

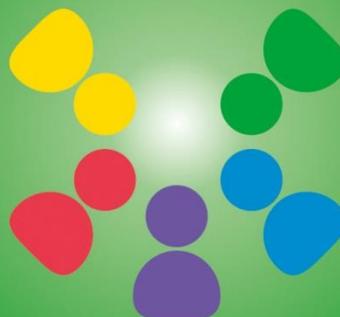


INTERGENERATIONAL COACHES TRAINING

Lecturer's manual

11th – 15th February 2019

JOIN US



IEICS

Project no.: 2017-1-CZ01-KA204-035501

Co-funded by the
Creative Europe Programme
of the European Union



Five-Day Training - What's on the program?

1

- ✓ Introduction to the Project and Training program
- ✓ Getting familiar with worksheets and training methodology
- ✓ Learner's profile - basic psychological background of elders and children
- ✓ Stimulating learning environment in multigenerational groups
- ✓ Preparation for intergenerational sessions

2

- ✓ Personality types
- ✓ Communication methods and techniques
- ✓ Motivating learners for intergenerational interaction
- ✓ Teaching techniques & tools

3

- ✓ Pedagogical basis - focus on special needs
- ✓ Working with Activity Register
- ✓ Presentation and communication skills
- ✓ Using training tools
- ✓ Engaging all senses

4

- ✓ Session Planning
- ✓ Principles of working with groups
- ✓ Focusing on special groups

5

- ✓ Wrap-up of the main topics of the training
- ✓ Individual evaluation
- ✓ Individual action plan
- ✓ Dissemination plan

DAY 1

Goals for today:

- **Introducing the participants, setting the seminar's objectives**
- **Project introduction, training program, worksheets, training methodology**
- **Learner's profile - basic psychological background**
- **Stimulating learning environment in multigenerational groups (group + individual practice)**
- **Preparing the participants for intergenerational sessions**
- **Individual work and preparation**



innovative education in the
field of intergenerational
cooperation support

Introduction to the project

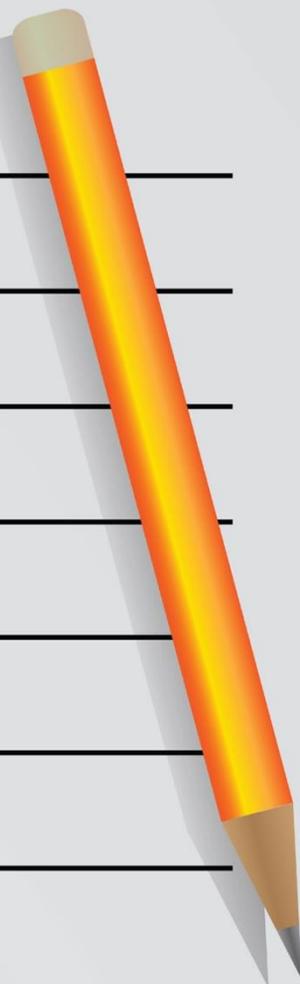


My personal goals



What I want to learn in this training

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



My personal profile

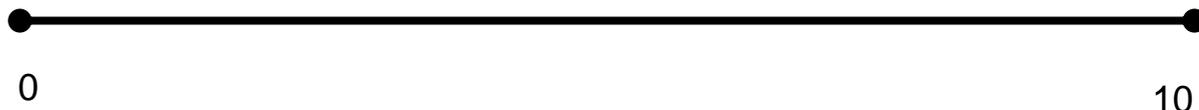


✓ **What is my professional experience:**

✓ **What I am good at:**

✓ **What motivates me to become a trainer:**

How do I evaluate my current knowledge and skills



What kind of skills do I need to improve?

Learner's profile



Who is this person?

Why is he/she here?

What is his/her distinguishing feature?



AGING

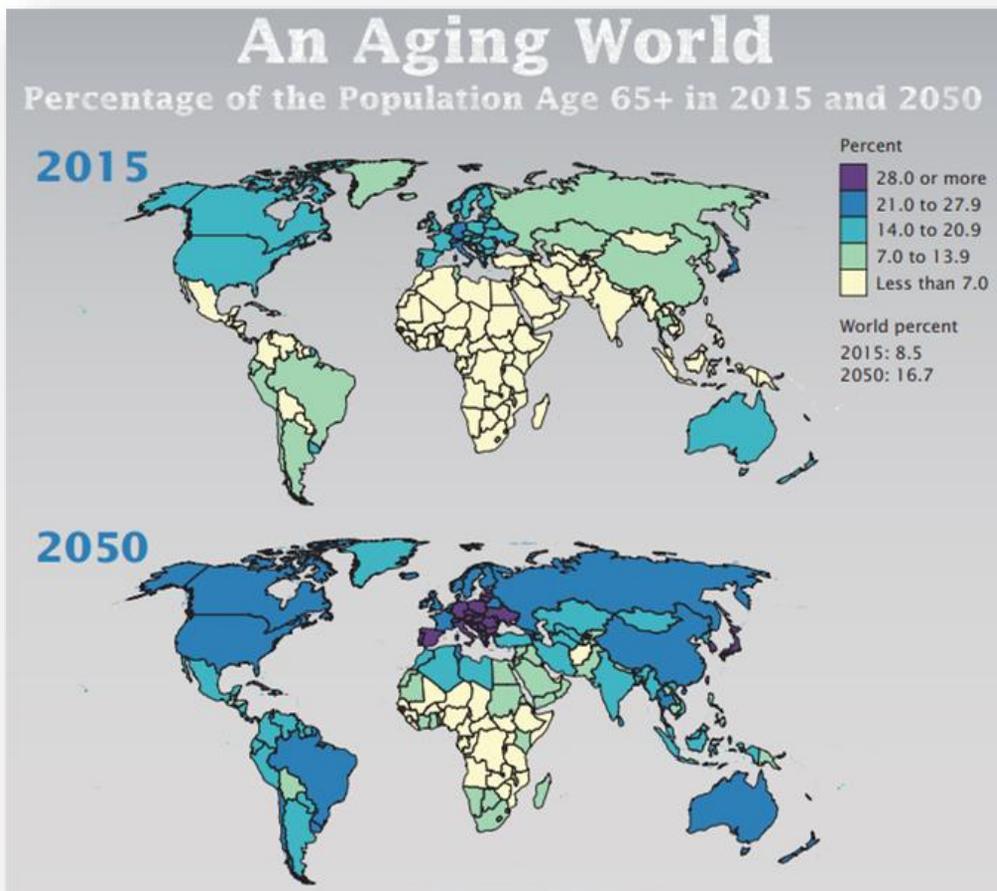


(60) 65 – 74 years
Young seniors

75 – 89 years
Seniors

90 + years
Advanced seniors

Classifying seniors by age is fairly complex since it is a function of physical and mental conditions as well as inherited genetic traits. A 70 years old active senior may be more agile and healthy than someone, say, 63 years old. With life expectancy on the rise and people retiring later in life we can nowadays group the elderly as follows: young seniors (65-74 years), advanced seniors (75-84 let) and very advanced seniors (85 and more).



Biological changes

- **Around the age of 50 visible aging becomes visible**, and the organism rebuilds (*a decline in physical development by 7%*)
- The changes include posture, skin structure (becoming less elastic), hair colour, pigment, and more wrinkles.
- Organs start to weaken and metabolic transformation slows down.
- **Physical performance declines and fatigue increase**
- Basic senses begin to deteriorate, especially sight and hearing, memory disorders and concentration problems are more prevalent.
- The onset of **difficulties in the locomotive apparatus** (joints, weakening of muscles, bone thinning) becomes evident.
- **Medical ailments** (heart and vessel diseases, chronic problems and more) are more frequent.
- **From the age of 70 onwards, memory and sensory perceptions are significantly worsened.**
- Diseases generally have a longer period of treatment in the elderly age, and can leave a greater effect on the person. Some illnesses appear at a later age, such as Alzheimer's disease, and are therefore typical of old age.
- There is a gradual **decrease in vitality and slowing of reaction time.**
- Seniors can be divided into two groups: **relatively healthy** individuals who are capable of active life, and are not limited by disease, and **aging seniors** who have various prolonged diseases and often are unable.

Psychological changes

- When it comes to mental health, **emotional changes and cognitive impairment** occur in particular.
- Seniors have issues with orienting themselves, their perception and memory capabilities worsen and attention span diminishes.
- They may become more **sensitive** to surrounding stimuli or on the contrary more **emotionally detached**.
- There may also be personality-related changes and the subsequent escalation of certain features such as distrust or anxiety.
- **Depression** and feelings of **loneliness** are more common.

Social changes

- Retirement age is characterized by major changes in the social area. One of the biggest changes is the act of **retiring** itself (on one hand retirees enjoy deserved rest and more leisure time, on the other they may encounter feelings of needlessness, loneliness, redundancy or failure).
- **Social status** dramatically changes.
- There are adjustments to **lifestyle**.
- Another traumatizing change may be the **loss of a partner** which tends to affect more often women, accompanied by existential issues, loneliness, sadness and stress.
- The elderly also often witness the loss of loved ones and friends of same age, and sometimes even younger peers, triggering **thoughts of their own mortality**.

The elderly in modern times

In modern days, older people face many new challenges. One is the introduction of **new technologies** at an ever increasing rate. Quite often the inability to apply these new technologies leads to social exclusion. Seniors at the same time find it more difficult to adopt to changes of all kinds, therefore various both social or political events may have a detrimental effect. Today's society places emphasis on **youth and performance**. This puts seniors at a disadvantage with the impact being most profound in the labour market. As a result, some older people perceive this trend as their personal failure leading to reduced self-esteem. The **media** play a significant role in the way they tend to **portray** older people and by reinforcing stereotypes. The picture the media typically paint is a person who is dependent and a burden to society and who is not worth paying attention to and investing in. The peril lies in the fact that older people may actually start to perceive themselves according to these stereotypes. However based on our approach and expectations we set our goals, aspirations and value systems.

Basic steps for a happy life for seniors

Having laid out the major changes that older people in the world need to deal with, we will proceed to highlight a couple of basic aspects that are essential to their happy life. Most people's value system differs though some key principles hold for all in general. Older people wish to avoid being dependent on someone else, hence **self-sufficiency** has a key role to play. This involves being physically self-sufficient and able to manage routine daily tasks such as hygiene, getting grocery or cleaning up. If one is unable to carry out these tasks in any way, say, because being confined to bed, then the ability to **have a say and free will** in decision making takes on a bigger role. There is no-one to tell them what to do, who to vote for and so forth. The last aspect for living a happy life is **financial independence**. Being able to contribute financially to a loved one in the family provides seniors with a new sense of purpose and satisfaction.

Provided we treat seniors with respect, they may pass on their experience and memories to the next generation. We must though remember their individuality.



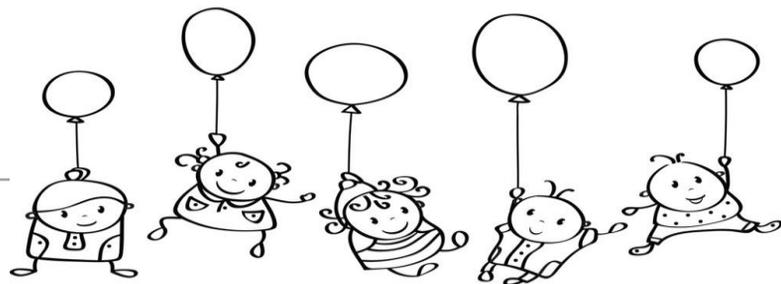
Learner's profile



Who is this person?

Why is he/she here?

What is his/her distinguishing feature?



PRESCHOOLERS



3 – 6 years

The pre-school period lasts for about three to six years. The end of this stage varies depending on the individual as it is not only determined by physical age alone but is to a great degree driven by social aspects, in particular starting school, which is related to age but can oscillate within one or more years.

The pre-school period is considered the most remarkable stage in the development of a human being, combining one's innate abilities with education and early learning, and thus paving a path to a mature individual in the future.

This is the period of our life that we are able to recall in adulthood and often revisit, and which shapes our memory and experience for years to come.



Biological development

- There is an increase in height and weight, so children become more capable of more intense physical movement.
- Performance of internal organs such as the heart or lungs increases.
- The nervous system develops more slowly, improving its structure, function and nerve cell capacity.
- Cognitive skills improve – children are already well equipped and their motor skills enable them to perform all basic movements with sufficient precision.
- Endurance increases and movement improves.
- Manual skills develop further.
- One of the hands becomes dominant.
- Motion autonomy contributes to the development of self-esteem and self-awareness of the child.
- Motion exercise in children promotes confidence, emotional stability, independence, self-control, healthy spirit, positive self-image, and correct posture.
- Motor development is influenced by psychology, the environment, family upbringing, injuries, sickness as well as nutrition and approach of teachers.

Psychological development

- One of the key forms children express themselves is through drawing, which is their primary way to interpret the real world around them.
- Children love to explore and are interested in the causes and internal context of things.
- Their thinking is to a large extent influenced by imagination.
- During this period in their life the basis for thinking is experience acquired through senses. Children observe the surrounding world and the more they can detect the better they understand it.
- The pre-school period is typical for progress in processes related to analytics, synthesis, comparison and other thought processes. The common questions are Why?, How?, What for?
- Speech improves (while a three-year-old child has a vocabulary of about seven hundred to nine hundred words at their disposal, by the end of five years of age vocabulary reaches two thousand words).
- It is not only vocabulary and the knowledge of grammar that expand and improve but the use of speech to effectively shape behaviour takes on a new role. Having the right speech role model around becomes important.
- The most important cognitive processes of a pre-school child are perceptions.
- The ability to remember and learn without any significant conscious effort increases.
- Emotional coloring determines how deeply and permanently an event will be imprinted in memory.
- Children still have difficulties with estimating distance or the concept of three dimensions. Also, their understanding of time improves marginally as they are present in the moment more often than adults.
- The beginning of this period is characterized by being egocentric.
- Gradually, emotions stabilize and the child is considerably less excited, the feelings are more balanced and durable.
- This period is also typical for feelings of fear, for example, of strangers, animals or darkness.,
- Emotional development is closely related to the initial understanding of basic moral values (wrong vs right)
- The child's personality begins to manifest itself.

Social development

- The family has the most important role to play when it comes to primary socialization.
- It is the parents who are role models for emotional certainty and trust.
- The behavior of preschool children mirrors the love and trust that is present in the family.
- There is a growing need for social interaction with children. Interacting with a peer is different from an interaction with an adult in that this relationship is symmetrical and provides far less certainty than a relationship with an adult.
- Among peers, social roles gradually start to form and differentiate.
- Relationships with other children are not of permanent nature but are rather established randomly.
- Children should be given the opportunity to interact with their peers since by being in their company they will be able to learn about behavior that will become important for their social interaction later on.

Play, drawing and creation are of paramount importance to pre-school development. It is through these that children are able to share much more with the outside world than by talking.



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

Individual work



Start preparing first part of your own intergenerational training using information gained during the day. Focus on important information you don't want to miss from our first training session.

a) Think about the target group in your country. Who is it? How would you describe this group to participants of your own training?

a) How would you motivate the participants to brief the group before the intergenerational session?

Look back on today's lesson



Something I learned today..

I didn't know....

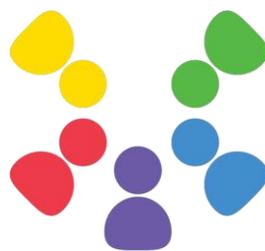
One question I still have...



DAY 2

Goals for today:

- **Welcoming + individual work reflection**
- **Personality typology**
- **Communication – methods, techniques, styles**
- **Self-confidence and motivation for intergenerational activities**
- **Feedback and reflection + individual work**



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field of intergenerational
cooperation support

Mayers-Briggs Type Indicator® - Isabel Briggs Myers & Katharine Cook Briggs

1. **MIND** shows how we interact with our surroundings.

I= Introvert

Prefer solitary activities and get exhausted by social interaction. Tend to be quite sensitive to external stimulation (e.g. sound, sight or smell) in general.

E= Extrovert

Prefer group activities and get energized by social interaction. Tend to be more enthusiastic and more easily excited than introverts.

2. **ENERGY** determines how we see the world and process information.

S= Observant

Highly practical, pragmatic and down-to-earth. Tend to have strong habits and focus on what is happening or has already happened.

N= Intuitive

Very imaginative, open-minded and curious. Prefer novelty over stability and focus on hidden meanings and future possibilities.

3. **NATURE** determines how we make decisions and cope with emotions.

T= Thinking

Focus on objectivity and rationality, prioritizing logic over emotions. Tend to hide their feelings and see efficiency as more important than cooperation.

F= Feeling

Sensitive and emotionally expressive. More empathic and less competitive than Thinking types, and focus on social harmony and cooperation.

4. **TACTICS** reflects our approach to work, planning and decision-making

J = Judging

Decisive, thorough and highly organized. Value clarity, predictability and closure, preferring structure and planning to spontaneity.

P = Prospecting

Very good at improvising and spotting opportunities. They tend to be flexible, relaxed nonconformists who prefer keeping their options open.



ANALYSTS

- ARCHITECT (INTJ)**: Imaginative and strategic thinkers, with a plan for everything
- LOGICIAN (INTP)**: Innovative inventors with a thirst for knowledge
- COMMANDER (ENTJ)**: Bold, imaginative and strong leaders always finding a new way
- DEBATER (ENTP)**: Smart and curious thinkers who cannot resist an intellectual challenge

DIPLOMATS

- ADVOCATE (INFJ)**: Quiet and mystical yet very inspiring and tireless idealists
- MEDIATORS (INFP)**: Poetic, kind and altruistic people. Always eager to help a good cause
- PROTAGONIST (ENFJ)**: Charismatic and inspiring leaders, able to mesmerize the listeners
- CAMPAIGNERS (ENFP)**: Enthusiastic, creative and sociable. Free spirits, joyful

SENTINELS

- LOGISTICIAN (ISTJ)**: Practical and fact-minded individuals, reliable
- DEFENDER (ISFJ)**: Very dedicated and warm protector, always ready to defend others
- EXECUTIVE (ESTJ)**: Excellent administrators, good at managing things and people
- CONSUL (ESFJ)**: Carrying, social and popular people, always eager to help

EXPLORERS

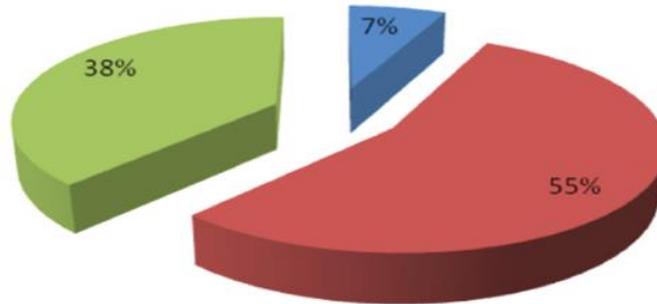
- VIRTUOSO (ISTP)**: Bold and practical experimenters
- ADVENTURER (ISFP)**: Flexible and charming artists, like to experiment
- ENTREPRENEUR (ESTP)**: Smart, energetic and perceptive people, enjoy living in the edge
- ENTERTAINER (ESFP)**: Spontaneous, energetic and enthusiastic people

<https://www.16personalities.com>

Personal Notes



Types of communication



Verbal: face-to-face, radio, television, media

Non-verbal: body language, gesticulation, how one dresses or even smells

Tips for your verbal communication

As a speaker you can

- Use gesticulation and mimics.
- Use involving questions such as
.....
.....
.....
- Raise or lower your note of voice to emphasize things.

As a learner you can

- Using body language such as eye contact, nodding and smiling.
- Encourage explanation by asking questions.
- Relate what is being said to a previous experience.

Avoid:

Negative wording, contradictory words (but, though), switches (possibly, possibly, maybe, maybe ..), learned phrases ..

Why using non-verbal communication?

- **Words have limitations** : for instance when describing different directions
- **Non-verbal signs can be stronger** than words: they can reveal hidden feelings and emotions
- Spontaneous and sincere. Sometimes, they can't be controlled as easily as speech
- Stimulates the **exchange of thoughts and feelings**

Communication skills

1. Asking questions

- the ability to obtain information, keep the conversation alive and understand others' opinions

If we talk too much and ask little, the following may occur:

- we are unable to detect the counterparty's motivation
- we will say things that the other party may use against us
- the other side is too poisoned and weary
- we show disrespect to the other
- we are wasting time

Types of questions:

Opened

.....

Closed

.....

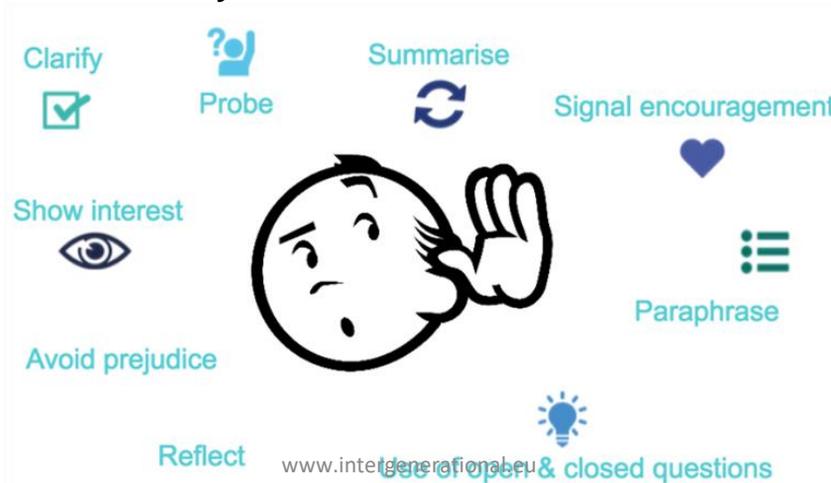
Probing

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2. Active listening

- being a good listener allows to be a **good communicator**. Active listening allows to make a **connection** between what we hear and what we know

As a good active listener you should:





- **Observation and self-evaluation:** Observation is **not passive**. It allows to compare the differences when people talk and to **analyze the information** from it. You can observe differences in reactions, movements, participations, facial expression and sense of humor.
- **Clarity and concision:** The ability of **saying just enough**, not too little and not too much. Try to pass your message with simple words. To get your audience's attention, avoid talking excessively and confusing them.
- **Friendliness:** Use a friendly tone, ask questions, smile. Encourage people to **engage in open, honest and benevolent communication**. This is important in face-to-face and written communication.
- **Confidence:** Confidence ensures that **you believe** in what are you saying. Showing confidence can be as simple as making **eye contact** or using a **firm but friendly** tone. To be confident does not mean to be arrogant or aggressive. Make sure you are always listening and **empathizing** with the person.
- **Respect:** People are more open to communication if you show them and their ideas respect. Simple actions like using a person's name, making eye contact, make the person feel appreciated. When speaking to a person stay focused and avoid distractions.
- **Feedback:** Feedback is a shared feeling, thought or experience. It is usually redefined after the actions of others. Being able to receive and provide feedback is an important skill.

What would you like to improve on your communication skills and how?

WHAT	HOW



Self-Confidence

- The concept of self-confidence is the **positive belief that you can accomplish what you wish**. It is the **self-assurance** in one's personal judgement, ability and power. Self-confidence increases on the basis of previous experience and achievement.
- **Self-confidence is not the same as self-esteem** which is related to the evaluation of one's worth. Self-confidence is more specifically the trust in one's ability to achieve a goal.

Self-Confidence in children

- Children are **naturally confident**, self expressive, uninhibited and curious.
- As they grow their parents, teachers, friends and siblings might not offer the positive nurturing that a child needs. They may criticize, judge and condemn.
- **Negative words or actions often causes the loss of self-confidence** in children
- It is therefore important to **stimulate and preserve** self-confidence among children

Self-Confidence and Self-Awareness

- One of the most important factors in building your self-esteem and confidence is self-awareness.
- To be self-aware is to know things such as your strengths and weaknesses, what do you want in life, what motivates you and makes you happy, what would you change, what are your achievements, how do you relate to others, how can you improve as a person, what are your beliefs and values, how do you see yourself.
- Self awareness can enrich your quality of life.

Individual work



**Summarize your knowledge and ideas from today's session.
Focus on the part of Communication skills.**

a) What would you like to present to your training group and how?

b) What activities would you like to use to practice their communication skills?

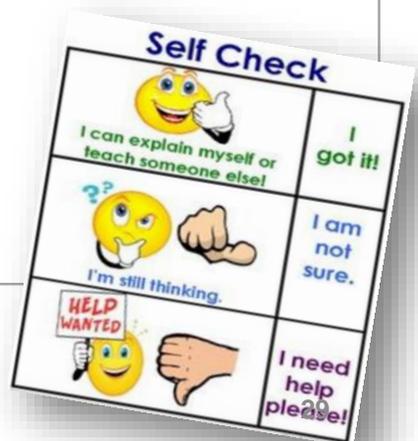
Look back on today's lesson



Something I learned today..

I didn't know....

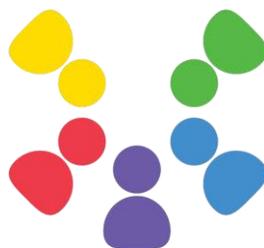
One question I still have...



DAY 3

Goals for today:

- **Welcoming + individual work reflection**
- **Introduction activity – Think-Group_Share**
- **Generational groups**
- **Training methods**
- **Communication skills in intergenerational settings**
- **Intergenerational Social Games**
- **Multi-sensory learning**
- **Intergenerational teaching: tools**
- **WEBSITE: Activity register**
- **Feedback and reflection + Individual work**



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www.intergenerational.eu

Intergenerational learning settings



Pick a name for your group, let the pictures of different intergenerational settings inspire you.

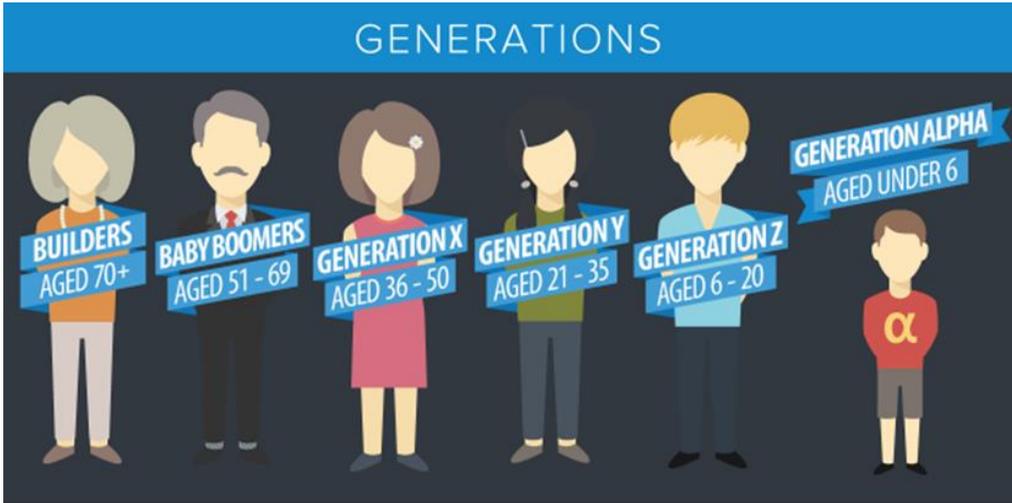
What is the easiest generation to teach/mentor and why?



What is the most difficult generation to teach/mentor and why?



Social/Generational characteristics



Think about what generations you will work in the future, whether as a coach or as a participant in intergenerational meetings. What kind of generations will they be?

.....

.....

.....

.....

Social/Generational characteristics



SENIORS

55+ years (BORN 1963+)

THE BABY BOOMERS	THE SILENT GENERATION
<ul style="list-style-type: none"> ▪ Strong work ethic ▪ Self-Assured and independent ▪ Competitive ▪ Goal-centric ▪ Resourceful ▪ Mentally focused ▪ Team oriented ▪ Disciplined 	<ul style="list-style-type: none"> ▪ They work hard. This generation brought a strong work ethic into the factories of industrialized society. ▪ They are loyal ▪ They have respect ▪ Not technologically advanced ▪ They value tradition

CHILDREN

1-12 YEARS (born 2006 +)

PRE-SCHOOLER SPECIFICS:	Z, ALPHA
<ul style="list-style-type: none"> ▪ Need to practice new words, speech sounds and language skills. ▪ Understand that they are their own person. ▪ Are constantly fascinated by the world around them. ▪ Communication through lots of talk, body language like gestures and noises, play, particularly make-believe play, painting and craft. 	<ul style="list-style-type: none"> ▪ “Digital Natives,” the “Internet Generation (IGen),” and “Screensters” since they are the first generation born in an Internet connected environment and are extremely tech savvy. ▪ They are used to multimedia and various forms of technology. ▪ More than 52 percent of a Gen Zer’s day = screen time. ▪ They have low/no tolerance for being without digital resources.

A → B → C → D → E

SENIORS

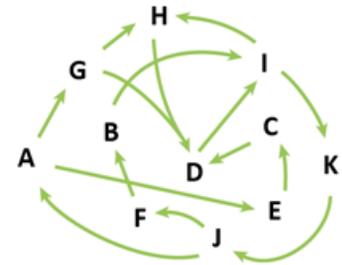
55+ years (BORN 1963+)

BOOMERS:

- Want things to fit into the “big picture”.
- Want recognition for how well they have done. (Sensitive to criticism.)
- Like to explore and analyze, look at different views.
- Follow instructions well.
- Good with content.
- Enjoy working in creative and independent manners.
- Possess professional experience.
- Require lots of interaction and “talk” time.
- Prefer a spirit of collegiality in classroom.
- Emphasis on memorization and skill built upon skill.
- Taught by process and to be content experts.
- Always share personal experience – “what has happened to me is relevant to you”.

SILENT:

- Like structure, schedules and procedures.
- Brain processes new ideas into old mental framework.
- Some refuse to work with technology (too overwhelming).
- Want clear expectations and guidelines.
- Likes a traditional classroom structure.
- Uncomfortable with conflict and disagreements.
- Prefer to practice alone.
- Performance based on individual ability.
- Little feedback unless negative.
- Learned from history (other’s experiences).
- Work ethic = efficiency and hard work.
- Stable, thorough and detail oriented.
- Not change oriented.



CHILDREN 1-12 YEARS (born 2006 +)

PRE-SCHOOLER SPECIFICS:

- Learning by doing – active learning .
- Play: offering hands-on experience (fun-> concentration)
- Learning through senses long before mastering speaking or reasoning.
- Children need many relevant opportunities to explore the world around them.
- Holistic learning: they learn from everything all at the same time. Something they learn from one experience will connect with something else seemingly unrelated and form a connection, which builds context and meaning – which is why it's so important not to separate teaching into subject areas too early on.

GENERATION Z:

- An overreliance on technology and constant access to information.
- An 8-second attention filter and a need for an immediate response.
- A propensity to be 'generalists' vs. 'specialists'.
- A tendency to think in a non-linear fashion, and prefer to construct rather than be instructed.
- Their brains are affected by Internet use. They find answers to questions in Google and YouTube, but they lack the critical thinking skills.
- Acquired attention deficit disorder.
- Increased development of the visual ability portion of these learners' cognitive functions.

SENIORS

55+ years (BORN 1963+)

Be positive, supportive, helpful and respectful

Pay attention to the physical environment

- Reduce distractions.
- Insure comfortable seating, proper heating, and proper ventilation exists.

Be sensitive to declining vision

- Insure that lots of light is available.
- Use high contrast on visuals and handouts.
- Use large, bold print or type.
- Time for adjustment when going from light to dark or vice versa.

Be sensitive to declining hearing

- Use extra voice or media.
- Help learners move closer to sound sources.
- Read material aloud.
- Use combined auditory and visual presentation modes.

Pace of Learning

- Keep sessions shorter and present small amounts of information.
- Keep the pressure of time at a minimum.
- Allow for longer periods of time between stimuli.
- Avoid sudden changes.
- Promote certainty, confidence, and success by moving from easy material to difficult.

Organization of Learning Materials

- Use headings, summaries, and review techniques.
- Encourage learners to develop various mediators or mnemonics (visual images, rhymes, acronyms, self-designed coding schemes, etc.)
- Seek cues that are familiar or can be tied to past knowledge.
- Use stimulating approach that will appeal to several senses.
- Use concrete examples based on past experiences of the learners.

CHILDREN

1-12 YEARS (born 2006 +)

PRE-SCHOOLER SPECIFICS:

- Make sure whether the child can read and write before activities that require literacy.
- Be at child's level and make eye contact.
- When the child tells you something, summarize it back to check that you understand.
- Nod, smile and be affectionate when the child is talking.
- Try to listen until the child finishes telling a story.
- Tune in to the child's body language and behavior as well as his words.
- Use phrases that show you are interested ('Really?', 'Go on', or 'And then what happened?').
- Try to say exactly what you mean.
- Give the child lots of specific praise and encouragement.
- Make sure your body language and facial expressions match what you are saying.

GENERATION Z:

- Kinesthetic, experiential, problem solving, hands on activities.
- Integration of interactive multimedia.
- Instant feedback, clear goals, challenges, rewards and positive reinforcement.
- Delivery of learning in small "bites" or little chunks.
- Trial and error approach.
- Problem solving assignments and exercises instead of memorizing.
- Working in teams/small groups.
- Engagement in creativity and collaboration, whether it is spontaneous or structured.
- Incite students' passion, captivate their attention, and intrigue their minds.
- Gamification: video game design and elements to motivate students to learn.

SENIORS

55+ years (BORN 1963+)

- Handouts (declined vision: larger fonts, high contrast)
 - printed materials and books,
 - video- projectors,
 - computers (offer assistance; check for IT-literacy),
 - audio-visual material,
 - PowerPoint presentations,
 - flash cards,
 - pictures, drawings, diagrams, objects,
 - chalkboards and whiteboards,
 - flipcharts.
- Possible use of tools mentioned for preschoolers.
- Material must support the training objectives and chosen educational techniques.
 - It should be used sparingly.
 - It should be used in a flexible and alternative way creating variety and interest in the learning process.
 - It should be often used by trainees themselves in accordance with their learning characteristics.
 - It should fit in the characteristics of the place where training is implemented.
 - It should fit in the phases of the group's life.



CHILDREN

1-12 YEARS (born 2006 +)

PRE-SCHOOLERS

MULTISENSORY TOOLS AND TOYS: blocks (wooden, Lego), dress-up, puppets, tracing boards, magnets, Montessori equipment, ...

ARTS AND CRAFTS TOOLS: play-dough, paint, pens, scissors, color paper, other similar supplies

MUSICAL INSTRUMENTS

PRINT MEDIA: flash cards, books, worksheets (pictures/color) ...

GAMES: cooperative board games, puzzles, dominoes, (color) dice, cards, ...

EXERCISE EQUIPMENT: balls, ribbons, sensory toys, ...

Chalkboards, whiteboards, (video) presentations, smart technology ...

OLDER CHILDREN UP TO 12 YEARS

COMPUTERS AND MULTIFUNCTIONAL MOBILE DEVICES: playing videos and music, taking photos, connecting to the Internet, playing games (interactive learning).

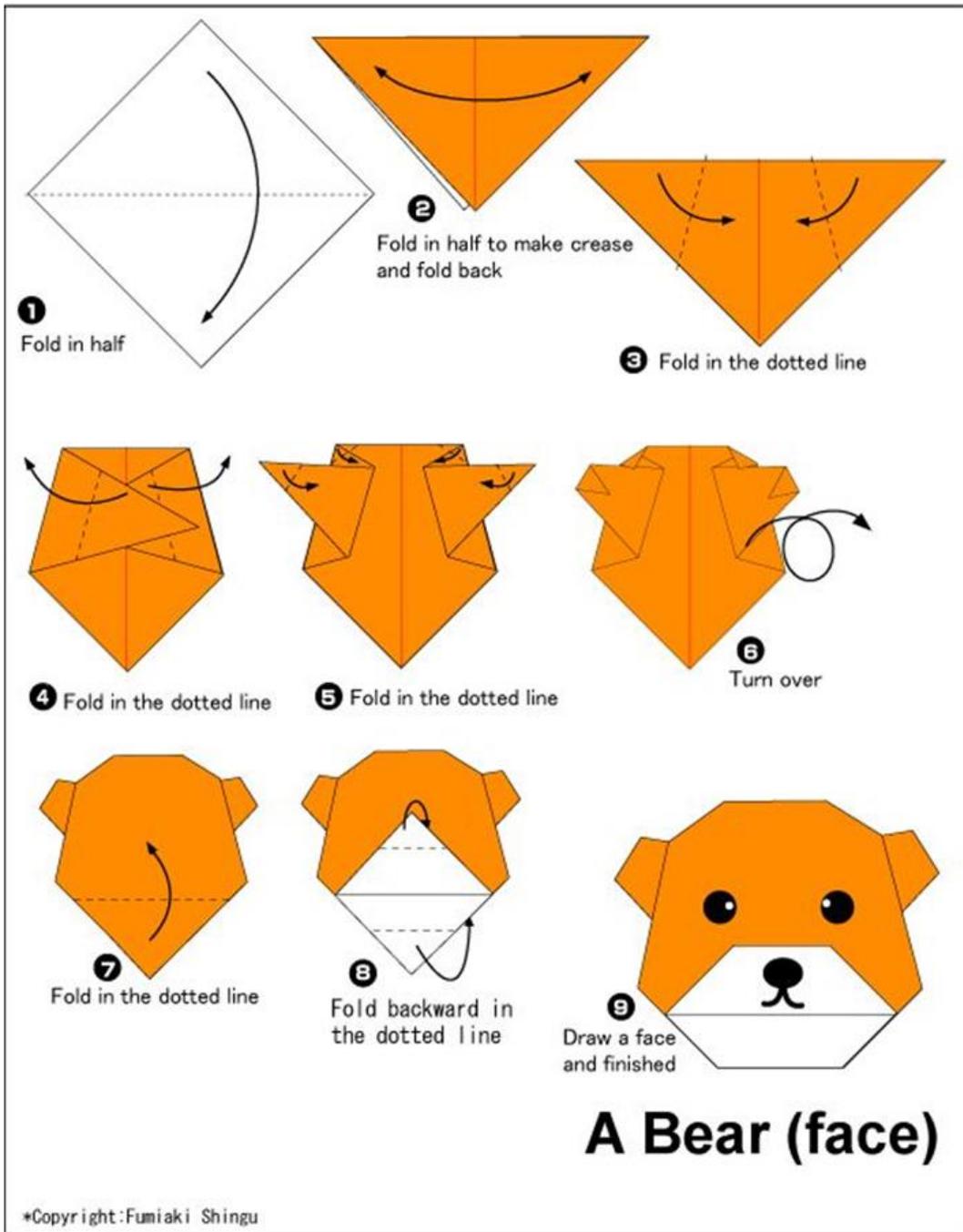
ALSO: handouts, pictures, flash cards, whiteboards/chalkboards and smart-boards, pen/paper, color pens and material for the pre-school age.



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.

Flipping paper demonstration





1. Is this method suitable for intergenerational groups?
2. Consider cognitive skills of both, adults/children, fine-motor skills?
3. Can they help each other if one lacks a certain skill?
4. For which age groups would this be possible?
5. What could be an alternative?
6. Find ways to incorporate both age groups.

SUMMARY OF TRAINING METHODS

Method	What It Is	When To Use It
Lecture	One person conveys information to a group of learners by talking to them, with or without visual aids. There is no participation by the learners and little feedback to the lecturer.	In large groups where discussion is not practical. When an expert is relaying new information to learners who have no relevant personal experience.
Informal Talk	Similar to a lecture, except learners are more involved through feedback and participation. Less formal.	In groups when ample time is available for questions and feedback. Material presented is not entirely outside the experiences of the learners. Most Scouting programs.
Demonstration	A person or team of persons actually perform a task and explain it to show learners how to do a task. Usually followed up by having learners practice the task.	Especially helpful for teaching a skill when plenty of time is available. Need to have enough instructors to limit learners to small groups.
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic. Guided by a trained discussion leader.	Where the ideas and experiences of the group help them to discover the point they are learning. Needs an experienced leader to keep things on track. Few major points.
Case Study	A realistic situation or a series of actual events presented to learners, either orally or by handout, for their analysis and solution.	Real-life situations get points across most effectively. Multiple points of view help learners to better understand concepts. No clear cut solutions.
Role-Playing	Leaders or learners act out roles presented in a particular situation. Participants must supply their own dialog within the context of the role and the situation.	Where high learner participation is desired. The subject involves person to person communication.
Simulations	A more complex form of role-playing and case study. Used to recreate environments where participants experience potential situations that might actually develop during an assignment.	Excellent for disaster, rescue, first aid, or other crisis management situation training. When an elaborate role-play can best teach the subject.
Brainstorming	Group members suggest possible solutions to a problem in rapid-fire order, either orally or on cards to be posted. All ideas are considered. Criticism and editorializing are not allowed.	When the things to be learned involve pulling together shared ideas of the whole group. For program planning. For an indecisive group.
Buzz Groups	A way to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion and solution.	When the group is too large for general discussion or brainstorming. When the experiences of the learners can lead them to discover solutions for themselves.
Question and Answer Session	An opportunity for an expert to provide specific knowledge, responding to the direct questions about the specific topic from the group of learners.	Near the end of a training session. When an expert is available whose knowledge is either superior or whose authority makes his answers correct.
Learning Centers	A series of stations/tables/corners. Each accommodates a small group. All stations teach related parts of the same general topic. Learners rotate through all the stations.	Excellent way to teach a lot of information in a short period of time. When the group is too large to effectively teach by the other training methods above.
Reflection	A series of guided questions leading from the facts of what happened to interpretation to application.	As a form of evaluation tool. When connecting activities or connecting an activity to a larger picture.

Training methods: usage and suitability



Exercise: Recall a training program in which you were a trainer or participated as a trainee. Try to think what the training methods were. Capture approx. five of them (each at least one) and write them down. Write keywords describing the setting of each one.

Five horizontal grey boxes for writing, each consisting of a rounded rectangular box on the left and a long arrow pointing to the right.

Communication skills in intergenerational settings



While watching this video, focus on the following bullet-points:



- ✓ Vocabulary used
- ✓ Sentence structure
- ✓ Body language
- ✓ Pace of speaking
- ✓ Attention span
- ✓ Focus
- ✓ Willingness to listen
- ✓ Cooperation, responsiveness

What do you notice about their way of communication?
Discuss the differences.

How do you think this might affect your way of communicating to them as a mentor?

What can you do?

How can you prepare?

Group starters, ice-breakers and warm-ups

The following games can be used at the beginning of a program or at the start of a session in order to make participants feel welcome, break the ice, and start to get to know each other. The focus is on having fun and starting to create an atmosphere of safety and trust for group members.

Name addition

Sit in a circle. Go around one person at a time and ask participants to find a positive adjective or word to describe themselves, which begins with the same letter as their first name; for example, “Delightful Diana”, or “Sporty Samantha”. Each participant introduces all the people prior to them and then themselves, so the last person has to try to remember the whole group.

Postcards

Cut up postcards (or pictures) into two pieces and put them in a hat. Participants select a piece of postcard from the hat and have to find the other person with the matching bit of postcard to make it complete. Each postcard pair asks each other a number of questions (e.g. “What is your favorite color?”, “What is your favorite food” ...) and then reports back to the larger group introducing their partner.

Mirroring

Split the group into pairs so they are standing opposite each other. One person makes a movement, the other tries to mirror them, they then continue this for the time allocated (say a minute). Swap roles. When both have played both roles, they can try to coordinate movements with each other, so that both become player and mirror at the same time. This works best with slow movements and needs a lot of concentration.

Truth is stranger than fiction

This activity involves each member sharing three personal stories or facts with the group, two of which are true, and one of which is false. Group members take a vote on which story they think is false. The member sharing then reveals the truth about their stories.



Group games (team building, problem solving, communication)

The following games can be used generally to create fun and a relaxed atmosphere within the group and to continue getting to know each other. They can be used when the group is becoming unfocused and needs to have a quick break or a change of focus. The games can improve teamwork, develop trust and enhance problem solving skills.

Night Trail

Working as a team, blindfolded participants follow a rope and try to navigate their way round a series of obstacles. Trust, support, leadership and communication is essential for this challenge.

Back-to-Back Drawing

Working in pairs, one person receives a picture of a shape and must describe it without naming it, whilst their partner must try to draw the shape as close as possible. After finishing, you can compare the original picture and the drawing. This activity focusses heavily on verbal communication and listening skills.

Sneak a Peak

The aim of the challenge is for each group to try and build an exact copy of a pre-built sculpture – the catch is only one person in each group can look at the model at a time and for only ten seconds.

Hole Tarp

The objective of this challenge is for the team to work together to navigate a ball around a tarpaulin for as long as possible without the ball falling through a hole or off the tarp completely.



Multisensory learning



Studies have shown that we rely heavily on our senses to process information when learning and engaging more than one sense when teaching can help information processing.

Using multiple senses allows more cognitive connections and associations to be made with a concept. This means it is more easily accessible to your students as there are more ways the information can be triggered and retrieved from their cognitive learning centre. We all have different learning styles and as a teacher it is crucial to make lessons beneficial to all your students.

Multi-sensory learning is a way of bridging the intergenerational barriers, thus widening the spectrum of teaching content by applying all senses. It is applicable to children as well as senior learners, but bearing in mind some changes in sensory perception, that occur with age.



How can we accommodate that change in teaching/training? What do we need to be careful of? Use the handout from the second task as help.

Intergenerational teaching: tools



After considering all the received information regarding the generations, reflect on which tool would be most suitable for intergenerational settings and which not.

What would you need to consider?

WEBSITE & ACTIVITY REGISTER



Individual work



Prepare another part of your own training focused on Generational groups and Activity register.

a) What do you find the most important your participants should know about Generational groups? And why?

a) Find a suitable activity in AR you would use as a short spring outdoor activity😊. Write down the main benefits this activity can bring to the group.

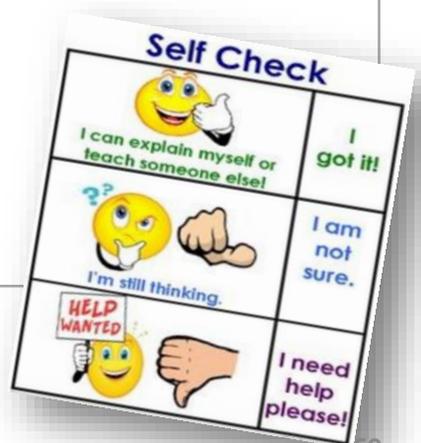
Look back on today's lesson



Something I learned today..

I didn't know....

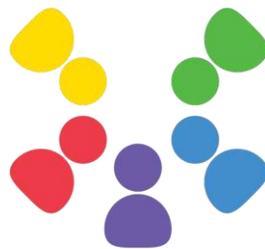
One question I still have...



DAY 4

Goals for today:

- **Welcoming – individual work reflection**
- **Introduction activity: introduction to session planning**
- **Intergenerational groups = mixed abilities**
- **Principles of intergenerational teaching**
- **Introduction to Session Planning**
- **Session planning step by step**
- **Session plans analysis**
- **Session planning**
- **Feedback and reflection + Individual work**



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Session planning



Recall the session from Day 3. In groups discuss the following:

The learning objectives of the session

The activities you participated in



Intergenerational group = mixed abilities



!!Knowing my group is the starting point to session planning!!

What challenges trainer may encounter when teaching multigenerational group?

Above challenges may be rooted in:

- Age, maturity
- Learning style
- Learning abilities
- Learner's autonomy
- Motivation and attitude towards the topic

Session planning step by step



A training session plan is an organized description of the activities and resources used for a specific learning objective.

Usually it details: duration, teaching methods and tools, activities, materials.

Why it is important to have a session plan?

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 step by step



Think about your future training session and try to describe:

- learning objectives of the session
- introduction activity you can use
- list needed materials
- target group and various abilities
- teaching tools

Session planning



Plan a session for multi-generational group on the chosen lead theme (choose the activity from the Activity Register) using 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

Individual work



Think about your own training and focus on the topic of Session planning.

a) What are the most important points in session planning from your point of view?

a) What do you think your participants should learn? Why?

Look back on today's lesson



Something I learned today..

I didn't know....

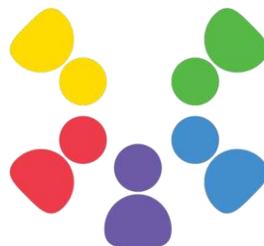
One question I still have...



DAY 5

Goals for today:

- **Welcoming – individual work reflection**
- **Summarizing the main topics of the training**
- **Individual Evaluation**
- **Individual Action Plan of the training**
- **“Dissemination Plan” – Engaging people / institutions in project countries**
- **Summary of 1Day Syllabus and preparation for my own training**
- **Conclusion of the training and distribution of the certificates**



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Summarizing the main topics of the training



Which topics did you find the most useful in your profession?

1
2
3
4
5

1Day Training Summary



In group prepare and present a short summary of chosen topic related to the 1 Day training.

1. Welcoming, setting objectives, introduction of all participants.
1. Generational groups + Participants profile
1. Session planning + Briefing target group
1. Communication skills
1. Activity Register

Personal notes



Follow up



Action/Goal	When	What skills do I need to meet this goal?

Individual Action Plan



Which experience do I “take home” to my country from this week?

What are my plans for the future – how will the experience change my professional or private life?

**How do I evaluate
my current knowledge and skills**



0

10

What kind of skills do I need to improve?

Dissemination Plan



Whom in my country and in my individual network would I like to invite to share with me:

A. this “experience”

A. the contents of the training

A. the project outputs of IEICS



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**Thank you for your participation and wish you
many successes, happiness and satisfaction in
your professional and personal life!**

Mezi námi, o.p.s.

**Kateřina Jirglová
Vanda Šmolíková
Adéla Šimšová**



Mezi námi
mezigeneračně

and the partners



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