PR2 - CE for Care and Retirement sector

Trainer Guidelines and Methodology Toolkit

Seniors for Circular Economy

(SEN4CE)

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Content

Part I – Trainer Guidelines

Introduction

The train-the-trainer guidelines and methodology toolkit is meant to support adult education trainers or people working in informal and non-formal educational contexts with seniors 60+, who are wanting to enlarge their portfolio with educational content about Circular Economy (from now CE).

Relevant basic information on CE for teaching seniors 60+ has been put together in an e-learning format to equip the trainer with sufficient knowledge background to teach CE to seniors.
The e-learning course will provide the trainer with the basic knowledge necessary to teaching CE to seniors. The content includes: The difference between Linear and Circular Economy, the idea behind Circular Economy, the aspects of CE relevant for consumers (consumption, responsible use of resources, waste avoidance), the psychological implications of being confronted with the state of the world and how to deal with it in an optimistic, pro-active way, the meaning of values, sources for up-to-date information.

The e-learning course is targeted at EQF level four. The following table specifies the learning outcomes.

Learning outcomes for trainers according to EQF 4

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad context of CE from consumer perspective	Knowing and using a range of different teaching methods to educate seniors 60+ about how to participate in CE	Self-responsibly choosing the methods and contents depending on the target group working with. Self-responsibly informing oneself about new developments relevant to CE and sustainable living and implementing them in the teaching of seniors.

Specifications of working with target group of seniors 60+

When we are dealing with seniors 60+ we are dealing with two different age cohorts with different life experiences and related mind sets, who need to be approached differently. These generations are:
- Silent generation (born between 1928 – 1945)
- Baby Boomer (born between 1946 – 1969)

The silent generation (born between 1928 and 1946)

- Was shaped above all by the Second World War, with the corresponding uncertainties and the great privations. A silent generation because it was dangerous to speak one's mind openly. But also, an active, hands-on generation, which learned to make the best of the situation. ▶ *hard-working*
- Most members of the Silent Generation were born and raised between the Great Depression and World War II. Those were times of hardship and economic uncertainty - their parents had to tighten their belts to keep their families afloat. ▶ *economical*
- Raised in a time of depression when every penny counted, the Silents are incredibly frugal. Silents are known for maximizing the life of their possessions and not replacing things until they are completely broken in order to "get their money's worth." However, this trait can sometimes lead to harmful actions such as hoarding and excessive stinginess. ▶ *protective*
- However, the trend of marrying as young adults sometimes worked against the Silents. Because of the reduced social stigma of divorce and reformed marriage laws, many of the Silents who married young divorced their spouses when it was legalized. ▶ *(possibly) living alone as seniors*

Baby Boomers (born between 1946 and 1969)

- They are the generation with the highest birth rates (until the pill crunch), more than 18 % of population in most countries (see figure 1).
- They experienced very strongly the economic and educational upswing with high growth rates. ▶ *lived in prosperity*
- They were the heart of the peace movement and the environmental movement in the 1980s and had to overcome only a few economic crises (oil crisis). ▶ *enjoyed stability (work and family)*
- Boomers experienced the evolution of scientific and technological advancement: proliferation of computers, space age materials, and media. They are more than willing to spend more money when it comes to getting the highest quality product. ▶ *strive for excellence*
- As the second-largest generation ever, a Boomer had to fight for the best opportunities from elementary school through adulthood. Whether in the education system, the workplace, or society in general, most Boomers had to fight tooth and nail to get the jobs they wanted. ▶ *competitiveness*
- They often believe that hard work can solve any problem and give them a better life, which leads to their go-getter attitude and independence. Most baby boomers also cite independence and self-sufficiency as one of the most important things to achieve. ▶ *independent, mentally and physically active*
- They are less dependent on smartphones than the next generations, but prone to e-commerce.

Overview of the characteristics of the relevant age cohorts (generations)

	Generation Silent	Generation Baby Boomer
Period of birth	1928 – 1945	1946 – 1964 (1969, depending on country)
What they experience now	Mobility decreases, care by others increases	Retirement, time for others
What shaped their youth	War, poverty, hunger	Cold war, economic boom
Relationship to work and money	Had to get by with little	Status and career
Values	Hierarchy, authority, tradition	Peace, environment, antiauthoritarian,
Typical products of interest	Car	TV
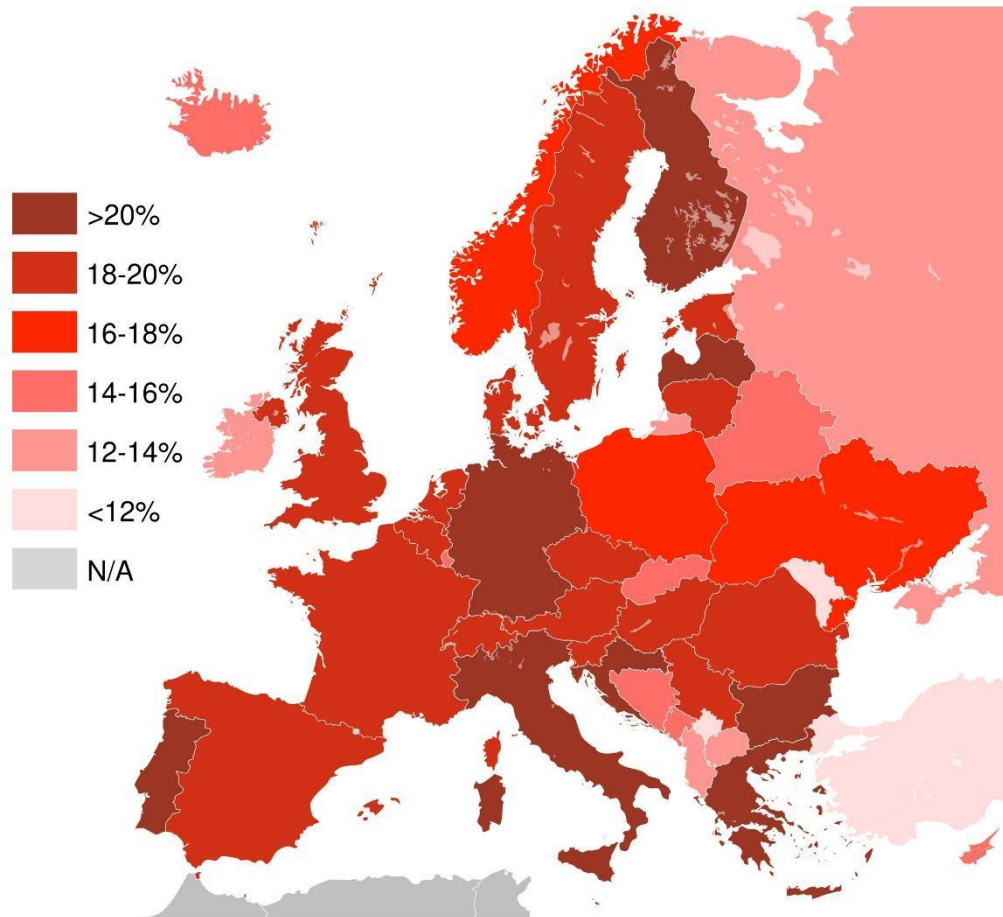
Figure 1: European countries by proportions of people aged 65 + in 2018. Source: By Mayugo - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=85444564

Learning Specifications of Seniors 60+

The social challenges we all face require a willingness to change, perseverance and courage. Skills that seniors had to develop during their lifetimes and that you can relate to. If you want to reach seniors and engage them in CE practices, you have to <u>avoid patronizing, lecture, make them feel bad and evoke a guilty conscience because not all of them contributed to the Linear Economy system.</u>

Instead, you have to find *linkages to their values, identities and life goals*, that help them to make the necessary changes in their behaviour and create willingness to skill up for a Circular Economy. (See chapter on Dilts pyramid)

Use positive language and try to spread optimism. Concentrate on what we can make better together, and how it positively affects the different areas of life of seniors. Emphasize the advantages of CE for seniors.

Make education about CE a fun experience that empowers seniors and relates to their life experiences, knowledge and skills.

Education on how to contribute to the necessary transition to CE offers a learning experience through which seniors can improve their quality of life and increase their opportunities for participation. Two very important aspects in order to promote the desire to learn from seniors.

Learning content should be connected to their living environment and biography to foster engagement.

Learning forms should be activating and take into account the learners' educational needs (flexibility, existing learning habits or learning close to everyday life). They should promote the self-determination and independence of the learners. These learning experiences can be used positively in many other areas of life.

Age related specifications of seniors 60+

The older the seniors (silent generation, early boomers), the more experience in sustainable living (due to economic reasons) they remember from their childhood (long-term memory works well in seniors).

Encourage sharing memory of sustainable practices; because they are useful for present and future generations and the establishment of Circular Economy ► empower seniors, that they can still make a vital contribution to the improvement of life for all.

The younger (late boomers) the more consumption oriented and familiar with technology they are. Use this interest in technology to implement the Sen4ce online course and introduce or try out useful apps together.

Also, address the online usage patterns/consumption patterns (e-commerce) of seniors and work with them on the emotional function their consumer pattern has for them.

Socio-economic specifications of Seniors 60+

Even though seniors have experienced progress, growth and prosperity throughout most of their lives, they often haven't saved sufficient money for retirement. Old-age poverty is a problem that many societies face along with the demographic development of the boomers entering retirement and old age.

However, seniors are a very disparate cohort as well, some of them being extremely well off and others struggling with insufficient income or pension.

Income readiness: 38 % of 55-74 cohort say they make ends meet but have to make adjustments in spending to do so. Fifteen percent have a hard time making ends meet. (Source: McKinsey Report, p. 46) Life changes like retirement entry, a spouse dying or divorce, or whether, or when, they may need assisted living affect consumption as well.

The Sharing Economy as part of a CE may enable the elderly to monetize more than just their homes; assets such as cars, garages, and equipment may provide additional income streams.

► If you know you are working with seniors with low or medium incomes, who are concerned with making a living, you can put emphasis on saving money aspects of CE.

▶ If you work with seniors, who don't have to worry about money, you can put emphasis on less and more conscious shopping/travel and sustainable presents (if they have grandchildren).

Target group assessment

The target group of seniors is an increasingly heterogeneous group. Therefore, it would be good to have an idea of the group constitution in order to prepare the topics and exercises as relevant as possible to reach engagement of the learners and the willingness to implement CE practices in their daily lives.

This can be done via either a questionnaire, which asks for personal situation, mobility, interests and hobbies, prior knowledge, motivation and expectations or an exercise which involves movement in the room, like the assembly. A questionnaire that can be adapted to the needs of the facilitator can be found in the annex.

You can also use different games to clarify the expectations or prior knowledge of the group, to be able to work with that. For example, with an expectations bingo or brainstorming

At the end you can use either questionnaires or games like the fisher net (explained in the methodology section) to get feedback from the participants.

Via the personal situation (sociodemographic characteristics, social contacts, housing situation, age-related restrictions), references can be made to possibilities of a sustainable lifestyle in concrete everyday situations.

How mobile someone is, for example, determines whether the Internet is more likely to be used to save trips (e.g., by shopping online) or to get to a specific destination (e.g., by using navigation applications). The possible use of excursions or exercise content also depends on this.

When seniors want to expand their knowledge, it often has to do with their interests and hobbies. Participants have different levels of prior experience in using (mobile) digital devices and the Internet and CE. Some have been using a tablet PC for some time and want to learn more about certain applications, while others are holding a mobile device in their hands for the first time. The latter must first be introduced to the operation of the devices and the possible applications. See the explanations from R3 Digital tools.

Information on the learning experience, motivation for participation and expectations of the CE event helps to assess what learning goals the interested parties are pursuing and how high their self-confidence in their own abilities is.

▶ See methodology toolkit for detailed descriptions of methods
▶ See Introduction to Senior Digitalisation for approaches to use digital CE tools

How to approach the topic of Circular Economy with seniors?

Values

Intrinsic values are important because they motivate our actions.
Therefore, apart from personal benefits (extrinsic motivation), that can make a difference in people 's lives (saving money), the facilitator should also address intrinsic values, like the human ability to find creative solutions together, being responsible, loving and wanting to protect the environment we care about and each other.

Comparison between motivational types

Intrinsic Motivation	Extrinsic Motivation
Purpose of participation: Enjoyment in the process itself	Purpose of participation: Benefits derived from participating
Emotions experienced: Pleasant (enjoyment, freedom, relaxation)	Emotions experienced: Tension and pressure (social approval is not under direct control)
Rewards: Effective rewards (enjoyment, pleasure)	Rewards: Social or material rewards
More likely to stay with a task long-term	More likely to do a necessary task of little interest
Self-motivation to take on new tasks and innovate	Increases social learning compliance
Self-motivation to take on new tasks	Increases speed of task
Slower behavioural change	Removing reward results in motivation loss

Source of table: https://www.simplypsychology.org/differences-between-extrinsic-and-intrinsic-motivation.html

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Framing the topic

Frames are mental shortcuts we take to make sense of information quickly.
When framing the need for Circular Economy, address local and relevant impacts and actions, places and things that have meaning for people, e.g. sea level erosion in local communities and local council adaptation responses. Be sure to strike a balance between seriousness/urgency and hope.
Avoid Crisis and catastrophe or fear framing. Instead, you can appeal to human ingenuity. By being resourceful and innovative, we can come up with new ways to tackle difficult problems.

Metaphors

Metaphors are another powerful mental shortcut to grasp complex and abstract ideas.
- Good metaphors connect something concrete that we understand to a more abstract or complex concept to help us make sense of it.
- Some tested and useful metaphors to explain the problems of hitting planetary boundaries (see Doughnut Economy)
- Heat-trapping blanket of CO_2 simplified model, e.g., "when we burn fossil fuels for energy, the carbon dioxide that is released builds up in our atmosphere and acts like a blanket that traps heat around the world, disrupting our climate".
- Regular versus rampant CO_2, e.g. "regular levels of CO_2 are created by normal life processes but rampant levels of CO_2 are produced when we burn fossil fuels for energy – we need to reduce rampant CO_2, it's out of control".
- Osteoporosis of the sea, e.g., "ocean acidification changes the chemistry of the ocean, which causes osteoporosis of the sea and prevents animals from building and maintaining the protective shells they need to survive".
- The climate's heart, e.g. "just as a heart circulates blood and regulates the body's temperature, the ocean regulates the world's climate system by controlling the circulation of heat and moisture".

Language

Some words are more helpful than others are, when talking about the challenges of tackling our environmental problems.
Some examples: use elected official/community leader instead of politician, use our state/community instead of government.
Use facts to frame necessary action not just to describe the problem.
Ensure that the facts used serve a productive purpose, i.e. to help explain causes or point to solutions.
Employ explanatory chains. Start with cause, lead people through effects and end with solutions. Combine this with value-led messages about why it matters.

Messengers

If you want to include messengers/advocates, consider:

- ▶ unexpected messengers who may align with people's values
- ▶ intergenerational messengers, e.g. young people or children talking to their parents and grandparents.

Here are some examples of messengers:

Felix Finkbeiner started planting trees when he was 9 in 2007 and appealed to the children of the world to plant 1 million trees per country. He has founded the organization "Plant for the planet".
Here is a speech of him in front of the United Nations from 2011:
https://www.youtube.com/watch?v=Sur8coFE0tU
Here is an English article about Felix Finkbeiner: https://news.eb.com/level2/from-one-tree-to-many/
Felix Finkbeiner was inspired by Prof. Wangari Maathai, winner of the Peace Nobel Prize and founder of the green belt movement. Here is an English video about her legacy:
https://youtu.be/yC9wZTJmDqA

Meet **Jadav Payeng**, better known as the Forest Man of India. He earned this name by spending 30 years of his life planting trees, creating a real man-made forest of 550 hectares.

Here is an award-winning documentary about his work (16 minutes):
https://www.youtube.com/watch?v=HkZDSqyE1do
Here is a short 4 minute video about his work:
https://www.youtube.com/watch?v=U1jtd3MrFQM
Here are two article: https://interestingengineering.com/science/jadav-payeng-the-man-who-planted-an-entire-forest-by-himself
https://rain-mag.com/lessons-from-jadav-payeng-the-man-who-planted-a-forest-by-hand/

Here are some more CE pioneers, among others Ellen McArthur:
https://femaleonezero.com/sustainability/circular-economy-pioneers

Ellen McArthur, founder of the Ellen McArthur foundation, solo sailor after spending 71 days alone at sea, confronted by the awesome power and dazzling beauty of nature, Ellen began to ponder the fragility of the systems we have built. Her boat was her world and her survival was entirely dependent on the limited food, fuel, and other supplies she had brought with her. She realised that our global economy is no different – it relies completely on the finite resources we extract, use and then dispose of.
https://ellenmacarthurfoundation.org/about-us/ellens-story

Example exercise on consumption patterns and values

Reflecting on consumption patterns and finding out how the attached emotional and functional needs can be met applying CE strategies.
Consumption satisfies functional as well as emotional needs for consumers. What are the functional and emotional needs and requirements of products for people?
Brainstorm to come up with as many objects that have a functional as well as emotional meaning for the participants.

Ensure understanding by providing examples:

- Car - the underlying functional need of a car is to get from one place to another. Emotional needs might be a sense of freedom or a car as status symbol. More CE approach to needs: car sharing, car rentals, leasing, trade-in etc.
- Office chair - the functional needs of a chair include ergonomics, health, comfort, convenience. From an emotional point of view, an office chair (think leather armchair) may communicate hierarchical status.

Learning goals for participants:

- Identify functional needs of consuming patterns.
- Identify unconscious (emotional) needs that are satisfied with consuming patterns.
- Identify alternatives to fulfil these needs.

Hints for trainer:

- Understand how they might use the product or service: Ask open-ended questions about the objects such as: What is the best/worst parts about...?
- Ask about the why: Ask questions such as "Can you tell me why that is important?" as often as you can.

Conclusion

Knowledge about the participants is important to find the right tone and set the right focus to achieve interest and engagement in a Circular Economy.
Target group assessment can be achieved through different methods (traditional questionnaire, more playful assembly) and should consider age, personal situation, mobility, interests and hobbies, prior knowledge, motivation and expectations.
Knowledge about the values of participants is likewise important to relate to (Dilts pyramid approach). Try to connect to the overarching values of the different age cohorts.
Try to stay constructive and optimistic, use appropriate language, framing and metaphors. Work with messengers, who demonstrate that an individual can make a difference. This is especially important because dealing with the outcomes of Linear Economy can be frightening and depressing and lead to inactivity rather than to action. Therefore, it is especially helpful to show that single people's actions can make a significant difference.

We encourage you to use target group assessment and course evaluation templates we provided. Older people decide to participate in a training program with different interests and motivations. In addition, different factors determine what support they need and how they can be addressed as addressees of concrete learning offers. Such factors include age, level of education and learning experience, gender, personal mobility, family and social contacts, and hobbies. Do the trainers know the addressees more precisely; the content of the offer can be aligned with the interests and the benefits of everyday life. In the next step, it can be clarified which training formats promise the best learning success in the given situation. In this way, personal needs can be included to make the learning outcome more sustainable.

Sources

PROTECT YOURSELF – cooperation mechanism to protect the environment Project n. 2020-1-IT02-KA204-079033

https://www.simplypsychology.org/differences-between-extrinsic-and-intrinsic-motivation.html

https://www.adigiconsult.ch/glossar/generation-silent-baby-boomer-x-y-me-millennials-z-alpha/

McKinsey Global Sentiment Survey 2015; McKinsey Global Institute analysis

https://english.psychologistsforfuture.org/climate-psychology/

Part II – Methodology Toolkit

Introduction

In the Methodology Toolkit you will find:

- Ideas for different scenarios in face-to-face group meetings

- Ideas for including e-learning materials and digital tools for CE

- Ideas for seniors in stationary care contexts (e.g. empowerment, storytelling-cafe)

- Ideas for seniors with different restrictions, i.e. mobility, vision, etc.

- Evaluation methods (questionnaires and group activities)

This toolkit shall assist you in planning and implementing workshops on CE for seniors. Providing you with different methods and scenarios depending on socio-economic background, age and digital literacy.

Methods

The methods focus on activation and communication to spark active participation and involvement of seniors.

Methods for getting to know each other

Assembly

Duration: 10 minutes
Material: tape or cards to mark ends of spectrum.

Objectives:

The participants get to know each other, while at the same time, the thematic introduction to the event takes place. The trainer gets a broad overview of the expectations, previous expectations, previous knowledge, experience and interests of the participants.

Steps:

In a space big enough so that the group can move around in it (put chairs and furniture to the sides, if necessary) or outside, the trainer asks people to stand up. There will be the opposites of a spectrum marked either with just words or written (cards, tape etc.) for orientation. According to the questions asked people can place themselves on the spectrum between these two spots to show their identification with the question asked. Questions can be about the background of participants ("Were you born before 1955?", "Do you have grandchildren?") or previous knowledge, interests, expectations etc. ("How sustainable do you think your lifestyle is?", "Have you heard of or an understanding of CE?" and so on).

Further didactic-methodological notes:

If people are not as mobile anymore, you can hand out cards of different colours, representing yes/no/in between or let people raise their hands.

Methods to introduce a new topic

Flashlight

Duration: 8-10 minutes
Material: If results should be saved, something to write on (board, large paper) is needed as well as pens or chalk.

Objectives:

The flashlight method is suitable for exchanging and collecting ideas, associations, expectations, suggestions, etc. All participants are included, whereby the individual contributions remain uncommented, as in a short stocktaking.

Steps:

Participants ideally sit in a circle. The trainer asks a question, for example, "What comes to mind, when you hear Circular Economy?". The answers can be collected in a written form for everyone to see, but don't have to.

Further didactic-methodological notes:

The method can also be used for a getting-to-know of participants or a mid-term/in-between evaluation. ("How do you feel now?")

Questionnaire

We provide a template for the course evaluation that you are free to adapt and modify according to your needs and the group specifications. See annex.

Paradoxical brainstorming

Duration: approx. 15 minutes
Materials: pens and something to write the results onto (blackboard, whiteboard, cards, flipchart, whatever is available)

Objectives:

Paradoxical brainstorming is used to collect ideas and associations for the entry into a new topic. The humorous character of the method stimulates like a motor the joy of learning and the creativity of the participants.

Steps:

Formulation and visualisation of the question beforehand.
The first step is to collect answers to a question that is in contrast to the actual topic. For example, if guidelines for the successful re-editing of term papers are to be developed, the question could be posed as follows: How do I make my term paper a flop? The answers to the brainstorming are visualised on the board. (Approx. 3 min.)
Now the collected contributions are turned into the opposite, noted and discussed under the actual heading of the topic. (Approx. 7 - 9 min.)

Methods for working on topics

Small group work

Duration: depends on the task, approx. 30 -45 minutes
Material: paper, pens, board or wall and adhesive materials to visualise results (magnets, tape, etc.)

Objectives:

- Enable more active participation of the participants.
- Increase information processing and independent problem solving.
- Promote cooperation among participants.

<u>Steps:</u>

1) Presentation of the work assignment: This should be visualised if possible and should be unambiguous and clearly formulated. The work order should always contain a time specification and whether and how the results should be documented (e.g. moderation cards, posters). Work can be done "in the same way" (all participants work on the same topic) or "in a division of labour" (all participants work on different topics).
2) Understanding of the work assignment: Before the content-related work begins, the trainer should ask the participants if the work assignment is understood clearly.
3) Presentation of the group formation: Only now the group division takes place. Since this step often involves movement and also some noise, attention should be paid to this order.

Distinguish between:

(a) Random groups: The working groups are put together randomly (if the participants are still getting to know each other or an examination of other perspectives is in focus)
b) Elective groups: Participants decide for themselves who they want to work with (for topics that require a certain level of trust)
c) Neighbourhood groups: participants sitting or standing next to each other work together (e.g. favourable for a short exchange)

<u>Further didactic-methodological notes:</u>

- Participants do not always have good experience with small group work or are not even familiar with it. For this reason, the trainer should be able to justify the goals and procedures and also make it transparent how the results will be used.
- Small group work requires sufficient space and often also the provision of necessary working materials.

Working with film footage

<u>Duration</u>: depends on length and use of film material
<u>Material</u>: means to show film (projector, speakers, internet connection, laptop or another medium)

Objectives:

- To develop knowledge as a stimulating alternative to a lecture or as part of a technical input
- To make subjective perceptions conscious

Steps:

1) The trainer makes the following information transparent:
  - What the film is shown for
  - Duration
  - Work assignments regarding the film example
2) The trainer shows the footage:
  - As a whole
  - In single sections (step by step)
  - With or without verbal commentary
  - With intermediate stops as a freeze frame, e.g. to emphasise special aspects

3) The trainer moderates an evaluation of the work assignments e.g. in terms of knowledge and insights, attitudes, and perspectives or also perception exercises and development of options for action.

Further didactic-methodological notes:

The work with films should be used specifically (goal and work assignment) and not as a "stopgap solution" or "break filler". The targeted selection of film material needs time and clarity about the goal of the assignment. It is often advisable to select short, concise excerpts.
The technical preparation, the check of possible darkening of the room and that all participants can see the film without obstacles are central. The image and sound quality should be checked in advance.

Six Hats Method (according to de Bono)

Duration: approx. 30 minutes
Material: scarfs, bracelets or other in different colours, paper, pens to visualise results

Objectives:

- Stimulate creative thinking and problem solving.
- Discover new combinations of thoughts.
- Enable different approaches to the topic.

Steps:

1) The participants take on different roles, which are identified by different coloured hats or e.g. bracelets. Participants are given different roles (and corresponding hats) and some time to empathise with each role.
- white: analytical thinking: facts, requirements and how they can be achieved (objective)
- red: focus on feelings and opinions (subjective)
- black: risk consideration, problems, scepticism (critical)
- yellow: optimistic thinking, "what if" (speculative)
- green: creative, associative thinking (constructive)
- blue: ordering, moderating (moderating)

The hats are meant to help/remind you to stay in each role.

2) During the discussion of the "hats", the person with the "blue hat" takes over the moderation, makes sure that the roles are respected and intervenes in a corrective way if necessary. In the course of the discussion, the moderator can also ask the participants to swap their "hats" (roles) and to argue from a different perspective.

3) After completing this role play, the participants are asked to take off their hats and thus their roles, and if necessary to change places once again (in order to really leave the role). The course leader now moderates an evaluation round summarises the results/idea with the participants and visualises them.

Further didactic-methodological notes:

➢ see below "Handstand technique"

Handstand technique

<u>Duration</u>: approx. 20 minutes
<u>Material</u>: cards, pens, tape, or magnets to cluster cards on the wall, board

<u>Objectives:</u>

- Stimulate creative thinking and problem solving.
- Discover new combinations of thoughts.
- Enable different approaches to the topic.

<u>Steps:</u>

1) Basic idea: It is considered which measures or ideas might not work and one could never solve the problem. A challenge is formulated into its opposite, e.g., "What do you have to do to produce as much trash as possible?"
2) Participants collect ideas (on facilitation cards if necessary) about this question. They can be encouraged to come up with particularly bizarre ideas and focus on extreme situations. This should be done in small group work for now.
3) Then the cards are clustered together in a plenary (large group).
4) The generated "negative ideas" are now "translated" into their opposite.
5) Based on and inspired by step 4, further ideas can now be developed and visualised.

<u>Further didactic-methodological notes:</u>

Ideas arise through play and experimentation, rarely through pressure or strained thinking. Participants should therefore be encouraged again and again to "play" and trust the process, to remain curious.

The individual "exercises" should not be too long, but rather repeated so that fatigue does not set in.
A stimulating environment (room design) can encourage creativity, e.g. flowers, coloured clothes, humorous quotes on the walls, etc.

Station work

<u>Duration</u>: approx. 60 minutes
<u>Materials</u>: depends on the topic and assignments

Objectives:

- Promote independent and self-directed learning.
- Work on a larger topic area in a division of labour.
- Present different materials (haptically).

Steps:

1) The preparation of the room and the stations is central here. The individual stations should be clearly recognizable and delineated from one another, e.g. material on a table, a pin board, a wall poster, with or deliberately without chairs.
   There can be stations where stimulating materials are offered on the respective topic, e.g. magazines, things to touch and try out, a puzzle to solve. Another possible station can contain a concrete work assignment that the participants are supposed to work on and that they find in writing at the station in a design that stimulates learning. There can also be a so-called "conversation station" where either a short film example, a question, a case description, a picture or similar brings the participants into exchange and/or discussion with each other. There can also be a station where an expert provides information on a particular topic and answers questions. In order to have a short break, there can also be a kind of wellness station where you can, for example, colour something or listen to relaxing music in an armchair.
2) The course leader introduces the individual stations to the participants and organises the formation of small groups if necessary. After completing a station, the learners independently switch to the next station. A certain order of the stations can be given, and the course leader can also announce the change of the stations after a fixed period of time (e.g. as an acoustic signal with a bell). However, the working time at the individual stations should then be the same. The work at the stations can be done in small groups or individually (in this case, there should be a limit to the number of people at the station).
3) The course leader should also plan whether and how results will be recorded, whether and how there will be an opportunity for self-review/solutions, or whether an evaluation will take place in the whole group in a subsequent plenary session.

Further didactic-methodological notes:

Station work is a method that requires precise planning and preparation. Since the participants go through the stations independently, the work assignments should

be formulated clearly and unambiguously, and the material should be selected and designed in a stimulating way.

The main task of the course leader here is therefore preparation, and during the station work he or she should deliberately keep a low profile.

Expert interview

Duration: depends on the topic and the expert. Approx. 30-45 minutes.

Objectives:

- Knowledge acquisition with great relevance to the real world through "real" people.
- Insight into the practice of (other) disciplines.

Steps:

1) The participants can formulate questions and interests before the discussion and, if necessary, these can be communicated to the experts in advance. However, questions or key topics from the participants can also be collected on a flip chart, for example, before the discussion.

2) Before the discussion, it should be clarified whether comprehension questions can be asked in between or whether the participants should first make a note of these and then enter into a discussion with the experts.

3) A discussion round can then follow, which is moderated by the course leader.

4) After the discussion, the course instructor should follow up or evaluate the discussion without the experts. A suitable form of visualisation should be used here.

Further didactic-methodological notes:

In the case of particularly controversial topics, two or more experts can be invited. In this case, the course leader would moderate the expert discussion.

When collecting questions, the course leader should support the participants in formulating precise questions and in putting quality before quantity. This method thrives on focusing on complex topics and helpful questions according to the motto "brevity is the spice of life". It is about the targeted and profound examination of a topic. Preparation and moderation by the course leader is crucial. In addition to factual questions, participants can also be encouraged to ask questions about attitudes and stances.

In the follow-up, the focus is not on knowledge, but on conclusions, the significance of the topic for each individual and the comprehensibility of the arguments.

Storytelling Café

Duration: depends on the size and constitution of the group, approx. 30 – 60 minutes for each session.
Material:
If results should be secured and presented then large paper, pens, glue, pictures etc.

Objectives:

The method of a storytelling café in the context of dependent and old-age seniors simply means to spark memories and let people talk about their past experiences in a cosy atmosphere.

Steps:

1.) Sparking interest by pointing out the relevance of the knowledge of the past in terms of CE methods and conducts.
2.) Encouraging sharing of memory of different aspects. This can be guided by giving a main topic for each storytelling café (e.g. food, appliances, repairing etc.).
3.) Securing results by the facilitator and preparing pictures and visual elements for the wallpaper for the next session.
4.) Creating a wallpaper together with "how to's" to connect to younger generations. People could also be encouraged to show certain methods like Sewing on buttons and darning socks.

Further didactic-methodological notes:

The facilitator can write down what people remember for later creation of a wallpaper or other. The storytelling café can be repeatedly focussing on different aspects of CE like repairing, reusing, recycling and keeping things working (expanding product lifespan) to keep the momentum going.

Think-Pair-Share

Duration: approx. 15 minutes

Objectives:

The Think-Pair-Share method can be used to work on both complex and less extensive topics. The method particularly supports the development of social learning and can contribute to improved knowledge retention.
In the first phase of the Think-Pair-Share method, each individual deals with a task (Think), followed in the second phase by an exchange with a partner (Pair), and finally, in the third phase, the exchange takes place in the group (Share).

Steps:

First, the participants are confronted with a question and think about it by themselves.
Then the exchange in a pair (with the person next to me), the mutual completion, the control of one's own understanding in safe contact with the partner.
Only at the end the step into the public of the group/plenum, to report what has been learned in front of the (benevolently critical) eyes of the whole learning group and the trainer.

Excursion/Field trip

Duration: approx. 2 hours

Objectives:

To gain practical experience.
Supplement and variety to training.

Steps:

The group meets with the trainer at the appointed place. The trainer explains once again where the trip will take them and what they will learn. He also gives instructions on what to do if one person gets separated from the group. The excursion can, for example, end with a visit to a café.

Further didactic-methodological notes:

The format assumes that the target group has sufficient physical mobility.
Excursions are well suited as practical or exercise units for the topic of mobility. Thus, navigation apps and online maps can be used to practise orientation in new environments. In addition, apps such as barcode and QR code readers can be used

on the move at bus stops, on notice boards, or on real products in a store. Depending on the personal mobility of the participants as well as time resources, an excursion can also be planned as a longer trip (half or full day).

Methods for collecting feedback

Questionnaire

Duration: approx. 10 minutes

see template on page 51.

Fisher net

Duration: approx. 20 minutes
Material: cards and pens or chalk, magnets or tape to put the cards up on the whiteboard, blackboard or wall, painted fisher net (depending on available surface)

Objectives:

Similar to a fisherman's net for catches, it is the task of the participants to identify the "catches" or "treasures" they want to keep and "anchor" by documenting them.
The method is used for clear evaluation and securing of results in the plenum. It is characterised by a high degree of openness and learner orientation.

Steps:

- Formulation and visualisation of the question.
- Visualisation of the fishing net.
The participants are divided into pairs or groups and given a question to evaluate or secure the results, e.g. Workshop I: What stuck? The pairs write down the answers in keywords on moderation cards. (approx. 7 min.)
The moderation cards are collected, read out in order and hung in the fishing net on the blackboard. The collected answers are commented on if necessary and discussed together. (approx. 13 - 18 min.)

Sources of methods:

Scenarios

The following scenarios are suggestions for the implementation of CE education in relation to the living environment of seniors. They are not comprehensive and deviations can be made according to the needs of the group and the preconditions and circumstances. It is up to the trainer to choose the content, scope and methods they consider useful for the group and according to their envisioned learning outcomes and goals.

Learning outcomes:

Senior citizens are sensitised to the topic of Circular Economy, can combine their own experiences with new information and implement actions in their everyday life in the sense of a sustainable Circular Economy.

Hints for the use of methods:

For work assignments and group work: Always state the work assignment and the time planned for it first, then ask the participants if the work assignment is clear/understood and then first the group division.

Abbreviations:

Pp – Participants
Tr – Trainer
Ppt – PowerPoint presentation
FC – Flipchart paper
Duration in minutes – e.g. 5'

Target group: independent seniors in face-to-face meetings outside their homes

Sen4ce e-learning courses on Circular Economy and CE Tools can be included in the activities, if suitable for participants.

The courses can be accessed via the project website

https://sen4ce.eu/e-learning-2/

Journey through your home – how to become more circular in day-to-day life

Number of participants: approx. 10

U1 – Keeping groceries
U2 – Purchasing and waste prevention
U3 – Shopping in the store and via the internet
U4 – Electricity and water
U5 – Sustainable presents for grandchildren
U6 – Reducing your footprint while saving money

Unit 1 – Keeping groceries

Objective	Duration	Content/Method	Material
The participants have an overview of the goals and procedures in the individual modules, can formulate their own approach to the topic and are motivated to	5'	**Welcome** and **short introduction of the series "Circular Economy"** (aims, topics and working methods) Input: Explanation why CE is important to apply. or Flashlight: What do you already know, what comes	Circle of chairs or tables in a u-shape with chairs If necessary, decorated the room: pictures/posters and/or quotes on the walls,

		to mind, when you hear the term CE?	appropriate to the topic. FC stand (or masking tape) FC paper Pens
	15'	**Personal approach to the topic** Work assignment: "Please exchange ideas with your conversation partner about the following topic: Looking back on your life, what examples can you think of where you have reused or repaired things? How did you deal with food? Do you remember all the things you made out of cabbage or food scraps? … You will have 15' for this first round of conversation." Method: Small group work/Think-Pair-Share, Pairs of two, by coincidence	Written work order on a PPT or FC paper. If the Pp can/should leave the room: Pp takes a photograph (smartphone) or the Tr has the work assignment on slips of paper for each work group.
	25'	**Personal approach to the topic** The trainer moderates a plenary round and asks the participants to share commonalities from the conversation (interfaces)	FC + paper + pens

(deal with the topic (and possibly get to know the other participants).)

		and visualises them on a FC paper if necessary. Method: Plenum	
		Break	
The participants know further possibilities to act sustainably and in the sense of a Circular Economy in the living area kitchen. Pp can relate these impulses to their own experience.	20'	**Food in the refrigerator** Brief Impulse and Teaching Discussion: How do I do this in my household? ... What could I do "better"? Trainer has to prepare some ideas: How to store groceries right in the refrigerator to save energy and avoid food waste.	Ppt or work with FC Mini-handout if Pp should be given something to take home
	15'	**Put food into refrigerator** On a large paper (FC paper if necessary) a refrigerator is shown from the inside and food is shown on paper (A5 paper size). Work assignment: "Please remember the information about putting food into the refrigerator and put the food in the "correct" compartments.	Prepared FC and/or wrapping paper roll Masking tape laminated pictures of food in A5 size

	10'	**Conclusion and closure** **Method:** Flashlight or Fisher net (What sticks? What do you take home?)	

Unit 2 - Purchasing and waste prevention

Objective	Duration	Content/Method	Material
Participants will know ways to shop for food more sustainably and avoid waste.	30'	**Food shopping and sustainability** - food production and waste prevention. The trainer welcomes the participants and explains the goal and procedure. (Possible) Starting impulse " work with film material" on the subject. – 10' Should be in native language or with subtitles, or easily understandable without words. Impulse presentation/teaching discussion (20') on topics such as: - What our mountains of waste consist of (e.g. approx. 13% light packaging, plastics; approx. 17% paper, cardboard etc.).	Projector Laptop FC + paper Pens Ppt

		- Buying regionally/seasonally, e.g. apples from here or from New Zealand? - Recognize and use reusable containers - avoid waste - No single or multiple packaging - reusable nets for fruits and vegetables instead of plastic bags - Did you know that meat production uses a lot of water? - Drink tap water and save waste and if bottled water, then from your own region (transport routes!) ...	
Break			
The participants can recognize the information from the impulse lecture in practice and, if necessary, buy differently/sustainably. The participants can reflect on their own consumption behaviour and formulate initial alternative courses of action.	60' to 90'	**Conscious and sustainable food shopping** Theory and practice - shopping together The participants go shopping together with the trainer and try to apply what they have learned. Goal: shopping e.g. for a common breakfast Method: Plenum Evaluation Possible questions: - What did you notice when you were in the mall with a	Reusable bags. Finances Shopping bag on wheels if necessary.

		focus on "shopping and sustainability"? - Where do products that you buy come from? - How did you recognize regional fruits and vegetables? - What, if anything, would you do differently when shopping now?	

Unit 3 - Shopping in the store and via the Internet

Objective	Duration	Content/Method	Material
Participants are aware of what they buy and where they buy it. The participants know alternatives to buying new.	45'	**My shopping habits and sustainability** Welcome and explanation of the goal and procedure. (5') Work order "Please exchange ideas on the following topics: - Where do I buy e.g. clothes, household items, gifts etc.? - Hand on heart: Do I always need everything I buy, and can I recycle it? - Do I or could I buy or borrow certain products second hand? You have 15 minutes for this exchange. Methods	Worksheet for group work Overview of all second hand and barter offers in the vicinity

		Groups of 2 – Choice of participants	
		Plenum (25') Collect results from conversations, visualise, if necessary, identify similarities and differences, and add information, such as clothing exchanges and second hand; where can I borrow and trade, sustainable gift ideas for grandchildren.	
Break			
The participants will be able to understand the process of internet shopping, advertising of customers and return procedures and draw conclusions for their own actions. The participants know alternatives to buying new things.	45'	**Borrow, exchange, repair.** Common internet research in pairs: - Where can I exchange things or even services in my region? - Where can I borrow a tool, for example (so that I don't have to buy it for a few applications)? Plenum: Additions: "Good to know when I shop over the internet" Collate and visualise results + Work out "What does this mean for my future behaviour/actions?" Alternative method *Six-hats method* or *headstand*	Several PC's or tablets

		technique on the theme of "reusing and repairing material"	

Unit 4 - Electricity and water

Objective	Duration	Content/Method	Material
The participants know possibilities or make themselves aware again where and how they can save electricity and water in their own household.	45'	**Electricity and water - precious commodities** Station work or expert interview (e.g. experts from the public utility company or similar) Possible topics: Saving water: - Dishwasher or washing dishes by hand? - Water from the hot water bottle after use as irrigation water. - What all ends up in our wastewater and how can we minimise it? - Brushing teeth and rinsing afterward without a cup? - ... Saving electricity: - Unplug more often? For example: unplug batteries when they are charged. - Hang up laundry - Using green electricity and thus investing in the expansion and development of renewable energies	If expert interview, possibility for expert to show a presentation (projector, PC, internet connection) Station work: pens paper and information material (depending on content)

		- Do without electric humidifiers and air conditioners	
Break			
The participants become aware of what they have experienced and learned. The participants can name concrete alternative actions in order to (still or again) live more sustainably. (Theory-practice transfer)	45'	Checking your own knowledge - transfer to everyday life Quiz or multiple-choice questions. Quiz: All participants sit at a table and there is a bell in the middle. The trainer asks a question and if a participant knows the answer, he rings the bell and then presents the answer. Variation: Multiple choice as individual work and then evaluation in plenary. Conclusion in plenary In a concluding round of flashlights, the trainer asks the participants: "What has become meaningful for you from the discussion of the topic and what would you like to implement/try out?"	

Unit 5 - Sustainable presents for grandchildren

Objective	Duration	Content/Method	Material
DAY 1			
The participants reflect on their knowledge of the Circular Economy and their habits of giving gifts. They learn how those topics are connected.	5'-10'	**Introduction**: Welcome and short input about the topic "What is Circular Economy?"	Sitting in a circle Material for input presentation. Projector, Laptop, Presentation
	5'	**Exercise**: "Share what you knew about sustainability and the Circular Economy before. Did your perception of the topic change through the presentation?"	
	20'	**Discussion**: "What presents have you received when you were a child or young adult? What kind of presents do you give your children and grandchildren? How do those differ?"	Working in pairs Board Paper Pens Participants can leave the room to work in pairs. They should collect their findings on paper.
	10'	**Reflection**: "What do presents have to do with the Circular Economy?"	
	30'	**Brainstorming**: "Collect ideas which presents you can give to your	Working in small groups

		grandchildren without producing a lot of waste or spending a lot of money. Do you have any ideas for small projects you could do with them?"	Board Paper Pens Participants can leave the room to work in pairs. They should collect their findings on paper.
	15'	**Reflection on results and further ideas** **Decision**: "Which small project would you like to realise on the second meeting?"	As a group
DAY 2			
The participants learn to engage with the following generations in small projects and how to give presents with purpose.	10'	**Reflection of DAY 1**: "What did you learn?"	As a group Sitting in a circle
		Arts and crafts projects – how to do it? Production of presents for grandchildren, learning how to do creative arts projects with children themselves	Working in small groups Material necessary for the project (making my own cleaning products, cosmetics, furniture, remedies, clothing,

			making paper/notebooks, other presents, …)
	10'	**Reflection** "How did you perceive the project? Do you think you can incorporate your new knowledge and implement the activities with your grandchildren?"	Working in pairs
	5'	**Conclusion**	As a group Sitting in a circle

Sources for scenarios:

https://sdgs.un.org/partnerships/zero-waste-challenge-12-responsible-consumption-and-production
https://www.greenhearted.org/climate-change-primer.html
https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview#:~:text=The%20circular%20economy%20is%20based,Regenerate%20nature
https://www.goodearthgifting.ca/post/green-gifting-circular-economy

Ideas for presents:

- Always talk to parents/children first, about what they might need, to avoid gifting unnecessary things.
- Re-gifting own valuables/memorabilia.
- Buying used toys – excursion: where can I get used toys? (Internet platforms, own toys, second hand stores, …)
- If buying new toys: sustainable materials, plastic can be bad for and hard to recycle.
- Buying used books or library card.

- Passing on (practical) knowledge: teaching children how to (for example) repair a bike, or other useful skills from senior's experience.
- "Do it yourself" projects with the children: cooking, baking, building, crafting, building a treehouse, make your own paper, sewing your own clothes, small experiments, performing a short theatre piece/singing/dancing together, making your own cleaning products, making your own cosmetics (cremes, bath bombs, …), drying plants for pictures etc.
- Gifting activities and experiences (in consultation with parents): going to the theatre, the cinema, to the museum, on a hike/day trip (if still possible), visit a farm, go to the zoo, travelling by train, trip to recycling facilities/wastewater management, regional farmers, …
- Less waste projects: Production of hygiene products and beauty products, cleaning products and natural alternatives, composting, ways to make remedies and natural treatments, furniture from reused materials (like collecting wood for a shelve), reusing or repurposing clothes, binding personal notebooks, making paper, handcrafted presents.
- Self-made presents: knitted or sewn children's clothes (sustainable material) – ask parents or kids for their current taste to assure that clothes will be worn.
- Sometimes it is better to gift money or gift cards – parents/kids can decide what to spend the money on.
- Buy trees!!! Restoring lost trees is essential to preventing the climate crisis. Trees capture CO_2 from the atmosphere and store the carbon in their leaves, stems, and roots, eventually increasing the carbon stored in soil. There are many initiatives like plant for the planet (available in English, Spanish, German) that collect money to plant trees in different areas of the world. There might be a local initiative that allows you to even visit your tree together.

Unit 6 - Reducing your footprint while saving money

Hint for facilitator: Depending on the digital literacy of the participants you can introduce relevant apps (https://sen4ce.eu/e-learning-2/) and try them together.

Objective	Duration	Content/Method	Material
The participants learn about and reflect on their previous knowledge of Circular Economy.	5'-10'	**Introduction and welcome** Short input: "What is a Circular Economy?"	As a group Circle of chairs or sitting at desks Material for input Example video: https://ellenmacarthurfoundation.org/videos/explaining-the-circular-economy-rethink-progress
	5'	**Exercise**: "Share what you knew about sustainability and the Circular Economy before. Did your perception of the topic change through the presentation?"	
The participants learn about the impact of their way of life. They learn how they can minimise their impact, thus saving money and	20'-30'	**Exercise**: "What does my ecological footprint currently look like?"	https://www.footprintcalculator.org/home/en Working individually Facilitator supports in case of questions. Usage of computer or smart phone
	5'	**Reflection**: "Did your result surprise you? How do you feel now that you took the test?"	As a group Circle of chairs or sitting at desks

living healthier.	10'	**Exchange**: "Which changes occurred in your lifestyle throughout your life? Please compare your childhood and youth to your adult life and retirement."	Working in pairs
	30'	**Discussion**: "Which possibilities are there for you to minimise your ecological footprint? Are there things from your childhood that can be reactivated?"	Working in small groups (max. 4 people) Board Paper Pens Participants can leave the room to work in groups. They should collect their findings on paper.
	15'	**Reflection on results of discussion** Evaluation: "Has this workshop motivated you to integrate some of these practices into your life?"	As a group Circle of chairs or sitting at desks
	5'	**Conclusion**	

Ideas for a more sustainable lifestyle:

Living situation:

- Downsizing: shared living – sell/rent out house and find a smaller apartment, find flatmates (for example students to share your house with you in exchange for help).
- Heating – reduce heating, programmable thermostat to regulate heating more easily.
- Energy saving.

Transport:

- Rent out or sell your own car and use car sharing options.
- Change to public transport.
- If still possible use your bike or walk to save money and stay fit.

Consumption:

- Think before spending money! Do you really need it?
- Technology: repair instead of replacing, only replace when damaged, when replacing invest in a sustainable/energy saving model or recycled/refurbished model
- Clothing: buy second hand, mend old pieces, recycle old clothes into new pieces, donate clothes to LOCAL causes
- Avoid plastic waste (buy unpackaged articles, reuse plastic bags, buy regional, seasonal, and organic)
- If still possible: use community gardens for growing your own food.

- Don't throw medicine and prescription drugs into the trash or toilet. Ask your municipality what to do with it. Pharmacies sometimes take old medicine back.

Health:

- Invest in natural cosmetics or make your own cosmetics.
- Avoid chemicals in cleaning products.
- Try to avoid processed foods whenever possible.
- Use a reusable water bottle to avoid waste and health-threatening plastic water bottles.

Sources:
https://www.epa.gov/recycle/reducing-and-reusing-basics

https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview#:~:text=The%20circular%20economy%20is%20based,Regenerate%20nature

https://ellenmacarthurfoundation.org/resources/education-and-learning/teaching-resources

Graphics to use in the workshops:

https://www.istockphoto.com/de/vektor/vintage-fahrrad-silhouette-isoliert-fahrrad-gm505499374-83702183

https://stock.adobe.com/de/images/vintage-car-front-view-classic-old-red-auto/481421753

https://pngtree.com/so/dustbin

https://www.istockphoto.com/de/vektor/gl%C3%BChbirne-symbol-stock-vektor-illustration-flaches-design-gm901337994-248663981

https://creazilla.com/nodes/64387-light-bulb-clipart

https://commons.wikimedia.org/wiki/File:A_simple_globe.png

https://freesvg.org/colorful-natural-tree

https://creazilla.com/nodes/13507-autumn-fruits-clipart

https://creazilla.com/de/nodes/30714-naehmaschine-clipart

https://pixabay.com/de/vectors/k%C3%BChlschrank-k%C3%BChlung-kalt-158634/

http://www.freeimageslive.co.uk/taxonomy/term/15?page=8

https://creazilla.com/nodes/35204-milk-drink-clipart

https://pixabay.com/de/illustrations/butter-molkerei-milchprodukte-bar-6600552/

https://creazilla.com/nodes/30021-empty-refrigerator-clipart

https://pixabay.com/de/vectors/apfel-obst-lebensmittel-roter-apfel-5902283/

https://www.rawpixel.com/search/spinach?page=1&sort=curated

https://pixabay.com/de/vectors/gurke-lebensmittel-gr%C3%BCns-herzlich-1298731/

https://publicdomainvectors.org/de/kostenlose-vektorgrafiken/Saftige-Tomaten/49443.html

https://creazilla.com/nodes/13361-lettuce-clipart

https://pixabay.com/de/vectors/pfeffer-rote-paprika-gem%C3%BCse-kochen-4310065/

https://openclipart.org/detail/291679/carton-of-brown-eggs

https://pixabay.com/de/vectors/k%C3%A4se-cheezy-wurstwaren-k%C3%A4sebrett-5202701/

https://www.wannapik.com/vectors/83121

https://pixabay.com/de/vectors/fleisch-lebensmittel-rindfleisch-148789/

Target group: dependent seniors in face-to-face meetings in care homes

Journey into the past

People of this generation weren't living in the abundance of goods that we enjoy today. They had to do the most of little things and kept devices working well and treasured them. They still knew how to maintain and preserve many things, like shoes, clothing, household appliances. And how to make the most of food, throwing away very little.

The activity relates directly to their life experience. It relates sustainable actions and methods of the past (remembered) with the younger generations through a wallpaper, which summarises the memory of the *silent generation/early boomers* into advice for the younger generations.

Objectives:

- Stimulation of the memory and active participation of the seniors in the activity
- Empowerment: Seniors can make a contribution by forwarding knowledge about sustainable circular practices.
- Activation: They can present their knowledge in a visual way to younger generations.

Duration:

The time is only an approximation. It can be longer or shorter, depending on the group and their attention span. However, it should be done on consecutive days, so people don't forget about it and the memory and engagement are still fresh. It should not all be done in one day, in order to not overstrain the ability to concentrate on the participants.

Journey into the past – How it used to be

Objective	Duration	Content/Method	Material
DAY 1			
The participants talk about something else but diseases, food or negative aspects of their lives.	5'	**Own approach to the topic** Welcome and short presentation of the topic "Circular Economy" (examples of what it is, how it works and why it is important)	
The participants are encouraged to remember (brain stimulation) positive aspects of their past lives.	45'	**How we did it in the past I** Work assignment: The facilitator moderates a plenary session and asks the participants to share memories of sustainable aspects of life in the past. "Please remember things you did in the past, that were resource-conserving and that lead to expanding the lifespan of products you used. Please name and describe them." Working form: Storytelling, (spark memory with open questions)	FC + coloured paper The facilitator writes down what people remember

DAY 2			
The participants are empowered because they have vital advice for younger generations and can show and share their knowledge	20-45'	**How we did it in the past II** The facilitator moderates a plenary session where he summarises what people said in the last meeting. (S)he encourages further memory and repeats the process, if people come up with more ideas. (See day 1). Working form: Plenum	FC + coloured paper The facilitator writes down what people remember
	45'	**How you can do it today** Working with pictures The facilitator explains that in order to share the knowledge with the younger generations the group will create a wallpaper with the methods they gathered in the previous sessions and put it up in the retirement home for visitors to see. Depending on the abilities of the group, they can co-create or watch and give directions to the facilitator.	FC + coloured paper + pictures of objects described in the first session (to be prepared by the facilitator)

Template for needs assessment (modify and adapt to your and group needs)

Who are you?
(Personal situation, Mobility, Interests and Hobbies)

What is your age?
- o < 60
- o 60-69
- o 70-79
- o 80-89
- o > 90

Are you a
- o Woman
- o Man
- o Other
- o No answer

What is your highest education
- o Academic degree /
- o Master craftsman / technician /
- o Technical college degree
- o Professional qualification
- o And/or the Abitur/technical college entrance qualification
- o Elementary/secondary/secondary school diploma,
- o Polytechnic secondary school
- o Without vocational qualification

Mobility
- o Stay mostly at home
- o Walk in the surrounding area
- o Use public transport
- o Make long-distance trips
- o Drive by car
- o Ride a bicycle

Age-related restrictions
- o Vision
- o Fine motor skills
- o Memory

Living situation
- Private household, single
- Private household, several persons
- Assisted living,
- Residential home
- Nursing home

Family
- Children present and live nearby
- Children present but not living nearby
- Grandchildren/grandchildren present and living nearby
- Grandchildren/grandchildren present, but not living locally
- Other relatives live nearby
- Other relatives present, but not on site

Friends and acquaintances
- Hardly any contact with friends and acquaintances
- Occasional contact with friends and acquaintances
- Frequent contact with friends and acquaintances

Networking among each other
- I do not know the other participants
- I know some of the other participants
- I know most of the other participants

Last learning experience - what and when: _____

Motivation for participation: _____

Expectations of the course: _____

Previous knowledge and interests

Previous knowledge on usage of Tablet-PC or Smartphone
- No previous knowledge
- Little previous knowledge
- Good previous knowledge
- Very good previous knowledge

Previous knowledge on usage of Internet
- No previous knowledge
- Little previous knowledge
- Good previous knowledge
- Very good previous knowledge

Previous knowledge about Circular Economy
- No previous knowledge
- Little previous knowledge
- Good previous knowledge
- Very good previous knowledge

Interest in topics and digital applications related to Circular economy
- Discussing and understanding the concept
- Information and knowledge gain
- Sustainable Mobility
- Align daily activities with CE principles
- Active participation in CE initiatives
- Other. Please specify:
  _____

Interests and hobbies
- o Currently no interests/hobbies
- o I am interested in a special topic /have a hobby

Which are your hobbies and interests: _____

Template for course evaluation (modify and adapt to your and group needs)

Your opinion

In order to be able to design the support offer according to your experiences and wishes, we would like to ask you for your feedback. Please fill out the short questionnaire. Thank you very much!

Did you enjoy participating in the course you attended?

Yes	Mostly yes	Partly	Rather not

How did you feel about the group size?

Adequate	Too large	Too small

How did you feel about the premises?

Suitable	Limited suitable	Unsuitable

How satisfied were you with…

	Very satisfied	On the whole satisfied	Less satisfied	Not satisfied
The material used				
The theoretical explanations				
The practical exercises				
The group work				
The technical equipment				
Other, namely: _____				

How would you rate the quality of the learning offered?

	Very good	Good	Not so good	Not good
How understandable were the explanations of the trainer?				
How did the trainer respond to your needs?				

Which topics and contents of the training were particularly interesting from your point of view?
(Please answer in bullet points)

Can you use what you have learned in everyday life?

Yes	Partly	No

Did you have prior knowledge regarding the learning content offered?

- o The contents were completely unknown to me
- o The contents were mostly unknown to me
- o I was mostly familiar with the content
- o I was completely familiar with the content

Was the learning level appropriate for your previous knowledge?

- o The level was appropriate for me
- o I felt rather underchallenged
- o I felt rather overchallenged
- o I cannot assess that

How well were you able to follow the course material?

- o I followed very well
- o I followed well most of the time

- o   I had some difficulties to follow the subject matter
- o   I had a lot of trouble following the subject matter

I am
- o   a woman
- o   a man
- o   no answer

To which age group do you belong?
- o   under 60 years
- o   60 - 64 years
- o   65 - 69 years
- o   70 - 74 years
- o   75 - 79 years
- o   80 - 84 years
- o   85 - 90 years
- o   older than 90 years

Thank You for your support!