

INTERGENERATIONAL IT TOOLKIT



Intergenerational Skill Exchange between Students and Older Individuals



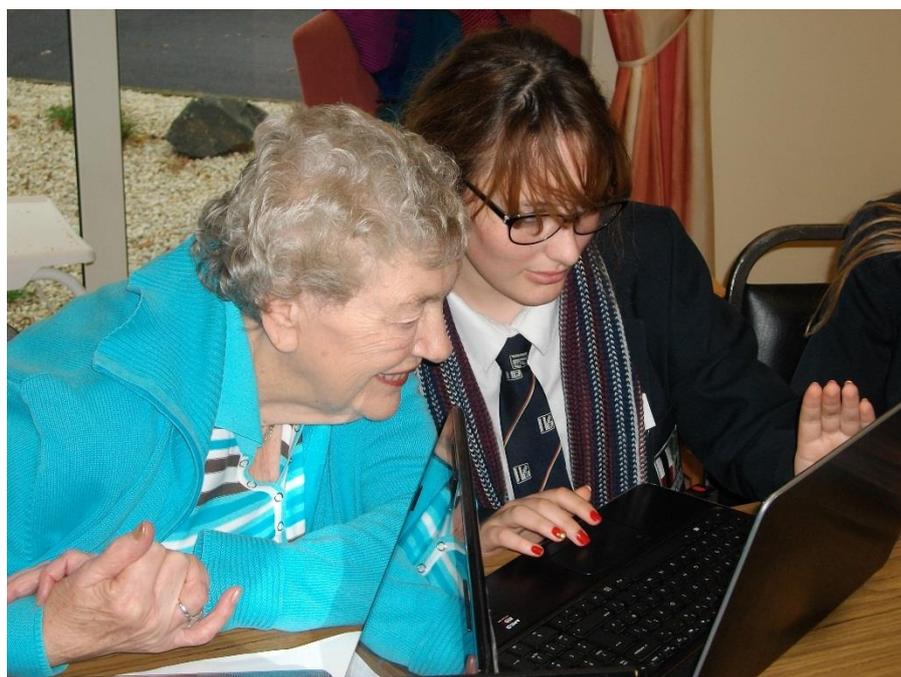


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INTRODUCTION





PLACE-EE

Platforms for Ageing Community Engagement – Exchange and Enterprise (PLACE-EE) project will be undertaken over 36 months across five counties.

PLACE-EE is a transnational partnership of public health agencies, local authorities, academics and ICT experts dedicated to improving the quality of life for older people.

Our aim is to develop and implement locally derived sustainable solutions to encourage internet use and person-centred e-health. Older people will engage with our transnational partnership of municipal bodies, public health, universities and enterprises in a programme of community engagement and intergenerational exchange between younger and older citizens using an assets-based approach to build capacity among older people to address barriers to service access. In doing so, we will identify, promote and connect local, cultural knowledge and other heritage resources with innovative ICT approaches that enable greater social inclusion, and access to timely and efficient advice, support and care.

The key objectives are as follows:

- Develop a participatory model of engagement with older people in remote and rural areas, using creative arts to assess health and social needs and use of public services.
- Create a skills exchange between older and younger citizens.
- Build flourishing social and cultural capital among older people through active involvement in creative and cultural activities. These activities and products will be documented and archived.
- Establish a transnational forum for cultural exchange for older citizens (and younger counterparts).
- Document and evaluate a model of transferable, sustainable best practice and learning for connected ageing.
- Disseminate the PLACE-EE Model across NPA regions, health and social care organisations.



Linking Generations Northern Ireland (LGNI) has contributed to the content of this IT Toolkit. We are the lead development body for intergenerational practice in NI and part of the UK Beth Johnson Foundation. LGNI have a vision of a Northern Ireland where all generations are respected, understood, connected and engaged together in their communities. Achieving this vision requires a whole system, cross

sector and collaborative approach and we work with a range of partners to connect generations across NI in all sorts of places and for all sorts of purposes. We adhere to the core principles of intergenerational practice, meaning that we work collaboratively; our work is participatory, asset-based, well-planned, culturally grounded, challenges ageism, builds community and provides mutual and reciprocal benefits for participants.

LGNI works to promote the concept across all sectors following an outcomes based approach to positively disrupt and change systems. Systems change is a process which requires working at all levels community, organisational and policy to embed and mainstream intergenerational practice and policy. We do this by advocating for intergenerational practice; acting as expert catalysts, offering advice and expertise; facilitating learning and running demonstration projects to help establish awareness, learning and skills in the field.

The LGNI approach



LGNI have developed a progressive cycle, from working at local level, delivering projects, creating a published evidence trail and using this to influence policy and increase the impact of our practice across a range of sectors. We have strong evidence, through our internal and external evaluations, that intergenerational practice has positive outcomes for community building, social isolation, well-being, confidence, community safety and cohesion and enhancing digital skills of older people, to mention a few of our proven outcomes..

We support the World Health Organisation Age-friendly movement and we want NI to be Age-friendly. Intergenerational practice has an important role to play in building and Age-friendly Europe. It tackles ageism and brings people together in purposeful, mutually beneficial activities. It is globally recognised as an appropriate response to both tackling the challenges and embracing the opportunities of our ageing planet.

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What are the benefits of using IT to connect generations?

This project will help older residents to understand how technology can enhance their lives through improved communication, access to information and services, hobbies and interests to reduce social isolation and promote a better quality of life. Individuals aged over 60 still remain less likely to access the internet than younger age groups and this project addresses that need.

By empowering older people with knowledge and skills to go online it can help them to live more independently and to feel more connected to their families and the wider world and contribute to their overall well-being.

They can learn how to access information, shop, pursue hobbies and interests, keep in touch with family/friends and wider community by using email, skype, Facebook, Twitter and WhatsApp, save money by making best use of finances and using on-line banking, research family history, and use digital photography.

The intergenerational approach that the project adopts has a much bigger impact on the people involved, supporting them to feel both digitally and socially included.

The opportunity for older people to work with younger people promotes community connections and helps form meaningful relationships between different generations and also age specific organisations.

Older participants have commented that being able to use the same technical terminology as their younger family members has helped them communicate more effectively with them and to feel more connected and in touch with the wider world.

Digital and social inclusion

We are living in an era of unprecedented human longevity and with our global population of older people continuously growing which presents many challenges for people, communities and government services. The same resources are available putting pressure on the provision of services for people of all ages and requiring society to think of ways of doing things differently. Alongside this there is a danger that generations are increasingly growing apart, due to changes in family structures, geographic mobility, age segregated services and levels of trust in society. Older and younger generations do not have the opportunities to meet and mix and get to know each other and generations within families may not live near to each other and see each other on a regular basis and we may not see or talk to our neighbours much. These factors all contribute to a disconnection and polarisation between age groups which can generate a lack of understanding, ageism and intergenerational conflict. We need to raise awareness of and tackle age-related issues by providing opportunities for generations to meet, share, learn and better utilise the resources they have to offer one another.

Social isolation is becoming a big problem for people of all ages and even more so for older people. The speed at which technology has developed in recent years and particularly a move towards a more digital approach to services has resulted in many older people being left behind and also receiving fewer opportunities for human contact



e.g. more automated services, closure of post offices, banks in favour of digital approaches. This change has reduced the opportunities for many older people to have human interaction and digital exclusion further restricts their access to more modern forms of digital communication such as mobile phones, social media etc.

The Centre for Better Ageing Report of 2018, “The digital age: new approaches to supporting people in later life” states that despite these increases in digital inclusion amongst older people, 4.2 million people over the age of 55 in the UK have never been online. Over 55s make up 94% of everyone who has never been online (4.5 million people), and a further 684,000 used to be online but no longer are. These people are at risk of being left on the wrong side of the digital divide, as more services and information moves online.

Feeling socially connected can help people live healthier lives. Use of technology and the internet is embedded in every part of society and life particularly in how we connect with one another, access public services and information. Those who are digitally included often take it for granted how we use technology to contact, keep in touch, shop, check information, get the best deals, research family history, etc. online and on the move. Technology really does enhance peoples’ lives and make the world a smaller place and society recognises the need to empower older people with the knowledge and confidence to ‘enhance their lives online’. Being able to save money, access services, communicate via digital, interact more confidently with younger members and feel included by using the same terminology/apps can be life changing.

The Digital Age Project led by Linking Generations Northern Ireland 2014 -2016 focused on tackling social isolation by empowering older people to get online. The project programme consisted of: a 10-week ICT course delivered by specialist tutors, working with 409 older people in 37 housing schemes; intergenerational digital projects involving 135 older people and 219 young people, from across Northern Ireland.

Some key benefits reported by older learners included increased self-confidence, increased awareness of public services, and increased contact with friends and family. 39% reported being more aware of public services after taking part in the course and 39% reported developing their hobbies and interests through the course. Being able to use the internet to look up information about their interests opened up new opportunities to the learners, with 35% maintaining contact with family and friends in new ways. Having more frequent contact with loved ones can decrease isolation in older learners, and is particularly important for those with family outside of Northern Ireland. These findings demonstrate the linkage between digital exclusion and social inclusion and the need to support older people to use digital technology to communicate improving their quality of life and access to public services.

WORKSHOP PREPARATION



Good Practice Guide

Project Planning

A planning session will take place before the start of the project involving the teacher and older persons' group representative to discuss the aims and delivery of the project. This will include identifying suitable dates, days and times, venues, and participants. It will cover Child Protection and Vulnerable Adults Policies alongside Safeguarding Children Guidelines.

It is recommended to draw up a programme of the project, detailing session activities, times and venue so that everyone knows what to expect and share this with agencies involved.

A Risk assessment form will be completed by the group leader.

Project Aims

Project aims will be covered in single identity sessions and at the first joint age session. If both age groups feel they are working together for a common goal, relationships are more likely to be built. Both groups should have equal participation. Mutual respect between the age groups as essential part of what should be a two way process.

Session Delivery

- All participants will work in the same room, visible at all times.
- There will be adequate space for seating and moving around the room.
- Leaders in charge teacher/youth worker to be in attendance and supervise session interactions at all times.
- 'Do's and don'ts' will be covered with the whole group at first single age session – i.e. not sharing personal contact details with each other. This will also be covered during first joint age session and at start of each weekly session.
- Participants will work together using the school computers/iPads/ older learners own digital equipment with parental controls.
- During the course, older participants may bring in their own technology to be shown how to use/access programmes on it. At start of each session, leader in charge/teacher will remind participants not to share contact details. Teacher/youth worker will also do the same in school/youth group time. Students will be encouraged to voice any concerns raised with group leader/teacher immediately.

Participant Preparation - Single Identity Work

Staff will meet with each age group separately before the PLACE-EE intergenerational project starts to prepare them for meeting up. Information about how each group views

the other and what they use technology for can be gathered at this session to inform a 'before and after' evaluation.

The older participants in their separate session will have the opportunity to look through and receive a hard copy of their own IT toolkit and decide what it is they would like to learn in the allocated sessions. They will complete a preliminary survey on what IT skills they currently have and what they want to be able to learn to do. We will also cover 'do's and don'ts' & online safety.

The younger participants in their separate session will also complete a preliminary survey. They will be made aware of what skills the older participants are keen to learn. We will also cover 'do's and don'ts' & online safety.

The facilitator will help familiarise the young people in accessing the PLACE-EE toolkit online and also via a printed copy. This is an opportunity to discuss how the future sessions will be delivered, an effective way of teaching older people and how to deal with any issues that may arise.

The First Session

The first session should involve ice-breakers and allow time for getting to know each other. The aim is always to provide a positive environment where relationships can develop. The sessions should allow time within the plan for purely social interaction.

Again 'do's and don'ts' and online safety will be discussed with the whole group, 'ground rules' agreed, aims of the project revisited, how each session will run and plans for a final celebration event.

Emergency, fire and health and safety points will be covered in first joint age session.

Participants should be given time to discuss and develop an individual syllabus based on the learning outcomes outlined by the older participants needs online.

Evaluation

Evaluation is an important part of any project and should be a continuous process throughout the project. We recommend the following:

- Using online or paper evaluation forms to gather experiences, what learned, attitude changes etc.;
- Take plenty of photos (with permission);
- Note down any interesting comments participants make throughout the project; and
- Participant attendance registers to be completed during sessions and returned to leader upon completion of the course.

Celebration

A celebration event is a great way to recognise the achievements of the project for both participants and workers. We suggest:

- Contact local papers to see if they will feature your project;
- Invite local Councillors, government officials, parents and special guests to the event;
- Use the celebration to launch anything you have produced such as a report, photo album, art work, DVD, booklet;
- Presentation of Certificates of Completion to be provided by the facilitator;
- Celebrate!!

All work undertaken with children and young people is done in the presence of educators/community leaders and takes place in a recognised community or educational setting. Children's safety and welfare at these times remains the responsibility of the facilitator.

Teachers/leaders in charge will:

- Safeguard children by ensuring that staff and persons in charge of groups and projects are criminal record checked;
- Ensure workers are competent and will adhere to the Good Practice Guidelines at all times;
- Ensure that a clearly understood reporting procedure for incidents is in place and that all parties involved are aware who to report to. (If working with schools it will be agreed that the teacher in charge in the setting will be responsible or with community organisations the designated leader in charge of the group);
- Comply with Safeguarding Children Implementation guidelines; and
- Share information about child protection and good practice with other partner organisations.

Staff and partner organisation leaders must:

- Ensure risk assessments are completed and all parties are in agreement on Safeguarding Children Implementation Plan;
- Ensure incident, accident forms, insurance, and arrangements for first aid procedures are in place;
- Ensure incidents/suspected incidents are always recorded on Incident Reporting Form;
- Ensure all children and joint age groups will be adequately supervised and engaged in suitable activities at all times – not to be left un-supervised;
- Ensure there is an adequate child/staff ratio to deliver activities safely with designated Criminal Records checked leaders in the room at all times;
- Keep a check on all visitors and guests to the premises/room being used and check that they are there by invitation, not unsolicited, and supervised, to ensure welfare of children at all times;
- Make activities fun, enjoyable and safe;
- Ensure Health and Safety procedures are adhered to and equipment checked regularly;
- Not put children into situations where they or the child may be at risk of physical injury or personal danger;

- Not spend time alone with a child. If a situation does arise, contact time should be as brief as possible with staff member remaining in view at all times. Ensure other staff are informed of what is happening; and
- Not find themselves in sole charge of children in i.e. a school or community group. If this does happen, staff should raise their concerns with the school, organiser, group leader and report incident to group leader.

Do's and Don'ts

Drawing on the underpinning values in our Safeguarding Children Policy, all partner organisations will adhere to the following do's and don'ts:

Do

- Ensure written permission from parents, carers and adults are in place and check this with teachers/group leaders before taking photographs or videos. Any images inadvertently taken of a child whose parent/carer has not given consent must be deleted at the earliest opportunity. It is often necessary for Staff and group leaders to take photographs or video a workshop or activity. These are for media, publicity or archive purposes or at the request of funding organisations;
- Ensure that group is informed it is forbidden to make personal contact with a child via a social networking site, text messaging or email;
- Address whole group and emphasise that no younger or older person should bring or use their own IT device to the intergenerational sessions without prior discussion/agreement;
- Treat all children and young people equally and with respect and dignity, with their welfare a priority;
- Aim to build balanced relationships based on mutual trust which empowers children to share in the decision making process, not forcing them to do something against their will, recognising their contribution and valuing their input; and
- Be excellent role models and not engage in rough, physical, or sexually provocative games, including horseplay.

Don't

- Take photos or video of a child with his/her own personal mobile phone. If staff are using a personal camera all images taken must be submitted to the organisation and deleted from the staff member's camera;
- Allow or engage in any form of inappropriate touching;
- Allow children and older persons to use inappropriate language unchallenged;
- Make sexually suggestive comments to a child, even in fun;
- Allow allegations made by a child to go unchallenged, unrecorded or not acted on. Children need to be believed and encouraged that some secrets should never be kept i.e. inappropriate touching etc.; and
- Criticise but give constructive feedback and be supportive and encourage.

Planning Meeting Agenda

Initial planning meeting for intergenerational IT project between representatives of and

1. Welcome and introductions.
2. Project aims:
 - Intergenerational engagement: Increased contact across the generations to create better understanding and communication
 - Older and younger people develop online skills
 - Schools will have toolkit resource to continue digital inclusion work
 - Build/strengthen links in the community
3. Timescales:

..... week project;

Each session usually 1.5–2 hours including refreshments;

Start date;

Time..... Venue
4. Outline of project: Based in school or community setting, one-to-one learning, sessions using toolkit as learning resource.
 - Older participants will enjoy a tailor-made 1:1 learning experience;
 - Ensure time for refreshments and interaction during each session;
 - Celebration at end of project.
5. Requirements:
 - Take lots of photos - photography permission - School/older persons' group;
 - Signing in sheet;
 - Risk assessment;
 - Child and vulnerable adults protection policy; and
 - Evaluation - preliminary forms and final evaluation.
6. Next steps:
 - Identify group of older local persons and pupils;
 - Agree a suitable day, time and venue for sessions;
 - Date and time for young persons' single identity/preparation session
 - Date and time for older persons' single identity/preparation session
 - Date and time for first joint age session
 - Clarify permission to circulate contact details/session outlines to all leaders involved

Matching Learners

The older learners and the student mentors will naturally have varying levels of IT knowledge and confidence. Some students may not feel comfortable working on a 1:1 basis or feel confident in relating to others. Therefore, in the single age preparation session they should be encouraged to inform the teacher so that they can be paired up with another student in a ratio of one older learner to two students.

Again, in the older persons' preparation setting and on completion of their pre-survey, it can be identified if there are any absolute beginners in IT skills so they can be allocated a confident mentor. Additionally, those who do not have their own technology will have access to a tablet computer.

Apart from the needs of specific individuals, matching up can be done in the first joint age setting in the designated activity room with each older learner having an empty seat beside them and as the students enter they can gravitate to a seat. It is not necessary to always match a male to male or female to female. If after one session an individual has an issue or would prefer a different partner, the leader in charge can organise this. The first joint age session will include ice breaker 'getting to know you' activities that will help in making it a fun first meeting to build on in future weeks.

Sustainability of intergenerational engagement and approaches

It is very important to think about sustainability from the very beginning and when planning your intergenerational project or activity. The word sustainability can suggest continuing the same activity or project but sustainability in intergenerational engagement should instead focus on the social impact - changes made both at a people level and at an organisational or practice level. For example if older and younger people participate in meaningful activity which is mutually beneficial they are more likely to form long term sustainable relationships. Similarly if practitioners can demonstrate the achieving of multiple outcomes and high social impact in their work they will be more likely to build intergenerational work into strategic plans and also influence the practice of others. Researchers (Pinto et al 2009) suggest a set of 8 core intergenerational principles should be considered when adopting an intergenerational approach to maximise social impact and opportunity for sustainability.

The below principles if adhered to during project planning and a focus on evaluation from the beginning should provide a good basis for the adoption of an intergenerational approach to a social issue – in the case of this project PLACE EE Digital and Social Exclusion. Intergenerational approaches which are carefully planned and developed asset based solutions to social issues are much more likely to achieve sustained social impact than an intergenerational activity which is not defined by local need.

Mutual and Reciprocal Benefit

Intergenerational Practice (IP) is based on the principle of all participating generations gaining benefit and having equal status.

Participatory

Successful Intergenerational Practice (IP) is based on the aspirations of the generations participating; it is important that the participants are fully involved in the shaping of

intergenerational engagement programme, have ownership and feel empowered to take the work forward.

Asset Based

Intergenerational Practice is assets based. It works with the generations to help them to discover their strengths and then builds on these assets to build success, understanding and mutual respect.

Well Planned

IP is not intended to replace natural connections, rather, it reflects a conscious attempt to create positive changes in addition to naturally occurring processes. It is based on structured programmes or projects, and the evidence is that the principles of good programme design are just as essential to successful IP as any other project.

Culturally Grounded

The rich cultural diversity that exists across Europe means that there cannot be common programmes that will work in all settings. Whilst the principles behind the approach may be the same, the needs, context and attitudes of people may differ widely.

Strengthens Community Bonds and Promotes Active Citizenship

IP promotes the engagement of people from across the generations with each other and those around them. Its emphasis on positive connection, recognising and building on people's strengths, is a highly effective way of building stronger, better connected communities with increased social capital and citizens who are more engaged in local democracy and social concerns and ongoing community activity.

Challenges Ageism

The young and old are the victims of ageist attitudes to varying degrees. IP provides a mechanism for the generations to meet each other, to work and explore together and from this rediscover the reality of who they really are and what they have to gain from being more involved with the other generations.

Cross-disciplinary

IP provides a vehicle and an opportunity to broaden the experience of professionals to working in a more inclusive way and to become involved in cross-training with other groups to enable them to think much more broadly about how they undertake and add value to their work.

Most intergenerational programmes start off with a timeframe for engagement but with participants having spent a number of weeks interacting and supporting each other's learning, the links between the settings should be encouraged to continue. Natural friendships and connections will have been forged and knowledge, skills and abilities of all participants will have been identified. Moving forward each setting can include the other in activity sessions either using IT to interview and record people's life stories, make cards, taking and editing digital photographs, creating calendars, digital art to music, drama, arts & crafts, community clean-ups, cooking and budgeting skills – any activity that can be enjoyed and shared. Key dates in the annual calendar can be great opportunities to include the other setting such as a Christmas sing a long or Carol Service, attending a school performance and staying behind after to chat over refreshments or perhaps enjoy a games night or a movie session or interactive games.



Local festivals and events are also a good opportunity to capitalise on. Participants will identify and shape the activity delivery. Celebration events at the end of a project are also a good opportunity to promote what has taken place and the positive outcomes for both age groups in the community. Local funders, politicians, parents etc can be invited to share the showcase of what has been achieved and the plans to continue and develop it.



SESSION PLANS



Summary of Sessions

Session	Workshops with Older People	Workshops with Younger People
1	<ul style="list-style-type: none"> • Registration • Introduction to PLACE-EE • Local Assets and Services • Loneliness and Social Exclusion 	<ul style="list-style-type: none"> • Registration • Introduction to PLACE-EE • Educational Tool
2	<ul style="list-style-type: none"> • Attitudes to Younger People • Local Heritage 	<ul style="list-style-type: none"> • Attitude Towards Older People • Understanding of Working with Older People
3	<ul style="list-style-type: none"> • Elicit Locally-Based Assets • Discuss Artefacts 	
4	<ul style="list-style-type: none"> • Personal Skills and Assets • Attitudes to Technology 	
Intergenerational Workshops		
5	<ul style="list-style-type: none"> • Introductions • Discuss Artefacts and Heritage 	
6	<ul style="list-style-type: none"> • Intergenerational Skill Exchange 	
7	<ul style="list-style-type: none"> • Intergenerational Skill Exchange 	
8	<ul style="list-style-type: none"> • Intergenerational Skill Exchange 	
9	<ul style="list-style-type: none"> • Intergenerational Skill Exchange 	

Session 1 with Older Participants

The first meeting will be an introductory session to complete the registration of each participant. You will explain the PLACE-EE project, outlining the aims and what activities will take place. It is important to convey that we will be developing some materials based on their own local knowledge and that we intend connecting with older people in other regions and nations. This session should be very informal – reassuring the participants that the project will be informative and fun.

Introduction to PLACE-EE:

An example format for the first half of the session is as follows:

- Present an overview of the PLACE-EE project, including aims and objectives;
- Explain what their participation will include and how long they can expect to be involved;
- Introduce the cultural archive and how this will link with older people across the different demonstrator areas;
- Explain the involvement and role of young people in this project and at which stage they will be introduced; and
- Answer any questions that they may have.

The second half of the session will take the form of gaining an understanding of older people's perspectives on access and barriers to public and private services, loneliness and social exclusion. You should be able to ask about what services are particularly helpful or otherwise and their ability to get services when they need them. For example,

Local assets and services:

- What local services do you currently use? E.g. local transport, libraries, pharmacy.
- What are your thoughts and opinions on the services available to you?
- Are there any barriers to you using local services?
- Are there facilities in place to assist you in accessing local services?
- How does your local community assist you in your everyday life?
- What changes would you like to see in your local community?
- How do you think these changes can come about?

Loneliness and social exclusion:

- Do you feel connected to your local community?
- Is there any way that you could feel more connected?
- Are you a member of any groups within your community?
- If so, how do you meet up and keep in contact with those groups?
- Do you ever feel lonely?
- Who do you most frequently have contact with and how often would you speak to this person or people?

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	



Session 2 with Older Participants

Attitudes to younger people:

The first half of the session will cover the participants' attitudes to younger people – some of the stereotypes that are portrayed about adolescents and the group's contact and experiences of young people. This should be followed by a discussion about young people in their areas and the issue of youth migration.

Following this, you can begin to discuss some of the heritage issues – local knowledge and history, crafts and skills that are 'threatened' – in danger of being lost. People will be requested to bring along photographs and other items of local history to the next session. Discussions should focus on:

Engagement with young people:

- Are there any children and young people in your life? If so, who and how often do you spend time together?
- Do you think that teenagers and older people should spend time together?
- Do/would you enjoy spending time with teenagers?
- Do you think that teenagers would enjoy spending time with older people?
- What can young people offer to older people?
- What can older people offer to young people?
- Are there barriers to old and young people spending time together?

Attitudes towards young people:

- What words would you use to describe young people?
- What words would you use to describe teenagers?
- Do you think that teenagers are valuable assets to the community?
- How are teenagers different now from when you were their age?

Youth migration:

- Do young people often move away from your local area?
- What is your opinion on this?
- Do you think there are enough services and facilities to meet the needs of young people in your community?

Local heritage:

- What does your community have to offer in terms of culture and heritage?
- Is there evidence of historical crafts and skills in your community?
- Are there facilities available to support and sustain local skills and knowledge?
- Do you think it is important to sustain local culture and heritage?
- Is it at risk of being lost?
- Do you think that younger members of your community have good knowledge of their culture and history?
- Do you think that young people would benefit from learning about their local history?

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	



Session 3 with Older Participants

Elicit locally-based assets:

This will be a continuation of session two in which people will be asked to talk about their photographs and stories about local cultural interest and what memories these items hold. The participants will be encouraged to discuss the significance of these stories and artefacts together.

As a reminder for participants, it may be useful to briefly revisit conversations from session two before then allowing each person time to present and discuss their artefact. Remind participants to bring their artefacts to future workshops, make a copy or keep it safe on site. It will be useful for participants to spend time discussing:

- What their artefact is (facilitators should take photographs of artefacts for the online archive);
- What it means to them;
- How it relates to local culture;
- Why items and memories such as these are important to preserve;
- How they think they should be preserved;
- How do their artefacts relate to each other;
- Is there evidence of such connections within their community?
- Is there evidence of such connections between communities such as theirs and others across the world?
- Do they think it is possible to explore these connections?

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	

Session 4 with Older Participants

Personal skills and assets and attitudes towards technology:

This session will cover the skills and crafts held by individual participants. Again, these may be specific local or cultural activities that are in danger of being lost (e.g. cooking, music, knitting and clothes-making). The workshop facilitator can discuss and develop ways that these assets can be digitally captured in film or photograph in order to form the archive.

This will lead the session towards the topic of technology, where the participants' awareness, current skill levels and future aspirations will be explored. Facilitators will distribute the 'Using Digital Technology' questionnaire and collect responses from all participants.

Workshop plan and topics to discuss:

Personal skills and assets:

- Individual skills or talents of participants – allow each participant time to contribute;
- How were these skills important in the past?
- Do they hold relevance now?
- What value can these skills provide to society today?
- How would they like these skills and crafts to be remembered?

Current use of digital technology:

- What words would you use to describe how you feel about computers and the internet?
- Tell us about experiences that you have had with technology
- How confident do you feel using technology?
- How skilled do you think you are in using technology?

Future aspirations:

- What would you like to be able to do with regards to technology?
- What would help you to achieve this goal?
- How confident are you that you could achieve this goal?
- Do you think that technology is a good or a bad thing?

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	

Sessions 1-2 with Younger Participants

Introduction:

The first session will be an introductory session to complete the registration of each participant. You will present the educational tool and provide an overview of the PLACE-EE project, outlining the aims of the project and what will take place. This session should be very informal – reassuring the participants that the project will be informative and fun.

The second session will take the form of gaining an understanding of working with older people. Facilitators should explore the younger participants' knowledge of, and attitudes towards, older people. They should also explore the younger people's current use of technology and potential future careers, introducing the possibility of meeting with SME representatives later in the project through a hackathon.

Session 1 Workshop Plan:

- Present an overview of the PLACE-EE project, including aims and objectives;
- Explain what their participation will include and how long they can expect to be involved; and
- Present the educational tool and explore any questions and queries that they may have.

Session 2 Workshop Plan and Example Questions:

- Further explain the intergenerational element of PLACE-EE and how important their contribution will be;
- Explore their knowledge of and attitudes towards older people;
- Pre-training in working and engaging with older people; and
- Explore their current and potential future use of technology.

Engagement with older people:

- Are there any older people in your life?
- How often do you spend time with an older person?
- What sort of activities would you do with an older person?

Knowledge about older people:

- What makes an old person old?
- What do they do with their time?
- How do old people feel?
- What makes them happy?
- Where do old people live?

Attitudes towards older people:

- What does 'old' mean to you?
- What words describe an old person?
- Do you think that old people are interesting?
- What do you think older people think of teenagers?

Intergenerational engagement:

- What can old people offer: To young people? To the community?
- What can you offer to an older person?
- Do you think that different generations should spend time together?
- Are old and young people different or similar?

Use of technology:

- What types of technology do you have in your life?
- How often do you use technology and what do you use it for?
- How is technology useful in your life?
- How do you think technology will fit into your life in the future?
- Do you think it is possible to have a career that involves technology?

Older people and technology:

- Do you think older people use technology?
- If so, what do they use it for?
- If not, why do you think they do not use it?
- What do you think will help older people use technology more?
- Do you think that technology can help older people?

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	

Session 5 with All Participants

Intergenerational skills exchange:

This session will cover the introduction of the young people to the older groups. The facilitator will reprise the purpose of the remaining sessions and will talk to the group about the heritage assets that will be placed in the archive. Older participants will be encouraged to describe the materials and the intergenerational pairs will be organised.

Time should be allocated during this session for both groups of participants to get to know each other and become relaxed in each other's company. Ice-breaker activities may be useful to encourage social engagement.

Facilitators will reiterate the safety training that participants received in prior workshops and remind them of what they should and should not do during the intergenerational activities and when they are online.

Example workshop plan:

- Introduce the session and welcome all participants;
- Online safety procedure;
- Explain that the individual sessions where they have been in the company of only others of the same age are now complete and from now on they will be working together in intergenerational activities;
- Ice-breaker activities and getting to know each other;
- Revisit the discussions from sessions 3 and 4, allowing the younger people a chance to ask questions about local culture and heritage;
- Older participants present and explain their artefacts, encouraging group discussion; and
- Older and younger participants split into intergenerational pairs and spend more time getting to know each other/planning how they will create content for the archive.

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	



Sessions 6-9 with All Participants

Intergenerational skills exchange:

These sessions are intended as the exchange of ICT knowledge to the older participants. These can be done at the creative discretion of the workshop facilitators, but they should be used to cover logging on and using the internet, e.g. location of health and other services, using email and sending correspondence, and then to upload heritage materials to the online archive.

Information to return to the Lead Partner		Tick for completion
1.	Transcriptions	
2.	Attendance records	

Ideas for Workshop Activities

Sessions about Age



LGNi recommend that you have sessions with younger and older people separately before bringing the whole group together. The purpose of this is to have those taking part think a bit about the prejudice we all have about age groups before coming together. This placing of 'age' as a factor in the project/programme means that participants are more likely to bear it in mind and think about it during and after the contact.

1. Use ice-breakers that might be useful

Introductory exercises if the group don't know each other:

- Introduce yourself to your partner and then your partner will introduce you to the rest of the group. Find out 3 things about your partner, e.g. name, where you live and your favourite meal. People always find it easy to talk one-to-one and also find it easier to talk out loud in a group about another person (not themselves).
- Another one we have used is an imaginary line on the floor in the room. There must be sufficient room for the group to move around. No speaking...the facilitator will give instructions, e.g. lightest colour hair to darkest and the group have to line up lightest to darkest. You can also do shoe-size, height, leg length, anything else you can think of. Finally ask the group to do it on age. This ups the stakes and adults often feel uncomfortable with disclosing this. Remember the group does this in silence but you can check if they got it right by asking ages – make sure you tell your own age too! This can create some discussion about why adults can sometimes be protective about telling their age, and also how young people are constantly asked their age by adults.
- In groups design a poster that would attract people to visit your town/region. Talk to the group about the reasons why people would come to your town and what images you would like to promote. Use a search engine to find pictures, and to translate the poster in to another language. Each group will present their poster to the wider group.
- Role-play activities (for young people before they teach IT):

Q1: What is your experience with computers and technology?

Q2: What do you currently use or what have you used IT for?

Q3: What would you like to learn?

Q4: Do you have any concerns or worries about using computers or the internet?

Q5: Give your learner an introduction to the device you are using.

Q6: Your learner is struggling with the concept of apps. Think of a way to describe them better.

Q7: Your learner has impaired vision or is blind, has hearing difficulties or a disability. How can you help?



2. Small group activity to tease out age stereotyping – single age groups

Ask participants in small groups to jot down words on a flipchart page that they associate with the other age group. Encourage honesty and reassure people that you know we have negative views and it's these that the project aims to tackle. Take feedback from this activity and allow discussion to flow...there is usually plenty to talk about!

Another way to do the same thing is to ask small groups to draw images of a typical young or older person. This type of activity can be stretched out for a much longer session, you could provide images, art materials, magazines, etc. The point of this type of session is to recognise that we all stereotype people on the basis of their age but young and old get the worst of it! If you're mid-age, people don't usually stereotype your age negatively.

Prompts for discussion about age stereotyping:

- Why do we all have these stereotypes?
- We all know people can't be put in boxes, why do we do it with age?
- Lots of older/younger people don't fit this mould. Who do you know that doesn't? Do you know some that do?
- Where do these ideas come from – media often gets the blame, but we all do it....
- At what age does a person become old? When do you stop being young?
- How often do you interact with older/younger people who are not members of your family? Why is that?

3. Drawing out stereotyping about age with a mixed age group

If you are working with a mixed age group you can ask small groups to draw a picture of a typical young/old person through older/younger people's eyes. This helps promote empathy about other age groups. This activity generally doesn't draw out the same amount of negative comments that it does if you do it with just one age group in the room because people don't like to offend others to their face. Talk through the drawings and allow exchange between groups – did they empathise well?

4. Thinking about relationships between age groups where you live

It might also be useful for participants to recognise how age groups tend to be separated in neighbourhoods and in society generally. You might be able to flick through a community directory or perhaps even get the group to draw a rough map of the local area and mark in the places where young people go and where older people go. Are any of them the same places? Think about schools, where older people live, clubs, community groups etc. What impact does this have on relationships between generations? Also, why is it that relationships between age groups in families often seem to be close and loving but between age groups in neighbourhoods are not?

RESOURCES



Sample Learner Card

The great thing about being online is that there is so much to do! However, when you share your details on any public forum, others can find them, creating a 'digital footprint' for others to find.



Code 1

Even if you're not online you may well have a digital footprint. For example, sites like 192.com use the electoral register to provide details about people who haven't ticked the privacy box when they register to vote. Follow QR Code 1 to Google, then type your name in quotation marks (e.g. 'Joe Bloggs'). See what comes up.

Things to include and avoid

- ✓ **DO** put information online that will present you in a good light if people are searching for you (e.g. if you're on a residents panel, a local councillor or if you're looking for work).
- ✓ **DO** share the things you like doing, your achievements and the things you find fun.
- ✓ **DON'T** put your address, date-of-birth, mother's maiden name or other security information in the public domain.
- ✓ **DON'T** put anything that compromises your integrity (inappropriate photos, outrageous opinions you might not want known) and report anything of this type others post about you.

Big Data

Lots of organisations store information about you (e.g. store cards, smart electricity metres). Even if you think it's anonymous, be very careful what data you give and what permissions you give for this data to be used, so people you don't want to give access to can't use your data to build a profile of you that you wouldn't want.

Glossary for Digital Literacy

A	Address Bar	An area in a web browser that shows the current URL and allows the user to type in the URL of a web page they wish to go to.
	Android	Android is an operating system invented by Google. In short, it is the software that makes the mobile device work the way it does. Many phones use an Android system, for example most Samsung, Sony, Nexus and HTC products.
	Ant-Virus Software	Software which helps to protect your computer from viruses.
	App	An app is a programme that runs on a mobile device. It might be free, or you might have to pay for it.
	Apple App store	The Apple AppStore is the place where iPad and iPhone users can purchase and download apps.
	Augmented Reality	Augmented reality (AR) is a way of mixing real life content with content on your phone, by superimposing computer images or data onto a picture seen through your mobile device's camera. See <i>QR Codes & Augmented Reality</i> for details.
B	Backup	A copy of your files kept for safe keeping
	Blog	A blog (from the words web-log) is a website that is updated periodically in chronological order, often like a diary or newspaper column. A Vlog is a video based blog.
	Browser	Software used to search and retrieve information from the internet. Examples of browsers are Microsoft®, Internet Explorer®, Mozilla Firefox, Safari and Chrome.
C	Cache	Short-term storage which is used to speed up certain computer operations by temporarily placing data, or a copy of it, in a location where it can be accessed more quickly than normal.
	Click	To 'click' is to move the mouse over a link and press the left mouse button. It might also be used to mean tapping your finger on a given point on a touchscreen device.
	Clipboard	Temporary storage area for an item during its transfer from one part of a document to another. or from one document to another. e.g. when cutting.
	Connectivity	Connectivity is the ability to connect to the internet. Barriers to connectivity could be physical connections (e.g. wires and plugs that don't fit), low internet speed, lack of WiFi or security restrictions put in place.
	Cookie	A small file which websites place on your hard drive so they can recognise you the next time you visit their website.
	Creative Commons	Creative Commons is a copyright system developed to allow people to share their copyrighted content with other people. Our resources all use Creative Commons 2.0, which means that you can change them in any way you like as long as you don't sell or make money from the final product, you acknowledge on the final product that it was developed from a NIACE original and you share your final product under the same conditions.
	Cursor	Onscreen representation of a pointer, which responds to mouse or keyboard movements.

D	Data	Data is digital information
	Device	A device, in the context of these resources, means anything that might be used to connect to the internet.
	Digital Champions	A digital champion is anyone who is supporting someone with their digital literacy. See the document ' <i>What is a digital champion?</i> ' for more information.
	Digital Literacy	The concept of someone having a full and rounded understanding of digital use.
	Download	To copy a file from the internet on to your computer
	Drag	To use a mouse or similar device to move material appearing on one part of the screen to another position.
E	E-Mail	Electronic Mail
	Embed	To insert information stored in one format into information in another format, for example inserting a video file into a text file.
F	File	A collection of data held on a computer as one item with one name.
	File Transfer	To copy or move a file from one computer to another.
	Firewall	A program which protects your computer by watching for and blocking, hacking, viruses or unapproved data transfer from the internet.
	Forum	An online place for discussion.
	Freeware	Software that can be used and copied without having to pay the creator of
G	Google	An internet 'search engine'.
	Google Play Store	The place where Android users can purchase and download their apps.
	Google search	A search using the Google search engine.
H	Hardware	The physical components of a computer including both mechanical and electronic parts, such as the processor, hard drive, keyboard, screen, cables, mouse and printer.
	Home page	The opening or main page of a web site.
	Hyperlink	A link which takes you from one file or web page to another file or web page.
I	Icon	A small symbol or picture on the computer screen, which can be clicked on using a mouse to start a programme / open a file.
	Install	To copy all the files of a software package on to a computer so that the software then works on that computer.
	Internet	A worldwide system of inter- communicating, inter-connecting computer networks.
	Internet Browser	See 'browser'.
	iPhone / iPad	Both mobile devices manufactured by Apple that use the iOS operating system.
L	Laptop	A small computer.
	Link	See "Hyperlink"

M	Malware	'Malicious software'. Software designed specifically to damage or disrupt a system. Viruses are a type of malware.
	Megabyte	Unit of measurement of computer storage capacity equal to 1024 kilobytes.
	Memory Stick	A small device that plugs into a computer and allows you to save content to it. This can be used to transfer between computers. It is normally roughly the size of a thumb, though shapes and sizes can vary considerably.
	Menu	List of options which a user can choose from.
	Mobile Device	In the context of these resources, a device that can connect to the internet without a wire, usually a tablet or smart phone.
	Monitor	A screen which is used with a computer.
	MP3	An MP3 is an audio file format, based on MPEG (Moving Picture Expert Group) technology. It creates very small files suitable for streaming or downloading over the internet.
	MP3 Player	An MP3 player is a device which is able to play MP3 files. An example is the iPod.
	Multimedia	A combination of moving images, graphics, text and sound.
N	Netiquette	Etiquette on the internet, for example in discussion forums and chat rooms.
O	Online	Anything that is 'on the internet'.
	Open Source	Computer software for which the source code is freely available. Open source software can be used by anyone for free, and can also be adapted by people who have the technical skills to do so.
P	PDF	'Portable Document Format'. PDF files will print exactly as they appear on the screen. You need the free <i>Acrobat Reader</i> program to open a PDF file.
	Pen drive	See "Memory Stick"
	Platform	A complex website that does something specific. For example, Facebook might be seen as a 'communications platform'.
	Plug in	Optional additional features which can be added to a software package.
	Predictive Text	While typing on a mobile device, this works out what it thinks you are going to write and fills in the word for you.
	Podcast	A podcast is a series of digital media files (either audio or video) that are released regularly and can be downloaded.
	Print	To create an offline document using a printer.
	Printouts	A printed version of a learner card or similar.
Q	QR Code (Scanning)	A Quick Response (QR) Code is a barcode that can be scanned by a mobile device with a camera. Unlike a conventional barcode, which only contains a number, a QR code can contain many different types of information. See the learner and tutor sheets on working with QR codes for details.

S	Scanner	A device which scans images or printed material and converts them into a digital format, which the computer can then process.
	Screen Reader	Software that reads aloud information from a computer display (particularly useful for users with impaired vision).
	Search Engine	A search engine is a website that searches files across the internet for specific keywords or phrases defined by the user.
	Settings	Parts of a programme or website you can alter to make it behave differently. For example, you can change privacy settings on Facebook so that people can or cannot see certain things that you post.
	Site	A place on the internet containing text and / or pictures, video etc.
	Smartphone	A phone that has many more functions than a "traditional" mobile phone. Most smartphones have a large screen and can connect to the internet and run apps.
	Social Network	A social network is a website, or network of websites, specifically established to allow end users to communicate directly with each other on topics of mutual interest.
T	Software	Computer programmes (for example word processors, internet browsers, desk top publishers).
	Spreadsheet	Software that displays multiple cells that together make up a grid consisting of rows and columns, with each cell containing either text or numeric values.
	Spyware	Computer software that obtains information from a user's computer without the user's knowledge or consent.
	Tablet	A device for connecting to the internet which is larger than a smartphone but smaller than a laptop. It is normally flat and has a touchscreen.
	Tag	A keyword.
	Touchscreen	A device that is controlled by finger contact to the screen.
	U	Upload
URL		'Uniform Resource Locator'. The address of a web page on the internet.
URL Bar		See 'address bar'.
USB		'Universal Serial Bus'. A type of connection for peripherals (e.g. scanner, digital camera, portable memory devices).
USB Drive		See 'memory stick'.
V	Virus	A software program which can copy itself and cause harm to files or other programs on the computer which it has infected.
	VLE	'Virtual Learning Environment'. This can mean many things to many people, but it is normally a place where learning courses or online resources are stored. Many providers use 'Moodle' or 'Blackboard' as a VLE, though many more exist.

W

Web address	The address of a web page on the internet.
Web page	A document connected to the world wide web and viewable by anyone connected to the internet that has a web browser.
Web site	A collection of web pages which are usually accessible from the same URL.
WiFi	'Wireless Fidelity' is a method of connecting to the internet without a wire. WiFi enabled devices connect to a WiFi router, which is normally connected to the internet via a wire.
Wiki	From the Hawaiian word for 'quick', a Wiki is a website that can be easily edited and updated by anyone using it.
Word processor	Software that provides the user with the tools needed to write, edit and format text and to send it to a printer.

Registration Form

Personal Information			
Name:		ID No:	
Gender:		Age:	
Postcode:		How did you travel to this workshop?	
Distance you have travelled to this workshop			
PLACE-EE Workshops			
What you hope to gain from participating in these workshops?			
Do you have any worries or fears about participating?			
Is there anything in particular you would like to cover?			
Has the programme been explained to you sufficiently, i.e. Are you aware of your commitment?			

Consent Form



Northern Periphery and Arctic Programme
2014–2020



EUROPEAN UNION

Investing in your future
European Regional Development Fund



Attendance Register

Venue: _____

School Pupils: _____

Start Date: _____

Session Day and Time: _____



	Surname	First Name	Initial Evaluation Completed	Final Evaluation Completed	Attendance at Session								
					1	2	3	4	5	6	7	8	9
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													

Risk Assessment Form

Date:

Time:

Location:

Potential Hazard/Risk	Who is at risk?	Existing Control Measures	Risk Rating 1-5*	Preventative Measures	Responsibility of
Grooming/ exploitation/ abuse of young people.	Pupils	<p>School policies, older persons group protocols, Intergenerational IT Projects Good Practice Guidelines and Plan</p> <p>Everyone will be working in one room and be supervised at all times.</p> <p>No police background checks required for older people as supervised and not working alone with pupils.</p> <p>Adequate young people/staff ratio supervision.</p> <p>Use of own devices – this was discussed as an option. It is likely to be a more useful learning experience if older people can bring their own devices.</p>	2	<p>Group leader and teaching staff member always present.</p> <p>At planning session, discuss issues relating to the protection of both young people and older people.</p> <p>Discuss these issues during the single age sessions and when young people and older people meet for first time to raise awareness of what is appropriate and what is not. For example, no sharing personal contact details or befriending each other on social media. Don't share private information of any kind.</p> <p>If using the school computers, ensure accounts are logged out at end of each session.</p>	Ongoing responsibility of all agencies.
Fire/emergency/ toilets	All	Fire and smoke alarm procedures in place.	2	Fire evacuation procedures highlighted to whole group in session 1.	Group leader & teaching staff.
Slips/trips/falls	All	View room and facilities at planning meeting and discuss set up.	2	Ensure no leads on floor, there is adequate seating/space to move around safely and exits are clear.	Group leader/teacher.
Getting lost in building.	Older Participants	Anyone leaving room notify teacher/group leader.	2	Note return to room.	Group leader/teacher.



Incident Report Form

Name and role of person completing this form:
Signature of person completing this form:
Date:

Details of Incident

Date and time of incident:
Project/group name:
Place of incident:
Name(s) of person(s) involved in the incident:
Description of incident:
Witnesses (include contact details):

Reporting of the incident to Line Manager

Incident reported to:	Date:
Method (i.e. This form, in person, email, phone):	

Reporting of the incident to statutory bodies (i.e. Social Services, Police etc.)

Incident reported to:	Date:
Method (i.e. This form, in person, email, phone):	
If not, why?	

Follow Up Action

Description of actions to be taken:
Who will take this action?
By date:

Signed off and dated:

--

Evidence/photos/copies of interviews attached:

--

Participant's Completion Certificate



This Certificate is presented to:

in recognition of their participation in the PLACE-EE project.

Platforms for Ageing Community Engagement – Exchange and Enterprise (PLACE-EE) is an initiative helping older people in rural communities become more connected by learning computer, internet, and digital competencies through a skills exchange with young people in their area.

Signed: _____
Programme Facilitator

Date of Award:



Northern Periphery and
Arctic Programme
2014–2020



EUROPEAN UNION
Investing in your future
European Regional Development Fund

QUESTIONNAIRES





Initial Questionnaire for Younger Participants

Thank you for your interest in this project.

During this project, you will be helping older people to learn about digital technology and the Internet.

We would like to ask you some questions before you start. We will also ask you some questions at the end of the project. The information you provide will help us to know what difference, if any, the project has made to you and what you have found particularly useful.

We will use the information to write a report for PLACE-EE that supports this project. We will not include any names in our report. We will store your information securely and only the project team and our evaluators will have access to it.

This form should take 5 minutes to complete. It asks you about:

- your contact with and views on older people; and
- your initial thoughts on the project.

If you have difficulty in understanding the questions, please ask your leader in charge to help you.

Please return your completed form to the leader in charge who will enable the collation of this information for evaluation purposes.

1. Have you ever taken part in a project that involved working with older people?

Yes No

If yes, please describe the project.

2. Do you have much contact with older people? Tick one option per row:

	Every day or most days	Once or twice a week	Several times a month	Less than once a month	Never
Family members					
Friends					
Neighbours					
Others					

3. At what age do you consider people to be 'old'? Tick one:

45 - 55	
55 - 65	
65 - 75	
75 - 85	
85+	

4. Please write any 3 words that describe how you think about older people:

5. Have you any concerns about the project at this stage?

Yes No

If yes, please explain: _____

6. Why do you want to teach others?

--

7. Do you think that the project will benefit you in any way? Tick one option per row:

	Yes	No
Improve my confidence	<input type="checkbox"/>	<input type="checkbox"/>
Improve my communication skills	<input type="checkbox"/>	<input type="checkbox"/>
Improve my ICT skills	<input type="checkbox"/>	<input type="checkbox"/>
Develop other skills such as listening or problem solving	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain: _____

About You

We would be grateful if you could complete the following questions for monitoring purposes. This data will only be reported collectively and will not be used to identify individuals. If you would prefer not to share any of this information, please tick the 'prefer not to say' under the relevant question.

What is your gender? Tick one:

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

What is your age? Tick one:

10 – 14 years	<input type="checkbox"/>
15 – 19 years	<input type="checkbox"/>



Final Questionnaire for Younger Participants

Thank you for taking part in this project. We would like to ask you some questions about your experiences.

We are interested to know what difference, if any, the project has made to you and what you have found particularly useful. The information you provide will help us to understand how successful the project has been.

We will use the information to write a report for PLACE-EE that supports this project. We will not include any names in our report. We will store your information securely and only the project team and our evaluators will have access to it.

This form should take about 10 minutes to complete. It asks you about:

- Your experiences of taking part in the project; and
- The benefits the project may have had for you.

If you have difficulty in understanding the questions, please ask the leader in charge to help you.

Please return your completed form to the Leader in charge who will enable the collation of this information for evaluation purposes.

Thank you for your time.



Taking Part in this Project

1. What were the things you liked most about the project?

2. What has been the main benefit to you in taking part in the project?

3. How could we improve this project?

4. Would you recommend this project to a friend?

Yes No

5. If the school/youth group was to host this project again would you volunteer?

Yes No

6. Please rate each of the following:

	Very Poor	Poor	Average	Good	Very Good
The IT Toolkit and other resources					
Information about online safety – do's and don'ts					
Creative IT work					
Support from Leader in charge					

If you answered poor/very poor to any of the statements above, please tell us why:

7. Please tell us what you thought about the toolkit and other resources used during the project:

8. Please tell us about your experiences of working on a 1:1 basis – what worked well and not so well?

9. Do you think that the project benefited you in any way? Tick one option per row:

	Yes	No
Improved my confidence		
Improved my communication skills		
Improved my ICT skills		
Improved my awareness of the risks of using the Internet and how to reduce these and protect yourself online		
Improved skills such as listening and empathy		
Improved skills such as thinking, decision making and problem solving		
Developed my interest in helping others to learn or teaching as a career		
Developed my interest in a career working with older people in the community		
Other		

If other, please explain: _____

10. As a result of taking part in this project, would you say that...

	Yes	No
You have learnt more about older people and their interests, needs and concerns		
You have learnt that you have things in common with older people		
You have made new connections/friends (young and old)		
You are more confident interacting with older people		
You would like to take part in further projects with older people		
Intergenerational projects (where young and older people come together) are a good way to help older people improve their skills in using digital technologies and the Internet?		

11. Please use the space below to comment about your experiences of working with older people:

12. Do you have any other comments about the project?

About You

We would be grateful if you could complete the following questions for monitoring purposes. This data will only be reported collectively and will not be used to identify individuals. If you would prefer not to share any of this information, please tick the 'prefer not to say' under the relevant question.

What is your gender? Tick one:

Female	
Male	
Prefer not to say	

What is your age? Tick one:

10 – 14 years	
15- 19 years	



Initial Questionnaire for Older Participants

Thank you for your interest in this project.

This project is providing you access to digital technology and support from young people with learning in this area.

We would like to ask you some questions before you start the training. We will also ask you some questions after the training. The information you provide will help us to know what difference, if any, the project has made to you and what you have found particularly useful.

We will use the information to write a report for PLACE-EE. We will not include any names in our report. We will store your information securely and only the project team and our evaluators will have access to it.

This form should take 5-10 minutes to complete. It asks you about:

- your experiences of using digital technology and the Internet;
- your views on digital technology; and
- how you think you might benefit from taking part in the project.

If you have difficulty in understanding the questions, please ask the leader in charge to help you.

Please return your completed form to the leader in charge who will enable the collation of this information for evaluation purposes.



Your Use of Digital Technology and the Internet

1. Do you own any of these devices? Tick all that apply:

	Yes	No
<p>Smart Phone (e.g. Apple iPhone, Samsung Galaxy)</p>  <p>A smart phone is a mobile phone with Internet access.</p>		
<p>Desktop Computer</p> 		
<p>Laptop</p> 		
<p>Tablet (e.g. Apple iPad, Hudl)</p> 		

2. How often do you use these devices? Tick one option per row:

	Every day or most days	Once or twice a week	Several times a month	Less than once a month	Never*
Smart Phone					
Desktop Computer					
Laptop					
Tablet					

* Skip the next question and go to Q4

3. If you use any of these devices, how confident do you feel using them on your own? Tick one option per row:

	Very Confident	Quite Confident	Not Very Confident	Not at all Confident
Smart Phone				
Desktop Computer				
Laptop				
Tablet				

4. How often do you use the Internet? Tick one:

Every day or most days	
Once or twice a week	
Several times a month	
Less than once a month	
Never*	

* Skip the next question and go to Question 6

5. When using the Internet, how confident do you feel using it on your own? Tick one:

Very confident	
Quite confident	
Not very confident	
Not at all confident	

6. How often do you ask someone else to access the Internet on your behalf? Tick one:

Every day or most days	
Once or twice a week	
Several times a month	
Less than once a month	
Never	

7. At the moment, do you use (or ask someone to use) a device and/or the Internet to...

	Yes	No
Send and receive emails or documents		
Watch TV programmes or films		
Listen to music		
Play games		
Connect with friends/family – e.g. Facebook, Instagram, WhatsApp, FaceTime, Skype		
Find out information about your area (e.g. local activities, what's on, public services (e.g. council, healthcare))		
Undertake daily tasks – e.g. online shopping, banking, paying bills, booking travel		
Buy or sell items – e.g. eBay, Gumtree		
Research or develop hobbies or interests (e.g. family tree)		
Something else? Please give details below:		

8. Circle the 4 topics you are most interested in learning about:

Online shopping	Skype	TV
Social media, e.g. Facebook	Other online communications, e.g. WhatsApp	Travel
Email	Staying safe online	Research, e.g. hobby, family tree
Music	Buying or selling items, e.g. eBay, Gumtree	Entertainment/ What's on
Other (please give details)	Details:	

Your Views about Digital Technology and the Internet

9. Please write any 3 words that describe how you feel about computers and the Internet:

Some words that others have used: confident, excited, interested, fun, convenience, communication, informative, creative, easy, scary, difficult

10. What do you like about using computers and the Internet?

11. What concerns, if any, do you have about using computers and the Internet?

Taking Part in this Project

12. What one thing would you MOST like to learn during the project?

Contact with Young People

13. Do you have much contact with young people?

	Every day or most days	Once or twice a week	Several times a month	Less than once a month	Never
Family members					
Friends					
Neighbours					
Others					

14. Please write any 3 words that describe how you think about younger people?

15. Have you any concerns about working with the young people?

Yes No

If yes, please specify: _____

About You

We would be grateful if you could complete the following questions for the Big Lottery's monitoring purposes. This data will only be reported collectively and will not be used to identify individuals. If you would prefer not to share any of this information, please tick the 'prefer not to say' under the relevant question.

What is your gender? Tick one:

Female	
Male	
Prefer not to say	

What is your age? Tick one:

Under 55 years	
55 – 64 years	
65 – 74 years	
75 – 84 years	
85+ years	
Prefer not to say	



Final Questionnaire for Older Participants

Thank you for taking part in this project. We would like to ask you some questions about your experiences.

We are interested to know what difference, if any, the project has made to you and what you have found particularly useful. The information you provide will help us to understand how successful the project has been.

We will use the information to write a report for PLACE-EE that supports this project. We will not include any names in our report. We will store your information securely and only the project team and our evaluators will have access to it.

This form should take around 10 minutes to complete. It asks you about:

- Your experiences of taking part in the project;
- The benefits the project may have had for you; and
- Your experiences of using digital technologies and the Internet.

If you have difficulty in understanding the questions, please ask the leader in charge to help you.

Please return your completed form to the leader in charge who will enable the collation of this information for evaluation purposes.

Thank you for your time.

Taking Part in this Project

1. What were the things you liked most about the project?

2. What has been the main benefit to you in taking part in the project?

3. How could we improve this project?

4. How would you rate...

	Very Poor	Poor	Average	Good	Very Good
The IT Toolkit and other resources					
Information about online safety – do's and don'ts					
Creative IT work					
Support from leaders in charge					

If you answered poor/very poor to any other above questions, please tell us why:

5. Please tell us what you thought about the toolkit/other resources used during the project:

6. Please tell us about your experiences of working on a 1:1 basis. What worked well and not so well?

7. As a result of taking part in this project, would you say that...

	Yes	No
You have learnt more about young people and their interests, needs and concerns		
You have learnt that you have things in common with young people		
You have made new connections/friends (young and old)		
You plan to get involved in other projects or activities in your community		
Intergenerational projects (where young and older people come together) are a good way to help older people improve their skills in using digital technologies and the Internet?		

8. Please comment about your experience of working with the young people:

Your Use of Digital Technology and the Internet

9. As a result of taking part in this project, would you say that...

	Yes	No
You have increased your use of digital technology devices (e.g. smart phone, computer, laptop, tablet)		
You have increased your use of the Internet		
You are now more confident in using digital devices and the Internet		
You have developed your skills and knowledge of digital devices and the Internet		
You are more aware of the risks of using the Internet and how to reduce these		
You have enough knowledge to protect yourself online (e.g. scams, password protection, fraud)		
You would like to explore and learn more about digital devices and the Internet in the future		

10. How often do you NOW use these devices? Tick one option per row:

	Every day or most days	Once or twice a week	Several times a month	Less than once a month	Never
Smart Phone					
Desktop Computer					
Laptop					
Tablet					

11. If you use any of these devices, how confident do you NOW feel using them on your own? Tick one option per row:

	Very Confident	Quite Confident	Not Very Confident	Not at all Confident
Smart Phone				
Desktop Computer				
Laptop				
Tablet				

12. How often do you NOW use the Internet? Tick one:

Every day or most days	
Once or twice a week	
Several times a month	
Less than once a month	
Never	

13. When using the Internet, how confident do you feel using it on your own? Tick one:

Very confident	
Quite confident	
Not very confident	
Not at all confident	

14. How often do you NOW ask someone else to access the Internet on your behalf? Tick one:

Every day or most days	
Once or twice a week	
Several times a month	
Less than once a month	
Never	

15. Do you use a device (e.g. smart phone, computer, laptop, tablet) and/or the Internet to do the following?

	Yes	No
Send and receive emails or documents		
Watch TV programmes or films		
Listen to music		
Play games		
Connect with friends/family – e.g. Facebook, Instagram, WhatsApp, FaceTime, Skype		
Find out information about your area (e.g. local activities, what's on, public services (e.g. council, healthcare))		
Undertake daily tasks – e.g. online shopping, banking, paying bills, booking travel		
Buy or sell items – e.g. eBay, Gumtree		
Research or develop hobbies or interests (e.g. family tree)		
Something else? Please give details below		

16. Please write any 3 words that describe how you NOW feel about digital devices/Internet:

Some words that others have used: confident, excited, interested, fun, convenience, communication, informative, creative, easy, scary, difficult

17. As a result of taking part in the project, and using digital devices/Internet would you say that you...

	Yes	No
Are less reliant on others (e.g. to find out information for you or access a service)		
Can do more things for yourself (e.g. online shopping, online banking, booking travel)		
Are generally more informed (e.g. about the options available to you)		
Have more choices (e.g. when making purchases, activities, choosing services)		
Feel less isolated		
Are more connected with friends/family (e.g. through social media)		
Know more about what's happening in your local community/area (e.g. what's on, local activities)		
Have developed a new hobby or interest		

Do you have any other comments about the project?

About You

We would be grateful if you could complete the following questions for the Big Lottery's monitoring purposes. This data will only be reported collectively and will not be used to identify individuals. If you would prefer not to share any of this information, please tick the 'prefer not to say' under the relevant question.

What is your gender? Tick one:

Female	
Male	
Prefer not to say	

What is your age? Tick one:

Under 55 years	
55 – 64 years	
65 – 74 years	
75 – 84 years	
85+ years	
Prefer not to say	



Questionnaire for Schools/Arts Facilitator

Thank you for taking part in this project. We would like to ask you some questions about your experiences.

We are interested to know what difference, if any, the project has made to you, the pupils and your school and what you have found particularly useful. The information you provide will help us to understand how successful the project has been.

We will use the information to write a report for PLACE EE that supports this project. We will not include any names in our report. We will store your information securely and only the project team and our evaluators will have access to it.

This form should take about 10 minutes to complete. It asks you about:

- Your experiences of taking part in the project; and
- The benefits the project may have had for you, the pupils and your school.

Please return your completed form to your tutor who will enable the collation of this information for evaluation purposes.

Thank you for your time.



Your School:	
Your Name:	
Your Position:	

Taking Part in this Project

1. Please tell us about why your school decided to take part in the project:

2. Please tell us about your experiences of the project. What went well/not so well?

3. Do you think that the project has benefited your school in any of the following ways?
Tick one option per row:

	Yes	No
We are more knowledgeable about intergenerational practice		
We are more knowledgeable about digital inclusion work		
We have used our experiences to influence or inform other work we do		
We are more connected to the community as a result of this project		
It has benefited us in other ways (comment below)		

Please comment:



4. Do you think that the project has benefited the pupils in any of the following ways? Tick one option per row:

	Yes	No
Improved their confidence		
Improved their communication skills		
Improved their ICT skills		
Improved skills such as listening and empathy		
Improved skills such as thinking, decision making and problem solving		
They have learnt more about older people and their interests, needs and concerns		
They are more confident interacting with older people		
They have learnt that they have things in common with older people		
It has benefited them in other ways (comment below)		

5. How could we improve this project?

6. Would you recommend this project to other schools?

Yes No

Do you have any other comments about the project?

CASE STUDIES



Ann was an 80 years old widow who had bought an iPad but was anxious about using it. When members of her over 60's group were offered the opportunity to link up with teenagers in the local school that she drove past each day (but had never been inside before) and learn how to go online she jumped at the chance.

Before she took part she was scared of her iPad and did not know what use it was to her. Working 1:1 she enjoyed meeting and working with the young people and interacting with them. She felt she made a friend with her 'tutor' Lyn who was very welcoming and patient with her. They bonded over a common love and appreciation of art. Ann had asked to be shown how to take, edit and upload photos and then Lyn had mentioned she was an artist and brought in some of her own artwork to share with Ann. She greatly appreciated the pupils making her a Christmas card and giving her a present.

Ann felt that the intergenerational IT Project was a good approach to teaching older learners as she cited the fact that younger family members had no patience or time to show her. Having one person sitting beside her and answering her questions and helping her was so supportive and she was not embarrassed to ask questions. Having a hard copy of the IT toolkit full of pages of easy to understand steps of 'how to' skype, email, book holidays, use social media etc. was a great way for her to refresh/recap.

She found taking part to have been a positive, enjoyable experience, helping her to feel less isolated and more connected to her family and the outside world. Being able to do some things online has made everything more convenient for her and her life runs more smoothly. She now feels more confident using her iPad, can keep her passwords safe and can spot a scam and can now check and book restaurants and hotels to get the best prices. She can now send and receive emails, look up TV shows that she missed, listen to music, play games, read news and local papers online, check the weather. She was also able to view her grandchildren on facetime enjoying the recent snow and feels more knowledgeable in using and understanding the tech terms they use!



St Columban's College and Ladies of Mourne Over 55's group, Kilkeel

10 Older and 10 teenage pupils took part

Representatives from both groups attended one of our intergenerational IT information events in Newry Public Library and decided it made sense to pursue a project in their locale.

Before coming together in their first joint age session, they met in their own age groupings with the intergenerational worker to discuss their views and experiences of the other age group and discuss any concerns they had about meeting and working together. The project was based in the IT suite of the school for 1.5 hours after school with older participants being encouraged to bring along their own smartphones and tablet computers to familiarise themselves with their use.

The first joint age session included time to get to know each other, discovering hobbies, interests and feeling comfortable around each other. They identified what they had in common whilst celebrating their differences and also introduced each other's' settings. Each session was overseen by an IT tutor and the school teacher. Participants paired up on a 1:1 basis or with two students if they did not feel confident/lacking in knowledge. The participants created a syllabus/week planner for each individual learner based on their interests and got to work. Each week the pupil mentors and their learners were enthusiastic. They worked well through their participants chosen topics with at least 3 of the pupils from St Columban's making notes for their learner on Word or similar documents app on their device so that they would have it safe and ready to print.

Having gained in confidence, the pupils went on to volunteer at a local Positive Ageing event, helping older attendees get to grips with their technology and also worked with local disabled children to show them how to develop their ICT skills.

Comments:

Older participant: *Without this project and the girls volunteering to teach me, I would not have had the opportunity to learn. I was a total novice and it has been great to have been able to ask questions.*

Student: *Working 1:1 allowed me to teach what my older person really wanted to know. Not only was it a fun experience it was also worthwhile!*

Teacher: *It is so important to have intergenerational projects of all types because teenagers and older people should not be afraid of each other. It is also important for the older ones to keep active and socialising so they are not lonely and not making new friends. You still need to develop new skills and keep learning at an older age.*