EMPOWER 65
IT Training and Volunteering Integration for Seniors

DIGITAL SKILLS FOR MODERN LIFE

Non-formal education programme

EU Erasmus+ project: Empower65: "IT Training and Volunteering Integration for Seniors"

Project No.: 2024-1-LT01-KA210-ADU-000250298

Project Lead:
NGO The World of Seniors (Lithuania)

Project Partners:
Zemgale Region Human Resource and Competences Development Centre (Latvia)
Association ALTUM (Latvia)
UAB MLM1 (Lithuania)

CONTENT

DESCRIPTION OF THE EDUCATION PROGRAMME

Type of education programme	Non-formal education programme
Target group of the programme	Adults aged 65 and over Other adults
Requirements for prior training and experience in a field relevant to the programme, level of prior knowledge	Module 1 is recommended for learners without prior knowledge of computer skills. Modules 2 - 4 acquisition is possible based on learners' prior computer skills.
Duration of the education programme	54 academic hours
Form of learning	In-person/distance learning
The Implementation language of the programme	English, Latvian, Lithuanian
Educational document certifying completion of the education programme	Certificate of completion of a non-formal education programme or a separate module

THE STRUCTURE OF THE PROGRAMME

The programme is structured as a sequence of four content modules and 3 annexes.

Content modules:
- Module 1 - Introduction to Information Technology (12 hours);
- Module 2 - The World Wide Web for Communication and Collaboration (14 hours);
- Module 3 - MS Windows Environment, Digital Content Creation (12 hours);
- Module 4 - E-services on the Web (16 hours).

Annexes:
- Annex 1 - Pre-/Post-module Questionnaires;
- Annex 2 - Memory Training Games. Methodological guidelines;
- Annex 3 - Icon Games. Methodological guidelines.

PROGRAMME CONTENT AND SEQUENCE OF STUDY

Content modules are designed for skills and knowledge acquisition sequence starting from complete beginner (Module 1) till sufficient amount of self-service skills for everyday use.

Module 1 is designed for learners' without prior knowledge of computer skills.
Modules 2-4 acquisition is possible based on learners' prior computer skills.

It is recommended to learn each module in sequence, because each successive module builds on the previous one, improving people's digital literacy by improving: knowledge, attitudes and skills. The programme can also be completed in separate modules according to the students' previous level of digital skills, which the lecturer assesses using pre-/post-module questionnaires.

To support learners in developing visual recognition and digital fluency, the programme integrates simple yet engaging educational games, such as icon games and memory training games. These games are introduced early in the course to make learning more accessible and enjoyable, especially for participants with limited prior experience in using digital devices.

These games are aligned with competence - based learning principles, helping to build both confidence and competence before moving on to more complex digital tasks.

THE AIM OF THE PROGRAMME

As a result of the educational process, provide **people over the age of 65** with digital self-service skills that are essential for everyday life, using a teaching approach that is appropriate for the learning needs of the target group.

The learner can:
- recognize and overcome fears caused by digital technologies and apply effective methods to new technologies;
- use ergonomical principles to organize the working space;
- calculate the digital footprint;
- effectively perform basic tasks on a computer and smartphone, including file management, internet browsing and app usage, use digital identification, make secure online purchases, use e-signatures;
- access state and municipality information platforms to acquire information and communication;
- communicate securely via email and messaging tools;
- maintain security and data protection while using digital resources and services for various personal and professional needs

The learner knows:
- the basic principles of data security;
- the importance of media literacy for safe communication and information acquisition in the digital environment;
- basic information search methods;
- digital platform basic functionality for information retrieval and communication;

The learner understands:
- how digital skills contribute to personal and professional growth in modern society;
- the importance of digital resources for information acquisition and service accessibility;
- principles of data security and privacy in the digital environment.

KNOWLEDGE AND SKILLS ASSESSMENT

Before studying each module, it is recommended to do a pre-module questionnaire. It is necessary to see the existing digital skills of the learners and their suitability for the module.

After each module it is recommended to do the post-module questionnaire. The pre-/post-module questionnaires employ identical questions to ensure a consistent basis for evaluating participants' progress.

This may be provided in printed form, especially for the first module, to accommodate participants who may not yet be comfortable using digital tools. The questions are designed to be straightforward and non-intimidating, aiming to understand what learners already know and what areas may need more attention during the training.

SCOPE OF THE EDUCATION PROGRAMME

Scope of the education programme	Number of hours	
	In person	Online
Theoretical studies	16	16
Practical lessons	38	38
Total	**54**	**54**

MODULE 1
INTRODUCTION TO INFORMATION TECHNOLOGY

Number of hours: 12

Module 1 is recommended for learners' without prior knowledge of computer skills.

The module aims to develop learners' knowledge, skills, and understanding of IT devices, including computers, tablets, smartphones, ergonomics, and basic computer functions (switch on/off, restart, mouse, keyboard, and language selection).

No	Achievable learning outcome	Topic	Subtopic	Theoretical hours	Practical hours	Methodological tools and forms of teaching organisation
1.	The learner understands their level of digital knowledge and skills and their suitability for the program or module.	Pre-module questionnaire.	Pre-module questionnaire (10 multiple-choice questions).	-	0,5	Before starting the module, distribute the Pre-module questionnaire to assess learners' existing knowledge and digital skills (Annex 1). You may use a digital platform (e.g., Moodle, Google Forms, Kahoot, Socrative) or a printed version depending on the learners' digital readiness.
2.	Learners: • can define key IT concepts and explain the role of IT in daily life, • can perform basic operations with a computer and a smartphone, • know the types of operating systems, • understand the folder and file hierarchy on both a computer and a smartphone.	IT concept, IT units, and devices	The basic concepts of Information Technology (IT), including data processing, software, and hardware components. How IT is used in various fields and its impact on modern society. IT Units. The key components of IT systems include hardware (such as processors, memory, and storage) and software (operating systems, applications, and utilities). It explains how these units interact to perform computing tasks efficiently. IT Devices, such as computers, mobile devices, servers, and networking equipment.	1	1	Whole-class instruction to introduce terminology and definitions. Pair and group work for identifying and classifying various IT devices and components. Individual practical tasks, such as identifying parts of a computer system and distinguishing between hardware and software.

3.	Learners: • can give examples of active digital footprints and information users intentionally share online, • can explain a passive digital footprint and describe how websites collect user data automatically, • can identify common types of virtual waste.	Digital footprint and virtual waste	Insight into active digital footprint – information that a user intentionally shares, such as on social media, forums, or when registering on different platforms. Insight into passive digital footprint – data collected automatically, such as websites tracking user activities through cookies and IP addresses. Definition of virtual waste. Examples of virtual waste: unnecessary files and backups, unused apps, software, unnecessary emails, spam.	0,5	1,5	A blended approach - combining theoretical instruction with interactive and reflective activities. Whole-group discussions to explore how personal data is shared and tracked online. Individual reflection tasks, such as listing examples of their own digital footprint and identifying sources of digital clutter. Guided practical work where learners review their devices and identify unused apps, duplicate files, or unnecessary downloads.
4.	Learners: • can understand the key principles of an ergonomic workplace, • can identify the correct desk and chair height for a comfortable and healthy posture, • can describe the ideal monitor placement and screen brightness, • can demonstrate proper keyboard and mouse positioning, • can perform simple stretching exercises, • can demonstrate wrist and hand movements to avoid repetitive strain injuries, • can create an effective break schedule and movement strategy to maintain productivity and well-being.	Ergonomic working place and ergotherapy at the computer.	Key Principles of an Ergonomic Workspace. Proper desk and chair height. Ideal monitor placement and screen brightness. Keyboard and mouse positioning. Importance of posture and sitting habits. Ergotherapy Techniques for Computer Users. Stretching exercises for reducing strain. Eye relaxation techniques to prevent fatigue. Wrist and hand movements to avoid repetitive strain injuries. Break schedules and movement strategies for long work hours.	0,5	0,5	Analysis and discussion of the workplace - participants analyze their workplace, identify ergonomic problems, and discuss practical solutions for improving comfort and reducing physical strain. Recommended activities: Stretching exercises to relax the neck, shoulders, back, and arms. Eye relaxation exercises, including the "20-20-20" principle (every 20 minutes, look 20 feet away for 20 seconds). Movement breaks every 45-60 minutes. The recommended duration of a break is 5-10 minutes.

5.	Learners: • know how to switch on/off the computer properly, • know how to restart the computer, • can differentiate between sleep mode and shutdown, • can identify different types of computer mice, • can use basic keyboard shortcuts, • can change the keyboard language settings, • can navigate and modify essential computer settings such as volume control, brightness, and Wi-Fi connections.	First steps on the computer: switch on/off, restart, a mouse, a keyboard, language selection.	Basic Computer Functions. Switching the computer on/off properly. Restarting the system to troubleshoot issues. Sleep mode vs. shutdown. Using a Mouse and Keyboard. Types of computer mice (wired, wireless, touchpad). Mouse functions: left-click, right-click, double-click, scroll. Keyboard shortcuts for efficiency (e.g., Ctrl+C for copy, Ctrl+V for paste). Language Selection and Accessibility. Changing keyboard language settings. Additional Computer Settings, such as volume control, brightness, and Wi-Fi connections	0,5	1,5	The instructor demonstrates the basics of turning the computer on, turning it off, restarting it, and using sleep mode, as well as basic system menu navigation. The demonstration should be step-by-step, with clear commentary and visual display on the screen. After the demonstration, learners perform tasks under the guidance of the instructor, repeating each action on their own computer. The instructor provides support, comments on mistakes, and gives immediate feedback. After the demonstration, each learner practices.
6.	Learners can understand the general differences between Android and iOS	An insight into operating systems.	An insight into operating systems. Computers (Desktops & Laptops) - MS Windows. Mobile Devices (Smartphones & Tablets) - Android, iOS, Other Systems.	0,5	0,5	The instructor demonstrates how to complete the task on a smart device, explaining each step and visualizing the action on the screen. The demonstration should be slow, clear, and adapted to the skill level of the participants. After the demonstration, participants repeat the actions on their smart devices. The instructor monitors the work process, provides individual support, and helps to resolve any difficulties that arise. Participants work in pairs, helping each other to complete specific tasks.
7.	Learners: • can identify key components of the Windows desktop interface, including the taskbar, Start menu, and desktop icons,	Desktop and file management in an MS Windows and smartphone.	Understanding the Windows desktop interface (taskbar, start menu, icons). Minimizing, maximizing, and closing windows. Customising the desktop (creating, organizing icons, adjusting the background).	1	2	Live Demonstration. Guided Individual Practice. Each participant works at their own workstation or with their device.

	- can minimize, maximize, and close windows using the taskbar buttons, - can customize the desktop by creating and organizing icons, - can perform basic file operations such as copying, moving, and pasting files, - can create, rename, and delete folders and files. - can manage basic file operations on the smartphone, - can navigate through folders with the help.		Basic file and folder management in MS Windows: Creating, renaming, and deleting folders and files. File management on smartphones. Navigate the File Manager (Android) and Files app (iOS). Navigate through folders (Internal Storage (your phone's built-in memory), SD card (if present), and Cloud storage (Google Drive).) Reading and understanding file paths - the location of a file within a system.			Peer - Teaching Activity. In pairs, participants swap devices and guide each other through a set of tasks - such as moving a file to a new folder or locating a photo in cloud storage - facilitating mutual learning and confidence building.
8.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content.	Self-evaluation Post-module questionnaire	Post-module questionnaire (10 multiple-choice questions).	-	0,5	After completing the module, administer the Post-Module Questionnaire to help students reflect on their learning progress (Annex 1).
	Total hours of Module 1			**4**	**8**	

RECOMMENDATIONS

ICON GAMES (Annex 3)

- Methodological guidelines
- Icon games (Module 1) resources
- The games are also available in printed form as supplementary material for the learning process
- Icon symbols for downloading (in the chosen online tool, e.g., Kahoot, Socrative, etc)

💡 *Outside Module 1, these games can be used to reinforce knowledge in any topic and module of the programme according to the individual learning needs of the students.*

MEMORY TRAINING GAMES (Annex 2)

- Methodological guidelines

MODULE 2
THE WORLD WIDE WEB FOR COMMUNICATION AND COLLABORATION

Number of hours: 14

Module 2 acquisition is possible after the completion of Module 1 or based on learners' prior computer skills.

This module aims to equip learners with the knowledge needed to use the World Wide Web effectively for communication and collaboration.

No	Achievable learning outcome	Topic	Subtopic	Theoretical hours	Practical hours	Methodological tools and forms of teaching organisation
1.	The learner understands their level of digital knowledge and skills and their suitability for the program or module.	Pre-module questionnaire.	Pre-module questionnaire (10 multiple-choice questions).	-	0,5	Before starting the module, distribute the Pre-Module Questionnaire to assess learners' existing knowledge and digital skills (Annex 1). You may use a digital platform (e.g., Moodle, Google Forms, Kahoot, Socrative) or a printed version depending on the learners' digital readiness.
2.	Learners: • can understand the principles of Internet operation, • can recognize and manage different types of Internet connections, • can identify the advantages and disadvantages of using public Wi-Fi, • can understand mobile data networks, • can create and manage secure passwords, • can enhance Internet safety and privacy, • can identify and prevent phishing and online scams.	The World Wide Web and the Internet. Internet access and Wi-fi, mobile data, passwords.	World Wide Web (www) - principles of the Internet operation. Types of Internet connections for devices (wired, wireless, broadband). Understanding wireless network connections and routers. Public Wi-Fi networks – Pros and cons of using public Wi-Fi and safety tips. Mobile Data - basics of 3G, 4G, and 5G networks and their speed. Managing Mobile Data Usage. Understanding and Managing Passwords. Principles of creating strong passwords. Common Password Security Mistakes. Internet Safety and Privacy. Protecting personal data from cyber threats. Basic Internet Security Measures – Using firewalls, antivirus software, and secure websites (HTTPS). Phishing and Scams.	1	1	Interactive Presentation and Visual Aids. Demonstration of Real-World Scenarios. Group Work. Identifying Safe and Unsafe Internet Practices. Students work in small groups to evaluate different scenarios related to Internet use (e.g., using public Wi-Fi, receiving suspicious emails, weak password examples). Groups present their conclusions and suggested best practices. Practical Exercises on Devices under supervision.

3.	Learners: • can differentiate between various types of reliable sources and recognize unreliable ones, • can critically evaluate online information for accuracy, bias, and authenticity; • can explain the concept of personal data protection and identify different types of sensitive data, • can explain the purpose and functionality of incognito mode in web browsers, including its benefits and limitations.	Basics of media literacy - information flow and critical thinking. Data security, web fraud, trolling, etc.	Source of Information Reliability. Understanding and Evaluating Trustworthy Sources. Criteria for Reliable Sources, Types of Reliable Sources, Identifying Unreliable Sources, Evaluating Online Information. Personal Data Protection – Entering Sensitive Data on Websites. Explanation of Sensitive Data, European Personal Data Protection Regulation. Usage of Multi-Factor Authentication - Phone, Email, ID, Bank, etc. Browsers Incognito Mode.	0,5	1,5	The instructor introduces participants to the basic concepts of digital security using real-life examples and visual materials. Participants independently complete tasks on their devices, applying the principles learned in the presentation. The instructor provides brief advisory support. Participants analyze real or simulated online content (social media posts, fake news, fraudulent websites), identifying signs of manipulation, false information, and data security risks. The instructor demonstrates web and device security tools (e.g., password managers, browser security settings, antivirus solutions) and explains their practical application.
4.	4. Learners: • can identify and explain the components of a URL and their functions, • can analyze the structure of web addresses to determine website credibility and security, • can use effective search techniques, • can add, organize, and manage bookmarks in web browsers for quick access to frequently visited websites.	Www addresses, information search, and adding bookmarks on Google platform.	Understanding www Addresses and URL Structure. The components of a URL. Effective Information Search on Google. Using keywords and phrases effectively to improve search results, filters for date, location, or language. Adding and managing bookmarks on browsers.	0,5	1,5	Presentation with Demonstration. The teacher explains the components of a URL (e.g., protocol, domain name, path) using real-life website examples. This is followed by a live demonstration in a web browser. Practical Search Activity. Learners are given a task (e.g., "Find the nearest vaccination point" or "Search for beginner computer courses in your region") and must use Google search with effective keywords, quotation marks, and filters (date, language, location). Individual Practical Work. Learners open the browser, search for a topic of interest, and bookmark at least two pages. They create a folder for personal resources.

5.	Learners: • can choose an appropriate username by understanding available options and platform requirements, • can create strong and secure passwords using a mix of letters, numbers, and special characters, • can configure location and language settings to personalize Google services and enhance the user experience, • can enable verification and security measures, including two-factor authentication, email/phone verification, and account recovery option, • can understand and agree to Google's Terms of Service and Privacy Policy while being aware of data protection rights.	Creating a Google account.	Username. Choosing a username involves understanding the available options and requirements. Password. A secure password should include a mix of letters, numbers, and special characters. Location (Region and Language). Language settings that will tailor Google services to your preferred language. Verification and security. Enabling two-factor authentication, verifying email/phone, and setting up account recovery options. Agreeing to Terms and Conditions	-	1	The instructor demonstrates the process of creating a Google account, explaining each step and emphasizing the importance of secure usernames and passwords. The demonstration should be slow, clear, and adapted to the participants' level of digital literacy. Following the instructor's demonstration, learners create their own Google account (or use the demonstration template). A brief explanation of secure password principles, two-factor authentication, data protection, and the risks associated with creating an insecure account.
6.	Learners: • can select a logical and professional email username that reflects their identity or purpose, • can apply best practices for composing simple emails, including subject lines, tone, and content organization,	Creating an email account and use.	Logical Email Username Selection Choose a username that reflects your name or purpose (e.g., first name, initials, or a combination). Creating Email Principles. Clear and Understandable Subject. Polite and Professional Tone. Clear and Structured Content. Correct Grammar and Spelling. Avoid Unnecessary Attachments and Long Emails. Closing Sentence and Signature.	0,5	1,5	Instructor-led. Demonstration. Step-by-step walkthrough of the email account creation process using a projector or shared screen. Guided Individual Work. Discussion and Reflection. Analysis of good vs. poor examples of email writing. Optional use of memory and recognition games (e.g., Kahoot) to reinforce terminology and etiquette.

	- can use correct grammar and spelling to enhance email clarity, - can manage email attachments effectively, - can organize emails efficiently using folders, labels, and filters for better email management.		Email organization in folders, reviewing, and deletion. Organizing, reviewing, and deleting emails in folders makes email management more efficient.			
7.	Learners: - can explain how social networking sites facilitate global communication and networking, - can use social media for effective information sharing, including news, updates, and educational content, - can assess privacy risks associated with personal data sharing on social media platforms, - can explain the impact of excessive social media use on mental health, including anxiety, depression, and self-esteem issues, - can navigate the key features of social networking platforms, including posts, stories, direct messaging, and groups, - can understand the differences between desktop	Web apps for communication and collaboration: installation and use (web apps, email apps, messaging and video calling apps, online platforms).	The use of social networking sites: Facebook, Instagram,Tik tok, Snapchat, Linkedin etc. Advantages: Connectivity: Social networking sites allow people to connect with friends, family, and others globally, fostering communication and networking. Information Sharing. Dangers. Privacy Risks. Personal data sharing on platforms. Cyberbullying and Harassment - Social media can be a platform for harmful behavior, including cyberbullying and harassment. Mental Health Impact - Excessive use of social networking sites can lead to anxiety, depression, and poor self-esteem, negative feedback. Addiction - Constant use of social media can lead to time-wasting and addiction, affecting productivity and social relationships. Social Networking Sites Functionality. Social networking sites offer mobile versions of their platforms through apps. These mobile versions have additional features,	1	1	The instructor introduces various communication tools and social networking platforms, demonstrating how to install them, create accounts, and use their basic functions. Students independently perform tasks on their devices: installing applications, creating accounts, and exploring interfaces. The instructor provides individual support and supervises the process. Participants discuss their experiences with communication and social networking, discussing challenges and practical benefits.

				0,5	1,5	
	- and mobile versions of social media apps, - can manage app permissions to control access to personal data (e.g., location, contacts, camera, and microphone), - can use and synchronize online tools and mobile apps for communication: Messenger, WhatsApp, Zoom, Google Meet, - can create messages, groups, invitations, and online videos.		such as push notifications, real-time updates, and camera access for easy photo and video sharing. Permissions for Accessing Personal Data on Mobile Phones. Online tools and mobile applications for communication: Messenger, WhatsApp, Viber, Online tools and mobile applications for learning, training and video call: Zoom, Ms Teams. Using Communication Tools and Synchronization Across Different Devices. Shutdown and Security of the Web Work Environment. Creating Messages, Creating Groups, Invitations, and Online Video.			
8.	Learners: - can identify the most common AI tools and their applications across different fields; - can simply explain AI operation principles; - can understand the importance of data quality in AI systems and how biased, incomplete, or incorrect data can affect AI accuracy; - can understand the difference between AI tools and Google Search.	Artificial Intelligence: Principles, Risks, and Everyday Applications.	The use of the most common AI Tools. AI tools are used in various fields for automating tasks, analyzing data, creating content, and enhancing productivity. Examples include chatbots, virtual assistants, recommendation systems, image recognition, and natural language processing tools. AI Operation Principles. AI operates based on algorithms and models trained on large datasets. Machine learning, a subset of AI, allows systems to learn from data and make decisions or predictions. Data Accuracy. The accuracy of AI systems depends on the quality and relevance of the data they are trained on. If the data is biased,	-	0,5	Instructor-led presentations with multimedia support to introduce AI concepts (videos, infographics). Guided discussion prompts to evaluate potential risks (privacy, misinformation) and benefits (efficiency, accessibility) of AI.

		incomplete, or incorrect, the AI's predictions or outputs may also be flawed. AI Tools as Everyday Assistants and Their Difference from Google Search.			
9.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content	Self-evaluation. Post-module questionnaire	Post-module questionnaire (10 multiple-choice questions).	-	0,5	After completing the module, administer the Post-Module Questionnaire to help students reflect on their learning progress. (Annex 1).
			Total hours of Module: 2	**4**	**10**	

RECOMMENDATIONS

ICON GAMES (Annex 3)

- Methodological guidelines
- Icon games (Module 2) resources
- The games are also available in printed form as supplementary material for the learning process
- Icon symbols for downloading (in the chosen online tool, e.g., Kahoot, Socrative, etc)

Outside Module 2, these games can be used to reinforce knowledge in any topic and module of the programme according to the individual learning needs of the students.

MEMORY TRAINING GAMES (Annex 2)

- Methodological guidelines

MODULE 3
MS WINDOWS ENVIRONMENT, DIGITAL CONTENT CREATION

Number of hours: 12

Module 3 acquisition is possible after the completion of Module 2 or based on learners' prior computer skills.

The module aims to gain knowledge on operating systems MS Windows environment: desktop, files, folders, MS Word, document creation, photo and video editing, photo processing and video use.

No	Achievable learning outcome	Topic	Subtopic	Theoretical hours	Practical hours	Methodological tools and forms of teaching organisation
1.	The learner understands their level of digital knowledge and skills and their suitability for the program or module.	Pre-module questionnaire.	Pre-module questionnaire (10 multiple-choice questions).	-	0,5	Before starting the module, distribute the Pre-Module Questionnaire to assess learners' existing knowledge and digital skills (Annex1). You may use a digital platform (e.g., Moodle, Google Forms, Kahoot, Socrative) or a printed version depending on the learners' digital readiness. Encourage honesty and remind students that the test is for their own benefit and progress tracking - not for grading.
2.	Learners: • can create, rename, move, copy, delete folders and files in the Windows operating system, • can organize files and folders using a structured approach based on themes, projects, or time-based categorization, • can recognize and interpret file paths to understand folder hierarchy and file locations in Windows and mobile devices,	Managing files and folders (create, copy, move, delete).	MS Windows: Folder Creation, Renaming, Moving, Copying, Deletion. Creating Folder and File Structures in Windows. Practically Created File and Folder Structure Based on Time or Thematic Organization of Folders and Files. File Structures on Mobile Phones. Reading and Understanding File Paths. Searching for Lost Documents, Search Keywords, and Search Engine Settings.	1	1	Demonstration and explanation by the instructor of file and folder management operations (create, rename, move, copy, delete) in MS Windows and on mobile platforms. Scenario-based practice. Students create a personal file structure based on a task (e.g., organizing travel photos or study materials). Group reflection on best practices in file organisation.

	• can compare file structures between Windows computers and mobile phones, identifying differences in file management, • can use Windows search tools and search filters (e.g., file type, date modified, keyword search) to locate lost or misplaced documents.				
3.	Learners: • can understand the differences between installed Microsoft Word and online Google Docs, • can open the word processing programme (MS Word or Google Docs) and create a new document, • can save documents in different formats, including cloud storage options (Google Drive) and local storage, • can input, edit, and format text using basic word processing function, • can open and edit text documents on mobile devices using mobile apps for MS Word and Google Docs.	First steps in Word processing (e.g. MS Word or Google Word).	Usage and differences between installed MS Word and online Google Docs. Availability of online Word processing. First steps in Word processing: Opening the programme, creating a new document, saving. Text input and formatting. Structure and parts of a formal document. Opening a text document on a mobile phone. Data conversion formats for downloaded document reading.	0,5	1,5

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Instructor-led demonstrations showing how to open word processing tools (MS Word, Google Docs), create a new document, and save it in various formats.
Guided practice sessions learners follow step-by-step instructions to format text (bold, italics, font size, alignment) and build the structure of a formal document (title, paragraphs, bullet points).
Mobile use demonstration. Opening and viewing documents on smartphones, understanding file types and formats (.doc, .pdf).

4.	Learners: • can save photos from the web to a computer and identify the most commonly used photo formats (e.g., JPG, PNG, GIF), • can use free online photo editing tools for basic edits, such as cropping, resizing, and enhancing photos, • can make photo collages using online tools and templates, • can upload photos to various websites and platforms, • can make a digital photo album, • can save and organize photos on a mobile phone, • can use built-in tools to edit photos, • can rotate the photo, enhance quality and re-save the photo.	Photo editing, uploading/downloading.	Using a computer for photos. Saving photos from the Web to a computer, the most frequently used formats (e.g., JPG, PNG, GIF). Photo viewing websites and programs. Free online photo editing tools, collage making websites. Uploading photos to websites. Make a digital photo album. Using mobile phones for photos. Saving and organizing photos on a mobile phone. Opening photos. Using built-in tools for editing photos. Rotating the photo, enhancing quality, and re-saving.	0,5	1,5	Instructor-led demonstrations of how to download and save images from the web in common formats (JPG, PNG, GIF). Step-by-step practice in using free online tools (e.g., Canva, Pixlr, Fotor) for photo editing and collage creation. Hands-on training in uploading photos to websites, email, or shared drives and creating a digital photo album. Demonstration of built-in photo apps on mobile phones for organizing, viewing, editing (cropping, rotating, enhancing), and re-saving images.
5.	Learners: • can use basic video editing tools to perform simple tasks such as trimming, adding text, and adjusting audio levels, • can download and reopen a video on a computer or mobile phone, • can add online video links to messages or save them for personal use.	Video uploading/downloading.	Basic video editing tool usage. Uploading videos to social media, data units. understanding data uploading. Video data formats and conversion options to reduce file size. Downloading videos on a computer or mobile phone. Reopening videos. Adding online video links to messages or saving them for personal use.	0,5	1,5	Instructor demonstrations on how to upload videos to social media platforms (e.g., YouTube, Facebook) and how to manage privacy settings. Guided practice in downloading videos from the internet using legal and safe methods (e.g., YouTube offline mode, educational archives). Individual practical work on video upload/download tasks using a computer or mobile phone.

6.	Learners: • can understand the purpose and key elements of visual materials in communication, • can apply design elements (e.g., color scheme, typography, layout) to create nice visuals, • can create and format simple slides in MS PowerPoint, applying basic design principles, • can navigate the Canva interface and understand its basic features, • can select templates for various purposes, such as presentations, posters, and social media content, • can customize designs by adjusting colors, fonts, images, and layouts to meet specific design needs, • can export the visual for sharing, • can share visuals through email, social media platforms.	Basics of creating visual materials (e.g., MS PowerPoint or Canva).	Introduction to visual materials. Purpose of visual materials in communication. Key elements of visuals. Simple design principles for visuals. Consistency in design elements. Using color theory and typography effectively. Importance of spacing and alignment. MS PowerPoint basics. Creating and formatting slides. Using themes. Inserting text, images, and media. Transitions and animations for visual impact. Canva basics. Introduction to the Canva interface and features. Selecting templates for presentations, posters, and social media. Customizing designs (colors, fonts, and images). Canvas exporting. Saving and sharing visual materials. Exporting visuals in different formats (PDF, PNG, etc.). Sharing visuals via email or social media platforms.	0,5	2,5	Instructor-led presentations introducing the purpose of visual materials, key design principles, and the importance of color, typography, and layout consistency. Step-by-step demonstrations on how to use MS PowerPoint to create and format slides, apply themes, and add multimedia elements like images and animations. Guided tutorials on navigating Canva, choosing templates, customizing designs, and exporting finished visuals. Practical assignments where learners create their own presentations or posters using PowerPoint or Canva. Group discussions and peer feedback to improve design choices and presentation skills.
7.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content.	Self-evaluation. Post-module questionnaire.	Post-module questionnaire (10 multiple-choice questions).	-	0,5	After completing the module, administer the Post-Module (Annex 1). Questionnaire to help students reflect on their learning progress.
	Total hours of Module: 3			**3**	**9**	

RECOMMENDATIONS

ICON GAMES (Annex 3)

- Methodological guidelines
- Icon games (Module 3) resources
- The games are also available in printed form as supplementary material for the learning process
- Icon symbols for downloading (in the chosen online tool, e.g., Kahoot, Socrative, etc)

💡 *Outside Module 3, these games can be used to reinforce knowledge in any topic and module of the programme according to the individual learning needs of the students.*

MEMORY TRAINING GAMES (Annex 2)

- Methodological guidelines

MODULE 4
E-SERVICES ON THE WEB

Number of hours: 16

Module 4 acquisition is possible after the completion of Module 3 or based on learners' prior computer skills.

The module aims to gain knowledge of state, municipal, educational, service, and leisure websites and apps.

No	Achievable learning outcome	Topic	Subtopic	Theoretical hours	Practical hours	Methodological tools and forms of teaching organisation
1.	The learner understands their level of digital knowledge and skills and their suitability for the program or module.	Pre-module questionnaire.	Pre-module questionnaire (10 multiple-choice questions).	-	0,5	Before starting the module, distribute the Pre-Module Questionnaire to assess learners' existing knowledge and digital skills (Annex 1). You may use a digital platform (e.g., Moodle, Google Forms, Kahoot, Socrative) or a printed version depending on the learners' digital readiness. Encourage honesty and remind students that the test is for their own benefit and progress tracking - not for grading.
2.	Learners: • can understand online banking platforms, their features and benefits, • can create and manage an online bank account; • can create strong, secure passwords, • can implement two-factor authentication, • can perform online transactions: transfer money, pay the bills, set up automatic payments, and monitor transactions safely,	Internet Banking.	Introduction to internet banking. Understanding online banking platforms, their features, and benefits. Creating and managing an online bank account: Step-by-step guidance on setting up an account, logging in securely, and navigating the interface. (using screenshots with hidden data). Security and fraud prevention: best practices for password protection, two-factor authentication, recognizing phishing scams, and avoiding financial fraud. Performing online transactions. Demonstrating how to transfer money, pay the bills, set up automatic payments, and monitor transactions safely.	0,5	0,5	Instructor-led presentations introducing the basics of internet banking, platform features, and benefits. Step-by-step guided walkthroughs using annotated screenshots or live demonstrations to show account setup, secure login, and navigation of banking interfaces. Individual computer or tablet use for practical tasks under instructor supervision.

	• can understand when and how to contact bank support for issues.					
3.	Learners: • can overview government-run digital platforms and mobile apps used by citizens to access public services and information, • can navigate government websites and portals to find information, • can understand e-government services, how to access health and education services, apply for permits and pay taxes, • can use platforms to contact local authorities, • can understand how to safeguard personal data when using state and municipal platforms, • can identify common issues when using government apps or platforms, and know how to contact support services.	State and municipal platforms /apps. Search for information and communication.	Introduction to state and municipal platforms/apps. Overview of government-run digital platforms and mobile apps used by citizens for accessing public services and information. Navigating government websites and portals: using official state and municipal websites to find information on public services, legal matters, and civic responsibilities. E-Government services: online services available through state and municipal apps, such as accessing health or education services, applying for permits, paying taxes. Digital communication with authorities: how to use platforms to contact local authorities, submit requests, and track the status of public service applications or complaints. Security and privacy on government platforms: best practices for safeguarding personal data when using state and municipal platforms, including recognizing legitimate websites and avoiding scams. Troubleshooting and support: how to handle issues when using government apps or platforms, including how to contact support services or find helpful resources.	0,5	1,5	Instructor-led demonstrations of official websites and mobile applications (e.g., national portals, municipal platforms). As each country has its own e-government platforms and applications, the content and examples should be adapted accordingly to reflect national systems. Step-by-step guided exploration of public service information (e.g., health, education, tax, permits). Case-based learning using real-life scenarios (e.g., how to apply for a municipal permit or book a medical appointment). Individual work on devices (computers, tablets, or smartphones) to navigate selected platforms.

	Learners:					
4.	Learners: • can understand the legal recognition of e-signatures and their role in digital transactions, • can follow step-by-step instructions to obtain a digital signature, including identification and registration process, • can identify where and how e-signatures can be used, • can create and use an e-address, • can explore the advantages of using e-signatures and e-addresses.	Using an e-signature and creating an e-address.	Introduction to E-signatures: how it is legally recognized, and its role in digital transactions. Creating and using an E-signature: Step-by-step instructions on how to obtain a digital signature, including necessary identification and registration processes (e.g., eID card, mobile ID). E-signature application. Where and how e-signatures can be used for signing contracts, government documents. Creating an E-address. Secure communication with public authorities and accessing state services. The advantages of using an E-signature and E-address. Exploring the advantages of these digital tools, such as convenience, security, time-saving, and avoiding paperwork.	0,5	1,5	Live demonstrations of how to access and use national platforms for obtaining an e-signature and creating an e-address (e.g., using a national eID portal or mobile ID system). Step-by-step instruction guides provided in printed or digital format to support learners through the setup process. Individual hands-on tasks, where learners simulate or, where possible, complete their own e-signature registration and test its use in a controlled environment. Q&A sessions and guided discussions to address concerns related to digital security, privacy, and trust in digital identification systems.
5.	Learners: • can outline the typical user registration process on e-commerce and advertising platforms, • can explain the function and purpose of the shopping cart feature within online retail platforms, • can add items to a virtual shopping cart, • can understand the common checkout and payment methods offered by online shopping platforms,	Shopping and advertising platforms/apps.	Shopping and advertising platforms. Overview of their main functions: Operation Principles (platforms connect buyers and sellers, platforms act as marketplaces). Registration (Users typically need to create an account by providing an email address, phone number, or social media login). Shopping cart cart (Users can add items to a virtual shopping cart while browsing). Checkout and payment (Payment options typically include credit/debit cards, PayPal, Apple Pay, Google Pay, and sometimes cryptocurrency). Order Tracking and Delivery. Advertising and Promotions.	0,5	1,5	Multimedia presentations introducing major shopping and advertising platforms (e.g., Amazon, Etsy, local/regional platforms). Demonstration videos and live platform walkthroughs showing account creation, shopping cart usage, and the checkout process. Simulated shopping tasks, where learners practice searching for items, comparing prices, and understanding payment/delivery options. Digital safety guidelines, including how to recognize trustworthy platforms, avoid scams, and protect personal data. Adapt the learning materials to include locally relevant platforms and payment services,

	• can describe the processes of order tracking and delivery within the context of online shopping, • can explain the role and common strategies of advertising and promotions on these platforms.					ensuring learners can directly relate the content to their own digital environment.
6.	Learners: • can explain how Google Maps provides directions for different modes of transport, real-time traffic updates, and access to local business details, • can outline how *Booking.com* enables users to search and book accommodations, flights, and car rentals, highlighting the role of reviews and price comparisons, • can understand how Airbnb.com allows users to find diverse types of accommodations and activities in various locations, • can understand how TripAdvisor.com provides reviews and facilitates the planning and booking of hotels, restaurants, and activities,	Travel apps including Google Maps, Booking.com.	Google Maps - Provides navigation, real-time traffic updates, local business information, and maps for directions, walking, driving, and public transportation. Download: Google Play / App Store Booking.com - Allows users to search and book hotels, flights, and car rentals worldwide. Includes user reviews, price comparisons, and instant booking confirmation. Download: Google Play / App Store. Airbnb.com - Lets you book unique stays, such as homes, apartments, and even experiences in various locations worldwide. Download: Google Play / App Store TripAdvisor - Provides reviews of hotels, restaurants, and activities. Also helps with planning trips and booking experiences or tours. Download: Google Play / App Store. Skyscanner/Momondo - Used to search and compare flights, hotels, and car rentals from various travel providers to get the best deals. Download: Google Play / App Store.	1	1	Multimedia presentations introducing key travel apps: Google Maps, Booking.com, Airbnb, TripAdvisor, Skyscanner, Momondo, Google Trips, and trusted local platforms. Demonstration videos or live app walkthroughs, showing how to search for accommodations, view reviews, book travel, and use navigation tools. Practical tasks using smartphones or computers to download apps from Google Play or the App Store, create accounts, and explore features (e.g., booking a hotel or planning a route). Case studies and simulated travel planning activities, where learners create fictional trips using real app tools (e.g., choosing destinations, comparing accommodation prices, or finding transit options).

	• can understand how Skyscanner/Mom ondo help users find the best deals on flights, hotels, and car rentals from multiple providers, • can explain how Google Trips assists in organizing travel itineraries.		Google Trips Organize your trip details, including flight reservations, hotel bookings, and things to do. Automatically creates itineraries based on your emails. Trusted local platforms.			
7.	Learners: • can explain how digital health platforms provide access to e-prescriptions, medical records, and doctor appointment scheduling, • can recognize secure authentication methods used on digital health platforms, such as national digital IDs, Smart-ID, mobile ID, internet banking login, and biometric access. • can demonstrate the ability to navigate a health platform interface (simulation or real example), including viewing medical records and booking an appointment online, • can explain the importance of data privacy and personal security when using digital health services,	Health and medical platforms /apps.	Introduction to Digital Health Platforms, used worldwide to provide citizens with digital access to essential healthcare services. These platforms, usually managed by national health authorities or certified private providers, aim to improve healthcare accessibility, efficiency, and transparency. Common Features of Health Platforms and Apps: access to personal health records (e.g., lab results, diagnostic history, treatment plans; e-prescriptions and medication tracking; online appointment scheduling with doctors and specialists; vaccination records and reminders; telemedicine services (e.g., video consultations, chat with healthcare providers and health monitoring tools and digital wellness diaries. Authentication and Security - to protect sensitive health information, most countries use secure identification and authentication methods, such as:	0,5	1,5	emonstrations: Use instructional videos or live demonstrations showing how to access and navigate health platforms (e.g., accessing medical records, booking appointments). Step-by-Step Guides: Provide printable and digital guides with screenshots tailored to international examples (e.g., EU and national platforms). Individual Learning: Learners explore local and international platforms independently and report their findings. Simulated Scenarios: Create role-playing exercises where learners simulate using health platforms to access information, book an appointment, or consult a doctor online.

	including the role of two-factor authentication and secure login methods, • can compare digital health access methods used in different countries, acknowledging local systems and international practices.		national digital identity (e.g., eID, ID-card readers), two-factor authentication methods like Smart-ID or mobile ID apps, internet banking credentials for log-in, biometric access (e.g., fingerprint or facial recognition on mobile apps).			
8.	Learners: • can describe how these tools allow for ticket purchases at any time and from any location, along with instant booking and mobile access, • can compare ticket prices from many events in one place, • can recognize special offers and loyalty programs designed to reduce ticket costs, • can describe secure options such as credit/ debit cards, PayPal, mobile wallets, and one-time online card payments, • can explain the concept of tailored recommendation based on individual preferences, • can understand how purchasing through these channels helps ensure the legitimacy of tickets.	Ticket purchase platforms / apps.	Ticket purchase platforms and apps. Convenience. Purchase tickets anytime, anywhere with instant booking and mobile access. Variety of options: Find tickets for various events and compare prices. Discounts and deals: Access special offers and loyalty rewards. Secure Payment Methods: Use secure payment options like cards, PayPal, and mobile wallets, one time online card. Real-Time Updates and Alerts: Receive notifications for event changes and price drops. Personalized Experience: Get tailored recommendations based on preferences. Reduced Risk of Fraud: Ensure legitimate tickets from official sources.	0,5	1,5	Demonstrations. Demonstrations showing how to navigate popular ticketing platforms and mobile apps, search for events, select seats, and complete purchases securely. Case Studies and Comparisons. Analyse different ticketing platforms used internationally, highlighting features, pricing models, and security measures. Simulated Exercises. Role-play scenarios where learners practice purchasing tickets for various events, applying discounts, and using secure payment methods.

9.	Learners: • can understand how being able to use leisure websites, such as YouTube, on various devices enhances convenience, • can identify the different types of media available on streaming services such as Netflix and local providers, • can understand what data privacy entails and how 2FA helps protect your accounts, • can describe how secure transactions are conducted online, • can recognize the risks associated with malware and phishing attempts while using leisure websites and apps, • can apply security tips for safe use of leisure websites and apps, including creating strong passwords, verifying HTTPS, updating apps, and enabling two-factor authentication.	Leisure Websites and Apps: TV, YouTube, and More	Convenience and Accessibility. Cross-Platform Use. Works on different devices: Variety of Content. Popular platforms like YouTube for a range of user-generated content, including tutorials, comedy clips, news, music videos, and much more. Streaming services such as Netflix, and local providers provide a broad selection of TV shows, movies, documentaries, and original productions tailored to diverse audiences. Security Considerations for Leisure Websites and Apps. Data Privacy - two-factor authentication (2FA) . Security of Payment Information. Malware and Phishing Risks. Security Tips for Safe Use. Strong Passwords, Check for HTTPS, Update Your Apps, Two-Factor Authentication.	0,5	0,5	Demonstrations. Guided walkthroughs of popular leisure platforms such as YouTube, Netflix, and local streaming services, showing how to browse, search, and customize content. Hands-on Practice:. Allow learners to explore various apps on different devices (computers, smartphones, tablets) to experience cross-platform accessibility. Security Workshops. Interactive sessions focused on data privacy, emphasizing the use of strong passwords, two-factor authentication (2FA), and identifying secure websites (checking HTTPS)
10.	Learners: • can identify platforms that partner with reputable institutions and experts (e.g., Coursera, edX, LinkedIn Learning) as indicators of reliability,	Information and training websites.	Truthfulness of Information Source Verification. Platforms like Coursera, edX, and LinkedIn Learning partner with respected universities and experts, ensuring accuracy and reliability. Independent Reviews and Feedback. Websites like Udemy and Skillshare	-	1,5	Demonstrations and Guided Exploration. The instructor guides learners through various information and reputable online learning platforms, demonstrating how to navigate, search for courses, verify sources, and assess instructor credentials.

	• can understand how user ratings can help in assessing the trustworthiness of learning materials on Udemy/Skillshare, • can identify platforms (e.g., Coursera, edX) that offer recognized certifications from established universities, • can understand why regularly updated materials indicate a more trustworthy learning resource, • can understand the importance of platform security when engaging in online learning.		provide user ratings that help assess course quality and reliability. Accreditation. Ensure certifications are recognized by employers or institutions. Platforms like Coursera and edX provide certificates from top universities. Updated Content. Trustworthy platforms regularly update their courses to reflect current knowledge, especially in fast-evolving fields like tech and science. Expertise of Instructors. Check the qualifications of instructors listed on platforms like LinkedIn Learning and Khan Academy to ensure they are experts in their fields. Security of the Platform. Risks and Dangers. Unverified Content, Scams and Fake Certifications, Privacy and Data Risks.			Hands-On Activities. Learners independently explore selected platforms (e.g., Coursera, Udemy, Khan Academy) to find courses related to their interests or profession. They practice reading reviews, checking accreditation, and identifying course updates. Security Awareness Training. Practical sessions on recognizing secure websites (HTTPS), understanding privacy policies, and identifying potential scams or fake certifications help build safe online learning habits.
11.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content.	Self-evaluation. Post-module questionnaire.	Post-module questionnaire (10 multiple-choice questions).	-	1	After completing the module, administer the Post-Module Questionnaire to help students reflect on their learning progress (Annex 1).
Total hours of Module 4				**5**	**11**	

RECOMMENDATIONS

**ICON GAMES
(Annex 3)**

- Methodological guidelines
- Icon games (Module 4) resources
- The games are also available in printed form as supplementary material for the learning process
- Icon symbols for downloading
  (in the chosen online tool, e.g., Kahoot, Socrative, etc)

💡 *Outside Module 4, these games can be used to reinforce knowledge in any topic and module of the programme according to the individual learning needs of the students.*

**MEMORY TRAINING GAMES
(Annex 2)**

- Methodological guidelines

RESOURCES FOR THE PROGRAMME

Teaching materials:
- non-formal education programme "Digital Skills for Modern Life",
- Icon games,
- educational games ("introduction", memory games, and etc.),
- methodological guidelines,
- presentations, handouts for students.

Equipment:
- desks and chairs,
- laptops or desktop computers/tablets for each student,
- multimedia,
- whiteboards and markers,
- resources for educational games.

Digital resources:
- internet access,
- software according to the content of the curriculum: Microsoft Windows 10/11 - MS Word, MS PowerPoint,
- access to the learning platform (e.g. Moodle, Kahoot, Socrative),
- for remote learning, access to the ZOOM online platform (or an alternative).

Intellectual resources for the programme (teachers involved in the implementation of the programme, their education and/or professional qualifications and work experience):
- higher education or further education in IT,
- professional skills according to the content of the programme,
- desired competences and teaching experience in adult education, including for senior audiences in the IT area.

TEACHING METHODS TO IMPLEMENT THE PROGRAMME

To ensure effective learning for seniors aged 65+, the teaching methods used in the programme are grounded in principles of adult learning, neuroscience-based memory training, and digital inclusion. These methods are selected to accommodate the cognitive, physical, and emotional aspects of older adult learners.

Doesn't matter how long your training lasts, each lesson should consist of five basic parts:
- introduction and agreement on learning outcomes,
- ice breaker games,
- content delivery,
- summary and conclusions,
- feedback (verification of learning outcomes).

ENSURING THE QUALITY OF THE PROGRAMME IMPLEMENTATION

To ensure successful and sustainable implementation, the programme applies a comprehensive quality assurance framework encompassing four key dimensions: process, content, environment and governance. Each dimension is addressed through specific strategies designed to maintain high standards and support continuous improvement.

Process:
- face-to-face or online training, 1 (one) session of 1 - 2 hours duration;
- trainers' competence: trainers are selected based on experience in adult education, especially with older learners, and receive preparatory training in age-sensitive pedagogical methods (if needed);
- feedback mechanisms: short feedback forms (which can be verbal or written) are collected from participants after each session to assess satisfaction, clarity and relevance.

Content:
- curriculum alignment. Content is directly aligned with defined learning outcomes and regularly reviewed to ensure relevance and accuracy;
- adaptation to learners' needs. Materials are adapted for readability, accessibility (e.g., larger fonts, visual aids), and cultural relevance;
- inclusion of up-to-date topics. Digital trends (e.g., AI, online safety) are integrated to keep the programme current and practically valuable;

- pilot testing. Selected learning materials and methods are tested in advance with a small group of seniors to validate clarity and effectiveness.

Environment:
- physical accessibility. All learning spaces are accessible to individuals with mobility limitations and provide comfortable seating, good lighting, and adequate rest facilities;
- supportive atmosphere. Trainers foster a non-judgmental, respectful environment that values individual progress and builds learners' confidence;
- technical readiness. All necessary equipment (computers, tablets, internet access, projectors) is regularly tested and maintained;
- health and safety. It is recommended to provide ergonomically comfortable learning spaces as far as possible and to encourage learners to take regular breaks.

Governance and coordination quality is ensured through clearly defined roles and responsibilities among coordinators, trainers, and support staff. Regular internal communication and coordination meetings are held to monitor progress, address challenges, and share best practices. Evaluation data (attendance, feedback, assessments) is collected and analyzed systematically to inform continuous programme improvement.

Information about the programme publicity
Opportunities for learning published on organizations' websites.

RECOMMENDED SOURCES

- Attia, Peter. Pergyventi save. Ilgaamžystės mokslas ir menas, Kitos knygos, 2024.
- Fernandez, Alvaro, Goldberg, Elkhonon, The SharpBrains Guide to Brain Fitness: How to Optimize Brain Health and Performance at Any Age, 2014.
- Puzzleland, Memory Improvement Games: A Complete Workout with 50+ Memory Exercises & Games to Improve Memory, 2015.
- Nussbaum, Paul, David, Save Your Brain: The 5 Things Your Must Do to Keep Your Mind Young and Sharp, McGraw- Hill education, 2010.
- Attīstības psiholoģija : cilvēka attīstība visas dzīves garumā / Sandra Sebre, Anika Miltuze ; redaktore Elīna Vanaga ; mākslinieks Aigars Truhins. - Rīga : Zvaigzne ABC, [2022]. - 639 lpp. ISBN 9789934311048.
- Bērziņa, I. (2018). Kognitīvo procesu attīstība un to trenēšanas iespējas izglītības vidē. Rīga: Latvijas Universitāte.
- Kalniņa, L. Domāšanas un atmiņas attīstīšana: teorija un prakse. Rīga: Zvaigzne ABC, [2020].
- Ozoliņš, M. Kognitīvās psiholoģijas pamati. Rīga: LU Apgāds, [2019].
- Latvijas Universitāte. Kognitīvo spēju attīstīšana un trenēšana pieaugušajiem mūžizglītības kontekstā. Rīga: LU pētniecības rakstu krājums, [2022].

ONLINE RESOURCES

- Google Workspace Learning Center "Cheat sheets & reference guides for Google Workspace apps & add-ons" https://support.google.com/a/users/answer/13967034?visit_id=638851560536515021-3170009775&hl=en&rd=1
- CERT.LV website - Cyber Incident Response Institution of the Republic of Latvia: https://www.cert.lv/en/news
- Kahoot! website - A game-based learning platform that allows educators to create quizzes, surveys, and interactive lessons to engage students in real-time: https://kahoot.com/
- Socrative website - An interactive student response system that enables teachers to create quizzes, polls, and assessments to get real-time feedback: https://www.socrative.com/
- Canva website - https://www.canva.com/

- Moodle platform - https://moodle.org/
- ZRKAC e-learning platform: https://e-studijas.zrkac.lv/ (integrated with Moodle)

SELF-SERVICE WEBSITES AND PLATFORMS

- Google Maps website - https://maps.google.com
- Booking.com website - https://www.booking.com
- Airbnb website - https://www.airbnb.com
- Tripadvisor website - https://www.tripadvisor.com
- Skyscanner website - https://www.skyscanner.com
- YouTube platform "Creating Your First Email Account," Tech Academy, https://youtu.be/example, accessed June 2025.
- Google Forms website: https://docs.google.com/forms
- E-mail providers
- Social networking sites: Facebook, Instagram, TikTok, Snapchat, LinkedIn, etc.
- AI tools: Chat GPT https://chatgpt.com
- National e-identity platforms
- National health platforms
- Leisure platforms
- National informative and training platforms.

EMPOWER 65
IT Training and Volunteering Integration for Seniors

ANNEXES

PRE-/POST-MODULE QUESTIONNAIRE

To ensure effective learning and track the progress of learners' knowledge and skills, each module includes a pre-module skills assessment test consisting of 10 multiple-choice questions. This initial assessment helps to determine the participants' existing knowledge and skills in relation to the specific module.

If the test score is less than 30% correct (except for Module 1), the instructor should discuss with the learner the adequacy of their knowledge and skills and any possible difficulties in successfully completing the program.

The same set of questions is also used in the test after completing the module to assess the progress of knowledge acquired during the learning process.

The student receives a certificate of completion of the non-formal education program or module if the final test is completed correctly by at least 60%.

Each instructor chooses an appropriate digital platform (e.g., Moodle, Google Forms, Kahoot, Socrative) and uploads the appropriate test for each module.

If necessary, especially in the first module, when participants may have limited digital experience, printed questionnaires can be used as an alternative to digital tools.

These assessments serve as both a diagnostic tool and a progress tool, supporting a structured and measurable learning experience.

The test takes approximately 10-15 minutes to complete.

Full name: _____Date: _____

Contact information (phone/email) _____

Complete a short questionnaire before and after the training module. The Pre-module questionnaire is intended to assess your current level of knowledge and experience. The Post-module questionnaire will help you reflect on what you have learned and how your skills have improved. Please respond to all questions independently and sincerely. The purpose of this questionnaire is not to assign grades, but to support your learning process and track your development throughout the programme.

🕐 Approximate completion time: 10–15 minutes

1. Which of these are smart devices:
a) a computer, smartphone
b) a smartphone, a camera
c) both answers are correct

2. What is Microsoft Word:
a) internet browser
b) a text-typing programme
c) an e-mail portal

3. Which device helps you connect to the internet:
a) a printer
b) a router
c) a scanner

4. What is a "digital footprint":
a) a website for storing photos
b) virtual footprints we leave on the web
c) an app on the smartphone

5. Which operating system is often used on smartphones:
a) Microsoft
b) Linux
c) Android

6. A deleted file on your computer goes into a folder called:

a) history

b) Recycle Bin

c) documents

7. The part of a computer that allows it to process data is:

a) the screen

b) the keyboard

c) the processor

8. What does the key combination "Ctrl + C do:

a) closes the computer

b) copies the highlighted text

c) opens the internet

9. What is the main function of the right mouse key:

a) move the cursor within a document

b) open the context menu with additional options

c) insert or attach an image

10. The cursor (the symbol that shows on the display screen where the character to be entered will appear) is usually moved using:

a) the keyboard

b) the speaker

c) a computer mouse or by touching the screen

 Number of correct answers:_____

Full name: _____Date: _____

Contact information (phone/email) _____

Complete a short questionnaire before and after the training module. The Pre-module questionnaire is intended to assess your current level of knowledge and experience. The Post-module questionnaire will help you reflect on what you have learned and how your skills have improved. Please respond to all questions independently and sincerely. The purpose of this questionnaire is not to assign grades, but to support your learning process and track your development throughout the programme.

🕐 Approximate completion time: 10–15 minutes

1. Which of these is the World Wide Web (www):
a) local network in an office
b) the Internet with hyperlinked web pages
c) social networks

2. Which of these is a wireless internet connection:
a) Wi-Fi
b) a USB stick
c) a CD-ROM

3. Which of these is a secure password:
a) 123456
b) my password
c) Flowers!2024

4. What is the main function of incognito (private) browsing mode:
a) it protects against viruses
b) it prevents saving browsing history and cookies
c) it automatically encrypts all data

5. What is phishing:
a) a game on the Internet
b) a malicious attempt to gain your passwords or personal data
c) new file storage

6. Which of the following is a secure website address:

a) starting with "http"

b) starting with "https" and showing a lock

c) ending with ".jpg"

7. What is a bookmark in a web browser for:

a) to go to another page on the same site

b) to save the address of a website and use it later

c) to make the text bigger or smaller

8. To create an email address, you need:

a) bank account, the internet and username and password

b) bank account, personal data and username and password

c) the Internet, smart device, username and password

9. Why is it a good idea to organize your emails into folders:

a) to be automatically deleted

b) to make it easier to find specific emails

c) to make your email address more secure

10. Which online tool allows you to turn on video and talk to people in different places at the same time:

a) Canva

b) Zoom or similar apps

c) Google

Number of correct answers:_____

Full name: _____Date: _____

Contact information (phone/email) _____

Complete a short questionnaire before and after the training module. The Pre-module questionnaire is intended to assess your current level of knowledge and experience. The Post-module questionnaire will help you reflect on what you have learned and how your skills have improved. Please respond to all questions independently and sincerely. The purpose of this questionnaire is not to assign grades, but to support your learning process and track your development throughout the programme.

🕐 Approximate completion time: 10–15 minutes

1. To keep your computer files organized and easy to find, it is recommended to group them:
a) in subject folders
b) in an archive
c) in the cloud storage

2. How to make a copy of a file on your computer:
a) moving the file to another folder
b) by making a copy of the file with the same name
c) by making a copy of the file, which can also be renamed with a different name

3. To find a file on your computer, you can use:
a) background images of the computer
b) the search bar
c) the Recycle Bin folder

4. Microsoft's word-processing software is:
a) MS Word
b) MS Powerpoint
c) MS Excel

5. Digital photos are most often stored in files with an extension:

a) .doc

b) .txt

c) .jpg

6. What does it mean to "download" a video:

a) to delete a video

b) to save a video

c) to save videos from the internet to your computer or device

7. What does it mean to "upload" a video:

a) to send a video from your device to another device or space on the internet

b) to save a video

c) to delete a video from a website

8. Which online tool can we use to listen to the lecture:

a) Zoom

b) WhatsApp

c) Wi-Fi

9. Which of these is an AI tool:

a) ChatGPT

b) Canva

c) Google

10. What is the Canva website used for:

a) to listen to the radio

b) to create visual materials - invitations, greetings, presentations

c) to delete documents

Number of correct answers:_____

Full name: _____ Date: _____

Contact information (phone/email) _____

Complete a short questionnaire before and after the training module. The Pre-module questionnaire is intended to assess your current level of knowledge and experience. The Post-module questionnaire will help you reflect on what you have learned and how your skills have improved. Please respond to all questions independently and sincerely. The purpose of this questionnaire is not to assign grades, but to support your learning process and track your development throughout the programme.

⏰ Approximate completion time: 10–15 minutes

1. What is the internet banking website used for:
a) to manage your funds in a secure online environment
b) to make flash payments
c) both answers are correct

2. What makes online banking safer:
a) two-factor authentication (2FA)
b) using a simple password "1234
c) using your own access password for each site

3. What is a characteristic feature of the web addresses for government e-services in Latvia/Lithuania:
a) gov.lv /gov.lt
b) .com
c) .lv-.lt

4. What is an "e-signature":
a) e-mail signature
b) a tool for signing documents digitally and securely
c) a social network profile

5. What affects the content of the ads you see on your smart device:
a) the technical features of the device
b) smart device settings
c) the content you consume and your "browsing" history

6. Which of these apps can you use to view a digital map and find your route:
a) Booking.com
b) TripAdvisor
c) Google Maps

7. To log in securely to the eHealth portal, use:
a) a social network account
b) an online shopping account
c) eParaksts (Electronic Signature) or internet banking login

8. What is one of the main precautions when shopping online:
a) use "https" addresses and secure payment methods
b) always use public Wi-Fi without a password
c) buy only from sellers recommended by friends

9. What is the main feature of Booking.com or Airbnb.com:
a) create documents
b) watch films
c) search and book accommodation for travel

10. Why it is important to check the reliability of different internet platforms:
a) to find out the weather forecast
b) to make sure that the content is of high quality and that the instructors are professionals
c) to create a game

Number of correct answers:_____

MEMORY TRAINING GAMES

CONTENT

HOW TO TRAIN EFFECTIVELY?

People usually attend training because they are seeking change in their lives.

Trainers deliver training with the purpose of influencing changes in participants' mindsets or behaviour. Therefore, effective training is defined by its ability to create meaningful impact and facilitate change.

Such influence is not possible without establishing a connection with participants. For this reason, building rapport with the audience is a critical prerequisite before sharing expertise

Participants are not concerned with how much you know until they feel that you genuinely care about them.

Research indicates that the brain predominantly processes and stores information visually. Therefore, training should incorporate a wide range of visual elements, including colours, images, and visual aids. This applies not only to presentations but also to handouts and supporting materials.

Additionally, every participant in a training programme carries an underlying question that continuously shapes how they perceive, engage with, and absorb new information

This question is: "What's in it for me?" (WIIFM)

It is important to regularly address this question throughout the training, particularly before introducing each new topic or chapter.

An audience should not experience fear or boredom

They both lead to downshifting learning mode. If you notice fear in the reaction, make the participants feel safe. If there is any sign of boredom in the room, change your delivery immediately (avoid passive listening, get them up, moving, discussing, distracting, and etc.).

People retain approximately 10% of textual information, 20% of visual input, and up to 70% of emotional experience from communication. Therefore, trainers should maximise emotional engagement to enhance attention, understanding, and retention.

Remember – an effective lesson is not a one-man show!

Three core elements that contribute to effective and engaging training:

Enter the learners' world by:
- speaking in their language and positioning them as partners in the learning process;
- establishing personal engagement before delivering instruction;
- showing genuine interest in their lives and experiences;
- expressing appreciation for their work and contributions, and explaining why they are valued;
- connecting the training to their personal 'WHY';
- actively seeking their input;
- assigning them a partnership role in the learning process;
- incorporating their ideas into the training.

"Earn the right to influence by:
- building relationships based on trust and partnership;
- actively listening to participants;
- fostering team-building and collaboration;
- aligning actions with words ('walk your talk');
- sharing who you are as a person;
- getting to know participants beyond their learner role;
- sharing personal goals when appropriate;
- demonstrating trust and consistently earning it in return.

Tap into their WIIFM (What's In It For Me):
- Give your request some meaning and significance in the world;
- Give them a reason to want to do it for themselves - not just for you;
- Ask yourself "What's going on in this person's world right now?" and start conversation form that point;

- Share your perspective, but ask from their perspective;
- Create an opening for success for them within your request.

Methods that can be used to engage the audience include:
- Energise – activate attention and increase energy levels;
- Change – vary activities, pace, or format to maintain interest;
- Focus – direct attention to key messages or tasks;
- Anchor – reinforce learning through repetition and association;
- Celebrate – acknowledge progress, effort, and achievements

Talking is the most passive and the least engaging method.

Learners process and internalise information through three primary modalities:
- Visual (seeing, reading, drawing, writing, visualization exercise);
- Auditorial (listening, talking, singing, music listening or imagining);
- Kinesthetic (physical movement, touching, emotions, feelings, memories).

Each person in the audience might have a different dominant modality. For this reason it's critical to use them all in your communication

THE FIVE BASIC PARTS OF THE TEACHING PROCESS

Regardless of the duration of the training, effective learning requires that each session consist of **five basic components**:
- Introduction;
- Ice breaker games;
- Content delivery;
- Summary and conclusions;
- Call for action.

INTRODUCTION STAGES:

- Attention hook (involving questions, surprise, paradox, joke, story).
- Promise (WIIFM)
- Self introduction (credibility part + emotional story)
- Gratitude
- Rules and agreements while training

Icebreaker activities should be simple, engaging, and enjoyable. When participants are meeting for the first time, the activity should include an element of introduction. Ideally, icebreakers should also be connected to the topic of the training

The content delivery phase should be clearly and strictly structured to ensure clarity of understanding. Therefore, each key statement should be presented in a defined and logical sequence:

- WIIFM (What's In It For Me) – clarifying why the learner needs the knowledge, how it improves their life or work, and the challenges of not having it;
- Statement – presenting the core message in a clear, understandable, and visually supported manner;
- Illustration – reinforcing the statement through an example, story, practical task, or game;
- Review – consolidating understanding and reinforcing key takeaways.

Ideally there should be 2-3 statements for each 1-2-hour training. In case of full day training there could be up to five statements. In the content delivery part.

The primary goal of training is behaviour change, not information accumulation

Change requires time, practice, and positive experience. When additional time is available during training, it is more valuable to repeat an exercise than to introduce extra information.

MEMORY GAMES

ICE BREAKER GAMES

There are two types of icebreaker activities: introductory and mood-creating. Both types should be simple, engaging, and enjoyable. When participants are meeting for the first time, icebreakers should include an element of introduction. Ideally, icebreaker activities should also be linked to the topic of the training.

SPECIFIC GAMES

Specific games are designed to train memory and attention, focusing on the recall of symbols, sequences, names, and similar elements. In most cases, the objects of memorisation or attention are specific terms and symbols introduced during the theoretical part of the training

NEUROMUSCULAR GAMES

These exercises help stimulate and balance the activity of the right and left hemisphere of the brain, strengthen the connection between cognitive processes and physical movement, and enhance the fluidity of body movements. They can also be combined with memory games by incorporating specific objects or terms related to the learning content.

RECAP GAMES

The primary purpose of these games is to provide a brief review of the taught content. The greater the involvement of physical movement, the more effective the learning outcome. Hand, leg, and full-body movements should be combined with the loud verbalisation of newly introduced terms. **Repetition plays a significant role in strengthening memory and improving retention.**
Recommended game duration: 2-15 minutes, depending on the specific teaching segment and the instructor's style.

GENERAL MEMORY GAMES

General memory games are used to train key brain functions, including attention, information retention, and neuromotor coordination. They can also be applied as mood-creating activities to energise participants and support engagement.

WHERE SHOULD THE TRAINER INTEGRATE THESE GAMES?

Icebreaker and **introductory games** should be used during the first 15 minutes of the training day.
Mood-creating games are most effective after breaks or whenever participants show signs of fatigue or decreased engagement.
Memory-training games should be integrated into the content delivery phase.
Recap games are recommended at the end of each training segment or at the beginning of the next one.

These games support not only the development of social interaction skills but also enhance participants' creativity.

MEMORY GAME EXAMPLES

INTRODUCTORY GAMES

1. **Working in pairs using transformational cards (e.g. Dixit).**

Use open-ended questions about participants, such as: "What is my attitude towards the IT world?", "How comfortable am I with computers and technology?", "What do I enjoy doing in my free time?", or "Who am I?"

This type of activity supports the development of social interaction skills and also enhances creativity

See video instructions here:

Duration: 3-4 min. (1,5-2 min for each partner in pair).

2. **Creating team CV**

Divide participants into 2–3 groups of 3–5 people each. Ask each group to create a "team CV" that includes:
- countries and cities where members have lived;
- work experience;
- formal and informal education;
- personal interests and hobbies;

- biggest achievements of their lives,
- personal strengths.

Ask them to include two false facts into their CV.

Each team should present a group introduction, with all members participating rather than delegating the presentation to a single person. The other teams are invited to guess which facts in the team CV may be false.

This activity helps participants get to know each other better and discover previously unknown or unexpected aspects of their colleagues

Duration: 20-30 min.

MOOD CREATING GAMES

1. **Working in pairs using transformational cards** (e. g. Dixit).
Use open-ended questions about participants, such as: "What is my attitude towards the IT world?", "How comfortable am I with computers and technology?", "What do I enjoy doing in my free time?", or "Who am I?"

This type of activity supports the development of social interaction skills and also enhances creativity

See video instructions here:

Duration: 3-4 min. (1,5-2 min for each partner in pair).

2. **"Picture in guidance". Geometrical figure.**
Select one participant from the group to act as the 'teacher' for this exercise. Prepare a complex geometric figure in advance and show it only to the 'teacher'; no other participants should see it.

Ask the 'teacher' to guide the group in drawing the figure using verbal instructions only. The 'teacher' must not use hand gestures, and participants are not allowed to ask clarifying questions during the drawing process.

This exercise demonstrates the importance of dialogue, clear communication, and the opportunity to ask clarifying questions in the learning process

Duration 7-15 min.

3.**"Catch me if you can".**

All participants stand in the circle.

Version 1:

Each participant places their right palm above their neighbour's raised left index finger. At the same time, their own left index finger is raised and positioned under the right palm of another neighbour. Palms and index fingers must not touch, a distance of approximately 1–2 cm should be maintained.

On the trainer's count of 'three', all participants simultaneously attempt to move their index finger to avoid being caught while also trying to catch their neighbour's index finger

Version 2:

Change hands: each participant raises their right index finger and places their left palm above their neighbour's right index finger. Repeat the action of escaping with one's own finger while simultaneously attempting to catch the neighbour's finger.

Version 3:

Next, change positions: each participant points their right index finger downward above a neighbour's palm and places their left palm beneath another neighbour's index finger. Repeat the actions of escaping with one's own finger while simultaneously attempting to catch the neighbour's finger.

Version 4:

Change hands: participants point their left index finger downward above a neighbour's palm and place their right palm beneath the neighbour's index finger. Repeat the actions of escaping with one's own finger while simultaneously attempting to catch the neighbour's finger

Duration: 5-10 min.

See video instructions here:

Other mood creating games examples you can find here:
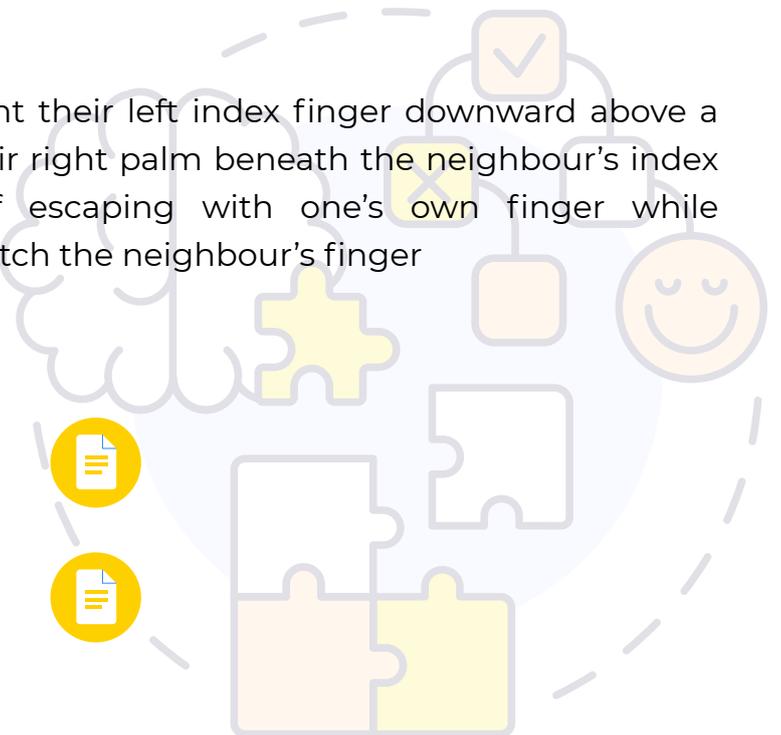
SPECIFIC MEMORY GAMES

1.**"Snake icons"**

Each participant should prepare a list of icons.

The senior participant follows the snake path from top to bottom, tapping each icon with their left hand and pronouncing its name aloud. Simultaneously, using the right hand, the participant identifies the matching coloured ball on the right side and states the category to which the icon belongs.

Download the printable game here:

This exercise provides neuromuscular training by supporting balanced activation of the right and left hemispheres of the brain, while simultaneously reinforcing the memorisation of specific IT terms.

See video instructions here:

Duration: 3-5 min.

2. "Building a pile with the partner"

This game is played in pairs. Each pair is provided with two foam sticks and 5–6 plastic cups (paper cups may also be used). At the starting position, the cups are placed in a circle. Each cup represents one step in a process (e.g. sending an email with an attachment, registering an appointment on a public health platform, or posting a photo on Facebook)

The pair's task is to move all cups from the circle into a single, tidy stack while verbally stating the steps of the learning process in the correct order.

See video instructions here:

Ideally, this game should be played simultaneously by several pairs of seniors, allowing them to compete on time and increasing emotional engagement. Higher emotional involvement supports more effective memorisation.

The game improves motor coordination, activates cognitive processes, strengthens memory, and develops social interaction skills.

Find the demonstration of the game here:

Duration 3-5 min.

NEUROMUSCULAR GAMES

1.**"Flying socks or gloves"**

Regular juggling with two soft objects, such as socks or gloves, can significantly increase brain activity. When integrated into the training process, it enhances focus and information retention. This activity is particularly suitable whenever signs of fatigue are observed among participants.

Duration: 1-2 min.

2. ***Geometry fun. Triangle / Circle"***

Participants draw a large triangle on the left side of the page and a circle on the right side. They then trace the triangle with their left hand while simultaneously tracing the circle with their right hand.

This game can be implemented in two versions:
- Version 1: without the use of terms or icons;
- Version 2: with terms placed at the corners of the triangle and along the circle line

Duration: 1-2 min.

See video instructions here:

See video instructions here:

Find the demonstration of the game here:

Download the printable game here:

RECAP GAMES

1.**"Team labyrinth"**

This game is suitable for situations in which a specific sequence of actions needs to be memorised (e.g. sending an email with an attachment, registering an appointment on a public health platform, or posting a photo on Facebook).

Prepare a large sheet of paper (e.g. two A2 sheets combined). Draw a curved labyrinth across the full length of the paper and mark the process stations along the path. Attach, using tape, as many ribbons or threads to the marker as there are participants.

Participants guide the marker smoothly through the labyrinth by coordinating their movements via the attached threads. Each time the marker reaches a station, all participants pronounce the corresponding term aloud.

This game is designed to improve motor coordination, activate cognitive processes, strengthen memory, and develop team-building skills.

See video instructions here:

Duration: 5-7 min.

2. *"Figure racing"*

This game can be played individually or in groups. Greater participation increases the level of competition and enjoyment, making the activity more engaging for seniors.

See video instructions here:

Each senior participant receives a roll of toilet paper and a small figure. The participant chooses what the figure symbolises for them. It may represent a term learned during the training that they find challenging to remember. While rolling the figure along the paper, the participant repeatedly pronounces the chosen term aloud (e.g. WhatsApp for communicating with a grandchild or Zoom as a learning platform).

Find the demonstration of the game here:

Duration: 3-5 min.

3. **"Recycled bowling"**

See video instructions here:

4. **"Table hockey"**

See video instructions here:

ICON GAMES

CONENT

THE AIM OF THE ICON GAME

To enhance learners' visual memory and reinforce understanding of digital tools by incorporating neuro-educational strategies through a memory consolidation activity. The Icon Game supports long-term retention of key digital concepts and symbols introduced in the training modules by engaging learners in a playful and visually stimulating way.

The game complies with expert recommendations on memory training and is based on the activities described in Annex No. 2 "Memory Training Games".

GAME BENEFITS

The Icon Game is a memory training and recap activity. Through this game, learners repeat and reinforce the knowledge acquired in the IT programme modules while improving their visual memory. Memory training is of particular importance for the project's target group - seniors.

In addition, incorporating a scoring element enhances learners' self-motivation and encourages continued engagement with digital learning, supporting seniors in navigating an unfamiliar IT environment with greater confidence.

ICON BOARD GAME

The Icon Board Game variant, in which several participants play the Icon Game together at a table, promotes social interaction, improves mood, and stimulates seniors' competitive spirit.

Icon Board Game composition
- **Icon images.** A deck of playing cards with icon images. Each card has one icon depicted on it.
- **Questions**. A deck of cards with questions. One question on each card.
- **Correct answers.** Answer sheet with correct answers for the game manager.
- **A game dice. T**he roll of the game die determines the player's order.
- **An avatar and coins** of each participant's - own colour are intended as an element that identifies the player and coins of the corresponding color. The number of coins of the corresponding color depends on the number of possible answers.

HOW TO PLAY THE ICON BOARD GAME

- The game is played at a table by three to four participants, with a minimum of two players required. Participants compete individually against one another.
- The order of the players' moves is determined by rolling a dice.
- The game manager shuffles the question cards and gives the participant one question of their choice.
- The participant reads the question aloud and places their avatar on the icon they have chosen as the answer and names the icon aloud when answering.
- If the participant does not know the answer, the next participant in the game answers the question.
- For each correctly answered question, the participant is awarded a coin.
- The participant who collects the most coins wins.

Game duration: 10-15 minutes, depends on the knowledge level of the group learners.

> **It is recommended to play the Icon Game at the end of each IT module.**

Materials for the Icon Board Game

The materials are grouped according to the IT programme modules – Module 1, Module 2, Module 3, Module 4.

The three pdf documents have been created for each module:
- Icon Image Cards List,
- Question Cards List,
- Correct Answers List.

MATERIALS FOR THE ICON BOARD GAME

Module 1   Module 2   Module 3   Module 4

ICON GAME DIGITAL VERSION

In addition to the board game version of the Icon Game, the project has developed a digital/online version of the game. This version can be used both in face-to-face settings, with the game displayed and controlled on a large screen, and in remote learning contexts. The online version is implemented on the game-based learning platform Kahoot.

Before playing this game, the teacher must first do the following:

- Game manager need to create his account on the Kahoot.com platform.
- In the game search box, game manager need to enter the name of the ICON game of this project *"EMPOWER65 Icon Game Digital"*:
- The found game must be copied to game manager's KAHOOT account.

Playing in the lesson, should be done as follows:

- This game must be selected, the mode "Host live", "Start" must choose.
- The automatically generated "Game PIN" of the game must be communicated to the learners.
- Learners call up the Kahoot.it app on their computers or phones, enter the Game PIN and their name.
- After all the learners are registered in this way, the teacher starts and conducts the game.

In the online game, players are asked questions about the use of digital icons. Participants are evaluated automatically, taking into account the number of correct answers and the time taken to answer. At the end of the game, the players' scores are displayed on the screen.

MATERIALS FOR THE DIGITAL ICON GAME

Icon images in .jpg format according to the digital program modules.

These icon images can be used for further digital processing in the selected online tool, such as Kahoot, Socrative, etc.

The material was developed by the working group implementing the Erasmus+ project ""Empower65: IT Training and Volunteering Integration for Seniors"

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