

SCENARIO

WORKSHOP FOR SENIORS IN VR TECHNOLOGY (VIRTUAL REALITY)

VOLUNTEERING
CONNECTS GENERATIONS



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WOLONTARIAT

ŁĄCZY POKOLENIA

FRIVILLIGHET

FORENER GENERASJONER



A partnership project implemented as part of the "Initiative for Intergenerational Cooperation - BeFORme" competition, financed by the Bilateral Cooperation Fund.

Iceland
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Together we work for a green, competitive and inclusive Europe!



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Stowarzyszenie Centrum Rozwoju
Edukacji Obywatelskiej CREO
ul. Kochanowskiego 8A/2
60-845 Poznań
www.centrumcreo.pl



Norsensus Mediaforum (Norway)
Rådhusgata 20
0151 Oslo
www.norsensus.no



1. Introduction to the scenario

Goals

1. **Familiarizing seniors with VR technology** and increasing their openness to new technologies and intergenerational activities.
2. **Creating a space for intergenerational dialogue** through the experience of younger generations' activities in the world of VR.
3. **Inspiring participants to spend time together across generations** , showing the possibilities that VR offers in the context of social activity.

Participants

10-15 people in late adulthood

Duration

The event lasts approximately 1.5 hours.

Methods

- providing a multimedia presentation,
- discussion,
- explanation,
- audiovisual (films),
- methods programmed using a computer and VR glasses - a show combined with an experience,

Form

The event takes place in a group format.

Materials and tools

- VR goggles (minimum 4 pairs)
- 360 recordings •showing the activities of the younger generation
- Internet access (WIFI networks)
- Film "When a senior sees the whole world. With one click" (optional/ access on YT)
- Presentation/slides with questions
- White A4 sheets
- Pens
- Chairs (for each participant)
- Stickers to write the names of participants

2. Day of the event

Preparing for the meeting

The workshop is moderated and led by at least one person.

Before the meeting, the host prepares and sets up the required number of chairs and devices – VR goggles, and also checks whether the goggles have access to the Internet (WIFI network).

The course of the workshop

1. Introduction to the workshop (15 minutes)

- Welcome participants and present the schedule of classes. The instructor encourages participants to write their name on the stickers distributed and stick them on their clothing in a visible place. This will make it easier to establish relationships and maintain contact while using VR.
- A brief overview of the idea behind the workshops, which aim to bring seniors closer to the world of young people through the use of VR.
- Explaining how VR technology works:
 - Pointing out and emphasizing that VR technology allows you to “travel” and learn about various activities without having to leave home.
 - We encourage participants to watch the film "When a senior sees the whole world - with one click (5.35')". Thanks to it, participants can see how virtual reality works, how other people in late adulthood who had VR goggles react, and also see frames from various recordings where seniors, for example, visit distant and beautiful places, sightsee, relax on the beach. A film can be an answer to fears, unasked questions, or quite the opposite – it can encourage us to ask them more boldly.



2. Introduction to VR technology and safety rules (5 minutes)

- Showing the VR goggles, explaining how to use them and providing instructions on how to use the goggles safely (see the “Information about the equipment used” section of the scenario).
 - ⇒ Information on how to use the goggles (watching recorded VR films)
 - ⇒ Information on how to turn them on and off by the instructor and help with putting on the equipment
- Some potential safety rules (other organizational notes in the scenario section):
 - ⇒ Based on previous experience, we suggest that participants should be able to sit comfortably on chairs during the workshops and use VR goggles,
 - ⇒ Providing participants with breaks during the experiments,
 - ⇒ Openness to asking questions
 - ⇒ Openness to discontinuing use of goggles
- Conducting a short exercise in using VR goggles – each participant puts on the goggles for a moment to get used to the technology. This is also a time for participants to ask questions about the use.



Fig. Left: Senior citizen familiarizing herself with VR device. Right: Appearance of one of the controllers.

3. Individual VR experience: "Young Activity" (30-35 minutes)

- Participants are grouped into smaller teams of several people, in which they take turns watching a series of short VR films showing the activities of younger generations.
- **Examples of films in VIRTUAL REALITY (VR) technology** recorded in 360 degree format:



VR Movie 'ROPE PARK'

Length of material: approx. 7 min.

Description material:

Walking along a path in a high-difficulty rope park, with climbing and sliding on ropes and swings along the way.



VR Movie 'DIGITAL WALK'

Length of material: approx. 9 min.

Description film material: A walk showing the digital possibilities of purchasing tickets for public transport, paying by phone in a store (including contactless).



VR movie 'PARAGLIDING'

Length of material: approx. 7 min.

Description film material: A powered paragliding flight from take-off through the Warta River basin, over fields and forests, with a final landing in a meadow.



VR Movie 'COMPUTER GAME'

Length of material: approx. 5 min.

Description footage: playing on the TV console in the company of children and friends using the wireless Playstation PAD .



VR Movie 'BICYCLE'

Length of material: approx. 11 min.

Description footage: A mountain bike ride on the outskirts of the city and along the lake. Along the way, passing amateur runners and people walking.

- The duration of one video is usually 3-7 minutes (longer videos can be watched in fragments), with the possibility of a short rest between videos.
- After removing the goggles, the participant shares their impressions of the VR materials they have viewed with other participants in their group. The facilitator encourages everyone to pay attention to the following in their statements:
 - ⇒ what inspired them, what was interesting.
 - ⇒ on the similarities and differences between the activities they remember from their youth and those presented in VR.

4. Group work: Ideas for VR-inspired activities (10 minutes)

- The leader gives the groups paper and pens.
- He asks each group to create a list of activities they would like to try in real life, inspired by the VR films they watch.
- Guidance questions:
 - Which activities of younger people can be adapted to our needs?
 - What actions could we take alone or with a group of friends?
- Groups write down their ideas on cards, which will be presented later.

5. Discussion of VR experiences and presentation of ideas with summary (20 minutes)

After the session, participants share their experiences, emotions and comments related to the use of VR goggles with the presenter.

- Each group then presents their activity proposals and discusses how they would like to implement them.
- Discussion about the possibilities of implementing these ideas in everyday life.
- The leader summarizes the workshop by encouraging seniors to continue exploring new technologies and implementing ideas for active time spending and intergenerational activities.

6. Conclusion (5 minutes)

The leader thanks you in a positive atmosphere for participating in the meeting. He or she informs you about other possibilities of using the goggles and invites you to participate in other activities.

3. Organizational notes

Below are some tips and organizational comments for those interested in implementing the Mobile Intergenerational Integration Center as part of our intergenerational activities model:

- **Let's encourage social interactions**

VR can be a tool for joint activity – after experiencing virtual films, encourage seniors to share their impressions with other participants and refer to their own experiences. The form can be changed depending on the possibilities and number of participants. It can be a conversation in the form of a group discussion (in a circle) or in pairs. This gives the opportunity to build relationships and exchange experiences.

- **Control of the situation**

As a rule, the presenter starts by playing a shorter recording, after discussing it, moves on to the next one. The presenter should constantly monitor the well-being of the participants. If any problems occur, discontinue use of the VR goggles.

- **Set up short sessions with breaks**

It's a good idea to plan your VR sessions for short periods (e.g. 5-10 minutes), with breaks between experiences to prevent fatigue or dizziness. Breaks are key to maintaining comfort and a positive VR experience.

- **Adapting content to participants' interests**

We encourage you to choose other content that will be interesting and inspiring for seniors, if necessary. You can gather their preferences in advance and choose films or simulations based on that, e.g. virtual walks through their favorite cities, museum visits or experiences that allow them to explore places they have always wanted to visit. Contact with virtual reality should provide positive emotions.

- **Health status and fears**

It is also worth remembering that despite the fact that the activities take place in virtual reality, the brain experiences both positive emotions and potential fears. It is therefore worth asking and knowing the fears and concerns and potential contraindications - medical conditions (e.g. epilepsy, previous stroke). These should also be taken into account. (E.g. a person with a fear of heights should not participate in screenings of films that are at heights)

- **Adjusting the pace**

Some participants may need more time to get used to VR technology. If a person does not want to use the glasses after the first contact, we should not force them. It is worth engaging such a person in observing other participants and discussing their feelings and comments. You can repeat the offer to use the tool after a short break.

- **Technical support**

It's worth being prepared for difficulties resulting from technical issues. It's worth having someone on site who can help with problems with VR goggles.

- **Access to the Internet**

The goggles used during the workshops (Oculus Quest 2 by Meta) should be connected to the internet network in order to work. It is worth being secured and having your own modem or a proven and stable internet network at the place where the classes are held.

4. Information about the equipment used

The SENIOR IN THE WORLD OF VR innovation uses autonomous Oculus Quest 2 goggles. These are wireless VR goggles with appropriate parameters selected for working with people in late adulthood based on previous project experience of the CREO Association Team as part of the "Senior in the World of VR" project.

Oculus Quest 2 set consists of a VR headset, two right and left touch controllers (so-called pads, powered by AA batteries), a charger and a spacer (intended for people who wear glasses).



The Oculus Quest 2 goggles are a very good quality device with a high screen resolution of 3664 x 1920 (1832 x 1920 for each eye), a built-in microphone and speakers, compatible with many applications and programs. Thanks to this, their usability is versatile and can be used in many lesson scenarios. The assumption for using a specific goggles model was also the lowest possible weight of the device in the case of Oculus Quest 2 (503 grams) and the

lack of cables. This made it possible to minimize the feeling of discomfort while wearing and facilitate the reception of the equipment by the elderly and/or people with disabilities.

On the sides and in the front of the VR goggles, there are cameras that are responsible for recognizing the area around the user. Before starting to use the goggles, the user designates a so-called safe movement zone, after leaving which the image visible in the goggles turns off and shows our real surroundings - thus informing us about leaving the designated zone. On the side of the housing, there is an on/off button. On the bottom of the glasses, there is a volume control.

The controllers have buttons – their use depends on the type of activity undertaken in the virtual world. To start using virtual reality in the Oculus Quest 2 goggles, an internet connection and logging in to a Facebook account are required.

Prepared by: Dr. Nina Woderska

Photos: CREO Association archives

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