

# FULL PROGRAMME



# AI FOR HEALTH & WELL-BEING

# GENERAL INFORMATION

## LEARNING MOBILITY FOR ADULTS IN BILBAO (SPAIN)

**DURATION:** 4-day itinerary (5 hours/day + optional

**LOCATION:** cultural visits)

**FORMAT:** Bilbao, Basque Country (Spain)

**LANGUAGE OF INSTRUCTION:** English

**HOST:** Media Creativa

### KEY TOPICS:

### TARGET GROUP:

Adult educators, community trainers, health promoters, and social facilitators interested in integrating AI-based tools and well-being practices into adult learning environments.

- Introduction to Artificial Intelligence for non-experts: concepts and everyday uses.
- AI tools supporting physical health, self-care, and emotional well-being.
- Digital resources for informal caregivers and active ageing.
- Pedagogical approaches to teaching technology to adults.
- Gamification and experiential learning for health literacy.
- Ethical and emotional dimensions of AI in education and care.
- Inclusive strategies for digital confidence and participation.

***“The greatest wealth is health —and  
knowledge to care for it wisely.”  
– Adapted from Virgil***

# LEARNING OBJECTIVES

- To understand how AI can support health, self-care, and informal caregiving.
- To explore free and accessible AI tools for well-being and emotional support.
- To learn participatory and creative methods to teach these tools to adults.
- To strengthen facilitation skills for guiding reflection and ethical discussion.
- To design simple, adaptable learning activities combining technology and empathy.



# METHODOLOGY

The course follows a **practical and experiential approach**, combining short theoretical inputs with hands-on exploration, collaborative activities, and guided reflection. **Participants learn by doing**, testing simple AI tools for health, emotional balance, and caregiving, and then **discussing how to adapt them for adult learning contexts**.

Each session **blends interaction, creativity, and peer learning** through group challenges, gamified exercises, and co-design tasks. **Reflection and dialogue** are key elements throughout the programme, **helping educators strengthen their facilitation skills**, ethical awareness, and confidence to introduce AI and well-being topics in inclusive and engaging ways.

Techniques include:

- **Learning by doing:** participants explore and test AI tools for health and well-being through guided practical activities.
- **Peer learning:** exchange of experiences, teaching ideas, and classroom adaptations among educators.
- **Gamified learning:** use of games, challenges, and interactive tasks to simplify complex concepts and boost motivation.
- **Critical awareness:** reflection on the benefits, limitations, and ethical aspects of AI in caregiving and education.
- **Reflection and ethics:** promoting discussion and awareness about the human dimension of technology and its impact on adult learners.

The **programme concludes with a structured evaluation process**, both individual and collective reflection, receiving feedback, and developing personal action plans for applying and disseminating the results in their local communities and professional environments once the programme is over.

# DAY 1 - Understanding AI and its potential for well-being

**Welcome and group integration.** Presentation of the programme, participants, and objectives. Icebreaker activity to connect participants' experiences as educators. Discussion on how adults perceive technology and what emotions it provokes —curiosity, fear, confidence, or confusion.

**What is AI in daily life and well-being.** Interactive session exploring how Artificial Intelligence already supports health and caregiving —from step trackers and medication reminders to chatbots and digital assistants. Participants discover the real uses of AI and discuss common myths, identifying what they would like to teach their learners about it.

**Group dynamic: “AI myths and realities”.** A cooperative quiz where teams decide whether statements about AI are true or false. After each round, a short explanation links the concept to everyday examples. The activity encourages dialogue, humour, and learning through participation.

**Reflection: Introducing AI to adult learners.** Participants discuss how to present these topics to people with different levels of digital confidence. Together, they draft a short list of inclusive strategies for explaining technology in simple, relatable ways.

*\*Training sessions run approximately from 9:00 – 14:00, with optional cultural activities in the afternoons.*

## DAY 2 – Teaching AI for self-care and caregiving

**Exploring AI tools for well-being.** Participants test different free applications that support health, self-care, and caregiving: reminder assistants, activity trackers, mindfulness or relaxation bots. Trainers highlight how these can be used as learning tools, not just as gadgets.

**Mini-lab: Digital health literacy.** A guided exercise to analyse how adults find, interpret, and apply health information online. Educators identify common risks (misleading content, overload, distrust) and reflect on how to strengthen their learners' ability to evaluate digital information.

**Group activity: “Design a micro-lesson”.** Teams design a short classroom activity that teaches adults how to use one AI-based tool for well-being—for example, creating a daily routine, using a breathing app, or recording health reminders. Each team presents its mini-lesson and receives peer feedback on clarity and inclusion.

**Pedagogical reflection.** Discussion on what makes an activity accessible and motivating for adult learners, especially for those with low digital confidence or caregiving responsibilities.

## DAY 3 – Emotional intelligence, digital empathy, and ethics

**Exploring emotional AI.** Participants *interact with chatbots and mindfulness apps* that use AI to provide emotional support. They test guided relaxation, journaling prompts, or stress-reduction tools, *reflecting on their reactions and potential uses* in adult education.

**Ethical reflection: Can a machine care?** A *guided discussion* about the opportunities and limits of emotional AI. *Participants debate real examples of how technology can support* —or fail to support— mental and emotional well-being.

**Workshop: Facilitating sensitive conversations.** *Through short role-plays, participants practise how to guide discussions with adult learners* on emotional topics, empathy, and privacy when using technology. The focus is on facilitation techniques and respectful dialogue.

**Creative task: “Design a reflection dynamic”.** Each group designs a *short reflective activity* that *could be used in their own workshops* (for example, a story card, an image prompt, or a simple group dialogue) to help learners think critically about trust, technology, and human connection.

## DAY 4 – From learning to facilitation: guiding others

**Workshop: “AI for community care”.** Participants **work in teams to design a simple training session for adults** or informal caregivers in their community. They combine AI-based tools with well-being goals such as stress reduction, motivation, or social connection.

**Group showcase.** Each **team presents its project and receives constructive feedback** from peers and trainers. The emphasis is on creativity, inclusion, and practical application.

**Consolidation game: “The Well-being Canvas”.** Through **a visual and participatory game**, participants summarise the week’s key ideas —AI tools, facilitation methods, and ethical considerations— **creating a shared map of good practices**.

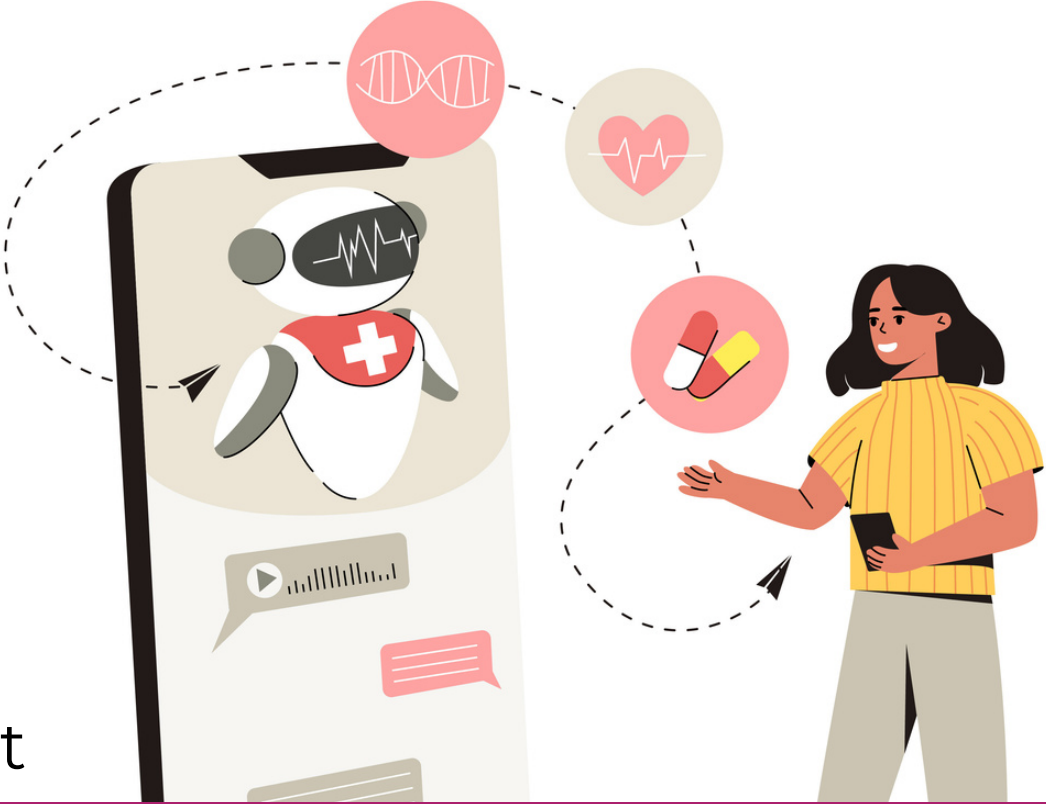
**Group reflection and closing ceremony.** **Final reflection on what participants will take back to their professional environments**. Evaluation and group celebration with a pintxo break, reinforcing the sense of community and collaboration.

| <b>Discovering AI in daily life and health</b> | <b>Teaching AI for self-care and caregiving</b> | <b>Emotional intelligence, digital empathy, and ethics</b> | <b>From learning to facilitation: guiding others</b> |
|------------------------------------------------|-------------------------------------------------|------------------------------------------------------------|------------------------------------------------------|
| Welcome + Icebreaker                           | Exploring AI tools for wel-being                | Exploring emotional AI                                     | “AI for community care”                              |
| What is AI daily life and well-being           | Digital health literacy                         | Can a machine care?<br>Ethical reflection                  | Group showcase                                       |
| “AI myths and realities”                       | “Design a micro-lesson”                         | Facilitating sensitive conversations                       | “The Well-being canvas”                              |
| Introducing AI to adult learners<br>Reflection | Pedagogical reflection                          | “Design a reflection dynamic”                              | Group reflection and closing ceremony                |

*\* Some changes in the programme are possible. The content of the course is always adapted to the participants' previous knowledge, expectations and requirements. The participants receive the informational kit a few weeks before the start of the course.*

# COMPETENCES

to be acquired by the participant



Ability to use and explain AI tools for health and well-being.

Improved confidence in integrating technology into adult education.

Practical skills for designing and facilitating participatory learning sessions.

Awareness of ethical and emotional aspects of AI in caregiving contexts.

Capacity to promote digital inclusion and self-care through education.

# **METHODS OF MONITORING AND MENTORING the participant before, during and after the mobility**



Ongoing contact with the mobility participant.



Questionnaire before and after mobility.



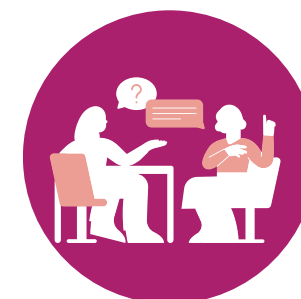
Mentoring by the host and the sending organisation.



Verification of the participant's concerns and expectations.



Individual interviews.



Reflections and debates where the quality of the learning outcomes will be assessed.



Meetings with other participants in the mobility.



Participant report.

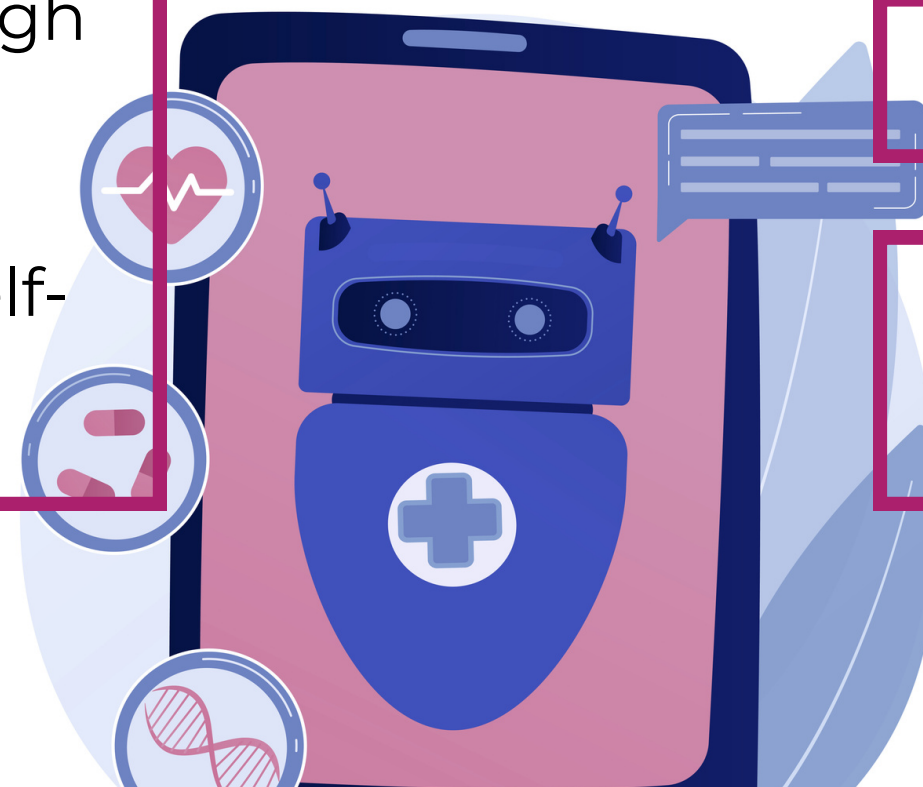
## Expected use of the RESULTS & EVALUATION

Creation of small educational resources or exercises adapted to adult learners.

Application of the methods and tools in local training programmes or community workshops.

Peer exchange and dissemination of good practices through professional networks.

Evaluation through observation, participant feedback, and self-reflection.



## CERTIFICATION & MATERIALS

Certificate of participation (Erasmus+ format)

Digital access to learning materials and vocabulary sets.

Participant reflection journal.

Post-course learning recommendations.

# **Ready to design a good fullness plan thanks to innovative methods?**

Check dates and register your participation vía email.

Contact: [info@mediacreativa.eu](mailto:info@mediacreativa.eu)

