



BEST FRIENDS

AGAINST AGEISM

TOOLKIT

Intergenerational workshops between old people and children to brake the isolation of elderly people and support their social inclusion



Bestfriends

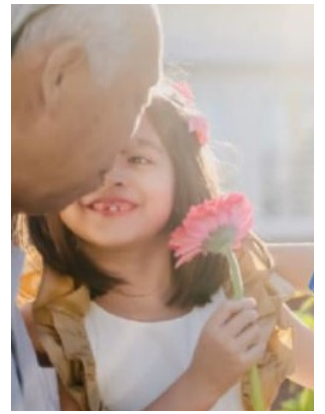
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ABOUT THE PROJECT



BEST FRIENDS aims to break the isolation and exclusion of older people in our communities, by developing an innovative training program and bringing together inventive games that promote intergenerational communication and learning. In this way, this project promotes awareness of social inclusion, including for people with health problems. 6 partners from 6 countries were brought together in order to exploit each other's knowledge and expertise, as well as the experience of best practices in their national context, with a perspective to a future transfer of knowledge.

The objectives of the BEST FRIENDS project are:

- Provide an innovative method for social care workers, volunteers and educators.
- Break the isolation of elderly people through social participation and inclusion in our communities.
- Improve their physical and mental health through interaction with young children.
- Enriching the learning processes of elderly people in interaction with young children.

The BEST FRIENDS approach remarks that learning occurs across a lifespan and is not restricted to a formal school setting; learning can happen anywhere, at any stage of life.

Intergenerational learning initiatives within BEST FRIENDS will underline the importance of relationships in the learning process, and of being active in one's learning.

Intergenerational programs provide a space for the formation of reciprocal and collaborative relationships, where both the child and older adult can act as the teacher and as the learner.

To support this process in this Intellectual Output, the project consortium develops a ToolKit with a collection of specific materials that should be used by care workers, social workers and educators, if they plan and implement intergenerational learning programs between elderly people (65+) and young children (4-5 years).

Children's games also give the older players the opportunity to tell their younger fellow players more about their childhood and youth and the games of the time, thereby supporting intergenerational learning (both within the family and outside).

WHAT IS INTERGENERATIONAL LEARNING?

Intergenerational learning: an overview

NO MATTER THE CIRCUMSTANCES, ANY LEARNING ENVIRONMENT WILL CONSIST OF PARTICIPANTS WITH A VARIETY OF BACKGROUNDS, EXPERIENCES AND OTHER INFLUENTIAL FACTORS, AS WELL AS AN EQUALLY VARIED SET OF LEARNING EXPECTATIONS.

These factors can be anything from their cultural upbringing, social standing or financial status.

One such factor in a learning environment is age. In most standard learning environments such as schools, pupils are grouped into classes based upon their age in order to limit this factor's influence upon the learning environment. However at the opposite end of the spectrum, were you to have a learning environment where the age difference between participants was much larger than normal, how would this affect the dynamic? Such an environment would be an example of what we call: Intergenerational learning.

To define intergenerational learning further, it could be best described as a positive learning experience shared by and between participants of varied age brackets (generations). This learning experience may take place in a single meeting, or over the course of many years. It is not restricted to a single learning environment, nor is it reliant upon a third party such as a teacher.

In fact, the emphasis here is upon the fact that intergenerational learning is where positive learning is taking place by all participants in a reciprocating manner with generations influencing each other rather than a one way transaction. Through intergenerational learning, the acquisition of knowledge and skills are transferred between generations of participants through positive social interaction.

However, this intergenerational interaction is not always a natural one, especially in an ever modernizing world. Often, younger and older generations can feel a disconnect with each other, the age divide between them can be a gulf that separates the generations and causes a feeling that neither understands the other. This perceived lack of understanding can inhibit intergenerational learning. In this case, we must address this generational disconnect and foster further positive interaction between the younger and older generations.

The damages of a limited intergenerational contact

THE NATURAL DIFFERENCES BETWEEN THE ELDERLY AND YOUNGER GENERATIONS CAN LEAD TO ALIENATION AND ISOLATION THAT CREATES LIMITED SOCIAL CONTACT.

This lack of communication means that meaningful intergenerational relationships cannot be developed. Support from the elderly can directly offer greater opportunities for learning and developing skills, as well as development of moral values and emotional growth. Without this support, that important early development is hampered. Equally, the elderly stand to gain greater emotional fulfillment from their transfer of life skills, knowledge and wisdom to the younger generation, giving them a sense of purpose in their later life.

The idea that humans begin their education early in life and complete it in their teens or early adulthood is a common misconception. In reality, humans should engage in lifelong learning, though in order for that to be the case, such a lifestyle must be supported and reinforced. Lifelong learning must begin in the younger stages of the human life cycle, but most important is that this development continues throughout. The idea that for the elderly, their opportunity to learn and develop is over, is purely false. Intergenerational learning is a two-way street that also allows the elderly generation to continue to practice and enhance their knowledge and skills through the act of teaching another. What's more, the sharing of knowledge, wisdom and values enhances the quality of life for both the elderly and the younger generations, as well as contributing to lifelong learning.

That being said, if this intergenerational experience is not promoted and nurtured, neither generation can truly benefit from this. Fighting these misconceptions and stereotypes between generations will allow greater chances for positive and meaningful intergenerational interactions to take place naturally.

Age as a factor of a learning environment

AGE HAS A PROFOUND EFFECT ON ANY LEARNING ENVIRONMENT, EVEN ONES WHERE THE AGE DIFFERENCE BETWEEN PARTICIPANTS IS SMALL AND DOUBLY SO FOR LARGER AGE RANGES.

This is because age can influence the physical, mental and emotional development and requirements of each participant as well as their expectations. For example, the physical needs will vary greatly between that of a young participant compared to an elderly participant. The younger participant may excel at activities requiring rapid and energetic movement, whereas the elderly participant may excel at fine motor skills. This can mean that activities that are created without taking the needs of both groups into account can lead to a failed learning experience.

That being said, if this intergenerational experience is not promoted and nurtured, neither generation can truly benefit from this. Fighting these misconceptions and stereotypes between generations will allow greater chances for positive and meaningful intergenerational interactions to take place naturally.

Physicality is just one aspect of this age divide. For example, with elderly learners, there is a lifetime of experiences to take into consideration, such as their emotional, social and mental expectations. Because of this, learning environments that involve physical movement may prove difficult, though this should not be assumed, while activities that do not provide enough mental stimulation may seem condescending. As stated above, a common restriction upon the elderly when taking part in a learning environment is their potentially limited physical dexterity and motor skills. When taking part in a learning activity, these limitations can prove frustrating and even inhibit their willingness to take part entirely.

Furthermore, there is also the possibility that the elderly participants suffer from a loss or deterioration of sensory skills such as sight or hearing. The loss of both or one of these sensory abilities can be damaging to the participants ability to take part in a learning experience if considerations are not made to accommodate this. Elderly participants may also struggle with limited memory capacity and recall ability which can create difficulty when taking part in long-term learning experiences. Finally, there is also the potential that the participants may have health conditions, illnesses or disabilities that create challenges for them within a learning environment, especially if these needs are not accommodated. When facing difficulties such as the ones mentioned above, the elderly participants may experience low morale or productivity which may lead them to steer clear of intergenerational learning experiences because they feel they are unsuited to take part.

At the other end of the age spectrum, we have the younger learners. For children of a young age, language, reasoning, and fine motor skills are still being developed meaning that overly intricate or complex learning activities may prove first and foremost frustrating rather than entertaining, though on the other hand, children may express a more deep seated desire for learning as they are more likely to find new experiences stimulating and engaging.

“The younger generation may experience difficulties in an intergenerational environment depending on the stage of development of their coordination and movement.”

In a situation which requires fine motor skills that are above their current level, younger learners may feel frustrated and therefore alienated by certain learning activities. Younger learners may also struggle with their level of attention span when taking part in a learning activity that takes place over a longer period of time if they do not have appropriate support. Family life can also have a dramatic effect on young learners depending upon the level of input, encouragement and emotional support the young learner is receiving from role models in their life such as parents or teachers. Without this strong support network, a young learner's ability to take part in intergenerational learning may be hampered. Access to play materials are also fundamental in the development of a young learner, without means to experiment and learn naturally, a young learner will lack the inquisitive attitude that will be of great benefit for them in a learning environment. Finally, as with the elderly generation, there is always the potential that the young learner may be facing health issues or living with disabilities that can cause problems when taking part in intergenerational learning if not properly accommodated for.

Addressing the needs of intergenerational learners

In an intergenerational learning environment, it's important to ensure the needs of the participants are met, not just individually but also for the group. If you create an environment where the participants feel comfortable both physically and emotionally, they will be able to engage in a positive learning transaction with each other.

Creating a safe environment that meets the needs of the participants as well as promoting social interaction can be challenging. In an intergenerational learning environment, the needs of the participants will vary depending on their age, however there are universal physical and emotional needs that will remain constant across all participants. Intergenerational learning is first and foremost a social experience.

Therefore, an environment that is at once warm and welcoming without unnecessary stressors is a must, properly furnished in order to allow comfortable social interaction and facilitate this learning experience. Factors such as noise level, light levels, ventilation, color scheme and spacing can affect the learning experience. For the best results, the learning environment should be well lit and at a comfortable temperature, without overly vibrant colors to prevent distress. By providing this type of environment, the participants will feel much more comfortable to take part in the learning activity.

Alongside the more universal needs of the participants, there are also more specific needs for each age group respectively. For example, the elderly participants will have a greater need for physical support due to the effects of age upon mobility, whereas the young children may instead require more intellectual support when it comes to maintaining focus or learning a new activity. There may even be instances where both groups experience similar problems in a different way, for example fine motor movements may be difficult for both the elderly due to medical conditions and for the younger children due to their stage in physical development. On top of this, there must also be considerations made for both groups regarding disability, both mentally and physically.

“An inclusive environment is paramount to promoting a good intergenerational learning experience.”

For example an environment that allows for wheelchair access or with furniture that accommodates participants with physical disabilities allows these participants to be equally welcome to take part in the learning activity. Beyond this, there should also be considerations made for sensory disabilities.

What is the importance of intergenerational learning?

INTERGENERATIONAL LEARNING PROVIDES EMOTIONAL AND SOCIAL SUPPORT TO BOTH ELDERLY AND YOUNGER GENERATIONS.

Creating meaningful intergenerational relationships via learning experiences leads to a sense of belonging within a community, as well as recognition and validation of knowledge and skills. This rings true for both generations as each provides this validation and support to the other, as well as providing their own self-fulfillment. That being said, there are also mutually exclusive benefits for each generation in an intergenerational learning interaction.

Firstly, for the elderly generation, taking on the role of role model in an intergenerational learning experience can be empowering and lead to greater motivation in other aspects of their daily life. What's more, providing this role can also lead to greater mental and physical acuity because they too must take part in the activity in order to provide this intergenerational lesson. As a role model, the elderly also create a meaningful intergenerational relationship that provides greater life fulfillment and cultivates further healthy social interaction. On top of this, by

leading intergenerational activities such as games or reading lessons, the elderly generation generate self esteem and increase their personal productivity and motivation, proving themselves as a leading figure in the development of another. Finally, for the elderly, they too benefit from the input of the young generation. In terms of knowledge and skills, one area in which the young generations have a greater advantage is in the development of technology and technological skills. For the elderly generation, this can seem like a daunting skill to learn, however with help and support from the younger generation, they can also benefit from this transaction of knowledge.

For the younger generation, the main benefit of intergenerational learning is the direct positive influence that the elderly generation will have upon the development of the younger generations personality and social skills through these learning interactions. Once again, by acting as role models, the elderly help to reinforce positive social norms in the children whilst also encouraging interactions and emotional bonding. These positive interactions form a strong foundation for the young generation and allow them to develop expectations for relationships they will form later in life.

Beyond the social aspects, there are also the benefits to educational development. The academic performance of the younger generation is influenced directly by intergenerational learning, through interactions with the elderly, the younger generation benefit from improved attention, motivation and comprehension. By transferring not only life skills but also cultural values, the children benefit from a boost to their early educational development and are provided with the tools they will go on to use as they further their education. Not only this, but by teaching social skills such as cooperation and tolerance, the children are given strong behavioral standards that they seek to reproduce inside of other learning environments, meaning that they fare better at conflict resolution.



HOW CAN INTERGENERATIONAL LEARNING ACTIVITIES BE DESIGNED AND IMPLEMENTED?

What defines an intergenerational activity?

IN ORDER FOR INTERGENERATIONAL LEARNING TO TAKE PLACE, NOT ONLY MUST THE ELDERLY AND YOUNGER GENERATION COME TOGETHER IN A MEANINGFUL SOCIAL INTERACTION, THEY MUST ALSO INTERACT THROUGH A SHARED ACTIVITY.



In the best case scenario, this activity would also be one that targets specific skills, though any activity that provides a platform for this social interaction will thereby promote intergenerational learning. This interaction of both generations is what makes intergenerational activities unique: the mutual sharing of knowledge, skills and social interactions through the means of an activity that is designed to promote this.

While it's true that any activity may allow for natural intergenerational learning, the best activities are designed with this goal in mind and are tailored to create as many opportunities for learning and development as possible. This is easier said than done however as there are many factors to be considered when creating an intergenerational activity.

Intergenerational activities from the ground up

WHEN DESIGNING ANY LEARNING ACTIVITY, IT'S BEST TO BEGIN WITH A GOAL IN MIND, PARTICULARLY: WHAT SKILL WOULD YOU LIKE TO TARGET?

This could be something like a language skill like “reading” or a physical skill like “dexterity” or a more specific skill such as “computer proficiency”. However, these goals are too broad for a single activity, so in order to narrow it down, it's best to phrase your goal in a way that sets expectations for the end of the activity, for example: “By the end of the activity, the participants will be able to _____”. By setting a goal like this, it creates a strong focal point for creating the activity. From here, we can now begin to look for pre-existing activities that target this goal, for example if the goal is to develop reading skills, then perhaps a story book of an appropriate level could be read together by both generations. Another source of learning activities that target a broad range of skills are games, both board games and more physical sports based games. With this in mind, if the goal were to be “By the end of the activity, the participants will have practiced teamwork and communicative problem solving” then it would be possible to use a board game that involves two or more teams in order to hit this target.

Online resources are an almost infinite source of activities to suit specific learning goals, often provided for free. What's most important when creating intergenerational learning activities is to ensure that not just one but all of the participants are being catered to, these activities require the cooperation of everyone involved and should therefore be made to suit everyone. That being said, no two learners are the same and each participant will have varying needs and expectations when conducting an intergenerational activity. Let's look a little closer at the needs of the learners who will take part in these activities.

Identifying learners

IN ANY LEARNING ENVIRONMENT, NOT JUST AN INTERGENERATIONAL ONE, THERE ARE MANY DIFFERENT TYPES OF LEARNERS.

Humans do not learn things uniformly, just as each person's personality is different, the means in which they learn best are also vastly different. While there are many different types of learners, most people fall within one of several main categories. For example, there are visual learners who learn best from diagrams and visual aides like videos or other demonstrations. In terms of intergenerational activities, these learners benefit most from instructions that include helpful diagrams or pictures, or perhaps when using vocabulary tools like flashcards, they would benefit from a matching picture.

Visual learners are just one type of learner though. Auditory learners learn best from listening, responding best to engaging and enthusiastic verbal tones. Consider the use of music based games and activities for Auditory learners. Kinesthetic learners value physical manipulation of objects or demonstrations in order to learn. For this type of learner, board games are a perfect match as they can physically engage with the materials in front of them. Solitary and social learners prefer to learn alone or through collaboration respectively, while team based games work best for social learners, solitary learners respond best to activities like puzzles that they can work on alone.

Accommodating learners in a learning environment

UNDERSTANDING THE TYPES OF LEARNERS THAT YOU MAY ENCOUNTER IS PARAMOUNT WHEN CREATING INTERGENERATIONAL LEARNING ACTIVITIES.

By catering to the needs of these learners, you improve the potential for learning by engaging the participants and allowing them to commit themselves to the activity in a way that will provide better results.

That being said, while it can be useful to use activities that play specifically to the strengths and requirements of a particular type of learner, it is also possible to create activities that target multiple types of learners, thereby allowing for more versatile learning experiences that are adaptable and reusable for multiple groups. For example, creating an activity with not only written instructions, but also the use of images and diagrams for both the instructions and in the activity materials alongside enthusiastic explanations and demonstrations given by the person running the activity can create an activity that is welcoming and accessible to different types of learners. Catering to as many types of learners as possible means that activities can be repeated in the future with many different learners.

Beyond the educational requirements of the participants, there are also the physical requirements to consider, especially participants with illness or participants that are disabled. When creating intergenerational learning activities, not only must you assess the type of learner that will be taking part, you must also assess whether your activity is appropriate for them to take part in. For example, a participant with an illness or disability that affects their ability to physically exert themselves would not appreciate a sports based activity, at least not without appropriate changes to make the game more accessible to them. Equally, concessions must be made for learners that may have sensory disabilities or illnesses such as being hard of hearing or colorblind, with appropriate measures taken to accommodate these needs.

Finally, the cultural background of the participants will also play a role in their requirements and expectations when conducting an intergenerational activity.

By assessing the cultural background of your learner, you will be able to provide a more engaging activity that will not offend or deter the learners from taking part in a positive learning experience. For example, be aware of the vocabulary that is being used during word games so that there is no culturally inappropriate vocabulary being used, or vocabulary from another culture that is unknown to the participants because this can be equally confusing if not carefully prepared. That being said, it's also possible to create activities that have another culture as the topic of learning within the activity, however this must be done tactfully and respectfully in order to prevent offense.

Leading an intergenerational learning activity

In order to implement an intergenerational learning activity, the participants will require someone who will put them at ease and take responsibility for bringing the generations together under the premise of the activity they are taking part in. In order to do this, a welcoming and patient attitude is needed in order to create a relaxed atmosphere and promote social interaction. On top of this, the activity leader will also be responsible for introducing the participants to the activity in a way that is engaging and accessible, explaining the instructions and workings of the activity in a way that is not confusing or alienating, taking into account the participants different needs and expectations, the leader will need to be patient as the learning process takes place, guiding the participants by example and promoting experimentation in order to allow a natural learning experience.

When the participants first engage with each other through the learning activity, it is most likely to be an awkward interaction as the participants may not be socially outgoing or for other reasons may not favor open conversation immediately.

Because of this, it is the responsibility of the leader to provide an engaging and warming atmosphere to put the participants at ease and allow them to freely interact with each other. Alongside promoting this interaction, the leader is also responsible for generating interest in the activity that the participants will be taking part in. By generating interest and demonstrating the activity in an appealing way, the leader then makes this activity more engaging and enticing for the participants to take part in, thereby making the chance of meaningful intergenerational learning interactions to take place.

Producing Materials for Intergenerational learning

IN THE MODERN WORLD, THE MOST COMMON TOOL FOR SOURCING LEARNING MATERIALS IS ONLINE.

The internet can be a near unlimited source for ideas and premade materials, though it should be noted that finding materials online can be a double edged sword and should be taken with care and consideration in order to provide materials that are appropriate for the learning activity in question. Outside of the internet, another useful resource for materials and ideas for intergenerational learning activities would be in libraries, which will be able to provide many books on learning activities and instruction giving. Finally, as previously stated, looking at preexisting games and activities that can be adapted for an intergenerational learning experience can be a very useful practice. Many well known games and team based activities are already designed to promote interpersonal cooperation and often with very little work can be adapted to also promote the development of target skills. The benefit with this method is also that because these games or activities are already colloquially known, they often require less introduction or explanation in order for the participants to engage and benefit from them.

When creating materials for intergenerational learning, it's best to once again take considerations of the types of learners that will participate in the activity, as well as their personal needs. For example, creating flashcards that have both words and pictures to accommodate for visual learners. However, it's also possible at this stage to accommodate disabilities at the same time. Following the same example, the use of braille alongside the text on the flashcard could then be more inclusive for participants with a visual disability. Use of color in materials is also important for participants that are colorblind, when using two colors together, a white or black outline creates an activity that is more inclusive for these participants. When conducted with good planning and forethought, with considerations made for the needs of the participants from both generations, intergenerational learning can be a powerful tool for bringing together people that perhaps would not have interacted together otherwise, doing so in a way that also promotes educational development and benefits both parties greatly.



ITS TIME TO PLAY&LEARN

Now that we've taken a look at the methodology involved in creating, leading, and most importantly: reaping the rewards of intergenerational learning activities, the following section of this handbook will contain a list of carefully selected games that will allow you to put the tools you've gained from the previous section into practice.

The following games are by no means an exhaustive list of intergenerational activities, nor are they a rigid set of instructions to follow. Instead, they are a starting point, a stepping stone that will lead you into leading intergenerational activities. In the section that follows, you will find a selection of activities that have been chosen with intergenerational learning in mind, and when paired with the methodology contained in the previous section, it will allow you to take a leading role in promoting natural intergenerational interactions between the target groups. That being said, as we have already discovered, intergenerational learning is a complex social experience that can be influenced both positively and negatively by a wide range of factors.

That is to say, the following activities are not a guarantee of immediate intergenerational interaction, but instead are a set of useful tools that will increase your chances of promoting this social experience. With that in mind, we hope that by providing you with the knowledge and methods required to lead and facilitate intergenerational learning along with the tools required to engage the target groups in the form of games and activities, you will feel confident in providing a safe and welcoming environment that will allow you to promote meaningful social development and natural intergenerational interaction.



Activity 1

MEMORY

- ✓ **DURATION - 20 MINUTES**
- ✓ **NUMBER OF PARTICIPANTS - MINIMUM 2: A CHILD AND AN OLDER PERSON IN PAIRS OR 2 OR MORE TEAMS, EACH ONE COMPRISING OF A CHILD AND OLDER PERSON**
- ✓ **MATERIALS - MEMORY DECK OF CARDS MADE UP OF PAIRS OF IDENTICAL CARDS
FLAT SURFACE WHERE TO PLACE THE CARDS**



LEARNING OBJECTIVES

To train and improve the memory
To improve the ability to concentrate
To recognize the same figures and match them
To develop social skills
To participate in communication exchanges respecting own turn
To improve visual language skills

ACTIVITY STEP BY STEP

1

All cards are shuffled and placed face down on the table.

2

The first player starts by revealing two cards, showing them to all players.

3

If the cards showed form a "pair", that is, they depict the same image, the player collects them and proceeds to reveal two more cards.

4

If the cards showed do not form a "pair", that is, they depict different images, the player places them face down in their original position and gives the turn to the other player.

When the cards are revealed, players need to stay focused. Remembering the placement of the single pairs of identical cards is in fact the key to winning at Memory. Whoever collects the most cards, wins.

Activity 2

POSTCARD COLLAGE



- ✓ **DURATION - 30 TO 45 MINUTES**
- ✓ **NUMBER OF PARTICIPANTS - IN PAIRS, UP TO 20 PARTICIPANTS (HALF ELDERLY PERSONS, HALF CHILDREN)**
- ✓ **MATERIALS - PAPER COPIES OF SELF-PORTRAITS (PHOTOS), OUTDATED MAGAZINES, STICKERS, COLOURED PENS, SCISSORS, GLUE, A5 CARDBOARDS**
THERE SHOULD BE ENOUGH MATERIAL AVAILABLE SO THAT THERE ARE NO LIMITS TO IMAGINATION AND CREATIVITY. THE PHOTOS OF THE TWO SHOULD BE PRINTED OUT, POSSIBLY IN COLOUR AND IN BLACK AND WHITE.

LEARNING OBJECTIVES

Fostering mutual understanding and strengthening the links between young children and elder people through a personalised co-creation
Adapting to the rhythm of one's pair
Developing and expressing one's creativity and imagination

ACTIVITY STEP BY STEP

THE ACTIVITY IS DONE IN PAIRS, I.E. ONE CHILD WITH AN OLDER ADULT.

1

At the beginning of the activity, the pairs should think together about the theme of their postcard collage. Should it be a greeting card from an imaginary journey they both want to take together? Where should the journey go to? What would they like to do and visit on this journey? To make it easier they can also look at magazines and search for ideas of destinations and activities.

2

Next, they select and cut the material. They can help and advise each other. For example, by choosing first the background pictures and then smaller details. The portraits of the two should both fit on the postcard. It can be fun to use only the heads and draw the rest of the bodies or shape them using cut paper or replace them with a body from a magazine.

3

Now the collected and cut-out parts are glued on a A5 cardboard and drawn elements or stickers or sequins can be added, e.g. speech bubbles and written text or other items.

4

The pairs share their postcard collage with the other participants.

Activity 3

FISHES

- ✓ **DURATION - NOT SPECIFIED**
- ✓ **NUMBER OF PARTICIPANTS - MINIMUM 2: A CHILD AND AN OLDER PERSON IN PAIRS**
- ✓ **MATERIALS - PLAYGROUND (IN THE PICTURE BELOW), 16 'FISHES' - 4 YELLOW, 4 BLUE, 4 GREEN, 4 RED. THE PLAYGROUND IS MADE OF WHITE CARDBOARD, THE FISH ARE MADE OF COLORED CARDBOARD AND THEN GET LAMINATED**

LEARNING OBJECTIVES

To strengthen cooperation
To train attention
To train reaction and memory

ACTIVITY STEP BY STEP

1

On the left side of the playing field it is indicated - which color fish should be placed and in what order they should be.

2

At the top of the field there are arrows indicating in which direction the fish should be.

3

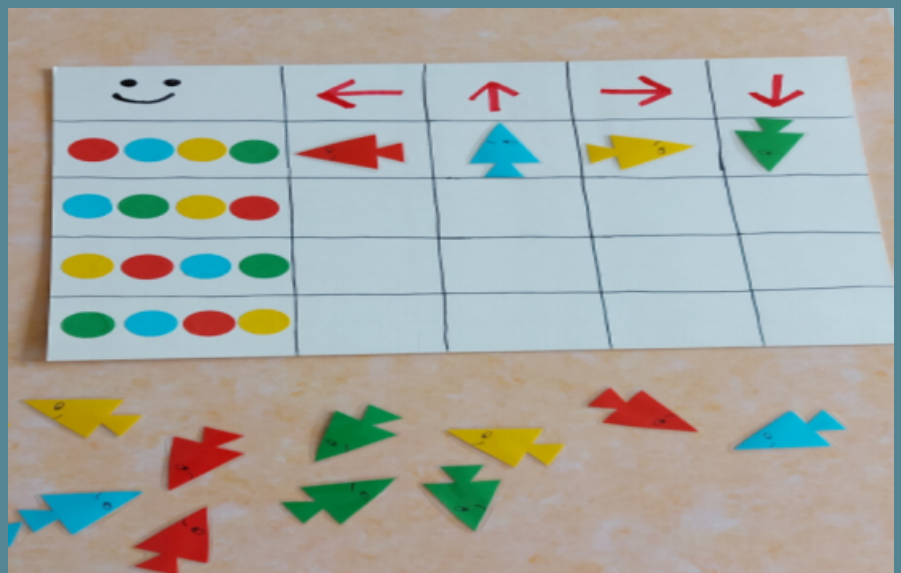
Each player is dealt 2 fish of each color, for a total of 8 fish.

4

After the "start" team, players try to place the fish in the right place and direction as soon as possible. The head of the fish must be in the direction of the arrow.

5

The game ends when all squares are filled.



Activity 4

FIND THE NEIGHBOUR



- ✓ DURATION - NOT SPECIFIED
- ✓ NUMBER OF PARTICIPANTS - MINIMUM 2: A CHILD AND AN OLDER PERSON IN PAIRS
- ✓ MATERIALS - THE CAPS ARE GLUED TO THE CARDBOARD BASE WITH A SMALL GAP FROM EACH OTHER. NUMBERS ON CORKS AND CARDBOARD BASES ARE WRITTEN WITH A MARKER OR WITH OTHER WRITING MATERIAL

LEARNING OBJECTIVES

To strengthen cooperation
To train reaction and memory

ACTIVITY STEP BY STEP

1

Game sets are distributed.

2

After the command "start", players try to find the correct number to the right and left of the given number as soon as possible. The number on the right should be one higher and the number on the left should be one less. For example, if the number is "10", the number "11" is placed on the right and the number "9" is placed on the left. The numbers are placed in ascending order.

3

Wins the person who finds all the "neighbors" the fastest.

Activity 5

A GIFT FOR MY FRIEND



- ✓ **DURATION - 1 HOUR**
- ✓ **NUMBER OF PARTICIPANTS - MINIMUM 2: A CHILD AND AN OLDER PERSON IN PAIRS**
- ✓ **MATERIALS - COLORED THREADS, COLORED BEADS OF VARIOUS SHAPES, COLORS, MATERIALS AND SIZES (NOT TOO SMALL)**

LEARNING OBJECTIVES

To develop social skills
To develop communication skills
To improve sensorial skills
To improve dexterity
To improve concentration
To create a bond between participants

ACTIVITY STEP BY STEP

1

The pairs of participants are seated at a table

2

To get to know each other, they can ask themselves questions and ask whatever they want about the person in front of them.

3

After that, with the materials available, they begin to build a gift (a bracelet, a necklace, a key ring ..) for their partner.

4

During the activity everyone can ask questions to their partner to find out what they like and how they would like this gift (what color, with what type of beads, etc.)

5

When the gift is ready, the participants will exchange it at the end of the activity as a symbol of their friendship and collaboration

The activity is also a way to communicate, chat, talk and share experiences between an older person and a child.

Activity 6

I SPY WITH MY LITTLE EYE



DURATION - 10-15 MINUTES



NUMBER OF PARTICIPANTS - 5 MAXIMUM



MATERIALS - NOTHING, JUST THE ENVIRONMENT WHERE THE PARTICIPANTS STAND OR SIT

LEARNING OBJECTIVES

Used observation, in order to choose an object or a person to be guessed
Used their concentration
Used oral expression (vocabulary), in a way to make the other participants guess the object or the person
Used and practised descriptive adjectives

ACTIVITY STEP BY STEP

1

A participant (a child or an elderly person) looks for an object or a person.

2

Once the participant has found the object or the person, he must make the other participants guess what the object or the person is. To do so, the participant says the sentence "I spy with my little eye..." and describes the object or the person. For example, "I spy with my little eye something blue and green". To increase the level of the game, the participants can also use the alphabet in order to describe their object, such as "I spy with my little eye, something beginning with the letter B" to make the participants guess the fruit banana.

3

From the description, the other participants must guess the object or the person. It is then the turn of the person who guessed right.

Activity 7

WHAT'S IN THE BAG?



- ✓ **DURATION - 10-15 MINUTES**
- ✓ **NUMBER OF PARTICIPANTS - MINIMUM 4, MAXIMUM 10**
- ✓ **MATERIALS - CLOTH BAG, VARIOUS SMALL MISCELLANEOUS OBJECTS (E.G. BOUNCY BALL, WOODEN BLOCK, PAPERCLIP, DICE ETC)**

LEARNING OBJECTIVES

Used descriptive vocabulary
Created and practiced suppositions
Practised specific object vocabulary (if there is a target theme)

ACTIVITY STEP BY STEP

1

Take the cloth bag and fill it with various objects that are not too large, but have different shapes and textures. If there is a target theme, the objects can be chosen to fit this theme.

2

Ensure that all participants are sitting in either a circle or half-circle.

3

Hold out the bag to the first participant, allow them to put their hand inside the bag, but they must look away. The participant may choose an object and feel it with their fingers, they may also describe it if they want to.

4

The participant must then make a guess as to what the item is. After they have guessed, the participant may then take the item from the bag, if they are correct, they keep the item, if not, it goes back into the bag.

5

These steps are now repeated with the next participant.

6

Once all of the objects are taken from the bag, the game is over and the scores can be tallied, the participant with the most objects is the winner.

Activity 8

SPORTS GAME

- ✓ **DURATION - 15-20 MINUTES**
- ✓ **NUMBER OF PARTICIPANTS - MINIMUM 2: A CHILD AND AN OLDER PERSON IN PAIRS**
- ✓ **MATERIALS - ITEMS AND EQUIPMENT REQUIRED TO PLAY THE SELECTED GAME**

LEARNING OBJECTIVES

To enhance the use of motor skills
To promote the importance of physical activity in maintaining health and well-being
To encourage teamwork and healthy competition
To promote entertaining intergenerational activities

ACTIVITY STEP BY STEP

1

Select a sports game that takes into account the interests of the participants, the available resources in terms of materials and space, the number of persons taking part in the activity, and, most importantly, the abilities of the participants.

2

If needed, consider modifying the game, including the duration, rules, or materials used, to accommodate the specific context. Indicatively, the following constitute a few examples of games that could be selected and modified accordingly. In the parentheses following each game simple suggestions on how to play the games using regular household items instead of home kits or normal equipment are also presented:

- Bowling (plastic bottles and a simple ball)
- Table tennis (balloons and rackets, or could be also played by hand without out a racquet)
- Bowling ring (plastic bottles and a plastic ring that fits the size of the bottle)
- Mini golf (stick or broom and a small ball, tape or chalk to mark the holes on the ground)
- Croquet (plastic balls, stick or broom instead of a mallet, and a makeshift hoop out of a cart box)
- Bocce or boccia (small plastic balls and tape or chalk to draw the game range)
- Football (tape or chalk to draw the field and goal post)
- Basketball (paper balls and a basket on the floor instead of the wall)

3

If applicable, split the participants into pairs or small teams consisting of at least one older adult and one child to ensure diversity and explain the process and rules of the game. And let the game begin!

4

In case of multiple intergenerational pairs or teams, consider organizing a small competition with the groups "competing" against each other.

5

If applicable, also consider the option of making the game part of a tournament with regular (e.g., weekly) "training sessions" leading up to the "finals" where different groups will compete.

6

At the end of the game, hold a short discussion with the participants, asking them to share how they felt with the process, what they liked the most and what, if anything, they found difficult.

Activity 9

DRAWING GAME

- ✓ DURATION - 10-15 MINUTES
- ✓ NUMBER OF PARTICIPANTS - MINIMUM 2: A CHILD AND AN OLDER PERSON IN PAIRS
- ✓ MATERIALS - DRAWING SUPPLIES (E.G., PAPER, CRAYONS, MARKERS, ETC.)



LEARNING OBJECTIVES

To inspire creativity and imagination
To enhance the use of artistic skills and expression
To encourage intergenerational cooperation
To promote fun and enjoyable activities for persons of all ages

ACTIVITY STEP BY STEP

1

Each pair is given a theme of something to draw. The theme could be anything such as:

- a simple scene, such a beach or a park
- a person of any age or gender
- an object, such a rocket, house, etc.
- something inspired by activities that involve interaction between people of older and younger ages. For instance, participants could be prompted to draw something related to an activity they like to do with their grandparents/grandchildren (e.g., going on walks, watching movies, etc.)

2

The older person has 60 seconds to start the drawing

3

The child then continues for another 60 seconds and after the older person takes over for another 60 seconds. This continues for approximately 10 minutes.

4

After 10 minutes all participants come together in a circle (if applicable).

5

Each pair shares their combined drawing with the others in the group and briefly discusses the sketches and what they represent.

6

The drawings can be then showcased on a poster board or some other form of display and can also be photocopied and kept by the participants as a reminder.

Activity 10

BALLOON TENNIS

- ✓ **DURATION** - CAN BE AS LONG AS NEEDED. IT WILL DEPEND ON THE PHYSICALITY OF THE GROUP. 10-20 MINUTES WOULD POSSIBLY BE THE DURATION
- ✓ **NUMBER OF PARTICIPANTS** - NO RESTRICTIONS CAN BE PLAYED IN PAIRS OR IN A GROUP
- ✓ **MATERIALS** - FLY SWATS (IF YOU DO NOT HAVE ACCESS TO THESE THE PARTICIPANTS CAN USE THEIR HANDS), BALLOONS, CHAIRS (IF THE GAME IS TO TAKE PLACE SITTING)



LEARNING OBJECTIVES

This activity is perfect for gentle exercise and all involved can become as “involved” as they wish and move as much as they feel or are able. It can be played either sitting or standing. It is also a perfect activity for hand-eye coordination. This is especially good for young children and those older adults with dementia. Memory and mathematics skills can also be developed as the participants will count the number of times the balloon is hit into the air before it hits the ground.

ACTIVITY STEP BY STEP

DECIDE IF THE GAME IS TO TAKE PLACE EITHER IN PAIRS (ONE ELDERLY PERSON AND 1 CHILD) OR IN A GROUP.

1

If in pairs:

Either give to each participant a fly swat or tell them to use their hands. Tell them to hit the balloon into the air as many times as they can and count each time they hit it before it falls to the ground.

2

If the game is taking place in a group:

Move the participants so they are positioned in a circle. If not all participants are able to stand, position chairs within the circle. Tell the participants to “keep the balloon in the air” by using either the fly swats or their hands as many times as possible. All of the group are to count the number of times kept in the air before hitting the ground.

If this is proving “easy” or the group are getting bored, throw more balloons into the circle at varying intervals. Any person can hit the balloon at any time.

Note: Watch the group to see if participants with dementia are struggling with different coloured balloons. If so the balloons will all need to be the same colour.

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