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ROLE AND OPPORTUNITIES OF THE CULTURAL HERITAGE IN INTERGENERATIONAL LEARNING



PROJECT HANDBOOK



**Role and Opportunities of the Cultural Heritage
in Intergenerational Learning
2019-1-LV01-KA204-060332**



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PROJECT OBJECTIVES:

To improve the accessibility of learning opportunities for adults, to enable people to become closer and more involved with their cultural heritage, which is both, unique and diverse.

To promote social inclusion and seniors' motivation through innovative integrated approaches like intergenerational learning on a local and international level.

The TARGET GROUPS: decision-makers, adult learners/seniors, adult educators and young people who are ready to be involved in intergenerational learning, the local stakeholders.

INTERNATIONAL ACTIVITIES:

80 mobilities in 3 teachers' training events and 2 meetings of senior learners.

LOCAL ACTIVITIES:

Sharing of experience and best practices among representatives of national, regional and local administrations and other organisations, in addition to the dissemination of information.

Analyze, summarizing and selection of the information about the cultural heritage locally and in other partners' regions, creating and using the learning materials about these topics:

- Culinary heritage
- Nature heritage
- Agricultural heritage
- Craftsmanship and digitalisation of the cultural heritage

Preparation and implementation of local exhibitions, presentations, workshops. Local seminars/workshops for adults/seniors educators and local stakeholders. Project dissemination materials creation and distribution during the project and after.



PROJECT PARTNERS

• SIGULDA

Sigulda municipality, merging the city of Sigulda, Sigulda and Mores parishes, was established on June 1, 2003. On July 1, 2009, the county was expanded by joining Allaži Parish. In July 2021, as a result of the administrative-territorial reform, Sigulda municipality was merged with Krimulda, Mālpils and Inčukalns municipalities.



From July 1, 2021, Sigulda municipality consists of Allaži parish, Inčukalns parish, Krimulda parish, Lēdurga parish, Mālpils parish, Mores parish, Sigulda parish, Sigulda city.

Sigulda municipality and its structural units perform all the functions specified by law, promoting the development of the municipality and the level of well-being of the population. An important aspect is that Sigulda municipality is mentioned as a model for successful territorial reform, as a result of which Sigulda municipality was established, where even development takes place both in the city and in rural areas, promoting the formation of a democratic and active society. Sigulda region was one of the first to start developing the principle of private partnership in the work of the municipality.

With the expansion of Sigulda municipality, in 2021, the administrations of parish associations were established in the municipality, which continue to perform the priority functions of serving the population. In order to balance the equal access of urban and rural residents to municipal services, residents have the opportunity to receive basic services in Mores, Mālpils, Inčukalns and Krimulda parishes, as well as in Sigulda City State and Municipal Unified Customer Service Center and Allaži Customer Service Center.

Sigulda municipality consists of an elected council (consisting of 19 people) and an administration headed by a chairman, two vice-chairmen, an executive director and three deputy executive directors. More than 200 employees are employed in Sigulda municipality administration.

• LATVIA MĀLPILS MUNICIPALITY

Municipal council Mālpils pays a big attention to education and further education, i.e. lifelong learning, for the about 3000 inhabitants of the community. We have 9 public institutions – 3 schools, 2 libraries, Culture centre, Social care centre, Sports centre. In our municipality are located 98 small/medium enterprises (agriculture, wood processing, milk production etc.)



The main part of the yearly budget of the municipality goes to education. Our priorities are to reduce social economic inequality between rural and urban population, to create opportunities to become active European citizens. The main objectives of our education work are the transmission of knowledge and experience, activation of intellectual capabilities, development of critical thinking and communication skills; discovering and optimizing hidden talents, experimenting new attitudes and behavior in new or unknown contexts; promoting language, social, IT and entrepreneurial skills; acquiring and developing interpersonal skills in relation to challenging social environments and EU-topics.

We take into consideration the impact of cultural, social and family environments on learning as well as obstacles that hinder personal development, especially for elderly people. We wish to develop our people's competences within a cooperative training program in association with European organizations pursuing identical goals. Sharing knowledge through local and international intergenerational learning-teaching activities and providing the elaborated training materials in close cooperation with our local and regional stakeholders will also confer a greater value to the essence of our education programs and to those of our partners.

Malpils municipality council has established a cooperative network with schools and other local stakeholders. Institutions of Malpils municipality having a big experience in international education projects since 1998 are Mālpils Secondary school; Mālpils Vocational Secondary school; Mālpils Music and Art school; Pre-primary school; Mālpils Boarding school, NGO "Mālpils Folkhighschool" and NGO "Believe in yourself".

The methods of international educational work were so far: working out and implementation of educational, social, cultural and youth projects in Comenius, Leonardo da Vinci, Grundtvig, Town Twinning, YOUTH and since 2014 Erasmus+ programmes; creating, testing and developing of a methodical base for those projects; creating of new ways and methods in the project management, creative combination of project financing, sponsoring and voluntary work; establishment of regular contacts and sharing experiences with Latvian and foreign colleagues; involving of several social partners into project activities, building of mixed project teams for the improvement of communication and cooperation between local institutions and different generations.

• POYSDORF

The official project partner was the municipality of Poysdorf with its mayor Thomas Grießl. However, the organizer was a team of volunteers around Wolfgang Paar and his deputy Johanna Schreiber. They started and carried out all activities in coordination with the community. They used their contacts with the agricultural college in Poysdorf and with many volunteers who contributed to the success of the project with their personal strengths. For example, such a large project as the digital recording of the research results of the local researcher Franz Thiel could be mastered. The team was also supported by the Poysdorf Vino Versum tourist office.



The picture shows part of the team with Mayor Thomas Grießl and project supervisor Livija Mukane on the occasion of blended mobility in Poysdorf in April.



• FUNDACJA BĄDŹ AKTYWNY

Fundacja Bądź Aktywny is non-governmental organisation, which was created in 2014.



The objectives are:

- stimulate and encourage the participation of local communities
- science, education, education and education of children, adolescents, adults, seniors
- promoting the concept of learning throughout life, including vocational education and non-formal education
- organising social assistance, including assistance to people and people in difficult situations, ensuring - equal opportunities for these individuals and their families
- activities supporting the development of local communities, active in the fields of culture, art, protection of cultural heritage and traditions
- European integration and the development of contacts and cooperation between peoples
- supporting various forms of social activity, including volunteering

The organization cooperates with the local stakeholders: the institutions (like Artistic Educational Center in Piotrków Trybunalski, House of Culture in Koszęcin, etc.), with Rural Women Circles, others NGO-s (Foundation Subvenio in Łódź, Stowarzyszenie na Rzecz Szkoły w Proszeniu, etc.) and the high vocational schools in the region (powiat piotrkowski).

In the cooperation we organised different kinds of activities for whole target groups (children young people, adults, seniors).

The all staff are volunteers and the organisation is non profit.

The organisation has big experience in international cooperation.

Our Erasmus+ projects:

- Mutual Share for Women Care (the coordinator: Italy, the partners: Poland, Spain, Slovenia)
- Be Open Minded (the coordinator: Poland, the partners: UK, Italy, Greece, Belgium)
- Strengthen Empowers Teachers' Competence in Adult Education (the coordinator: Croatia, the partners: Poland, Sweden, Lithuania, Latvia)
- Violence- Important Problem (the coordinator: Poland, the partners: Romania, Italy, Belgium)
- Virtual & Augmented Reality Toolkit to Engage Seniors Brain With InTer-Generational UndErstanding (the coordinator: Spain, the partners: Poland, Romania, Turkey, Malta).

One of our the most important project was:

Social Inclusion through Digital Skills and Intergenerational Learning (the coordinator: Latvia, the partners: Poland, Austria, France). During the project time, we improve our cooperation with the local stakeholders and organized many activities for the seniors. This is the reason why we decided to continue the work in the same partners' group. The result of the decisions is actual project: Role and Opportunities of the Cultural Heritage in Intergenerational Learning (the coordinator: Latvia, the partners: Poland, Austria, Czech Republic, France)

This is our staff and volunteers during KA1 on Cyprus (August 2021).



• M3Cube Association

Established in 2008, the objectives of the association are to:



- Reduce the digital divide between the different generations
- Facilitate access to training and information
- Fight e-exclusion and reinforce e-literacy
- Spread the internet culture

In Paris and its suburbs, M3Cube offers:

- ICT trainings for seniors (computers, tablets, smartphones)
- Intergenerational workshop with different topics such as interactive games, photo editing and video software, general use of internet and social media, etc.

Within the framework of European projects (Erasmus+), M3Cube is involved in projects that:

- Promote intercultural and intergenerational communication
- Share good practices in digital innovation
- Conceptualise new ideas for development in technology to bring about progress within society



Intergenerational workshop in Paris, 2016



Digital treasure hunt in Paris, 2018

• MEZI NÁMI

Mezi námi is a non-profit organization, located in Prague, the capital of the Czech republic. Its mission is to interconnect generations. Founded in 2013, the organization has since been the leader in intergenerational activities in the Czech Republic and has participated in European projects as well.



Its activities focus mainly on creating and fostering positive human relationships. Mezi námi facilitates experience sharing between the elders and the young generation, cultivation of relationships, and passing on experiences and vital energy from one generation to another.

Throughout intergenerational programs the young generation learns how to respect senior citizens and at the same time the elders master how to benefit from the energy and spontaneity that is so characteristic of children.

Why do we consider INTERGENERATIONAL SESSIONS so important?

It is a great opportunity to experience meaningful and interactive sessions for kids and seniors, and a source of happiness and genuine spontaneity. The sessions help seniors boost their self-confidence, strengthen their own value and provide a sense of usefulness. In addition, they give them a chance to reminisce and reflect, and revive their desire to take care of someone. Children on the other hand have a unique opportunity to directly interact with the elders. This allows them to appreciate that, despite their age, seniors are still able to contribute and shape one's attitude as they reach the autumn of their lives. This in turn reinforces children's respect for the elders.

Mezi námi runs five main intergenerational programs:

• LET'S TALK

The basis of this project is connecting a kindergarten or primary school and a senior house. Currently Mezi námi cooperates with 130 intergenerational groups throughout the Czech Republic. The sessions take place regularly, every 3 to 5 weeks, are organized individually and customized to fit the needs of participants. Mezi námi's coordinators search and approach suitable partners, establish conditions of cooperation, and support and manage the intergenerational sessions.

• LET'S READ

In this program the Fairy tales reading grandmas and grandpas club was founded. Seniors regularly come to kindergartens and read stories to children. As volunteers, there are currently some 125 grandmas and grandpas involved in this program. The club won the Best Senior Club 2017 and 2018 award. While listening children develop their imagination and understanding of language. Seniors receive positive feedback through childlike happiness, honesty and vitality.

• LET'S HELP

Seniors visit kindergartens on a regular basis and help out with common day-to-day activities. This makes them feel useful and appreciated by kids.

• CREATIVE WORKSHOPS

Workshops are designated for the common public of all age. Mezi námi uses its extensive experience with organising sessions between generations. Art and handmade activities are run in joint creative workshops suitable for all generations. The workshops are organized at sports events, season markets, city districts events, social services project or conferences.

• TRAINING AND DEVELOPMENT

Mezi námi prepares complex education programs for intergenerational trainers, operates a website supporting a wide range of activities for all generations. It also offers various personal development programs for seniors and individual therapy sessions to help seniors with solving their specific issues.

Mezi námi has many years of experience in transferring knowledge and experience across generations, which can be used in project ROCHIL (Role and Opportunities of the Cultural Heritage in Intergenerational learning). We work with the knowledge and experience of seniors, thanks to which we pass on cultural heritage, manual skills and traditions and customs to future generations, especially children. In the framework of the ROCHIL project, Mezi námi will contribute to all main activities.



TEACHING/ LEARNING ACTIVITIES:



Cooking workshop „In the grandmother’s kitchen”

1 People to whom the action is addressed:

The activity is addressed to senior learners and young people as well as for adult teachers who are interested in intergenerational activities and have an access to necessary facilities

2 Aims:

To enrich the range of the intergenerational learning/training activities.
To foster cooperation between different generation, to give them the opportunity to understand better each other. To discover and save the culinary heritage.

3 Duration (total hours/days):

3 hours – cooking and degustation
7 days- preparation of the photo recipes after the cooking

4 Methods and materials used

Cooking recipes of different generations, culinary books and magazines

5 1st phase (preparation) (activities, tools):

- Contacting seniors who would be interested to lead the cooking workshops.
- Contacting young people/school students who would be interested to cook together with the „grandmothers”
- Preparation of the facilities (school kitchen, a cafeteria, any other appropriate room)
- Discussing recipes/menu with the „grandmothers”, buying products. Menu has to cover dishes from starter to dessert.

6.1 2nd phase (implementation) (activities, tools):

Creating 4-5 cooking teams: one „grandmother”, 2 students, depending of the available room and equipment.
Short ice breaking activity.
Cooking together. Each team has to prepare one dish.
Students have to take pictures from the cooking step by step for the further creating of photo-recipes.
Table service.
Degustation together.



6.2 2nd phase (implementation) (activities, tools):

Students collect the recipes they worked with, choose the pictures and create a common material.
Every further cooking workshop gives 5 typical food recipes of the region for the brochure that can be created at the end of the project.



7 How did you manage to cooperate with other teachers – bodies – partners?

Cooperation with the local partners is very important.
We used our Secondary school kitchen for the cooking workshop and also assistance of the house keeping teacher and IT teacher who helped students to create the brochure of the photo recipes.

8 Results

The tangible result is the brochure with the typical Latvian food recipes.
Both, seniors and young people, improved the mutual understanding, learned to work together.
Young people gained new practical skills.
Seniors gained more self esteem and confidence being „teachers” for the students.
Project implementation team discovered that it is a very good activity, not complicated, but with a long lasting positive effect to both generations.

9 Participants' feedback (would be enough one feedback per activity)

Senior: „Before the cooking I was afraid how to cook my pretty complicated dish together with not known young people, in a kitchen where I don't know anything. But the students were very nice and welcoming, because they know all this equipment and room. School teacher also was very helpful. We, 5 grandmothers and our student-assistants spent all together a very pleasant time, communicated, cooked, tasted. It was great, and I'm ready to repeat this experience!”



TEACHING/ LEARNING ACTIVITIES:



One-to-one learning/teaching of digital skills

1 People to whom the action is addressed:

The activity is addressed to senior learners and young people as well as for managers of adult education who are interested in simple but efficient and sustainable intergenerational activities and have access to necessary facilities.

2 Aims:

To enrich the range of the intergenerational learning/teaching activities.
To foster cooperation between different generations through individual lessons of digital skills.
To show and convince the senior learners that the digital skills are friendly to them.
To foster seniors' social inclusion.

3 Duration (total hours/days):

Minimal- 6 lessons of 1 hour duration each once a week.
Maximal – not defined, can be continued based on the needs of the senior learners and opportunities of the young teachers.

4 Methods and materials used

Training documentation: guide for the young teachers, agreement's templates about the voluntary work and the general approaches and rules of the learning/teaching process.
IT equipment – seniors' personal mobile phones, tablets, notebooks.
Learning rooms with Wifi.

5 1st phase (preparation) (activities, tools):

Information for the potential senior learners–newspapers, website, information desks, personal meetings.
Contacting young people/school students who would be interested to be one-to-one digital skills teachers for the seniors.
Finding rooms at schools, in libraries, culture centers.
Meeting with the young teachers, explanation of their tasks and psychological preparation for the lessons.
Meeting with seniors, explanation of all details and psychological preparation (minimizing stress of "to look digitally non- intelligent")

6.1 2nd phase (implementation) (activities, tools):

First meeting together, learners and teachers. Creating pairs for the further individual lessons. There can be various methods/games for the fostering of communication and ice-breaking. Mutual introduction.

6.2 2nd phase (implementation) (activities, tools):

Individual lessons of digital skills on personal phones, tablets etc.

Young teachers take care that their learners make notices about all steps of using their IT tools. In the lesson's summary template they also write the learners' questions for better preparation for the next lessons.

An adult assistant is available during the lessons for solving eventual technical or other problems.



7 How did you manage to cooperate with other teachers – bodies – partners?

Cooperation with the local partners was very successful. This activity initially was tested in Malpils, but after joining Sigulda – municipality we tried it also with new local partners. The preparatory meetings for learners and teachers as well as the first meeting together took place in the culture center, but the further individual lessons – in two libraries, in one school and in the Youth initiative center. We received support from all the people we asked for it.

8 Results

Both seniors and young people improved their mutual understanding, learned a lot from each other. Seniors gained more self esteem and confidence through new digital skills which help them to be more involved in society.

Project implementation team discovered that it is a very good activity, not complicated, but with a long lasting positive effect on both generations. It costs nothing and needs only motivated senior learners and young teachers.

9 Participants' feedback (would be enough one feedback per activity)

Senior: „I'm very satisfied that I applied for this course. My young teacher was very patient. I asked her often for the things I forgot time by time, and she explained it to me and reminded me to write down all the buttons and steps.”

Senior: “I was very happy to leave my home once a week for these lessons, because during Covid periode I felt out of life. I can now use WhatsApp, send and receive pictures, and find interesting things on the internet. My grandchildren are surprised!”

Young teacher: “I'm surprised how much we can achieve by doing very simple things. My senior was happy that he learned new skills, but I'm also happy because of his joy.”

Young teacher: “Starting the course, I was afraid, I can't answer my senior's questions, but she was very positive, we spoke not only about learning, and I can say that I also learned a lot from her.”

TEACHING/ LEARNING ACTIVITIES:



Intergenerational study visits

1 People to whom the action is addressed:

The activity is addressed to senior learners and young people as well as for adult teachers who are interested in intergenerational education activities

2 Aims:

To enrich the range of the intergenerational learning/training activities.
To foster cooperation and mutual understanding between different generations, to give them the opportunity to learn from each other in a new environment

3 Duration (total hours/days):

4 hours- a half day study visit
8 hours- whole day study visit

4 Methods and materials used

Research about the places to be visited
Summarizing and evaluation training for all involved people

5 1st phase (preparation) (activities, tools):

This activity can be a part of a bigger project but can be organized also as a separate one. It is more efficient if the seniors and young people to know each other from previous activities together but can be also done like an ice breaking activity in the beginning of a bigger project.

Preparation.

Finding an appropriate place to visit – with a creative workshops opportunity that can be interesting for all participants. Contacting seniors and young people who would be interested to participate. Preparation and sharing information about the places to be visited.

6 2nd phase (implementation) (activities, tools):

Study visit. In this sample of the study visit is cultural heritage workshop in "Bread house" – students and seniors baked together traditional Latvian bread and created Christmas decoration in old time style.

Another intergenerational study visit we organised was in the National library in Riga, an interactive exhibition about digital tools for education, and it was very interesting for both generations again.



7 How did you manage to cooperate with other teachers – bodies – partners?

We communicated and cooperated very successfully with all involved bodies: seniors and students were motivated to attend the offered study visits, and the representative of the visited places were responsible and precise, so we enjoyed a lot these activities.



8 Results

Both, seniors and young people, improved the mutual understanding, respectful communication and cooperation skills. After the study visit students prepared a nice video about this activity- one of the tangible results of the ROCHIL project.

9 Participants' feedback (would be enough one feedback per activity)

Student: "Before the study visit to the Bread house I cooked together with seniors in our school kitchen and knew the most participants of this trip. All experiences I have with them are very positive, and we can learn from them not only practical things, but also the relaxed and positive attitude to the life around us."



TEACHING/ LEARNING ACTIVITIES:



Baking a traditional pastry together, playing together to win a Striezel

1 People to whom the action is addressed:

Pupils at the agricultural college in Poysdorf.

2 Aims:

In a cross-generational cooperation between young people and seniors, the students should learn how a traditional pastry is made. Afterwards, according to an old custom in our region, the ready-baked Striezel were raffled off in games.



3 Duration (total hours/days):

An afternoon at the agricultural college in Poysdorf.

4 Methods and materials used

For making the Striezel, a recipe for the yeast dough and instructions on how to braid a Striezel was needed. For the subsequent game dice and cups were supplied.



5 1st phase (preparation) (activities, tools):

Buying the ingredients according to the recipe, making an appointment with the school, inviting the seniors, preparing the utensils for the game

6 2nd phase (implementation) (activities, tools):

The last days of October or the beginning of November is the traditional time when the Striezel game is played. Therefore, on November 6, 2019, we invited some seniors to bake and play together.

The agricultural college made their kitchen available for us and prepared the yeast dough. In the school's dining room we also had the opportunity to play the traditional game.



7 How did you manage to cooperate with other teachers – bodies – partners?

Personal contacts with the school and seniors made it easy to find participants that afternoon.

8 Results

The students were shown how a Striezel is made by hand, they also had the opportunity to experience the game of the „Striezel (Paschen)“ for themselves, which is otherwise only played by older people in inns.

9 Participants' feedback (would be enough one feedback per activity)

It was fun making a Striezel with the students and then play the game with this pastry.



TEACHING/ LEARNING ACTIVITIES:



Wine & Crime - Creation of an adventure cellar tour for young people

1 People to whom the action is addressed:

Seniors with knowledge of wine production and young people who have had little contact with this topic up to now.

2 Aims:

Interest in knowledge about wine production is not very high among young people. They should be introduced to this knowledge with an adventure cellar lane tour in the manner of an escape room.

3 Duration (total hours/days):

Work on this escape room started in winter 2019/2020, and in summer 2020 the first groups tested the tasks. Due to the lockdown, only a few groups were able to visit Wine & Crime. In winter 2020/2021, the concept was revised again so that we could start with this offer in summer 2021.



4 Methods and materials used

A correspondingly large cellar with a press house was required for the processing of Wine & Crime, which is located near the center of Poysdorf and has museum furnishings. Furthermore, various aids (barrels, locks, flashlights, game mats, ...) had to be purchased.



5 1st phase (preparation) (activities, tools):

Before the start of the lockdown, a concept was developed with a class of 16-year-old students, but later just a few people extended this idea.



6 2nd phase (implementation) (activities, tools):

Tasks were found by visiting other escape rooms, buying suitable games and being creative. These tasks have been adapted for the topic of wineproduction. The corresponding devices were manufactured with manual skill in the press house and in the cellar tube.



7 How did you manage to cooperate with other teachers – bodies – partners?

A tourism partner was necessary to advertise this offer. A very successful partnership was established with the Vino Versum (tourist office) in Poysdorf.

8 Results

Wine & Crime was very successful in the first season in summer 2021, more than 60 groups did this adventure cellar lane tour. A large number of visitors have subscribed to the site on Facebook and Instagram, thereby publicising the offer - Wine & Crime already has more than 300 followers on its Facebook profile.

9 Participants' feedback (would be enough one feedback per activity)

It was a lot of fun solving tricky tasks in a group in a mystical environment and learning a lot of interesting facts about viticulture.



TEACHING/ LEARNING ACTIVITIES:



Digitization of the articles by local researcher Franz Thiel

1 People to whom the action is addressed:

Seniors who are able to type articles, some of which are handwritten, as a text file on a computer.

2 Aims:

Collecting the many articles written by Franz Thiel about the history of our homeland, especially Poysdorf, and making them available to the general public. A separate homepage is to be designed for this purpose, and the articles on the topotheque in Poysdorf should also be available for all interested parties to read.

3 Duration (total hours/days):

The collection of the documents and the decentralized processing began in December 2020. In autumn 2021 the recording and correction work was completed

4 Methods and materials used

In many personal conversations, helpers were found. During the lockdown they received the copied documents or scans of the documents via e-mail. The finished texts were collected in a central location.



5 1st phase (preparation) (activities, tools):

The documents were organized by committed local researchers or scanned in libraries. The more than 600 items were recorded in a large table. Each transfer was noted with the date in this table, as well as the return of the finished transcribed publication.



6 2nd phase (implementation) (activities, tools):

Around 40 helpers copied the texts during the Corona lockdown and thus had a meaningful job during the isolation period. A total of around 3000 pages were transmitted. At the same time, the life of the local historian Franz Thiel was researched so that his curriculum vitae can also be published. Furthermore, since we no longer know many of the terms used in the texts, a glossary was created in which around 600 terms are explained.



7 How did you manage to cooperate with other teachers – bodies – partners?

The project managers had lots of conversations and phone calls with the helpers and repeatedly thanked them for the work they had done in order to keep up the motivation for the many hours of work.

8 Results

The homepage is not yet finished, it is to be presented to the public on the 50th anniversary of Franz Thiel's death in October 2022. In the meantime, the work of the local historian can already be read in the Poysdorf topotheque and in a national topotheque.



9 Participants' feedback (would be enough one feedback per activity)

It was fun working on this big project, I also learned a lot about our homeland and history while copying it. This work was the right occupation for the lockdown period.

TEACHING/ LEARNING ACTIVITIES:

Photo Workhop

1 People to whom the action is addressed:

The workshop and the method (photovoice) is addressed to the adult learners and seniors too. The most important is good preparation, clean instruction.

2 Aims:

- to shows that we can see different things when we observe the same
- to present the personality using the photos
- to present mood, experience, impressions, emotions
- to reflect the world

3 Duration (total hours/days):

the lecture- theoretical part – 1-3 hours
the individual work of the participants – 2-4 hours
the presentation and discussion 1-3 hours

4 Methods and materials used

method- photo voice
photo equipment – it can be mobile cameras

5 1st phase (preparation) (activities, tools):

theoretical part – lecture, presentation

The part should be inside. The participants learn about proportion, lights in making photos. They are looking in internet the examples of the photos, compare and talk about the conclusion.

6 2nd phase (implementation) (activities, tools):

Individual work of the learners

The participants get the task- take 2-3 pictures on the topic (it's good to propose 2, this way the participants choose more free). It can be good opportunity to organise common excursion or choose the place (like garden, village, etc.). Before it, the trainer should inform the participants that they have duty to ask people if the take them a photo.

7 3rd phase (activities, tools):

presentation the photos, discussion, evaluation

When all the participants take and choose photos, whole group can discuss about it. The author explain why he/she choose the photos and others people comment the choise, ask about the details etc. It can organise during the exhibition which will be open for all. It's depends of the group and possibilities.

8 How did you manage to cooperate with other teachers – bodies – partners?

Before the activities it's good to discuss with other teachers about the topic, place, instruction for the learners. It's good to propose two topics of the photos, because the learners feel more free.

9 Results

The result of the activities can be virtual (or real) exhibition of the photos. The learners can present their photos, explain why they choose the pictures. They can compare own results with the photos of other participants. It's a good opportunity to discuss, know about each other.

10 Participants' feedback (would be enough one feedback per activity)

The participants are usually very curious of the photos of others. They said that they became more watchful of the world around them.



TEACHING/ LEARNING ACTIVITIES:

Theater workshops "Boczny Tor" ("Side Track")

The activity is realized by our stakeholder- Seniors' Club in Piotrków Trybunalski

1 People to whom the action is addressed:

Action is addressed to seniors over 60 years old.

2 Aims:

- To prevent social exclusion
- To support the integration of senior citizens
- To activate the seniors
- To give to seniors the opportunity to express their feelings and thoughts

3 Duration (total hours/days):

10 months, two 3 hours meetings per week

4 Methods and materials used

During the workshops seniors work with the instructor on their diction and texts interpretation. Their practice small theater forms and also prepare the longer artistic forms. They also practice drama method and the game of the subject.

5 1st phase (preparation) (activities, tools):

- Script discussions, discussions with participants, roles split, practicing the acting skills, scenography preparation. The choice of the play depends of the participants. The trainer (the director) gives a few propositions, but the participants decided what they want to play.
- All the participants with the trainer (director) discuss about the details, read the play, exchange opinions, share impressions
- Next step are theatrical rehearsals. The first are without costumes and decorations.



6 2nd phase (implementation) (activities, tools):

Later there are rehearsals on the scene.

It's opportunity of using of the methods learned, practice before the performance.

It's very important to reduce the stress, to prevent any problems (for example with memory). The result is the performance.



7 How did you manage to cooperate with other teachers – bodies – partners?

All the parties (instructor and participants) do cooperate on the equal rights. All the visions are discussed and the creativity is being spread. The others (like family members, others groups of the seniors, the local stakeholders) help to prepare the costumes, decoration, invitations, posters.

8 Results

As the result of the workshops seniors do prepare the theater performances which are presented to wider audience on different occasions, eg. Senior Day, Grandmother Day, Grandfather Day, etc. The group also takes part in the nationwide theater reviews and festivals for seniors.

9 Participants' feedback (would be enough one feedback per activity)

Participants are willing to continue participation in workshops, they feel part of the group and they feel integrated. Participants appreciate the fun aspect of workshops.

They are also aware they are working on their concentration and remembering what is the additional value.

TEACHING/ LEARNING ACTIVITIES:

The Bingo Game

1 People to whom the action is addressed:

This action is addressed both for adult teachers and senior learners.

2 Aims:

- activating group members
- group integration
- establishing contact with another person
- getting to know each other
- supporting communication in a multilingual group
- releasing positive energy
- having fun

3 Duration (total hours/days):

The duration of the game depends on the number of members in the group. The more participants the more time will be needed. In a group of 20 people a minimum of 30 minutes is required.

4 Methods and materials used

For this activity you will need a special A4 form with questions and a pen for each participant. Paper pads are helpful. It is good to have a room in which participants will be able to move freely.

You can prepare a symbolic prize for the winner.

The working method is to play with questioning each other.

5 1st phase (preparation) (activities, tools):

You need to prepare a table with questions (example in the photo below), print one copy for each participant, and a pen for each.

Prepare room: move tables and chairs aside, provide space for free movement. You can play this game in the open air.



6 2nd phase (implementation) (activities, tools):

- A Giving clear instructions to perform the task
- B Participants walk freely among themselves and ask simple questions in English, if they receive the answer: YES, they can cross out the appropriate square with this question when the answer is: NO, they don't mark anything.
The winner is the person who first crosses four squares vertically, horizontally or diagonally. Then you may be encouraged to keep playing until they have crossed out all the questions.
Selecting the winner and awarding the prize.



7 How did you manage to cooperate with other teachers – bodies – partners?

It is very good to have a person or team to discuss about questions that should be included in the form or helping during all activity: helping participants or making photographic documentation.

8 Results

Good group integration through play, group activation.

9 Participants' feedback (would be enough one feedback per activity)

Participants usually finish the task with enthusiasm, they like the form of the game and the fight for victory, but most of all the easy way to contact people even with little foreign language skills, the possibility of contact with each member of the group and a lot of positive energy.

TEACHING/ LEARNING ACTIVITIES:



KAHOOT

1 People to whom the action is addressed:

This activity/game is addressed to the adult teachers and the senior learners

2 Aims:

- to use mobile tools (smartphones or tablets) in a playful way
- to train on cultural knowledge and any other specific topics available on this game (mathematics, history, movies, TV shows, books etc.).
- The added value of this game is also the possibility to create your own game and to propose it then to some users or to the community of players

3 Duration (total hours/days):

2 hours

4 Methods and materials used

For this activity, we need computer or smartphone or tablet, video projector and a good internet connexion.

5 1st phase (preparation) (activities, tools):

You first need to create a Kahoot so the participants can play the game. You can choose any topic : general knowledge, music, or history for example. Go to the Kahoot website with computer or smartphone or tablet, then create an account following the instructions :

Adding a question

- 1) Click to start typing your question (quiz, true or false, type the right answer etc.)
- 2) Add an image or video
- 3) Propose answer(s) to each question
- 4) You can choose the number of seconds by clicking on <<20 seconds>>
- 5) You can add as many questions as you want
- 6) Once you have finished, click on the top right corner on „Done“
- 7) Your Kahoot will appear in the list of „My Kahoots“

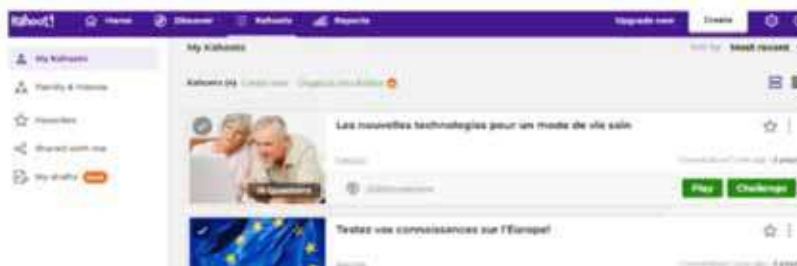


6 2nd phase (implementation) (activities, tools):

Once your Kahoot game is created, you can play it with participants. Gather everyone in a room, and follow the instructions :

The organizer should have a PC for presenting the questions to everyone and the participants should have a tablet or a smartphone with the app downloaded

- 1) Click on « Play » for launching the game
- 2) You can invite as many persons as you want
- 3) Choose Classic mode (1:1 devices)



- 1) Once you have click on classical mode, a PIN number appear on the screen and all participants will insert this PIN number on their app « **Enter PIN** »
- 2) Then click on « Start » and the question & answer will arise on the screen
- 3) The participants will choose the correct answer by clicking on the correct color in due time



7 How did you manage to cooperate with other teachers – bodies – partners?

We organize staff meeting, by e mails or face to face meeting for discussion and exchange for the final version

8 Results

It is a activity who allows social cohesion, interaction between the participants and good atmosphere. Moreover, there is no age limit for this game. Anyone can play it, youngsters or seniors.

9 Participants' feedback (would be enough one feedback per activity)

"I am happy to participe in this activity : it's was very funny and i have learned many things"

TEACHING/ LEARNING ACTIVITIES:



Treasure Hunt

1 People to whom the action is addressed:

This activity is addressed to Juniors, Adults and seniors : it's a intergenerational activity

2 Aims:

Digital treasure hunts, created by E-Seniors five years ago for proposing to its members an activity mixing use of ICT tools, culture, history and walking and promoting social inclusion.

The idea is to propose to the participants a predefined path in a selected neighborhood with several points of interests

To each point, a quiz question must be resolved to continue and reach the end of the game.

3 Duration (total hours/days):

1 day : 3 hours for the technical part and 3 hours for the practical activity

4 Methods and materials used

- A camera
- Internet connection
- Know-how for using Google Maps and Word
- A tablet or a smartphone that is used during the hunt

5 1st phase (preparation) (activities, tools):

- Situating the path, step by step: Define the neighborhood for the hunt (focus on a limited geographical area, such as a park or a block of buildings)
- Research interesting facts about the chosen zone, about history, monuments, statues etc. by using different information sources (web, newspapers, magazines...)
- Go to the chosen neighborhood and take photos of the points of interest that will be shown during the hunt
- Once the points of interest are defined, create a road map, for instance with Google MyMaps with the departure and the arrival points
- Decide in which way you want to present the questions (open/closed questions, multiple choice questions...)
- Consider the possibility to include GPS coordinates or hyperlinks that could help with the resolution of the questions
- Consider which material you use for the quiz (paper, electronic format, PDF, Google Drive, QR codes...)

6 2nd phase (implementation) (activities, tools):

- Invite participants (max 5 persons/ the hunt organizer)
- Call or send an email to all participants indicating the meeting point or proposing an quiz question to find the departure spot
- Give a contact number in case of any problems
- Ask the participants to show up with their mobile devices (if necessary) or remember to provide the papers including the quiz
- Follow the hunt in a group that is lead by the hunt organizer, move forward together throughout the path

7 How did you manage to cooperate with other teachers – bodies – partners?

We have to organize staff meeting by e mails, zoom meetings or face to face meeting. Then we test in the city to calculate the time and adjust the questions, in order not to make the tour too long.

8 Results

This activity allows a social cohesion, interaction between the participants and a good atmosphere It is also a « physical » activity good for everyone's health It simulates and encourages the physical activity and promote the well bieng of the participants.

9 Participants' feedback (would be enough one feedback per activity)

"I was happy and I enjoy this activity..I have discovered new places in Paris in good company"
Simone



TEACHING/ LEARNING ACTIVITIES:



English conversation

1 People to whom the action is addressed:

Adult and seniors : all generations mixed!

2 Aims:

Help people to learn and speak better english, meeting each other and exchange about different topics and tools.

3 Duration (total hours/days):

2 hours /session

4 Methods and materials used

The session should be facilitated by a native english speaker or by somebody that speaks the language very well. We need computer or smartphone, video projector, paper and pencils, and newspapers,

5 1st phase (preparation) (activities, tools):

An internet connexion is important.
We begin by the preparation and research of articles in newspapers or on internet :
preparing some questions for the learners and the answers
We can also use smartphone or tablet



6 2nd phase (implementation) (activities, tools):

Prepare the differents thems or topics for the discussions and the answers

7 How did you manage to cooperate with other teachers – bodies – partners?

We organize staff meeting, by zoom or face to face meeting. And we discuss to know how to present and motivate participants to be active in the discussions

8 Results

We note that participants make progress in lively discussions, it allows social cohesion, interaction in the group in a good atmosphere.

9 Participants' feedback (would be enough one feedback per activity)

"Thanks to these sessions I have improved my school English and made friends who I see again outside of these meetings"

TEACHING/ LEARNING ACTIVITIES:



INTERGENERATIONAL FAIRY TALE READING

1 People to whom the action is addressed: (adult teachers OR senior learners)

The activity is addressed to seniors who can regularly attend a nearby kindergarten/school, group of children (kindergarten, school, club, etc.) and adult teachers who are interested in intergenerational activities.

2 Aims:

The main goal of this activity is to encourage interest in reading through intergenerational dialogue between kids in kindergartens and seniors. Thanks to regular activity, seniors stay in good physical and mental condition. Regular contact with children brings them joy, helps them develop positive thinking and energizes them. On the other hand, children gain regular respect for old age through regular contact with the senior, they develop a sense of language and storytelling as well as a relationship with books.

3 Duration (total hours/days):

1 hour (we recommend regularly once a week during one school year - to make better relationships and a regular habit of reading).

4 Methods and materials used

Reading books can stimulate discussion with children about various topics, for example, traditional fairy tales, traditions and habits. Seniors can explain daily life of their childhood.

Books - seniors can bring books from home, use some from the kindergarten/school/ club or borrow in the library.

5 1st phase (preparation) (activities, tools):

- Set up a date and time for reading and agreeing on a topic to be read and discussed.
- Preparation - topic and the book before the session.
- The organizations and seniors should find relevant books for the chosen topic and prepare for it. We recommend organizing a course on rhetoric and storytelling for seniors. This could improve the quality of the program. We also recommend regular sessions for "reading" seniors so they can share their experiences with the reading program.

6 2nd phase (implementation) (activities, tools):

The senior comes to kindergarten/ school/ club. Short ice-breaking activities with kids. The introduction of the topic and the reading. Reading the book. Collective discussion on related topics - customize the discussion according to the age of kids and their needs and interests.

7 How did you manage to cooperate with other teachers – bodies – partners?

Cooperation with the local partners (teachers, seniors, coordinator of the program, and children) is very important. The optimal place for such a program is the kindergarten/kids club/ school, where the children are used to being. Regular feedback from all participants can improve the quality of the program.

8 Results

Regular intergenerational sessions with books.

Both seniors and children improved their mutual understanding and learned to cooperate and respect each other. Children develop a positive relationship with reading and books and learn new things. Seniors get the feeling of being important to the new generation and being useful.

9 Participants' feedback (would be enough one feedback per activity)

From the senior:

I'm always looking forward to the kids. I enjoy reading and talking to them. I love their stories. It's my lucky hour of the week.

From kids:

I like reading with our grandmother, we always talk nicely together.

From the teacher:

An amazing lady who reads and talks to children with enthusiasm. The children are very much looking forward to her and know that they can count on her to always come in a good mood.



TEACHING/ LEARNING ACTIVITIES:



INTERGENERATIONAL PROGRAM "LET'S TALK"

1 People to whom the action is addressed: (adult teachers OR senior learners)

The activity is addressed to seniors in senior homes or senior clubs and children from kindergarten / schools (3 - 10 years). Youngsters regularly attend a nearby senior home and enjoy being together and sharing life experience equally.

2 Aims:

The main goal of this activity is to develop a new connection between children and seniors. A lot of children do not have regular contact with seniors in their families, or in the seniors community. Also, a lot of seniors enjoy the connection with children, because as they live in the senior home they don't have many opportunities to be in touch with the young generation. For these reasons, the program is beneficial for both generations.

We inspire youngsters and seniors to be together and enjoy time together when they can do creative activities and learn from each other equally. Children get used to contacting seniors and finding older friends. Thanks to regular contact, children can understand the older generation and have no prejudices against it. Seniors share with children not only their life experiences but teach them practical skills, such as crafts or gardening, and cooking. Active assistance and regular contact with children prevent seniors from the feeling loneliness.

3 Duration (total hours/days):

Once or twice per month approximately 1 - 2 hours during school year

4 Methods and materials used

At first the organizer has to find an adult coordinator, who will be responsible for all communication between teachers at kindergarten or schools and representatives of senior home. Then the coordinator finds kindergarten or school and nearby senior home and presents the idea and benefits of intergenerational sessions to them. After that the coordinator brings agreement about collective cooperation and all representatives will sign the agreement.

The coordinator will discuss with them the form of sessions - if they prefer online sessions or in person sessions, how often they can attend sessions, how long the sessions will be. According to their needs and wishes the coordinator will design the intergenerational program for each pair of kindergarten/school and senior home.

The necessary material is related to the content of the session - according to the activity.

5 1st phase (preparation) (activities, tools):

- The coordinator will discuss the topic of the session and prepare materials for example papers, wax pencils, water colours etc.
- It is useful to prepare all participants before the meeting - children, seniors and cooperating staff. Everyone should know in advance what he/ she is going to do and what will happen.

6 2nd phase (implementation) (activities, tools):

The coordinator

- comes to the meeting in a senior home before the session start. The coordinator helps the staff of the facility with the preparation of the premises, bringing materials and aids if necessary
- welcomes children and seniors (handshake), then introduces each other by name
- introduces the activity they are going to do - what is the aim of the activity, who it is for (whether it will be for children or seniors)
- assists in the appropriate placement of children and seniors according to the chosen activity - children and seniors should actively cooperate, i.e.

Practical example - how to organize a intergenerational creative workshop with wooden beads:

- The coordinator enters into the group in the senior home.
- He / She says hello to the children and to the seniors.
- The coordinator explains what they will be doing during today's session and distributes tools - wooden beads, wires and textile ribbons.
- The coordinator explains how to make a heart with wooden beads and wires
- Children and seniors create hearts together, they help each during the creative process.
- Working with wooden and textile inspires seniors to talk about toys, which they had when they were children. They usually had wooden or textile toys. Seniors explain to children more details about their toys and they discuss about nowadays toys.
- At the end of program seniors and children sing together and say goodbye.

7 How did you manage to cooperate with other teachers – bodies – partners?

The coordinator is the key person for such a cooperation among all related subjects as teachers from kindergartens or schools and senior homes.

8 Results

For the elderly, meeting together with children prevents feelings of social exclusion, loneliness and isolation from the outside world. They help to improve their quality of life. Regular participation activates seniors to experience, there is a transfer of joy and energy, inspiration, interest in learning and bonding with children, to experience something new and to pass on their experience.

For children it is a perfect way how they can learn more about the older generation. They listen to senior's stories, they learn from them and they became more respectful as they understand their needs.

9 Participants' feedback (would be enough one feedback per activity)

From senior's perspective: I am happy when the children come. I look forward to them. I like to talk to them. I forget all my painful worries. It's something new in the everyday stereotype.

From children's perspective: the children get a new senior friend. They are happy they met someone new, who shares amazing life experience with them.



TEACHING/ LEARNING ACTIVITIES:



EASTER EGG PAINTING - TRADITIONAL CZECH METHOD

1 People to whom the action is addressed: (adult teachers OR senior learners)

The activity is addressed to anybody who wants to try the traditional method of painting the Easter eggs. We recommend inviting seniors and children, so they can enjoy intergenerational activity and create a space for dialogue about old customs and traditions during the Easter holidays. It can also be used by adult teachers who are interested in creative activities.

2 Aims:

Transfer of cultural heritage. Demonstration of old customs and art methods. A space for sharing the experiences of older people and comparing them with the new generation's habits.

3 Duration (total hours/days):

1 hour - preparation of tools and materials
1 hour - painting and discussion

4 Methods and materials used

We will need blown eggs, beeswax (paraffin or candle scraps), a pencil, a pin and a torch (can be made from an old aluminum spoon, glass and candles), matches. Wax for wax coloring. Colours for eggs.

5 1st phase (preparation) (activities, tools):

Preparation of tools:

- Create a torch - insert the bent spoon into a glass so that the main part of the spoon is above the candle.
- Create a tool for applying wax - stick a pin into the pencil.
- Blow the eggs (take a egg, make small holes on both sides of the egg, blow into one hole to put out all that is inside of the egg).
- Discussion - prepare some questions and old photos from Easter celebrations
- Invite participants



6 2nd phase (implementation) (activities, tools):

Welcoming the participants and introducing the traditional method of decorating Easter eggs in history. Take all prepared tools and start the activity. Heat a wax with paraffin in a spoon. Use the wax crayon to color the wax. Dipp the pin in wax and apply it to a washed and dried blown egg. Pulling the pin creates the droplets that make up the pattern. Each droplet needs a new soaking in wax. After completing the desired pattern, the eggs are dipped in color. The colored solution must not be too hot, as this would dissolve the wax and disrupt the sample. After about 15 minutes, the eggs are removed, dried with a tissue and left to dry. The egg can be heated over a burner and the wax is wiped with a cloth. If a white egg was used, the pattern beautifully „stands out” and the smeared wax creates a matte sheen.

The second variant is „embossed decoration” - the pattern is applied to a white or beige, or already colored egg. After the pattern is completed, the wax is not removed, but remains the main dominant.



7 How did you manage to cooperate with other teachers – bodies – partners?

All partners can take part in the activity. Creativity and own ideas are welcomed. It is good to prepare all needed materials and tools before the session (It could be prepared by teacher, senior or coordinator). It is also good as part of the school /kindergarten schedule - a demonstration of history, a traditional celebration and old practices.

8 Results

Easter decorations - decorated eggs. Demonstration of the traditional method. A space for dialogue and sharing of experiences from the Easter celebrations in the past and in the presence. Linking the theory and the practice.

9 Participants' feedback (would be enough one feedback per activity)

Teacher:

I liked the possibility of connecting to the teaching schedule and a demonstration of traditions from seniors. The kids really enjoyed it. I liked the discussion during the process.

Kids:

I like decorated eggs. I really enjoyed it. I will try it with my mum.

Senior:

It was a wonderful time with the kids. I remembered my childhood and how much fun we had at Easter. I'm glad I was able to show it to the younger generation.





Intergenerational session planning





COMMON GROUNDS: HOW TO BRIDGE THE DIFFERENCES

- Consider learning outcomes where participants can demonstrate what they know and are able to do in innovative and creative ways across multiple content areas.
- Combine traditional training resources with technology-based learning to engage all learners.
- Use delivery methods that appeal to visual, auditory and kinesthetic learners.
- Tap into the technological savvy and interest of the younger, learn from the past experience of the older participants.
- Chunk information into short bits, no longer than 20 minutes.
- Incorporate music, games, and small-group activities to hold the interest of younger learners.
- Challenge: make them feel as though they are growing their skills and knowledge to make the learning experience worthwhile.
- Offer consistent support.
- Praise achievements.
- Require participation in some form each class period.
- Enforce individual accountability for group projects.
- Encourage discussion between the groups.
- Let the groups become comfortable with each other.
- Focus on skills, not so much on content.

PREPARATION FOR INTERGENERATIONAL SESSION



CHILDREN

Before the session

Why are we meeting?

It should be explained to the children in a simple language what the nature and purpose of an intergenerational encounter is. The fact that they are going to meet seniors, they will talk, laugh and have fun together, and the many things they will learn from them.

Where are we going – information about the retirement home/institution/society

Where is the place the children will meet the grandmothers and grandfathers? How will they get there; by foot or by public transport? What does it look like there, what the house rules are, why the grandmothers and grandfathers live there?

Age specifics

Together they will talk about life and what it is about – from babies to old age and outline what the specifics are for elderly people and how to treat them - they can't see and hear well, and have difficulties with moving around. How important the physical contact is. The elderly want to be amused, not to be abandoned.

Why are we going to visit them rather than them visiting us + frequency of sessions.

We will meet them regularly, we will always visit them, sometimes they'll even visit us. Most of the time, however, we go to them because we have young legs and we are smart. Grandmothers and grandfathers don't walk so well so they will wait for us and prepare everything for the visit.

During the session

- We will say hello and shake hands (physical contact), we will introduce ourselves, and tell each other how we want to be addressed (names...)
- We will break into groups and sit at the tables
- We will talk clearly and slowly and be patient
- We are not afraid – if there is anything we need, we will get help from our cooperating coworkers
- The product – we can either take it home with us or leave it with the grandparents as a keepsake
- We will say goodbye and shake hands, we can sing a song and wave each other and will be looking forward to the next session.



Continuos preparation – chek list for session

- they know where they are going
- they know why they are going there
- they know what they will do there
- they know whom to approach if they need some help

PREPARATION FOR INTERGENERATIONAL SESSION



SENIORS

Before the session

What is it all about and why – what the purpose of the session is and who will come
Seniors need to be explained the nature and purpose of the intergenerational session. They will meet children (from a nearby kindergarten) who look forward to session with and talking to them, who will enjoy the visit and would like to create something together and have fun in the process. There are so many things the seniors can teach the children and the kids are keen to learn!

How will the session be structured – what to expect, how long it is going to take, how often it is going to take place

The session will take about 45 minutes (?). Please be here on time. The children will come, we will introduce ourselves and welcome everyone, and then we will create together and talk. The theme of our session will be: Recall your experiences in life and what you would like to share with the children. Finally, we'll say goodbye and we'll meet again ...

Free options – it is entirely up to you if you will join or just watch and listen
You're welcome to take part and we very much look forward to meeting you.

Personal preparation (clothes, hygiene...)

The children are excited about the session, please get ready too so it is a mutually pleasant experience.

Be ready for some noise – they are children after all

The children who will visit us are from (for example, from the nearby kindergarten) and they are ... (4-6 years old). Please be aware that they are lively and noisy at times. But on the other hand, it is going to be so much fun.

During the session

- We will say hello and we will shake hands together – consider beforehand how you would like to be addressed
- Breaking into groups sitting at the tables, switch tables - create and talk together, and have fun
- Cooperating coworkers will help you with anything you may need during the session (remember to introduce them too)
- Making the product is for fun and about enjoying another's company. The important thing is that we are together and talk about our life, experience in relation to the topic of the session. It is about having a discussion and being together.
- We say goodbye and shake hands, and we can sing a song together and wave to each other. We are looking forward to the next session.



Continuous preparation – check list for the session:

- they know where they are going and why
- they know where they have to be, where the session is going to take place, what time it starts and what they will do there
- they know who to turn to if they need some help
- Remind them that the intergenerational session is coming up soon.

PREPARATION FOR INTERGENERATIONAL SESSION



COOPERATING STAFF

Before the session

- **Explain the goal and usefulness of the intergenerational encounter**
- **Along with the coordinator, to ensure the necessary contractual documentation with respect to cooperation is ready** (contracts and agreements, GDPR, etc.)
- **Information for the children's parents, preparing the children for the session – talking about how it is going to go – put some information on the white board**
- **Information for the seniors – a white board with information and PR for other visitors**
- **Preparation of the activity; setting goals** and making sure everyone is aware of what their roles are, timing and time of the session.

Talk with the coordinator or the cooperative coworker in advance to set the date of the session, which activity is on the program, and what are the roles of coordinators, children, and seniors.

- **Structure of the session and preparation for the specific activity**

Fine-tuning the details of the session – who will take part, how many participants will be there, where the session will be held, how is it going to be structured, dividing the work, and who will prepare what.

- **Preparation of my group - who is coming and who is not**

It is up to us to choose suitable groups of children (seniors) who will participate in the session and respect the type of activity and timing

- **Incorporate regular sessions into the RVP development plan and reminiscence (activity plan)**

We recommend regular sessions.

During the session

- I make sure to be with my group at the right place on time (account for the fact they are seniors / kids)
- The goal of the session is not about art projects, but the time spent together, dialogue, and sharing experiences.
- I know what my role is (we appreciate your extra work), I will introduce the helping staff if they are from our institution and I will make my best have everyone engaged
- Preparation of session facilities (according to the previous agreement, one of the cooperators will be able to reflect the current circumstances – e.g., where to put your coats and hats during the winter season)
- Refreshments - if possible, always offer them after the activity. It is also appropriate to agree in advance on what we can specifically offer to the target group (e.g., whether children can get sweets)
- Respect each other, let us be together and enjoy the moment. It is a free decision of each of us to take part in the session and to what extent we would like to be involved.

Continuous preparation - check list

- An intergenerational session is agreed (deadline, time, number of participants, activity, room)
- My group - they know where they are going and why, what time, and what they will do
- Regular discussion before and after sessions - with participants and organizers
- Communication (Myself, Coordinator, Counterparty) - Setting up cooperation rhythm, regular feedback + self-reflection, ensuring all is ok.

Session planning step by step



Step 1: Define your target group

The first step is to find out about the group you will be teaching. Make sure you know the number of participants, their ages. If possible find out about their interests, preferences and abilities. Include mixed abilities and select activities that could be modified within the group for easier or more difficult version.

Step 2: Define learning objectives

Define what you want your participants to learn. Think what skills, ideas, concepts your participants should have learned at the end of the session and why they are important.

You can use **ABCD Learning Objectives Model**, which will help you understand:

- **A**udience that you teach
- **B**ehaviour at the end of the session
- **C**onditions under which the skills and knowledge will be used
- **D**egree of skills and knowledge needed.

Step 3: Introduce to the topic

Explain the topic of the session, give the context, refer to our group's experience. Be short and precise. You can write or present the topic to be visible throughout the session.

Step 4: Plan the activities and their sequence

Think about your session. Include: warm-up, topic introduction, core activities, summary and feedback. Use different active teaching tools to keep participants engaged and to ensure collaboration.

Step 5: Identify and collect/prepare materials

Prepare or modify materials needed for each activity. Make sure you have enough copies.

Collect any additional equipment and materials, like press pictures, coloured paper, markers, glue, projector, etc.

Step 6: Prepare "Emergency activity"

Be flexible and observe your participants. Prepare an extra activity within the main topic in case your participants deal with core exercises quickly.

Session planning



Plan a session for multi-generational group on the chosen lead theme (choose the activity for example from the Activity Register). Use the following session plan structure chart.

Session plan

- topic
- learning objectives
- target groups
- teaching tools and methods
- materials

Session scenario

- Introduction
- Instruction
- Duration
- Tools
- Activity procedure