



Project Ref: 2020-1-HR01-KA204-077729



ONLINE READING CURRICULUM FOR OLDER ADULTS: HOW TO BECOME A DIGITAL READER

The Third Reading Age

Erasmus+ KA2 Strategic Partnership
for Adult Education





Project Ref: 2020-1-HR01-KA204-077729



Leading Organisation

Adult Education Institution Dante

Supporting Organisation

Rijeka City Library, GLAFKA, ArtSmart, Unione della Romagna Faentina, EUNI Partners

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Introduction

Lead Partner

Adult Education Institution Dante

Responsible Partners

Adult Education Institution Dante, Rijeka City Library, Glafka, ArtSmart, and Unione della Romagna Faentina will develop the content for the Curriculum Areas, and Euni Partners will suggest adaptations for implementing the content with seniors who have special learning needs and difficulties.

All of the partners will translate the content into their languages, so all of the activities and materials provided are available in 6 European languages – English, Croatian, Czech, Latvian, Italian, and Bulgarian.

Purpose of the Curriculum

The Online Reading Curriculum is developed in order to facilitate, encourage and re-think reading for older adults using new technologies. The main objective is to increase accessibility to new communication technologies for older adults and develop the reading culture among citizens aged 60+.

Target Group

Local learner groups consisting of 12 citizens aged 60+ that are interested in developing their competences in order to access online reading resources and join online communities. Out of the 12 participants, 2 will be older adults with difficulties or disabilities.

These 12 individuals guided by each partner organisation (72 in total) will complete the first iteration of the Online Reading Curriculum for Older Adults.

Structure of the Curriculum

The Curriculum consists of 6 competence development areas and provides guidelines on implementing the content with seniors who have special learning needs and difficulties.

The 6 areas comprise 60 training hours, with one training hour defined as a 45-minute teaching/learning session. A total of 30 hours are to be carried out face-to-face, and another 30 hours online, on the project's E-reading Community Portal.

Curriculum Areas and Topics

AREAS	TOPICS	TIME (HOURS)			
		PER TOPIC	F2F (30)	ONLINE (30)	TOTAL (60)
1: Use of Digital Technologies	Searching for information	3	1	2	22
	Email	4	3	1	
	Social media	6	6	0	
	E-reading Community Portal	1	0	1	
	National online library catalogues	4	0	4	
	E-reading applications	4	2	2	
2: Critical Reading	Critical reading	2	1	1	10
	Fake news and misinformation	5	3	2	
	Safety online	3	1	2	
3: Communicating and Debating	Communication skills	1	1	0	5
	Discussion preparation	2	0	2	
	Group connection	2	0	2	
4: Book Clubs	Book club types	2	1	1	9
	Forming a book club	3	2	1	
	Defining a reading plan	4	2	2	
5: Critical Writing	Introduction to critical writing	4	1	3	9

	Book reviews	3	3	0	
	News posts	2	0	2	
6: Guest Authors	Choosing literary guests	1	0	1	5
	Organising a book event	2	2	0	
	Moderating a conversation	2	1	1	

Curriculum Outcomes

AREAS	KNOWLEDGE	SKILLS	ATTITUDES
1: Use of Digital Technologies	<ul style="list-style-type: none"> recognize available internet browsers identify and compare digital applications and tools for communicating in an online environment like social networks, video calls or emails define a strong password recognise potential threats in an online environment list, describe and compare available and relevant e-book applications and formats list available repositories of titles in their national language as well as English describe the process of loaning and downloading digital 	<ul style="list-style-type: none"> use an internet browser to search for information create and use a strong password create and use an email and videoconference account create and use a social networking site account use applications and tools in a safe way select and use e-book applications use available repositories of titles in their national language as well as English use national online library catalogues register on and use the E-reading Community Portal learn on an autonomous basis 	<ul style="list-style-type: none"> possess increased appreciation of how online environments enable and support communication and learning possess increased awareness of how library services can be used to broaden their digital competences have more self-confidence in using digital technology for communication and reading be open to exploring and experiment with digital technology

	titles in their national context		
2: Critical Reading	<ul style="list-style-type: none"> ● define the term fake news and misinformation ● define the terms critical reading and subtext ● identify and describe ways of receiving information from media today ● assess the negative impact of fake news on communities ● compare and evaluate credible media sources ● describe the term identity theft and list ways how to protect their information online 	<ul style="list-style-type: none"> ● recognize fake news and misinformation ● interpret texts from a critical perspective ● find literal and metaphorical meaning in texts ● develop creative thinking and analytical thinking ● carefully use and share personal information in an online environment 	<ul style="list-style-type: none"> ● possess increased awareness of the consequences of fake news on communities ● possess increased confidence in distinguishing fake news and misinformation from factual information ● possess increased awareness of library services and their help in accessing credible information
3: Communicating and Debating	<ul style="list-style-type: none"> ● list common group communication problems and ways to resolve them ● analyse examples of group communication problems ● list steps in the research process ● describe the structure and process of a discussion ● list ways to foster group cohesion ● recognize and describe why empathy and democratic values important for better communication 	<ul style="list-style-type: none"> ● practice active listening and assertive communication ● solve potential communication barriers in a group ● formulate and use key questions and topics that spark a conversation and debate ● moderate and participate in a discussion ● research and prepare for a discussion ● value and accept others' opinions ● strengthen relationships with other local community 	<ul style="list-style-type: none"> ● possess increased appreciation of democratic and empathetic ways of communicating in a group in an offline and online environment ● possess increased awareness of the importance of empathy, respect, approachability and authenticity in communication ● possess increased awareness of the importance of group rituals

		members and peers	
4: Book Clubs	<ul style="list-style-type: none"> define and describe what an (e-) book club is and all of its benefits list various models and forms of book clubs define a good reading plan list and describe ways to communicate in between meetings 	<ul style="list-style-type: none"> create a book club proposal select a book club leader and organiser select topics, authors and works for thematic readings design an e-reader club (virtual discussions, online socialization) use organizational skills to carry out collaborative activities online 	<ul style="list-style-type: none"> possess increased willingness to cooperate and be open-minded be open to working as part of a creative team
5: Critical Writing	<ul style="list-style-type: none"> describe and analyse a book review describe and analyse an online news post list and describe available blog and book review sites 	<ul style="list-style-type: none"> use available and relevant book review sites write and post a book recommendation or review write and post a brief summary of a group meeting use the E-reading Community Portal to post reviews or news 	<ul style="list-style-type: none"> possess increased willingness to write in a critical way and without prejudice possess increased confidence in communicating with others online
6: Guest Authors	<ul style="list-style-type: none"> list suggestions for choosing the ideal literary guest describe books and topics that can be discussed with an author describe the process of contacting guest authors and organising a library book event 	<ul style="list-style-type: none"> plan an event related to an e-book club meeting moderate a conversation 	<ul style="list-style-type: none"> possess increased confidence in planning events and inviting literary guests possess increased awareness of library services and their help in organising literary events

Before starting: recommendations for trainers

This section provides recommendations for trainers of all competence and experience levels before starting the activities. The trainers should consider the following recommendations to better manage the course and facilitate the group activities. Preparation of the workshop is essential to ensure that the trainers will adapt the workshop to reflect contemporary information, tailor the course to the learning objectives and experience level of participants, and that activities are suited and relatable to the groups of participants.

General recommendations for working with senior citizens:

- **Do an assessment before you start** the course to learn about your participants' motivation, expectations as well as skills or knowledge they might already possess about the topics, and then tailor the course to your participants' needs.
- **Set clear objectives:** the discussion will allow the participants to develop fair-mindedness and sensitivity to opposing points of view.
- **Set clear rules:** listen respectfully, respect others' views, criticize ideas not people, avoid inflammatory language.
- **Be positive and patient:** bear in mind that senior learners need clear instructions, lots of repetitions, and more time to complete a task.
- **Adjust the duration for each activity.** The duration of the activities are to be considered only as an indication - the trainer must consider the interest of the group on the time to devote to the different activities. It can be considered the possibility of lengthening or shortening some activities.
- **Pick and choose the activities** depending on the interest of your participants: you can decide if certain activities are more or less relevant for your learners. We suggest you

leave out those you consider less relevant and focus on those areas and activities your learners may struggle with or show greater interest.

- **Facilitate civil discussion:** if necessary, step in to remind the participants to respect the rights of others to have their own opinion; correcting misinformation; making sure the participants do not feel personally attacked by emphasising the focus on ideas not the people who share those ideas.
- **Emphasise the fact that the group is a safe space** and without judgement to encourage a healthy and free dialogue.
- **The trainer should be careful to let each participant be active,** without anyone being too talkative, moderating the debates that could become intense. The facilitator is responsible to give space to everyone to express their opinion, encouraging the participants who are more shy.

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General tips for trainers for the facilitation and inclusion of learners with special needs

As senior citizens often have very limited or no experience with digital tools and technology in general, as well as learning difficulties, such as reduced vision or hearing, limited mobility, etc., this section provides useful tips for the trainers of the training course, which will provide for the creation of an inclusive and effective learning process. Firstly, if possible, when organizing the training course ask participants whether they might have special needs, and if the answer is yes, make sure you acquire all the necessary information in order to be able to prepare and offer an appropriate adaptation.

Regardless of whether there are or there are not trainees with special educational needs, we recommend engaging at least two volunteers (students, grandchildren, etc), who will be available to assist the trainees during the workshop activities and provide them with one-on-one support during the process. In the case of the presence of learners with special educational needs we recommend the involvement of an additional volunteer for each person with special learning needs.

In case of attendance of trainees with visual impairments, the trainers need to prepare in advance to have available a screen reader, as well as resources such as e-readers and voice command hardware and software installed. The trainer and volunteers need to be prepared to install a screen reader on the trainee's mobile phone if necessary. In addition, learners with visual impairment who will use a screen reader need to be provided with headphones, so as not to disturb the teaching and learning process of the other participants. In the following link you can find free resources you can use. (<https://usabilitygeek.com/10-free-screen-reader-blind-visually-impaired-users/>).

Some of the applications, which will be taught during the training course, have their own functionalities for assisting visually impaired users. Facebook, for instance, offers Automatic

alternative text, which uses text, face and object recognition technology to create a description of an image for the blind and vision-loss community.
<https://www.facebook.com/help/216219865403298>

In case there are trainees with hearing impairment the trainers need to prepare in advance to have available a device, which allows for using a speech-to-text software in order to make all the activities accessible to these learners. (<https://www.android.co/accessibility/live-transcribe/>).

In the case of attendance of persons with limited mobility it is important to select a venue, which has the necessary facilities for accessibility. If necessary, the devices used during the training workshops can be changed to ones, which allow for the use of voice commands, instead of typing or using a mouse.

It is important to keep in mind that the trainers and volunteers who will be involved in the training need to get acquainted with the assistive technology, which will be used during the training sessions. In addition, it is important to demonstrate the main functionalities of the assistive software to the learners and support them until they get used to them. In such cases the trainer needs to plan this additional time and possible materials/ preparation in the lesson plan.

Where necessary, additional tips and suggestions for modifications and adaptations are added to the training modules.

Area 1: Use of Digital Technologies

Area Overview

Area Title

Area 1: Use of Digital Technologies

<p>Target Group</p>	<p>Citizens aged 60+ that are interested in developing their competences in order to access online reading resources and join online communities.</p>
<p>Purpose of this Competence Development Area</p>	<p>This module is part of a comprehensive suite of modules and resources for reading for older adults using new technologies. The first module is an introductory one and will help the target group to use key ICT tools and programmes to find information, communicate and access e-books.</p>
<p>Learning Outcomes of this Competence Development Area</p>	<p>At the end of the module participants will be able to:</p> <ul style="list-style-type: none"> ● recognize available internet browsers ● identify and compare digital applications and tools for communicating in an online environment like social networks, video calls or emails ● define a strong password ● recognise potential threats in an online environment ● list, describe and compare available and relevant e-book applications and formats ● list available repositories of titles in their national language as well as English ● describe the process of loaning and downloading digital titles in their national context ● use an internet browser to search for information ● create and use a strong password ● create and use an email and videoconference account ● create and use a social networking site account ● use applications and tools in a safe way ● select and use e-book applications ● use available repositories of titles in their national language as well as English ● use national online library catalogues ● register on and use the E-reading Community Portal ● learn on an autonomous basis ● possess increased appreciation of how online environments enable and support communication and learning ● possess increased awareness of how library services can be used to broaden their digital competences ● have more self-confidence in using digital technology for communication and reading ● be open to exploring and experiment with digital technology
<p>Duration</p>	<p>22 hours</p>
<p>Topics</p>	<p>Searching for information, email, social media, E-reading Community Portal, national online library catalogues, e-reading applications</p>

Preparation

- Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation.
- Find instructors for the workshop's activities
- Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained.
- Organize catering for coffee and lunch breaks, or provide information about nearby food options.
- Ask participants whether they might have some special educational needs in order to prepare and provide a suitable learning environment and tools for their needs.
- Involve at least two volunteers, who will be present at all times during the workshops.

A1.1 Searching for Information

Lesson Plan for F2F Learning

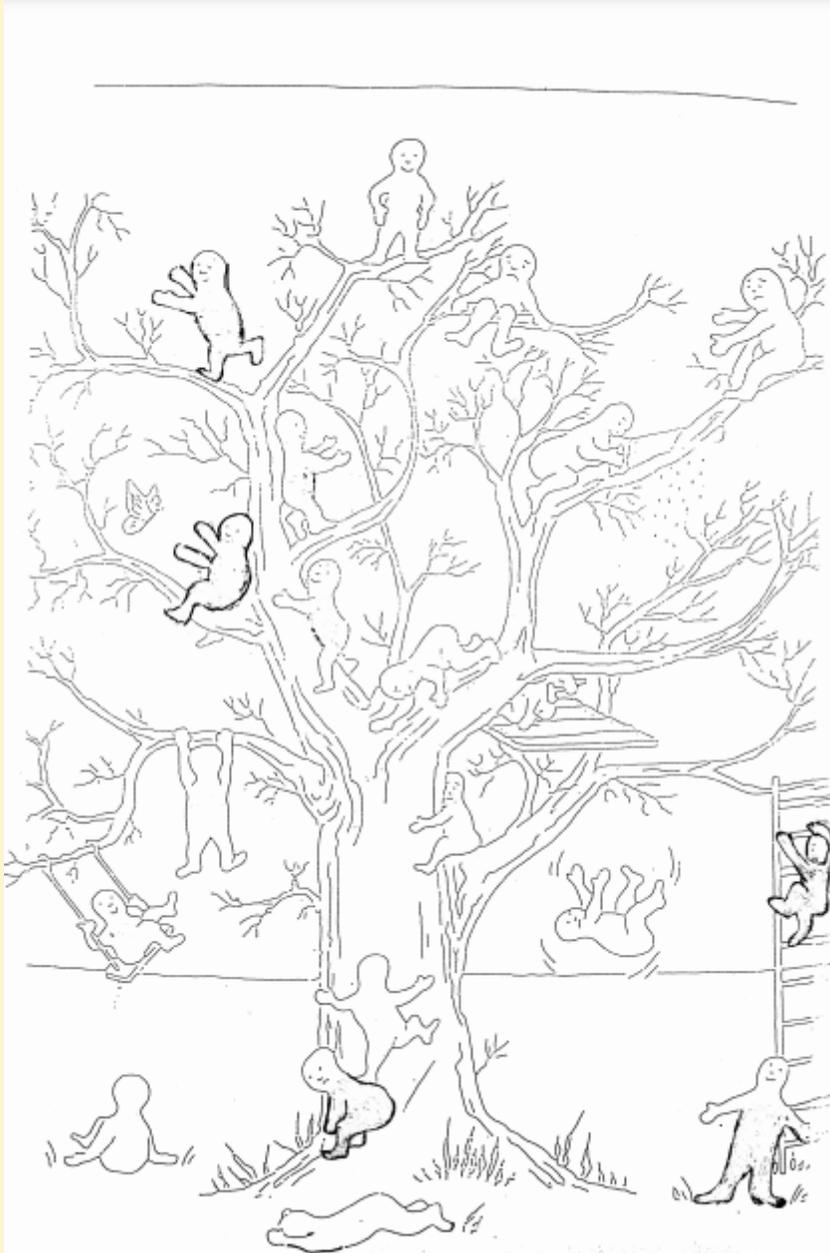
Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction and ice-breaker</p> <p>The trainer begins the class with a brief introduction and presentation of the first session and its main objectives. The trainer then allows the participants to introduce themselves by stating their names. The trainer introduces Handout A1.1 – Competence Tree - the participants select which figure in the diagram they feel like (the one that corresponds to their level of digital competence and how confident they feel in using digital tools) and color it in. The trainer starts first and presents his level</p>	10	Icebreaking activity	Handout A1.1 – Competence Tree	Trainees with hearing impairments are provided with a written description of the task and are provided with a device, which allows for using speech-to-text software.

	of digital competence. Then the participants show their diagram and explain their choice to others.				Learners with visual impairment are invited to describe their level of digital competence, instead of coloring.
2.	<p>Activity: What do you use the internet for?</p> <p>The participants are divided into groups of four. Each group is given papers and pens. Since the main objective of this unit is searching for information on the internet, the groups are asked to discuss what they can use the internet for. The trainer gives them Handout 2 with the following sentences: <i>I use the internet for... / My family uses the internet for...</i> The participants present their ideas. The trainer follows their discussion with a PowerPoint presentation and asks additional questions: <i>When was the last time you used the internet? Can you describe your experience with the internet in the last week? What would you like to be able to do on a computer? Who do you ask for assistance? How do you connect to the internet?</i></p>	10	<p>Presentation</p> <p>Discussion</p> <p>Group activity</p>	<p>Handout A1.1 – What do you use the Internet for?</p> <p>Papers</p> <p>Pens</p> <p>Computer</p> <p>Projector</p> <p>PowerPoint presentation:</p> <p>A1 - Searching for Information</p>	
3.	<p>Activity: Searching the Internet</p> <p>The participants are asked to find their seats next to the computer and turn the computers on. The trainer walks around to the participants' computer screens and provides assistance where needed. The trainer asks the participants which internet browsers they are familiar with and explains different types such as Firefox, Chrome, etc. The trainer demonstrates how to open Google Chrome and points out the address box</p>	20	<p>Presentation</p> <p>Individual practical work</p>	<p>Computers</p> <p>PowerPoint:</p> <p>A1 - Searching for Information</p>	<p>The trainer demonstrates how to change the resolution/size of the page contents, brightness and contrast of the screen.</p> <p>The instructor shows how to adjust the</p>

	<p>on the browser's home page. The trainer tells the participants that typing in the website address into the address box and hitting the Enter key on the keyboard is one way of getting to a website. The trainer demonstrates this activity and navigates the participants: Website name and purpose at the top; Links to various types of information; Top, side, and bottom menus; Back arrow (button).</p> <p>Based on the assumption that most elderly participants are using the internet for reading the news, the next activity will be surfing the online news portals. The trainer instructs the participants to find the following information on the internet: <i>a) weather report for the next week; b) the latest local news; c) the latest sports news, d) theatre or cinema program for the weekend.</i> The participants choose one of the above-mentioned categories and start searching the internet while the trainer is offering support where necessary. Circulate to make sure that everyone can type in the address and get to the website.</p>				<p>volume of the sound.</p>
<p>6.</p>	<p>Evaluation:</p> <p>The trainer wraps up the session and asks participants to list 3 key words about what they have learned during the session and then to share them with the other participants explaining why they found these 3 key lessons learned important. A brief group discussion takes place.</p>	<p>5</p>	<p>Evaluation</p>		

Handout A1.1 – Competence Tree

Area Title Searching for Information

Activity Title	Competence Tree	Activity Number	Handout A1.1 – Competence Tree
Description of the activity	<p>Select which figure in the diagram you feel like (the one that corresponds to your level of digital competence and how confident you feel in using digital tools) and color it in.</p> 		

Handout A1.2 – What do you use the Internet for?

Area Title		Searching for Information	
Activity Title	What do you use the internet for?	Activity Number	Handout A1.1 – What do you use the Internet for?
Description of the activity	<p>How do you use the internet? How does your family use the internet?</p> <p>List as many examples as you can think of:</p> <ul style="list-style-type: none"> • for online shopping • • • 		

A1.2 Email

Lesson Plan for F2F Learning

No.	Learning Activities	Duration (Minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 3-hour workshop.</p>	10	Presentation	Laptop Projector Powerpoint Presentation: A1 - Email	

2.	<p>Activity: Experiences about safety and etiquette on email using</p> <p>The trainer asks the participants the following questions:</p> <ul style="list-style-type: none"> • What participants need to know about email use? • How to recognize potential threats in an online environment? • What is an email etiquette? • What is the difference between an informal and a formal email? 	10	Ice breaker activity Discussion	Laptop Projector Powerpoint Presentation: A1 - Email	
3.	<p>Theory presentation: What is Email?</p> <p>A brief overview about what is Email, Email benefits, and what an email address looks like.</p>	10	Presentation	Laptop Projector Powerpoint Presentation: A1 - Email	
4.	<p>Theory presentation: How to create a safe password?</p> <p>A brief overview and recommendations about safe password creating.</p>	10	Presentation	Laptop Projector Powerpoint Presentation: A1-Email	
5.	<p>Activity: Secure password creating</p> <p>Based on the theoretical recommendations, each member of the group must create their own password for the e-mail and check its security on the website</p> <p>https://www.security.org/how-secure-is-my-password/</p>	10	Individual work	Room with computers Laptop Projector Powerpoint Presentation: A1 - Email	Volunteers assist
6.	<p>Theory presentation: How to make an Email account?</p> <p>The trainer provides an example of how to sign up for Gmail and choose alternative Email in the country where this learning material is in use.</p>	15	Presentation	Laptop Projector Powerpoint Presentation: A1 - Email	
7.	<p>Activity: Creating an Email account</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	15	Individual work	Room with computers Laptop	

				Projector Powerpoint Presentation: A1 - Email	
8.	<p>Activity: How to use Email step by step:</p> <ul style="list-style-type: none"> • Create and send email • How to add attachments • How to respond to email (reading email, reading options, opening attachments, replying to emails) • How to update an Email signature • How to sign out of email <p>The trainer shows in the presentation and on his Email account how different activities can be done; all participants repeat them in their Email accounts.</p> <p>The trainer must check if they need help or assistance in doing all assignments.</p>	45	Demonstrating	Room with computers Laptop Projector Powerpoint Presentation: A1 - Email	
9.	<p>Evaluation:</p> <p>The trainer explains to the participants that he/she will be emailing them all after the training event. The email can come about 1 or 2 weeks later. The trainer should explain that participants have to provide a quick response to this email as it is part of the training process.</p> <p>The reason for the email is to either...</p> <ol style="list-style-type: none"> 1. Check their retention of knowledge by asking a couple of questions relating to the training course. 2. Check their application of the training by asking a couple of questions about how they have used the training. <p>This training game is helpful to embed learning and generate recall and actions post training.</p>	10	Discussion Evaluation	Evaluation	

A1.3 Social Media

Lesson Plan for F2F Learning

No.	Learning Activities	Duration (Minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 2-hour workshop.</p>	5	Presentation	Laptop Projector Powerpoint Presentation: A1 - Mobile Applications	
2.	<p>Activity: Purpose of social media use</p> <p>Part 1</p> <p>The trainer assigns to all participants one piece of paper with a special template to make their first social media “post” and some crayons, colored pencils or markers. The goal for each group participant is to make an interesting first social media post. The post should include a short story about the person and the purpose of why he/she wants to use social media.</p> <p>The trainer allows some time for everyone to work on their post until everyone is finished.</p> <p>When everyone is done with their post, the trainer takes turns showing each post to the group one by one. As each post is shown, people in the group audience can choose to add a “like” to the post. The trainer for each “like” places a sticker on the post.</p> <p>At the end, group members should discuss for what purposes social media can be used.</p>	15	Ice breaker activity Discussion	Whiteboard Crayons, colored pencils or markers Handout A1.3 – Social Media Post	A learner with visual impairment works with a volunteer in order to perform the task. The volunteer draws the image he/she is told and afterwards explains each post, which is displayed.

	The trainer writes on whiteboard participants answers, comments and tells the options that were not listed.				
3.	<p>Theory presentation: Introduction to Mobile Apps</p> <p>A brief overview about what is a mobile application, where to get apps, how to download apps from Google play and App Store.</p>	5	Presentation	Laptop Projector Powerpoint Presentation: A1 - Mobile Applications	
4.	<p>Activity: Mobile app stores</p> <ul style="list-style-type: none"> Google Play or App Store opening on smartphone structure and search options research <p>All participants do these activities on their smartphones to validate the acquired knowledge.</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	10	Individual work	Smartphone (each member of the group must have their own smartphone) WiFi	In case there are participants who either don't have or cannot use a smartphone, a substitute device needs to be provided. Volunteers provide support.
5.	<p>Theory presentation: Social Media FACEBOOK and FACEBOOK account creation</p> <p>A brief overview about what Facebook is and how to make a private Facebook account.</p>	5	Presentation Video material	Laptop Projector Sound Powerpoint Presentation: A1 - Facebook	
6.	<p>Activity: Creating a FACEBOOK account</p> <p>All participants create their own FACEBOOK accounts.</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	10	Individual work	Room with computers Laptop Projector Powerpoint Presentation: A1 - Facebook	The volunteer shows learners with visual impairment how to use Automatic alternative text and supports them to customize its settings.
7.	<p>Activity: How to use Facebook?</p> <ul style="list-style-type: none"> FACEBOOK structure FACEBOOK wall structure 	35	Demonstrating	Room with computers	The volunteer assists

	<ul style="list-style-type: none"> ● FACEBOOK profile structure ● How to find and add friends on FACEBOOK ● How to post to FACEBOOK ● How to react to other posts in FACEBOOK ● How to find and follow FACEBOOK groups ● How to find and follow FACEBOOK pages ● Using chat or messenger on FACEBOOK ● How to log out of FACEBOOK <p>The trainer shows in the presentation and on his FACEBOOK profile how different activities can be done; all participants repeat them in their FACEBOOK profiles.</p> <p>The trainer must check if they need help or assistance in doing all assignments.</p>			Laptop Projector	
8.	<p>Evaluation:</p> <p>The trainer wraps up the session and asks participants to describe in a few sentences their main benefits from this lesson. A brief group discussion takes place.</p>	5	Evaluation		
No	Learning Activities	Duration (Minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction and warmer</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 2.5-hour workshop.</p> <p>The trainer invites the group members to share what text and voice/video messaging opportunities they use in their daily use of the smartphone.</p>	5	Presentatio n Discussion	Laptop Projector Powerpoint Presentation: A1 - Whatsapp	

2.	<p>Theory presentation: What is WHATSAPP?</p> <p>How to set up WHATSAPP on Android and IOS.</p>	5	Presentation Video material	Laptop Projector Sound Powerpoint Presentation: A1 - Whatsapp	The volunteer assists
3.	<p>Activity: Set up WHATSAPP on smartphone</p> <p>All participants set up their own WHATSAPP accounts.</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	5	Individual work	Smartphone (each member of the group must have their own smartphone) WiFi	The volunteer assists
4.	<p>Theory presentation: WHATSAPP usage</p> <ul style="list-style-type: none"> • How to start chatting with someone on WHATSAPP • How to write message or make voice message • How to change status on WHATSAPP • How to send files on WHATSAPP • How to send gifs on WHATSAPP • How to make a WHATSAPP call and video call 	15	Presentation	Laptop Projector Powerpoint Presentation: A1 - Whatsapp	The volunteer assists
5.	<p>Activity: WHATSAPP video call</p> <p>The trainer must divide the group into pairs. Each pair tries to communicate with each other in a WHATSAPP video call.</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	10	Group work	Smartphone (each member of the group must have their own smartphone) WiFi	
6.	<p>Theory presentation: WHATSAPP groups</p> <p>A brief overview about how to create a WHATSAPP group, add contacts, and send group messages.</p>	5	Presentation	Laptop Projector Powerpoint Presentation: A1 - Whatsapp	

7.	<p>Activity: WHATSAPP group creation</p> <p>The trainer must divide participants into small groups. Each group needs to come up with a theme and create a WHATSAPP group, try all group chat options.</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	10	Group work	<p>Smartphone (each member of the group must have their own smartphone)</p> <p>WiFi</p>	The volunteer assists
8.	<p>Theory presentation: WHATSAPP web</p> <p>A brief overview about how to use WHATSAPP web and WHATSAPP on a computer.</p>	5	Presentatio n	<p>Laptop Projector Powerpoint Presentation: A1 - Whatsapp</p>	
9.	<p>Theory presentation: Social Media TWITTER and TWITTER account creation</p> <p>A brief overview about what is TWITTER, how to make a TWITTER account and some good tips for picking a username.</p>	10	Presentatio n	<p>Laptop Projector Powerpoint Presentation: A1 - Twitter</p>	
10.	<p>Activity: Creating a TWITTER account</p> <p>All participants create their own TWITTER accounts.</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p>	10	Individual work	<p>Room with computers</p> <p>Laptop Projector Powerpoint Presentation: A1 - Twitter</p>	<p>The volunteer assists</p> <p>The best option for using Twitter by people with visual impairment is Select-to-Speak</p>
11.	<p>Activity: TWITTER structure and usage</p> <p>A brief overview about Twitter structure, how to post a tweet, how</p>	15	Demonstrating	<p>Room with computers</p> <p>Laptop</p>	

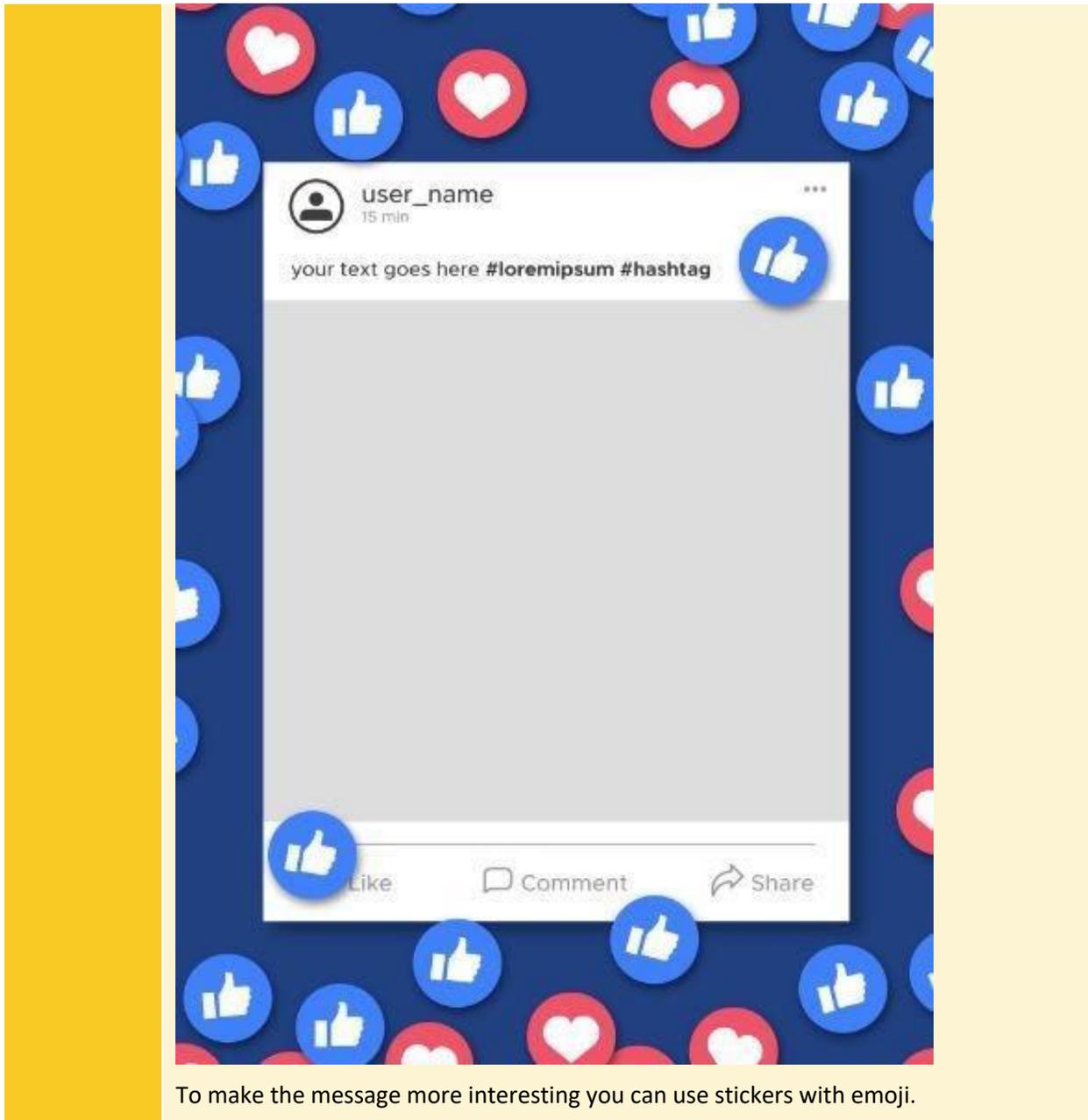
	to search on Twitter, how to engage with other people's tweets, profile structure, direct messages, how to log out of Twitter.			Projector Powerpoint Presentation: A1 - Twitter	
1 2.	Evaluation The trainer wraps up the session and asks participants to describe in a few sentences their main benefits from this lesson. A brief group discussion takes place.	5	Evaluation		
No	Learning Activities	Duration (Minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	Introduction and warmer The trainer welcomes the participants, introduces him or herself and asks participants to explain their expectations of this module in some words. After that trainer presents the topics that are going to be covered during the 2-hour workshop.	5	Presentatio n Discussion	Laptop Projector Powerpoint Presentation: A1 - Youtube	
2.	Theory presentation: Video sharing website YOUTUBE and YOUTUBE account creation A brief overview about what is YOUTUBE and how to create an account on YOUTUBE.	5	Presentatio n Video material	Laptop Projector Sound Powerpoint Presentation: A1 - Youtube	
3.	Activity: Creating a YOUTUBE account All participants create their own YOUTUBE accounts. The trainer must check if they need help or assistance in doing this assignment.	10	Individual work	Room with computers Laptop Projector Powerpoint Presentation: A1 - Youtube	The volunteer assists
4.	Theory presentation: How to use YOUTUBE	15	Presentatio n	Laptop Projector Sound	

	A brief overview about video searching, video watching, interacting with YOUTUBE videos, how to save the video to watch later, how to subscribe to YOUTUBE channels, how to upload videos to YOUTUBE, how to logout of YOUTUBE.			Powerpoint Presentation: A1 - Youtube	
5.	Theory presentation: Social Media INSTAGRAM and INSTAGRAM account creation A brief overview about what is INSTAGRAM, how to make an INSTAGRAM account and how to make settings for a public or private INSTAGRAM profile.	10	Presentatio n	Laptop Projector Powerpoint Presentation: A1 - Instagram	
6.	Activity: Creating an INSTAGRAM account All participants create their own INSTAGRAM accounts. The trainer must check if they need help or assistance in doing this assignment.	10	Individual work	Smartphone (each member of the group must have their own smartphone) WiFi	<u>Alternative Text Support</u> makes Instagram accessible for people with visual impairment
7.	Theory presentation: How to use INSTAGRAM A brief overview about how to follow someone on INSTAGRAM, how to navigate your INSTAGRAM feed, how to engage with INSTAGRAM posts, how to Post a Photo to INSTAGRAM, how to post a story on INSTAGRAM, how to log out of INSTAGRAM on mobile device.	15	Presentatio n	Laptop Projector Powerpoint Presentation: A1 - Instagram	
8.	Conclusion	10	Discussion Evaluation	Whiteboard Evaluation	

<p>The trainer wraps up this area and asks participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>				
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Handout A1.3 – Social Media Post

<p>Area Title Use of Digital Technologies</p>			
<p>Activity Title</p>	<p>Social Media Post</p>	<p>Activity Number</p>	<p>A1.3 – Social Media Post</p>
<p>Description of the activity</p>	<p>Make the first social media “post”. The post should include a short story about you and the purpose of why you want to use social media.</p>		



To make the message more interesting you can use stickers with emoji.



A1.6 E-reading Applications

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction and the icebreaker activity:</p> <p>The trainer begins the class with the presentation of the session and its main objectives. The trainer divides the participants into pairs and presents the PowerPoint with different logos of different applications. The pairs are given 1 minute to try to remember as many applications as possible. After 1 minute, the pairs write down the names of the applications. Upon</p>	15	<p>Group activity</p> <p>Icebreaking activity</p>	<p>Computer</p> <p>Projector</p> <p>PowerPoint:</p> <p>A1 - E-reading applications</p> <p>Papers</p> <p>Pens</p>	<p>For persons with visual impairment: the instructor them to name as many applications as they can</p>

	<p>finishing, the participants share their lists. The trainer asks the following questions: <i>Have you ever heard of the word “application” or simply “an app”? Do you know what an app is? Are you familiar with any other apps besides the ones mentioned before?</i></p>				
2.	<p>Activity: Apps</p> <p>The trainer gives the definition of an app: <i>An app, which is short for application, is a type of software that can be installed and run on a computer, tablet, smartphone or other electronic devices.</i> This is accompanied with the PowerPoint presentation with the definition, categories and examples of different apps: Entertainment, News, Travel, Gaming, Social, Utilities, Health and Fitness, Food Delivery, Shopping, etc.</p> <p>The trainer explains that applications help us in doing various daily activities, but they can also be used for reading books. Although many people still prefer to read paper editions, reading applications have their benefits. For example you don't need to carry around your bag full of books and you don't have to physically visit bookstores and libraries.</p>	15	Presentation	Computer Projector PowerPoint: A1 - E-reading applications	
3.	<p>Activity: E-reading Apps</p> <p>The trainer presents different e-reading applications that are available for desktop as well as for mobile phones or tablets: Inkitt, Bookmate, Amazon Kindle, Free Books and Audio Books.</p>	15		Computer Projector PowerPoint; A1 - E-reading applications	
4.	<p>Activity: ZaKi App</p> <p>The trainer introduces ZaKi Book, a free app of Croatian public libraries which enables you to borrow ebooks and digital audiobooks from the library. You can stream books with Wi-Fi or mobile data, or</p>	35		Computer Projector PowerPoint;	The volunteer assists

download them for offline use and read them anytime and anywhere. ZaKi Book is a free app but the user needs to have a valid library card and a password which a local library provides.

The participants are seated next to the computer and there is one computer/laptop for each participant. Accompanied with the PowerPoint presentation with step-by-step instructions on how to start using the app, the trainer demonstrates this activity by downloading the app for desktop use. With the trainer's help, the participants download the app. The next step is to log into the account using the library card number and password which is given at the library. If the participants don't have the library card number and password, they can log in using the trainer's. The trainer opens the app and shows the participants two options at the bottom of the screen: the left "Downloads" shows the list of books borrowed, and the right "Search" leads to search options. Users can search the catalogue based on title, author, year etc. trainer picks one title and demonstrates the process of searching the catalogue, selecting a desired title, and borrowing it. Then the trainer selects a few titles and instructs the participants to search for the titles individually.

Now the trainer repeats the same process but with an app on a mobile phone or tablet. The trainer walks the participants through downloading the app on their mobile phones which is accompanied with a PowerPoint presentation.

From a mobile phone, the trainer logs in to the ZaKi app and assists the participants to do the same. Then he asks participants to browse the catalogue and find a book title they would like to read. After selecting the book, the participants click on the "Download Books" button and confirm the book download. The digital copy of the book

A1 - E-reading applications

ZaKi Book Application

Library card

	will be generated in "Download History". The app has an option to increase or decrease font size, it automatically bookmarks the last read page and it shows the percentage of the book being read.				
5.	<p>Evaluation:</p> <p>The trainer wraps up the session and asks participants to list 3 key words about what they have learned during the session and then to share them with the other participants explaining why they found these 3 key lessons learned important.</p>	10	Evaluation		

Area 2: Critical Reading

Area Overview

Area Title	Critical Reading
Target Group	Our target group are older adults and especially citizens 60+, who are entering into connection with new technologies and the world of the Internet.
Purpose of this Competence Development Area	<p>This second module is fully related to the first module "Use of Digital Technologies". After first acquaintance with intermediaries and helpers who help us to establish a relationship with new technologies and enter the world of the Internet, it is essential to focus our attention fully on evaluating the content of information.</p> <p>An endless amount of information and news awaits us every day, in order to influence our approach and perception of our surroundings and the world. It is crucial to choose a way that will help us filter content on the Internet with an emphasis on adhering to the principles of security and protecting our identity in the virtual world.</p>
Learning Outcomes of this Competence Development Area	<p>At the end of the module participants will be able to:</p> <ul style="list-style-type: none"> ● define the term fake news and misinformation ● define the terms critical reading and subtext ● identify and describe ways of receiving information from media today

	<ul style="list-style-type: none"> ● assess the negative impact of fake news on communities ● compare and evaluate credible media sources ● describe the term identity theft and list ways how to protect their information online ● recognize fake news and misinformation ● interpret texts from a critical perspective ● find literal and metaphorical meaning in texts ● develop creative thinking and analytical thinking ● carefully use and share personal information in an online environment ● possess increased awareness of the consequences of fake news on communities ● possess increased confidence in distinguishing fake news and misinformation from factual information ● possess increased awareness of library services and their help in accessing credible information
Duration	10 hours
Topics	Critical reading, Fake news and misinformation, Safety online
Preparation	<ul style="list-style-type: none"> ● Find a room with chairs and tables, computers, and a projector. Book at least 2 months before the workshop's implementation. ● Find instructors for the workshop's activities ● Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained. ● Organize catering for coffee and lunch breaks, or provide information about nearby food options ● Given the target group, it is necessary to consider minimizing obstacles that will make it difficult to reach the space where the teaching process will take place. ● Appropriate multimedia technology to visualize and support the teaching process. ● Possibility to use local IT equipment or use the own equipment of course participants, which will be connected to the Internet before the start of the course. <i>/The ability to use participants' own IT equipment minimizes the fear of the unknown, which is a very important element in the 60+ group. /</i> ● It is recommended that participants first complete the first module "Use of Digital Technologies" and then focus on this second module. This will make the work more efficient.

- An experienced lecturer who will have knowledge of the world of IT and the Internet, media and the teaching process towards the target group.
- It is very advisable to work with a second lecturer who will be ready to help with partial steps, because there may be different speed currents in the group and different needs for repetition of key information and procedures.
- It is necessary to divide the program into complete units and provide participants with sufficient space for rest and refreshment between them.
- Ask participants whether they might have some special educational needs in order to prepare and provide a suitable learning environment and tools for their needs.
- Involve at least two volunteers, who will be present at all times during the workshops.

A2.1 Critical Reading

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Opening session & Warm-up Activity</p> <p>The trainer introduces himself/herself and welcomes /especially new/ learners of the course.</p> <p>The trainer will inform the participants about the rules, say a few words about the course and its links to previous and future topics.</p> <p>The trainer sets the objectives and the programme of the module.</p>	5	<p>Storytelling</p> <p>Problem solving method</p> <p>Discussion</p>	<p>Presentation A2 – Critical Reading</p> <p>Device for running a presentation</p> <p>Projection screen or white wall</p>	

<p>Example of how to start working with a topic:</p> <p><i>"Hello, welcome to today's class. As you know, information surrounds us every day. We have the opportunity to read information in the newspaper, listen to the radio, watch TV or turn on the Internet. We have the opportunity to get acquainted with the most important things that have happened in our country or in the world. Today we will try to focus on the information, and we will try to look at it a little differently. Let us get to work."</i></p> <p>Before starting the lesson, the trainer asks the following questions:</p> <p><i>Do you buy and read newspapers? Are you interested in what is going on around us every day?</i></p>				
<p>2. Activity: The story - the basic terms</p> <p>For the first approach to the topic, the trainer begins with the introduction of Handout 2.1 – Critical Reading, but the trainer can adapt and use the local article that is more interesting for the target group:</p> <p><i>"One day your phone rings. Your friend calls you. He informs you about an article* on the Internet that explains the current situation with ..."</i></p> <p>Everything is supported with the pictures/sound in order to create an authentic atmosphere using the presentation. The music has the function of being in the background and creating a cosy atmosphere. The choice depends on the trainer, local cultural customs and the composition of the group of learners.</p> <p>Then the trainer analyses the information that will be visualized in front of the participants.</p> <p>The trainer asks the participants the following questions:</p>	<p>30</p>	<p>Storytelling</p> <p>Problem solving method</p> <p>Brainstorming</p> <p>Discussion</p> <p>Work in group</p> <p>Social Learning</p>	<p>Presentation A2 – Critical Reading</p> <p>Device for running a presentation</p> <p>Handout 2.1 – Critical Reading</p> <p>Speakers</p> <p>Music (optional)</p> <p>Projection screen or white wall</p>	<p>If needed, the instructor provides a digital handout, which can be accessible through assistive technology</p>

<p><i>What is the text saying? What information can I get out of it?</i></p> <p>The trainer provides the participants with enough space to share their ideas and thoughts. The trainer supports the debate in their groups and encourages the participants to be active and involved.</p> <p>Then it's the time to focus on the concepts of critical reading and subtext. First, the appropriate question is:</p> <p><i>What is critical reading? Are you using this method? Have you heard of this concept in any context?</i></p> <p>The trainer will now show the participants the article (Handout 2.1 – Critical Reading) again and introduce them to the differences between reading and critical reading. Participants will be looking for answers to the questions:</p> <p><i>What needs to be done to prepare for critical reading? What is the process for reading critically?</i></p> <p>The trainer gives enough space to participants to share their ideas and thoughts. The trainer supports the debate in the group and encourages participants to be active and involved.</p>				
<p>3. Summarization</p> <p>The trainer and the participants summarize together and define the difference between reading and critical reading. Also focus on the subtext.</p>	5			
<p>4. Evaluation</p> <p>Participants write on post-it notes what they liked and did not like. The notes will then be glued to the selected place in the room and the trainer will discuss the notes with the participants.</p>	5		Pens Post-it sticky papers	Volunteer assists

Handout A2.1 – Critical Reading

Area Title		Critical reading	
Activity Title	Critical Reading	Activity Number	A2.1 – Critical Reading
Description of the activity	<p>The article that is used in the story A2.2:</p> <p style="text-align: center;">Chocolate with High Cocoa Content as a Weight-Loss Accelerator By Johannes Bohannon, Diana Koch, Peter Homm & Alexander Driehaus University Institute of Diet and Health, Germany</p> <p>Abstract- Background: Although the focus of scientific studies on the beneficial properties of chocolate with a high cocoa content has increased in recent years, studies determining its importance for weight regulation, in particular within the context of a controlled dietary measure, have rarely been conducted.</p> <p>Methodology: In a study consisting of several weeks, we divided men and women between the ages of 19-67 into three groups. One group was instructed to keep a low-carb diet and to consume an additional daily serving of 42 grams of chocolate with 81% cocoa content (chocolate group). Another group was instructed to follow the same low-carb diet as the chocolate group, but without the chocolate intervention (low-carb group). In addition, we asked a third group to eat at their own discretion, with unrestricted choice of food. At the beginning of the study, all participants received extensive medical advice and were thoroughly briefed on their respective diet. At the beginning and the end of the study, each participant gave a blood sample. Their weight, BMI, and waist to hip ratio were determined and noted. In addition to that, we evaluated the Giessen Subjective Complaints List. During the study, participants were encouraged to weigh themselves on a daily basis, assess the quality of their sleep as well as their mental state, and to use urine test strips.</p> <p>Result: Subjects of the chocolate intervention group experienced the easiest and most successful weight loss. Even though the measurable effect of this diet occurred with a delay, the weight reduction of this group exceeded the results of the low-carb group by 10% after only three weeks ($p = 0.04$). While the weight cycling effect already occurred after a few weeks in the low-carb group, with resulting weight gain in the last fifth of the observation period, the chocolate group experienced a steady increase in weight loss. This is confirmed by the evaluation of the ketone reduction. Initially, ketone reduction was much lower in the chocolate group than in the low-carb peer group, but after a few weeks, the situation changed.</p>		

The low-carb group had a lower ketone reduction than in the previous period, they reduced 145 mg/dl less ketones, whereas the chocolate group had an average reduction of an additional 145mg/dl.

Effects were similarly favourable concerning cholesterol levels, triglyceride levels, and LDL cholesterol levels of the chocolate group. Moreover, the subjects of the chocolate group found a significant improvement in their well-being (physically and mentally). The controlled improvement compared to the results of the low-carb group was highly significant ($p < 0.001$).

Conclusion: Consumption of chocolate with a high cocoa content can significantly increase the success of weight-loss diets. The weight-loss effect of this diet occurs with a certain delay. Long-term weight loss, however, seems to occur easier and more successfully by adding chocolate. The effect of the chocolate, the so-called "weight loss turbo," seems to go hand in hand with personal well-being, which was significantly higher than in the control groups.

A2.2 Fake News and Misinformation

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Activity: Opening session & Warm-up Activity</p> <p>The trainer introduces himself/herself and welcomes /especially new/ learners of the course.</p> <p>The trainer will inform the participants about the rules, say a few words about the course and its links to previous and future topics.</p> <p>The trainer sets the objectives and the programme of the module.</p>	5	<p>Storytelling</p> <p>Problem solving method</p> <p>Discussion</p>	<p>Presentation : A2 - Fake News and Misinformation 1</p> <p>Device for running a presentation</p> <p>Projection screen or white wall</p>	

<p>Example of how to start working with a topic:</p> <p><i>Greetings and welcome to today's class, where we will focus our attention on the quality of information. Information comes to us at any time. Every day we can find fresh news in the newspapers, we have the opportunity to follow news channels, we read absolutely new news on the Internet or social networks. Often the news is shocking to us and can cause a change in our mood or approach to everyday life. The news published in the media is guaranteed to be true! Or not?</i></p> <p>Before getting into today's topic, the trainer asks the participants:</p> <p><i>Can you be upset by some news you find in a newspaper / hear on the radio, read on the internet ...? Do you believe the news that come to you?</i></p>				
<p>2. Activity: The story - the basic terms</p> <p>For the first approach to the topic, the trainer starts with a story, for example:</p> <p><i>„One day you will receive an email* which attract your attention by email subject. When you open the message safely, you are fascinated by the content of the message ..."</i></p> <p>The story is available in Handout 2.2 – Recycled Milk.</p> <p>The music has the function of being in the background and creating a cosy atmosphere. The choice depends on the trainer, local cultural customs and the composition of the group of learners.</p> <p>Then the trainer and the participants analyze the information that will be visualized in front of the participants.</p> <p>The trainer asks the participants the following questions:</p>	<p>30</p>	<p>Storytelling Brainstorming Discussion Work in group Social Learning</p>	<p>Presentation : A2 - Fake News and Misinformation 1 Device for running a presentation Speakers Music Projection screen or white wall Handout 2.2 – Recycled Milk</p>	

	<p><i>What do you think about this email? Why did you open the email? What do you think about the content of the email? Have you ever heard of the term fake news? What does fake news mean?</i></p> <p>The trainer gives enough space to participants to share their ideas and thoughts and supports the debate in the groups and encourages participants to be active and involved. The trainer is prepared to provide more direct examples of fake news. It is very important to focus on local fake news. If we choose something that is not interesting for the participants, because it will be examples that are outside the local level, then there may be a lack of interest in the topic and low level of activity in the group.</p> <p>In the presentation Presentation: A2 - Fake News and Misinformation 1, examples are prepared that focus on issues in the Czech Republic. It can be just an inspiration for a trainer. The trainer must prepare his examples.</p> <p>Analyze examples, find out reactions from participants and discuss whether it is / is not fake news and why.</p>				
<p>3.</p>	<p>Activity: Summarization</p> <p>Now is the time to summarize the topic and focus on the fixation process. It is important to repeat what the term "fake news" is. Repetitions may also be conducted by a participant or group of participants. Everything can be directed to some examples that were part of today's topic.</p>	<p>5</p>			
<p>4.</p>	<p>Evaluation</p> <p>Participants on papers can write what they liked and did not like (we can use</p>	<p>5</p>		<p>Pens Post-it notes</p>	<p>The volunteer assists</p>

	two colours of papers). The papers will then be glued to the selected place in the room.				
N r.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Activity: Opening session & Warm-up Activity</p> <p>The trainer introduces himself/herself and welcomes /especially new/ learners of the course.</p> <p>The trainer informs the participants about the rules, says a few words about the course and its links to previous and future topics. In a very short form (one sentence), the trainer also repeats what was most important from the previous lesson.</p> <p>The trainer sets the objectives and the programme of the module.</p> <p>Example of how to start working with a topic:</p> <p><i>The world is constantly accelerating and connecting. We used to buy newspapers, so we had the opportunity to find out what awaits us in the coming days and weeks. At this time, some newspapers present information that is no longer current or has different conclusions. The newspaper thus often focuses on some analysis or possible flow in the topic, etc. We are surrounded by new media, which bring us an almost immediate supply of new information in direct form. This quick access to information, the mediation of the atmosphere in a certain place,</i></p>	5	Discussion	<p>Presentation : A2 - Fake News and Misinformation 2</p> <p>Device for running a presentation</p> <p>Projection screen or white wall</p>	

<p><i>quickly changes the established standards.</i></p> <p>Before we get into today's topic, the trainer will ask the following questions:</p> <p><i>Have you changed your approach to getting new information? Do you always have up-to-date information? Do you manage to get acquainted with the latest version of the information?</i></p>				
<p>2. Activity: The story - the basic terms</p> <p>For the first approach to the topic, the trainer starts with a story, for example:</p> <p><i>"In the evening news, you have noticed new information that dissatisfaction with the president is growing in the country of" XYZ ". His views have changed dramatically, and he sees the future in points that are not favorable for the people of the country. The Internet is restricted, and all foreign journalists are prohibited from entering the country."</i></p> <p>It's very important to present a topic that is current and discussed among the people / our target group. The story can be supported by a situation that was in Czechoslovakia or it can focus everything on, for example, the current situation in Belarus.</p> <p>Everything is supported with the pictures/sound in order to create an authentic atmosphere (please, use Presentation: A2 - Fake News and Misinformation 2)</p> <p>The music has the function of being in the background and creating a suitable atmosphere. The choice depends on the trainer, local cultural customs and the composition of the group of learners.</p> <p>Then the trainer analyses the information/story that will be visualized in front of the participants.</p>	<p>30</p>	<p>Storytelling</p> <p>Brainstorming</p> <p>Discussion</p> <p>Work in group</p> <p>Social Learning</p>	<p>Presentation : A2 - Fake News and Misinformation 2</p> <p>Device for running a presentation</p> <p>Speakers</p> <p>Music</p> <p>Projection screen or white wall</p>	<p>When using video presentations they need to be subtitled for people with hearing impairment. When using audio - text should be available in a written format.</p> <p>For persons with visual impairment, an adaptation, allowing for voice/ screen reader should be available</p>

<p>The trainer asks the participants the following questions:</p> <p><i>Why is Internet access limited in the story? Why are foreign journalists not welcome? Do you have any experience with manipulative news content? What are the mass media? What types of mass media do you know? What are new media?</i></p> <p>The trainer gives enough space to participants to share their ideas and thoughts. The trainer supports the debate in their groups and encourages participants to be active and involved.</p> <p>Everything is supported with the pictures / it can be via presentation / in order to create an authentic atmosphere.</p> <p>The trainer and the participants focus on the impact of local new media. Focus on the ones that are most visible and affect what is happening in the country. New media operating worldwide can also be shown. You can also show participants how local and foreign media report on the same topic.</p> <p>In the presentation: A2 - Fake News and Misinformation 2, examples are prepared that focus on issues in the Czech Republic. It can be just an inspiration for a trainer. The trainer must prepare his examples.</p> <p>The trainer analyses the examples, finds out reactions from participants and discusses about it.</p>				
<p>3. Activity: Summarization</p> <p>The trainer and the participants review all the important terms and conclusions. Everything focuses mainly on the concepts of mass media / new media. Their meaning and differences. The links may be oriented to some of the previous examples. The summary is</p>	<p>5</p>			

	given by a trainer or by one of the participants or, for example, a certain group of participants.				
4.	<p>Evaluation</p> <p>Participants on papers can write what they liked and did not like (we can use two colours of papers). The papers will then be glued to the selected place in the room.</p>	5		<p>Pens</p> <p>Post-it notes</p>	<p>The volunteer assists</p>
Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Activity: Opening session & Warm-up Activity</p> <p>The trainer introduces himself/herself and welcomes /especially new/ learners of the course.</p> <p>The trainer informs the participants about the rules, says a few words about the course and its links to previous and future topics. In a very short form (one sentence), the trainer also repeats the most important of the previous lesson.</p> <p>The trainer sets the objectives and the programme of the module.</p> <p>Example of how to start working with a topic:</p> <p><i>We are in contact with the information every day. We often receive information that is interpreted differently on television, differently in newspapers or otherwise in an online newspaper or in a link on social networks. It is not easy to know what information is the last, what information is true. We can often feel lost in the world of news.</i></p> <p>The trainer asks the following questions:</p>	5	<p>Storytelling</p> <p>Discussion</p>	<p>Presentation: A2 - Fake News and Misinformation 3</p> <p>Device for running a presentation</p> <p>Projection screen or white wall</p>	

	<p><i>Do you have a source of information you can rely on? Do you know of any source of information that you do not trust? Why?</i></p>				
<p>2.</p>	<p>Activity: The story - the basic terms</p> <p>This activity will help us evaluate whether it is fake news or not.</p> <p>Now it is time for the game: The trainer prepares a slide / paper with a few sentences (available in Handout 2.2 – True or False)</p> <p>It is the title of various articles (from newspapers, social networks, online news / newspapers, etc.) Based on this, participants will lead a debate on what is / is not true. They can only guess if they are not completely sure.</p> <p>The trainer can also prepare a dynamic variant, where the titles from the articles will be listed in the Kahoot tool. Participants will have the opportunity to decide individually whether it is true or false/.</p> <p>Subsequently, the lecturer will acquaint the participants with whether it was true or false.</p> <p>For example:</p> <p><i>As already mentioned, it is often not easy to find out what information is true and which information is false. The author of the information tries to convey information to us in such a way that it reaches large numbers of people. Often, the final number is important, which can be represented by the number of reads of the article on the Internet, or the number of clicks on the Internet or the number of information sharing on the Internet or the number of people at a certain time in front of the TV. This number is then associated with a certain influence of a certain medium. It is also associated with the price of advertising, which is</i></p>	<p>30</p>	<p>Storytelling Brainstorming Discussion Work in group Social Learning</p>	<p>Presentation: A2 - Fake News and Misinformation 3 Handout 2.2 – True or False Device for running a presentation Speakers Music Projection screen or white wall</p>	<p>The handout should be available in digital format for using a screen reader</p>

	<p><i>published in the media, which is the starting point for financing most media.</i></p> <p><i>We will now read a few articles (Handout A2.1). Your task will be to consider whether this is true information or fake news.,</i></p> <p>The music has the function of being in the background and creating a suitable atmosphere. The choice depends on the trainer, local cultural customs and the composition of the group of learners.</p> <p>The trainer asks the participants the following questions:</p> <p><i>How can we find out if this is fake news? How could we proceed? Do you think it is appropriate to share with others any information that you find interesting?</i></p> <p>The trainer gives the participants enough space to share their ideas and thoughts. The trainer supports the debate in the group and encourages participants to be active and involved.</p> <p>Based on the discussion, it is appropriate to summarize everything in several points, thanks to which it is possible to distinguish whether it is fake news or not. (Everything should be based on the following points: listing of sources, title / content of the article, capital letters in the title, photomontages, manipulable article causing fear, topicality of the article, clicking on a certain area in the article-phishing, further content verification, author of articles, I am not sure of the truth = not sharing the article).</p> <p>The trainer is prepared to provide more direct examples - same information / report that was presented differently in several media.</p>				
3.	Activity: Summarization	5			

	<p>Here is a time to review all the important terms and conclusions. Everything will focus mainly on the individual steps to find out if it is true information or fake news. The links may be oriented to some of the previous examples. The summary can be done by a trainer or by one of the participants or, for example, a certain group of participants.</p>				
<p>4.</p>	<p>Evaluation</p> <p>Participants on papers can write what they liked and did not like (we can use two colours of papers). The papers will then be glued to the selected place in the room.</p>	<p>5</p>		<p>Pens Post-it notes</p>	<p>Volunteer assists</p>

Handout A2.2 – Recycled Milk

Area Title	Critical reading		
Activity Title	Recycled Milk	Activity Number	A2.2 – Recycled Milk
<p>Description of the activity</p>	<p>The article that is used in the story A2.2:</p> <p>RECYCLED MILK</p> <p>Milk scandal! Is it even possible???</p> <p>And the authorities do not see it...</p> <p>Did you know that?!! Milk in tetra pack, which is not consumed until the end of shelf life, the seller will return the factory. The producer opens the package, re-boils the milk and repacks it.</p> <p>They can do this up to 5 times!</p> <p>At the bottom of the box is under the sealed fold the number 12345, where one of the numbers is missing. This missing digit indicates how many times the milk has been "recycled".</p> <p>I.e., 12 45 means that it has been boiled 3 times. So good taste!</p> <p>I glanced at it and really. The boxes of whole milk, which were "in action" for CZK 11.90, are missing in line no. 4. I hope that at least in the case of milk sold as fresh, there is no number missing in the line.</p>		

The expiration date is about 1 year, so there is also 5 years old milk in the boxes!!!!!!

And because the box milk is made from a dried factory with a shelf life of 5 years, you people drink even 10 years old milk!!!

So, buy it for CZK 9.90!

Enjoy it!

Handout A2.2 – True or False

Area Title		Critical reading	
Activity Title	True or False	Activity Number	A2.2 – True or False
Description of the activity	<p>Text for activity A2.2 - True / false article titles:</p> <p>5G networks cause cancer!</p> <p>WhatsApp will be charged! The first users leave this application.</p> <p>Approved! The famous Charles Bridge in Prague gets a new name - the Václav Havel Bridge.</p> <p>Brussels has banned the sale of crooked bananas and cucumbers.</p> <p>Dolphins are in Venice!</p> <p>The refugees live in the Prague metro!</p> <p>Prague will be closed; the city will be quarantined.</p> <p>A pregnant woman was examined by doctors on the street!</p> <p>Garlic kills the coronavirus!</p>		

A2.3 Safety Online

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Activity: Opening session & Warm-up Activity</p> <p>The trainer introduces himself/herself and welcomes /especially new/ learners of the course.</p> <p>The trainer informs the participants about the rules, says a few words about the course and its links to previous and future topics.</p> <p>The trainer sets the objectives and the programme of the module (it depends how the trainer will work with the story).</p> <p>Example of how to start working with a topic:</p> <p><i>Greetings and welcome to today's class which is going to focus on how to stay safe when you are online and part of the virtual world. Let's first have a brief look on what's going to be the content of the class. In a few minutes we will get acquainted with the basic rules that we should follow in order to protect ourselves and others.</i></p> <p>The trainer asks the participants the following questions:</p> <p><i>What do you mean by being safe? Do you feel safe in everyday life?</i></p>	5	Storytelling Discussion	Presentation: A2 -Safety Online Device for running a presentation Projection screen or white wall	It is useful to show the questions on the screen
2.	<p>Activity: The story - the basic terms</p>	30	Storytelling	Presentation: A2 -Safety Online	It is useful to show the

<p>For the first approach to the topic, the trainer starts with a story, for example:</p> <p><i>"Imagine that you come home from some long and demanding trip. You are tired and looking forward to going to bed. You go straight to bed. You do not solve anything. Your windows are open, the entrance door to the apartment is open to the hallway, your documents and a wallet are placed somewhere in the hall, the keys to the apartment are probably in the door lock. You are lying in your bed and dreaming. Nice dreams and good night." .</i></p> <p>The trainer can present a topic that is current and discussed among the people / our target group.</p> <p>The music has the function of being in the background and creating a cosy atmosphere. The choice depends on the trainer, local cultural customs, and the composition of the group of learners.</p> <p>The trainer analyses the story that will be visualized in front of the participants.</p> <p>The trainer asks the participants the following questions:</p> <p><i>Can you imagine that your apartment / house will be freely accessible, and you will sleep peacefully? Do you have any safety rituals before you go to bed? Do you have any rituals before leaving your apartment / house? Do you think there are any security rules on the Internet as well? Can you define any rules? Do you focus on security when you are in the online world?</i></p> <p>The trainer gives enough space to participants to share their ideas and thoughts. The trainer supports the debate in the groups and encourage participants to be active and involved.</p> <p>Based on the previous answers, the trainer focuses attention with learners</p>		<p>Problem solving method</p> <p>Demonstration method</p> <p>Brainstorming</p> <p>Discussion</p> <p>Work in group</p> <p>Social Learning</p> <p>Simulation</p> <p>Game-based learning</p>	<p>Device for running a presentation</p> <p>Speakers</p> <p>Music</p> <p>Projection screen or white wall</p>	<p>story on the screen</p>
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	<p>on the specific elements that are associated with Internet security.</p> <p>Is your computer / tablet / smartphone... ready?</p> <p>Discuss and get feedback from learners.</p> <p>Define the basic recommendations together!</p>				
3.	<p>Activity: Summarization</p> <p>The trainer and the participants summarize together and define the possible security risks associated with using the Internet. They also define the main points to follow to make your connection to the online world secure.</p>	5			
4.	<p>Evaluation</p> <p>Participants on papers can write what they liked and did not like (we can use two colours of papers). The papers will then be glued to the selected place in the room.</p>	5		<p>Pens</p> <p>Post-it notes</p>	<p>The volunteer assists</p>

Area 3: Communicating and Debating

Lesson Plan for F2F Learning

Area Title	Communicating and Debating
Target Group	The citizens aged 60+ that are interested in developing their competences in order to access online reading resources and join online communities.
Purpose of this Competence Development Area	This module is part of a comprehensive suite of modules and resources for reading for older adults using new technologies. This module will help the target group to learn the basics of communication skills and to prepare for participating in a discussion.

<p>Learning Outcomes of this Competence Development Area</p>	<p>At the end of the module participants will be able to:</p> <ul style="list-style-type: none"> ● list common group communication problems and ways to resolve them ● analyse examples of group communication problems ● list steps in the research process ● describe the structure and process of a discussion ● list ways to foster group cohesion ● practice active listening and assertive communication ● solve potential communication barriers in a group ● formulate and use key questions and topics that spark a conversation and debate ● moderate and participate in a discussion ● research and prepare for a discussion ● value and accept others' opinions ● strengthen relationships with other local community members and peers ● possess increased appreciation of democratic and empathetic ways of communicating in a group in an offline and online environment ● possess increased awareness of the importance of empathy, respect, approachability and authenticity in communication ● possess increased awareness of the importance of group rituals
<p>Duration</p>	<p>5 hours</p>
<p>Topics</p>	<p>Communication skills, Discussion preparation, Group connection</p>
<p>Preparation</p>	<ul style="list-style-type: none"> ● Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation. ● Find instructors for the workshop's activities ● Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained. ● Organize catering for coffee and lunch breaks, or provide information about nearby food options ● Ask participants whether they might have some special educational needs in order to prepare and provide a suitable learning environment and tools for their needs. ● Involve at least two volunteers, who will be present at all times during the workshops.

A3.1 Communication Skills

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction and icebreaker activity:</p> <p>The trainer pairs-off the participants and instructs them to sit back-to-back. One participant is The Listener and the other is the Speaker. The trainer gives the Listener a blank piece of paper and a pencil, and the Speaker handouts with the geometrical images. The speaker is asked to describe the geometrical image in detail, and the Drawer will attempt to recreate the image on a blank piece of paper, based on the instructions. The trainer allows three minutes for this activity and then asks the Speaker: What steps did you take to make sure your instructions would be clear? How can these steps be translated into real-life conversations? What was it like not having feedback from the listener during the exercise? What we mean to say, and how it's interpreted, are often not the same. What can you do while speaking to reduce the risk of miscommunication in real-life conversations?</p> <p>Then the trainer will ask the Listeners: What did you like about the speakers' instructions? Did you find that any of the speakers' instructions were ambiguous or difficult to follow? How do you think your results wouldn't be different if you had been able to communicate with the speaker? Communication is much about being a good listener as being a good speaker. What steps can you take while</p>	15	Icebreaker activity	Blank pieces of paper Pens / pencils	<p>This task can be performed with the support of the volunteer.</p> <p>In case the participant has limited vision, he will be the one giving instructions.</p> <p>In case the participant has hearing impairment, they can give written instructions, which will be read by the volunteer</p>

	listening to reduce misunderstandings in real-life situations?			
2.	<p>Activity: Being a Speaker, an Observer and a Listener</p> <p>The trainer divides the participants into groups of three. Each participant is assigned a role: the speaker, the listener, and the observer. Participants draw slips of paper which the trainer hands out to find out what their role is.</p> <p>Each participant reads the instructions on their slip of paper before starting with the activity.</p> <p>Each listener receives a different instruction on their slip of paper (alongside the instruction not to show the paper to anyone else):</p> <ul style="list-style-type: none"> • Listen carefully and ask relevant questions at an appropriate time. • Interrupt and prevent the speaker from finishing their sentence. • Change the subject frequently. • Compliment the speaker frequently. • Put the speaker down. • Laugh when the speaker is serious. • Talk to someone else while the speaker is talking. • Look around the room and appear distracted while the speaker is talking. • Give advice you weren't asked for. • Be shocked or offended by what the speaker says. • Don't make eye contact with the speaker. <p>The speakers receive the instruction to think of something they feel strongly about and to be prepared to speak on this topic for two minutes.</p> <p>The observers receive the instruction to silently note all interactions between the listener and the speaker. They should remain silent during the entire conversation.</p>	25	Handout A3.1 – Being a Speaker, an Observer and a Listener	<p>The instructions given to participants with special needs need to be chosen in regard to their abilities. If necessary, other can be introduced in order to include the participants with appropriate tasks.</p> <p>The volunteer should be there observing and supporting when needed (to read the instructions to the participant; to describe the feedback of the other participants in the group, etc.</p>

	<p>After the conversations finish, the trainer asks the participants to evaluate the activity:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • What happened? • What did the observers notice? • What did the speakers notice? • What instructions did the listeners have? <p>The trainer asks concluding questions:</p> <ul style="list-style-type: none"> • Did you feel that the listeners were listening? • How does it make you feel when someone doesn't listen to what you are saying? <p>The trainer can write down all participants' responses on the board or the flip-chart.</p>				
3.	<p>Evaluation: The trainer wraps up the workshop and asks participants to list 3 keywords about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place.</p>	5	Evaluation		The volunteer assists

Handout A3.2 – Being a Speaker, an Observer and a Listener

Area Title Communicating and Debating					
Activity Title	Being a Speaker, an Observer & a Listener	Activity Number	Handout A3.1 – Being a Speaker, an Observer and a Listener		
Description of the activity	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td data-bbox="659 1743 1237 1833"> <p style="text-align: center;">SPEAKER</p> <p>Think of something you feel strongly about. Be prepared to speak on this topic for five minutes.</p> </td> </tr> <tr> <td data-bbox="659 1833 1237 1892"> <p style="text-align: center;">SPEAKER</p> <p>Think of something you feel strongly about. Be prepared</p> </td> </tr> </table>			<p style="text-align: center;">SPEAKER</p> <p>Think of something you feel strongly about. Be prepared to speak on this topic for five minutes.</p>	<p style="text-align: center;">SPEAKER</p> <p>Think of something you feel strongly about. Be prepared</p>
<p style="text-align: center;">SPEAKER</p> <p>Think of something you feel strongly about. Be prepared to speak on this topic for five minutes.</p>					
<p style="text-align: center;">SPEAKER</p> <p>Think of something you feel strongly about. Be prepared</p>					

	<p>to speak on this topic for five minutes.</p> <p>SPEAKER</p> <p>Think of something you feel strongly about. Be prepared to speak on this topic for five minutes.</p> <p>SPEAKER</p> <p>Think of something you feel strongly about. Be prepared to speak on this topic for five minutes.</p>	
	<p>OBSERVER</p> <p>Pay attention to how the speaker and listener behave and react during the conversation. You should remain silent during the entire conversation.</p> <p>OBSERVER</p> <p>Pay attention to how the speaker and listener behave and react during the conversation. You should remain silent during the entire conversation.</p> <p>OBSERVER</p> <p>Pay attention to how the speaker and listener behave and react during the conversation. You should remain silent during the entire conversation.</p>	
	<p>LISTENER</p> <p>Listen carefully and ask relevant questions at an appropriate time.</p> <p>LISTENER</p> <p>Change the subject frequently.</p> <p>LISTENER</p> <p>Put the speaker down.</p> <p>LISTENER</p> <p>Talk to someone else while the speaker is talking.</p> <p>LISTENER</p> <p>Give advice you weren't asked for.</p> <p>LISTENER</p> <p>Don't make eye contact with the speaker.</p>	

Area 4: Book Clubs

Area Overview

Area Title

Area 4: Book Clubs

Target Group	Citizens aged 60+ interested in developing their competences in order to create, develop and maintain digital and not digital book clubs
Purpose of this Competence Development Area	This module is part of a comprehensive suite of modules and resources for reading for older adults using new technologies. The fourth module provides tools for organizing and leading reading groups, putting into practice the skills acquired in the previous modules.
Learning Outcomes of this Competence Development Area	<p>At the end of the module participants will be able to:</p> <ul style="list-style-type: none"> ● define and describe what an (e-) book club is and all of its benefits ● list various models and forms of book clubs ● define a good reading plan ● list and describe ways to communicate in between meetings create a book club proposal ● select a book club leader and organiser ● select topics, authors and works for thematic readings ● design an e-reader club (virtual discussions, online socialization) ● use organizational skills to carry out collaborative activities online ● possess increased willingness to cooperate and be open-minded ● be open to working as part of a creative team
Duration	5 hours
Topics	Book club types, Forming a book club, Defining a reading plan
Preparation	<ul style="list-style-type: none"> ● Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation. ● Find instructors for the workshop's activities ● Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained. ● Organize catering for coffee and lunch breaks, or provide information about nearby food options

- Ask participants whether they might have some special educational needs in order to prepare and provide a suitable learning environment and tools for their needs.
- Involve at least two volunteers, who will be present at all times during the workshops.

A4.1 Book Clubs

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the Area 4 Book club and during the one-hour workshop.</p>	5	Presentation	Laptop Projector Powerpoint Presentation: A4 Book clubs – defining a book club	
2.	<p>Book club simulation</p> <p>The first activity starts with a simulation of a book club. This allows participants to break the ice and to learn by doing.</p> <p>Starting from what has emerged during the simulation, and discussing it we try to define what a book club is.</p> <p>Trainer gives the participants a short story to read.</p> <p>After 10 minutes, chairs in a circle, the participants, moderated by the trainer, share their impressions to the others.</p>	20	Ice breaker activity individual work Teamwork Reading and discussing	Laptop Projector Handout A4.1 – Short Story	The story should be available in digital format, allowing the use of assistive technology

<p>The participants are invited to talk about the elements of the story: plot, writing, characters, meaning but also about feelings and sensation experienced while reading</p> <p>In order to facilitate the discussion, the trainer could ask the participants the following questions:</p> <ul style="list-style-type: none"> - <i>did you know this story / this author?</i> - <i>did you like the story?</i> - <i>how is the plot?</i> - <i>If you had to assign a literary genre to this story, what would it be? Romance, noir, historical novel...</i> - <i>what are the main characters like?</i> - <i>what is the meaning of this story?</i> - <i>How did you feel while you were reading it?</i> - <i>Would you recommend this story to someone? why?</i> 				
<p>3. Theory presentation: During the presentations the trainer touches these topics and discuss them with the participants</p> <ul style="list-style-type: none"> ● Book club a definition ● Different kind of book clubs ● The discussion: desire to communicate ● The discussion: the right to be a silent reader ● Book club attitude: flexibility and openness 	15	Presentation	Laptop Projector Powerpoint Presentation: A4 Book clubs - defining a book club	
<p>5. Evaluation</p> <p>The trainer wraps up this area and asks the participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	5	Evaluation	Whiteboard Markers	

Handout A4.1 – Short Story

Area Title	Area 4: Book Clubs		
Activity Title	Book Club simulation	Activity Number	A4.1 – Short Story
Description of the activity	<p>You have ten minutes to read this story</p> <p>The Continuity of Parks by Julio Cortázar</p> <p>HE HAD BEGUN TO READ THE NOVEL a few days before. He had put it aside because of some urgent business, opened it again on his way back to the estate by train; he allowed himself a slowly growing interest in the plot, in the drawing of characters. That afternoon, after writing a letter to his agent and discussing with the manager of his estate a matter of joint ownership, he returned to the book in the tranquility of his study which looked out upon the park with its oaks. Sprawled in his favorite armchair, with his back to the door, which would otherwise have bothered him as an irritating possibility for intrusions, he let his left hand caress once and again the green velvet upholstery and set to reading the final chapters. Without effort his memory retained the names and images of the protagonists; the illusion took hold of him almost at once. He tasted the almost perverse pleasure of disengaging himself line by line from all that surrounded him, and feeling at the same time that his head was relaxing comfortably against the green velvet of the armchair with its high back, that the cigarettes were still within reach of his hand, that beyond the great windows the afternoon air danced under the oak trees in the park. Word by word, immersed in the sordid dilemma of the hero and heroine, letting himself go toward where the images came together and took on color and movement, he was witness to the final encounter in the mountain cabin. The woman arrived first, apprehensive; now the lover came in, his face cut by the backlash of a branch. Admirably she stanchd the blood with her kisses, but he rebuffed her caresses, he had not come to repeat the ceremonies of a secret passion, protected by a world of dry leaves and furtive paths through the forest. The dagger warmed itself against his chest, and underneath pounded liberty, ready to spring. A lustful, yearning dialogue raced down the pages like a rivulet of snakes, and one felt it had all been decided from eternity. Even those caresses which writhed about the lover's body, as though wishing to keep him there, to dissuade him from it, sketched abominably the figure of that other body it was necessary to destroy. Nothing had been forgotten: alibis, unforeseen hazards, possible mistakes. From this hour on, each instant had its use minutely assigned. The cold-blooded, double re-examination of the details was barely interrupted for a hand to caress a cheek. It was beginning to get dark. Without looking at each other now, rigidly fixed upon the task which awaited them, they separated at the cabin door. She was to follow the trail that led north. On the path leading in the opposite direction, he turned for a moment to watch her running with her hair let loose. He ran in turn, crouching among the trees and hedges until he could distinguish in the yellowish fog of dusk the avenue of trees leading up to the house. The dogs were not</p>		

supposed to bark, and they did not bark. The estate manager would not be there at this hour, and he was not. He went up the three porch steps and entered. Through the blood galloping in his ears came the woman's words: first a blue parlor, then a gallery, then a carpeted stairway. At the top, two doors. No one in the first bedroom, no one in the second. The door of the salon, and then the knife in his hand, the light from the great windows, the high back of an armchair covered in green velvet, the head of the man in the chair reading a novel.

Julio Cortázar, *End of the game, and other stories*, translated from the Spanish by Paul Blackburn, London, Collins & Harvill Press, 1968

A4.2 Forming a Book Club

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 2 hours workshop</p>	5	Presentation	Laptop Projector	

2.	<p>From theory to practice. In this second activity participants, through presentation and practical works, focus on the essential elements of a book club, discover, analyse and test digital tools and set the organization of a book club.</p> <p>Theory Presentation:</p> <p>The essential elements of a book club</p> <p>The trainer explains and analyses, together with the participants the essential elements for the organization of a book club</p> <ul style="list-style-type: none"> ● How to find people for a book club (or how to find a book club) ● Choosing the place ● Setting up the organization ● Choosing the moderator ● Fixing the rules 	15	Presentation	<p>Laptop Projector Powerpoint Presentation: A4 Book Clubs - How to create a book club</p>	
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<p>3. Introduction to E-reader club</p> <p>An overview of the online book club and of the opportunities given by the internet, ICT Tools, platforms, social media, and messaging application.</p> <p>The trainer illustrates to useful tools for organizing book clubs: the website “Rete dei gruppi di lettura”, a space dedicated to the reading groups in Italy and abroad and the website “Gruppo di lettura cultura condivisa” a blog dedicated to readers, reading groups and books.</p> <p>Then the trainer illustrates several examples of online book club on</p> <ul style="list-style-type: none"> ● whatsapp ● telegram ● facebook groups ● web pages <p>and the main video conferencing platforms (zoom, google meet)</p>	<p>20</p>	<p>Presentati on</p>	<p>Laptop Projector Powerpoint Presentation: A4 Book Clubs - How to create a book club</p>	
<p>4. Testing digital tools</p> <p>Divided in 4 small groups and helped by the trainer, each group analyze one of the following digital tools:</p> <ul style="list-style-type: none"> ● whatsapp ● telegram ● facebook groups ● web pages <p>The participants are invited by the trainer to evaluate the pros and cons of each instrument in terms of appeal, accessibility and user friendliness.</p> <p>After 15 minutes each group share with the others their considerations</p>	<p>20</p>	<p>Group activity</p>	<p>Laptop Smartphone Pc Tablet</p>	<p>The volunteer assists</p>

<p>5.</p>	<p>Creating a book club</p> <p>Trainer divides participants into two groups. Each group has to organize a book club.</p> <p>The groups must choose the meeting place, individualize an organizer and a moderator, set a calendar, fix the rules and the characteristics of the book club.</p> <p>The group must also choose the web conference platform for the online meetings and the digital tool (for example whatsapp, telegram) for the asynchronous debate between one meeting and the next.</p> <p>The participants can use a pre-organized grid with the elements to consider for organization</p> <p>After 20 minutes, presentation and discussion of the works.</p>	<p>25</p>	<p>Group activity Discussion</p>	<p>Laptop Projector Pens and paper</p> <p>Handout A4.2 – Organizing a Book Club</p>	
<p>6.</p>	<p>Evaluation</p> <p>The trainer wraps up this area and asks the participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	<p>5</p>	<p>Evaluation</p>	<p>Whiteboard</p>	

Handout A4.2 – Organizing a Book Club

<p>Area Title</p>	<p>Area 4: Book Clubs</p>		
<p>Activity Title</p>	<p>Creating a book club</p>	<p>Activity Number</p>	<p>A4.2 – Organizing a Book Club</p>
<p>Description of the activity</p>	<p>Did you consider the following elements to organize your book club?</p>		

<p>The meeting place</p>	<p>location: address, contact, opening hours. direction: public and private transport what kind of place is: public (a library, a conference room) or private. reservation rules accessibility</p>
<p>The organizer</p>	<p>organizes and maintains up-to-date participants' contact details organizes and maintains updated the calendar books the meeting place in advance invites participants to meetings</p>
<p>The moderator</p>	<p>leads the discussion in the group ensures that everyone can express themselves</p>
<p>The rules</p>	<p>General rules such as: being punctual, giving notice of one's absence, being respectful towards others. Specific rules for the discussion such as: Set up the conversation starting from the selected book, avoid cross discussions, try not to repeat what others have already said, but try to contribute with something new or with additions to the previous comment. Remember that there is no such thing as right and wrong, only differences of opinion.</p>
<p>Calendar</p>	<p>how often the day of the week at what time duration of a meeting</p>

	Online platform	internet address instruction for connecting
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A4.3 Defining a Reading Plan

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 2 hours workshop</p>	5	Presentation	Laptop Projector	
2.	<p>Discovering reading preferences</p> <p>Trainer asks participants about their literary tastes, their preferences about types of books, authors, literary genres, characters and write the answers on the whiteboard.</p> <p>Trainer asks participants why they read and what they feel when they read and write the answers on the whiteboard and at the end of discussion summarizes and highlights the main elements.</p>	15	Group discussion	Laptop Projector Whiteboard	Also applications and databases with audiobooks need to be included

<p>3.</p>	<p>Choosing the books: tools and books</p> <p>A brief overview of useful tools for choosing books to read.</p> <p>The trainer illustrates:</p> <ul style="list-style-type: none"> • library catalogues, such as Rete Bibliotecaria di Romagna, the online catalog of the local community • digital lending platforms, such as MLOL, MediaLibraryOnline, a platform of digital content for the Italian Libraries • review sites • publishing house catalogues • lists of books read by other reading groups • bibliographical paths of libraries • lists and information sheets of books specially prepared for this purpose <p>A short presentation of a selection of books of different genres and authors at disposal of participants to help them in the creation of the reading plan. The books can be accompanied by reviews chosen from newspapers, internet etc.</p>	<p>20</p>	<p>Presentati on</p>	<p>Laptop Projector Powerpoint Presentation: A4 Book clubs - defining a reading plan</p> <p>A selection of books of different genres and authors</p>	
<p>4.</p>	<p>Choosing the books for the reading plan</p> <p>Every participant must choose a maximum of two books, not yet read, to propose for the reading plan. The participants can take inspiration for the choice by browsing the books, reading blurbs, reviews, browsing online catalogues and resources.</p> <p>The participants must indicate for each book the elements of interest and motivate the choice</p>	<p>20</p>	<p>Individual work</p>	<p>Laptop Projector Pens and paper</p>	<p>In case there are persons with limited vision, the books chosen should also be available as audiobooks</p>

<p>5. Defining the reading plan</p> <p>The participants, chairs in a circle, moderated by the trainer, share the selected books with the others.</p> <p>At the end of the discussion participants will choose 6 books for the reading plan.</p>	<p>20</p>	<p>Team work</p>	<p>Laptop Projector Pens and paper</p>	
<p>6. Conclusion</p> <p>The trainer wraps up this area and asks the participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	<p>10</p>	<p>Discussion Evaluation</p>	<p>Whiteboard</p>	<p>The volunteer assists</p>

Area 5: Critical Writing

Area Overview

<p>Area Title</p>	<p>Area 5: Critical Writing</p>
<p>Target Group</p>	<p>Citizens aged 60+ that are interested in developing their competencies in order to access online reading resources and join online communities.</p>
<p>Purpose of this Competence Development Area</p>	<p>This module is part of a comprehensive suite of modules and resources for reading for older adults using new technologies. This area will help the target group to use key information about writing styles and forms and help them communicate their ideas in an online or offline environment.</p>
<p>Learning Outcomes of this Competence Development Area</p>	<ul style="list-style-type: none"> ● describe and analyse a book review ● describe and analyse an online news post ● list and describe available blog and book review sites ● use available and relevant book review sites ● write and post a book recommendation or review ● write and post a brief summary of a group meeting ● use the E-reading Community Portal to post reviews or news

	<ul style="list-style-type: none"> possess increased willingness to write in a critical way and without prejudice possess increased confidence in communicating with others online
Duration	9 hours
Topics	Introduction to critical writing, book reviews, news posts
Preparation	<ul style="list-style-type: none"> Find a room with chairs and tables, computers, a projector, and a whiteboard. Book at least 2 months before the workshop's implementation. Find instructors for the workshop's activities. Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained. Organize catering for coffee and lunch breaks, or provide information about nearby food options Ask participants whether they might have some special educational needs in order to prepare and provide a suitable learning environment and tools for their needs. Involve at least two volunteers, who will be present at all times during the workshops.

A5.1 Introduction to Critical Writing

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/Equipment Required	Adaptations for special needs
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1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces himself or herself. The trainer asks participants to write their expectations of this module on a whiteboard. After that, the trainer presents the topics that are going to be covered during the 1-hour workshop and comments on the participants' expectations.</p>	10	Presentati on Discussion	Laptop Projector Powerpoint Presentation A5 - Introduction to Critical Writing Whiteboard	The volunteer assists
2.	<p>Theory Presentation: Introduction to critical writing</p> <ul style="list-style-type: none"> ● different types and styles of texts ● main parts of every text ● importance of thesis ● how to write an introduction and conclusion 	15	Presentati on	Laptop Projector Powerpoint Presentation A5 - Introduction to Critical Writing	
3.	<p>Theory Presentation: Why do we critique?</p> <ul style="list-style-type: none"> ● a brief history of critique ● how do we define it ● types and differences of literary critique genres 	10	Presentati on	Laptop Projector Powerpoint Presentation A5 - Introduction to Critical Writing	
4.	<p>Conclusion</p> <p>The trainer wraps up this area and asks participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	10	Discussion Evaluation	Whiteboard Evaluation	The volunteer assists

A5.2 Book Review

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>Trainer presents the topics that are going to be covered during the 4-hour workshop.</p>	10	Presentation	Laptop Projector Powerpoint Presentation A5 - Book review	
2.	<p>Activity: Choosing a text to read</p> <p>Trainer asks the participants about the favorite books they read and asks a few follow-up questions:</p> <ul style="list-style-type: none"> • How do you choose the books you read? • Do you ask for a recommendation from your librarian, bookseller, friend? • Do you consult book reviews? • In which form? TV shows, newspaper articles, blog posts, social media posts? • Have you ever chosen a book based on a book review? 	15	Ice breaker activity Discussion	Laptop Projector Powerpoint Presentation A5 - Book review	
3.	<p>Activity: What do you think makes a good book review?</p> <p>Trainer divides participants into smaller groups and gives the participants 3 texts: a book review written by a member of a reading club (or a Goodreads review), a newspaper/news portal book review and a book blurb of the same book.</p> <p>The participants must read the texts and discuss the following questions:</p>	20	Teamwork Reading and discussing	Laptop Projector Handout A5.2 Book Reviews Powerpoint Presentation A5 - Book review	The texts should be available in digital format, which allows for the use of assistive technology

	<ul style="list-style-type: none"> Do you see the difference between the given texts? Can you identify different types of book reviews? Would you change anything in these texts? Which one do you prefer most? <p>After 10 minutes, each group chooses 1 group leader who will present the answers and ideas to all participants.</p>				
4.	<p>Theory presentation: Book review platforms</p> <p>A brief presentation about different literary and news platforms</p> <ul style="list-style-type: none"> platforms for book reviews and recommendations news posts and articles that review books library web sites 	15	Presentation	Laptop Projector Powerpoint Presentation A5 - Book review	The volunteer assists
5.	<p>Activity: Exploring book review platforms</p> <p>The trainer divides the participants into smaller groups. Each group has to search the platforms mentioned in the theory presentation and find 3 different texts related to one book (favorite book they already read or the one they plan on reading...)</p> <p>The trainer must check if they need help or assistance in doing this assignment.</p> <p>With this Activity the PP presentation is concluded.</p>	15	Teamwork	Laptop Projector Powerpoint Presentation A5 - Book review	
6.	<p>Activity: Preparing for a review</p> <p>The trainer divides the participants into smaller groups. Each group has to read one text that is given to them by the trainer. The texts are different short stories. As a group they have to:</p> <ul style="list-style-type: none"> Read the text more than once 	15	Teamwork Reading and discussion	Handout A5.2 – Short Story Pen and paper	The texts should be available in digital format, which allows

	<ul style="list-style-type: none"> Identify the structure of the text - introduction, main part, conclusion Discuss and try to understand what is the idea behind the story and what where the author's goals when writing it 				for the use of assistive technology
7.	<p>Activity: Writing a short review</p> <p>Every participant has to write a short review in the handout form given to them. After 30 minutes, the participants share their reviews with all participants and discuss if their opinions are shared or not.</p>	40	Individual work Group discussion	Handout A5.2 – Writing a Review Pen and paper	The volunteer assists
8.	<p>Conclusion</p> <p>The trainer wraps up this area and asks participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	5	Discussion Evaluation	Whiteboard Evaluation	The volunteer assists

Handout A5.2 Book Reviews

Area Title	Critical Writing		
Activity Title	What do you think makes a good book review?	Activity Number	A5.2 – Book Reviews
Description of the activity	<p>Example : The Handmaid's Tale by Margaret Atwood</p> <p>Goodreads review</p> <p>A true dystopian classic. This is incredibly well written, & I think that that is why it's fan base is so enormous & faithful. It made Entertainment Weekly's "Top 25 Best Books of the Last 25 Years" several years ago.</p> <p>The account reminds me of, and is probably written trying to somehow emulate, "The Diary of Anne Frank." This new vision of the future is one devoid the female mystique, with only one sex becoming triumphant &) dominating the other. This is misogyny to</p>		

the nth degree. It is a holocaust that mirrors the treatment of women in the Middle East. It is multifaceted & wondrous. But also terrible.

I must say that reading the last stretch of the novel, I drifted & when the conclusion arrived, it hit me. It's impact waking me full tilt. What?!?!? It ends in a very Coen Brothers fashion! That it is tight, then unravels in plot is efficient... then chaotic. It belongs in the same shelf as "We," obviously, and I did not find anything funny about it, only pathos and ironic melancholy. Again, kinda like 'em Coens.

News Portal review -

The Handmaid's Tale by Margaret Atwood

Atwood's chilling tale of a concubine in an oppressive future America is more vital than ever

Charlotte Newman

This year sees the 25th anniversary of the publication of Margaret Atwood's dystopian classic, and to honour the occasion, the book has been reissued by Vintage. The Handmaid's Tale tells the story of Offred – not her real name, but the patronymic she has been given by the new regime in an oppressive parallel America of the future – and her role as a Handmaid. The Handmaids are forced to provide children by proxy for infertile women of a higher social status, the wives of Commanders. They undergo regular medical tests, and in many ways become invisible, the sum total of their biological parts.

Offred remembers her life before the inception of Gilead, when she had a husband, a daughter and a life. She had been a witness to the dissolution of the old America into the totalitarian theocracy that it now is, and she tries to reconcile the warning signs with reality: "We lived in the gaps between the stories."

Offred's tender remembrances of times past provide relief from the brutality of her new life, in which her body has become a cause of discomfort for her. Her former life is presented through glimpses of her university friends, her husband, her freedom. They are shadowy memories made all the more indistinct by Atwood's lyrical prose, in which facts appear to merge into one another, and history appears immaterial; Offred is kept alive by her inner life, and reality and history become a kind of symbiotic mirage.

Fiercely political and bleak, yet witty and wise, the novel won the inaugural Arthur C Clarke award in 1987, but Atwood has always maintained that the novel is not classifiable science fiction. Nothing practised in the Republic of Gilead is genuinely futuristic. She is right, and this novel seems ever more vital in the present day, where women in many parts of the world live similar lives, dictated by biological determinism and misogyny.

Book blurb -

Margaret Atwood's popular dystopian novel *The Handmaid's Tale* explores a broad range of issues relating to power, gender, and religious politics. Multiple Emmy and Golden Globe award-winner Claire Danes (*Temple Grandin*, *Homeland*) gives a stirring performance of this classic in speculative fiction, one of the most powerful and widely read novels of our time.

After a staged terrorist attack kills the President and most of Congress, the government is deposed and taken over by the oppressive and all controlling Republic of Gilead. Offred, now a Handmaid serving in the household of the enigmatic Commander and his bitter wife, can remember a time when she lived with her husband and daughter and had a job, before she lost even her own name. Despite the danger, Offred learns to navigate the intimate secrets of those who control her every move, risking her life in breaking the rules in hopes of ending this oppression.

Handout A5.2 Short Story

Area Title	Critical Writing		
Activity Title	Preparing for a review	Activity Number	A5.2 Short Story
Description of the activity	<p>A Strange Story by O. Henry</p> <p>In the northern part of Austin there once dwelt an honest family by the name of Smothers. The family consisted of John Smothers, his wife, himself, their little daughter, five years of age, and her parents, making six people toward the population of the city when counted for a special write-up, but only three by actual count.</p> <p>One night after supper the little girl was seized with a severe colic, and John Smothers hurried down town to get some medicine.</p> <p>He never came back.</p> <p>The little girl recovered and in time grew up to womanhood.</p>		

The mother grieved very much over her husband's disappearance, and it was nearly three months before she married again, and moved to San Antonio.

The little girl also married in time, and after a few years had rolled around, she also had a little girl five years of age.

She still lived in the same house where they dwelt when her father had left and never returned.

One night by a remarkable coincidence her little girl was taken with cramp colic on the anniversary of the disappearance of John Smothers, who would now have been her grandfather if he had been alive and had a steady job.

"I will go downtown and get some medicine for her," said John Smith (for it was none other than he whom she had married).

"No, no, dear John," cried his wife. "You, too, might disappear forever, and then forget to come back."

So John Smith did not go, and together they sat by the bedside of little Pansy (for that was Pansy's name).

After a little Pansy seemed to grow worse, and John Smith again attempted to go for medicine, but his wife would not let him.

Suddenly the door opened, and an old man, stooped and bent, with long white hair, entered the room.

"Hello, here is grandpa," said Pansy. She had recognized him before any of the others.

The old man drew a bottle of medicine from his pocket and gave Pansy a spoonful.

She got well immediately.

"I was a little late," said John Smothers, "as I waited for a street car."

The Morals of Chess by Benjamin Franklin

Playing at Chess, is the most ancient and universal game known among men; for its original is beyond the memory of history, and it has, for numberless ages, been the amusement of all the civilized nations of Asia, the Persians, the Indians, and the Chinese. Europe has had it above 1,000 years; the Spaniards have spread it over their part of America, and it begins lately to make its appearance in these northern states. It is so interesting in itself, as not to need the view of gain to induce engaging in it; and thence it is never played for money. Those, therefore, who have leisure for such diversions, cannot find one that is more innocent; and the following piece, written with a view to correct (among a few young friends) some little improprieties in the practice of it, shows at the same time that it may, in its effects on the mind, be not merely innocent, but advantageous, to the vanquished as well as to the victor.

The game of Chess is not merely an idle amusement. Several very valuable qualities of the mind, useful in the course of human life, are to be acquired or strengthened by it, so as to become habits, ready on all occasions. For life is a kind of chess, in which we have often points to gain, and competitors or adversaries to contend with, and in which there is a vast variety of good and ill events, that are, in some degree, the effects of prudence or the want of it.

By playing at chess, then, we may learn:

1. Foresight, which looks a little into futurity, and considers the consequences that may attend an action: for it is continually occurring to the player, "If I move this piece, what will be the advantages of my new situation? What use can my adversary make of it to annoy me? What other moves can I make to support it, and to defend myself from his attacks?"
2. Circumspection, which surveys the whole chess-board, or scene of action, the relations of the several pieces and situations, the dangers they are respectively exposed to, the several possibilities of their aiding each other, the probabilities that the opponent may make this or that move, and attack this or the other piece; and what different means can be used to avoid his stroke, or turn its consequences against him.
3. Caution, not to make our moves too hastily. This habit is best acquired by observing strictly the laws of the game, such as, "If you touch a piece, you must move it somewhere; if you set it down, you must let it stand." And it is therefore best that these rules should be observed, as the game thereby becomes more the

image of human life, and particularly of war; in which, if you have incautiously put yourself into a bad and dangerous position, you cannot obtain your enemy's leave to withdraw your troops, and place them more securely; but you must abide all the consequences of your rashness.

And lastly, we learn by chess the habit of not being discouraged by present bad appearances in the state of our affairs, the habit of hoping for a favorable change, and that of persevering in the search of resources. The game is so full of events, there is such a variety of turns in it, the fortune of it is so subject to sudden vicissitudes, and one so frequently, after long contemplation, discovers the means of extricating one's self from a supposed insurmountable difficulty, that one is encouraged to continue the contest to the last, in hopes of victory by our own skill, or, at least, of giving a stalemate, by the negligence of our adversary. And whoever considers, what in chess he often sees instances of, that particular pieces of success are apt to produce presumption, and its consequent, inattention, by which more is afterwards lost than was gained by the preceding advantage; while misfortunes produce more care and attention, by which the loss may be recovered, will learn not to be too much discouraged by the present success of his adversary, nor to despair of final good fortune, upon every little check he receives in the pursuit of it.

That we may, therefore, be induced more frequently to choose this beneficial amusement, in preference to others which are not attended with the same advantages, every circumstance, that may encrease the pleasure of it, should be regarded; and every action or word that is unfair, disrespectful, or that in any way may give uneasiness, should be avoided, as contrary to the immediate intention of both the players, which is, to pass the time agreeably.

Therefore, 1st. If it is agreed to play according to the strict rules, then those rules are to be exactly observed by both parties; and should not be insisted on for one side, while deviated from by the other: for this is not equitable.

2. If it is agreed not to observe the rules exactly, but one party demands indulgencies, he should then be as willing to allow them to the other.

3. No false move should ever be made to extricate yourself out of a difficulty, or to gain an advantage. There can be no pleasure in playing with a person once detected in such unfair practice.

4. If your adversary is long in playing, you ought not to hurry him, or express any uneasiness at his delay. You should not sing, nor whistle, nor look at your watch, nor take up a book to read, nor make a tapping with your feet on the floor, or with your fingers on the table, nor do any thing that may disturb his attention. For all

these things displease. And they do not show your skill in playing, but your craftiness or your rudeness.

5. You ought not to endeavour to amuse and deceive your adversary, by pretending to have made bad moves, and saying you have now lost the game, in order to make him secure and careless, and inattentive to your schemes; for this is fraud, and deceit, not skill in the game.

6. You must not, when you have gained a victory, use any triumphing or insulting expression, nor show too much pleasure; but endeavour to console your adversary, and make him less dissatisfied with himself by every kind and civil expression, that may be used with truth; such as, You understand the game better than I, but you are a little inattentive; or, You play too fast; or, You had the best of the game, but something happened to divert your thoughts, and that turned it in my favour."

7. If you are a spectator, while others play, observe the most perfect silence. For if you give advice, you offend both parties; him, against whom you give it, because it may cause the loss of his game; him, in whose favour you give it; because, tho' it be good, and he follows it, he loses the pleasure he might have had, if you had permitted him to think till it occurred to himself. Even after a move or moves, you must not, by replacing the pieces, show how it might have been played better: for that displeases, and may occasion disputes or doubts about their true situation. All talking to the players, lessens or diverts their attention, and is therefore unpleasing; nor should you give the least hint to either party, by any kind of noise or motion.— If you do, you are unworthy to be a spectator.— If you have a mind to exercise or show your judgment, do it in playing your own game when you have an opportunity, not in criticising or meddling with, or counselling, the play of others.

Lastly. If the game is not to be played rigorously, according to the rules above mentioned, then moderate your desire of victory over your adversary, and be pleased with one over yourself. Snatch not eagerly at every advantage offered by his unskilfulness or inattention; but point out to him kindly that by such a move he places or leaves a piece in danger and unsupported; that by another he will put his king in a dangerous situation, &c. By this generous civility (so opposite to the unfairness above forbidden) you may indeed happen to lose the game to your opponent, but you will win what is better, his esteem, his respect, and his affection; together with the silent approbation and good will of impartial spectators.

A Fable by Mark Twain

Once upon a time an artist who had painted a small and very beautiful picture placed it so that he could see it in the mirror. He said, "This doubles the distance and softens it, and it is twice as lovely as it was before."

The animals out in the woods heard of this through the housecat, who was greatly admired by them because he was so learned, and so refined and civilized, and so polite and high-bred, and could tell them so much which they didn't know before, and were not certain about afterward. They were much excited about this new piece of gossip, and they asked questions, so as to get at a full understanding of it. They asked what a picture was, and the cat explained.

"It is a flat thing," he said; "wonderfully flat, marvelously flat, enchantingly flat and elegant. And, oh, so beautiful!"

That excited them almost to a frenzy, and they said they would give the world to see it. Then the bear asked:

"What is it that makes it so beautiful?"

"It is the looks of it," said the cat.

This filled them with admiration and uncertainty, and they were more excited than ever. Then the cow asked:

"What is a mirror?"

"It is a hole in the wall," said the cat. "You look in it, and there you see the picture, and it is so dainty and charming and ethereal and inspiring in its unimaginable beauty that your head turns round and round, and you almost swoon with ecstasy."

The ass had not said anything as yet; he now began to throw doubts. He said there had never been anything as beautiful as this before, and probably wasn't now. He said that when it took a whole basketful of sesquipedalian adjectives to whoop up a thing of beauty, it was time for suspicion.

It was easy to see that these doubts were having an effect upon the animals, so the cat went off offended. The subject was dropped for a couple of days, but in the meantime curiosity was taking a fresh start, and there was a revival of interest perceptible. Then the animals assailed the ass for spoiling what could possibly have been a pleasure to them, on a mere suspicion that the picture was not beautiful, without any evidence that such was the case. The ass was not, troubled; he was calm, and said there was one way to find out who was in the right, himself or the

cat: he would go and look in that hole, and come back and tell what he found there. The animals felt relieved and grateful, and asked him to go at once--which he did.

But he did not know where he ought to stand; and so, through error, he stood between the picture and the mirror. The result was that the picture had no chance, and didn't show up. He returned home and said:

"The cat lied. There was nothing in that hole but an ass. There wasn't a sign of a flat thing visible. It was a handsome ass, and friendly, but just an ass, and nothing more."

The elephant asked:

"Did you see it good and clear? Were you close to it?"

"I saw it good and clear, O Hathi, King of Beasts. I was so close that I touched noses with it."

"This is very strange," said the elephant; "the cat was always truthful before--as far as we could make out. Let another witness try. Go, Baloo, look in the hole, and come and report."

So the bear went. When he came back, he said:

"Both the cat and the ass have lied; there was nothing in the hole but a bear."

Great was the surprise and puzzlement of the animals. Each was now anxious to make the test himself and get at the straight truth. The elephant sent them one at a time.

First, the cow. She found nothing in the hole but a cow.

The tiger found nothing in it but a tiger.

The lion found nothing in it but a lion.

The leopard found nothing in it but a leopard.

The camel found a camel, and nothing more.

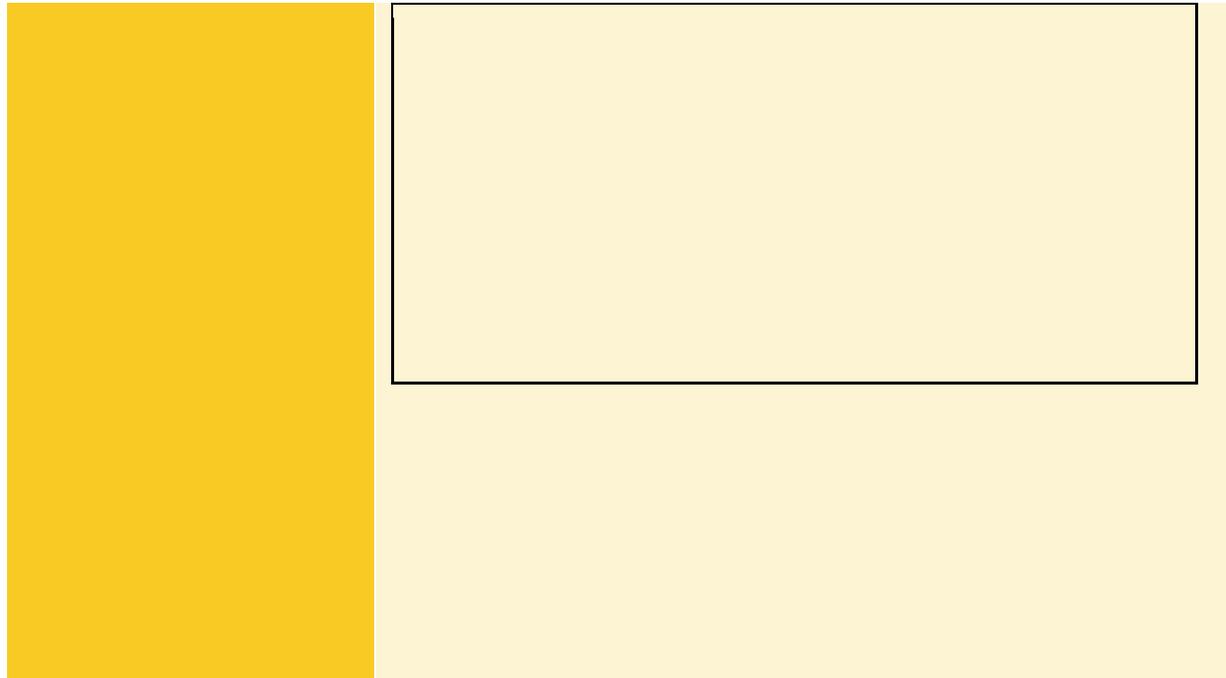
Then Hathi was wroth, and said he would have the truth, if he had to go and fetch it himself. When he returned, he abused his whole subjectry for liars, and was in an unappeasable fury with the moral and mental blindness of the cat. He said that anybody but a near-sighted fool could see that there was nothing in the hole but an elephant.

MORAL, BY THE CAT

You can find in a text whatever you bring, if you will stand between it and the mirror of your imagination. You may not see your ears, but they will be there.

Handout A5.2 – Writing a Review

Area Title		Critical Writing	
Activity Title	Writing a short review	Activity Number	A5.2 – Writing a Review
Description of the activity	MY SHORT STORY REVIEW		
	Name and surname		
	Short story name		



Area 6: Guest Authors

Area Overview

Area Title	Area 6: Guest Authors
Target Group	Citizens aged 60+ that are interested in developing their competences in order to access online reading resources and join online communities.
Purpose of this Competence Development Area	This module is part of a comprehensive suite of modules and resources for reading for older adults using new technologies. The area regarding guest authors will help the target group to use key organisational tools and information to communicate in a new way.
Learning Outcomes of this Competence Development Area	<ul style="list-style-type: none"> ● list suggestions for choosing the ideal literary guest ● describe books and topics that can be discussed with an author ● describe the process of contacting guest authors and organising a library book event ● plan an event related to an e-book club meeting ● moderate a conversation

	<ul style="list-style-type: none"> possess increased confidence in planning events and inviting literary guests possess increased awareness of library services and their help in organising literary events
Duration	5 hours
Topics	Choosing literary guests, organising a book event, moderating a conversation
Preparation	<ul style="list-style-type: none"> Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation. Find instructors for the workshop's activities Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained. Organize catering for coffee and lunch breaks, or provide information about nearby food options Ask participants whether they might have some special educational needs in order to prepare and provide a suitable learning environment and tools for their needs. Involve at least two volunteers, who will be present at all times during the workshops.

A6.2 Organizing Book Events

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents</p>	10	Presentation	Laptop Projector Powerpoint Presentation	

	the topics that are going to be covered during the 2-hour workshop.			A6 - Organizing Book Events	
2.	<p>Activity: Experiences with events</p> <p>The trainer asks the participants the following questions:</p> <ul style="list-style-type: none"> • have they been to a literary event lately • short video for an example • who was the guest and did they like it • was it an online or offline event, which did they prefer and why 	25	Ice breaker activity Discussion	Laptop Projector Powerpoint Presentation A6 - Organizing Book Events	The video needs to have the option to turn on subtitles
3.	<p>Theory presentation: Event organisation</p> <p>A brief overview of possible ways literary events can be organised and their formats. The trainer presents different video material of interesting local events.</p>	20	Presentatio n	Laptop Projector Powerpoint Presentation A6 - Organizing Book Events	The video needs to have the option to turn on subtitles
4.	<p>Activity: Event theme</p> <p>The trainer divides the participants into smaller groups. Each group has to discuss and choose one theme they would do for an event and explain why. Participants discuss which events would they go to or not go to and why.</p>	25	Teamwork Brainstormi ng Discussion	Pens and papers	

5.	<p>Conclusion</p> <p>The trainer wraps up this area and asks participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	10	Discussion Evaluation	Whiteboard Evaluation	The volunteer assists
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A6.3 Moderating a Conversation

Lesson Plan for F2F Learning

Nr.	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required	Adaptations for special needs
1.	<p>Introduction</p> <p>The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 1-hour workshop.</p>	10	Presentati on	Laptop Projector Powerpoint Presentation A6- Moderating a conversation	
2.	<p>Activity: Qualities of a Good Moderator</p> <p>Trainer asks participants what are qualities of a good moderator? Can they recognise someone in their local community -as a good moderator? Maybe on radio or television?</p>	10	Ice- breaker activity Discussion	Laptop Projector Powerpoint Presentation A6- Moderating a conversation	
3.	<p>Theory presentation: Communication and moderating</p> <p>Moderating a conversation or discussion. Communication structure, questions, comments.</p>	15	Presentati on	Laptop Projector Powerpoint Presentation A6- Moderating	

				a conversation	
4.	<p>Conclusion</p> <p>The trainer wraps up this area and asks participants to list 3 key words about what they have learned and write them on a whiteboard with a brief explanation.</p>	10	Discussion Evaluation	Whiteboard Evaluation	The volunteer assists

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Project Ref: 2020-1-HR01-KA204-077729



Co-funded by the
Erasmus+ Programme
of the European Union



Project Ref:
2020-1-HR01-KA204-
077729

This project has been
funded with support
from the European
Commission.

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