



HANDBOOK

The Workshop Guide for
Seniors own work



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MANUAL

CONTENT OF TOPICS

1 DIGITAL THINKING: SOUNDS - IMAGES - WORDS

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

3 PROGRAMMING IN DIGITAL WORK FOR SENIORS
- SIMPLE ROBOTS FUNCTIONALITIES



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MANUAL

CONTENT OF THE 1ST TOPIC

1 INTRODUCTION

2 EXERCISE 1. Creativity in sounds

(BLOCK I: Collage of emotions)

3 EXERCISE 2. Photographic memory

(BLOCK II: See, but also create something new)

4 EXERCISE 3. Renew the photo

(BLOCK III: A different look at a given object)

5 EXERCISE 4. Make a collage

(BLOCK III: A different look at a given object)

6 EXERCISE 5. Everyone can design

(BLOCK IV: A way to see it differently)

7 EXERCISE 6. A new one is coming

(BLOCK IV: A way to see it differently)

8 EXERCISE 7. Word puzzles

(BLOCK V: I stimulate my creativity)



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MANUAL

TOPIC Digital thinking: sounds - images - words

INTRODUCTION

The handbook that we are putting into use has been prepared with a view to empowering seniors in terms of digital thinking. A way to develop digital competences is the workshop "Digital Thinking: Sounds - Images - Words".

This handbook has been prepared as a guide to help you implement the workshops effectively. The development of digital skills will be supported in 3 categories: sound, image, word.

These three categories are practiced in five thematic blocks as:

BLOCK I: Collage of emotions

BLOCK II: See, but also create something new

BLOCK III: A different look at a given object

BLOCK IV: A way to see it differently

BLOCK V: I stimulate my creativity

To gain new skills, participants will perform seven exercises, such as:

EXERCISE 1. Creativity in sounds

EXERCISE 2. Photographic memory

EXERCISE 3. Renew the photo

EXERCISE 4. Make a collage

EXERCISE 5. Everyone can design

EXERCISE 6. A new one is coming

EXERCISE 7. Word puzzles



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MANUAL

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

EXERCISE 1. Creativity in sounds

DESCRIPTION

Exercise 1 is a way of developing people doing the exercise in terms of stimulating their creative and emotional development in terms of interpreting the sounds they hear, such as ocean waves, rain and wind in the forest. Listening to sounds and their interpretation, both individually and in a team, gives the opportunity to stimulate mental work, concentration and memory. After the workshop, participants will be given an impulse to turn on similar sounds at home to relieve emotional tension. Examples of such sounds are available to find on the Internet, via YouTube. During the exercise, the participant will listen to two sounds that they will play on YouTube on their smartphone or computer. The link to the video is provided in the exercise.

In order to effectively analyze sounds, participants have Edu-graphics at their disposal. These are collages that will stimulate participants to think creatively. Using Edu-graphics, participants make auditory observations and write down their answers on a worksheet. The set is prepared for each sound, because the interpretation of Sound No. 1 consists of Edu-graphics No. 1 + Sound No. 1 + Worksheet No. 1. Participants can also go a step further and use their smartphone to search the internet for other images that the interpreted sound is related to (additional task).



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

EXERCISE 1. Creativity in sounds

DESCRIPTION

As part of the work, participants complete worksheets, answering the following questions: What kind of thinking makes a sound? What do you mean when you hear this sound? What emotions does the sound evoke?

At the end of the exercise, each participant will discover their own musical preferences: What kind of music do they listen to and why? What emotional states are soothed by their favorite genre of music?



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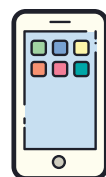
MANUAL

TOPIC **BLOCK I: Collage of emotions**

EXERCISE 1. Creativity in sounds

WHAT DO YOU NEED?

To complete the task, each participant need:



For sound analysis

Sound No. 1 participants need Edu-graphic No. 1 + Sound No. 1 + Worksheet No. 1.

Sound No. 2 participants need Edu-graphic No. 2 + Sound No. 2 + Worksheet No. 2.

HOW MUCH TIME DO YOU NEED?

Listening to each sound for 10 minutes.

Analysis with Edu-graphic and Worksheet for 15-30 minutes.

Summary:

Sound No. 1 - listening 15 minutes, analyzing 15 minutes + 15 minutes for additional task.

Sound No. 2 - listening 15 minutes, analyzing 15 minutes + 15 minutes for additional task.



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MANUAL

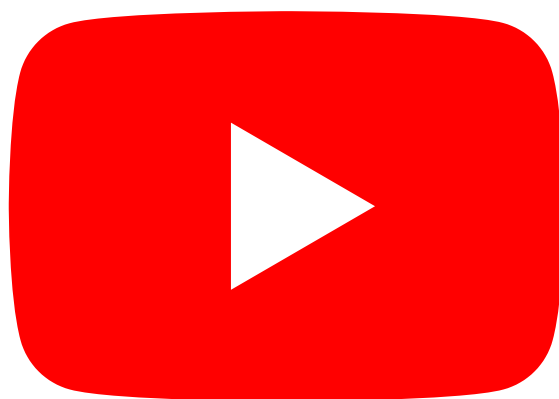
TOPIC BLOCK I: Collage of emotions

.....

EXERCISE 1. Creativity in sounds

Sound No 1
- Ocean waves

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



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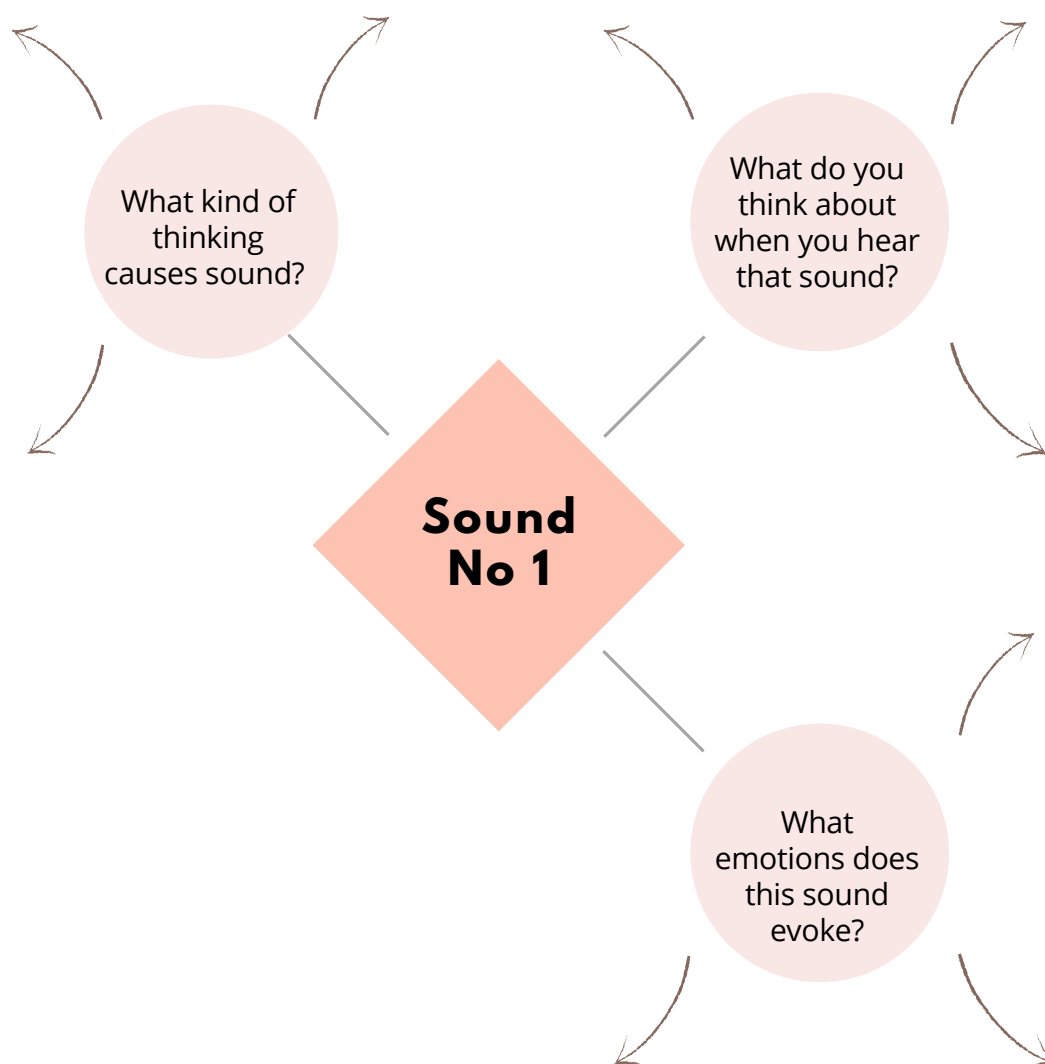
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Worksheet No. 1

TOPIC BLOCK I: Collage of emotions



EXERCISE 1. Creativity in sounds





MANUAL

TOPIC BLOCK I: Collage of emotions

EXERCISE 1. Creativity in sounds

Sound No 2
- Rain and Wind in Forest

<https://www.youtube.com/watch?v=bhWJF9FlBqM>



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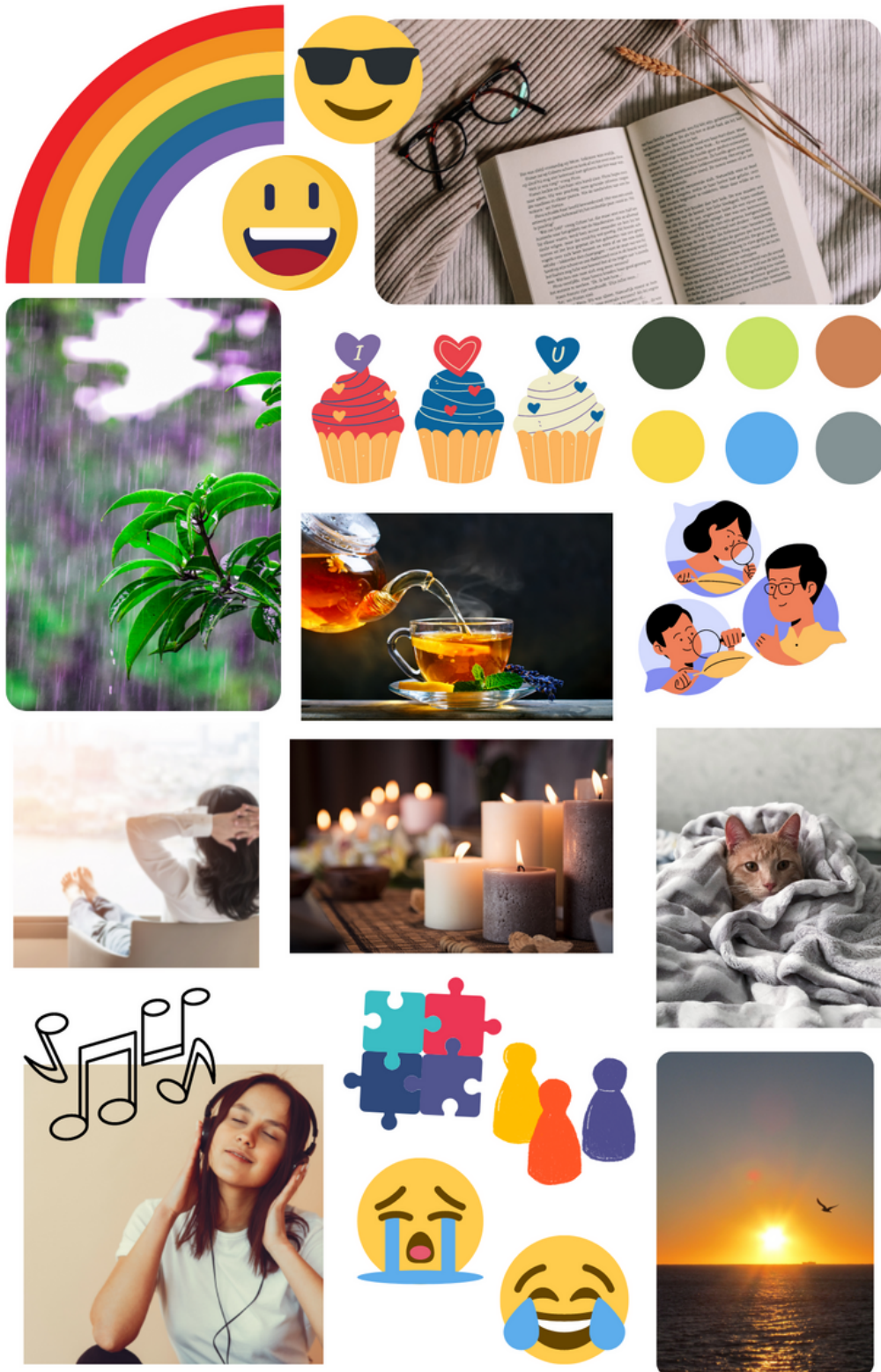
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Edu-graphic No. 2

TOPIC BLOCK I: Collage of emotions



EXERCISE 1. Creativity in sounds



Sound No. 2

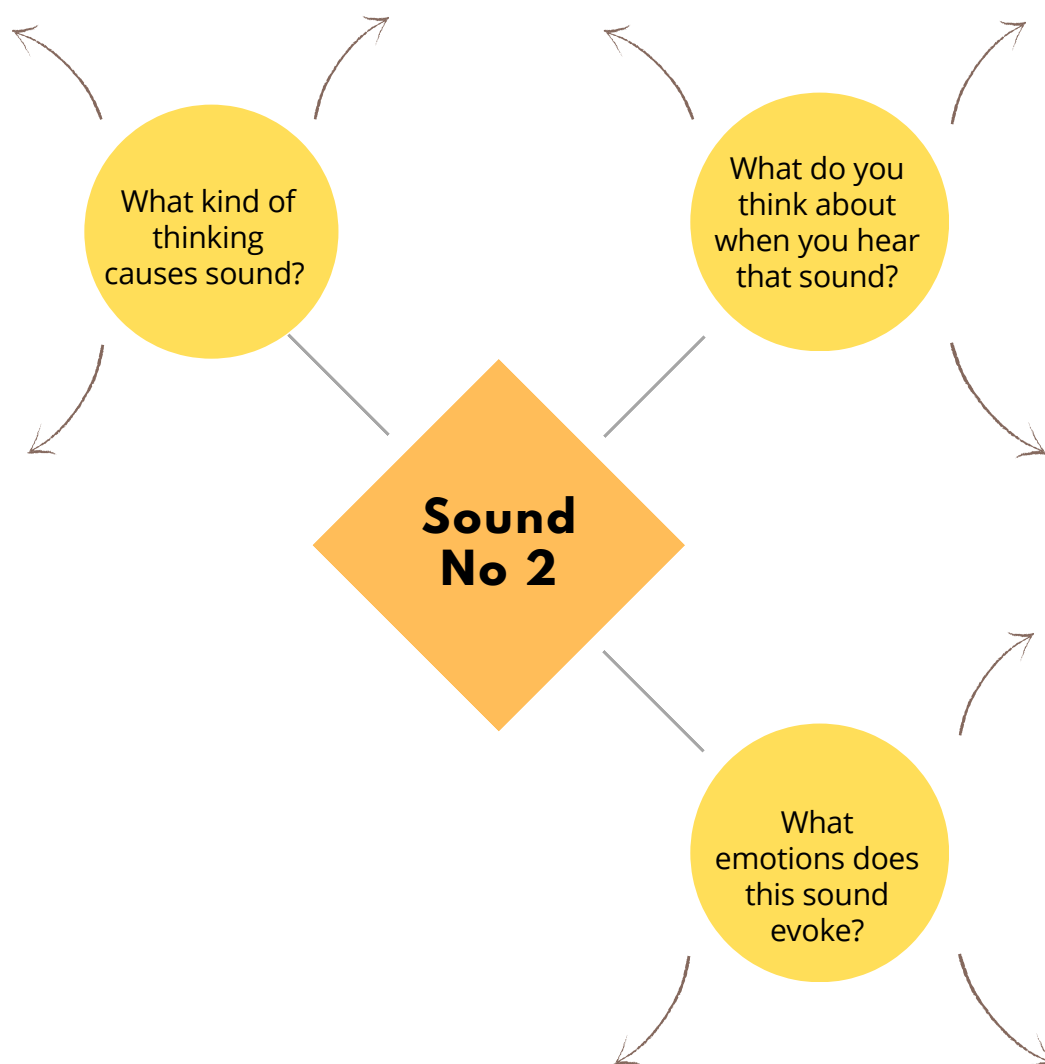
[Source: Photos and Images from Canva (from basic and premium version)]

Worksheet No. 2

TOPIC BLOCK I: Collage of emotions



EXERCISE 1. Creativity in sounds





MANUAL

TOPIC BLOCK II: See, but also create something new

.....

EXERCISE 2. Photographic memory DESCRIPTION

Exercise 2 is a way to acquire the ability to speak fluently and clearly about the object you are viewing. Two Edu-graphics were prepared for this task, with pictures depicting tangible things, such as objects, places, objects and intangible things, such as emotions and feelings. The task of the participant is to describe each Edu-graphics No. 3 i 4 separately, answering the questions: what does the collage represent, what are the common elements, what feelings does the observation of the collage evoke, what title can be given?

The participant can go a step further and use the Internet on the smartphone to search for images that, in their opinion, would complement the collage (additional task).

Observing the collages, the participant will awaken and develop aesthetic sensitivity and individual creative abilities, because the participant will not only describe the images shown in Edu-graphics, but also independently search for images using the Internet according to their own associations. Participants will have the opportunity to improve their mental health, well-being and brain activity by stimulating the imagination using images searched on Google.



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MANUAL

TOPIC

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

EXERCISE 2. Photographic memory

DESCRIPTION

In this exercise, participants will make a collage of words on a piece of paper in order to effectively describe a picture collage.

After completing the task, participants will discover their preferences regarding the observation experience, what images or sights soothe them and which ones make them angry.

Such an experience will be an impulse for the participants to further search for paintings at home, which will improve their well-being.



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MANUAL

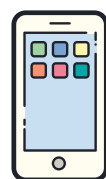
TOPIC BLOCK II: See, but also create something new

.....

EXERCISE 2. Photographic memory

WHAT DO YOU NEED?

To complete the task, each participant need:



For analysis Exercise 2. participants need Edu-graphic No. 3 and Edu-graphic No. 4.

HOW MUCH TIME DO YOU NEED?

PObservation and description of images from Edu-graphic for 20 minutes each.

Use the Internet to search for additional images for 15 minutes.

Summary:

Edu-graphic No. 3 - observation 15 minutes, analyzing and making a collage of words collage 20 minutes + 15 minutes for additional task.

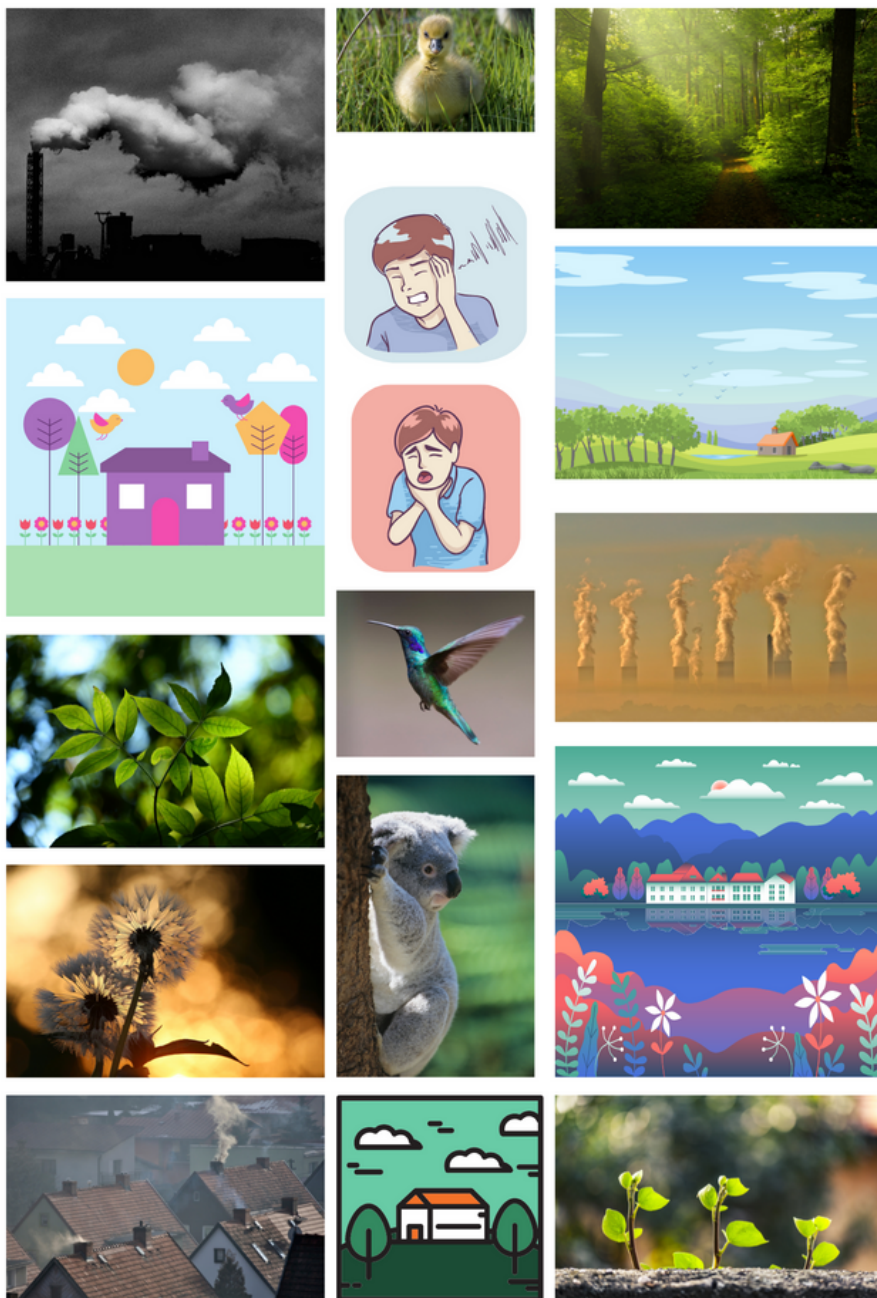
Edu-graphic No. 4 - observation 15 minutes, analyzing and making a collage of words collage 20 minutes + 15 minutes for additional task.

Edu-graphic No. 3

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. 4

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



EXERCISE 2. Photographic memory



Photographic memory No. 2

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



MANUAL

TOPIC BLOCK III: A different look at a given object

.....

EXERCISE 3. Renew the photo

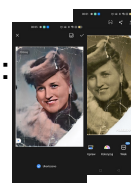
DESCRIPTION

Exercises from Module III are a way to improve mental health, well-being and brain activity through the artistic sense. In Exercise 3, participants will have the opportunity to enjoy creating graphics on their smartphones. They will use the PixeLeap Photo Enhancer app, which can be downloaded from the Google Play Store. This application is an image editor with functions to repair discolored, blurry and damaged photos, it gives you the possibility to repair old photos by improving their quality. A discolored photo from your youth can be corrected with this application. Just scan the photo, upload it to the application, and then use the settings to modify the photo.

In this exercise, participants use photos from their own photo galleries on their smartphone. In the first step, participants download an app from the Google Play store to complete the task. Then upload a photo from your photo gallery by going to the settings in the app. It is worth noting that the application is intuitive to use and should not cause any problems in use.

After completing the exercise, participants will be implied to work independently on modifying their own photos in order to save them from destruction and oblivion, because the renewed photos can be used to make a family album.

The possibilities of renewing the photo provided by the application:



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



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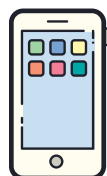
MANUAL

TOPIC BLOCK III: A different look at a given object

EXERCISE 3. Renew the photo

WHAT DO YOU NEED?

To complete the task, each participant need:



Google Play



PixeLeap Photo Enhancer

To learn how to use the application and modify photos, participants need photos from the photo gallery from the smartphone.

HOW MUCH TIME DO YOU NEED?

Download the PixeLeap Photo Enhancer app for 10 minutes.

Get to know the settings in the application for 10 minutes.

Uploading a photo from the photo gallery and modifying it for 15 minutes.

Editing a photo for 15 minutes.

Summary:

10 minutes - download the app

10 minutes - familiarization with the application

15 minutes - photo upload and modification



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MANUAL

TOPIC BLOCK III: A different look at a given object

EXERCISE 4. Make a collage

DESCRIPTION

Exercise 4 gives the opportunity to awaken and develop aesthetic sensitivity and individual creative abilities by learning how to use the application for creating collages from photos. After completing the exercise, the participants will learn how to create an interesting visual composition from a few photos. In exercise 3, participants will restore an old photo, and in this exercise, they have the opportunity to create a beautiful arrangement of one collage from several photos, showing e.g. family history.

In this exercise, participants download the Picsart Photo & Video Editor application from the Google Play Store. It is an application for editing photos and graphics, on which we can add various effects to create a collage with different arrangement of photos such as vertically, horizontally, of different sizes and of the same size. To make a collage, participants will use photos from their smartphone photo gallery. After starting the application and choosing a template, select photos by opening the smartphone gallery, then select the selected photos that will already appear in the application.

The application, like the one used in the previous task, is intuitive and should not cause problems in use.



MANUAL

TOPIC BLOCK III: A different look at a given object

EXERCISE 4. Make a collage DESCRIPTION

After starting the application and choosing a template, select photos by opening the smartphone gallery, then select the selected photos that will already appear in the application. The application, like the one used in the previous task, is intuitive and should not cause problems in use.

Possibilities of creating a collage provided by the application:



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



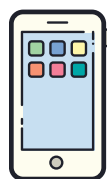
MANUAL

TOPIC BLOCK III: A different look at a given object

EXERCISE 4. Make a collage

WHAT DO YOU NEED?

To complete the task, each participant need:



Google Play



Participants use their own photos from the smartphone gallery.

HOW MUCH TIME DO YOU NEED?

Download Picsart Photo & Video Editor for 10 minutes.

Get to know the settings in the application for 10 minutes.

Making a collage: choosing a collage template, uploading at least three photos from the gallery, modifying, adding graphic elements for 20 minutes.

Summary:

10 minutes - download the app

10 minutes - familiarization with the application

20 minutes - work on a collage from your own photos



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TOPIC BLOCK IV: A way to see it differently

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EXERCISE 5. Everyone can design

DESCRIPTION

Module IV is a way to acquire the ability to create a description of the viewed object and stimulate creative discussion by stimulating creativity.

In Exercise 5, participants look at the pictures posted on Edu-Graphic No. 5, which includes various pictures, such as a printer, a cup of coffee, a pen and photos showing relationships, e.g. hugging, celebrating a birthday during a video conversation, online learning.

The aim of the exercise is to identify the advantages and disadvantages of selected elements - define associations, create new objects that meet the necessary functions, eliminating defects. The participants will write down all their ideas in Worksheet No. 3. In order to carry out the exercise more effectively, the participants can use the Internet. The aim of the exercise is to list the advantages and disadvantages of identified items and relationships.



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MANUAL

TOPIC BLOCK IV: A way to see it differently

.....

EXERCISE 5. Everyone can design

DESCRIPTION

In order to describe the disadvantages, the participants can propose solutions, as in the case of a picture showing a broken laptop, participants can search via the Internet for a service repairing bad electronic equipment in their city, a man sitting on a bench - search for groups with the same interests as them on Facebook; puzzle - write down methods for not losing puzzle pieces.

Participants should also describe their functions with suggestions for troubleshooting. The exercise is also an impulse to think about: What makes an object dangerous? What does the word "project" mean? What emotions accompany inventing new things? The above questions are important because they influence the development of the future and stimulate creativity.



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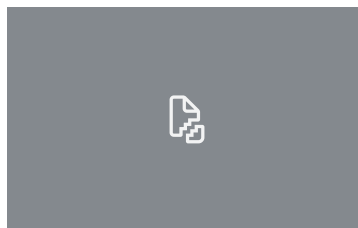
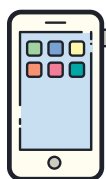
MANUAL

TOPIC BLOCK IV: A way to see it differently

EXERCISE 5. Everyone can design

WHAT DO YOU NEED?

To complete the task, each participant need:



To analyze images you need Edu-graphic No. 5 and Worksheet No. 3 to write ideas.

HOW MUCH TIME DO YOU NEED?

View the pictures posted on Edu-graphics No. 5 (which it shows exactly) for 10 minutes.

Reading the instructions on Worksheet No. 3 (what exactly they are supposed to do) for 5 minutes.

Write down the solutions in worksheet No. 3 for 25 minutes.

Summary:

10 minutes - getting acquainted with Edu-graphics No. 5.

5 minutes - getting acquainted with Worksheet No. 3.

25 minutes - writing solutions in Worksheet No. 3.



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



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

Worksheet No. 3

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



MANUAL

TOPIC BLOCK IV: A way to see it differently

EXERCISE 6. A new one is coming

DESCRIPTION

Exercise 6. is a way to create new uses for items by answering the question "How will you combine two items to make a useful set?"

Participants have at their disposal Edu-graphic No. 5 (same as in Exercise 5) and write their ideas on Worksheet No. 4. In order to create new objects that fulfill the necessary functions, participants can propose solutions such as a laptop and a diploma - what are the possibilities of online learning, a sad person and a ball symbolizing the Internet as a way to search for new forms of entertainment.

After completing the exercise, the participants will gain an impulse to search for new solutions creatively and apply them to items that are at home and we have no idea how to use them.

The exercise is also an impulse to consider: Why do we create? What is innovation? What is creativity? What limits creativity? What are stereotypes, design constraints?



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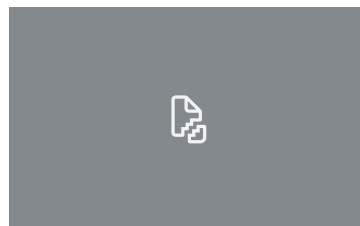
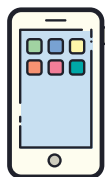
MANUAL

TOPIC BLOCK IV: A way to see it differently

EXERCISE 6. A new one is coming

WHAT DO YOU NEED?

To complete the task, each participant need:



To analyze images you need Edu-graphic No. 5 and Worksheet No. 4 to write ideas.

HOW MUCH TIME DO YOU NEED?

View the pictures posted on Edu-graphics No. 5 (which it shows exactly) for 10 minutes.

Reading the instructions on Worksheet No. 4 (what exactly they are supposed to do) for 5 minutes.

Write down the solutions in Worksheet No. 4 for 25 minutes.

Summary:

10 minutes - getting acquainted with Edu-graphics No. 5.

5 minutes - getting acquainted with Worksheet No. 4.

25 minutes - writing solutions in Worksheet No. 4.



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Edu-graphic No. 5



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)]

Worksheet No. 4

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?



MANUAL

TOPIC BLOCK V: I stimulate my creativity

EXERCISE 7. Word puzzles

DESCRIPTION

Module V consists of one exercise. Exercise 7 is a way to learn to solve word puzzles by acquiring the ability to connect visual memory by linking words and pictures. To perform the exercise, participants use Annex No. 1 Digital Words and Worksheet No. 5 and 6.

Annex No. 1 consists of two exercises, in the first one you need to find words, list the associations associated with them and combine them into categories, in the second one you need to add a word related to the four words mentioned. For each of these tasks, the Worksheet No. 5 and Worksheet No. 6.

After completing the exercise, participants will be able to answer the question about their preferences regarding the impressions from observation, whether they prefer word or picture puzzles.

It will also be an implication to take further actions to expand brain activity, because if we prefer, for example, word puzzles, it is a sign that it is easier for us to solve them, i.e. we should spend more time on picture puzzles, because there is a probability that they are more difficult to solve, i.e. development of this skill.



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TOPIC BLOCK V: I stimulate my creativity

.....

EXERCISE 7. Word puzzles

WHAT DO YOU NEED?

To complete the task, each participant need: Annex No. 1 Digital Words and Worksheet No. 5-6.

HOW MUCH TIME DO YOU NEED?

Getting acquainted with Annex No. 1 Digital Words, Worksheets No. 5 and No. 6 for 10 minutes.

Completion of Worksheets No. 5 and No. 6 for 25 minutes.

Summary:

10 minutes - introduction to Annex No. 1, Worksheet No. 5-6.

25 minutes - getting acquainted with Worksheet No. 5-6.



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Annex No. 1

Digital Words



EXERCISE 1. In search of words

accessible accessible by computer digital clone
wired connected electronically lallala analog add in
g machine installed micro lollia automatic co
mputerized dirtual virtual linked out on the Inte
rnet with networked into on stream program
me do operative ready for use computerized dou
t wired online outline cybernated book hard d
rive puzzle electronic 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

Worksheet No. 5

TOPIC BLOCK V: I stimulate my creativity



EXERCISE 7. Word puzzles

Answer the following questions on the basis Annex No. 1 Digital Words:

- List the words you found
- List the associations associated with each word (separately)
- Combine as many words as possible into one category

Worksheet No. 6

TOPIC BLOCK V: I stimulate my creativity



EXERCISE 7. Word puzzles

Answer the following questions on the basis Annex No. 1 Digital Words:

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



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

EXERCISE 7. Word puzzles

Answer the following questions on the basis Annex No. 1 Digital Words:

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



MANUAL

CONTENT OF THE 2ND TOPIC

1 INTRODUCTION

2 EXERCISE 1 Jigsaw & Memory Puzzles

3 EXERCISE 2 Connect the dots

4 EXERCISE 3 10 Words

5 EXERCISE 4 My imaginary character's life story



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MANUAL

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

INTRODUCTION

Precision, logical, analytical, and creative thinking are all important skills in digital work, regardless of age. However, seniors may face certain challenges in developing and utilizing these skills in a digital environment. Through the exercises included in this manual, seniors will have the opportunity to develop/improve the following skills:

1. Precision: Pay attention to details and accuracy. .
2. Logical: Break down complex problems into smaller, more manageable parts.
3. Analytical: Analyze data and information carefully.
4. Creative: Will not be afraid to think outside the box.



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

EXERCISE 1 - Jigsaw & Memory Puzzles

WHAT DO YOU NEED?

- A computer, laptop or smartphone
- Access to internet
- The following links:

Jigsaw: <https://puzzel.org/jigsaw/play?p=-NTPB75mwiOSA4ajbP2D>

Memory: <https://puzzel.org/memory/play?p=-NTPDBcgDR3vh5OhsUex>

HOW MUCH TIME DO YOU NEED?

- Jigsaw puzzle: 30 minutes
- Memory puzzle: 30 minutes

DESCRIPTION

- Step 1: Get your computer, laptop or smartphone;
- Step 2: Connect to internet;
- Step 3: Choose which of the two puzzles (jigsaw, memory) want to play or both;
- Step 4: Click on the respective link;
- Step 5: Solve the puzzle(s)



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

EXERCISE 2 - Connect the dots

WHAT DO YOU NEED?

- A computer, laptop or smartphone
- Access to internet
- The following links:

Easy: <https://www.ohmydots.com/play/2eiv6mr0>

Intermediate: <https://www.ohmydots.com/play/vt965ei4>

Hard: <https://www.ohmydots.com/play/1pj0t1g7>

HOW MUCH TIME DO YOU NEED?

- Easy: 5 minutes
- Intermediate: 15 minutes
- Hard: 25 minutes

DESCRIPTION

- Step 1: Get your computer, laptop or smartphone;
- Step 2: Connect to internet;
- Step 3: Start with the easy picture, continue with the intermediate and finish with the hard one;
- The goal is to connect the dots following the numbers in the right order;
- Connect the dots and reveal the hidden picture.



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

EXERCISE 3 - 10 Words

WHAT DO YOU NEED?

- Annex I printed
- Pens/pencils

HOW MUCH TIME DO YOU NEED?

- 1 hour

DESCRIPTION

- Step 1: Print Annex I;
- Step 2: Imagine you live in a world where there are only 10 words you can ever use. You can repeat them as much as you want, but you can't ever use any other words;
- Step 3: Write down the 10 words you'd choose;
- Step 4: Create sentences using only those 10 words;
- Step 5: Write down the actual meaning of your sentence;
- Step 6: Try to use these sentences with your friends and family and observe their reactions and whether they understand the sentences' actual meaning (OPTIONAL).



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

ANNEX I

Your 10 words:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Create sentences with them here:

1.
Actual meaning:
2.
Actual meaning:
3.
Actual meaning:
4.
Actual meaning:
5.
Actual meaning:
6.
Actual meaning:



MANUAL

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

EXERCISE 4 - My imaginary character's life story

WHAT DO YOU NEED?

- A computer, laptop or smartphone
- Access to internet
- The following link:

<https://www.voki.com/>

HOW MUCH TIME DO YOU NEED?

- 3 hours

DESCRIPTION

- Step 1: Enter to voki website and sign up;
- Step 2: Select "Try it - it's free" on the main page;
- Step 3: Start by selecting your main character;
- Step 4: Continue with selecting your character's appearance;
- Step 5: Then select the background you want to use;
- Step 6: Now you can choose your character's colours (eyes, hair, skin, etc.);
- Step 7: Write down your character's story (at least 500 characters) and choose your character's language and voice;
- Step 8: Press save and let your character describe their story;
- Step 9: You can post your work on social media or share it via email (OPTIONAL)



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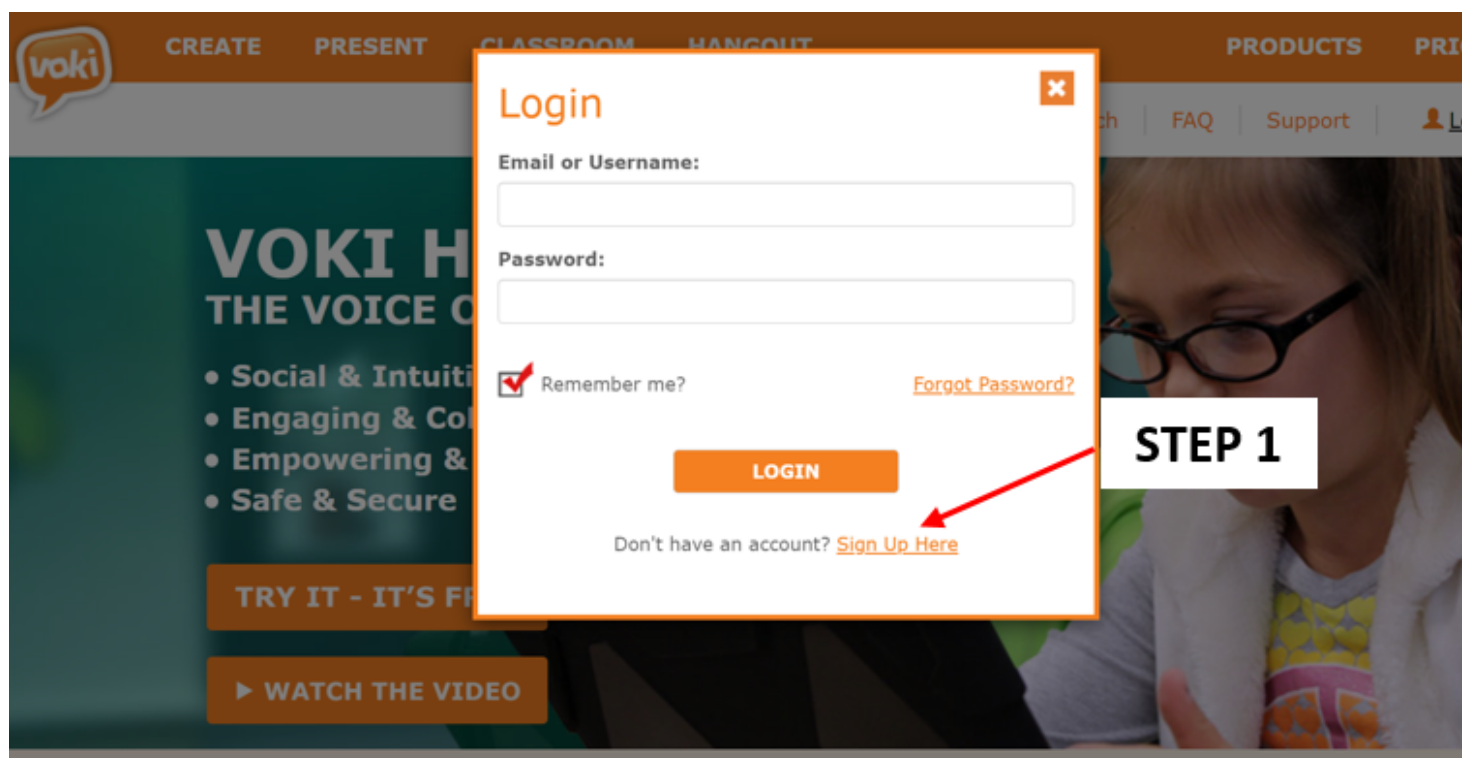
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MANUAL

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

INSTRUCTIONS:





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

INSTRUCTIONS:

The screenshot shows the Voki website banner. At the top is an orange navigation bar with the Voki logo and links for CREATE, PRESENT, CLASSROOM, HANGOUT, and PRODUCTS. Below this is a secondary navigation bar with links for Teach, FAQ, and Support. The main banner has a dark red background. On the left, the text 'SPEAKING CHARACTERS FOR EDUCATION' is displayed in large white letters, followed by 'EDUCATE, ENGAGE, ENJOY!' in smaller white letters. Below this text are two orange buttons: 'TRY IT - IT'S FREE' and '▶ WATCH THE VIDEO'. A white arrow points from a white box labeled 'STEP 2' to the 'TRY IT - IT'S FREE' button. On the right side of the banner is a cartoon illustration of a blue genie emerging from a golden lamp.



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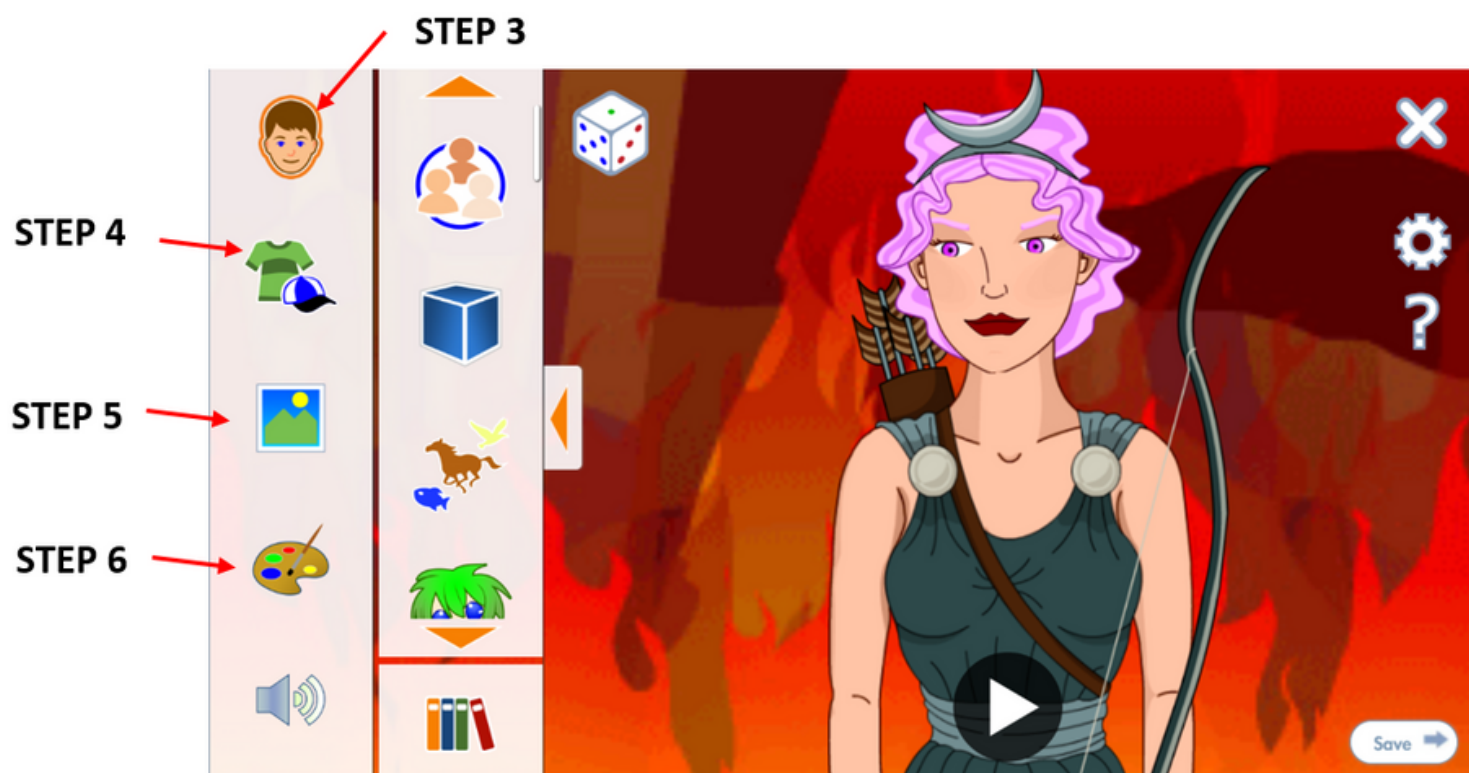
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TOPIC PRECISION, LOGICAL, ANALYTICAL AND CREATIVE
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INSTRUCTIONS:





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INSTRUCTIONS:





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

INSTRUCTIONS:



Share Voki Character



★ Only available for paid subscribers.

STEP 9

Create New



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CONTENT OD THE 3RD TOPIC

1 INTRODUCTION

2 EXERCISE 1 Learn How to Move

3 EXERCISE 2 Let's Play some Music

4 EXERCISE 3 Loops

5 EXERCISE 4 Kubo Bot



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MANUAL

TOPIC PROGRAMMING IN DIGITAL WORK FOR SENIORS -
SIMPLE ROBOTS FUNCTIONALITIES

INTRODUCTION

SCRATCH is a programming language that lets you create your own interactive stories, animations, games, music, and art.

For this self-study manual, we recommend using Codey Rocky as a Scratch Learning Robot.

You can also learn scratch through the platform itself.

We recommend learning with the robot, since we will see how it interacts and moves with our instructions.

Once you have your Codey Rocky robot, you have to download the Makeblock app, pair your robot and start programming it with simple instructions with scratch.



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TOPIC PROGRAMMING IN DIGITAL WORK FOR SENIORS -
SIMPLE ROBOTS FUNCTIONALITIES

INTRODUCTION

The Scratch editor is where you create projects. Main parts are:

Block palette. The block for coding projects.

The stage. Where the creations come to life.

Coding Area. Drag in blocks and snap them together to code your sprites.

Sprite List. Click the thumbnail of a sprite to select it.



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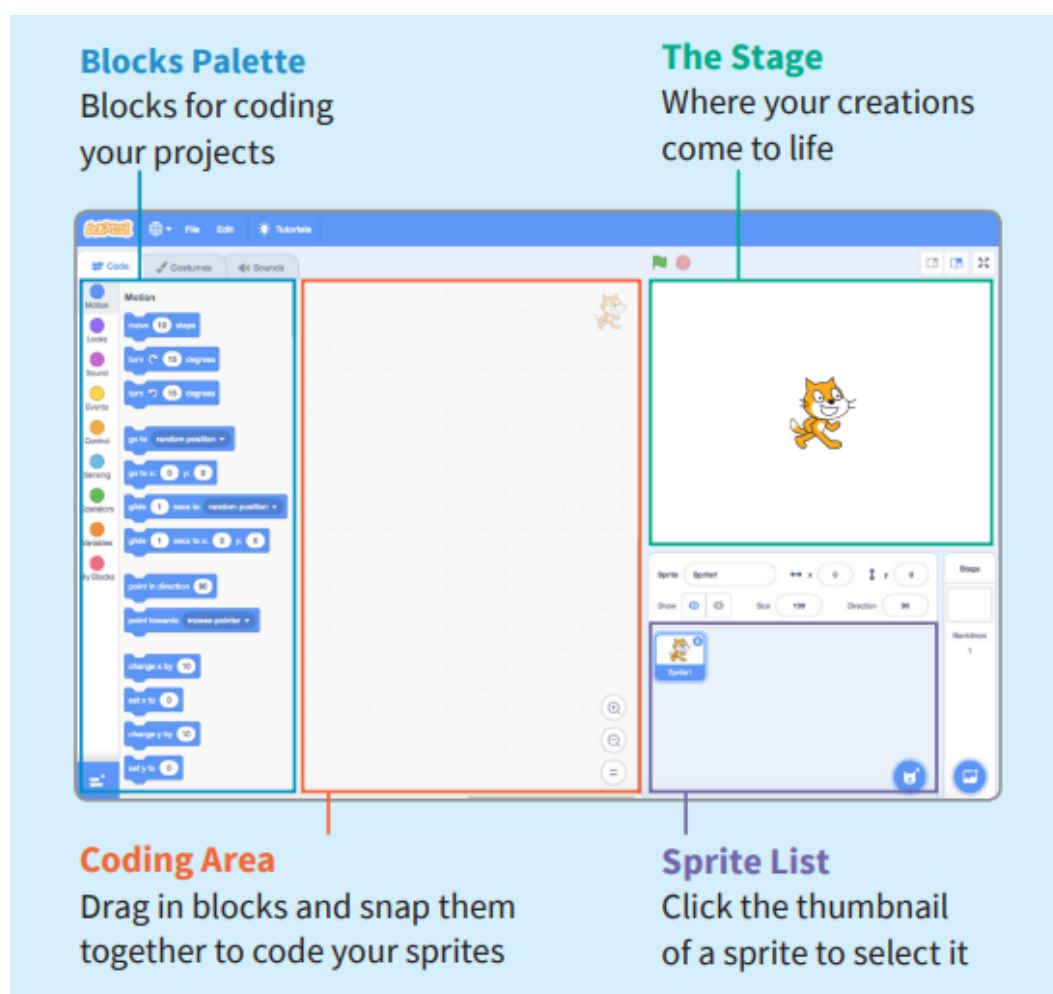
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TOPIC PROGRAMMING IN DIGITAL WORK FOR SENIORS -
SIMPLE ROBOTS FUNCTIONALITIES

INTRODUCTION





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SIMPLE ROBOTS FUNCTIONALITIES

EXERCISE 1

WHAT DO YOU NEED?

A laptop and internet connection + Codey Rocky Robot

HOW MUCH TIME DO YOU NEED?

1 hour

DESCRIPTION

1. CONNECT TO SCRATCH.MIT.EDU AND CLICK START CREATING
2. YOU CAN FIND TIPS AND STORIES ABOUT HOW SCRATCH WORKS



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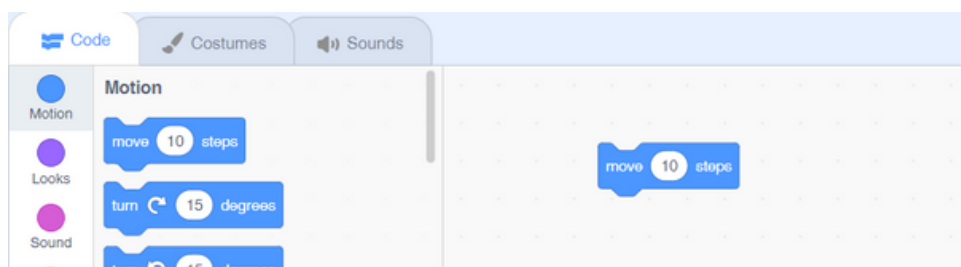


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SIMPLE ROBOTS FUNCTIONALITIES

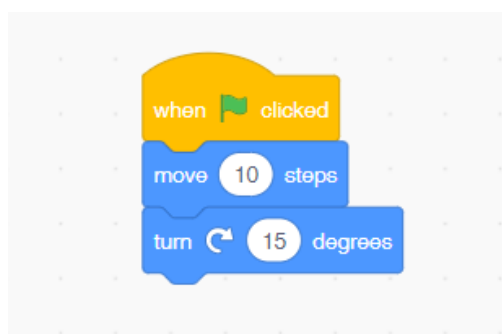
INSTRUCTIONS

Drag a MOVE block into the Scripts area.



Click on the block to make the cat move.

- Try to add other blocks to move block. What's happening?
- Try to add an event at the beginning of the block. Example:





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SIMPLE ROBOTS FUNCTIONALITIES

INSTRUCTIONS

This first exercise can be done with Codey Rocky. You simply have to change the first instruction (when green flag is clicked) for another like: "when A button is pressed".

You can try with this exercise:



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SIMPLE ROBOTS FUNCTIONALITIES

EXERCISE 2

WHAT DO YOU NEED?

A laptop and internet connection + Codey Rocky Robot

HOW MUCH TIME DO YOU NEED?

1 hour

DESCRIPTION

- CONNECT TO SCRATCH.MIT.EDU AND CLICK START CREATING
- YOU CAN FIND TIPS AND STORIES ABOUT HOW SCRATCH WORKS



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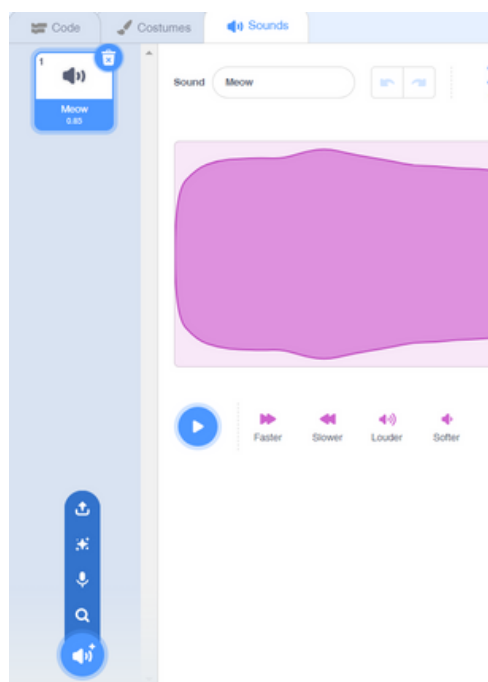


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SIMPLE ROBOTS FUNCTIONALITIES

INSTRUCTIONS

Select SOUND



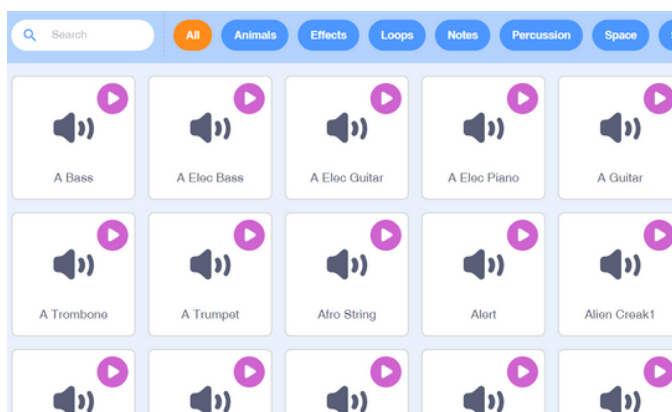
And search the sound that you want to play.



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SIMPLE ROBOTS FUNCTIONALITIES

INSTRUCTIONS



Search the instrument that you want to play. For example: drum

2. Let's make it interactive. We can use the cat or we can change the cat for a drum. If you want to change your sprite, go to costumes and search "drum" for example. You will see a drum in your panel.



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SIMPLE ROBOTS FUNCTIONALITIES

INSTRUCTIONS

Let's make the drum play a sound when we click on it.

Go to events panel and search control "When the sprite is clicked", and add a block sound "play drum until done". When you click the sprite Drum, you will hear the rythm until is done.





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INSTRUCTIONS

- Try new sprites and add new sounds.
- Try to change the volume when you add a control or when you click the sprite
- Can you use all the controls that you have in the sound panel?



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EXERCISE 3

WHAT DO YOU NEED?

A laptop and internet connection + Codey Rocky Robot

HOW MUCH TIME DO YOU NEED?

1 hour

DESCRIPTION

- CONNECT TO SCRATCH.MIT.EDU AND CLICK START CREATING
- YOU CAN FIND TIPS AND STORIES ABOUT HOW SCRATCH WORKS



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SIMPLE ROBOTS FUNCTIONALITIES

INSTRUCTIONS

1. Do you know what a loop is? If we wanted to repeat a certain action in code multiple times, it would be best and more efficient to use a loop, that way the code is easier to read and there is less to write. Loops are great tools to use within code and projects to repeat an action multiple times.

In the 'Control' section of block code, there are three types of loops: repeat x number of times, repeat until, and forever.

Each type of loop has a different purpose and knowing what they do is important in writing code.



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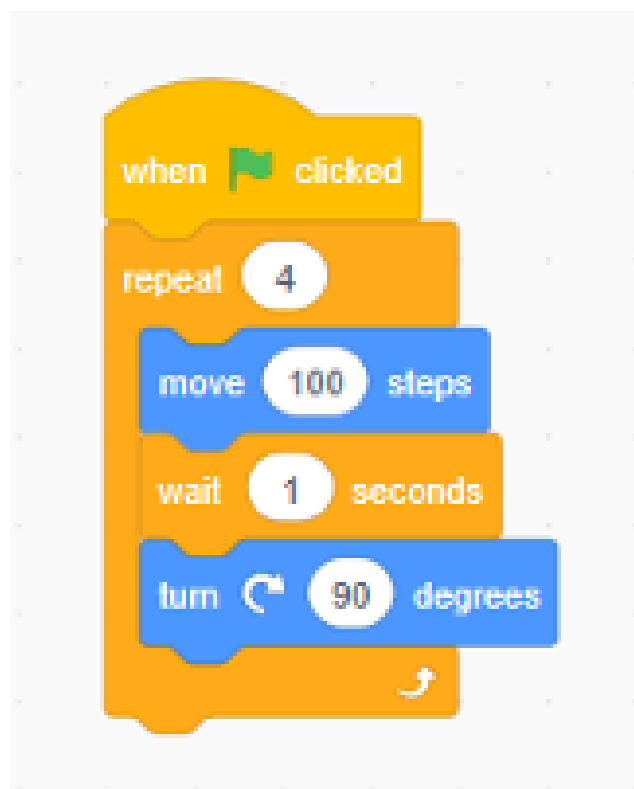


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INSTRUCTIONS

Go to Control block and drag out a repeat block and drop it on top of the stack.





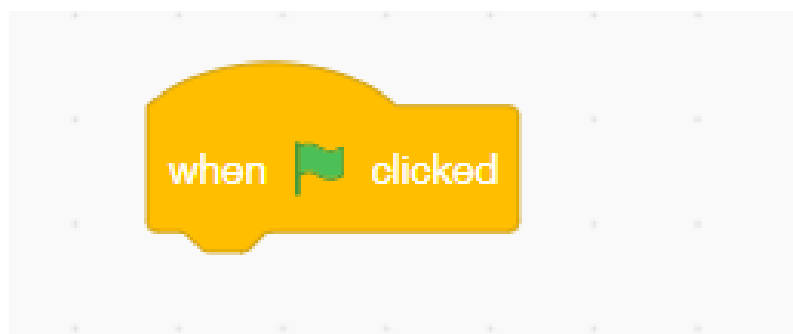
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INSTRUCTIONS

Let's try with our Cassey Dance.

1. Go to sprite and choose Cassey Dance
2. Go to events and select "When green flag is clicked"

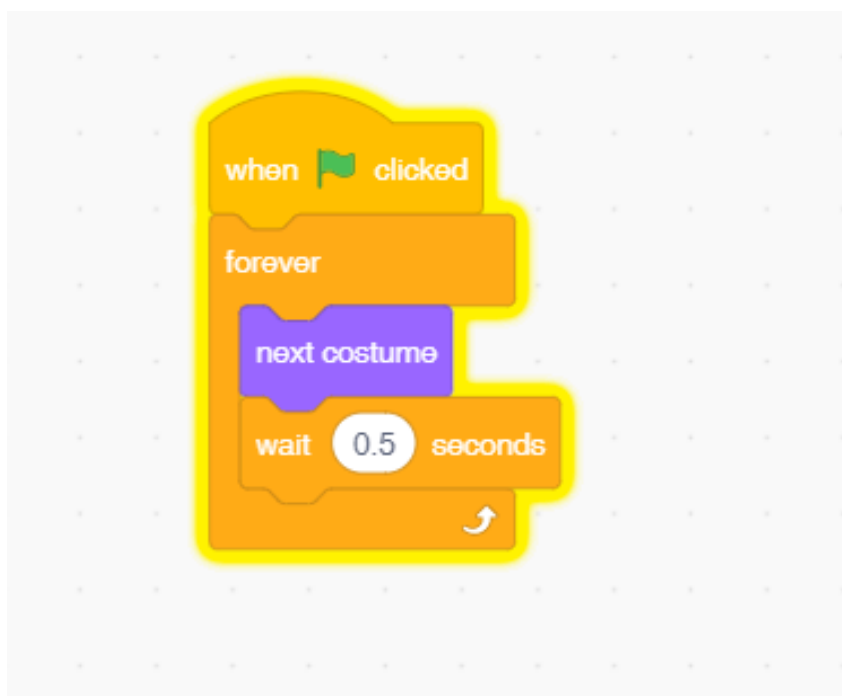


3. Add the control "forever" and inside the look "next costume" + the control "wait 0.5 seconds". You can see the block as follows



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You will see Cassey Dancing forever with this loop



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EXERCISE 4

WHAT DO YOU NEED?

A laptop and internet connection + Kubo Robot

HOW MUCH TIME DO YOU NEED?

1 Hour

DESCRIPTION

- KUBO ROBOT



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SIMPLE ROBOTS FUNCTIONALITIES

INSTRUCTIONS

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.

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:



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INSTRUCTIONS

To connect Kubo bot, you just need to put the head on the bot body.

Look for the arrows you have in the box, as indicated in the exercise. Think of the straight arrow indicating a step forward and the right-turning arrow indicating a step to the right.

Place Kubo at the starting position and let him step over them, reading the instructions.

Afterwards, remove the tiles and return Kubo to the starting position. You will see how he performs the movements he has learned until he reaches the end.



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SUMMARY NOTES

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WHAT YOU HAVE LEARNT?

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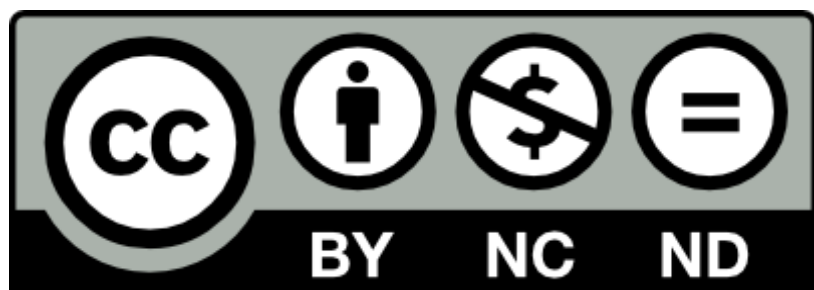


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