work.



Co-funded by the
European Union

Co-funded by the European Union



Annex VI

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 1 - CREATION CIRCLES



Co-funded by the European Union

Co-funded by the European Union



Annex VI - Solution

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 1 - CREATION CIRCLES



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 2 - AVOID LETTER "E"

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• Improve creativity.• Enhance creative problem-solving skills.• Enhance divergent thinking.• Improve writing skills.	<ul style="list-style-type: none">• Introduction to the activity (5 minutes)• Development of stories (35 minutes)• Presentation of the stories (20 minutes) <p>TOTAL: 1 HOUR</p>	<ul style="list-style-type: none">• Laptop/PC• Microsoft word



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 2 - AVOID LETTER "E"

Task Description:

1. The workshop leader shows to the participants how to enter and use Microsoft Word
2. The workshop leaders explains the rules of the creation circles:
 - Invent a one-page story and write it down on Microsoft Word
 - The main rule of the game is to avoid the letter "e"
3. Participants, following the game's rules develop their stories;
4. Participants present the results, explaining how solved the problem related to letter "e".



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 2

TOPIC BLOCK IV: CREATIVE THINKING IN DIGITAL WORLD

EXERCISE 2 - AVOID LETTER "E"

Assumptions for Block IV:

- Improve creativity.
- Enhance creative problem-solving skills.
- Enhance divergent thinking.
- Improve writing skills.

Creative Thinking is:

"Creative thinking is the ability to come up with unique, original solutions. Also known as creative problem-solving, creative thinking is a valuable and marketable soft skill." (<https://www.theforage.com/blog/skills/creative-thinking>)



Co-funded by the
European Union

Co-funded by the European Union



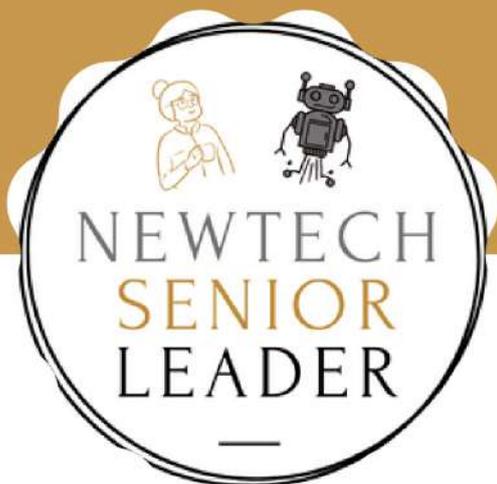
SCENARIO 3

Programming in
digital work for
seniors - simple
robots functionalities



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 3

TOPIC: LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

CONTENT

AIM OF THE SCENARIO	GROUPS	HOURS AND PLAN	MATERIALS AND METHODS	EXERCISES
<ul style="list-style-type: none"> logical thinking algorithmical thinking enhance analytical thinking skills learn how simple robots work and their operating logic learn basic programming skills 	<ul style="list-style-type: none"> seniors 55+ scenario for < 10 participants 	<p>Block I.- Simple movements with robots - 2 hours</p> <p>Block II.- Complex movements with robots - 2 hours</p> <p>Block III.- Loopint robot movements - 2 hours</p> <p>Block IV.- Conditional movements - 2 hours</p> <p>Total hours: 8 hours</p>	<p>Kubo bots Codey Rocking</p> <p>one bot without programming another with scratch</p>	<p>Block I.- Simple movements with robots. We will create two scenarios where the different robots will have to perform simple exercises</p> <p>Block II.-Complex movements with robots. To the previous scenario we will add more complexity of movements, explaining the new modifications and how to carry them out.</p> <p>Block III.- Looping robot movements</p> <p>Block IV.- Conditional movements</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

INTRODUCTION

The workshop "Educational robots for seniors" aims to provide tools to seniors in order to help them to understand the logical and programming thinking.

Although the number of older people who are digitally connected continues to rise, there are still millions of people over the age of 55 who are not online. And while factors such as income and levels of education play a part, age is still the biggest indicator of who's digitally excluded.

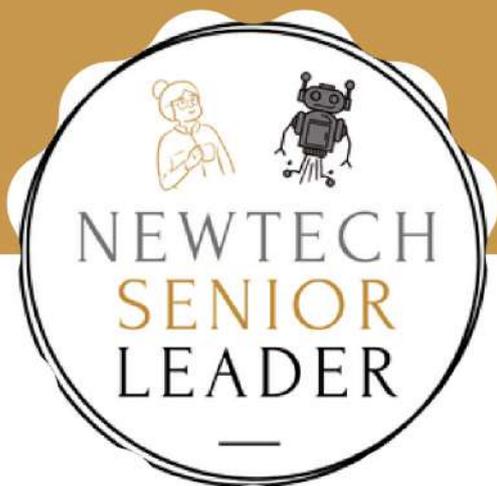
The workshop is separated in four different Blocks:

- BLOCK I. Simple movements with robots
- BLOCK II. Complex movements with robots
- BLOCK III. Looping robot movements
- BLOCK IV. Conditional movements



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

INTRODUCTION

SESSION OUTLINE

INTRODUCTION (PRESENTATION): COMPUTERS ARE "DUMB"

KEY POINTS:

COMPUTERS BY THEMSELVES DON'T KNOW WHAT TO DO

THEY ONLY UNDERSTAND "1" AND "0", WHICH ARE IN FACT ELECTRICITY ON OR OFF
WE HAVE TO TELL THEM WHAT TO DO, USING PROGRAMMING. WE CAN IMAGINE
PROGRAMS AS COOKING RECIPES: A LIST OF DETAILED ORDERED INSTRUCTIONS WE
GIVE THE COMPUTER, SO HE CAN MAKE THE RECIPE ANY TIME IT NEEDS TO.

NOT ONLY COMPUTERS REQUIRE THIS PROGRAMMING, A LOT OF DEVICES YOU MAY
USE DO TOO (PHONES, ELEVATORS, HEATING THERMOSTATS, ...)

AT THE BEGINNING, ALL PROGRAMMING WAS DONE GIVING COMPUTERS 1S AND 0S,
AND LATER ON, WE BEGAN TO DEVELOP PROGRAMS TO MAKE PROGRAMMING EASIER
FOR US (ASSEMBLER, HIGH LEVEL LANGUAGES, VISUAL PROGRAMMING, ...)

SO COMPUTERS GOT MORE SOPHISTICATED AND POWERFUL THROUGH DIFFERENT
LAYERS OF PROGRAMS AND INTERFACES (OS: WINDOWS, MAC, ANDROID; SOFTWARE:
WORD, YOUR ATM INTERFACE, ...) AND GAVE THEM NEW CAPABILITIES (INTERNET,
INTERACTION WITH THE WORLD, ...)

WE'RE GOING TO LEARN SOME BASICS OF PROGRAMMING USING ROBOTS. ROBOTS ARE
LIKE COMPUTERS, BUT THEY HAVE SENSORS AND ACTUATORS CONNECTED TO ITS
PROCESSOR WHICH ALLOWS THEM TO INTERACT WITH THE WORLD SURROUNDING
THEM.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 1 - SIMPLE MOVEMENTS

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• algorithmic thinking• logical thinking• enhance analytical thinking skills• learn how simple robots work and their operating logic• learn basic programming skills	<ul style="list-style-type: none">• introduction to robots• introduction to digital thinking• Separate the group in 2 groups• Presentation of the exercise• development of the exercise with the 2 groups (45-60 min)• testig and results / discussion (45-60 min) <p>Total: 2 hours</p>	<p>Kubo bots Codey rockey bots laptops or PCs wifi</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 1 - DESCRIPTION

Task Description:

1. THE WORKSHOP LEADER SEPARATES THE PARTICIPANTS IN TWO GROUPS, BUT BOTH GROUPS WILL WORK WITH THE SAME EXERCISES.
2. BOTH GROUPS WILL BEGIN USING KUBO AND THEY WILL INCREASE THE DIFFICULTY AND ADD THE SCRATCH ROBOT
4. AFTER ONE HOUR WORKSHOP, EACH GROUP WILL EXPLAIN THEIR EXPERIENCE TO THE OTHER GROUP



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 1 - LET'S PLAY WITH KUBO

Task Description: SIMPLE KUBO MOVEMENT

Let's help Kubo go from box A1 to J10 on the mat, giving him instructions. It is going to zig-zag through the mat, going twice times forward, then turn right, twice times forward, then turn left, and repeat until it arrives to the end of its path. This is fact NOT programming. We're telling KUBO what to do at each step. We are not giving him the full cooking recipe for him to do, we're just giving him one instruction at a time. Find the example in this picture:



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN
DIGITAL WORK FOR SENIORS

EXERCISE 1 - LET'S PLAY WITH CODEY ROCKY

Task Description: SIMPLE CODEY ROKY MOVEMENT

INTRODUCTION

1. How we program Rocky using a computer or tablet using "scratch", a visual developing language.
2. How we connect Rocky so it can get the instructions from the computer (cable/bluetooth)
3. How we start actions with Rocky (events: start, button, etc...). Explanation of the actions, because with codey rocky we can't do the same exercises, we explain how scratch works



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

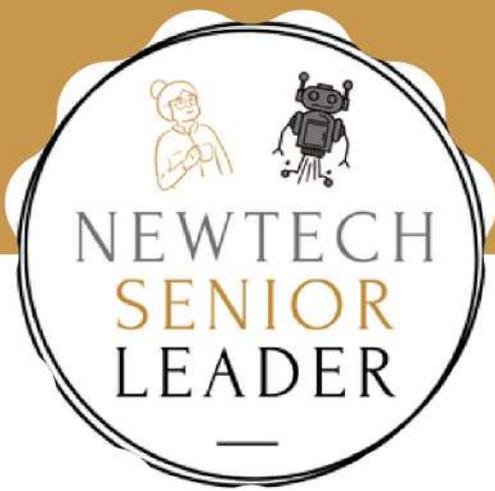
EXERCISE 2 - COMPLEX MOVEMENTS

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> algorithmic thinking logical thinking 	<ul style="list-style-type: none"> introduction to robots introduction to digital thinking Separate the group in 2 groups Presentation of the exercise development of the exercise after 45 -60 minutes of workshops, 45-60 minutes of testig and results / discussion <p>Total: 2 hours</p>	<p>Kubo bots Codey rocky bots laptops or PCs wifi</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 2 - COMPLEX MOVEMENTS

Task Description:

1. LET'S INCREASE THE DIFFICULTY CREATING COMPLEX MOVEMENTS. BOTH GROUPS WILL CREATE THE SAME EXERCISES AND SHARE THEIR OPINIONS AT THE END OF THE EXERCISE.
2. LET'S CREATE COMPLEX MOVEMENTS WITH SCRATCH AND LET'S SEE HOW IT WORKS.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 2 - COMPLEX MOVEMENTS

Task Description:

LET'S HELP KUBO DO THE SAME MOVEMENT, BUT NOW, WE'RE GOING TO CREATE A PROGRAM FOR HIM, SO WE CAN MAKE HIM DO THIS TRICK ANY TIME WE WANT. WE'RE GOING TO CREATE A "FUNCTION", A PROGRAM OR COOKING RECIPE OUT OF THE MAT, USING THE CIRCLE TAGS. THEN, WE'RE GOING TO CALL THIS "FUNCTION" USING THE PLAY TAG ON THE MAT, SO KUBO WILL FOLLOW THE RECIPE BY ITSELF. THIS IS A PROGRAM, A RECIPE FOR KUBO TO FOLLOW, AS MUCH TIMES AS WE NEED TO, EACH TIME WE PLACE HIM ON THE "PLAY" TILE, HE WILL FOLLOW THE PATH WE'VE TOLD HIM. FIND THE EXAMPLES IN THE PICTURE:



Co-funded by the European Union

Co-funded by the European Union



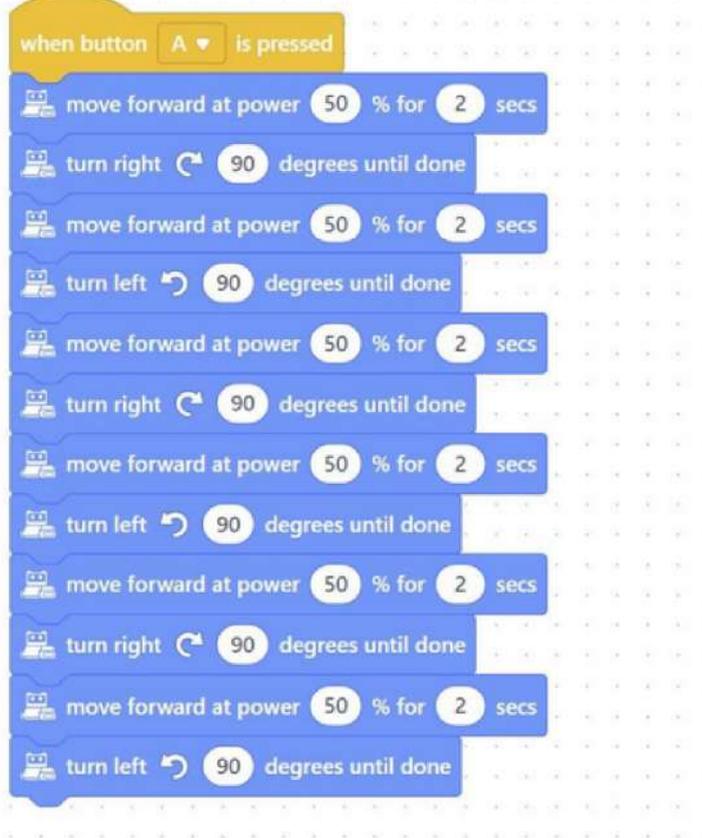
SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 2 - COMPLEX MOVEMENTS

Task Description:

CODEY ROCKY - THE SAME THAT WITH KUBO BUT BY PROGRAMMING. FIND THE EXAMPLES IN THE PICTURE:



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 3 - LOOPING MOVEMENTS

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• algorithmic thinking• logical thinking• enhance analytical thinking skills• learn how simple robots work and their operating logic• learn basic programming skills• computational & programming thinking• learn how a robot works• mathematical logic• simple orders• complex commands• what is scratch? elements, blocks and functions.	<ul style="list-style-type: none">• introduction to robots• introduction to digital thinking• Separate the group in 2 groups• Presentation of the exercise• development of the exercise• after 45 -60 minutes of workshops, 45-60 minutes of testig and results / discussion Total: 2 hours	Kubo bots Codey rocky bots laptops or PCs wifi



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 3 - LOOPING MOVEMENTS

Task Description:

1. THE WORKSHOP LEADER SEPARATES THE PARTICIPANTS IN TWO GROUPS AND WILL CREATE AND EXPLAIN A NEW SCENARIO. IT WILL EXPLAIN WHAT A LOOP MOVEMENT IS, ITS USEFULNESS AND THE DIFFERENCES IN EXECUTION COMPARED TO THE PREVIOUS SCENARIO AND THE PREVIOUS MOVEMENTS.
2. BOTH GROUPS ARE WORKING WITH THE SAME SCENARIO AND SHARE THEIR EXPERIENCES AT THE END OF THE EXERCISES.



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 3 - LOOPING MOVEMENTS

KUBO BOTS .-

THE RECIPE WE'VE PROVIDED KUBO SEEMS A BIT REPETITIVE, AS WE ARE DOING THE SAME SEQUENCE THREE TIMES. WE CAN MAKE THE PROGRAM SHORTER IF WE TELL HIM TO "REPEAT" THIS USING THE LOOP TAGS. FIND IN THE PICTURE THE EXERCISE:



THE LOOP TILE TELLS KUBO TO REPEAT THE SAME MOVEMENT THREE TIMES, SO THE PROGRAM IS SHORTER AND EASIER TO UNDERSTAND. WE CAN TRY TO ADD MOVEMENT AFTER THE LOOP TO SEE HOW KUBO INTERPRETS IT.



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 3 - LOOPING MOVEMENTS

KUBO BOTS

WE'RE GOING TO ADD THE "LOOP" TAGS, AND BETWEEN THE TAGS, WE'RE GOING TO ADD THE MOVEMENTS WE WANT KUBO TO FOLLOW. BY ADDING A "3" TAG IN THE INITIAL LOOP TAG, WE'RE ASKING KUBO TO REPEAT THESE INSTRUCTIONS THREE TIMES.

THE LOOP TILE TELLS KUBO TO REPEAT THE SAME STEPS THE NUMBER OF TIMES SPECIFIED, SO THE PROGRAM IS SHORTER AND EASIER TO UNDERSTAND. WE CAN TRY TO ADD MOVEMENT AFTER THE LOOP TO SEE HOW KUBO INTERPRETS IT.

THE LOOP TILE TELLS KUBO TO REPEAT THE SAME MOVEMENT THREE TIMES, SO THE PROGRAM IS SHORTER AND EASIER TO UNDERSTAND. WE CAN TRY TO ADD MOVEMENT AFTER THE LOOP TO SEE HOW KUBO INTERPRETS IT.



Co-funded by the European Union

Co-funded by the European Union

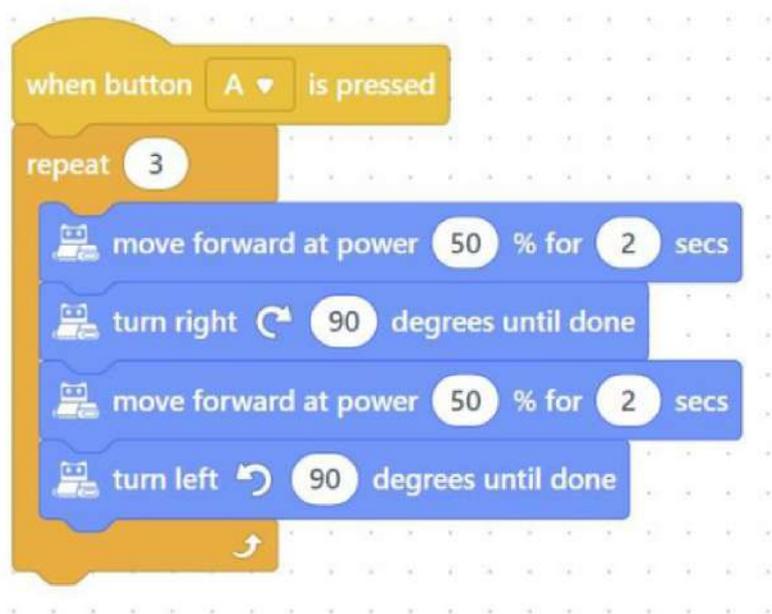


SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 3 - LOOPING MOVEMENTS

CODEY ROKY - IF THE GROUPS ARE FEELING COMFORTABLE, THEY CAN WORK WITH SCRATCH. FIND THE EXAMPLES IN THE PICTURE:



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC- LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 4 - MOVEMENTS WITH CONDITIONS

AIM	TIME	MATERIALS
<ul style="list-style-type: none"> • algorithmic thinking • logical thinking • computational & programming thinking • learn how a robot works • mathematical logic • simple orders • complex commands • what is scratch? elements, blocks and functions • enhance analytical thinking skills 	<ul style="list-style-type: none"> • introduction to robots • introduction to digital thinking • Separate the group in 2 groups • Presentation of the exercise • development of the exercise • after 45 - 60 minutes of workshops, 40-60 minutes of testig and results / discussion <p>Total: 2 hours</p>	<p>Kubo bots Codey rocky bot Laptop or PCs Wifi keynote or ppt monitor or</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 4 - MOVEMENTS WITH CONDITIONS

Task Description:

1. THE WORKSHOP LEADER SEPARATES THE PARTICIPANTS IN TWO GROUPS AND THEY WILL WORK WITH THE SAME SCENARIOS. LET'S WORK WITH CONDITIONALS,



Co-funded by the European Union

Co-funded by the
European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 4 - MOVEMENTS WITH CONDITIONS



WE WILL CREATE CONDITIONS ONLY WITH KUBO BOOT. WE CREATE THE SCENARIO ABOVE DESCRIBED.



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 3

TOPIC - LOGICAL, ANALYTICAL AND PROGRAMMING IN DIGITAL WORK FOR SENIORS

EXERCISE 4 - MOVEMENTS WITH CONDITIONS

KUBO IS ALSO CAPABLE OF REACTING TO TAGS FOUND ON ITS PATH, AND TAKE DECISIONS BASED ON IT. FOR THIS, WE ARE ADDING THE "?", "V" AND "X" TAGS, ADDING WHAT WE CALL A "CONDITIONAL" STATEMENT.

THE CONDITIONAL STATEMENT IS ENCLOSED WITHIN "?" TAGS. THE FIRST THING WE SHOULD ADD IS THE CONDITION THAT KUBO WILL LOOK FOR, IN OUR CASE, THE RED SQUARE TAG. THEN, WE'LL ADD THE ACTIONS HE WILL ENACT IN CASE THE CONDITION IS MET (RED SQUARE TAG FOUND) AFTER THE "V" TAG, AND IF NOT "X" TAG.

PLEASE LOOK AT THE ABOVE EXAMPLE, AND PLACE THE TILES EXACTLY AS DEFINED AND TEST WHAT KUBO DOES. HAVE YOU SEEN THE "PLAY" BUTTON AT THE END OF THE FUNCTION? CAN YOU IMAGINE WHAT'S ITS PURPOSE?



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 4

Seniors and youth in
one team -
intergenerational
component



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC Seniors and youth in one team - intergenerational exchange of experiences

CONTENT

AIM OF THE SCENARIO	GROUPS	HOURS AND PLAN	MATERIALS AND METHODS	EXERCISES
<p>- giving the opportunity to exchange experiences - mutual assistance and cooperation</p> <p>- giving the opportunity to show new ideas, develop creativity, access to knowledge of people who grew up and worked at different times</p> <p>- breaking stereotypes of thinking (that seniors can no longer keep up with the present day and young people do not have enough knowledge to teach someone)</p> <p>- better use of the intellectual potential of young people and seniors, which helps to develop the creativity and innovation of the whole society</p>	<ul style="list-style-type: none"> seniors 55+ youth 15+ the scenario is prepared for <12 participants 6 seniors, 6 youth if the workshops will be conducted for a larger group, such as <24 participants, the time to complete the tasks should be increased 	<p>BLOCK I: Awakening of creativity</p> <ul style="list-style-type: none"> time: 1h 30 min <p>BLOCK II.</p> <ul style="list-style-type: none"> Photo report time: 1h <p>BLOCK III.</p> <ul style="list-style-type: none"> Knitting and crocheting again in fashion time: 3h <p>BLOCK IV.</p> <ul style="list-style-type: none"> Macrame time: 1h 30 min <p>BLOCK V.</p> <ul style="list-style-type: none"> Gifts of Nature - passion from grandma and grandpa time: 1h <p>total: 8h</p>	<ul style="list-style-type: none"> Worksheets No. 1 a-c Edu-graphic No. 1 Worksheets No. 2 a-g Edu-graphic No. 2 Edu-graphic No. 3 phone with a photo function youth creativity manual work knitting needles crochet hook yarn scissors Edu-graphic No. 4-5 manual work braided string scissors tape measure stick Edu-graphic No. 6 Worksheet No 3 knowledge of seniors 	<ol style="list-style-type: none"> Same, different, modified Come up with lots of uses What do you associate it with? How to take good photos with your phone? How to knit? Crocheting or knitting? How to learn to make macrame? For health - ways of grandma and grandpa <p>total: 8 exercises</p>



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 4

TOPIC Seniors and youth in one team - intergenerational exchange of experiences

INTRODUCTION

KNOW WHAT HERE WERE AND WHAT IS NOW. The workshop consists in taking actions supporting intergenerational exchange of experiences.

During the workshops, there will be a space for young people to teach seniors how to take photos in an effective way, stimulate creativity to work creatively by looking at familiar objects from a different perspective.

During the workshops, stereotypes will also be broken that there is no interest in discovering past activities. Well, we want seniors to teach young people the art of knitting and crocheting, to acquire skills that create a platform for creative work. Seniors will teach young people a new technique, which is macrame, i.e. the art of tying strings without the use of needles, knitting needles or a crochet hook.

Youth will learn about the valuable properties of herbs and how to improve their well-being and heal small pains that do not require medical intervention.

During the workshops, we will also use the brainstorming method, during which each participant will have the opportunity to freely communicate and exchange thoughts.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity

EXERCISE 1

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• giving opportunities for creative and emotional development by music• giving the possibility of personality expression by music• stimulating mental work, concentration and memory by music• meeting the need for fun, singing and movement• relieving emotional tension	<ol style="list-style-type: none">1. Same, different, modified<ul style="list-style-type: none">• 0,5 h2. Come up with lots of uses<ul style="list-style-type: none">• 0,5 h3. What do you associate it with?<ul style="list-style-type: none">• 0,5 h	<ul style="list-style-type: none">• Worksheets No. 1 a-c• Edu-graphic No. 1• Worksheets No. 2 a-g• Edu-graphic No. 2• Edu-graphic No. 3



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity.

EXERCISE 1 - DESCRIPTION

1. Same, different, modified

Youth will teach seniors how to be creative. The task of young people will be to guide the thinking of seniors in such a way that their thinking leads to obtaining original solutions, so that seniors will acquire the ability to create something new.

The main issue is to precisely convey the questions to which the participants will seek answers. The workshop leader can give suggestions to the participants as needed to stimulate their creativity.

Task description:

1. The workshop leader divides the participants into small groups such as: 2 seniors and 2 youth.
2. The workshop leader presents the topics to be discussed:
 - The new life for city bikes - how to do it?
 - The new life of a beach hat - how to do it?
 - The new life of a chair - how to do it?
3. The participants are asked to find as many answers as possible to the given topics:
 - *Can you use it differently? What other use could it have?*
 - *What works similarly? Can you match it to something else?*
 - *Can you change the meaning? Maybe add another feature to change the use?*
 - *Can you add something? Strengthen? Lengthen? Increase the frequency? Without changing the application.*
 - *Can you connect it? Can you combine it with something completely different?*



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity

EXERCISE 1 - DESCRIPTION

1. Same, different, modified

4. The participants respond to Worksheet No. 1 a-c.
5. It is very important that at this stage it is quantity not quality that counts. So the participants don't comment on any idea - not even an absurd one.
6. The task of the workshop leader is to make sure that the So the participants are focus on the questions.

Sample solution:

The new life of a beach hat - how to do it?

Answer 1. I will use the hat as a cover for a flowerpot.

Answer 2. I will attach a hat net and have a hat for the beekeeper.

Answer 3. I will attach a string and get a glove for catching the ball.

Answer 4. I will wrap the beach hat with fabric and it will add character to the evening dress.

Answer 5. I will add a flower wreath.



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity

EXERCISE 1 - DESCRIPTION

1. Same, different, modified

Assumption of the exercise:

In this exercise, youth will teach seniors how to be creative.

The task of the youth will be to guide the thinking of seniors in such a way that their thinking leads to the achievement of original solutions, so that the seniors will acquire the ability to create something new.

The best way to do this is by allowing participants to engage in activities to increase innovation and originality focused on generating as many ideas as possible and making more attempts. In exercises that require creativity from participants, there are no bad ideas, because every idea, even the strangest one, can lead to the best solutions.



Co-funded by the
European Union

Co-funded by the European Union

Worksheet No. 1a

TOPIC BLOCK I: Awakening of creativity



EXERCISE 1. - Same, different, modified

The new life for city bikes - how to do it?



Can you use it differently? What other use could it have?

What works similarly? Can you match it to something else?

Can you change the meaning? Maybe add another feature to change the use?

Can you add something? Strengthen? Lengthen? Increase the frequency? Without changing the application.

Can you connect it? Can you combine it with something completely different?

Worksheet No. 1b

TOPIC BLOCK I: Awakening of creativity



EXERCISE 1. - Same, different, modified

The new life of a beach hat - how to do it?



Can you use it differently? What other use could it have?

What works similarly? Can you match it to something else?

Can you change the meaning? Maybe add another feature to change the use?

Can you add something? Strengthen? Lengthen? Increase the frequency? Without changing the application.

Can you connect it? Can you combine it with something completely different?

Worksheet No. 1c

TOPIC BLOCK I: Awakening of creativity



EXERCISE 1. - Same, different, modified

The new life of a chair - how to do it?



Can you use it differently? What other use could it have?

What works similarly? Can you match it to something else?

Can you change the meaning? Maybe add another feature to change the use?

Can you add something? Strengthen? Lengthen? Increase the frequency? Without changing the application.

Can you connect it? Can you combine it with something completely different?



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity

EXERCISE 1 - DESCRIPTION

2. Come up with lots of uses

The association game is about creatively creating new uses for exemplary things.

Task description:

1. The workshop leader divides the participants into small groups such as: 2 seniors and 2 youth.
2. The workshop leader provides the participants with Edu-Graphic No. 1 and Worksheets No 2. a-g.
3. The workshop leader tells the rules:

The exercise consists in finding as many applications as possible for things on Edu-Graphic No. 1. eg using a paper clip - attaching laundry on strings, hanging Christmas lights on a curtain, closing open spices in paper bags.

4. All ideas (minimum 5 ideas for each item) are written on the Worksheet:

- No. 2 a - a paper clip
- No. 2 b - drawing pin
- No. 2 c - ruler
- No. 2d - towel
- No. 2 e - blanket
- No. 2f - jar
- No. 2 g - socks



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity

EXERCISE 2 - DESCRIPTION

2. Come up with lots of uses

5. After completing the exercise, the competition: "Ideas factory" begins.

6. The participants' task is to challenge themselves. It is based on the fact that the participants pass on the names of things to which they will find applications.

7. The principle is the same - the more the better and there are no stupid ideas, you just need to tell them well.

8. The group with the most ideas wins.

9. The prize is to add 2 things to Exercise 3 (added to Edu-graphic No. 2 and No. 3) to help the whole group answer the question and be able to better describe the story.

Assumption of the exercise:

With positive energy and the principles of brainstorming practiced in a group, it is easier to move on to more serious challenges in everyday life. Both young people and seniors, after performing the exercise, become more creative, inventive and open to new things.



Co-funded by the
European Union

Co-funded by the European Union

Worksheet No. 2a

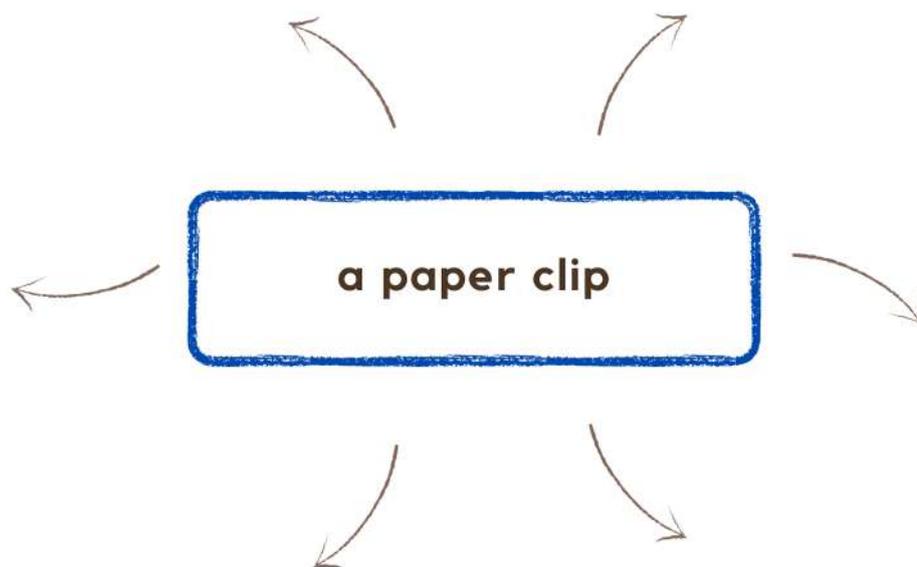
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Worksheet No. 2b

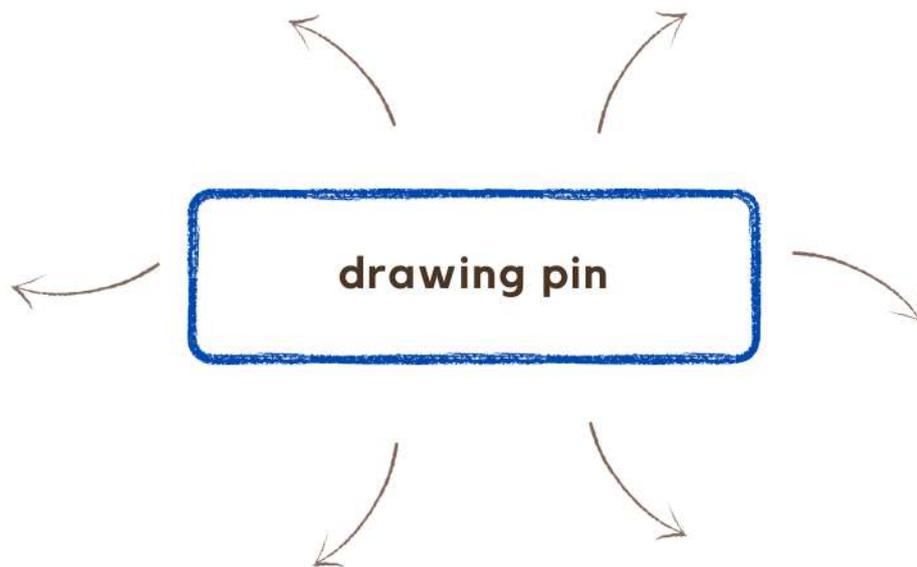
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Worksheet No. 2c

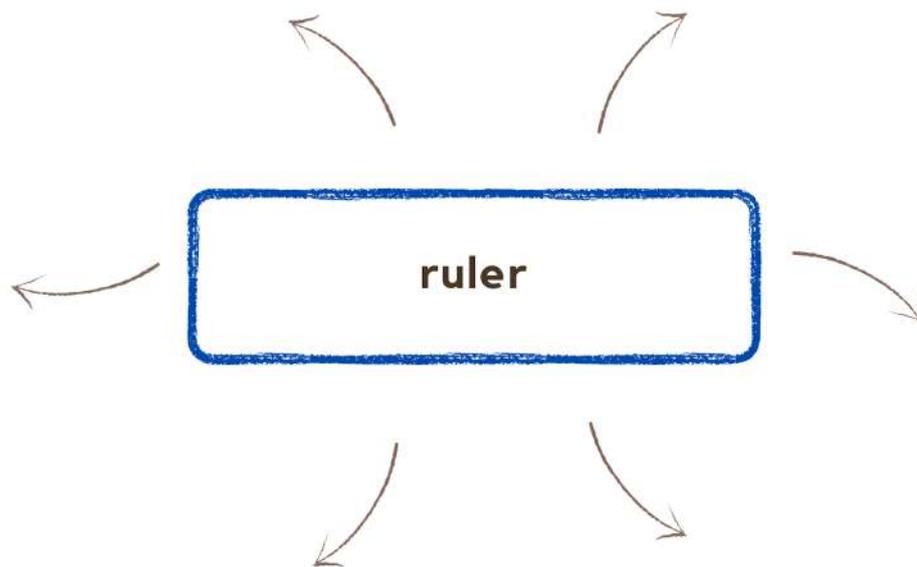
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Worksheet No. 2d

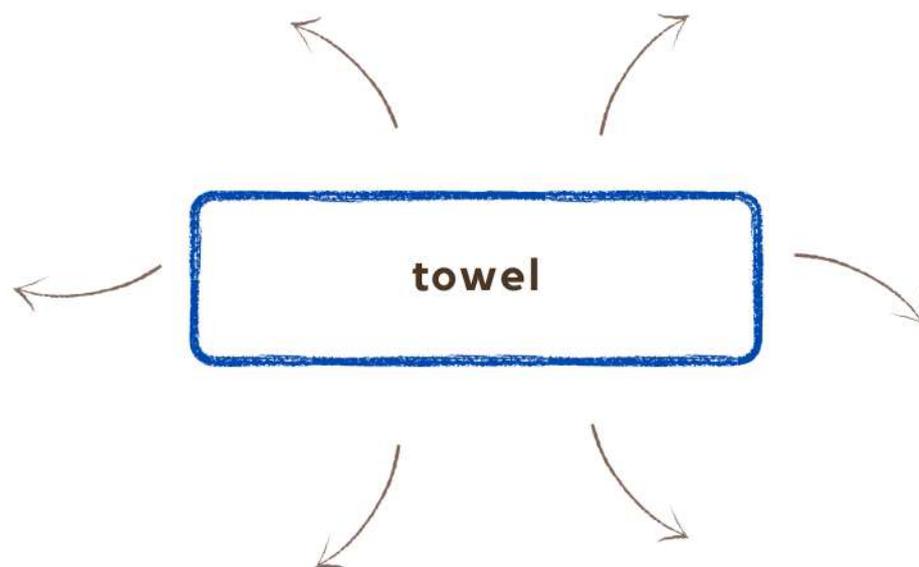
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Worksheet No. 2d

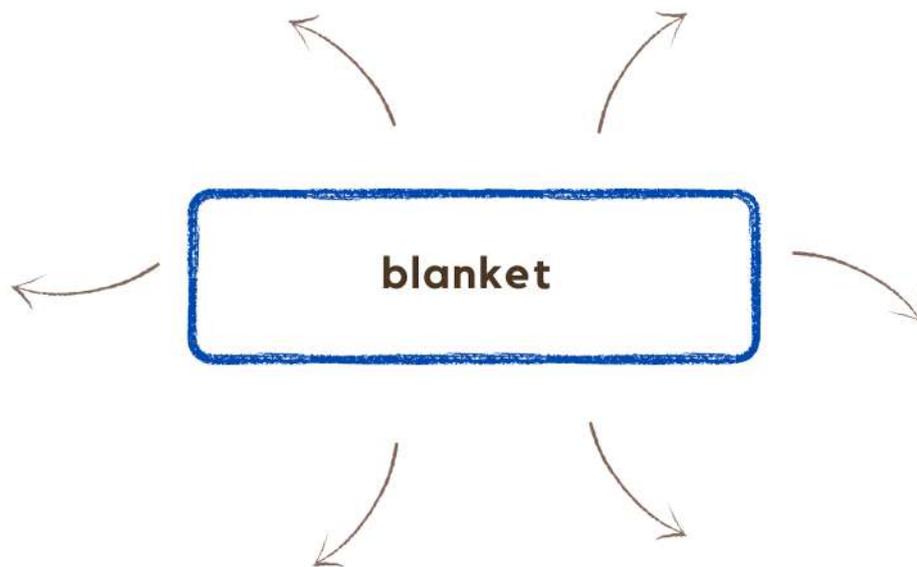
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Worksheet No. 2e

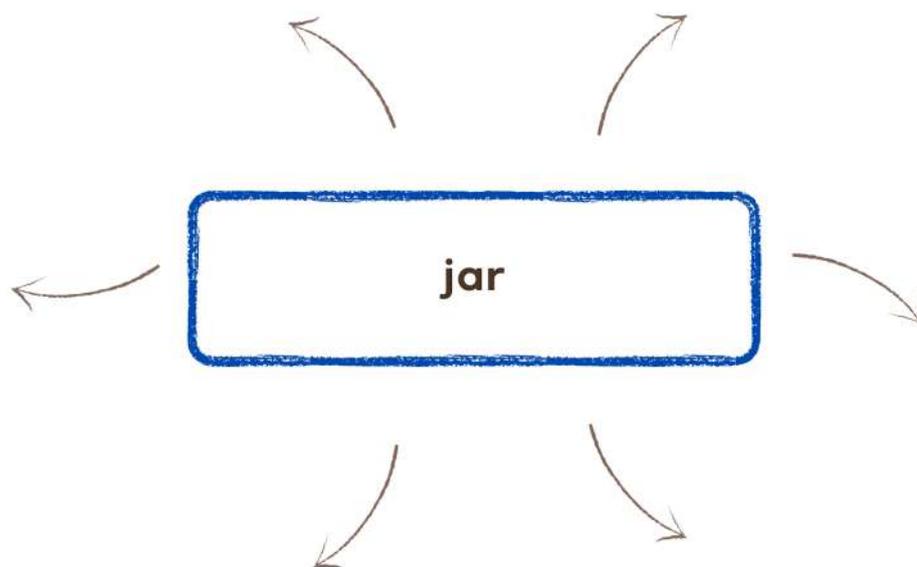
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Worksheet No. 2f

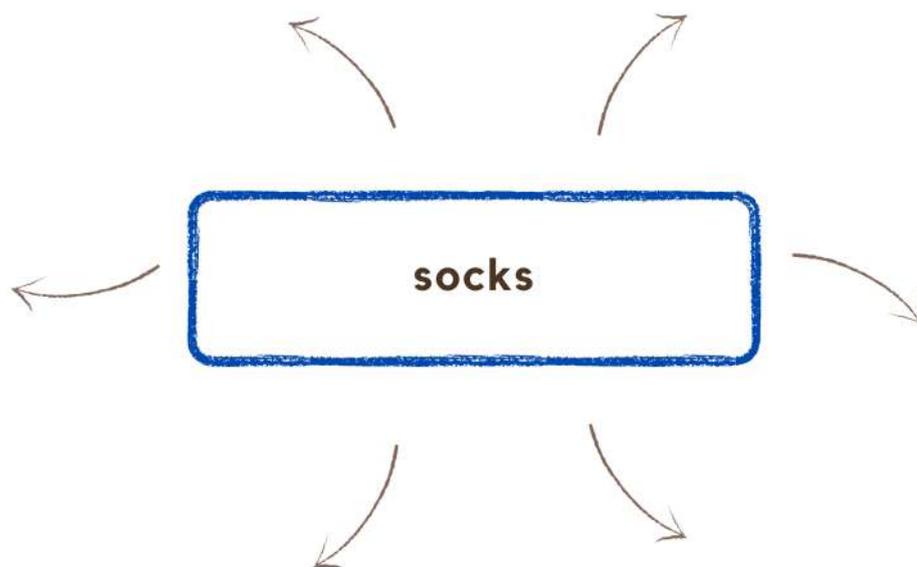
TOPIC BLOCK I: Awakening of creativity



EXERCISE 2. - Come up with lots of uses

List as many applications as possible for the given item.

Remember - there are no stupid ideas, defend your idea and describe it well.



Edu-graphic No. 1

TOPIC ..BLOCK I: Awakening of creativity.....



EXERCISE 2. - Come up with lots of uses



[Source: Photos and Images from Canva (from basic and premium version)]

Come up with lots of uses



SCENARIO 4

TOPIC BLOCK I: Awakening of creativity

EXERCISE 3 - DESCRIPTION

3. What do you associate it with?

A game of making associations.

Task description:

1. The workshop leader divides the participants into small groups such as: 2 seniors and 2 youth.
2. The workshop leader provides the participants with Edu-graphic No. 1 and No. 2 and give each group 4 colored pens / crayons.
3. The workshop leader gives the command:
When answering questions, circle the answers in a different color:
 - Edu-graphic No. 2: Circle those pictures that you associate with visiting a museum? Why?
 - Edu-graphic No. 3: Circle those pictures that you don't associate with cooking? Tell about them so that they describe the cooking.
4. By answering, participants should tell a story, such as: *On Monday, I was at the museum. I bought a ticket and admired the painting.*

Assumptions of the task:

The association game helps to mobilize telling something that would not be said otherwise. Such an exercise opens the mind to new experiences



Co-funded by the
European Union

Co-funded by the European Union

Edu-graphic No. 2

TOPIC ...BLOCK I: Awakening of creativity.....

NEWTECH
SENIOR
LEADER

EXERCISE 3. What do you associate it with?



[Source: Photos and Images from Canva (from basic and premium version)]

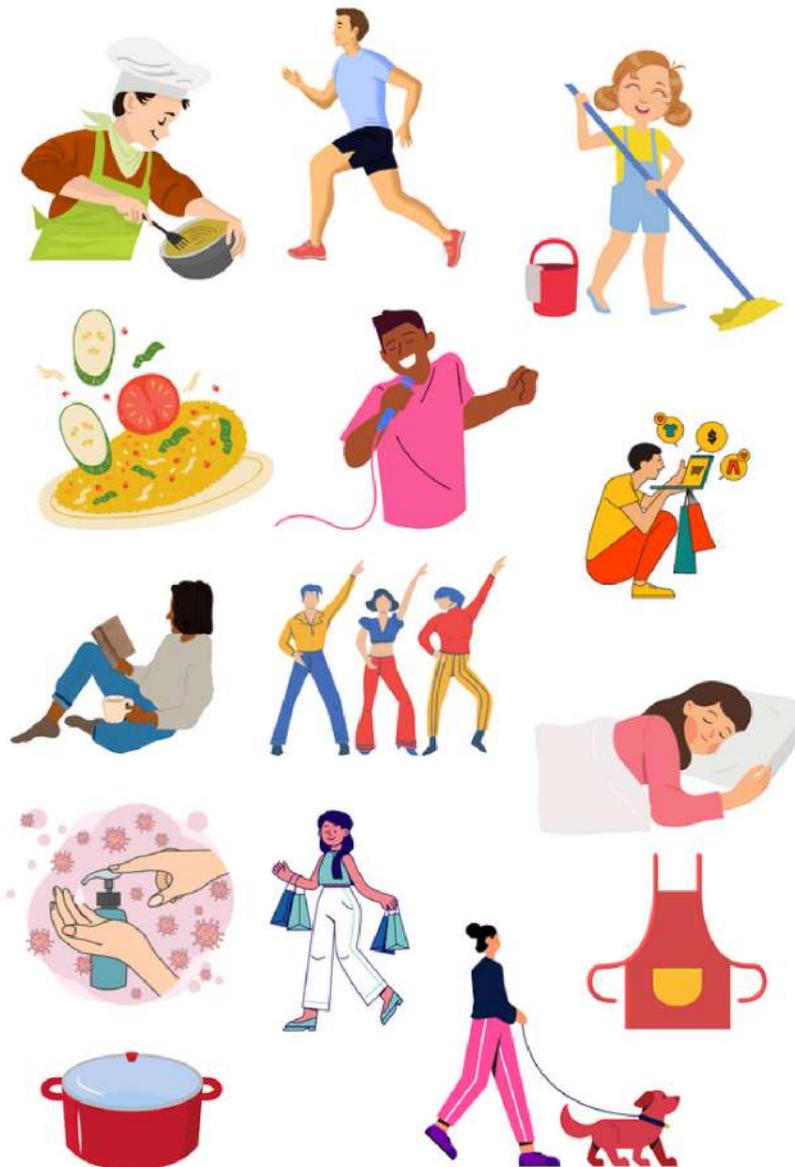
What do you associate it with?

Edu-graphic No. 3

TOPIC ..BLOCK I: Awakening of creativity.....

NEWTECH
SENIOR
LEADER

EXERCISE 3. What do you associate it with?



[Source: Photos and Images from Canva (from basic and premium version)]

What do you associate it with?



SCENARIO 4

TOPIC ..BLOCK II: Photo report..

EXERCISE 1

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• showing how photography teaches us to look at the world differently, we start to look at even the smallest details differently• stimulating what photography has the power of communication - what we can capture in a photo• learning to take photos with the phone - learning about effective techniques	<ol style="list-style-type: none">1. How to take good photos with your phone?<ul style="list-style-type: none">• 1h	<ul style="list-style-type: none">• phone with a photo function• youth creativity



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 4

TOPIC ..BLOCK II: Photo report ..

EXERCISE 1 - DESCRIPTION

1. How to take good photos with your phone?

Task description:

1. Youth give tips to seniors - *How to take good photos with the phone?*
2. The workshop leader suggests issues that will help youth to transfer knowledge to seniors.

Issues like:

- Exposure of the photo

Light plays a key role in taking photos with your phone. The more of it, especially natural, the better. The photo is best taken in a shaded place, in its brightest point.

- Filters

Editing photos, including changing their contrast, lighting, darkness, sharpness and even colors.

- Change of perspective

Change of position, such as shooting from above or below, searching for a suitable frame.

- Finding inspiration from other people

Showing participants photos on Facebook and blogs of photographers and travelers.

- Take care of a nice environment

Advice, what would be worth putting in the foreground.

- Purchase of a tripod - what for

Using a tripod you can make beautiful photos with the self-timer, taking good (sharp and clear) photos with the phone, but also shooting movies with a stable image.

3. Together with the workshop leader, the participants discuss: *What is worth immortalizing in the photos?*



Co-funded by the
European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK III. Knitting and crocheting are back in fashion

EXERCISE 1

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• returning to the more and more forgotten skills• learning how to make a scarf by yourself• acquiring manual skills• stimulating creativity to design and make a scarf by yourself• developing patience	<ol style="list-style-type: none">1. How to knit?<ul style="list-style-type: none">• time: 1 h 30 min2. Crocheting or knitting?<ul style="list-style-type: none">• time: 1 h 30 min	<ul style="list-style-type: none">• manual work• knitting needles• crochet hook• yarn• scissors• Edu-graphic No. 4-5



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK III. Knitting and crocheting are back in fashion

EXERCISE 1 - DESCRIPTION

1. How to knit?

Task description:

1. Seniors give tips to youth - *How to knit?*
2. The person conducting the workshops suggests issues that will help seniors to transfer knowledge to youth.
 - How to learn to hold knitting needles in your hands?
 - How to pick up the first stitches?
 - Which knitting needles to choose for the beginning?
 - Which yarn should I choose to learn knitting?
 - Which yarn to choose for a sweater, scarf or pillowcase?
 - How to finish a knitted thing?
3. The workshop leader provides the participants with Edu-graphic No. 4 to help seniors tell stories about knitting.
4. After discussing the issues, the participants start a practical task: making a scarf
materials needed: knitting needles, yarn, scissors



Co-funded by the
European Union

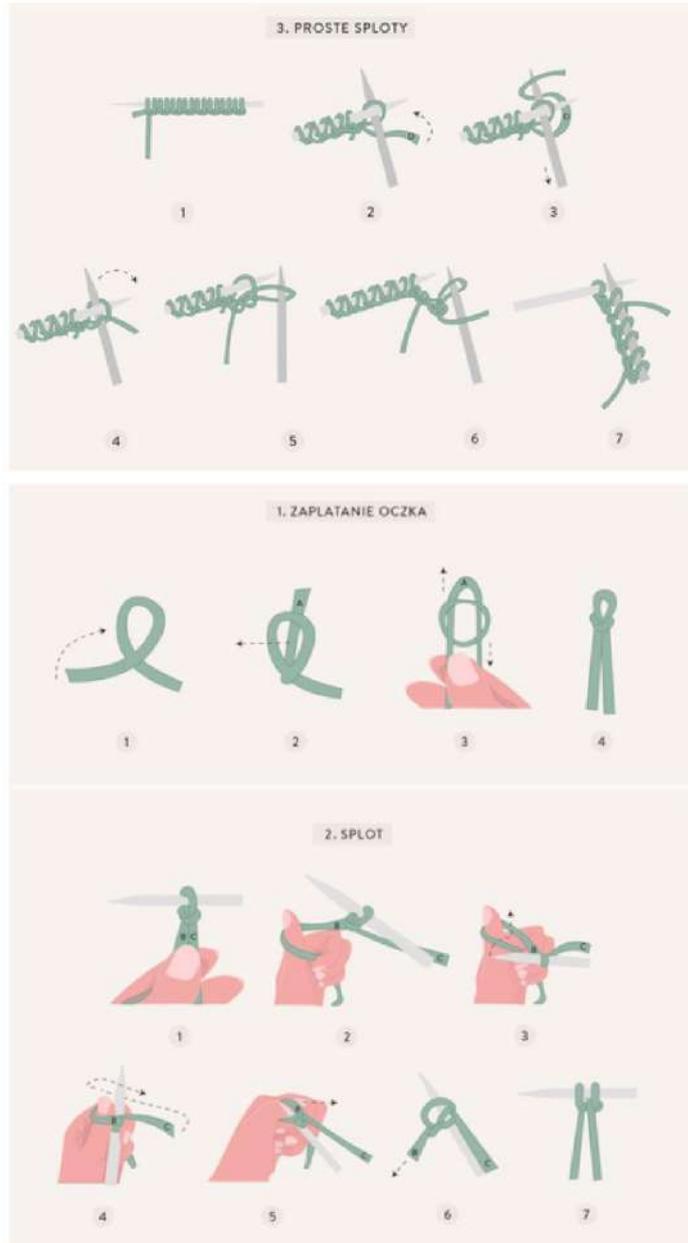
Co-funded by the European Union

Edu-graphic No. 4

TOPIC BLOCK III. Knitting and crocheting
..are back in fashion..



EXERCISE 1. How to knit?



[Source: www.westwing.pl/inspiration/porady-triki/agrod-wypoczynek/robienie-na-drutach/]

How to knit?



SCENARIO 4

TOPICBLOCK III. Knitting and crocheting are back in fashion.....

EXERCISE 2 - DESCRIPTION

2. Crocheting or knitting?

Task description:

1. Seniors will tell: *What is the difference between crocheting and knitting?*
 2. If necessary, the workshop leader will suggest differences:
 - Knitted items have a front and a back side, crochet hooks are double-sided.
 - Crocheting requires working with only one loop, which makes this method easier to master. When knitting, we have more loops to master, which makes it easier to make a mistake.
 - Crocheting may seem easier than knitting
 3. The workshop leader will provide the participants with Edu-grafika No. 5 to help seniors tell stories about crocheting.
 4. After discussing the issues, the participants start a practical task: making cup coats using the crocheting method.
- materials needed: crochet hook, yarn, scissors



Co-funded by the
European Union

Co-funded by the European Union

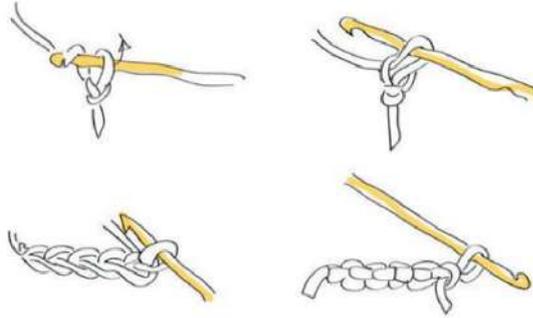
Edu-graphic No. 5

TOPIC BLOCK III. Knitting and crocheting
..are back in fashion..

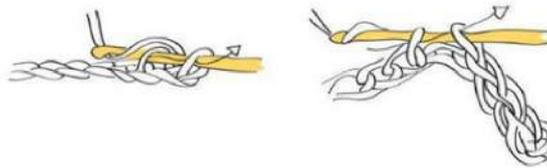
NEWTECH
SENIOR
LEADER

EXERCISE 2. Crocheting or knitting?

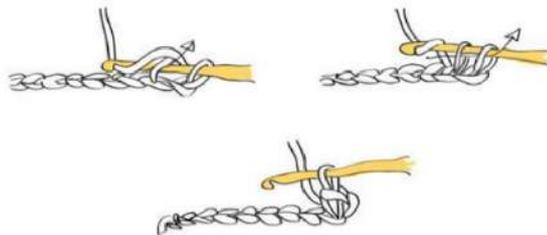
chain eyelet



closing eyelet



single crochet



[Source: www.polki.pl/po-godzinach/kobiece-pasje,szydelkowanie-podstawowe-techniki,10417279,artykul.html]

Crocheting or knitting?

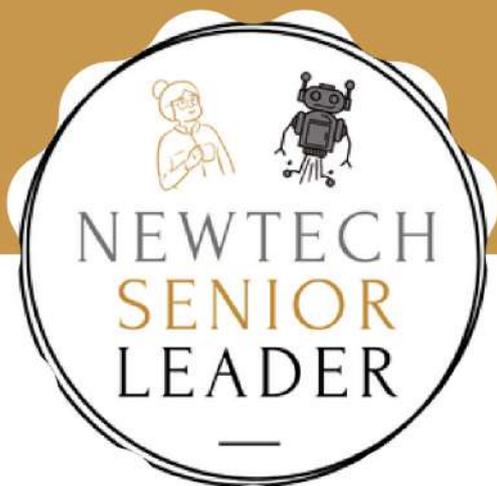


SCENARIO 4

TOPICBLOCK IV. Macrame.....

EXERCISE 1

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• acquiring manual skills, skillful hands• getting a new method to calm down, learn patience and accuracy• stimulating creativity to make decorations	<ol style="list-style-type: none">1. How to learn to make macrame?<ul style="list-style-type: none">• time: 1 h 30 min	<ul style="list-style-type: none">• manual work• braided string• scissors• tape measure• stick• Edu-graphic No. 6



SCENARIO 4

TOPICBLOCK IV. Macrame.....

EXERCISE 1- DESCRIPTION

1. How to learn to make macrame?

Macrame is the art of tying strings without needles, knitting needles or a crochet hook. Senior will give tips "How are macrame ornaments made?"

Task description:

1. Seniors will tell: *How to learn to make macramé?*
2. The workshop leader will suggest questions that will help young people to discuss the issue.

Such as:

- How to start with the macrame?
- What to buy for making macrame?
- Is making a macrame difficult?
- How to prepare branches for macrame?
- What can be made of strings?
- What to make a macrame on?

3. The workshop leader will provide Edu-graphic No.6. - macrame pictures to help seniors tell stories about crocheting.

4. After discussing the issues, the participants start a practical task: making a bracelet or wall macrame

Materials: 5mm thick braided string (100-200 meters is enough to start with), scissors, tape measure, stick



Co-funded by the
European Union

Co-funded by the European Union

Edu-graphic No. 6

TOPIC ..BLOCK IV. Macrame.....

NEWTECH
SENIOR
LEADER

EXERCISE 1. How to learn to make macrame?



[Source: www.marhericrafts.pl/2021/04/2-pomysly-diy-na-makramy-scienne.html]



[Source: www.321startdiy.pl/brelok-makrama-uplec-to-sam/]



[Source: www.korallo.pl/blog/makrama-prosty-sposob-na-lekka-i-dyskretna-bizuterie/]

How to learn to make macrame?



SCENARIO 4

TOPIC BLOCK V. Gifts of Nature - passion from grandma and grandpa

EXERCISE 5

AIM	TIME	MATERIALS
<ul style="list-style-type: none">• going back to old treatments• taking advantage of the experiences of older generations	<ol style="list-style-type: none">1. To health - ways of grandma and grandpa<ul style="list-style-type: none">• 1 h	<ul style="list-style-type: none">• Worksheet No 3• knowledge of seniors



Co-funded by the European Union

Co-funded by the European Union



SCENARIO 4

TOPIC BLOCK V. Gifts of Nature - passion from grandma and grandpa

EXERCISE 5 - DESCRIPTION

1. For health - ways of grandma and grandpa

Task description:

1. Seniors pass the knowledge to the youth of what herbs they used for:
 - cold
 - stomach poisoning
 - staying healthy in the winter
 - seasoning dishes
2. The workshop leader will provide participants Worksheets No. 3., on which they will write out recipes given by seniors.
3. Together with the workshop leader, participants will discuss: *What health recipes can be closed in a jar?*



Co-funded by the
European Union

Co-funded by the European Union

Worksheet No 3

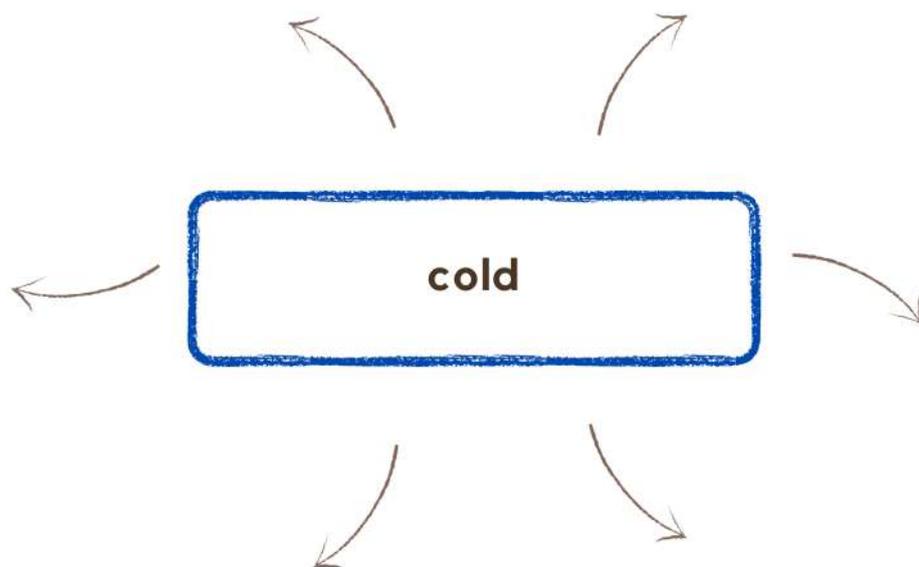
TOPIC BLOCK V. Gifts of Nature - passion
from grandma and grandpa



EXERCISE 1.

For health - ways of grandma and grandpa

Herbal remedies for:





Worksheet No 2

TOPIC BLOCK V. Gifts of Nature - passion
from grandma and grandpa

EXERCISE 1.

For health - ways of grandma and grandpa

Herbal remedies for:



Worksheet No 2

TOPIC BLOCK V. Gifts of Nature - passion
from grandma and grandpa



EXERCISE 1.

For health - ways of grandma and grandpa

Herbal remedies for:



Worksheet No 2

TOPIC BLOCK V. Gifts of Nature - passion
from grandma and grandpa

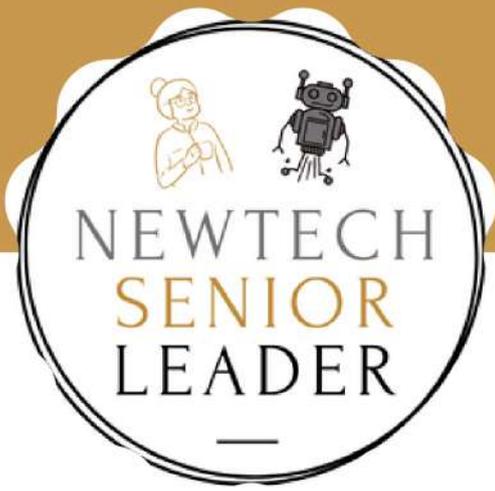


EXERCISE 1.

For health - ways of grandma and grandpa

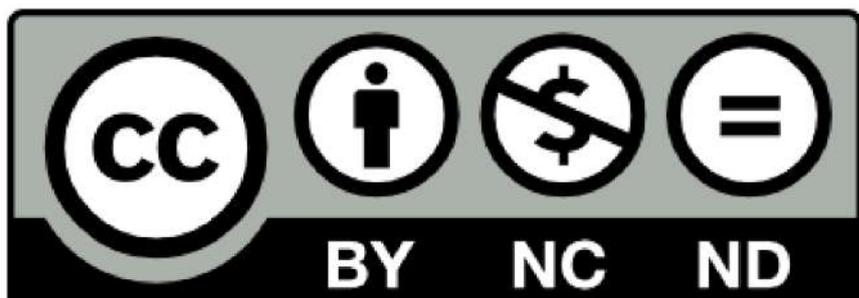
Herbal remedies for:







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.



Co-funded by the
European Union

Co-funded by the European Union



Co-funded by the
European Union

Co-funded by the European Union