



MENTORING METHODOLOGY

FOURTH RESULT

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Introduction

Our seniors hold an incredible legacy in terms of knowledge and culture, experience and traditions that could be very useful and helpful for younger generations. But nowadays these generations seem to communicate through different channels. While seniors like to have long conversations around a table or on the phone, younger generations communicate more through visual content and online.

This fourth project result aims to find a place for the encounter of both generations while supporting each other to learn new ways of communication on one hand and to grow with great wisdom and experience on the other.

Aim of The Mentoring Methodology

The mentoring methodology developed in this guidebook can be followed by young people to support seniors **to be creative online**, using digital tools learnt in the previous phase of the project.

Overall aim of the fourth project result:

To create a guidebook with the mentoring methodology on how to **accompany a senior person to create artistic digital products and how to share them online.**

Concrete objectives of the piloting are:

- To train the young people that will do the mentoring.
- That the young people acquire the skills to multiply the mentoring methodology and boost the sustainability of the project.

In that sense, taking into account both the skills and the tools selected, the present mentoring methodology is focused on **how young people can support and mentor their seniors how to: a) put in value their knowledge and share it online in a creative way; while b) passing on this legacy in a language and code that young people will understand better, online communication.**

Tips on how to start the Mentoring process:

After the testing of the mentoring methodology in all partner countries it seems necessary to highlight some key aspects for future young mentors who want to use this guide:

- Starting the digitisation of seniors: Mentors should bear in mind that for many seniors new technologies are something they have never used before. Therefore, be aware that seniors may need more time to assimilate all the knowledge and procedures to be followed. As a mentor, you may need to repeat each procedure several times.
- Adaptability: It is also important to bear in mind that real-world situations require flexibility. Mentors need to be aware that seniors may ask about completely different things during sessions. It is important to find a way to redirect the session towards its goal.

- Duration of the sessions: It is recommended not to hold very long sessions due to the possible difficulty for seniors to maintain attention for long periods of time.
- Mentor-to-senior ratio: It is recommended that the sessions are conducted in small groups with a ratio of no more than 1 mentor to 2 seniors. This will help to provide a more focused and effective mentoring process.
- Mentoring Methodology: It is recommended not to cover more than two chapters per session in order to establish an adequate mentoring process. However, this should be assessed by the mentor in each case.
- Training Methodology: Remember that the third output of the Digital Generations project, the Training Methodology, is also available on our [website](#) in all languages of the consortium (English, Slovenian, Greek, Bulgarian, French and Spanish). Check it out for more practical activities and information prior to the mentoring process with seniors.

**This entire project result is available online
in interactive format. [Click to enter:](#)**



Mentoring Methodology

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

This Mentoring Methodology can be applied to different types of creativity:

- Visual creativity:
 - Static (pictures, drawings, posters, signs).
 - Dynamic (videos, animations).
- Written creativity:
 - Narrative, poetry, stories, recipes, story telling.
- Spoken creativity:
 - Podcast, story telling.

The mentoring methodology is:

- **Goal oriented** (the senior needs to have a clear creative goal),
- **But focus on the process.** It aim at making the process of creating the artistic/creative piece a learning itinerary in which they take in the knowledge and interiorize it.

The following support procedures should be put in place when necessary to support both seniors and youth in the mentoring:

- Regular focus groups.
- On-line support and support calls.
- Individual and group meetings.
- Information activities on the salient aspects of the project and the organisational and operational aspects.
- Cultural education on the uses and customs of the countries.

Mentoring Evaluation

To evaluate the mentoring training, we propose firstly to do an informal evaluation with participants. Once you have completed the mentoring process, ask seniors to share their experience. You can do this in many ways by just leaving open space for sharing thoughts, feelings and feedback.

As a suggestion, here we propose one evaluation session:

- **Round of 3 words/sentences:** with the group in a round circle standing or sitting (make sure the group is comfortable) mention the first of the following questions and let all the group answer. Once they are finished, mention the next question and then the third. If you have little time or the group is too big you can ask them to answer the questions with one word. If you have time and would like to recover more feedback don't limit their answers.
 - What I liked?
 - What am I proud of?
 - What will I love or try to do differently next time?

However, if you wish to obtain more concrete feedback from seniors, you can also use the **questionnaire designed in the framework of the project** (available in Annex I). As a suggestion, if possible, we recommend to transfer this questionnaire to a GoogleForms or similar format and generate a QR of it. By using this QR you can turn the evaluation session into another learning experience on how to use QR and answer questionnaires online.

Mentoring Pathways

1. Mentoring basics – 4 Elements

- Concept of mentoring
- Mentoring Vs. Training
- Characteristics on how to mentor/support a senior
- Mentoring activities

2. Valuing seniors knowledge – DEFOIN

- Support seniors valuing their knowledge
- Focus on the legacy
- Share legacy: preparation of the idea.
- Mentoring activities

3. Facilitate creativity – E-SENIORS

- Prepare the ground
- Techniques to facilitate creativity
- Brainstorm
- Mentoring activities

4. How to support creative processes – DCHS

- Support starting point
- Identify the best tool to create
- Support on the way
- Mentoring activities

5. Showcasing the creation – RCNE

- How to choose the best channel to showcase
- Support the presentation process.
- How to embrace feedback.
- Mentoring activities

Mentoring Pathways

1. Mentoring basics – 4 Elements

Outcomes

Participants will:

- Learn the basic concept of mentoring.
- Understand the difference between mentoring and training.
- Characteristics on how to mentor/ support a senior.

Time

40-60 minutes session with 1 or 2 activities.

Mentoring Material

Mentoring is a transformative process that goes beyond mere knowledge sharing, paving the path for personal and professional development, fostering relationships built on trust, mutual respect, and open communication. In this guide, we delve into the crux of mentoring, its nuances, and the key to fostering a successful mentoring relationship, especially when it comes to assisting a senior in creating and sharing artistic digital products and messages.

Here's why mentoring matters: Not only does it empower the mentee, in this case, the senior, by providing them with new skills and boosting their confidence, but it also enriches the mentor. It offers an opportunity for mentors to enhance their patience, empathy, and communication skills. Now, let's embark on this rewarding journey.

1.1. Concept of mentoring

Mentoring is a process where a more experienced or knowledgeable person (the mentor) guides and supports a less experienced or less knowledgeable person (the mentee). This guidance goes beyond just the sharing of knowledge, focusing on personal and professional development, creating an environment where the mentee feels supported, challenged, and encouraged.

Think of it like a journey where the mentor and the mentee are travelling companions, with the mentor acting as the navigator.

Mentoring relationships are built on trust, mutual respect, and communication, and can be either informal (organic and less structured) or formal (assigned and more structured). The mentor's role involves listening, offering advice, providing feedback, and helping the mentee develop new skills or refine existing ones.

1.2. Mentoring Vs. Training

We found key to make a point of the difference between a trainer role and a mentoring role. Here you must be able to change your hat or as it's commonly used to wear someone's shoes.

The main objective of a mentor is to accompany a learning process, to be a supportive body without interfering or conditioning the learner journey.

While mentoring and training may seem similar, they serve different purposes and are applied in different contexts. Training is typically a structured program designed to provide the learner with the necessary skills to perform specific tasks or functions. It's often focused on achieving a particular outcome and is usually conducted within a defined timeframe.

Mentoring, on the other hand, is more relationship-focused. It's an ongoing process where the mentor offers guidance and support to the mentee to facilitate their own personal and professional growth. Unlike training, mentoring is not necessarily aimed at specific, short-term goals, but instead focuses on long-term development.

The 3 A's of mentorship are fundamental to any form of mentorship. A mentor should be **available, analytical, and an active listener** and the aim is to support the mentee in whichever path they choose, encouraging the seniors to empower themselves.

A training relationship is typically hierarchical, with the trainer imparting knowledge to the trainee. In contrast, a mentoring relationship is more reciprocal, with both mentor and mentee learning from each other. Understanding these differences helps in applying the right approach in different scenarios.

1.3. Characteristics on how to mentor/support a senior

Imagine teaching your grandmother how to use a smartphone. It requires patience as she takes time to understand, empathy when she struggles with it, respect for her wisdom, empowerment by encouraging her every small win, open communication to understand her needs, and flexibility in adapting your teaching method according to her understanding. The same principles apply when mentoring a senior in creating digital artistic products.

Mentoring a senior, especially in the context of creating artistic digital products, requires a unique approach. Here are some key characteristics to bear in mind:

- a. **Patience and Empathy:** Seniors may not be as technologically adept as younger generations. The mentor must therefore have the patience to guide them through learning new technologies. It's also essential to empathise with any struggles or frustrations they may encounter during the learning process.
- b. **Respect and Value for Life Experience:** Seniors have a wealth of life experiences that should be respected and valued. These experiences can be leveraged to create meaningful digital content that not only reflects their individual stories but can also resonate with others.
- c. **Empowerment:** The mentor should focus on empowering the senior, making sure they feel confident and capable in using digital tools to create and share their artistic projects. This could include teaching them how to use various software or platforms, guiding them through the process of digital creation, and ensuring they feel comfortable with the steps involved.
- d. **Open Communication:** Maintaining open lines of communication is vital. Seniors should feel comfortable expressing their ideas, thoughts, and feelings. The mentor should be a good listener, offering constructive feedback and encouragement.
- e. **Flexibility:** Seniors may have different learning styles, abilities, and preferences. The mentor should be flexible, adapting their mentoring strategies to suit the senior's individual needs.
- f. **Perseverance:** An important characteristic for the mentor to have is perseverance. It can sometimes take longer for the senior to grasp certain aspects of the digital world, but the mentor should persist and continue to guide them with an optimistic and resilient spirit.
- g. **Positive Reinforcement:** The mentor should practice positive reinforcement, consistently acknowledging the senior's progress, no matter how small. This will help in boosting their confidence and motivation to learn more.

Remember, the goal of mentoring a senior isn't just to teach them new skills. It's also about supporting their self-expression, helping them to connect with others, and enabling them to leave a digital legacy. By understanding these mentoring basics, you will be well-equipped to guide seniors as they embark on their journey of digital artistic creation.

1.4. Mentoring activities

Activity 1: Empathy: Understanding Challenges

Objective: Develop a comprehensive understanding of the potential challenges that a senior may face when engaging with digital tools and technology, fostering empathy and strategizing supportive responses.

Duration: 30 minutes to 1 hour.

Tools/Equipment: Pen and paper or a digital journal, a digital device (a smartphone, tablet, or computer), and an internet connection.

Instructions: Choose a specific digital tool or software that seniors are likely to use in creating their artistic products. For this activity, let's use the free and user-friendly photo editing software, Pixlr E.

- As you perform each step, note down elements that could potentially be challenging for someone unfamiliar with digital devices. This could be understanding the interface, figuring out the functionalities of different tools, or even saving and exporting the project.
- Reflect on physical challenges like diminished eyesight or reduced dexterity that can make using digital devices difficult for seniors. Consider how these challenges can impact the use of Pixlr E (<https://pixlr.com/e/#editor>).
- For each identified challenge, brainstorm supportive responses or solutions you could offer as a mentor. These could be simplified instructions, zooming in on the interface for better visibility, slowing down the pace, or offering step-by-step demonstrations.
- Try to approach Pixlr E as a first-time, non-tech-savvy user. Put aside your prior knowledge and experience. Perform tasks such as accessing the website, opening a new project, using basic editing tools (like cropping, adjusting brightness, etc.), saving the project, and finally exporting the edited image.

Learning Outcome: As a mentor you will gain a practical understanding of the potential challenges a senior may face when using digital tools for photo editing. This activity will also promote the development of empathy and strategies to offer effective support.

Activity 2: Grounding Techniques for Stress Management

Objective: To acquire and practice grounding techniques for stress management that the mentor can employ personally and teach to the senior.

Duration: 30 minutes.

Tools/Equipment: Quiet space, comfortable clothing, access to a digital device for guided exercises, optional: yoga mat.

Instructions: Research grounding techniques that help manage stress and anxiety. For this exercise, focus on "box breathing". These are simple yet effective techniques which are easy to remember and can be done anywhere, at any time.

Box Breathing:

- Find a comfortable quiet space where you can focus.
- Close your eyes. Breathe in slowly through your nose while counting to four in your head.
- Hold your breath while counting slowly to four.
- Begin to slowly exhale for 4 seconds.
- Repeat this process for a few minutes. Notice how your body and mind respond.

Learning Outcome: As a mentor you will learn how to manage their own stress effectively and will be equipped with stress-reducing techniques that can be shared with the senior, thereby promoting a more relaxed and productive learning environment. You will be able to provide hands-on help to the senior in managing potential frustration or anxiety when facing challenges.

Activity 3: Digital Art Showcase

Objective: To expose the senior to a broad spectrum of digital art, fostering creative inspiration and gaining insights into their artistic preferences.

Duration: 30 minutes.

Tools/Equipment: Computer or tablet with an internet connection, projector or large screen for better visibility (optional).

Instructions:

1. Prepare a curated collection of various digital art forms. Include digital painting, 3D modelling, digital storytelling, digital photography, and short digital animation. Use free platforms such as Behance and DeviantArt to source a wide variety of styles and mediums. Visit <https://www.behance.net/> and <https://www.deviantart.com/>

2. Organise the collection into a presentation using tools such as Google Slides or PowerPoint. Ensure that each slide includes the artwork, the artist's name, and the medium used.
3. Share this presentation with the senior, discussing each artwork. Ask the senior specific questions about each piece, such as:
 - a. "What do you think about the colours/shape/form in this piece?"
 - b. "What kind of story or feeling do you think the artist wanted to convey?"
 - c. "Does this artwork remind you of anything from your past or something you've seen or experienced?"
4. Take note of the senior's responses. Look for patterns in the kind of artwork they're drawn to, the themes they connect with, and the elements of art they focus on.

Learning Outcome: This activity will help you gain valuable insight into the senior's artistic preferences, paving the way for personalized mentoring. It will also stimulate the senior's creativity and could serve as an inspiration for their future digital art projects.

2. Valuing seniors knowledge – DEFOIN

Outcomes

Participants will:

- Support seniors valuing their knowledge.
- Focus on the legacy. Support them to reflect on what younger generations should know or would be useful.
- Share legacy: the preparation of the idea.

Time

40-60 minutes session with 1 or 2 activities

Mentoring Material

2.1. Support seniors valuing their knowledge

Retirement is one of the most important moments in a person's life. Nevertheless, there are several ways of dealing with this vital point. While for many seniors stopping work does not affect their active participation in society, this time through, for example, volunteering activities, increased physical activity (walks, trips, etc.) and social activity (attending organised activities such as dances or table games) or greater involvement with family and friends, for others retirement means a dramatic change in their routine and their participation in society.

As a mentor, you must take into account the profile of the senior you are mentoring and not forget that, regardless of the profile you are working with ("active" or "not so active" senior), they all have something useful to share and teach to future generations whether they had an active professional life or not. Unfortunately, on many occasions seniors tend to think that they can no longer offer anything to the new generations and that their knowledge and/or skills have become obsolete and are no longer of any use. This has been further encouraged by the advent of the internet and different online platforms, which offer a very different way of looking at the world than the way they have experienced it. As a mentor, your first role is to challenge and reframe this mindset, shifting the focus from what seniors feel they can't do to what they can offer.

To do this, help them reflect on the knowledge they possess, skills they may have and things they can do that distinguish them from the rest, especially the younger generation. Focus on the past and, in particular, on their past. To start this reflection, you can ask them to talk about their former profession, their childhood and adolescence,

their hobbies, or things they have always been good at etc. Whatever activities they have been involved in will bring out useful skills and knowledge. Since the mentoring process consists of accompanying the learning process, your task is to help the senior to realise what skills and knowledge he/she possesses, which have been very useful throughout his/her life, and which will undoubtedly continue to be useful for future generations.

To achieve this, you can intervene in the conversation by asking questions such as "Can you tell me more about how you achieved this?" to emphasize the process and skills, or "What led you to this insight?" to emphasize their knowledge. Positive comparison of their skills and knowledge with the present can also help to abandon this negative view of their skills and knowledge. In this case, as a young person, as well as a mentor, it is worthwhile to point out whenever possible how these skills and/or knowledge still have a place in today's life. Thus, comments such as "this could be useful for..." or "I will try to do it this way you say..." can help them to feel that their ways of doing still serve a purpose, which will undoubtedly be positive for their self-assessment and their abilities.

2.2. Focus on the legacy

Once the previous step has been taken and once the senior has fully accepted and is clear that all his/her experiences, knowledge and skills have been useful and, beyond that, are still useful, it is time to reflect on which of them he/she thinks should be better known among the younger generation.

At this point, your role as a mentor is to help the senior reflect on what the younger generation should know or would find useful. Remind him/her that he/she is "the voice of experience" and therefore, although he/she may not feel able to say what is important or most relevant in these "modern" times, everything they have to offer is useful and valid for future generations.

A starting point to start reflecting on what can be interesting to teach young people can be, firstly, to help them reflect on the needs that young people currently have (employment situation, migration, studies, mental health, etc.). Secondly, the senior can then reflect on how his/her experience and knowledge can help them. Additionally, don't hesitate to explore topics that might not immediately seem 'useful' but are important to the senior. Often, the value of a legacy is not just in skills or knowledge but in perspectives and lived experiences.

On the other hand, you can also focus attention on the cultural heritage that young people should know about but don't. Ask questions like: "What is one tradition you fear might be lost? How can it be preserved?". You can encourage the senior to reflect on

cultural practices or traditions that he/she did as a child/teenager that are being lost today. Invite him/her to reflect on the importance of culture, its legacy and how he/she can continue to contribute to the continuation of traditions by sharing them with younger people.

2.3. Share legacy: preparation of the idea

Even so, at this point it may happen that the senior thinks that nowadays "everything is on the internet" and that they have nothing new to contribute. In this case, remind them that the internet is just a tool and that the knowledge and content shown on it belongs to the people who decide to share it with the world, people like him/her. Above all, at this point of the mentoring it is important that you value everything the senior shares, whether it is a complex skill or information that you already know. What is important is that the senior feels that his/her legacy is useful and therefore has value in continuing to pass it on to others, understanding that unique, personalized contributions often resonate most in the digital world.

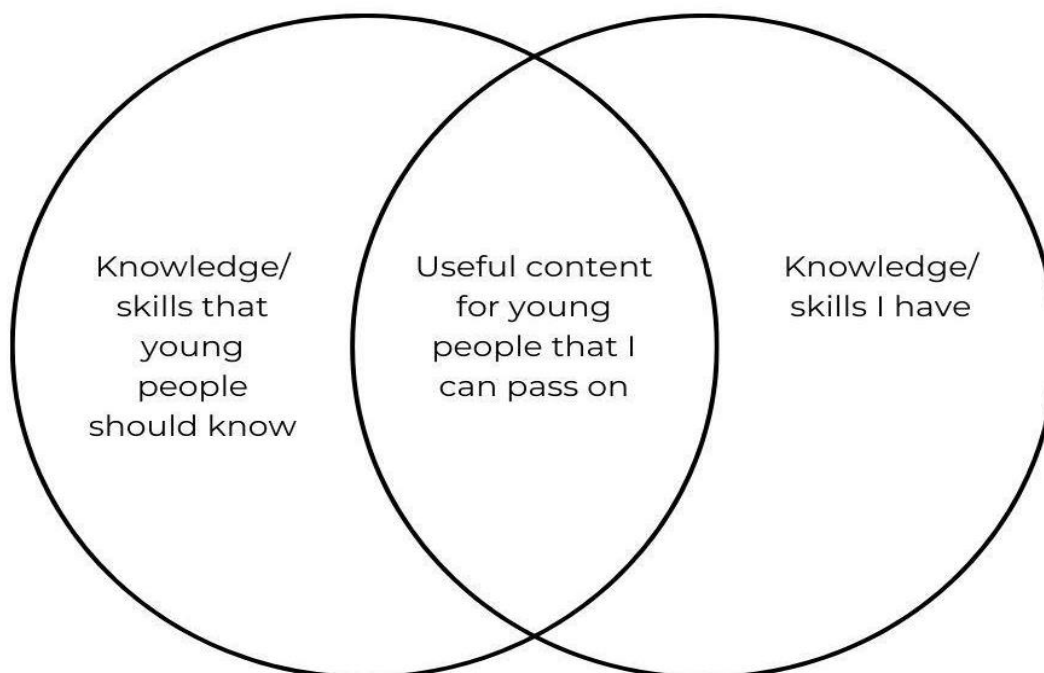
From all the ideas that have arisen, help him/her to select the content he/she is most excited about working on and/or sharing with others. Remember that mentoring is based on accompanying during the learning process, so try as best as possible to support the senior in all their decisions and always value the idea and the content they want to share. In turn, you can offer your feedback and comments on the idea and its content.

Finally, it is hoped that through this process of reassessing their knowledge and skills and seeking inspiration, the senior will have a rough idea(s) of the content they wish to share with young people. Below are two activities that can be carried out to help the senior develop the idea of what he/she wants to share. Later chapters of this guide will explain how, as a mentor, you can help this idea through to publication.

2.4. Mentoring activities

Activity 1: Competence circles

To help the senior decide what content he/she wants to share that is useful for young people you can first help him/her to visualise what he/she can offer and what is needed. With the following "competence circles" you can bring these ideas together in one document/board.



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Once completed, seniors will have an idea of what they can do (core circle). These "competence circles" can have as many elements as you consider as a mentor that will help the senior to choose a content to share. Thus, you can add multiple circles: "cultural elements that are being lost", "tips", etc. This activity can be done individually or in groups.

Activity 2: Throughout time

As discussed earlier in the chapter, seniors sometimes tend to think that their knowledge and skills are obsolete in this new "modern world". The aim of this activity is to reverse this thinking. To do this you will need to draw something similar to the template below:

PAST

PRESENT

FUTURE

--	--	--



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To start the activity, ask the senior to reflect on the skills and knowledge he/she has (also about traditions, cultural elements, etc.) that have been useful to him/her in the past and list them in the "past" column. Once this is done, move to the "present" column and, this time with your help if necessary, ask him/her to reflect on how these skills and knowledge are useful in the present. Finally, ask him/her to reflect on the "future" column and how these skills and knowledge can be useful for future generations. In this last step, help him/her if necessary. An example is shown below:

PAST

Cooking: I know
how to prepare
traditional recipes



PRESENT

Young people will
need to know
recipes when they
become
emancipated.



FUTURE

Young people will
be able to
continue to pass
on traditional
cuisine



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3. Facilitate creativity – E-SENIORS

Outcomes

Participants will:

- Prepare the ground. Create a Safe Environment and do some ice breakers.
- Techniques to facilitate creativity.
- Brainstorm: how would you like to present your idea/story/product in a creative way.

Time

40-60 minutes session with 1 or 2 activities.

Mentoring Material

3.1. How to prepare the ground

Out of the various reasons, establishing intergenerational communication may be a difficult and unusual process. Starting a conversation to ensure smooth communication with the senior and putting them in the right conditions to stimulate their creativity requires good communication skills, but equally important, *preparing the ground* to make a senior feel confident and comfortable in this new environment.

Preparing the ground for a creative intergenerational process involves creating an environment that encourages collaboration, understanding, and the exchange of ideas between individuals from different generations. Here are some of the aspects to be considered:

- **Define Objectives**

Clearly define the goals and objectives. What are you hoping to achieve through this collaboration? Having clear objectives will guide the process.

- **Create a Safe and Respectful Environment**

Remember that communication is all about listening and speaking. Make sure you give the senior enough time to speak. Encourage him/her to continue his/her story or point of view, using phrases such as "tell me about that, what happened next?" Practise active listening so that they know you are a receptive audience, nod, smile, give your full attention, with patience, to the conversation in progress. Don't do several things at

once. This will give the senior citizen the confidence to feel comfortable enough to continue and free his/her mind, which is the best way to be creative.

- **Icebreaking**

There are ways of starting an activity, a session, to make the moment more convivial, create links and open minds. These are called "Ice Breaking" activities. The Cambridge Dictionary defines an ice breaker as "a game or activity that is used to introduce people to each other so that they feel more relaxed together". It is very useful to take a moment to set up this activity. You can prepare a game for everyone to play together (see Activity 1) or organise it as a dialogue if there are few participants, for example.

Encourage participants to share stories from their lives, work, and experiences. Storytelling can bridge generational gaps and provide valuable insights. This can also help participants connect on a personal level. Some examples of Conversations starters for senior citizens:

- Talk About Their Childhood (Describe your childhood best friend);
- Talk About the Present (How are you feeling today?);
- Talk About Life Events (Tell me how you proposed);
- Gather Their Wisdom (What's the hardest life lesson you learned?);
- Ask for Their Recommendations (Where should I go on my next vacation?);
- Talk About Their Family (What do you remember about your grandmother?).

- **Ensure comfortable environment to provoke creativity**

Design spaces that facilitate creativity, such as comfortable seating, flexible workspaces, and visual aids. Incorporate elements that encourage brainstorming and idea generation.

- **Provide Structure and Flexibility**

While it's important to have a structure for the process, also allows for flexibility and spontaneity. Leave room for discussions to evolve naturally and for unexpected ideas to emerge.

- **Celebrate Achievements**

Recognize and celebrate the achievements of the intergenerational process. Verbalise the skills clearly and show what the progress has been made through the sessions to endorse participants' motivation.

- **Feedback and Continuous Improvement:**

Gather feedback from participants about their experiences. Use this feedback to improve future activities and make necessary adjustments.

3.2. Techniques to facilitate creativity

Popular opinion tends to say that creativity is a personality attribute. Some people are naturally creative and others are not. These preconceived ideas are far from the truth and may even hinder our creativity. Fortunately, in reality, we are sometimes creative without realising it. In these cases, this skill is expressed in a way that doesn't fit in with the stereotypes and goes unnoticed. This creativity can be applied (as explained in the Mentoring Methodology) in visual, written or spoken form.

It is therefore a real challenge to stimulate creativity, ensure that it emerges and streamline it to an actual creation process. First of all, we need to put in place a framework, i.e. a physical and moral environment, that is sufficiently adapted to allow this to happen (as explained in the previous section). Secondly, there are many techniques available to facilitate creativity and support its realisation.

Here are a few recommendations that can be put into practice in this context or/and can be given to senior citizens as part of the activity they are carrying out or as part of course sessions:

- *Record their ideas:* Immediately note down any type of idea in a notebook or on a telephone when it comes to them.
- *Don't classify ideas by importance:* The enemy of creativity is trying to judge everything quickly and classify it. Even if an idea doesn't relate to the moment or the subject, it's good to take it on board.
- *Let your mind roam:* Cultivate moments of deconcentration when possible (when you don't need to listen, for example).
- *Look for every opportunity to smile:* Laughter is a sign of good humour and well-being. It calms your mind and boosts your creativity.

Whether in the short or long term, it's also a good idea to encourage seniors to take part in a number of activities outside the current one, which will also stimulate their

creativity. For example, encourage them to organise a party, start a craft activity, stay updated on the latest news, go to the cinema, see an exhibition, etc.

3.3. Brainstorm

Brainstorming is a creative thinking technique for coming up with new ideas and solving problems, conducted in a group or alone. Brainstorming encourages free thinking and allows for all ideas to be voiced without judgement, fostering an open and innovative environment. Use brainstorming to come up with new ideas on how a senior participant could express their knowledge, skills, thought, etc. creatively through digital means.

Here's a general guide to help you brainstorm creatively:

- **Record all ideas**

Once all the participants are put into the right context and some ideas start to appear, try to capture every idea suggested, good and bad. Even some bad ideas at first glance can provoke some further reflections, and eventually may transfer into some invaluable ones.

- **Make everyone's voice heard**

To put an efficient brainstorming activity in place, all participants should feel comfortable, heard, and equally treated. This may be done by ensuring that the activity is organised rather as a conversation, and not a presentation. A safe and open environment will help seniors to feel at ease to share their opinions and ideas.

- **Quantity comes first**

The more ideas you receive, the better it is. The bad ones will be eliminated later on (quality), the brainstorming activity should welcome as many ideas as possible.

- **Avoid criticism**

Once again, there are no bad ideas in a brainstorming session. There should be no judgement either during the brainstorming activities. A relaxed and criticism-free approach will encourage creativity and will make everyone feel comfortable and happy to contribute their ideas.

- **Use Creative Techniques**

Employ various brainstorming techniques to generate ideas:

- *Mind Mapping*: Create a visual representation of your ideas, e.g. stickers, drawings, online mind maps, written lists, etc. to provoke creativity.

- *Word Association:* Write down related words and explore different associations to spark new ideas.
- *Role Reversal:* Imagine you are the audience and brainstorm ideas from their perspective.
- *Story telling:* Create a visual sequence that outlines how you want to present your idea. This can help you visualise the flow and identify potential gaps. Weave your idea into a narrative. Stories have a way of captivating audiences and making information memorable.

Once the new ideas have been brainstormed, the key now is to choose the most appropriate one and create a clear action plan with deadlines, tools and steps to make an idea come to life.

3.4. Mentoring activities

Activity 1: Examples of Ice breaking activities to do with seniors

As explained above, an ice breaker is "a game or activity that is used to introduce people to each other so that they feel more relaxed together". There are many examples of games to set up for your activity, which can be found on the internet for example. You can also invent your own, which may be more suited to your group! Here are two examples¹ of icebreakers to help you visualise this:

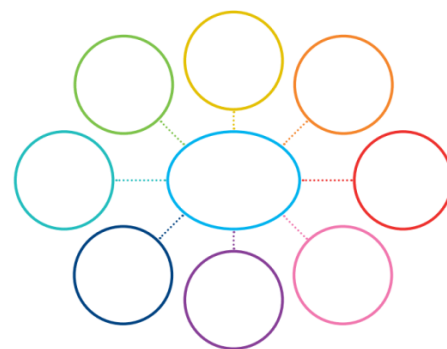
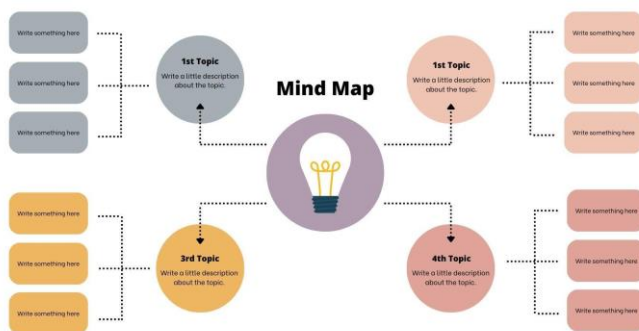
Two Truths and a Lie: This is a quick and easy option, which makes it great for large groups. In this game, everyone writes three facts about themselves on a piece of paper: two true statements and one lie. From there, each person reads their own statements, while everyone else tries to guess which one is the lie. At the very least, you'll learn two new things about each person who plays.

Human Bingo: This game is a little more time-consuming, but it's great for getting acquainted with new people. You'll give every participant a piece of paper with a series of questions on it. For example: Do you have a pet? Have you ever traveled to England? The questions should be laid out in squares like a bingo card. From there, guests must circulate and find someone who can answer "yes" to a question and sign their name in that square. Play until everyone gets a "bingo."

Activity 2: A mind-mapping tool to use with seniors

¹ Source : <https://www.springhousevillage.net/icebreaker-questions-for-seniors/>

Mind-mapping activities are a great tool to visualise and reinforce the creative process. Such activities can be used both, online or offline, via digital tools, such as PowerPoint, [Canva](#), or more adapted and simple to use [Miro](#), or stickers, canvas, drawing etc. Here are a few examples of mind maps which you could create during the sessions to create an action plan for creativity process or brainstorming activity.



Source: https://www.canva.com/design/DAFrh5Budfy/HlcYt_Eo5IPJqBieWaLBOQ/edit (1)

Source: <https://www.twinkl.fr/teaching-wiki/mind-map> (2)

4. How to support creative processes – DCHS

Outcomes

Participants will:

- Support starting point: get concrete, choose content and structure their next steps.
- Identify the best tool to create.
- Support on the way: How to deal with frustration.

Time

40-60 minutes session with 1 or 2 activities.

Mentoring Material

4.1. Support starting point

In this section, in contrast to the previous one which aimed to engage participants in a creative activity in general, the mentoring methodology focuses on helping participants to **initiate their own creative process**, mentally encouraging them to choose the content, structure and next steps to share something creative online.

BRAINSTORMING AND CONTENT SELECTION

- Start by discussing the participants' interests, hobbies, or stories they want to share.
- Guide them through a brainstorming session to generate ideas for their creative project. Also see the previous module (section 3.3. Brainstorm) and this module Activity 1 for more information on how to carry out a brainstorming process.
- Encourage participants to choose a specific topic or content they are passionate about.
- Provide prompts and questions to help them narrow down their ideas and select a focus for their project.

Remember that patience and active listening are essential throughout this process. Allow participants to share at their own pace and offer gentle guidance when needed.

The goal is to create a supportive and encouraging environment where their creative ideas can flourish.

STRUCTURING THE PROJECT

1. Teach participants about the importance of structuring their creative projects for clarity:

- **Start with the Basics:** Begin by explaining why structure is important in digital creativity. Describe how a well-organized project makes it easier for viewers to understand and enjoy their content. Use simple and relatable examples to illustrate this point.
- **Show Examples:** Share examples of well-structured digital content that they can relate to, such as organized photo albums, step-by-step crafting tutorials, or storytelling with clear beginnings, middles, and ends.
- **Highlight Clarity:** Emphasize that a structured project helps in delivering their message clearly and effectively. Clarify that structure does not mean complexity; it means organizing their content in a way that makes sense to their audience.

2. Introduce them to basic storytelling techniques, such as beginning-middle-end structure:

- **Explain Storytelling:** Introduce the concept of storytelling and its relevance to digital creativity. Explain that a story often has a beginning (introduction), a middle (main content), and an end (conclusion). Use an example to illustrate what it is about.
- **Use Familiar Stories:** Relate storytelling to familiar stories or experiences, like how they might tell a story about a family gathering or a memorable vacation. This helps them connect with the idea of structuring their content.
- **Discuss Progression:** Discuss how stories progress from setting the stage (beginning), developing the plot (middle), and reaching a resolution or conclusion. Use visual aids if possible.

3. Help them outline the key components of their project, such as introduction, main content, and conclusion:

- **Break it Down:** Guide participants in breaking down their project into three main parts:

- **Introduction:** Teach them how to start their project with an engaging introduction that provides context or sets the stage for what's to come.
- **Main Content:** Discuss how the main part of their project should contain the core information or creativity they want to share.
- **Conclusion:** Explain the importance of wrapping up their project with a conclusion that summarizes their message or project's purpose.
- **Templates:** Provide templates or simple outlines they can follow. For instance, if they're creating a digital photo album, suggest a format like "Introduction (Cover Photo) - Main Content (Photo Gallery) - Conclusion (Closing Thoughts)."

4. Discuss ways to engage the audience and keep their interest throughout the project:

- **Audience Engagement:** Explain that keeping the audience interested is key to digital creativity. Suggest techniques such as:
 - **Visual Variety:** Encourage the use of different types of content, like images, short videos, and text, to maintain visual interest.
 - **Interactivity:** If applicable, show them how to incorporate interactive elements, like clickable links or buttons, to engage viewers.
 - **Narrative Hooks:** Teach the concept of narrative hooks—ways to captivate the audience from the beginning, like starting with a compelling image or question.
- **Feedback and Iteration:** Stress the importance of seeking feedback from friends or family. Explain that they can use this feedback to refine and improve their projects, making them more engaging.
- **Encourage Creativity:** Remind them that creativity is not just about following rules but also about thinking creatively to engage their audience in unique ways.

Remember to go at a pace comfortable for participants and offer support as they structure their digital projects.

4.2. Identify the best tool to create

This section should guide participants in choosing the most suitable digital tool for their creative project.

EXPLORING DIGITAL TOOLS

1. Introduce participants to a variety of digital tools available for different types of creative projects (e.g., video editing, podcasting, graphic design):

- **Start with Familiarity:** Begin by asking participants about any digital tools or apps they may have used in the past, even if it's for simple tasks like taking photos or sending messages. This establishes a starting point for their digital tool exploration.
- **Categorize Tools:** Group digital tools into categories based on their creative purposes, such as photo editing, video creation, graphic design, storytelling apps, or recipe sharing platforms.

2. Discuss the features and benefits of each tool:

- **Visual Aids:** Use visuals like screenshots or short video demonstrations to showcase the user interface and basic functions of each tool. This can make it easier for participants to grasp the tool's potential.
- **Real-Life Examples:** Share real-life examples of creative projects made using these tools. For instance, show them how others have created photo albums, cooking videos, or craft tutorials using specific apps.

3. Help participants understand the technical requirements and skill levels needed for each tool:

- **Simplicity vs. Complexity:** Explain that some tools are user-friendly and require minimal technical expertise, while others may have a steeper learning curve. Discuss the importance of choosing tools that align with their comfort level.
- **Hardware Considerations:** If necessary, provide guidance on the hardware requirements, like having a smartphone, tablet, or computer with specific specifications, to use certain tools effectively. It is also important to be aware of and specify the major differences between Android and iOS. As a mentor you need to be prepared to work with both systems.

TOOL SELECTION

1. Have participants describe their project and creative goals:

- **Project Overview:** Ask participants to describe their project in simple terms. Encourage them to share their creative goals, such as creating a digital recipe book, sharing family stories, or showcasing their crafts.

- **Audience and Purpose:** Discuss who their target audience is and what they aim to achieve with their project. Understanding the purpose can help guide tool selection.

2. Based on their project description, guide them in selecting the most appropriate digital tool:

- **Matching Creativity:** Match their project description and goals with the categories of digital tools you introduced earlier. For instance, if they want to create a digital recipe book, suggest tools for document creation or recipe apps.
- **Demo and Try:** If possible, provide a live demonstration of how a particular tool works and guide them through a simple task using that tool. Encourage them to try it out themselves or with your assistance.

3. Provide resources or guides for using the chosen tool effectively:

- **Tutorials and Manuals:** Share digital tool tutorials, user manuals, or step-by-step guides that participants can refer to as they start using the tool. These resources should be in simple, jargon-free language.
- **Online Communities:** Mention online communities or forums where they can seek help or connect with others who use the same tool. Assure them that they're not alone in the learning process.

4. Address any questions or concerns participants might have about using the tool:

- **Open Q&A:** Encourage participants to ask questions or voice any concerns they may have about using the tool. Be patient in addressing their doubts and reassure them that learning is a gradual process.
- **Hands-On Practice:** Offer hands-on practice sessions where they can experiment with the chosen tool under your guidance. This practical experience can boost their confidence.

Remember that the goal is to empower participants to make informed decisions about digital tools while considering their project's specific needs and their comfort level with technology.

4.3. Support on the way

DEALING WITH FRUSTRATION

1. **Normalize Challenges:** Begin by acknowledging that creative work often comes with challenges and moments of frustration. Let participants know that this is a normal part of the process.
2. **Inspiring Stories:** Share brief stories of well-known creators who faced difficulties but achieved success through perseverance. This can inspire participants to stay motivated.
3. **Frustration Strategies:** Teach participants simple strategies for managing frustration, like taking short breaks, seeking inspiration from others, and breaking their creative tasks into smaller, manageable steps.
4. **Learning from Mistakes:** Emphasize the value of learning from mistakes and setbacks. Encourage participants to view these experiences as opportunities for growth and improvement.

PEER SHARING AND SUPPORT

1. **Peer-Sharing Session:** Organize a session where participants can openly discuss their creative progress and challenges. Create a welcoming and non-judgmental space for sharing.
2. **Peer Advice:** Encourage participants to offer suggestions and advice to their peers based on their own experiences. This peer-to-peer support can be invaluable in overcoming obstacles.
3. **Foster Community:** Foster a sense of community and mutual support among participants. Highlight the benefits of collaborating, learning from each other, and celebrating each other's successes.

4.4. Mentoring activities

Activity 1: "How to do brainstorming process to choose the specific content to create"

Objective: To carry out a brainstorming process to choose the specific content to create. Also see *Module 3, section 3.3. Brainstorm* for more general information.

Steps:

- ***Establish a Comfortable Environment:***

Start by creating a comfortable and relaxed atmosphere for the brainstorming session. Ensure that participants feel at ease and encourage an open and non-judgmental environment where they can freely share their thoughts.

- ***Introductions and Sharing:***

Begin by asking each participant to introduce themselves and share a bit about their interests, hobbies, or personal stories. This helps in getting to know each participant and sets the stage for brainstorming topics relevant to their experiences.

- ***Warm-Up Exercise:***

Consider starting with a warm-up exercise to stimulate creativity. For example, ask participants to share a favorite memory or a personal story related to a particular theme. This can help them tap into their memories and begin thinking creatively.

- ***Guided Brainstorming:***

Introduce the concept of brainstorming and explain that it's a process of generating ideas without judgment. Let participants know that all ideas are valuable and welcome.

Provide prompts and questions to kickstart the brainstorming session. For example:

- "What are some memorable experiences from your life?"
- "Are there any hobbies or activities you're passionate about?"
- "Is there a particular place, person, or event that holds significance for you?"

Encourage participants to share their initial thoughts, even if they seem unrelated or unfinished.

- ***Narrowing Down Ideas:***

As ideas flow, help participants narrow down their focus. Ask follow-up questions to explore each idea further and guide them in choosing one that resonates most with them.

Consider discussing the potential audience for their creative project. Who are they creating for, and what message or story do they want to convey to this audience?

- ***Encourage Passion and Personal Connection:***

Emphasize the importance of choosing a topic or content they are genuinely passionate about. Creativity often thrives when there is a personal connection to the subject matter.

- ***Recording Ideas:***

During the brainstorming session, record the ideas and topics that participants express interest in. This can be done on a whiteboard, mind-mapping, flip chart, or digitally, depending on your setup.

- ***Reflect and Summarize:***

At the end of the session, take a moment to reflect on the ideas generated. Summarise the key topics and themes discussed during the brainstorming session. You can use a board to write and remember your ideas.

- ***Encourage people to continue at home:***

Encourage participants to think further about their chosen topic and come prepared for the next session with more specific ideas and details about their creative project.

- ***Follow-Up:***

In subsequent mentoring sessions, revisit and refine the chosen topic. Help participants develop a clear vision for their project and guide them in structuring their creative process.

Activity 2: "Share Your Favorite Recipe"

Objective: Create a digital post on Facebook (or some other channel) where participants share their favorite recipe with friends and family.

Steps:

1. **Choose a Recipe:** Participants should select a recipe they love and want to share with others.
2. **Prepare Ingredients and Tools:** Gather all the ingredients and cooking tools needed to prepare the recipe.
3. **Document the Process:** Take photos or a short video of the cooking process, capturing key steps and ingredients.
4. **Craft a Caption:** Write a captivating caption describing why this recipe is a favorite, any personal anecdotes related to it, or why they decided to share it.
5. **Post on Facebook:** Use the knowledge gained to create a Facebook post. Add the photos or video, the recipe's ingredients and steps in the caption or comments, and any relevant hashtags.

6. **Engage with Comments:** Encourage participants to respond to comments and engage with their audience. They can answer questions, thank people for their feedback, or share stories related to the recipe.

Activity 3: "Create a General Digital Album"

Objective: Participants will compile a digital album on Facebook that highlights different aspects of their lives, interests, and creative endeavors.

Steps:

1. **Choose Topics:** Have participants select several topics or areas of interest they'd like to feature in their digital album. These could include their garden, hobbies, crafts, products they create, holiday memories, and more.
2. **Gather Visual Content:** Encourage participants to collect photos or images related to each chosen topic. They can take new photos or use existing ones, ensuring they align with their interests.
3. **Write Captions:** For each photo or image, participants should write brief captions or descriptions that provide context or share their thoughts and experiences related to the topic.
4. **Organize the Album:** Create a new Facebook album for this purpose. Participants can add the photos and captions to the album, grouping them by topic or theme.
5. **Add a Personal Touch:** Invite participants to write a personal introduction to the album, explaining why they chose these topics and what they enjoy about them.
6. **Privacy Settings:** Adjust the privacy settings of the album according to participants' preferences, ensuring it's shared with the desired audience (friends, family, or a custom list).
7. **Engage with Comments:** Encourage participants to interact with comments and engage with viewers who appreciate their shared interests or experiences. They can respond to comments and share additional stories or insights.

5. Showcasing the creation – RCNE

Outcomes

- Choose the best channel to showcase.
- Support the presentation process.
- How to support embracing feedback, how to answer possible feedback from the audience either positive or negative.

Time

40-60 minutes session with 1 or 2 activities

Mentoring Material

5.1. How to choose your best channel to showcase

In this part, the methodology focus on helping participants choose channels to showcase the created content. In many cases, seniors are reluctant to share items on the internet, especially when it is personal information or part of their lives. To eliminate this fear, it is necessary to explain to them the details of the publication process, as well as to address any doubts and fears they may have.

To this end, it is necessary to focus on the following topics:

DISCUSSING THE INTERESTS AND WISHES OF THE PARTICIPANTS

Try to start a discussion with the participants by facilitating the conversation and systematising the answers received. Ask questions that will help clarify the ideas and wishes of the participants, such as:

- How do they envision the showcase of the created content?
- How much time would they spend presenting their content?
- Are they inclined to try different channels to showcase the content?

CHOOSING THE AUDIENCE TO WHOM THE CONTENT IS DIRECTED

Ask participants to explain how they envision the presentation of their creative idea. Begin discussing the potential audience for the presentations. Explain to them the characteristics of individual groups of users and the most appropriate methods to address your messages to them. Help participants to target the most relevant audience for their content creation.

Discuss with participants if they only want to share content they've created or they want to become influencers to their chosen audience. Explain to them what it means to be an influencer and discuss together if it is a good fit for them.

DETERMINING THE ACCESSIBILITY OF SHARED CONTENT

Explain to participants the importance of accessibility to the content they share. Give examples to clarify the topic more clearly. Discuss together their views on this matter and their expectations. Explain to them the possibilities of changing the accessibility of the content after it has already been officially shared through the various channels.

You can also explain the publishing options that some platforms or social networks have to publish content "for everyone" or only "for friends or close friends". Point out the characteristics of using these publishing modes, as well as their advantages and disadvantages.

DISCUSS READINESS FOR FEEDBACK

Explain the process of getting feedback to the participants. Give examples of positive and negative feedback. Show them opportunities to use feedback to improve their content creation or include additional distribution channels.

Remember that perhaps in some cases you will also have to explain the vocabulary associated with feedback: likes, comments, notifications, etc.

5.2. Support the presentation process

Intergenerational models have long addressed many needs of seniors. Reverse mentoring is an intergenerational approach that engages young adults in providing needed support and knowledge to seniors. While reverse mentoring flips the typical pedagogy model so that younger adults become the mentor and seniors the mentees, younger and seniors both benefit. Reverse mentoring encourages mutual support through knowledge sharing as seniors share their life experiences while gaining new technological skills for digital literacy from younger adults, and it encourages mutual support through positive feedback.

There are several ways in which the mentor might support the mentee.

- Acting as a positive role-model and setting a good example for a mentee.
- Developing a trusting relationship and providing emotional support.
- Helping the mentee to develop communication skills.

- Helping the mentee with learning and development.
- Listening carefully and asking questions to help the mentee gain insight into their own thinking.
- Providing practical support.
- Guiding them through the presentation process in the chosen channels.
- Offering assistance based on what the individual wants, not what you think is best for him/her.
- Recognizing the senior as the expert in their own situation.
- Messages should be clear; simple; easy-to-understand; as brief as possible. Take the time to know your audience and adjust your message accordingly.
- Offer choices whenever possible/Let the participants make the decisions.
- Recognize the senior as the expert in their own life.

The mentor should provide information on helpful resources that seniors can use in the presentation process, such as: YouTube, websites, etc.

5.3. How to embrace feedback

In particular, constructive feedback —or the type of feedback that provides useful suggestions and observations to help support personal progress— can be invaluable in helping you understand your performance and commit to developing your skills further. Despite this, though, responding to constructive feedback respectfully can be uncomfortable for many, including seniors, since doing so often involves a certain level of vulnerability.

With this, not only can feedback help you understand your individual performance, but it can give you vital insight about what you do well and how you can further develop your skills to succeed in your role.

There are many ways that you can respond to feedback, and the exact path that you should choose will depend greatly upon your particular situation. Despite this, though, there are a few fundamental principles you should follow as you respond to constructive feedback that can help you grow personally. In turn, as a mentor, you can practice and transmit these principles to the mentored seniors so that they can evaluate the feedback properly.

- **Listen/Read**

When somebody is giving you feedback, it's important to listen/read carefully to what they're saying. While listening/reading, try to make a note of the major components within their particular feedback. Understanding the intention behind their feedback and what concrete recommendations they're making for growth will help you form your response more effectively.

- **Wait to react**

From here, you can internally practise mindfulness and self-affirming techniques. You might take a minute before processing and reacting.

- **Ask for more information**

Regardless of what information you'd like to clarify, getting more data on feedback can help you truly understand the perspective of the other person and figure out how you might grow from learning such information.

- **Decide if you agree or don't agree with what was said**

If you don't agree with how the person sees things, that's fine. You don't have to change if you believe it truly works for you and is creating impact, performance and results for you. But consider if there are any valid points within the feedback. Think about how those things could help improve how you do what you do.

- **Create an action plan that starts with visible change**

Even if you don't agree with everything they've said at first, try to visualise the situation from their perspective and locate at least a few things they identified in their feedback that you're willing to work on. From here, you can create an action plan on how you'll implement their feedback.

- **Find an honest confidant**

Often, receiving constructive feedback and going through implementation processes can be challenging to do in isolation. Therefore, you should find a confidant —a friend or relative you can trust— that you can talk to honestly and openly about the feedback you just received. While you might be tempted to tell them how the feedback made you feel, you should instead take this opportunity to examine the feedback items with somebody who isn't closely involved. This type of dialogue might be able to give you valuable insight about whether the feedback is valid and how you might process such

information. Even more, your confidant may be able to give you additional ideas about how you can take action and implement the feedback in your daily work.

- **Follow up in the long term**

It's important to understand that receiving and responding to constructive feedback effectively is a long-term process. Change doesn't happen overnight, so give yourself time to implement change.

5.4. Mentoring activities

Activity 1: How do I want to approach sharing my creative project on social media?

Reflection (Activity made by DCHS)

Objective: That through the previous work on case examples seniors can get an idea of how they want to proceed to share their creative project online. Two case examples are presented below.

Case examples:

1. John, 65 years old, Gardener and Fruit Grower

John is 65 years old. He has a beautiful garden behind his house with more than 40 different species of plants. In addition to flowers, he also has fruit trees. He is a very good fruit grower and knows how to carefully manage and prune the trees. As his garden is behind his house, he would like to show his neighbors and fellow citizens what natural treasures he grows behind his house. As he has some fruit left over, he would be happy to sell or give some to his neighbors. He has his own Facebook profile where he follows other people's posts and sometimes uses the Facebook marketplace to buy gardening equipment. He has lots of pictures of his garden on his phone.

Challenge Questions:

- *On which channel should John showcase his hobby?*
 - Options: Facebook, Instagram, Nextdoor (neighborhood social network), or a gardening-specific platform.
- *Which tools should he use on this channel?*
 - Options: Facebook for sharing photos and stories, Facebook Marketplace for selling produce, Instagram for visually showcasing his garden, or a gardening-specific app for tips and advice.
- *How should John present his story?*

- Suggest ideas for his first two posts, such as sharing a stunning garden photo and a brief description of his gardening journey and the fruits he grows.

2. Emily, 68 years old, Painter

Emily is 68 years old and has been an avid painter for most of her life. She creates beautiful landscapes and portraits with various mediums, from watercolors to oils. Emily wants to share her artwork with others and perhaps even sell her paintings. She has some experience with computers and smartphones.

Challenge Questions:

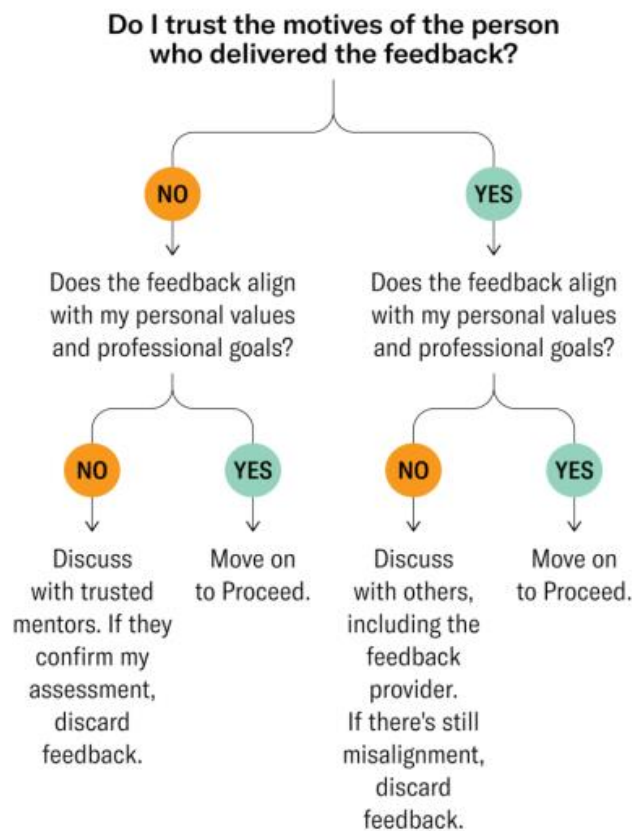
- On which channel should Emily showcase her paintings?
 - Options: Instagram for visual art, Etsy for selling artwork, Facebook for a personal art page, or a personal website.
- Which tools should she use on this channel?
 - Options: Instagram for posting high-quality images of her paintings, Etsy for listing her artwork for sale, Facebook for creating a community around her art, or a website builder for showcasing her portfolio.
- How should Emily present her story?
 - Suggest ideas for her first two posts, like sharing a favorite painting along with a short description of her artistic journey.

Activity 2: “Feedback Decision Tree”

Processing feedback goes far beyond listening to it in the moment and implementing it. It involves continuous reflection, conversation, and practice. Much of this happens because of the way we receive feedback, but there is much we can do to make sure we’re processing feedback the right way.

Now run the feedback you received through a simple decision tree — a method to bring consistency and structure to your decision-making process. If you feel all over the place in your thinking, the visual format of a decision tree can help you remain focused as you logically progress through a few critical questions.

Feedback Decision Tree



Activity 3: "Storytelling method"

The storytelling technique is known to be one of the most effective strategies. The main benefits of the storytelling technique are: high motivation and active participation, a boost of creativity, cooperation between participants, deepening the understanding of a subject, and an increase in attention span.

Storytelling motivates participants to be active in the construction of the meaning of the story. Thus they feel that they can have a greater impact on the process and on the results of the assignment, and therefore are more motivated in its execution.

In Digital storytelling, seniors build a tale using their own language and expressions to express themselves. Using multimedia technology, digital storytelling includes the fusion of pictures, audio, and narration to produce a film that represents one's lived experiences. Seniors can become digital creators and develop their imagination and speech skills by sharing their stories with others.

Furthermore, if the story created is shared with the community and the younger generation, it will reduce the gap between generations and help them to understand each other better.

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 Modules².

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

Mentoring	The act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school
Reverse mentoring	Originated in the business sector where top managers were expected to enlist younger employees to mentor them about the internet
Competency	An important skill that is needed to do a job
Skills	An ability to do an activity or job well, especially because you have practised it
Brainstorm	(of a group of people) To suggest a lot of ideas for a future activity very quickly before considering some of them more carefully
Influencer	<ul style="list-style-type: none"> a) Someone who affects or changes the way that other people behave b) A person or group that has the ability to influence the behaviour or opinions of others c) A person who is paid by a company to show and describe its products and services on social media, encouraging other people to buy them
Storytelling	The activity of writing, telling, or reading stories
Target audience	The particular group of people to which an advertisement, a product, a website or a television or radio programme is directed.
Podcast	A radio programme that is stored in a digital form that you can download from the internet and play on a computer or on an MP3 player

² All definitions in this glossary, except for the terms "reverse mentoring" and "digital creativity", are taken from the online Cambridge Dictionary (<https://dictionary.cambridge.org/>) on the 15th of September 2023.

App	Abbreviation for application: a computer program or piece of software designed for a particular purpose that you can download onto a mobile phone or other mobile device
Online communities	A group of people who use a particular internet service or belong to a particular group on the internet
Forum	A place on the internet where people can leave messages or discuss particular subjects with other people at the same time
Post	Something such as a message or picture that you publish on a website or using social media
Hashtag	The symbol # on a phone or computer keyboard. Used on social media for describing the general subject of a Tweet or other post (= message)
Privacy settings	The part of a social networking website, internet browser, piece of software, etc. that allows you to control who sees information about you
Digital creativity	The act of being creative on the internet by creating content. This includes the use of different devices such as mobiles, computers, tablets, etc. and different platforms such as social media networks (Facebook, Instagram, Tiktok), platforms for content creation, etc.
Feedback	Information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked

Annex

Annex I: Evaluation questionnaire for seniors involved in the mentoring process

Evaluation of the piloting sessions on the Mentoring Methodology

Thank you for your participation in the mentoring process!

To improve our future activities and the tested Mentoring Methodology, we would like to ask you to fill in this questionnaire providing your feedback on the implemented activities.

We are grateful for your time and sharing your opinion with us!

1. Did the mentoring sessions correspond well to your needs and objectives?

- Yes
- No
- Hard to answer

2. If not, why?

3. Do you think the mentoring process and activities within it were well adapted to your level?

- Yes
- No

4. Would you participate in similar sessions in the future?

- Yes
- No
- I do not know

5. Evaluate the presentation and clarity of the mentoring sessions.

- Excellent
- Good
- Fair
- Needs improvement

6. Evaluate the competences of the trainers, i.e. knowledge about the topic, communication with the group, clarity in the speech, etc.

- Excellent
- Good
- Fair

- Needs improvement

7. Was the information easy to understand?

- Excellent
- Good
- Fair
- Needs improvement

8. Evaluate the duration and the structure of the mentoring process and sessions.

- Excellent
- Good
- Fair
- Needs improvement

9. Do you consider what you learned useful in your daily life?

- Yes
- No
- Not sure

10. What did you like best about the activities carried on?

- Learn new forms of how to be creative online
- Learn how to use social media and other platforms to share my art/interests/creativities
- Acquiring new knowledge on digital tools
- Meeting new people
- Spending time between different generations

11. What do you think could be improved?

12. Is there anything you didn't like at all?

13. Do you have any other comments?

Thank you very much!



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