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TRAINER'S GUIDE



DIGITAL SERVICES &
SENIOR'S INCLUSION

PROJECT NUMBER

2022-1-IE01-KA220-ADU-000088199



Module 1: Digital Literacy – Information Data and Information Use

Duration: 120 min.

Responsible Partner: Technological University of the Shannon:
Midlands Midwest

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
10 min.	<ol style="list-style-type: none"> 1. Welcoming learners and introduce yourself- welcome and short introduction about yourself (e.g. name, occupation, experience etc). 2. Short activity to get to know participants-ask each participant in the training to introduce themselves. Ask them what is the first thing that comes to mind when they hear the phrases “Digital Literacy” “Media and Information Literacy” “Online Wellbeing” etc. 3. Present the learning objectives and competencies 4. Present the ground rules of the training session (i.e. Ask for suggestions from the group, have one person record the ground rules on training sheet), Set aside time for breaks, Asking Questions, Put mobile phones on vibrate or silent ring, Stress that its important for everyone to participate, and that participants can request clarification of instructions or content. 	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p>	Introduction – Learning Objectives
10 min.	<p>Introduction to the course content</p> <ol style="list-style-type: none"> 1. Present the General Overview and Objectives of the Module 2. Present the Learning topics and Description of the Learning Outcomes 3. Brief discussion with Partners to clarify any areas, invite participants to ask questions. 	<p>Video-projector and PowerPoint to display slides</p>	Introduction
20 min.	<p>Digital Literacy and Online services</p> <ol style="list-style-type: none"> 1. Explain what Digital Literacy is and why it is important for seniors, highlighting the advantages of digital technology and useful terms 2. Discuss what needs to considered when seniors are choosing a computer i.e. type of computer, What will they use the Internet for? Internet connection and Internet speed, Choosing an Internet provider, Download and upload speeds. 	<p>Video-projector: and PowerPoint to display slides</p> <p>Handouts and Flipcharts as required</p>	Chapter 1

<p>20 min.</p>	<p>Media and Information Literacy: finding information that is accurate and reliable</p> <ol style="list-style-type: none"> 1. Explain what the Internet is, how it works, including brief history and evolution of the Internet 2. Explain what Web browsers are, Searching the Internet, Privacy and search engines, Searching using Google, Evaluating information found on the Internet, Domain names and URL's. 	<p>Video-projector: To display PowerPoint slides</p> <p>Online video (YouTube)</p> <p>Handouts and Flipcharts as required</p>	<p>Chapter 2</p>
<p>20 min</p>	<p>Digital Citizenship: accessing services and supports online</p> <ol style="list-style-type: none"> 1. What can seniors use the Internet for? The Internet of Things (IoT) giving examples, Disadvantages of the Internet giving examples 2. Email: Advantages, Understanding email addresses, Email providers 3. Other online services and supports i.e. Videoconferencing, Government Online Services, Online Entertainment for seniors: Music Streaming services, Online radio, podcasts, video streaming services, video games, online exhibitions and museums, Online shopping, Online banking 	<p>Video-projector: To display relevant slides and multimedia content.</p> <p>Handouts and Flipcharts as required</p>	<p>Chapter 3</p>
<p>15 min.</p>	<p>Digital Resilience and Online Wellbeing</p> <ol style="list-style-type: none"> 1. Explain what is Digital Resilience seeking feedback from participants 2. Explain what is Digital Wellbeing giving examples 3. Explain how Digital Technology can affect wellbeing with examples 	<p>Video-projector: To display relevant slides and examples.</p> <p>Online video (YouTube)</p> <p>Handouts and Flipcharts as required</p>	<p>Chapter 4</p>
<p>15 min</p>	<p>Online rights and privacy in the online environment</p> <ol style="list-style-type: none"> 1. What are the consequences of a Digital Footprint? 2. Types and Examples of Digital Footprint 3. How to reduce your digital footprint 	<p>Video-projector: To display relevant slides and examples.</p> <p>Online video (YouTube)</p> <p>Handouts and Flipcharts as required</p>	<p>Chapter 5</p>

<p>10 min</p>	<p>Conclusion / Summary</p> <ol style="list-style-type: none"> 1. Restate the main points of the training and summarise it 2. Examine the objectives and highlight how they were met 3. Summarize the advantages and disadvantages of Digital technology 4. Open the floor for questions and answers 5. Allow time for participants to develop action plans and set goals for applying the training topics. 6. Collect feedback from participants on the session. 7. Thank participants for their time and participation 	<p>Video-projector:</p> <p>To display relevant slides and examples.</p> <p>Flipcharts as required</p>	<p>Conclusion/ Summary</p>
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Module 2: Communication and connectivity

Duration: 180 min.

Responsible Partner: DIAS VET

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
10-15 min.	<ol style="list-style-type: none"> 1. Welcoming the learners 2. Icebreaker – Presentation of trainer: Start with a welcome and a short introduction about yourself (for example: name, occupation etc) Presentation of learners: Ask from everyone to introduce themselves as well, **Icebreaker suggestion: along with the typical introduction, you could ask from everyone to share a fun-fact about themselves. 3. Rules of the training session – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper and ask everyone to sign. 4. Learning objectives and competencies: present the slides with the Learning Objectives and Competencies 	A welcoming flipchart paper/ slide, Flipchart paper and Markers, PPT	Introduction – Learning Objectives
10-15 min.	<ol style="list-style-type: none"> 1. Introduction to social media 2. Make one slide pointing out the main benefits of social media for older people. Make a second slide for explaining what social media refers to, including a list of examples. 3. Make sure to spend a few minutes for potential questions and clarifications. 	Projector. PPT, Discussion	Chapter 1 → Subchapters 1.1., 1.1.1., 1.1.2., 1.1.3., 1.1.4., 1.2.
35 min.	<ol style="list-style-type: none"> 1. Email introduction – Reference to key points 2. Explain step-by-step how to create an email account, including key features, adjusting the font, attaching files, categorizing emails, creating drafts and more. 3. You can use the figures, or the video-links included in the content of the module (such 	PPT, Projector, Laptop, Discussion	Chapter 2 → Subchapters 2.1., 2.1.1., 2.1.2., 2.1.2.1., 2.1.3.

	<p>as:https://www.youtube.com/watch?v=v8TMDjxEvqc).</p> <ol style="list-style-type: none"> 4. Make sure you make a demonstration and help your learners with tryouts to ensure they can apply the information in real life. 5. It is advisable to create an interactive course instead of a simply theoretical one, since practicing can lead to better results. 6. Make sure to spend a few minutes for potential questions and clarifications, since such amount of information can be overwhelming. 		
35 min.	<ol style="list-style-type: none"> 1. Facebook introduction – Reference to key points. 2. Explain step-by-step how to create a Facebook account, including key features, selecting a profile picture, sending friend requests, searching <u>and more</u>. 3. You can use the figures, or the video-links included in the content of the module (such as: https://www.facebook.com/help/463972400461409/?helpref=breadcrumb). 4. Make sure you make a demonstration and help your trainees with tryouts to ensure they can apply the information in real life. 5. It is advisable to create an interactive course instead of a simply theoretical one, since practicing can lead to better results and understanding. 6. Make sure to spend a few minutes for potential questions and clarifications, since such amount of information can be overwhelming. 	PPT, Projector, Laptop, Discussion	Chapter 2 → Subchapters 2.2., 2.2.1., 2.2.2., 2.2.2.1., 2.2.2.2., 2.2.2.3., 2.2.2.4., 2.2.2.5., 2.2.2.6., 2.2.2.7., 2.2.2.8.
20 min.	<ol style="list-style-type: none"> 1. Viber introduction – Reference to key points. 2. Explain step-by-step how to create a Viber account, including key features, selecting a profile picture, syncing contacts, video calling <u>and more</u>. 3. It is advisable to create an interactive course instead of a simply theoretical one, since practicing can lead to better results and understanding. 	PPT, Projector, Mobile phone, Discussion	Chapter 2 → Subchapters 2.3., 2.3.1., 2.3.2.

	<ol style="list-style-type: none"> 4. Make sure to spend a few minutes for potential questions and clarifications, since such amount of information can be overwhelming. 		
20 min.	<ol style="list-style-type: none"> 1. Instagram introduction – Reference to key points. 2. Explain step-by-step how to create an Instagram account. 3. Make sure you make a demonstration and help your trainees with tryouts to ensure they can apply the information in real life. 4. It is advisable to create an interactive course instead of a simply theoretical one, since practicing can lead to better results and understanding. 5. Make sure to spend a few minutes for potential questions and clarifications, since such amount of information can be overwhelming. 	PPT, Projector, Mobile phone, Discussion	Chapter 2 → Subchapters 2.4., 2.4.1., 2.4.2.
10 min.	Present key points of how to be a responsible internet user	PPT, Projector	Chapter 3
15 min.	<ol style="list-style-type: none"> 1. Provide a short description of definitions on what is considered inappropriate online conduct. 2. Make room for Q&A in case some definitions are unclear. 	PPT, Projector, Discussion	Chapter 3 → Subchapters 3.1., 3.1.1., 3.1.2., 3.1.3., 3.1.4., 3.1.5.
10 min.	<ol style="list-style-type: none"> 1. Emphasize on the importance of keeping personal information private. 2. Include some examples of security threats that may occur by sharing such information. 	PPT, Projector, Discussion	Chapter 3 → Subchapters 3.2., 3.3., 3.4.
10 min.	<ol style="list-style-type: none"> 1. Provide a step-by-step guide on how to take action when dealing with online security threats, restrictions etc. 	PPT, Projector	Chapter 3 → Subchapters 3.5., 3.6., 3.7.
5 min.	General conclusion and short session on potential questions or remarks.	Discussion	Conclusion

Module 3: Safety online

Duration: 120 min.

Responsible Partner: Comenius University in Bratislava

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
10 min.	<ol style="list-style-type: none"> 1. Welcome learners and introduce yourself. 2. Short activity to get to know participants Ask for an safety online experiences 3. Present the learning objectives and competencies 	Video-projector: To display slides	Introduction – Learning Objectives
10 min.	Introduction of the content <ol style="list-style-type: none"> 1. Why is it so important 2. Theoretical background 	Video-projector: To display slides	Introduction
15 min.	Essential terminology in Cybersecurity to keep you on track. <ol style="list-style-type: none"> 1. Explain: Malware generally 2. Explain Spam, Scam, Phishing, Vhishing 3. Explain Hoax 	Video-projector: To display slides	Chapter 1
15 min.	Where and why can we encounter attacks? <ol style="list-style-type: none"> 1. Explain Social engineering 2. Explain other ways how to “meet” attacks 3. Explain about Emails – tell about examples 	Video-projector: To display slides	Chapter 2
15 min	We look at phishing emails <ol style="list-style-type: none"> 1. Explain again term Phishing 2. Explain email address name @ domain extension 3. Key things to pay attention: <ol style="list-style-type: none"> a. Sender b. Spelling and grammar c. Suspicious links d. Threat and pressure 4. Repeat: legitimate organization will never ask for your username, password, credist card detail, personal information 	Video-projector: To display relevant slides and multimedia content.	Chapter 3
15 min.	We dive into phishing websites <ol style="list-style-type: none"> 1. Explain interent address domain and extension 2. Key things to pay attention: <ol style="list-style-type: none"> a. Address bar b. Lock icon and https c. Typosquatting 3. Explain signs about fake eshops <ol style="list-style-type: none"> a. Low prices b. No contact information c. No policy 	Video-projector: To display relevant slides and examples.	Chapter 4
15 min	How to create a safe password <ol style="list-style-type: none"> 1. Explain the need of strong password 	Video-projector: To display relevant	Chapter 5

	<ol style="list-style-type: none"> 2. Show example how long does it take to “guess” the password 3. List the ways how attackers can “guess” your password <ol style="list-style-type: none"> a. Keyloggers b. Stolen databases c. Camera/paper note 4. Give instructions how to create and remember strong password 	slides and examples.	
15 min	<p>Other online and offline threats</p> <ol style="list-style-type: none"> 1. Explain the need to be safe also <ol style="list-style-type: none"> a. By using USB b. By using smartphone c. By paying by card d. By paing by phone/watches/ring e. By using bankmachine 2. Inform about personal information throwed to bin 	<p>Video-projector: To display relevant slides and examples.</p>	Chapter6
10 min	<p>Conclusion / Summary</p> <ol style="list-style-type: none"> 1. summarize the essential security protocols we need to follow for our protection 2. Summarize golden safety rules in cyber space 3. Open the floor for questions and answers 4. Collect feedback from participants on the session. 5. Thank participants for their time and participation 	<p>Video-projector: To display relevant slides and examples.</p>	Conclusion/ Summary

Module: 4. Digital Content Creation

Duration: 100 min

Responsible Partner: Municipality of Trikala

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
15 min	<ol style="list-style-type: none"> 1. Welcoming the learners 2. Icebreaker: <ul style="list-style-type: none"> -Presentation of trainer: Begin with a warm and friendly welcome. Provide a brief, but engaging introduction about yourself – name, role, experience, background. -Presentation of learners: Provide a simple structure for introductions to guide learners, for example "When you introduce yourself, please mention your name, your role, and what you hope to gain from this training session." Acknowledge and thank each learner after their introduction to encourage participation. 3. Rules of the training session – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper and ask everyone to sign. 4. Learning objectives and competencies: present the slides with the Contents and the Goals. 	<ol style="list-style-type: none"> 1. Video-projector Slide 1. 2. Video-projector Slide 1. 3. Video-projector Slide 1. 4. Video-projector Slides 2-3. 	Introduction – Learning Objectives
10 min	<p>Introduction to Digital Content Creation</p> <ol style="list-style-type: none"> 1. Set the stage for the chapter by explaining the importance of digital content creation in today's world and how this module will benefit the learners, especially seniors. 2. Highlight the advantages of digital content creation for seniors, including mental stimulation, self-esteem, and self-expression. 3. Identify common challenges seniors face with digital technology. 4. Introduce various digital platforms and tools for content creation. 5. Teach the importance of privacy settings and permissions when sharing personal content online. 6. Q&A Session: Open the floor for any questions learners might have. 	Video-projector Slides 4 to 7.	Chapter 1 + Subchapters 1.1, 1.2, 1.3, 1.4, 1.5, 1.6.
10 min	<p>Techniques for creating digital content – text content</p>	Video-projector Slides 8 to 13.	Chapter 2 + Subchapters 2.1, 2.2, 2.3, 2.4.

	<ol style="list-style-type: none"> 1. Highlight what the digital text content includes (articles, emails, and social media posts). 2. Explain the techniques for creating effective digital text content (preparation, writing, formatting, review and revision). 3. Present the tools for digital text content creation (Microsoft Word- Google Docs). 4. Q&A Session: Open the floor for any questions learners might have. <p><u>Tip</u>: Conduct a live demonstration of Microsoft Word and Google Docs. Show how to create, edit, format, and save documents.</p>		
15 min	<p>Techniques for creating digital content – pictures</p> <ol style="list-style-type: none"> 1. Highlight how pictures capture moments, express ideas, and facilitate communication. Introduce digital cameras, smartphones, and tablets as tools for capturing images. 2. Discuss how editing can transform ordinary pictures into visually stunning works of art. Introduce brightness, contrast, and saturation. 3. Explain Canva and discuss its functionality. You can show them the video (slide 16). 4. Introduce email, social media platforms, cloud storage services, and messaging apps as sharing options. 5. Q&A Session: Open the floor for any questions learners might have. <p><u>Tip1</u>: Guide seniors in using their smartphones or tablets to take pictures, to adjust brightness, contrast, and saturation.</p> <p><u>Tip2</u>: Demonstrate sending pictures through social media platforms.</p>	Video-projector Slides 14 to 17.	Chapter 3 + Subchapters 3.1, 3.2, 3.3, 3.4.
20 min	<p>Techniques for creating digital content – audio and video</p> <ol style="list-style-type: none"> 1. Explain what audio and video are and the benefits of creating audio and video content. 2. Present the techniques for Creating Digital Audio and Video Content. 3. Present the essential equipment for creating audio and video content. 4. Introduce iMovie and Adobe Spark as tools. You can show them the videos (slide 21). 5. Present the tools for sharing and publishing audio and video content. 	Video-projector Slides 18 to 22.	Chapter 4 + Subchapters 4.1, 4.2, 4.3, 4.4, 4.5.

	<p>6. Q&A Session: Open the floor for any questions learners might have.</p> <p><u>Tip</u>: Guide seniors how to record a video using their devices.</p>		
15 min	<p>Techniques for creating digital content – downloading and uploading</p> <ol style="list-style-type: none"> 1. Highlighting the importance of downloading and uploading. 2. Define downloading and uploading processes and highlight their differences. 3. Provide a step-by-step guide for downloading and emphasize key practices. 4. Provide a step-by-step guide for uploading and emphasize key practices. 5. Q&A Session: Open the floor for any questions learners might have. <p><u>Tip1</u>: Conduct a live downloading.</p> <p><u>Tip2</u>: Help learners practice downloading and uploading files.</p>	Video-projector Slides 23 to 26.	Chapter 5 + Subchapters 5.1, 5.2, 5.3, 5.4, 5.5.
15 min	<p>Conclusion</p> <ol style="list-style-type: none"> 1. Summarize the aspects of digital content creation presented above following the Table on PowerPoint. 2. Allocate time for a Q&A session to address any questions or concerns that participants may have. 	Video-projector Slide 27.	Conclusion/ Summary

Module 5: E-services

Duration: 200 min.

Responsible Partner: FYG CONSULTORES

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
45 min.	<ol style="list-style-type: none"> 1. Welcoming the learners 2. Icebreaker – Presentation of trainer and learners: <i>(please provide a description of how this presentation should be done)</i> 3. Rules of the training session – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper and ask everyone to sign. 4. Learning objectives and competencies: present the slide with the Learning Objectives and Competencies 	<ol style="list-style-type: none"> 1. A welcoming flipchart paper/slide 2. <i>(if any)</i> 3. Flipchart paper and Markers 4. Slides x to y 	Introduction – Learning Objectives
15 min	<p>What are E-Services? Begin by explaining the concept of E-Services. Use examples to illustrate different types of E-Services and their importance in today's digital world.</p>	<p>Video-projector: To display slides and any multimedia content related to E-Services.</p>	Chapter 1 Subchapter 1.1.
30 min	<ol style="list-style-type: none"> 1. Explain the VAT rules for electronic services within the EU. Highlight the principle that electronic services are taxed in the Member State where the customer is established, whether they are a business, a professional entity, or an individual end consumer. 2. Provide different examples to illustrate these rules. 3. Use real-life scenarios and case studies to demonstrate the application of VAT rules on electronic services. Engage participants in discussions and problem-solving activities to reinforce learning. 	<p>Video-projector: To display relevant slides and multimedia content.</p>	Chapter 1 Subchapter 1.3.
30 min	<ol style="list-style-type: none"> 1. Introduce the concept of smart public services (eGovernment). Explain how technology is used to provide services to citizens. Use slides to illustrate the benefits and examples of smart public services. 	<ol style="list-style-type: none"> 1. Flipchart paper and Markers: For group activities and presentations. 2. Internet Access: For research and 	Chapter 1 Subchapter 1.4

	<p>2. Group activity: Divide the participants into small groups: Each group will be assigned a case study related to smart public services. The case studies can include examples such as:</p> <ul style="list-style-type: none"> - Applying to study abroad - Opening bank accounts online - Filing taxes online <p>3. Each group will present their case study to the class, highlighting key points and discussing the benefits and challenges of the digital service.</p>	accessing online resources.	
30 min	<p>1. Divide the participants into small groups: Each group will focus on one specific benefit of E-Services</p> <p>2. Each group will present their findings on the benefits of E-Services to the class.</p> <p>3. Transition to Challenges: Facilitate a discussion on the challenges of implementing E-Services based on the provided content.</p>	<p>1. Flipchart paper and Markers: For group activities and presentations.</p> <p>2. Internet Access: For research and accessing online resources.</p>	Chapter 2 → Subchapters 2.1. 2.2
30 min	<p>1. Divide participants into small groups</p> <p>2. Each group will focus on one specific internet security threat:</p> <ul style="list-style-type: none"> - phishing - hacking - botnets <p>3. Each group will present their findings on the assigned internet security threat. Focus on key points and recommendations for protecting against these threats.</p>	<p>1. Flipchart paper and Markers: For group activities and presentations.</p> <p>2. Internet Access: For research and accessing online resources.</p>	Chapter 3 → Subchapters 3.6
30 min	<p>1. Divide the participants into small groups</p> <p>2. Each group will focus on one specific example of E-services in the private sector:</p> <ul style="list-style-type: none"> - Online banking - e-commerce <p>3. Each group will present their findings on examples of E-services in the public sector. The same for the private sector</p>	<p>1. Flipchart paper and Markers: For group activities and presentations.</p> <p>2. Internet Access: For research and accessing online resources.</p>	Chapter 3 → Subchapters 3.2, 3.1

*one table for each module

Module 6 – Basic problem solving

Responsible partner: IUC

4. References

1. Books and Textbooks:

- "The Thinker's Toolkit: 14 Powerful Techniques for Problem Solving" by Morgan D. Jones
- "Problem Solving 101: A Simple Book for Smart People" by Ken Watanabe.
- "Creative Problem Solving: An Introduction" by Donald J. Treffinger, Scott G. Isaksen, and K. Brian Dorval.
- "The Art of Problem Solving, Volume 1: The Basics" by Sandor Lehoczky and Richard Rusczyk.
- "How to Solve It: A New Aspect of Mathematical Method" by George Pólya.
- Baddeley, A. (1992). Working Memory. *Science*, 255(5044), 556-559.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
- Financial Literacy for Older Adults. (2023). National Council on Aging. NCOA
- Digital Literacy for Seniors. (2023). Senior Planet. Senior Planet
- Smith, J. D., & Kosslyn, S. M. (2017). Cognitive Training and the Aging Brain. *Journal of Cognitive Neuroscience*, 29(4), 755-767.
- Thompson, W. F., & Hargreaves, D. J. (2001). Memory and Attention in Music Perception. *Music Perception*, 19(2), 189-208.

2. Research Papers and Articles:

- "Problem Solving and Decision Making: Consideration of Individual Differences Using the Myers-Briggs Type Indicator" by Judith A. Klinger.
- "Creative Problem Solving in School Settings: A Meta-Analysis" by Scott G. Isaksen and Donald J. Treffinger.
- "Heuristics and Biases: The Psychology of Intuitive Judgment" by Thomas Gilovich, Dale Griffin, and Daniel Kahneman.

3. General Guides and Online Resources:

- **"MindTools: Problem Solving Techniques."** This website offers a variety of problem-solving frameworks and tools, including root cause analysis, cause and effect diagrams, and decision-making models. Available at [MindTools](#).

- **"IDEO Design Thinking Toolkit."** IDEO's toolkit focuses on design thinking approaches to problem-solving, emphasizing creativity and user-centered solutions. Available at [IDEO](#).
- **"Six Sigma: A Complete Step-by-Step Guide" by The Council for Six Sigma Certification.** This guide offers insight into problem-solving through Six Sigma methodologies, which emphasize data-driven solutions and continuous improvement.
- Mayo Clinic. (2023). Memory Improvement Tips. Mayo Clinic.

2. Theoretical Frameworks:

- **Root Cause Analysis (RCA):** RCA is a systematic process used to identify the underlying causes of problems to prevent recurrence. It is often used in quality management and process improvement contexts.
- **TRIZ (Theory of Inventive Problem Solving):** TRIZ is a problem-solving methodology that originated from engineering but has broader applications. It emphasizes finding solutions by examining patterns of problems and solutions.
- **The PDCA Cycle (Plan-Do-Check-Act):** A fundamental process used in problem-solving, especially within quality management frameworks. It emphasizes iterative testing and refinement of solutions.

5. Digital Tools and Applications

- Lumosity. (2024). Brain Training App. Lumosity
- Headspace. (2024). Mindfulness and Meditation App. Headspace

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
<p>10 min.</p>	<p>1. Welcoming the learners: Greeting, Introduce Yourself, Overview of the Session.</p> <p>2. Icebreaker – Presentation of trainer and learners:</p> <p>-Trainer’s Presentation: Brief introduction and personal story/problem-solving example.</p> <p>- Learners’ Presentation: Name and role, icebreaker question, optional fun element.</p> <p>3. Rules of the training session – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper and ask everyone to sign.</p> <ul style="list-style-type: none"> - Present the rules to the group, - Invite participation in rule creation, - Get agreement from everyone, - Refer to the rules when needed. <p>4. Learning objectives and competencies: present the slide with the Learning Objectives and Competencies</p> <p>- Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand the stages of the problem-solving process. 	<ol style="list-style-type: none"> 1. A welcoming flipchart paper/ slide 2. Handouts and worksheets 	<p>Introduction – Learning Objectives</p>

	<ol style="list-style-type: none"> 2. Develop critical thinking skills for analysing and approaching problems. 3. Learn techniques for generating creative solutions to problems. 4. Gain skills in evaluating and selecting the best solutions. 5. Practice collaborative problem-solving in a group setting. <p>-Competencies:</p> <ol style="list-style-type: none"> 1. Analytical Thinking: Ability to break down complex problems and identify root causes. 2. Creativity: Using creative techniques to generate innovative solutions. 3. Decision-Making: Evaluating options and making effective decisions. 4. Collaboration: Working effectively in teams to solve problems. 5. Adaptability: Ability to adapt problem-solving strategies to new or changing situations. 		
<p>20 min.</p>	<p>1. Memory and Attention Exercises</p> <p>1.1. Memory Improvement Exercises: Memory games and activities to stimulate cognitive function. Techniques to improve short-term and long-term memory.</p> <p>1.2. Attention and Focus Training: Awareness exercises to increase concentration. Simple activities that encourage focus on details. Increasing</p>	<p>-Video-projector - Memory games, mnemonic technique resources, feedback forms. - Mindfulness apps, meditation guides, structured attention tasks.</p>	<p>Introduction – Learning Objectives</p> <p>Chapter 1 + Subchapters 1.1, 1.2.</p>

	attention with simple meditation and focus techniques.	Method / Equipment: Brainstorming, Question-answer method, Drama technique.	
20 min.	<p>2. Focus on Daily Life Challenges</p> <p>2.1. Shopping and Budget Management: Creating shopping lists and budget planning.</p>	<p>-Video-projector - Budgeting apps, shopping lists, financial planning tools. Method / Equipment: Brainstorming, Question-answer method.</p>	Chapter 2 + Subchapters 2.1.
20 min.	<p>3. Use of Technology</p> <p>3.1. Smartphone and Tablet Usage: Basic application usage, calling and messaging skills. 3.2. Digital Security: Awareness of basic internet security and fraud issues.</p>	<p>- Video-projector -Smartphones /Tablets -Wi-Fi Access -Price comparison tools (Google Shopping) - Task/Budgeting Apps (Trello, Mint) -Cloud Storage (Google Drive)</p> <p>Method / Equipment: Brainstorming, Fishbone (Cause-Effect Diagram).</p>	Chapter 3 + Subchapters 3.1, 3.2.
20 min.	<p>4. Real Life Scenarios and Solutions</p> <p>4.1. Practical Solutions to Daily Life Challenges: Group discussions including topics such as loneliness, transportation, home security. 4.2. Individual Problem Solving Skills: Finding individual solutions by</p>	<p>-Video-projector - Case studies, problem-solving models, digital tools for tracking and feedback.</p>	Chapter 4+ Subchapters 4.1, 4.2.

	focusing on the personal difficulties of elderly participants.	Method / Equipment: Drama technique, Brainstorming, Problem Tree (Tree Diagram).	
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