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Theme

Life and career competences

Duration

45 minutes

Level

Beginner

LEARNING BOX OF UNPLUGGED ACTIVITIES

How resilient are we? Stay calm

This activity helps low-skilled adults develop practical resilience and structured decision-making skills for critical situations. Adult learners are introduced to a realistic emergency scenario in which public services may be disrupted, and people may need to remain indoors, take shelter, or evacuate. They break the situation down into five manageable areas: understanding the situation, ensuring immediate safety, preparing essential items, communicating with others, and evaluating information. Participants then identify which actions belong to each area and discuss why particular actions are necessary. The activity enables learners to distinguish between preparations that should be completed before an emergency and actions that require immediate attention during a crisis. By sorting action cards and analysing different situations, participants practise interpreting visual and structured information.

Target Group

- ☑ Low-skilled adults with low digital competences
- ☑ Low-skilled adults with limited formal education or qualifications
- ☑ Low-skilled adults with low participation in lifelong learning / training opportunities

Learning Objectives

Adult learners will be able to:

- Break down a critical situation into clear and manageable tasks;
- Distinguish between immediate and less urgent actions;
- Understand which action should be done in a particular situation;
- Focus on solving problems instead of letting emotions get out.

Competence Areas

a) Innovation Competences

- ☐ Creativity
- ☑ Critical thinking

Computational Thinking Principles Used

☑Decomposition
☑ Pattern recognition
☑ Abstraction
☑ Algorithmic thinking

Methodological Approach

☑ Gamification
☑ Challenge-Based Learning
☑ Collaborative learning
☐ Experiential learning

☑ Problem solving
☑ Communication
☑ Collaboration

b) Information Literacy Competences

☑ Ability to access, understand, and critically analyse information
☑ Interpretation of digital and visual content
☑ Awareness of media influence and biases

c) Life and Career Competences

☑ Flexibility and adaptability
☑ Initiative and autonomy
☑ Sociability and intercultural competence
☐ Productivity
☑ Leadership and responsibility

Learning Outcomes

By the end of the activity, adult learners will be able to:

- Understand that a critical situation consists of several smaller problems;
- Divide one big critical situation into smaller and understand which activities should be done in particular area;
- Reduce confusion and identify which tasks require immediate attention.

Notes

- Use simple, familiar language and explain unfamiliar terms before beginning the activity.
- Present the emergency scenario calmly and emphasise that the purpose is to develop preparedness rather than create fear.
- Allow participants to suggest their own categories and actions before presenting the five predefined areas.
- Encourage participants to explain why each action belongs to a particular category and which actions should be prioritised.
- Provide additional support to participants with low literacy or digital competences by using clear colours, visual materials, practical examples, and repeated instructions.

COMPUTATIONAL SENIORS
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The Financial Instability Loop

Step 1. Decomposition

The facilitator asks adult learners to imagine that they have received an official emergency warning.

“You receive an official warning that a military threat has emerged. Public services may be disrupted, and residents may be instructed to remain indoors, take shelter, or evacuate.”

Adult learners are asked to break the situation down into 5 separate areas. What are the key areas?

After the adult learners break down the situation, the facilitator presents key areas:

1. Understanding the situation (what has happened; where the information came from; whether the warning is official; what instructions have been provided; whether there is an immediate danger).

2. Ensuring immediate safety (whether they should remain indoors; whether they have been instructed to take shelter; whether evacuation has been announced; which place is currently safest; whether anyone needs urgent assistance).

3. Preparing essential items (identification documents; necessary medication; drinking water; long-lasting food; a mobile phone and charger; a torch and spare batteries; a portable radio; basic hygiene products; warm and practical clothing; essential items for children, older people, or pets).

The facilitator explains that residents should prepare essential supplies before an emergency rather than attempting to collect everything after a warning has been issued.

(Lithuanian civil-protection guidance recommends being prepared to care for oneself and family members for at least 72 hours.)

4. Communicating with others (which family member or trusted person they should contact; what short message they should send; where family members should meet i

separated; who may need additional help; which communication method could be used if mobile networks are disrupted).

5. Evaluating information

Adult learners separate information into three groups:

1. Official and verified information;
2. Information that has not yet been verified;
3. False, emotional, or potentially misleading information.

The facilitator emphasises that not all information is neutral. Some messages may create panic, manipulate emotions, contain outdated information, or deliberately mislead people.

Step 2. Patterns Recognition

Each group receives a large sheet divided into five sections (Appendix 1):

- Understanding the situation
- Evaluating information
- Ensuring immediate safety
- Preparing essential items
- Communicating with others

Adult learners place action cards (Appendix 2) into the appropriate sections.

The facilitator may ask: “What do you need to know first?”, “Is this information from an official source?”, “Is anyone in immediate danger?”, “Which action must be completed first?”, “What can be prepared before a crisis occurs?”, “Who may need additional support?”.

The facilitator should encourage adult learners to distinguish between preparation and immediate action. Preparing documents, supplies, contact details, and a family plan should normally occur before an emergency. During the emergency, adult learners should concentrate on immediate safety and official instructions.


Understanding the situation
Evaluating information
Ensuring immediate safety
Preparing essential items
Communicating with others

Action Cards: How Resilient Are We?

1 Understanding the Situation

Find out what has happened and where the event is taking place.

2 Understanding the Situation

Check where the warning came from and whether it was issued by an official authority.

3 Understanding the Situation

Read or listen to the full instructions and identify whether there is an immediate danger.

4 Ensuring Immediate Safety

Decide whether it is safer to remain indoors or move to a shelter.

5 Ensuring Immediate Safety

Check whether an evacuation order has been issued and follow the official instructions.

6 Ensuring Immediate Safety

Identify whether anyone nearby needs urgent help, including children, older people, or persons with disabilities.

7 Preparing Essential Items

Take identification documents, necessary medication, and essential contact information.

8 Preparing Essential Items

Prepare drinking water, long-lasting food, hygiene products, and warm practical clothing.

9 Preparing Essential Items

Prepare a charged mobile phone, charger, torch, spare batteries, portable radio, and essential items for children, older people, or pets.

10 Communicating with Others

Contact a family member or trusted person and briefly explain where you are and whether you are safe.

11 Communicating with Others

Confirm where family members should meet if they become separated.

12 Communicating with Others

Choose an alternative communication method, such as text messages, radio, or an agreed meeting point, if mobile networks are disrupted.

13 Evaluating Information

Check whether the information comes from an official and reliable source.

14 Evaluating Information

Compare the message with information provided by public authorities, official media, or emergency services.

15 Evaluating Information

Do not share information that is unverified, emotional, misleading, or likely to create panic.