

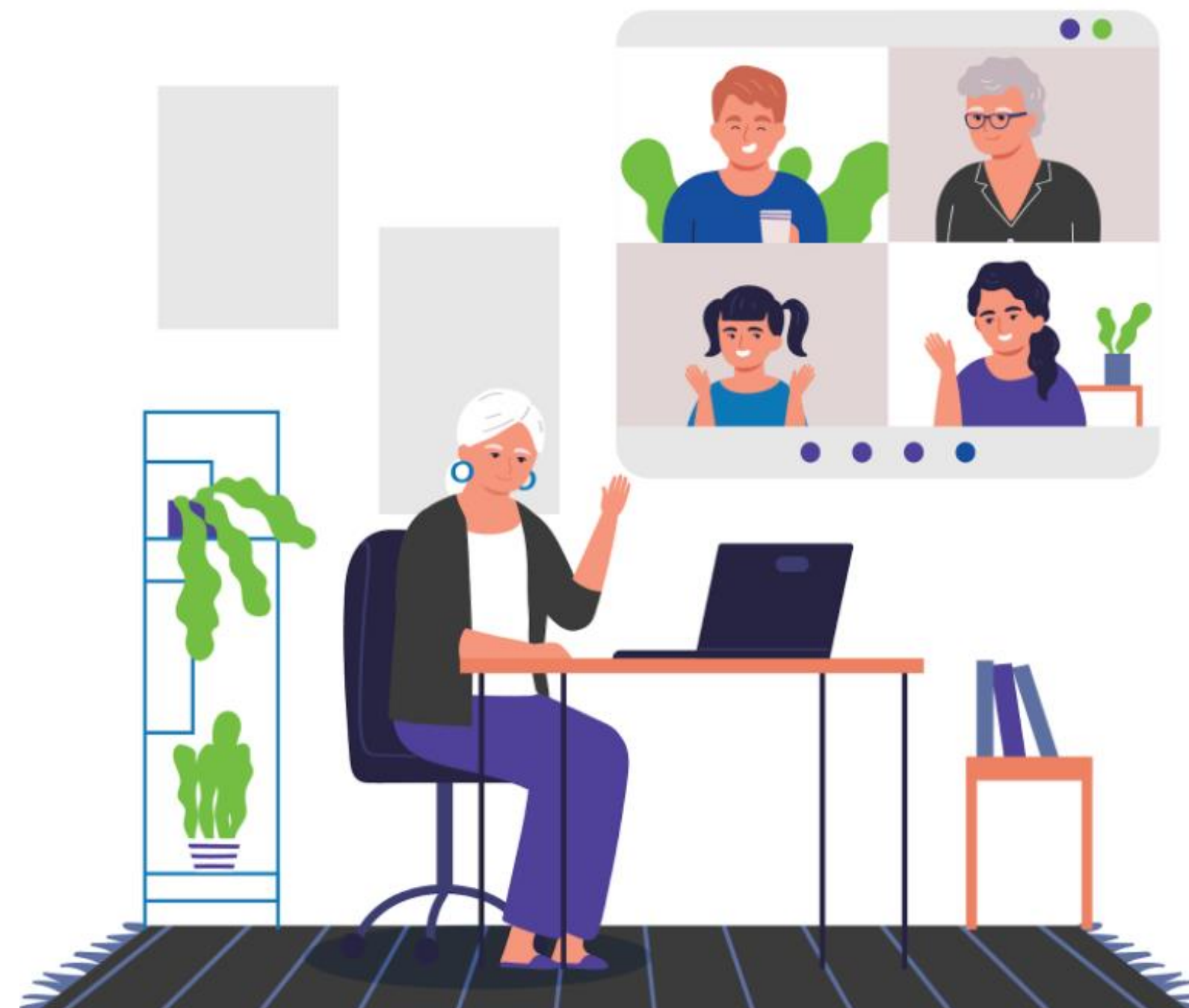


The LEGENDS Facilitators' Toolkit

Train-the-Trainers session



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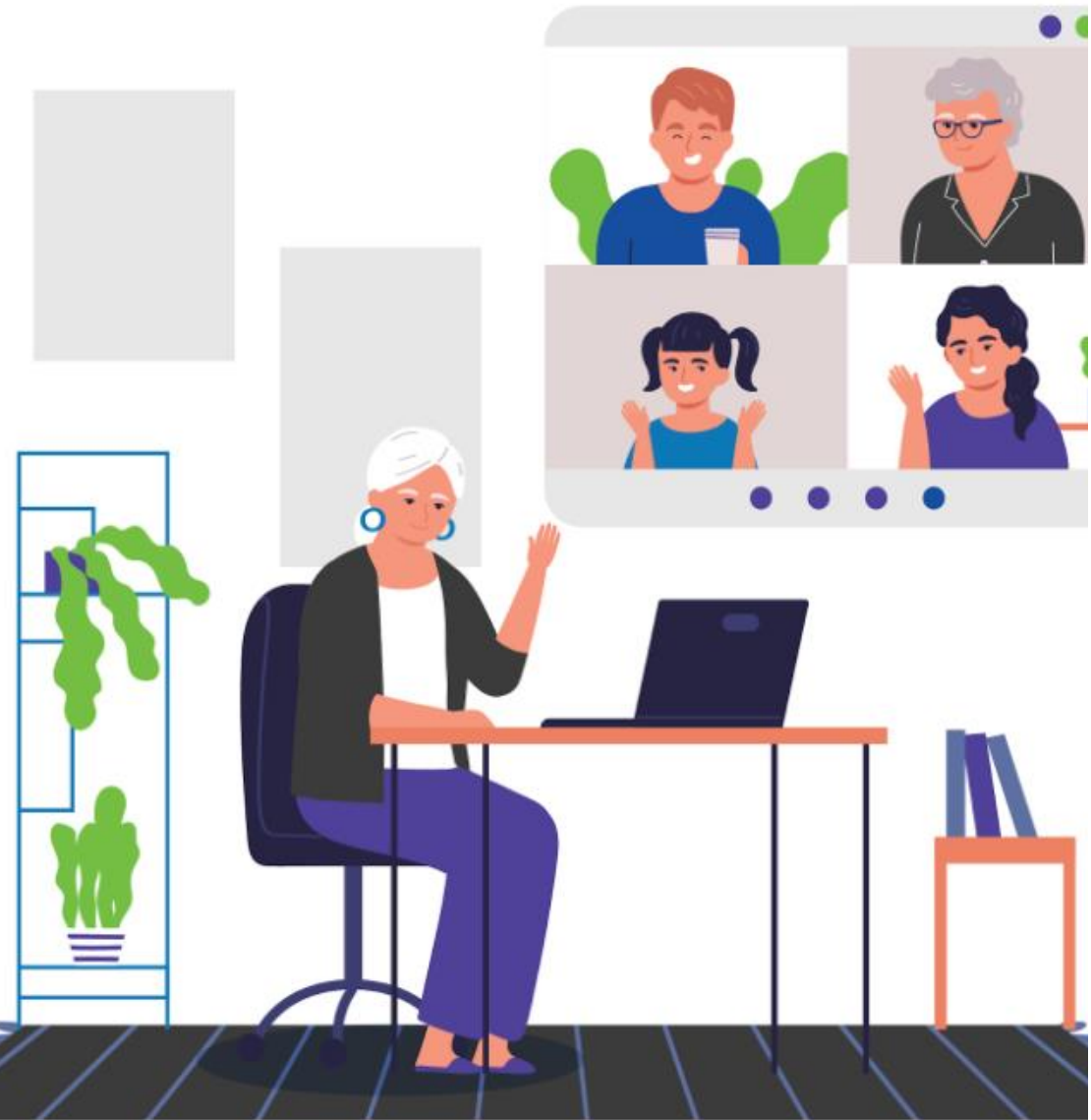
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Welcome & Agenda!

Today's agenda:

0:00–0:10	Welcome and introduction
0:10–0:15	Pre-session questionnaire
0:15–0:40	Module 1 (25 min)
0:40–1:05	Module 2 (25 min)
1:05–1:30	Module 3 (25 min)
1:30–1:40	Short break
1:40–2:05	Module 4 (25 min)
2:05–2:30	Module 5 (25 min)
2:30–2:55	Module 6 (25 min)
2:55–3:00	Post-session questionnaire and closing

- **Project & toolkit overview**
- **Module-by-module walkthrough**
- **Q&A and next steps**



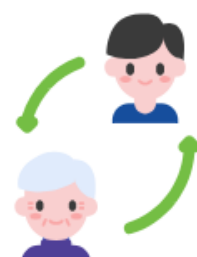
What is LEGENDS?

LEGENDS will unite older adults and youth in a place-based storytelling project that links digital literacy to local heritage.

Participants engage in local photo outings, digital storytelling, and the creation of an online cultural map. In bridging age divides and empowering seniors' online capabilities, the project will preserve heritage, promote volunteerism, and build inclusive learning communities.



Enhance Older Adults' Digital Competences



Foster Intergenerational Engagement



Strengthen Adult Educators' Competences



Promote Sustainability and Cultural Preservation

LEGENDS wishes to incorporate an intergenerational learning approach to focus on **mutual exchange and respect** between generations.

Your role in LEGENDS?

By becoming familiar with the LEGENDS Facilitators' Toolkit, participants gain access to a **comprehensive, ready-to-use set of methodologies and resources**, completely free of charge, designed to support intergenerational learning and digital storytelling in any community setting.

The toolkit is **fully adaptable to local contexts**, making it a **replicable model** that trainers can implement independently, expand upon, and share within their own networks.

In short, today's training is not just a one-off session – it's the starting point for a lasting practice.

1

Enhance Older Adults' Trainers' toolkit for digital literacy and photo outings Digital Competences

2

Intergenerational workshops producing a shared cultural map

3

An online repository of stories and resources

4

A local cultural map

What is the Facilitators' Toolkit?

A practical, ready-to-use curriculum developed and tested across LEGENDS partner countries

- **6 core modules** + optional media & online resources
- Designed to be adapted to your **local context**
- Who it's for: **educators, facilitators, youth workers, community practitioners**
- How to use it: **modular** – you can deliver modules independently or as a full programme

All resources will be openly accessible on our project website:

legendsproject.eu

Time for the pre-session questionnaire!

Module 1 – Facilitation techniques for Intergenerational Workshops

Why it matters: Creating and managing intergenerational groups allows everyone to feel an active part of the experience. Through mutual exchange, younger and older participants deepen their understanding of one another and build new bonds based on respect and trust.

What we'll cover:

- Introduction to facilitation in intergenerational settings
- Managing group dynamics
- Techniques for engaging seniors and youth
- Handling challenges in mixed-age groups
- Accessibility and cultural sensitivity

Sub-Units

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

Module 1 – Key activity: “Keeping traditions alive through dialogue”

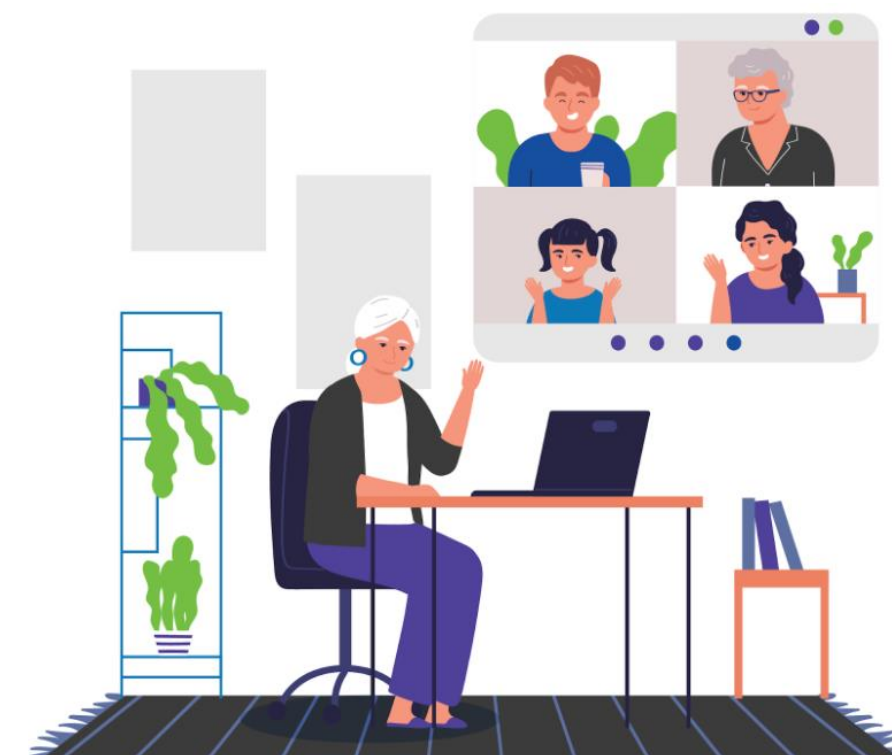
Estimated duration: 90 mins

Participants explore and preserve local traditions through intergenerational dialogue, drawing on personal memories, photographs, and everyday objects.

- Create a safe, unhurried space — memory-sharing takes time
- Encourage listening as much as speaking
- Remind participants there are no right or wrong stories

Facilitator tips:

- Avoid groups composed mostly of one age group — **balance is essential for meaningful exchange.** Groups with very young participants (11–12 years old) can make the dynamic harder to manage.
- **Stay flexible on group size:** if more participants show up than expected, split into smaller groups rather than enlarging existing ones



Module 2 – Digital Literacy for Older Adults

Why it matters: Developing digital literacy enables participants to navigate everyday tasks more independently. Youth strengthen their awareness of digital safety and privacy, while seniors build practical skills – becoming more confident, safe, and empowered users of technology.

What we'll cover:

- Basics of the internet
- Using communication apps
- Digital safety and privacy
- Processing online information & identifying fake news
- Recognizing unsafe content (scams)

Sub-Units

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

Module 2 – Key activity “Explore a place on Google Maps”

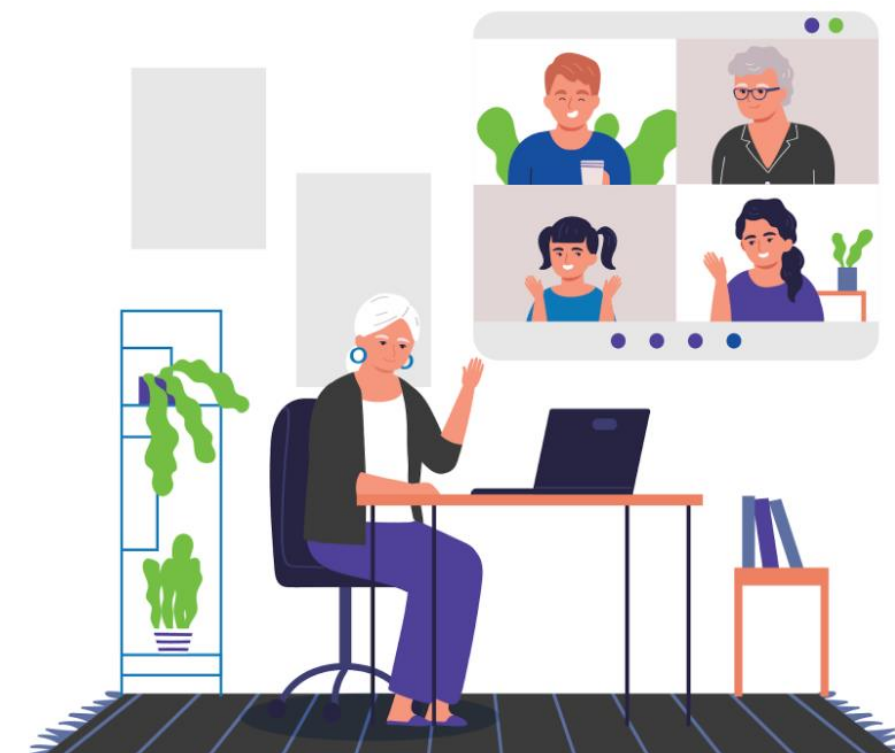
Estimated duration: 25 mins

Participants apply their newly acquired digital skills by exploring a place of personal interest, then share and discuss their choices across generations.

This also allows participants to link the tech activities to the project’s final result: an online cultural map, created across generations.

Facilitator tips:

- **Keep it personal:** asking participants to find a place they love lowers the barrier
- From the pilots: personal anecdotes work really well in this module. When educators or seniors shared stories about fake news they'd fallen for, or suspicious links they'd clicked, young participants were noticeably more engaged — **and the whole session felt warmer and more human.** Build in space for that kind of exchange.



Module 3 – Collaborative Digital Storytelling

Why it matters: Digital storytelling gives participants a concrete, low-pressure way to preserve memories that might otherwise go unrecorded. Younger participants gain appreciation for lived experience; older participants build real confidence using recording tools that once felt out of reach.

What we'll cover:

- The role of storytelling in adult learning
- What makes digital storytelling different
- Tools and platforms (matched to comfort level)
- What each generation brings to the process

Sub-Units

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

Module 3 – Two key activities

Activity 1: "A Place Then and Now" (60 min) – Intergenerational pairs document a meaningful place: a current photo + audio narration of how it has changed.

Activity 2: "A Meaningful Object" (60 min) – The older participant selects a personal item and shares its story; the younger participant records a short audio narration.



Facilitator tips:

- Frame these as **listening exercises**, not tech exercises
- **Assign clear roles** within each pair (photographer, note-taker, conversation guide): it keeps things focused and prevents older participants from feeling overwhelmed
- Older adults often arrive **with far more photos and objects than expected**, and their eagerness to share can easily overrun the time. Brief participants in advance on what to bring, and build in flexibility for this kind of rich engagement
- Before any photo or video activity, explain **"visibility options"** — participants can work behind the camera, appear from a distance, use photos of objects instead of faces, or blur their face before sharing. This avoids discomfort mid-activity

Module 4 – Exploring Local Stories: Urban Storytelling

Why it matters: Urban storytelling gives participants a concrete way to engage with their surroundings rather than simply living in them. Younger participants discover the historical layers beneath familiar streets; older participants gain confidence documenting memories that might otherwise go unrecorded.

What we'll cover:

- Cities as living narratives shaped by memory
- Key concepts: sense of place, place attachment, urban memory
- Types of urban stories (personal, community, architectural, cultural, sensory)
- Methods: story mapping, walking-based approaches, photo elicitation

Sub-Units

- 4.1. Cities as Living Narratives
- 4.2. Theoretical Foundations of Urban Storytelling
- 4.3. Why Urban Storytelling Matters: Exploring Local Places and Histories
- 4.4. Urban Storytelling and Intergenerational Learning
- 4.5. Types of Urban Stories – A Conceptual Framework
- 4.6. Methodologies, Tools, and Approaches
- 4.7. Mapping and Visual Storytelling
- 4.8. Practical Application: Designing an Urban Storytelling Activity
- Activity 1: "Streets I Know" – Walking Neighborhood Story
- Activity 2: "The City Through Two Lenses" – Comparative Photo Story

Module 4 – Key activities

Activity 1: "Streets I Know" (60 min) — Pairs walk to a meaningful location, photograph it, record a short narration, and assemble a brief visual story.

Activity 2: "The City Through Two Lenses" (60 min) — Each participant independently captures their own relationship to a shared urban space; both perspectives are combined into one side-by-side story.

Facilitator tips:

- The **contrast between viewpoints** is the point: don't resolve it, discuss it
- Assign clear roles within each pair (photographer, note-taker, conversation guide) — it keeps the activity productive while giving everyone a purposeful contribution
- Before any photo activity, explain **visibility options** (see Module 3 tip), especially important when working outdoors in public spaces
- Same as Module 3: older adults may bring more personal material than expected. Set expectations in advance about what to bring.

Module 5 – Guided Intergenerational Excursions

Why it matters: Guided excursions give participants a practical, low-pressure context to build digital skills, share knowledge, and form meaningful relationships. Older participants gain confidence using documentation tools while sharing valued memories; younger participants develop patience, empathy, and facilitation skills while learning local history.

What we'll cover:

- Why intergenerational excursions matter
- Engaging older persons and youth (tailored strategies)
- Common challenges and how to address them
- Accessibility, safety, and ethics
- Tools for documenting (camera, voice recorder, story maps)

Sub-Units

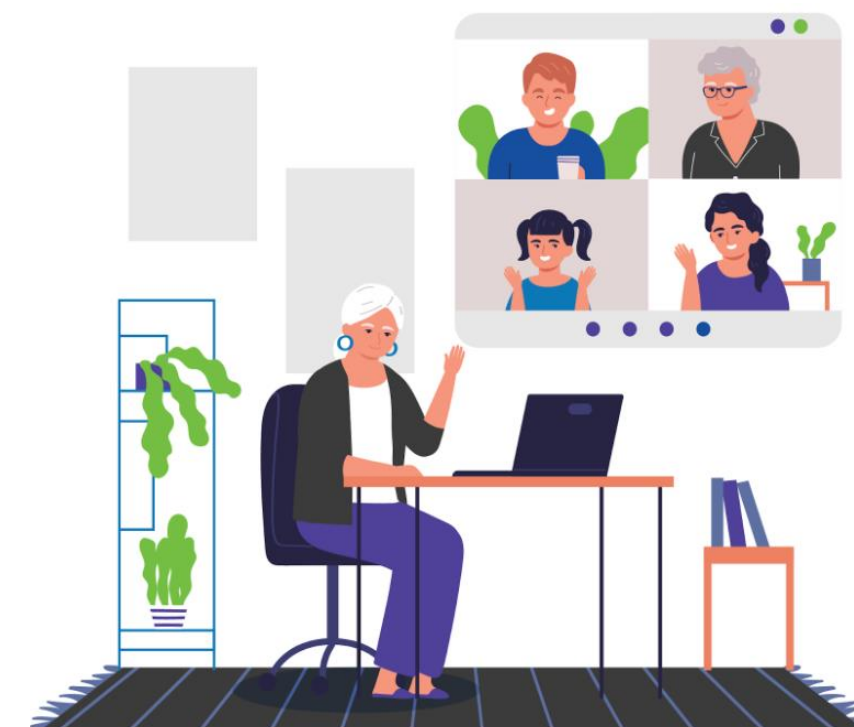
- 5.1. Why Intergenerational Excursions Matter
- 5.2. Engaging Older Persons and Youth
- 5.3. Common Challenges and Considerations
- 5.4. How to Design a Guided Intergenerational
- 5.5. Tools for Documenting
- 5.6. Examples of Guided Intergenerational
- Excursions
- 5.7. Accessibility and Inclusion
- 5.8. Safety and Ethics
- 5.9. Closing Activity: Excursion Examples Showcase

Module 5 – Key activity: The Guided Excursion

1. Welcome & icebreaker (10–15 min)
2. Exploration (20–30 min) — guided by reflective questions about the place
3. Story sharing (30 min) — organic exchange of memories across generations
4. Joint documentation (30–40 min) — photos, audio, notes in mixed groups
5. Reflection (15–20 min) — what did each generation learn from the other?

Facilitator tips:

- A visit to a local historical archive made for one of the **most meaningful unplanned moments** — the intergenerational group explored historical documents and old photographs together, and it helped the group bond in a relaxed, informal way. Worth considering as an optional add-on.
- Having a **participant who lived through significant local historical events** share their first-hand perspective was described as a particularly powerful moment — if you have someone like that in your group, build space for it



Module 6 – Resources for Trainers

Why it matters: A well-designed toolkit reduces pressure on trainers to improvise and makes delivery more consistent. When resources are locally meaningful, accessible, and ethically managed, participants feel recognised, contribute confidently, and create stories that can be shared with dignity.

What we'll cover:

- The trainer as curator, translator, and designer
- Adapting materials for cultural and linguistic contexts
- Facilitation best practices for intergenerational groups
- Selecting and evaluating digital tools
- Ethical and legal considerations (consent, privacy, safeguarding)

Sub-Units

Opening Activity: Fix the Workshop Plan!

6.1 Introduction to Training Resources and Local Adaptation

6.2 Adapting Materials for Cultural and Linguistic Contexts

6.3 Facilitation Best Practices for Intergenerational Groups

6.4 Digital Tools and Tutorials for Trainers

6.5 Activity: Customising a Workshop Plan for Local Needs

6.6 Activity: Building a Resource Toolkit for Your Community

6.7 Ethical and Legal Considerations for Trainers

Module 6 – Key activities

Activity 1: "Fix the Workshop Plan!" (15 min) – Groups adapt a basic excursion plan in response to real accessibility, language, and privacy challenges.

Activity 2: "Customise a Workshop Plan for Local Needs" (45 min) – Teams redesign an existing LEGENDS activity for a real local group.

Activity 3: "Build a Resource Toolkit for Your Community" (45 min) – Teams map local partners, places, digital tools, and ethical contacts into a verified toolkit.

Facilitator tips:

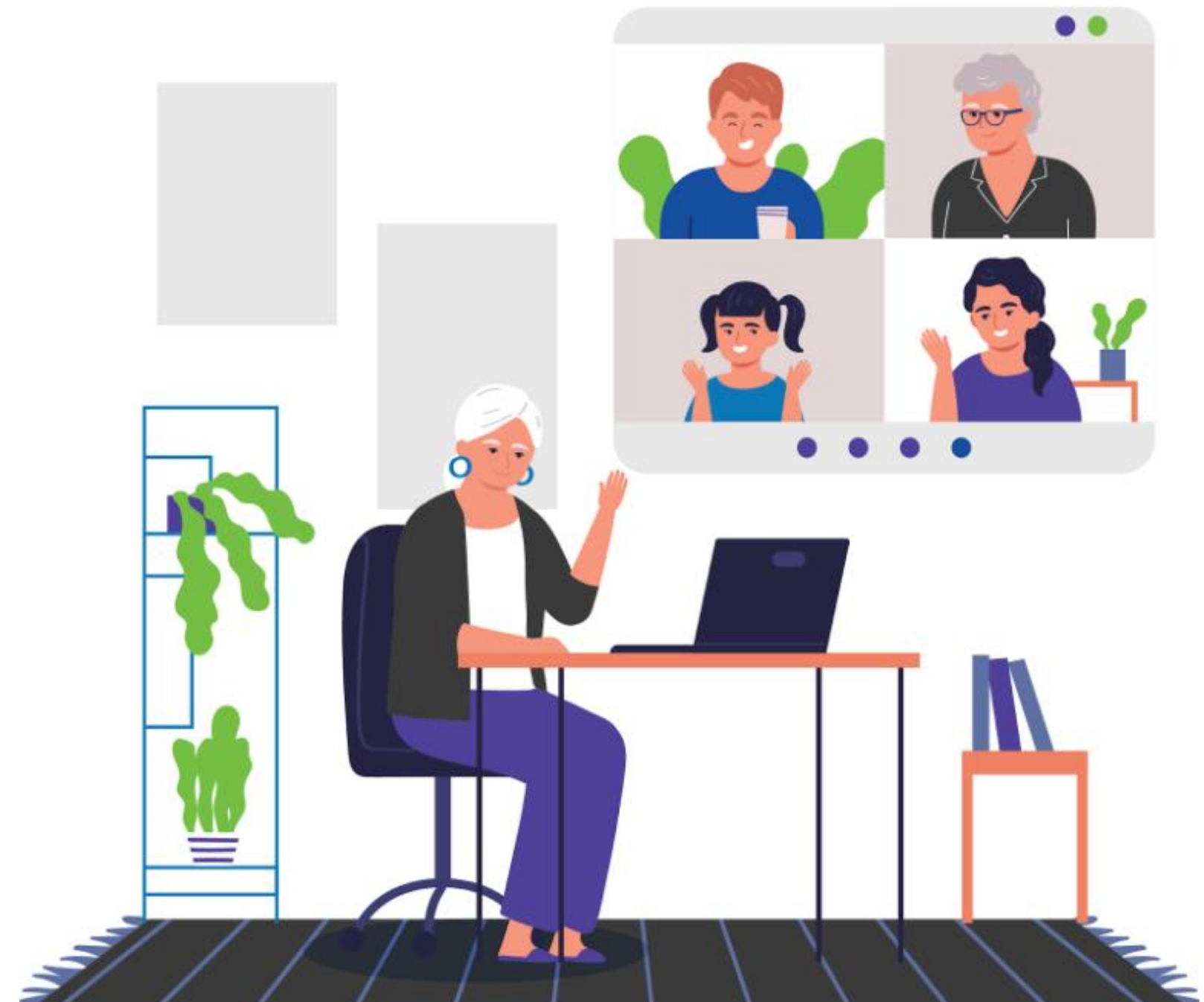
- **The pilot tips from all previous modules live here too:** bring them into the discussion as real examples of what adaptation looks like in practice – role assignment, visibility options, managing unexpected material, group balance, and archive visits are all concrete cases trainers can draw from
- Remind trainers that **the best practices didn't come from a manual** – they came from doing. Encourage participants to document their own adaptations for future iterations of the toolkit.

Time for the post-session questionnaire!



Thank you for your participation!

Stay updated about the project:
legendsproject.eu



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