



LEGENDS

THE LEGENDS FACILITATOR'S TOOLKIT

6. Resources for Trainers



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Module at a glance

Module 6 helps trainers prepare and deliver LEGENDS workshops and excursions by treating resources as a learning ecosystem: people, places, tools, accessible instructions, ethical procedures and review methods.



Target audience

Facilitators, adult educators, youth workers, community mediators, heritage educators and partner staff working with seniors 65+ and youth 12-15.

Delivery mode

4 hours total: 2 hours guided workshop + 2 hours practical activities. Can be delivered face-to-face, online or blended.

Core outputs

A localised workshop plan, an accessible trainer resource pack and a consent-ready

Learning Objectives

By the end of Module 6, trainers will be able to...

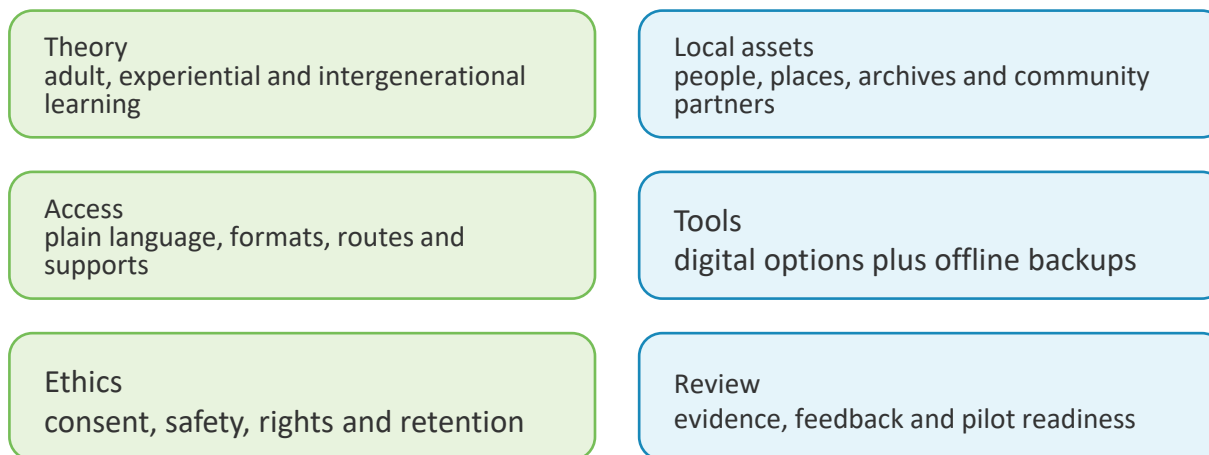
- Adapt LEGENDS training materials to cultural, linguistic and accessibility needs without weakening the learning objectives.
- Apply practices that support reciprocal learning and balanced participation between seniors and youth.
- Select digital tools according to purpose, accessibility, privacy, cost and practical feasibility.
- Create a verified community resource toolkit with partners, places, support services and low-tech alternatives.
- Apply consent, privacy, copyright, safeguarding and ethical storytelling procedures.



Trainer resources are a learning ecosystem

A toolkit is not only a folder of handouts

A useful trainer toolkit connects reliable theory, tested activities, local partners, heritage sources, accessible instructions, digital tools, low-technology alternatives, ethical procedures and review methods.



Icebreaker Activity

Fix the Workshop Plan!

Duration: 12-15 minutes

Format: small groups of 3-4 people

Purpose: trainers practise adapting a real workshop situation from the start.

Step 1: Give each group a basic plan card

A group will visit a local museum.
Participants will walk through the exhibition, take photos, and create a short digital story using Canva.
At the end, they will share their story with the group.

Step 2: They pick two challenge cards

Two participants have mobility difficulties.

Some participants have low digital confidence.

The group speaks two different languages.

One participant does not want to appear in photos.

The museum has limited seating.

The internet connection may not work.

One older participant has low vision.

One young participant dominates the digital task.

Fix the Workshop Plan!

Duration: 12-15 minutes

Format: small groups of 3-4 people

Purpose: trainers practise adapting a real workshop situation from the start.

Step 3: They pick two support cards

Printed story
cards

Paper map

Large-print
instructions

Google Maps
route

Consent form

Local
volunteer/hel
per

Canva
template

Audio
recording

Pair work

Role rotation

Quiet
reflection
moment

Indoor backup
activity

Fix the Workshop Plan!

Duration: 12-15 minutes

Format: small groups of 3-4 people

Purpose: trainers practise adapting a real workshop situation from the start.

Step 4: They adapt the plan

Each group answers four practical questions:

1. What do we change?
2. What stays the same?
3. What support do we add?
4. How do we keep the activity inclusive and ethical?



Training Resources and Local Adaptation

What adaptation should protect

Localise the example, not the standard

A strong adaptation keeps the LEGENDS approach stable: intergenerational exchange, local storytelling, accessibility, participant dignity, consent and a useful shared output.

It changes examples, language, timing, routes, tools and support arrangements when local conditions require it.

Trainer principle

If the place, story or tool changes but respect, access, consent and shared learning remain stable, the adaptation is likely appropriate.



Introduction to Training Resources and Local Adaptation

The trainer's role is to protect shared learning goals while making the material realistic for the local community.

A good adaptation keeps the LEGENDS approach stable: intergenerational exchange, local storytelling, accessibility, participant dignity, consent and a useful shared output.

It changes examples, language, timing, tools, routes and support arrangements when local conditions require it.

Localize the example, not the standard.



Keep Stable vs Adapt Locally

Keep stable

Learning objectives and participant dignity

Intergenerational collaboration and shared outputs

Accessibility, safety, consent and privacy expectations

Adapt locally

Examples, local stories and sites

Language level, translation and cultural references

Venue, route, pacing, group size and digital tools

Discussion prompt: Which element in your local workshop must change first, and which standard must remain protected?

Local Adaptation Workflow

1

Read the aim
What should
participants be able
to do?

2

Identify needs
Language,
confidence,
mobility, sensory
and digital access

3

Select local
examples
Sites, images,
stories and
memories

4

Plan support
Print, large text,
breaks, seating and
backup activities

5

Review locally
Check with a
partner or
participant
representative



a draft local plan,



a list of community resources,



checklist for consent, accessibility and inclusive facilitation

Cultural, Linguistic and Accessibility Adaptation

Practical Adaptation Checklist

Training materials should feel familiar enough for participants to engage and structured enough to support the same learning outcomes.

- Use plain, direct sentences.
- Translate key terms consistently.
- Replace unfamiliar examples with local places, objects, images or memories.
- Offer more than one way to participate: speaking, writing, pointing, recording or drawing.
- Prepare readable printed and digital versions.



Accessibility and inclusive delivery

Design support into the activity before the session begins

Accessibility is not an extra service after a problem appears. It is part of the training design. Trainers should prepare materials and routes so that seniors and youth can contribute without embarrassment or unnecessary dependence.

Readable materials
large fonts, strong contrast, plain language,
captions and image descriptions

Accessible setting
seating, toilets, rest points, transport,
sensory needs and indoor backup

Multiple ways to contribute
speaking, interviewing, drawing,
note-taking, editing, recording or
choosing a private output



Before, During and After Adaptation

Before delivery

Review participant profile, language needs, access needs, venue and equipment. Identify local examples and partners.

During delivery

Observe pace, comprehension and comfort. Adjust instructions, group roles and tool use without changing the learning goal.

After delivery

Collect feedback, note what was confusing, and update the toolkit for the next local workshop.

Expected result: materials become more relevant, realistic and easier to reuse after each local delivery.

Facilitation of Best Practices for Intergenerational Groups

Facilitation Principles

Intergenerational work succeeds when participants collaborate as equals.

- Open with a warm activity that values lived experience and curiosity.
- Use mixed pairs or trios and rotate roles.
- Give instructions in small steps, then demonstrate.
- Allow silence and reflection; avoid rushing participants.
- Close with what each generation learned from the other.



Coaching language: “Let’s try this together.”

Role Rotation and Equal Contributions

Avoid assigning older adults only the role of learners and young people only the role of technical helpers.

Storyteller

Interviewer

Device navigator

Note-taker

Editor

Rotate roles so each participant has a visible contribution to the shared task.

“Who wants to tell the story, who wants to ask questions, and who wants to capture it?”

Common Facilitation Challenges

Challenge	Trainer response
Unequal confidence with technology	Pair digital skills with storytelling roles.
One participant dominates	Use timed turns and role rotation.
Different language levels	Use visual prompts, keywords and peer explanation.
Sensitive memories	Offer choice and remind participants they can keep a story private.
Low energy or fatigue	Use shorter tasks, breaks, seating and indoor backup.

Facilitation is about making sure each person can take part safely, meaningfully and with dignity.

Digital Tools and Tutorials for Trainers

Tool Selection Criteria

Digital tools should support storytelling and collaboration; they should not become the main barrier to participation.

Purpose

Does the tool help capture, organize or share a story?

Access

Can participants use it on available devices?

Simplicity

Can the task be demonstrated in under five minutes?

Privacy

Can outputs be saved, shared or deleted safely?

Backup

Is there a non-digital or simpler alternative?



Digital Tools



Canva

Create posters, story cards, and visual handouts.

More examples:
Adobe Express



Google Maps

Plan routes, landmarks, and accessible stops.

More examples:
StoryMapJS



Padlet

Collect stories, reflections, and group ideas.

More examples:
Miro, Mentimeter



Zoom

Support online meetings or hybrid delivery.

Low-Tech Backup

Every digital task should have a paper-based alternative.

Printed story cards

Local maps

Drawing templates

Facilitator-led recording

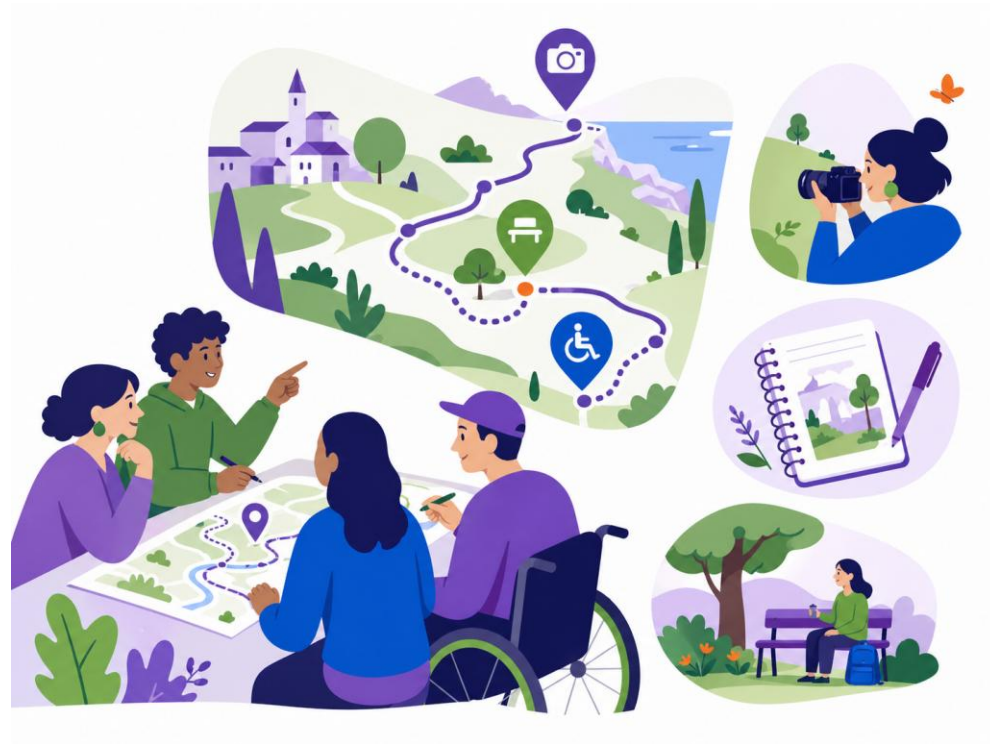
Prepare the backup before the activity starts. It should support the same learning goal, not feel like a lower-quality option.

Activity 1: Customizing a Workshop Plan for Local Needs

Activity 1 – Aim and Materials

Trainer teams select one existing LEGENDS activity and redesign it for a real local group while preserving the original learning objective, intergenerational character and ethical safeguards.

45 minutes | Local Adaptation Lab



Activity 1 – Steps for Trainers

1

Choose the local site, theme or community story focus.

4

Plan accessibility: route, seating, toilets, breaks, captions, device support and indoor backup.

2

Define the participant group and support needs.

5

Decide how stories or images will be saved, shared or kept private.

3

Select the activity sequence: welcome, story prompt, paired work, digital capture, sharing and reflection.

6

Peer-review the plan using feasibility and inclusivity criteria.

Activity 2: Building a Resource Toolkit for Your Community

Toolkit Contents

Teams build a small, reliable toolkit for one specific LEGENDS workshop or excursion. Each resource should have a clear purpose, owner and review date.

45 minutes / Building a verified resource ecosystem

Local partners

Library, archive, museum, youth or senior group, accessibility contact.

Learning materials

Adapted handouts, prompt cards, glossary and translated keywords.

Digital support

Short tutorials, device checklist, charging plan and backup paper materials.

Accessibility support

Venue/route notes, seating, rest points, toilets, large print and captions.

Ethics and consent

Consent form, privacy notice, sharing choices and safeguarding contact.



Ethical and Legal Considerations for Trainers

Consent, privacy and ethical sharing

Separate participation, recording and publication

A participant may agree to join a workshop but prefer not to be recorded, or may allow internal project use but not public sharing. Trainers must explain these choices clearly.

Private group use

Internal project use

Public sharing

- Purpose: is the material needed for the learning aim?
- Consent: is the level of sharing understood?
- Safety: could a name, face, voice or place create risk?
- Rights: who created the material and how is it credited?
- Retention: where is it stored and when is it deleted?

For youth aged 12–15, follow national law, partner safeguarding procedures and the young person's own informed assent.

Mini case study: Shared Places, Shared Voices

A practical example for discussion

A facilitator in Cyprus prepares a pilot with six older adults and six young people. The group will create short stories about neighbourhood places that still matter: a kiosk, bus stop, church square and football ground.

Challenge

Older adults are confident storytellers but anxious about phones. Two young participants tend to dominate design tools. One participant does not want to appear on camera.

Trainer response

Pairs work on one shared output, roles rotate, a printed storyboard comes before devices, and participants choose audio, photo captions or story-map entries.



Reflection prompts: What should be kept? What should change? What tool should be simplified? What access or consent issue remains?

Reflection Discussion and Feedback

Assessment and Feedback

Before closing, each trainer team should record one resource to keep, one adaptation to test, one accessibility support to add and one ethical question to clarify.

Assessment focus

Feasibility

Inclusivity

Storytelling quality

Ethics and safety



What was clear? What was difficult? What should change locally?
Did people feel respected, included and safe?



LEGENDS

Thank you very much
for your attention!



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