Artificial Intelligence for everyone

A guide to safe use of AI for seniors

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Crea360

ENABLER

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A guide to safe use of AI for seniors

Publisher:
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https://fundacjaenabler.pl
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Place and date of publication:
Rumia, June 2025

ISBN 978-83-975573-9-0

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Layout and typesetting: Michał Żadkowski

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About the project

The origins and context of the project

The contemporary digital world, with its rapidly developing artificial intelligence-based technologies, presents society with new challenges – particularly for older adults, who often struggle with limited access to digital education and a lack of skills necessary to function safely online. Despite the enormous potential of using AI in everyday life – from simple communication solutions, through health-supporting tools, to personalized forms of cultural activity – a significant portion of seniors remains outside the circle of these technologies' users.

Recognizing the challenges outlined above, the Enabler Foundation has developed and is implementing the project "Artificial Intelligence for Everyone – Applications of AI in the Everyday Life of Seniors" in collaboration with the Spanish organization CREA 360 SL, as part of the Erasmus+ program. This initiative is part of the foundation's long-standing efforts to combat digital and social exclusion among seniors and promote their active participation in social and cultural life.

The project was created to address the specific needs of seniors—particularly those who not only haven't had the opportunity to acquire basic digital skills before, but also struggle with a lack of motivation, a fear of modern technology, or the belief that "they can't learn it anymore." Based on previous experience and research among its audience, the Foundation has observed that traditional edu-

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cational methods don't produce the desired results unless they are combined with engaging delivery and a safe, empathetic approach.

The aim and objectives of the project

The project's main goal is to create an innovative, understandable, and practical educational program that will enable older adults to learn the basics of artificial intelligence, teach them how to use available tools consciously, and demonstrate how new technologies can support them in their daily activities. The project involves not only learning how to use specific applications but also developing a critical attitude toward information generated by AI and increasing awareness of privacy and cybersecurity.

As part of the project, 18 educational workshop scenarios were created, demonstrating how artificial intelligence can help seniors in their daily lives – from creating fairy tales for grandchildren, to generating personalized recipes and gardening tips, to discovering European culture and history using digital tools. The offerings are complemented by workshops on personal data protection, critical content analysis, and recognizing disinformation.

Activities carried out as part of the project

The project involved the implementation of diverse, complementary activities that meet the educational needs of seniors and the educational staff working with this group.

1. Development of an educational program for seniors

In the first stage of the project (January 2025 – May 2025), 18 educational workshop scenarios on the practical application of AI were developed, including:

- creating fairy tales and coloring books for grandchildren using content generators,
- digitization and organization of culinary recipes,
- personalizing physical activity and diet plans,
- using AI to learn foreign languages, plan trips, and take virtual walks through childhood places,
- creating greeting cards, labels and materials for home-made preserves,
- support for virtual museums, book clubs and mind quizzes,
- using AI as a shopping and gardening assistant,
- and understanding your EU citizenship rights with the help of digital tools.

2. Educational brochure and its digital supplement

A significant intellectual result was the brochure "Artificial Intelligence for Everyone: A Guide to Safe AI Use for Seniors," developed in an accessible manner and compliant with PDF/UA accessibility guidelines. The brochure was enriched with a digital edu-

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cational platform, https://seniorai.fundacjaenabler.pl, which includes expanded discussion, additional educational materials, checklists, guides, and examples—all in a format tailored to the needs of older adults.

3. Local workshops and dissemination activities

In the spring of 2025, a series of workshops were organized for students of Universities of the Third Age from the Pomeranian and Kuyavian-Pomeranian Voivodeships. Over 250 seniors participated in the workshops. Each participant received a set of materials, and the workshops focused on, among other things, recognizing disinformation, data protection, and prompting. The high level of interest and positive feedback from participants confirmed the relevance and appeal of the topics.

4. Transnational mobility and exchange of good practices

The project also included a six-day educational mobility for 16 seniors from Poland and Spain. Participants explored AI applications in everyday life, tested new solutions, and shared their experiences. Simultaneously, 20 educators from both countries were involved in testing and improving educational materials. The exchange of experiences between the Polish and Spanish teams enriched the project with an international perspective and allowed for the content to be adapted to a broader cultural context.

5. Developing a script for educators

The final intellectual result of the project is the

script you hold in your hands – a publication containing ready-made lesson plans and methodological recommendations for their implementation.

Project participants

One of the key assumptions of the project was working with a target group with specific educational and social needs. Since its inception, the Enabler Foundation has focused on supporting individuals at risk of social exclusion, and this project was no exception.

The project involved seniors aged 60+, with over 80% of the audience being over 70. A significant portion of these individuals lived in rural and mixed-urban communities, with limited access to digital and cultural services. Participants also included seniors with disabilities.

To meet their needs, the Foundation has developed accessible educational activities based on positive motivation, empathy, and an understanding of mental and technological barriers. The principles of simplicity, visualization, repetition, and practicality were applied – all aimed at building a sense of security and empowerment in participants.

Each project participant was treated individually, with the team of educators taking into account their level of advancement, needs, and capabilities. Workshops were conducted in small groups, with a great deal of patience and flexibility, minimizing stress and breaking down barriers. Tutoring elements were also incorporated, with more advanced

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seniors supporting those less tech-savvy, fostering integration and a sense of community.

The project was implemented in accordance with the Erasmus+ "inclusion and diversity" standard. All project activities were planned and implemented in an accessible manner, taking into account the needs of people with fewer opportunities, based on the provisions of the "Inclusion and Diversity Strategy." The educational materials meet accessibility criteria (including a brochure in PDF/UA format, simple website layouts, clear contrasts, and appropriate fonts), and communication with participants was adapted to their cognitive and technological abilities.

The impact of the project on the organization and the local environment

The “Artificial Intelligence for Everyone” project had not only an educational dimension, but also a significant impact on the institutional development of the Enabler Foundation, Crea360 SL and the integration of the local community.

Thanks to the project, the partners expanded their educational offer to include AI and digital security, implemented modern teaching methods in the field of working with artificial intelligence, developed professional educational tools that will be introduced to the permanent offer (including a methodological script), and strengthened the competences of their staff – trainers participated in foreign work observation and testing activities.

Lasting effects and dissemination of results

The project envisages a number of lasting results:

- the educational brochure and digital educational platform will be available indefinitely in three languages,
- the AI workshop program for seniors will be included in the permanent educational offer of the Enabler Foundation and Crea360 SL,
- the script for educators will be made available to other organizations working for the elderly,
- the materials will be sent to Universities of the Third Age and partner institutions in Poland and Spain.

Thanks to this, the project not only responds to the needs of a specific group of participants, but also strengthens the local educational network and supports lasting social change.

The importance of the project in the context of social changes and European values

The project was created in response to a dynamically changing world in which technology increasingly influences daily life, communication, access to information, and opportunities for self-fulfillment and cultural participation. This is particularly true for seniors – a group that, on the one hand, possesses extensive experience and knowledge, yet is often excluded from public debate and digital transformation.

The aging of European societies poses new chal-

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lenges for social and educational policy. More and more seniors desire to live actively, participate in culture, develop themselves, and also—importantly—understand the changing world. Meanwhile, the development of artificial intelligence can cause anxiety, even fear—especially among those who have not previously encountered such technologies. This is where education plays a key role—allowing them to understand, embrace, and ultimately utilize AI as a supportive, rather than threatening, tool.

The project addresses these needs: it not only educates but also builds trust in technology, strengthens a sense of empowerment and security in the digital world, and develops critical thinking. By adopting an empathetic, accessible, and inclusive approach, seniors become not only recipients but also active content creators and participants in the digital transformation.

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We cordially invite you to familiarize yourself with the results of our work, which have been catalogued in this handbook. This publication is the result of eight months of work by the Enabler Foundation team and our Spanish partner, CREA 360 SL, carried out as part of a collaborative partnership project within the Erasmus+ program.

The structure of the script has been designed to meet the needs of both educators and workshop participants themselves – older people who are curious and open to learning about new technologies, but need appropriate tools, support and adapted language of communication.

The script consists of three main parts:

- **Introduction** – This short, reflective opening text examines the needs of seniors in the context of digital education. Parts of the text draw on experiences from the Foundation's previous projects, the diagnosis of technological and communication barriers, and observations from direct work with seniors. It discusses the most common difficulties, concerns, and educational needs of participants, while also demonstrating how appropriately designed educational activities can effectively address these challenges.

- **The main part** is the practical core of the script, containing 18 carefully developed educational workshop scenarios. Each one focuses on a specific application of artificial intelligence in the everyday lives of seniors – from creating fairy tales, through AI-assisted shopping

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planning, to organizing family photos or digital sentimental journeys. The scenarios were developed based on the real needs of participants and tested during test sessions. They include a clear description of the objectives, materials, action steps, and suggestions for improvements and modifications for those with less digital experience.

- **Summary** – This final section contains methodological recommendations based on observations, interviews with participants, and analysis of the results of pilot implementations. It includes practical advice on conducting classes with older adults, motivational techniques, building an atmosphere of trust and safety, and adapting content to various levels of digital literacy. This section serves as a compendium of knowledge for educators who want to effectively implement AI in their teaching.

The script we're providing you with has been designed to be easily used by any trainer, even without advanced technical knowledge. Its primary goal is to provide seniors with practical insights into specific applications of artificial intelligence in everyday activities. The workshop scenarios presented are tailored to the needs of seniors with minimal digital skills and take into account age-related limitations, such as mobility challenges or restricted mobility.

Each of the 18 proposed workshops is described in detail in the form of a ready-made scenario, including detailed step-by-step instructions, practical ex-

amples, and teaching tips. During the workshops, seniors will learn, among other things, how to create personalized coloring books for grandchildren, digitize family recipes, prepare personalized physical activity guides, and generate cartoons for the youngest family members.

The script was designed for small group classes (approximately 10 people), allowing instructors to provide individualized attention to each participant and more effective support during learning. All presented tools are free or available in basic versions free of charge, easy to use, and tailored to the abilities of older adults.

We encourage you to use the materials contained in the guide, adapt them to your own needs, and share best practices. We hope that this publication will not only be an educational resource but also an inspiration to further develop the digital competences of older adults in a spirit of respect, mindfulness, and partnership. We wish you fruitful work!

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Scenarios

Workshop Scenario No. 0:

Introductory Workshop – Preparing Seniors to Use AI Tools

Introduction:

This workshop is both technical and organizational in nature. Its goal is to ensure that all participants have the necessary accounts, access, and basic digital skills they will need in the next series of AI workshops. The workshop should be conducted in a relaxed, supportive atmosphere, with a high degree of flexibility and personalized attention.

Workshop objectives:

- Checking that each participant has access to the appropriate device (smartphone, tablet, laptop)

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- Help with setting up email accounts (for those who don't have one)
- Assistance in setting up accounts and preparing access to the necessary tools used throughout the workshop cycle
- Organizing the recording of passwords and logins in a safe and accessible form (paper participant card)
- Demonstrating the basics of using these tools

Duration:

- about 180–210 minutes

Materials:

- Laptops, smartphones or tablets
- Wi-Fi access
- Printed "Participant Cards" - space for entering e-mail, logins, passwords, and hints
- Pens, self-adhesive bookmarks

Workshop course:

Step 1:Checking devices and internet access (20–30 min)

Goal: Find out what the participants have at their disposal and whether they can work independently.

Trainer's tasks:

- ask who has their own smartphone, tablet or

laptop and whether they brought it to class

- check if the device is working, has internet access and is charged
- determine who will use the organizer's device

Result: List of people requiring more support and/or working exclusively with equipment from the room.

Step 2:Setting up an email account (for those who don't have one) (30–45 min)

Recommended tool: Gmail (simple interface, access to Google Docs and YouTube)

Steps:

- taking the entire group through the process of setting up a Gmail account (this can be done on a projector, step by step)
- help in coming up with an address and a simple but secure password
- entering data on the participant card (with the note: "Do not share with anyone!")

Attention: For those who have an account, please check if you remember your password and are able to log in.

Step 3:Creating accounts in the necessary tools (60 min)

The following tools will be used in subsequent workshops:

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- **ChatGPT** (chat.openai.com) – free version, registration with an e-mail account (e.g. Gmail), used in almost every scenario
- **Canva** (www.canva.com) – free version, it will be used for cards, preserves, graphics, and guides, among others.
- **Google Docs** (docs.google.com) – automatic access via Gmail, used for writing texts, lists, plans, memories
- **Google Arts & Culture** (artsandculture.google.com) – virtual museums (viewing is possible without an account, but access is easier with a Google account)
- **Google Maps** (google.com/maps) – for walks through childhood places and travels

Procedure:

- on-screen display: how to enter the site, where to click "Register" or "Log in"
- each participant creates an account or logs in with the help of a trainer
- saving data on the participant's card

Attention: Each account should be tested to see if it is possible to log in and if the home page works.

Step 4:Basic tool use (60 min)

Goal: Ensure that participants understand what the tool is and what it will be used for.

Activities:

- Entering the ChatGPT website: Entering the first sentence: "Write me a simple daily plan."
- Entering Canva: Selecting a Sample Card Template
- Open a new Google document: enter the first sentence and give the file a title

Attention: We are not teaching content creation yet – just the basics: enter, click, save, close.

Step 5:Secure login and data storage (20–30 min)

Trainer's tasks:

- a conversation about why you shouldn't use the same password everywhere
- showing an example password with a memory system (e.g. the first letters of a sentence)
- entering data on the participant card + backup copy (e.g. envelope in the bag)
- instructions: what to do if I forget my password ("Forgot your password?" button)

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Summary and preparation for further work (10–15 min)

Each participant leaves with:

- access to email, ChatGPT, Canva and Google Docs
- entered logins and passwords on your card
- know how to run each tool
- peace of mind that the next workshops will only be more interesting, not more difficult

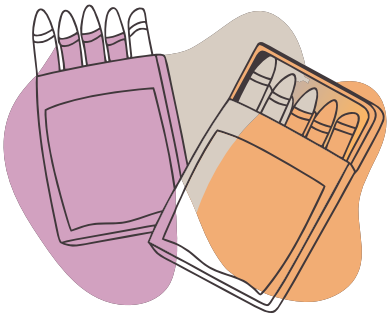
Homework (optional):

- go to ChatGPT and ask: "Give me a recipe for scrambled eggs with 3 ingredients."
- go to Canva and click on any "greeting card" template
- open a Google Doc and type "My Shopping List"

The zero-day workshop isn't a lesson—it's a technical preparation for implementing subsequent workshops. This will make each subsequent step easier.

Workshop Scenario #1:

Creating Personalized Coloring Pages Based on Shared Experiences with Grand-children



Introduction:

The goal of this workshop is to teach seniors how to create unique, personalized coloring pages based on shared experiences with their grandchildren, such as trips to the zoo, walks, or cooking together. Participants will gain practical skills in using AI tools to create simple graphics that can become unique gifts for grandchildren.

Materials:

- Laptops or smartphones with internet access (for each participant)
- Printer (optional, to print ready-made coloring pages)

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- Paper, crayons or markers (optional, for coloring on site)

Workshop duration:

- about 120 minutes

Workshop course:

- Welcome and Introduction to the Workshop (15 min.)
- Goal: To create a friendly atmosphere and introduce participants to the workshop topic.
- Result: Participants understand the concept of personalized coloring pages and are ready to work.
- Welcome participants, introduce the purpose of the activity, and discuss how personal memories can be incorporated into coloring pages. Encourage seniors to recall recent moments spent together with their grandchildren.

Selecting Personal Memories (20 min.)

Goal: Each participant will select a specific memory that will become the basis for their coloring book.

Result: Each participant will have a clearly defined idea for their illustration.

Ask participants to share stories they'd like to illustrate as a group. Help each senior choose one situation to turn into a coloring book, such as visiting the zoo together, taking a walk, or baking cookies.

AI Tool Presentation and Demonstration (25 min.)

Goal: To familiarize seniors with AI applications and the principles of effective prompting.

Result: Participants can formulate simple descriptions for generating images.

Demonstrate an AI tool like DALL-E and explain how to create effective prompts. Show examples of the on-screen illustrations.

Example of a good prompt: “Create a simple black and white outline drawing of a grandfather and grandson feeding a giraffe at the zoo, with one large giraffe visible.”

Example of a bad prompt: "Zoo, grandpa, child, animals" (too general, the result may be unclear)

How to avoid AI errors:

- Be clear about the number of items (e.g., “five dogs” instead of “dogs”).
- Specify the background or setting (e.g., “on a park bench”).
- If errors appear, try changing the description slightly, for example by adding "exactly five dogs" or "maximum five dogs."

Creating Illustrations – Practical Exercise (35 min.)

Goal: Participants will independently apply their knowledge.

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Result: Each participant will have their own illustration ready for printing.

Help participants create and revise their descriptions. Encourage them to share their work and support each other.

Printing and Sharing Work (15 min.)

Goal: Practical application of created illustrations.

Result: Participants share their work and receive physical copies of their illustrations.

If a printer is available, participants print their illustrations. The seniors then share their chosen situations with the group and present their work.

Workshop Summary and Tips for Further Work (10 min.)

Goal: Consolidate acquired knowledge and encourage further practice.

Result: Participants feel confident in continuing to use the tool.

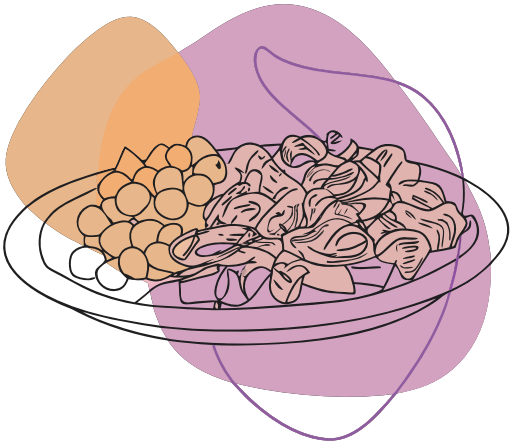
Review the steps for creating illustrations using AI. Encourage seniors to create more illustrations at home and remind them that such gifts can strengthen bonds with grandchildren.

End:

Thank them for their involvement, offer technical support, and invite them to the next session.

Workshop Scenario 2:

Digitizing and Organizing Recipes



Introduction:

The goal of this workshop is to teach seniors how to easily digitize their favorite recipes, often passed down through generations, and how to effectively organize them. Digitization means converting traditional paper notes, recipes, or other documents into electronic versions, such as photos or text files. This allows recipes to be easily found, shared with family, and protected from loss or destruction. During the workshop, seniors will learn practical tools to aid them in this endeavor, as well as how to effectively organize digital recipes.

Materials:

- Laptops or smartphones with internet access (for each participant)
- Paper recipes (each participant should bring a few favorites)
- Scanner or smartphone camera (for digitizing recipes)
- Printer (optional, to print digitized recipes)

Workshop duration:

- about 180 minutes

Workshop course:

Welcome and explanation of the term "digitalization" (20 min.)

Goal: To introduce participants to the workshop topic and explain the new term.

Result: Participants understand what digitization is and its benefits.

Begin the workshop by warmly welcoming participants. Explain the concept of digitization in simple terms: it's transferring information stored on paper (e.g., recipes) to a computer or smartphone. Discuss the benefits of digitization, such as ease of searching, sharing with family, and preventing paper from being destroyed.

Presentation and Selection of Digitization Tools (25 min.)

Goal: Introduce seniors to easy-to-use tools.

Result: Participants select the right tools for their needs.

Offer participants free digitization apps like Google Keep or Evernote. Explain how these apps work, how they can store photos and text, and how to easily organize this information. Give a short demonstration of how to use them.

Digitization – Step by Step (50 min.)

Goal: Gain practical skills in digitizing recipes.

Result: Participants will be able to digitize their recipes.

Ask seniors to photograph or scan their paper recipes. Demonstrate step-by-step how to transfer the photos to the app, how to properly label them, and how to add details like ingredients, cooking time, and personal notes ("my mom's recipe," "granddaughter Ania's favorite dessert"). Each participant should digitize at least two of their recipes.

Effectively Organizing Digital Recipes (40 min.)

Goal: Teach participants how to organize recipes in the app.

Result: Each participant can independently organize their own recipes.

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Explain how to effectively organize recipes using categories and tags, for example, by dish type ("soups," "desserts"), occasion ("holidays," "birthdays"), or ingredient ("chicken," "vegetables"). Conduct a hands-on activity where participants create appropriate categories and organize their recipes.

Data Security and Protection (20 min.)

Goal: Understand the importance of protecting digital information.

Result: Participants will know how to protect their recipes from loss or theft.

Discuss the importance of digital data security. Explain how to create strong passwords for applications and how to perform regular backups. Provide examples of how to store data in the cloud (e.g., Google Drive) and why this is a secure solution.

Sharing Recipes with Family and Friends (20 min.)

Goal: Enable participants to easily share digital recipes.

Result: Each participant can share their recipes.

Demonstrate how to send digital recipes to loved ones via a link or email. Encourage seniors to put this feature to the test by sending one recipe to another workshop participant or family member.

Summary, discussion, and further guidance (15 min.)

Goal: To reinforce knowledge and encourage further digitalization at home.

Result: Participants are confident in their skills and motivated to continue working from home.

Summarize the workshop's key points. Encourage discussion, allowing participants to share their impressions and ask about any challenges they encountered. Provide additional tips on effective digitization and organization of recipes.

End:

Thank participants for their active participation in the workshop. Offer further technical assistance if needed, and invite seniors to future workshops.

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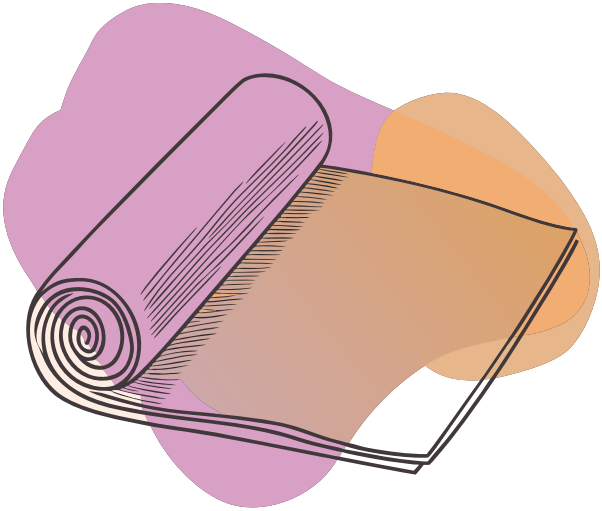
Workshop Scenario No. 3:

A Personalized Guide to Senior Physical Activity and Diet



Introduction:

This workshop aims to show seniors how, using simple artificial intelligence tools, they can create a personalized physical activity and diet guide. The idea is for participants to independently develop a set of recommendations tailored to their age, health, and lifestyle. AI tools will help them select appropriate exercise intensity and suggest healthy eating habits. All this in the spirit of independence and self-care.

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Safety Note: All advice generated by AI should be considered as advice only.suggestions, not ready-made medical or dietary recommendations. Every body is different, and AI doesn't know the exact health status of a senior. Before making changes to your diet or physical activity, it's worth consulting with your primary care physician or dietitian.

Data security: When using AI, no personal or medical information (e.g., names, PESEL numbers, medication names, or medical histories) may be provided. It is sufficient for the participant to describe the situation generally—for example, "an elderly person with joint problems," without specifying that this refers to themselves.

Explanation of terms:

- **Personalization** – means tailoring the content to a specific person, rather than creating universal recommendations.
- **Guide** – is a collection of simple tips or recommendations that can be used on a daily basis.
- **AI (artificial intelligence)** – is a computer program that can analyze information and provide suggestions. In this case, it can help you create an exercise and diet plan.

Materials:

- Laptops or smartphones with internet access
- Notebooks or printed templates for creating guides

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- Pens, highlighters
- Sample meal plans and exercise schedules (for inspiration)

Workshop duration:

- about 180–200 minutes

Workshop course:

Discussion about daily habits and needs (25 min.)

Goal: Participants will understand that each body has different needs.

Result: Participants will be able to identify what they would like to improve in their lifestyle.

Start with an open conversation: what does the participants' day look like? Do they walk? What do they eat most often? Do they have any health restrictions? Help the seniors write down what they'd like to change—for example, "move more," "eat fewer sweets," "improve digestion."

What is healthy activity and a balanced diet? (20 min.)

Goal: Introduce basic health concepts.

Result: Participants understand the importance of regular exercise and good nutrition.

Explain in simple language what moderate physical activity is and what a "balanced diet" means. Use specific examples: "take the stairs instead of the elevator," "take fruit instead of cake," "instead of sit-

ting for an hour, walk 5 minutes every hour."

Introduction to AI Tools for Healthy Living (25 min.)

Goal: Demonstrate how AI can help manage daily habits.

Result: Participants will learn simple tools and how to use them.

Introduce seniors to apps or AI features (e.g., ChatGPT) that can create a daily plan, a simple meal plan, or a set of exercises. Example prompts:

Good prompts:

- “Design a weekly exercise plan for a 70-year-old woman with hypertension.”
- “Give me an example of a red meat-free menu tailored to a person with diabetes.”

Bad prompts:

- “Give me a diet.” (too general – AI doesn’t know for whom and on what terms)
- "Write a plan." (The AI doesn't know what kind of plan – sports? nutrition? weekly?)

Creating Your Own Guide – Step by Step (60 min.)

Goal: Participants will create a personalized set of recommendations.

Result: Each participant will have a draft of their own guide.

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Instruct seniors to divide their guide into two parts: Physical activity & Nutrition. In each section, the participant can enter:

- sample exercises or activities (walking, Nordic walking, stretching)
- simple dishes or dietary rules (e.g. "vegetables every day", "2 liters of water")

Help clarify prompts, e.g.:

- “Create a 10-minute stretching plan for a senior with knee problems.”
- “Give me a list of 5 easily digestible breakfasts for an elderly person.”

How to avoid AI errors:

- If the AI suggests too intense an exercise (e.g., "30 minutes of running"), ask for the version "for a person with limited mobility"
- If the meals are exotic or difficult to prepare, ask: "Simplify the recipes and adapt them to English cuisine."

Attention: AI doesn't know the health status of a specific user, so all suggestions should be considered approximate. These are just suggestions. Don't make any changes to your diet or exercise without first consulting a doctor or dietitian.

Reviewing the Guide and Adding Details (30 min.)

Goal: Clarify the content and adapt it to participants' daily lives.

Result: Each participant has a completed guide and understands its importance.

Encourage seniors to read your guide and consider: Is this realistic? Can it be done daily? Does anything need to be changed? Help them make adjustments. If necessary, participants can ask the AI additional questions or request a simpler version.

Printing and discussing completed work (20 min.)

Goal: Allow participants to present their work.

Result: Each participant shares a fragment of the guide and receives their own printed version.

If a printer is available, print out the guides. If not, participants can copy them by hand or save them on their phones. Each participant can present one piece of advice they plan to implement.

Summary and inspiration for further work (20 min.)

Goal: To encourage independent continued work with AI.

Result: Participants feel motivated and confident in their new skills.

Emphasize that the guide can be expanded—adding new recipes and adapting the exercises. Encourage regular use of AI as a healthy lifestyle assistant. Suggest writing down the first "task" for the following week: "Two walks, one healthy dinner with a new vegetable."

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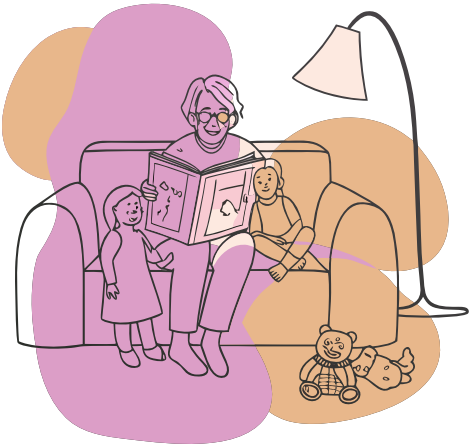
End:

Thank them for their commitment. Emphasize that every step towards a healthier life matters. Seniors now have a tool that can support their daily lives – in a simple, understandable, and personalized way.

Workshop Scenario 4:

Generating Fairy Tales and Stories for Grandchildren



Introduction:

The aim of the workshop is to show seniors how to use artificial intelligence to create unique, personalized fairy tales and stories for their grandchildren. AI tools can support creativity, suggest ideas, and help create texts that are not only engaging but also emotionally relatable – grounded in real family relationships, shared adventures, and memories.

Creating stories with AI can be not only fun but also strengthen intergenerational bonds. A story written especially for a grandchild, including their name, favorite pet, and a shared adventure with grandma or grandpa, is priceless.

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Explanation of terms:

- **Content generation** – is the creation of text by a computer program based on the given keywords or description.
- **A personalized fairy tale** – a fairy tale tailored to a specific child, containing his or her name, interests, and experiences.
- **AI (artificial intelligence)** – a program that can write texts, answer questions, and invent stories.

Safety Note: When creating stories with AI, don't include children's personal information, such as their full name, address, school name, birth date, etc. A general description, such as "a girl named Sophie who likes cats and lives near the forest," is sufficient. All stories generated by AI should be reviewed by adults—not only for content but also for emotional tone and logic.

Materials:

- Laptops or smartphones with internet access
- Notebooks or sheets for creating character sketches
- Printer (optional)

Workshop duration:

- about 180 minutes

Workshop course:

Talking about Grandchildren and Favorite Stories (20 min.)

Goal: To stimulate imagination and emotions related to grandchildren.

Result: Participants are inspired to create a fairy tale.

Start with a short conversation – what fairy tales have the participants told their grandchildren? What topics interest the children? Encourage the seniors to write down a few details about the child: name, age, favorite animals, places, colors, and interests.

Introduction to AI as a Writing Assistant (20 min.)

Goal: Familiarize participants with AI's capabilities in text creation.

Result: Participants understand how AI works and what it can produce.

Show how AI can generate text based on a short description. Demonstrate on a large screen how to enter a simple prompt and get a story. Example:

Good prompt:"Write a fairy tale for a five-year-old boy named Johnny, who, together with his grandmother, discovers a magical forest full of talking animals. The fairy tale should be short, humorous, and end with a moral."

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Bad prompt:"Tell a story." - too general, without context "Write something funny" - it is not clear for whom and on what topic

Practical Exercise – Writing Your Own Fairy Tale (60 min.)

Goal: Create your own fairy tale using AI.

Result: Each participant has a finished fairy tale for their grandchild.

Ask participants to create their own prompt. Help refine it:

- determine the child's age
- adventure theme (e.g. trip to the seaside, group trip)
- the presence of a senior in the story (e.g. "grandfather as a ship captain")
- moral (e.g. "friendship is more important than treasure")

Instruct how to generate the text and how to improve it. The AI can sometimes add inappropriate elements – these should be removed or the AI should be asked to create a version "suitable for a 5-year-old" or "shorter and simpler."

Text Verification – Is the story safe and appropriate? (20 min.)

Goal: Check the content for emotional and substantive relevance.

Result: Each text is ready to share with your grandchild.

Together, check to see if the stories contain difficult words, incomprehensible themes, or elements of horror or violence. Notice if the child is portrayed negatively (e.g., "Zosia was lazy"). The story should be positive and empowering.

Adding Illustrations and a Title (30 min.)

Goal: Give your story a personal touch.

Result: Create complete, personalized stories.

Encourage participants to come up with a title and draw one illustration, either on their own or with the help of the AI (e.g., through simple prompts like "black and white picture of a dragon and grandma in the forest"). If the AI adds too much detail, you can ask it to "simple coloring picture for a 6-year-old."

Printing and presenting fairy tales (20 min.)

Goal: Sharing the results of their work.

Result: Participants share their creations and receive a paper version.

If a printer is available, print out the stories. If not, you can save the stories and email them to your family. Each participant can read an excerpt from their story.

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Summary and Further Ideas (15 min.)

Goal: Encourage the creation of further stories.

Result: Participants feel empowered and want to continue.

Suggest creating a home library of fairy tales, such as "Grandma Tells," "Grandpa Jan's Fairy Tales," etc. You can create fairy tales periodically – for example, for each season, holiday, or grandchild's birthday.

End:

Thank them for their involvement and emphasize that thanks to today's activities, they created unique gifts that cannot be bought in any store – fairy tales written with love, just for your grandson or granddaughter.

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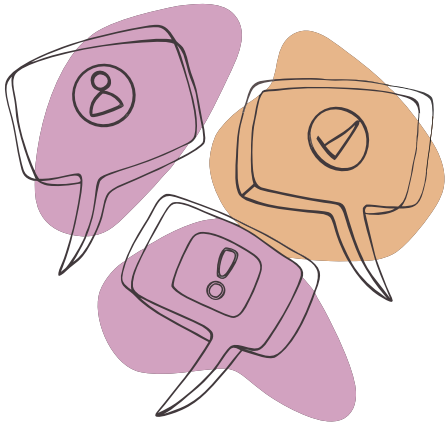
Workshop Scenario 5:

Personalized AI-assisted language lessons and conversations



Introduction:

The aim of the workshop is to show seniors how to use artificial intelligence tools to learn foreign languages – in a simple, understandable way, tailored to their level. The workshop does not assume any foreign language knowledge at the beginning. AI can support learning from the very beginning, adapting to the participant's pace, interests, and abilities. Learning is stress-free, without grades, or pressure – using user-friendly tools such as mobile apps, chatbots, and interactive platforms.

Explanation of terms:

- **Learning a language** – is the gradual learning of words, phrases and sentences, their

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understanding and use in everyday situations.

- **Personalized learning** – tailored to a specific person: their level, pace, interests.
- **AI (artificial intelligence)** – a tool that can translate, respond, conduct dialogue and help in learning languages.

Safety Note: Seniors should never provide personal information in conversations with AI (name, address, ID number, phone number, health or banking information). Conversations with AI are a form of exercise, not a conversation with a human. Maintain a generality policy and avoid disclosing personal information.

Suggested tools:

- **Duolingo** (free version) – a user-friendly mobile app that teaches vocabulary, phrases, and pronunciation, adapting to the user's level. Available in Polish, English, and Spanish.
- **ChatGPT, Gemini, Claude AI** – AI-powered chatbots that enable conversations in various languages. ChatGPT has a "voice chat" feature in its smartphone app.

Materials:

- Laptops or smartphones with internet access
- Notebooks, pens
- List of basic phrases in Polish (PL), English (EN), Spanish (ES)
- Headphones (optional)

Workshop duration:

- about 180 minutes

Workshop course:

Introduction – Learning a Language Later in Life (20 min.)

Goal: To overcome fears and myths about language learning among seniors.

Result: Participants see the value and possibility of starting language learning without prior preparation.

Start with a conversation: Is it worth learning languages after 60? What are the potential benefits? (memory training, travel, family contact). Emphasize that AI is supportive and non-judgmental.

First Contact with a Language App – Duolingo (30 min.)

Goal: Demonstrate how to start learning from scratch.

Result: Each participant completes their first language lesson (EN, ES, or PL).

Show them how to install the Duolingo app on their smartphone, select a language, and begin their first set of exercises. Encourage them to work from the "beginner" level. Discuss exercises for word recognition, image recognition, and pronunciation.

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Learning Basic Phrases with AI (30 min.)

Goal: Learn basic words and phrases using Chat-GPT or Gemini.

Result: Participants learn and write their first phrases in their chosen language.

Prompt examples:

- "Teach me 10 basic English phrases with translation into Polish."
- “Give me 5 useful Spanish phrases for a tourist.”

AI can respond:

EN: Hello, Thank you, Where is the bus?

ES: Hola – Hello, Gracias – Thank you, ¿Dónde está el baño? – Where is the bathroom?

Listening and Voice Exercise – Pronunciation Training (30 min.)

Goal: Sound recognition and pronunciation training.

Result: Participants learn how selected words sound and try to repeat them.

In AI apps on your phone (e.g., ChatGPT), you can switch to voice chat mode. Encourage the use of headphones and a microphone. The AI will say, "Repeat after me: Good morning," and the participant will repeat it. The AI can assess accuracy.

Thematic Conversation – with AI (25 min.)

Goal: Simulate a simple conversation with AI in a chosen language.

Result: Participants engage in 2–3-minute dialogues in text or voice mode.

Help formulate simple situations:

EN: „Let's pretend I'm in a restaurant. Help me order soup."

ES: "Imaginemos que estoy en una tienda. Ayúdame a comprar pan."

PL: "Porozmawiajmy o pogodzie – jestem cudzoziemcem uczącym się polskiego."

Creating a Personal "My 10 Words" Set (15 min.)

Goal: Develop a personalized vocabulary base.

Result: Each participant writes down 10 words and creates sentences with them.

Participants ask the AI, "Give me 10 simple food-related words in Spanish and example sentences." They then copy them into a notebook or app and create their own examples.

Review and record the conversation for further study (15 min.)

Goal: Consolidation of the material.

Result: Participants write down the most impor-

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tant phrases and examples in their notebooks.

Encourage them to copy the conversation from the AI and print it out or transcribe it by hand. This will serve as a basis for review.

Summary and Next Steps (10 min.)

Goal: Motivate students to work independently.

Result: Participants understand how to continue learning at home.

Suggest a daily exercise: 5 minutes on Duolingo, 1 mini-conversation with AI, 1 new word a day. You could also keep a "senior language notebook."

End:

Emphasize that AI is a facilitator—it doesn't replace a teacher, but it can greatly facilitate daily learning. Every step is important, and mistakes are a natural part of learning. The most important thing is to start and never stop learning.

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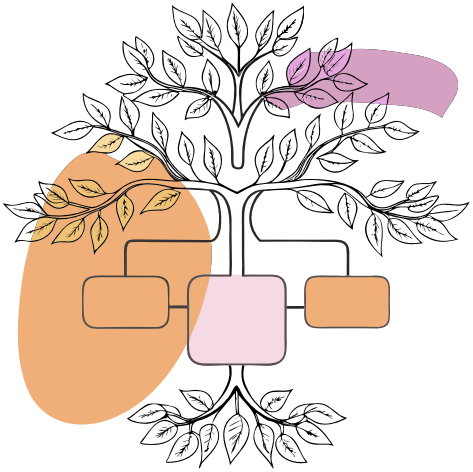
Workshop Scenario #6:

Creating a Family Tree and Bringing a Photo to Life



Introduction:

The goal of this workshop is to teach seniors how to use AI-based tools to create their own family tree and how to "bring life" to old family photos by adding movement or color. Such activities not only organize memories but also help preserve family heritage and bring generations closer together. For many participants, it's an emotional journey through time.

Explanation of terms:

- Family tree – graphical representation of family connections (who is whose child, parent, grandparent, etc.).

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- Bringing photos to life – giving old photos movement (e.g. moving eyes, mouth) or colors using AI applications.
- AI (artificial intelligence) – a tool that can analyze data, process images, recognize faces and help create graphic materials.

Safety Note: When creating a family tree:

- Do not provide full details of living people– instead of your name and surname, you can use initials or nicknames.
- Do not enter dates and places of birth or residence of living persons.
- Do not provide contact details (addresses, telephone numbers, e-mails, ID).
- Always get consent from family if you want to share more details or photos.
- In MyHeritage, change your privacy settings: hide the tree from search engines, limit profile visibilityand disable matches with other trees.
- For complete security, we recommend keeping the full version of the tree offline – e.g. in Family Tree Builder (https://www.myheritage.com/family-tree-builder)– and only post the anonymized version on the Internet.

Suggested tools:

- **MyHeritage** (free and trial version) – for creating family trees and bringing photos to life (with care and privacy).
- **Canva or Creately** – for graphically creating offline trees.

- **Remini or PhotoRestoration AI** – to improve the quality of old photos.

Materials:

- Laptops or smartphones with internet access
- Scanned or photographed old family photos (if possible)
- Paper, pencils, pens – for planning your family tree

Workshop duration:

- about 180–200 minutes

Workshop course:

Introduction and conversation about family (20 min.)

Goal: To initiate memories and organize knowledge about family.

Result: Participants begin to draw their first diagrams of their family.

Start by asking: who is in your family? List the people closest to you – parents, children, grandchildren, siblings. Help participants organize the information by generation: "my mother," "her sister," "my grandfather on my father's side."

What is a family tree and how do I create one? (20 min.)

Goal: Explain how graphical representation of a family works.

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Result: Participants understand the tree structure and begin to build it.

Show examples of simple family trees—no dates, just names and relationships. Draw on the board: me → mom and dad → grandparents. Participants draw their own diagrams on paper.

Introduction to AI Tools – MyHeritage, Canva (30 min.)

Goal: Familiarize yourself with the tools and safe use guidelines.

Result: Participants begin using the application while maintaining data privacy practices.

Show how to set up a MyHeritage account with tree visibility disabled by default. Show how to limit the data: enter only initials, nicknames, and omit dates. Alternative: Canva – work offline or without sharing.

Practical Family Tree Creation (40 min.)

Goal: Create a draft family tree.

Result: Participants have a graphical family diagram that they can edit.

Participants work individually – they can write down initials and family nicknames ("Grandma Helen," "Uncle Frank"). If someone doesn't remember all the generations, that's okay. Emphasize that each tree can be added to later.

Bringing Photos to Life – Introduction and Exercises (40 min.)

Goal: Demonstrate how to use AI to enhance quality and add motion or color.

Result: Participants edit their first family photos.

Demonstrate the MyHeritage or Remini apps. Show them how to add a photo and transform it: moving eyes, a subtle smile, coloring. Remind them that photos with effects can look unnatural – they should be reviewed before sharing with family.

Attention: Bringing photos to life can evoke emotions—joy, emotion, but also surprise. It's worth warning participants about this.

Recording and presenting the results of the work (20 min.)

Goal: Collecting the results in one form.

Result: Each participant records the tree and photos in digital or paper format.

Participants can print a simplified version of the tree or save it to their computer. Photos can be sent to family or kept as a keepsake –but only after obtaining consent from the living people visible in the photos.

Summary and Further Opportunities (20 min.)

Goal: To encourage continued work at home and with family.

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Result: Participants understand how to develop the tree and work with photos.

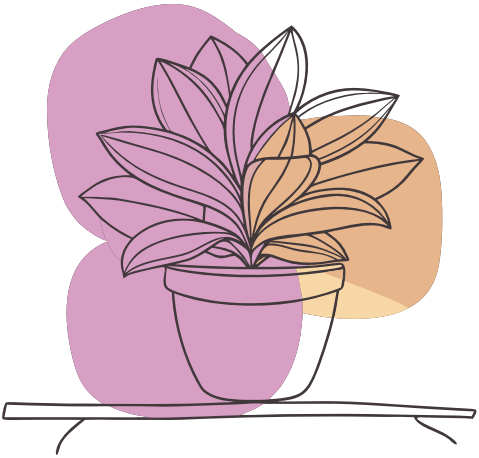
Suggest that participants ask loved ones for more family information. They can expand the tree, adding new generations, places of residence, or dates –but only for deceased personsor with permission. AI can also help write captions or short stories about ancestors.

End:

Thank them for participating and emphasize the importance of sharing their family history. What they created today—the tree and the updated photos—is not only a result of working with AI, but above all, a record of emotions and family bonds. Encourage them to continue organizing their family archives—with care and respect for privacy.

Workshop Scenario No. 7:

Gardening Assistant – Garden Planning and Maintenance with AI



Introduction:

The aim of the workshop is to show seniors how they can use artificial intelligence to support them in maintaining a garden – whether it's a home garden, a balcony garden, or even a few pots of herbs on a windowsill. AI can act as a personal advisor: suggesting which plants to choose, how to care for them, when to water them, how to control pests, and how to create a garden plan tailored to individual circumstances.

Explanation of terms:

- **Gardening assistant** – is an AI tool that provides advice on growing plants.

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- **AI (artificial intelligence)** – in this context, it is an application or program that analyzes information and provides personalized answers, e.g. how to care for geraniums.

Safety Note: You shouldn't provide the AI with personal information, addresses, or detailed information about your residence. If you're asking about a "south-facing garden," you don't need to include the location or photos with visible private elements. We treat conversations with the AI as general advice—we make final decisions ourselves, based on common sense and experience.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – for asking questions and planning your garden
- **Perplexity AI** – to find reliable gardening advice from trusted sources, plan care activities, schedules and compare different methods
- **Plantin, PictureThis** (mobile applications) – plant recognition, disease diagnosis
- **Google Lens + AI**– for identifying plants by photo

Materials:

- Laptops or smartphones with internet access
- Notebooks and pens
- Photos or descriptions of plants that participants have in their home or garden
- Sample AI prompts

Workshop duration:

- about 180 minutes

Workshop course:

Garden and Plant Conversation (20 min.)

Goal: Introduce the topic and identify interests.

Result: Participants share their experiences and expectations of AI.

Ask participants what plants they grow, what brings them joy, and what challenges they face. Do they have a balcony? A garden? Only potted plants? Encourage them to share their stories.

How can AI support gardeners? (20 min.)

Goal: Familiarize yourself with the capabilities of an AI assistant.

Result: Participants will learn about specific AI applications in gardening.

Examples:

- Garden planning (sun exposure, soil type)
- Selecting plants for the conditions (e.g. shade, dry, balcony)
- Tips: When to prune, water, and repot
- Identifying diseases or pests from a photo
- Finding reliable care schedules in Perplexity AI (e.g., "how to water hydrangeas throughout the

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season – based on gardening sources")

Getting Started with AI – Gardening Questions (30 min.)

Goal: Learn how to formulate effective queries.

Result: Participants can ask specific questions of AI.

Good prompts:

- “What potted flowers will grow well in the shade, in a north-facing window?”
- “When is the best time to repot a potted hydrangea?”
- "What to do when the tips of fern leaves turn yellow?"
- “Give me a weekly orchid care schedule from a reliable gardening source.” (in Perplexity)

Bad prompts:

- “Help me with the garden.” – too general
- "Plants." - AI doesn't know what's going on

Simulation: Starting a Garden from Scratch (45 min.)

Goal: Design a small garden with AI.

Result: Each participant creates a sample garden plan or flowerbed layout.

Ask participants to describe their "dream garden"—it could be a garden in their apartment building, a

balcony, or a windowsill with herbs.

AI might suggest:

- list of plants
- watering and fertilization plan
- planting order
- ideas for seasonal changes in plant arrangement

Encourage a conversation with the AI like this: "I have a south-facing balcony and I want herbs and something flowering. What do you recommend?"

Plant Recognition and Problem Diagnosis (30 min.)

Goal: Demonstrate how AI analyzes plant photos.

Result: Participants can identify a plant or problem using the app.

Participants take photos of their plants or use prepared photos. Apps like Plantin or PictureThis identify species, provide care advice, and detect diseases and pests. Discuss when to trust apps and when to consult a specialist.

Creating a "Personal Gardening Guide" (25 min.)

Goal: Gather tips and create a personalized guide.

Result: Each participant creates a simple brochure with tips.

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Encourage to save:

- names of favorite plants
- AI Tips
- cutting and fertilization dates
- ideas for changes in the garden
- links to trusted sources from Perplexity

Summary and inspiration for further work (20 min.)

Goal: To encourage independent work with AI.

Result: Participants have an action plan and know how to proceed.

Suggest weekly challenges: for example, "Make a herb garden plan," "Find 3 new shade plants," or "Identify one plant on a walk." Encourage them to take notes, take photos, and use the AI as a constant advisor.

End:

Emphasize that you don't need a large garden to be a gardener. Just the will and a few plants are enough. AI can provide daily support in this passion—like a helper who never sleeps. And thanks to tools like Perplexity, you can further expand your knowledge based on trusted sources.

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Workshop Scenario No. 8:

Discovering Europe with AI – Culture, Languages and Traditions of EU Countries

Introduction:

The aim of this workshop is to demonstrate how seniors can use artificial intelligence to discover the cultural and linguistic richness of European Union countries. The workshop combines elements of intercultural education, language learning, and AI tools. Participants will learn how to explore the traditions of other countries, plan virtual trips, translate short texts, and discover unknown facts about Europe—all with the help of simple apps.

Explanation of terms:

- **Cultural exploration** – learning about the customs, holidays, cuisine, music and languages of other nations.
- **European Union (EU)** – a union of 27 European countries that cooperate economically and culturally.
- **AI (artificial intelligence)** – a tool that helps search for information, translate texts, and suggest places and events. In this scenario, the AI acts as an active guide with whom you can interact, request explanations, summaries, and interesting facts – for example, about differences in holiday customs or regional languages.

Safety Note: When using AI to explore other countries, you shouldn't provide any personal informa-

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tion (e.g., travel plans, exact location). AI can be a guide to a world of knowledge, but it shouldn't be relied upon as a direct source for booking or purchasing services.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – to talk about culture, languages and customs in real time, with the option to ask your own questions
- **Perplexity AI** – to find reliable sources, articles and interesting facts (with sources cited)
- **Google Translate, DeepL** – for translating words and short texts
- **Google Earth** – for virtual walks around European cities
- **Google Arts & Culture** – to view works of art, exhibitions and museum resources from all over Europe

Materials:

- Laptops or smartphones with internet access
- Notebooks, pens, maps of Europe (paper or digital)
- Cultural Question Cards (for pair or group work)

Workshop duration:

- about 180 minutes

Workshop course:

Introduction – Why is it worth learning about other cultures? (20 min.)

Goal: To make participants aware that culture is more than language.

Result: Participants can identify what they find interesting about other countries.

Ask questions: Have they ever been abroad? What surprised them most? What associations do they have with France, Spain, Italy, and Germany? Write a few examples on the board.

How is AI helping people explore Europe? (20 min.)

Goal: Introduce AI as an active participant in exploration.

Result: Participants understand how AI can answer questions, provide advice, summarize an article, or translate a sentence.

Show how to ask AI:

- "What are the traditional dishes in Spain?"
- "What holidays are celebrated in May in France?"
- "What are some interesting facts about Estonia?"
- "Describe the culture of Portugal in a few sentences and suggest a topic for conversation with your grandson about this country."

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Pairwork – AI-assisted cultural quiz (30 min.)

Goal: Developing questioning and AI skills.

Result: Participants independently search for information about EU countries.

Sample questions:

- How do you say "thank you" in Finnish?
- Where is the oldest university in Europe?
- What colors are the Lithuanian flag?
- What is flamenco?

The task of each pair is to find the answers using AI and write them down on a piece of paper.

Translation and Language Learning (30 min.)

Goal: Practice basic phrases and work with the AI translator.

Result: Participants learn a few words in the language of their chosen country.

Suggest choosing one country and translating the words together:

Hello, goodbye, please, thank you, sorry. Use Google Translate or DeepL and show the differences. Encourage comparison with AI translation (ChatGPT).

Virtual Tour – Travel Without Leaving Home (30 min.)

Goal: Demonstrate the possibilities of virtual tours using AI and Google Arts & Culture.

Result: Participants take a virtual tour of a chosen location or museum.

Together, choose a country and city, such as Lisbon, Athens, Tallinn, or Prague. Demonstrate how to use Google Arts & Culture to view paintings, exhibits, and panoramas. AI can also help create a note: "Describe this place in three simple sentences."

Creating Your Own Travel Card (30 min.)

Goal: Gather the most interesting information and practice creativity.

Result: Each participant creates an information card about a chosen country.

The card may contain:

- country name and flag
- Curiosities (from AI or Perplexity)
- basic phrases (from the translator)
- a suggestion for a dish, holiday or place to visit

Summary and inspiration for the future (20 min.)

Goal: To encourage further exploration of Europe and work with AI.

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Result: Participants come away with ideas for their own mini-cultural projects.

Suggest:

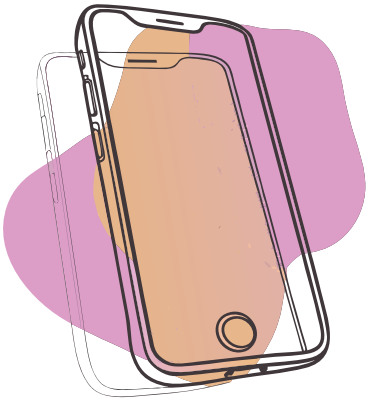
- creating a home "encyclopedia" of EU countries
- writing down interesting facts of the week
- learning one new word in a foreign language a day
- asking AI a new question about European culture, cuisine or tradition every week

End:

Thank them for their commitment and remind them that Europe is closer than it seems – it can be discovered every day, with the help of AI, your own curiosity, and an open heart. AI can not only answer questions but also inspire conversations, create your own materials, and deepen your knowledge – at home, with family, and with your grandchildren.

Workshop Scenario No. 9:

AI as support in learning new technologies (smartphones, tablets, applications)



Introduction:

The goal of this workshop is to demonstrate how AI-based tools can help seniors learn to use smartphones, tablets, and everyday apps. Participants will learn user-friendly, intuitive ways to use AI as a digital assistant that can explain step-by-step how-tos, solve technical problems, and encourage independent experimentation.

Explanation of terms:

- **Mobile technology** – smartphones, tablets, applications for communication, shopping, health and entertainment.
- **AI (artificial intelligence)** – a tool that can answer questions, translate instructions,

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conduct dialogue and suggest solutions – in simple language, adapted to the user's level.

Safety Note: Seniors should never provide AI with personal information (e.g., passwords, account numbers, email addresses, phone numbers) or photos of documents. AI is not a substitute for a security expert. It's always a good idea to confirm information with a trusted person.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – as a step-by-step guide to solving problems
- **YouTube** (with AI support) – search for instructional videos
- **Perplexity AI** – search for guides and safe instructions

Methodological note: We don't recommend using voice assistants (Siri, Alexa, etc.) during the workshop. They can be unstable, especially in groups where many people are talking simultaneously. Furthermore, they require fluent speech, which may be challenging for some participants. Instead, we focus on text-based tools that allow seniors to calmly type a question, read the answer, and consult with the trainer.

Materials:

- Smartphones and tablets (one per participant or for pair work)
- Notebooks and pens

- Printouts of sample screens and instructions

Workshop duration:

- about 180–200 minutes

Workshop course:

Introductory Conversation – What Are We Struggling With? (20 min.)

Goal: Identifying participants' real challenges with technology.

Result: A list of topics to be explored with AI.

Ask questions: What do they find difficult about using their phone? What apps would they like to master? What would they like to be able to do independently (e.g., write an email, install an app, set a reminder)?

How can AI help with technology learning? (20 min.)

Goal: Present AI as a patient teacher.

Result: Participants understand how to ask AI for technical advice.

Show with examples:

- “Explain to me how to install WhatsApp on Android, step by step.”
- “How do I set the alarm on my phone?”
- “How do I find an installed app on my screen?”

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Emphasize that the AI can be questioned, asked to repeat, or simplified – just like a presenter.

Hands-on Exercises – AI Questions (30 min.)

Goal: Practice formulating simple technical queries.

Result: Participants learn to find solutions independently.

Sample prompts:

- "How do I clear my phone's memory without accidentally deleting anything?"
- "What should I do if the volume button isn't working?"
- "Explain how to send a photo via messenger."

Searching for Instructions and Videos with AI (30 min.)

Goal: Demonstrate that AI can identify specific videos and tutorials.

Result: Participants can search for instructional videos with AI.

Ask the AI a question: "Find a simple YouTube video on how to install the BitWarden app." Show them how to click the link, watch a clip of the video, pause it, and rewind it. Point out that the AI can also point them to written guides.

Simulation: AI as an Everyday Helper (30 min.)

Goal: Create realistic scenarios for using AI at home.

Result: Participants learn how to use AI to solve everyday technical problems.

Example of a scene:

- "I lost my phone icon – what should I do?"
- "My speaker isn't working – how can I check if it's a setting?"
- “I can’t find my bank app – can I reinstall it?”

With the help of AI, seniors analyze the problem and learn to solve it on their own, step by step.

Creating a Participant's "Technical Guide" (30 min.)

Goal: Consolidate knowledge and create a handy cheat sheet.

Result: Each participant writes down a few tips that were new or useful to them.

Encourage them to write down the queries that worked best and the AI's responses. These can then be printed and stored on their phone or tablet.

Summary and Inspiration for Further Use (15 min.)

Goal: Encourage daily use of AI as a teacher and assistant.

Result: Participants leave with a sense of confidence and a plan for further learning.

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Suggest home exercises:

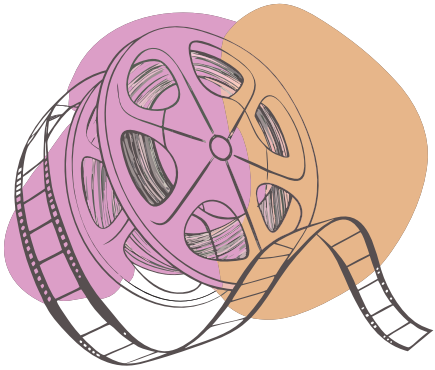
- Ask the AI a technical question once a day
- Watch one instructional video
- Try to install or remove one application yourself

End:

Emphasize that AI doesn't replace humans, but it can be very helpful – patient, available at all times, and ready to help. Most importantly, don't be afraid to ask questions – even about seemingly obvious things. Every step is progress.

Workshop Scenario #10:

Virtual Book and Movie Club with AI



Introduction:

The goal of this workshop is to demonstrate how to use artificial intelligence as a conversation partner about books and films. AI not only helps select titles, summarizes content, and generates discussion questions, but can also inspire deeper reflection, suggest different interpretations, compare critical opinions, and recommend further works—both thematically related and contrasting. This is an opportunity to practice cultural and linguistic skills, as well as dialogue—including with oneself.

Explanation of terms:

- **Book/Movie Club** – a group of people who discuss together a book they have read or a film they have watched.

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- **AI (artificial intelligence)** – a tool that can suggest a title, summarize the plot, suggest questions for reflection, present different opinions and interpretations, and help you formulate your own review.

Safety Note: Private information (e.g., meeting addresses, participant names) should not be provided. Feedback submitted to AI is processed automatically – the AI does not evaluate, but it also does not guarantee that the content will not be saved. It is better to use general terms.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – to talk about the film, formulate opinions, ask questions for reflection, write reviews
- **Perplexity AI** – to search for reviews, interpretations, comparisons and polemics; suggestions for alternative perspectives and contexts
- **YouTube** – trailers, interviews with creators, interpretations
- **IMDb, Rotten Tomatoes** – supplementary sources of information and assessments

Materials:

- Laptops or smartphones with internet access
- Links to videos or book excerpts (previously selected by the instructor or group)
- Notebooks and pens

Workshop duration:

- about 180 minutes

Workshop course:

Introductory Conversation – What Do We Like to Watch, Read, and Talk About? (20 min.)

Goal: Learn about participants' interests and expectations.

Result: A preliminary list of titles and topics relevant to the group.

Ask: What films have impressed them? Do they value plot or characters more? Are they interested in history, psychology, or interpersonal relationships? Collect their responses and create a catalog of interests.

AI as a Conversation Partner – What Can It Do? (20 min.)

Goal: Show AI as a tool for exploration, not just information.

Result: Participants understand that AI can inspire without judgment.

Examples:

- "What themes does the film 'Nomadland' address? What are the different perspectives of critics?"
- “Give me 3 questions that will help me think about the ending of The Godfather.”

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- “What other films explore the theme of loneliness – similarly or completely differently?”

Collaborative Analysis of a Single Title – AI Exercise (30 min.)

Goal: Practical application of AI to deepen understanding of content.

Result: Participants will be able to use AI in conversations about films.

Choose a common title (e.g., "Amelia"). Ask the AI questions:

- “What values are evident in this film?”
- “How do different websites interpret the main character?”
- “What alternative interpretation of the ending can be proposed?”
- “What would someone who doesn’t like melancholy say about this film?”

Broadening Perspectives – AI Recommendations (30 min.)

Goal: Demonstrate that AI can expand worldviews, not just confirm them.

Result: Participants receive a variety of film recommendations.

Sample prompts:

- “Recommend movies with a similar feel to

Roman Holiday."

- "Find a movie about family relationships, but shown from a completely different angle than in 'Day of the Wacko'."
- "Give me a contrasting title – a different perspective on war than in 'Apocalypse Now.'"
- "What can I watch if I'm interested in female characters, but not in classic roles?"
- "Name movies with the same director as 'Birdman'."
- "Suggest something else with the same actor who played in Forrest Gump."
- "Find a movie that deals with the same topic but in a completely different tone – for example, a drama instead of a comedy."

Discussion – Inspired by AI Questions (30 min.)

Goal: Reflection and exchange of ideas.

Result: Participants engage in a conversation based on the questions they generated earlier.

You can use Perplexity to see how reviewers interpreted a given topic or what they were looking for in a film – and compare it with your own experience.

Personal Reflection or Review – AI-Assisted (30 min.)

Goal: Encourage self-expression, without judgment.

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Result: Each participant writes a short reflection.

AI can help you organize your thoughts:

- “Help me write a few sentences about what moved me.”
- "Start your review with the sentence: 'This movie will stay with me because...'"
- “Write a review that has two different perspectives.”

Summary and inspiration for the future (20 min.)

Goal: To encourage further exploration and experimentation with AI.

Result: Participants understand how to deepen their interests with the help of technology.

Suggest:

- Create your own list of films to watch "from different points of view"
- Asking AI a question every week for a new perspective on a familiar topic
- Working in pairs: exchanging recommendations based on the principle of "something similar" and "something opposite"
- Discovering films by the same director, screenwriter, actor, or composer

End:

Emphasize that AI isn't an expert on emotions, but

it can help you name them, confront them with other perspectives, and find a path to engaging conversations. A virtual film club with AI isn't just an excuse to watch movies, but above all, a space for thinking, questioning, and broadening your horizons.

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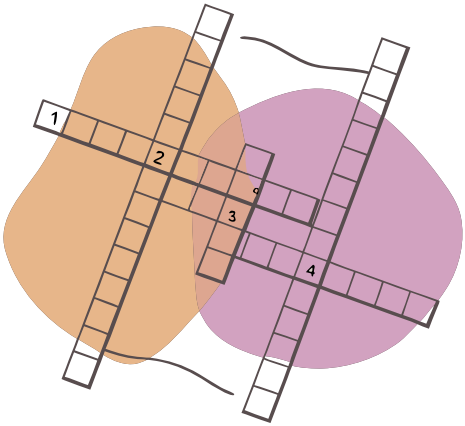
Workshop Scenario 11:

AI for Solving Crosswords, Rebuses, and Mind Quizzes



Introduction:

The aim of this workshop is to demonstrate how artificial intelligence can be a partner in everyday brain training – through solving crosswords, word puzzles, rebuses, and logic quizzes. AI not only provides answers but also creates new puzzles, suggests solutions, explains the meaning of unfamiliar words, and encourages further exploration. It's a great way to stimulate memory, develop language skills, and have fun.

Explanation of terms:

- **Crosswords and rebuses** – word games requiring guessing words based on definitions or pictures.

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- **Mind quiz** – a series of questions or tasks requiring logical thinking or memory.
- **AI (artificial intelligence)** – a tool that can explain a difficult word, generate a riddle or a hint, and create a mind game tailored to the participant's interests.

Safety Note: When working with AI, you shouldn't provide personal information. Mental tasks are safe, but it's important to remember that AI isn't always right—it can sometimes suggest incorrect or overly difficult solutions. It's always worth verifying your answers with the instructor's help.

Suggested tools:

- **ChatGPT, Claude, Gemini** – generating and solving puzzles, quizzes, and verbal riddles
- **Perplexity AI**– finding sources and explanations of entries or definitions
- **Aspose Crossword Maker** – online tool (https://products.aspose.ai/words/crosswordmaker/) enabling the creation of crosswords in English - recommended as support for the trainer, not for independent work of seniors

Materials:

- Laptops, tablets or smartphones
- Sheets of paper, pens
- Printed crosswords and rebuses prepared in advance by the instructor

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Workshop duration:

- about 180 minutes

Workshop course:

Introduction – Brain Games (15 min.)

Goal: Demonstrate the value of intellectual activity.

Result: Participants understand that exercising their brain can be enjoyable and everyday.

Ask questions: Who enjoys solving crosswords? What do they find difficult? Have they ever tried picture puzzles or quizzes?

How can AI help with puzzles? (20 min.)

Goal: Introduce AI as a partner and mental coach.

Result: Participants understand that AI not only knows the answers but can also create tasks.

Show with examples:

- “Create a riddle about vegetables for a person 70+.”
- "Enter a 7-letter password that represents a month and matches: 'first after summer'."
- “Explain what the word ‘transcendence’ means.”

Solving Puzzles with AI (30 min.)

Goal: Train thinking skills using AI tools.

Result: Participants practice mindfulness and deduction.

Sample prompts:

- “Give me a set of 5 word puzzles with answers.”
- “Come up with 3 rhyming questions for a quiz about Polish cities.”
- "Help me guess the crossword clue: 'capital of Spain' (6 letters)."

Creating Your Own Quizzes and Puzzles (40 min.)

Goal: Develop creativity with AI.

Result: Each participant creates a mini-quiz set.

Suggest creating a quiz, such as "What do you remember from the 1960s?" or "Guess what – animals in riddles." AI can help generate questions, check answers, create rhymes, or identify "spellings" to correct.

Crosswords and Rebuses with AI (40 min.)

Goal: Demonstrate that AI can create classic word games.

Result: Participants use ready-made or collaboratively created materials.

Tasks:

- "Compose a simple crossword puzzle with words related to spring."

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- “Come up with 4 words and the instructor will prepare a crossword puzzle using Aspose.”
- “Create a thematic quiz – for example, about famous historical figures.”

Lighthearted Competition (20 min.)

Goal: Encourage fun and healthy competition.

Result: The group solves tasks set by the AI or each other.

Divide the group into teams. Who can solve three AI-generated word problems the fastest? Points for correctness and laughter.

Summary and Home Challenges (15 min.)

Goal: To encourage continued AI brain training at home.

Result: Participants receive a task for further work.

Ideas:

- Ask the AI for 1 puzzle a day for a week
- Complete a family-themed crossword puzzle with AI
- Once a week, take a quiz about film or the history of Poland.

End:

Emphasize that AI isn't just technology—it's also a companion for play and development. It can be

used to exercise your mind like a muscle—regularly, without judgment, with a smile and curiosity.

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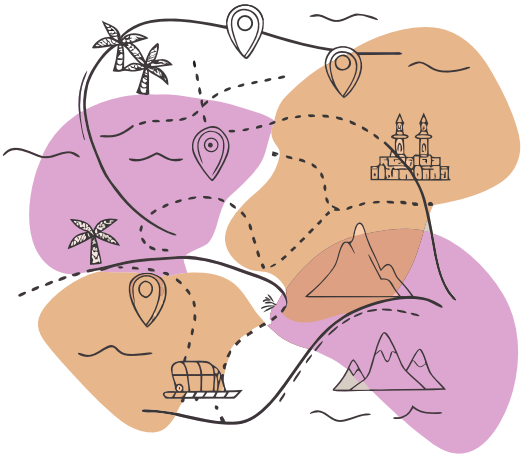
Workshop Scenario #12:

AI Trip Planning Workshop



Introduction:

The aim of the workshop is to demonstrate how artificial intelligence can support seniors in planning trips – both real and dream trips. AI can help them choose a destination based on individual preferences, plan a route considering mobility limitations, prepare a packing list, and create a personalized travel guide. All this in plain language and at their own pace.

Safety Note: Please do not provide AI with personal information, specific travel dates, home address, or financial details. Planning is for guidance only – its purpose is to educate and inspire.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – for planning routes, creating schedules and guides, preparing checklists
- **Perplexity AI** – to search for lesser-known places and interesting facts about the regions

Materials:

- Laptops or smartphones with internet access
- Notepads, pens

Workshop duration:

- about 180 minutes

Workshop course:

Introductory Conversation – Where Would We Like to Go? (20 min.)

Goal: Arouse curiosity and gather ideas.

Result: A travel wish list – near and far.

Ask questions: Where would they like to go again? Where have they always wanted to go but never had the chance? What attracts them: culture, nature, tranquility, new flavors?

Choosing a Travel Destination by Key (30 min.)

Goal: Demonstrate AI as a tool for finding inspiration.

Result: Participants learn to ask questions to re-

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ceive tailored travel suggestions.

Examples of prompts:

- "Recommend places in Europe where you can relax without the crowds."
- “Where can I travel by train from Poland for 4 days without having to change trains?”
- “What places by the sea are good for people who have difficulty climbing stairs?”

Creating a Trip Proposal – Tailored to Seniors' Abilities (30 min.)

Goal: Develop a personalized itinerary with AI support.

Result: Each participant receives a trip proposal tailored to their needs.

Tasks:

- “Suggest a 3-day stay in Gdańsk with routes up to 4 km per day.”
- "Plan a leisurely trip around Krakow, without any steep climbs."

Packing List – Automated Checklist (25 min.)

Goal: Demonstrate AI as a daily organizational aid.

Result: Participants generate a personalized packing list.

Prompt:

- “Create a checklist for a woman over 70 who is going to a sanatorium for a week in May.” Participants can mark what they already have and add their own points.

Personalized Travel Guide (45 min.)

Goal: Create simple materials for self-use.

Result: Each participant creates their own mini-guide.

Tasks:

- "Write a description of 5 tourist attractions in Toruń, with a short note on why they are worth visiting."
- "Prepare a culinary guide to Andalusia: what to try and where."
- “Come up with a list of 5 topics to talk about with your grandson about the place we are going.”

Summary and Homework (15 min.)

Goal: To encourage further work with AI at home.

Result: Participants leave with a ready-made idea for their own journey.

Suggestions:

- “Ask the AI for 5 places that might surprise you.”
- “Make a guide to your hometown – through the eyes of a tourist.”

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- “Create a list of places you want to show someone close to you.”

End:

Emphasize that AI is a travel advisor who doesn't impose anything, but inspires. You can talk to it about the world we don't yet know—and the one we want to return to.

Workshop Scenario #13:

Creating Digital Greeting Cards

Introduction:

The goal of this workshop is to demonstrate how seniors can create simple, personalized greeting cards using artificial intelligence. AI can help them come up with the message, select the graphic style, and prepare a design ready for printing or sending online. Cards for birthdays, holidays, anniversaries, thank-yous, or "no occasion" wishes can be an expression of affection and a bridge between generations—in a simple and accessible way.

Explanation of terms:

- **Greeting card** – a simple graphic and text design with greetings, usually folded or in the form of a single page.
- **AI (artificial intelligence)** – a tool that can create greeting texts, suggest content layout,

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and help in selecting graphics.

Safety Note: Please do not enter other people's personal information into AI (e.g., grandchildren's names, addresses, birthdays). General phrases or initials may be used in greetings. All cards are private.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – generating texts for wishes and ideas for the card content
- **Canva** (free version) – preparation of simple graphic designs
- **Google Docs** – for entering and editing content

Materials:

- Laptops or tablets with internet access
- Printed sample cards (optional)

Workshop duration:

- about 180 minutes

Workshop course:

Introduction – Why do cards matter? (20 min.)

Goal: A conversation about the value of words and memory.

Result: Participants share memories of the cards they received.

Questions for the group: Do you remember a card

that touched you? Have you ever created something yourself? Who would you most like to write wishes for today?

Idea and content – AI as a wish author (30 min.)

Goal: Collaborative content creation with AI

Result: Each participant receives a proposal for the content of the card.

Sample prompts:

- “Write warm and humorous wishes for your grandson’s 18th birthday.”
- "Create elegant name day wishes for a close friend."
- “Thank your neighbor for looking after your cat.”
- Participants can ask the AI for a shorter version, a longer version, with a joke, or with a quote.

Card form – ideas and inspirations (20 min.)

Goal: Choosing the style and format of the card

Result: Participants decide what type of card they will create.

Options:

- folded A5 card for printing
- a card as an image to be sent via SMS or instant messenger

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- a card as an e-mail (e.g. with a quote and decorative graphics)
- Several examples can be shown – traditional and modern.

Creating a graphic design – working in Canva (45 min.)

Goal: Preparing your own card using a template.

Result: Participants design a card with text and an image.

Tasks:

- Choosing a background and layout
- Pasting AI-generated content
- Adding graphics (e.g. flowers, balloons, family symbols)
- Signing the card (with initials or name)

Finalizing the project and recording (30 min.)

Goal: Consolidation of the effects of work

Result: Each participant saves the card on the computer or prints it.

The instructor will help you save a PDF file or a JPG image. The cards can be printed or saved to a flash drive.

Additional suggestions – cards for various occasions (20 min.)

Goal: Expanding card making ideas

Result: Participants write down further ideas to do at home.

Suggestions:

- A card "for no occasion" - for a friend, grandson, neighbor
- A card with a recipe – a culinary souvenir from Grandma's kitchen
- Memory card – with a quote and a short life story

Summary and inspiration for further creation (15 min.)

Goal: Encouragement to create your own cards.

Result: Participants have an idea for continuing work at home.

Suggest:

- “Ask AI for 5 quotes about friendship – to use in a card.”
- “Create a card for every season.”
- “Create a ‘Collection of Good Words’ in your notebook and collect ideas from AI.”

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End:

Cardmaking isn't just a technique—it's an act of tenderness and care. AI can help choose the words and image, but it's the senior's heart that gives the card its true meaning.

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Workshop Scenario #14:

Online Shopping Assistant with AI

Introduction:

Online shopping can be convenient, safe, and tailored to the needs of older adults—especially when accompanied by artificial intelligence. During this workshop, seniors will learn simple ways to use AI to prepare for purchases, compare products, create lists, find cheaper alternatives, and better budget. The workshop doesn't involve actual ordering or logging into stores; it focuses on planning, organizing, and making informed choices.

Explanation of terms:

- **AI Shopping Assistant** – a tool that helps you plan your purchases, compare prices, prepare a list of needed products, and ask questions about the differences between models or types of

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goods.

- **Shopping list** – a planned set of things we want to buy (groceries, household goods, clothing, gifts, etc.)

Safety Note: We do not make purchases during workshops, nor do we provide payment card details, addresses, or personal information. AI should not be used to authorize transactions or log in to bank accounts or online stores.

Suggested tools:

- **ChatGPT, Gemini, Claude AI** – for creating lists, comparing products, looking for savings
- **Google Docs** – for creating shopping lists
- **Canva** – to create a colored list or labels (optional)

Materials:

- Laptops or tablets with internet access
- Sample leaflets, promotional brochures (e.g. from Tesco, Lidl, etc.)
- Printable shopping list templates
- Notepads, pens, glue (to create your own paper list)

Workshop duration:

- about 180 minutes

Introductory Conversation – What Shopping Is Difficult? (20 min.)

Goal: Recognizing the everyday challenges of shopping.

Result: Participants share their experiences and needs.

Guidance questions:

- Do you shop alone?
- Do you have a permanent list?
- Do you ever forget something important?
- Do you compare prices or products before purchasing?

AI as a Helper – What Can It Do for Me? (25 min.)

Goal: Presentation of specific applications of AI in purchasing planning

Result: Participants receive sample prompts from AI.

Sample prompts:

- “Make me a 7-day shopping list for one person who wants to eat healthy and cheap.”
- “Compare soy milk, oat milk, and cow's milk – what are the differences?”
- "Tell me where I can buy a sweatshirt for my grandson for up to GBP 20 – as a gift."

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The AI doesn't search specific stores, but it can provide product types, features to look for, and suggested price ranges.

Creating your own shopping list with the help of AI (35 min.)

Goal: Exercise in planning weekly or thematic purchases.

Result: Each participant creates their own shopping list with the help of AI.

Topics:

- Grocery list (e.g., "shopping for 5 meals", "healthy breakfasts")
- Holiday list (e.g., "what to buy for Easter," "gifts for grandchildren")
- Household hygiene list (e.g. "cleaning products for a month")

Participants work individually or in pairs.

Comparing and choosing – learning to evaluate quality and price (35 min.)

Goal: Showing how AI helps you make better purchasing decisions.

Result: Participants will learn the rules of product comparison.

Examples of prompts:

- “Which electric kettle is more energy-efficient –

steel or plastic?”

- "What to choose: laundry capsules or powder?"
- “What are cheaper substitutes for butter and eggs?”

Exercise: The participant chooses a product and AI helps determine its "pros and cons".

How to Avoid Being Scammed – Be Careful When Shopping Online (30 min.)

Goal: Indication of risks and safety rules.

Result: Participants understand when not to trust advertisements and promotions.

Rules discussed with the trainer:

- We do not provide our card number anywhere except in well-known stores.
- AI is not a purchasing agent
- we check the sources: is a given promotion real?
- we use the comparison: "is this really a good price?"

Copying the list for home use (20 min.)

Goal: Consolidation of the effects of work.

Result: Participants copy their list into a notebook or print it out.

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You can prepare:

- manual list (with the help of AI – rewritten cleanly)
- graphic list (optional – for those interested in Canva)
- division into categories: fresh products, durable products, home products, etc.

Summary – How AI Can Help Me Shop Smarter (15 min.)

Goal: Emphasizing the practical value of the workshop.

Result: Participants have specific strategies for using AI to plan purchases.

Ideas to remember:

- "Once a week, ask the AI for a shopping list based on what you have in your fridge."
- "Compare – but don't always choose the cheapest."
- "Keep the lists that work for you – you can modify them."

End:

AI doesn't buy for us, but it can be a great advisor – calm, objective, and available at any time. It makes it easier to shop thoughtfully and heartily – for yourself and your loved ones.

Workshop Scenario No. 15:

Virtual Museums and Time Travel – How to Explore the World Without Leaving Home with the Help of AI

Introduction:

In this workshop, seniors will learn to use free tools and artificial intelligence to embark on fascinating journeys through museums, galleries, and monuments around the world—without having to leave their homes. AI will act as a personal guide: answering questions, suggesting what to see, telling the history of the sites, and designing their own tour routes. The activities combine technology, curiosity, and memories—and AI helps place them in a cultural and personal context.

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Explanation of terms:

- **Virtual museum** – an online platform enabling visitors to explore museum collections or exhibitions in the form of photos, 360° panoramas, videos or interactive walks.
- **Time travel with AI** – planning and describing trips to the past with the help of AI that reconstructs historical information, visualizations and narratives.
- **AI Guide** – artificial intelligence as a personal narrator who can tell, suggest and explain based on questions asked by the user.

Safety Note: We don't provide personal data or register on sites that require it unless recommended by the trainer. We avoid sites that require login or payment. YouTube and Google Maps serve as supporting tools, but AI serves as the interpreter.

Suggested tools:

- **Google Arts & Culture** – free access to museums and exhibitions from around the world
- **YouTube** – museum films, exhibition tours (AI suggests what is worth watching)
- **ChatGPT** – creating sightseeing scenarios, stories, time travel, content recommendations on YouTube and Arts & Culture
- **Google Maps** (street and satellite view) – virtual walks through cities and monuments, supplemented with AI commentary

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Materials:

- Laptops or tablets with internet access
- Headphones (if available)
- Notebooks, pens
- Printed suggestions for places to visit

Workshop duration:

- about 180 minutes

Introduction – Travelling without a ticket (20 min.)

Goal: Making participants aware that traveling is possible without leaving home.

Result: Participants share places they would like to see or that are meaningful to them.

Guidance questions:

- Where have you always wanted to go?
- Is there a museum you remember from your childhood?
- Is there a place connected to your family or history?

Discovering Google Arts & Culture with AI (40 min.)

Goal: Familiarization with the basic virtual tour tool and AI support as a guide.

Result: Participants can independently enter the website, select a museum and ask AI to accompany

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them on their tour.

Exercises:

- Enter: https://artsandculture.google.com/
- Select a museum (e.g. Louvre, Prado, Rijksmuseum, National Museum in Warsaw)
- Task for AI: "What's worth seeing in this museum?"
- Viewing artworks with AI commentary (e.g., "Tell me about this painting in layman's terms.")

ChatGPT as Storyteller (30 min.)

Goal: Showing how AI can create stories and tailor them to the user.

Result: Participants ask questions and receive answers that act as a personal guide.

Prompts:

- “Tell me about Frida Kahlo’s work in three points.”
- “Imagine I’m in the Louvre – what do I see and why is it important?”
- “Suggest a route for visiting an exhibition on the history of European art.”

Time Travel – AI as a Memory Machine (30 min.)

Goal: A collaborative imagination exercise with the help of AI.

Result: Participants create their own journey into the past.

Prompts:

- "What did London look like in 1955?"
- "What were the most common professions for women in England in the 1930s?"
- "Create a description of an afternoon in a Bristol café in 1937."

Google Maps and Street View with AI Commentary (30 min.)

Goal: Demonstrating how to combine street view with AI storytelling.

Result: Participants view famous places and ask the AI for a description or history of them.

Exercises:

- Go to maps.google.com and select the location
- Go to Street View
- Task: "Tell me something about this place", "Tell me the history of this district"

My dream route – sightseeing plan with the help of AI (30 min.)

Goal: Creating your own mini-guide.

Result: Each participant has their own sightseeing plan – ready for further exploration.

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Prompts:

- "Propose me a 3-day virtual trip around Italy with a description of each day."
- "Design a sightseeing route for a lover of sacred art."
- "Create a round-the-world itinerary featuring the most important museums."

Summary – The world at your fingertips (15 min.)

Goal: Encouragement to further explore the world with the help of AI.

Result: Participants leave inspired for quiet, interesting evenings.

Ideas:

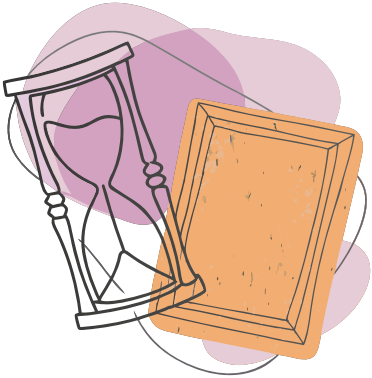
- "Ask AI to take you to the childhood museum."
- "Ask what is worth seeing in Vienna in one day."
- "Create your travel journal – AI will help you describe it."

End:

Thanks to AI, the world of culture and history is accessible to everyone—regardless of age, health, or location. Tools like ChatGPT can not only tell stories but also accompany us in discovering the world. It's not just a technological aid, but a travel companion—calm, patient, and available whenever we feel like exploring.

Workshop Scenario No. 16:

Virtual Tours of Childhood Places with the Help of AI and Story Maps



Introduction:

Memories are one of the most important emotional resources for older adults. This workshop allows seniors to embark on a personal journey to the places of their childhood and youth—with the help of artificial intelligence. The AI acts as a guide, archivist, and narrator, helping participants recreate images of places they fondly remember. The workshop is reflective, emotional, and simultaneously practical—it can result in the beginning of a personal memory map. Although used in a limited capacity, the Story Maps tool will be presented in a simple way: simply create a single point on the map and add a description, which requires no IT experience or lengthy instruction.

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Explanation of terms:

- **Virtual tour** – visiting places via map view, street photos, panoramas or reconstructions.
- **Story Map** – a very simple form of interactive storytelling in which a place (a point on the map) is combined with a short text and a photo.
- **AI as Narrator** – artificial intelligence supporting the description of the history, memories and significance of selected places.

Safety Note: Participants should not provide precise addresses of private individuals or information that may violate the privacy of others. Data entered into the AI should not include names or precise residential locations.

Suggested tools:

- **ChatGPT** – to create stories, memories and narratives
- **Google Maps / Street View** – to locate childhood places
- **Google Docs** – for saving memories and editing stories
- **StoryMaps ArcGIS** (Basic Version) – to create one simple map with description (trainers do not have to be experts – the scenario leads step by step)

Materials:

- Laptops or tablets with internet access
- Notebooks, pens

- Printed forms: "My childhood home" (with supporting questions)

Workshop duration:

- about 180 minutes

Introduction to the topic

Goal: Activation of participants' memories.

Result: Each participant chooses one place from their childhood that they want to visit today.

Guidance questions:

- Where did you grow up?
- Where did you play as a child?
- What did your family home, school, and yard look like?

Searching for your childhood home on Google Maps

Goal: Locating selected places on the map.

Result: The participant views their location in Street View or satellite view.

Activities:

- Entering maps.google.com.
- Entering the city, street, and landmarks.
- Switch to Street View and walk around the neighborhood.

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- Take a screenshot (optional) or save the link.

AI-assisted storytelling

Goal: Building a narrative about a selected place.

Result: AI creates a description of memories with the participant, with emotional and contextual elements.

Prompts:

- "Help me write a memoir about elementary school in the 1960s."
- "Create a description of a backyard with a sandbox and a beater – just like from childhood."
- "Write what Sunday might have been like in my hometown in 1952."

Conversations Around the Map – Sharing Stories

Goal: Strengthening the sense of community and processing memories.

Result: Participants tell each other about their places.

Activities:

- Everyone shows their place on the map and shares a piece of history.
- You can ask the AI to provide context (e.g., "what did this neighborhood look like in the 1950s?").

Story Map – a simple presentation of one memory

Goal: Showing how to create the simplest possible memory map.

Result: Each participant (or group) creates one point with a description.

Activities:

- The trainer logs in to the simple StoryMaps editor (on behalf of the group or as a demonstration).
- Enter a title, one photo (optional) and a short description generated with AI.
- Showing the effect on a projector – a ready-made "memory point" on the map.

Note: If participants are working individually, you can create a shared group map with several points.

Summary

Goal: Reflection on the emotional meaning of space.

Result: Participants understand that AI can help not only with learning, but also with cultivating identity.

Ideas for a follow-up:

- "Ask AI what the kitchen looked like in the 1940s."
- "Create a story about a family walk from 50

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years ago."

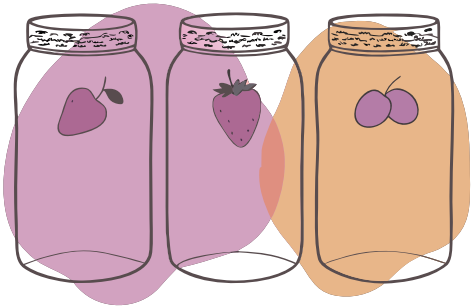
- "Invite your grandchild to join you on a journey through the map of your childhood."

End:

Each of us has our own corners of memory. Thanks to AI and simple online tools, these can be recalled, brought to life, and shared with others—building bridges between generations and strengthening one's identity. Even a basic presentation in a tool like Story Maps can be an inspiring way to preserve what's important.

Workshop Scenario #17:

Creating Recipe Cards and Labels for Homemade Preserves with AI



Introduction:

This workshop allows seniors to combine traditional home skills—like canning—with modern digital tools. Using AI, participants will learn to create recipe cards and decorative labels for jars and bottles of homemade products. This workshop combines culinary practice with graphic creativity—no advanced computer skills required.

Explanation of terms:

- **Recipe card** – a simple document containing the name of the dish, a list of ingredients, step-by-step instructions and any comments or tips.
- **Label for preserves** – an aesthetic sticker or tag

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with the product name, preparation date and other information.

- **AI in the kitchen** – artificial intelligence as an aid in organizing regulations, facilitating their recording and preparing graphic materials.

Safety Note: It's not recommended to send your full personal information (e.g., name, address) to the AI—even if it's intended to appear on the label. The AI doesn't know the actual taste of food or test its effects—so we treat all recipes as suggestions for individual evaluation and customization.

Suggested tools:

- **ChatGPT** – for writing and organizing recipes
- **Canva** (free version) – for creating graphic cards and labels
- **Google Docs** – for storing or printing recipes

Materials:

- Laptops or tablets with internet access
- Label and card designs (paper and digital)
- Scissors, glue, decorative tapes (for handwork, if needed)
- A few empty jars as samples to show
- Small bowls of water, brushes or soft cloths (for sticking demonstration)

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Workshop duration:

- about 180 minutes

Introduction to the topic

Goal: Showing how AI can be used to document home traditions.

Result: Participants understand that creating cards and labels is a form of knowledge consolidation and a family heirloom.

Guidance questions:

- Do you have a favorite recipe?
- Has anyone in your family ever asked you to write down a recipe?
- Would you like your preserves to have their own label?

Creating a recipe card with AI help

Goal: Learning to organize and write down recipes.

Result: Each participant has their own recipe card.

Sample prompts:

- "Write me a recipe for lightly salted cucumbers for beginners."
- "Make a plum jam recipe in 5 easy steps."
- "Recipe for rose petal jam – ingredients and detailed instructions."

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Activities:

- The participant writes or dictates the name of the dish.
- AI creates a clear recipe.
- The senior saves or copies it to a Google doc or notebook.

Creating labels for preserves in Canva

Goal: Learning simple graphic design.

Result: Each participant creates 1–2 labels for their preserves.

Activities:

- Go to www.canva.com and select the "label" or "sticker" template.
- Completion of the text field: name of the preserve, date, e.g. "Strawberry jam – June 2025".
- Customize colors, fonts, optional illustration (e.g. strawberries).
- Note: You can ask the AI for an idea for a label style, e.g.:
- “Suggest a retro-style description for a raspberry juice label.”

Print or save projects

Goal: Preparing materials for home use.

Result: Designs are ready to download or save in digital form.

Activities:

- Participants save their labels and recipes as PDF or PNG.
- Those interested can print them (on site or at home).
- Paper versions can be decorated by hand.

Tips: How to Label Jars and Bottles

Goal: Providing practical tips on how to create easy-to-remove labels.

Result: Participants will learn how to achieve aesthetic but non-permanent mounting.

Tips:

- We avoid self-adhesive paper – it leaves glue residue that is difficult to remove.
- A better solution is to use plain paper and milk as the "glue" - just spread a thin layer of milk on the bottom of the label and press it onto the jar (it peels off easily in hot water).
- You can also use glue made from flour and water (homemade office glue).
- Labels in the form of hangers on a string work well – they can be removed without damage.
- When sticking the label, it is a good idea to wipe the jar with a damp cloth and dry it to make it stick better.

Summary

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Goal: Encouragement to continue creating and sharing recipes.

Result: Participants see AI as a tool to support their culinary heritage.

Ideas for a follow-up:

- Create a “Family Preserves Book” in Google Docs.
- Create a folder with your favorite recipes and labels.
- Give your loved ones a jar with your own label as a gift.

End:

Creating labels and recipe cards with AI isn't just fun and organized—it's also a way to cherish memories and share experiences with loved ones. For many seniors, this may be the first step toward creating their own culinary journal—using modern yet simple tools.

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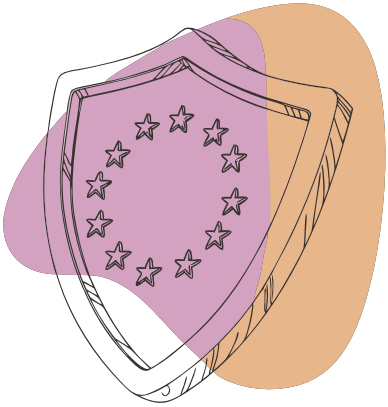
Workshop Scenario No. 18:

"My Rights in the EU" - a Senior's Digital Guide to Citizenship Rights



Introduction:

In this workshop, participants will learn about the fundamental rights they have as citizens of the European Union. They will also learn how to safely use AI to support their search for legal information—not as a source of advice, but as a facilitator who can suggest possible courses of action or refer them to official, reliable sources. The goal is not to learn legal regulations, but to develop skills for consciously using technology in everyday civic life.

Explanation of terms:

- **EU Citizens' Rights** – rights arising from European Union citizenship, including freedom of movement, the right to data protection, access to information, the right to healthcare

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abroad.

- **AI as an information guide** – artificial intelligence that can help formulate a question, understand a document, or indicate where to find official information – but does not provide legal advice.

Safety Note: Participants must be aware that AI is not a lawyer or a source of binding legal knowledge. AI may make mistakes. Information found with AI assistance should always be verified by official sources: EU, ministry, National Health Service (NHS), or government websites. Do not provide AI with your personal data, ID numbers, benefit details, or sensitive information.

Suggested tools:

- ChatGPT or other text AI– to formulate questions, simplify difficult legal language, and indicate sources
- Europa.eu website– the official EU portal with information for citizens
- Gov.uk– Engish administration website (e.g. "EU citizen" section)
- Your Europe (europa.eu/youreurope)– specific advice and procedures for citizens

Materials:

- Laptops or tablets with internet access
- Printed examples of topics (e.g. retirement abroad, medical treatment in another EU country, consumer complaint)

- Forms with sample AI questions
- Sample screenshots from government or EU websites (for analysis and comparison)
- A simple glossary of difficult legal terms for seniors

Workshop duration:

- about 180 minutes

Introduction to the topic

Goal: Making seniors aware that as EU citizens they have certain rights – also outside Poland.

Result: Participants are able to name some basic citizenship rights in the EU.

Guidance questions:

- Did you know that you can be treated abroad under the National Health Fund?
- Did you know that you can vote in local elections in another EU country if you live there?
- Did you know that you have the right to personal data protection throughout the EU?

Suggestion for a pair exercise: Ask seniors to work in pairs to write down one law they have heard about but are not sure how it works – and ask the AI about it.

AI as an information search assistant

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Goal: Demonstrating that AI can help simplify and translate complex content, but does not replace experts.

Result: Participants understand the difference between AI assistance and legal advice.

Prompts:

- "In what situations can I be treated in Germany if I have National Health Fund insurance?"
- “What rights do I have as an air passenger if my flight is delayed?”
- “How do I file a consumer complaint about a product purchased online in the EU?”

Activities:

- Participants formulate a question together with the trainer.
- The AI answers and the trainer checks the answer and indicates where it can be verified (e.g. Your Europe, europa.eu).
- Save your answer to a notebook or Google Doc.
- A conversation about whether the answer was clear, what could be clarified, and how to formulate the question better.

Learning to use proven websites

Goal: Showing participants where to safely seek knowledge about rights.

Result: Participants independently find the page

with the information they are interested in.

Practice pages:

- europa.eu/youreurope
- gov.uk (sections: work, pension, treatment abroad)

Exercises:

- Choosing a topic and searching for information together.
- Comparison of what AI says with the information on the official website.
- Save a link, screenshot, or note.
- Creating a common list of sites that are "trustworthy" – with the help of a trainer.

Additional exercise – Recognizing true and false content

Goal: Strengthening critical thinking skills.

Result: Participants learn that not all information on the internet – including that generated by AI – is reliable and trustworthy.

Activities:

- The trainer prepares two versions of the answer to one question – one generated by AI, the other from the official website.
- The group discusses: which is more credible? Why? What errors or inaccuracies does it contain?

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Summary

Goal: Emphasizing that knowledge is a tool and AI is a support – not an oracle.

Result: Participants know how to ask a question and where to check the answer.

Ideas for a follow-up:

- Write down a question you've always wanted to ask the official but haven't had the chance.
- Try asking AI and then check it on the EU website.
- Write down a topic that is important to you and ask your grandson where you can look for it together.
- Write down in your notebook links to websites that you found helpful – you will come back to them later.

End:

This workshop does not replace legal advice. It teaches how to safely and consciously use AI to help understand complex topics. A well-formulated question is the beginning of the journey—but it's always worth ending it with an official and reliable source of information. The responsible use of technology is one form of active citizenship, and knowledge of one's rights is its foundation.

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Worksheets

1. Creating personalized coloring pages for your grandchildren

Preface

AI can generate simple black-and-white outline drawings that can be used as coloring pages. It's a great way to create something special for your grandchildren.

Exercise 1. Topics and Details

Write down what your grandchildren like and how you can use it in a coloring book.

- Main topics (e.g. animals, vehicles)
- Extras/details (e.g. garden, fun, summer)

Exercise 2. Commands to AI

Combine words from both columns and create commands.

Example: "cat in the garden, simple black and white drawing for coloring for kids"

My suggestions:

.....

.....

.....

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Exercise 3. Evaluating the results

Select the criteria you will use to choose the best coloring book:

- ☐ The drawing is clear and simple
- ☐ Matches the interests of the grandson/ granddaughter
- ☐ Does not contain any strange errors (e.g. extra fingers, crooked elements)
- ☐ It's easy to print

Exercise 4. Organization

Where will you save your finished coloring pages?

.....

.....

To remember:

The simpler the command, the better the effect.

It is worth preparing several versions and choosing the best one.

Coloring pages can be printed and collected in a special notebook.

2. Digitization and organization of culinary recipes

Preface

AI can help you organize the recipes you have in your notebooks, on paper, or in your head. This makes them easier to find and share with your family.

Exercise 1. List of recipes

Write down 5 recipes you want to digitize:

.....

.....

.....

.....

.....

Exercise 2. Categories

What category does each recipe belong to? (Soup, Cake, Dinner, Salad, Other)

Recipe name: .....

Category: .....

Notes (e.g. occasion, favorite ingredient):
.....

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Exercise 3. Commands to AI

Try to formulate a command for the AI to organize your recipes.

Example: "Arrange these recipes in a table by category: soups, main courses, desserts."

My ideas:

.....

.....

Exercise 4. Storage Format

Consider what form you want to keep your recipes in:

☐ Word file

☐ PDF file

☐ Paper notebook + digital version

☐ Other: .....
.....

To remember:

Recipes can be easily sorted by category.

AI can convert notes into readable tables.

It's worth saving recipes as a PDF file – it's easier to share them.

3. A personalized guide to senior physical activity and diet

Preface

AI won't replace a doctor, but it can help you gather ideas for exercise and healthy eating. This allows you to create your own personalized mini-guide.

Exercise 1. My Activities

Write down the forms of exercise that you like and that are possible for you:

.....

.....

Exercise 2. My meals

List the foods you eat most often. Indicate which ones you consider healthy.

Dish: .....

Healthy? (yes/no): .....

Possible replacement for a healthier version?: .....

Exercise 3. Commands to AI

Try to prepare a command that will help you create a daily plan.

Example: “Prepare a simple physical activity plan for a 70-year-old person who enjoys walking and ex-

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ercising at home."

My ideas:

.....

.....

Exercise 4. Plan selection criteria

☐ The plan is simple and realistic to implement

☐ Takes into account my age and abilities

☐ Includes foods or exercises I'm familiar with

☐ No expensive equipment required

To remember:

AI can help organize ideas, but it doesn't provide medical advice.

Choose only what you really can and want to do.

It is best to save the guide in one file and update it on an ongoing basis.

4. Generating fairy tales and stories for grandchildren

Preface

AI can create short fairy tales—just provide the character, setting, and moral. You can create bedtime stories tailored to your grandchildren.

Exercise 1. Heroes and Places

Write down 3 characters and 3 places that you can use in your fairy tales:

Character: .....

The setting: .....

Moral/Message: .....

Exercise 2. Creating a Command

Example: "Write a fairy tale about a rabbit who lost a carrot in the forest and learned to ask for help."

My recommendations:

.....

.....

Exercise 3. Evaluating the fairy tale

What will you pay attention to to see if a fairy tale is good?

□ It is understandable to a child

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☐ It is short (a few minutes of reading)

☐ Contains a positive message

☐ There are no words too difficult

Exercise 4. Writing

How do you write down fairy tales?

☐ In the notebook

☐ In a Word file

☐ In PDF file

☐ Other: .....

To remember:

- AI creates cartoons in seconds, but it's worth checking if they're appropriate.
- You can ask AI to simplify the language.
- It is best to create short fairy tales – easier to read to grandchildren.

5. Personalized lessons and language conversations

Preface

AI can be your partner in practicing a foreign language – just enter the topic of conversation and the level of difficulty.

Exercise 1. My language

What language do you want to practice? .....
.....

Why? .....

Exercise 2. Conversation Topics

List the topics that interest you (e.g. travel, shopping, health):

.....

.....

Exercise 3. Commands to AI

Example: "Talk to me in English about what you're shopping for at the store. Use simple words."

My ideas:

.....

.....

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Exercise 4. List of new words

Write down 5 words you remembered today:

.....

.....

.....

.....

.....

To remember:

- AI will not improve pronunciation, but it will help with writing and comprehension.
- It's worth starting with simple topics.
- Write down new words – it will be easier to remember the material.

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6. Creating a Family Tree and Bringing Photos to Life

Preface

AI can help create family trees and enhance old photos (e.g., sharpening, colorizing), making it easier to preserve memories for future generations.

Exercise 1. My family tree

Write down a few family members you would like to include on the tree.

Name and surname: .....

Relationship (e.g. grandfather, sister):
.....

Year of birth:
.....

Additional information:
.....

Exercise 2. Commands to AI

How can you ask AI for help?

Example: "Create a simple family tree table using the given names."

My ideas:

.....

.....

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Exercise 3. Family photos

Select what you would like to do with your old photos:

☐ Sharpen

☐ Color

☐ Remove damage (stains, creases)

☐ Describe who is in the photo

Exercise 4. Organization

In what folder/file will you store the photos and tree?

.....

To remember:

- AI can organize data into tables and diagrams.
- It is worth describing photos (who is in them, year, place).
- Save copies of your photos in a safe place.

7. Gardening Assistant

Preface

AI can provide simple gardening tips – from flower care to watering schedules.

Exercise 1. My plants

Write down some plants you have in your home or garden:

Plant: .....

Problem/need (e.g. yellowing leaves):
.....

What would I like to know?:
.....

Exercise 2. Commands to AI

Example: "How to care for a ficus in an apartment in winter?"

My ideas:

.....

.....

Exercise 3. Care Schedule

How often should you water, fertilize, and repot?

.....

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Exercise 4. Information Control

How can you check if the advice is reliable?

☐ I will compare it with a book/guide

☐ I'll ask an experienced gardener

☐ I will check another online source

To remember:

- AI provides general guidance – it is worth verifying it.
- It's best to ask about one plant at a time.
- Note down your own observations – it is the best source of knowledge.

8. Discovering Europe with AI – culture, languages and traditions of EU countries

Preface

AI can be a guide around Europe – it will tell you about the customs, holidays and languages of individual countries.

Exercise 1. List of countries

Write down 5 countries that interest you:

.....

.....

.....

.....

.....

Exercise 2. Commands to AI

Example: "Describe Christmas traditions in Spain in a simple way."

My ideas:

.....

.....

Exercise 3. Comparisons

Enter the differences and similarities between

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Poland and another country:

- What is similar?
- What is different?

Exercise 4. Words in a foreign language

Write down 3 simple words you learned:

.....

.....

.....

To remember:

- AI can provide information in a simple way.
- It is worth checking out interesting facts in guidebooks.
- Learning languages is easier with short phrases.

9. AI as support in learning new technologies (smartphones, tablets, applications)

Preface

AI can explain step-by-step how to operate devices – e.g., how to send a photo, install an application, or activate a function.

Exercise 1. My Problems with Technology

Write down 3 things you would like to understand better:

.....

.....

.....

Exercise 2. Commands to AI

Example: "Explain step by step how to send a photo from your phone to email."

My ideas:

.....

.....

Exercise 3. Criteria for good answers

- ☐ The instructions are step by step
- ☐ Uses simple language
- ☐ There are no difficult shortcuts

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Exercise 4: Writing Instructions

Where will you write down these instructions so you have them handy?

.....

To remember:

- AI can translate in a simple way.
- Always ask step by step.
- It's a good idea to write down instructions in a notebook or file.

10. Virtual AI Book and Movie Club

Preface

AI can suggest books and movies based on your interests, making it easier to create your own discussion club.

Exercise 1. My interests

What genres do you like? (e.g., crime novels, comedies, historical films)

.....

Exercise 2. Commands to AI

Example: "Recommend 5 historical films that are available in Polish."

My ideas:

.....

.....

Exercise 3. List of suggestions

Write down 5 titles you want to check out:

.....

.....

.....

.....

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Exercise 4. Discussion

Write down one question you can ask others after watching a movie or reading a book.

To remember:

- AI can help you find interesting suggestions.
- It is worth asking about availability in Polish.
- You can even run a book or movie club online.

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11. AI for solving crosswords, rebuses and mind quizzes

Preface

AI can suggest solutions to puzzles, translate difficult words, and create its own puzzles. It can be a helpful aid in memory training.

Exercise 1. My favorite puzzles

Write down what types of tasks you enjoy most:

☐ crosswords

☐ sudoku

☐ rebusy

☐ thematic quizzes

☐ other: .....
.....

Exercise 2. Commands to AI

Example:"Give a hint for the password: capital of France (5 letters)."

My ideas:

.....

.....

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Exercise 3: Creating Your Own Quizzes

Write down 3 questions you want the AI to turn into a quiz:

.....

.....

.....

Exercise 4. Criteria for a good hint

☐ is short

☐ doesn't reveal the answer right away

☐ fits the context

To remember:

- AI can create tasks and give suggestions, but it's worth trying to solve the puzzle yourself.
- It's best to ask for short hints rather than ready-made answers.

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12. AI Travel Planning Workshop

Preface

AI can help you plan your trip – from choosing a location, through attractions, to a packing list.

Exercise 1. My Destinations

Write down where you would like to go:

.....

Exercise 2. Commands to AI

Example: "Prepare a 3-day trip plan to Krakow for a senior who enjoys museums and walking."

My ideas:

.....

.....

Exercise 3. List of attractions

Write down 5 attractions you want to see:

.....

.....

.....

.....

.....

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Exercise 4. Organization

What do you want AI to prepare?

- ☐ list of attractions
- ☐ sightseeing route
- ☐ daily schedule
- ☐ packing list

To remember:

- AI creates general plans – check opening hours and prices.
- Please provide your exact preferences (e.g., museums, no stairs).

13. Creating Digital Greeting Cards

Preface

AI can help you prepare graphics and text for a card – whether it's a birthday, holiday or anniversary card.

Exercise 1. Opportunities

Write down 3 occasions you want to prepare cards for:

.....

.....

.....

Exercise 2. Commands to AI

Example: “Create a simple birthday card with flowers and the words ‘Happy Birthday’.”

My ideas:

.....

.....

Exercise 3. Texts for cards

Write short wishes that you can ask the AI to format:

.....

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.....

.....

Exercise 4. Recording format

What form do you want the card in?

☐ PDF file

☐ JPG/PNG image

☐ for printing

To remember:

- AI will help create graphics and text.
- The card can be printed or sent by email.

14. Online Shopping Assistant with AI

Preface

AI can suggest products, compare prices and suggest substitutes.

Exercise 1. Shopping list

Write down 5 things you want to buy:

.....

.....

.....

.....

.....

Exercise 2. Commands to AI

Example: "Compare prices for brand X vacuum cleaner in online stores."

My ideas:

.....

.....

Exercise 3. Selection criteria

☐ price

☐ opinions of other users

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☐ availability

☐ shipping cost

Exercise 4. Organization

How will you save your search results?

☐ in the notebook

☐ in the table

☐ in a special folder

To remember:

- AI helps gather information, but always check with the store.
- Beware of fake offers and scams.

15. Virtual museums and time travel – how to explore the world without leaving home

Preface

AI can show images of works of art, tell stories about museums, and create virtual tours.

Exercise 1. List of places

Which 3 museums would you like to visit online?

.....

.....

.....

Exercise 2. Commands to AI

Example: "Tell me about the most interesting paintings in the Louvre in a simple way."

My ideas:

.....

.....

Exercise 3. Criteria for a good presentation

- ☐ The description is understandable
- ☐ Interesting facts are given
- ☐ There is an indication of where to view the work online

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Exercise 4. My Note

Write down an interesting fact you want to remember:

.....

To remember:

- AI can be a virtual guide.
- It is worth checking the official websites of museums.
- It is best to choose short descriptions and interesting facts.

16. Virtual tours of childhood places with the help of AI and Story Maps

Preface

AI and applications such as Story Maps allow us to recreate old places – streets, houses or schools – and connect them with stories and photos.

Exercise 1. My childhood places

Write down 3 places you would like to visit virtually:

.....

.....

.....

Exercise 2. Commands to AI

Example:"Show photos of old Warsaw from the 1960s around Marszałkowska Street."

My ideas:

.....

.....

Exercise 3: Creating a Memory Map

Write down what elements you would like to include on your map:

□ family photos

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☐ short descriptions of memories

☐ names of streets and buildings

☐ historical curiosities

Exercise 4. Organization

In what form do you want to store your memory map?

☐ PDF file

☐ album online

☐ printed map

To remember:

- AI can find old photos and combine them with maps.
- Story Maps is a tool for connecting images with stories.
- It is worth marking places and dates to preserve memories.

17. Creating recipe cards and labels for homemade preserves with the help of AI

Preface

AI can create beautiful recipe card templates and jar and bottle labels that are practical and aesthetically pleasing.

Exercise 1. My card recipes

Write down 3 recipes you would like to have as cards:

.....

.....

.....

Exercise 2. Commands to AI

Example:“Create a simple recipe card for tomato soup – in the form of a table with ingredients and steps.”

My ideas:

.....

.....

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Exercise 3. Jar labels

What information do you want to include on the label?

☐ name (e.g. strawberry jam)

☐ preparation date

☐ ingredients

☐ for whom prepared

Exercise 4. Format and printing

What form do you want your labels in?

☐ PDF file for printing

☐ ready-made pictures for sticking

☐ templates for manual completion

To remember:

- AI will help create readable cards and labels.
- It is best to choose simple patterns – easy to print.
- Avoid hard-to-remove self-adhesive labels – it's better to use water-soluble glue. You can use milk or a flour-and-water mixture to stick the labels – this will make them easier to remove later.

18. "My Rights in the EU" - a digital guide to citizens' rights for seniors

Preface

AI can help find information about the rights of European Union citizens. However, it's important to use only trusted sources (e.g., official EU websites).

Exercise 1. My questions

Write down 3 things you want to check:

.....

.....

.....

Exercise 2. Commands to AI

Example:“Explain in simple terms what rights an EU citizen has when traveling to another Member State.”

My ideas:

.....

.....

Exercise 3: Checking Sources

Select where you will verify AI responses:

□ europa.eu website

□ gov.uk

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☐ Official websites of EU institutions

☐ Consultation at the office

Exercise 4. Notes

Write down one important piece of information you want to remember:

.....

To remember:

- AI can explain difficult regulations in simple terms, but it is not a lawyer.
- Always check information from official sources.
- For formal matters, contact the appropriate institution.

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