

# **Citizen journalism and journalistic techniques in senior education**

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# Part I

## AD I. Introduction



This guide has been produced as part of the Communication Inclusion (COM-IN) project implemented in 2021-23 by partners from Poland, Spain, France, Slovenia and Slovakia. COM-IN was a continuation and development of the project “Silver Civic Education” implemented in 2018-20 by organisations from Poland, Portugal and Bulgaria. The guide therefore also includes the conclusions and findings developed during that period. In addition, the study also takes into account the experience of the leader of both projects, the In Search of Poland Association, which has been involved

in activating and educating seniors using journalistic techniques for 10 years.

The guide is intended for educators who work with seniors or other adult groups on a daily basis. Particular attention is given to the practical use of the comments, insights and examples contained herein without the need for further analysis and lengthy preparation. An important aim is also to draw attention to the most common mistakes and misunderstandings that can hinder the implementation of our methods. The method basically involves imitating different phases and aspects of journalistic work in educational activities. Such as gathering information, evaluating sources, creating texts, working in editorial teams, editing digital media. We paid special attention to working with seniors. However, our method also works well with other groups of adults. It has great possibilities, but also some limitations.

Classical journalism has enormous educational potential especially in the field of communication in its broadest sense. Over the years of its existence, it has developed a clear and friendly style of communication adapted to the capabilities of a wide audience. It has also developed basic methods of verifying information sources.

#### **Project partners:**

1. **The Association In Search of Poland (SSP)** was registered on 3 April 2003 as an organisation dedicated to the documentation and promotion of the diverse cultural heritage of the eastern regions of Poland, with a special emphasis on European values (tolerance, openness, cooperation).

The members of SSP are journalists, filmmakers, teachers and cultural activists. SSP is also involved in cultural and civic education, especially in activating and educating the elderly. The association uses civic journalism, film techniques and social media as educational tools.

SSP has been running the portal [podlaskisenior.pl](http://podlaskisenior.pl) for 8 years and has created an editorial team in which all members are seniors who write texts, take photos, edit and publish on the website. SSP members provide journalistic training for the members of the editorial team and work on the expansion of the Internet newspaper to other voivodeship towns. SSP also organises literary and photographic competitions for senior citizens, meetings of book lovers with local writers, poets and journalists, media trainings, etc. The aim of the competition is to activate senior citizens through creative activity and social integration.

In 2019, SSP completed the implementation of Silver Civic Education projects (Erasmus+) with partners from Gondomar, Portugal and Sofia, Bulgaria, in which we shared our experience of using social media in the process of social and cultural activation of older people.

2. **The DISORA Association** is a non-governmental organisation from Maribor, Slovenia. Its main objective is to improve the basic skills and life competences of different population groups. In this context, the objectives and results of the COM-IN project fit well with these activities, as they promote skills and attitudes such as critical thinking, literacy, teamwork and active citizenship. In the case of this project,

the target group was not senior citizens, but expatriates, primarily from Iran. The DISORY educators wanted to test the COM-IN method on a target group that has a different perspective, understanding, needs and barriers to participating in the host society and could benefit greatly by improving their ability to communicate their views and ideas to the public in the critical and organised way promoted by the COM-IN project.

3. **“E-Seniors** is a non-profit NGO based in Paris that aims to combat e-exclusion by offering ICT training for seniors (55+). E-Seniors follows its main objective by bridging the digital gap between generations, promoting social participation seniors, offering a variety of activities to engage seniors in active social life. E-Seniors runs ICT courses for seniors in various public places and is constantly opening new courses throughout the Paris region.
4. As an educational institution for adult education and lifelong learning, **Topcoach** strongly relies on experiential learning as it provides training and education in a variety of topics of soft skills, self-development, coaching and mentoring. The activities that have been undertaken in the COM-IN mutual partnership project focus on transferring innovative practices of adult educators and effectiveness in the education and training of adults and seniors.
5. In 2020 **Deses-3** became involved in the COMIN project and, in order to achieve the objectives of such a project, the association started a local cooperation with FeCEAV, which is the Federation of Adult Education Collectives for

Lifelong Learning in Valladolid. Deses-3 and FeCEAV have jointly created a local editorial group of adults and seniors aged between 50 and 78.

The nature of the workshop and the internal group dynamic, bringing together adults and older students, many of whom suffer from loneliness and isolation, is one of the most important reasons, for which they participate in activities (including those born out of the COMIN project). All this has allowed the FeCEAV educators to permanently integrate into the adult education centre an approximately 4-month course on citizen journalism, which will be offered for years to come.

## **AD II. Basic aspects of journalistic work**

1. **We create for the reader.** We must adapt to their needs: taking into account their interests and their psychological capacity to receive media messages. The product of our work must be comprehensible to a wide audience.
2. **Selection of topics.** The topics of our materials must be chosen according to the interests of the readers. This means that they should be topical. This implies an obligation to keep abreast of current events and phenomena on a local and regional level and to refer to them in our texts. This excludes in principle the publication of memoirs,

unless they serve to explain the present. The choice of topics is the most important element of collegiate planning.

3. **Gathering materials.** Sources of information and opinions necessary for the production of texts are: talking to people, reading materials and source material and databases, and personal participation in events. Active collection of materials is extremely important: it must replace the typical tendency of older people to rely solely on their own memory. What we care about is not telling the story of one's own life, but having an active relationship to reality: reacting to events, meeting new people, following the press and the Internet. This is even more important than the writing itself. Besides, talking to people enriches our vocabulary, which has a capital effect on the level of the texts.
4. **Teamwork.** The formation of editorial teams, discussion, planning, evaluating the results of work – these are the basic elements of our project. Everything is the result of teamwork.

Teamwork consists of the following elements:

- a. **Recruitment:** we are looking for people who are interested in the world and active. Writing experience is not required.
- b. **Internal communication training:** discussion culture, active listening, empathy, assertiveness. Creating bonds between team members.
- c. **Creativity training:** identifying talents and interests.
- d. **Planning new texts.**
- e. **Evaluation of texts submitted for publication.**

### **AD III. Psychological aspects of the education of seniors**

The psychological aspects of seniors' education have been the subject of many studies. Short-term memory limitations and a reduced ability to concentrate are commonly pointed out. However, much depends on individual predispositions and experiences: level of education, occupation and previous intellectual activity in general. There are increasing reports of studies in the psychological literature that show that as people get older, their brain gains additional abilities as we age.

While it is true that it loses speed, its flexibility improves significantly, and with it, its analytical and creative abilities. The prerequisite for this is to remain active, both intellectually and physically. Senior age is the time to think about your development: learning new things, actively exploring the world. In Search of Poland Association works mainly with people aged 65–80 with varying levels of education and work experience. The vast majority of them have made significant progress during the workshops and editorial work. The authors of the guide do not presume any preconceived limitations on the intensity and scope of work with seniors. This is because everything depends on the identification of individual needs and possibilities. The main idea is to engage seniors in intensive intellectual activity as soon as possible.

## AD IV. Advantages of this method

1. **Attractiveness:** For people over 50, journalism is still seen as an attractive and prestigious profession. It is often associated with unfulfilled youthful dreams. And this makes it much easier to recruit and mobilises intense intellectual activity. It also creates the conditions for greater involvement in educational activities.
2. **Versatility:** Enables the development of many different skills at the same time in an attractive package. During the journalistic tasks, participants improve their language skills, learn to find the information they need, work in a team, improve their ICT skills, etc.
3. **Flexibility:** Individual techniques and exercises can be used selectively without the intention of teaching journalism. They can support and enrich learning activities already underway (creativity, critical thinking, language learning, ITC, interpersonal communication, protection against misinformation, etc.). They can be freely adapted to the subject matter and the teaching cycle. They have unlimited possibilities for expansion. Learning the basics of journalistic writing can turn into literary games. Interpersonal communication workshops can become civic activism. In addition, they can be complemented and enhanced by other modern educational methods such as computer games, theatre techniques, public debates, etc.

## AD V. Fundamental errors

Basic mistakes made when starting out using journalistic techniques:

1. **The belief that a lack of journalistic experience prevents effective teaching.** This is a misunderstanding, as our proposed method does not involve organising and running the media or conducting journalistic activities in general. Instead, it allows for the selection of any aspect of journalistic work and specific exercises to enrich existing educational activities. Educators therefore do not need to have any media experience, as they will not be teaching journalism.
2. **Over-optimism:** the belief that journalism can be taught in a short period of time. This is an unrealistic approach. However, certain predispositions (e.g. language skills) and, above all, a longer period of cooperation (several years) are necessary to do this profession well. Excessive optimism inevitably leads to disappointment. At the beginning, the participants are enthusiastic about the classes, only to lose interest in the subject after a short period of time when they are confronted with the first difficulties.

The content of the Guide has been organised in such a way as not to suggest to readers that they are doing journalistic activities, but to emphasise the servitude of this method to other types of educational activities. The assignment of exercises to chapters is conventional, as many of them contribute to the development of



a wide variety of skills. Part II ,Examples and comments' contains additional descriptions of workshops, good practices, specific cases and comments that, due to their size, did not fit into the main body of the guide. Some of these are not directly related to the method presented, but may be useful to add variety to the educator's workshop.

## **AD VI. Improving language skills**

Why can civic journalism be an effective method of civic and intellectual activation for seniors? First of all, it is worth asking ourselves: how does journalism differ from typical writing workshops or other forms using the creation of texts (e.g. storytelling) for intellectual stimulation? Poetry and literature is writing for oneself. Authors create their own world based on their own memories and experiences and present it to potential readers. In the case of journalism, the basis is to reach a contemporary, unfamiliar audience with the message, and the basic condition for success is to understand the content. We create for the reader, not for ourselves. Our message should be comprehensible to a wide audience and in line with the psychological principles of perception formulated by so-called classic journalism, i.e. journalism that was born before the era of the Internet and social media. We are aware that language and national traditions may cause certain differences in approach. For example, the roots of French and English journalism are different. However, these

differences are not very significant. For our workshop, we have chosen the classic American-style journalism – oriented towards communicating information and separating information from commentary, as well as towards simplicity of language and a defined text structure.

### **General principles:**

1. **A text** (especially an informative one) should answer 6 basic questions:
  - a. Who?
  - b. What?
  - c. Where?
  - d. When?
  - e. How?
  - f. Why?

If the answer to any of these questions is not known, this should be clarified.

2. **The most important thing to start with.** At the beginning of reading a text, the reader should be familiar with the main information or idea contained in it, if only in the most general way. The rest of the text should develop and explain on the issue signalled at the beginning.
3. **Paragraphs.** The text should be based on thematically uniform and stylistically coherent paragraphs. The length of the paragraphs should be varied and should not exceed 10 lines.
4. **Topic sentence.** The first sentence of each paragraph is called topic sentence. The rest of the paragraph is used

to develop, justify and explain the thesis or information it contains.

5. **Sentences should be no longer than 18 words.**
6. **Write as you speak**, i.e. we use specific rather than general words; concrete rather than abstract. We use figurative language, i.e. we construct sentences so that the most important place is given to concrete words denoting people, animals, objects and in general everything that can be drawn, photographed, heard, felt – that is, experienced through the senses. We also try to describe rather than state.

## **EXERCISE 1 (TIME: 1,5 HOURS)**

### **Construction of a journalistic text**

#### **Problem description:**

One of the most important challenges facing budding journalists (regardless of age) is to get rid of bad habits and misconceptions about writing texts for the media. The most common mistake is the so-called intuitive (or spontaneous) writing, which consists in starting to write without a detailed plan: without a fixed order of information provided, without a fixed division of the text into smaller elements (paragraphs) playing a specific role in the article. The author immediately starts writing one sentence after another without thinking about the structure of the text and how the average reader will understand its message. The result is chaotic, incomprehensible material with no clearly defined message.

#### **Objective:**

Preparing students of journalism to construct media texts on the basis of paragraphs and the so-called topic sentence. Building the structure of journalistic texts. Analysing collected information before putting it into a text.

#### **Preparation:**

The workshop leader prepares a set of information on the selected problem or event. The material should be short so that it can be written in 12–15 sentences (4–5 paragraphs). Topic can be issues that are familiar to trainees or entirely fictional. The choice of either of these two alternatives carries advantages and disadvantages. A familiar topic engages participants emotionally, but hinders cool analysis, as it is difficult for novice authors to separate the information provided by the trainer from their own pre-formed beliefs about the issue being described. A fictional topic provides emotional distance, but – through its artificiality – reduces the involvement of trainees.

#### **Proceedings of the workshop:**

The trainer tells the participants about an event (or a problem) in a chaotic way. He/she repeats information already given several times, completes previously given data. He/she avoids a chronological order and avoids anything that might make it easier to organise the information. The participants take notes on the information they provide. Their task will be to write a text about a problem/event based on paragraph structure. They must use all the information provided in the text.

1. **Stage one** – analysing the information: the participants, under the guidance of the trainer, analyse the information provided. They try to assemble a coherent story out of it; divide the information into single-topic parts, and establish their order so that the reader can understand the problem under discussion.
2. **Stage two** – creating paragraphs. Participants – through a guided discussion – create paragraphs using the thematic sections identified in the previous stage. They determine the number of paragraphs, their content and their role in the structure of the text.
3. **Stage three** – topic sentence: Participants write the first sentence of each paragraph. This should be the introductory sentence, signalling the topic of the paragraph. The remaining sentences in the paragraph should be an elaboration, justification, illustration.
4. **Stage four** – completing paragraphs. Participants write the remaining sentences in each paragraph so that each is thematically homogeneous.
5. **Fifth stage** – lid and title: Participants create a lid. The work on the lid is preceded by a discussion about what in the text is most important from the reader's point of view (most interesting, most topical). Each participant prepares lid. The proposals are discussed in the group. Variations of the leaders are possible. The title is created according to the same principle.

**Attention:**

The above exercise is very difficult for novice journalists, mainly because it is very different from intuitive writing. It requires a complete change of approach to the subject being described. It seems unnatural and 'technical'. However, it is a professional approach: taking into account the psychological rules of communication. The exercise is intended for those educators who take citizen journalism seriously. It should be preceded by a longer preparatory period, during which workshop participants become familiar with the idea of the topic sentence, practice the creation of leads, and become familiar with examples of press text construction.

The exercise should be repeated several times, taking into account the different types of stories. It is not the same to write a text about a problem as it is to write an event in a chronological structure. For best results, work with each participant individually.

**Example:**

Project partner Deses-3 has an ongoing collaboration with FeCEAV, a federation of adult education organisations in Valladolid, Spain. Its educators have introduced 'citizen journalism' into their workshops and classes in history, English and good self-feeling. The 'well-being' block includes the usual competences that result from training and are related to language (native and foreign), communication, digital skills, as well as a range of soft skills such as self-esteem, teamwork, critical thinking and resilience (for a detailed description of the workshops, see the 'Examples and comments' text '100 YEAR'S...').

Note: The main methodological approach of the Spanish partner was to play together to collect materials and create a text on a given topic. All activities were done as a team and discussed during the execution.

## EXERCISE 2 (TIME: 1 HOUR)

### Describe the photo

The task is to describe the photo below in the same way as it is done for audiodescription for the visually impaired. The idea is to describe the content of the illustration, not to interpret it. Counter-intuitively, this is not an easy task, as most novice authors tend to state what they think the content of an illustration is, rather than describing its elements. The exercise is intended to develop the ability to describe images, and – to distinguish between what is a description and what is a statement (interpretation). In addition to developing linguistic skills, this type of activity also serves to build a basic sensitivity to the interpretations imposed on us by the media. Group discussion is therefore very important.

The photograph opposite is sometimes described as ‚Happy family’ or ‚Parents with child’. However, both descriptions are based on conjecture and interpretation. The suggested correct description is, for example: Three people. A young man and a young woman. Between them a young child. They all look up.

Another example. The following photograph is generally described as a ‚library’ or ‚reading room’. The correct description is, for example: An open book lies on a table, with bookshelves in the background.



### EXERCISE 3 (TIME: 1 HOUR)

#### History in 5 words

Most seniors tend to use too many words in their speeches (including written ones). This popular exercise is designed to restore strength and meaning to words. It also teaches you to be concise and to the point in your speech. This is essential for the development of journalistic skills.

#### A woman in five words:

The Podlasie Editorial Team dedicated a collection of stories in 5 words to all ladies on the occasion of International Women's Day on 8 March 2023.

#### Example:

Women's Day – effort for men.

Sometimes literary interests (and predispositions) become apparent when working on journalistic texts. This is an opportunity to improve language skills at a higher level.

### EXERCISE 4 (TIME: 1,5 HOURS)

#### Short story with random words

During the meeting, the group hotly invents a dozen words: completely random, with no connection to each other. Then everyone writes a story (as short as possible) in which they have to use all

the words they came up with. We assume that the text should not contain more than 15 sentences. This exercise teaches creative thinking and efficient use of the mother language, as well as conciseness of expression.

#### Example:

Invented words: spoon, aurora, samovar, apple, television, excellent, sea, cheese, garlands, silence, censure, enthusiasm.

#### Story:

##### A dream trip

She was sitting on the veranda of her house, beautifully decorated with garlands of dried flowers and fruit, among other things, red apples and plums. She was stirring her tea, brewed in her grandmother's samovar, with a spoon and enjoying an excellent French cheese. Suddenly, the evening summer silence was broken by the signal of the telephone. A friend was calling. She was offering her a trip to Norway together. At last she'll be able to see the aurora borealis live, she thought. Until now, she had spent almost every holiday at her home seaside. She had only seen this wonder of nature in pictures in magazines or on the television. She received the news with enthusiasm. Even out of this joy, she wanted to utter an uncensored word, but her good upbringing dictated not to utter ugly words.

## EXERCISE 5 (TIME: 1 HOUR)

### Tautogram

The workshop participants have to write a short piece (story or poem) in which every line or every word starts with the same letter. Here is an example of a literary game with the letter 'S'. The exercise develops creativity and teaches conciseness.

#### Sabina's success

The elderly senior Sabina hid her affliction obliquely. Sabina's affliction was a hidden foot condition. Her problem was a weakness for chic stilettos. By the way, the grey-haired lady was tempted by the salon style.

On the sixteenth of January, Sabina will turn one hundred. The starost of Siedlce was secretly preparing a number of siurprys. The birthday girl had heard about the starost's hidden secret. It gave Sabina satisfaction. It also represented sadness. The esteemed senior citizen constantly dressed chicly. She had hundreds of dresses and pins in her pine wardrobes, albeit meticulously and subtly hidden. Strategically she placed them at the top of her wardrobes. The stiletto foot was the crux of the matter. The strong Sabine did not grieve. She was a steady but super smart tit. She hid her silver stilettos in the wardrobe and flattened her feet into silver sabots and tucked them under a stylish silver sarafan. There was no salon scandal. The seniors coped with a complicated situation. The salon success of the birthday girl was spectacular.

## EXERCISE 6 (TIME: 1 HOUR)

### Akrostics

The workshop participants write acrostics on a topic of their choice or one set by the educator, e.g. Earth Day, Mother's Day, Valentine's Day, or a word or concept to be developed. An acrostic is a piece of verse or poetic prose in which the first letters or words of the lines read vertically form a word or a whole sentence. A form often used in advertising and also in rhyming riddles. This exercise, through pre-imposed constraints, encourages the development of creativity and linguistic imagination.

#### An example of acrostic by Jolanta Maria Dzienis:

##### Coniflower acrostic

A tempting aroma woke me up in the morning  
Silvered by the coolness from behind the tulle curtain  
On the thread of the rising sun coiled  
Grateful as the dew of May diamonds  
And at the same time in the lark's song immersed  
Barely a tender touch through sleep muffled  
And you don't know from where the sensations flow still new  
And it's the wind that rouses the lily bells...

## AD VII. Media literacy

It is the ability to use information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills.

A large and rapidly increasing proportion of our experiences (information, experiences, impressions) come from digital space. The knowledge of individual people's mental construction and group behaviour makes it possible to shape them effectively: to influence and manipulate them. This applies to both consumer choices (advertising and PR) and political choices. The power and extent of this influence is increasing as the proportion of experiences coming from digital space increases and as methods of recording and analysing our behaviour improve. While our resistance to it is not growing.

An important aim of the journalism workshop is to prepare participants to receive media content. It is primarily about making them as immune as possible to all kinds of manipulation and disinformation.

It is worth remembering that the media distort the present reality even without the intention of falsifying it. This is a result of the very process of preparing journalistic material. What is included in the text is always the result of a subjective choice on the part of the author or editor. We omit certain information and emphasise others by including them in the text. This has always been the case. Recently, however, more aggressive manipulation of facts has become the nature of the media, especially them most mass media. In their material, they try to stir up emotions in order

to attract the attention of the mass audiences. They draw attention to conflicts, personal issues, scandals, revealed secrets (real and alleged) and negative aspects of reality in general. The picture presented by the media usually differs significantly from reality.

Even the very basic experience of creating a journalistic text (Journalism Workshop Exercise 1) gives workshop participants an idea of how much an author has to 'manipulate' facts in order to create an audience-friendly text.

### EXERCISE 1 (TIME: 1,5 HOURS)

#### Title and the rest

#### **Problem description:**

Many popular digital media (and not only) place emotionally stirring, aggressive headlines on the front pages, promising sensationalism. This is to encourage the reader to 'click through' and move on to the main text. The main text usually turns out to be far from the intention of the title: it contains normal information. This is mere manipulation easily exposed. However, many users stop at the title and build their knowledge of the issues and events described on this basis.

#### **Course of action:**

The trainer prepares an example of such a text from a popular portal. Participants analyse the "trailer" and the whole text. They discuss what was manipulated, what means (words, concepts)

were used. Finally, they propose their own versions of the titles, more in line with the essence of the problem described.

## EXERCISE 2 (TIME: 1 HOUR)

### Facts and opinions

Very often workshop participants, especially seniors, have problems with distinguishing between what is fact and what is opinion. They treat well-established opinions as if they were facts, which significantly impairs their ability to think critically. In a journalism workshop, it is worth highlighting this aspect of media literacy. The exercise should sensitise participants to opinions that pretend to be facts. Some opinions are taken for granted, while they are not.

#### Example:

Which of the following sentences is a fact and which is an opinion? And why?

1. Water boils at 100 degrees Celsius.
2. According to polls, 60% of citizens agree with the President's decision.
3. Seniors don't like reading books.
4. Prejudice is bad.
5. God created the world.
6. The earth goes round the sun.
7. Man is responsible for climate change.
8. Older people are slower and weaker.

This short quiz is the basis for a group discussion among the participants. The trainer's task is to challenge obvious opinions by presenting other possibilities and a different perspective on the problem.

## AD VIII. Teamwork. Interpersonal communication

Teamwork is an important part of journalistic work. From the point of view of the method presented, it is of fundamental importance. It is also the most difficult part of the educational work. It involves team building, identifying the interests and talents of the participants, distribution tasks, planning of activities (choice of topics), evaluating the results. It is important that each participant finds a place for themselves in the workshop.

Absolutely crucial are communication skills, i.e. the ability to listen actively and formulate one's own message. Attentiveness is also worth adding to communication. Being attentive means being aware, listening and hearing the other person, understanding their feelings.

Effective, correct, understandable, positive communication between people is one of the most essential skills in virtually any kind of activity.



**Allows:**

- To be understood, listened to and treated well;
- to understand, listen and treat others well;
- if we discover our own communication potential, become aware of our own style in which we talk/listen and enjoy talking/listening to others and the barriers that may prevent us from doing so;
- if we learn to allow ourselves to express ourselves freely, to name our emotions, to take care of ourselves;
- if we learn to allow others to express themselves freely, name their emotions and take care of themselves.

**Communication barriers:**

These are the obstacles lying within ourselves that prevent us from listening really, listening truly, listening actively. Among the most important of these are:

- comparing: during a conversation you try to judge who is smarter, more competent, who has it better;
- guessing: you know better what the interviewee wants to say, the person starts talking and you respond;
- preparing an answer: you prepare an answer in your mind instead of listening carefully;
- filtering: you listen selectively, especially avoiding critical statements;
- judging: when you judge a person negatively at first, you are unlikely to be interested in what they have to say.

**ATTENTIVE LISTENING AND ACTIVE LISTENING****The art of asking questions:**

**Open-ended questions** begin with the words: how, what, what, what, who, when, where? They give the interviewee unlimited freedom of response and also the context in which they are talking. Such questions foster a climate of openness, trust and security and, above all, provide more information about and from the interviewee.

**Closed questions** are the kind of questions that can only be answered with a yes or no. They often start with the word: do?

**Suggestive questions** are questions that contain an expected answer. Remember! Open-ended questions are not always the best. In situations where a quick decision is required and there is no time, closed questions are essential.

**Paraphrase:**

Repeating in other words what we have heard and making sure we have understood the message correctly.

**Benefits of paraphrasing:**

- sympathy and respect of the sender (signal that we are listening);
- prevents anger, eases crises (calms emotions, gives time to think);
- prevents misunderstandings (organises the recipient's understanding and the sender's thinking);
- removes or reduces barriers to attentive listening.

### Communication is ineffective when:

- you listen only to what you want to hear (focusing only on ,catching' certain information);
- interrupting someone's speech (this is a sign of bad manners and annoys the interlocutor);
- you finish a sentence for someone else (as if to say "I already know what you mean, I can say it faster and better"), thus demonstrating impatience;
- focusing mainly on yourself and what you are about to say;
- is primarily interested in his own point of view;
- no open-ended questions are asked, but closed questions where a ,yes' or ,no' answer is sufficient;
- you do not give the interlocutor a chance to get to know himself better, you often judge, passing judgment, instead of emphasising that this is just my opinion and I may be wrong.

### Feedback:

It is a fundamental skill in interpersonal communication, as it is a message about how the recipient's behaviour affects the sender of the message. It is talking about one's reactions, feelings, thoughts and experiences in relation to the other person. It is advisable to use the ,I' message to build feedback because: it is non-judgmental, it is concrete because it is based on facts, it is personal, so it increases the level of trust and mutual openness.

Feedback should be: given with a positive intention, supportive, based on facts, specific behaviour rather than generalities, direct, honest, positive and negative, addressed directly to the

person. Negative feedback should be given in a 1:1 relationship (face to face), positive feedback should be given in a wider forum.

### EXERCISE 1 (TIME: 0,5 HOURS)

#### The "I" message

Talk about yourself, and therefore in the first person.

The aim is to develop the ability to express one's own opinions through ,I' type messages. The trainer explains that in everyday life we mostly use "YOU" messages, which express judgement and are therefore difficult to accept and often uncomfortable. By starting a sentence with ,I' (mi, me), we are only expressing our own opinion, which is easier to accept than an evaluation.

The trainer then asks the participants, to write, three sentences on cards, containing the words "I", "me", "me", starting with simple ones (e.g.: "I'm doing well", "I feel sorry for you", "I like that", "thank you for helping me") and ending with more complex ones (e.g.: "I felt sorry when you said that", "I didn't know what to do when you started shouting at me", "I was angry when your back was turned", "I feel awful when you look at me like that", etc.).

### EXERCISE 2 (TIME: 0,5 HOURS)

#### Message "YOU"

Once the "I" messages have been read out, proceed to list examples of "YOU" messages. To make the task more concrete, you

could suggest that these are the ones that have affected them the most, or the ones they hear most often in the environment from friends or colleagues, or at home from their children.

**Example statements:**

- “You must not behave like this. Either you stop or you finally say what’s going on.”
- “You’re so scatterbrained! Couldn’t you finally start paying attention?”
- “What you did was just stupid.”
- “Don’t meddle in matters that are not your own.”
- “Why are you picking on me?”
- “Don’t talk so much!”
- “You are ill-mannered!”
- “You’re behaving like a kindergartener”.

Sometimes journalistic tasks – such as writing a text on a chosen topic – lead to the exposure of serious problems in understanding the reality around us. Often these are controversial and difficult topics for personal and social reasons. However, such experiences can contribute to the improvement of educational methods.

The project partner, the Slovenian association Disora from Maribor works with refugees from Iran. Disora’s educators deal with their adaptation to life in Slovenia and Western Europe in general. As part of the project activities, a journalism workshop was launched. Participants were asked to write a text on a topic of their choice. One woman, a traumatised person from Iran, wrote a short article about the image of women in the Koran. The text

turned out to be an irreverent critique of Islam. The organisers of the workshop were reluctant to publish it on the organisation’s website. This is because in the Western world, ruthless and one-sided criticism of religion is not accepted, even if the law allows it. On this occasion, the problem that newcomers from Iran have with understanding the European social and cultural context became apparent. Disora took up this challenge and adapted its educational programme to the identified needs. (See ‘Examples and comments’ for a detailed description of the ‘Disora case’).

## **AD IX. Active citizenship**

Civic activism is about developing the skills needed to participate consciously and responsibly in democratic processes.

Above all, it is about active citizenship at the local level. This often takes the form of participation in advisory and consultative bodies such as the Polish Senior Citizens’ Councils. The In Search of Poland Association has been running the Podlasie Senior Citizens’ Councils Support Centre for four years, where it prepares local activists to work in these bodies. To this end, it uses citizen journalism and journalistic techniques.

Preparation for active citizenship is simply the next higher stage of training. Both mother tongue and interpersonal communication skills are applied here. To a greater extent, workshop participants are prepared for public speaking.

### **The art of debating:**

Debating skills are useful for everyone. Distinguishing opinions from facts, choosing the right arguments during discussions and active listening – these are skills that come in handy for all activists from social organisations, even in their private lives.

Debates teach critical thinking about the world around us. They encourage us to look at many issues from different points of view and give us the courage to question established beliefs. They teach us to seek information and present it in the form of logical arguments that can convince others of the validity of our views.

Debaters need to communicate their thoughts in an organised, clear and convincing way, a skill that is invaluable in life. In addition, debating can also be great fun. An example of this can be a well-prepared Oxford debate – a form of open discussion in a large group.

### **Oxford debate:**

Bearing in mind that the purpose of an Oxford debate is not to arrive at many concrete conclusions, but merely to exchange views, we treat the debate not as a competition and a 'battle' but merely as an idea to probe among a group of speakers and the audience whether they are 'for' or 'against' a thesis. And how they argue it. We also hope to have a lot of fun together.

An Oxford debate is a specific, formalised type of discussion between two groups of speakers – opinion leaders. They will represent the proposal team (YES arguments) or the opposition team (NO arguments).

The thesis of the debate should be in the form of an affirmative sentence. Examples:

- The retirement age for men and women should be equalised.
- The internet is your enemy.
- Seniors should look after their grandchildren.
- It is impossible to live without a mobile phone today.
- Artificial intelligence is a threat to the world.

We publish a detailed description of the Oxford debate and round table debate with examples in 'Examples and comments'.

## **AD X. Digital education**

Our method does not involve special IT courses. Digital skills are acquired in the course of editorial work. As if by the way. This is done by searching for information on the Internet, writing texts, editing texts on the website or posts on the Internet, etc.

A detailed presentation of the digital tools prepared by E-Seniors from France – in 'Examples and comments'.

## **AD XI. Educator profile**

As we have already mentioned, we do not assume that the method described above will be used to teach journalism, although this is possible. Rather, we hope that it will serve educators working in

other fields to diversify their work. Of course, journalistic experience can be very helpful. However, the most important thing is to take into account the psychological aspects of working with seniors. In our experience, it is most important to take a more individual approach to workshop participants. Recognising their experiences and interests, even those long abandoned. A trainer who intends to build an editorial team of seniors should be a mature and experienced person. He or she should be characterised by great empathy, but also a good dose of assertiveness.

Seniors often underestimate their lives. They think it was and is boring and ordinary. The educator's task is to show that this is not the case. That they have had interesting experiences and that they have participated in something important. This greatly improves their wellbeing and also helps to build an effective editorial team.

## Part II

# Examples and comments

### The case of Disora

This is how a COM-IN project partner from Slovenia describes their experience: Working with migrants presented a set of challenges that they did not expect to face. We were at the beginning. Firstly, we have to say that our organisation had no previous experience of journalistic writing, so we proceeded without knowing what to expect.

It was not very difficult to convince our migrant group to participate in the project. Before they started writing, we had several meetings where we introduced the project and some basics of journalism.

For our first assignment, we did not want to limit our participants to a specific topic and agreed that each of them would write about something that interested them personally. This was a logical first step, as our group is made up of people of different genders, ages, personalities, educational levels and personal

interests. For example, the level of education ranges from a PhD in philosophy to someone who has only completed primary school.

Participants created their articles as agreed. Topics ranged from reflections on watching science fiction films as a way to relax, to criticism of the Iranian regime.

An unexpected obstacle we encountered was the political and ideological tone of two of the articles we received. One article described the role of women from a Qur'anic perspective. It was written in very direct language, with quotes from the Qur'an that portray women as second-class citizens and even property of men. It was clear that the person writing wanted to address the injustices faced by the women in theocratic societies. It was also clear that the author was herself a victim of the religious rules she wrote about.

From our perspective, the problem was that the article lacked additional context and cultural sensitivity and could therefore be seen as a direct attack on the Islamic religion. Slovenia is a secular state, which means that our constitution separates the affairs of state and religion. There is also freedom of religion, but the general practice is that criticism of religious and cultural practices should be balanced, no matter how much we disagree with the practice. For this reason, we have chosen not to publish this article, as our organisation does not feel entitled to publicly condemn the cultural practices of other cultures and religions – even though we may personally strongly disagree with them.

It is clear that the author of the article was influenced by her personal negative experiences with theocratic rule in her homeland. It is also clear that she did not understand the social

practices and norms existing in Slovenia (and in Europe in general) and therefore did not adapt her article to them.

When we talked to the participants about writing an article, we did not expect them to write about such topics in such a way. We were also not aware of the cultural differences and personal factors that motivate people to write.

If we had been working with a group of native Slovenians, this situation would not have happened.

For all of us it was an interesting experience. We are now more aware that especially people from other cultures need more guidance and information about our (Slovenian and European) standards when it comes to expression. This is something we will try to put more emphasis on.

We can also say that migrants in general have a poor understanding of the socio-political context of Europe and this can be seen in the conversations we have with them and in the texts we have described above. For us, this is not a problem but an educational challenge that needs to be addressed in a more long-term and concrete way.

## 100 Years with Paulo Freire

1. Is Paulo Freire still relevant?
2. Who was Paulo Freire?

Paulo Freire was born in 1921 in Recife, Brazil. In 1947, he began working with



illiterate adults in northern-Eastern Brazil. Paulo Freire's work has had an impact on people working in education, community development, community health and many other areas. Freire has developed an approach to education that combines problem identification with positive action for change and development. While Freire's original work was about adult literacy, his approach leads us to think about how we can 'read' the society around us.

3. What is his legacy?

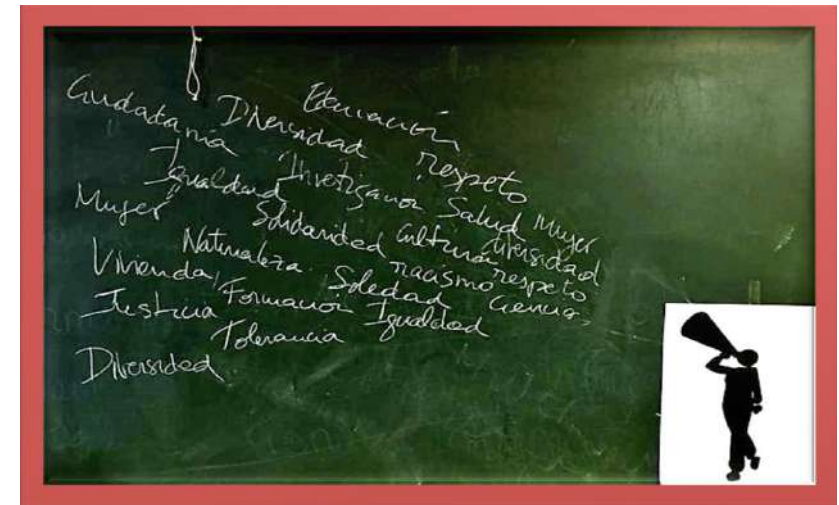
For Freire, the educational process is never neutral. People can be passive recipients of knowledge – regardless of its content – or they can engage in a 'problem-setting' approach in which they become active participants. Within this approach, it is important for people to combine knowledge with action, so that they actively work to change their societies locally and beyond.

4. So we explore his ideas through his words.

- “To speak the true word is to transform the world”.
- “Whoever teaches, learns in the act of teaching, and whoever learns, learns in the act of learning”.
- “Liberation is praxis: action and reflection by men and women on their world in order to transform it”.

5. And we started to write about our goals, needs and interests in the curricula with a selection of 'generating words' for the current society: CULTURE, ECOLOGY, RESPECT, RECYCLING, HOUSING, DIVERSITY, WOMEN, JUSTICE, EQUALITY, TRAINING, CITIZENSHIP, SOLIDARITY,

RESEARCH, EDUCATION, TOLERANCE, SCIENCE, DIGNITY, WORK, RACISM, FEAR, LONELINESS.



6. We decided to present them in a creative way. Like a poster and fruit in our themed tree.



## Debating – dilemmas and mistakes

To be a good debater, you need to be able to listen actively and give feedback, using different ways of arguing so as not to touch or offend anyone, but also to be sensitive to different ways of manipulation that can overwhelm. It is always worth following the overriding principle that debate is not about winning and defeating your opponent, because it is not war. It's about coming to the truth together and even changing your own mind during the discussion.

It is also fundamental **to distinguish between opinion and fact**. A fact refers to something true that has actually taken place. It is supported by evidence, research or other documentation. An opinion is what a person believes or thinks about an event. It is not at all the case that only facts are the most important, opinions are also valuable and can change the course of a debate. If someone says that 80 % of Poles believe that senior citizens have a lot of free time, such a statement is not a fact without citing the source of the research, the research organiser and the date. Similarly, sentences that start, for example, with the words: “As everyone knows...” or “This is a fact”. “American scientists have proven that if you jump up three times and clap your hands before an intimate encounter, you increase your chances of conceiving a boy.”

One of the basic mistakes in argumentation is **to invoke an expert** Latin argumentum ad verecundiam. This error occurs when we uncritically accept someone's opinion and opinions, simply because they are an authority for us. And yet this authority can sometimes be wrong, or even talk nonsense. Even just because

someone has written a book on a subject does not mean that they are an expert in that field.

Another example of flawed argumentation is **black and white thinking**, which can be most briefly illustrated by the sentence: “if you do not support me, you are against me”. If, during a discussion, someone assumes that there are only two possible choices or solutions to an issue, this shows a certain immaturity and rigidity of opinion. There are certainly many more options, and just because one is impossible to implement does not automatically mean that we are doomed to the other. Personal insults, Latin argumentum ad personam, are extremely unpleasant in debates. These are all personal attacks on the interlocutor that are intended to get him off balance and ridicule him in front of an audience. “Someone who looks like that can't be right after all!” or “You are too young and too pretty to be bothered with such topics”, the idea is to “prove” by emphasising certain features of appearance or behaviour that such a person is not credible.

**The appeal to tradition** Latin argumentum ad traditionem is also an example of fallacious argumentation. Since something has been around for years and is enshrined in tradition, it must be right! It is irrelevant that conditions have changed since then and studies may have emerged that contradict such arguments. “My parents beat me, their parents beat them, and somehow we all grew up to be decent people”. We tend to colour the past, attaching ourselves to visions of the ‘good old days’ and corroborating this with often selective, emotional evidence. And this is my opinion, not a fact!

The opposite of the previous argumentation is **the appeal to modernity** – argumentum ad novitatem. This is an approach



according to which everything new, modern, is better and more right, and traditional solutions must be outdated and not relevant.

**Argument relating to ignorance** Latin argumentum ad ignorantiam “The earth is flat. Do you have any evidence to the contrary?”

Every time you claim to be right, just because the interlocutor cannot provide arguments against it, you are making this mistake. The lack of evidence for the falsity of a thesis does not imply its truthfulness.

**Hasty generalisation** Latin dicto simpliciter. Sometimes we want it to come out so badly that we become blind to anything that might contradict it. In psychology, this is called selective attention and the English call it “cherry picking”. “Christopher likes beer, all alcoholics like beer and so Christopher is an alcoholic”.

### **Oxford debate**

In an Oxford debate, speaker groups of four. The proposition defends the thesis of the debate, the opposition seeks to refute it.

**The eight Speakers** are asked to arrive early (30 minutes) – before the debate, we suggest that the speakers get to know each other – on the proposal and opposition sides – and agree on the tactics of the argument.

The debate is chaired and the floor is given to **the Speaker/Marshal of the debate** and she/he is assisted by **the Secretary**.

We shall introduce **2 votes** by counting the votes of those seated in the audience and on the speaking benches. The Speaker and the Secretary do not vote. Voting will take place at the beginning and at the end of the debate.

The maximum duration of the debate is **60 minutes** (this does not include the discussion of the rules of debate and the Speaker’s introduction of the speakers and 2 votes).

One side is to convince us of the validity of the thesis that “Feminism is needed in Poland” and the other side is to undermine and refute it. Speakers from both sides will take turns speaking. The speaker defending the thesis speaks first. Then the opposition takes the floor. They have **4 minutes to speak first**, then they can come forward to speak.

The first speaker of the proposal side speaks first, followed by the first speaker of the opposition. The floor then returns to the opposition – it is now the second speaker’s time, followed by the second opposition speaker, and so on. Each member of the team has a specific role in this.

The first speaker – his/her primary task is to define the thesis of the debate – that is, to explain how the group of proposals understands it. This speaker, if there is enough time, can also give the first arguments.

The second speaker – gives arguments for the thesis (Proposition) or against the thesis (Opposition). He justifies the arguments, of course, not just enumerates them.

The third speaker – rebuts the arguments of the opposing side.

The fourth speaker – first and foremost – summarises his group’s argument.

Each speech begins with a short apostrophe addressed to the Speaker, the opposing party and the audience: starting with the Speaker and then in any order to the other two subjects – the group of speakers and the audience.

During each speech, both members of the audience and the main Speakers have the right to request the floor by rising from their seats, raising their hand and shouting the word “Question” or “Information” (no more than 2 or 3 sentences). The speaker will decide whether to answer the question or allow the information to pass. We encourage the audience to be active and use as many interjections as possible, as this adds a lot of variety to the debate and forces the speaker to keep responding to the comments of the room.

After the main speakers (four on each side), members of the audience are allowed to participate directly in the discussion. Their speaking time is **two minutes**.

Final and postal vote by the secretary, who will discuss the results of the two votes.

### The layout of the Hall during the Oxford debate



### **The Round Table – an example of the debate on feminism. Organised by: Association of 100th Anniversary Women**

A round table is the name of a debate that brings together a group of participants, without differences or hierarchies, to present and develop their opinions and points of view on a specific topic. Its name, roundtable, derives precisely from the fact that in it there are no privileges; all participants are subject to the same rules and have the same rights. The most important thing is to respect the right to express one’s point of view without interruption and to respect the right of others to have a different opinion.

The role of each member and each roundtable member is defined in advance. The moderator (Bożena Bednarek) will be responsible for directing the speeches of everyone including the audience; the participants are responsible for preparing their speeches in advance. If in an Oxford debate, speakers presented arguments for or against a thesis, they did not necessarily present their own opinions. At the round table, they speak on their own behalf.

#### **Invited participants:**

- Jerzy Bieluk – Professor at the University of Białystok, legal adviser, partner in Kancelaria Radców Prawnych Bieluk i Partnerzy.
- Małgorzata Bieńkowska is a sociologist affiliated with the Institute of Sociology at the University of Białystok. She is passionate about photography, the Knyszyn Forest and hiking there.

- Krzysztof Kurianiuk – PhD in social sciences, sociologist, media expert, journalist, former programme director of Polish Radio Białystok. Advocate for gender equality, both for men and women, but not in every area of social life, and not at any cost.
- Marek Masalski – sometimes psychologist, frequent reader, amateur photographer, listener of non-accidental music, viewer of selected fixed and moving images, occasionally friendly person, permanent seeker of peace, collector of experiences and thoughts (mainly his own).
- Katarzyna Rosińska – social activist, co-initiator of the Equality March in Białystok, co-organiser of protests on behalf of excluded and neglected social and professional groups.
- Michał Rozycki – 68 years old, according to his biological clock I am active in various Associations, Councils and Clubs of a senior citizen nature.
- Dorota Sawicka – a woman of many roles, believing that life is change, longing for predictability... sometimes. Passionate journalist, spokeswoman and science populariser.
- Agnieszka Otapowicz – trainer, animator, tutor, on a daily basis associated with the NGO Support Centre – OWOP and the Masz MOC Foundation. Loves travelling.

**And the three newcomers are:**

- Małgorzata Wenclik – lawyer, university lecturer, one of the initiators of the 100th Anniversary of Women Association, social activist and creator of change in the field of non-formal

education. She believes that we are lifelong learners and always have the chance to change the reality around us.

- Anna Czerwińska – women’s rights activist, for 23 years associated with feminist organisations and initiatives, equality expert, herstorist. Curator of exhibitions, author of workshops and academic classes on women’s history.
- Grzegorz Stefaniak – anti-discrimination and equality educator, feminist, Slavic philologist – linguist by education. Coordinator of social projects and vice-president at the 9twelfth Association, coordinator of grant competitions at the Fund for Variety.

**A framework scenario for the 90-minute event; the structure of the debate is included:**

1. After a welcome and brief info about the idea of Women to the Work and an invitation to the performance at 7pm – an introduction of the debaters and debaters and representatives of the 100th anniversary of Women – Ilona Karpiuk from Not Theatre;
2. Introduction to the topic – brief definitions of feminism (Dorra Ostrozhanska);
3. First round of speeches – presentation of speakers’ opinions on the first topic “What feminism means to me” – moderated by Bożena Bednarek (1minute 30 seconds for each person – Małgorzata Bieńkowska film presentation);
4. Commentary and questioning session from the audience(1.5 min) responses from the debaters if questions are addressed directly to them);

5. Round II of statements – “What do I think about feminativas”. – Moderated by Bożena Bednarek (1minute 30 seconds statement by each person – Małgorzata Bieńkowska film presentation);
6. Summary – Bożena Bednarek and Dorra Ostrożańska max 3 minutes;
7. A few words about the exhibition – Anna Czerwińska max 3 minutes;
8. Closing, thanks for the debate and Ilona Karpiuk’s versnisage – invitation to the performance “I am a baba” at 7 p.m. in Not Theatre.

**Proposed issues:**

1. What is feminism for me? Is it inclusive or is it distancing? Is feminism in Poland?
2. What do I think about feminativities? What do I think are the reasons for rejecting feminine endings? Why does the use of feminine forms towards men cause discomfort and the use of masculine forms does not?
3. Shouldn’t names such as “Sybiraka Day”, “Sybiraka and Sybiraka Day”, “Nauczycielka and Nauczyciella Day”, etc., and shouldn’t the awarded titles also include the feminine form, e.g. “Sybiraka and Sybiraka Day”? “Volunteer of the Year title”, “Entrepreneur of the Year title”, “Sportsman of the Year title”, etc.
4. In your opinion, should the term “Poles” be expanded to read: “Poles and Poles”; or is it OK to assume that the word “Poles” includes both sexes?

## **Applications and ICT tools for seniors**

Today, we live in a society that is constantly evolving and new challenges are emerging, such as new technologies. Although they can be useful for citizens, it is important to remember that they contribute indirectly to the growing digital gap between young and old. However, ICT tools and digital devices are an ideal solution to aging society problems. Think about barriers all of us will sooner or later face when the old age hits on us: visual, hearing, memory or mobility issues. They can all be easily overcome with the use of ICT solutions. It is therefore crucial for the elderly to treat them as allies rather than unknown enemies.

Association E-Seniors, a French NGO which aim is to reduce the digital divide of seniors, specializes in the field and, through their experience teaching ICT tools and working in different European projects, the organization has listed and detailed some of the application and ICT tools that are useful for seniors, not only on a daily basis, but also for life-long learning education.

We have divided these applications and tools as following:

- Communication tools
- Cognitive tools
- Life-long learning education

## 1. COMMUNICATION TOOLS

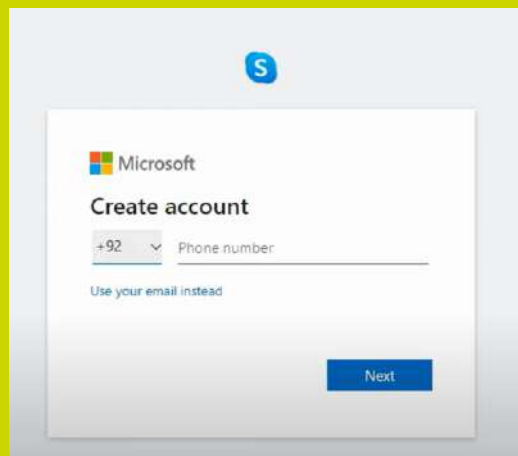
### A. SKYPE



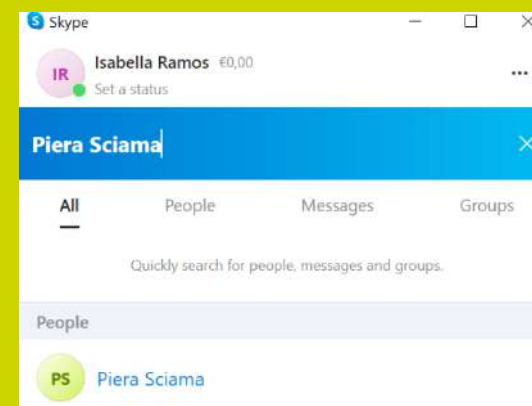
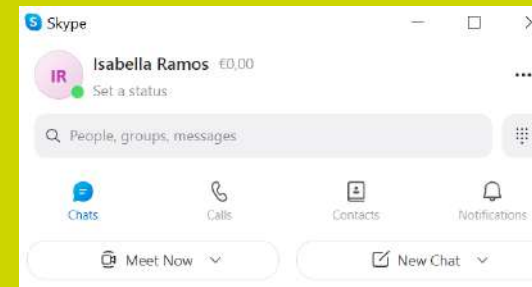
It belongs to Microsoft. It allows you to call (via internet), write messages, call on landlines or mobiles (by putting a credit), video-chat (call with the camera), group call, document sharing. It can be installed on the computer or smartphone.

#### To register on Skype:

- **Step I:** access the application on your windows computer or download it on the Play Store (Android) or Apple Store (iPhone) of your mobile.
- **Step II:** Click on the “create an account”. You can either use your phone number or your email address.



- **Step III:** Create a password. Within the next two minutes you'll receive a confirmation email on your email address. Click the link and then your account will be ready to go!
- **Step IV:** To add contacts, click on the search bar at the top (see image below). The search results appear at the bottom. Once you've found the person you are looking for, click on their name and send them a message!



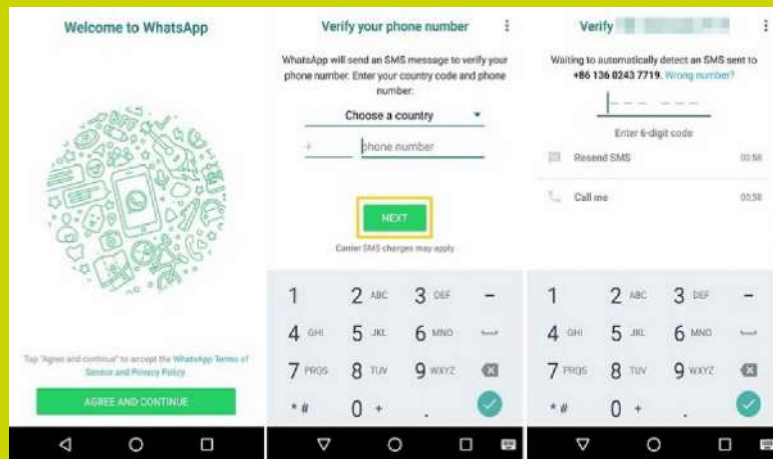
To not forget your login and password, please note them in a piece of paper.

## B. WHATSAPP



It allows you to call (via internet), write messages, create discussion groups and it is rather used for photo sharing. It can be installed on the smartphone.

- **Step I:** Install WhatsApp on your smartphone via the Play Store (Android) or Apple Store (iPhone)
- **Step II:** Create your account by inserting your phone number (confirmation by SMS), first name and profile picture
- **Step III:** Search your contacts on the search bar (you will have access to all the contacts registered on your Smartphone that have WhatsApp)



## C. MESSENGER

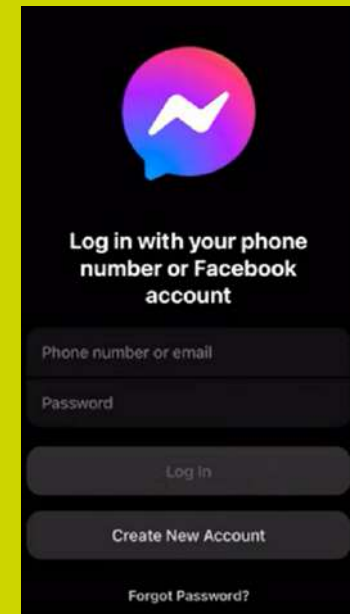


It belongs to Facebook and allows you to write messages, create discussion groups, etc. It is rarely used for calls and can be installed on the Smartphone, and also used on computer via Facebook.

If you have an existing Facebook account you can login with it, if not you have to create a Facebook profile to join.

**To create a new account:**

- **Step I:** click in “Create new account”
- **Step II:** follow the steps (insert your name and last name, your date of birth, mobile phone and gender).
- **Step III:** choose a password and to confirm these steps, they will send you a code that you’ll have to insert in the platform.
- **Step IV:** follow the instructions and your account will be ready to use!



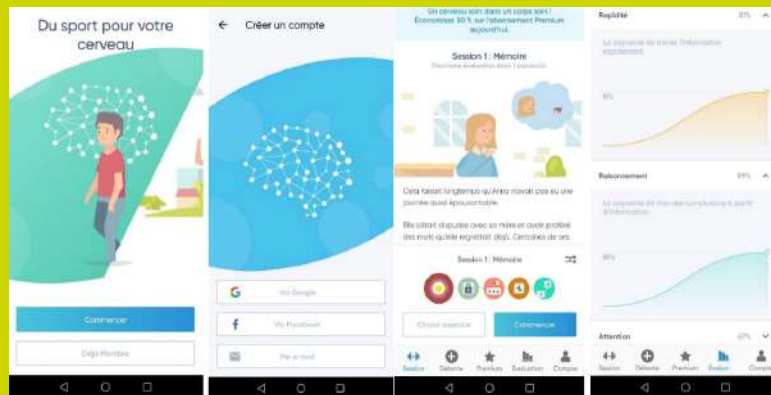
## 2. COGNITIVE TOOLS

Brain training games that work on logic, memory, concentration and reasoning. It is enough to play a few minutes a day to stimulate your brain (e.g. NeuroNation; Brain Training – Memory Games etc.) but there are also games such as crossword puzzles or sudokus that are very useful to boost your cognitive abilities.

### A. NEURONATION



- **Step I:** Download the application on the Play Store (Android) or Apple Store (iOS)
- **Step II:** Go to “get started” – Video presentation then login



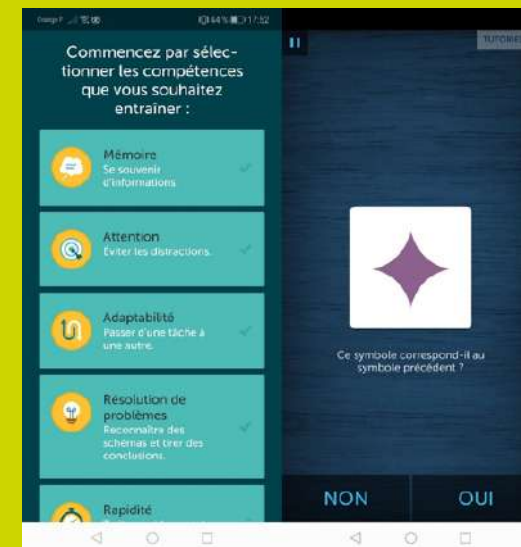
- **Step III:** Login to the system with your account
- **Step IV:** Start a test to create a personalized program
- **Step V:** The evaluation of your skills is then available in the evaluation area

- **Step VI:** Choose the exercises that interest you  
This is the free version. There is a paid version with more features.



### B. LUMOSITY

- **Step I:** Download the application from the Apple Store (iOS)
- **Step II:** Start by selecting the skills you want to train
- **Step III:** Create your account
- **Step IV:** Assess your starting level with 3 cognitive games
- **Step V:** Go to your “analyses” to see your progress



## C. DUEL QUIZ/QUIZ UP



These applications offer you general knowledge quizzes and challenge your friends or other opponents on several themes.

- **Step I:** Download these applications on the Play Store (Android) or Apple Store (iOS)
- **Step II:** Create an account with login
- **Step III:** Find friends or start playing randomly



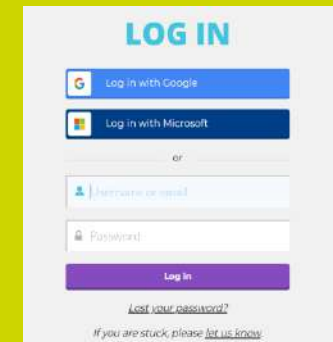
## 3. LIFE-LONG LEARNING EDUCATION

### A. KAHOOT



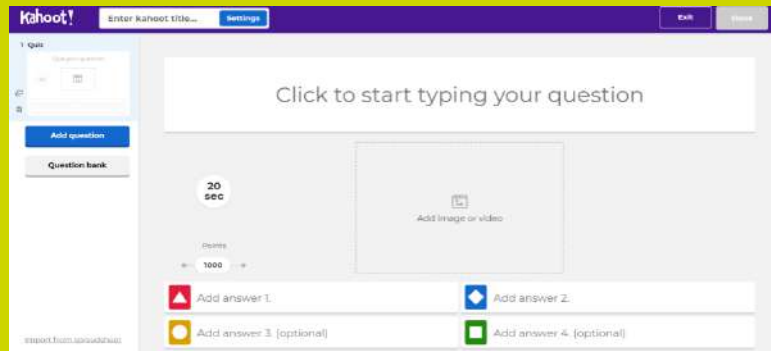
The goal of this online game is to use mobile tools (smart-phones or tablets) in a funny and playful way and to train participants on specific topics (cultural knowledge mathematics, history, movies, TV shows, books etc.) available in the game. The added value of this game is also the possibility to create your own quiz and to propose it then to some users or to the community of players.

- **Step I:** registration on the platform  
In order to create your own game, an account is needed. As user, you have to create an account through mobile devices or through a PC (N.B. the app is different from the screen on your PC).
  - 1) Go to your browser and look for Kahoot:  
<https://kahoot.com/>
  - 2) Log in on the top right corner
  - 3) Create a username and password
  - 4) Log in on the platform
- **Step II:** Creation of a Kahoot quiz  
Once you are on the home page, you have the possibility to create your own quiz. In the middle of the screen, you





can click on “My Kahoots”, and then go to “Create new”. On the top left corner, “settings” button appears.



- **Step III: Adding a question**
  - 1) Clicking to start typing your question (the game could be a quiz, a true or false system, an open question by typing the right answer etc.). In this case, we have chosen a quiz.
  - 2) Adding an image or a video
  - 3) Proposing answer(s) to each question
  - 4) You can choose the number of seconds for answering by clicking on «20 seconds»
  - 5) You can add as many questions as you want
  - 6) Once you have finished, click on the top right corner on “Done” button
  - 7) Your Kahoot will appear in the list of “My Kahoots”
- **Step IV: How to play?**

The organizer should have a PC and a video projector to present the questions to the audience and the

participants should have a tablet or a smartphone with the Kahoot app previously downloaded on their device.

- 1) Go to My Kahoot
- 2) Click on «Play» for launching the chosen Kahoot game
- 3) You can invite as many persons as you want
- 4) Choose classic mode (1:1 devices)
- 5) Once you click on classical mode, a PIN number appears automatically and all participants will insert this PIN number on their app by clicking on «Enter PIN»
- 6) Then click on «Start» and the question & answer will arise on the screen
- 7) The participants will choose the correct answer by clicking on the correct color in due time



## B. DIGITAL TREASURE HUNT

Digital treasure hunts were created by E-Seniors five years ago for proposing to its members an activity mixing use of ICT tools, culture and walking. But what exactly does this consist of?

- A digital treasure hunt is not only a playful activity but also a sportive one because the paths that the «hunters» walk can take several kilometers!
- The idea is to propose to the participants a predefined path in a selected neighborhood
- This path includes several points of cultural interests (such as places, historical buildings etc.)
- These points are marked on a map and under each point there is a related quiz or question that the «treasure hunters» need to resolve
- The resolution of the questions enables to move forward on the path, and the hunt organizer is available to help for finding the right responses
- These hunts can be organized either by associations, municipalities, or by persons themselves!
- All you need is to have:
  - A camera
  - Internet connection
  - Know-how for using ICT tools (i.e. Google Maps, Word, apps etc.)
  - A tablet or a smartphone that will be used during the hunt

- **Step I: Situating the path of the hunt**
  - 1) Define the neighborhood for the hunt (focus on a limited geographical area, such as a park or a block of buildings)
  - 2) Research interesting facts about the chosen area, about history, monuments, statues etc. by using different information sources (web, newspapers, magazines...)
  - 3) Go to the chosen neighbourhood and take pictures of the points of interest that will be shown during the hunt
  - 4) Once the points of interest are defined, create a road map, for instance with Google MyMaps with the departure and the arrival points
    - Go to menu
    - Click on “my addresses”
    - Click on “Maps”
    - Click on “Create my map”



- **Step II: Creating a quiz for the hunt**
  - 1) Decide in which way you want to present the questions (open/closed questions, multiple choice questions, enigmas etc....)
  - 2) Consider the possibility to include GPS coordinates or hyperlinks that could help with the resolution of the questions
  - 3) Consider which material you use for the quiz (paper, electronic format, PDF, Google Drive, QR codes...)
  - 4) Optional: Foresee a small gift in the end of the hunt for all the participants



- **Step III: integration of the quiz questions**
  - 1) Paper format: include all the questions on a paper that you print and give for the participants
  - 2) Digital format: create a digital document (for example. Word, PDF or Google doc) with the questions, this document can be consulted through the participants' mobile devices
  - 3) QR code Format: add the questions transferred into the QR codes (go to your browser and look for a

website that transform your questions into QR codes and print them)

- **Step IV: The roll-out of the digital treasure hunt**
  - 1) Invite participants (max 5 persons for 1 organizer, 10 persons for 2 etc.)
  - 2) Call or send an email to all participants indicating the meeting point or proposing a question to find the departure spot
  - 3) Give a contact number in case of any problems
  - 4) Ask the participants to show up with their mobile devices and they have one and remember to provide the papers including the quiz (in case they don't have mobile devices, prepare some devices)
  - 5) Follow the hunt in a group that is led by the hunt organizer, move forward together throughout the path

In order to understand the objectives and the roll out of the digital treasure hunt, E-Seniors organized during the training a walk in the 1st district of Paris for discovering the secrets of this neighborhood and practicing the game.

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