



InterAGES: Framework for an Inter-generational programme towards all AGES

As part of the PAGES project

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InterAGES: Framework for an intergenerational programme towards all AGES

1. Introduction

1.1 About the project

The PAGES project aims to support the global combat on ageism and to foster intergenerational cohesion at the community level by upskilling adult educators/community workers on how to engage older adults in learning.

The specific objectives of the project are to:

1. Promote awareness around the importance to talk and counteract ageism in society.
2. Upskill adult educators on how they can engage older adults in lifelong learning activities in the community, by involving them in an action-learning programme.
3. Combat interpersonal and self-directed ageism by intergenerational non-formal education activities, targeting young and old people.
4. Strengthen the European collaboration between partner organisations in the field of ageing, by endorsing the global campaign to fight ageism.

The following **framework** encapsulates the intergenerational programme developed within the PAGES project to involve and engage both young and older people using creativity and cultural assets from the local community.

This framework was developed based on a literature review and the consultation sessions of younger and older people conducted by project partners following the **Guidelines** (containing a set of recommended methodological tools and two templates to fill) previously provided by APROXIMAR. Following the Guidelines, project partners implemented the recommended methods in a specific timeframe, involving at least 20 people in each country of the project partners. The findings allowed partners to identify the top 10 activities and public spaces in the community. Based on these, partners developed the **InterAges programme - an intergenerational intervention towards ALL AGES.**, which was reviewed by two experts in each country, culminating in the present document.

1.2 Purpose and framework

This document provides an overview of The **InterAGES programme**, including a definition of intergenerational activities, the proposed schedule, methods, topics, template and the activities created by the partners of this project. In total, there are 14 intergenerational activities within the preselected topics determined based on the previous activities of the projects. Partners tested the programme, and the activities developed in all countries.

Intergenerational interventions are effective ways to combat ageism. These can include workshops, conversations, empathy-enhancing types, playing games, art & music activities, and many others, which can increase cooperation and foster goal sharing (WHO, 2020). However, the main goal of InterAGES is to **combat ageism** by involving and engaging young and older people using creativity and cultural assets from the local community. The programme was developed based on the Global Report on Ageism and its findings.

The expected impact is that local territories and communities in which partners operate are more aware of ageism and its effects on how people live and evolve, while older adults and young people are more aware and knowledgeable about ageism, perceptions about ageism towards others and oneself, attitudes and misconceptions, that can enable them to change their attitudes and engage in meaningful contacts and interactions.

2. Programme overview

The **InterAGES programme**, is an intergenerational intervention towards ALL AGES, where adult educators trained in the previous project result number 1 (PR1) will be the ones to lead the implementation. Though intergenerational programmes are not new, there is no sufficient offer at the community level for programmes that promote intercultural competencies using **artistic and creative methods** besides taking advantage of public spaces in each locality. According to recent research, interventions with both educational and intergenerational contact have the most significant effect on attitudes toward older adults (Ermer et al., 2020). Considering that performing arts correlated with intergenerational contact may increase positive attitudes and knowledge about ageing (Ermer et al., 2020), the InterAGES programme aims to create community-based intergenerational activities that reduce ageism using arts and culture.

According to the European Union (2013), the Cultural and Creative sectors enrol all sectors whose activities are based on cultural values and/or artistic and other creative expressions, whatever the type of structure that carries them out. Those activities include developing, creating, producing, disseminating, and preserving goods and services that embody cultural, artistic, or other creative expressions and related functions such as education or management. The cultural and creative sectors include, among other things, architecture, archives, libraries and museums, artistic crafts, audiovisual (i.e., film, television, video games and multimedia), tangible and intangible cultural heritage, design, festivals, music, literature, performing arts, publishing, radio, and visual arts (European Union, 2013).

Arts and culture are two wonderful ways of preserving or strengthening a strong community's sense of place and belonging, character development, showing an individual's creativity, and transferring values and ideals (Dunphy, 2018). They enable multiple opportunities for learning, entertainment, leisure, personal growth, and improving communication with others. Collaboratively making art builds individual mastery and collective cultural capacity while contributing to positive social change (Dunphy, 2018). For these reasons, arts and culture are integral to intergenerational projects as they offer a means of communication, preserve heritage, bridge generational divides, facilitate storytelling, promote creativity, build social connections, and contribute to skill development. Through these aspects, arts and culture contribute to a more inclusive and harmonious society that values the contributions of individuals from different age groups. Intergenerational projects can encompass a wide range of arts and cultural activities that promote interaction, understanding and collaboration between different age groups, such as visual arts (e.g., exhibitions, collaborative artwork, community murals), performing arts (e.g., dance workshops, musical performances), literary arts (e.g., storytelling sessions,

book clubs), culinary arts (e.g., cooking classes, food festivals, recipe exchange,) crafts and do it yourself (e.g., craft workshops, DIY projects), heritage and history Projects (e.g., oral history recording, family tree projects, photography exhibitions).

3. Strategic objectives of InterAGES programme

The expected impact of the InterAGES programme is that localities and communities in which partners operate become more aware of ageism and its effects on:

- How people live and evolve, while older adults and young people are more aware and knowledgeable about ageing.
- Perceptions about ageing towards others and oneself, attitudes and misconceptions that can enable them to change their attitudes and engage in meaningful contacts and interactions.
- How to use of public spaces for the InterAges programme and, through that, building connections and future possibilities.

The transferability potential is high as it is a programme designed by a multidisciplinary approach between partners in the fields of ageing, youth, multiculturalism, non-formal learning, art & culture, which will give it a very credible status. Hence, the successful outcomes of the InterAges programme will enhance the success possibilities of the outcomes of the PAGES Service Model to counteract AGEism for a Europe open to all (Project Result number 3, PR3), a methodology for implementation to boost further transferability.

Specific **outcomes**:

- **14** Intergenerational Activities.
- **180** participants in the pilot test of InterAges programme (PR2) (in total, including at least 1 attendance).
- Piloted among **6 different countries** covering a geographical span over Europe.
- Reduce ageism (measured in the pre and post test).
- Positive views of ageing and different age groups.
- Positive and direct intergroup contact between youngsters and older people using arts and culture.

4. What is an intergenerational activity?

Intergenerational activities are social engagements and interactions that involve different generations for a common purpose. These activities help reduce ageism through regular contact and shared experiences that challenge prejudice and stereotypes (World Health Organization [WHO], 2023). They build on the strengths that different generations have to offer, nurture understanding and mutual respect, and challenge ageism. The quality of contact among younger and older groups in intergenerational activities seems more critical than the frequency of contact to reduce ageism. High-quality connection has been shown to increase self-disclosure and perspective-taking by both groups, leading to more positive contact between generations. This better-quality contact can be fostered by organizing activities that build confidence and avoid situations in which either party stereotypes the other (WHO, 2023).

Nowadays, different **generations have fewer opportunities to spend time together** than they used to. This means that both generations are losing out on a very special relationship. However, it doesn't have to be this way (Dutton, 2018).

As we found out through **the consultation sessions of the InterAges programme (R2/A1)**, in which we talked to over 150 participants from Austria, Denmark, Germany, Portugal, Romania and Turkey, both younger and older generations expect intergenerational activities to be opportunities to **learn from one another**, for activities covering multiple interests, for intimate or friendly settings and for help to break the ice. It is also important for the activities to be accessible in terms of language, physical ability, costs, and distance. Overall, intergenerational activities should promote **diversity, independence, dignity, and responsibility**.

Benefits of intergenerational activities



1

An increase in physical, mental and creative activity.

2

Feeling less isolated, empty or lonely.

3

More opportunities for social inclusion.

4

Better general health and well-being.

Feel useful and valued, and enjoy a sense of achievement

Boost confidence, self-esteem and mood.

Learn new things and see the world from another perspective

Challenge preconceptions about the opposite generation and counteract negative stereotypes and behaviour

Learning values and norms.

1

Development of teamworking skills.

2

Learning about the realities of the life cycle in a non-school environment.

3



(Dutton, 2018)

5. Schedule

Previous research shows that intergenerational programmes are more effective when younger and older participants spend time learning about the other group before meeting for the first time (WHO, 2023). Therefore, for this programme we suggest holding 2 initial sessions prior to the intergenerational activities (i.e., one for each age group).

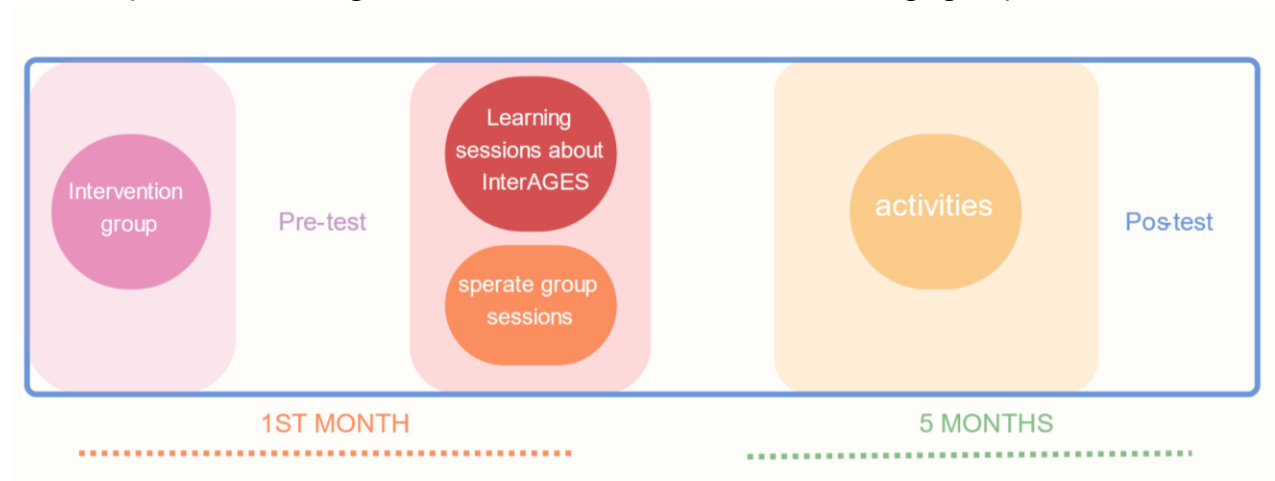


Figure 1. Intervention programme

In a span of 6 months, partners aimed to pilot **9** of the developed **activities**. Each partner country prepared the pilot plan, defining how they mobilized participants to the programme, specific times, dates and how to disseminate it thru the community. Each country had at least **30 participants in total**. The piloting plan should include at least one introduction activity and one closing event, following the programme proposed in Figure 1 (adapted from Marques, 2015).

In order to standardise the pilots in the different countries, we used the following model (figure 1). In this way, each partner, after identifying/creating the intervention group, apply the **pre-test** (see Annex A) to them, followed by a **first learning activity** about different age groups that were carried out separately (i.e., two groups, one of younger people and one of older people - so that they can have a first learning moment about the other group, as recommended by the WHO) (see **Annex B** for the session plan to be followed for this first activity). After five months of implementing intergenerational activities in the community, the programme ends with a final post-test.

6. Methods and Facilitation

For the intergenerational activities, the methods used will be exclusively non-formal. The non-formal methods, such as skill sharing, gamified activities, storytelling, etc., should be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

Adult educators/ facilitators should create a relaxed environment for the participants of all age groups. They must consider the different needs and barriers of the participants, such as knowledge on certain topics, physical and mental abilities, and generational or personal differences.

7. Topics

Every partner organisation provided two contents/ activities for the InterAges programme, chosen from the **top 10 most selected activities** of the consultation sessions with older adults and young people (conducted previously in the project).

Activities	Partners	Name	PG.
Creative Introduction Activity	SOSU	“Let's get to know each other”	11
Gamified Activity about arts & culture e.g., traditional games	ACEEU	“Art Adventure: An Intergenerational Scavenger Hunt”	13
Skill sharing activity, about arts & culture. e.g., theatre performance skills	ACEEU	“Generations in Art” workshop	15
Cultural activity e.g., visit museums	K-GEM	Intergenerational Museum Exploration Art Exhibition Dance	17 20 23
Creative Crafting activity e.g., create a piece of handcraft together	WASLA EaSI	Intergenerational Craft Creation Create a model multi-generational village	26 30
Outdoor/ sport activity connected to arts & culture. e.g., cultural walk in the neighbourhood	APX EaSI	Let's play! Neighbourhood Explorer Tour	33 37
Storytelling activity e.g., storytelling using a piece of art or about their relationship with culture	SOSU APX	Tell me your story To the sound of your story	42 44
Theatre, Dance, or Music Activity E.g., develop and present a play	WASLA	Theatre Play	48
Finishing Activity/ intergenerational event connected to arts & culture	K-GEM	Heritage Craft Workshop Culinary Workshop Art Workshop	51 54 57

Activity Template

Name of the Activity:	“NAME...” <i>Type of activity</i>
OBJECTIVES	<i>Describe the objectives of the activities e.g., Develop relationships, share experiences and gain insight into the lives of the different participants.</i>
OUTCOMES	<i>Based on table 1, Annex C – identify and specify the outcomes expected from this activity. e.g., activity: storytelling – short-term outcome: learn about each other and reflection on similarities and differences – long-term outcomes: Positive perceptions of ageing between generations, Increased empathy and understanding between generations.</i>
DESCRIPTION OF THE ACTIVITY	<i>Enter a short description for the activity.</i>
	<i>The existence of equal circumstances for both generations is essential for intergenerational activities (i.e., the different participants should have equally active roles in the activity). Describe how you are going to ensure this.</i>
	<i>The existence of a common goal among participants, which could be to build relationships by sharing each other's personal history (e.g., challenges, achievements, memories) and, consequently, their experiences, is essential for intergenerational activities. Describe how you are going to ensure this.</i>
	<i>It is necessary to foster cooperation between the two generations, promoting mutual help and sharing for successful intergenerational activities. Describe how you are going to ensure this.</i>
INSTRUCTIONS	<i>Explain how the facilitator should implement the exercise. Describe in detail how the activity will take place. It must be possible for other trainers to understand how to carry out the activity just by reading this description.</i>
RESOURCES/ MATERIALS NEEDED	<i>List the tools needed to implement the activity (e.g., templates). Even though it is mainly face-to-face you may include so materials that need to be develop describe them.</i>

DURATION	<i>Indicate an estimated amount of time needed. Please try to be specific if the activity is divided into different moments specify.</i>
NUMBER OF PARTICIPANTS	<i>Identify the recommended number of people to carry out the activity. If you have groups, how many people should be in each and how many groups there should be.</i>
DIGITAL APPROACHES IF APPLICABLE	<i>Describe the digital adaptations or approaches that can be used in this activity if applicable (E.g., use of apps, online platforms etc.). Describe the instructions on how to implement and the benefits.</i>
HOW TO DISSEMINATE THE ACTIVITY	<i>Describe how to recruit and engage participants for this activity</i>
HOW TO MAKE IT SUSTAINABLE	<i>Explain how and what procedures need to be followed to make the activity sustainable (in time, after the pilot).</i>
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	<i>Explain why this topic is suitable as an intergenerational activity and why you chose it.</i>
EVALUATION METHOD	<i>How to evaluate the activity with the participants. It should be informal after the activity.</i>
RECOMMENDATIONS/ TIPS	<i>Describe in detail any possible recommendations/ tips for the facilitator to have a successful implementation and avoid potential barriers.</i>
SAFETY CONSIDERATIONS	<i>Describe any health (e.g., first-aid kits are available), emergency (e.g., emergency contacts), or safety procedures that should be considered.</i>
RESOURCES/ REFERENCES	<i>Include sources used to create the activity (if any)</i>

Activities

Name of the Activity:	“Let's get to know each other” <i>Creative introduction activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Foster intergenerational connections and mutual learning through collaborative exploration and knowledge of each other. • Encourage participants to engage with each other through icebreaker activity. • Promote teamwork, relationships, curiosity and knowledge among participants of different age groups. • Provide an enjoyable experience.
OUTCOMES	<p>Short-term outcome: this activity allows participants to learn about each other and reflect on their similarities and differences.</p> <p>Long-term outcomes: this activity will create a sharing environment conducive to developing relationships that allows participants to learn from each other and increase empathy and understanding between generations.</p>
DESCRIPTION OF THE ACTIVITY	<p>For this activity, participants will choose two pictures that resemble something about themselves and share them with the group to exchange personal experiences/ knowledge and open a pathway to start getting to know each other.</p> <p>The existence of equal circumstances for both generations. The choice of culturally diverse pictures gives all age groups an equal opportunity to relate to the random images.</p> <p>The existence of a common goal among participants. The activity aims to promote the first positive intergroup contact between the different generations, enabling both groups to learn about each other while presenting themselves and opening up. In this intergenerational activity, participants will be invited to work together towards a common goal: starting to get to know each other.</p> <p>It is necessary to foster cooperation. All participants will be invited to participate and start connecting with other participants while managing the group conversation.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Division of participants: Gather participants and divide them into small teams, ensuring a mix of older adults and younger participants in each team. 2. Materials: Provide each team with a set of pictures with different images (at least 20 different pictures, depending on the group size). 3. Activity: Instruct each participant to choose two pictures that somehow resemble something about themselves they identify with (e.g., who they are, their values in life, an experience, a hobby, etc.)

	<p>4. The participants take turns explaining why they chose the pictures, what the images mean to them, and knowledge and personal experiences related to the pictures. They create the foundation for a good understanding of each other, thereby creating security in the group and fostering intergenerational exchange and expertise.</p>
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • A set of 20 pictures for each group/team
DURATION	<p>The introduction activity is intended to last approximately 10 minutes pr. participant, but the duration can be adjusted.</p>
NUMBER OF PARTICIPANTS	<p>The activity can accommodate a flexible number of participants, but maximum 5 participants in each group/team is recommended.</p>
HOW TO DISSEMINATE THE ACTIVITY	<p>Promote the activity through community organizations, senior centres, youth groups, and social media platforms. Provide clear instructions for registration or participation and ensure accessibility for all interested participants.</p>
HOW TO MAKE IT SUSTAINABLE	<p>Establish partnerships with community organizations, senior centres, youth groups. Seek funding or sponsorship to cover any associated costs and ensure the sustainability of the activity over time. Promote participants to independently communicate their experiences through social media and to friends and family. Create a community network to facilitate ongoing intergenerational activities.</p>
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	<p>Creative introduction activity provides a fun and interactive way for participants to explore and engage with each other, building a foundation of knowledge, curiosity, respect and in long-term creating relationships across the generations. By pairing older adults with younger participants, the activity promotes intergenerational exchange, allowing participants to learn from each other's perspectives and experiences.</p>
EVALUATION METHOD	<ul style="list-style-type: none"> • Collect feedback from participants through discussions to assess the activity's impact on intergenerational relationships and enjoyment of the activity.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Provide clear instructions and support for participants, 2. Encourage active participation and collaboration within teams, emphasizing the value of sharing insights and thoughts.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the venue is accessible and safe for participants of all ages and abilities. • Provide any necessary accommodations or assistance to ensure a comfortable and enjoyable experience for everyone involved.

Name of the Activity:	“Art Adventure: An Intergenerational Scavenger Hunt” Gamified Activity about Arts & Culture
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Foster intergenerational connections and mutual learning through collaborative exploration of art and culture. • Encourage participants to engage with artworks and cultural artefacts in a dynamic and interactive way. • Promote teamwork, problem-solving, and communication skills among participants of different age groups. • Provide an enjoyable and educational experience that highlights the value of cultural heritage and artistic expression.
OUTCOMES	<p>Short-term outcome: this activity allows participants work together and built relationships through teamwork.</p> <p>Long-term outcomes: this activity allows participants to create positive perceptions of ageing between generations and increased empathy between generations.</p>
DESCRIPTION OF THE ACTIVITY	<p>Participants will be divided into pairs or small teams, each consisting of older adults and younger participants. They will embark on a scavenger hunt in a museum, gallery, or historical site, where they will solve clues or complete challenges related to specific artworks or cultural artefacts. Clues may lead pairs/teams to discover hidden treasures, answer riddles based on art styles or subjects, or find clues hidden within the exhibits. Throughout the activity, participants will share insights, knowledge, and personal experiences related to the pieces they encounter, fostering intergenerational exchange.</p> <p>The existence of equal circumstances for both generations. All the participants are unaware of the clues or activities to be carried out, everyone starts from the unknown in relation to an artistic object or cultural site. Even if they know the object or place, nobody knows what they'll have to do. In other words, being from a specific generation doesn't change the initial circumstances of any of the participants</p> <p>The existence of a common goal among participants. In this intergenerational activity, participants will be invited to work together towards a common goal: unravel mysteries, clues or riddles to fulfil the treasure hunt.</p> <p>It is necessary to foster cooperation. Participants will need to work together to unravel the mysteries, clues or riddles to fulfil the treasure hunt.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Division of participants: Gather participants and divide them into pairs or small teams, ensuring a mix of older adults and younger participants in each team. 2. Materials: Provide each pair/team with a set of clues or challenges, along with a map or guide to navigate the museum, gallery, or historical site.

	<p>3. Activity: Instruct participants to work together to solve the clues, find the hidden treasures, and complete the challenges within the allotted time.</p> <p>4. Encourage pairs/teams to engage with the artworks and artefacts they discover, sharing their observations, interpretations, and any relevant background information.</p> <p>5. Group discussion: At the end of the scavenger hunt, reconvene as a group to debrief and discuss the experience, allowing participants to share highlights and insights from their exploration.</p>
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • Clue cards or written instructions for each team • Maps or guides of the museum, gallery, or historical site • Writing utensils and notepads for recording answers or observations
DURATION	The scavenger hunt is intended to last approximately 2 hours, but the duration can be adjusted based on the size of the venue and the complexity of the challenges.
NUMBER OF PARTICIPANTS	The activity can accommodate a flexible number of participants, but 10 participants are recommended.
DIGITAL APPROACHES IF APPLICABLE	Consider using digital tools such as QR codes, mobile apps, or online platforms to deliver clues or enhance the scavenger hunt experience. Digital maps or interactive guides can also provide additional information about the artworks and artefacts.
HOW TO DISSEMINATE THE ACTIVITY	Promote the scavenger hunt through community organizations, senior centres, youth groups, and social media platforms. Provide clear instructions for registration or participation and ensure accessibility for all interested participants.
HOW TO MAKE IT SUSTAINABLE	Establish partnerships with museums, galleries, or historical sites to host regular intergenerational scavenger hunts as part of their programming. Seek funding or sponsorship to cover any associated costs and ensure the sustainability of the activity over time. Promote participants to independently communicate their experiences through social media and to friends and family. Create a community network to facilitate ongoing intergenerational cultural exploration.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Scavenger hunts provide a fun and interactive way for participants to explore and engage with art and culture. By pairing older adults with younger participants, the activity promotes intergenerational exchange, allowing participants to learn from each other's perspectives and experiences.
EVALUATION METHOD	<ul style="list-style-type: none"> • Collect feedback from participants through surveys or discussions to assess the scavenger hunt's impact on intergenerational relationships, cultural engagement, and enjoyment of the activity. • Measure outcomes such as increased knowledge, teamwork skills, and appreciation for art and culture.

RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Provide clear instructions and support for participants, especially those who may be less familiar with the venue or the concept of a scavenger hunt. 2. Encourage active participation and collaboration within teams, emphasizing the value of sharing insights and working together to solve challenges. 3. Incorporate diverse types of clues and challenges to accommodate different interests and learning styles among participants.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the venue is accessible and safe for participants of all ages and abilities. • Provide any necessary accommodations or assistance to ensure a comfortable and enjoyable experience for everyone involved.
RESOURCES/ REFERENCES	<p>How to Do Your Own Museum Scavenger Hunt: https://cityhunt.com/how-to-do-your-own-museum-scavenger-hunt/</p>

Name of the Activity:	“Generations in Art” workshop <i>Skill Sharing Activity about Arts & Culture</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Foster intergenerational connections and mutual learning through the exchange of artistic skills. • Empower older adults to share their expertise in an artistic field with younger participants. • Provide younger participants with the opportunity to teach their skills to older adults, promoting a sense of reciprocity and respect. • Encourage collaboration and creativity as both age groups work together to create art based on the skills they have learned.
OUTCOMES	<p>Short-term outcome: Participants will engage in meaningful conversations and learning from each other's life experiences and talents.</p> <p>Long-term outcomes: Increased empathy and understanding between generations and enhanced social connections.</p>
DESCRIPTION OF THE ACTIVITY	<p>The activity will begin with older adults sharing their expertise in painting, music, pottery, photography, or any other artistic field with younger participants. This could involve demonstrations, hands-on guidance, and storytelling about their experiences. Following this, younger participants will teach older adults their own skills, such as digital media, graphic design, social media, or other contemporary artistic practices.</p> <p>Once both age groups have learned from each other, they will collaborate on creating something new, combining the traditional techniques taught by older adults with the modern skills shared by younger participants. This collaborative artwork could take the form of a mural, a music composition, a ceramic sculpture, or a digital media project, depending on the interests and abilities of the participants.</p> <p>The existence of equal circumstances for both generations. All participants have the opportunity to share their knowledge and skills equally, and everyone has the opportunity to learn from the knowledge of others.</p> <p>The existence of a common goal among participants. As well as having the aim of learning and teaching others something, the participants will be working towards a common goal of building something together.</p> <p>It is necessary to foster cooperation. In order to achieve the aim of this activity, participants will have to collaborate in order to build something together, learning from each other and capitalising on the group's knowledge.</p>

INSTRUCTIONS	<ol style="list-style-type: none"> 1. Introduction: Begin by introducing participants to the objectives and format of the workshop. 2. Division of participants: Divide participants into pairs (or small groups), pairing older adults with younger participants. 3. Activity: Allocate time for older adults to teach their artistic skills to their younger partners, followed by younger participants teaching their skills to the older adults. 4. Once both age groups have learned from each other, facilitate a collaborative art-making session where they work together to create something based on their combined skills. 5. Provide materials, tools, and guidance as needed throughout the workshop.
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • Art supplies • Musical instruments (if applicable) • Digital media equipment (laptops or tablets) • Workshop space with adequate seating and workstations
DURATION	Approximately 3 hours.
NUMBER OF PARTICIPANTS	The workshop can accommodate a flexible number of participants, but smaller groups may allow for more personalized instruction and interaction: 20 participants are recommended. Ensure a mix of generations and consider creating small groups for interactive activities.
DIGITAL APPROACHES IF APPLICABLE	Consider creating a digital platform where participants can share their experiences and creations. Utilize social media groups to facilitate ongoing conversations and engagement.
HOW TO DISSEMINATE THE ACTIVITY	Promote the workshop through community centres, senior centres, youth organizations, social media, and arts networks, providing clear instructions for registration or participation.
HOW TO MAKE IT SUSTAINABLE	Establish partnerships with local organizations or institutions to support ongoing intergenerational art programmes. Seek funding or sponsorship to cover materials, facilitator fees, and venue costs. Encourage participants to continue collaborating and sharing their artistic skills outside of the workshop setting. Promote participants to independently communicate their experiences through social media and to friends and family. Create a community network to facilitate ongoing intergenerational cultural exploration.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Artistic expression transcends generational boundaries and provides a meaningful platform for intergenerational connection and understanding. By bringing together older adults and younger participants with diverse skills and experiences, this workshop aims to celebrate the richness of artistic heritage while embracing innovation and creativity.
EVALUATION METHOD	<ul style="list-style-type: none"> • Collect feedback from participants through surveys or discussions to assess the workshop's impact on intergenerational relationships, skill development, and collaborative artmaking.

<p>RECOMMENDATIONS / TIPS</p>	<ol style="list-style-type: none"> 1. Create a supportive and inclusive atmosphere where participants feel comfortable sharing their skills and learning from each other. 2. Encourage open communication and active participation from both older adults and younger participants. 3. Provide opportunities for reflection and discussion throughout the workshop to deepen understanding and connections. 4. Be flexible and adaptable to accommodate different learning styles and abilities within the group.
<p>SAFETY CONSIDERATIONS</p>	<ul style="list-style-type: none"> • Ensure that the workshop space is accessible and free from hazards. • Provide appropriate supervision and assistance, especially when working with tools or equipment. • Consider any health or mobility needs of participants and make accommodations as necessary.
<p>RESOURCES/ REFERENCES</p>	<p>Sánchez, M., Butts, D., Hatton-Yeo, A., Henkin, N., Jarrot, S., Kaplan, M., Martínez, A., Newman, S., Pinazo, S., Sáez, J., Weintraub, A., (2007). Intergenerational programmes - Towards a society for all ages. <i>Social Studies Collection</i>, 23.</p> <p>https://generationsworkingtogether.org/downloads/53aabc130d1c6-IG%20programmes%20-%20towards%20a%20society%20for%20all%20ages%20vol23_en.pdf</p>

Name of the Activity:	Intergenerational Museum Exploration <i>Cultural activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Cultural A connection: Promote an intergenerational link to cultural heritage and history by engaging in museum discovery. • Mutual Education: Promote sharing information and experiences among diverse age groups during museum visits. • Advancement of Lifelong Learning: Promote a culture that encourages continuous learning by involving individuals of all age groups in museum educational activities. • Interpersonal Attachment: Facilitate a platform that fosters the development of more excellent intergenerational connections through shared museum exploration.
OUTCOMES	<p>Short-term outcome: Participants will be able to learn from each other's life experiences and perspectives.</p> <p>Long-term outcomes: This activity will increase empathy and understanding between generations and enhanced social connections.</p>
DESCRIPTION OF THE ACTIVITY	<p>The intergenerational cultural activity involves participants engaging in a museum excursion to promote equal participation, develop a shared objective, and encourage collaboration among individuals from different age groups.</p> <p>The existence of equal circumstances for both generations. The facilitator will employ organized group dynamics to ensure equitable conditions for both generations. Pairing individuals from diverse age groups and periodically rearranging these pairs throughout the activity will guarantee that all participants can contribute actively. Facilitators should promote equitable participation, ensuring that one age group does not overpower the discussion or activities.</p> <p>The existence of a common goal among participants. The activity will incorporate the shared exchange of personal history to foster interpersonal connections. Before the museum visit, participants will receive an introduction to the overarching concept of personal storytelling. Participants will actively participate in conversations about their problems, achievements, and memories relating to the exhibits, guided by discussion prompts and thematic regions within the museum. The shared objective will be highlighted at initial sessions and strengthened at significant junctures throughout the museum visit.</p> <p>It is necessary to foster cooperation. The activity will prioritize collaboration between the two generations. Participants will be paired, ensuring a mix of ages in each pair. These pairs will cooperate in investigating exhibitions, exchanging insights, and engaging in collective reflections.</p>

	<p>Including structured activities during the museum tour, such as interactive conversations or small group assignments, will encourage cooperation and exchanging ideas. Facilitators will guide participants to recognize the value of each other's perspectives, creating an environment conducive to collaboration.</p>
<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Introduction (15 minutes): Assemble the attendees and present a concise summary of the objectives for the museum tour. Disseminate informative brochures or manuals detailing the museum's arrangement and prominent displays. 2. Icebreaker and pairing activity (duration: 20 minutes): Organise an icebreaker activity to foster a calm and comfortable environment. Pair participants systematically, ensuring each pair consists of individuals from different age groups. Promote the act of introducing oneself. 3. Thematic Exploration (60 minutes): Segment the museum tour into theme categories that pertain to the cultural heritage. Generate discussion questions for each segment, encouraging pairs to share personal anecdotes associated with the exhibits. 4. Group Reflection Session (30 minutes): Assemble individuals for a facilitated collective introspection. Utilise open-ended inquiries to encourage participants to divulge their thoughts, findings, and how the displays resonated with their experiences. 5. Engaging Exercise (45 minutes): Incorporate an interactive and imaginative exercise that aligns with the museum's central subject. For instance, one can engage in activities such as sketching significant artifacts or participating in the creation of a collaborative mural that is inspired by the exhibitions. 6. Conclusion and Distribution (10 minutes): Conclude the tour by providing a concise overview of the collective encounter. Solicit participants to divulge their most cherished moments or profound realizations from their museum exploration.
<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Museum pamphlets or guides • Thematic discussion prompts • Drawing/sketching materials for the interactive activity • Evaluation forms for participants to provide feedback
<p>DURATION</p>	<p>Approximately 2.5 to 3 hours, including the museum visit, group reflection, and interactive activity.</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Recommended 15-20 participants. Pairs can be created based on registration or during the icebreaker activity.</p>

DIGITAL APPROACHES IF APPLICABLE	Contemplate the development of a digital platform that enables participants to exchange images, opinions, or other insights after their visit. Employ social media groups or internet platforms for continuous discourse.
HOW TO DISSEMINATE THE ACTIVITY	Acquire participation by means of community centres, local organisations, and social media. Emphasize the interactive and collaborative element of the activity.
HOW TO MAKE IT SUSTAINABLE	Promote participants to independently revisit the museum and subsequently communicate their experiences to friends and family. Create a community network to facilitate ongoing intergenerational cultural exploration.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	The museum setting offers a conducive environment for intergenerational encounters, providing a wide range of exhibits that can effectively bridge generational barriers. Engaging in the exploration of cultural heritage collectively promotes a sense of communal identity and comprehension.
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate post-activity informal group discussions to assess participants' reflections, insights, and the influence of the intergenerational experience. • Utilise evaluation forms to collect input regarding the general level of satisfaction and identify areas that require improvement.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Ensure that explicit instructions are given at every step to maintain the participants' involvement. 2. Exhibit flexibility and modify the activity according to the group's interests and preferences. 3. Promote the practice of attentive listening and foster transparent communication among participants.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure strict adherence to the safety rules supplied by the institution during the museum tour. • Ensure that you possess readily accessible emergency contact information. • Consider the participants' physical comfort, such as the layout of sitting and the accessibility within the museum.
RESOURCES/ REFERENCES	Herring, H. (2019). Connecting generations: Bridging the boomer, gen x, and millennial divide. Rowman & Littlefield Publishers. Generations United. (2024). Resource Library. https://www.gu.org/resources/?resource_type=publication#filters

Name of the Activity:	Art Exhibition <i>Cultural activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Encourage mutual comprehending: Establish a setting that facilitates meaningful interactions among individuals of diverse age groups, promoting mutual comprehension and esteem. • Addressing age discrimination: To actively combat ageism, we aim to establish a forum where older adults and younger folks can openly exchange personal narratives, confrontations, accomplishments, and recollections. • Cultivate interpersonal relationships: The objective is to enhance the bonds between different age groups by promoting cooperative endeavours and mutual encounters.
OUTCOMES	<p>Short-term outcome: This activity gives participants the opportunity to engage in meaningful conversations and built relationships through teamwork.</p> <p>Long-term outcomes: Increased empathy and understanding between generations and enhanced social.</p>
DESCRIPTION OF THE ACTIVITY	<p>This activity aims to foster significant conversations and establish connections among participants from diverse age cohorts. The activity integrates a combination of guided conversations, cooperative tasks, and reflective exercises.</p> <p>The existence of equal circumstances for both generations. To guarantee equitable conditions, the workshop will be intentionally organized to prioritize inclusivity. Activities will be selected or modified to fit a range of skills and preferences. The facilitators will actively oversee the interactions within the group, ensuring that both older adults and younger participants are given equal chances to contribute and participate in all aspects of the workshop.</p> <p>The existence of a common goal among participants. The workshop's primary objective is to foster connections through the exchange of personal narratives, encompassing difficulties, accomplishments, and recollections. Participants will get recommendations on the significance of open communication and active listening before the workshop. Facilitators will employ icebreaker exercises and discussion prompts to steer participants in the sharing of their tales, cultivating a feeling of connection and shared objective.</p> <p>It is necessary to foster cooperation. Collaboration will be a focal point throughout the workshop. Strategically matching participants for certain activities and fostering collaboration in group exercises will facilitate mutual assistance and sharing. The facilitators will highlight the significance of each generation's viewpoint and aggressively promote participants to gain knowledge from one another.</p>

<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Introduction and Revelation of the Theme (20 minutes): Greetings to all attendees. Presentation of the theme of the art exhibition, highlighting its intergenerational essence. Reveal the central idea of the exhibition, for example, "Bridging Perspectives: Generations in Art." 2. Guided Tour by the Curator (Duration: 40 minutes) Please lead a curated tour of the show, emphasizing artworks that portray intergenerational themes or views. Provide details about the artists and their sources of inspiration, motivating people to interact actively with the artwork on an intellectual level. 3. Interactive Art Stations (60 minutes): Establish interactive art stations that draw inspiration from the exhibition's theme. Incorporate activities such as collective mural painting, interactive exhibits, or stations for producing individual artistic reflections. 4. Inter-generational Art Dialogue (30 minutes): Organise a methodical art discussion session, enabling participants to articulate their thoughts and emotional responses elicited by the artworks. Promote intergenerational dialogue by posing inquiries that elicit collective contemplation on the shown artwork. 5. Workshop or Demonstration (45 minutes): Arrange a practical art workshop or demonstration facilitated by a resident artist. Supply participants with resources to produce their artwork that is influenced by the theme of the exhibition. 6. Conclusion and Contemplation (15 minutes): Wrap off the exhibition experience with a concise concluding ceremony. Solicit participants to disclose their preferred artworks or memorable instances from the show. Distribute informative pamphlets regarding nearby art facilities for further investigation.
<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Artworks for exhibition • Interactive art station materials (e.g., paints, brushes, canvases, collaborative mural space) • Informational brochures about the artists and exhibition • Materials for the art workshop or demonstration • Evaluation forms for participants
<p>DURATION</p>	<p>Approximately 3 hours, including the curator's tour, interactive stations, art dialogue, workshop, and closing reflection.</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Recommended 20-25 participants. Ensure a mix of generations and consider creating small groups for interactive activities.</p>

DIGITAL APPROACHES IF APPLICABLE	Contemplate recording the exhibition digitally, establishing an online gallery for attendees to review and exchange their comments. Employ social media platforms to facilitate continuous debates and introspective contemplation.
HOW TO DISSEMINATE THE ACTIVITY	Advertise the exhibition by leveraging local art communities, community centres, and various social media platforms. Highlight the interactive and intergenerational elements in order to appeal to a wide range of participants.
HOW TO MAKE IT SUSTAINABLE	Promote regular visits to local art galleries and exhibitions among participants. Create an intergenerational art group with the purpose of ongoing exploration and engagement in the field of art. Engage in partnerships with nearby artists and institutions for upcoming events.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Art shows offer a visually captivating and intellectually stimulating opportunity for people of all generations to interact with each other. The topic "Bridging Perspectives" seeks to exhibit a wide range of artistic expressions that connect with people of all ages, promoting a mutual admiration for creativity.
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate post-activity informal group discussions to assess participants' reflections and insights. Utilise assessment forms to collect comments regarding the overall experience, the artworks, and the efficacy of the interactive components.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Promote the participants to engage with the artwork in a receptive manner and express their own understandings. 2. Foster an environment that is inviting and accommodating, allowing participants to freely articulate their ideas. 3. Ensure that art activities accommodate a range of skill levels and physical capabilities.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure strict compliance with the safety criteria set by the venue for the show space. • Ensure that you possess readily accessible emergency contact information. • Consider the attendees' physical well-being, such as the layout of seats and the ease of movement within the exhibition area.
RESOURCES/ REFERENCES	Herring, H. (2019). Connecting generations: Bridging the boomer, gen x, and millennial divide. Rowman & Littlefield Publishers. Generations United. (2024). Resource Library. https://www.gu.org/resources/?resource_type=publication#filters

Name of the Activity:	Dance <i>Cultural activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Artistic expression and creative thinking: Facilitate a designated area for individuals to artistically convey their thoughts and emotions via dance and physical motion. • Interpersonal Connection: Facilitate intergenerational connections and foster communication among participants by utilising the universal medium of dance. • Physical health: Encourage exercise and enhance well-being by involving people in pleasurable dancing motions. • Interchange of cultural ideas and practices: Incorporate cultural components into dance events, fostering the interchange of varied dance forms and traditions.
OUTCOMES	<p>Short-term outcome: This activity allows participants to learn from each other, share their cultural knowledge and past experiences.</p> <p>Long-term outcomes: Enhanced social connections and positive perceptions of ageing.</p>
DESCRIPTION OF THE ACTIVITY	<p>The Dance Activity is a lively and all-encompassing activity where individuals of all ages gather to participate in a range of dance styles. The activity encompasses several dance genres, including folk dance, modern dance, and ethnic dances, providing participants with an opportunity to explore movement within a nurturing setting.</p> <p>The existence of equal circumstances for both generations. In order to ensure equitable conditions, dancing activities should be selected or modified to accommodate diverse ranges of physical capabilities. The facilitators will promote cooperation and guarantee inclusive engagement in the dance session, irrespective of age.</p> <p>The existence of a common goal among participants. The shared objective is to establish a favourable and all-encompassing atmosphere wherein participants can together relish the experience of dancing. The focus will be on the pleasure of physical activity and the communal vitality created by group dancing.</p> <p>It is necessary to foster cooperation. Collaboration will be fostered by means of collective dance routines or activities involving pairs. Participants will collaborate, fostering reciprocity, exchanging dancing techniques, and co-creating a cohesive dance presentation.</p>

<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Introduction and Warm-up (15 minutes): Greetings to all participants and provide an overview of the objectives of the dance exercise. Facilitate a pre-activity session guided by a dancing instructor to prime participants for the primary undertaking. 2. Summary of Dance Styles (30 minutes): Present a concise summary of the selected dance genre or genres. Exhibit fundamental dancing movements and motivate participants to imitate. 3. Duration of group dance practice (60 minutes): Partition the participants into groups, ensuring a heterogeneous distribution of ages within each group. Facilitators and dance teachers assist participants through group dance practices, emphasising on collaboration and synchronization. 4. Cultural Dance Experience (20 minutes): Incorporate a cultural dance component that highlights a distinct dance style from a particular culture. Participants can acquire and integrate cultural components into their dance routine. 5. Dance Performance and Reflection (30 minutes): Rehearse and perform the group dance routines. Enable participants to contemplate the encounter and express their opinions regarding the cultural dance component. 6. Concluding statements and social gathering for dancing 15 minutes): Conclude the dance exercise by delivering statements and expressing gratitude. Establish a relaxed and informal environment where people can engage with one another, exchange personal anecdotes, and partake in refreshments.
<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Dance instructor or facilitator • Music system and appropriate dance music • Open space for dance practice • Water and refreshments for participants
<p>DURATION</p>	<p>Approximately 2 hours, including warm-up, dance practice, cultural dance experience, performance, and social time.</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Flexible based on available space. Larger groups can be accommodated with proper organization</p>
<p>DIGITAL APPROACHES IF APPLICABLE</p>	<p>Contemplate the option of live-streaming or recording the dance action for individuals who may have a preference for a virtual experience. Utilise social media platforms to promote video content and stimulate user interaction.</p>
<p>HOW TO DISSEMINATE THE ACTIVITY</p>	<p>Advertise the Dance Activity via local community centres, dance studios, and online platforms. Highlight the all-encompassing and multi-generational character of the dance session.</p>

HOW TO MAKE IT SUSTAINABLE	Motivate people to sustain their dancing activities by arranging frequent dance gatherings or establishing a dance association within the neighbourhood. Share educational dance videos or coordinate themed dance gatherings.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Dance is an all-encompassing form of communication that surpasses limitations imposed by age and cultural differences. The Dance Activity offers a medium for individuals to establish connections, articulate their emotions, and commemorate the pleasure of synchronised bodily motion collectively.
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate casual group conversations throughout the designated social period to collect feedback on participants' experiences. • Administer feedback surveys to participants to gather their perspectives on the overall influence of the dancing activity.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Select dancing genres that are inclusive and can be modified to accommodate different levels of competence. 2. Establish an environment that is both encouraging and free from criticism. 3. Enhance the experience by integrating cultural dance aspects, so introducing diversity and enhancing its richness.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the dance area is devoid of obstructions to limit the risk of injury. • Consider the participants' physical capabilities and offer appropriate adjustments if necessary. • Ensure the presence of a first-aid kit at the location.
RESOURCES/ REFERENCES	<p>Online Dance Platforms: Explore online platforms such as DancePlug, STEEZY, and Dance Magazine Online for inspiration for video tutorials, dance styles, and choreography.</p> <p>Books History of Dance: An Interactive Arts Approach 1st Edition by Gayle Kassing (Author) World History of the Dance (The Norton Library) by Curt Sachs</p>

Name of the Activity:	Intergenerational Craft Creation <i>Creative Crafting activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Encourage Intergenerational Collaboration: Establish an environment that fosters cooperation among individuals of various age groups to exhibit and honour traditional crafts. • Facilitate Cultural Heritage Conservation: Establish a medium for discussing traditional crafting methods, guaranteeing the safeguarding and perpetuation of cultural heritage. • Promote Interpersonal Connections: Cultivate significant bonds among different age groups by motivating individuals to exchange narratives, recollections, and encounters associated with their cultural inheritance.
OUTCOMES	<p>Short-term outcome: Participants will engage in meaningful conversations, learning from each other's life experiences and perspectives.</p> <p>Long-term outcomes: Increased empathy and understanding between generations, enhanced social connections, and positive perceptions of ageing.</p>
DESCRIPTION OF THE ACTIVITY	<p>Participants from different age groups will come together to create a piece of handcrafted art. They will be encouraged to share their personal stories, challenges, achievements, and memories while working on the craft project.</p> <p>The existence of equal circumstances for both generations. In this activity, participants will be paired in different age groups to work together on the craft, ensuring that each pair has an equal say in the creative process. Rotating pairs or groups throughout the activity will ensure that everyone has a chance to contribute and participate actively.</p> <p>The existence of a common goal among participants. Participants will work together to create a piece of handcrafted art.</p> <p>It is necessary to foster cooperation. To carry out the activity, participants will have to share and exchange information, and open and collaborative communication between participants, regardless of age, will be encouraged to create a supportive and inclusive environment.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Introduction (30 minutes): The facilitator introduces the activity and explains its objectives and ask participants to introduce themselves. 2. Craft Creation (90 minutes): Participants work together to create the craft, guided by the facilitator. They are encouraged to share stories and experiences related to the craft. They will also be encouraged to collaborate together while creating the crafts.

	<p>3. Sharing Session (30 minutes): Participants share their finished crafts and the stories behind them with the group.</p> <p>4. Reflection (10 minutes): A brief reflection on the activity and its impact on the participants. Participants will be asked to fill out an evaluation form.</p>
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • Craft supplies (e.g., paper, markers, glue, scissors) • Templates or guides for the craft • Tables and chairs • Storytelling prompts or cards • Evaluation form to be filled out
DURATION	Approximately 3 hours, including the craft creation, sharing session, and reflection.
NUMBER OF PARTICIPANTS	Recommended 20-25 participants, divided into smaller groups if necessary to facilitate interaction.
DIGITAL APPROACHES IF APPLICABLE	Consider creating a digital platform where participants can share photos and stories about their craft creations after the activity. This can help sustain the connections made during the activity.
HOW TO DISSEMINATE THE ACTIVITY	Promote the activity through community centres, local organizations, and social media. Highlight the opportunity for intergenerational bonding and learning.
HOW TO MAKE IT SUSTAINABLE	Encourage participants to continue creating crafts together outside of organized events. Create a community network or group to facilitate ongoing intergenerational crafting activities.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Crafting is a universal and accessible activity that can bring people of all ages together. It provides a creative outlet for self-expression and can serve as a means to share stories and experiences across generations.
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate a post-activity discussion to gather feedback from participants. • Ask them about their experience, what they learned, and how they feel it impacted their perceptions of ageing and intergenerational relationships.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Provide a variety of craft options to accommodate different skill levels and interests. 2. Encourage participants to be patient and supportive of each other during the activity. 3. Emphasize the importance of listening and respecting each other's stories and experiences.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the craft materials are safe and non-toxic. • Provide guidance on how to safely use tools such as scissors and glue. • Have first-aid kits available in case of any accidents.
RESOURCES/ REFERENCES	No specific sources were used to create this activity.

Name of the Activity:	Create a model multi-generational village <i>Creative Crafting activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Foster intergenerational connections through collaborative creative activity. • Encourage sharing of memories and stories from different generations. • Promote creativity and teamwork.
OUTCOMES	<p>Short-term outcome: This activity allows participants to learn about each other’s daily lives, reflect on similarities and differences, and enhanced social interaction thru storytelling.</p> <p>Long-term outcomes: This activity will increase empathy and understanding between generations and enhanced social connections.</p>
DESCRIPTION OF THE ACTIVITY	<p>Participants will work together to create a model city/village using craft materials, inspired by their daily needs and life. This activity involves planning, designing, and constructing elements of a village, such as houses, shops, and public buildings.</p> <p>Over one or multiple sessions, participants will share stories, choose designs, and collaboratively build the village on a baseboard.</p> <p>The existence of equal circumstances for both generations. Each participant will have an equal role in deciding what to include in the village, choosing designs, and constructing buildings. Facilitators should ensure that all voices are heard during planning discussions and that tasks are distributed fairly.</p> <p>The existence of a common goal among participants. The common goal is to build a cohesive model village to represent an ideal place where all generations can leave happily. The village can reflect the memories of all participants, include elements from childhood, or from fictional materials, etc. This goal promotes relationship-building as participants share their personal histories and experiences during the building of the village.</p> <p>It is necessary to foster cooperation. Participants will work in pairs or small groups to design and construct different elements of the village. Encouragement of mutual assistance and sharing of ideas will foster cooperation between generations.</p>

<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Material preparation: Lay out materials (coloured paper, glue, scissors, markers, baseboard) on a large table. Ensure there are enough materials for all participants and that they are easily accessible. 2. Introduction: Welcome participants and explain the objective of creating a model village. 3. Explanation of the activity: Discuss the significance of the activity in connecting generations and sharing memories or ideals. 4. Group creation: Group participants in pairs, bigger groups or not at all – this can be an exercise to also include everyone and build a collective, bigger village. 5. Group activity: Give participants 1 hour to build the village. 6. Final discussion: Discuss the experience, sharing what was learned and enjoyed. 7. Final sharing: Encourage participants to share their favourite memories and stories from the activity.
<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Coloured paper • Glue sticks • Scissors • Markers • Colours • Baseboard (cardboard or wood) • Printed images for inspiration
<p>DURATION</p>	<p>Introduction and pairing and distribution of materials: 20 minutes. Building the model: 60 minutes. Total Duration: Approximately 1 hour and 20 minutes</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Recommended: 10 participants. Grouping: Pairs (5 pairs), or 2 groups of 5</p>
<p>DIGITAL APPROACHES IF APPLICABLE</p>	<p>Participants can build their village by using a whiteboard solution (Miro, Canva, etc.), online, while speaking on Zoom or any other video conference solution.</p>
<p>HOW TO DISSEMINATE THE ACTIVITY</p>	<p>Promote through local community centres, schools, senior centres or NGO’s working with older adults or children to recruit participants. Collaborate with art centres or art facilitators. Use flyers and posters in community hubs.</p>
<p>HOW TO MAKE IT SUSTAINABLE</p>	<p>Establish regular sessions to update the model village.</p>
<p>EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC</p>	<p>Creating a model village is a hands-on, creative activity that encourages storytelling and memory or values sharing. It is suitable for all ages and skill levels, making it an excellent intergenerational activity.</p>

	The craft project fosters a sense of community and belonging as participants collaboratively build a shared vision.
EVALUATION METHOD	<p>Conduct informal group discussions after each session to gather feedback.</p> <p>Use questions like (not necessarily use all):</p> <ul style="list-style-type: none"> • What did you enjoy most about this session? • What did you learn about the other participants' experiences or backgrounds? • Did you find any common interests or memories between the generations? • How has this activity changed your perception of the other generation? • How well did you and your partner(s) work together on the project? • Did you encounter any difficulties in planning or creating your model village elements? How did you overcome them? • How did you contribute to the group discussions and decision-making processes? • How did you find the process of creating the village? • Do you have any suggestions for improving the activity?
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Encourage creativity and individual expression. 2. Ensure everyone is included and feels their contributions are valued.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure all materials are non-toxic and safe for all ages. • Have a first-aid kit available in case of minor injuries. • Provide safety scissors for younger participants. • Keep emergency contact information handy.
RESOURCES/ REFERENCES	<p>Postlethwaite, L., (2021). The Berkshire model village. In H. Lowe, (2nd Ed.) Treasury of arts activities for older people, 96-97. https://cdn.baringfoundation.org.uk/wp-content/uploads/BF_Treasury-of-art-activities_2nd-Volume_WEB.pdf</p>

Name of the Activity:	Let's play! <i>Outdoor/sports activity connected to arts & culture</i>
OBJECTIVES	<p>The aim of the activity is to create a moment/space for intergenerational sharing and learning in which everyone feels comfortable playing, creating/reinforcing social connections based on a shared cultural moment.</p> <p>In this sense, the specific objectives are to:</p> <ul style="list-style-type: none"> • Foster Intergenerational Interaction and collaboration: Create opportunities for different age groups to connect and learn from each other. • Teach and Preserve Tradition: Share traditional games, cultural heritage and new games. • Promote Physical Activity: Encourage movement and exercise through fun games. • Build Community Spirit: Strengthen community bonds through shared experiences and teamwork.
OUTCOMES	<p>Short-term outcome: this activity allows participants of different ages to learn about each other and reflect on their similarities, differences, environments, and cultural games.</p> <p>Long-term outcomes: this activity will create a perspective-taking situation that allows participants to learn from each other and increase empathy and understanding between generations.</p>
DESCRIPTION OF THE ACTIVITY	<p>For this outdoor/sporty activity, participants will participate in 2 to 3 games with a cultural connection that can evoke movement and exercise through fun classic and new games.</p> <p>The existence of equal circumstances for both generations. The choice of traditional and new games is intended to give both groups an equal opportunity to learn from each other, establishing equality between the groups.</p> <p>The existence of a common goal among participants. This activity promotes positive intergroup contact between different age groups, enabling them to learn from each other while playing a game with cultural roots. In this activity, younger kids and older people will be invited to work together towards a common goal: playing the game through fruition.</p> <p>It is necessary to foster cooperation. In the activity, younger and older people will be invited to work in intergenerational groups to play the game.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Before the activity: facilitators chose 2 to 4 old and new games with cultural significance so that they can be experienced and played by both generations. 2. Group creation: Gather participants in as many groups as games you selected, ensuring a mix of older adults and younger participants (the aim is for each group to go through all the games in turn).

	<p>3. Introduction: Welcome everyone, and in case participants don't previously know each other, open space for a short introduction where each can introduce themselves.</p> <p>4. Explain the objective of the activity: to foster intergenerational understanding and bonding through gameplay that promotes physical health and intergenerational bonding but also preserves and shares traditional games.</p> <p>5. Explanation of the activity: Outline the activity structure and duration, emphasising the importance of equal participation and mutual respect. (Remember that explaining the objectives to the participants is crucial so that they understand the purpose and feel included and respected in the activity.)</p> <p>6. Division: Assign each group to a game and explain the rules, methodology, etc.</p> <p>7. Let participants play and bond.</p> <p>8. Rotate each team through all the games.</p> <p>9. Final discussion: At the end, gather all the participants and do a short group reflection.</p>
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • Outdoor space (e.g., park, school playground) • Game station markers and signs • Instruction sheets for each game • Safety guidelines and instructions
DURATION	<p>Setup and Briefing: 15 min. Games and Activities: 1h30 hours Cool Down and Debriefing: 15 min. Total Duration: Approximately 2 hours</p>
NUMBER OF PARTICIPANTS	<p>Recommended: 8 to 20 participants.</p>
DIGITAL APPROACHES IF APPLICABLE	<p>–</p>
HOW TO DISSEMINATE THE ACTIVITY	<p>Disseminate to recruit participants through local community centres, schools, senior centres, or NGOs working with children and/ or older adults. Use flyers and posters in community hubs. Disseminate online in local community groups.</p>
HOW TO MAKE IT SUSTAINABLE	<p>Encourage participants to create a dedicated organizing committee of community members who will rotativity organize new meetings. Develop a clear schedule, with monthly or bi-monthly sessions, to maintain regular engagement. Secure a consistent venue, like a community centre backyard or local park, and seek partnerships with local cultural organizations and businesses for funding and promotional support. Collect feedback after each session to continuously improve the programme and keep it relevant. Additionally, leverage social media and community newsletters to maintain visibility and attract new participants. By embedding the</p>

	<p>activity into the community's cultural fabric and fostering a sense of ownership among participants, the sport/outdoor activities can thrive and become a lasting tradition.</p>
<p>EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC</p>	<p>Game playing related to arts and culture can unite older adults and younger through timeless elements. By playing together, participants can help each other to solve/play the game to the end, making the most of each other's skills to achieve the objective of the game, and in this way, building bridges between the generations by demonstrating that regardless of age we can all play games together and help each other to do so in the best way. Taking the opportunity to recover culturally important games or introduce new ones by sharing through mutual learning. Engaging in game-playing encourages creativity, empathy, and cultural exchange, helping to keep people active and open to new experiences.</p>
<p>EVALUATION METHOD</p>	<p>After the activity, hold an informal group discussion to gather feedback. Consider asking:</p> <ul style="list-style-type: none"> • What game did you enjoy most? • What did you learn about other participants' regarding playing games? • Did you find any common interests or games between generations? • How has this activity changed your perception of the other generation? • Any suggestions for improving the activity?
<p>RECOMMENDATIONS/ TIPS</p>	<ol style="list-style-type: none"> 1. Plan and Prepare in Advance: Ensure all materials and equipment for the games are ready before the event starts. Arrive early to set up game stations and create a clear schedule to keep the activities running smoothly. 2. Communicate Clearly: Explain the rules of each game clearly and concisely, making sure all participants understand. Use simple language and, if needed, demonstrate how the games are played. 3. Foster Positive Interaction: Encourage participants to cheer each other on and celebrate everyone's efforts. Facilitate introductions and ice-breaker activities to help build rapport between different age groups. 4. Be Flexible and Adapt: Be prepared to adjust the activities based on participants' needs and energy levels. If a game isn't working well or participants are losing interest, switch to another activity or modify the rules to keep the event engaging and fun.
<p>SAFETY CONSIDERATIONS</p>	<ul style="list-style-type: none"> • Inspect the Venue: Before the event, inspect the outdoor area for hazards such as uneven ground, sharp objects, or slippery surfaces. Clear any debris and ensure the area is safe for all activities. • First Aid and Emergency Preparedness: Have a well-stocked first-aid kit on hand and designate a trained first-aid responder.

	<p>Ensure there is a plan in place for emergencies, including access to a phone to call for help if needed.</p> <ul style="list-style-type: none"> • Hydration and Weather Protection: Provide plenty of water and encourage participants to stay hydrated, especially on hot days. Set up shaded areas with tents or umbrellas and have sunscreen available to protect against sunburn. • Age-Appropriate Activities: Choose games and activities suitable for all ages and physical abilities. Modify rules or provide alternatives to ensure everyone can participate safely without overexertion. • Supervision and Assistance: Have enough facilitators and volunteers to supervise the activities and assist participants as needed. Ensure children and older adults are accompanied and supported during more physically demanding games.
<p>RESSOURCES/ REFERENCES</p>	<p>Closer Cities (2016). Generation Games: intergenerational sport for all event. https://closercities.org/projects/generation-games-intergenerational-sport-all-event#no-back</p>

Name of the Activity:	Neighbourhood Explorer Tour Outdoor/sports activity connected to arts & culture.
OBJECTIVES	The aim of the activity is to: <ul style="list-style-type: none"> • Foster intergenerational understanding and bonding. • Promote communication and collaboration between different age groups. • Enhance observational skills and local knowledge. • Increase understanding of different perspectives, diversity and empathy
OUTCOMES	<p>Short-term outcomes: Learning about each other’s preferences and interests, local history/knowledge and resources, communities, while sharing stories and experiences between generations.</p> <p>Long-term outcomes: Increased empathy and understanding between generations and build stronger community ties and intergenerational relationships.</p>
DESCRIPTION OF THE ACTIVITY	<p>Participants will pair up, preferably from different generations. Each pair will engage in a guided exploration of their neighbourhood. They will start by discussing their interests and any limitations they may have. Each person will then plan a short, 10-15 minutes tour for the other, focusing on what they think might be interesting based on their conversation. The tour will emphasize observation, storytelling, and discovering new aspects of the local area together. Participants can collect small souvenirs or take pictures to remember their experiences (like a leaf, small rock, no buying or personal, or private items, etc.). The pair should return to the starting point and discuss with the group how their experience was, show the pictures or souvenirs.</p> <p>The existence of equal circumstances for both generations. Both generations will take turns leading and following the tour, ensuring equal participation.</p> <p>The existence of a common goal among participants. The activity’s aim is to build relationships by sharing personal histories and experiences, facilitated through guided exploration.</p> <p>It is necessary to foster cooperation. Participants will need to communicate their preferences and <u>respect them</u>. They will navigate the neighbourhood together, promoting mutual help and shared experiences.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Welcome participants: and briefly introduce yourself. 2. Explain the activity and the objectives: to foster intergenerational understanding and bonding through a shared exploration of the neighbourhood. Outline the

	<p>activity structure and duration, emphasising the importance of equal participation and mutual respect.</p> <ol style="list-style-type: none"> 3. Pair participants, ideally matching individuals from different generations (e.g., a young adult with a senior). Ensure everyone has a partner; if the numbers are uneven, create a trio. 4. Activity: Each pair finds a quiet spot to discuss their interests, preferences, and any limitations they may have regarding mobility or specific dislikes. Provide each pair with a map, notebook, and pen. Encourage them to take notes on what their partner likes and dislikes. 5. Each participant plans a 10-15 minutes walking tour for their partner based on the discussion. 6. Remind them that they don't need to know everything about the neighbourhood; the focus is on observation, storytelling, and shared discovery. 7. After the first tour, they switch roles, and the second participant leads their tour. 8. Encourage participants to take pictures and collect small souvenirs (while respecting private property and the environment). 9. Ensure all pairs return to the starting point on time. 10. Help with directions if needed. <p>If ONLINE</p> <ol style="list-style-type: none"> 1. Encourage participants to use map apps such as Google Maps or Apple Maps on their smartphones to plan and navigate their tours. 2. Demonstrate how to search for points of interest, get walking directions, and mark places on the map. 3. Provide a brief tutorial or handout on using these apps if some participants are unfamiliar with them. 4. Set up a shared online album (e.g., Google Photos, Dropbox, or a dedicated social media group) where participants can upload and share their pictures. 5. Encourage participants to create short digital stories about their experience using tools like Adobe Spark, Canva, or simple video recording apps. 6. Provide basic guidelines and examples to inspire creativity. 7. Share these digital stories on the virtual discussion platform or at a follow-up meeting.
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<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Map of the neighbourhood / city / town / village (to add a digital tool learning task, Google Maps can be also an option) • Cameras or smartphones for taking pictures. • Bags for collecting small souvenirs (optional). • Paper and pens for notes (optional, only if participants feel the need for it) <p>If online:</p> <ul style="list-style-type: none"> • Each participant can call the other to show him around OR can use Google Streetview OR have the walk separately and then share • You can use the opportunity to do an international pair (if language skills allow for it)
<p>DURATION</p>	<p>Introduction and Pairing: 10 minutes. Discussion and Planning: 20 minutes. Exploration: 30 minutes (15 minutes per tour). Reflection: 20 minutes. Total Duration: Approximately 1 hour and 20 minutes</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Recommended: 10 participants. Grouping: Pairs (5 pairs)</p>
<p>DIGITAL APPROACHES IF APPLICABLE</p>	<p>Use of map apps (e.g., Google Maps) for planning the tour. Sharing photos and experiences on a group online platform (e.g., a Facebook group or WhatsApp group) for those who cannot meet in person.</p>
<p>HOW TO DISSEMINATE THE ACTIVITY</p>	<p>Promote through local community centres, schools, senior centres or NGO's working with older adults or children to recruit participants. Use flyers and posters in community hubs.</p>
<p>HOW TO MAKE IT SUSTAINABLE</p>	<p>Encourage participants to invite friends and family for future activities.</p>
<p>EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC</p>	<p>The activity is suitable as an intergenerational activity because it leverages shared experiences and storytelling, which are effective in bridging the generation gap. It allows participants to view their surroundings through the eyes of another generation, fostering empathy and mutual understanding. It also supports a more active life and engaging with the local community, which is useful for both young and old to have a proximity network and foster a sense of belonging.</p>
<p>EVALUATION METHOD</p>	<p>Conduct informal group discussions after the activity to gather feedback. Here is a list of questions the facilitator can ask (not mandatory to ask all questions, they are just suggestions)</p> <ul style="list-style-type: none"> • What interesting observations did you make about the neighbourhood?

	<ul style="list-style-type: none"> • How did it feel to see the neighbourhood through someone else's eyes? What new aspects of the neighbourhood did you discover during the tour? • What did you learn about your partner's preferences and interests? Did you discover any similarities or differences between your interests and those of your partner? • How did you find the process of planning and discussing the tour with your partner? • Was there anything challenging about communicating your ideas or preferences? • How did you and your partner resolve any differences or preferences during the planning phase? • Did you learn any new stories or facts about the area from your partner? • What small souvenirs or pictures did you collect, and what significance do they hold for you? • Do you have any suggestions for improving this activity in the future? • How might you apply what you've learned from this experience in your daily life?
<p>RECOMMENDATIONS/ TIPS</p>	<ol style="list-style-type: none"> 1. Encourage participants to pick a walking route that is accessible for all participants, and not particularly difficult. 2. Be mindful of the weather and prepare accordingly (e.g., sunscreen, umbrellas). 3. Encourage open communication and patience among participants.
<p>SAFETY CONSIDERATIONS</p>	<ul style="list-style-type: none"> • Ensure first-aid kits are available. • Have emergency contact numbers readily accessible. • Meet in an area with not so busy roads, safe areas. • Brief participants on basic safety precautions before starting.
<p>RESOURCES/ REFERENCES</p>	<p>N/A</p>

Name of the Activity:	Tell me your story <i>Storytelling activity</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Foster intergenerational connections and mutual learning through the exchange of storytelling. • Empower older adults and young people to share their expertise, interests and thoughts with each other • Provide participants with the opportunity to teach their skills to each other, promoting a sense of reciprocity and respect. • Encourage collaboration and building relationships as well as expanding the knowledge of each other as both age groups work together in storytelling activity.
OUTCOMES	<p>Short-term outcome: This activity allows participants to engage in meaningful conversations, learn from each other's life experiences and perspectives.</p> <p>Long-term outcomes: This activity will increase empathy and understanding between generations, enhanced social connections, and positive perceptions of ageing.</p>
DESCRIPTION OF THE ACTIVITY	<p>Participants will be divided into pairs or small teams, each consisting of older adults and younger participants. They will receive 5 different topics of storytelling (e.g., “what experience has made the biggest impact on your life”, “what are your hopes and dreams”, “which values are important for you as a person”), and each participant chooses a topic to tell other participants. Each participant takes turn, telling the other participants about the topic, why it is important to them, why they choose it etc. Throughout the activity, participants will share insights, knowledge, and personal experiences related to the topic, and create the foundation for a good knowledge of each other and thereby create security in the group fostering intergenerational exchange and knowledge.</p> <p>The existence of equal circumstances for both generations. Each participant will have the opportunity to share and learn from others. The topics selected are broad themes related to art and culture, levelling out possible generational differences and ensuring that everyone has equal circumstances.</p> <p>The existence of a common goal among participants. Each group should choose a topic to reflect on, with the aim of sharing and learning together.</p> <p>It is necessary to foster cooperation. The activity itself promotes co-operation, as it seeks to ensure that participants share and learn from each other.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Division of participants: Divide participants into pairs (or small groups), pairing older adults with younger participants. 2. Materials: Provide each team with a set of topics already worded.

	<p>3. Activity: Instruct participants each to choose one of the topics, that are relevant and important to them. Give the participants 15 minutes to choose and reflect on the topic.</p> <p>4. The participants take turn in telling the other participant stories of the life, their values etc related to the chosen topic.</p> <p>5. Group discussion: At the end, take the opportunity to bring the groups together and make a final reflection on the activity, the learning moment and what you have gained from sharing.</p>
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • 5 worded topics to each pair/small group
DURATION	Approximately 45 minutes to 2 hours depending on the size of the group.
NUMBER OF PARTICIPANTS	The workshop can accommodate a flexible number of participants, but smaller groups may allow for more personalized story telling; 20 participants are recommended. Ensure a mix of generations and consider creating small groups for the story telling interactive activities.
HOW TO DISSEMINATE THE ACTIVITY	Promote the workshop through community centres, senior centres, youth organizations, social media.
HOW TO MAKE IT SUSTAINABLE	Establish partnerships with local organizations or institutions to support ongoing intergenerational programmes. Seek funding or sponsorship to cover facilitator fees, and venue costs. Encourage participants to continue collaborating and sharing their stories. Promote participants to independently communicate their experiences through social media and to friends and family. Create a community network to facilitate ongoing intergenerational exploration.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Storytelling transcends generational boundaries and provides a meaningful platform for intergenerational connection and understanding. By bringing together older adults and younger participants with diverse skills and experiences, this workshop aims to expand knowledge, understanding and respect for each other and find common ground to build intergenerational communities around
EVALUATION METHOD	<ul style="list-style-type: none"> • Collect feedback from participants through discussions to assess the workshop's impact on intergenerational relationships, understanding and respect for each other and common ground to build intergenerational communities around.
RECOMMENDATIONS/ TIPS	<p>1. Create a supportive and inclusive atmosphere where participants feel comfortable sharing their stories.</p>

	<ol style="list-style-type: none"> 2. Encourage open communication and active participation from both older adults and younger participants. 3. Provide opportunities for reflection and discussion throughout the workshop to deepen understanding and connections.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the venue is accessible and safe for participants of all ages and abilities. Provide any necessary accommodations or assistance to ensure a comfortable and enjoyable experience for everyone involved.
RESOURCES/ REFERENCES	N/A

Name of the Activity:	To the sound of your story <i>Storytelling activity</i>
OBJECTIVES	<p>The aim of the activity is to create a moment/space for intergenerational sharing in which everyone feels comfortable sharing their story, creating/reinforcing social connections based on a shared cultural moment that evokes different memories.</p> <p>In this sense, the specific objectives are:</p> <ul style="list-style-type: none"> • Sharing a story/memory based on the same stimulus; • Create an opportunity for people from different generations to share; • Facilitate learning and respect between generations through sharing; • To perpetuate and share memories related to art and culture through the individual perspectives of people from different generations. • Create an opportunity for people to realise that the same stimulus can be familiar to people of different generations, so art is ageless.
OUTCOMES	<p>Short-term outcome: this activity allows participants of different ages to learn about each other and reflect on their similarities and differences, their upbrings, and their environments.</p> <p>Long-term outcomes: this activity will create a perspective-taking situation that allows for positive perceptions of ageing between generations, as well as increased empathy and understanding between generations.</p>
DESCRIPTION OF THE ACTIVITY	<p>For this storytelling activity, participants will share stories, memories or interpretations based on a common cultural/ artistic stimulus (e.g., a song, a poem, a painting, etc.) with a cultural connection that can evoke memories in people of different ages.</p> <p>The existence of equal circumstances for both generations. The choice of a theme - storytelling related to a memory triggered by artistic stimuli, not related to the topic of ageing, but comparably relevant and known to both age groups, is instrumental to establish a relation of equality between the groups.</p> <p>The existence of a common goal among participants. The activity aimed to promote positive intergroup contact between youngsters and older people, enabling both groups to learn about each other while facilitating the creation of affective ties over the same artistic stimuli (e.g., poem, song, etc.) In this intergenerational activity, younger kids and older people will be invited to work together towards a common goal: creating a community interpretation of the stimuli presented.</p>

	<p>It is necessary to foster cooperation In the session, younger kids and older people will be invited to work intergenerationally to decipher/interpret the cultural/ artistic stimulus by sharing their interpretations, memories or stories mapping everyone's input on a visual map exploring the common points.</p>
<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Welcome everyone, and in case participants don't previously know each other, open space for a short introduction where each can introduce themselves. 2. Division of participants: Divide the participants into small groups (with participants of different ages). 3. Objectives of the activity: Explain the objective of the activity: to foster intergenerational understanding and bonding through storytelling based on a shared cultural moment that evokes different memories. 4. Activity: Outline the activity structure and duration, emphasising the importance of equal participation and mutual respect. (Remember that explaining the objectives to the participants is important so that they realise the purpose and feel more involved.) 5. Play the song or poem or share the painting chosen as the artistic /cultural stimuli. 6. Give them a moment to think and reflect on a memory they recall - time is important for people to structure well their ideas - not everyone is ready at once 7. Then, ask participants to share a memory, thought and/ or interpretation they have regarding the artistic/cultural stimuli presented. 8. Develop the discussion based on the memories and interpretations shared, stimulating the fact that although we are of different ages, and the artistic stimulus may be from "a specific time", it has an impact on everyone, regardless of age, and may have different meanings and interpretations (there being no one correct one), but it has an impact on everyone. 9. Ask the participants to record these memories on a visual map and illustrate the significance of the artistic stimulus for their group. 10. Group discussion: Bring all the participants back together in a large group and allow each group to present their map and artistic stimulus to the rest of the group. 11. You can bring more than an artistic stimulus - it doesn't have to be in the same format. You can bring a song and a poem, a painting and a song, etc. These can be related or unrelated, and you can add that topic to the discussion.

RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • Artistic stimulus chosen by each partner (e.g., a poem with national significance; a song by a national band that has been known for many generations - something that both groups may know but attribute different meanings and memories to), and the appropriate medium for presenting the material (e.g., speakers if it's a song). • Template for writing the song's lyrics or poem, etc. • Suppose you want to explore different/more music/poems/paintings reminiscent of the initial artistic stimuli presented. In that case, you can bring a computer with an internet connection to allow that search.
DURATION	<p>Introduction/ Icebreaker: 10 minutes. Presentation of the artistic stimulus : 5 minutes. Storytelling/ Memories sharing: 30 minutes (depending on the number of participants) Discussion/ reflection: 15 minutes. Presentation of a different artistic stimulus : 5 minutes. Storytelling/ Memories sharing: 30 minutes (depending on the number of participants) Discussion/ reflection: 15 minutes. Total Duration: Approximately 1 hour and 45 minutes (Depends on the number of artistic stimuli presented)</p>
NUMBER OF PARTICIPANTS	<p>Recommended: at least 10 participants.</p>
DIGITAL APPROACHES IF APPLICABLE	<p>If necessary, the activity can be adapted to a digital format using a digital meeting platform (e.g. Zoom, Teams, GoogleMeetings, etc.). To do this, it is necessary to ensure people have access to a digital device with a camera, sound system and microphone. You need to share the link to the meeting with the participants and have the artistic stimuli in digital format ready to be shared in this way. Benefits: it enables immobilised, isolated or long-distance people to participate in this community event. .</p>
HOW TO DISSEMINATE THE ACTIVITY	<p>Disseminate to recruit participants through local community centres, schools, senior centres, or NGOs working with children and/ or older adults. Use flyers and posters in community hubs. Disseminate online in local community groups.</p>
HOW TO MAKE IT SUSTAINABLE	<p>Encourage participants to create a dedicated organizing committee of community members who will rotativity organize new meetings. Develop a clear schedule, with monthly or bi-monthly sessions, to maintain regular engagement. Secure a consistent venue, like a community centre or local library, and seek partnerships with local cultural organizations and businesses for funding and promotional support. Collect feedback after each session to continuously improve the programme and keep it relevant. Additionally, leverage social media and community newsletters to maintain visibility and attract new participants. By embedding the activity into the community's</p>

	cultural fabric and fostering a sense of ownership among participants, the storytelling activities can thrive and become a lasting tradition.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Storytelling related to arts and culture can unite older adults and younger through timeless elements. In this way, participants can, on the one hand, share interpretations of art and culture, but at the same time, realise that art has no age and that a piece, even if it refers to a specific era, can mean different things to different people or on the other hand have the same meaning for people of very different ages. Engaging in storytelling as an art form encourages creativity, empathy, and cultural exchange, helping to bridge gaps and build cohesive intergenerational communities. Through these interactions, participants can find common ground and create lasting bonds, enriching the community as a whole.
EVALUATION METHOD	After the activity, hold an informal group discussion to gather feedback. Consider asking: <ul style="list-style-type: none"> • What did you enjoy most about this session? • What did you learn about other participants' experiences or backgrounds? • Did you find any common interests/ memories? • How has this activity changed your perception of the other generation? • Any suggestions for improving the activity?
RECOMMENDATIONS / TIPS	<ol style="list-style-type: none"> 1. Identify common themes and interests: Choose an artistic/cultural stimuli that resonate across generations or cultural celebrations. This helps ensure that both older and younger participants have relevant stories to share and fosters meaningful connections. 2. Create a comfortable, inclusive and welcoming space where participants feel safe and encouraged to share their stories/ memories. Use icebreakers to build rapport and establish guidelines that promote respect and active listening. 3. Provide clear instructions and support to guide the process, ensuring both generations contribute equally.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure first-aid kits are available. • Guarantee that the venue is accessible and safe for participants of all ages and abilities. Provide accommodations or assistance to ensure a comfortable and enjoyable experience.
RESOURCES/REFERENCES	<p>Generations working together. (n.d.). Play and storytelling: Connecting generations the intergenerational way. The Scottish Government. https://generationsworkingtogether.org/downloads/626b985f1bc93-Toolkit%20Play%20&%20Storytelling%20FINAL%20.pdf</p> <p>Manohar, S., Oloyede, O., Kollmer Horton, M. (2023). Evaluating an intergenerational art and storytelling programme with older adults and medical students. <i>Int Rev Psychiatry</i>, 35(7-8), 608-618. doi: 10.1080/09540261.2023.2278717. Epub 2023 Nov 10. PMID: 38461399.</p>

Name of the Activity:

Theatre Play

Theatre, Dance, or Music Activity

OBJECTIVES

The aim of the activity is to:

- Provide a platform for participants to creatively express themselves through acting and storytelling.
- Facilitate connections between generations by collaborating on a theatrical production.
- Boost participants' confidence through acting and performing in front of an audience.
- Encourage the sharing of cultural stories, traditions, and experiences through the development of the play.

OUTCOMES

Short-term Outcome: Learning about each other's stories and backgrounds.

Long-term Outcome: Strengthening intergenerational relationships, fostering empathy and understanding across generations.

DESCRIPTION OF THE ACTIVITY

The Theatre Play Development and Performance activity involve participants of all ages coming together to develop and perform a theatrical production. Participants will work collaboratively to create a script, develop characters, rehearse scenes, and eventually present their play to an audience. The activity aims to promote creativity, teamwork, and intergenerational bonding through the medium of theatre.

The existence of equal circumstances for both generations.

To ensure equal participation, roles within the play will be assigned based on individual interests, skills, and abilities. Facilitators will create an inclusive environment where everyone's ideas are valued, and adjustments will be made to accommodate varying levels of experience and capability.

The existence of a common goal among participants.

The common goal of the activity is to create a compelling theatrical production that reflects the collective experiences and creativity of the participants. The focus will be on the process of creating the play, emphasizing collaboration, communication, and mutual respect among participants.

It is necessary to foster cooperation.

The Theatre Play Development and Performance activity is designed to foster cooperation and mutual help between generations. Participants will collaborate on script development, character creation, rehearsals, and technical aspects. Facilitators will ensure inclusivity, encourage open communication, and resolve conflicts constructively. The activity aims to create a supportive environment for learning, sharing skills, and building meaningful relationships through theatre.

INSTRUCTIONS

- 1. Script Development (60 minutes):** Participants will brainstorm ideas, develop a storyline, and create a script for the play. Facilitators will guide the process and ensure that everyone has a chance to contribute.
- 2. Character Development (30 minutes):** Participants will create and develop their characters, including backstory, personality traits, and relationships with other characters.
- 3. Rehearsals (60 minutes):** Participants will rehearse scenes, work on blocking, and practice dialogue under the guidance of facilitators.
- 4. Dress Rehearsal (30 minutes):** A final rehearsal to run through the entire play before the performance.
- 5. Performance (45 minutes):** Participants will present their play to an audience, followed by a brief Q&A session.

RESOURCES/ MATERIALS NEEDED

- Writing materials for script development.
- Costumes and props for the performance.
- Performance space with seating for an audience.

DURATION

Approximately 3 hours, including script development, rehearsals, and performance.

NUMBER OF PARTICIPANTS

Flexible based on available resources and space. Larger groups may be divided into smaller teams to work on different aspects of the production.

DIGITAL APPROACHES IF APPLICABLE

Consider live-streaming or recording the performance for those unable to attend in person. Use social media to promote the play and engage with a wider audience.

HOW TO DISSEMINATE THE ACTIVITY

Promote the activity through community centres, schools, and online platforms. Highlight the opportunity for intergenerational bonding and creative expression.

HOW TO MAKE IT SUSTAINABLE

Encourage participants to continue exploring theatre and storytelling beyond the activity. Create a theatre group or club that meets regularly to work on new productions.

EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC

Theatre offers a unique opportunity for individuals of all ages to come together and collaborate on a creative project. The development and performance of a play can help break down barriers between generations and create a shared experience that fosters understanding and empathy.

EVALUATION METHOD

- Collect feedback from participants after the performance to assess their experience.
- Use surveys or informal discussions to gather insights and suggestions for future improvements.

RECOMMENDATIONS/ TIPS

- 1.** Encourage participants to step out of their comfort zones and try new roles.

2. Emphasize the importance of teamwork and collaboration throughout the process.
3. Provide constructive feedback and support to help participants grow as actors and performers.

SAFETY CONSIDERATIONS

- Ensure that the performance space is safe and accessible for all participants.
- Consider the physical capabilities of participants when assigning roles and designing the performance.
- Have a first-aid kit on hand in case of any injuries or emergencies.

RESOURCES/ REFERENCES

"Theater Games for the Classroom: A Teacher's Handbook" by Viola Spolin
"The Art of Dramatic Writing: Its Basis in the Creative Interpretation of Human Motives" by Lajos Egri

Name of the Activity:	Heritage Craft Workshop <i>Finishing Activity/ intergenerational event connected to arts & culture</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Establish an environment that fosters cooperation among individuals of various age groups to exhibit and honour traditional crafts. • Establish a medium for disseminating traditional crafting methods, guaranteeing the safeguarding and perpetuation of cultural heritage. • Cultivate significant bonds among different age groups by motivating individuals to exchange narratives, recollections, and encounters associated with their cultural inheritance.
OUTCOMES	<p>Short-term outcome: This activity helps participants to learn more about each other and reflect on the similarities and differences in their shared experience of living in their local community; and learn from each other.</p> <p>Long-term outcomes: This activity will participants to gain understanding between generations, enhanced social connections, and preserve cultural knowledge.</p>
DESCRIPTION OF THE ACTIVITY	<p>The Heritage Craft workshop is a dynamic event that unites people of all ages to display and trade traditional crafts from various ethnic origins. Attendees will exhibit artisanal crafts, narrate the anecdotes behind their creations, and participate in cooperative crafting endeavours.</p> <p>The existence of equal circumstances for both generations. In order to maintain equitable conditions, every participant will be allocated a specified area to exhibit their crafts. The facilitators will aggressively promote and support the involvement of both older and younger participants in assuming leadership positions, thereby guaranteeing that each generation has an equitable chance to contribute to the success of the fair.</p> <p>The existence of a common goal among participants. The primary objective is to commemorate and disseminate cultural heritage by showcasing handicrafts. Participants will be prompted to foster connections by sharing narratives regarding the cultural relevance of their crafts, highlighting shared aspects and valuing distinctions.</p> <p>It is necessary to foster cooperation. Collaborative crafting activities will foster cooperation. Participants of varying ages will be matched or organised into pairs or groups to collaborate on designated projects, fostering reciprocal assistance and the exchange of crafts expertise. Facilitators will establish a conducive environment in which participants can mutually acquire knowledge.</p>

<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Arrangement of Craft Display Area (30 minutes): Participants establish separate booths or areas to exhibit their traditional crafts. Facilitators ensure that an equitable distribution of space is provided for all attendees. 2. Opening Event (15 minutes): Greetings, participants, and attendees. Concise overview emphasizing the objective of the Heritage Craft Fair. 3. Crafting workshops (duration: 60 minutes): Facilitate workshops that allow participants to acquire and engage in collaborative activities centred around distinct heritage crafts techniques. Promote collaboration between individuals or groups from different generations. 4. Exploration of Craft Fair (45 minutes): Participants and attendees peruse the craft fair, engage in discussions, and acquire knowledge about the traditional crafts showcased. Facilitators prompt participants to divulge anecdotes and firsthand accounts about their respective trades. 5. Cultural Exchange Session (duration: 30 minutes): Arrange a gathering where members exchange narratives, recollections, or customs of their ancestral craftsmanship. Promote and facilitate a culture of open communication and encourage participants to engage in dialogue and ask questions actively. 6. Conclusion and Recognition (20 minutes): Convey appreciation to the participants and attendees. Emphasise the achievement of the fair in fostering cooperation between different generations and safeguarding cultural traditions.
<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Craft display tables or booths. • Crafting materials for workshops. • Signage and informational materials. • Microphones and speakers for announcements. • Evaluation forms for participants and attendees.
<p>DURATION</p>	<p>Approximately 3 hours, including setup and closing ceremonies.</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Recommended 30-50 participants. Consider forming small groups for crafting workshops to facilitate effective collaboration.</p>
<p>DIGITAL APPROACHES IF APPLICABLE</p>	<p>Contemplate the development of a virtual entity, such as an internet-based exhibition or dynamic interface, to exhibit the creations and narratives of the participants. This can expand the event's scope beyond the actual venue's confines.</p>
<p>HOW TO DISSEMINATE THE ACTIVITY</p>	<p>Advertise the Heritage Craft Workshop via local community centres, cultural organizations, and social media channels. Emphasize the chance for individuals to showcase and commemorate their cultural crafts.</p>

HOW TO MAKE IT SUSTAINABLE	Establish a crafting community wherein individuals convene regularly to share and trade their skills and ideas. Record the event's achievements to entice prospective participants and sponsors to ensure long-term viability.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Crafts is a palpable and expressive manifestation of cultural heritage. The Heritage Craft Workshop offers a distinctive platform for many generations to unite, exchange their cultural heritages, and acquire knowledge from each other by engaging in the production and admiration of conventional crafts.
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate ad hoc group dialogues to collect feedback on participants' experiences during the event. • Administer evaluation forms to participants to gather feedback on the overall efficacy of the Heritage Craft Workshop.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Ensure a generous amount of room and various crafting supplies. 2. Promote the sharing of personal anecdotes alongside the display of their artistic creations. 3. Create an environment that fosters support and inclusivity for all participant
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the venue complies with safety protocols. • Ensure the presence of a first-aid kit at the location. • Consider the participants' comfort, mainly if the event entails interactive handicraft activities.
RESOURCES/ REFERENCES	N/A

Name of the Activity:	Culinary Workshop <i>Finishing Activity/ intergenerational event connected to arts & culture</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Cultural Exchange: Organise a culinary workshop to foster the interchange of culinary traditions and recipes among diverse generations. • Skill Development: Offer participants the chance to improve their culinary abilities by engaging in practical activities and receiving coaching from seasoned chefs or community members. • Building Intergenerational Bonds: Establish a working environment that allows people of all ages to collaborate while promoting intergenerational relationships via shared culinary experiences.
OUTCOMES	<p>Short-term outcome: This activity gives participants the opportunity to learn from each other and reflect on the similarities and differences in their shared experience of living in their local community.</p> <p>Long-term outcomes: This activity allows participants to create a better understanding between generations and enhanced social connections.</p>
DESCRIPTION OF THE ACTIVITY	<p>The Culinary Workshop is a collaborative cooking experience to unite people from various age groups to acquire knowledge, prepare food, and exchange culinary customs. Participants will collaborate to prepare a meal under the guidance of experienced chefs or community members with expertise in traditional or varied cuisines.</p> <p>The existence of equal circumstances for both generations. To ensure equitable conditions, the workshop will be organized in a manner that can accommodate participants with diverse levels of culinary expertise. Each individual will actively participate in the preparation process, with specific responsibilities assigned to promote a well-rounded and inclusive cooking experience for everyone.</p> <p>The existence of a common goal among participants. The workshop's primary objective is to collaboratively prepare a communal feast, fostering cooperation among participants to achieve a delectable result. The significance of sharing personal culinary anecdotes and experiences to foster connections will be emphasized.</p>

	<p>It is necessary to foster cooperation.</p> <p>Collaborative cooking activities will promote cooperation. Participants will be organised into groups or pairs, considering a diverse range of ages, in order to promote collaboration and the exchange of culinary expertise. Facilitators will oversee interactions to foster a collaborative and nurturing environment.</p>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Introduction and Icebreaker (15 minutes): Greetings to all participants and begin by outlining the culinary course's objectives. Facilitate a concise icebreaker exercise to foster acquaintance among participants. 2. Cooking Exhibition (30 minutes): Commence the event with a culinary exhibition led by seasoned chefs or community members. Present a concise summary of the meal's cultural or historical importance. 3. Cooking Workshop (90 minutes): Allocate participants to cooking stations, providing a diverse representation of different age groups in each group. Facilitators and chefs will lead participants in the culinary process, promoting collaboration and shared duties. 4. Culinary Storytelling (20 minutes): During intervals or while the food is being prepared, motivate participants to exchange anecdotes of the recipes, familial culinary customs, or noteworthy cooking encounters. 5. Meal Demonstration and Sampling (30 minutes): Arrange the prepped dishes for a collective supper exhibition. Attendees showcase their artistic works, and all individuals relish in a communal feast. 6. Concluding Statements and Sharing of Recipes (15 minutes): Conclude the programme by delivering closing remarks, expressing gratitude to the participants for their valuable contributions. Promote the exchange of contact information among participants to facilitate recipe sharing and foster future partnerships in the culinary field.
RESOURCES/ MATERIALS NEEDED	<ul style="list-style-type: none"> • Ingredients for the chosen recipes. • Cooking utensils, appliances, and workstations. • Printed recipe cards for participants. • Aprons and cooking materials. • Presentation and serving dishes.
DURATION	Approximately 3 hours, including setup, cooking time, and the communal meal.
NUMBER OF PARTICIPANTS	Recommended 20-30 participants. Group participants based on the complexity of the recipes and the size of the cooking facilities
DIGITAL APPROACHES IF APPLICABLE	To capture the culinary workshop, it is advisable to document it using photographs and films, which may then be utilised to develop a digital recipe book or establish an online cooking community.

	Utilise social media platforms to broaden audience engagement by sharing the experience.
HOW TO DISSEMINATE THE ACTIVITY	Advertise the workshop via local community centres, culinary schools, and social media platforms. Highlight the participatory and cross-generational elements of the culinary experience.
HOW TO MAKE IT SUSTAINABLE	Promote the establishment of cooking clubs among participants or encourage them to maintain a regular practice of cooking together. Record recipes and experiences for future workshops or a community cookbook
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	The Culinary Workshop offers a concrete and pleasurable means for people to interact, exchange narratives, and commemorate cultural variety by cooking and dining together, using food as a common language that surpasses generation
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate casual group conversations over the course of the lunch to collect feedback on participants' experiences. • Administer evaluation surveys to participants to gather feedback on the overall influence of the Culinary Workshop.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Customise recipes to suit different dietary choices and limitations. 2. Ensure that explicit instructions and precise supervision are given during the cooking procedure. 3. Cultivate a serene and pleasurable ambiance to promote unrestricted communication.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that cooking facilities comply with safety regulations. • Consider the dietary limitations and allergies of the participants while choosing meals. • Ensure the presence of a first-aid kit at the location.
RESOURCES/ REFERENCES	Publications such as "Bon Appétit," "Food & Wine," and "Saveur" frequently showcase essays, recipes, and perspectives from acclaimed chefs that might serve as a source of inspiration for your workshop

Name of the Activity:	Art workshop <i>Finishing Activity/ intergenerational event connected to arts & culture</i>
OBJECTIVES	<p>The aim of the activity is to:</p> <ul style="list-style-type: none"> • Offer a medium for individuals to articulate themselves and creatively delve into diverse art disciplines. • Promote relationships between generations by collaborating and sharing art experiences. • Foster skill development by acquainting participants with many artistic methodologies and promoting exploration and innovation.
OUTCOMES	<p>Short-term outcome: This activity will allow or participants to foster relationships through teamwork and meaningful conversations, while learning from each other.</p> <p>Long-term outcomes: Increased empathy and understanding between generations, enhanced social connections, and positive perceptions of ageing.</p>
DESCRIPTION OF THE ACTIVITY	<p>The Art Workshop is a vibrant and inclusive gathering where individuals of different ages join to participate in creative endeavours. The class encompasses a range of visual arts activities such as painting, drawing, collage, and more, providing individuals with a nurturing setting to explore and express their creativity.</p> <p>The existence of equal circumstances for both generations. The Art Workshop is a vibrant and inclusive gathering where individuals of different ages join to participate in creative endeavours. The class encompasses a range of visual arts activities such as painting, drawing, collage, and more, providing individuals with a nurturing setting to explore and express their creativity.</p> <p>The existence of a common goal among participants. The shared objective is to produce a collective artwork or individual pieces that accurately represent the many viewpoints present within the group. The focus will be on the collective process of artistic creation and the narrative element of the work.</p> <p>It is necessary to foster cooperation. Collaborative creative projects or shared themes will foster cooperation. Participants can work independently or in groups, which encourages collaboration, idea-sharing, and a nurturing environment.</p>

<p>INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. Introduction and Warm-up Activity (15 minutes): Greetings to all participants and provide an overview of the programme's objectives. Facilitate a concise icebreaker exercise to foster a favourable and all-encompassing ambiance. 2. Overview of Art Techniques (30 minutes): Present a concise summary of various artistic approaches or styles. Enable participants to articulate their choices and make selections of activities based on their interests. 3. Art Creation Workshop (90 minutes): Establish art stations featuring many materials and techniques. Participants are urged to transition between stations, experimenting with various art genres. Facilitators and artists offer direction and assistance. 4. Artistic Narrative and Contemplation (20 minutes): Solicit participants to recount anecdotes about their artworks. Promote contemplation of the artistic procedure and individual revelations. 5. Art Exhibition and Group Discussion (30 minutes): Organise an exhibition showcasing the artworks that have been created. Conduct a group conversation, enabling individuals to express their opinions and provide comments. 6. Concluding Statements and Art Swap (15 minutes): Conclude the workshop by delivering last words and expressing gratitude. Promote the participants to engage in the exchange of artworks, if they desire to do so.
<p>RESOURCES/ MATERIALS NEEDED</p>	<ul style="list-style-type: none"> • Art supplies such as paper, canvases, paints, brushes, markers, etc. • Easels, tables, and chairs for workstations. • Display boards or walls for the art exhibition. • Microphones and speakers for announcements. • Evaluation forms for participants.
<p>DURATION</p>	<p>Approximately 3 hours, including setup, art creation, exhibition, and closing remarks.</p>
<p>NUMBER OF PARTICIPANTS</p>	<p>Recommended 20-30 participants. Adjust based on the available space and resources.</p>
<p>DIGITAL APPROACHES IF APPLICABLE</p>	<p>Consider photographing and filming the artworks and experiences for a digital gallery. Utilise various social media tools to disseminate the event and captivate a wider audience.</p>
<p>HOW TO DISSEMINATE THE ACTIVITY</p>	<p>Advertise the Art Workshop via local art institutions, community centres, and online channels. Highlight the workshop's focus on inclusivity and the involvement of multiple generations.</p>

HOW TO MAKE IT SUSTAINABLE	Motivate participants to persist in their independent or collaborative exploration of art. Contemplate establishing periodic art gatherings or establishing an art association within the community.
EXPLANATION BEYOND THE CHOICE OF SUBJECT/TOPIC	Art possesses the ability to establish connections among individuals, irrespective of their age or origin. The Art Workshop offers a venue for individuals to express their creativity, exchange narratives, and establish relationships via the universal medium of art.
EVALUATION METHOD	<ul style="list-style-type: none"> • Facilitate casual group dialogues during the art show to collect feedback on participants' experiences. • Administer evaluation forms to participants to gather feedback on the overall influence of the art workshop.
RECOMMENDATIONS/ TIPS	<ol style="list-style-type: none"> 1. Offer a varied selection of art supplies to accommodate various tastes and preferences. 2. Cultivate an environment that is free from criticism and provides encouragement. 3. Motivate individuals to engage in experimentation and derive enjoyment from the creative process.
SAFETY CONSIDERATIONS	<ul style="list-style-type: none"> • Ensure that the venue complies with safety protocols for art-related activities. • Ensure adequate ventilation when utilizing art mediums that emit fumes. • Ensure the presence of a first-aid kit at the location.
RESOURCES/ REFERENCES	<p>Art Education Organizations: National Art Education Association (NAEA): NAEA provides resources, lesson plans, and publications that can be adapted for workshops.</p> <p>The Getty: Education Resources: The Getty offers educational materials and lesson plans suitable for various age groups.</p> <p>Art Journals and Magazines: "ArtForum" and "Juxtapoz" are magazines that cover a wide range of contemporary art form</p>

8. Final remarks

The InterAGES programme is part of the PAGES project. To implement the intergenerational programme, the first task was to combine the expertise and experience from different partners and countries to compile a specific framework, that others could replicate.

This document provides such framework, and contains the necessary concepts and definitions, with the assumptions made by partners as starting points for the structure of the intergenerational programme. Intergenerational programs are activities that foster cooperation, interaction, and exchange between two or more generations for the benefit of all participants (Newman et al., 1997; Kaplan and Sánchez, 2014). The aim of intergenerational programs is to increase contact and understanding, to create meaningful relationships, to foster emotional and social growth, and to achieve various educational or community goals (Kaplan 2002).

In this way, this document entails the Pages initiative methodology, all activities, and a broader plan of how to implement it. Giving flexibility and openness to local adaptations and to the needs of the participants.

The implementation results derived from the delivery of the PAGES project can be consulted in the Pages Service Model (PR3).

The PAGES partners invite all adult educators and adult education providers to use this framework and implement it in their own context, share and comment on their own results. This would be a way to increase the value of intergenerational programmes to combat ageism, especially by using arts & culture.

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Annex A – Pre and Post-test

Please select your age:

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤12 | <input type="checkbox"/> 41-50 | <input type="checkbox"/> 81-90 |
| <input type="checkbox"/> 13-18 | <input type="checkbox"/> 51-60 | <input type="checkbox"/> ≥91 |
| <input type="checkbox"/> 19-25 | <input type="checkbox"/> 61-70 | |
| <input type="checkbox"/> 26-40 | <input type="checkbox"/> 71-80 | |

2. Sex

- | | |
|---------------------------------|---|
| <input type="checkbox"/> Female | <input type="checkbox"/> Other |
| <input type="checkbox"/> Male | <input type="checkbox"/> I prefer not to answer |

3. What do you think an older person is?

Answer using a different scale, that varies between 1 and 7, where 1 means “they are nothing like that” and 7 means “they are a lot like that”

4. Thinking about a person **older than 70 years old**, in what degree do you think they are:

	1 They are nothing like that	2	3	4	5	6	7 They are a lot like that
CONFIDENT							
CAPABLE							
SKILLED							
FRIENDLY							
TRUSTWORTHY							
SINCERE							

5. What do you think a younger person is?

Answer using a different scale, that varies between 1 and 7, where 1 means “they are nothing like that” and 7 means “they are a lot like that”

6. Thinking about a person **younger than 20 years old**, in what degree do you think they are:

	1 They are nothing like that	2	3	4	5	6	7 They are a lot like that
CONFIDENT							
CAPABLE							
SKILLED							
FRIENDLY							
TRUSTWORTHY							
SINCERE							

(adapted from Marques, 2015)

Annex B – Learning session – Session Plan

The learning session had the following goals:

For younger participants: to promote the discussion of real examples of counter-stereotypical older people.

For the older group: to promote the discussion of real examples of counter-stereotypical younger people.

In this interactive learning session, each group is provided with four descriptions of people (no age) and is asked to guess their age. Based on the stereotypical information, participants are expected to infer the character's age based on what is associated with being young or old, prompting the following discussion. Next, each group is given positive and active real examples of ageing (it's important to show these examples to approach self-directed ageism). This exposure to counter-stereotypical information about older and young people aims to foster a more balanced and diversified idea of these groups. Following this, a deconstruction of the stereotypes about older and younger people will be conducted, comparing positive examples with the more negative and typical portrayals in society.

Learning session with older adults


Learning Session	
10 min.	Pre-test
10 min.	Icebreaker
10 min.	<p>Activity: Guessing the age of stereotyped description The goal is to expose participants to counter-stereotypical information.</p> <p>Read or show a small description of a person (don't mention age) and include some stereotypes in the description (see examples below). Ask people for the character's name and age and see if stereotypes guided their responses.</p>
15 min.	Older people talk about how society (including themselves) views younger people.
10 min.	Group discussion regarding an example of a counter-stereotypical younger person.
15 min.	<p>Deconstruction of stereotypes about younger and older people.</p> <p>Comparison between the attributes associated with younger/older people and those that resulted from the discussion.</p>
5 min.	Briefly present the InterAGES programme plan of sessions and activities.

1st activity: Guessing the age (examples)

PAGES

Atividade

I live in Lisbon, where I do hemodialysis regularly due to my health problem. I'm a producer of short films and I love cinema. I have always liked the artistic area, although I have not always had financial stability in my career. In my personal life, I like to hang out with my friends and cook.



PAGES

Atividade

I live in Lisbon, where I do hemodialysis regularly due to my health problem. I'm a producer of short films and I love cinema. I have always liked the artistic area, although I have not always had financial stability in my career. In my personal life, I like to hang out with my friends and cook.



JULES, 26

PAGES

Atividade



I live in Guimarães. I like to skate with my friends and go out late. I go for walks on the beach 4 times a week. I don't work, but one of my projects is related to environmental sustainability.



● **Atividade**



I live in Guimarães. I like to skate with my friends and go out late. I go for walks on the beach 4 times a week. I don't work, but one of my projects is related to environmental sustainability.

Laura, 72

Learning session with younger people

Learning Session	
10 min.	Pre-test
10 min.	Icebreaker
	Activity: Guessing the age of stereotyped description The goal is to expose participants to counter-stereotypical information.
10 min.	Read or show a small description of a person (don't mention age) and include some stereotypes in the description (see examples below). Ask people for the character's name and age and see if stereotypes guided their responses.
15 min.	Youngsters talk about how society (including themselves) views older people.
10 min.	Group discussion regarding an example of a counter-stereotypical older person.
	Deconstruction of stereotypes about older and younger people.
15 min.	Comparison between the attributes associated with older/younger people and those that resulted from the discussion.
5 min.	Briefly present the InterAGES programme plan of sessions and activities.

1st activity: Guessing the age (examples)



● Activity

I live in Lisbon. I am a producer of short films, and I love cinema. I've always liked the artistic area, although I haven't always achieved financial stability in my career. In my personal life, I like to socialise with my friends, cook and organise dinners at home. How old am I?



● Activity

I live in Lisbon. I am a producer of short films, and I love cinema. I've always liked the artistic area, although I haven't always achieved financial stability in my career. In my personal life, I like to socialise with my friends, cook and organise dinners at home. How old am I?



JÚLIO, 69



● Activity



I live in the north of France. I do haemodialysis regularly in a nearby hospital because of my health issue. I go hiking three times a week and give lyric singing lessons on Wednesdays and Fridays. One of my projects is related to environmental sustainability.



● Activity



I live in the north of France. I do haemodialysis regularly in a nearby hospital because of my health issue. I go hiking three times a week and give lyric singing lessons on Wednesdays and Fridays. One of my projects is related to environmental sustainability.

LILIAN, 29

Annex B - Example of the impact of intergenerational activities

Inputs	Activities	Outputs	Outcomes	
			Short-term	Long-term
Personnel Funding Venue (classroom, local park)	<p>“Tell me”: Younger and older participants are encouraged to ask and answer questions about their personal memories.</p> <p>“Treasure hunt”: Pairing of younger and older participants in a treasure hunt in a park.</p>	<p>The activity generated conversations about the life experiences of younger and older participants.</p> <p>The activity generated conversation and problem solving; participants learnt about each other and worked as a team towards a common goal.</p>	<p>These activities helped participants to learn more about each other and reflect on the similarities and differences in their shared experience of living in their local community; and built relationships through teamwork.</p>	<ul style="list-style-type: none"> • Positive perceptions of ageing between generations. • Increased empathy between generations. • Increased understanding of the issues of younger and older people.

(Adapted from WHO, 2023)



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