DIGITAL GENERATIONS

TRAINING METHODOLOGY

THIRD RESULT

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Contents

Introduction

Our elder citizens have faced in the last year one of the hardest situations they could face. Many of them were isolated at home, but with no tools to engage with the outer world. While younger generations faced restrictions with creativity. They created videos, and songs, danced…and they shared it with their peers, their friends and families. Elder citizens do not have that opportunity. Most of them do not have the skills to create and interact with others online.

The priority of the partners is to establish a quality life of elderly and improve their lives in the home environment. The age structure of the population has been changing and society is becoming long-lived. Life expectancy has been increasing and the share of over 65-year-olds has been proliferating. This fact requires existing systems and arrangements to be adapted to leverage the capabilities of the altered age structure. Partners' goal is to create possibilities and opportunities for quality living for all generations, and dignified ageing. We can already see that adjustments in many areas are required. Also, in the field of participation in society, focusing on intergenerational cooperation, volunteering, use of ICT in communication, etc. Some partners provide training for seniors and aim at raising awareness among them about the importance of ICT solutions for their social inclusion and cognitive training. They are all involved in intergenerational activities bringing together groups, such as seniors, migrants and younger people with few opportunities, to promote social cohesion and solidarity. The Digital Generations project is perfectly in line with their needs and objectives and will bring added value to partner's activities on a national level and inspiration.

Aim of The Training Methodology

The training methodology developed in this guidebook can be followed by young people to teach the elders **how to use digital tools to be more active online**. This guidebook is to be piloted in all countries that will select **2 young people and at least 5** seniors (per country) over the age of 65 to test the guidebook.

In that sense, taking into account both the skills and the tools selected, the present training methodology is focused on **how young people can teach their elders how to a) acquire the skills; and b) learn how to use the tools.**

This guide focuses on the needs of the target group (elderly) and their skills and proposes learning pathways depending on their initial skill level (that they can evaluate using the evaluation grid developed) and also depending on the creative activity they want to implement. These pathways are easy to follow and to adapt, are possible to start learning from different starting points (depending on the initial level) and to reach different destinations.

The added and innovative value of this result is that it adapts to the needs of each individual and it will also focus on the intergenerational aspect. It is aimed at young people providing training to their elders in their community.

This entire project result is available online in interactive format. Click to enter:

Background

The share of older people is growing as a percentage of the total population. These demographic trends are opportunities for law unions and the state, both qualitatively and quantitatively. Between 1960 and 2004 the share of old people (those over 65 years) has grown from almost 10% to 17% over 44 years. This trend is to be preserved in the new century. It is expected that the share of people over 65 will increase by 2050.

Digital equity for all

The 21st century is characterized by rapidly expanding digitalisation. Digital technologies can assist in learning new skills, facilitate social interactions, foster independent and autonomous living, and improve the management and delivery of health and social care services. The necessity presented by the COVID-19 pandemic has shown that the use of telehealth has been an effective method in delivering health care when face-to-face contact was reduced. However, not everyone benefited equally. The COVID-19 pandemic has highlighted unequal access to digital technologies across and within populations. How can we understand this lack of opportunities for important groups of the population and how can meaningful participation in the digital world be improved?

The COVID-19 pandemic: a catalyst for the digital transformation of societies

During the recent COVID-19 pandemic, more than ever before, the opportunities for digital information and digital communication were crucial. The internet has been the key to information, learning, commerce, telework, shopping, gaming, and other forms of entertainment as the pandemic has swept across all continents. It was often also a necessary tool for communication with loved ones, to celebrate, commemorate, and to get information about health and services.

Digital connectivity and frequent use of the internet were needed not only in a professional context, but 'all and everyone' were supposed to be able to use the internet and to be integrated into the digital era. It became clear that the 'digital revolution' - the fourth industrial revolution - had no historical precedents and was evolving in an exponential rather than a linear way. Digitalisation was at the top of the agenda of the 2020 World Economic Forum. Governments, telecom and technology companies from all over the world worked together to initiate immediate measures to help countries remain connected. International organizations called for accelerated private-public sector collaboration to respond jointly to the unprecedented health and economic crises to ensure networks are well-equipped to handle the increase in digital traffic, help countries future-proof their digital capabilities and infrastructure and ensure access to digital services for all. At all political levels, governments were aware that they had to

embrace responsibility to develop digital strategies and policies to address the benefits and challenges of the digital transformation of our societies. A human-centered transformation, based on the fundamental rights, freedoms, and values that form the basis of our democratic societies, must ensure a dignified digital inclusion for all in the digital era.

Vulnerable groups and digital divide

The increased use of digital tools has demonstrated the opportunities offered by digitalisation, while also exposing the vulnerability of our societies to new digital inequalities. During the COVID-19 crisis, the digital divides—the gaps between those people with sufficient knowledge of and access to digital technology and those without, or less access—were widening. They occur unevenly across societies based on gender, geographical location, household income, and age. The global digital divide is emerging as one of the 21st century's greatest problems for global equality. More than a third of the world's population does not use the internet. Most of those who are unconnected live in developing countries, and Africa is the continent with the lowest participation in digital transformation. Across countries, qualified internet use became a great challenge for children and students from minority groups in schools and universities, for families living in remote regions, for low-income households, for older persons who never acquired digital literacy.

Older persons as a group are not monolithic with respect to internet usage. Within the population of older adults, internet adoption rates vary by ethnicity, education, and income. However, within each demographic subcategory, older adults have lower rates of internet usage than younger people. They are on the negative side of the digital divide, as the concept not only identifies who uses the internet and who does not, but also measures gradations of digital exclusion. As the internet becomes more integrated into everyday life, people who do not use the internet are increasingly likely to become more disenfranchised and disadvantaged.

Methodology

The training methodology uses participatory techniques based on **theoretical frameworks** under **non-formal** education methods.

Active and participatory methods are to be favoured allowing participants to be active agents in their learning process. The training methodology provides different activities that can be done in groups or individually, giving space for debates and brainstorming.

The methodology follows a criterion that fits the learning curve expected, however, it provides some **flexibility** in planning and conducting the training, being adaptable to different levels. The learning pathways are divided into 2-3 levels **beginner**, **intermediate** and **advanced**, while the learning pathways themselves start from a basic to a deeper level of knowledge.

This also allows for the training to be lengthened or shortened depending on the levels of expertise of the participants, as well as to alter the order of the activities according to the group's needs. **The activities proposed are directed to specific apps and tools,** still, the adaptability of the module allows for each activity to be adapted to any other similar app. The tools used during the training can be chosen based on the specificities of the participants, the devices, the network availability, etc.

To effectively impart the sessions, it is required that all **participants have an updated portable device** (smartphone, tablet or computer). The trainer should guarantee that every device is up to date with all the latest software versions. Participants should also bring chargers in the eventuality of running out of battery. It is also essential that the training occurs in a space that is equipped with electrical outlets, allowing for the devices to be charged, as well as with an adequate network provision.

Despite the thoroughly thought-out sequence, the trainer has some liberty to choose the sessions to implement by adding or customizing materials and actions. Regarding training techniques, some methods have preferences, like group dynamics and simulations. Given the nature of the training, ice-breakers and energisers are recommended for motivation, engagement, unification, or problem-solving purposes.

Skills of The Young Trainer

Given the vulnerability of the group, it is very important that the trainer has experience in working with older citizens, being able to tackle specific issues like the **lack of motivation**.

The young trainer must be empathic and patient. Older adults have a greater amount of things to learn in a very short time, especially if they have not been following technology for the past few years. Hence it is essential to give all the **time** needed to learn (another) new thing. The training team must also pay additional attention to participants with a lower educational background, helping in any step needed.

The training team must be aware that the message must be **properly passed**. Make sure the participants understand what is being said and do not accept just a "yes" as an answer. Several concepts are difficult and unknown so repeating, talking slower and using visual aids may be part of the trainer's routine.

Trainers must avoid any expression of **ageism**, but also **acknowledge** that older age might indeed create cognitive or emotional challenges for the participant.

To understand the functions of the apps and tools in the activities the trainer must have some knowledge of how they work. It is then advisable that the training team previously **explore** the referred programs and tools, before and/or after the training of trainers.

Learning Pathways

1. General Basic Skills – Four Elements

Beginner: What is the internet? What possibilities do we have on the internet? Why do we need the internet? How do I use the internet? Internet Connection, wi-fi, data, PC, mobile phone

Intermediate: Know which information should and shouldn't be shared online, and when you should and shouldn't share information online

Advanced: Navigate on the internet safely, recognize which sites are encrypted, links, phishing. Understanding Cookies in Web Browsers.

2. Text messaging - Defoin

Beginner: How to use a text editor, how to type an email and send it, how to write a text on messenger app

Intermediate: How to establish an email account or social media account

Advanced: How to retrieve emails, filter, delete, find deleted emails

3. Voice service and online communication – E-seniors

Beginner: How to use calling apps

Intermediate: How to record and send a voice message

Advanced: How to create a group conversation

4. Filming and image processing - Kamnik and DCHS

Beginner: to find an image online, download/save a photo

Intermediate: create photos, videos

Advanced: edit content, share content online

5. Country-specific government & health apps – RCNE

The utility of government & health apps.

Examples of government, transportation and health apps.

6. How to recognize Fake News – RCNE

Learning Pathways

1. General Basic Skills – Four Elements

Outcomes

Participants will:

Beginner	● Understand the concepts and the terminology regarding the Internet ● Know how to connect to a Wi-Fi network
Intermediate	● Know which information should and shouldn't be shared online ● When you should and shouldn't share information online
Advanced	● Navigate on the internet safely ● Recognize which sites are encrypted, links, phishing, cookies

Time

40 minutes each level = total 120 (two hours)

Training Material

Beginner:

Introduction to the internet

➢ Brainstorm on the possibilities of the internet. What can the internet do for you? How does the internet make our lives easier?

➢ Give a brief explanation about the Internet and **browsers**

➢ *Activity 1: Brainstorming on ways to use the internet*

Research and browsing

The internet is a great place to learn. Even if you don't know the exact web address of what you're looking for, popular search engines like Google, Yahoo and Bing put the contents of the internet at your fingertips. When you go to your favorite search engine, you can type in whatever you're looking for to get a quick list of credible results filtered from a massive online database. The results on the first few pages of your search are often the best places to look for the information you desire. Here are a few examples of phrases you can type in your search: Pharmacy near me, Sugar-free dessert recipes

Banking and bill pay - Online banking is another popular internet use, as many institutions offer most in-person features online and some exclusive ones too. Set up overdraft protection alerts so you're never at risk of overspending, sign up for paperless billing and check statements online.

Shopping and delivery - Local supermarkets, and local restaurants may be available in your area

Keeping in touch - One can stay in touch with their loved ones even if they are far away. We can share files, video, and pictures with each other fast and easily.

> ➤ *Activity 2: Use a browser (Chrome, Firefox)*

A web browser is a type of software that allows you to find and view websites on the Internet. Even if you didn't know it, you're using a web browser right now to read this page! There are many different web browsers, but some of the most common ones include Google Chrome, Safari, and Mozilla Firefox.

Whenever you want to open Chrome, just double-click or tap on the icon. Chrome can also be used as a web browser on mobile devices. Available for both iOS and Android, the Chrome app allows you to browse the web, open multiple tabs, conduct searches, and more.

URLs and the address bar

Each website has a unique address, called a URL (short for Uniform Resource Locator). It's like a street address that tells your browser where to go on the Internet. When you type a URL into the browser's address bar and press Enter on your keyboard or mobile phone, the browser will load the page associated with that URL.

Navigation buttons

The Back and Forward buttons allow you to move through websites you've recently viewed. You can also click and hold either button to see your recent history. Many

browsers allow you to open links in a new tab. You can open as many links as you want, and they'll stay in the same browser window instead of cluttering your screen with multiple windows.

Search Bar

This is a typical search bar that is set to default as Google.com. The search bar automatically suggests the queries and even saves the search history in Google. You can also type the website URL directly into the search bar to open the website instead of using a search engine.
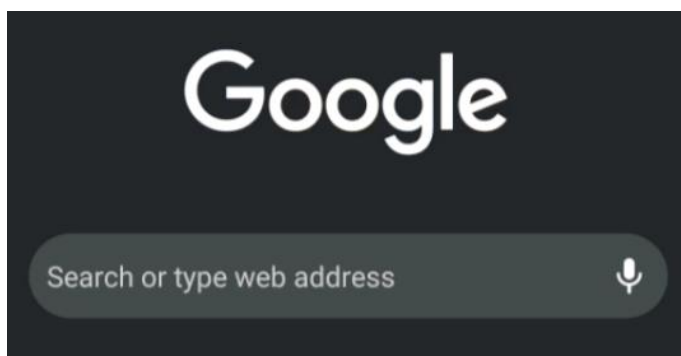
Comparing Different Web Browsers

A web browser is a software application used to access the internet. It lets you visit websites and use web applications. Some browsers are faster than others. For instance, Google Chrome is known for being fast but can use more computer resources.

Here you can try to open websites, bookmark pages, and manage tabs in each browser. Compare the loading speed and display of the same website on different browsers.

Windows 10 BROWSER BATTLE	EDGE	CHROME	FIREFOX
Speed & Performance	✓		
Layout / Ease of Use			✓
Extensibility		✓	
Standards Support		✓	
Special Features		✓	
TOTAL	1	3	1

It seems that Firefox is easier to use, Chrome is most customizable to add useful extensions, while Edge is the least popular because of its lack of adaptability.

Getting connected

➤ Participants connect to a wi-fi **connection**. Check internet connection. See if you can use 5G data.

How to connect to a Wi-Fi network

➤ *Activity 1: How to connect to Wi-Fi on an Android device*

1. Open your Android's Settings app by swiping up from the bottom of the screen and selecting it.
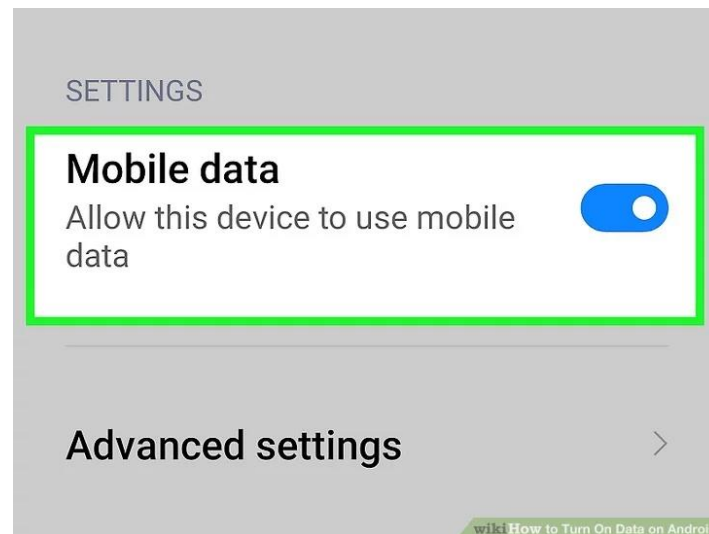
On most Android devices, you can find the Settings app by swiping up from the bottom of the screen. In the new menu, tap "Wi-Fi" and then look under the "Available Networks" heading. Select the Wi-Fi network that you want by tapping it. If it's locked, enter its password, and then tap "Connect."
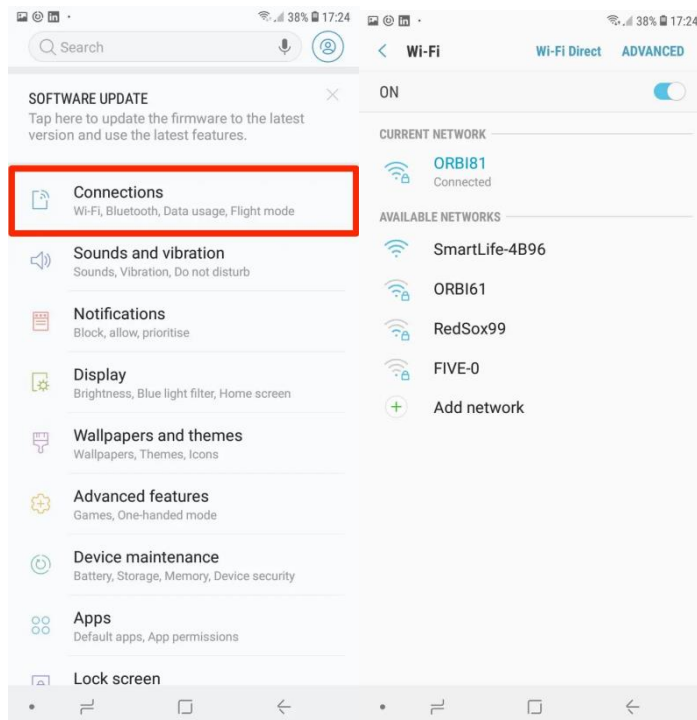
> ➤ *Activity 2: How to connect to 5G network*

Most cellular plans these days come with mobile data, transferred through your cellular signal. This allows you to surf the web, download music, stream video, and do anything else that would normally require an internet connection. Mobile data can be turned on and off to prevent you from going over your monthly limit.

1. Open the Settings app. You can find this in your App Drawer or on your Home screen. The icon looks like a gear.

2. Tap the "Data usage" option. This should be located towards the top of the menu. Older versions of Android may have a "Mobile Networks" option instead.

3. Tap the "Mobile data" slider. This will toggle your mobile data ON. On older versions of Android, check the "Data enabled" box. Note: Your plan will need to support mobile data in order for you to enable it. You will also need a cellular signal in order to use your mobile data connection.

4. Check that you have a data connection. Next to your reception bars in the Notification bar, you may be able to see either "3G" or "4G". Note that not all devices display this when you have a data connection, so the best way to test is to open your web browser and try to visit a website.

SETTINGS

Mobile data
Allow this device to use mobile
data

Advanced settings

wiki How to Turn On Data on Android

Intermediate:

Private information

https://www.connectsafely.org/seniors-guide-to-online-safety/

➢ Which **information** should never be shared? What are some exceptions?

Let's discuss online activities and how to be safe while doing them.

Have you found yourself asking this while on the web?

With access to social media it is, now more than ever, easy to share information with everyone, but remember: **Once something is online, it's out there forever.**

Use strong and unique passwords and never share your passwords with anyone, unless you've designated someone you trust to manage your accounts. Make sure your passwords are long — at least eight characters — and include numbers, upper and lowercase letters and symbols; avoid using names or dictionary words.

When deciding what information to share online, remember to never post: personal details, passwords, addresses;

Any type of number that should be private such as: credit card numbers, driver's license number, Social Security number, bank account numbers

It is safe, however, to share things like: vacation photos (after you've returned), favorite movie or books, quotes that you like, projects you've finished at work that can be shared publicly, career accomplishments and awards.

Advanced

Navigate safely

> ➢ What are the **dangers** of the internet?
>
> ➢ What's an encrypted site? How do I recognize if sites are encrypted?
>
> ➢ Discuss potential dangers and scam attempts e.g. phishing in banks.

Think before your post. Whether it's a picture, video, or comment, what you post and what you share is a reflection on you. Make sure you feel good about being associated with anything you say online and be sure not to post anything that you wouldn't want to share with the world.

Spam

Dealing with "spam" or unsolicited email can be challenging. It's pretty common to be plagued by junk email. Simply getting these messages isn't necessarily dangerous, but it can be annoying. In some cases they can be from companies you've interacted with in the past and, if they are legitimate companies, there is probably a link to a page where you can safely ask to be removed from their list. But if they are truly "spammers," they won't stop, even if you ask them to.

Scams!

Fraudsters use the Internet to scam unsuspecting consumers. If an offer, email, or message sounds too good to be true or just seems plain fishy, go with your gut and do some additional checking. Here's a roundup of common scams:

Personal emergency scam: Scammers email or post social media messages that appear to be from someone you know and say they are in distress, such as having their wallet stolen or having been arrested. If you get such a message, find another way to verify if it's true, such as reaching out directly to the person. If you get such a message from a friend, there is a good chance that their account was hacked and that it's a criminal who is out to steal your money.

You owe money scam: Be wary of emails that claim you owe money. If you hear from a bill collector or a government agency about money "owed" by you or a family member, don't respond unless you are certain it's legitimate. It's pretty common for scammers to send "bills" to people who don't actually owe them money.

Online dating scam: Many people have found love via dating websites, but others have been scammed out of money by online con artists. For tips on safe online dating and a list of red flags, see "Meeting new friends and romantic partners."

Infected computer scam: You might get a call from "Microsoft," saying your computer is infected or vulnerable to hacking, with an offer to fix it for you. Hang up. Microsoft and other reputable companies never make these calls. These are criminals trying to steal your money and plant viruses on your machine. Also be suspicious of any messages in email or that pop-up on your computer, in your Web browser or on a mobile app warning you of a virus or a security risk. If you have reason to suspect that your device is at risk, consult a trusted expert but never download software or apps that you aren't certain come from legitimate sources.

Speak out and don't be ashamed if you're victimized. Criminals are very good at what they do and there have been lots of very smart people who have been victimized online. If it happens to you, report it to a trusted person and, if appropriate, law enforcement. Even if you let your guard down, it's not your fault if something bad happened to you.

Dealing with Medicare, Social Security and the IRS

Beware of any calls or emails from someone claiming to be with the Internal Revenue Service. They are scams. If the IRS thinks you owe back taxes, they will send you a paper letter the old-fashioned way. When in doubt, check with an attorney or a tax advisor, or call the IRS directly.

Only use legitimate sites or software to file taxes. The IRS offers advice for taxpayers who wish to "e-file," including a number of authorized services that can file your federal taxes for free. You can even prepare your taxes on a smartphone.

Cookies in Web Browsers

Cookies are small pieces of data stored on your device by websites you visit. They help websites remember your preferences and login information for future visits.

2. Text messaging – Defoin

Outcomes

Participants will:

Beginner	● How to use a text editor, how to **save** a file. ● How to type an **email** and send it,
Intermediate	● How to establish an email **account** ● How to establish social media account
Advanced	● How to **retrieve** emails, filter, forward, delete, find deleted emails.

Time

40 minutes each level

Training Material

Beginner:

Typing (notepad Word)

➢ *Activity 1: How to use a text editor and how to save a file*

Guide the seniors to open a text editor, propose to them to write a brief letter (if they have to send one for some reason that would be perfect, they can use this exercise to get it done) otherwise you can give them some examples/ ideas. I.e Write a letter to a friend of 4 or 5 lines or write a recipe you would like to send to a relative or a friend.

For the letter example you can ask them to add the date on the top right of the page, a title in bold and to add their name on the top left in italics so it looks a bit more like a letter. If they choose to write a recipe perhaps they can have the title in bold and underlined, the ingredients in a list with bullet points and the elaboration process in a paragraph. The idea is they learn some basics of editing and design.

Guide them to save the document in the desktop /documents folder depending on their level). Encourage them to think on the title for the doc and to check later if they can find

the document in the computer, if they struggle encourage them to try again and practice, support them as much as possible in the process.

> ➢ *Activity 2: How to type an email and send it*

Guide the seniors to open a new email, show them where they need to write the text and the subject.

Later, propose to them to write an email (if they have to send one for some reason that would be perfect, they can use this exercise to get it done) otherwise you can give them some examples/ ideas. i.e to sign for an active ageing activity that the municipality is organising or to sign for a specially organised travel for seniors.

Then ask to type the email address, to check everything is correct and to press the send button.
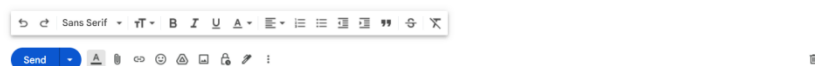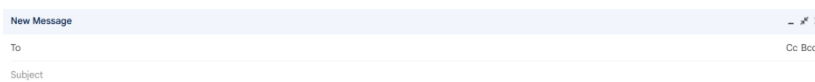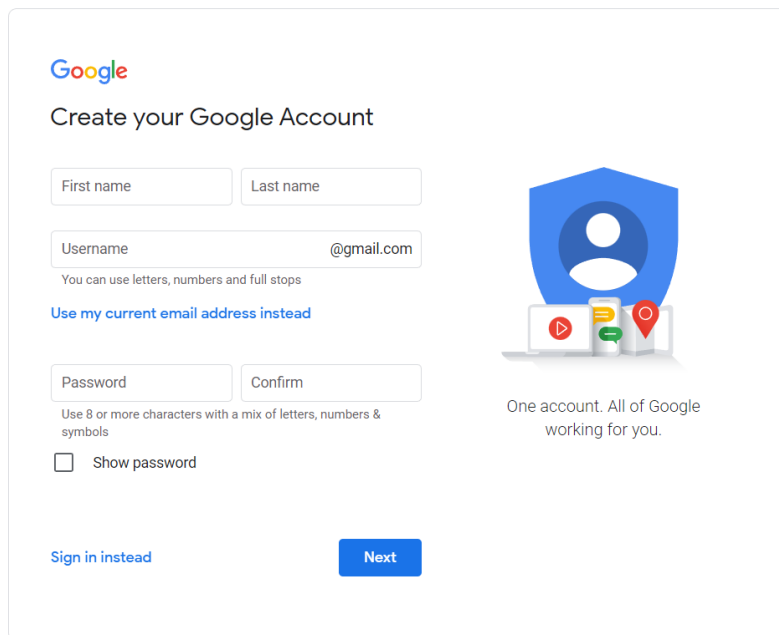

Intermediate:

Create an account

> ➢ *Activity 1: How to establish an email account*

Guide the seniors to find an email account service online through the browser, you can choose an or mentioned few and let them choose (gmail, yahoo,outlook…). Propose them to think of the email account name and a password they will remember. Help them while entering their data and advise them to write the password and keep it in a safe place to be able to use it in case they forget it.

Let them practise to sign in and out while you send them an email.
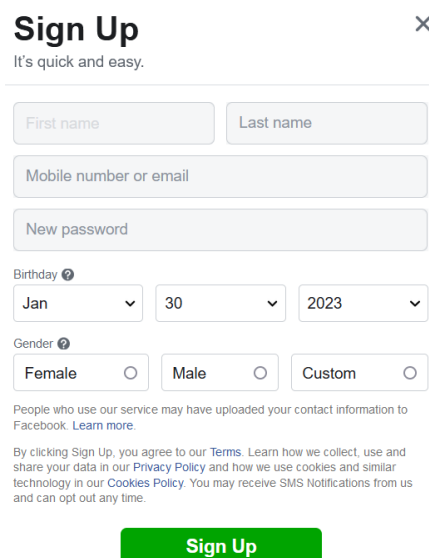
> ➤ *Activity 2: How to establish a social media account*

Talk briefly to the seniors about social media and see which ones they have heard more off. Explain the main differences (FB allows you to share other posts, text, several pictures and links/ IN is more to share pictures, videos and reels to publish and see content but not so much to share publicly; this might help them choose which one they will like better). Once they have identified which one they are more interested to open, guide them to open the account, ask them to think of the name and the picture they would like to upload.
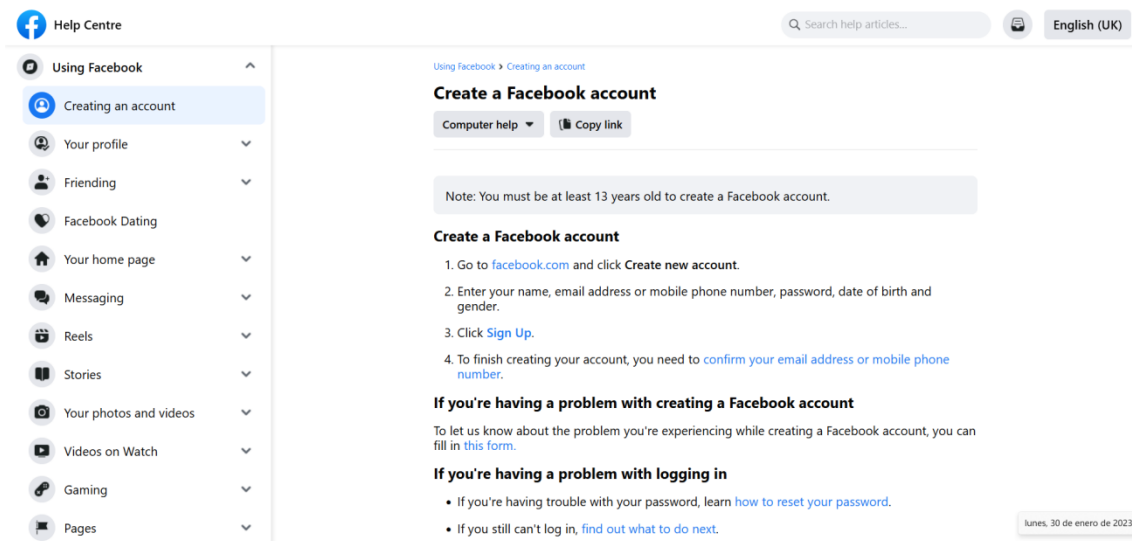
As a recommendation we would propose to do this activity in 2 days so they can have time to find a profile picture and some other pictures or content they might want to share.

If they are interested there can be more sessions to join groups with topics of their interest or to try to find old friends from job or school through social media.

If they have time, they can try home from a computer or their mobile phone, let them know there´s a help centre provided by facebook and available in most languages.

[Facebook Help Centre Page](#) *(available in many languages)*

We suggest including a small reflection process in the session. The idea would be to reflect on the positive aspects, possibilities and opportunities that social media brings but also possible negative aspects and for them to be aware of how long they spend in social media. We suggest bringing also the topic of cookies policy and other confidentiality issues.

Advanced

Emails

> ➤ *Activity 1: How to forward an email*

Guide the seniors to find the email you sent them when they created the account and ask them to forward it to 3 of the colleagues in the class.
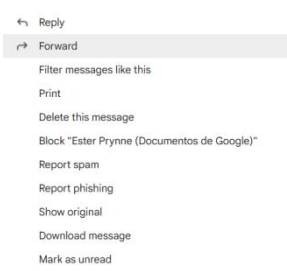
> ➤ *Activity 2: How to retrieve and or delete emails. And also how to filter emails*

At this level we will try a series of a bit more complex actions within the email account and we will look at some exercises for them to learn how to retrieve emails in case they might have deleted them by chance, also to check their spam in case they have been told they have been sent an email but they don´t have them in their inbox. You can introduce at this moment also the topic of security and spam and advice them to not open email with strange email addresses.

Exercise 2.1: Guide the seniors to delete an email and then try to retrieve it. This way they will practise in case it happens in the future.
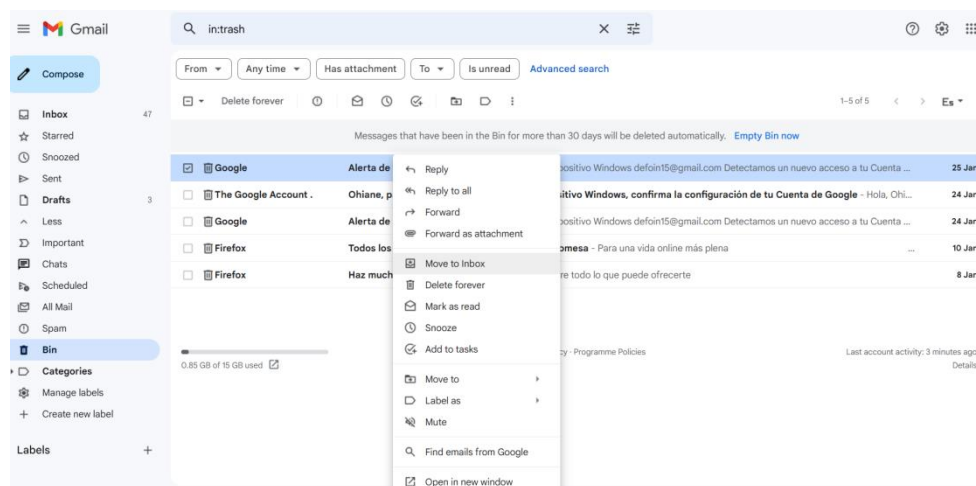
Exercise 2.2: Guide the seniors to find their emails filtering by period when they received it or by the sender or by a specific subject. Encourage them to try to find an email using 2 different filters
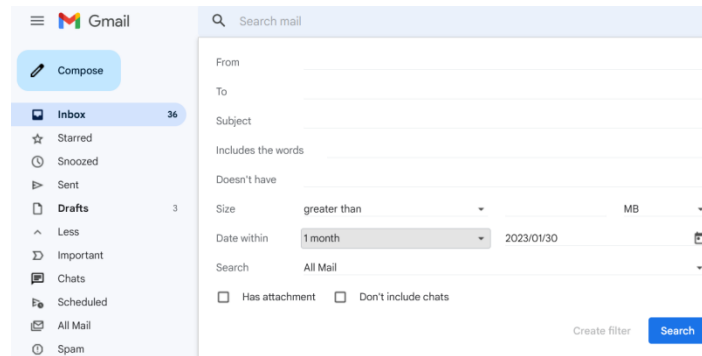
Differences Between Outlook and Gmail

The choice between Outlook and Gmail may depend on the user's preference for interface design, email organization style, and how they plan to use the calendar feature.

Users may prefer Outlook for its integrated work environment and organizational tools, while Gmail might be favored for its simplicity and effective email management.

Layout and User Interface

1. **Microsoft Outlook**:
   - Outlook features a more traditional, business-oriented design.
   - The layout includes a folder pane on the left, a list of emails in the center, and a reading pane on the right.
   - Outlook also integrates email, calendar, contacts, and tasks in the same window, allowing for easy switching between these functions.
2. **Google Gmail**:
   - Gmail has a simpler, more minimalistic design.
   - The main screen is divided into the inbox and an email viewing area, with additional features accessible via the menu.
   - Gmail focuses more on the email service, with separate applications for calendar and contacts.

Email Organization

1. **Microsoft Outlook**:
   - Outlook allows users to organize emails using folders and subfolders.
   - Users can create rules to automatically sort incoming emails into specific folders.
   - Outlook offers categories and flags for prioritizing and organizing emails.
2. **Google Gmail**:

- Gmail uses labels instead of folders. An email can have multiple labels, allowing for versatile categorization.
- Gmail automatically sorts emails into tabs like Primary, Social, and Promotions, helping users to manage their inbox more efficiently.
- Gmail also offers a powerful search feature, making it easy to find emails by keywords, sender, date, and other criteria.

3. Voice service and online communication – E-Seniors

Outcomes

Participants will:

Beginner	● Know how to call via messaging applications
Intermediate	● Be able to record and send a voice message ● Switching between devices
Advanced	● Create and manage a group chat on messaging applications

Time

40 minutes each level

Training Material

Beginner:

Call someone (in a different app) - 2 Apps: WhatsApp / Viber / Messenger

In the three activities below, the young trainer should teach the senior citizen to use **one** of the three different messaging applications selected from the Digital Tool Handbook. The trainer should guide the senior citizen with verbal instructions but should, as far as possible, let the senior citizen do the actions himself on his own smartphone. It is the process of memorizing and repeating the actions that will enable the senior learner to remember the steps to be followed.

➢ *Activity 1: Call on WhatsApp*

1. How to download the application

Guide a senior citizen to an online store depending on a smartphone's operating system (Google Play for Android, Apple Store for Apple). Show them what to type to find the application and how to download it, as well as how to find it then on a home screen. Identify a possible blockage due to a lack of Internet or storage on the phone.

2. How to register using your phone number

Guide the seniors through the launch of the application and invite them to enter their phone number and validate via SMS to sign up for WhatsApp. Also invite them to enter their information and a contact photo if they want to do so.

3. How to find the contacts on your phone

Guide the seniors through the WhatsApp settings to enable contact synchronization and invite them to synchronize their contacts so they can find them directly on WhatsApp. This can also be done directly in the phone settings (Settings - Accounts - WhatsApp - Account Sync).

4. How to start a conversation

Explain to the seniors that they can see if their contacts are on WhatsApp by opening the "New Conversation" window. If their contact uses WhatsApp, they should be able to read "Hi! I use WhatsApp" under the contact's name. They can then start a conversation with them and, by opening the chat window, start a phone conversation (next step).

5. How to start a call and receive a call

Invite them to accept notifications if they have not already done so (in the WhatsApp application and/or in the phone settings directly). This allows them to receive calls directly on the phone if they are connected to the Internet. Then show them how to initiate a call using the phone sign in the conversation (let them instinctively look for the way to call by themselves by finding the "phone" logo).

6. Explain the advantages of using the application for calls compared to traditional means

Explain why it is advantageous to use WhatsApp, for example you can specify that a user does not need to use the cellular network and since everything can be done directly via WiFi (if the phone is blocked for example, they can still call through this). In addition, it allows you to make free phone calls abroad or multi-party calls, including video calls. It

also permits creating group conversations where users can share diverse content with their friends, family members, etc.

> ➤ *or Activity 2: Call on Messenger*

1. How to download the application

Guide a senior citizen to an online store depending on a smartphone's operating system (Google Play for Android, Apple Store for Apple). Show them what to type to find the application and how to download it, as well as how to find it then on their home screen. Understand a possible blockage due to a lack of internet or storage on the phone.

2. How to register

Explain to the senior citizen that they need to create a Facebook account in order to use Messenger. If they already have one, they just need to enter their information in the application. If not, they need to create one, guide them and reassure them about it, ensuring their clear understanding of the cookies policy and other confidentiality issues.

3. How to find the contacts

Unlike WhatsApp, there is no need to link the phone number to the Messenger account. Show the senior citizen that he/she can search for acquaintances directly in the search bar and start a conversation by clicking on the names/photos he/she recognises. Explain the concept of "friending" on Facebook if necessary, which makes it easier to contact people.

4. How to start a conversation

Once the contact has been found, added as a friend if necessary, show the senior that they can start a conversation with them by clicking on their name.

5. How to start a call and receive a call

The senior citizen now knows how to find a contact and start a discussion with this person. Ask him/her to look at how he/she would call this person. He should recognise the "phone" logo and guess what it is for. If not, tell him about the logo without clicking for him.

6. Explain the advantages of using the application for calls compared to traditional means

Show the senior citizen that the application does not require a telephone number. All they need is an internet connection and their smartphone. Precise that all the calls are free of charge, and, as in case of WhatsApp, a user can create group chats to share information or to keep in touch, or make audio or video calls at any time.

> ➢ *or Activity 3: Call on Viber*

1. How to download the application

Guide the senior citizen to an online store depending on a smartphone's operating system (Google Play for Android, Apple Store for Apple). Show them what to type to find the application and download it, as well as how to find it consequently. Understand a possible blockage due to a lack of Internet or storage on the phone.

2. How to register

Guide the seniors through the launch of the application and invite them to enter their phone number and validate via SMS to sign up for Viber. Also invite them to enter their information and upload a contact photo, if they want to do so.

3. How to find the contacts on your phone

Guide the seniors in the Viber settings to enable contact synchronisation and invite them to synchronise their contacts so they can find them directly on Viber. This can also be done directly in the phone settings (Settings - Accounts - Viber - Account Sync).

4. How to start a conversation

Explain to a senior that once the synchronisation of contacts is done, he/she can open the icon in the upper right-hand corner to start an individual or group conversation. Once the contact has been chosen, he/she can click on it to send a text message.

5. How to start a call and receive a call

Invite them to accept notifications if they have not already done so (in the Viber application and/or in the phone settings directly). This allows them to receive calls directly on the phone if they are connected to the Internet. Then show them how to initiate a call using the phone logo in the conversation (let them instinctively look for the way to call by themselves to find the "phone" logo).

6. Explain the advantages of using the application for calls compared to traditional means

Showing a senior citizen that the benefits of Viber are quite similar to those of WhatsApp, the application allows to create individual or group conversations without using the cellular network, only an internet connection is needed. Viber also offers the possibility to send messages that are automatically deleted.

Intermediate

Voice Message (in a different app)

➢ *Activity 1: Listen and Send a Voice message on WhatsApp*

1. Explain the steps of the Beginner part if necessary

2. Listen to a voice message

Do not hesitate to send a voice message to a senior citizen from his or her own phone so that he or she can see what it sounds and looks like. Show the senior how to open a conversation and recognise the icon of a voice message received and to listen to it. Remind them to check that the sound is on and let them listen to the voice message.

3. Sending a voice message

Guide the senior citizen through the following steps (do not forget to let him/her do the operations him/herself):

- Open an individual or group discussion.

- Hold down the microphone and start talking.

- Remove the finger from the microphone. The voice message will be sent automatically.

- While the voice message is being recorded, the finger can be swiped to the left to cancel it

4. Sending a longer voice message

Guide the senior citizen through the following steps (do not forget to let him/her do the operations him/herself):

- Open an individual or group discussion.

- Hold down the microphone and start talking.

- Slide the finger upwards to activate hands-free recording.

- It is also possible to press the red pause button to interrupt the recording or preview the message. Then press the red microphone icon to continue recording the voice message.

Show the senior the difference between the grey and blue microphone for sent voice messages (grey if not heard, blue if heard).

> ➤ *Activity 2: Listen and Send a Voice message on Messenger*

1. Explain the steps in the "Beginner" part if necessary

2. Listen to a voice message

Do not hesitate to send a voice message to a senior citizen from his or her own phone so that he or she can see what it sounds and looks like. Show the senior how to open a conversation and recognise the icon of a voice message received and to listen to it. Remind them to check that the sound is on and let them listen to the voice message by clicking on it.

3. Sending a voice message

Guide the senior citizen through the following steps (do not forget to let him/her do the operations him/herself):

- Launch the Messenger application and press on the conversation to be opened

- At the bottom of the page, in the part used to write the message, let the senior recognise the microphone icon.

- The senior can do a short or long press to send a message (if it is a long press he must not release the button before finishing)

- To cancel a voice message, simply slide the screen to the left

➢ *Activity 3: Listen and Send a Voice message on Viber*

1. Explain the steps in the Beginner part if necessary

2. Listen to a voice message

Do not hesitate to send a voice message to the senior citizen from his or her own phone so that he or she can see what it sounds and looks like. Show the senior how to open a conversation and recognise the icon of a voice message received and to listen to it. Remind them to check that the sound is on and let them listen to the voice message.

3. Sending a voice message

Guide the senior citizen through the following steps (do not forget to let him/her do the operations him/herself):

- Launch Viber and access a chat

- Press the round button on the right side of the "writing" section, this will change the mode to "microphone"

- Two options can follow:

   a. Press and hold the "microphone" button and record the voice message. Once the button is released, the message will be sent automatically.

   b. Once the button is selected, drag it to the padlock icon. After releasing the button, the voice recording will continue. To end the voice message, press Send.

- To delete a recording before it is sent, simply move it to the left or press "Cancel".

Switching between devices

Let's see how we can learn setting up and using WhatsApp Web and Telegram on various devices, such as computers and tablets.

➢ *Activity 1: Setting Up WhatsApp Web*

Step-by-Step Instructions:

1. On your computer or tablet, open a web browser and go to web.whatsapp.com.

2. Open WhatsApp on your smartphone.

3. Tap the three dots (menu) in the top right corner of the app and select 'WhatsApp Web'.

4. Point your phone's camera at the QR code displayed on your computer or tablet screen to scan it.

5. Once scanned, your WhatsApp account will appear on the computer or tablet screen, mirroring your phone's WhatsApp.

➢ *Or Activity: Setting Up Telegram Web*

1. Download the Telegram app on your computer or tablet from telegram.org.

2. Open the Telegram app on your new device.

3. Choose 'Start Messaging' and enter your phone number.

4. You will receive a confirmation code on your phone. Enter this code on your new device.

5. Your Telegram account will now be accessible on the new device.

Advanced

Create a group chat in different messenger applications

➢ *Activity 1: Create a group chat on WhatsApp*

6. Explain the steps in the "Beginner" and "Intermediate" parts if necessary

7. Create a group chat

a. Android

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself):

- Launch WhatsApp and open "More options" and then "New group" or tab "New chat" and then "New group".

- Select contacts toadd to the group by scrolling down your registered contacts. Only people who already use WhatsApp appear on the list. Then, tap the green arrow icon.

- Enter a group name that all participants will be visible to all the participants:

  - A group name can have maximum 100 characters, including emojis;

  - Add a group icon by tapping the Camera icon by choosing pictures from your Camera (take a picture now), Gallery, or Search Web to add an image. The icon will appear next to the group in the CHATS tab.

- Tap the green check mark icon when you're finished.

b. iPhone

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself):

- Launch WhatsApp and open the "Chats" tab.

- Tap New Chat ✎ > New Group.

- If you have an existing chat on the Chats tab, tap New Group.

- Select contacts to add to the group by scrolling down your registered contacts. Only people who already use WhatsApp appear on the list. Then, tap Next.

- Enter a group name that all participants will be visible to all the participants:

  - A group name can have maximum 100 characters, including emojis;

  - Add a group icon by tapping the Camera icon by choosing pictures from your Camera (take a picture now), Gallery, or Search Web to add an image. The icon will appear next to the group in the CHATS tab.

- Click on "Create" when you're finished.

8. <u>Add and delete members of a group conversation</u>

Explain to your participants that only group admins can add and remove participants from the group chat. Admins can also decide if they want to keep their groups open for anyone on WhatsApp to join, or require admin approval for any new participants who want to join.

Explain to seniors that there are two ways to add new members to a group chat:

- By adding them directly from a list of contacts;

- Or by sharing a link with them.

A. Android

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to **add new participants** to the group chat:

- Open the WhatsApp group chat, then tap the group subject OR tap and hold the group in the Chats tab. Then, tap More options > Group info.

- Select contacts to add to the group by scrolling down your registered contacts.

- Or Invite new group members via Link:

    - Send a link directly via WhatsApp or copy it and paste it to send it through another messenger/SMS/email.

    - The participant will be added to the group chat once he/she clicks on the link.

- Tap the green check mark to finish.

If you see that the "Approve New Participants" button is turned on in the group settings, and there are pending requests to join the group, review these requests as an admin to add new participants to the group.

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to **delete participants from a group chart**:

- Open the WhatsApp group chat, then click on the group subject OR click and hold the group in the Chats tab. Then, tap More options > Group info.

- Choose the participant you want to remove.

- Click Remove [participant] and click on "OK" then.

B. iPhone

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to **add new participants** to the group chat:

- Launch WhatsApp and open the "Chats" tab, then click on the group subject OR swipe the group to the left in the Chats tab. Then tap More > Group Info.

    - Explain to a senior to be careful with swiping the group as you can easily archive a group chat (check how to unarchive in then).

- Click on "Add Participants" and select contacts to add to the group by scrolling down your registered contacts, and click on "Add".

- Or Invite new group members via Link:

    - Send a link directly via WhatsApp or copy it and paste it to send it through another messenger/SMS/email.

    - The participant will be added to the group chat once he/she clicks on the link.

If you see that the "Approve New Participants" button is turned on in the group settings, and there are pending requests to join the group, review these requests as an admin to add new participants to the group.

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to **delete participants from a group chart**:

- Launch WhatsApp and open the "Chats" tab, then click on the group subject OR swipe the group to the left in the Chats tab. Then tap More > Group Info.

- Click on the participant you want to remove.

- Click on "Remove from Group" and then "Remove".

9. Give admin rights to other members of a group chat

Explain to a senior that the person who has created a group has admin rights by default. Admin can give admin rights to other participants (to an unlimited number of people).

A person who created a group cannot be removed and will remain an admin unless they exit the group.

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to **Give admin rights to other members of a group chat**:

- Open the WhatsApp group chat, then tap the group subject.

- Click on the participant you want to appoint as an admin.

- Click on "Make Group Admin".

➢ *Activity 2: Create a group conversation on Messenger*

Messenger has the same interface on Android and iPhone, so there is no distinction in learning. Depending on the updates and the phone, it may be necessary to adapt the learning.

1. Explain the steps in the "Beginner" and "Intermediate" parts if necessary

2. Create a group chat

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself):

- Launch Messenger and open the icon at the top right of the screen to write a new message

- A tab appears, "create a new group". Encourage the senior to select it.

- Enter a group name and select, or enter in the search bar, the contacts to be added to the group and validate

- Once the group has been created, click on the group name at the top of the screen to display the settings and click on "Change name or image" of the group to be able to "import" an image or change the name again if necessary. Show this operation to the senior so that he/she can do it later if he/she wishes, even if he/she does not want to change the picture for example.

3. Add and delete members of a group conversation

Explain to your participants that only group admins can remove participants from the group chat. Admins can also decide whether it wishes to approve all applications for membership or not, so they can choose that everybody can add participants automatically or if they have to approve any adhesion.

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself):

To add participants:

- Click on the group name at the top of the screen Show the senior that he can "Add" members to the group by clicking on the icon

- They can then select names from their contact list or write a name. It is not necessary to have the contact as a "friend" on Facebook to add them.

- Once the contact is selected, it appears in a bubble at the top of the screen. It is possible to select more than one. When done, click on add at the top right of the screen. The participant will be automatically added to the group.

If the user is the group administrator, he/she has the power to delete participants:

- Click on the group name at the top of the screen

- Click on "View members of the discussion" and then on the name of the person you wish to exclude. At the bottom of the proposals, "Remove from group" is displayed in red. Click on this bar and the person will be automatically removed from the Messenger group.

4. <u>Give admin rights to other members of a group chat</u>

Explain to a senior that the person who has created a group has admin rights by default. Admin can give admin rights to other participants (to an unlimited number of people). A person who created a group cannot be removed and will remain an admin unless they exit the group.

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to give admin rights to other members of a group chat:

- Open the Messenger conversation

- Click on the group name at the top of the screen

- Click on "View members of the chat"

- Click on the member you want to add as administrator

- Several proposals are displayed, click on "Designate as admin"

If necessary, by the same method, the senior member can cancel his choice by clicking on "Remove from admins", this proposal is displayed in the same place as "Designate as admin" once the change is made.

> ➤ *Activity 3: Create a group conversation on on Viber*

Viber has the same interface on Android and iPone, so there is no distinction in learning. Depending on the updates and the phone, it may be necessary to adapt the learning.

1. Explain the steps in the "Beginner" and "Intermediate" parts if necessary

2. Create a group chat

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself):

- Press the speech bubble icon at the bottom right of the screen

- Select "New group or new community"

- Select the people you want to invite to your group or write their name in the search bar

- Click on the next arrow

- Give a name to the group in the corresponding bar and add a photo by clicking on the camera icon

- Click on the check mark

3. Add and delete members of a group conversation

Explain to your participants that only group admins can remove participants from the group chat. Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself):

To add members:

- Press the three dots at the top right of the screen once the group is open. This is the Menu

- Select "Add participants"

- Select the contacts to add to the group or copy the share link that appears. This link can then be sent to the people to be invited and automatically adds them to the group when they click on it

- Press the check mark

To remove participants:

- Press the three dots at the top right of the screen once the group is open. This is the Menu

- The list of participants is displayed. Click on the person you want to delete, then click on "delete from chat". The person is no longer part of the group. Please note that to delete participants, you must be the group administrator.

4. Give admin rights to other members of a group chat

Explain to a senior that the person who has created a group has admin rights by default. Admin can give admin rights to other participants. A person who created a group cannot be removed and will remain an admin unless they exit the group.

Guide the senior citizen through the following steps (be aware to let him/her do the operations him/herself) to **Give admin rights to other members of a group chat**:

To add administrators:

- Type the name of the group and select it

- Click on the three small dots leading to the Menu

- Select the contact to be added as an administrator

- Select "Add as administrator". He/she will automatically become an administrator of the group

To remove an administrator status :

- Type the name of the group and select it

- Click on the three small dots leading to the Menu

- Select the contact

- Select "Remove as administrator"

4. Filming and image processing – DCHS and Kamnik

Outcomes

Participants will:

Beginner	● Be able to take a good photo
	● Know how to watch a video online
Intermediate	● Be able to sharing content online (TikTok, YouTube)
	● Copyright and image banks
Advanced	● Know how to edit videos and photos

Time

40 minutes each level

Training Material

Beginner:

Introduction to the Camera and YouTube

To work effectively with a smartphone, participants first need to be familiar with the basic tools and features available on a smartphone.

  ➢ *Activity 1: Get to know and use the tools for recording videos and photos*

Camera

1. How to create a photo

A demonstration of where to find the camera app on your phone's desktop and how to start using it. How to set the mode to take a photo.

2. <u>How to create a video</u>

A demonstration of where to find the camera app on your phone's desktop and how to start using it. How to set the mode to take a video. How to switch between video and photo recording modes.

3. <u>How to set the format of the photo or video</u>

Demonstration of where to find different image and video formats, how to set them up and how to switch between different formats.

4. <u>How to turn the flash on or off</u>

Demonstration of where to turn flash on and off and where to switch between different modes.

5. <u>How to zoom in or out</u>

Demonstration of where to turn zoom on and off and where to switch between different modes (minimum zoom, medium zoom, high zoom).

6. <u>How to apply different filters to photos and videos</u>

Demonstration of where to find photo filters, how to set it on a photo and how to switch between different filters.

7. <u>How to turn the camera around</u>

Demonstration of where to find the camera rotation button and how to switch between the different modes.

8. <u>How to save a photo or video</u>

A step-by-step demonstration of how to save a photo or video and where the content is saved.

Note: *The trainer shows the use of all features and tools after the above steps. As the tools are slightly different on different smartphones and are located in different places, the trainer will need to pay particular attention to ensure that all participants are able to follow along and that each participant has mastered each step. The trainer continues*

with the next activity only when he is convinced that all participants have completed the previous activities. If a participant has difficulty completing the task, the trainer will provide assistance until the participant has mastered the skill.

Photo and video gallery

1. <u>How the photo gallery works on the phone</u>

A demonstration of where to find the gallery app on your phone's desktop and how to start using it.

2. <u>Where to save the photo or video</u>

A step-by-step demonstration of how to save a photo or video and where the content is saved.

3. <u>How to find content we have created by its date</u>

A demonstration how to browse through different videos and photos in the gallery. Introduction to the Google photo app,(if the senior uses it) how it works, what it is useful for, how to store photos and videos in it (just briefly, so that participants know that they have this option).

4. <u>How to send content in different messaging apps</u>

A step-by-step demonstration of how to send a picture or video in different communication apps (Messages, Viber, Messenger, Whatsapp, Gmail).

5. <u>Where photos sent to us by others are stored</u>

A demonstration of how to open a photo or video that someone has sent us (if it doesn't open automatically) and how to save it to a gallery, view it again or forward it.

Also, how to see the photos and media received inside each messaging app (e.g. tap on contact person in the app, view media and files shared)

6. <u>How to download an image from the internet and an introduction to bank of images (free use of images without intellectual property right issues) where you can get free photos (Pixabay, Shutterstock, Canva)</u>

An introduction to websites where you can get free photos, how to download photos, save them in a gallery or send them on and share them among friends.

7. How to use the screen capture

A demonstration of how to do a screen capture or screen recording, where the recordings are stored, how to find them and how to send them on and share them with friends.

Note: The trainer shows the use of all features and tools after the above steps. As the tools are slightly different on different smartphones and are located in different places, the trainer will need to pay particular attention to ensure that all participants are able to follow along and that each participant has mastered each step. The trainer continues with the next activity only when he is convinced that all participants have completed the previous activities. If a participant has difficulty completing the task, the trainer will provide assistance until the participant has mastered the skill.

Youtube

1. What is YouTube and how to use it.

An introduction to YouTube, what it's for, how it works, where to find it on your phone, how to open it, how to log in to YouTube with your Gmail account and how to make a list of your favourite videos. (Only for those who have google account)

2. How to search for the content you want to watch on YouTube.

An introduction to the YouTube search bar and how it works, and how to re-scroll videos you've already watched.

3. How to share YouTube videos with friends or forward them in different communication apps?

Demonstration of how to forward the videos we watched on YouTube to our friends in different communication apps (Messages, Viber, Messenger, Whatsapp, Gmail) or share them on different social networks.

➢ *Activity 2: Practical use of acquired knowledge through simple tasks.*

Recommendation for the trainer: bring some objects that the participants will use for pictures and videos during the practical learning.

The trainer leads the activity and gives the participants the following tasks, where they have to use the knowledge they have acquired in practical examples. The group can not start a new task until all participants have successfully completed the previous task.

TASK 1: Open the camera on your phone and take a photo. Save the photo.

TASK 2: Open the camera on your phone and take a one-minute video. The video should be dynamic and capture different angles in the room. Save the video.

TASK 3: Choose any object in the room and stay 5 metres away from it. Take 2 photos of this object, one at minimum zoom and one at maximum zoom.

TASK 4: Now take a picture of the same object you used in the previous task, once with flash and once without.

TASK 5: Turn the camera with the rotate button and take a selfie.

TASK 6: Find all the photos you've taken in the gallery.

TASK 7: Find a partner and send him one photo you have taken and he should also send you one. You can use any messaging app or try sending the photo in different messaging apps. Save the photo your partner sent you and find it in the gallery. Check if your partner has received your photo.

TASK 8: Open one of the sites offering free photos. Take a screenshot of the website. Choose one photo and download it. In the gallery, search for the downloaded photo and the screen-captured photo.

TASK 9: Find a specific video on YouTube (the trainer chooses the video, the participants have to find the exact one). Share the video with   your partner in one of the communication apps.

Intermediate

Upload a video

In order to share videos online, each participant must have an account on at least one of the social networks (Facebook, TikTok, Twitter, Youtube, Instagram). To upload content to any of these accounts, it's necessary to have a gmail account (except for Tik Tok).

> ➤ ***Activity 1: Setting up a Gmail and social media account to share videos and photos***

1. Setting up a gmail account

Helping participants set up a Gmail account if they don't already have one.

2. Set up one of the social networks to share photos or videos

Demonstration of how to set up a social media account, how to download social media apps from the Google play store or Apple store, where to find the apps on your phone desktop.

Note: We suggest that participants create two social media accounts. Facebook is in our opinion the most appropriate channel for sharing content produced by seniors. Tiktok and Instagram are the two most simplified platforms for video editing. We therefore suggest Facebook for sharing and TikTok or Instagram for video editing.

➢ Activity 2: Sharing videos and photos

Note: A Facebook account is a precondition for this activity.

There are two ways to share a video or photo on Facebook. We can share videos and photos that other users have created, or we can share content directly from our gallery that we have created.

1. How we share content created by other users

A step-by-step demonstration of how to share content created by other users on their social networks. How to share existing video content from YouTube to your Facebook wall, how to share existing content from TikTok to your Facebook wall.

2. How we share content created by us

How to find videos or photos we've created in our gallery and share them on our Facebook feed.

Understanding Copyright and Image Banks

What is Copyright? Copyright is a legal concept that gives the creator of original work exclusive rights to its use and distribution, typically for a limited time, with the intention of enabling the creator to receive compensation for their intellectual effort.

When someone takes a photograph or creates a digital image, they automatically own the copyright to that image. This means others cannot use or distribute the image without the creator's permission.

Using someone's image without permission can lead to legal issues. Respecting copyright means acknowledging the creator's effort and supporting their rights.

Introduction to Free Image Resources

What are Image Banks?Image banks are online platforms where artists share images. Some platforms offer free images that can be used without paying.

- ➢ *Activity 1: Using Pixabay*

    - Visit Pixabay.com.

    - To find an image, type keywords into the search bar. For example, search for "sunset" to find images of sunsets.

    - Most images on Pixabay can be used for free, even for commercial purposes, without needing to credit the artist.

- ➢ *Or Activity 2: Using Freepik:*

    - Visit Freepik.com.

    - Search for images by typing relevant keywords into the search bar.

    - Some images on Freepik are free but require you to credit the artist. This means you need to mention the artist's name when you use their image.

Advanced

Editing visual content

We suggest using TikTok or the Instagram reels tool for this activity, as these are the two most simple tools to use for editing videos. The Instagram reels tool is perhaps even more convenient because the user can save the edited video in his/her gallery and then send it to friends or share it on Facebook or Instagram. If a user wants to add a song to a video, it'll not play once downloaded to a phone because of the author's rights.

TikTok does not allow saving the video to the gallery on the phone, but only to save the videos in the gallery directly on the platform and then share them with friends.

➢ *Activity 1: Editing visual content*

Note: This activity requires a created TikTok or Instagram profile

1. Video recording

Learning how to create good videos and where to save them for editing.

2. Combining different video clips

Learning how to merge multiple video clips into one video, how to cut certain clips and how to adjust them.

3. Add various special effects, text, filters and music to your video

Learning how to use different special effects, how to add music to a video, how to save a video, how to add text to a video, how to slow down or speed up a video, how to share it on social networks or with friends in private communication apps.

5. How to recognize Fake News – RCNE

Time

3 modules x 40 minutes each = total 120 (two hours)

Some older adults possess lower levels of digital and internet-related skills relative to younger individuals. Several factors contribute to this pattern. For instance, unlike

younger individuals, older adults are not "digital natives" and may have less experience using contemporary media technologies and platforms as they were not as large a part of their professional and personal lives. Further, technologies themselves are often designed in such a way that are more difficult for older adults to use (e.g., small text sizes, reliance on touchscreen inputs).

Training Material

How to understand the difference between misinformation, disinformation and fake news

➢ *Activity 1: Definitions*

1. Identify misinformation as any false information spread as truth. Many people share false information while fully believing they're spreading the truth.

2. Know that disinformation is false information spread with malicious intent. While misinformation can be spread with positive, helpful intent, disinformation is designed to deceive and manipulate the reader or viewer.

3. Recognize that fake news is false information spread by news sources. Fake news is an umbrella term that includes both misinformation and disinformation. However, fake news involves spreading misinformation and disinformation on a wide scale or platform and presenting it as real news. Fake news is especially dangerous since it has the potential to reach a lot of different people.

➢ *Activity 2: Fact-Checking Claims*

1. Clarify misinformation and disinformation with fact-checking sites (link 1, link 2, link 3). There are a lot of great resources (link 1, link 2) available that can help you stay up-to-date on the facts. Search for new claims on a fact-checking site to find out if the information is accurate.

Fact-Checking Tips

- Choose Sources. Wisely Some types of sources are better than others. Find sources that thoroughly review information before publishing it. Try to track down primary or authoritative sources, like scholarly journals or government databases rather than second hand reports.

- <u>Proceed with Caution.</u> Question generalisations and anything that seems too good to be true. Think about the author's motivation, why have they created this? Does the source have a neutral point of view?

- <u>Trust Expertise.</u> When in doubt about a source, check the author's qualifications. Determine how well he or she knows the subject.

- <u>Expand Your Search.</u> Don't settle for a single source, find two or more sources and look for a consensus. Search far and wide from simple web searches to databases and Google Books.

- <u>Understand Context.</u> Few facts exist outside of the broader context. Read around the fact to see how it fits into the big picture.

2. Scan over the website to see if it's legit. Find the "about" page on the website—most reputable news organizations will have one. Read through the site description to see if there's an obvious bias, which can be a red flag. Additionally, look for photos and bios for their staff, as some fake-news outlets will use stock photos to make their site seem more legit.

3. Double-check the date the article was published. Some fake news groups will reference old headlines and sound bytes and repurpose them for the current climate. Compare the date of the article to the dates of the sources the article is referencing.

4. Do a background check on the author and their references. Look for the name of the article's author and give them a quick search online. Additionally, look for any sources that the article references in the text.

5. Compare the article to a well-established source. Search the general article against highly-regarded, well-informed sources. Cross-check the information from the article or news report and see if it lines up with what the experts are saying.

Fake news and disinformation topics

➢ *Activity 1: Deep Fake*

The trainer will explain the dangers behind Deep Fakes. The participants will discuss why information transmitted with Deep Fakes can be harmful. With the help of practical examples, the trainers will show the participants how they can recognise deep fakes. The simulation will follow, the participants will try to spot deep fakes.

In this section, we will go through the following topics:

1. What is a Deep fake (definition)

2. How do they work

3. How are they created (technical part)

4. Tips and suggestions on how to spot them

By the end of the module, the participants will be aware of the existence of Deep Fake to understand how they can be dangerous in terms of the information they deliver (or fail to deliver, as a tool apt for disinformation).

> ➤ *Activity 2: Troll Farming*

The module tends to keep the focus of the participants on the topic of disinformation by presenting troll farming as a tool to manipulate public opinion.

The intro questions by the trainer: How many of the participants are using social media? Which one? Are they familiar with the term "troll farming"?

Participants will recognize, address, tackle, and monitor trolls. They will understand and acquire knowledge about the reasons and motives behind the formation of troll farming campaigns. They will be able to identify trolls on the social media they are familiar with.

How to spot misinformation, disinformation and fake news online

> ➤ *Activity 1: Tools to tackle misinformation, disinformation and fake news - InVid, Duplichecker, Ground News*

The three key questions that will help you avoid sharing misinformation:

1. Who is behind the information?

2. What is the evidence?

3. What do other sources say?

How To Identify Fake Websites: Warning Signs

- **Fake online stores with too-good-to-be-true deals.** Scammers create fake online stores offering incredible deals, and then run ads for them on social media. These

sites either steal your payment information or trick you into buying fraudulent products.

- **Fake password login pages.** Fraudsters create sites that look like login pages (for your bank, Netflix, etc.) and then include links to them in phishing messages. For example, you may receive a phishing email claiming that your bank account has been compromised and that you should click the link and enter your password and banking details to secure your account.
- **Malicious pop-ups that download malware.** Hackers create pop-ups on legitimate websites that download malware onto your device. Once installed, they can spy on you or scan your hard drive for sensitive information.
- **Fake customer support websites.** Scammers pretend to be from technical support companies and get you to give them remote access to your computer.
- **Fraudulent Medicare or health insurance websites.** Criminals may also target your healthcare information by creating fake websites that ask you to "verify" your Medicare number.
- **Fake package delivery websites.** With the increase of online shopping, scammers create fake websites that look like they're from UPS, FedEx, USPS, and others. These fake sites ask you to verify your address and other personal information or try to trick you into giving up your credit card numbers.
- **Bogus flight-booking websites.** In a recent fake website scam, fraudsters create fake airfare-booking websites that steal your personal information (passport number, credit card, etc.) or sell you fake tickets.

Using Search Engines

1. Pick a search engine

2. Start with a question

3. Review the Google Search result

4. Use the filters

What do you check?

- Check all names, companies, titles, place names. Ask people to spell their name, write it out yourself in block letters, then show it to them to confirm.
- Check all statistics. Be careful of "millions" and "billions." When someone cites numbers, ask for (and check) the original source.
- Check references to time, distance, date, season, location.
- Check physical descriptions.

- Double check quotations with your own notes. Check facts within quotes.

- Check any argument or narrative that depends on fact.

- Check historical facts.

- Avoid superlatives like: "only," "first" and "most."

> ➢ *Activity 2: Put It All Together*

This is where you put everything you have learned to work. First, you'll learn how to talk to friends and family who share misinformation.

- Listen

- Lead them to credible sources

- Empathize

- Don't shame or embarrass

- Use inclusive language

By the end of this lesson, you will be able to:

1. Use strategies to talk to friends or family who share misinformation

2. Use the tools and techniques professional fact-checkers employ to avoid sharing misinformation on your timeline

Answering these questions can help you determine the likely quality of a news.

1. Where did I find the news?

2. Why do I think it is interesting?

3. Have I heard of the source?

4. What kind of news is it?

5. What kinds of sources does it reference?

6. How accurately is the news presented?

7. Do other outlets report something similar?

8. Does the news reinforce what you already believed?

6. Country-specific government & health apps

According to the needs of the group, the trainer decides on country-specific apps to assist the participants in setting them up on their smartphone. These can be official personal ID apps, health apps, doctor appointment apps.

- **The utility of government & health apps.**
- **Examples of government, transportation and health apps.**
- **Government ID log in**
- **Health and medicine prescriptions app**
- **Shopping and groceries delivery**
- **Banks and bills payments**
- **Leisure applications (books, films, series, etc.)**

Time

3 modules x 40 minutes each = total 120 (two hours)

Training Material

How to find the right application according to the needs of seniors

> *Activity 1: Advantage of using different apps in the daily life of the seniors*

Explain to adults the advantage of using different apps in their daily life.

Demonstrate several apps that can be used in everyday life, such as: shopping and groceries delivery, information on public transport, weather forecast etc.

> *Activity 2: Determining the needs of the elderly*

The trainer should support the seniors in the process of determining their needs. By demonstrating different applications, the trainer can determine the interests of the seniors.

It is recommended that the level of digital literacy of seniors be taken into account when carrying out this activity. In case the participants have low digital literacy, some time should be allocated to acquire basic skills.

How to work with an application

> ➤ *Activity 1: Determining the most relevant keywords*

Explain to seniors the basic principles of a successful application search - defining keywords, intuitive search, phrase search.

Guide them to practise using different keywords for specific topics. For example: telemedicine, shopping and groceries delivery, social status check, information about upcoming repairs in the area of residence, public transport schedule, etc.

> ➤ *Activity 2: Application selection*

Explain to adults how to choose the most appropriate application. Demonstrate the process with a randomly selected application, explaining the main points.

Use of the applications

> ➤ *Activity 1*

Choose, together with the senior participants, an application that would be useful in their daily life.

Guide them to download and install the app on their device.

Show them how to navigate the app and use the main features.

> ➤ *Activity 2*

Presentation of two applications useful in everyday life, e.g. Healee /a holistic digital health platform enabling personalized care delivery, improving health outcomes for patients and driving growth for healthcare organizations/ and Rilla /platform for easy and convenient access to financial products and services/.

Access to applications - how to open the application

Using the application - choosing a service, entering data, saving an appointment for a doctor's appointment, choosing a household account for payment, choosing a financial service, etc.

Protection of personal data - what information can and cannot be provided

Subsequent use of the applications - creating a permanent account, checking current information, uploading or downloading documents

Searching for alternative applications - acquiring skills for working with different applications

Glossary

The authors of this guidebook deem necessary to include a short glossary of defined key terms with the most commonly used terms in the Modules.

During the piloting, it is possible that seniors will ask about the definition of the word. It may be useful for the trainer to have access to the glossary during the training.

Direct message	Private mode of communication between social media users. When you send a direct message, only you and the recipient can see the content.
Video call	A call made via a mobile phone with a camera and a screen, allowing the participants to see each other as they talk.
Like	Clicking Like below a post on Facebook is a way to let people know that you enjoy it without leaving a comment
Emoji	Emojis are depictions of human emotions, living beings, objects and even certain symbols. These can be used across the internet such as in text messaging.
Blog	A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style
Website	A place on the Internet with one or more pages of information about a subject
Download	Copy (data) from over the internet, to your device, for offline use.
Screenshot	A picture taken by a computer, mobile or tablet user, using the device in question, to record the visible items displayed on the screen
Profile picture	An image that represents you on your social media profile, usually a photograph of yourself
Social media	Websites and applications that enable users to create and share content or to participate in social networking.
Friend request	An invitation to follow somebody's activity on social media
Scam	Someone using internet services or software to defraud or take advantage of victims, typically for financial gain

Italics	A style of writing or printing in which the letters lean to the right
Email	The system for using computers to send messages over the internet
Email account	An arrangement with a company which allows you to send and receive emails:
Cookies	A small file that is sent by a website to your computer and that contains information about how you use the site, so that this information is available the next time you use the site:
Misinformation	Plenty of people share false information while fully believing they're spreading the truth.
Disinformation	Disinformation is designed to deceive and manipulate the reader or viewer.
Fake news	Fake news is an umbrella term that includes both misinformation and disinformation. However, fake news involves spreading misinformation and disinformation on a wide scale or platform and presenting it as real news. Fake news is especially dangerous since it has the potential to reach a lot of different people.
Messaging application	A mobile phone software programme that allows users to send and receive information mainly messages and calls using internet
Voice message	A recording of a spoken message
Contact synchronisation	Copying of your contact information to the cloud and adding them to a chosen device (laptop, tablet, smartphone)
Notification	A message or a sound that is automatically sent to you on your mobile phone or computer to remind or communicate you something
WiFi	A wireless technology used to connect computers, tablets, smartphones and other devices to internet
Cellular network	Wireless communication system which provides high-speed internet access to mobile devices through cellular towers

Annexes

As a final recommendation we would like to point out that it is highly recommended to advise seniors to write down the steps of the activities so that they can review them at home. This way they can also practise the contents on their own.

After testing this Methodology in the different countries of the consortium, some of the partners have developed materials to help seniors to follow the activities and the use of their devices at home.
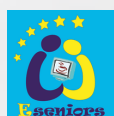
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