Annex 1: Learning Program Design

Module 1: Facilitators training
### LEARNING OUTCOMES

(Knowledge / Skills / Competences gained by the learners)

**Knowledge** (theoretical and/or factual):

- Know the aims of the eScouts project.
- Know PAAR and CSL methodologies.
- Know how to train youth people.
- Know how to train elder people.
- Know how to contextualize the training modules in partner countries.
- Know about the Moodle platform.
- Know about different styles and strategies of facilitation.

### LEARNING CONTENT

(Taught topics)

- The gifts, talents and strengths of other European facilitators.
- The elements of good team working.
- The e-scouts methodology, main actors, training modules, schedule and deliverables.
- Positive engagement with elderly and youth and their mentoring role and responsibilities.
- The nature of facilitation and the qualities of a good facilitator.
- The potential of the Moodle platform.
- The nature of the e-Scouts evaluation process.
- Instructional design and its implementation.

### LEARNING METHODS

(To be used to manage/animate the learning activities)

- We offer the opportunity to facilitators to know each other participating in a European project and have the opportunity to share with other facilitators from other cultures, other points of view of their daily work through a face-to-face training and through forums in the Moodle platform.
- The sessions will be dynamic and participatory so that everyone can contribute ideas and different visions of the different training.
- In addition to using presentations, images and videos we will create spaces for debate.
- All contents that are shared during sessions will be posted on the Moodle platform.

### REQUIREMENTS

(Materials, venue, personnel, setting, etc.)


### EVALUATION and ASSESSMENT

Evaluation of the learning activities:
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>LEARNING CONTENT</th>
<th>LEARNING METHODS</th>
<th>REQUIREMENTS</th>
<th>EVALUATION and ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Knowledge / Skills / Competences gained by the learners)</td>
<td>(Taught topics)</td>
<td>(To be used to manage/animate the learning activities)</td>
<td>(Materials, venue, personnel, setting, etc.)</td>
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</tr>
</tbody>
</table>

**Skills/Ability** (the ability to apply knowledge and adopt know how to complete tasks and solve problems):

- Social skills: Ability to express positive emotions and feelings, to be able to listen actively, to act in a respectful and tolerant way towards others.

- Communicative skills: Ability to listen and express ideas in a group, to have an empathetic attitude, to be able to confront and solve interpersonal conflicts.

- Team working skills: Ability to improvise and have initiative, ability to motivate and encourage, be a leader, to be patient and have sense of responsibility and commitment.
**Competences** (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

- Civic and social competences:
The learner knows how to engage effectively with others in the public domain, and to display solidarity and interest in confronting and solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national level.

- Digital competence:
Using ICT in a way that is efficient and effective in showing how ICT can help elderly people in their everyday living.

- Communication competence:
Ability to communicate clearly and effectively to all project participants. Ability to explain and illustrate different ICT functions and possibilities to a wide range of older adult abilities. Be able to be sensitive to and appreciative towards the different linguistic and reading abilities of project participants. Ability to use a respectful, tolerant and empowering language in order to make project participants comfortable and self-confident.
- Sense of initiative competence: Able to be pro-active, independence and innovative in managing and delivering project training.
Annex 2 : Learning Program Design

Module 2: Facilitators to Youth training
**MODULE N./TITLE:** Facilitators-to-Youth Training  
**ACTORS INVOLVED:** Trainers (Facilitators) + Learners (Youth)  
**DURATION (in hours):** 2h. of Dissemination + 18h. of Contextualization + 20h. of Training (9 sessions) & Evaluation.

**DELIVERY DATE & PLACE:** 15th Nov. to 15th Feb.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES (Knowledge / Skills / Competences gained by the learners)</th>
<th>LEARNING CONTENT (Taught topics)</th>
<th>LEARNING METHODS (To be used to manage/animate the learning activities)</th>
<th>REQUIREMENTS (Materials, venue, personnel, setting, etc.)</th>
<th>EVALUATION and ASSESSMENT</th>
</tr>
</thead>
</table>
| **Knowledge** (theoretical and/or factual):  
- Know the aims of the eScouts project and their role as facilitator in the project.  
- Know which tools they have to work with Senior Adults.  
- Know how to train elder people.  
- Know how to plan activities and sessions depending on groups.  
- Know about the Moodle platform to share experiences with other volunteers.  
- Know about communication strategies, empathy and to manage a group.  | - The gifts, talents and strengths of an older Facilitator.  
- The digital gap concept and how it affects in their community.  
- The elements of good team working.  
- The eScouts methodology, tools and schedule.  
- The adult world: how understand adults, breaking stereotypes.  
- Positive engagement with senior adult and their responsibility as facilitator of them.  | - We offer an opportunity for young volunteers to take part in a European project in which the objective is to strengthen the intergenerational relationship.  
Young people take responsibility and attitudes similar to a first job, allowing them to include this experience as a first job.  
- The sessions will be dynamic and interactive so that everyone can express their feelings and feel that they are an active part of the project. Acquire a commitment to society, the | All the necessary equipment to do the training depends on the country where the training will be developed.  
Fundación Esplai recommends to use:  
- A room with chairs, tables and computers.  
- One computer per person or per pairs.  
- A blackboard.  
- Some pens and markers.  
- Papers.  | Evaluation of the learning activities:  
Assessment of the learning outcomes: |

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Evaluation of the learning activities:

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Assessment of the learning outcomes:
### Social Skills
Ability to express positive emotions and feelings, to be able to listen actively, to act in a respectful and tolerant way towards others, understanding that senior adults have not the same velocity as youth people.

### Communicative Skills
Ability to listen and express ideas in a group, to have an empathetic attitude, to be able to confront and solve interpersonal conflicts.

### Team Working Skills
Ability to improvise and have initiative, ability to motivate and encourage, be a leader, to be patient and have sense of responsibility and commitment.

### Competences
(To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

- **Civic and social competences:**
  The learner knows how to engage effectively with others in the public institution and themselves.
  - The nature of facilitation and the qualities of a good facilitator.
  - The elements to become a good communicator.
  - The elements to know how to plan training and each session.
  - The potential of the Moodle platform to share experiences and resources with other youth-facilitators.

- **Internet connection.**
  Fundacion Esplai will offer an Activity planning proposal.

- **In addition to using presentations and videos, we will develop activities and create spaces for debate.**
  All contents that are shared during sessions will be posted on the Moodle platform.
  Youth people will have a specific space in Moodle platform to share resources, contents and impressions with other national colleagues and a specific space in Moodle platform to share forum and resources with European colleagues.

- **In addition to using presentations and videos, we will develop activities and create spaces for debate.**
  All contents that are shared during sessions will be posted on the Moodle platform.
  Youth people will have a specific space in Moodle platform to share resources, contents and impressions with other national colleagues and a specific space in Moodle platform to share forum and resources with European colleagues.

- **Internet connection.**
  Fundacion Esplai will offer an Activity planning proposal.
domain, and to display solidarity and interest in confronting and solving problems affecting the local and wider community.
This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national level.

- Digital competence:
Using ICT in a way that is efficient and effective in showing how ICT can help elderly people in their everyday living.

- Communication competence:
Ability to communicate clearly and effectively to all project participants. Ability to explain and illustrate different ICT functions and possibilities to a wide range of older adult abilities. Be able to be sensitive to and appreciative towards the different linguistic and reading abilities of project participants.

Ability to use a respectful, tolerant and empowering language in order to make project participants
comfortable and self-confident.

-Sense of initiative competence:
Able to be pro-active and independence in managing and delivering project training.
Annex 3: Learning Program Design

Module 3: Youth to Senior Adults training
# Youth-To-Senior Adults Training

**Trainers (Youth) + Learners (Senior Adults)**

At least 20 hours for Training + Evaluation

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES (Knowledge / Skills / Competences gained by the learners)</th>
<th>LEARNING CONTENT (Taught topics)</th>
<th>LEARNING METHODS (To be used to manage/animate the learning activities)</th>
<th>REQUIREMENTS (Materials, venue, personnel, setting, etc.)</th>
<th>EVALUATION and ASSESSMENT</th>
</tr>
</thead>
</table>
| Knowledge (theoretical and/or factual): | [Depending on the diagnosis made before, youth facilitators will teach one topic or another of ICT skills. In our proposal, Fundacion Esplai thinks about of creating a basis ICT skills in order to guarantee all senior adults, have this necessary level to enrich their growth in ICT skills. Fundación Esplai only makes a proposal of Learning content but each organization should decide what senior adults need to be touched.]
| Skills/Ability (the ability to apply knowledge and adopt know how to complete tasks and solve problems): | **Unit 1: The Word processor.**
- To open a document.
- To save a document (on the computer and in a USB memory stick).
- To close a Word document.
- Bold, Italic and Underline words in a document.
- Size and font.
- Write in capital letters.
- Colors. | .- We offer the chance to senior adults to be trained in ICT skills by youth people as teachers.
.- We offer an opportunity for senior adults volunteers to take part in a European project in which the objective is to strengthen the intergenerational relationship.
.- Learning cards, simple and visual, will be used in order to help senior adults to integrate new knowledge.
.- Facilitators will also suggest a large number of |
| .- Generic evaluation tools developed by Lapis. |

**DELIVERY DATE & PLACE:** After Module 2.
<table>
<thead>
<tr>
<th>Competencies (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies before doing the training:</td>
</tr>
<tr>
<td>Very basic computer skills knowledge. The user has no autonomy in the use of ICT. The user knows how to use the mouse and move around the computer with the help of someone. The user has used Word processor and internet browsers but always with the help of someone. The user has never use ICT tools in depth.</td>
</tr>
<tr>
<td>Competencies after having done the training:</td>
</tr>
<tr>
<td>Basic computer skills knowledge. The user begins to have autonomy in the use of the Word processor, Internet browsing and proper use of an e-mail account.</td>
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<tr>
<td><strong>Unit 2 - Internet</strong></td>
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<tr>
<td><strong>Internet Browsers</strong></td>
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<td>-Internet-First steps.</td>
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<td>-The browser.</td>
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<td>-Read newspapers via internet.</td>
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<td>-See videos.</td>
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<td>-See movies.</td>
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<td>-Listen to the radio.</td>
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<td>-Attach a file.</td>
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<td>-Address book.</td>
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<td>-Precautions.</td>
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<tr>
<td>-Install Gtalk.</td>
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<tr>
<td>-Sign in Gtalk.</td>
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<tr>
<td>-Know who is online.</td>
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<tr>
<td>-Start a written conversation.</td>
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<td>-Add a contact to the conversation.</td>
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<td>-Some pens and markers.</td>
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<td>-Papers.</td>
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<tr>
<td><strong>practical exercises to help senior adults to learn easily. Work in pairs or individually will also help them.</strong></td>
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</tbody>
</table>
Another practical source of examples that may help facilitators to create local trainings of module 3 is on Microsoft Unlimited Potential that it's online and for free:
- Course 1: Computer Fundamentals.
- Course 2: Digital Media Fundamentals.
- Course 3: Internet and World Wide Web Fundamentals.
- Course 4: Web Design Fundamentals.
- Course 5: Word Processing Fundamentals.
- Course 6: Presentation Fundamentals.
- Course 7: Database Fundamentals.
- Course 8: Spreadsheet Fundamentals.
Annex 1,2 and 3 bis:

Template for Local contextualization of Learning Program Design
Module #: Title of module

<table>
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Annex 4:

*Activity planning proposal of Module 2*
YOUTH TRAINING
Training Youth Sessions

0 - Encouraging participation in eScouts project.
   To encourage participation.
   To make a brief diagnosis of the group.
   To explain the project.

1 – Getting in eScouts project.
   To meet the comrades.
   To feel the group as a group.
   To increase confidence

2 - The Digital Gap.
   To show the digital gap effects.
   To meet our potential to decrease the digital gap in the society.
   Knowing the tools.

3 - Social Skills.
   Improve and enhance social skills.
   To show the usefulness of social skills in interpersonal life.

4 - The adult world.
   Start the approach to the adult world.
   Breaking stereotypes.
   Knowing the social and developmental stages of senior adults.

5 - Planning sessions. Practical computer.
   Learn to plan.
   Plan a meeting.
   Knowing specific tools against digital gap.

6 - Communication Strategies.
   Be aware of physical changes in public speaking.
   Learning to communicate.
   Simplify our language.

7 – Simulation.
   Take the role of trainer.
   Work empathy.
   Knowing the advantages and difficulties we have as trainers.

8 - Distribution of teamwork.
   To establish the elderly course materials.
   Establish working groups.
   Distribute tasks.
Session 0
Encouraging participation in eScouts project
0 Session
Encouraging participation in eScouts project

GOALS

- Encouraging young people to participate in the project.
- Call upon all young people interested in the project to meet them. Make a brief analysis of the group.
- Explain the project.
- Fleshing out the youth group who is still interested in participate.
- Establish the starting dates, time availability.

DESCRIPTION

- During this session it will be developed a series of activities aimed at achieving capture young people to participate in the project.

CONTENTS

- Presentation of the project.
- Clarification of doubts.
- Commitment to participate in the project.
- Construction of agreements for the project.
METHODOLOGY

0 Introduction of the Facilitator.

1 Dynamics to introduce everybody in the group.

In the circle, young people will introduce themselves saying his/her age and the college where he/she study.

2 a) Presentation of a PPT document about eScouts project and some other documents talking about the methodology used in this project: Community Learning Service (CSL) and PAAR.

b) Video presentation of the Conecta Joven project as an example of the idea from which emerged the new project eScouts: http://www.youtube.com/watch?v=UzaA_XUGwZo

After that, the facilitator will help youth people to talk about their feelings and thoughts after having seen the video.

-How do you see young people involved in the video?
-What emotions did you feel?
-Did young people of the video seem to be young people as you? Normal people? So, what do you think is special about this group of young people?

Facilitator will give some time in order youth people could ask some questions about the project, about methodologies and the participation we ask them into the project.

-Which is the difference between CSL methodology and volunteer?
-What do you think this project want to achieve?
-Which requirements ask this project to participate in?

3 Application of the test on computer skills.

The facilitator will explain to the group the importance to know which level in computer skills they have in order to adjust the training course to their level.

The facilitator will also collect basic information about youth people in order we can make a group profile. In other hand, we will need their information to contact them again.

4 Presentation of the training contents.

The facilitator makes a quick presentation of the contents of the course, mentioning that adjustments will be made according to the characteristics of the group and noting that the training sessions will be conducted with an active methodology and a working team.
5 Dynamics group.

With this dynamic, the facilitator is interested in observing for the motivation and degree of commitment assumed by young people in the project.

The facilitator will divide the group into smaller subgroups and will ask each member to explain their comrades’ eScouts project, as if they had never heard of the project. The remaining group members will ask questions as if they were adult.

The facilitator will be attentive to give the necessary details to the explanation made by youth and look at their motivation.

6 Decision to participate in the project.

The facilitator will encourage young people to participate in the project and will announce them that if they want to participate in the project, they must sign a personal commitment with themselves and with the group.

-Who want to join the course? Anyone wants, but has a difficulty?
-Do you need to talk to a parent to facilitate participation?

7 Dates proposals and schedules for training.

These dates and schedules should have been previously explored by the facilitator taking in account the general calendar of eScouts project.

8 Signature of commitment to the project.

Emphasizing the responsibility of participating in the project but also in profits.

10 Delivery of authorization for parents.

This authorization will be collected in the first training session.
On this date we’ll also collect Commitment document

11 Review of agreements and farewell.
Session 1
Getting in
eScouts project
Session 1
Getting in eScouts project

GOALS
- Promote the integration of the group.
- Know better colleagues of eScouts project. To feel more comfortable with colleagues and increase our confidence.
- Join the group, know the elements of it and agree on a course of action for smooth operation.
- Create a good working group.

DESCRIPTION
- This session will begin the process of group building, building work arrangements and introducing practical methodology.

CONTENTS
- Dynamics of integration.
- Construction of operational arrangements and work.
- Presentation and some practical issues of some interesting methodological tools.
METHODOLOGY

0 Introduction of the facilitator.

1 Presentation of the course: sessions, objectives and content.

2 Dynamics of group integration

It's very important that after having done dynamics, each youth express the emotions and feelings he/she felt during the activity, at least with one word.

3 Construction of group operating and personal agreements during the project.

As a group, we have to adapt to each other, this is why we will establish standards and guidelines that, as a group, we should fulfill at all times.
It is crucial that this section of the rules and agreements arise from the group and, if possible, everybody agrees.
It's important that, at the end of the session, rules and agreements are written on a paper and, if possible, place them in a conspicuous place at the room of training.

- Agreement on the rest time during the training sessions, given that we only have two hours for each session.
  According to the dynamics developed during the session, the facilitator may decide which is the best moment to do it. It is important to emphasize that this agreement should be respected at all times.
- Agreements for the timeliness.
- Agreements which can not be done during the training sessions and working sessions with adults: phone calls, ...
- Agreements regarding connections with the rest of youth of the group, with senior adult groups, with the facilitator and with other actors involved in the project (mutual respect should be consider always,...) What would they be?
  In case of having immigrants colleagues or mentors, what is there to consider?
  We must adapt to the rules of operation and organization of each place where we are receiving or giving training. Do we know the rules?
  What are they? The facilitator makes a brief description of the rules that are not negotiable.

4 Presentation of the methodological tool.

Presentation of the methodological tool (Easy Computer).

It is important that young people have the material that they will use during the training to senior adults. The fact of managing these materials will allow them to review and strengthen their computer skills while having more confidence in themselves when they will be teaching adults.
5 ¿Any homework?

For the next session, each member of the group should think about one moment in his/her life in which he felt lost, as if they were out of the world or as if they have fell down the train.
Session 2
The Digital Gap
Session 2
The Digital Gap

GOALS
- To demonstrate the effects of the digital gap in people.
- Understanding our potential to reduce the digital gap.
- Know the tools available.

DESCRIPTION
- This session encourage reflection on what is the digital gap and how it affects and causes social disadvantages among specific part of the society.
- The digital gap makes visible the differences that exist in access to new technologies to groups with social inclusion difficulties or at risk of social exclusion: women, immigrants, unemployed, elderly, ...

CONTENTS
- Digital Gap.
METHODOLOGY

0 Exploring homework.

Each participant will have his short anecdote or reflection raised in the previous session. The experiences expressed will be taken up when talking about the digital gap in Section 2.

1 Life and new technologies.

We suggest to watch a couple of videos to make think youth:
- Digital gap in Panama: Is Panama alone?
  http://www.youtube.com/watch?v=ChkzkD7ck

- Digital gap in Spain, what kind?
  http://www.youtube.com/watch?v=LsrwK-UgE&feature=fv3

Does everyone have access to this type of technology?
What do you think we need new technologies today? Why?
What do you think are the causes?
Are new technologies available to everyone?

2 Experiencing the digital gap.

The group is divided into several subgroups, they proposed a common task for all groups (see the biography of someone, a place, ...).

The difference is that not all subgroups will have the same tools and resources to the search for information and / or processing of the task.
- A group will have access to computers and / or the Internet, printers, scanners ...
- Another group may have access to books, articles, press ...
- A third group has no access to any tools related to new technologies and few with the information.

When the time (minutes) given to develop the activity is finished, facilitators will ask subgroups to share the information they have achieved and show the work done sharing with the rest of subgroups how they felt during the development (especially groups with less access to ICT and resources).
Here facilitators will take advantage and pick up these contributions. This information will be useful to make them see how they feel million people worldwide each day.
3 Knowing more about the digital gap.

We suggest to present the Power point presentation.

What impact does digital gap in the world?
What impact does digital gap in our immediate environment?
What are the reasons why some social groups (women, adults and senior adults, unemployed people, immigrants ...) have less access to ICTs?

4 Our contribution to reducing the digital gap.

Through brainstorming with youth, recollect ideas they suggest that they can do to fight over the digital gap.
Do not ignore the big social changes that may be suggested by youth but focus on the little things that they can do and, how these little things can change their social environment. It's necessary to take care to raise specific alternative options for women, immigrants and seniors adults.

* If these contributions do not arise spontaneously, should be asked to youth in terms of questions.

Collect proposals and see how many of their proposed actions would be reflected during the training to senior adults. Tell youth that they will help to reduce the digital gap.

5 What tools are available ...,?

Introducing the tools and methodologies that we have and we will use during training sessions for senior adults.

6 Any homework?

Think for the next session about moments where youth have felt they could not do something because they were frighten, something as going to see the school director, ...
INTERESTING WEBSITES


http://www.labrechadigital.org

http://www.aui.es/
Session 3
Social Skills
Session 3
Social skills

GOALS

- Improve and promote the use of social skills.
- Experiencing a fun way to practice social skills.
- To demonstrate the usefulness of social skills in interpersonal life.

DESCRIPTION

- This session will work different techniques that allow young people to strengthen their social skills.

CONTENTS

- Social skills.
- The ideal facilitator.
METHODOLOGY

0 Exploring homework.

Each member of the group will explain briefly his experience concerning the feeling of inability to meet people.

1 Identification of skills and values.

Individually, each student chooses three skills and values he/she thinks he/she has, from the list given.
Then, each student should seek a colleague from the group who has these same skills, values and / or attitudes.

<table>
<thead>
<tr>
<th>VALUES</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>Freedom</td>
</tr>
<tr>
<td>Start a conversation</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Having a conversation</td>
<td>Solidarity</td>
</tr>
<tr>
<td>Ask a question</td>
<td>Respect</td>
</tr>
<tr>
<td>To thank</td>
<td>Friendship</td>
</tr>
<tr>
<td>Introduce yourself</td>
<td>Honesty</td>
</tr>
<tr>
<td>Introduce other people</td>
<td>Dialogue</td>
</tr>
<tr>
<td>To pay somebody a compliment</td>
<td>Peace</td>
</tr>
<tr>
<td>To be participative</td>
<td>Kindness</td>
</tr>
<tr>
<td>To give instructions</td>
<td>Fortitude</td>
</tr>
<tr>
<td>To apologize</td>
<td>Generosity</td>
</tr>
<tr>
<td>To ask for help</td>
<td>Gratitude</td>
</tr>
<tr>
<td>To comply instructions</td>
<td>Humility</td>
</tr>
<tr>
<td>To convince others</td>
<td>To apologize</td>
</tr>
</tbody>
</table>

Elections are pooled and then, facilitators will ask youth to think about:
a) which skills, values and attitudes we have and which ones people think we have;
b) the importance of these three concepts in our daily life and in the relationship with other people.

Once this dynamic it's done, we can work the document talking about skills in facilitators and do some dynamics to work the aspects learned.

2 Theory and practice about Social skills.

In order to explain to young people the concept of social skills, we will propose an activity. Throughout the activity, we will explain the skills we (as good facilitators) consider most important, or at least the most widely used throughout the day.

Let them understand the importance of social skills in our lives and our relationships, increasing both quantitatively and qualitatively.
Carry out the activity / activities proposed in annexes.
3 The facilitator ideal.

The group is divided into two subgroups. The facilitator will ask to each subgroup to write on a silhouette of a person, about how they feel a good facilitator CANNOT be.

After sharing and comparing the ideas of the two subgroups, the group will be able, with the help of the annex documents, to describe the main characteristics of the ideal facilitator.

4 Any homework?

Each youth should think about a situation where he/she had to explain to an adult, something related to new technologies (use a phone, an access card, etc).

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Aunque parezca difícil, sí puedes hacer amigos. Susan Jeffers.
Editorial Robin Book.
Session 4
The adult world
Session 4
The adult world

GOALS

- Start the approach to the adult world and breaking stereotypes.
- Know the developmental and social characteristics of groups of adults.

DESCRIPTION

- This session will facilitate dialogue meeting and youth group with the adult world and its reality.

CONTENTS

- The adult world.
METHODOLOGY

0 Exploring homework.

Each youth will explain their experiences trying to teach an adult a topic related to new technologies.
It's important they express the emotions they felt during this experience.

1 The facilitator will make a summary of the previous session and link it to the one that will start.

2 Preparing an interview to a senior adult as a user of new technologies.

Facilitators will ask the youth to make two groups. The first group is given the instruction to prepare an interview for a woman who has received training in ICTs. The second group is given the instruction to interview an older man.

They are instructed on the elements (see annex documentation) to be contained in the interviews (motivations, challenges, achievements, etc.) so that the questions raised by the youth group presented a wide range of possibilities of approach in relation to adults and the Tics and towards these young people.

Then, facilitators will ask to youth to present to the group the questions formulated in order to discuss its relevance and observe if there is no differences in the formulation of questions for men and women. The group will explore the reasons for these differences, if they exist.

3 Interview with one or two senior adults users of ICTs.

If possible, facilitator will try to invite a man and a woman to be interviewed by the group.

After the interview, the group will do an exchange of views on the information provided by interviews.
Facilitators will ask to the youth group to talk about senior adults after having done the interview.
4 Characteristics of adulthood.

Facilitators will try to remind youth the situations they have explained where the youth had taught senior adults ICTs. Facilitators and youth will discuss about what issues they believe must be taken into account when teaching an adult. To enrich this dialogue, we will read the theory (see annex documentation) on this issue to end up with an overview of the topic.

5 Any homework?

Each youth will think about how he/she plan his/her daily activities.
Session 5
Planning sessions.
Specific tools.
Session 5
Planning sessions.
Specific tools

GOALS

- Know what does "planning sessions" means.
- To know some methodological tools.
- Learn to plan training sessions.
- Design a training session.

DESCRIPTION

- For any training, is required to create a learning program and a detailed planning of the sessions.
- In this session we will learn how to design the course sessions for adults.
- The courses that will make the youth during the Youth-to-Elderly training have already defined the goals, duration, participants, ... so, their task will be to make the final level of planning: to design how to implement a training session.

CONTENTS

- Planning session. What is, what it serves, advantages of planning, strategies for planning, examples.
- To know some methodological tools.
METHODOLOGY

0 Exploring homework.

Share with the group some reflections that youth made about how they plan their daily activities.

1 Summary of the previous session.

2 Facilitators will explain to youth what is the meaning of planning, what advantages it has, and which strategies we use to plan... for it, facilitators will show youth people an example of planning a session step by step.

It may be interesting to show them a session we have already done with them (perhaps it could be a good option to use the one that fit better with the learning program we designed) to help them to see that it's possible to do what we design (in terms of planning) before.

A good metaphor is to define training as a cross country race. We know the starting point and the finishing line, but we need to have very clearly defined the steps we must take to reach the goal, because if we do not have clear or we skip any steps, it is likely that we stay on the road or we are unable to move forward.

3 In the second part of the session we will show youth some tools we will use during the Youth-to-Elderly training to teach ICT concepts.

Facilitators will give to youth some minutes to investigate it, come in all sections, see the organization of topics, go over content...

4 Planning phase.

Every couple of youth will plan a training session of the adult course. To do that, facilitators will provide copies of the document "planning strategies" (see annex) and decide with them what will be the structure of the sessions. Facilitators will provide an example of structure of the sessions.

Facilitators will provide youth people the program design of the Youth-to-Elderly training in order they try to schedule in pairs an hour and a half session with the adult content of the course so that at the end of the session, all adult sessions are planned.
5 Any homework?

This time we will think about how we remember the first time we had to present a topic in public. Facilitators will ask to youth to try to remember how they felt, which physical alterations they had or if they saw any physical alteration in other people.

BIBLIOGRAPHY

Trainers manual of FPO:
Session 6
Communication Strategies
Session 6
Communication Strategies

GOALS

- Be aware of physical changes that occur when speaking in public.
- Learn to communicate not only with words but with our bodies and our gestures. To know to handle oneself in situations.
- Learn how to make our speech more understandable.

DESCRIPTION

- This session will try to make young people aware of how issues affect communication.
- We will display communication strategies and analyze about fears of public speaking time.

CONTENTS

- Emotional disturbances (reason and no reason for fear).
- Communication.
- Body language.
- Recommendations for the time to teach.
- Resources for oral language.
METHODOLOGY

0 Exploring homework.
  Presentation of homework proposed in the previous session.

1 Summary of the previous session linking it with the today’s session.

2 We will start the session by presenting the issue. Then we will open a discussion with the following questions combined with dynamics:
   - Have you ever spoken in public? Were you excited or nervous? How did you overcome those nerves?
   - Do you think you will get nervous when they stand in front of the group of adults? Do you think it would be more difficult because they are older than you?
   - What happens when you get nervous?
   - *Have you ever said something that was misinterpreted? Why do you think that happened?
   - *Which parts of our body do you think can communicate more about us?

* We suggest a dynamic which answer these questions in the Resources section.

3 We will do some dynamics with the group.

Depending on the group we will develop one dynamic or another. If we know other interesting dynamics more adequate to that group we will use it and try to share it through the Moodle platform.

4 We will show the PowerPoint document at that point of the session. We will explain the theory combining the elements that have arisen in the debate (as XX said, when we get nervous the heart accelerates …). We will always give time and spaces to youth to speak in order they enrich the course.

5 Any homework?

We will try to remember a situation, in which we've seen ourselves on a video after having been registered, it is not necessary to be in a training situation. We will try to remember what we felt when we saw that video, did we recognize ourselves in the video? Did we like what we saw? Did we feel embarrassed?
Session 7
Simulation
Session 7
Simulation

GOALS
- Adopt the role of trainer.
- Work on empathy.
- Know your facilities and difficulties as trainers.

DESCRIPTION
- This session will try that youth work empathy and see themselves in the role of trainers.

CONTENTS
- Definition of empathy.
- Dynamics to work empathy with youth.
- Recording a role-play made by youth.
METHODOLOGY

0- Exploring homework.
Exhibition of memories we ask to think about in the previous session.

1- Summary of the previous session linking it with the today’s session.

2- Brief presentation of empathy..
   - What is
   - Why should we be able to put ourselves in the place of another,
   - What are the benefits for communication among people.

3- Dynamics to work empathy.

4- Review of the session that each pair prepared in session 5.
   Each pair of youth will review the training session designed and planned during session 5 in order to see how to develop it.

5- Each pair of youth will train a Youth-to-Elderly training session for 5-7 minutes in front of the rest of the group. Facilitators Will record it in order to watch it later and discuss about it.

6- Visualization of the sessions.
   The all group will watch the videos. Facilitators will suggest to emphasize interesting details, comment and propose corrections if necessary.

7- Any homework?
   Facilitators will suggest to youth to think about how to say good bye to to this first training of eScouts project.
Session 8
Distribution in teamworks
Session 8
Distribution in teamworks

GOALS
- Set out the content and course materials for senior adults.
- Establish working groups (in pairs).
- Distribute tasks.
- Decide the calendar and schedule meetings with senior adults.

DESCRIPTION
- This last session we have to focus youth people in developing the training sessions with senior adults.
- It will be a session where facilitators will try to answer the doubts that have arisen, will distribute the remaining tasks per pairs and decide, at least the next meeting.
- If facilitators have already a group of youth people and senior adults who can also start the training, we will schedule the date and time of the first session.

CONTENTS
- Revisión de contenidos y materiales del curso de adultos (ordenador práctico, dinámicas, fichas o temario necesario para entregar a los adultos…)
- Evaluación.
METHODOLOGY

0 Summary of the previous session.

1 Open discussion: Doubts, questions and concerns they have arisen.
   
   If the group is participatory, facilitator can create an open discussion with open questions where everyone can answer.
   If the group is less participatory, maybe facilitators can create a small form with some real study cases to which youth should answer how they think they would be faced these situations. Their answer will help to start the discussion.

2 During the discussion facilitators can observe which issues have been more and less clear.
   Facilitators can use these conclusions to use it as content to the upcoming meetings with youth people.
   If facilitators notice that Youth-to-senior adult training won't be immediate in the calendar, it would be necessary not to lose contact with the group.

3 Availability of youth for the project.
   Facilitators will ask to youth about their availability for the project.
   The use of a table or a calendar where youth write down their availability will help facilitators to create the little groups (on pairs).
   Facilitators, to create the little groups of youth will have in account apart of the availability, the knowledge they have about each member of the group (affinities, characters,...).

4 We will schedule upcoming meetings.
   If facilitators have already the senior adult group created, the facilitator can also schedule their calendar.

5 Evaluation form.
   At the end of this session, facilitators will give an evaluation form.
   In order to guarantee the privacy of users, facilitators will leave the room.

7 Say Goodbye!
   It could be nice to make an original dynamic to say goodbye to this training. This is the last time youth people will see each other as a group.
Annex 5:

Activity planning proposal of Module 3
ELDERLY TRAINING
**Training Elderly Sessions** (14 sessions: at least, 20 hours)

**Target of senior adults:** People older than 55 years old.

**Competencies before doing the training:**
Very basic computer skills knowledge. The user has no autonomy in the use of ICT. The user knows how to use the mouse and move around the computer with the help of someone. The user has used Word processor and internet browsers but always with the help of someone. The user has never use ICT tools in depth.

**Competencies after having done the training:**
Basic computer skills knowledge. The user begins to have autonomy in the use of the Word processor, Internet browsing and proper use of an e-mail account.

**General description of Module 3: Training Elderly Sessions:**
In eScouts project, M3, Youth-to-Senior adults training is planned to be of 20 hours, at least.

During this training, youth will participate as youth facilitators and senior adults will become learners of ICT skills. Facilitators will only participate during this process to help youth facilitators, encourage them, support them, if necessary, and participate in a sort of monitoring of the process.

Depending on the diagnosis made before, youth facilitators will teach one topic or another of ICT skills. In our proposal, Fundacion Esplai thinks about of creating a basis ICT skills in order to guarantee all senior adults, have this necessary level to enrich their growth in ICT skills.

We only make a proposal of Learning content but each organization should decide what senior adults need to be touched.

Our proposal is about having 14 sessions of 1,30 hours each one, divided in 3 different subjects: one talking about how to manage Word text processor, a second issue talking about how to use internet browsers and the third subject talking about internet and e-mail accounts, specifically Gmail.

Taking into account the characteristics of each organization, resources may vary.

The resources presented herein are only a proposal to help facilitators. Taking into account the needs of each group of users that participate in each of the organizations involved in the project, the proposed resources may be these or other that facilitators consider more properly.

Facilitators are responsible for ensuring the proper use of all resources, both material and physical resources, so as to ensure good learning to end users.

Another practical source of examples that may help facilitators to create local trainings of module 3 is on Microsoft Unlimited Potential that it’s online and free in the following link: [http://www.microsoft.com/About/CorporateCitizenship/US/CommunityInvestment/CommunityTechSkills/UPCurriculumDownloads.mspx#English](http://www.microsoft.com/About/CorporateCitizenship/US/CommunityInvestment/CommunityTechSkills/UPCurriculumDownloads.mspx#English) In case you are interested in read it, you will find explanatory manuals for trainers and abundant exercises.
Unit 1: the Word text processor: 5 sessions of 1,30 hours each session.

Goals:
Senior adults learn to use text processor from the beginning.
Once the unit is finished, each learner will know how to properly use the basic features of a word processor like Word.

Methodology:
Young people with the help of the facilitators should plan and organize activities that allow senior adults to accomplish the goals of the unit.
Learning cards, simple and visual, will be used in order to help senior adults to integrate new knowledge.
Facilitators will also suggest a large number of practical exercises to help senior adults to learn easily. Work in pairs or individually will also help them.

Session 1:
Description:
Senior adults learn to open Word processor, open a new document, saving it in different ways and close the program.
Through practical exercises, facilitators will generate a high level of participation among the senior adults participants.
The young facilitator will seek to practical exercises that help to see a practical use of the tool, to the elderly.

Contents:
-To open a document.
-To save a document (on the computer and in a USB memory stick).
-To close a Word document.

Session 2:
Description:
Senior adults learn to use bold and italics in a written document. They will also learn to underline the all text or only a part of it.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
-Bold, Italic and Underline words in a document.
Session 3:
Description:
Senior adults learn to change the font of the text and its size.
They will also learn to write in capitals letters at the beginning of sentence, in individual words or sets of text.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
- Size and font.
- Write in capital letters.

Session 4:
Description:
Senior adults learn to change the font colour in letters, words or sets of text.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
- Colors.
- Insert images.

Session 5:
Description:
Senior adults learn to use the automatic spell-check to check their spelling and grammar mistakes.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
- The automatic spell-check.
Unit 2: Internet: The internet browsers. 2 sessions of 1,30 hours each sesión.

Goals:
Senior adults learn to use internet browsers. Which ones are the best, how to use it, how to write on it, how to search, which tools they have and practical uses of it.
Once, the unit is over, each learner will know how to use correctly the basic options of the Google browser.

Methodology:
Young people with the help of the facilitators should plan and organize activities that allow senior adults to accomplish the goals of the unit.
Learning cards, simple and visual, will be used in order to help senior adults to integrate new knowledge.
Facilitators will also suggest a large number of practical exercises to help senior adults to learn easily. Work in pairs or individually will also help them.

Session 1:
Description:
Senior adults learn to use a web browser, how to gain access it, how to write and what tools and applications can be given.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
-Internet first steps.
-The browser.

Session 2:
Description:
Senior adult will discover some practical reasons to use web browsers. They will look for some newspapers, videos, movies, radio,...
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
-Read newspapers via internet.
-See videos.
-See movies.
-Listen to the radio.
Unit 3: Internet: the email account: 6 sessions of 1,30 hours each sesión

**Goals:**
Senior adults learn to use an email account. They will open their own account and will discover which tools offers, how to use it and how to communicate with other people.
Senior adults will learn to chat through Gtalk, the internal chat of Gmail.
Once, the unit is over, each learner will know how to properly use the basic settings of Gmail.

**Methodology:**
Young people with the help of the facilitators should plan and organize activities that allow senior adults to accomplish the goals of the unit.
Learning cards, simple and visual, will be used in order to help senior adults to integrate new knowledge.
Facilitators will also suggest a large number of practical exercises to help senior adults to learn easily. Work in pairs or individually will also help them.

**Session 1:**
**Description:**
Elderly people open their mail accounts, learn to move through it.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

**Contents:**
- What is e-mail account.
- Open an e-mail account.
- Enter in your e-mail account.

**Session 2:**
**Description:**
Elderly people enter their email account and find tools, folders and mailboxes. They will also discover how many emails can receive in a moment.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

**Contents:**
- Our Mailbox.
- Mailbox Folders.
- Read a received mail.

**Session 3:**
**Description:**
Senior adults enter in their email account and learn how to compose a new email. How to save, to send it later. Senior adults will discover the address book and send emails with attachments.
Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.
Contents:
- Write a new e-mail.
- Address Book
- Attach a file

Session 4:
Description:
Senior adults enter in their email accounts and learn how to reply and forward emails. Learners will also learn how to include more than one recipient. Facilitators will also explain what precautions must be taken into account when using email: which messages is better to not open, how is the best way to write to multiple recipients, ...

Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
- Reply and Forward
- Multiple recipients
- Precautions

Session 5:
Description:
Senior adults enter in their email accounts and learn how to open the application Gtalk of Gmail. Learn which is the main goal og Gtalk and how to open it. They will also discover who is online and who is not using the tool.

Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
- Install Gtalk
- Sign in Gtalk
- Know who is online

Session 6:
Description:
Senior adults will initiate a chat with other classmates. They will discover discover how to add emoticons and how to be more than two contacts in the same written-conversation.

Through practical exercises, we will generate a high level of participation among senior adults participants. Youth facilitators will seek to practical exercises that help trainees to see the practical use of the tool.

Contents:
- Options Gtalk
- Start a written conversation
- Add a contact to the conversation
RESOURCES

Taking into account the characteristics of each organization, resources may vary. The resources on the contents of the training must be facilitated by each organization to its users adding the EACEA logo as well as the Lifelong Learning logo in a visible place of all documents.

Depending on the topics each facilitator-partner decide to carry out during sessions, they will need other resources that do not appear in the following list. At least, we recommend to use:

- A room with chairs, tables and computers.
  We recommend that each user has his own computer, in order to guarantee his autonomy working with computers. If it isn't possible, we can work in pairs.
- Internet connection.
- A projector.
- A blackboard.
- Some pens and markers.
- Papers.