



LEGENDS

The LEGENDS Facilitators' Toolkit

Modules & Materials



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Executive summary

The **LEGENDS Facilitators' Toolkit** offers a structured, practice-based pathway for designing and delivering intergenerational learning experiences that combine digital literacy, storytelling, and community engagement. It is built for trainers and facilitators working with mixed groups of youth and older adults, and reflects the LEGENDS project's core belief: that the two generations have complementary strengths. Rather than treating older adults as passive recipients of digital training, the curriculum positions both groups as co-learners and co-creators throughout.

The six modules build progressively. Module 1 lays the groundwork for facilitation itself, equipping trainers with techniques for managing mixed-age groups, navigating communication gaps, and creating an environment where both generations feel comfortable participating. Module 2 introduces foundational digital literacy, covering internet basics, communication apps, privacy and digital footprint awareness, and the ability to spot misinformation and online scams. Module 3 moves participants from consuming digital tools to creating with them, through collaborative storytelling exercises that pair technical skill-building with shared narrative work. Module 4 extends this into the physical and historical environment, guiding participants to research, document, and share local stories tied to specific places. Module 5 brings these threads together in guided intergenerational excursions, where preparation, structured exploration, and digital documentation are used to capture and preserve participants' shared experiences. Module 6 closes the curriculum with a practical resource bank for trainers, supporting ongoing facilitation beyond the structured sessions.

Across all modules, the curriculum follows a consistent pedagogical logic: build trust and confidence first, introduce technical or conceptual content through guided demonstration and peer support, then apply that learning through hands-on, collaborative activities that have genuine social or creative value to participants.

The curriculum concludes with a dedicated section on assessment methods, outlining how facilitators can track learning outcomes and participant engagement across sessions, supporting both formal evaluation and informal reflection on the impact of the program.

Module 1 - Facilitation Techniques for Intergenerational Workshops

This module introduces participants to the basics of intergenerational facilitation, providing the conceptual and practical tools needed to build and guide groups in which young people and older adults meet for the first time. Rather than merely defining abstract best practices, the module addresses the concrete challenges of facilitation, from technological barriers to different communication styles, along with examples of successful initiatives, offering facilitators tools to balance participation, adapt activities, and ensure accessibility and respect for cultural differences within the group.

Creating and managing intergenerational groups allows participants to engage in activities more mindfully, ensuring that everyone feels like an active part of the shared experience. Through this mutual exchange, young people and older adults deepen their understanding of one another and build new bonds based on respect and trust.

1.1 Introduction to Facilitation in Intergenerational Settings

In an ageing society that faces new challenges and opportunities every day, we need to recognize the importance of fostering relationships across generations. Intergenerational relationships enrich our lives and communities, because every generation could bring its own knowledge and experience to these relationships. Connecting across generations builds stronger communities, reduces loneliness, and creates a sense of belonging for everyone.

Intergenerational programs consist of planned activities that bring together different age groups and often involve the sharing of skills, knowledge, cultures and experiences between generations. Moreover, **intergenerational learning** refers to the exchange of knowledge, skills, and experiences across different generations, promoting mutual understanding and shared learning. This form of learning has garnered attention for its potential to bridge generational gaps, foster social cohesion, and address age-related disparities in knowledge and skills. Intergenerational learning is an important tool in lifelong learning, as it allows older people to share wisdom and life experiences with younger generations, and allows young people to enhance their perspectives and share their digital skills. **Intergenerational activities**, not only enrich the lives and overall well-being of participants, but they are also an important strategy to challenge ageism, which has been defined by the World Health Organization as “the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) based on age”.

1.2 Managing Group Dynamics

Bringing together groups of people of different ages, who have probably never met before, requires careful planning and preparation, whatever the circumstances or the context. Regardless of age,

anyone can be shy and apprehensive, and these feelings can be amplified in unfamiliar contexts or when there's uncertainty about what will happen next.

When different generations meet for the first time, there may be certain aspects to pay particular attention to, some very **practical** (for example, access to buildings or the fact that skills will not be shared between groups) and others more **relational** (there may be stereotypes or mutual preconceptions). The group facilitator may also encounter people with very different expectations and styles (for example, in the way the generations communicate with each other). For this reason, it is suggested that groups of different generations meet separately before meeting all together, and that these first separate meetings serve as preparation, an opportunity to share ideas, concerns, and preconceptions.

Then, the first intergenerational group meeting should be fun and the facilitator should look for ways to build interest and engagement, and support participants in understanding and actively participating in the process. The main challenges of bringing groups of different ages together for the first time could include:

- the need for a gradual process that needs to be staged;
- the lack of knowledge and awareness about how to plan and adapt the process;
- the recognition that there may be concerns, assumptions, pre-judgments amongst groups, and these need to be heard, respected and addressed sensitively;
- the understanding about the potential barriers to successful group meetings: these may include practical, psychological, cultural and physical considerations;
- the recognition of the importance of facilitating sessions in ways which help groups to bond, have fun, develop the confidence to make their own decisions, communicate honestly, respectfully, sensitively and positively.

1.3 Techniques for Engaging Seniors and Youth

It's important to recognize the reality of the generational gap that exists between age groups in some people's minds. One way to address this, is to first build relationships within each group, whether older or younger, before both groups meet together. This can be important to:

- get to know each single individual/participant;
- allow each person to express themselves more honestly;
- become aware of the challenges ahead and the potential adaptations to be provided;
- build self-confidence for the next stages.

For the first intergenerational meeting, it might be helpful to select a **neutral location** or perhaps organize something more informal like a snack or a trip to a familiar place (a library, museum, park,

etc.). **Common topics** for introductory activities could be: hair and beauty, holidays and day trips, funfairs, games, sports, music, cooking and food, gardening, etc; Topics like these can be a useful vehicle for mutual and equal exchange. This aspect is important because it highlights the fact that **sharing common interests** builds bridges between generations and dispels the idea that intergenerational exchange is based on hierarchies where one group teaches while the other learns. When young people and seniors discuss a topic as equals, age becomes irrelevant and empathy increases, laying the foundation for the creation of cohesive communities based on mutual respect.

Aspects to be considered during the first intergenerational meeting include:

- create a relaxed and fun atmosphere;
- bring out similarities rather than focus on differences;
- address and respond to issues which separate groups have voiced;
- set some common “rules of engagement” or ground rules;
- clarify the purposes of the project;
- create space for questions/worries etc.

It's essential that part of the first meeting could be dedicated to establishing/negotiating some **shared rules** that allow clear agreement from the outset on behavioral boundaries between participants and with the facilitator. The following are some examples of topics that could be taken as inspiration for addressing different aspects: punctuality, flexibility, phones and social media, airtime and breaks, language use, behaviors, decision-making, etc.

1.4 Handling Challenges in Mixed-Age Groups

Some potential challenges that may arise when bringing together people of different ages who didn't know each other before, may include:

- linguistic and cultural differences;
- use of complicated language, including slang or dialect;
- prejudices and stereotypes;
- local dynamics/history;
- conflict with other interests, such as leisure and hobbies, which may take priority;
- costs and transportation difficulties for participants to attend;
- participants may feel the project is not for them;
- negativity, such as fear of judgment, negative attitudes and mistrust.

It's important to note that different generations coming together could carry popular widespread misconceptions with them, whether they're aware of it or not. It is therefore also important that this matter is addressed and this needs to be done in a sensitive way.

The facilitator is therefore asked to transform challenges into added values, and this requires **a shift from a vision of generational conflict to one of cooperation and mutual learning**, where differences are seen as complementary skills and opportunities for enrichment.

1.5 Facilitation Activity for intergenerational education

When designing activities for intergenerational workshops, the starting point should always be the **objectives** you wish to achieve, rather than the activity itself. Key factors to consider include the number of participants, the available space, the duration of the session, and any relevant insights gathered during preparatory meetings.

Intergenerational activities generally fall into two broad categories: those centred on **memory and storytelling**, and those focused on **digital inclusion**. Both aim to foster social cohesion, mutual respect, and meaningful exchange between generations and both work best when roles feel natural, no one is put on the spot, and there is space for genuine surprise.

Memory and storytelling activities position older adults as living archives of experience. A classic format is **oral history**: seniors share life stories and memories while younger participants listen, ask questions, and document what they hear, helping to bridge communication gaps and preserve a history that might otherwise be lost (see Annexe 1.1). **Cooking and baking** sessions follow a similar logic, as passing down family recipes naturally opens up conversations about cultural heritage, change over time, and the sensory texture of everyday life. **Gardening** offers another rich setting: older participants share their knowledge of plants and seasons while younger ones take on more physical tasks, creating an easy, productive rhythm of collaboration. **Arts and crafts** projects, from painting to knitting to mosaic-making, allow participants to work side by side toward a shared creation, building connection without the pressure of direct conversation. **Classic games** such as chess, card games, or 3D puzzles round out this category, encouraging friendly competition and cognitive engagement in a relaxed, enjoyable atmosphere.

These activities can also take a more playful, structured form through **role-play scenarios**. One effective example is *The Time Capsule*: the group is presented with a fictional scenario in which a time capsule buried in the local community fifty years ago has just been found, containing objects, photographs, and handwritten notes. Older participants play the people who buried it, describing the objects, explaining their significance, and recalling the world as it was. Younger participants play journalists or archivists in the present, asking questions and deciding how to share the findings with the public, whether through a short video, a social media post, or a mock newspaper article. The activity combines storytelling, creative thinking, and digital skills in a way that feels engaging and low-stakes for everyone involved.

Digital inclusion activities work by inverting the usual dynamic: here, younger participants take on the role of guides, supporting older adults in navigating smartphones, tablets, or social media platforms to accomplish everyday tasks, such as creating an account online or making a video call, in a supportive, pressure-free environment. This reversal of roles is itself one of the most valuable aspects of the exercise, giving older participants a sense of agency and younger ones a new kind of responsibility. An additional experiment that could be done is to ask older people to explain the use of digital devices and tools to the younger people. This could help both the group to understand the different ways to see, to use and experiment with the same devices and tools. Role-play formats can make this learning feel less intimidating and more enjoyable: in one scenario, for instance, players must work together to defend a fictional city from a technological threat, since young participants know how to navigate the digital landscape, while older ones hold the strategic knowledge and the passwords needed to succeed.

Regardless of the format chosen, every activity should close with a **moment of shared reflection**: a short group conversation in which participants share what they enjoyed, what surprised them, and what they learned from one another. This step is not a formality, it is where much of the relational value of the experience is consolidated, and where facilitators can observe the connections that have quietly formed throughout the session.

A detailed example of a storytelling-based activity focused on agricultural and culinary traditions is provided in **Annex 1.1**.

1.6 Activity: designing an inclusive workshop plan

When creating intergenerational proposals, it's important to clearly plan the project from the beginning. When developing the process, facilitators should plan carefully following the steps below:

- a. **always define goals first**: rather than starting the planning process with a precisely already defined activity idea, the facilitator should begin by choosing the expected goals the group is supposed to achieve; in doing this, the involvement of the participants (which can express needs, problems or desires) can be an added value;
- b. **be aware of the potential participants**: knowing something more about the participants (age, hobbies, preferences, etc.) improves the facilitators' ability to plan something that people will want to do or want to try more easily;
- c. **choose the most appropriate activities**: it is important not only to ensure that activities meet the expected objectives to be reached, but also that the time participants spend together could be mutually beneficial; moreover, after choosing the single activity, the facilitator should plan in advance for modifications (considering how they might be adapted to include everyone and maximize impacts);
- d. **dedicate time to preparing tools and materials**: preparing the necessary materials can take time and requires careful planning. It may be possible to also involve participants in the preparation

process, that could be seen as an opportunity for exchange between participants and could increase their sense of effectiveness and involvement in the project;

e. **evaluate the experience:** when an activity has been completed, the facilitators should reflect with participants on how things went, in order to identify factors that supported success and consider means to improve future sessions.

1.7 Accessibility and Cultural Sensitivity

Accessibility in intergenerational activities is essential to ensure that people of different age groups can interact, share experiences, and mutually benefit from projects, regardless of their motor, sensory, or cognitive abilities. An **age-friendly approach** aims to create spaces and relationships where every generation feels included. Accessibility isn't just about eliminating physical obstacles, it's also about creating a welcoming environment that values diversity, overcoming communication barriers between generations.

The process of developing an intergenerational action will provide participants with the space and time to learn from each other in real-world contexts, enhancing both their personal growth and their ability to work collaboratively. Furthermore, such intergenerational and collaborative learning can give particular prominence to marginalized groups, bridging generational and cultural divides, and creating more resilient and inclusive societies.

With the aim of creating an inclusive intergenerational exchange, the facilitator must pay attention to:

- create a space where all participants feel respected and valued regardless of age, culture, skills or limitations;
- recognize and address the diverse needs of participants to ensure that everyone can contribute effectively;
- design flexible and adaptable activities;
- relying on accessible digital technologies for connecting young people and seniors, facilitating active aging, reducing the digital divide and strengthen social cohesion.

ANNEX 1.1 – Activity: Intergenerational Education *Keeping Traditions Alive Through Dialogue*

Overview

This activity 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, with particular attention to agricultural and culinary heritage.

Learning Outcomes

By the end of the activity, participants will have:

- Contributed to keeping local and popular traditions alive and transferable across generations
- Practiced meaningful intergenerational dialogue in a safe and supportive setting
- Strengthened social bonds through shared storytelling
- Engaged memory and reminiscence as tools for personal and collective reflection

Duration 1.30 hours

Materials Needed

- Photographs depicting elements of rural or popular traditions
- Objects connected to agricultural or domestic life (e.g. tools, kitchenware, handcrafted items)
- Optional: a simple recording device or smartphone to document the session

Structure of the Activity

Introduction (15 min) The facilitator welcomes the group and briefly explains the purpose of the session: not to lecture, but to listen, share, and learn from one another. Participants are invited to place any objects or photographs they may have brought onto a central table, creating a shared "memory space" that will anchor the conversation.

Dialogue and Storytelling (60 min) Younger participants are invited to pose open questions to the older members of the group. The questions below serve as a starting point — facilitators should feel free to adapt them based on the group's background and energy:

1. Did you grow up in the countryside or in a city? How did that shape your relationship with food and the land?
2. What were the daily agricultural or animal care routines in your household or community?
3. How did your family source its food? Did you grow, preserve, or trade it?

4. What dishes did you prepare most often? Have any of those recipes been lost over time?
5. Which traditions tied to the land or to food still exist today, and which have disappeared? (e.g. hand-sowing, home bread-baking, seasonal preserves, communal harvests)

Older participants are encouraged, but never pressured, to respond freely, using objects and photographs as visual prompts if helpful. The conversation should feel like a natural exchange, not an interview.

Wrap-Up and Reflection (20 min) Bring the group together for a closing circle. Invite participants to share one thing they discovered, one thing that surprised them, and one emotion the session brought up. The facilitator can close by highlighting the connections that emerged, between past and present, between different life experiences, and between the people in the room.

Possible Variations

- Younger participants can take on the role of editors after the session: collecting the stories shared, organising them into a short written or visual piece, and presenting the result to the group in a follow-up meeting.
- If the group is comfortable with technology, the session can be recorded and turned into a short audio or video archive to be shared with the wider community.

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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.

2.1 Trainer guidance

Throughout the module, **the trainer is supported by the presentation** that structures the session and provides visual guidance for participants. The slides are used to introduce key concepts, illustrate examples, and support explanations with simple visuals and keywords. The trainer should use the presentation as a guiding tool rather than reading from it directly, ensuring that interaction, discussion, and practical activities remain central to the learning experience. All **activity sheets** mentioned below can be found as part of the training materials for this module.

In terms of group dynamics, the trainer should pay particular attention to youth and seniors. The session should encourage mutual learning, where participants can share experiences and perspectives while supporting one another. **Youth participants can assist seniors by demonstrating actions and explaining steps, but should be guided not to complete tasks on their behalf, allowing seniors to build confidence and autonomy through hands-on practice.** At the same time, the trainer should ensure that all participants have space to learn at their own pace, considering different levels of digital familiarity and accessibility needs by using clear language, visual support, and step-by-step guidance.

2.2 Icebreaker Activity (20 mins)

- **Picture sharing (5 mins)**

The trainer begins the session with a simple and engaging icebreaker that invites participants to share a recent photo or video from their phone. The trainer introduces the activity by explaining that many people use their devices daily to capture moments, and this is a way to connect digital use with personal experience.

Participants are asked to select one recent photo or video they feel comfortable sharing. The trainer reassures participants that sharing is voluntary and that they can choose something simple or neutral if they prefer. The trainer can start by sharing one, previously included in the **presentation**, to ease participants into the activity.

- **Pair discussion (10 mins)**

Participants then briefly present their photo in pairs or small groups, explaining what it shows and why they chose it. The trainer encourages intergenerational exchange, allowing youth and seniors to interact naturally and learn from each other.

- **Reflection and presentation of the module (5 mins)**

After the sharing moment, the trainer facilitates a short reflection by asking guiding questions such as how easy it was to find the photo, whether they often share photos with others, and through which applications they usually do so. The trainer uses this activity as a transition into the module by highlighting that everyday actions like taking and sharing photos are part of digital life, and that throughout the session participants will learn how to use these tools more confidently and safely.

2.3 Basics of the Internet (30 mins)

- **Explain (5 mins)**

Introduce the internet as a global system connecting devices and enabling access to information, communication, and services. Use simple analogies: for example, the internet can be presented as a system of roads connecting cities. The device is a car, allowing the user to get to destinations (websites, applications) through a certain road (WiFi, mobile data).

Ask participants what they already use the internet for in order to connect the explanation to real-life experiences.

Mention the two different methods to access internet: through a Wi-Fi network or mobile data related to a phone subscription. The trainer can use an example: Wi-Fi acts as a tap or faucet at home, while mobile data is more like a jug to be carried on the go.

The trainer should highlight practical implications, such as the fact that using mobile data without awareness can lead to unexpected costs, while Wi-Fi is generally safer to use for activities like watching videos or downloading content. For example, mobile data subscription can be described as having to wait for the next month for the mobile operator to refill the water bottle.

- **Demonstration (10 mins)**

Show how to connect to Wi-Fi on a smartphone, including turning it on/off and selecting a network. The trainer demonstrates the use of internet browsers and performs a simple search using keyboard, related to real-life examples provided by participants (recipes, medical appointments...).

- **Guided Practice (10 mins)**

Older adults and youth are paired up. Senior participants connect to Wi-Fi network, search for a local place named by youth participants. Youth participants act as mentors in case help is needed. Trainer circulates and provides support, encouraging peer assistance between participants.

- **Resources (5 mins)**

The trainer introduces all participants to local digital help resources, and reinforces that practice and repetition are needed to build confidence.

2.4 Using Communication Apps (20 mins)

- **Explain (10 mins)**

Discuss differences between two communication methods: SMS (no internet required), and messaging apps (internet-based). The trainer shortly presents the three common messaging apps and their differences in objectives: WhatsApp and Facebook Messenger (communication with peers), Instagram (content-oriented). The trainer also points out the common messaging options on all platforms (redacted, vocal messages...), allowing seniors to recognize the main symbols applicable on different apps.

- **Discussion (10 mins)**

Trainer asks an open-ended question concerning which use participants (seniors and youth) have of messaging apps. All participants discuss and compare which messaging app they prefer or use most, based on their objectives (sharing content, contacting loved ones...).

2.5 Digital Safety and Privacy (45 mins)

- **Explain (20 mins)**

The trainer introduces the concept of digital footprint in accessible and relatable terms, explaining that it refers to all the information a person leaves behind when using the internet. The trainer emphasizes that this includes both what users choose to share and what is collected about them automatically.

The trainer explains the difference between **active digital footprint**, which refers to information intentionally shared by the user (such as posting photos, writing comments, or sending messages), and **passive digital footprint**, which refers to data collected without direct action, such as browsing activity, location data, or information gathered by websites.

To make this distinction concrete, the trainer provides simple examples. For active footprint, examples may include posting on social media or sharing a photo with friends. For passive footprint, the trainer explains that websites can collect data when users visit them, even if they do not actively share information.

As part of this explanation, the trainer briefly introduces the concept of **cookies**, explaining that they are small pieces of data stored by websites to remember user preferences, track activity, or personalise content. For example, cookies can be presented through a cloakroom metaphor:

participants come with a coat (data), leave it to the agent (server), who gives them a numbered ticket (cookie). When they come back to the cloakroom, the agent may have changed, but their ticket will give them access to their coat again (data). The trainer can also provide a simpler example, explaining that the data cookies collect resembles a puzzle piece – and that all the data cookies collect and exchange with third parties allows to complete the puzzle.

The trainer should clarify that cookies are not inherently dangerous but can be used to collect information about browsing habits, which can be used for personalizing content and ads, and tracking what the user is doing the websites, which is why users are asked for consent – two examples are provided within the **presentation**. The concept of accepting essential cookies only should also be introduced, by using the same metaphor again: **essential cookies only** means you're only allowing the cloakroom to hold the one coat you actually need to get back in and move around the venue: your session, your login, your preferences. The problem starts when the cloakroom starts holding extra items you didn't knowingly hand over, like your scarf, your bag, your umbrella, and shares descriptions of your wardrobe with other venues across town. That's what **non-essential cookies** (tracking, advertising, analytics) do: they let third parties build a picture of everything you wear, everywhere you go.

The trainer also highlights the **visibility and permanence of online content**, explaining that once something is shared online, it can be difficult to fully remove and may be seen by a wider audience than originally intended. This includes the possibility of content being shared, saved, or accessed later, even if it was initially intended for a limited group.

The trainer reinforces that digital footprint is not only about risk, but also about awareness and control. Participants should understand that they can make choices about what they share, how they interact online, and how their information is managed.

- **Discussion – Passive Digital Footprint (10 mins)**

Ask all participants what kind of information they think exists about them online. Encourage youth and seniors to share examples such as social media posts, profiles, or comments based on their interests. The trainer facilitates the discussion by helping participants distinguish between what they knowingly share and what may be collected without their awareness, reinforcing the concepts introduced in the explanation.

- **Think before you share Activity – Active Digital Footprint (10 mins)**

Present to all participants the **“Think before you share” activity sheet**: a list of short scenarios of activity on the internet and ask participants whether they would share it and why. The trainer facilitates the discussion by guiding participants to consider key aspect such as who might see the content, how it could be interpreted by others, and whether it could have long-term consequences.

- **Privacy Awareness (5 mins)**

The trainer leads the wrap-up discussion. Reinforces the idea of “thinking before sharing” and connect it to privacy, safety, and personal reputation online. The trainer provides a brief overview of basic privacy settings in social media applications, explaining that users can control who sees their content, who can contact them, and what information is visible on their profile.

The trainer emphasizes simple actions, such as reviewing privacy settings regularly and limiting access to personal information.

The section concludes with the trainer encouraging participants to apply these practices in their everyday digital use, highlighting that small actions can significantly improve online safety and control over personal data.

2.6 Processing Online Information (30 mins)

- **Explain (15 mins)**

The trainer starts by distributing to each participant the **Fake News Information Sheet**.

The trainer introduces the concept of fake news in accessible terms for all participants, explaining that it refers to false or misleading information presented as real and often designed to appear credible. The trainer highlights that fake news can take different forms, including articles, social media posts, videos, and messages, and emphasizes that it is not always easy to recognize.

The trainer explains the purpose behind fake news, underlining that it is often created to attract attention, generate clicks, influence opinions, promote specific agendas, or create confusion. Particular emphasis is placed on the emotional dimension, explaining that fake news is designed to trigger strong reactions such as fear, anger, or surprise, which can lead individuals to react quickly and share information without verification.

The trainer encourages participants to adopt a critical mindset by pausing before trusting or sharing content. Participants are guided to reflect on key questions such as who created the content, why it was produced, and whether it is attempting to influence their thinking or behaviour.

The trainer then introduces a step-by-step approach to recognizing fake news, based on the **Fake News Information Sheet** checklist. This includes checking the source of the information by identifying who posted it and whether it is a known or trustworthy entity, as well as verifying when the content was published to avoid being misled by outdated or recycled information. The purpose of the content is further explored by distinguishing whether it aims to inform, persuade, entertain, or manipulate.

Participants are guided to verify whether other reliable media outlets are reporting the same story, reinforcing the idea that major events are typically covered by multiple sources. The trainer also highlights the importance of critically examining headlines, explaining that sensational or

exaggerated titles are often used to attract attention and may not accurately reflect the full content of the article.

The trainer introduces the importance of evidence by explaining that credible information usually includes facts, data, statistics, and identifiable expert sources. The absence of such elements, or the use of vague expressions such as "experts say," is presented as a warning sign.

- **Activity (15mins)**

The participants are put together in intergenerational pairs for the **Spot the Fake News activity**. The trainer introduces the activity by explaining that participants will analyze different pieces of information and decide whether they are real or fake, focusing on reasoning rather than finding the "correct" answer.

Participants are provided with short text-based examples and asked to identify warning signs such as emotional language, lack of clear sources, absence of evidence, or suspicious claims. They are encouraged to discuss their observations in pairs or small groups. The trainer facilitates a group discussion after the activity, asking participants to explain their reasoning and highlighting key indicators of fake news. The trainer reinforces the importance of checking multiple aspects rather than relying on a single clue.

2.7 Identifying Unsafe Content (30 mins)

- **Explain (10 mins)**

The trainer introduces the concept of online scams as attempts to deceive users into sharing personal information, clicking on harmful links, or sending money. The trainer explains that scams can take different forms, including SMS messages, emails, and websites, and are often designed to look legitimate and trustworthy.

Using the **presentation**, the trainer explains that scammers often rely on similar techniques regardless of the format. These include creating a sense of urgency (e.g. "act now" or "your account will be blocked"), impersonating trusted organisations such as banks or delivery services, and requesting sensitive information such as passwords or personal details.

The trainer highlights key warning signs to look for, including unclear or unfamiliar senders, suspicious links (with unusual spelling or structure), and messages that pressure users to act quickly without thinking. The trainer should emphasize that legitimate organisations will not ask for sensitive information through SMS or email. Participants can be guided with the examples provided to illustrate different types of scams, helping them understand how these situations can appear in everyday life.

- **Scam Analysis Activity (15 mins)**

The trainer distributes the **Scam Activity Sheet**, containing a mix of realistic SMS messages, emails, and short website descriptions. Participants work in intergenerational pairs and are asked to identify warning signs in each example.

Participants are guided to focus on specific elements such as urgency, requests for personal data, suspicious links, and lack of a clear or trustworthy sender. The trainer encourages participants to highlight or note these elements and to explain their reasoning to their partner.

The trainer circulates to support participants, clarify doubts, and ensure that both youth and seniors are actively engaged in the discussion.

- **Group discussion (5 mins)**

The trainer leads a group discussion by asking participants which warning signs they identified and which examples they found most convincing or difficult to assess. The trainer reinforces key scam indicators and highlights the importance of taking time to think before reacting.

The trainer concludes by sharing simple safety practices, such as not clicking on unknown links, not sharing personal information through messages, and verifying information directly through official websites or contacts when in doubt.

2.8 Closing Activity (25 mins)

- **Explain (5 mins)**

In order to end the workshop on a positive note, the closing activity switches from malicious content to exploring a way to enjoy internet use, and link what participants have learned to the overall goal of the LEGENDS project.

The trainer should emphasize that while digital literacy often revolves around recognizing online risks and being able to identify certain types of content online, the internet is also something they can use for themselves, and activities they enjoy. Learning how to properly navigate the internet is the first steps in the development of our project.

The end goal of the LEGENDS project can be reminded to participants: the creation of an online cultural map, filled with videos made by youth and seniors about local places of their choice. The map will be accessible online on the project website, and people all over Europe will be able to contribute by adding their own anecdotes about local places.

To do so, the trainer can introduce the last activity, which will be about exploring a place online. The goal here is to apply basic navigation and search skills in a practical context, and to gain confidence using digital tools for personal interests. Based on the steps detailed in the **presentation**, the trainer

introduces the basic use of Google Maps as a way to locate and orient oneself, letting participants take the time to reproduce it as the explanation progresses.

- **Find a place you love Activity (15 mins)**

Once the basic steps of Maps have been overviewed, the trainer asks participants (in pair, youth and seniors) to search for a place they like, or would like to visit, in their country. The role of youth participants here is important as guides, but not overtaking seniors' application of the task. All participants can exchange about the pictures, location or reviews found on the Maps, before sharing to the group why they chose this particular place.

- **Reflection Discussion & Feedback (5 mins)**

Participants can reflect on the activity and the broader workshops, including what they have learned and how they will implement it in daily life. This discussion can also be used to give feedback on the module and workshop, including what seemed not accessible, or elements to change based on generational needs.

The trainer can distribute the **Participants Feedback Survey** and gather insights.

Training methods

This workshop adopts a participatory and intergenerational approach, combining explanation, practice, and reflection to support both older adults and youth engagement.

- Facilitated group discussions to encourage sharing of experiences and perspectives between seniors and youth
- Short explanations with demonstrations, using clear language and real-life examples
- Hands-on digital practice, allowing participants to apply skills immediately on their own devices
- Peer learning in intergenerational pairs, where youth guide through support
- Scenario-based and critical thinking exercise
- Interactive activities to maintain engagement
- Reflective exercise, supporting participants in connecting learning to their daily digital practices.

Trainer Note: maintain a slow pace, repeat key steps, and regularly check understanding. Encourage participation without pressure.

Materials

- Smartphones or tablets (preferably one per participant or per pair)
- Stable internet connection (Wi-Fi)
- Projector and laptop for demonstrations

- Presentation slides (internet basics, apps, safety, fake news, scams)
- Flipchart or whiteboard and markers
- Pens and paper for participants

Printed materials:

- “Think Before You Share” activity sheet
- Fake News Information Sheet (checklist)
- Scam Activity Sheet (examples of messages/emails)
- Feedback surveys – *see Assessment methods below.*

Assessment

Assessment of the workshop rests on three parts – all templates can be found in the Annexes of this module.

- **Observational assessment:** trainers observe participants during activities to gauge their engagement, collaboration, and application of skills - see **Annex 2.1**.
- **Review of outputs:** trainers evaluate the tangible results of participants’ work, such as digital guidance or intergenerational activities, and provide constructive feedback - see **Annex 2.2**.
- **Participant feedback:** collection of participants’ thoughts on their learning experience, challenges, and insights. This could also include peer and self-assessment, where participants assess their own work and provide feedback to each other - see **Annex 2.3**.

Annex 2.1 “Think before you share” Activity Sheet

Digital Safety and Privacy Section

In this activity, you will look at a series of everyday online situations and decide what you would do in each case. For each scenario below, think about whether you would share the content, not share it, or if your decision would depend on certain factors. Discuss and share your choices with other participants, feel free to explain your reasoning.

There are no right or wrong answers, but it is important to reflect on who might see the content, how it could be shared further, and what impact it might have over time. The goal of this activity is to help you think more carefully about what you share online, and to better how your digital footprint is created.

Scenarios:

- You take a photo during a family gathering or community event and want to share it online, but somebody in the picture does not agree. Would you post it, and what should you consider?
- You join an online group and are asked to introduce yourself with details such as where you live, where you work, or personal information. What would you share, and what would you keep private?
- You are on holiday or away from home and want to share photos showing your location in real time. Would you post them immediately, and what risks might this involve?
- You use the same name or profile across different platforms. What could someone find out about you by searching for it?

Annex 2.2 Fake News Information Sheet

Processing Information Section

What is Fake News?

Fake news is false or misleading information presented as real news. It can appear as articles, videos, or social media posts.

It is often created to influence opinions or beliefs, get attention and clicks, spread misinformation, or promote a specific idea, product or political agenda.

What does Fake News try to do?

Fake news is designed to make you react quickly instead of thinking carefully. It often tries to trigger:

- Fear = "you are in danger", "act now"
- Anger = "this is unfair", "look what they did"
- Surprise or shock = "unbelievable", "you won't believe this"

Strong emotions can make people share content without checking it first.

Checklist: How to recognize Fake News?

- ☐ **Check the source:** who posted this information? Is it a known and trustworthy organization or person?
- ☐ **Check the date:** when was it published? Is it recent or old information shared again?
- ☐ **Understand the purpose:** why was this created? Is it trying to inform, persuade, or attract attention?
- ☐ **Look at the headline:** is it exaggerated or shocking?
- ☐ **Check other sources:** when big events happen, multiple media will report on it. Are other reliable medias reporting the same story?
- ☐ **Look for evidence:** are there facts, data, or expert quotes? Or only vague statements like "experts say"?
- ☐ **Stay critical:** does the story make you feel strong emotions? Does it sound too extreme or unrealistic?

Remember

Fake news spread quickly because people trust, react and share without checking. By taking a few seconds to question what you see, you help protect yourself and others.

Activity – Spot the Fake News!

Below are examples of news headlines. In pairs, go through each one of them, and discuss whether you think this is a fake news or not. You can help yourself with the checklist above!

EU SHOCK DECISION: Trade with China introduces insect flour in European supermarkets

A new European Union regulation will require all food producers to introduce an option of insect-based flour. Officials say this change is necessary for environmental reasons, but many citizens say they were not properly informed.

Big change: New recycling rules will affect all Flanders households next month

The local government has announced updated recycling guidelines. Residents are encouraged to better separate waste. You can find more precisions about this information on the official website of the government.

Doctors DON'T want you to know: this simple drink can prevent serious diseases!

According to online sources, drinking lemon water every morning can prevent major illnesses. Experts say it is a simple and effective solution used by many people.

BREAKING: Scientists discover a new planet that could change everything!

Researchers from NASA have identified a new planet outside our solar system that may have conditions suitable for life. The discovery was published in the official NASA scientific journal and reported internationally.

URGENT WARNING: Banks may freeze your account NEXT WEEK – withdraw now!

A message circulating online warns that banks are preparing to freeze accounts. People are advised to withdraw money immediately to avoid losing access.

STUDY CONFIRMS: Simple daily habit can reduce heart disease risk

European Health organizations report that regular physical activity lowers the risk of heart disease. The findings are based on long-term scientific studies by three different organizations.

Annex 2.3 Scams Information Sheet

Identifying Unsafe Content

What are Scams?

Scams are fraudulent or deceptive attempts to trick you into **sharing personal information, sending money, or corrupting your devices with viruses.**

Scams can appear as **fake websites, SMS messages and emails** from random contacts - or even through your peers. They often look real and trustworthy.

What do Scams try to do?

Scams create a **sense of urgency** to convince you they're real. They often **pretend to be a trusted organization, asking for sensitive information.** Scams often include a suspicious link or files, or come from unknown senders.

Checklist: How to recognize Scams?

- ☐ **Check the sender:** do you recognize the email address or phone number? Does it look official, with no strange spelling or extra numbers?
 - **Ex.** bank-support123@gmail.com
- ☐ **Check the link:** does the website link look correct and complete? Does it match the official website name? Does it start with **https://** (secure)?
 - **Ex.** <https://yourbank.com> (secure)
 - **Ex.** [http://yourbank-secure\)login123.com](http://yourbank-secure)login123.com) (not secure)
- ☐ **Check the organization:** is it really from the organisation it claims? When in doubt, go to the official website and **check if the contact information corresponds.**
- ☐ **Look at the information requested:** are they asking for personal, sensitive information? **Real organisations will NEVER ask this by SMS or email, but will ask you to connect to your private secure account.**
- ☐ **Check the tone of the message:** does it create urgency ("Act Now", "URGENT", "Last chance")? Does it make you feel stressed or scared? **Scammers use pressure so you don't think.**
- ☐ **Look for the content:** are there spelling or grammar mistakes? Is the message unclear or too general/generic ("Dear customer")?

- ☐ **Money requests:** are you asked to pay a fee quickly? Through unusual methods like a link, gift cards, etc?

Remember

Stop and don't react immediately – do not click, do not reply (even if it comes from a friend!)

Do NOT click on links or open attachments – links may lead to fake websites, and attachments may contain viruses

Do NOT share personal information – never send passwords, bank details, money or codes

Verify the information – go to the official website, and check if the contact email or phone number correspond

Delete the message

Activity – Spot the Scams!

Look at the examples below. For each example, discuss in pairs whether it is safe or a scam, and what are the warning signs.

Official Bank Email – yourbank1455@gmail.com

Dear ___, this is your bank. Your account is UNSAFE! Send your IBAN immediately to secure it.

Text number – Unknown number

Delivery failed. Click here to reschedule your URGENT delivery and pay a small fee <http://fast-deliver.com>

Official Bank Email – personalaccount@yourofficialbank.com

Dear Ms Name, You have new documents available. Please log in to your official account to check recent activity.

Text number – Your friend

Hey check this out: <http://funnypic-clickhere.com>

Text number – Unknown number

Hey, it's me. I lost my phone, can you send me some money urgently?

Text number – Your friend

I saw this and thought of you: <https://legendsproject.eu/>

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.

3.1 *The Role of Storytelling in Adult Learning*

Storytelling has long been recognized as a fundamental mode of human communication, deeply embedded in how individuals make sense of their experiences and the world around them (Rossiter & Clark, 2007).

In adult education, storytelling extends beyond simple narration to become a pedagogical approach that supports reflection, meaning-making, and social connection. Adult learners bring complex life histories, identities, and accumulated knowledge to educational environments, and storytelling allows these experiences to be articulated, examined, and shared in ways that enhance both individual and collective learning (Goodson & Gill, 2014). The theoretical foundations of adult education, particularly those associated with Malcolm Knowles (1984), emphasize that adults learn most effectively when educational processes are grounded in their **lived realities**. Storytelling aligns closely with this principle by positioning learners as active contributors rather than passive recipients of knowledge, enabling them to construct and reconstruct their identities and develop agency in shaping their narratives (Merriam & Bierema, 2013).

Moreover, storytelling fosters **empathy** in diverse learning environments. When individuals share personal stories, they create opportunities for others to understand different perspectives, experiences, and cultural contexts (Frank, 2010). This is particularly important in community-based education and intergenerational settings, where storytelling can bridge differences in age, background, and worldview (Hatton-Yeo & Ohsako, 2000).

3.2 *Understanding Digital Storytelling*

Digital storytelling represents an evolution of traditional narrative practices, incorporating digital technologies to enhance and expand how stories are told and shared (Lambert, 2013). At its core, it involves combining **multimedia elements**, images, audio, video, and text, to create meaningful **narratives** that are often personal but can also address broader social, cultural, or historical themes.

What distinguishes digital storytelling from traditional oral or written forms is not only the use of technology but the transformation of the narrative experience itself. Traditional storytelling often relies on linear structures and is limited by its medium: oral stories may fade over time, while written stories require literacy and access to print. Digital storytelling integrates multiple modes of expression, creating richer, more engaging narratives (Robin, 2008). A single digital story might combine voice **narration, archival photographs, background music, and video footage**, resulting in a multi-layered experience that appeals to different senses.

The development of digital storytelling traces alongside broader technological changes. Early forms emerged in the 1990s when digital tools became more accessible and individuals began experimenting with scanned photographs and recorded voice. As technology advanced, so did the complexity and accessibility of the practice. Today's proliferation of smartphones, user-friendly editing software, and online platforms has made it possible for individuals with minimal technical expertise to create and share digital stories, encompassing formats from simple photo narratives to interactive and map-based experiences (Hafner & Miller, 2011; Hull & Katz, 2006).

3.3 The Value of Digital Storytelling: Opportunities and Challenges

The integration of digital storytelling into adult education offers significant advantages, beginning with its ability **to preserve and disseminate personal and collective memories**. Unlike oral storytelling, which depends on memory and transmission, digital stories can be recorded, stored, and shared across time and space, making them particularly valuable for documenting cultural heritage, local histories, and personal experiences that might otherwise be lost (Lundby, 2008). Significantly, the stories created through these activities also constitute first-person documentation of **intangible cultural heritage**, practices, memories, and lived experiences recognised by UNESCO (2003) as essential to cultural identity and in need of active preservation.

The multi-sensory nature of digital storytelling, combining visual, auditory, and textual elements, engages learners in ways that align with multimedia learning theories (Mayer, 2009), enhancing information processing and retention. Crucially, the multimodal design of this module's activities, integrating image, voice, text, and place, directly reflect Mayer's (2009) principles of multimedia learning, which demonstrate that combining verbal and visual channels improves both engagement and recall. Digital platforms also enable stories to reach broader audiences, connecting individuals across geographical boundaries and fostering intercultural dialogue.

Digital storytelling expands possibilities for **creative expression**, offering alternative ways to communicate for individuals who may feel limited by traditional literacy. Someone who struggles with writing may express themselves more comfortably through images or spoken narration, making this approach particularly well-suited to diverse adult learning contexts. This inclusivity supports learners with varying skills and preferences while allowing for rich, personalized narrative creation.

Despite these advantages, digital storytelling presents significant challenges. The **digital divide** creates barriers to participation, particularly for older adults who may lack confidence with digital

tools (OECD, 2019). Practical constraints around resources, time, and technical demands require educators to balance ambitions with real limitations. Ethical considerations are equally critical: participants must be fully informed about how their stories will be used, maintain control over their personal information, and have their privacy and dignity protected through clear guidelines (Couldry, 2008).

3.4 *Narrative Structure and Storytelling Techniques*

At the heart of digital storytelling lies the narrative itself. While technology provides new tools and possibilities, the effectiveness of a digital story ultimately depends on the strength of its narrative structure. Most digital stories draw on **traditional storytelling principles**: a clear beginning that introduces context and characters, a middle that presents challenge or conflict, and an ending that offers resolution or reflection. A well-crafted story engages the audience, conveys meaning, and invites reflection.

In digital storytelling, narrative is closely intertwined with **media choice**. Images evoke emotions and provide visual context, audio conveys tone and authenticity, and video captures movement and interaction. The integration of these elements requires careful consideration, as each component contributes to the story's overall impact.

Different formats offer varying possibilities for narrative expression: **video** narratives combine moving images, sound, and text; **audio** stories emphasize the intimacy of voice; **photo** essays create powerful visual narratives; while digital scrapbooks and interactive timelines provide more exploratory approaches. Format selection should be guided by the story's purpose, intended audience, and available resources. In educational settings, it is often beneficial to begin with simple formats and gradually introduce more complex forms as learners gain confidence.

3.5 *Tools and Platforms for Digital Storytelling*

The increasing availability of user-friendly digital tools has made it easier than ever to incorporate digital storytelling into educational practice. Many of these tools are designed with accessibility in mind, allowing individuals with limited technical expertise to create high-quality content.

Basic digital storytelling can begin with tools already familiar to many learners, such as smartphone cameras and voice-recording apps. These tools provide a simple entry point, enabling participants to capture images, record narratives, and experiment with combining different media, like CapCut. More advanced tools offer additional features for editing and presentation. Presentation platforms like Google Slides and creative tools such as Prezi and Canva enable the development of visually engaging narratives that combine text and images.

Story mapping tools represent a particularly innovative approach to digital storytelling. Among these, ArcGIS StoryMaps stands out as a fully integrated multimodal platform: it allows users to

combine text, images, audio, video, and interactive maps within a single, shareable narrative environment. This makes it one of the most comprehensive tools available for projects focused on local history, community memory, or cultural heritage, as it connects stories directly to the places that shaped them. Google My Maps offers a simpler alternative for spatial storytelling.

The choice of tools should be guided by the needs and abilities of the learners. Simplicity and accessibility are often more important than technical sophistication, particularly in introductory contexts.

3.6 *Intergenerational Digital Storytelling*

One of the most compelling applications of digital storytelling in adult education is its use in **intergenerational** contexts. Bringing together older and younger participants creates opportunities for mutual learning and exchange that extend beyond traditional educational boundaries (Springate et al., 2008). Storytelling provides a natural framework for intergenerational interaction. Despite differences in age and experience, individuals share a common capacity for narrative expression. This shared foundation allows participants to connect on a human level, fostering empathy and understanding.

Research and practice supported by organizations such as UNESCO (2017) emphasize the role of storytelling in promoting intercultural and intergenerational dialogue. Through the sharing of stories, older adults can pass on knowledge, values, and experiences, while younger participants can offer new perspectives and technological skills.

For older adults, participation in digital storytelling projects can provide a sense of validation and recognition. Sharing personal stories affirms the value of their experiences and contributes to the creation of a legacy (de Jager et al., 2017). It can also enhance social connection and reduce feelings of isolation, particularly in community-based programs. For younger participants, engaging with the stories of older generations offers access to historical context and lived experience that cannot be found in textbooks. It also supports the development of important skills, including active listening, communication, and critical thinking (Kaplan et al., 2017).

3.7 *Practical Application: Co-Creating Suggested Activities*

Meaningful digital storytelling activities can be completed in approximately one hour while maintaining engagement and reflective depth. These short formats incorporate effective practice, personal narrative, collaborative creation, and digital media use, with participants working in mixed-generation pairs around shared themes like neighborhood changes or community memories, moving through content collection, production, and presentation. Emphasizing clarity and authenticity over technical perfection, these sessions build confidence, demonstrate how digital storytelling fosters intergenerational connections, and may inspire interest in more in-depth projects.

Activity 1: "A Place Then and Now" – Photo-Based Storytelling

Duration: 60 minutes

Format: Face-to-face (can be adapted for online)

Group Size: 8–16 participants (intergenerational pairs or small groups)

Focus: Exploring personal and collective memories through visual storytelling

Materials Needed: Smartphones or tablets (1 per pair/group), internet/maps access (or downloaded Street View screenshots if offline), audio recording app (built-in voice memo), simple editing tool (Canva, ArcGIS StoryMaps, or PowerPoint), projector/screen for sharing.

Skill levels:

- ▶ **Basic:** Audio narration only (voice memo app). No image required.
- ▶ **Intermediate:** One current photo + audio narration assembled in Google Slides or Canva.
- ▶ **Advanced:** Full ArcGIS StoryMap with location pin, photo, audio clip and short caption.

Step-by-Step Guide

1. Introduction & Pairing (10 min)

Begin with a brief overview of digital storytelling and show a 2-3 minute example. Form intergenerational pairs (1 older adult + 1 younger participant). The older adult selects a meaningful local place that has changed over time, such as a neighborhood, square, school, or workplace. The older adult then shares memories of this place (how it looked, what activities took place there, why it's significant) while the younger participant listens actively and asks guiding questions.

2. Content Creation (20 min)

Take or find a current photo of the same place by stepping outside briefly if nearby, or using Google Maps/Street View if not accessible. The younger participant helps record a short audio narration (1-2 minutes) where the older adult summarizes their story, capturing the essence of their memories and observations about change.

3. Digital Assembly (15 min)

Create a single-slide visual story by inserting the current photo, adding a short title, and embedding or attaching the audio narration. Use simple tools like Canva, Google Slides, or PowerPoint, focusing on clarity and authenticity rather than technical perfection.

4. Sharing & Reflection (15 min)

Selected pairs present their stories to the group, followed by group discussion using guiding questions: What surprised you? What connections did you notice between past and the present?

What did you learn from your partner? This reflection reinforces the social and educational value of the activity.

Why This Works: This activity grounds storytelling in tangible places that make memory easier to access and visualize, while creating natural roles where younger participants facilitate technology and older adults provide narrative depth and lived experience, fostering immediate intergenerational dialogue and mutual learning.

Activity 2: “A Meaningful Object” – Audio Micro-Story

Duration: 60 minutes

Format: Face-to-face or online

Group Size: 8–16 participants (intergenerational pairs or small groups)

Focus: Using personal objects as entry points into storytelling through audio recording

Materials Needed: Personal objects (brought by participants or available in the room: keys, photos, jewelry, symbolic items), Smartphones or tablets (1 per pair/group), Voice recording app (built-in voice memo works), Optional: Camera for photographing objects, Optional: Simple editing tool (Canva, Google Slides) if adding a visual component, Speakers or a projector for audio playback during sharing

Skill levels:

► **Basic:** Audio recording only. No visual component. Works on any smartphone.

► **Intermediate:** Photo of the object + audio narration assembled in a single Canva or Google Slides slide.

► **Advanced:** ArcGIS StoryMap combining object photo, audio clip, brief written caption, and optional location context

Step-by-Step Guide

1. Introduction & Pairing (10 min)

Begin with a brief overview of object-based storytelling and show a short example. Form intergenerational pairs (1 older adult + 1 younger participant). The older adult selects a meaningful personal object, a piece of jewelry, a set of keys, a photograph, or any symbolic item.

They share the object's significance, including where it comes from, what memories it evokes, and why it matters, while the younger participant listens actively and asks open-ended questions to deepen the narrative.

2. Audio Recording (20 min)

Record a concise version of the story (1–2 minutes), with the younger participant handling the technical setup while the older adult focuses on clear narration. Re-record once if needed to improve clarity or flow. Optionally, photograph the object and combine the image with the audio

using a simple tool like Canva or Google Slides, though the activity works equally well as audio only.

3. Digital Assembly (15 min)

If adding a visual component, create a single-slide presentation by inserting the object's photograph, adding a short title, and attaching the audio narration. As with the recording stage, prioritize clarity and authenticity over technical polish.

4. Sharing & Reflection (15 min)

Selected pairs play their audio stories for the group, followed by group discussion using guiding questions: What did you learn from these stories? How did listening to someone's voice affect you? What surprised you about your partner's object? This reflection reinforces the intimacy and connection that object-based storytelling naturally creates.

Why This Works: This activity minimizes technical barriers by focusing primarily on audio recording, making it accessible for participants with limited digital skills, while personal objects naturally evoke deeply meaningful narratives that create intimacy and authenticity, achieving the core objectives of digital storytelling, expression, connection, and reflection, with minimal technical complexity.

Questions for Participants

1. What are the key differences between traditional storytelling and digital storytelling? How does technology transform the narrative experience?
2. What ethical considerations should you keep in mind when creating and sharing digital stories?
3. How does digital storytelling align with principles of adult learning?
4. What challenges did you encounter during the storytelling process, and how did you address them?
5. What did you learn about yourself through this storytelling process?

Questions for Facilitators

1. How effectively did you support intergenerational collaboration? What strategies worked best and what unexpected challenges arose, and how did you respond to them?
2. Did the chosen tools and platforms meet the needs of all participants, and how did participants with different levels of digital literacy engage with the activities?
3. How did you ensure ethical practices were followed (consent, privacy, ownership)?
4. What stories or moments stood out as particularly powerful or meaningful? Why?
5. How could you create a more inclusive environment for participants with diverse abilities, backgrounds, or access to technology?

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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.

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).

4.1. Cities as Living Narratives

Cities are not static environments; they are dynamic, layered texts written and rewritten by generations of people (de Certeau, 1984). Streets, buildings, and neighborhoods carry traces of human experience, memories embedded in architecture, routines, and social interactions. Urban environments can therefore be understood not only as physical spaces but also as **narrative landscapes**, shaped by those who inhabit them.

Urban storytelling emerges from this understanding. It refers to the practice of exploring, documenting, and sharing stories connected to specific places within a city. These stories may be personal, collective, historical, or sensory, but they all contribute to a deeper understanding of urban

life. Unlike abstract histories, urban storytelling is grounded in **lived experience**. It connects individuals to specific locations and reveals how everyday life interacts with broader social and historical processes (Sandercock, 2003). The importance of place in storytelling is central.

Geographers and humanistic scholars have long emphasized that **places** are not merely physical coordinates but sites of meaning (Tuan, 1977). Streets, squares, and buildings function as "memory containers," holding layers of experience that can be accessed through narrative (Halbwachs, 1992).

The relationship between personal stories and collective urban memory is particularly significant. Individual memories contribute to shared understandings of place, while collective narratives shape how individuals interpret their own experiences. In this sense, urban storytelling provides a bridge between the personal and the communal. It allows individuals to situate their lives within broader urban histories and creates opportunities for communities to reflect on their past, present, and future.

4.2. Theoretical Foundations of Urban Storytelling

Urban storytelling is grounded in several theoretical frameworks that help explain the relationship between people and place. One of the most influential concepts is "**sense of place**," which refers to the emotional and symbolic meanings that individuals attach to specific locations (Tuan, 1977). Closely related is place attachment, which describes the bonds that individuals and communities form with their environments through personal experiences, social relationships, and cultural practices (Scannell & Gifford, 2010). In urban storytelling, place attachment is often revealed through narratives that highlight familiarity, belonging, and emotional connection.

Urban memory refers to the ways cities remember their past through both official histories, monuments and archives, and informal memories preserved through personal narratives. Maurice Halbwachs (1992) emphasizes that memory is not purely individual but shaped by social frameworks, and urban storytelling plays a crucial role in sustaining collective memories that may not be formally documented.

Psychogeography, associated with Guy Debord (1955) and the Situationist International, explores how physical environments influence emotions, behaviors, and perceptions, making storytelling a way of mapping not only physical spaces but also emotional and experiential landscapes (Coverley, 2010).

Urban change processes, such as gentrification, add complexity as certain stories are amplified while others are marginalized or erased (Zukin, 2010). Urban storytelling can act as a **counterbalance**, preserving narratives that might otherwise disappear, particularly when long-standing communities are displaced or cultural heritage is threatened. This intersects with broader discussions of intangible heritage, practices, expressions, and memories not tied to physical objects but essential to cultural identity (UNESCO, 2003). Urban storytelling contributes directly to the preservation and transmission of this heritage.

4.3. *Why Urban Storytelling Matters: Exploring Local Places and Histories*

Urban storytelling is not only theoretically significant but also practically impactful. One of its primary functions is the **preservation of local histories**. Cities change rapidly, and with each transformation, there is a risk that memories associated with particular places will be lost. By documenting these stories, urban storytelling helps to maintain a connection to the past. This process is particularly important for validating the experiences of long-term residents, especially older adults. Their memories often provide insights into earlier stages of urban development, offering perspectives that are absent from official records (Thompson, 2017).

Through storytelling, these experiences gain recognition and value. Significantly, the stories produced through these activities constitute first-person documentation of intangible cultural heritage, practices, memories, and lived experiences that UNESCO (2003) recognises as essential to cultural identity and in need of active preservation. At the same time, urban storytelling plays a crucial role in fostering a **sense of belonging** among newer or younger residents. By engaging with the stories of a place, individuals can develop a deeper connection to their environment (Manzo & Perkins, 2006). This is especially relevant in diverse urban contexts, where populations may be transient or heterogeneous. Urban storytelling also documents **social and architectural change**. Narratives about demolished buildings, transformed streets, or shifting community dynamics provide a human dimension to urban development (Beauregard, 2003).

These stories reveal how changes in the built environment affect everyday life. Importantly, urban storytelling can serve as a form of **counter-narrative**. Official histories often prioritize dominant perspectives, leaving certain voices unheard (Sandercock, 2003). By foregrounding personal and community stories, urban storytelling makes invisible histories visible. It creates space for alternative perspectives and contributes to a more inclusive understanding of urban life.

4.4. *Urban Storytelling and Intergenerational Learning*

Urban storytelling is particularly effective in intergenerational contexts, where it facilitates the exchange of knowledge and perspectives between age groups. Older adults often function as living archives of urban transformation. Their experiences provide firsthand accounts of how neighborhoods have evolved, offering valuable historical insights (Thompson, 2017). Younger participants, on the other hand, bring different strengths to the process. They are often more familiar with digital tools and contemporary forms of expression, enabling them to document and share stories in innovative ways (Kaplan et al., 2017).

This creates a dynamic of **mutual learning**, where each group contributes distinct but complementary skills. Intergenerational storytelling highlights the different relationships that generations have with the same spaces. A street that holds memories of community gatherings for

an older resident may be perceived as a transit route by a younger person. By sharing these perspectives, participants gain a more nuanced understanding of place (Pain et al., 2000).

This exchange also helps to bridge "then and now" perspectives. It creates continuity amid change, allowing participants to see how the past informs the present. In doing so, **urban storytelling fosters empathy and strengthens social cohesion** (Hatton-Yeo & Ohsako, 2000), reinforcing the idea that cities are shared spaces shaped by multiple generations.

4.5. Types of Urban Stories – A Conceptual Framework

Urban stories can take many forms, reflecting the diversity of experiences and perspectives within a city. One important category is **personal urban narratives**, which focus on individual experiences connected to specific locations. These may include life stories rooted in particular neighborhoods, daily routines, or familiar routes. Such narratives provide intimate insights into how individuals interact with their environments (de Certeau, 1984).

Community and neighborhood stories represent another key category. These narratives focus on shared spaces and collective experiences, such as the history of local businesses, schools, places of worship, and community centers. They often highlight the social fabric of neighborhoods, revealing how relationships and interactions shape urban life (Jacobs, 1961).

Architectural and spatial narratives explore the built environment itself. Buildings, streets, and infrastructure carry stories of construction, use, and transformation. Narratives about demolished structures, renovated spaces, or changing infrastructure provide valuable perspectives on urban development. They also draw attention to "phantom landscapes", places that no longer exist but remain present in memory.

Cultural and social history narratives focus on broader patterns of urban life, such as migration, labor, activism, and cultural expression. These stories situate individual experiences within larger historical processes, illustrating how cities are shaped by social movements and cultural dynamics (Hayden, 1995).

Finally, **sensory and atmospheric stories** capture the experiential qualities of urban spaces. These include sounds, smells, and emotional impressions associated with particular places. Such narratives emphasize that urban experience is not only visual or spatial but also deeply sensory and affective.

Together, these categories provide a framework for understanding the richness and diversity of urban storytelling. They also offer guidance for facilitators in designing activities that capture different dimensions of urban experience.

4.6. *Methodologies, Tools, and Approaches*

Urban storytelling can be implemented through a variety of methodologies, each offering different ways of engaging with place and narrative. Story mapping is one of the most effective approaches, allowing participants to connect stories to specific locations. **Digital tools** such as Google My Maps and ArcGIS StoryMaps enable the creation of interactive maps that combine text, images, and multimedia (Bodenhamer et al., 2010). Physical mapping methods, such as paper maps or collage-based exercises, provide further accessible alternatives.

Walking-based methodologies are also central to urban storytelling. **Story walks** involve guided routes through neighborhoods, with participants sharing narratives at specific locations (Pink, 2008). These can be combined with photo documentation or "then and now" comparisons, where historical images are contrasted with current views. Accessibility considerations are essential, particularly in intergenerational groups, to ensure that all participants can engage comfortably.

Oral history methods play a crucial role in capturing urban stories. Place-based interviews, conducted in specific locations, can trigger memories and generate rich narratives (Frisch, 1990). Recording techniques must be adapted to outdoor environments, considering factors such as background noise and mobility.

Photo elicitation is another powerful technique. Historical photographs can prompt discussion and reflection, while contemporary images can be used to document change (Harper, 2002). Collaborative photo projects allow participants to co-create visual narratives that bridge past and present.

Multimedia documentation expands these approaches further. Video walking tours, audio recordings, and photo essays provide multiple ways of capturing and presenting stories. Emerging technologies, such as 360-degree photography, offer immersive possibilities, although they may require more advanced skills and resources.

Finally, **archival** integration connects personal narratives to broader historical contexts. Local libraries, historical societies, and newspaper archives provide valuable resources that can enrich storytelling projects (Kalay et al., 2008). By combining official records with lived experiences, urban storytelling creates a more comprehensive and nuanced understanding of place.

4.7. *Mapping and Visual Storytelling*

Mapping fundamentally reshapes how urban narratives are understood and shared. Unlike linear storytelling formats, maps allow multiple temporalities and perspectives to coexist within the same geographic frame; a single street corner can mean childhood play for one generation, gentrification for another, a daily commute for newcomers. By plotting these overlapping stories spatially, mapping reveals the polyvocal nature of urban experience and challenges singular, authoritative versions of place. This practice connects directly to **Participatory GIS** (PGIS) and **community mapping**, in which

communities produce spatial representations that reflect their own knowledge rather than official planners' priorities (Chambers, 2006).

Visual elements serve distinct communicative functions alongside maps. Photographs provide indexical evidence, proof that "this was here", which carries particular weight when documenting demolished buildings, displaced communities, or transformed streetscapes (Barthes, 1981). Beyond documentation, images communicate atmospheric qualities difficult to convey in words alone: the texture of materials, the quality of light, the density of crowds. Visual storytelling thus accesses dimensions of urban memory that purely textual accounts miss.

The combination of mapping and visual documentation creates powerful counter-mapping possibilities, highlighting informal economies, sacred sites, and places of trauma absent from municipal maps or tourist guides. Facilitators can encourage participants to annotate maps with sketches, attach photographs to locations, and create visual keys that translate personal symbols into shared understanding, producing archives that are simultaneously spatial, visual, and narrative, preserving not just what happened where, but how it felt and mattered to those who lived it.

4.8. Practical Application: Designing an Urban Storytelling Activity

Designing an effective urban storytelling activity requires careful consideration of objectives, participants, and context. The process begins with **defining a clear purpose**. This may involve preserving local history, fostering intergenerational dialogue, or exploring specific themes such as urban change or cultural identity. The next step is selecting **appropriate methodologies and tools**.

Facilitators should consider the digital skills, mobility, and interests of participants, choosing approaches that are both accessible and engaging. Simplicity is often key, particularly in introductory sessions. Preparation is essential for a successful activity. This includes identifying locations, gathering materials, and ensuring that any necessary permissions or ethical considerations are addressed. Participants should be informed about issues such as consent and data use, particularly when recording or sharing personal stories. During the activity, facilitators play a crucial role in guiding the process while allowing space for participant-led exploration. Clear instructions, supportive guidance, and flexibility are important in accommodating different needs and dynamics.

The final stage involves **sharing and reflection**. Presenting the stories created during the activity reinforces their value and provides an opportunity for discussion. Reflection helps participants to process their experiences and consider the broader implications of their work. In designing urban storytelling activities, the goal is not only to produce narratives but also to create meaningful learning experiences. By engaging with place, memory, and community, participants develop a deeper understanding of their urban environments and their role within them.

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

Duration: 60 minutes

Format: Face-to-face (outdoor)

Group Size: 8–16 participants (intergenerational pairs or small groups)

Focus: Exploring urban change and personal memory through place-based storytelling

Materials Needed: Smartphones or tablets (1 per pair/group), voice recording app (built-in voice memo), camera or smartphone for photography, simple editing tool (Canva, Google Slides, or PowerPoint), projector/screen for sharing, Offline alternative: printed Google Maps screenshots or paper street maps for groups without reliable internet.

Skill levels

- ▶ Basic: Paper street map + verbal narration only. No device required.
- ▶ Intermediate: Smartphone photo + voice memo assembled into 2–3 Google Slides.
- ▶ Advanced: ArcGIS StoryMap with location pin, photo, audio clip, and short caption

Step-by-Step Guide

1. Introduction & Pairing (10 min)

Begin with a brief overview of place-based storytelling and show a short example connecting personal memory to a specific urban location. Form intergenerational pairs (1 older adult + 1 younger participant). Each pair selects a nearby street, square, or landmark that holds personal significance for the older adult, a former workplace, a childhood route, or a gathering spot. The older adult describes their memories of the place while the younger participant listens and asks guiding questions such as: What did this street look like before? Who did you meet here? What has changed?

2. Field Documentation (20 min)

The pair walks briefly to the chosen location or nearby area, with the younger participant photographing details the older adult points out, a building, a corner, a view. The older adult records a short audio narration (1–2 minutes) describing the street as it was and as it is now, guided by what they observe around them in the moment.

3. Digital Assembly (15 min)

Create a simple two or three-slide visual story combining the photographs taken during the walk with the audio narration and a short title. Use accessible tools like Canva or Google Slides, focusing on conveying the emotional and historical meaning of the place rather than achieving technical polish.

4. Sharing & Reflection (15 min)

Selected pairs present their street stories to the group, followed by guided discussion: What changes stood out most? What did walking the street together reveal that words alone could not? What did

each partner learn from the other? This reflection highlights how urban environments hold layered histories that differ depending on who is looking and when.

Why This Works: Grounding the activity in a physical walk activates memory naturally and gives the storytelling process an immediacy that indoor sessions often lack. The street itself becomes a prompt, with the older adult providing historical and personal depth while the younger participant documents and asks questions, creating a genuine exchange rooted in shared urban experience. Self-directed option: Activity 1 can be run without a facilitator present if participants carry printed prompt cards with the guiding questions from the Reflection and Assessment section. The urban space itself serves as a co-facilitator.

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

Duration: 60 minutes

Format: Face-to-face or online

Group Size: 8–16 participants (intergenerational pairs or small groups)

Focus: Comparing how different generations perceive and experience the same urban spaces

Materials Needed: Smartphones or tablets (1 per pair/group), internet access for archival or Google Street View images, voice recording app (built-in voice memo), simple editing tool (Canva, Google Slides, or PowerPoint), projector/screen for sharing, Offline alternative: printed Google Maps/Street View screenshots prepared by the facilitator in advance.

Skill levels

- ▶ Basic: Facilitator prints two contrasting images of the chosen space; participants describe them verbally.
- ▶ Intermediate: Each participant finds or photographs one image; side-by-side presentation in Canva or Google Slides.
- ▶ Advanced: ArcGIS StoryMap with location pin, both images, both audio clips, and brief written captions.

Step-by-Step Guide

1. Introduction & Pairing (10 min)

Begin with a brief overview of how urban spaces carry different meanings across generations and show a short example contrasting an older and newer image of the same city location. Form intergenerational pairs (1 older adult + 1 younger participant). Street View warm-up: before pairs work independently, show the group a brief live demonstration (2 minutes) of how to navigate to a location in Google Street View and drag the timeline slider to access historical imagery. This removes the main technical barrier for participants unfamiliar with the tool. Each pair chooses a shared urban space, a market, a park, a transit stop, or a central square that both partners have some familiarity

with or connection to. Each participant briefly describes their first association with that space before the activity begins.

2. Image Collection & Narration (20 min)

Each participant independently selects or photographs one image that represents how they experience or remember the chosen space, the older adult drawing on memory or archival sources found online, the younger participant taking a current photograph or using Google Street View. Each then records a short audio narration (1 minute each) describing what their image captures and why they chose it.

3. Digital Assembly (15 min)

Combine both images and both audio narrations into a simple side-by-side presentation using Canva, Google Slides, or PowerPoint. Add a brief shared title that reflects both perspectives. The goal is to let the contrast between the two viewpoints speak clearly, without over-explaining or resolving the differences between them.

4. Sharing & Reflection (15 min)

Pairs present their comparative stories to the group, followed by guided discussion: What differences emerged between the two perspectives? Were there any unexpected similarities? What does this comparison reveal about how cities change, and for whom? This discussion encourages participants to think critically about urban identity, belonging, and the ways in which shared spaces are experienced differently across generations.

Why This Works: By structuring the activity around two distinct viewpoints of the same place, participants are naturally positioned as both storytellers and listeners, making the intergenerational dynamic central rather than incidental. The comparative format generates rich discussion about urban change, cultural identity, and collective memory, achieving the reflective depth that meaningful digital storytelling aims for without requiring advanced technical skills.

Questions For Participants

1. How do you understand the concept of "sense of place"? Can you identify a place in your city that holds particular meaning for you, and explain why?
2. What role does urban storytelling play in preserving intangible cultural heritage?
3. Which urban storytelling methodology (story mapping, walking-based approaches, oral history, photo elicitation) would you feel most comfortable using? Why?
4. How did participating in urban storytelling change your perception of familiar places in your city?
5. What surprised you most about hearing stories from a different generation about the same urban space?

Questions for Facilitators

1. Which types of urban stories emerged most naturally in your activity (personal, community, architectural, cultural, sensory)? Were any categories underrepresented?
2. How did you balance accessibility (mobility, digital skills, language) with the goals of the activity, and what challenges arose during the activity (technical, logistical, interpersonal), and how did you address them?
3. How did you facilitate intergenerational exchange? What strategies worked best for encouraging dialogue between age groups?
4. How did you ensure ethical practices around consent, privacy, and representation, particularly when documenting stories about urban change or displacement?
5. How did the choice of methodology (e.g., walking vs. mapping vs. photo elicitation) shape the types of stories that participants shared?

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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.

5.1. Why Intergenerational Excursions Matter

Guided intergenerational excursions aim to reduce social isolation, foster meaningful relationships between generations, support the development of digital skills in a practical context, and contribute to the preservation and sharing of local history, culture and personal stories.

Both younger and older participants value the opportunity **to exchange knowledge and experiences, develop new skills, build social connections and explore local history and culture**. Older persons appreciate the chance to share their memories and perspectives, while younger participants are curious to understand the past and the evolution of their local environment. In this context, **older persons are recognized as knowledge holders, while younger people act as facilitators and supporters**, particularly in relation to digital tools.

When both groups feel valued and actively involved, engagement increases significantly. Guided excursions provide an effective framework for achieving this balance, as they naturally combine exploration, storytelling and social interaction in an inclusive and accessible way.

In addition, where relevant, facilitators should also encourage intercultural dialogue, recognizing that participants may come from different cultural backgrounds. Sharing different memories, traditions and perspectives can enrich the storytelling experience and promote mutual understanding.

5.2. Engaging Older Persons and Youth

Engaging both older persons and young participants requires a balanced approach that responds to their different needs, motivations and communication styles.

Engaging older persons

- Create a **safe and respectful environment** where their experiences are valued
- Use simple, **step-by-step guidance** when introducing activities or digital tools

- **Allow time** for sharing memories and avoid rushing conversations

Engaging young participants

- Give them an **active role** (e.g. supporting with digital tools, asking questions)
- Encourage **curiosity and interaction** rather than passive listening
- Provide guidance on **communication, patience and empathy**

Engaging both groups together

- Work in small **mixed groups** or pairs
- Use activities based on **shared experiences** (e.g. places, stories)
- Encourage **dialogue** rather than one-way communication
- Keep activities **interactive, simple and meaningful**

5.3. Common Challenges and Considerations

1. **Differences in communication styles:** Younger participants often communicate more quickly and directly, while older persons may prefer a slower, more reflective pace. Variations in vocabulary and expression can also affect interaction.

What helps: Using clear and simple language, combined with patience and active listening.

2. **Gap in digital skills between generations.** While younger participants are typically confident users of digital tools, older persons may have limited experience or feel uncertain. At the same time, younger participants may not always know how to explain digital processes effectively.

What helps: A step-by-step, hands-on approach, supported by peer learning.

3. **Stereotypes and assumptions:** Younger participants may underestimate the abilities of older persons, while older participants may feel insecure when engaging with new technologies.

What helps: Establishing a respectful and non-judgmental environment, supported by clear ground rules.

4. Physical factors, such as **differences in energy levels:** Activities that are too long or demanding may lead to fatigue, particularly among older participants.

What helps: Designing sessions with a balanced pace, including breaks and flexibility.

Finally, practical aspects such as scheduling can present challenges. Aligning the availability of younger participants, who often follow school schedules, with that of older persons requires careful planning. Early coordination and flexibility can help ensure participation from both groups.

5.4. How to Design a Guided Intergenerational Excursion

Designing an effective intergenerational excursion involves a sequence of interconnected stages, from preparation to implementation and follow-up. While flexibility is important, a clear structure helps participants feel comfortable and supports meaningful engagement.

1. Preparation workshop (estimated duration: 2h)

Before the excursion, it is useful to organize a preparation workshop to help participants feel comfortable, understand the process and build initial connections. The workshop should introduce: the purpose of the activity, what participants will do during the excursion, basic roles and expectations.

Tip for facilitators: Whenever possible organize one or more informal preparatory sessions before the excursions. Icebreakers, collaborative games and simple storytelling activities help participants become familiar with each other and create trust before moving to more personal storytelling activity.

Role-Playing & Interactive Simulations

Here are some examples of activities that allow participants to "test drive" their roles in a safe environment, building empathy and troubleshooting potential communication gaps.

A. The "Reverse Interview"

- **The Scenario:** A younger participant shares a modern "trend" or a piece of technology they love (e.g., a specific app or a gaming hobby).
- **The Goal:** The older persons must practice **active listening** and ask 3 "curiosity questions" about why that thing is meaningful to the youth.
- **Outcome:** This establishes that "knowledge holding" goes both ways, creating mutual respect.

B. The "Walking Pace" Exercise - A physical role-play to address mobility and patience.

- **The Activity:** Have participants walk across the room in pairs. One person is told to walk at their "hurry" pace, while the other is told to walk at a "leisurely observation" pace.
- **The Goal:** Halfway through, they must find a synchronized middle ground.
- **Discussion Point:** Discuss the importance of non-verbal cues, how we signal when we need a break or when we're ready to move on?

Creative Icebreakers & Connection Tools

Next step is to create a bond between the Storyteller and the Listener. Here are some examples of activities:

A. Object of Interest

Ask everyone to bring one small physical item (a photo, a tool) to the workshop.

- **Activity:** In pairs (one younger, one older), participants have 3 minutes to tell the "biography" of that object.
- **Why it works:** It's a "warm-up" for the storytelling that will happen during the actual excursion.

B. The "Expectation Map"

Use a large poster board or digital whiteboard.

- **Activity:** Everyone writes one thing they are excited about and one thing they are nervous about on sticky notes.
- **Why it works:** It normalizes the fact that both generations might feel a bit awkward, which instantly reduces tension.

C. "Language Exchange" Table

Create a simple two-column table on a flipchart.

- **Activity:** Older persons list "vintage" slang or terms from their era; younger participants list modern "Gen Z/Alpha" slang.
- **Why it works:** It uses humor to bridge the generational gap and creates a shared "secret language" for the trip.

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

A clear but flexible structure helps participants feel at ease and supports a smooth flow of activities. While each excursion can be adapted to the specific context, a general sequence can provide useful guidance.

Welcome & Icebreaker (10–15 min)

The activity can begin with a **short welcome and introductory phase**, allowing participants to get to know each other through simple and informal interactions. This helps reduce initial hesitation and creates a more relaxed atmosphere.

Exploration (20–30 min)

The exploration phase **involves moving through the selected location**, observing the **surroundings** and engaging participants through open and accessible **questions**. Facilitators can encourage reflection by asking questions such as:

- what participants remember about the place
- how it has changed over time
- what it represents to them today

Story sharing (30 min)

Story sharing can then emerge naturally. Older participants may **share personal memories**, while younger participants can **ask questions**, and **share their personal experiences**. It is important to allow these conversations to develop organically, rather than turning them into structured interviews.

Joint activity (30–40 min)

Participants can work in small **mixed groups** to document their experience through **photos, short audio recordings or written notes**. These activities should remain simple and accessible, ensuring that all participants can contribute.

Reflection (15–20 min)

The excursion can conclude with a reflection phase, where participants are invited to **share what they learned**, what surprised them and how they experienced the interaction. This moment helps consolidate learning and reinforces the sense of shared experience.

3. Follow-up Activities

The experience of the excursion can be extended through simple follow-up activities that allow participants to **revisit and further develop the material** they have created. A follow-up session can provide an opportunity to review photos, recordings or notes, and to transform them into basic digital outputs such as short videos, photo stories or audio clips. These outputs can be shared within the group or, where appropriate, with a wider audience.

5.5. Tools for documenting

Use simple, accessible tools that participants already know or can learn quickly.

- ◇ **Smartphone Camera:** Take photos of places, objects or details or record short videos (30–60 seconds)
- ◇ **Voice Recorder (built-in or apps):** Record personal stories or short interviews *Less intimidating than video and easy to use*
- ◇ **Photo + Story Combination:** Take a photo and add a short explanation (spoken or written)
- ◇ **Short Video Clips:** Capture a memory or reaction on the spot

- ◊ **Story Mapping Tools (e.g. StoryMapJS):** Combine photos, text and locations on a digital map

5.6. Examples of Guided Intergenerational Excursions

The following examples illustrate different ways guided excursions can be designed. Facilitators can adapt them based on the context, group size and participants' interests.

1. Memory Walk: "Then and Now"

Participants visit a familiar neighborhood or street and explore how it has changed over time.

- Older persons share memories of how the place used to be
- Younger participants compare these with the present
- Photos are taken to capture "then vs now" perspectives

2. Story Circles in Place

At specific stops during the excursion, participants form small groups and share short stories connected to the location.

- Each person is invited to contribute (if they wish)
- Stories can be about daily life, traditions or personal experiences

3. Digital Story Hunt

Participants work in mixed groups to "collect" stories using simple digital tools.

- Record short audio clips
- Take photos of meaningful places
- Capture keywords or short reflections

4. "A Place Through My Eyes"

Each participant chooses one place and explains why it is meaningful to them.

- Older persons may focus on memories
- Younger participants may focus on present-day use or feelings

5. Role-Reversal Excursion

Younger participants temporarily take the role of "guides," while older persons act as "experts."

- Young participants guide the route

- Older persons enrich the experience with stories and context

6. Mini-Interviews on the Move

Participants work in pairs (young and older) and conduct short, informal interviews. Example questions:

- “What was this place like when you were younger?”
- “What is your strongest memory here?”

7. Photo Voice Activity

Participants take photos that represent memories, changes, and emotions. Afterwards, they explain their choices.

8. Mapping Stories

Participants collectively map the places visited.

- Use paper maps or simple digital tools (e.g. StoryMapJS)
- Add short descriptions or stories to each location

5.7. Accessibility and Inclusion

Accessibility and inclusion are integral to the design of intergenerational activities. Facilitators should consider the diverse needs of participants in terms of physical comfort, communication and digital skills.

Clear and accessible materials (large fonts), simple language and well-structured information support participation, particularly for those who may feel less confident. The physical environment should be safe, comfortable and easy to navigate, with appropriate lighting and minimal distractions. During longer activities, facilitators should also ensure comfortable seating opportunities for older adults and provide regular breaks when needed.

Providing sufficient technical and human support is equally important. Allowing time for participants to familiarize themselves with tools and ensuring that each participant has access to support enhances confidence and engagement. Often, the presence of a supportive peer is more effective than any tool. When digital devices are used battery levels in advance and ensure access to electricity or portable power sources whenever possible.

5.8. Safety and Ethics

When organizing intergenerational excursions that involve personal storytelling and the use of digital tools, it is essential to ensure that all activities are conducted in a safe, respectful and ethically responsible manner. Facilitators need to be aware of both the social and digital dimensions of participation, and to create conditions in which all participants feel secure and respected.

Consent: A key aspect of ethical practice is obtaining informed consent. Participants should always be clearly informed and asked for permission before any photos, audio recordings or videos are taken. This process should be transparent and understandable, ensuring that participants are fully aware of what they agree to. Consent should never be assumed, and participants should feel free to decline without any pressure or negative consequences.

Privacy: Participants need to understand how the content they create or contribute to will be used, where it will be shared and who will have access to it. Clear explanations should be provided in simple language, and facilitators should avoid using technical or legal terminology that may create confusion. Respecting privacy also means being sensitive to the type of stories that are shared and ensuring that personal or sensitive information is handled with care.

Safeguarding: Facilitators must ensure that all interactions take place in a safe and appropriate environment, following the guidelines and policies of their organization or institution. This includes maintaining appropriate supervision, setting clear behavioral expectations and ensuring that all participants feel protected and supported throughout the activity.

No pressure: It is equally important to ensure that participation remains voluntary and pressure-free. Participants should only share personal stories, experiences or opinions to the extent that they feel comfortable. Creating a supportive atmosphere where individuals can choose their level of engagement helps build trust and encourages more authentic participation.

Module 6 - Resources for Trainers

This module is designed to support those who will be running the workshops and excursions included in the LEGENDS programme. It presents the resources for trainers as an integrated system of tools, rather than simply a collection of teaching materials. The system includes reliable theoretical references, tried-and-tested activities, local networks and partners, resources on cultural heritage, accessible guidance, digital tools and low-tech alternatives, ethical guidelines, and tools for evaluating the effectiveness of the activities carried out.

The aim of the module is to help trainers maintain a consistent standard of quality when implementing the LEGENDS programme, whilst adapting its content and delivery methods to the linguistic, cultural and organisational characteristics of their own context, as well as to the needs and characteristics of the participants.

The module is intended for facilitators, educators, practitioners, volunteers, cultural heritage professionals and staff from partner organisations working with older people (aged 65+) and young people (aged 12-15). In line with the other modules of the LEGENDS programme, it provides trainers with criteria and tools to select, adapt and integrate the most appropriate resources, so as to deliver activities that are safe, inclusive and responsive to the needs of different local contexts.

6.1 Trainer Guidance

The presentation supplied with this module gives the session a visible structure, but it should be used as a guide rather than read aloud. Short theoretical inputs should be followed by examples, questions and practical decisions. The trainer should prepare one local example in advance so that participants can see how a generic resource becomes useful after it is adapted to a real setting.

Throughout the session, model good resource practice. Name the source of an image, explain why a tool was chosen, show the low-tech backup, use plain language and remind participants when a consent or safeguarding decision is involved. Trainer participants should work in mixed professional groups where possible so that adult education, youth work, digital production, heritage and accessibility perspectives can be combined.

The two practical activities should produce usable drafts rather than polished final products. Encourage teams to make their reasoning visible: what they kept, what they changed, what they rejected and what still requires verification. Youth and older adults are not the direct target group of this trainer module, but all design decisions should be tested against their likely experience.

Before Delivery

- Review the participants' profiles and facilitation experience.
- Check language, communication and accessibility needs.
- Prepare the presentation, activity sheets, plan cards and templates.
- Check the room, seating, lighting, sound, equipment and internet connection. Prepare digital tools and equivalent low-tech alternatives.
- Prepare consent, privacy, safeguarding and copyright information.

During Delivery

- Observe participants' pace, comprehension, confidence and comfort.
- Use plain language, examples and demonstrations.
- Encourage communication and peer support without allowing one person to take over.
- Adjust roles, timing, materials and tool use when necessary.
- Remind participants that personal stories and media do not need to be shared publicly.

After Delivery

- Review the workshop plans and resource toolkits.
- Collect participant feedback.
- Record barriers, unclear instructions and successful adaptations.
- Add useful local resources to the toolkit.
- Record one improvement action for the next session.

6.2 Opening Activity: Fix the Workshop Plan! – 15 minutes

Give each small group the same basic plan: participants visit a museum, move through the exhibition, take photographs, create a short digital story and share it with the group. The plan is intentionally incomplete, so trainers must identify what would prevent full and safe participation.

Ask each group to select two challenge cards and two support cards. They then agree what should change, what should remain stable, what additional support is needed and how the activity can remain ethical. Each group shares one adaptation and explains why it protects the learning objective.

The activity can be run entirely with printed cards. In an online session, the cards can be distributed through a shared document or virtual whiteboard.

Trainer note

Avoid turning the digital-tools section into a software demonstration. Demonstrate only the minimum actions needed to understand the educational use. The purpose of Module 6 is informed selection and adaptation, not mastery of multiple platforms.

6.3 Introduction to Training Resources and Local Adaptation

A trainer's toolkit is a curated set of resources that makes a learning experience possible. It includes **content resources**, such as theories, examples and instructions; **human resources**, such as partners, translators and specialist contacts; practical resources, such as rooms, transport, seating and equipment; **digital resources**, such as platforms and tutorials; and **protective resources**, such as consent forms, data procedures and safeguarding contacts. Treating all of these as part of one system prevents accessibility or ethics from becoming an afterthought.

In adult and community learning, the trainer is not only a presenter. The trainer curates information, translates it into the local context and designs the sequence in which people encounter it. Andragogical approaches emphasise that adult learners bring experience, want learning to be relevant and value autonomy (Knowles, Holton, & Swanson, 2020). For older adults in LEGENDS, this means connecting new digital or storytelling practices with familiar photographs, neighbourhood routes, memories and community relationships. For youth, it means offering genuine responsibility and not limiting their role to technical assistance.

Experiential learning adds a second principle: action becomes learning when it is followed by reflection and then applied again (Kolb, 1984). Resources should support every stage. A short demonstration supports first action; a prompt card guides attention; a discussion question supports reflection; and a reusable template supports transfer. Wenger's concept of communities of practice also reminds trainers that learning continues through relationships, shared language and repeated participation, not only during formal instruction (Wenger, 1998). A local toolkit should therefore make it easier for trainers and partners to keep exchanging practice after the workshop.

The trainer resource cycle



The resource cycle begins with discovery but does not end there. Every resource should be evaluated, adapted, facilitated and reviewed. A widely used app may be unsuitable because it requires accounts or a fast connection. A local archive may be valuable but inaccessible without permission or transport. A simple printed map may be more educationally effective than a complex platform when it lets every participant contribute.

6.4 Adapting Materials for Cultural and Linguistic Contexts

Localisation has two levels. Surface adaptation changes names, photographs, language and examples. Deeper adaptation asks whose history is visible, how people communicate, which topics may be sensitive, what technologies are available, how participants travel and what support they

need. A strong adaptation keeps the original learning objective but changes the route used to reach it.

Keep Stable versus Adapt Locally

A useful rule is to localise the example, not the standard. The learning objective, participant dignity, balanced intergenerational contribution, accessibility, consent and reflection should remain stable. Language, local examples, pacing, venue, route, tool choice, group size and the level of public sharing may be adapted to the people and setting in front of the trainer.

Low digital confidence. Use one photograph and one voice note as the final output. Begin with a printed storyboard and limit the device task to capture, listen back and save.

Bilingual group. Use prompt cards in both languages, accept oral responses in either language and let pairs decide whether captions will be written, spoken or translated.

Mobility needs. Reduce an excursion to three accessible stops, identify seating and toilets in advance and prepare an indoor backup using printed maps and archive photographs. Voice recording can replace typing on site.

Translation alone does not guarantee access. Instructions may be grammatically correct and still be difficult because they contain long sentences, unexplained project language or unfamiliar digital terms. Trainers should use plain language, one action per step, familiar examples and short visual sequences. Important instructions can be spoken, printed in large clear text and demonstrated. Automated translation may support understanding, but consent, safeguarding and culturally sensitive interpretation require human checking.

Cultural adaptation also requires critical attention to local heritage. Official archives and monuments are valuable, but everyday places and community memories may reveal histories that formal sources overlook. Trainers should welcome more than one perspective and avoid presenting a single account as the only history. When stories concern conflict, migration, religion, discrimination or loss, participants need the right to pass, revise or restrict how material is used.



The resource ecosystem above can be used as a planning lens. People and partners may include libraries, archives, museums, senior associations, schools, youth centres, disability organisations, translators, digital volunteers and local historians. Places and heritage can include streets, markets, parks, workplaces, religious sites, memorials and ordinary meeting places. Access and support include transport, toilets, seating, rest points, hearing or visual support, safe routes and emergency contacts. Tools and tutorials include the smallest tested set needed for the task, plus a participant-friendly guide and a low-tech backup.

6.5 Facilitation Best Practices for Intergenerational Groups

Intergenerational learning is most valuable when it is reciprocal. Seniors may contribute local memory, lived experience, long-term perspectives, language or craft knowledge. Youth may contribute current media practices, visual ideas and confidence with some digital tools. These are possibilities rather than fixed roles. Some seniors are highly digitally experienced and some young people need significant support. The trainer should begin with interests and strengths, not age-based assumptions.

Four conditions strengthen collaboration. First, equal status means that different forms of knowledge are treated as valuable. One person's memories should not become raw material controlled by another person. Second, a shared task gives the pair a concrete purpose, such as a two-minute audio story or a mapped neighbourhood memory. Third, interdependence means the output genuinely requires different contributions: choosing the story, checking facts, recording, editing, titling and deciding how it may be shared. Fourth, reflection turns cooperation into learning by asking what each person learned from the other.

Psychological safety is essential because storytelling may touch identity, migration, bereavement, conflict, exclusion or family relationships. Participants must be able to pass, pause, change their mind or withdraw material without being asked to justify the decision. Pacing matters too. Demonstrations should be short, instructions should be repeated without embarrassment and breaks should be planned. Patience is not an accommodation for one age group; it is a quality standard for everyone.

Common facilitation challenges and trainer responses

A young participant takes over the device. Pause the task, rotate roles and ask the pair to agree the next action verbally before anyone clicks or edits.

An older participant feels anxious about recording or editing. Return to paper or voice-only planning, then reintroduce one simple device action after confidence has been restored.

A story becomes emotional. Pause, offer a different prompt and allow the participant to create a private or internal-only version, or to stop without explanation.

A pair works at very different speeds. Divide the task into small roles such as storyteller, interviewer, device navigator and title chooser, and rotate the roles when appropriate.

Someone does not want public sharing. Offer internal-only use, audio-only participation, a pseudonym, a cropped image or no publication. Participation must never depend on public visibility.

Facilitation prompt

Before assigning roles, ask each person: What would you enjoy contributing? What would you like to learn? What support would help you participate? Use the answers to build roles and rotate responsibility where possible.

6.6 Digital Tools and Tutorials for Trainers

Digital tools should reduce friction, not create a second curriculum. A platform is useful only when it makes a learning task easier, more inclusive or more sustainable. Before using an application, the trainer should be able to explain the learning need it serves, the minimum actions participants must perform, whether an account is required, what data are collected, who can see the output, how the result can be exported or deleted and what happens when the internet or device fails.

Universal Design for Learning encourages trainers to plan multiple ways to engage, understand and respond before barriers arise (CAST, 2024). In LEGENDS, the same instruction can be spoken, printed and shown as a short visual sequence. Participants can contribute by speaking, writing, selecting photographs, recording audio or demonstrating a step. Videos need captions; significant images need descriptions; documents need meaningful headings, readable type and strong contrast. WCAG 2.2 provides a useful reference for accessible digital content.



A small, tested toolset is more effective than a long list. One core creation tool, one simple participation tool and one backup are often enough. The detailed Trainer Apps and Resources Guide supplied with this module explains the following examples and provides official links and low-tech alternatives.

Planning and participation

Miro can help a trainer map community resources, organise a storyboard, prepare an excursion route or make responsibilities visible on one shared surface. It is most accessible when the trainer pre-builds a small number of clearly labelled frames and avoids an unlimited, crowded canvas. A large paper map with sticky notes provides an equivalent alternative.

Mentimeter can support a needs scan, confidence scale, anonymous question, one-word reflection or end-of-session check. Its purpose is to make responses visible and open discussion, not to reward speed. The trainer should read responses aloud and allow paper, cards or verbal answers when devices or connectivity are uneven.

Visual, map and audio creation

Canva and Adobe Express can combine photographs, captions and short audio or video into a coherent story. The trainer should prepare a constrained template and demonstrate only the actions needed for the task. Captions, alt text, readable type, strong contrast and accessible export should be integrated from the start. A printed storyboard or a trainer-managed slide deck can serve as the backup.

StoryMapJS is effective when a story follows a geographical sequence, such as an excursion or a set of places that changed over time. One trainer-managed account can hold the final map while pairs contribute text and media. Sensitive addresses and identifiable youth location data should never be published. A printed route or slide sequence offers a low-tech equivalent.

Audacity is a free, open-source desktop editor that can work offline. It supports trimming an oral-history recording, improving volume and combining narration with a simple soundscape. Voice recording permission, publication permission and file-retention decisions should be handled separately. A transcript improves access and later editing.

Interactive, language and professional resources

H5P can provide a short interactive tutorial or ethical branching scenario when a partner already has an approved learning platform. Microsoft Translator can support live captions and multilingual communication, but automated translation should not be the only method used for consent, safeguarding or sensitive cultural interpretation.

EPALE supports trainer development through adult-learning resources, communities, courses and partner exchange. Europeana Education and Google Arts & Culture can enrich local storytelling with cultural material and visual references. Trainers should inspect item-level rights information, record attribution and compare institutional descriptions with community memory rather than treating one source as definitive.

6.5 Activity: Customising a Workshop Plan for Local Needs

This 45-minute activity turns the theory into a practical design decision. Teams choose one activity from another LEGENDS module and create a version suitable for a real local group. The aim is not to redesign everything. It is to preserve the original learning objective while adapting examples, roles, instructions, timing, accessibility supports, tools and ethical procedures.

Facilitation sequence:

1. Clarify the original learning objective and the evidence that would show it has been achieved (5 minutes).
2. Describe the local participant group, venue, language, available devices and relevant needs (5 minutes).
3. Replace the generic example with a local place, story, partner or cultural reference (8 minutes).
4. Design balanced intergenerational roles and identify how quieter participants will be supported (7 minutes).
5. Choose the minimum digital tool required and prepare a low-tech backup (5 minutes).
6. Add accessibility, consent, safeguarding and assessment steps (7 minutes).
7. Exchange plans with another team for a brief peer review (8 minutes).

Peer reviewers should ask whether the adaptation improves relevance and access without weakening the objective. They should also check that the activity remains manageable within the time available and that one confident participant cannot control the whole output. The worksheet is provided in Annex 6.1.

6.7 Activity: Building a Resource Toolkit for Your Community

The second 45-minute activity produces a small, verified resource ecosystem for one local delivery site. Teams should avoid creating a long untested directory. Each resource must have a clear function, a named owner, access notes and a review date.

Facilitation sequence:

1. Select one real LEGENDS workshop or excursion that the toolkit will support (5 minutes).
2. Identify at least one useful person or partner and clarify what support they can provide (7 minutes).
3. Identify a place, collection, archive or community story source and note access or permission requirements (7 minutes).
4. Add one accessibility or language support and one safeguarding or emergency contact (7 minutes).

5. Add one digital tutorial or creation tool and one workable low-tech backup (7 minutes).
6. Verify contact details, ownership, licences, transport or access limitations and review dates (7 minutes).
7. Present the toolkit and identify one critical gap before piloting (5 minutes).

The resource register in Annex 2.2 supports this activity. After the session, the toolkit should be stored in an approved shared location and reviewed after each pilot. Removing an unreliable resource is as important as adding a new one.

6.7 Ethical and Legal Considerations for Trainers

Personal memories, voices, photographs, interview notes and location information may be **personal data**. Participation in a workshop should be separated from permission to record and permission to publish. A participant may agree to take part but prefer not to be recorded, or may allow a recording to be used privately but not online. Trainers should collect only what is necessary, store files in approved locations, limit access, set retention or deletion periods and explain a realistic withdrawal process.

For youth participants, trainers must follow national law and partner procedures for parent or guardian consent and the young person's own assent. The young person should receive information in language they can understand and should not be pressured to share a personal story. Safeguarding concerns, disclosures or distress must be referred through the organisation's approved process rather than handled informally within the group.

Copyright requires trainers to record who created each photograph, audio clip or text, check licences for archive or online material, provide attribution and prefer public-domain or openly licensed resources when practical. Cultural rights and dignity may require additional care even when copyright does not apply. A story may be legally publishable but still be inappropriate because it reveals sensitive community knowledge, reinforces stereotypes or places a person at risk.

Ethical storytelling therefore goes beyond legal compliance. Participants should understand the likely audience, possible future circulation, editing decisions and emotional consequences of sharing. When uncertainty remains, the trainer should pause publication and consult the project's data-protection, safeguarding or management lead. The checklists in Annex 6.4 support this decision process but do not replace legal advice.

Levels of sharing

Trainers should distinguish three levels clearly. Private group use means the output is viewed only during the session or by the facilitators. Internal project use allows the output to be used inside project activities or partner review. Public sharing means that the material may appear on a website, exhibition, application or social-media channel. Permission for one level does not automatically cover another.

Five checks before sharing

Purpose. Confirm why the material is needed and whether the same learning aim could be achieved with less personal information.

Consent. Check that the person understands what will be collected, where it may appear and that participation, recording and publication are separate choices.

Safety. Consider whether a name, face, voice, location or memory could create distress, stigma, unwanted contact or safeguarding risk.

Rights. Confirm who created the text, image or recording, whether third-party material can be reused and how attribution will be given.

Retention. Record where files will be stored, who will have access, how long they will be kept and how withdrawal or deletion will be handled.

Because LEGENDS includes young people aged 12-15, public use must always follow the organisation's safeguarding procedures, applicable national rules and the young person's own informed assent.

Mini Case Study: Shared Places, Shared Voices

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

Challenge. Several older adults are confident storytellers but anxious about phones. Two young participants are comfortable with design tools but tend to dominate the conversation. One participant does not want to appear on camera.

Trainer response. The facilitator pairs participants around one shared output, rotates roles after each task, uses a printed storyboard before any device work and offers three output choices: an audio story with one photograph, a photo sequence with short captions or a story-map entry. Consent is discussed before recording, and one participant contributes through narration only using a pseudonym.

Result. The group produces different but comparable outputs, the workshop remains inclusive and the facilitator finishes with a reusable local resource pack and clearer decisions for the next session.

Why this case works

The case treats intergenerational learning as reciprocal, reduces technology pressure by beginning with paper planning, offers choice in both participation and visibility, and keeps the local place at the centre of the shared story.

Post-pilot reflection

After delivery, record five short notes: what should be kept; what should change; what instruction or tool should be simplified; what accessibility support should be added; and what consent or privacy point still requires clarification.

Training Methods

This module uses a participatory trainer-development approach. Theory is introduced in short sections and immediately connected to practical decisions. Participants work with real workshop contexts rather than hypothetical ones, compare professional perspectives and use peer review to test the clarity and feasibility of their plans.

- Brief theoretical inputs linking adult learning, experiential learning, intergenerational reciprocity, Universal Design for Learning and ethical storytelling.
- Trainer modelling, in which the facilitator makes the reasoning behind a resource decision visible.
- Guided analysis of tools, examples and low-tech alternatives rather than extended software instruction.
- Collaborative design in small groups, with mixed professional roles where possible.
- Peer consultation and structured reflection focused on relevance, accessibility, feasibility and protection.
- Action planning that assigns ownership and review dates to the resources produced.

Trainer note

Maintain a moderate pace and regularly check whether participants understand the decision process, not only the final answer. Encourage disagreement where it reveals different local realities, but return each discussion to the shared LEGENDS objectives.

Assessment methods

Assessment of Module 6 follows the three methods required by the LEGENDS training-material guidelines.

Observational assessment: The facilitator observes understanding, engagement, collaboration, skill application and adaptability during the two design activities. Notes should record evidence, not only scores.

Review of outputs: The customised workshop plan and community resource toolkit are reviewed for clarity, relevance, feasibility, accessibility, ethical safeguards, low-tech contingency and readiness for piloting.

Participant feedback: Trainer participants evaluate the clarity, relevance, accessibility and practical usefulness of the module, identify remaining support needs and suggest improvements before local delivery.

Pilot Readiness Checklist

- The plan is realistic for the venue, timing and participant profile.
- Participation is distributed across generations.
- Materials are readable, understandable and accessible.
- The selected tool supports the storytelling task without unnecessary complexity.
- A suitable non-digital alternative is available.
- Consent, storage and sharing decisions are clearly explained.
- The examples and delivery choices fit the local cultural and social context.
- The plan and toolkit can be adapted to another setting with minor changes.

ANNEX 6.1- Activity: Local Adaptation Lab

Customising a LEGENDS workshop for local needs

Objective

To produce a feasible local version of an existing LEGENDS activity while preserving its learning objective, intergenerational character and ethical safeguards.

Duration: 45 minutes | Grouping: teams of 3-5 trainers

Materials needed: one activity from Modules 1-5, this worksheet, local participant information, venue information, markers or a shared document.

Instructions

1. Select one activity and write its original learning objective in one sentence.
2. Describe the local group, language, venue, likely devices and relevant access needs.
3. Choose a local example, place, story or partner that makes the activity meaningful.
4. Assign balanced roles based on interests and strengths. Explain how both generations influence the output.
5. Select one core digital tool only if it improves the learning task. Add a low-tech backup.
6. Add consent, privacy, copyright, safeguarding and assessment steps.
7. Exchange the plan with another team and revise one element after feedback.

Original learning objective

Local participants and context

Local example, place, story or partner

Balanced roles for seniors and youth

Accessibility and language adaptations

Digital tool and low-tech backup

Consent, privacy and safeguarding steps

Evidence that learning has occurred

Revision after peer feedback

Peer-review checklist

- ☐ The original learning objective remains clear.
- ☐ The local example is relevant and respectful.
- ☐ Both generations have meaningful roles.
- ☐ Accessibility and low-tech alternatives are realistic.
- ☐ Consent, privacy, copyright and safeguarding are integrated.
- ☐ The plan fits the available time and resources.

Facilitator reflection: what should be tested first during piloting?

ANNEX 6.2 - Activity: Community Resource Toolkit Sprint

Building a verified resource ecosystem

Use the register below to create a small, reliable toolkit for one specific LEGENDS workshop or excursion. Do not include unnecessary personal data. Each resource should have a clear purpose, an owner and a review date.

Workshop or excursion supported

Resource / contact	Purpose	Access, rights or limitations	Owner	Review date

Minimum toolkit check

- ☐ At least one local partner or specialist contact.
- ☐ At least one place, collection, archive or story source.
- ☐ At least one accessibility or language support.
- ☐ At least one safeguarding, emergency or data-protection contact.
- ☐ At least one tested digital tutorial or creation tool.
- ☐ At least one workable low-tech or offline backup.
- ☐ A named person responsible for checking the toolkit after piloting.

Critical resource gap before piloting

ANNEX 6.3 - Digital Tool Decision Sheet

Evaluate one tool that you genuinely plan to use. A low score is not a failure; it is a signal to simplify the task, change settings, provide support or choose another approach.

Tool and intended learning task

Criterion	Guiding question	Decision / condition	Action needed
1. Purpose	Does the tool make the learning task easier or more inclusive?		
2. Access	Can participants use it on available devices and connections?		
3. Accounts	Are accounts, age requirements and permissions manageable?		
4. Accessibility	Can the task be completed with readable text, captions, keyboard access and alternatives?		
5. Privacy	What data are collected and who can see the output?		
6. Export / deletion	Can the result be exported, archived or deleted under project procedures?		
7. Backup	Is there a workable low-tech or offline alternative?		

Final decision and conditions for use

ANNEX 6.4 - Ethical and Accessibility Checklists

Consent and privacy

- ☐ Participants receive clear information before collection begins.
- ☐ Workshop participation is separate from permission to record and permission to publish.
- ☐ Youth consent/assent and parent or guardian procedures follow national and partner requirements.
- ☐ Participants may refuse recording, request anonymisation or choose a private version.
- ☐ Only necessary personal data are collected.
- ☐ Files are stored in approved locations with limited access.
- ☐ A retention, deletion and withdrawal process has been agreed.

Copyright and cultural rights

- ☐ The creator and source of each external item are recorded.
- ☐ Item-level licences or permissions have been checked.
- ☐ Required attribution is included.
- ☐ Sensitive community knowledge is not published without appropriate permission.
- ☐ The final story does not reinforce stereotypes or expose a person or place to avoidable harm.

Safeguarding and wellbeing

- ☐ Participants know they may pause, pass or change their mind.
- ☐ The trainer has current safeguarding and emergency contacts.
- ☐ The venue or excursion route and supervision plan are appropriate.
- ☐ The trainer monitors distress during memory-sharing and follows the referral procedure.
- ☐ No participant is pressured to reveal personal experiences.

Accessibility and localisation

- ☐ Instructions are available in clear language and more than one format.
- ☐ Large readable text, strong contrast and uncluttered pages are used.
- ☐ Videos have captions and significant images have descriptions.
- ☐ The activity offers more than one way to contribute and show learning.
- ☐ Transport, seating, toilets, rest points and sensory needs have been considered.
- ☐ Automated translation is checked by a competent person when meaning is sensitive.
- ☐ A low-tech or offline alternative is available for every core task.

Unresolved issue and person responsible

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- [Creative Commons. Choose a licence for your work.](#)

Assessment Methods

The following Assessment Methods sheets can be used and distributed by trainers to follow the implementation of each module, and collect participants' feedback on the sessions.

1. Observational Assessment (Trainers)

Observe participants in real time to evaluate their understanding, engagement, and skill application during activities. Track whether participants grasp instructions, collaborate effectively, and apply skills as intended. Identify strengths, challenges, and areas needing support or adaptation.

Checklist

Understanding: Do participants demonstrate comprehension of the activity's goals and instructions?

Engagement: Are participants actively involved (asking questions, contributing ideas)?

Skill application: Are participants applying the skills or knowledge being taught?

Collaboration: Are participants applying the skills or knowledge being taught?

Adaptability: Are participants able to adapt to challenges or changes in the activity?

Rating Scale

Criteria	1 (Needs improvement)	2	3	4	5 (Excellent)
Understanding					
Engagement					
Skill Application					
Collaboration					
Adaptability					

Notes

- **Elements of understanding:**
- **Challenges or misunderstandings observed:**
- **Adjustments made to support training:**

2. Review of Outputs (Trainers)

Evaluate the tangible results of participant work (digital stories, excursion plans, facilitation designs...). Assess clarity, relevance, creativity, and technical execution of outputs to determine if learning objectives were met. Highlight successes, gaps, and opportunities for improving materials or instructions.

Checklist

Success: Output completed as intended

Clarity: Easy to understand

Relevance: Aligns with training's goals

Creativity/originality: Unique approach

Technical execution: Output well-executed

Rating Scale

<i>Criteria</i>	1 (Needs improvement)	2	3	4	5 (Excellent)
Success					
Clarity					
Relevance					
Creativity/originality					
Technical execution					

Notes

- **What worked well? Did participants meet expectations?**

- **Areas for improvement:**

- **Adjustments made to support training:**

3. Participant Feedback

To be filled in by the participants of the training and workshops (older adults, youth).

Name of event:	
Date and location (city, country) of workshop:	
Name of participant:	
Participant information:	Youth (12-15) Older adults (65+)

Please indicate your level of agreement with the statements listed below (1 = Strongly disagree, 5 = Strongly agree).

1. The objectives of the training/workshop were clear and easy to understand.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

2. The training/workshop met my expectations.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

3. I felt included and encouraged to participate.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

4. The activity was relevant to my interests or needs.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

5. The instructions were clear and accessible for all participants.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

6. The materials (handouts, videos, tools) were helpful and easy to use.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

7. The activity encouraged collaboration across generations.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

8. I successfully completed the workshop's activity.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

9. The trainer explained concepts and activities clearly.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

10. The trainer provided clear constructive feedback.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

11. The trainer was knowledgeable about the workshop topics and well prepared.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

12. During the workshop, I learned things with regard to the objective of the project which were new to me.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

13. The workshop developed my abilities and skills in digital literacy and storytelling.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

14. The new skills I learned will be useful to me in my daily life.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

15. What did you enjoy most about this activity?

16. What was the most challenging part?

17. How could this activity be improved in the future?

18. Do you have suggestions for making the activity more accessible or inclusive?

19. Please share other comments or expand on previous responses here:

Thank you for your contribution!

