

HOW TO ORGANISE INTERGENERATIONAL WORKSHOPS?

**MANUAL OF GOOD PRACTICES IN INTERGENERATIONAL
LEARNING FOR ADULT EDUCATORS**



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INTRODUCTION

This Digital Manual has been developed in the frame of the project KA204 - Strategic Partnerships for adult education “Intergenerational Bridge: Connect to create,” Project n. 2020-1-IT02-KA204-079904, co-financed by the Erasmus+ Programme. It includes the basic information about Intergenerational learning approach in Adult Education and to examples of best practices with guidelines for educators.

In the frame of this project partners shared [best practices in Intergenerational learning approach](#), developed new ideas and implemented them in local communities. As the results we've got this Digital Manual with tried and tested intergenerational activities.

PARTNERS

The Consortium of the project is composed of 6 organisations working with elderly people on a daily basis:

- EduVita (Italy) - coordinator
- Prave Ted! (Czech Republic)
- Utena Third Age University (Lithuania)
- Foundation Pro Scientia Publica (Poland)
- Adult Education Centre Jesenice (Slovenia)
- Nazilli NazHayat (Turkey)

SCAN ME



LEARN MORE ABOUT THE PROJECT

www.connectocreate.eu

CONTEXT OF THE PROJECT

The surveys and the research show that the generation gap is a serious problem of society in Europe. Furthermore, most of the education and training systems in Europe are still mainly organised around the possibilities for young people, so the existing educational systems still don't reflect enough the elderly people and adults educators' needs.

Intergenerational learning is one of the approaches that could be effective to use in this context. It is systematic transfer and interactions of knowledge, skills, competencies, wisdom, norms and values between generations. Intergenerational learning programs are defined by the International Consortium and the United Nations Educational, Scientific and Cultural Organization (UNESCO) as "social vehicles that create purposeful and ongoing exchanges of resources and learning among older and younger generations". Intergenerational learning programmes create significant ***learning opportunities and a transformation in attitudes between generations.***

WHO IS THIS MANUAL FOR?

This Manual has been designed for practitioners involved in Adult education, elderly education, intergenerational education. In particular, it is targeted at **Adult educators** looking to use an **intergenerational learning approach** during their work with elderly (55+) and young people (16-30 years old).

This Manual can be useful for **Adult educators, teachers at the Universities of the Third Age, social care professionals and third sector professionals.**

HOW TO USE THIS MANUAL?

This Manual has been designed to provide Adult educators with the knowledge and skills required to deliver their own **workshops with the use of Intergenerational learning approach.**

The Digital Manual consists of three chapters, Introduction and Conclusion. Active links to the webpages are marked in **a blue colour and are undelined.**

CHAPTER 1

The first chapter includes **theoretical basics** concerning the intergenerational learning (IGL) approach. This section will provide you with the basic information about intergenerational learning.

CHAPTER 2

The second chapter proposes two preparation workshops for the **educators** that would like to know more about Intergenerational education. Adult Education institutions can organise these workshops in order to familiarise their staff with the use of Intergenerational learning approach in Adult education and multigenerational settings.

CHAPTER 3

If you need inspiration or ready workshops to organise with different generations, go to this section for tested IGL activities.

The third chapter consists of **12 workshops**

Each workshop composed of:

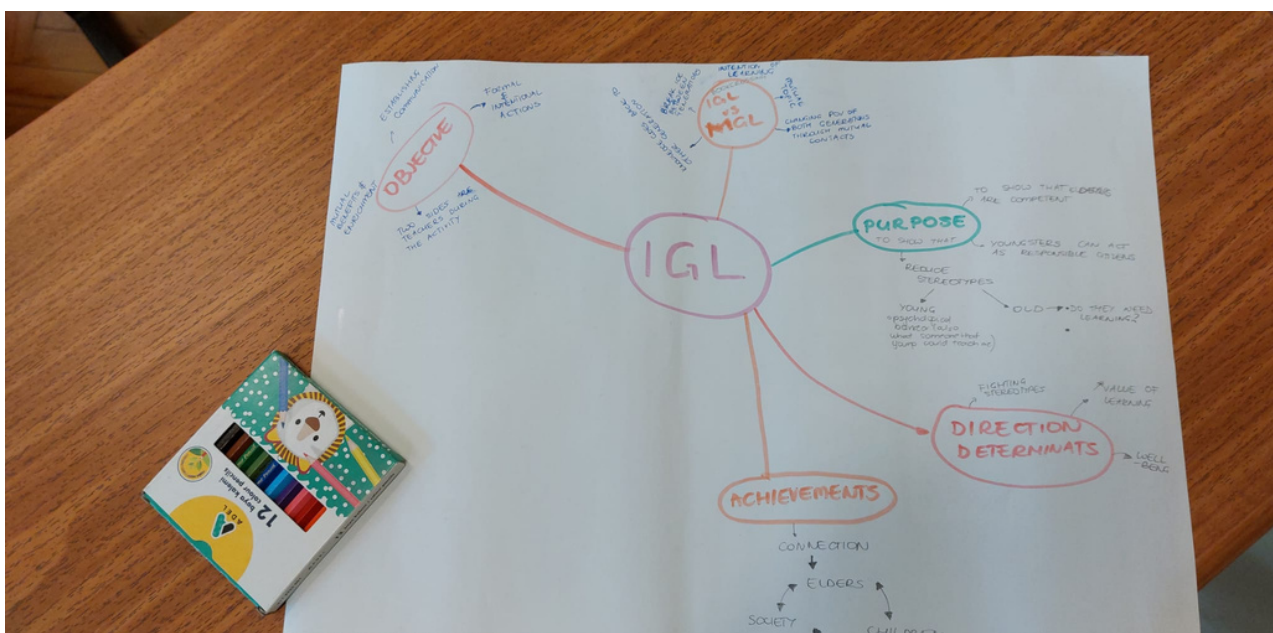
- general workshop overview (participants, materials, time);
- guidelines of the workshop;
- notes and suggestions;
- link to useful materials.

All the photos in the Manual have been taken during the intergenerational and training activities organised by project pr.

The Digital Manual is the result of the following activities, implemented from October 2020 to December 2022:

- The state of art analysis in 6 partner countries - to create common understanding regarding the definitions of different concepts related to intergenerational learning and the specific of IGL in different countries
- Transnational experiences exchange in the Multigenerational centre in Jesenice, Slovenia - to share the experience in the sphere of intergenerational learning
- Training for Adult educators on Intergenerational education and Emotional intelligence in Wroclaw, Poland - to develop the competences of elderly people educators
- The collection of best practices in the field of intergenerational learning (elderly and young people) created and published on the website www.connectcreate.eu
- Practices implemented and tested with local communities of learners and educators
- Intergenerational learning activities are transformed to the workshops with guidelines for IGL educators

Enjoy!



CHAPTER 1

INTERGENERATIONAL LEARNING APPROACH: BASICS



IGL APPROACH: BASICS



An intergenerational gap caused by demographic change and the increasing importance of knowledge is rapidly growing. The aging of the population creates conflicts due to the distribution of economic resources and the social power that each generation has. The generation gap is defined as a deep cultural gap between generations related to the question of who has power over knowledge. Intergenerational learning is one of the most important means of bridging this gap and leading to solidarity and trust between generations.

For centuries, intergenerational learning has been taken for granted. Characteristics of such learning are that the elders pass on their wisdom and experience to the younger ones. In this way, knowledge, skills, competencies, norms and values were informally and occasionally transferred between different generations within the family.

Today the situation is different. Intergenerational learning, which no longer takes place spontaneously and only within the family, needs encouragement and transfer to the wider social environment. The frequent spatial separation of parents and children from grandparents and the different pace of life makes a century-old model of intergenerational learning impossible.

A lot of mentors and volunteers working with children are members of the older generations. A lot of community projects also spontaneously connect younger and older generations. However, an activity can only be defined as intergenerational when it has the explicit intention of connecting people from different generations.

Intergenerational activities therefore consciously seek to bring together people of different ages into mutually beneficial activities that help grow understanding and respect between generations. **Intergenerational activities are planned and organized activities that promote contacts, exchange of resources and cooperation between generations.**

There are several different definitions of intergenerational programs. One of the generally accepted definitions defines intergenerational programs as “a social wheel that creates meaningful and lasting exchange of resources and learning between older and younger generations”. This definition covers three elements that are a condition for talking about an intergenerational program:

- Organisation and objectives.

Intergenerational programs refer to activities that are organized and intended to achieve a specific goal. Intergenerational programs generally involve different activities (some are intergenerational and others are not). However, one or more activities alone are not enough to talk about the existence of an intergenerational program.

- Participants are members of different generations.

The programs include people from different generations.

- Ongoing exchange.

All intergenerational programs strive to achieve some positive goals, which will benefit all participants and the community. The means to achieve these goals are the relationships between the participants. The purpose of intergenerational programs is to establish reciprocal relations and promote mutual assistance between participants. Only in this case can we talk about exchange and thus also about the intergenerational program.

Intergenerational learning programs connect generations in order to learn from each other. Regardless of the fact that all intergenerational programs have the potential to promote intergenerational learning, achieving pre-determined educational goals is a central task of intergenerational learning programs. Education and learning, the process of acquiring new information, knowledge and skills, is therefore a central and not a marginal activity of these programs.

Learning about yourself and the lives of younger or older people are by-products of all types of intergenerational programs that bring together young and old. Intergenerational learning programs must also aim to increase knowledge, develop skills and diverse potentials of young and old, based on the cooperation of both generations.

The goal of intergenerational learning programs is to connect people into purposeful, mutually beneficial activities that involve the exchange of information, knowledge, experience, thoughts, and feelings between two or more generations.



THREE BASIC MODULES

- Programs where seniors act as mentors and counsellors to juniors.
- Programs where the younger ones transfer their knowledge to the older ones.
- Programs in which heterogeneous groups of young people and older people work together to improve life in the community.



OBJECTIVES OF INTERGENERATIONAL LEARNING

1 CHILDREN AND YOUTH

Participation in intergenerational learning brings many positive effects to members of the younger generations.

These positive effects reflect in various areas:

ACADEMIC SUCCESS

Intergenerational learning increases the presence of young people in school, has a positive effect on their schoolwork and attitudes towards learning.

ATTITUDES TOWARDS AGING

Various studies have shown that intergenerational learning encourages the development of positive attitudes towards older people and the aging process.

EMOTIONAL DEVELOPMENT

Intergenerational learning, where older people teach children different skills, can have a positive effect on a child's emotional development.

SOCIAL SKILLS

Interactions between young people and older people improve young people's communication skills, develop their problem-solving skills and promote friendship between generations.

ANTISOCIAL BEHAVIOUR

Young participants in intergenerational learning were as much as 46% less likely to start using illegal drugs compared to a group of children who did not participate in the program.

Participation in intergenerational learning also has a positive impact on the elderly generations.

HEALTH AND ACTIVITY LEVEL

Studies show that intergenerational activities help older people maintain their good health. Older volunteers live longer and are in better physical and mental health than inactive seniors.

SOCIALISATION

Older people can maintain the role of productive and socially useful people by participating in intergenerational learning. Older people have more contact with young people in their programs, they expand their social networks and they feel more involved in society.

EMOTIONAL SUPPORT

Intergenerational learning enables older people to participate in activities that have a purpose and meaning. This reduces loneliness, boredom, and depression in the elderly, and increases their sense of self-worth, well-being, fulfilment, and life satisfaction.

ATTITUDES TOWARDS YOUNG PEOPLE

Participation in intergenerational learning due to direct intergenerational contact also influences the change of attitudes that older people have about young people.

A BETTER LIFE

Intergenerational programs do not only have psychological benefits for older people. In many cases, intergenerational programs improve the living conditions of the elderly: For example, when young people participating in intergenerational programs help the elderly with home repairs.



The goal of many intergenerational learning programs are not just the needs of younger or older generations, but they strive to improve the quality of community life. Many intergenerational programs aim to preserve local history and folk art and culture, promote care for a clean environment and promote community learning.

Many intergenerational programs have a specific goal of influencing the environmental community. The purpose of such programs is to jointly solve problems in the community and seek change in it.

Mag. Maja Radinovič Hajdič



CHAPTER 2

PREPARATION OF IGL EDUCATORS: WORKSHOPS



PREPARATION OF IGL EDUCATORS: WORKSHOPS



2.1

BASICS OF INTERGENERATIONAL LEARNING APPROACH (POLAND)

WORKSHOP TITLE:	Basics of Intergenerational learning approach
LEADING ORGANIZATION:	Fundacja Pro Scientia Publica Wroclaw, Poland
PARTICIPANTS	Adult educators, willing to implement intergenerational programs
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Participants know what Intergenerational learning (IGL) is and can define it in a simple way • Participants are aware of common mistakes with understanding of IGL • Participants know the difference between multigenerational and intergenerational learning
TOPICS COVERED IN THIS WORKSHOP	<ul style="list-style-type: none"> • Goals of intergenerational learning • The difference between multigenerational and intergenerational learning • Stereotypes about younger and older generations • Information transfer from one generation to another
ACTIVITIES	<ol style="list-style-type: none"> 1. Energizer: choosing <u>Dixit</u> cards. Each participant takes two “Dixit” cards (face-down) and then chooses one from them that associates with IGL. Participants should prepare a short explanation and present it to the whole group. Each participant has a notebook and tries to note down the best associations (will serve for the evaluation at the end of the workshop). 2. <u>Theoretical presentation (ppt) about IGL.</u> The leader of the workshops presents the basics of the IGL to the participants. Each participant has a sheet of paper and pens. While listening to the trainer, participants make a mind map with the most important (in their opinion) information about IGL. They can write, draw, etc.

ACTIVITIES

3. Designing a very short IGL activity. After the theoretical presentation, participants should bring their knowledge to practice. The leader of the workshop prepares in advance the pieces of paper with the options for 3 categories:

target group, place of the activity, general topic:

1. target group: preschoolers, school kids, teenagers (informal group), students (university) + seniors should be in each activity to make it intergenerational
2. place of the activity: family environment, local community (village, parish etc.), non-formal education centre (club, NGO etc.)
3. general topic: school, sport, history of some place, local traditions, new technologies, music, culinary.

Each participant should draw a piece of paper for each category, and in 20 min prepare the idea of the IGL activity for the target group, place of the activity, general topic just chosen, mentioning also the type of the activity (workshop, excursion, game, ecc).

4. Evaluation

METHODS

- Ad 1: game with cards, work in a circle
- Ad 2: powerpoint presentation, drawing a map of mind
- Ad 3: game
- Ad 4: Q&A, brainstorm

AIDS

- Notebooks
- Colour pencils
- Sheets of paper
- Dixit cards

EVALUATION QUESTIONS

- How did you feel during the workshop?
- What was new for you?
- What activity did you like the most?

APPROXIMATE LENGTH OF THE SESSION: 1,5 HOUR

PREPARATION OF IGL EDUCATORS: WORKSHOPS



2.2

EMOTIONAL INTELLIGENCE IN IGL (POLAND)

WORKSHOP TITLE:	Emotional intelligence. Preparation of IGL educators
LEADING ORGANIZATION:	Fundacja Pro Scientia Publica Wroclaw, Poland
PARTICIPANTS	Adult educators, willing to implement intergenerational programs
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Participants know what emotional intelligence is and can define it in a simple way • Participants know basics about self-care: asking yourself about emotions • Participants are more aware of other people's needs and feelings that are important for mutual learning
TOPICS COVERED IN THIS WORKSHOP	<ul style="list-style-type: none"> • Emotional intelligence goals • Awareness of your own emotional needs and people from the group • What can we do to give this knowledge to our future learners
ACTIVITIES	<ol style="list-style-type: none"> 1. Energizer: choosing “Dixit” cards. Each participant draws two “Dixit” cards and chooses one that better shows how he/she feels this morning. They need to prepare a short explanation and present it to the whole group. 2. Theoretical presentation (ppt) + each participant has a sheet of paper and pens. Participants make a mind map with the most important (in their opinion) information about emotional intelligence. They can write, draw, etc. 3. Designing a very short IGL activity. After the theoretical presentation, participants should bring their knowledge to practice. The leader of the workshop prepares in advance the pieces of paper with the options for 3 categories: target group, place of the activity, general topic:

ACTIVITIES

3.
 - target group: preschoolers, school kids, teenagers (informal group), students (university) + seniors should be in each activity to make it intergenerational
 - place of the activity: family environment, local community (village, parish etc.), non-formal education centre (club, NGO etc.)
 - general topic: school, sport, history of some place, local traditions, new technologies, music, culinary

Each participant should draw a piece of paper for each category, and in 20 min prepare the idea of the IGL activity for the target group, place of the activity, general topic just chosen. If the participants have already prepared their IGL activity during the workshop 2.1 (IGL basics), they can update and improve the activity created before.

Remind the participants about including the **ice-breaker and evaluation** into their activity, and **taking care of emotional intelligence**.

4. **Summary:** Dixit cards. Participants should draw another two cards of Dixit and tell about their emotions using words from the emotions list.

5. Evaluation

METHODS

- Ad 1: game with cards, work in a circle
- Ad 2: powerpoint presentation, drawing a mind map
- Ad 3: individual work, presentation
- Ad 4: game with cards, work in a circle
- Ad 5: Q&A, brainstorm

AIDS

e.g.

- notebooks
- colour pencils
- 14 sheets of paper
- dixit cards
- flip chart

EVALUATION QUESTIONS

e.g.

- How did you feel in the workshop?
- What was new for you?
- What activity did you like the most?

APPROXIMATE LENGTH OF THE SESSION: 1,5 HOUR

CHAPTER 3

EDUCATORS' TOOLKIT: IDEAS FOR IGL ACTIVITIES



EDUCATORS' TOOLKIT: IDEAS FOR IGL ACTIVITIES



3.1

MY (IMAGINARY) PARTNER (TURKEY)

WORKSHOP TITLE:

My (imaginary) partner

LEADING ORGANIZATION:NAZHAYAT (NAZİLLİ LIFELONG LEARNING ASSOCIATION)
Nazilli, Turkey**INTERGENERATIONAL
LEARNING AIM**

Program where the younger ones transfer their knowledge to the seniors

LEARNING OBJECTIVES**FOR YOUNGER GENERATION**

The young participant as a learner by the end of the workshop should be able to:

- empathise
- work with different generations
- be part of the whole group
- be flexible and produce instant solutions

By the end of the workshop the younger as mentor should be able to:

- feel the needs of the elderly people
- provide instant changes to the programme
- notice the weaknesses and fears of the learners
- evaluate and update the programme according to the needs

LEARNING OBJECTIVES**FOR OLDER GENERATION**

By the end of the workshop seniors as learners should be able to:

- develop a sense of self-confidence
- feel that they are part of the group
- be free from doubts and fears
- believe that they can get new achievements/talents

By the end of the workshop seniors as mentors should be able to:

- feel that they are effective
- understand that they can pass their experiences to others
- understand that it is possible to overcome obstacles in teaching and learning

TOPICS COVERED IN THIS WORKSHOP

1. Intergenerational interaction
2. Learning while having fun
3. Better understanding of the other generations' strengths, fears, and weaknesses
4. Language skills (animal sounds, pronouns, adjectives describing physical appearance)

ACTIVITIES

1. Energiser: In order to create the groups consisting of 5 adult and 5 young participants, an educator should prepare the pieces of paper with an animal written on them (cat, dog, horse, parrot, ecc) and put them into a bag. There should be two pieces of paper for each animal. Each participant should draw a piece of paper from a bag. Participants should not show their pieces of paper to anyone. All participants' eyes should be then covered with a scarf. The participants, blindfolded in the hall or any other open space, should make out the sound of the animal that was written on their pieces of paper. Everyone finds the common voice and is paired with a colleague.

2. Reason for attending the workshop/goals:

- To increase communication and cooperation between different generations
- Increase language proficiency of adults
- To be able to have adults define appearances at basic level
- Let both sides gain self-confidence

3. Theoretical presentation

- The senior participants, together with their younger partners, switch to the pair-work practice in a separate corner.
- Each couple gets [a worksheet for the activity](#).

In a worksheet:

- An appropriate number of the most common adjectives that can be used in physical descriptions are written in English. Equivalents should be written in the mother tongue.
- On the paper, examples of how to start a sentence with 3rd person singular pronouns are presented.

S/he isect (young /slim/tall/short)

ACTIVITIES

- The young participant teaches his/her partner how to construct these sentences.
- The picture of the described partner should be drawn by the other participant on the back of the paper.
- The learner describes the picture using new sentences just learnt.
- After practising the description in pairs, each learner should describe the picture s/he has drawn on the paper to all the participants.
- The other 4 group members should rate each narrator on a scale of 1 to 5. (5 is the best)

4. Group exercise

The activity is put into progress as described above. Young people play the role of teachers. The elderly are the learners.

5. Evaluation

Competition and evaluation (A reward is decided on)

METHODS

- Explanation
- Grammar - translation
- Demonstration
- Pair-work

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- Pieces of paper with animals written on them (for energiser)
- Bandana or scarf (energiser)
- [Worksheet](#)
- crayons /colour pencils
- assessment scale

EVALUATION QUESTIONS

- Describe your pre-activity/post-activity mode with an emoji
- What did you like more? (energiser or the activity)
- Rate your partner and yourself (from 1 to 5)
- How implementable are the activity and the energiser?

APPROXIMATE LENGTH OF THE SESSION

45 min

NUMBER OF LEARNERS ON REGISTER

5+5=10

NOTES ABOUT THE LESSONS/CLASSES

Class profile

Does this group have any prior knowledge of the subject?

Juniors had better a basic level of English

Age: younger generation and older generation, 5 participants per each group

Other info: Elderly people should be motivated to learn foreign language

Suggested pre-unit preparation

Ask young people to: **revise English grammar: 3rd person singular and physical description adjectives.**

OTHER COMMENTS, INFORMATION:

The process of implementation and the activities should be adapted to the language level of adult participants. Adults with equal language proficiency should work together. If you have groups with the basic level, the use of adjectives can be given as homework before the activity. Descriptions of partners prepared at home can be compared with their actual descriptions once they meet during the activity.

COMMENTS FROM THE AUTHOR OF THE WORKSHOP

Why did we do that?

David Kolb claims that learning styles could be seen on a continuing running from:

1. concrete experience: being involved in a **new experience**
2. reflective observation: **watching others** or developing observations about own experience
3. abstract conceptualization: creating theories to explain observations
4. **active experimentation:** using theories to solve problems, make decisions.

There are definitely many points where participants from different age groups can be influenced by each other. As Kolb says, we can provide this interaction with methods such as "a new experience" or "watching others". But the most important thing is the active participation of individuals. If real learning is desired, it is absolutely necessary to be a participant and be active in the practices.

COMMENTS FROM THE AUTHOR OF THE WORKSHOP

Why is it useful?

TYPES OF LEARNERS

- CONCRETE EXPERIENCE
- REFLECTIVE OBSERVATION
- ABSTRACT CONCEPTUALISATION
- ACTIVE EXPERIMENTATION (AE)

An active, doing approach to learning that relies heavily on experimentation. **These learners learn best** when they can engage in projects, homework, small group discussion. They don't like lectures, and tend to be extroverts.

Simulations, case studies, and homework are the ones they like the most.

Many adults aim to learn while socialising and having fun. If a process just for teaching purposes is continued, the attendance of these people cannot be ensured. In the lifelong learning process, learning is a part of daily life. and cannot be considered alone.



3.2

HOW TO USE PICTURES IN IGL? (CZECH REPUBLIC)



WORKSHOP TITLE:	Tell your story through pictures
LEADING ORGANIZATION:	Prave ted! o.p.s. Prague, Czech Republic

INTERGENERATIONAL LEARNING AIM	Program in which heterogeneous groups of young and older people work together to improve life in the community
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LEARNING OBJECTIVES	<div>FOR YOUNGER GENERATION</div> <p>By the end of the workshop the junior as learner should be able to:</p> <ul style="list-style-type: none">• get to know others better• improve the ability of creativity and imagination• be better able to look at the world through the eyes of "the other" <div>FOR OLDER GENERATION</div> <p>By the end of the workshop the senior as learner should be able to:</p> <ul style="list-style-type: none">• get to know others better• improve the ability of creativity and imagination• be better able to look at the world through the eyes of "the other"
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TOPICS COVERED IN THIS WORKSHOP	<ul style="list-style-type: none">• Creativity & imagination• Perception of others• Listening• Ability to share feelings• Ability to share information about yourself
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ACTIVITIES

Pictures are laid out on a large table, pictures should be face-up in order to let participants see them.

1. Let them look at them for a while
2. Ask them to pick one or two
3. Ask them to show the picture to the others and tell:
 - Why did you choose this picture?
 - What does it say about you?
 - How would you describe that photo, what do you see on them?
 - Is there anything else why you choose this photo (eg: something or someone reminds you?)
4. Group exercise
5. Debate
6. Evaluation

METHODS

- Conversation in a circle
- Ability to tune in to others

Partly also:

- Psychotherapy and mental hygiene
- Coaching

AIDS

Set of 100 different pictures (special set of cards 15x15 cm with different topics eg. nature, city, animals, people, art)



EVALUATION QUESTIONS

- How did you feel during the workshop?
- What did you learn about yourself?
- What did you learn about the others?

APPROXIMATE LENGTH OF THE SESSION

30 - 60 min

NUMBER OF LEARNERS ON REGISTER

Up to 20

NOTES ABOUT THE LESSONS/CLASSES WITHIN THE SESSION PLAN

Class profile

Age: younger generation up to 10, older generation up to 10

These special cards allow many variants of different activities, for example:

- Choose 3 cards at random and write a short story according to them
- Select a card that you think defines (eg) the person sitting opposite you
- Choose the card that best defines where you want to be next year

Suggested pre-unit preparation

Ask learners to:

- Just open your mind

Ask mentor to:

- let things flow



3.3

ACTIONBOUND: DIGITAL ESCAPE ROOMS (LITHUANIA)

WORKSHOP TITLE:	Creation of virtual escape rooms for intergenerational learning
LEADING ORGANIZATION:	Utenos trečiojo amžiaus universitetas / Utena Third Age University Utena, Lithuania
INTERGENERATIONAL LEARNING AIM	Program in which heterogeneous groups of young and older people work together to improve life in the community.
LEARNING OBJECTIVES	<div>FOR YOUNGER GENERATION</div> <p>By the end of the workshop, the junior as the learner will get more knowledge related to the topic (history, geography, local heritage).</p> <p>By the end of the workshop, the junior as a mentor should be able to teach and consult older people on how to use smart devices and mobile applications.</p> <div>FOR OLDER GENERATION</div> <p>By the end of the workshop, the senior as a learner should extend their knowledge and skill on the use of smart devices (should be able to download and install mobile applications, to scan QR codes, etc.)</p> <p>By the end of the workshop, the senior as a mentor should be able to share knowledge on local history, geography and heritage with people of younger age.</p>
TOPICS COVERED IN THIS WORKSHOP	<ul style="list-style-type: none">• The idea of virtual educational escape rooms and its application.• Creating a scenario and content for a virtual escape room.• Using and managing the Actionbound program.

ACTIVITIES

The educator/ mentor of the activity should create intergenerational couples or groups, in order to create a supportive atmosphere among young and older participants.

1. Download the ACTIONBOUND app to your smartphone.
2. Connect to the virtual escape rooms website via the link <https://kitokieatradimai.lt/>
2. Choose one of 6 virtual educational games
3. Scan QR code of the game
4. Register yourself or your team
6. Complete the tasks and find the code to open the virtual door.
7. Get points and win the game

METHODS

1. Interactive online game Actionbound
<https://en.actionbound.com/>

The educator can use the game/ escape room that has been already created by others on the platform, or can create a new game following the instructions of the application.

AIDS

- Computers (1 per team of 2-3 learners)
- 3 smartphones or tablets (1 per team of 2-3 learners)
- Mobile application "Actionbound"
- QR code reader
- Registration to "Actionbound" (free for personal use)
- Paper and pens

EVALUATION QUESTIONS

- Did you enjoy this activity? How do you feel?
- What did you like the most?
- Do you feel that you have gained more knowledge related to the topic of this educational game?
- Do you feel you have learned more about technology?
- What additional knowledge or skills have you acquired?
- Would you like to participate in similar activities again?

APPROXIMATE LENGTH OF THE SESSION

20 minutes

NUMBER OF LEARNERS ON REGISTER

Up to 20

NOTES ABOUT THE LESSONS/CLASSES WITHIN THE SESSION PLAN

Class profile

Does this group have any prior knowledge of the subject?

- Basics of smartphone and computer use
- No other prior preparation is required

Gender: Mixed

Age: younger generation – from 14 years; adults – no age limits.

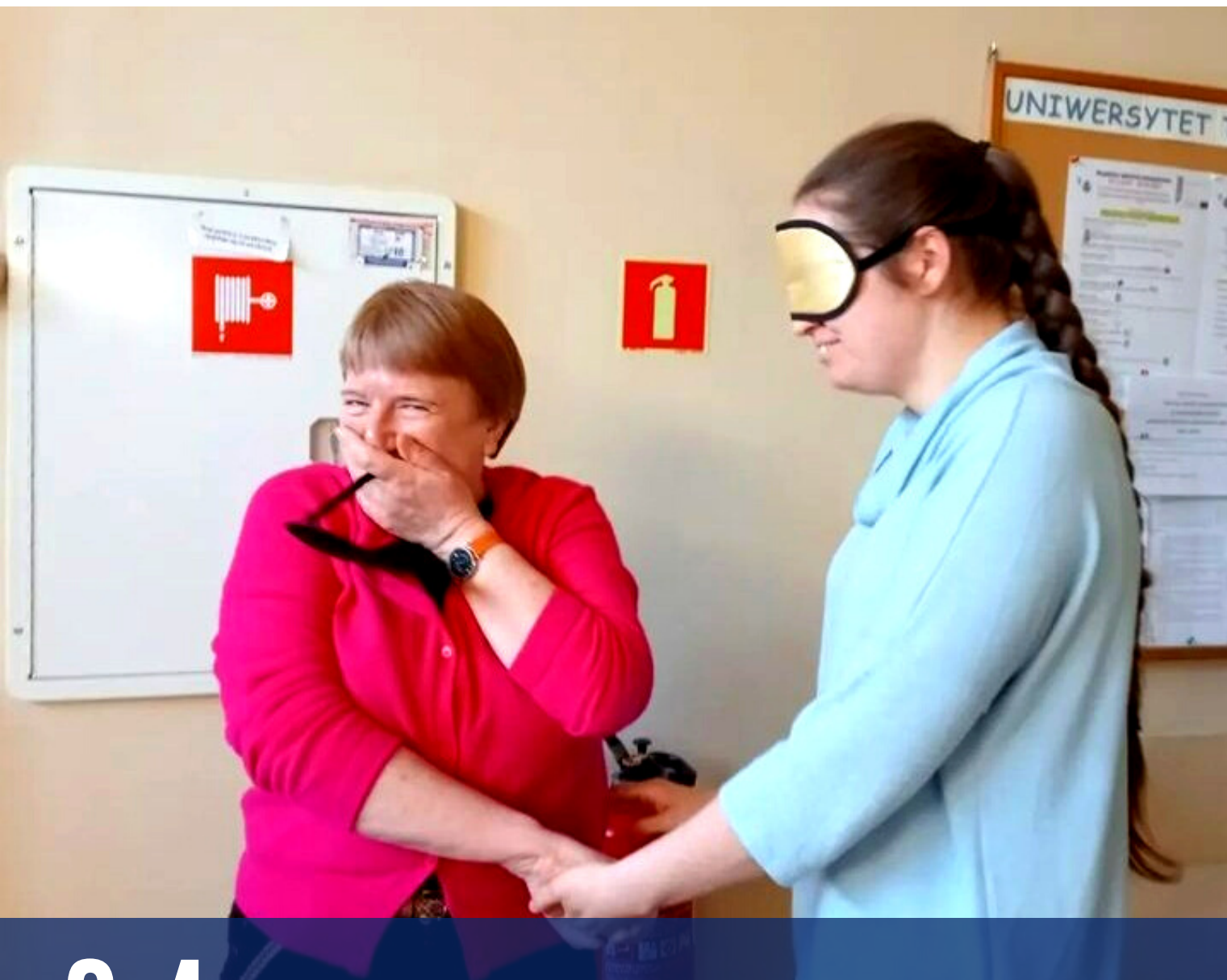
Suggested pre-unit preparation

Ask learners to:

- Download and install “Actionbound” application to their smartphones
- Download and install QR code reader to their smartphones
- Sign in “Actionbound” platform (<https://en.actionbound.com/choose>) for private use

Ask the mentor to:

- Download and install “Actionbound” application
- Download and install QR code reader
- Sign in “Actionbound” platform (<https://en.actionbound.com/choose>) for private use
- Provide learners with extra materials: paper, pens, books or other information resources related to the topic of virtual escape rooms (geography / history / art / heritage, etc. - depends on the idea)



3.4

CONNECTING WITH NATURE AND WITH EACH OTHER (ITALY)

WORKSHOP TITLE:

Connecting with nature and with each other

LEADING ORGANIZATION:EduVita
Lecce, Italy**INTERGENERATIONAL
LEARNING AIM**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES**FOR YOUNGER GENERATION**

By the end of the workshop the junior as learner should be able to:

- develop their listening skills
- trace the origins of personal motivation
- develop empathy

By the end of the workshop the junior as mentor should be able to:

- understand better senior people's needs in learning environment
- use nature as a learning environment

FOR OLDER GENERATION

By the end of the workshop the senior as learner should be able to:

- value their life experience
- develop their creativity
- develop trust

By the end of the workshop the senior as mentor should be able to:

- understand better young generation's needs in learning environment
- use nature as a learning environment

**TOPICS COVERED IN THIS
WORKSHOP**

- Connection with nature and with each other
- Empathy
- Getting to know each other better
- Storytelling

ACTIVITIES

1. Icebreaker and creating the groups

Instructions to the group: Make a queue or a row where you stand in order of ages/ birth years – but do it silently, without talking to each other. It's permitted to use hands or body language to figure out where your place in the queue is. All ages are fine and important.

Then the participants should create a new row again in order of the colour of their eyes: from the lighter ones to the darkest ones. Look into each other's eyes and don't talk to other participants.

Form a group of 4 with the closest persons for the next activity.

2. Getting to know each other better “The River of Life”

The facilitator provides a station with paper, colours, crayons, tape etc, and suggests the participants to draw their river of life up to the current moment. The participants are encouraged to reflect on what events brought them to this moment and this project, reflect on their life experience.

This activity can be a getting-to-know-each-other and also a team-building activity. The participants can share their drawings in small groups or in couples.

The group of 4 then is divided into couples for the next activity.

3. Group activity “Exploring the Senses”

It's better to organise this activity in nature. If it's not possible, natural objects (plants, pines, wood, some products that have a pleasant smell: coffee, vanilla, ecc.) can be brought to the room where the activity is organised.

Younger partner chooses the senior partner. One becomes the leader and the other is blindfolded, or with his/her eyes closed.

The activities 3 and 4 are inspired by the Erasmus plus KA2 project [“Mind your Mind: Synergies between mindfulness and nature-based methods”](#)

ACTIVITIES

The facilitator should remind the participants that leading a sightless person needs to be done with respect.

Carefully, guide your blindfolded partner to nature (or other part of the room/ building), choose an element from nature (leaf, flower, plant, etc), and let the other person smell it while having his or her eyes closed.

It might help to crush it between your fingers, just under their nose. Your partner cannot touch it, only smell it.

Then, lead your partner back to the circle. Once they are back at their starting point, it's time to take the blindfold off and search for the thing you gave them to smell, finding the spot where it originated. They can use their body's memory of the walk, terrain, and sounds, as well as smells, to search out the thing you chose for them to end. Now, let them go back to the circle and swap roles.

4. Evaluation:

Instructions to the teacher/instructor: spread out the art-pictures/postcards on the table or on the floor.

Instructions to the group: pick a card/ picture that somehow describes your feelings right now, after the group activity.

In a circle: one by one, show the picture to your group and share your feelings briefly.

METHODS

- Conversation in a circle/ couples
- Making a poster (aids needed)
- Guided walk

AIDS

For the activity n. 2:

- Sheets of paper, crayons, colours, tapes

For the activity n. 3:

- It's better to organise this activity in nature. If it's not possible, natural objects (plants, pines, wood, some products that have a pleasant smell: coffee, vanilla, ecc.) can be brought to the room where the activity is organised.
- Blindfolds/ scarfs

For the activity 4:

- Art pictures/ photos/ postcards

EVALUATION QUESTIONS

- How did you feel while making the row by age? And by eyes' colour?
- What story does each river tell? What did you discover about the events that have brought you here today?
- How did you feel while guiding the other person? And while being guided?

APPROXIMATE LENGTH OF THE SESSION

45 minutes

NUMBER OF LEARNERS ON REGISTER

12

NOTES ABOUT THE ACTIVITY

Age:

younger generation: from 16 years old and more

older generation: 55 plus

Suggested pre-unit preparation

Ask all the participants to put on comfortable shoes in order to walk blindfolded.





3.5

ASSOCIATIVE QUIZZES (SLOVENIA)

WORKSHOP TITLE:	Quiz with associative questions
LEADING ORGANIZATION:	Ljudska univerza Jesenice / Adult Education Center Jesenice, Slovenia
INTERGENERATIONAL LEARNING AIM	Program in which heterogeneous groups of young and older people work together to improve life in the community
LEARNING OBJECTIVES	<div>FOR YOUNGER GENERATION</div> <p>Young people are known for associative thinking and are more relaxed with it. They will find innovative solutions to problems. As they are approaching adolescence, associative thinking is mainly lost due to “expected, formal way of thinking”. This method allows them to think differently and be more open-minded.</p> <div>FOR OLDER GENERATION</div> <p>By the end of the workshop the senior as mentor will expand his/her knowledge on the theme of the quiz. Preparation for the quiz involves “digging” into a topic. Questions should be associative, not merely “simple” questions. In that way, a senior mentor also stimulates his/her brain activity.</p>
TOPICS COVERED IN THIS WORKSHOP	1) geography and general knowledge 2) logical questions and riddles 3) language learning

ACTIVITIES

The activity aims to stimulate participants' neurological brain activity.

Normally, we choose to ask closed type questions. Associative questions are more complicated as the answer is not very obvious and force participants of the activity to connect various knowledge and topics which are not usually connected. Associative types of questions allow participants to think on a more open scale.

Example 1:

(Closed questions) Do hens lay eggs? Do turtles lay eggs?
(Associative type of question) What do hens and turtles have in common?
(Answer: They reproduce by laying eggs)

Example 2:

(Closed questions) Where do polar bears live? Where do penguins live?
(Associative question) Can polar bears feed on penguins?
(Answer: No, because their geographical environment is not the same. Polar bears live in the Arctic, in the North Pole, and penguins live in Antarctica, the South Pole.)

Example 3: We show to participants 2 photos: a photo of an orangutan primate and a photo of Nutella jar. What do they have in common?

(Answer is: Palm oil. Oil palms are widely spread in SouthEast Asia and people destroy the jungle which is the primary live environment for orangutans. Deforestation is the greatest threat to the orangutan's survival, and a great percentage of deforestation is set in motion to convert the land to oil palm cultivation.)

METHODS

- Quiz with photos

AIDS

- Computer
 - PPT - arranged photos
- Or
- Marker, whiteboard

EVALUATION QUESTIONS

- How difficult were the questions?
- How difficult was the topic?
- What would you change?

APPROXIMATE LENGTH OF THE SESSION

20 minutes

NUMBER OF LEARNERS ON REGISTER

Up to 20

NOTES ABOUT THE ACTIVITY

Class profile

Does this group have any prior knowledge of the subject?

Class should have some general knowledge. If we are teaching language, we can use the quiz as an icebreaker on language vocabulary learning, etc.

Age:

Younger generation. **4 - 30 years**

Older generation **55 and above**

Other info: try to be innovative when preparing a quiz.

Suggested pre-unit preparation (include any work, research, or reflection that learners should do before participating in this training)

Ask mentor to:

- Be innovative as preparing the quiz: research topic of the quiz well. Try to find possible clues where they are least expected. (example: show photo of Nutella jar and another photo of Orangutan primate – there is an explanation how those two photos are connected, but encourage participants to think on their own).

EDUCATORS' TOOLKIT: IDEAS FOR IGL ACTIVITIES



3.6

A FRIEND IN NEED IS A FRIEND INDEED (TURKEY)

WORKSHOP TITLE:

A friend in need is a friend indeed

LEADING ORGANIZATION:

NAZHAYAT (NAZİLLİ LIFELONG LEARNING ASSOCIATION)
Nazilli, Turkey

**INTERGENERATIONAL
LEARNING AIM**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES
FOR YOUNGER GENERATION

The young participant as a learner by the end of the activity should be able to:

- gain such positive value as being included in social life
- get the feeling of being useful
- take responsibility

By the end of the workshop the junior as mentor should be able to:

- feel the needs of the elderly
- provide instant changes to the programme
- notice the weaknesses and fears of the learners
- evaluate and update the programme according to the needs

FOR OLDER GENERATION

By the end of the workshop the senior as learner should:

- learn how to benefit from social communication channels
- know how to surf online safe
- know how to open an email account, follow news, send images, etc.

By the end of the workshop the senior as mentor should:

- feel that they are effective
- understand that they have to pass their experiences to others
- know that any so-called obstacle is an excuse to teach (and learn)

TOPICS COVERED IN THIS WORKSHOP

- Intergenerational interaction
- Learning while having fun
- Better understanding of the other generations' strengths, fears, and weaknesses
- ICT skills, using communicative applications, copying, pasting, sending and receiving photos and information
- Keeping in touch with relatives
- Access to any information

ACTIVITIES

1 - Energiser: Adult participants are presented with examples of how to communicate through social messaging apps. They are asked to tell their memories about the first communication methods. Letter, telephone orders, postcards etc.

2 - Reason for attending the activity/ goals:

- To increase communication and cooperation between different generations
- Develop the ICT skills of the elderly
- Let the both generations cooperate and function in harmony
- Let both sides gain self-confidence
- Keep the elderly updated to the technological developments
- By helping the elderly to keep in touch with their relatives, helping to create a better united family /society

3 - Theoretical presentation

- A list of the applications to be used first in pair work activities is prepared, and presented, and the 2 most frequently used applications are decided on.
- After the applications are installed on the smart phones, the young people who are partners explain how to send visual and text messages, and make them apply.

1. The young participant helps /teaches his/her partner how to download the application
2. How to activate the web-cam
3. How to take photos and how to send on applications
4. After a certain time of practice, all pairs are assigned. (They are asked to send photos of their own groups to the others with texted messages)

ACTIVITIES

4 - Group exercise

The activity is put into progress as described above. Young people play the role of teachers. The elderly are the learners. The tasks assigned to each pair should be completed successfully. (No time restriction)

5 - Evaluation

Competition and evaluation

If the elderly get the ability to complete all tasks again by themselves, evaluation is over.
(A reward can be decided on)

METHODS

- Explanation
- Grammar -translation
- Demonstration
- Pair-work

AIDS

- Preprepared videos from the past and present times (for energiser)
- Instruction /infopack about how to download and install any application to remember later
- Assessment scale

EVALUATION QUESTIONS

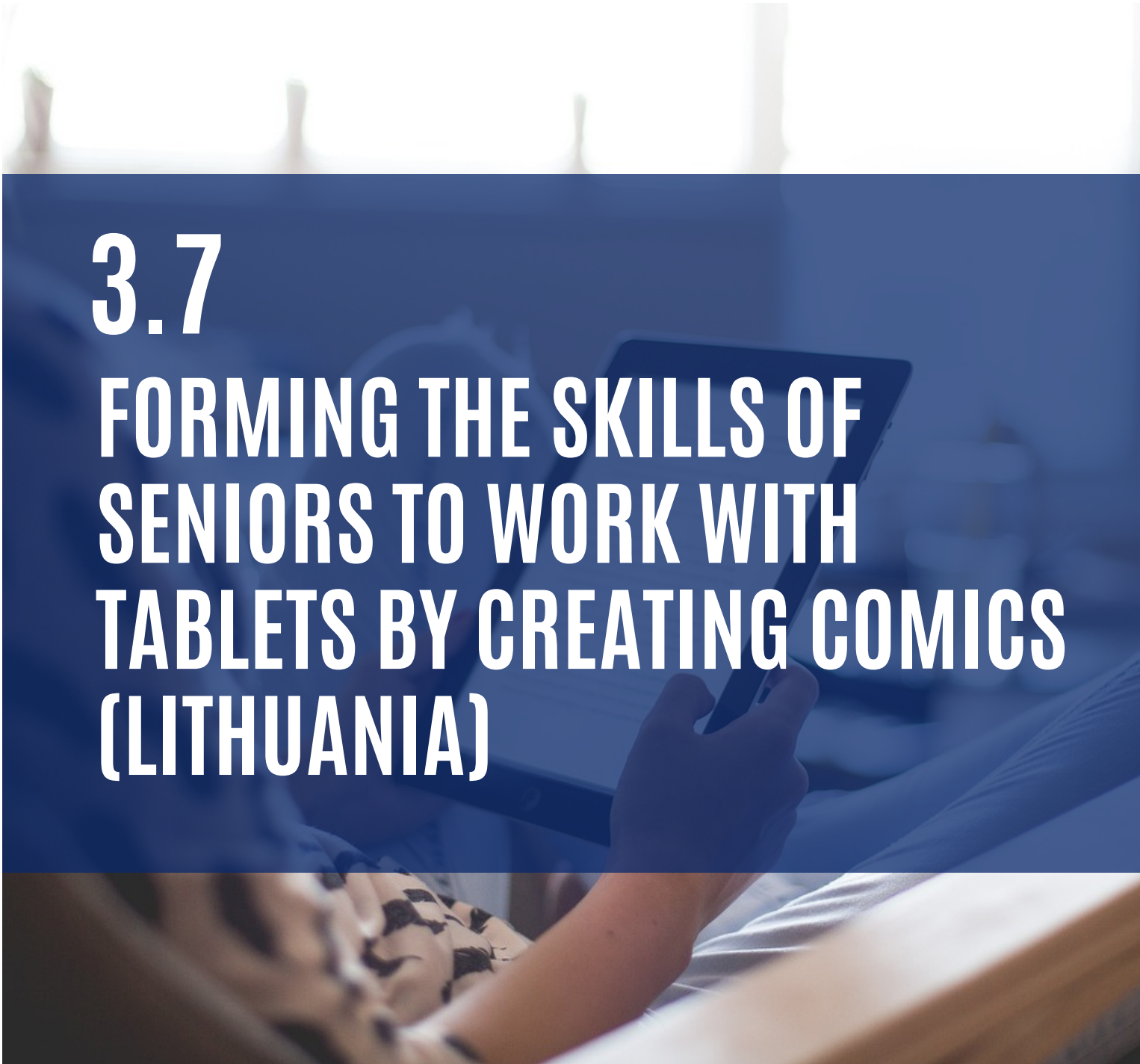
- Describe your pre-activity/ post-activity mode with an emoji
- What did you like more? (energiser or the activity)
- Rate your partner and yourself (from 1 to 5)
- How implementable are the activity and the energiser?

APPROXIMATE LENGTH OF THE SESSION

20 minutes

NUMBER OF LEARNERS ON REGISTER

Up to 20

A photograph of a person's hands holding a tablet, with a blue semi-transparent overlay covering the middle section of the image where the title is located. The background is slightly blurred, showing what appears to be a desk or table.

3.7

FORMING THE SKILLS OF SENIORS TO WORK WITH TABLETS BY CREATING COMICS (LITHUANIA)

WORKSHOP TITLE:	Forming the skills of seniors to work with tablets by creating comics
LEADING ORGANIZATION:	Utenos trečiojo amžiaus universitetas / Utena Third Age University Utena, Lithuania
INTERGENERATIONAL LEARNING AIM	Program in which heterogeneous groups of young and older people work together to improve life in the community
LEARNING OBJECTIVES	<div>FOR YOUNGER GENERATION</div> <p>This activity helps young people to develop their creativity, encourages them to communicate with older ones and to be tolerant while working on comic creation together. Young people learn more about history, heritage, art, etc. from older participants writing comic stories together.</p> <p>By the end of the workshop, the junior as the learner will get more knowledge related to the topic (history, geography, local heritage).</p> <p>By the end of the workshop, the junior as a mentor should be able to teach and consult older people on how to use smart devices and mobile applications.</p> <div>FOR OLDER GENERATION</div> <p>The collaboration between the younger and older generations, learning through play, helps seniors to acquire basic skills in using a tablet, computer, and provides opportunity for self-expression.</p> <p>By the end of the workshop, the seniors as learners should extend their knowledge and skills on the use of smart devices (should be able to download and install mobile applications, to edit pictures, to write the text, etc.)</p> <p>By the end of the workshop, the senior as a mentor should be able to share knowledge on local history, geography and heritage with people of younger age.</p>

TOPICS COVERED IN THIS WORKSHOP

- Development of the comic idea and story.
- Preparation of comic content.
- Creation of comics using Comic Strip app.

ACTIVITIES

The educator/ mentor of the activity should create intergenerational couples or groups, in order to create a supportive atmosphere among young and older participants.

The creation of the animated story is divided into two parts:

1. Younger and older participants create characters and stories making drawings, photos, constructors, natural materials, writing creative stories, etc.
2. They install “Comic Page Creator” or “Comic Strip” application on their tablets and transfer the stories to a virtual space creating an animated story - comics.

METHODS

- Workshop with an interactive tool
- Digital activity

AIDS

Materials:

Tablets, mobile phones, computers, printers, scanners, materials for different crafts (color pens, paper, glue, plasticine, constructors, etc).

Resources:

Books and magazines to find the ideas.

Mobile application “Comic Page Creator” or “Comic Strip”

Setting:

Room or training class.

EVALUATION QUESTIONS

- Did you enjoy this activity? How do you feel?
- What did you like most?
- Do you feel you have learned more about technology?
- Do you feel that you have gained more knowledge on the use of smart devices?
- What additional knowledge or skills have you acquired?
- Would you like to participate in similar activities again?

APPROXIMATE LENGTH OF THE SESSION

90 minutes

NUMBER OF LEARNERS ON REGISTER

Up to 10

NOTES ABOUT THE ACTIVITYClass profile

Does this group have any prior knowledge of the subject?

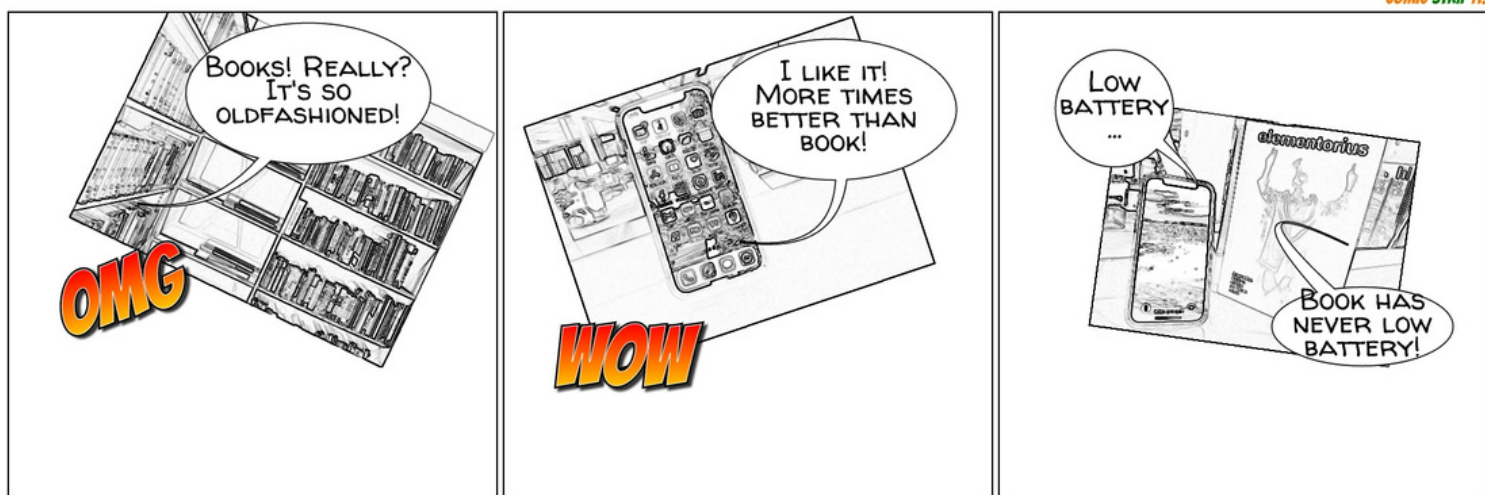
No other prior preparation is required.

Gender: Mixed

Age: Younger generation – from 14 years; adults – no age limits.

Suggested pre-unit preparation

Learners have to download and install **“Comic Page Creator”** or **“Comic Strip”** application to their smartphones.
Mentor has to provide learners with extra materials: paper, pens, books and other materials



3.8

INTERGENERATIONAL BOOK SWAP (ITALY)



WORKSHOP TITLE:

Intergenerational Book Swap

LEADING ORGANIZATION:EduVita
Lecce, Italy**INTERGENERATIONAL
LEARNING AIM**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES**FOR YOUNGER GENERATION**

By the end of the workshop the junior as learner should be able to:

- know more about the the preferences in literature of elderly generation

By the end of the workshop the junior as mentor should be able to:

- give their feedback and advices about the books

FOR OLDER GENERATION

By the end of the workshop the senior as learner should be able to:

- know more about the practice of the Book Swap as the initiative for the waste reduction and sustainability
- know more about modern literature and younger people preferences

By the end of the workshop the senior as mentor should be able to:

- share their experience and knowledge about literature

**TOPICS COVERED IN THIS
WORKSHOP**

- Literature
- Books
- Stories and storytelling

Book swapping is the practice of exchanging books between one person and another. It provides an inexpensive way for people to trade books, discover new ones and obtain a new book to read without paying.

Several shelves should be provided by the organiser of the activity, where books could be left and then picked up by somebody else during the event. Organisers can invite participants to bring their books for exchange several days in advance or directly to the event.

People of different ages should be invited to participate in order to talk about the favourite books of the different generations, have discussions, play literature games and socialise together.

It's important to create a cosy and non-formal atmosphere: to offer tea or coffee to participants, to provide chairs to sit and talk to each other. Besides the book exchange and non-formal talk during the activity, the participants are invited to play a literature game with the goal to know each other better.

Literature game

Organisers should prepare the pieces of paper with the questions on them, connected with books and literature. The questions should be collected to a box. Examples of the questions:

"What book would you take to the island with you?"

"If you were a book, which one would you be?"

"What is your favourite book now? And in childhood?"

"What is the most popular book among people of your generation, in your opinion?"

"Do you have a book that affected the way you go about your life? If so, in what way?"

"Which book are you most thankful for?"

"What distracts you the most when you're reading?"

"How much time in a day would you prefer reading?"

"How would you choose a book to read?"

Participants should create a circle and, one by one, should choose a piece of paper with a question and answer it.

Book Advisor

Before the activity, organisers should put on the wall a big sheet of paper with the words "Book Advisor" on it.

Participants of the book exchange can leave the message on the wall, highlighting the books they really enjoyed and advice to read.

METHODS

- Conversation in a circle/ couples
- Peer-to peer learning

AIDS**Setting:**

Comfortable and cosy space with a table, chairs, shelves for the books and the possibility to have a coffee or tea

Materials:

Books for swapping: some of them can be proposed by the organisers, others brought by participants

Resources:

Paper and pens for a literature game prepared in advance

EVALUATION QUESTIONS

The organiser (educator/ leader) of the activity asks the question to the participants at the end of the meeting:

How do you feel now, after the meeting? Choose the book from the bookshelf and describe your emotions through the associations with this book (content or cover).

APPROXIMATE LENGTH OF THE SESSION

90 minutes

NUMBER OF LEARNERS ON REGISTER

10-15

NOTES ABOUT THE ACTIVITY**Age:**

Younger generation: from 16 years old and more

Older generation: 55 plus

Suggested pre-unit preparation

Several shelves should be provided where books can be left and then picked up by somebody else during the event. Organisers should invite the participants to bring their books for exchange several days in advance or directly to the event.



3.9

MODERN TECHNOLOGIES - WHAT THEY BRING US, WHAT THEY TAKE FROM US (CZECH REPUBLIC)

WORKSHOP TITLE:

Modern technologies - what they bring us, what they take from us

LEADING ORGANIZATION:

Prave ted! o.p.s.,
Prague, Czech Republic

**INTERGENERATIONAL
LEARNING AIM**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES**FOR YOUNGER GENERATION**

By the end of the workshop the junior as learner should be able to:

- get to know others better
- they are surprised that seniors use modern technology at all
- they are surprised at how much time the other group spends on the Internet every day

FOR OLDER GENERATION

By the end of the workshop the senior as learner should be able to:

- get to know others better
- they understand a little more why young people "love" modern technology so much
- they are surprised at how much time the other group spends on the Internet every day

**TOPICS COVERED IN THIS
WORKSHOP**

- Perception of others
- Listening
- Better ability to define the benefits and negatives of using modern technologies
- Better ability to face the pitfalls of using modern technologies (e.g. conscious reduction of time)

ACTIVITIES

Workshop is divided into two parts, separated by a small break. The participants sit in a circle so that they can see each other.

1st part of workshop 30' min

Icebreaker: let's introduce ourselves to each other - answer to these questions:

- name
- age
- use of digital technologies - how many hours per day?
- do you use social networks?

2nd part of workshop 60' min

The facilitator asks questions on the topics of using modern technologies, threats and dangers which they can bring, in the opinion of the participants. Questions are also asked in order to reflect on their everyday life.

The aim of this part of the workshop is to understand how each group (younger generation and older generation) perceives this topic.

If the workshop is led by a psychologist/therapist, it is possible to focus more on the potential threats associated with the use of modern technologies.

METHODS

- Conversation in a circle
- Open question from facilitator
- Intergenerational learning
- Accepting feedback from others

RESOURCES/ MATERIALS/ SETTING NEEDED

- Classroom
- Chairs in circle

EVALUATION QUESTIONS

- How did you feel during the workshop?
- What did you learn?
- What did you learn from the feedback you got?

APPROXIMATE LENGTH OF THE SESSION

90 minutes

NUMBER OF LEARNERS ON REGISTER

12-20

NOTES ABOUT THE LESSONS/CLASSES WITHIN THE SESSION PLAN**Class profile**

Does this group have any prior knowledge of the subject?
They should be active users of modern technologies

Age: Ideally the same number of young (13-16 years old) and senior-aged participants

During the workshop, a group of young people and seniors exchange their views on the daily use of modern technologies thanks to the specific questions of the facilitator/therapist.

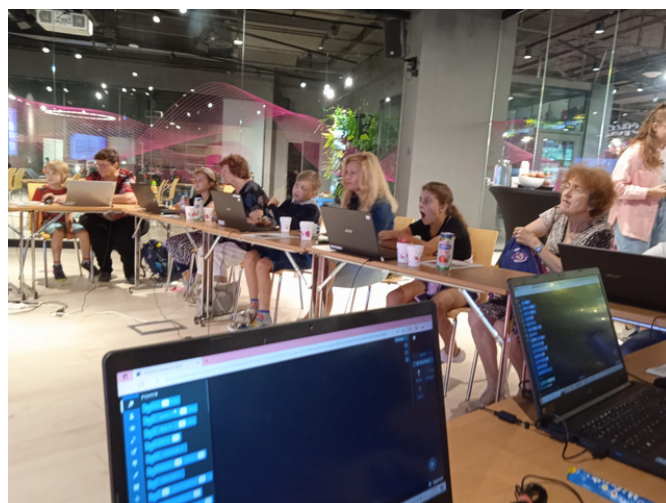
Suggested pre-unit preparation

Ask learners to remember that:

- there is no wrong answer
- just because someone can't do or use something, it doesn't mean he/she is stupid

Ask facilitator to:

- let things flow
- if it is possible and if it is appropriate, comment impartially problems and threats



3.10

VITA-DIARIES (LIFE DIARIES) (ITALY)



WORKSHOP TITLE:

VitaDiaries (LifeDiaries)

LEADING ORGANIZATION:EduVita,
Lecce, Italy**INTERGENERATIONAL
LEARNING AIM****Choose Intergenerational learning basic module**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES**FOR YOUNGER GENERATION**

By the end of the workshop the junior as learner should be able to:

- Develop communication skills
- Develop empathy
- Learn more about the past through a personal story

By the end of the workshop the junior as mentor should be able to:

- Explain how to use technologies for creating the video

FOR OLDER GENERATION

By the end of the workshop the senior as learner should be able to:

- Value their life experience
- Develop their speaking skills
- Develop their digital competences

By the end of the workshop the senior as mentor should be able to:

- Motivate younger generation through their own life experience

**TOPICS COVERED IN THIS
WORKSHOP**

- 1) Memories
- 2) Storytelling

ACTIVITIES

Vita Diaries is designed to involve senior and younger participants in a multidimensional learning process: linguistic, emotional, experiential, and intercultural, through intergenerational dialogue. The activity develops as an interview, where the senior participant is the storyteller and the younger is the interviewer and listener. Meanwhile, a video is shot and will be edited as the final tangible product of the process.

As for the participants, we involved senior English language students of EduVita's courses and young volunteers in order to:

- create a multigenerational environment
- promote intergenerational and intercultural exchange
- empower senior students to practice their English learning in a real conversational context

PREPARATION

First of all, the IGL facilitator forms multigenerational couples, pairing up a senior learner and a younger interviewer. It is advisable to go through this process some days before the interview (when it's possible) to give the couples some space to break the ice and get to know each other. In this way, the interview will be smoother both for the interviewer and for the senior storyteller.

PRELIMINARY MEETING

When the couple meets, the IGL facilitator helps the senior interviewee and the young interviewer brainstorm on possible topics to cover during the interview. In this phase, the young interviewer explores the senior learner's biography, talents, interests, and passions. The facilitator mediates and supports this process encouraging both participants to connect and cooperate. If necessary, the facilitator can make some topic proposals, based on the senior learner's experience ("Top 10 books to read", "Advice from the experienced traveller", etc.). At the end of this session, the couple should have chosen one main topic to work on.

ACTIVITIES

BEFORE THE INTERVIEW

The young interviewer is expected to write down some questions on the topic chosen, the senior learner has a look at them in advance and prepares the answers in English. Young participant helps with English text if it's necessary.

The IGL facilitator prepares a safe non-formal space for the interview, where participants can feel comfortable and free to interact, relate their personal experiences. The equipment for the video shooting should be arranged.

DURING THE INTERVIEW

The interview starts with a presentation of the speaker (names, where they come from, and other relevant information).

Now the interplay between the young interviewer and senior interviewee starts. The young interviewer asks questions prepared in advance. The senior participant shares life-experience, anecdotes, personal passions, past and ongoing projects connected to the main topic of the interview. Deep emotions and vivid memories are welcomed. This is a powerful moment: the elderly generation meets the younger one in a space of active and curious listening and enlightening exchange. While the senior interviewee feels valuable and empowered in sharing personal insights, the young listener has the opportunity to learn life's lessons and be inspired by the senior generation's good practices. Constructive dialogue is enhanced by promoting a better mutual understanding between generations.

In this session, the IGL facilitator stays apart and provide technical support, if needed.

AFTER THE INTERVIEW

When the interview ends, the facilitator opens up an evaluation session, guiding both participants in reflecting on their learning achievements and challenges during the cooperative process.

A TANGIBLE MEMORY

The video shoot during the interview session should be edited and finalised by the young participant who shares their digital know-how. When the process is done, a digital Vita-Diary is created, which is available for participants, as a tangible memory of the experience, as well as for online dissemination, to inspire and empower younger and older generations.

METHODS

- conversation in couples
- digital storytelling

EVALUATION QUESTIONS

- What did you learn from each other during the work in pairs?
- What was the most precious moment of the collaborative work?
- What challenge did you encounter during the activity?

APPROXIMATE LENGTH OF THE SESSION

45 min for each meeting

NUMBER OF LEARNERS ON REGISTER

Min. 2 (1 young and 1 senior learner)

NOTES ABOUT THE ACTIVITY

Age:
younger generation: from 16 years old and more
older generation: 55 plus





3.11 WE LOVE CHESS (SLOVENIA)

WORKSHOP TITLE:

We love Chess

LEADING ORGANIZATION:Ljudska univerza Jesenice / Adult Education Center Jesenice
Jesenice, Slovenia**INTERGENERATIONAL
LEARNING AIM**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES**FOR YOUNGER GENERATION**

Young people gain knowledge on how to play chess game and gain knowledge how to transfer knowledge about using ICT for playing games. They also learn how to be patient while presenting steps of playing chess online. Young people recognize that elderly can also teach them a lot.

FOR OLDER GENERATION

Involving in that kind of intergenerational learning keeps elderly minds active. Elderly recognized that they are still “useful” and that they can still transfer knowledge to younger generations. They get practical experience how to teach younger about chess rules and steps of the game. This kind of activity also give them opportunity to learn about ICT and to loose fear of using it.

**TOPICS COVERED IN THIS
WORKSHOP**

- Social games
- Using ICT for fun
- Transfer of knowledge
- Quality of life in retirement home
- Brain gym – developing logical knowledge

ACTIVITIES

First, we connect with a retirement home in the local area and check their interest in participating in an intergenerational activity. Let's also check if they have a board game of chess at retirement home.

Then we connect with high school students in the local area who would like to spend their free time as volunteers in the company of the elderly.

It is also recommended that members of the younger generations have an interest in learning chess.

We implement the first meeting of seniors and students and determine the pairs and the place where socializing and learning chess will take place.

When the students feel like they know how to play game, they find an application through which they can play [chess on distance](#).

At the next meeting, the younger ones encourage the elderly to get to know and play the game chess using the computer and the Internet.

The first game is played so that elderly just dictating the moves while the younger ones play "for them".

It is important that the younger ones constantly encourage elderly to play and present the advantages of playing chess at a distance (the possibility of playing chess even when visitors in retirement home are not allowed, etc.)

The next meeting is dedicated to teaching the elderly how to use the chess application on their own. The process of the game is repeated until the elderly are not proficient.

We implement online playing of chess (elderly are at retirement home and younger ones are at their home). During first distance chess playing we ask staff in retirement home to be available to the elderly.

METHODS

1. Method of encouragement and motivation, game-competitiveness
2. Focus on quality spent time
3. Social network expansion, cognitive training
4. Method of conversation
5. Encourage thinking, exploring

AIDS

- Computer
- Chess board game

EVALUATION QUESTIONS

- How difficult was transferring knowledge of playing chess?
- Did you feel scared using ICT?
- Did you recognize any advantages of spending time with other generation?
- Did you learn something about yourself during this activity?

APPROXIMATE LENGTH OF THE SESSION

60 minutes each session

NUMBER OF LEARNERS ON REGISTER

Working in pairs (non limited number)

NOTES ABOUT THE LESSONS/CLASSES WITHIN THE SESSION PLANClass profile:

Elderly should know how to play chess.

Younger should try application before they teach elderly how to play chess online.

Age:

Younger generation: **16 – 20 years**

Older generation: **70 and above**

Suggested pre-unit preparation (include any work, research, or reflection that learners should do before participating in this training)

Ask learners to:

- Stay open-minded

Ask mentor to:

- Be aware that other generation doesn't know how to play chess (face to face or online) and that they will have to be patient.
- Make sure you give encouragement to others and be respectful





3.12

DIGITAL STORYTELLING: THE EUROPE OF OUR LIVES (POLAND)

WORKSHOP TITLE:

Digital Storytelling: The Europe of our lives

LEADING ORGANIZATION:Foundation Pro Scientia Publica
Wroclaw, Poland**INTERGENERATIONAL
LEARNING AIM**

Program in which heterogeneous groups of young and older people work together to improve life in the community

LEARNING OBJECTIVES**FOR YOUNGER GENERATION****By the end of the workshop the junior as learner should be able to:**

- Connect to elderly generation
- Reflect on their cultural identity and historical heritage

By the end of the workshop the junior as mentor should be able to:

- Explain how to use technologies for creating the video
- Support senior learners in a learning process

FOR OLDER GENERATION**By the end of the workshop the senior as learner should be able to:**

- Value their life experience and cultural heritage
- Understand better new communication tools
- Develop their digital competences

By the end of the workshop the senior as mentor should be able to:

- Inspire younger generation
- Connect young generation to cultural heritage

**TOPICS COVERED IN THIS
WORKSHOP**

- 1) Digital storytelling
- 2) Digital skills
- 3) History

ACTIVITIES

The Europe of Our Lives is an intergenerational digital storytelling workshop aimed at helping senior learners in developing digital and technological skills supported by younger learners. In particular, digital storytelling is an innovative powerful communication tool that can help seniors overcome their sense of exclusion from the digitalised world and develop the awareness that they can take control of the new technologies and use them for personal and social expression.

The activity is designed for a multigenerational group: young participants can help and guide seniors in the process of creating a video with new ICT, while seniors act as storytellers sharing valuable insights from their history and cultural heritage.

PREPARATION

The IGL educator creates couples formed by a senior learner and a young student. The educator helps couples brainstorm on topics and stories connected to their cultural heritage for video storytelling. The seniors share life events and memories related to a specific historical happening or period, in order to explore their cultural identity and their past and help younger generations understand better their present. Once the choice is made, the couples can get into the process of digital storytelling.

WRITING THE SCRIPT

The couple should write a video script based on the topic and the story they've chosen. The text should be as simple and linear as possible and tell the whole story in a concise way. The IGL facilitator can support couples in condensing the information into an effective and clear narrative.

BUILDING THE VISUAL

In this session, the senior learner and the younger student collect images and videos that can tell the story visually. They can download pictures and videos from image stock websites or use authentic materials that the senior learner has. Alternatively, they can access the free library of the video-making platform (e.g. We Video).

ACTIVITIES

The images and videos should fit the script and narrate visually what the words are telling. Therefore, their quantity depends on the length of the story script.

CREATING THE VIDEO

When all the material is collected, the couples start creating the video, by using video-making software, such as We Video. They create the visual storyboard with images and short videos collected.

As for the audio, two options are possible:

- the script can be recorded and added as a voice-over to the video;
- some music can be used as the audio for the video, while the story is narrated through subtitles.

The video is edited and arranged depending on the skills of the participants involved. All creative solutions are welcomed!

What matters most is enhancing a cooperative inclusive process that enables both the senior and the younger to learn and support each other.

REFLECTING ON THE PROCESS

At the end of the pair work, the IGL facilitator involves participants in a session of evaluation to reflect on the challenges, opportunities, and learning achievements that emerged during the process.

The workshop can be ended by enjoying watching the digital stories created.



METHODS

- conversation in couples
- digital storytelling
- video-making

AIDS

- Videocamera or smartphone
- Computer
- Microphone
- Software for video-editing (e.g., WeVideo)

EVALUATION QUESTIONS

- What did you learn from each other during the work in pairs?
- What was the most precious moment of the collaborative work?
- What challenge did you encounter during the activity?
- How was the process of storytelling?
- How was the process of video-making?

APPROXIMATE LENGTH OF THE SESSION

4 sessions, 45 min each

NUMBER OF LEARNERS ON REGISTER

min 2 (1 young and 1 senior learner)

NOTES ABOUT THE ACTIVITY

Age:
younger generation: from 16 years old and more
older generation: 55 plus

CONCLUSIONS

ALEKSANDER KOBYLAREK, MARTYNA MADEJ

We undoubtedly need a new intergenerational pact. In a pre-figurative society, the younger generations follow closely behind civilisational changes and sometimes create them (Mead, 1970). The older generations, due to their increasing cognitive limitations, are more and more in need of support in order not to be at the margins of civilisation and, as a result, become a kind of ballast (Baschiera & De Meyer, 2016).

Intergenerational education is taking a different approach to the importance of various generations in social and civilisational development (Kobylarek et al., 2022).

First and foremost, it is worth pointing out the fundamental problem, which is the fact that in ageing societies, sooner or later, the population declines. The lack of generational replacement means that the population is slowly becoming extinct (Okólski, 2018). This raises many problems for civilisation: economic and social, but the most acute for seniors on an individual level is isolation, the scissors of social death and marginalisation, which leads to being pushed out of time.

In dwindling populations each person becomes a treasure worth taking care of and learning about. Intergenerational education is inclusive education, attempting to pull seniors out of obscurity and making younger generations aware of the value of elder people. Elder people and their experiences can inspire the lives of younger generations. It is therefore, worth viewing senior citizens not as the ballast of civilisation, but as an educational potential for informal teaching (Meynen, 2016).

Appropriate, tailor-made intergenerational activities are able to improve not only the mental condition of seniors (the less isolation, the less depressive states), but also become a meeting place for micro-worlds and a platform for exchanging experiences. All kinds of intergenerational activities (not only educational) can be a pretext for organising such meetings (Zakowicz, 2011).

CONCLUSIONS

ALEKSANDER KOBYLAREK, MARTYNA MADEJ

The presented set of activities can be used by senior citizens' clubs, third age universities and other informal educational and therapeutic groups. They can also become an inspiration for developing their own workshops that are more suitable in the given circumstances. The examples collected in this manual show that, in addition to activities designed to harness the potential of different generations, it is also worth considering how to adapt typical activities to the needs of intergenerational education. Sometimes a slight modification of the original form is all that is needed to achieve a double intergenerational transmission effect, so that the older generation can enter simultaneously into the role of pupils and teachers at the right moment in the whole process. Sometimes it is enough to create an area for the exchange of experiences and to collect them, structure them, summarise them so that they become meaningful and acquire an educational character.

Thus, one fundamental didactic conclusion follows. In any case, instructors of intergenerational education should further be able to demonstrate their ability to restructure biographical experiences.

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