



LEGENDS Facilitators' Toolkit Overview

A2.3 Training of Professionals



Co-funded by
the European Union

Funded by the European Union. However, the opinions expressed are those of the author(s) alone and do not necessarily reflect the views of the European Union or the Erasmus+ National Agency (INDIRE). Neither the European Union nor the granting authority can be held responsible for them.
Project Number: 2025-1-IT02-KA220-ADU-000352101

Table of Contents

Module 1 - Facilitation Techniques for Intergenerational Workshops	3
Module 2 – Digital Literacy for Older Adults	8
Module 3 - Collaborative Digital Storytelling.....	14
Module 4 - Exploring Local Stories: Urban Storytelling	20
Module 5 – Guided Intergenerational Excursions	26
Module 6 - Resources for Trainers	33

Module 1 - Facilitation Techniques for Intergenerational Workshops

Sub-Units

- 1.1 Introduction to Facilitation in Intergenerational Settings
- 1.2 Managing Group Dynamics
- 1.3 Techniques for Engaging Seniors and Youth
- 1.4 Handling Challenges in Mixed-Age Groups
- 1.5 Facilitation Activity for intergenerational education
- 1.6 Activity: designing an inclusive workshop plan
- 1.7 Accessibility and Cultural Sensitivity

Estimated duration

2 hours (30 min workshop/1.30 h. activities)

The total duration of the module is approximately 2 hours, delivered as an interactive in-person session (online arrangements can be made). The module should be delivered in one session, allowing appropriate time length for both generations.

The trainer should remain flexible and adapt the pacing based on participants' needs, digital experience, and level of interaction.

Learning Objectives

By the end of this module, participants will be able to:

- Understand the role of a facilitator in intergenerational workshops
- Apply techniques to engage both seniors and youth effectively
- Manage group dynamics and resolve conflicts in mixed-age groups
- Design inclusive and accessible workshop activities

Content Overview

Basics of intergenerational facilitation (challenges, successful examples), group dynamics (collaboration, mutual respect), adaptative techniques and participation balancing, handling common challenges (tech barriers, communication styles...), ensuring accessibility and respecting cultural differences.

Introduction to Facilitation in Intergenerational Settings (5 minutes)

The initial activity consists of a theoretical introduction to the creation and facilitation of intergenerational groups; and the following topics are addressed: Intergenerational programs, intergenerational learning and intergenerational activities. Furthermore, an in-depth analysis of the meaning of the phenomenon of ageism is also addressed.

Learning Steps:

- Understand the role of a facilitator in intergenerational settings
- Understand the concept of ageism

Skills Learned: communication, confidence-building, social interaction, group facilitation, intergenerational setting characteristics and design, prevention of age-based bias.

Managing Group Dynamics (5 minutes)

This section focuses on how to proactively manage specific group dynamics that may arise within intergenerational groups and how to raise interest and engagement in the participants.

Learning Steps:

- Apply techniques to engage both seniors and youth effectively
- Understand the role of a facilitator
- Understand and manage group dynamics in intergenerational settings

Skills Learned: communication, confidence-building, social interaction, group dynamics management, conflict management, problem solving.

Techniques for Engaging Seniors and Youth (5 minutes)

This section focuses on possible methodologies and solutions on how to involve participants of different ages, also establishing/negotiating some shared rules, ensuring respect for everyone and the opportunity to actively participate for all.

Learning Steps:

- Apply techniques to engage both seniors and youth effectively
- Create opportunities and strengthen participation
- Manage group dynamics

Skills Learned: communication, confidence-building, social interaction, active participation, group dynamics management, conflict management, problem solving, age friendly approaches.

Handling Challenges in Mixed-Age Groups (5 minutes)

This section explores the potential challenges of managing groups with mixed ages (young people and seniors) and potential generational, cultural, and digital divides; proposing a shift from a vision of generational conflict to one of cooperation and mutual learning.

Learning Steps:

- Manage group dynamics
- Resolve conflicts in mixed-age groups
- Foster collaboration and mutual learning

Skills Learned: communication, confidence-building, social interaction, group dynamics management, conflict management, problem solving, collaboration, mutual learning, age friendly approaches.

Facilitation Activity for intergenerational education (90 min)

This section of the module focuses more on practical activity that is meant to involve participants to make them active protagonists in a session of mutual understanding and intergenerational exchange and the preservation of local and cultural traditions.

The specific activity (available as Annex 1) is called “Keeping Traditions Alive Through Dialogue” and invites participants to explore and preserve local and national popular traditions through intergenerational dialogue. Drawing on personal memories, photographs, and everyday objects, older and younger participants engage in a shared journey of discovery.

Learning Steps:

- Keep local and popular traditions alive across generations
- Practice intergenerational dialogue in a safe and supportive setting

- Strengthen social bonds through shared storytelling
- Engage memory and reminiscence as tools for personal and collective reflection

Skills Learned: communication, confidence-building, social interaction, group dynamics management, conflict management, activity planning, intergenerational and intercultural skills.

Activity: designing an inclusive workshop plan (5 minutes)

When developing intergenerational proposals, facilitators should pay attention to accessibility and participant inclusion throughout all stages of the process, from goal setting to experience evaluation.

Learning Steps:

- Understand the role of a facilitator in intergenerational workshops
- Design inclusive workshop activities

Skills Learned: communication, social interaction, activity planning, inclusive design, active participation, intergenerational and intercultural skills, age friendly approaches.

Accessibility and Cultural Sensitivity (5 minutes)

This last section addresses the issue of how to design and implement accessible and culturally appropriate activities. Accessibility is not just eliminating physical obstacles, but also creating welcoming environments that value diversity and overcome communication barriers between generations.

Learning Steps:

- Understand the role of a facilitator in mixed group workshops
- Design accessible workshop activities for all ages
- Design cultural sensitive activities

Skills Learned: communication, social interaction, activity planning, accessible planning, intergenerational and intercultural skills, age friendly approaches.

Module Summary

Progression of the module:

- **Engagement** = Build confidence through mutual knowledge.
- **Foundation** = Understand each other's background and needs.
- **Communication** = Use a simple language that could be accessible to all.
- **Protection** = Establish shared rules and work in a safe and supportive setting.

Why this Module Matters

Creating and managing intergenerational groups allows participants to approach activities more consciously, ensuring that everyone feels an active part of the intergenerational group. Through this mutual exchange, youngsters and seniors will deepen their understanding of one another and strengthen new bonds based on mutual respect and trust.

Module 2 – Digital Literacy for Older Adults

This module introduces participants to essential digital skills needed to navigate everyday online environments safely and confidently. It is designed for a mixed audience of youth and seniors, encouraging intergenerational learning and mutual support.

Through a combination of explanations, demonstrations, and interactive activities, participants will explore how to use digital tools, communicate online, and critically assess information. The module also focuses on building awareness of online risks, including privacy concerns, fake news, and scams, while supporting participants in developing confidence and autonomy in their digital practices.

Sub-Units

- 2.1. Trainer guidance
- 2.2. Icebreaker Activity: Picture this
- 2.3. Basics of Internet
- 2.4. Using Communication Apps
- 2.5. Digital Safety and Privacy
- 2.6. Processing Online Information
- 2.7. Identifying Unsafe Content
- 2.8. Closing Activity

Estimated duration

The total duration of the module is approximately 3 hours and a half, delivered as an interactive in-person session (online arrangements can be made). The module should be delivered in two sessions, allowing appropriate time length for both generations.

The trainer should remain flexible and adapt the pacing based on participants' needs, digital experience, and level of interaction.

Learning Objectives

By the end of this module, participants will be able to:

- Understand basic internet concepts and connect their devices to sources
- Use messaging applications for everyday communication
- Recognize digital footprint and apply responsible sharing practices
- Identify fake news using simple verification techniques
- Recognize common signs of online scams and respond safely
- Apply critical thinking to navigate online environments safely and confidently

Content Overview

Digital literacy is the ability to use digital tools and technologies confidently, safely, and effectively in everyday life. It includes understanding how the internet works, communicating through digital platforms, protecting personal data, and critically evaluating online information. Strengthening digital literacy supports independence, social inclusion, and informed participation in modern society, especially in an increasingly digital world.

The intergenerational nature of this module reinforces the exchange of knowledge and strengths between seniors and youth: younger participants often bring familiarity with digital tools and platforms, while older participants contribute life experience, critical thinking, and caution in decision-making. This approach helps build confidence, fosters respect between participants, and supports a more inclusive and balanced learning environment.

Icebreaker Activity (20 min)

The icebreaker introduces participants to the topic by connecting digital tools to their daily lives. Sharing personal photos or videos helps build trust, encourages interaction, and creates an inclusive learning environment. It also highlights how commonly used digital practices can serve as entry points for learning.

Learning Steps:

- Select and share a recent photo or video from a personal device. If participants are not comfortable with sharing personal content, they can search for a picture online.
- Discuss choices in pairs or small groups, encouraging intergenerational exchange.
- Reflect on how digital tools are used in daily life (e.g., storing and sharing photos).
- Connect personal experiences to broader digital skills learning objectives.

Skills Learned: Communication, confidence-building, digital awareness, social interaction.

Basics of the Internet (30 min)

Understanding the internet is foundational for digital participation. Participants learn how devices connect, how to access information, and the practical differences between Wi-Fi and mobile data. This knowledge supports confident and cost-aware internet use, and sets the stage for collaboration between both generations through guided practice.

Learning Steps:

- Define the internet using simple, relatable analogies.
- Identify different ways to access the internet (Wi-Fi vs. mobile data).
- Observe demonstrations of connecting to Wi-Fi and performing searches.
- Practice basic navigation and searching with guided peer support.
- Explore available local resources for continued learning, reinforcing confidence and support among seniors.

Skills Learned: Technical basics, problem-solving, digital navigation, peer learning.

Using Communication Apps (20 min)

Digital communication tools enable people to stay connected and share information. Understanding the differences between SMS and internet-based messaging apps helps participants choose appropriate tools for their needs and use them effectively. It also bridges the gap between seniors and youth by inviting them to compare their uses of internet, and safely introduces the older generations to social medias – helping them understand their basic functions.

Learning Steps:

- Distinguish between SMS and messaging apps.
- Identify common communication platforms and their purposes.
- Discuss personal usage patterns and preferences.
- Compare tools based on communication needs (e.g., messaging vs. content sharing).

Skills Learned: Digital communication, decision-making, platform awareness, collaboration.

Digital Safety and Privacy (20 min)

Awareness of digital safety and privacy is essential for responsible online participation. Participants explore how personal data is shared and collected, and how online actions contribute to a lasting digital footprint. This part of the module is also interesting for the younger generation, which while comfortable using new technologies, might not necessarily know the stakes of using it.

Learning Steps:

- Define digital footprint (active and passive).
- Recognize how personal data is shared and stored online.
- Discuss examples of online presence and visibility.
- Apply the “Think before you share” principle through scenarios.
- Reflect on privacy settings and safe online behaviour, providing resources to enact it.

Skills Learned: Critical thinking, risk awareness, responsible behaviour, self-protection.

Processing Online Information (60 min)

The ability to evaluate online information is crucial in a digital environment where misinformation is common, especially for the older generation which showed more security concerns during our initial assessment. Participants learn to identify fake news and apply simple verification strategies.

Learning Steps:

- Define fake news and its purpose.
- Learn key verification strategies (source, date, cross-checking).
- Apply a checklist to assess information credibility.
- Practice identifying misleading vs. reliable content in pairs.
- Reflect on how misinformation influences opinions and decisions.

Skills Learned: Media literacy, analysis, evaluation, informed decision-making.

Identifying Unsafe Content (30 min)

Understanding how to recognize unsafe content is essential for navigating the internet safely. Participants learn to identify common online scams, understand how they operate, and develop simple strategies to avoid falling victim to them.

Learning Steps:

- Define online scams and their purpose (deceiving users to obtain information or money).
- Recognize common scam formats (SMS, emails, websites) and how they imitate trusted sources.
- Identify key warning signs (urgency, suspicious links, requests for personal information, unknown senders).
- Analyze realistic scam examples and explain why they are unsafe.
- Apply simple safety strategies (do not click, do not share information, verify through official sources).

Skills Learned:

Critical thinking, risk awareness, online safety, decision-making, pattern recognition.

Closing Activity (25 min)

This final activity shifts the focus from online risks to positive and meaningful uses of digital tools. Participants apply their newly acquired skills in a practical and personal context, reinforcing confidence and connecting learning to the broader objectives of the LEGENDS project. Participants share personal places they enjoy through basic Google Maps exploration.

Learning Steps:

- Learn basic navigation of Google Maps (searching, selecting, exploring a place).
- Apply search and navigation skills to explore a place of personal interest.
- Engage in intergenerational exchange by sharing and discussing chosen places.
- Reflect on learning outcomes and identify how digital skills can be used in daily life.

Skills Learned:

Digital navigation, confidence-building, practical application, communication, reflection.

Module Summary**Progression of the module:**

- **Engagement** = Build confidence through sharing personal digital experiences.
- **Foundation** = Understand how the internet works and how to access it.
- **Communication** = Use digital tools to connect and interact effectively.
- **Protection** = Develop awareness of privacy and safe online behaviour.
- **Critical Thinking** = Evaluate online information and identify misinformation.

Why this Module Matters

Developing digital literacy enables participants to navigate everyday tasks more independently, from communication to accessing services. Through this exchange, youth strengthen their awareness of digital safety, privacy, and critical thinking, while seniors develop practical digital skills such as using communication tools, navigating the internet, and recognizing online risks. Developing digital literacy enables participants to navigate everyday tasks more independently, from communication to accessing services. By combining practical skills with critical awareness, participants become more confident, safe, and empowered users of digital technologies.

Module 3 - Collaborative Digital Storytelling

This module introduces participants to digital storytelling as a way of capturing and sharing personal memories through accessible technology. Rather than treating digital tools as ends in themselves, the module frames smartphones, voice recordings, and simple editing apps as instruments for preserving the kinds of stories that often go untold, an object passed down, a place that has changed, a memory tied to a particular moment. Through a short theoretical grounding and two hands-on activities, participants explore how combining image, audio, and narrative can deepen both the telling and the hearing of a personal story, while building genuine connection between older and younger generations.

Sub-Units

- 3.1. The Role of Storytelling in Adult Learning
- 3.2. Understanding Digital Storytelling
- 3.3. The Value of Digital Storytelling: Opportunities and Challenges
- 3.4. Narrative Structure and Storytelling Techniques
- 3.5. Tools and Platforms for Digital Storytelling
- 3.6. Intergenerational Digital Storytelling
- 3.7. Practical Application: Co-Creating Suggested Activities
 - Activity 1: “A Place Then and Now” – Photo-Based Storytelling
 - Activity 2: “A Meaningful Object” – Audio Micro-Story

Estimated Duration

3 hours (1 hour workshop / 2 hours activities)

The module runs for a total of three hours and is best delivered as a single, uninterrupted in-person session, although an online adaptation is possible if needed. Keeping the session unbroken allows both age groups to settle into the material gradually before moving into the more hands-on, emotionally engaged work of the two activities.

As with any intergenerational session, facilitators should stay responsive to the room, adjusting pacing depending on participants' comfort with the digital tools involved and the depth of personal sharing that naturally develops.

Content Overview

Digital storytelling is the practice of combining images, audio, video, and text to create and share personal or collective narratives. It draws on memory and lived experience, using accessible technology rather than literary or technical skill as the entry point. Strengthening this practice helps participants preserve stories that might otherwise be lost, builds confidence with everyday digital tools, and gives both generations a shared, low-pressure way to connect around something personal.

The intergenerational design of this module turns that exchange into a shared exercise: older participants contribute the lived memories and personal objects at the heart of each story, while younger participants bring fluency with the recording and editing tools used to capture them. Working in pairs around a shared narrative encourages active listening on both sides and produces a finished story neither participant could have created alone.

Introduction (20 min)

This opening section grounds participants in why storytelling matters before any tools are introduced. It covers the role of storytelling in adult learning, what distinguishes digital storytelling from oral or written forms, the opportunities and challenges the practice presents, and the basic narrative structure participants will use to shape their own stories.

Learning Steps:

- Discuss the role of storytelling in adult learning and why it supports reflection and connection.
- Define digital storytelling and explain how combining media types creates a richer narrative.
- Weigh the opportunities (preservation, accessibility, creative expression) against the challenges (digital divide, consent, privacy).
- Introduce basic narrative structure (beginning, middle, end) as a simple guide for shaping a personal story.

Skills Learned: Conceptual understanding, critical thinking, narrative awareness, ethical awareness.

Tools and Platforms for Digital Storytelling (15 min)

This section walks participants through the practical tools available to them, from smartphone cameras and voice memos to platforms like Canva and ArcGIS StoryMaps. Matching tool choice

to comfort level, rather than technical ambition, keeps the activity accessible for both generations.

Learning Steps:

- Introduce accessible entry-level tools (smartphone camera, voice memo apps) alongside more advanced options (Canva, Google Slides, ArcGIS StoryMaps).
- Discuss how tool choice should match participants' comfort level rather than technical ambition.
- Demonstrate a simple example combining one image, one audio clip, and a title.

Skills Learned: Tool familiarity, digital confidence, practical decision-making.

Intergenerational Digital Storytelling (15 min)

This section highlights what each generation brings to the storytelling process, setting up the dynamic that both activities will rely on. Framing these roles in advance helps pairs settle into them naturally once the hands-on work begins.

Learning Steps:

- Explore how older adults contribute lived memory and personal significance to a shared story.
- Explore how younger participants contribute technical fluency and familiarity with digital tools.
- Reflect briefly on the mutual benefits this exchange creates for both generations.

Skills Learned: Intergenerational awareness, empathy, collaborative thinking.

Activity 1: “A Place Then and Now” – Photo-Based Storytelling (60 min)

This activity puts the morning's concepts into practice. Intergenerational pairs choose a place meaningful to the older participant, document how it looks today, and combine a current photo with an audio narration describing what has changed. Grounding the story in a real, visitable place makes memory easier to access and gives the pair a shared focus to work from.

Learning Steps:

- Form intergenerational pairs and choose a place that has changed over time and holds significance for the older participant.
- Take or find a current photo of the place, using Street View if it cannot be visited directly.

- Record a short audio narration capturing the older participant's memories and reflections on what has changed.
- Assemble the photo, audio, and a short title into a single-slide visual story.
- Share selected stories with the group and discuss what each partner learned from the other.

Skills Learned: Place-based storytelling, active listening, basic digital assembly, collaborative documentation.

Activity 2: “A Meaningful Object” – Audio Micro-Story (60 min)

This activity shifts the entry point from place to object. The older participant selects a personal item, a piece of jewelry, a set of keys, a photograph, and shares its significance while the younger participant records a short narration capturing the story. Keeping the format primarily audio lowers the technical barrier further, letting the object and the voice carry the story.

Learning Steps:

- Form intergenerational pairs and have the older participant select a personally meaningful object.
- Share the object's significance while the younger participant listens and asks open-ended questions.
- Record a concise audio narration (1–2 minutes) describing the object and its meaning.
- Optionally photograph the object and combine it with the audio in a simple single-slide presentation.
- Play selected audio stories for the group and discuss what listening to a partner's voice revealed.

Skills Learned: Audio storytelling, intimacy and trust-building, independent narration, reflective listening.

Module Summary

- Progression of the module:
- Foundation = Understand why storytelling matters in adult learning and what sets digital storytelling apart.
- Tools = Match accessible digital tools to participants' comfort level.
- Exchange = Recognize what each generation brings to the storytelling process.
- Documentation = Apply photo-based and audio-based methods to a real personal story.

- Reflection = Synthesize what the exchange revealed about memory, voice, and connection.

Learning Objectives

By the end of this module, participants will be able to:

- **Understand the foundations of digital storytelling** in adult and intergenerational education contexts.
- **Identify and navigate digital tools** for creating accessible stories that match learner capabilities.
- **Design and facilitate intergenerational storytelling activities** that leverage different age groups' strengths.
- **Recognize and address ethical considerations**, including privacy, consent, and the digital divide.
- **Reflect critically on the impacts** of storytelling activities on participants and communities.

Why This Module Matters

Digital storytelling gives participants a concrete, low-pressure way to preserve memories that might otherwise never be recorded. Through this exchange, younger participants gain a deeper appreciation for the lived experience behind a familiar object or place, while older participants build genuine confidence using recording and editing tools that once felt out of reach. By combining personal narrative with simple, accessible methodology, participants leave with a tangible piece of shared work and a renewed sense of how much can be learned simply by listening closely to someone else's story.

Key Terms

- **Digital storytelling:** The practice of combining digital media (images, audio, video, text) to create and share personal or collective narratives.
- **Intergenerational learning:** A process in which older and younger participants learn together through structured exchange of knowledge, skills, and experience.
- **Multimodal learning:** Learning through multiple modes of communication simultaneously (e.g. spoken word, image, written text, gesture), shown to improve retention (Mayer, 2009).

- **Narrative structure:** The underlying organisation of a story, typically comprising a beginning (context), middle (challenge), and ending (resolution or reflection).
- **Digital divide:** The gap between individuals who have access to and confidence with digital technologies and those who do not, often correlated with age, income, or geography.
- **Intangible cultural heritage (ICH):** Practices, expressions, knowledge, and memories that communities recognise as part of their cultural identity, as defined by UNESCO (2003).

Module 4 - Exploring Local Stories: Urban Storytelling

This module introduces participants to urban storytelling as a way of reading cities through memory, place, and lived experience. Rather than treating urban space as a backdrop, the module invites older and younger participants alike to see streets, neighborhoods, and familiar landmarks as carriers of personal and collective history. Through guided discussion and two hands-on activities, participants explore how the same physical space can hold entirely different meanings across generations, and how digital and analogue storytelling tools can be used to capture, compare, and share those meanings. The module combines a short theoretical grounding with practical, place-based exercises designed to spark genuine intergenerational exchange.

Sub-Units

- 4.1. Cities as Living Narratives
- 4.2. Theoretical Foundations of Urban Storytelling
- 4.3. Why Urban Storytelling Matters: Exploring Local Places and Histories
- 4.4. Urban Storytelling and Intergenerational Learning
- 4.5. Types of Urban Stories – A Conceptual Framework
- 4.6. Methodologies, Tools, and Approaches
- 4.7. Mapping and Visual Storytelling
- 4.8. Practical Application: Designing an Urban Storytelling Activity

Activity 1: "Streets I Know" – Walking Neighborhood Story

Activity 2: "The City Through Two Lenses" – Comparative Photo Story

Estimated duration

3 hours (1 hour workshop / 2 hours activities)

Altogether, the module runs for roughly three hours and works best as a single, uninterrupted in-person gathering, although it can be adapted for an online format if needed. Running it in one sitting gives both age groups enough time to settle in, engage fully with the material, and move through the activities without feeling rushed.

Facilitators are encouraged to stay attentive to the room: pacing should shift naturally depending on how comfortable participants are with the digital tools involved and how actively they are engaging with one another.

Content Overview

Urban storytelling is the practice of exploring, documenting, and sharing the personal and collective narratives attached to specific places within a city. It draws on memory, lived experience, and observation to reveal how the same street, square, or building can carry entirely different meanings depending on who is remembering it. Strengthening this kind of place-based storytelling supports a deeper sense of belonging, keeps local histories from being lost as cities change, and gives participants practical tools, from mapping to photo elicitation, for capturing the stories around them.

The intergenerational design of this module turns that exchange into a shared exercise: older participants act as living archives of how a place used to look and feel, while younger participants bring fresh tools for documenting and presenting those memories. Pairing the two groups around a shared location encourages mutual curiosity, surfaces perspectives neither generation would have reached alone, and builds a more complete picture of how the city has changed.

Welcome & Framing (15 min)

This opening segment grounds participants in the module's theme by linking the idea of urban storytelling to places they already know. Briefly introducing the session this way lowers the barrier to entry and signals that no special expertise is needed, only attention to one's own neighborhood.

Learning Steps:

Welcome participants and briefly outline how the session will unfold.

Introduce the idea of cities as places shaped by memory rather than just buildings and streets. Invite a quick round where participants name one place in the city that means something to them. Connect these personal associations to the broader goals of the module.

Skills Learned: Active listening, self-reflection, group rapport, openness to sharing.

Theoretical Foundations (20 min)

Understanding why places hold meaning gives participants a shared vocabulary before they head into the activities. This segment introduces a sense of place, place attachment, urban

memory, and psychogeography in plain terms, showing how these ideas play out in everyday experience rather than treating them as abstract theory.

Learning Steps:

Introduce cities as layered, living narratives shaped by the people who inhabit them. Define key concepts (sense of place, place attachment, urban memory, psychogeography) using relatable, everyday examples. Discuss how urban change, such as gentrification, can cause some stories to be lost while others are amplified. Reflect briefly on why preserving these narratives matters, particularly for older residents and changing neighborhoods.

Skills Learned: Conceptual understanding, critical thinking, historical awareness, perspective-taking.

Intergenerational Learning & Types of Urban Stories (20 min)

This segment highlights what each generation brings to the storytelling process and introduces the range of story types participants might encounter or create. Framing the categories early helps participants recognize and value different kinds of narratives once they're out documenting their own.

Learning Steps:

Discuss how older adults often act as living archives, while younger participants bring familiarity with digital documentation tools. Introduce the five story types: personal, community, architectural, cultural, and sensory narratives. Give brief, concrete examples of each type drawn from everyday urban life. Discuss how the same street or space can sit in more than one category depending on who is telling the story.

Skills Learned: Categorical thinking, intergenerational awareness, narrative recognition, empathy.

Methodologies, Tools & Approaches (15 min)

Before participants move into the hands-on activities, this segment walks through the practical tools available to them, story mapping, walking-based methods, oral history, and photo elicitation, so that both generations feel equipped to use whichever combination suits their comfort level.

Learning Steps:

Introduce story mapping and walking-based methods as ways of anchoring narrative to specific locations. Explain oral history and photo elicitation as techniques for prompting and capturing memory. Demonstrate accessible digital tools (Canva, Google Slides, Google Street View)

alongside low-tech, paper-based alternatives. Address basic consent and privacy considerations when recording or photographing personal stories.

Skills Learned: Tool familiarity, digital confidence, ethical awareness, methodological flexibility.

Activity 1: “Streets I Know” (60 min)

This walking-based activity puts the morning's concepts into practice. Intergenerational pairs choose a nearby street or landmark meaningful to the older participant, document it together, and assemble a short visual story combining photographs, audio narration, and a title. The physical walk activates memory naturally and turns the surrounding street into part of the exercise itself.

Learning Steps:

Form intergenerational pairs and select a place that holds personal significance for the older participant. Walk to the location, with the younger participant photographing details the older participant points out. Record a short audio narration describing the place as it was and as it is now. Assemble photos, audio, and a title into a brief visual story using accessible tools. Share selected stories with the group and discuss what the walk revealed that words alone could not.

Skills Learned: Place-based storytelling, active listening, basic digital assembly, collaborative documentation.

Activity 2: “The City Through Two Lenses” (60 min)

This comparative activity asks each generation to independently capture their own relationship to a shared urban space, then combine both perspectives into a single side-by-side story. The contrast between viewpoints, rather than a resolved single narrative, is the point: it makes generational differences in how a place is experienced visible and discussable.

Learning Steps:

Choose a shared urban space familiar to both partners (a market, park, square, or transit stop). Each participant independently selects or captures one image representing their own association with the space. Record a short individual narration explaining what the image captures and why it was chosen. Combine both images and narrations into a single side-by-side presentation with a shared title. Present comparative stories to the group and discuss what the contrast reveals about urban change and belonging.

Skills Learned: Comparative thinking, independent documentation, perspective contrast, critical reflection.

Closing Reflection (10 min)

The closing segment shifts attention from individual activities to the module as a whole, giving participants space to connect what they learned in the walk and the comparative exercise to their broader understanding of the city around them.

Learning Steps:

Revisit the reflection questions as a full group. Discuss what surprised participants most about a partner's perspective on a familiar place. Connect the activities back to the idea of cities as shared spaces shaped by multiple generations. Identify how the skills practiced today could be used again outside the session.

Skills Learned: Synthesis, reflective thinking, communication, transfer of learning.

Module Summary

Progression of the module:

- Framing = Connect participants to the theme through personal association with place.
- Foundation = Understand the theoretical concepts behind why places hold meaning.
- Recognition = Identify the different types of urban narratives and the methods used to capture them.
- Documentation = Apply walking-based and comparative methods to a real, shared space.
- Reflection = Synthesize what the exchange revealed about memory, change, and belonging.

Learning Objectives

By the end of this module, participants will be able to:

- Understand the foundations of urban storytelling and recognize cities as narrative landscapes shaped by lived experience and memory.
- Apply key concepts such as sense of place, place attachment, urban memory, and psychogeography to analyze people-place relationships.
- Design and facilitate urban storytelling activities that engage diverse participants using appropriate methodologies and tools.
- Identify and document different types of urban narratives and employ methodologies including story mapping, walking-based approaches, oral history, and photo elicitation.
- Facilitate intergenerational exchange and meaningful dialogue between different age groups about urban change and memory.

Why This Module Matters

Urban storytelling gives participants a concrete way to engage with their surroundings rather than simply living in them. Through this exchange, younger participants strengthen their appreciation for the historical layers beneath familiar streets, while older participants gain confidence using digital tools to document and share memories that might otherwise go unrecorded. By combining personal narrative with practical methodology, participants leave with a renewed sense of connection to the places they call home, and a clearer view of how those places look different through someone else's eyes.

Key Terms

- **Sense of place:** The emotional and symbolic meanings individuals attach to specific locations, shaped by memory, experience, and cultural context (Tuan, 1977).
- **Place attachment:** The bonds that individuals and communities form with their environments through personal experiences, social relationships, and cultural practices (Scannell & Gifford, 2010).
- **Urban memory:** The ways cities preserve their past through official histories and informal personal narratives; a collective, socially shaped form of remembering (Halbwachs, 1992).
- **Psychogeography:** The study of how physical urban environments influence emotions, behaviours, and perceptions; associated with Guy Debord and the Situationist International (Coverley, 2010).
- **Counter-mapping:** The practice of producing community-generated maps that challenge official cartographies by making visible informal spaces, marginalised narratives, and local knowledge.
- **Participatory GIS (PGIS):** A methodology in which communities collaboratively create spatial data and maps to represent their own knowledge and priorities (Chambers, 2006).
- **Intangible cultural heritage (ICH):** Practices, expressions, knowledge, and memories that communities recognise as part of their cultural identity, as defined by UNESCO (2003).

Module 5 – Guided Intergenerational Excursions

This module introduces participants to the design and facilitation of guided excursions that connect younger and older participants through shared exploration, storytelling, and digital documentation skills. It is designed for a mixed audience of youth and seniors, encouraging intergenerational learning, mutual respect, and the preservation of local history and culture.

Through preparation activities, role-playing exercises, structured excursions, and follow-up tasks, participants will explore how to engage across generations, navigate communication differences, document shared experiences using simple digital tools, and apply principles of accessibility, consent, and safeguarding throughout the process.

Sub-Units

- 5.1. Why Intergenerational Excursions Matter
- 5.2. Engaging Older Persons and Youth
- 5.3. Common Challenges and Considerations
- 5.4. How to Design a Guided Intergenerational Excursion
 - Preparation Workshop
 - Role-Playing & Interactive Simulations
 - Creative Icebreakers & Connection Tools
 - Structuring the Excursion
 - Follow-Up Activities
- 5.5. Tools for Documenting
- 5.6. Examples of Guided Intergenerational Excursions
- 5.7. Accessibility and Inclusion
- 5.8. Safety and Ethics
- 5.9. Closing Activity: Excursion Examples Showcase

Estimated Duration

The total duration of the module is approximately 4 hours, delivered across a preparation workshop (2h) and the structured excursion itself (2h), with optional follow-up sessions. The module should be delivered in stages: a preparation session, the live excursion, and a follow-up reflection/documentation session, allowing appropriate time for both generations to build trust before deeper sharing occurs.

The trainer/facilitator should remain flexible and adapt pacing based on participants' energy levels, mobility, and comfort with storytelling and digital tools.

Learning Objectives

By the end of this module, participants will be able to:

- Understand the value of intergenerational exchange in preserving local history and reducing social isolation
- Apply strategies to engage older persons and youth according to their distinct needs and communication styles
- Recognize and respond to common challenges in intergenerational interaction (communication pace, digital skill gaps, stereotypes, physical fatigue)
- Design and facilitate a structured excursion, from welcome through reflection
- Use simple digital tools (camera, voice recorder, story-mapping apps) to document shared experiences
- Apply principles of consent, privacy, safeguarding, and accessibility throughout an intergenerational activity

Content Overview

Guided intergenerational excursions combine exploration, storytelling, and social interaction in an inclusive, accessible format. They reduce social isolation, foster meaningful relationships, develop practical digital skills, and contribute to preserving local history and culture. Older participants are positioned as knowledge holders, sharing memories and perspective, while younger participants act as facilitators and supporters, particularly with digital tools — though knowledge-sharing flows in both directions.

Where relevant, facilitators should also encourage intercultural dialogue, recognizing that participants may come from different cultural backgrounds, which can enrich the storytelling experience.

Why Intergenerational Excursions Matter (Discussion, ~15 min)

This section establishes the rationale for the module: reducing isolation, building relationships, and preserving shared heritage.

Learning Steps:

- Discuss the social and cultural value of intergenerational exchange.
- Reflect on the distinct contributions of each generation (older = knowledge holders; younger = facilitators/supporters).

- Identify opportunities for intercultural dialogue within the group.

Skills Learned: Social awareness, cultural sensitivity, reflection.

Engaging Older Persons and Youth (20 min)

Participants learn tailored strategies for engaging each generation, as well as approaches for engaging both groups together.

Learning Steps:

- Identify engagement strategies specific to older persons (safe/respectful environment, step-by-step guidance, unhurried conversation).
- Identify engagement strategies specific to youth (active roles, curiosity, guidance on patience/empathy).
- Practice joint engagement techniques: small mixed groups, shared-experience activities, dialogue over one-way communication.

Skills Learned: Facilitation, empathy, adaptive communication, group dynamics.

Common Challenges and Considerations (20 min)

Participants explore the typical friction points in intergenerational activities and practical mitigations.

Learning Steps:

- Recognize differences in communication style and pace between generations.
- Identify the digital skills gap and how it affects collaboration.
- Discuss stereotypes and assumptions each generation may hold about the other.
- Consider physical factors (energy levels, fatigue) and scheduling constraints (school schedules vs. senior availability).
- Apply mitigation strategies: clear/simple language, step-by-step hands-on approaches, respectful ground rules, balanced pacing with breaks, early scheduling coordination.

Skills Learned: Problem-solving, conflict prevention, planning, cultural competence.

How to Design a Guided Intergenerational Excursion

Preparation Workshop (estimated duration: 2h)

Role-Playing & Interactive Simulations (30 min)

Learning Steps:

- Practice the "Reverse Interview": younger participants share a trend/technology; older participants ask three curiosity questions.
- Practice the "Walking Pace" exercise: pairs walk at mismatched paces, then find a synchronized middle ground; discuss non-verbal cues for breaks.
- Reflect on how these exercises establish two-way knowledge holding and mutual respect.

Skills Learned: Active listening, empathy, non-verbal communication, role flexibility.

Creative Icebreakers & Connection Tools (30 min)

Learning Steps:

- "Object of Interest": in pairs, tell the 3-minute "biography" of a personal item brought to the workshop.
- "Expectation Map": write one excitement and one concern on sticky notes to normalize shared nervousness.
- "Language Exchange" Table: compare vintage slang (older participants) with modern slang (younger participants) to build a shared vocabulary.

Skills Learned: Storytelling, trust-building, humor as a connector, collaborative documentation.

Structure the Excursion (estimated duration: approx. 2h)

A flexible but clear sequence supports comfort and meaningful engagement during the live excursion.

Learning Steps:

- Welcome & Icebreaker (10–15 min): informal introductions to reduce hesitation.
- Exploration (20–30 min): move through the location, prompted by reflective questions (what participants remember, how the place changed, what it represents today).
- Story Sharing (30 min): organic exchange of memories and questions between generations.
- Joint Activity (30–40 min): small mixed groups document the experience via photos, audio, or notes.
- Reflection (15–20 min): participants share what they learned and how they experienced the interaction.

Skills Learned: Facilitation sequencing, observation, storytelling, collaborative documentation, reflection.

Follow-Up Activities

Learning Steps:

Review photos, recordings, and notes collected during the excursion.

- Transform raw material into basic digital outputs (short videos, photo stories, audio clips).
- Decide on appropriate sharing — within the group or with a wider audience.

Skills Learned: Digital editing basics, narrative construction, decision-making about sharing.

Tools for Documenting (15 min)

Participants are introduced to accessible documentation tools suited to mixed digital skill levels.

Learning Steps:

- Use a smartphone camera for photos and short videos (30–60 sec).
- Use a voice recorder (built-in or app) for personal stories or short interviews.
- Combine photo and short spoken/written explanation.
- Explore story-mapping tools (e.g., StoryMapJS) to combine photos, text, and locations.

Skills Learned: Digital documentation, tool selection, basic media production.

Accessibility and Inclusion (15 min)

Participants consider how to design excursions that accommodate diverse physical, communication, and digital needs.

Learning Steps:

- Identify accessible material design (large fonts, simple language, clear structure).
- Plan for a safe, comfortable physical environment with appropriate lighting and minimal distractions.
- Build in seating opportunities and regular breaks for older adults.

- Ensure technical/human support and time for participants to familiarize themselves with tools.
- Prepare devices in advance (battery levels, access to power sources).

Skills Learned: Inclusive design thinking, planning, peer support, accessibility awareness.

Safety and Ethics (20 min)

Participants learn the ethical responsibilities involved in personal storytelling and digital documentation.

Learning Steps:

- Apply informed consent practices before taking photos, audio, or video.
- Explain privacy considerations: how content will be used, shared, and by whom, in simple language.
- Apply safeguarding principles: appropriate supervision, clear behavioral expectations, participant protection.
- Reinforce that participation is voluntary and pressure-free at every stage.

Skills Learned: Ethical reasoning, consent practices, safeguarding awareness, responsible facilitation.

Closing Activity: Excursion Examples Showcase (20 min)

Participants review real-world excursion formats to consolidate learning and inspire future facilitation.

Learning Steps:

- Review excursion models: Memory Walk ("Then and Now"), Story Circles in Place, Digital Story Hunt, "A Place Through My Eyes," Role-Reversal Excursion, Mini-Interviews on the Move, Photo Voice Activity, Mapping Stories.
- Discuss which formats best fit the group's context, size, and interests.
- Reflect on how digital and storytelling skills learned in this module apply across formats.

Skills Learned: Synthesis, adaptive planning, practical application, reflection.

Module Summary

Progression of the module:

- **Foundation** = Understand why intergenerational exchange matters and how generations engage differently.
- **Preparation** = Build trust and empathy through role-play and icebreakers before the excursion.
- **Execution** = Structure and facilitate the excursion itself, from welcome to reflection.
- **Documentation** = Apply simple digital tools to capture and share the experience.
- **Responsibility** = Ensure accessibility, consent, privacy, and safeguarding throughout.

Why This Module Matters

Guided intergenerational excursions give participants a practical, low-pressure context to build digital skills, share knowledge, and form meaningful relationships across generations. Older participants gain confidence in using documentation tools while sharing valued memories; younger participants develop patience, empathy, and facilitation skills while learning local history. By combining storytelling, exploration, and ethical digital practice, the module empowers both generations to become confident, respectful, and engaged participants in shared community life.

Module 6 - Resources for Trainers

This module supports the people who will deliver the LEGENDS workshops and excursions. It treats trainer resources as a complete learning ecosystem rather than as a folder of handouts. That ecosystem includes reliable theory, tested activities, local partners, heritage sources, accessible instructions, digital tools, low-technology alternatives, ethical procedures and methods for reviewing what worked. The aim is to help trainers preserve the common quality of the LEGENDS programme while adapting delivery to the language, culture, facilities and participants of each local context.

The module is designed for facilitators, adult educators, youth workers, community mediators, heritage educators and partner staff who work with seniors aged 65+ and young people aged 12-15. It complements the other LEGENDS modules by helping trainers choose, adapt and combine the resources required to deliver them safely and inclusively.

Sub-Units

Opening Activity: Fix the Workshop Plan!

6.1 Introduction to Training Resources and Local Adaptation

6.2 Adapting Materials for Cultural and Linguistic Contexts

6.3 Facilitation Best Practices for Intergenerational Groups

6.4 Digital Tools and Tutorials for Trainers

6.5 Activity: Customising a Workshop Plan for Local Needs

6.6 Activity: Building a Resource Toolkit for Your Community

6.7 Ethical and Legal Considerations for Trainers

Estimated Duration

4 hours (2 hours guided workshop / 2 hours practical activities)

The module is designed as one four-hour in-person session, although it can be divided into two shorter sessions or delivered in a blended format. The first half introduces the theoretical and practical principles that help trainers select and adapt resources. The second half is used for two collaborative activities: redesigning an existing LEGENDS workshop for a real local

group and building a verified community resource toolkit. A short break should be included between the two halves.

The trainer should remain flexible. Trainers taking part in this module may have different levels of experience with adult learning, youth work, accessibility, safeguarding or digital production. The facilitator should model the same principles expected in later workshops: clear language, visible structure, sufficient processing time, voluntary participation and more than one way to contribute.

Learning Objectives

By the end of this module, trainers will be able to:

- Adapt LEGENDS training materials to local cultural, linguistic and accessibility needs without weakening the original learning objectives.
- Apply facilitation practices that support reciprocal learning and balanced participation between seniors and youth.
- Select digital tools and tutorials according to educational purpose, accessibility, privacy, cost and practical feasibility.
- Create a verified community resource toolkit that combines people, places, heritage sources, support services and low-tech alternatives.
- Apply consent, privacy, copyright, safeguarding and ethical storytelling procedures when collecting, creating and sharing stories.

Content Overview

The module progresses from understanding the trainer's role as a curator of resources to applying that understanding in two practical design tasks. Each part combines a short explanation with questions that connect theory to the participants' own organisations and communities. It begins with a short diagnostic activity that allows trainers to practise adaptation before the theoretical sections are introduced.

Opening Activity: Fix the Workshop Plan!

Duration: 15 minutes

The opening activity introduces the main themes of Module 6 through a realistic workshop situation. In groups of three or four, participants examine a basic museum-visit plan and

adapt it in response to accessibility, language, digital-confidence, privacy and participation challenges.

Learning Steps

- Read the basic plan: participants visit a museum, move through the exhibition, take photographs, create a short digital story using Canva and share it with the group.
- Select two challenge cards, such as mobility difficulties, low digital confidence, different languages, low vision, limited seating, privacy concerns or an unreliable internet connection.
- Select two support cards, such as printed story cards, a paper map, large-print instructions, audio recording, pair work, role rotation, a consent form or an indoor backup activity.
- Decide what should change? What should remain the same? What support should be added? How can the activity remain inclusive and ethical? Present one important adaptation to the wider group.

Skills Learned: Communication, teamwork, adaptation, problem-solving, accessibility awareness, ethical decision-making and inclusive planning.

6.1 Introduction to Training Resources and Local Adaptation

Duration: 25 minutes

The opening section explains why trainer resources include more than teaching materials. Participants consider the trainer as a curator, translator and designer of learning experiences, and examine how adult learning, experiential learning and communities of practice inform resource selection.

Learning Steps

- Identify the human, cultural, practical, digital and ethical resources that support a LEGENDS session.
- Relate resource selection to adult learning, relevance and prior experience.
- Recognise the difference between collecting resources and curating a coherent toolkit.

Skills Learned: Resource curation, adult-learning awareness, reflective practice, trainer judgement.

6.2 Adapting Materials for Cultural and Linguistic Contexts

Duration: 25 minutes

Participants explore the difference between surface adaptation and deeper localisation. The section considers language, examples, cultural memory, local history, contested narratives, available infrastructure and the need to preserve the original learning objective while changing the route used to reach it.

Learning Steps

- Distinguish translation from meaningful localisation.
- Identify local examples, partners and sensitivities that should shape delivery.
- Use plain language and multiple formats without oversimplifying participants.

Skills Learned: Localisation, plain-language design, cultural sensitivity, critical resource selection.

6.3 Facilitation Best Practices for intergenerational groups

Duration: 25 minutes

This section focuses on reciprocity rather than fixed age roles. Trainers examine equal status, shared tasks, interdependence, psychological safety and reflection as conditions for meaningful collaboration. The section also addresses pacing, age-based assumptions and the role of the facilitator in protecting autonomy.

Learning Steps

- Design balanced roles around interests and strengths rather than age.
- Plan a shared output that requires genuine contribution from both generations.
- Recognise and respond to domination, withdrawal, embarrassment or emotional discomfort.

Skills Learned: Intergenerational communication, active listening, role rotation, reciprocal learning, collaboration, group facilitation and participation management.

6.4 Digital Tools and Tutorials for Trainers

Duration: 30 minutes

Participants learn to choose tools by purpose rather than novelty. The facilitator introduces examples for planning, participation, visual creation, mapping, audio editing, interactive learning, translation and professional development. Every digital option is paired with an accessibility check and a low-tech alternative.

Learning Steps

- Apply a practical tool-selection test.
- Match a tool to a specific learning task and participant profile.
- Prepare a low-tech or offline alternative for each core task.

Skills Learned: Digital facilitation, tool evaluation, accessibility awareness, contingency planning.

6.5 Activity: Customising a Workshop Plan for Local Needs

Duration: 45 minutes

Trainer teams select one existing LEGENDS activity and redesign it for a real local group. They clarify the original objective, replace generic examples with relevant local material, assign balanced roles, plan accessibility supports, select tools and backups, and add consent and assessment steps.

Learning Steps

- Preserve the original learning objective while changing examples and methods.
- Document the reasons for each adaptation.
- Use peer review to test feasibility, inclusion and ethical safeguards.

Skills Learned: Workshop planning, local adaptation, practical planning and peer review.

6.6 Activity: Building a Resource Toolkit for your Community

Duration: 45 minutes

Teams build a small, verified resource ecosystem containing local partners, places and collections, accessibility support, digital tutorials, ethical contacts and fallback resources. Each entry must include a responsible person and a review date so that the toolkit remains usable after the training.

Learning Steps

- Map local resources by function rather than by prestige.
- Verify access, permissions, contact details and practical limitations.
- Identify gaps that must be addressed before piloting.

Skills Learned: Community mapping, partnership building and resource maintenance.

6.7 Ethical and Legal Considerations for Trainers

Duration: 25 minutes

The final theoretical section addresses consent, publication permission, data minimisation, storage, withdrawal, copyright, cultural rights, youth safeguarding and emotional wellbeing. It emphasises that legal compliance is the minimum standard and that ethical storytelling requires transparency, dignity and shared decision-making.

Learning Steps

- Separate participation, recording and publication decisions.
- Identify when a story, image, voice or location may be sensitive personal data.
- Apply an ethical decision path and refer unresolved concerns to the appropriate project lead.

Skills Learned: Ethical judgement, consent practice, data protection, copyright awareness, safeguarding.

Closing Activity: Reflection Discussion and Feedback

Duration: 10 minutes

Participants review their two outputs, identify one change they will make before delivery and complete the participant feedback form. The facilitator records resource gaps and questions that require project-level support.

Learning Steps

- Summarise the most useful resource or principle.
- Identify one unresolved risk or support need.
- Commit to a concrete next action before piloting.

Skills Learned: Reflection, communication, constructive feedback, quality improvement.

Module Summary

- Purpose = Begin with the learning need, not the tool or template.
- Context = Connect the module to local language, places, people and realities.
- Reciprocity = Design roles so that seniors and youth both shape content and form.
- Access = Provide multiple ways to understand, participate and produce an output.

- Protection = Integrate consent, privacy, copyright and safeguarding before collection begins.
- Sustainability = Verify resources, assign ownership and review the toolkit after delivery.

Why This Module Matters

A well-designed toolkit reduces the pressure on trainers to improvise and makes delivery more consistent across partner countries. More importantly, it helps the trainer make thoughtful choices rather than simply reproducing a generic plan. When resources are locally meaningful, accessible and ethically managed, participants are more likely to feel recognised, contribute confidently and create stories that can be shared with dignity. Module 6 therefore connects the quality principles of the whole LEGENDS programme with the practical realities of each workshop, excursion and community.

