



MANUAL

INTERGENERATIONAL LEARNING AS WORKFORCE IN COMMUNITY



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Title: INTERGENERATIONAL LEARNING AS WORKFORCE IN COMMUNITY

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Acknowledgements

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We would also like to send a very grateful thank you to GRUNDTVIG Programme who believed in our idea from the beginning.

In 2012 under the Lifelong Learning, the partnership Together had the opportunity to carry on a “Grundtvig Learning Partnership” to study and share good practices in terms of learning methods to bring people from different generations. The main goal of the partnership was to promote intergenerational dialogue and learning development in order to achieve empowered citizens that can be proactive in society.

The project aimed to combine the expertise of different partners and stakeholders to design learning methods using diverse techniques, approaches and practical tools to support the young and old people in their knowledge and help them to enhance intergenerational learning working together.

The purpose of this manual is highly practical so that the intergenerational practices, learning curricula, methods and materials can be visualised and recognised by different generations as a way to foster intergenerational solidarity in local projects.

The Manual has been written by all partners – CBO from Netherlands , Stepping Stones from North Ireland, Universidad Complutense de Madrid from Spain, Università degli Studi di Padova – Dipartimento di Filosofia Sociologia Pedagogica e Psicologia Applicata from Italy and coordinated by APCC- Associação de Paralisia Cerebral de Coimbra from Portugal . This Manual would not have been possible without their support and involvement.

We would like to express our gratitude to all stakeholders and entities from each partner country who very kindly discussed the results of the research and learning materials during the workshops and seminars held between 2012-2014. Their have been most useful in carrying out and concluding the work.

We would like to thank the partners for their inspiration and contributions and of course we are grateful to the GRUNDTVIG Programme for co-funding the project.

1. INTRODUCTION

The Grundtvig programme addresses the teaching and learning needs of those in all forms of adult education, as well as the institutions and organisations providing or facilitating such education. It is part of the Lifelong Learning Programme (2007-2013), which supports projects and activities that foster interchange, cooperation and mobility between education and training systems within the European Union.

The activities of LLP continue under the new Erasmus+ Programme from 2014-2020. Over the course of its lifespan, LLP provided support to school pupils, university students, adult learners, and a variety of projects under four main sub-programmes.

“Together” project is about building sustainable learning solutions. The overall premise is that active people enable persons with disabilities to participate in society provided that are given support from members of the community including the younger generation. The idea for the project came from APCC’s background experience about intergenerational solidarity as it relates to its integration within the context of social policy as a driving force to support local development projects.

There’s a collective conscience that we need a constant learning through life. There’s also a collective conscience that we need a meaningful understanding and solidarity between generations.

In fact intergenerational solidarity it’s included in many European agendas (education, health, social security). However, intergenerational solidarity is more than the sum of the different components that integrate and should be included (mainstreaming) in all areas of life through processes of learning formal and informal.

Drawing these perspective partners from five European countries and different sectors have worked together to exchange knowledge and practices about Intergenerational Learning. The methodology of the project, with its best Practices and Research about the intergenerational learning perceptions allowed the identification of critical aspects as regards sustainability, health, dialogue among generations. In terms of content, the project in its first phase was strongly structured, giving a real basis for developing the training contents and tools.

During the project partners had to develop several workshops / seminars and to experiment training modules to test the efficacy with the targets involved: old, young and disabled people.

This manual has been developed based on the argument that the better contributions we can give for a better world are based on voluntarism and self-regulation. Consequently, it intends that education is one of the best tools available to combine the interests to help people to be more productive and socially responsible and this can only be achieved through the learning /continuous improvement.

Maria da Graça Faustino Gonçalves Neto
Project Coordinator

2. BEST PRACTICES/INSPIRING CASES

The aging of the population we are experiencing in Europe for decades is also occurring in other parts of the world, although at different rates. And this process continues. The aging of the European population will accentuate in the coming decades. The forecasts show a steady increase in the population over 65. In addition, a significant and worrying fact for the implications in different social and economic areas is the growth of people over age 80 years. This group are growing faster than any other of the population.

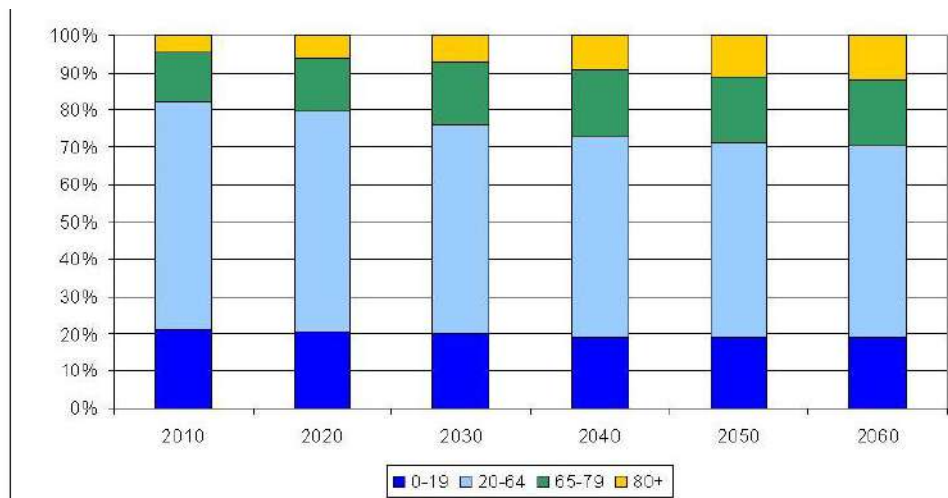
This data is already having consequences for the demographic old-age dependency ratio that is increasing considerably. “The increase in the total age-dependency ratio (people aged 19 and below and aged 65 and above over the population aged 20-64) is projected to be even larger, rising from 63% to 95%. The difference is noticeable among individual EU Member States. A relatively small increase in the total age-dependency ratio (less than 25 p.p.) is projected in Belgium, Denmark, Ireland, France, Sweden and the United Kingdom, while in Latvia, Poland, Romania, Slovenia and Slovakia, an increase of 45 percentage points or more is projected by 2060” (European Commission & Economic Policy Committee, 2012, p. 56).

On the other hand, this aging of the European population has a number of concerns related to the economical sustainability and to the social contribution of the older people. On the report about Intergenerational Solidarity (European Commission, 2009, p. 20) were addressed these issues and the following results were found.

“In total, almost 9 in 10 EU citizens agreed – and a slim majority (55%) *strongly* agreed – that financial help from parents and grandparents is important when young adults are starting to establish their own households and families. Slightly more than three-quarters of interviewees thought that the contribution of older people who care for family members or relatives is not sufficiently appreciated in their country (44% *strongly* agreed and 33% *somewhat* agreed). A large majority of EU citizens also agreed that older people make a major contribution to society via voluntary work in charitable and community organizations in their country (44% *strongly* agreed and 34% *somewhat* agreed). Furthermore, more than 6 in 10 interviewees thought that there are not enough opportunities for older and younger people to meet, and work together, via associations and local community initiatives (31% *strongly* agreed and 33% *somewhat* agreed)”.

These results invite to enhance framing of programs to develop opportunities for intergenerational relationships through community projects. The realization of intergenerational activities are not only beneficial for different age groups involved but also for society.

Graph 1 – Projection of changes in the structure of the population by main age groups, EU27 (%)



Source: Commission services, Eurostat, EUROPOP2010.

The study about The good practices that the participates countries have had in this project indicate the existence of the enriching experiences in all countries. There are programs for young people in which older people share their time, their experience and their knowledge with the youth, like in Italy.

In addition, there are activities in which young people teach elder people, for instance they teach them using the new technologies- that nowadays are really popular in our society, however so far for old people- like in Ireland and Portugal or in Holland where the voluntaries students go to centres for older people with disabilities, and they do with them activities, this students become models to follow in their schools.

In relation to the content of programs, we find a lot of variety. Some of these are very long, for example “the programs on living in home”, or helping at home, including original initiatives successfully. They are focus on the receiver’s creativity and their emotions.

In Holland, Portugal and Spain are carried out projects in which the art and art expressions in different types have a lot of importance. There are workshops, exposures and other colectivity activities, that show these kind of art, sometimes they are for over ten years. Just like that we can see the success of these groups.

The joint learning is other activity that countries like Portugal and Holland carry out. In this activity young and old people learns at the same time, the same things. During the process they help each other. In this way they can achieve their final aims, without prejudices and misconceptions that each generation has of the other. There the main tool is dialogue.

Regarding to the experiences about the intergenerational learning, there are in Spain practices in which there are young people with some disabilities.

In other kind of projects some elder volunteers do activities, in which they support youth every day and given them their educational and playful experiences. For instance, audiovisual projects related to theatre and radio etc.

The beginning of these initiatives comes mainly from the institutions. In other cases it comes from the community in order to take part in intergenerational programs. In these projects there are exchanges of experiences and begin new social relations based on respect, dialogue and interaction.

The work is also important in our society. At work is necessary to carry out initiatives to include people with disabilities in restaurants and present's shops like in Holland. In addition there participate in project which encourages entrepreneurship among young and old.

Name of initiative: “SIDE BY SIDE” PROJECT

City – Coimbra (Portugal)

Years of experience: Since 2009...

Project description:

The main aim is to provide good times for the elderly who live alone and students in need of housing to pursue studies. Elderly enjoy the company of a young student at home with who to exchange experiences and the student has a place to live while concluding his studies and can enjoy the company of a senior with many stories to tell. Based on an intergenerational perspective, having as purpose mutual aid between young upper school students and seniors in the city of Coimbra, this project also achieves to accommodate students with socio-economic difficulties for no-cost.

It is also intended to combat the isolation of the elderly in the city of Coimbra, through the acquaintanceship with the dynamic spirit of the students, maintain seniors motivated to promote their welfare by ensuring access to health care supported by the project and promote intergenerational sharing between youngsters and seniors.

Name of initiative: “CASCINA PARTECIPA 2013!”

City – Cascina (Italy)

Project description:

Cascina is a municipality of 45.000 inhabitants located in Tuscany (Italy) that in 2013 carried out the project “Cascina Partecipa 2013!”, approved and co-financed by Tuscany region (Regional Law 69/2007). The field of application is the participatory budgeting, focused on the promotion citizens participations into decision making processes on how to spend a sum of 350.000 of budget for community’s needs.

The project applied the Methodology *Respons.In.City* (Methodology of a Responsible Citizenship promotion, Università degli Studi di Padova) with the coordination of Pragmata Politika Ltd. This methodology is aimed to promote interaction between all community members (citizens, public entities, no profit and profit enterprises...) pursuing general objective of developing social cohesion.

“Cascina Partecipa!” project lasted 10 months: a) a Participation Office was established into the Town Hall with a coordination task; b) a group of citizens as volunteers agreed to support Participation Office (mainly seniors and elderly +55) activities; c) a sample of 80 citizens representing different target groups of community (young, women, people with fragilities, people with disabilities, migrants) was selected and participated in the project.

From April to May 2013 public meetings were held to promote citizens involvement in order to detect community’s needs: 600 citizens and 300 school students participated in this research. A Report on Cascina’s needs was published and disseminated. From June to September 150 citizens together with the Mayor, Councilors and town hall employees participated in designing projects in order to figure out best ways to spend provided budget, according to Cascina’s needs Report. From October to November 2013 a public consultation involving 2.000 people was staged so to vote the designed projects: 42 public meeting were held to involve citizens and to decide how to spend the public budget. The projects voted and chosen by citizens that will be realized by public entity were: 1. Public fountains; 2. Waste bins wherever in Cascina; 3. Re-qualification of public botanical garden.

The project effectiveness was evaluated through the methodology provided by *Respons.In.City*: results show that this project triggered dialogue between all involved community members and participation focused on the care of Cascina meant as “community for all”. Citizens shifted from a participation based on a delegation-perspective to a participation based on the accountability-perspective

Name of initiative: “PUPPETS IN THE SCHOOL”

City - Moreda (Spain)

Projection description:

The intergenerational project “Puppets in the School” is carried out in the Social Centre of Elder People in Moreda (Spain), it is inside the Intergenerational Program “Recovering memories, building the future” promoting by the Housing and Social Welfare Ministry of Asturias with the main goal of promoting the community participation of elder people and advance in an intergenerational approach in the public social centers of elder people in Asturias.

It is an intergenerational project based on:

- a) Production and staging of a puppet show between elder people from the Social Center and young people from the disabled center.
- b) Representation of “The princess who doesn’t know how to sneeze” in 8 Primary Public Schools and 3 centers for Disabled People.

Inside the **general objectives** of this project we can find the promotion of relationships and the intergenerational knowledge through the development of affective bonds, favoring the self-esteem and transmitting positive values like the solidarity and interchange spirit.

According to the **aims with the elder people**, “Puppets in the school” wants to develop usefulness feelings, making emotional bonds, using previous skills, developing roles useful in the society and favoring the team work.

According to the **disabled people**, the Project pretends to promote the participation and respect for the diversity, favoring the expression and lack of inhibition, raising the levels of observation and concentration, cause feeling and sensations, and developing the creativity and imagination.

With the third group, **the kids**, the project wants to offer new experiences, taking a positive image of elder people and disabled people, learning though direct contact and the development of values.

After finishing the project and taking into account the evaluation through questionnaires among the different beneficiaries and the professionals; valuations about participation, satisfaction, implication, social impact and community repercussion in the community, there is no doubt this is a very successful project and the evaluation can prove it.

Name of initiative: “DE WERELD VAN JANSJE” (THE WORLD OF JANSJE)

City – Haarlem (The Netherlands)

Project description:

Short description: The World of Jansje is a lunchroom and a gift shop in the centrum of Haarlem. The concept implies that mentally disabled people are offered a workplace in the society.

Objectives 1) To offer mentally disabled people a workplace, 2) to sell fair trade products.

Activities Job coaches of the Hartekamp Groep selected, placed and train disabled people to participate in the project. They search for the abilities of the selected people and help them to fulfill their potentials. The Doopsgezinde Gemeente offered the physical space needed.

Evaluation of results in 2010 and 2011 The World of Jansje was chosen to be the best shop of Haarlem. In 2011 and 2012 Jansje also gained the retail price of the year of the ING and became second in the election of the best independent store in the Netherlands.

HISTORY

- a. Why start the project? How? The project was started by the Hartekamp Groep, which was searching for options to include disabled people in the society. Hartekamp Groep offered a lot of social activities and day care options, but not yet real workplaces in society.
 - b. Financial support Together with the Hartekamp Groep, the Doopsgezinde Gemeente (a church) and the municipality of Haarlem money was raised.
-

Name of initiative: “VOLUNTEERING IN LISBURN”

City - Lisburn (Northern Ireland)

Projection description:

1. Case Study : Maureen Gillespie

Stepping Stones NI is a charitable organisation based in Northern Ireland that provides quality services and social enterprises for people with learning disabilities and learning difficulties to achieve their potential for their future. The aim of the services that Stepping Stones NI provides is to equip people with the skills and learning to progress to employment. Maureen Gillespie is a retired civil servant and parent, her son Stephen has a learning disability who has been supported by Stepping Stones NI to achieve qualifications, work based training and support to achieve employment .

As an experienced government civil servant Maureen had a wealth of skills and knowledge acquired from her successful career. Over the last 11 years Maureen had been involved in developing government strategy, implementing adult employment programmes and managing a branch of the Jobs and Benefits Office in Lisburn, Northern Ireland. It was her area of expertise on employment related programmes and as a parent of a person with a learning disability that she felt she had something to offer Stepping Stones NI, so she enquired about becoming a volunteer.

Following her enquiry she met with the Services Manager from Stepping Stones NI who matched her skills to the work of the training service of the organisation. Maureen became a Volunteer of the organisation working alongside a Trainer to deliver an accredited course in ‘Personal Progression towards Employment’ . Maureen supports the people with intellectual disabilities to achieve their qualification.

Maureen believes that everyone including people with intellectual disabilities should have the opportunity to work, and that people with disabilities need and

deserve the kind of support offered by Stepping Stones to succeed. This was Maureens motivation behind volunteering with Stepping Stones, and in doing so she is contributing to making difference in the lives of people who have a disability.



Seniors volunteering at Stepping Stones

“We are glad that Maureen chose to become a volunteer with Stepping Stones NI. She has a big bank of knowledge and experience that is on only helping me with the delivery of training, but she is an amazing support to our trainees who are working their way through their qualifications.” Helen Jelly - Trainer.

2. Case Study: Muriel Patterson

In her professional life, Muriel was a Physiotherapist for 33 years, specialising in working with children with disabilities. When she retired 15 years ago, she did not want to sit still, and it was after meeting a friend for a coffee, that she was introduced to Stepping Stones NI and the work that they do. Paula Jennings, the Chief Officer, was introduced to Muriel and suggested that she volunteer with Stepping Stones, working in the Coffee Shop where trainees with intellectual disabilities come to complete a catering qualification. Initially Muriel did not want to volunteer as she felt it was too closely linked with her professional life but soon realised that this was not the case at all and has been volunteering in the Coffee Shop for the past 15 years, supporting trainees reach their potential in the catering industry.

What Muriel enjoys most about volunteering at Stepping Stones, is the communication and camaraderie with the trainees and seeing the progress they make week on week.

Muriel says ‘It is so rewarding to find something that makes the trainees feel challenged. I often say to people about volunteering that ‘you get more out of it than you put in. I miss it when I am not there on a Friday, and feel as soon as I walk in the door I am greeted by trainees to instantly make me smile. The staff in the coffee shop give me a sense of inclusiveness and companionship.’

“Muriel is what makes our Fridays. She helps with the busy coffee shop meeting customers and above all helping our trainees in their catering training. Muriel has been loyal to her role as a volunteer and to our organisation I know she has enjoyed it.”

Margaret Johnston - Catering Manager.



Seniors volunteering at Stepping Stones

3. FRAMEWORK/SCENARIO

Within social and cultural context a “culture of ageism” has been emerging and diffusing but not always according to health and social cohesion assumptions. In fact it has been used mainly to make a distinction between “young” people and “old” people (according to ageing meant only as a chronological aspect) so to separate people instead of using ageing culture meant as an added value patrimony of experiences to be transferred. This second (and currently less practiced) concept of culture of ageism is aimed at spreading dialogue among people with different and specific experiences and needs in a mutual support, help and contribution perspective. In doing so, social cohesion is promoted.

This kind of use of “culture of ageism” has got several implications: at social level, since people are labeled (“Young”, “Senior”, “Elder” ...) community fragmentation increases together with the decrease of the social cohesion; at financial and economic level, welfare costs increase together with increasing of population average age (WHO, 2002); at health level common sense considers ageism as a inescapable process of decay to be slow down instead of handling it. In this way, ageism concurs to highlight deficit dimension, exhaustion of resources and abilities together with the loss of social role into the community. Thus it contributes to generate strongly typified biographies, that are shaped according to “ageing” label generating biographic carriers based on “biological differences” (chronological age driven). According to this use of “culture of ageism” the role of Health and social services is focused on treatment based on assistance and, on the contrary, treatments aimed to promote autonomous ways of life are rare.

WHO (World Health Organization) adopts the concept “Active ageing” to express a theoretical construct of ageing able to promote health, together with the promotion of community participation. Specifically WHO refers to the opportunities that people have from the age of 60 when they get a recognized role for social, economic, cultural and spiritual matters and not only when they are physically/working active. This new approach leads to shift from a culture of ageism based on separation between young meant as community resources and elderly meant as the weak point of a community to a culture of ageism based on the concept that young and elderly can share abilities/skills/capacities/experience so to create a better world together.

According to these premises treatments and interventions related to “intergenerational programs” can be defined as health promotion tools¹. To pursue this objective an elective strategy is inclusion of different and mixed target groups (seniors, elderly, young people, adults, people with special needs, people with fragilities) in project design. Therefore when inclusion is considered a core for all project steps, target people are indeed considered

¹ “Strategy and action plan for healthy ageing in Europe, 2012–2020” World Health Organization, 2012.

actual resources to carry out the project itself: so they are included on the basis of their experiences, abilities and not on the basis of their chronological age.

According to this approach participation in all project steps becomes an effective strategy to promote health and social cohesion when the contribution that target people are expected to give is based not on their age but on the experiences/abilities/skills they can give and transfer to pursue common objectives. In this way, preventing progressively ageing includes development and carrying out of project actions focused on strengthening and empowerment of capacities/skills/abilities in order to contribute to community development. This present scenario is coherent with current investments on scientific research. As a matter of fact, in the past they used to be oriented to techniques aimed to prevent pathologies.

Only recently it is possible to detect big investments in the field of culture of ageism meant as a resource for health of individuals and social cohesion of communities (see the Eu new Program Horizon 2020 that since 2014 is focused on “Social challenges” and specifically oriented to intergenerationality and social inclusion actions).

4. TRAINING MODULES

“Together” project development follows two guidelines: training and research. As regards the latter, Focus Groups had been the pivotal activity on which results training modules and their contents were planned and designed. As a matter of fact, Focus Groups aimed at Youth, People in general, Seniors, People with disability and Key community members detected participants’ perceptions and descriptions about intergenerationality as a process, their considerations on projects involving seniors and people with disabilities and entering into the merits of evaluation and assessment of proposals and activities as well. Focus Groups had been implemented in all countries participating in the project: Portugal, Spain, Italy, Ireland and Netherlands showing in this way a wide and trans-national frame of citizens’ beliefs, considerations, thoughts and proposals on intergenerationality issue.

The results of the analysis related to the answers given in each and every Focus Groups had been derived through the description of “archipelagoes of meaning” ⁽²⁾ or rather different typologies of contents derived from answers given by Focus Groups participants. The results of this textual analysis were organised in tables summarizing the overall results derived comparing texts offered in each Focus Group for each examined area (methodologies, contents/activities, evaluation, personal beliefs, competencies). In this way, data matrix drew a framework of overall textual analysis done comparing texts offered in each Focus Group (for each examined area) led in each partner country. Thanks to this overall picture and according to frequency of answers parameters, it was possible to derive diagrams that demonstrated which topics were expected to be part of training modules aimed at elderly to work in community projects for people with disabilities. Here below a brief summary:

- **Methodologies:** groups of respondents chose more frequently methodologies of active participation and involvement of learners. The respondents pointed out theoretical and practical approach as more common methodologies that value participants’ competencies and enable training courses to respond effectively to learners needs and requests. Among most common methodologies, respondents pointed out the ones that entail community involvement. Answers reveal preference for strategies that ease active participation and debate, strategies that monitor and maintain participants attention and interest considering participants needs;
- **Contents:** answers typologies given by group of respondents on the whole referred to knowledge of elderly related to their previous experiences in different life contexts and to contents useful for work placement in specific contexts;
- **Competencies:** more frequent typologies of answers referred to strategies useful to develop competencies on handling interactions. The respondents group referred to strategies that ease handling of training and to strategies useful to develop competencies on handling interaction;
- **Trainer profile:** group of competencies composing trainer profile were mainly related to handling interactions and group working. In addition to this, other required competencies

⁽²⁾ For a deeper analysis, Cfr. TURCHI, “*Dati senza numeri: per una metodologia dell’analisi dei dati informatizzati testuali MADIT*”, Bologna, 2009.

were “listening” and “understanding psychological and physiologic difficulties of people with disabilities”. Other competencies related to trainer profile concerned with their experience in various working contexts, flexibility and consideration for people with disabilities as resources for the community. Diagrams showed that Focus Groups were different as regards answers typologies. As a matter of fact, although all Focus Groups considered interactive and social competencies to shape trainer profile, the answers of Key Community members group were more frequently referred to interactive competencies whereas answers given by University Students group were more frequently related to social competencies. People with disability group did not consider psychological competencies or handling working groups skills as characteristics composing trainer profile but they pointed out social skills, listening different points of view, making proposals and technical-physiological knowledge on disabilities as competencies required to shape trainer profile.

According to research results above described, 6 training modules were identified:

- 1) Participatory Approach
- 2) Planning and assessment of training course
- 3) Technical-physiological knowledge on disability
- 4) Evaluation of competences
- 5) Social Inclusion, community projects and intergenerationality

The project considered working on 3 of training modules above described identified as priority:

- 1) Social Inclusion, community projects and intergenerationality
- 2) Overcome personal prejudices and stereotypes
- 3) Technical physiological knowledge on disability

Selection criteria regarded general objectives of “Together” project:

- Improving senior and intergenerational learning methods, curricula and educational materials as workforce in community projects addressed to people with disabilities;
- Furthering the enhancement of different targets qualifications (volunteers of different ages, students, professionals, other relevant stakeholders) as a way to promote intergenerational solidarity in the field of educational intervention within local projects.

Selected topics fulfill aims above described and focused on participants’ requests. As a matter of fact, considering participants’ points of view on prejudice and disinformation, topics to be developed at first fulfill general requests concerning relationship between social inclusion, seniority and disability. Satisfying requests of information and knowledge is considered as first step to establish an enabling environment in which people can be prepared to intervene as trainers. Modules were tested with different targets not with elderly only.

4.1. Module 1 - Social Inclusion, Community Projects and Intergenerationality

Summary

As the objective of the project *Together – Promoting Intergenerational Learning*, is to bring together seniors, people with disabilities and community to both empower and develop their needs, it is imperative to involve key-community members so to give them the chance to understand how intergenerationality actions can impact on community's needs, on social cohesion and on the increase of efficiency/effectiveness of community services delivery. Key-community members can benefit this training increasing awareness regarding how to recognize project as best practices and how to evaluate the impact of intergenerational actions on community.

This training module has the general objective of developing knowledge on social value of community projects (projects social inclusion/intergenerationality driven) and developing skills on the design of innovative projects strategies aimed at promoting shared responsibility in community.

The theoretical background of this module is the Dialogical Science (Turchi et al. 2007; 2009; 2010; 2011; 2014), for which reality is meant as a configuration and it is discursively generated. The studying object is referred to the rules of the use of the ordinary language, meant not as a way to “transmit” communication or information but as a way to “configure” reality. According to the Dialogical Science these rules of language's use (dialogue rules) are formalized by the ‘Periodic Table of discursive repertoires’. A theoretical weight is attributed (named ‘dialogical weight’) to the dialogue rules, which constitutes the theoretical unit and belong to precise classes of discursive repertoires (‘maintaining’, ‘hybrids’ and ‘generating’). Therefore with reference to the Dialogical Science tools, a project development can be scientifically observed, monitored and measured because the change of the dialogue rules shows to what extent the project impact on the configuration of the addressed community. It means that modifying the dialogue rules community can shift from a configuration of exclusion/separation/fragmentation to a configuration of social inclusion/dialogue shared objectives driven.

This methodology allows the evaluation of effectiveness of the intervention that is to say: *how much of transformation objective the intervention fulfilled? How much social cohesion have we developed?*

The training module is addressed to all key-community members who deal with matters of intergenerationality and disabilities (named “community-holders”). Therefore the trainees could be:

- Professionals on intergenerationality, disability and senior matters/ projects (psychologists, educators, social service workers etc ...);
- Trainers, teachers of public or private institutions (Schools, Foundations, Universities);
- Town councilors (with responsibilities on citizenship participation, social services, youth, families etc ...);
- Municipalities department directors (social services, health, education sectors etc ...);
- Presidents, chief officers, and managers of social enterprises (social cooperatives and profit companies delivering services on social matters).

4.1. A - Social Inclusion, Community Projects and Intergenerationality

Target Group "University students"

SESSION PLAN

Project	Together –Promoting Intergenerational Learning
Module	Social Inclusion, Community project and Intergenerationality
Trainer	
Target - group	University students
Goals	<p>To improve the knowledge, skills, and attitudes of university students in relation with intergenerational relationships in their own lives.</p> <ul style="list-style-type: none"> • Thinking about their own feelings and the elderly's feelings when they interact together. • Discovering essential characteristics of intergenerational relationships • Creating activities to share their time with old people and to enrich their lives • Overcoming prejudices against people from different generations

Session 1a		Duration: 60 min		
Content	Activity	Duration	Method	Materials
- Intergenerational relationships	<ul style="list-style-type: none"> • Welcome and introduction • What is the meaning of intergenerationality? • Debate and conclusions 	<ul style="list-style-type: none"> • 10 min • 30 min • 20 min 	Interrogative Interactive Shaping common items starting from individual	Laptop, projector

Session 1b		Duration: 145 min		
Content	Activity	Duration	Method	Materials
- Intergenerational relationships	• Pre-view	• 8 min	Presentation	Laptop, projector.
- Intergenerational relationships	• Film forum	• 116min	Individual analysis	Laptop, projector Materials for activities
- Intergenerational relationships	• After view	• 20 min	Plenary discussion	Questionnaire

Session 2		Duration: 90 min + a moorning		
Content	Activity	Duration	Method	Materials
- Intergenerational relationship	• Welcome and Introduction	• 10 min	Presentation	
- Intergenerational relationship	• Role play	• 30 min	Individual reflection and analysis Active Discussion Interactive	Papers and pens
- Intergenerational relationship	• Intergenerational activities	• 30 min	Work group	Papers, pens
- Intergenerational relationship	• A real intergenerational relationship	• A moorning		Activities (activity 4)
- Intergenerational relationship	• Questionnaire	• 20 min	Individual work Conclusions	Pens and papers

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Contents	Intergenerational relationships		

Activity 1	What is the meaning of intergenerationality?	Duration	30`
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Aims	The aim of this activity is to know the meaning of the intergenerationality.
Description	Using the “braing storming” technique the trainees will be asked about their thinking of intergenerationality. After their answers, it will be screened three definitions in which only one will be correct. Together the students will come to the conclusion of why it is only one correct.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Ask the students about intergenerationality. 2. Give them enough time to think. 3. Screen the definitions, you can use Power Point to make the slides. 4. Lend them time to speak together about definitions.
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Activity 1

1. Screen the questions about intergenerationality – You could follow this powerpoint

- Powerpoint:

Module 1A_ Activity 1 _Proposed Methodology to work the generations learning

2. Show the definitions:

- Specific interaction that occurs between people of different generations, who live in the same time. This interaction occurs in a variety of situations, providing a close communication in a cooperative activity.
- Any type of interaction between people of different generations, who live in the same time. These interactions occur in a variety of situations, providing close communication in a cooperative and mutually meaningful activity (CORRECT).
- Whatever type of interaction that occurs between people of different generations, who live in the same time. These interactions occur in a variety of situations, providing close communication in a cooperative and meaningful especially for a one of the members.

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Contents	Intergenerational relationships		

Activity 2	Film forum	Duration	145'
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Aims	The aim of this activity is to watch some typical characteristics about positive and negative intergenerational relationships.
Description	<p>Watching the film "Gran Torino", the trainees will reflect about their own intergenerational experiences, and what kind of them they have in their lives.</p> <p>After, they will answer some questions about the film and the relationships than they could watch in it, analyzing the strengths and weaknesses.</p>

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Ask the students about the film 2. Take into account this information: <p>Original title: Gran Torino</p> <p>Year: 2008</p> <p>Length: 116 minutes</p> <p>Country: United States</p> <p>Directed by Clint Eastwood</p> <p>Genre: drama</p> <p>This film won the award for best film in 2008 at the International Film Premios EñE, among others.</p> <p>• Synopsis:</p> <p>Walt Kowalski is a veteran of the Korean War who lives with his dog in Highland Park (Michigan). This awful retired hates Asians and he lives in a previously populated by white families and workers, but recently invaded by immigrants of the origin neighborhood. Everything changes when he discovers a young Hmong (Bee Vang) trying to steal his Gran Torino to belong to a gang and that he and his sister (Ahney Her) are being pressured by it. He surprised himself, decided to help the two young people.</p>
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Activity 2

1. Ask these questions to the university students before watching the film:

- Prior to viewing the film questions:
 - Do you know the movie Gran Torino?
 - If the student response is yes: What Intergenerational attitudes do you highlight?
 - If the answer is no: What do you think will happen in the movie?
 - What prejudices do you think that older have toward youth gangs?
 - Do you think the elderly generalize these concepts to all young people?

2. Emphasize on the selected scenes and ask about them:

- Questions after watching the film.
 - Selected the first 32-34 / 37-38 ` of the film: how do you define this intergenerational relationship?
 - What adjective would use to it?
 - The previous scene is compared to the scene ` 47:30-50. What differences do you see? What do you think that is because the change?
 - Do you think it is possible to establish a positive relationship with the major of our society without being a your family?
 - What experiences do you have of this kind?
 - What attitudes do you think favoring good intergenerational relationship?

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Contents	Intergenerational relationships		

Activity 3	Role play	Duration	20 `
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Aims	The aim of this activity is that the trainees think about positive aspects of intergenerational relationships
Description	<p>The group will be divided into two smaller groups.</p> <p>Each person will choose a random paper, which shall include a symbol (+) or (-).</p> <p>Each group will defend one option depending on the role that they have.</p> <ol style="list-style-type: none"> 1. "The relations between people of different generations are positive" 2. "Relationships between people of different generations are not positive."

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Write several papers for each of the two options 2. Give one paper alternatively to each student 3. Give some time to each group to think about their role 4. Lend time to the students to talk about the dynamic
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Activity 3

- Some questions to guide the discussion:
 - How elderly's activity contributes in society?
 - How long time young people dedicate to teach new things to older people?
 - Do you consider that spend your time with elderly is useless?
 - Why is important to talk with old people?
 - What kind of things can we learn about the life talking with old people?
- Finally, conclusions will be discussed. Take notes about their opinions.

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Contents	Intergenerational relationships		

Activity 4	Intergenerational activities	Duration	30 `
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Aims	The aim of this activity is that the trainees invent activities in order to young and old people share their time.
Description	The group will be divided into smaller groups, each group of 5 or 6 people. Each group will choose topic to develop an activity, which will be related with intergenerational relationships.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Propose some topics 2. Give some time to each group to think about their activity 3. Give these instructions to yours students. Their activity need to include these aspects in relation with intergenerational relationships: <ul style="list-style-type: none"> • The name of the activity • Aims • Target • The ti`g • Methodology • Resources • Key points.
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Activity 4

- **Some topic to propose**
 - 1) New technologies
 - 2) Healthy living
 - 3) Games
 - 4) Crafts
 - 5) Some history
- **Finally, each group will tell their proposal to their colleagues.**

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Contents	Intergenerational relationships		

Activity 5	A real intergenerational relationship	Duration	
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Aims	The aim of this activity is that the trainees live a real intergenerational relationship with an old man or woman, differently than their relatives.
Description	<p>The group will be visited if it is possible a nursing home.</p> <p>It activity it could be individual, each student go alone to meet an older, or in group all class go to visit together a nursing home.</p>

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Try to motivate your students to visit nursing home 2. Motivate your students to apply their activities (Activity 4) in the nursing home
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Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Contents	Intergenerational relationships		

Activity 6	Questionnaire	Duration	15 `
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Aims	The aim of this activity is that the trainees make their own conclusions about their experiences with elderly.
Description	The group will answer some questions about their intergenerational relationships. It could be in class or in their homes.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Give the questions in a paper 2. Take into account that some students could not have any old relatives.
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Activity 6

Questionnaire:

- a) Have you got any relationship with your grandparents?
- b) How often? Daily, weekly, monthly, once a year, I have not, I don't see them ever
- c) What kind of activities do you do together?
- d) What positive aspects do you think of this relationship?
- e) Do you think there are any negatives aspects in this relationship?
- f) Have you got relation with other seniors?
- g) What kind of relationship do you have?
- h) How often?
- i) Positive and negative aspects
- j) What do you think you will contribute to them?
- k) Would you like to share more time with them?
- l) Why?
- m) What things would you like to do with them?
- n) Do you think these relationships are important for education?
- o) Why?
- p) Why do you think there are no more intergenerational relations today?
- q) Do you think that older people do not have nothing to contribute to your education?
- r) Do you think that older people cannot bring you anything of interest?
- s) Do you find any difference between intergenerational relationships that existed in your childhood to those taking place now?

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Trainee			

Activity 1	What is the meaning of intergenerationality?	Duration	30 `
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Aims	The aim of this activity is to know the meaning of the intergenerationality.		
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Activity 1

1. Think about these questions:

- What does it mean for you intergenerationality? It will be offered three definitions of which you will choose which is closer to your idea of this term.
- What do you understand about **intergenerational relationships**?
- Have you got any intergenerational relationship? What kind is it? (family, friendship...)
- What do you bring those relationships?

2. Choose the correct definition and think why is it?

- Specific interaction that occurs between people of different generations, who live in the same time. This interaction occurs in a variety of situations, providing a close communication in a cooperative activity.
- Any type of interaction between people of different generations, who live in the same time. These interactions occur in a variety of situations, providing close communication in a cooperative and mutually meaningful activity.
- Whatever type of interaction that occurs between people of different generations, who live in the same time. These interactions occur in a variety of situations, providing close communication in a cooperative and meaningful especially for a one of the members.

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Trainee			

Activity 2	Film forum	Duration	130 `
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Aims	The aim of this activity is to watch some typical characteristics about positive and negative intergenerational relationships.		
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Activity 2

1. Answer these questions before watching the film:

- Do you know the movie Gran Torino?
- If the student response is yes: What Intergenerational attitudes do you highlight?
- If the answer is no: What do you think will happen in the movie?
- What prejudices do you think that older have toward youth gangs?
- Do you think the elderly generalize these concepts to all young people?

2. Answer these questions after watching the film:

- How do you define this intergenerational relationship? What adjective would use to it?
- What differences do you see? What do you think that is because the change?
- Do you think it is possible to establish a positive relationship with the major of our society without being your family?
- What experiences do you have of this kind?
- What attitudes do you think favoring good intergenerational relationship?

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Trainee			

Activity 3	Role play	Duration	20 `
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Aims	The aim of this activity is that the trainees think about positive aspects of intergenerational relationships		
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Activity 3

Think about these questions and adapt them to your role:

- How elderly's activity contributes in society?
- How long time young people dedicate to teach new things to older people?
- Do you consider that spend your time with elderly is useless?
- Why is important to talk with old people?
- What kind of things can we learn about the life talking with old people?

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Trainee			

Activity 4	Intergenerational activities	Duration	30 `
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Aims	The aim of this activity is that the trainees invent activities in order to young and old people share their time.		
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Activity 4

- Some topic that you can use to think about your activity
 - New technologies
 - Healthy living
 - Games
 - Crafts
 - Some history

- Take into account this structure for your activity, you need to include these aspects in relation with intergenerational relationships:
 - The name of the activity
 - Aims
 - Target
 - The timing
 - Methodology
 - Resources
 - Key points.

Module	Social Inclusion, Community projects and Intergenerationality		
Trainer		Target - group	University students
Trainee			

Activity 6	Questionnaire	Duration	15 `
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Aims	The aim of this activity is that the trainees make their own conclusions about their experiences with elderly.		
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Activity 6

Questionnaire:

- a) Have you got any relationship with your grandparents?
- b) How often? Daily, weekly, monthly, once a year, I have not, I don't see them eve
- c) What kind of activities do you do together?
- d) What positive aspects do you think of this relationship?
- e) Do you think there are any negatives aspects in this relationship?
- f) Have you got relation with other seniors?
- g) What kind of relationship do you have?
- h) How often?
- i) Positive and negative aspects
- j) What do you think you will contribute to them?
- k) Would you like to share more time with them?
- l) Why?
- m) What things would you like to do with them?
- n) Do you think these relationships are important for education?
- o) Why?
- p) Why do you think there are no more intergenerational relations today?
- q) Do you think that older people do not have nothing to contribute to your education?
- r) Do you think that older people cannot bring you anything of interest?
- s) Do you find any difference between intergenerational relationships that existed in your childhood to those taking place now?

4.1. B – Social Inclusion, Community Projects and Intergenerationality

Target Group “Key Community Members”

SESSION PLAN

Project	Together –Promoting Intergenerational Learning
Module	Social inclusion, community projects and intergenerationality
Trainer	
Target - group	Key community members
Goals	<ul style="list-style-type: none">▪ Developing knowledge on social value of community projects (projects social inclusion/intergenerationality driven)▪ Developing skills on designing strategies and innovative projects strategies aimed to promote shared responsibility in community▪ Understand how intergenerationality actions can impact on community's needs, on social cohesion and on the increase of efficiency/effectiveness of community services delivery▪ Increasing awareness regarding how to recognize project as best practices and how to evaluate the impact of intergenerational actions on communities.

Session 1		Duration: 2 hours 40 `		
Content	Activity	Duration	Method	Materials
	<ul style="list-style-type: none"> ○ Introduction ○ Work group Exercise to detect the items people use to describe and observe changes in their communities after projects implementation ○ Plenary discussion 	✓ 10 ` ✓ 10 ` ✓ 20 `	Interrogative Interactive Shaping group products starting from individual ones	Check-list copies Pens Flip chart
<ul style="list-style-type: none"> ▪ Scientific tools to observe community change <ul style="list-style-type: none"> • Definition of Dialogic Science grounding a scientific methodology • Analysis of formalisation of ordinary language rules (Discursive Repertoires) and related classes; • Different configurations of community: from fragmentation to shared responsibility as a general objective to pursue and realise through community projects implementation; • Effectiveness evaluation scientifically grounded on measuring “how much” social cohesion/shared responsibility have been promoted through projects 	<ul style="list-style-type: none"> ○ Power point presentation describing dialogue rules (according to the Dialogical Science) through which scientifically observing the change of a community/ of people interaction. ○ Discussion on relation between dialogue rules described in ppt and the items detected during activity number 1 (plenary discussion) 	✓ 15 ` ✓ 15 `	Presentation Discussion	Computer Projector Markers/Pens Flip chart

<ul style="list-style-type: none"> ▪ Video presentation of a community project focused on social inclusion and intergenerationality run in Perú. 	<ul style="list-style-type: none"> ○ Video to illustrate the content ○ Check-list to register the main 5 dialogue rules (according to the Dialogical Science) that you can observe (after video presentation); ○ According to 5 main dialogue changes observed from the video presentation: what are the 3 most relevant pragmatic impact of dialogue rules change on community/people addressed by project? ○ Plenary discussion 	✓ 30 ` ✓ 15 ` ✓ 15 `	Presentation Discussion Interactive	Computer Projector Internet access Flip chart Check-list copies
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	<ul style="list-style-type: none"> ○ Work group using a check list helping trainees to detect and assess critical aspects observed in the implementation of community projects. 	✓ 30 `	Work group sharing common check list to be filled in	Papers Check list copies Flip Chart Markers Pens
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Session 2	Duration: 2 hours 20 `			
Content	Activity	Duration	Method	Materials
<ul style="list-style-type: none"> ▪ Video on community projects aimed at schools, students, teachers, parents: <ul style="list-style-type: none"> • Promotion and implementation of social 	<ul style="list-style-type: none"> ○ Video to illustrate the content ○ Check list to detect strategies adopted during the project to promote 	✓ 10 ` ✓ 5 `	Individual analysis	Computer Projector

cohesion within schools; <ul style="list-style-type: none"> • Peer mediation as a tool to promote cohesion 	intergenerationality			Internet Access Flip Chart Markers Pens Check list copies
<ul style="list-style-type: none"> ▪ Power point presentation describing Medaiton Olympic Games project: <ul style="list-style-type: none"> • objectives, strategies and development • results 	<ul style="list-style-type: none"> ○ Power point presentation ○ Check list to detect strategies adopted to promote social cohesion 	✓ 15 ` ✓ 10 `	Individual analysis	Computer Projector Markers/Pens Flipchart Paper Check list copies
	<ul style="list-style-type: none"> ○ Plenary discussion on relation between strategies adopted to promote intergenerationality and strategies adopted to promote social cohesion detected in previous activities ○ Common table to be filled in 	✓ 30 `	Active Discussion Interactive Shaping common products starting from individual contributions	Markers/Pens Flipchart
	<ul style="list-style-type: none"> ○ Activity in pairs: questionnaire. In pairs, participants share a questionnaire to analyse individual experiences in community projects detecting excellent strategies/guide lines useful to generate shared responsibility, social cohesion and intergenerationality managing critical aspects observed and anticipated in activity number 5. 	✓ 30 `	Activity in pairs Questionnaire	Papers Questionnaire copies Flip Chart Markers Pens

	<ul style="list-style-type: none"> ○ Plenary discussion: sharing pairs' activities in order to put together strategies listed during previous activities. In this way, they can close the module having at their disposal operative guidelines to be implemented for effective community/intergenerational driven projects. ○ Shaping common guide lines described and reported in a Vademecum 	✓ 40 `	Activity in pairs Questionnaire Shaping common guide lines for future and effective community projects	Flip Chart Markers Pens
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Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents			

Activity 1	Collection of criteria and tools that trainees use at the present moment	Duration	40 `
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Aims	The aim of this activity is to share the present criteria/tools trainees use to observe the effects of projects addressed to change communities.
Description	<p>This activity is the first moment in which trainees can share current knowledge they have. This activity can be handled considering it as a fun activity to help the trainees to learn about different issues/criteria/tools we can use when we speak about the evaluation of the impact of community project.</p> <p>The product of this activity (the 10 most relevant items to observe community project impact) will be used also during the second activity in order to compare this current knowledge with the knowledge trainees will get after (see Activity n. 2).</p>

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Ask participants to divide into pairs with a person they do not know. 2. Hand out the Trainee activity sheet 1 and explain that everyone must work in pairs. The participants must produce 3 items. 3. In plenary the group decides the 10th most relevant items. 4. Group discussion on the categories which can group items.
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Activity 1

Plenary discussion

Once each work group will present the exercise's results the Plenary discussion will come out with the 10 most relevant items to observe the effects of the community projects.

N	Issues that describe how a community has changed thanks to a project
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents			

Activity 2	Dialogue rules to observe community project impact	Duration	30 `
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Aims	The aim of this activity is to present tools permitting to scientifically observe the effects of projects addressed to change communities.
Description	This activity is the moment in which trainees learn about tools (according to the Dialogical Science) useful to scientifically observe how and to which extent social inclusion and intergenerationality projects impact on community. The presentation and discussion can be handled keeping the coherence between the theoretical assumptions and the tools given for the observation (the rules of the dialogue). The plenary discussion can be handled taking into consideration the need of scientific tools to observe and to reach a common picture of the impact that projects have on community.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Presentation of the power point contents 2. Ask for comments, questions about the contents 3. Group discussion on the differences and similarities between the issues detected before (see Activity n. 1) and the dialogue rules according to the Dialogical Science
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Activity 2

Plenary Activity

Power point presentation of the description of dialogue rules (according to the Dialogical Science) through which scientifically observing the change of a community/ of people interaction.

- Powerpoint:
Module 1B_ Activity 2 _Dialogical Science

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents			

Activity 3	Application of the Dialogical Science tools to observe project development	Duration	30 `
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Aims	The aim of this activity is to develop skills to scientifically observe the impact of community project		
Description	This activity is the first moment in which trainees can apply Dialogical Science tool to observe project impacts on community. The exercise can be effectively handled as much as the request is clear and the presentation of the previous activity (activity n. 2) were clear for trainees and permitted them to share the same tools.		

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Presentation of the exercise to do individually during the video presentation: to register the main 5 dialogue rules (according to the Dialogical Science) that you every trainee can observe into the project development presented by the video. 2. Group discussion on the exercise's results 		
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Activity 3

Plenary Activity

Video presentation of a community project focused on social inclusion and intergenerationality and run in Perù.

<http://www.youtube.com/watch?v=eOyx7G5xdYw>

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents			

Activity 4	Application of the Dialogical Science tools to observe the community projects impacts	Duration	30 `
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Aims	The aim of this activity is to develop skills to scientifically observe the impact of community project		
Description	This activity is the further moment in which trainees can apply developed knowledge on the Dialogical Science tools to a project. The exercise can be effectively handled as much as the presentation of the previous activities (activity n. 2 and n. 3) were clear for trainees and permitted them to share the same tools to do a scientific observation. This is the activity by which trainees can develop skills to figure out the pragmatic impact that can be showed and shared once scientifically observation has been done. The activity should be handled referring to categories that can group the proposals put forward by trainees.		

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Presentation of the exercise 2. Group discussion on the exercise's results 		
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Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents			

Activity 5	Sharing the anticipations on critical aspects characterizing the development of community projects	Duration	30 `
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Aims	The aim of this activity is to increase awareness on critical aspects that could occur during projects' implementation		
Description	This activity is the first moment in which trainees can share current anticipation they are able to do regarding the development of a community project. The activity must be handled taking into consideration that the sharing of critical aspect put forward by each work group can be effective as much as every group can describe the specific issues/criteria they use to state that a critical aspect have an impact (see the chart regarding this activity – especially the column n. 3).		

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Presentation of the exercise 2. Group discussion on the exercise's results 		
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Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents	Mediation Olympic Games		

Activity 6	Video	Duration	15 `
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Aims	Trainees are expected to detect strategies to promote shared responsibility watching a video describing and intergenerational community project promoting shared responsibility among students, teachers, parents, institutional roles as regards managing interactions within schools.
Description	Video describing a community project involving students, schools, teachers, Municipality, councillors, Board of Education aimed to train young people on peer mediation as a tool to manage interactions among students, teachers, parents, institutional roles. In this way, trainees can consider that the objective could be general and focus on community instead of on single categories.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Present the activity 2. Asking trainees to watch the video considering final event described as a result of this project 3. Provide each participant with table to write down strategies detected 4. At the end of the video, ask participant to give their contribution during plenary discussion after analysing ppt presentation on the project
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Activity 6

Video – “Mediation Olympic Games”

<http://www.youtube.com/watch?v=yfegy4-s0t4>

What are the main strategies adopted to promote intergenerationality?

N	Strategies
1	
2	
3	
4	
5	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents	Mediation Olympic Games project		

Activity 7	Power point presentation	Duration	25`
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Aims	Give an example of project which aim is promoting shared responsibility and social cohesion within community. In this way, trainees can focus debate and argumentations on a project that is (or could be) different from those they know and common to all participants.
Description	Power point presentation and group discussion, questioning/answering about the project development. After the video and after ppt presentation, trainees are now able to collect different strategies pursuing a general objective.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Present the activity 2. Provide each participant with table to write down strategies detected 3. Show ppt presentation 4. Explain the project relating project description to the video of final event they saw
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Activity 7

Power point presentation – “Mediation Olympic Games” project

- Powerpoint:
Module 1B_ Activity 7 _ Mediation Olympic Games

What are the main strategies adopted to promote social cohesion?

N	Strategies
1	
2	
3	
4	
5	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents	Strategies to promote social cohesion and intergenerationality in community projects		

Activity 8	Plenary discussion	Duration	30 `
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Aims	After sharing all those elements, they can analyse how and how much those strategies are related considering that pursuing a general objective of social cohesion entails intergenerationality and responsibility among citizens as repercussions.
Description	Share analyse of contribution given by trainees in order to shape at least 5 strategies drawn from individual lists of trainees. As a matter of fact, lots of strategies could be common and this is an opportunity to shape a common list to be used for last activity that is definition of guide lines. These five strategies are to be implemented after activity number 9.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Present the activity 2. Ask participants to describe their tables of activities 6 and 7 3. Write their contributions on a flip-chat trying to put together same contents outlined 4. Use questions above to define 5 general strategies able to pursue social cohesion and that entail intergenerationality and responsibility as repercussions; 5. Use table below to list at least 5 main strategies considering those offered by trainees and working with them to unify and summarise their contribution
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Activity 8

Plenary Discussion

During plenary discussion trainees are expected to share strategies to promote intergenerationality they detected during video presentation (activity number 6) and strategies to promote social cohesion they detected during ppt presentation (activity number 7).

After sharing all those elements, they can analyse how and how much those strategies are related considering that pursuing a general objective of social cohesion entails intergenerationality and responsibility among citizens as repercussions.

- a. Which are the main strategies adopted to promote intergenerationality?
- b. Which are the main strategies adopted to promote social cohesion?

c. In which way they are related?

N	Strategies promoting intergenerationality	Strategies promoting social cohesion	Relation and impact
1			
2			
3			
4			
5			

d. Which are the most relevant strategies we outlined that are related and entail intergenerationality? We can define 5 main strategies

N	Strategies pursuing social cohesion entailing intergenerationality promotion
1	
2	
3	
4	
5	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Contents	Previous experiences and activities		

Activity 9	Questionnaire	Duration	30`
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Aims	After analysing projects able to promote social cohesion and pursuing this objective they can entail other repercussions (intergenerationality, responsibility ...), trainees have at their disposal different criteria to analyse previous activities and projects they know and promoted.
Description	Working in pairs filling a questionnaire. Now trainees can re-think the projects they implemented and promoted using different criteria. In this way, they can chose excellent activities not only considering their point of view, but also referring to repercussions, changes and consequences for citizens.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Present the activity 2. Provide each couple with a questionnaire copy 3. Read the questionnaire and ask if there are any doubts on questions 4. Define time to fill questionnaire 5. Work in pairs
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Activity 9

Activity in pairs

In pairs (same of activity number 2), participants share a questionnaire to analyse individual experiences in community projects detecting excellent strategies/guide lines useful to generate shared responsibility managing critical aspects.

Questionnaire to detect excellent strategies and activities able to manage critical aspects observed and anticipated:

1. List of excellent strategies you observed in previous experiences and others you can anticipate in promoting shared responsibility among citizens;

2. Which consequences do excellent strategies you listed entail for citizens in your town/village? Which benefits/advantages for them? Which categories of citizens? Make some examples if useful.
3. How did situation change for citizens and community after the implementation of excellent strategies you listed? And what other consequences do you imagine they would have introduced?
4. In which way do you imagine those excellent strategies could manage critical aspects you listed? Make some examples if useful.

	Excellent strategies	Consequences	Benefits	Changes	Impact on critical aspects	Examples
1.		Citizens categories	Citizens categories	Citizens categories		
2.						
3.						
4.						
5.						
6.						

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target-group	Key community members
Contents	Guide lines to shape, manage and implement community projects		

Activity 10	Plenary Discussion	Duration	40`
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Aims	This activity aims to shape a common list of strategies and guide lines that could be implemented in community projects to promote intergenerationality and social cohesion.
Description	Considering all the activities implemented and the analysis both of critical aspects and ways to manage them, it is possible to shape a manual describing guide lines for effective community projects. This is a final activity able to summarise and give key community members shared and transferable tools for their future projects.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Summarise all and shared results of previous activities implemented during the module 2. Present the activity 3. Anticipate how trainees can use guide lines 4. Outline and write down guidelines
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Activity 10

Plenary Discussion

Sharing pairs activities in order to put together strategies listed during activity number 8 and strategies detected considering previous experiences of key community members in community projects. In this way, they can close the module having at their disposal operative guidelines to be implemented for effective community/intergenerational driven projects.

Considering the activities we implemented in this module what are transferable and common guide lines we can consider as reference for community projects?

	GUIDE LINES	TARGET GROUPS	DESCRIPTION OF EXPECTED IMPACTS AND RESULTS	SPECIFIC RECOMMENDATION FOR HANDLING GUIDE LINES
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	The aim of this activity is to share the present criteria/tools trainees use to observe the effects of projects addressed to change communities.	Duration	40 `
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Activity 1

Work group Exercise and plenary discussion

What do we use to describe how a community has changed thanks to a project? You must detect the 3 most relevant items according to your opinion.

N	Issues that describe how a community has changed thanks to a project
1	
2	
3	

The exercise's results will be discussed at a Plenary Session, deciding the overall 10 most relevant items to observe the effects of community projects.

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	The aim of this activity is to present tools permitting to scientifically observe the effects of projects addressed to change communities.	Duration	30 `
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Activity 2

Plenary Activity

Power point presentation of the description of dialogue rules (according to the Dialogical Science) through which scientifically observing the change of a community/ of people interaction.

Plenary Discussion

After the power point presentation:

- *what are the main differences and similarities between the issues detected before (see Activity n. 1) and the dialogue rules according to Dialogical Science?*

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	The aim of this activity is to develop skills to scientifically observe the impact of community project	Duration	30 `
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Activity 3

Plenary Activity

Video presentation of a community project focused on social inclusion and intergenerationality and run in Perù.

During the video presentation you should register the main 5 dialogue rules (according to the Dialogical Science) that you can observe.

N	Dialogue rules T0 (before the project)	Dialogue rules T1 (after the project)
1		
2		
3		
4		
5		

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	The aim of this activity is to increase awareness on critical aspects that could occur during projects' implementation	Duration	30 `
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Activity 5

Group work

What are the main 3 critical aspects that you observe in the implementation of community projects?

What kind of pragmatic impact they have?

- the pursuing of the project objective
- social cohesion of project work team
- project outcome related to community

Critical aspects	Impact	Describe the critical aspect impact
1.	a. the pursuing of the project objective 1 2 3 4 5	
	b. social cohesion of project work team 1 2 3 4 5	
	c. project outcomes related to community 1 2 3 4 5	
2.	a. the pursuing of the project objective 1 2 3 4 5	
	b. social cohesion of project work team 1 2 3 4 5	
	c. project outcomes related to community 1 2 3 4 5	
3.	a. the pursuing of the project objective 1 2 3 4 5	
	b. social cohesion of project work team 1 2 3 4 5	
	c. project outcomes related to community 1 2 3 4 5	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	Trainees are expected to detect strategies to promote shared responsibility watching a video describing an intergenerational community project promoting shared responsibility.	Duration	15 `
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Activity 6

Video – “Mediation Olympic Games”

After video presentation you should register main strategies adopted to promote intergenerationality

What are the main strategies adopted to promote intergenerationality?

N	Strategies
1	
2	
3	
4	
5	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	<p>The aim is to explain and describe:</p> <ul style="list-style-type: none"> ✓ Project objectives ✓ Main strategies <p>In this way, trainees could observe and register strategies aimed to promote intergenerationality (activity number 6) and social cohesion.</p>	Duration	25 `
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Activity 7

Power point presentation – “Mediation Olympic Games”

During ppt presentation you should register main strategies adopted to promote social cohesion.

What are the main strategies adopted to promote social cohesion?

N	Strategies
1	
2	
3	
4	
5	

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	Once trainees analysed strategies to promote social cohesion and intergenerationality, they can analyse how pursuing social cohesion projects can increase intergenerationality and responsibility among citizens.	Duration	30 `
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Activity 8

Plenary Discussion

During plenary discussion trainees are expected to share strategies to promote intergenerationality they detected during video presentation (activity number 6) and strategies to promote social cohesion they detected during ppt presentation (activity number 7).

After sharing all those elements, they can analyse how and how much those strategies are related.

- Which are the main strategies adopted to promote intergenerationality?
- Which are the main strategies adopted to promote social cohesion?
- In which way they are related?

N	Strategies promoting intergenerationality	Strategies promoting social cohesion	Relation and impact
1			
2			
3			
4			
5			

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	Analyse individual experiences in community projects detecting excellent strategies/guide lines useful to generate shared responsibility managing critical aspects.	Duration	30 `
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Activity 9

Activity in pairs

After observing a video and a ppt presentation on a community project aimed to promote social cohesion, participants shaped a common list describing strategies useful to promote intergenerationality and social cohesion (activity 6, 7, 8) and their relation. In this way, they can use different criteria to analyse projects they know and they already implemented. In pairs, participants share a questionnaire to analyse individual experiences in community projects detecting excellent strategies/guide lines useful to generate shared responsibility, social cohesion and intergenerationality managing critical aspects observed and anticipated in activity number 5.

Questionnaire to detect excellent strategies and activities able to manage critical aspects observed and anticipated:

1. List of excellent strategies you observed in previous experiences and others you can anticipate in promoting shared responsibility among citizens
2. Which consequences do excellent strategies you listed entail for citizens in your town/village? Which benefits/advantages for them? Which categories of citizens?
Make some examples if useful.
3. How did situation change for citizens and community after the implementation of excellent strategies you listed? And what other consequences do you imagine they would have introduced?
4. In which way do you imagine those excellent strategies could manage critical aspects you listed?
Make some examples if useful.

	Excellent strategies	Consequences		Benefits		Changes	Impact on critical aspects	Examples
1.		Citizens categories		Citizens categories		Citizens categories		
2.								
3.								
4.								
5.								
6.								

Module	Social inclusion, community projects and intergenerationality		
Trainer		Target - group	Key community members
Trainee			

Aims	This activity aims to shape a common list of strategies and guide lines that could be implemented in community projects to promote intergenerationality and social cohesion.	Duration	40 `
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Activity 10

Plenary Discussion

Sharing pairs' activities in order to put together strategies listed during activity number 8 and strategies detected considering previous experiences of key community members in community projects. In this way, they can close the module having at their disposal operative guidelines to be implemented for effective community/intergenerational driven projects.

Considering the activities we implemented in this module what are transferable and common guide lines we can consider as reference for community projects?

	GUIDE LINES	TARGET GROUPS	DESCRIPTION OF EXPECTED IMPACTS AND RESULTS	SPECIFIC RECOMMENDATION FOR HANDLING GUIDE LINES
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Summary

Many people are able to age in good health and remain active participants in society throughout their lives. The objective of the project *Together –Promoting Intergenerational Learning* is to put together the will of seniors that want to be an active member of their community and youngsters and institutions that need the workforce to empower their development and match their growth with the real needs of the individuals. These combined strengths allow communities and their members to aim at sustainable development as a reality, especially in the area of social care and disability which are always in need of an extra hand.

To do so clarifying some myths and prejudice on seniority is needed. Despite the more central role senior citizens are playing in society by voluntary work and supporting their family youngsters, institutions and a parcel of general population still have few knowledge on aging processes, the changes involved and the skills, abilities and qualities that remain unaltered. The aim of the module is to sensitize the population with special needs for the aging process and its specificities and challenges, providing knowledge on the promotion of healthy aging and pointing the advantages of intergenerational relationships as an opportunity for growth for all involved.

4.2. A – Seniority - Specificities and Challenges

Target Group “Disabled people”

SESSION PLAN

Project	Together –Promoting Intergenerational Learning
Module	Seniority – specificities and challenges
Trainer	
Target - group	Disabled People
Goals	<ul style="list-style-type: none"> ✓ Understanding the aging process. ✓ Recognize the role of older people in society. ✓ Identify the problems of the elderly today. ✓ Recognize and relate the different social aspects of aging. ✓ Briefly describe the old age from the physical, psychological and social viewpoint. ✓ Understand the importance of healthy aging.

Session 1	Duration: 4 h			
Content	Activity	Duration	Method	Materials
	<ul style="list-style-type: none"> ○ Icebreaker ○ Pre-test on seniority 	✓ 10 ` ✓ 15 `	Interrogative	Paper, pen
<ul style="list-style-type: none"> ▪ The aging process <ul style="list-style-type: none"> • Concepts and analysis • Aging in different contexts and dimensions • The old self in the life cycle • Changes in the cognitive functions 	<ul style="list-style-type: none"> ○ Power point presentation ○ Video about the elderly Discussion and reflexion on the video 	✓ 20 ` ✓ 20 `	Expositive and active	Computer, projector, paper, pen
<ul style="list-style-type: none"> ▪ Old age and aging <ul style="list-style-type: none"> • Attitudes, myths and stereotypes 	<ul style="list-style-type: none"> ○ Power point presentation ○ Group work on myths and stereotypes in old age (2-3 elements) Presentation and discussion of works 	✓ 20 ` ✓ 30 `	Expositive and active	Computer, projector, paper, pen

Content	Activity	Duration	Method	Materials
<ul style="list-style-type: none"> ▪ Aging - Socialization and social roles <ul style="list-style-type: none"> • Old age and new social roles • The way of life of older people 	<ul style="list-style-type: none"> ○ Power point presentation; ○ Presentation of an image and reflexion on it 	<ul style="list-style-type: none"> ✓ 20 ` ✓ 30 ` 	Expositive and active	Computer, projector, paper, pen
<ul style="list-style-type: none"> ▪ Healthy Aging <ul style="list-style-type: none"> • Preservation of self-esteem • Maintenance with autonomy of physical and mental activities • The importance of maintaining life standards for the welfare of the elderly • The satisfaction of living 	<ul style="list-style-type: none"> ○ Quiz activity on healthy aging 	<ul style="list-style-type: none"> ✓ 40 ` 	Expositive and active	Computer, projector, paper, pen
	<ul style="list-style-type: none"> ○ Post - test on seniority ○ Session / Module evaluation 	<ul style="list-style-type: none"> ✓ 15 ` ✓ 20 ` 	Interrogative and active	Paper, pen

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents			

Activity 1	Icebreaker	Duration	10'
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Aims	The aim of the icebreaker is to help the trainees to feel comfortable within the group and establish a climate for active learning.
Description	Show that the values and beliefs of each individual are related not only with their actions but with their options too.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Divide the trainees into two groups. 2. Hand out the activity. The trainees must choose six people to go to the underground shelter. 3. Each group should submit their proposal. 4. The proposals will be discussed between all trainees.
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Activity 1

Icebreaker - Underground Shelter

2. Imagine a city that is menaced.

You have an underground shelter and you have to decide who is going with you.

Choose six people from this list.

	A violinist, he's 40 years old. He is a drug addict.
	A lawyer, he's 25 years old.
	The lawyer's wife, she's 24 years old, she is a psychiatric patient. They want come into the underground shelter together.
	A scientist, he's 28 years old. He wants to go to the underground shelter only if he takes a weapon with him.
	A priest, he's 75 years old.

	An atheist, he's 20 years old. He was a perpetrator of many crimes.
	A crazy poet, he's 21 years old.
	A girl, she's 12 years old. She has learning difficulties.
	A homosexual, he's 47 years old.
	A retired doctor, he's 86 years old.
	A woman, she's 82 years old. She lives in a home for elderly people.
	A young woman, she's 30 years old. She's in a wheelchair.

The group should select the best solution.

1. Report the group conclusion to the class.

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	<ul style="list-style-type: none"> ○ Aging Process ○ Seniority and aging ○ Aging- socialization and social roles ○ Healthy aging 		

Activity 2	Pre- test	Duration	15`
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Aims	The aim is to understand what trainees already know about the contents of the module.
Description	The pre-test consists in a group of questions to apply to the trainees (before the training).

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Give the pre-test to the trainees. 2. Request to the trainees to write a code in the sheet (composed of two numbers and two letters). 3. Ask the trainees to consider the questions. 4. The trainees give the pre-test to the trainer for revision. 5. Analyse the results.
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Activity 2

Pre - test on seniority

Decide whether these sentences are **True (T)** or **False (F)**.

		T/F
1.	Aging is the process by which the young becomes old.	
2.	Old age is a part of the life cycle.	
3.	Aging is a dynamic and progressive process, without changes to people.	
4.	The four phases of the life cycle are: childhood, adolescence, adulthood and old age.	
5.	Once a person retires is considered elderly.	
6.	World population is aging.	
7.	All elderly have hearing impairments so we have to speak louder.	

8.	Elderly can't teach neither learn.	
9.	Aging is related to lifestyle.	
10.	The physical capabilities of all elderly deteriorate over time.	
11.	Elderly can't work.	
12.	Elderly can't do voluntary work.	
13.	The best to the elderly is live in old people's homes.	
14.	It's very important for the elderly to get together with young people.	
15.	Elderly are a burden for society.	
16.	All elderly should practice physical exercise.	
17.	For the elderly is important to perform mental activities to keep their capacities.	
18.	The active participation of the elderly in society increases their self-esteem.	

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	○ Aging Process		

Activity 3	PowerPoint presentation	Duration	20`
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Aims	The aim is explain the contents and promote interaction with the group.		
Description	PowerPoint presentation about the aging process. With this activity, it is intended to pass on knowledge and discuss the theme with the trainees.		

Guidance for the Trainer	1. Show the presentation. 2. Explain the contents and promote the dialogue.		
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Activity 3

PowerPoint presentation – “The Aging Process”

- Powerpoint
Module 2A_Activity 3_The Aging Process

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	○ Aging Process		

Activity 4	Video	Duration	20 `
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Aims	Reflection and discussion about the aging process.
Description	Video about the elderly. With this activity, it is intended to promote reflection and discuss the themes with the trainees.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Presentation of the video. 2. Present the topics considered more relevant and begin the discussion. 3. Promote a discussion with the group. Use the following points to approach the activity: <ul style="list-style-type: none"> ✓ Video message; ✓ The opinion about the problem identified on the video.
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Activity 4

Video: “The Elder”

<http://www.youtube.com/watch?v=VqeqaweXBV0>

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	○ Old age and aging		

Activity 5	PowerPoint presentation	Duration	20'
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Aims	The aim is to explain the contents on attitudes, myths and stereotypes on old age and promote interaction with the group.		
Description	PowerPoint presentation about attitudes, myths and stereotypes on old age. This activity intends to pass on knowledge and discuss the theme with the trainees.		

Guidance for the Trainer	1. Show the presentation; 2. Explain the contents and promote the dialogue.		
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Activity 5

PowerPoint presentation – “Attitudes, myths and stereotypes on old age”

- Powerpoint
- Module 2A_Activity 5_ Attitudes, myths and stereotypes on old age

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	<ul style="list-style-type: none"> ○ Old age and aging 		

Activity 6	Group work	Duration	30`
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Aims	The aim of the activity is to promote discussion about stereotypes related to elder.
Description	Reflection activity - about the problem presented, the groups should give a solution.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Request for the trainees to read, with attention, the problem presented. 2. Form the groups and give instructions on the activity proposed. 3. Asks each group to present their solution for the problem presented. 4. The trainer and the trainees must find the best solution.
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Activity 6

Group work – The wedding

1. Read the following text.

Problem

Ana is very indecisive. Tomorrow, she will have the wedding of her grandmother and she wants to go. But her mother doesn't want her to go because she thinks her grandmother is very old to wed.

Sad, she speaks with her friend Jerry: "It's a problem and I can't find the solution! I love my grandmother and I want to go to her wedding, but I don't want to be angry with my mother.

Jerry said: "Don't worry, we will think about your problem and we will find a solution!"

Imagine that you are friends of Ana and you want to help her.

2. In group:

2.1 – Do a list of the possible solutions.

2.2 – Analyze the advantages and disadvantages. Choose the best solution.

3. Each group presents the best solution.

4. Discuss the results.

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	<ul style="list-style-type: none"> ○ Aging – socialization and social roles 		

Activity 7	PowerPoint presentation	Duration	20`
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Aims	The aim is to explain the contents on socialization and social roles in older age and promote interaction with the group.		
Description	PowerPoint presentation about the aging process. This activity is meant to pass on knowledge and promote discussion on the theme.		

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Explain the presentation. 2. Explain the contents and encourage dialogue. 		
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Activity 7

PowerPoint presentation – “Aging - Socialization and Social Roles”

- Powerpoint
- Module 2A_Activity 7_ Aging - Socialization and Social Roles

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	<ul style="list-style-type: none"> ○ Aging – socialization and social roles 		

Activity 8	Image	Duration	30`
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Aims	The aim of this activity is to reflect and discuss about isolation and loneliness in old age.
Description	Reflection activity - about the isolation and loneliness in old age. The group should found solutions to exceed the problem.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Show an image about elderly. 2. Promote a discussion with the group. Use the following points to develop the activity: <ul style="list-style-type: none"> ✓ Description of the image; ✓ Image message; ✓ The opinion about the problem.
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Activity 8

Reflection about an image

Look at the picture and give your opinion.



<http://afepunesp.blogspot.pt/2013/10/isolamento-social-aumenta-risco-de.html>

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	○ Healthy aging		

Activity 9	Quiz	Duration	40`
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Aims	The aim of this activity is testing about healthy aging knowledge.
Description	Active activity - about healthy aging. The group should discuss the factors and behaviors that lead to healthy aging.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Ask the trainees to consider the questions individually. 2. Ask all the trainees to share their answers with the group. 3. Explain the doubts.
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Activity 9

Quiz – Healthy aging

Mark the correct sentence:

- Correct answer – 1 Point;
- Wrong answer – 0 Point.

1. What's health?

A – Not have disease.

B – Not have pains.

C – State of complete physical, mental and social well-being.

Points:

2. What's essential to avoid some diseases:

- A – Eat moderately and with quality.
- B – Do physical exercise.
- C – Both are correct.

Points:

3. Cognitive and mental function:

- A – Do not decrease with age.
- B – Only cognitive functions decrease with age.
- C - Tends to decrease with age.

Points:

4. What's essential to healthy aging:

- A – Living alone and isolate themselves.
- B – Let the others decide for you.
- C – Remain independent and active.

Points:

5. For the elderly it's very important:

- A – Participate on intergenerational activities.
- B – Watch TV.
- C – Both are correct.

Points:

6. The socialization of elderly is important because:

- A – They can be alone.
- B – They feel useless.
- C – Increase their self-esteem.

Points:

7. To avoid depression:

- A – Participate in outdoor activities and in a group.
- B – Live isolated.
- C – Communicate only by mobile phone.

Points:

8. To an active aging is important:

- A – Promote autonomy.
- B – Promote lifelong learning.
- C – Promote lifelong learning, autonomy and activity.

Points:

Points Total: _____

RESULTS:

- LESS 3 POINTS:
- BETWEEN 3 AND 5 POINTS:
- BETWEEN 6 AND 7 POINTS:
- 8 POINTS:



Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Contents	<ul style="list-style-type: none"> ○ Aging Process ○ Seniority and aging ○ Aging- socialization and social roles ○ Healthy aging 		

Activity 10	Post- test	Duration	15`
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Aims	The aim is to compare between the results of the pre- test and post-test to understand the impact of the training course.
Description	The post-test consists in group of questions to present to the trainees (after the training). Those questions are the same of the pre-test.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Hand out the post-test to the trainees. 2. Request to the trainees to write a code in the sheet (same code of the pre-test). 3. Ask the trainees to consider the questions. 4. The trainees return the post-test to the trainer for revision. 5. The trainer analyses the results with the trainees and clarifies doubts.
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Activity 10

Post- test on seniority

Decide whether these sentences are **True (T)** or **False (F)**.

		T/F
1.	Aging is the process by which the young becomes old.	
2.	Old age is a part of the life cycle.	
3.	Aging is a dynamic and progressive process, without changes to people.	
4.	The four phases of the life cycle are: childhood, adolescence, adulthood and old age.	
5.	Once a person retires is considered elderly.	
6.	World population is aging.	
7.	All elderly have hearing impairments so we have to speak louder.	
8.	Elderly can't teach neither learn.	
9.	Aging is related to lifestyle.	

10.	The physical capabilities of all elderly deteriorate over time.	
11.	Elderly can't work.	
12.	Elderly can't do voluntary work.	
13.	The best to the elderly is live in old people's homes.	
14.	It's very important for the elderly to get together with young people.	
15.	Elderly are a burden for society.	
16.	All elderly should practice physical exercise.	
17.	For the elderly is important to perform mental activities to keep their capacities.	
18.	The active participation of the elderly in society increases their self-esteem.	

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			

Aims	The aim of the icebreaker is to help the trainees to feel comfortable within the group and establish a climate for active learning.	Duration	10´
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Activity 1

Icebreaker - Underground Shelter

1. Imagine a city that is menaced.

You have an underground shelter and you have to decide who is co'g with you. Choose six people from this list.

The group should select the best solution.

	A violinist, he's 40 years old. He is a drug addict.
	A lawyer, he's 25 years old.
	The lawyer's wife, she's 24 years old, she is a psychiatric patient. They want come into the underground shelter together.
	A scientist, he's 28 years old. He wants to go to the underground shelter only if he takes a weapon with him.
	A priest, he's 75 years old.
	An atheist, he's 20 years old. He was a perpetrator of many crimes.
	A crazy poet, he's 21 years old.
	A girl, she's 12 years old. She has learning difficulties.
	A homosexual, he's 47 years old.
	A retired doctor, he's 86 years old.
	A woman, she's 82 years old. She lives in a home for elderly people.
	A young woman, she's 30 years old. She's in a wheelchair.

2. Report the group conclusion to the class.

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			

Aims	The aim is to understand what trainees already know about the contents of the module.	Duration	15`
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Activity 2

Pre - test on seniority

Decide whether these sentences are **True (T)** or **False (F)**.

		T/F
1.	Aging is the process by which the young becomes old.	
2.	Old age is a part of the life cycle.	
3.	Aging is a dynamic and progressive process, without changes to people.	
4.	The four phases of the life cycle are: childhood, adolescence, adulthood and old age.	
5.	Once a person retires is considered elderly.	
6.	World population is aging.	
7.	All elderly have hearing impairments so we have to speak louder.	
8.	Elderly can't teach neither learn.	
9.	Aging is related to lifestyle.	
10.	The physical capabilities of all elderly deteriorate over time.	
11.	Elderly can't work.	
12.	Elderly can't do voluntary work.	
13.	The best to the elderly is live in old people's homes.	
14.	It's very important for the elderly to get together with young people.	
15.	Elderly are a burden for society.	
16.	All elderly should practice physical exercise.	
17.	For the elderly is important to perform mental activities to keep their capacities.	
18.	The active participation of the elderly in society increases their self-esteem.	

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			
Aims	The aim is explain the contents and promote interaction with the group.		Duration 20`

Activity 3

PowerPoint presentation – “The Aging Process”

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			

Aims	Reflection and discussion about the aging process.	Duration	20'
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Activity 4

Video: “The Elder”

<http://www.youtube.com/watch?v=VqeqaweXBV0>

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			
Aims	The aim is to explain the contents on attitudes, myths and stereotypes on old age and promote interaction with the group.		Duration 20`

Activity 5

PowerPoint presentation – “Attitudes, myths and stereotypes on old age”

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			
Aims	The aim of the activity is to promote discussion about stereotypes related to elder.	Duration	30`

Activity 6

Group work – The wedding

1. Read the following text.

Problem

Ana is very indecisive. Tomorrow, she will have the wedding of her grandmother and she wants to go. But her mother doesn't want her to go because she thinks her grandmother is very old to wed.

Sad, she speaks with her friend Jerry: "It's a problem and I can't find the solution! I love my grandmother and I want to go to her wedding, but I don't want to be angry with my mother.

Jerry said: "Don't worry, we will think about your problem and we will find a solution!"

2. Imagine that you are friends of Ana and you want to help her.

In group:

2.1 – Do a list of the possible solutions.

2.2 – Analyze the advantages and disadvantages. Choose the best solution.

3. Each group presents the best solution.

4. Discuss the results.

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			
Aims	The aim is to explain the contents on socialization and social roles in older age and promote interaction with the group.		Duration 20`

Activity 7

PowerPoint presentation – “Aging - Socialization and Social Roles”

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			

Aims	The aim of this activity is to reflect and discuss about isolation and loneliness in old age.	Duration	30`
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Activity 8

Reflection about an image

Look at the picture and give your opinion.



<http://afepunesp.blogspot.pt/2013/10/isolamento-social-aumenta-risco-de.html>

Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			

Aims	The aim of this activity is testing about healthy aging knowledge.	Duration	40`
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Activity 9

Quiz – Healthy aging

Mark the correct sentence:

- Correct answer – 1 Point;
- Wrong answer – 0 Point.

1. What's health?

- A – Not have disease.
- B – Not have pains.
- C – State of complete physical, mental and social well-being.

Points:

2. What's essential to avoid some diseases:

- A – Eat moderately and with quality.
- B – Do physical exercise.
- C – Both are correct.

Points:

3. Cognitive and mental function:

- A – Do not decrease with age.
- B – Only cognitive functions decrease with age.
- C – Tends to decrease with age.

Points:

5. What's essential to healthy aging:

- A – Living alone and isolate themselves.
- B – Let the others decide for you.
- C – Remain independent and active.

Points:

5. For the elderly it's very important:

- A – Participate on intergenerational activities.
- B – Watch TV.
- C – Both are correct.

Points:

6. The socialization of elderly is important because:

- A – They can be alone.
- B – They feel useless.
- C – Increase their self-esteem.

Points:

7. To avoid depression:

- A – Participate in outdoor activities and in a group.
- B – Live isolated.
- C – Communicate only by mobile phone.

Points:

8. To an active aging is important:

- A – Promote autonomy.
- B – Promote lifelong learning.
- C – Promote lifelong learning, autonomy and activity.

Points:

Points Total: _____

RESULTS:

- **LESS 3 POINTS:**
- **BETWEEN 3 AND 5 POINTS:**
- **BETWEEN 6 AND 7 POINTS:**
- **8 POINTS:**



Module	Seniority – specificities and challenges		
Trainers		Target - group	Disabled people
Trainee			

Aims	The aim is to compare between the results of the pre- test and post-test to understand the impact of the training course.	Duration	15`
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Activity 10

Post- test on seniority

Decide whether these sentences are **True (T)** or **False (F)**.

		T/F
1.	Aging is the process by which the young becomes old.	
2.	Old age is a part of the life cycle.	
3.	Aging is a dynamic and progressive process, without changes to people.	
4.	The four phases of the life cycle are: childhood, adolescence, adulthood and old age.	
5.	Once a person retires is considered elderly.	
6.	World population is aging.	
7.	All elderly have hearing impairments so we have to speak louder.	
8.	Elderly can't teach neither learn.	
9.	Aging is related to lifestyle.	
10.	The physical capabilities of all elderly deteriorate over time.	
11.	Elderly can't work.	
12.	Elderly can't do voluntary work.	
13.	The best to the elderly is live in old people's homes.	
14.	It's very important for the elderly to get together with young people.	
15.	Elderly are a burden for society.	
16.	All elderly should practice physical exercise.	
17.	For the elderly is important to perform mental activities to keep their capacities.	
18.	The active participation of the elderly in society increases their self-esteem.	

4.2. B – Disability - Specificities and Challenges

Target Group “Volunteers from different generations”

SESSION PLAN

Project	Together –Promoting Intergenerational Learning
Module	Disability – specificities and challenges
Trainer	
Target - group	Volunteers from different generations
Goals	<p>To empower participants with the knowledge, skills, and attitudes they need for actively enhancing social inclusion of people with a disability</p> <ul style="list-style-type: none"> ✓ Building knowledge, skills, and attitudes participants can use in their contact with people with a disability ✓ Overcoming prejudices against people with a disability ✓ Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations ✓ Overcoming prejudices against people from different generations

Session 1	Duration: 2 h			
Content	Activity	Duration	Method	Materials
	0 Welcome	✓ 5 min		Badges, safety pins, pens
	1 Introduction round	✓ 10 min		
▪ Holistic care and Being a sense artist <ul style="list-style-type: none"> • Health as a starting point • The chair • Personal borders • Prejudices 	2 Powerpoint presentation	✓ 30 min		Laptop, projector, paper, pen Materials for activities
	a) Explanations	✓ 10 min		
	b) Assignment: prepare an activity	✓ 30 min		
	c) Practical information	✓ 10 min		
	3 Session evaluation	✓ 10 min		Evaluation form

Session 2	Duration: 2 h			
Content	Activity	Duration	Method	Materials
	4 Welcome	✓ 5 min		Badges, powerpoint presentation
▪ Being a sense artist	5 Powerpoint presentation a) Sense activity	✓ 10 min ✓ 90 min		Laptop, projector Materials for activities
	6 Plenary activity evaluation	✓ 10 min		

Session 3	Duration: 2 h			
Content	Activity	Duration	Method	Materials
	7 Welcome	✓ 5 min		Badges, safety pins, pens
Intergenerational teamwork <ul style="list-style-type: none"> Teamwork behaviours Generational abilities and traits Generational values 	8 Powerpoint presentation	✓ 20 min		Laptop, projector, paper, pen
	9 Assignments: generational stories 1	✓ 30 min		
	10 Film fragment	✓ 10 min		
	11 Assignment: the market place	✓ 40 min		
	12 Session evaluation	✓ 10 min		Evaluation form

Session 4	Duration: 2 h			
Content	Activity	Duration	Method	Materials
	13 Welcome	✓ 5 min		Badges, safety pins, pens
▪ Intergenerational teamwork <ul style="list-style-type: none"> • Teamwork behaviours • Generational abilities and traits • Generational values 	14 Powerpoint presentation	✓ 20 min		Laptop, projector, paper, pen
	15 Assignment: tearing paper	✓ 10 min		
	16 Assignment: generational stories 2	✓ 30 min		
	17 Assignment: improvement plan	✓ 30 min		
	18 Assignment: my postcard for the team	✓ 10 min		
	19 Session evaluation	✓ 10 min		Evaluation form

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Introduction to the module and program		

Activity 0	Welcome	Duration	5'
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Aims	Introducing the theme Explaining the learning goals
Description	The introduction of this module is an explanation of what participants will learn. Firstly, in the 1 st and 2 nd workshop they will learn about conducting sense activities. Secondly, in the 3 rd and 4 th workshop they will learn how to conduct these kinds of activities together with other volunteers from different generations.

Guidance for the Trainer	<p>Slide 1 Today is the 1st workshop of the module “Disability – specificities and challenges”.</p> <p>In this module you will learn about two things. Firstly, in the 1st and 2nd workshop you will learn about conducting sense activities. That is a means for increasing the social inclusion of people with a disability, because it fosters interpersonal contact. Secondly, in the 3rd and 4th workshop you will learn how to conduct these kinds of activities together with other volunteers from different generations. Working together with different generations is relevant for conducting social activities with people with a disability, because different generations can contribute from different traits and abilities. Thereby together they can be more creative.</p> <p>Slide 2 What is the program of this workshop? Firstly, we will conduct an introduction round so we can get to each other a little bit better. Then the trainers will explain the perspective of “Health as a starting point” for conducting sense activities with people with a disability. You will learn to create contact with people with a disability, based on their abilities instead of their disabilities.</p>
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Activity 0

Welcome

- Powerpoint
- Module 2B_Activity 0_ Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_0_Welcome.pptx.

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Participants introduce themselves		

Activity 1	Assignment – Introduction round	Duration	10'
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Aims	Introducing the theme
Description	We will teach participants how to be a Sense artist. First they introduce themselves.

Guidance for the Trainer	<p>Purpose of the introduction</p> <p>Participants introduce themselves on the base of two cards with an image and two questions:</p> <ol style="list-style-type: none"> 1. The participants choose a card to introduce themselves personally; 2. The participants choose a card why they participate in the workshop. <p>Preparing the introduction</p> <ol style="list-style-type: none"> 1. Spread the cards on a table or another place in the room where the participants can choose their cards. Do this during the preparation of the workshop before the participants arrive. 2. Short explanation of the purpose of the introduction. 3. The trainer asks the participants to choose two cards to introduce themselves: <ol style="list-style-type: none"> a) One card for the personal introduction; b) One card for telling why participating in the workshop. <p>Participants get 5 minutes for choosing the cards.</p> <ol style="list-style-type: none"> 4. Each participant is given 90 seconds to introduce him/herself on the basis of the image of the postcards. <p><i>Preparation: postcard / images / pictures to spread in the room. Think of images that express emotion. About 50 cards is necessary. Use different images, and it is good to have some double.</i></p>
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Activity 1

Assignment – Introduction round

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	A presentation of what it means to be a Sense artist and what Sense artists do		

Activity 2	PowerPoint presentation – ‘Brilliant Do Day’	Duration	20’
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Aims	Building knowledge, skills, and attitudes participants can use in their contact with people with a disability. Overcoming prejudices against people with a disability.
Description	Participants learn how to be a Sense artist and the method of being a Sense artist.

Guidance for the Trainer	<p>Slide 1 Title</p> <p>Slide 2 Choose to start social contacts with people with a disability from a positive, appreciating perspective. We call it: pay attention to what is healthy. In other words, pay attention to one’s abilities instead of one’s disabilities. Let what is healthy be the major starting point in increasing the social inclusion of people with a disability. This forms the base for your activities:</p> <ul style="list-style-type: none"> ▪ What do I like? ▪ What do I need? ▪ What am I good at? ▪ What makes me proud? ▪ What am I respected for?~ ▪ What do I respect in others? <p>Do respect the unfortunate circumstances people with a disability are in, but do not pay too much attention to it. We call it: “Do not get influenced by the ‘victim role’, because if you do, you only emphasize the other person is not feeling well.”</p> <p>Slide 3 Picture: You see someone giving a handmassage to another. Both are old ladies. We Forget sometimes that being touched is very important, but as we grow older is less normal in daily life.</p> <p>Slide 4 1 to 1 contact: Person-to person The activity you offer is the tool to make a connection with another person, from ‘heart to heart’. It is about giving something and to be open to receive something yourself. It is intended that the contact gives both parties a good feeling. It is most important that you too feel good due to the contact, because if you enjoy giving something to another person, he or she enjoys getting it.</p>
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Slide 5 Use the senses: Most information that we gather comes in through our senses. Strange enough we sometimes forget to realise this. A sense artist uses the senses as a tool to make personal contact and to truly meet someone.

- The nose: smell.
- The ear: hear and listen
- The mouth: taste
- The eye: see and sho
- The hand and skin: feel
- And Do not forget to consider your intuition as serious information.

Slide 6 In this photograph you see a sense artist who offers a nice smell to a man with dementia. The flower he recognises, that makes it for him normal to smell at.

Slide 7 Personal basis to work from: Make sure that the foundation is positive. Be realistic. If you want to overcome a frustration, it is not a good idea to be a sense artist.

Keywords a Respect as said before

- Humour: 'a smile is the shortest distance between people'
- Creativity: be creative, not like a Picasso, but in finding resolutions. Every person is creative in finding resolutions, in organising things, in seeing opportunities
- Simple: the power lies in the simplicity. People can easily copy it and continue doing it.
- 1 + 1 is more than 2. Being with several persons makes the sum bigger than the simple answer. A synergie emerges
- We call that the 'Brilliant' effect!

Slide 8 In this photograph you see a woman deep in her dementia. She is like a baby. Still she reacts on the contact making by the clown. A clown is an archetypical image (the red nose). This clown is specialized in making contact with these kinds of clients, through making eye contact and familiar sounds.

Slide 9 The throne.

Be aware of the 'throne' you are sitting on! You are your own unique person with your unique capacities and personality. That is something to cherish, to be proud of. Nobody is the same! No musicians are the same. No nurses are the same! No one has the same taste. That is something to be aware of. It also means that everybody else is different. Be aware of your own preferences and disgusts. Especially in meeting other people.

There are persons you do not like in the first place. Be aware of that, respect

that, and don't force yourself to make social contact, because if you do, the other person will notice that. Then maybe the best choice is that one of your colleagues who likes this person very well performs his/her activity with that person. What do you need? What do you want?

Responsibility: be aware what your responsibility is. When do you have to call in help?

Keep in touch with your own feelings!

Slide 10 Target group.

Look at the person who is in front of you. Who is sitting there? By looking at somebody you already formulate judgements about him/her. Try to get rid of that. Try not to have your immediate judgement, but to be open minded about that person.

Be aware of your own prejudices and try to overcome them. You might learn that that old, grumpy person with disabilities has had a very interesting life and unexpected qualities.

What are your expectations? Try to get free of them. Be curious to the reactions on your activity.

Being a sense artist does not mean that you are a therapist! A sense artist should give a moment of pleasure and a good feeling. There should be given space to emotions and yet undiscovered qualities.

Slide 11 Borders.

It is very important to recognize social and emotional boundaries. What is possible in the given situation and what is not? What do you want? What are your limitations and what do you not want to do. Respect that of yourself. Do not cross the borders of the other person and also of yourself! You have to scan every situation and estimate the possibilities for interpersonal contact. Sometimes it is nice to discover that people can do more than they or their caretakers thought themselves. For example: it might be possible that a person who can't speak because of dementia starts to sing along unexpectedly, when you sing a song from the early days of his youth.

Pauses: take moments of rest! Get to yourself again, when you've had an emotional experience, before you perform your activity with a new person. Sometimes you need just 5 minutes, but sometimes more. What are your own needs? Take time to drink or eat.

Not everybody wants to be a sense artist, for whatever reason. Do not force yourself if you do not feel comfortable in this role. It can be very confronting, so you and only you are the one who decides.

At the other hand you get a lot of good feelings in return and it can give you a lot of energy.

Exercise “personal borders”

- Divide the participants in two groups
- Line them up in two rows in front of each other, so they stand in pairs
- Give the instruction that the participants walk towards each other slowly and that they stop at the point where it still comfortable. At what point are they close enough?
- Ask: “Do you look each other in the eyes? Does that still feel comfortable?”
- Address that the distance between pairs is different when your partner is from another gender or when you don’t know each other.
- No do it again, but this time with your eyes closed
- Ask: “What happens? Do you feel when to stop? Does it influence feelings of comfort?”
- Ask: “What happens when the distance is very tight, but you don’t feel comfortable?” You probably avoid making eye contact. That is what happens when many people stand in an elevator. Everybody is staring at the ceiling, the doors, or the pushbuttons.

Slide 12 In this photograph you see a sense artist who plays the violin on an Intensive Care ward in a hospital, an unusual activity. The first reaction is often: “This cannot be allowed.” But why not? This is a terrible place to be. 25% of the patients leave IC with a posttraumatic stress syndrome. The life music makes one feel human again. That is a wonderful gift in such circumstances.

Slide 13 What is a Sense artist? A ‘Sense artist’ is someone who has prepared a small activity - based on one of the senses - to meet another person in a special way. For example: sing a song, read a poem, give a hand massage, offer a snack, or make a drawing.

The nice thing of communicating through the senses is that everybody understands it. For example, you can make contact from heart to heart by singing a song to someone.

Language is not a problem. Education level doesn’t matter. Even if a person is very ill or disabled, senses are still activity. That makes it makes it possible to reach a person. Thus, the threshold is low.

Often it is very unexpected and that makes people laugh and curious. It gives room for emotions. For example using music is a very adequate mean for expressing, when words are too difficult.

Slide 14 In this photograph you see a sense artist who is a professional silhouette cutter. The old man is very surprised and happy to receive his own portrait.

Slide 15 Being a sense artist makes it possible to make contact with:

- People from different generations
- People with different cultural backgrounds
- People with different kinds of disabilities

Communication through the senses is a very powerful means for making social contact. Words are not necessary to be used. People easily understand each other through the senses. A sense artist needs to be very sensible for the reaction of the other person. You can immediately see if someone likes or dislikes your activity. Do not continue if you see that a person doesn't like it! He or she doesn't have to undergo your activity! (don't cross that kinds of borders)

Slide 16 In this photograph you see a sense artist who offers a little snack to a woman with dementia. It tastes a quite bitter. It is part of our taste table.

Slide 17 How to become a Sense artist?
What is the sense you feel most familiar with?

- Hear
- See
- Feel
- Taste
- Smell

Everybody has unconsciously a preference for one (or more) of the senses. For example 1 person out of every 10 has a very sensitive nose. That means that he/she can smell very good. Some persons have extremely good ears and therefore hear more than average. Other people are more sensitive to visual incentives. Or perhaps you have a hobby like playing the guitar, drawing, or cooking.

Slide 18 It is advisable to bring a lot of different kinds of materials the participants can choose for conducting their activities. You can also ask in advance if someone has a hobby and likes to bring his own materials, like a music instrument.

To hear and listen: for example, listen to music, or play an instrument, listen to funny sounds. Tell a story, or a poem. You can bring books, with short stories or poems, or music boxes, or different instruments to rattle or make noises. Be creative!

Slide 19 In this photograph you see a girl giving a henna painting to another girl.

Slide 20 To see and look: pencils, paint, paper, creative material, but also nail polish, relax masks, books with nice pictures, or photographs etcetera.

Slide 21 To feel: objects to feel like massage instruments, massage oil, and cuddle toys.

For giving massages some basic knowledge is acquired. But a lot of people know how to do it. Of course a total body massage is not recommended. But hand massage, neck and head massages, shoulders and even feet massage are often received with most pleasure.

Slide 22 In this photograph you see that young meets old by touching. The effect is that stories are to be told!

Slide 23 Taste: bring some dried fruits, or fresh herbs, or explicit tastes, like salt, sweet, sour, and bitter. Also bring napkins, nice little bowls, and picks. For people who cannot eat you can think of visual imagination, or ask if they can taste something by looking at nice photographs of food.

Slide 24 Smell: essential oils, smells of the past, perfume, smells of bread, coffee, lemon, or fresh herbs, like basil or rosemary. Be careful with using essential oils. You have to know something about the effect and the dose!

Slide 25 The sense activity is a short activity of about 2 to 10 minutes. It is well prepared and can easily be offered in every situation. Choose an activity that you can easily do and that you like to do. Let it be simple and close to you identity. You can develop it to a more complex activity by practicing.

Here is an example: you want to go around with an aroma to let people smell. Choose two or three different kinds of aromas. Prepare the activity from A to Z: Think about how you want to offer the smell. Do you put a drop on a tissue that people can keep? Or do you have some flowers where you sprinkle it on? How do you take it with you? In a nice basket? Do you take pictures with you of the flowers, to make an association? Can you tell a little bit about the effect of the smell on behaviour, like lavender that is supposed to make people relaxed? Or do you prepare a little story where the aroma has a role in? Make sure that the activity is suitable for the target group. Clear start and end: introduce yourself with your name and what you are about to

do. Ask if somebody would like to smell a nice odour. See if you can tempt someone, if the first reaction is NO. With a little joke, or by singing a bit, people can get curious.

Make a clear end of the activity, thank for the attention.

Prepare the materials and think about how to bring them

Not what you do is important, but how you do it! Offering a smell of lavender is almost nothing. It is about giving attention and making contact.

Take enough time for every person. Do not rush. You do not need to meet everybody in the room. It is about the quality of the contact, not about the quantity!

A costume or special hat can help to step into the role of the Sense artist!

Slide 26

Task for the afternoon:

Offer your activity to at least 3 different people.

Find a good place, or space

Introduce your activity

Notice the non-verbal reaction

What presumption do you have?

Can you take distance from that?

What strikes you?

Make a clear end of you activity

Slide 27 Write down your experience after ending your activity:

What is the most outstanding you noticed?

What were the reactions of the receivers?

What did you like about doing this activity?

Slide 28 This method was developed by Brilliant during many years of experience with events in all different healthcare centres in The Netherlands. We gave this workshop to professionals in healthcare, volunteers, students, youngsters and artists, musicians, theatre makers etcetera.

Activity 2

PowerPoint presentation – ‘Brilliant Do Day’ (First day)

- Powerpoint

Module 2B_Activity 2_ Brilliant do day (first day)

For any questions, or remarks please feel free to contact us:

Info@vofbrilliant.nl

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Evaluation of the workshop		

Activity 3	Session evaluation form	Duration	10'
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Aims	Session evaluation
Description	After the workshop every participant fills in the form for the evaluation

Guidance for the Trainer	Make sure during the preparation of the workshop there will be enough copy's of the form.
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Activity 3

Session evaluation form

1. How would you rate the quality of the workshop presentation?

7	6	5	4	3	2	1
excellent		good		fair		poor

2. Did the workshop provide enough opportunities for active participation?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

3. How would you rate the content of the workshop?

7	6	5	4	3	2	1
excellent		good		fair		poor

4. Do you feel you now have the skills to implement the content in your work?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

5. In overall sense, how satisfied are you with the workshop?

7	6	5	4	3	2	1
very		satisfied		dissatisfied		very
satisfied						dissatisfied

6. Please note the strengths of the workshop (valuable things gained).

7. Please note the weaknesses of the workshop (things you didn't like).

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Introduction to the second workshop day		

Activity 4	Welcome	Duration	5'
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Aims	Introducing the theme Explaining the learning goals
Description	Participants are going experience how to be a Sense artist.

Guidance for the Trainer	<p>Slide 1</p> <p>In contrast to the 1st and 2nd workshop, the 3rd and 4th workshop are not directly about engaging in social contact with people with a disability and conducting social activities with them. They are about working together with other volunteers from different generations in doing so.</p> <p>Different generations have different traits and abilities to offer in increasing the social inclusion of people with a disability. Combining these is of great worth.</p> <p>But unfortunately collaboration between people from different generations may not always run smooth. Therefore in the coming two workshops you will learn what traits and abilities are of the different generations, and how you can combine these in working together in teams.</p> <p>Slide 2 What about today? First the trainers will explain the different generations and make clear that overcoming prejudices against the generations is very important. A film fragment will be shown.</p> <p>We will finish with two major elements, in which you can participate actively. In “Generational stories 1” you will exchange views about certain topics with people from your own generation.</p> <p>In “The Market Place” you will exchange your view about certain topics with people from other generations than your own. The goal is that you learn to formulate your own abilities and traits, and that you understand those of the other generations in your team.</p> <p>We will conclude with a brief workshop evaluation.</p>
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Activity 4

Welcome

- Powerpoint
Module 2B_Activity 4_ Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_4_Welcome.pptx.

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	In this part participants reflect on there experience being a Sense artist.		

Activity 5	PowerPoint presentation – ‘Brilliant Do Day’	Duration	20’
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Aims	Building knowledge, skills, and attitudes participants Can use in their contact with people with a disability Overcoming prejudices against people with a disability
Description	Participants reflect and exchange their experience of being a Sense artist. What does that mean? What did they learn?

Guidance for the Trainer	<p>Slide 1 Title</p> <p>Slide 2 Choose to start social contacts with people with a disability from a positive, appreciating perspective. We call it: pay attention to what is healthy. In other words, pay attention to one’s abilities instead of one’s disabilities. Let what is healthy be the major starting point in increasing the social inclusion of people with a disability.</p> <p>This forms the base for your activities:</p> <ul style="list-style-type: none"> * What do I like? * What do I need? * What am I good at? * What makes me proud? * What am I respected for? * What do I respect in others? <p>Do respect the unfortunate circumstances people with a disability are in, but do not pay to much attention to it. We call it: “Do not get influenced by the ‘victim role’, because if you do, you only emphasize the other person is not feeling well.”</p> <p>Slide 3 Picture: You see someone giving a handmassage to another. Both are old ladies. We Forget sometimes that being touched is very important, but as we grow older is less normal in daily life.</p> <p>Slide 4 1 to 1 contact: Person-to person</p> <p>The activity you offer is the tool to make a connection with another person, from ‘heart to heart’. It is about giving something and to be open to receive something yourself. It is intended that the contact gives both parties a good feeling. It is most important that you too feel good due to the contact, because if you enjoy giving something to another person, he or se enjoys getting it.</p>
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Slide 5 Use the senses: Most information that we gather comes in through our senses. Strange enough we sometimes forget to realise this. A sense artist uses the senses as a tool to make personal contact and to truly meet someone.

- The nose: smell.
- The ear: hear and listen
- The mouth: taste
- The eye: see and show
- The hand and skin: feel
- And..... Do not forget to consider your intuition as serious information.

Slide 6 In this photograph you see a sense artist who offers a nice smell to a man with dementia. The flower he recognises, that makes it for him normal to smell at.

Slide 7 Personal basis to work from: Make sure that the foundation is positive. Be realistic. If you want to overcome a frustration, it is not a good idea to be a sense artist.

Keywords are:

- Respect as said before
- Humour: 'a smile is the shortest distance between people'
- Creativity: be creative, not like a Picasso, but in finding resolutions. Every person is creative in finding resolutions, in organising things, in seeing opportunities
- Simple: the power lies in the simplicity. People can easily copy it and continue doing it.
- 1 + 1 is more than 2. Being with several persons makes the sum bigger than the simple answer. A synergy emerges
- We call that the 'Brilliant' effect!

Slide 8 In this photograph you see a woman deep in her dementia. She is like a baby. Still she reacts on the contact making by the clown. A clown is an archetypical image (the red nose). This clown is specialized in making contact with these kinds of clients, through making eye contact and familiar sounds.

Slide 9 The throne.

Be aware of the 'throne' you are sitting on! You are your own unique person with your unique capacities and personality. That is something to cherish, to be proud of. Nobody is the same! No musicians are the same. No nurses are the same! No one has the same taste. That is something to be aware of. It also means that everybody else is different. Be aware of your own preferences and disgusts. Especially in meeting other people.

There are persons you do not like in the first place. Be aware of that, respect

that, and don't force yourself to make social contact, because if you do, the other person will notice that. Then maybe the best choice is that one of your colleagues who likes this person very well performs his/her activity with that person. What do you need? What do you want?

Responsibility: be aware what your responsibility is. When do you have to call in help? Keep in touch with your own feelings!

Slide 10 Target group.

Look at the person who is in front of you. Who is sitting there? By looking at somebody you already formulate judgements about him/her. Try to get rid of that. Try not to have your immediate judgement, but to be open minded about that person.

Be aware of your own prejudices and try to overcome them. You might learn that that old, grumpy person with disabilities has had a very interesting life and unexpected qualities.

What are your expectations? Try to get free of them. Be curious to the reactions on your activity.

Being a sense artist does not mean that you are a therapist! A sense artist should give a moment of pleasure and a good feeling. There should be given space to emotions and yet undiscovered qualities.

Slide 11 Borders.

It is very important to recognize social and emotional boundaries. What is possible in the given situation and what is not? What do you want? What are your limitations and what do you not want to do. Respect that of yourself. Do not cross the borders of the other person and also of yourself! You have to scan every situation and estimate the possibilities for interpersonal contact.

Sometimes it is nice to discover that people can do more than they or their caretakers thought themselves. For example: it might be possible that a person who can't speak because of dementia starts to sing along unexpectedly, when you sing a song from the early days of his youth.

Pauses: take moments of rest! Get to yourself again, when you've had an emotional experience, before you perform your activity with a new person. Sometimes you need just 5 minutes, but sometimes more. What are your own needs? Take time to drink or eat.

Not everybody wants to be a sense artist, for whatever reason. Do not force yourself if you do not feel comfortable in this role. It can be very confronting, so you and only you are the one who decides.

At the other hand you get a lot of good feelings in return and it can give you a lot of energy.

Exercise "personal borders"

Divide the participants in two groups
 Line them up in two rows in front of each other, so they stand in pairs
 Give the instruction that the participants walk towards each other slowly and that they stop at the point where it still comfortable. At what point are they close enough?
 Ask: "Do you look each other in the eyes? Does that still feel comfortable?"
 Address that the distance between pairs is different when your partner is from another gender or when you don't know each other.

- No do it again, but this time with your eyes closed
- Ask: "What happens? Do you feel when to stop? Does it influence feelings of comfort?"
- Ask: "What happens when the distance is very tight, but you don't feel comfortable?" You probably avoid making eye contact. That is what happens when many people stand in an elevator. Everybody is staring at the ceiling, the doors, or the pushbuttons.

Slide 12 In this photograph you see a sense artist who plays the violin on an Intensive Care ward in a hospital, an unusual activity. The first reaction is often: "This cannot be allowed." But why not? This is a terrible place to be. 25% of the patients leave IC with a posttraumatic stress syndrome. The life music makes one feel human again. That is a wonderful gift in such circumstances.

Slide 13 What is a Sense artist? A 'Sense artist' is someone who has prepared a small activity - based on one of the senses - to meet another person in a special way. For example: sing a song, read a poem, give a hand massage, offer a snack, or make a drawing.
 The nice thing of communicating through the senses is that everybody understands it. For example, you can make contact from heart to heart by singing a song to someone.
 Language is not a problem. Education level doesn't matter. Even if a person is very ill or disabled, senses are still activity. That makes it makes it possible to reach a person. Thus, the threshold is low.
 Often it is very unexpected and that makes people laugh and curious. It gives room for emotions. For example using music is a very adequate mean for expressing, when words are too difficult.

Slide 14 In this photograph you see a sense artist who is a professional silhouette cutter. The old man is very surprised and happy to receive his own portrait.

Slide 15 Being a sense artist makes it possible to make contact with:

- People from different generations
- People with different cultural backgrounds
- People with different kinds of disabilities

Communication through the senses is a very powerful means for making social contact. Words are not necessary to be used. People easily understand each other through the senses. A sense artist needs to be very sensible for the reaction of the other person. You can immediately see if someone likes or dislikes your activity. Do not continue if you see that a person doesn't like it! He or she doesn't have to undergo your activity! (don't cross that kinds of borders)

Slide 16 In this photograph you see a sense artist who offers a little snack to a woman with dementia. It tastes a quite bitter. It is part of our taste table.

Slide 17 How to become a Sense artist?

What is the sense you feel most familiar with?

- Hear
- See
- Feel
- Taste
- Smell

Everybody has unconsciously a preference for one (or more) of the senses. For example 1 person out of every 10 has a very sensitive nose. That means that he/she can smell very good. Some persons have extremely good ears and therefore hear more than average. Other people are more sensitive to visual incentives. Or perhaps you have a hobby like playing the guitar, drawing, or cooking.

Slide 18 It is advisable to bring a lot of different kinds of materials the participants can choose for conducting their activities. You can also ask in advance if someone has a hobby and likes to bring his own materials, like a music instrument.

To hear and listen: for example, listen to music, or play an instrument, listen to funny sounds. Tell a story, or a poem. You can bring books, with short stories or poems, or music boxes, or different instruments to rattle or make noises. Be creative!

Slide 19 In this photograph you see a girl giving a henna painting to another girl.

Slide 20 To see and look: pencils, paint, paper, creative material, but also nail polish, relax masks, books with nice pictures, or photographs

etcetera.

Slide 21 To feel: objects to feel like massage instruments, massage oil, and cuddle toys.

For giving massages some basic knowledge is acquired. But a lot of people know how to do it. Of course a total body massage is not recommended. But hand massage, neck and head massages, shoulders and even feet massage are often received with most pleasure.

Slide 22 In this photograph you see that young meets old by touching. The effect is that stories are to be told!

Slide 23 Taste: bring some dried fruits, or fresh herbs, or explicit tastes, like salt, sweet, sour, and bitter. Also bring napkins, nice little bowls, and picks. For people who cannot eat you can think of visual imagination, or ask if they can taste something by looking at nice photographs of food.

Slide 24 Smell: essential oils, smells of the past, perfume, smells of bread, coffee, lemon, or fresh herbs, like basil or rosemary. Be careful with using essential oils. You have to know something about the effect and the dose!

Slide 25 The sense activity is a short activity of about 2 to 10 minutes. It is well prepared and can easily be offered in every situation. Choose an activity that you can easily do and that you like to do. Let it be simple and close to you identity. You can develop it to a more complex activity by practicing.

Here is an example: you want to go around with an aroma to let people smell. Choose two or three different kinds of aromas. Prepare the activity from A to Z: Think about how you want to offer the smell. Do you put a drop on a tissue that people can keep? Or do you have some flowers where you sprinkle it on? How do you take it with you? In a nice basket? Do you take pictures with you of the flowers, to make an association? Can you tell a little bit about the effect of the smell on behaviour, like lavender that is supposed to make people relaxed? Or do you prepare a little story where the aroma has a role in? Make sure that the activity is suitable for the target group. Clear start and end: introduce yourself with your name and what you are about to do. Ask if somebody would like to smell a nice odour. See if you can tempt someone, if the first reaction is NO. With a little joke, or by singing a bit, people can get curious.

Make a clear end of the activity, thank for the attention.

Prepare the materials and think about how to bring them.

Not what you do is important, but how you do it! Offering a smell of

	<p>lavender is almost nothing. It is about giving attention and making contact. Take enough time for every person. Do not rush. You do not need to meet everybody in the room. It is about the quality of the contact, not about the quantity!</p> <p>A costume, or special hat can help to step into the role of the Sense artist!</p> <p>Slide 26 Task for the afternoon:</p> <ul style="list-style-type: none"> - Offer your activity to at least 3 different people. - Find a good place, or space - Introduce your activity - Notice the non-verbal reaction - What presumption do you have? - Can you take distance from that? - What strikes you? - Make a clear end of you activity - <p>Slide 27 Write down your experience after ending your activity:</p> <ul style="list-style-type: none"> • What is the most outstanding you noticed? • What were the reactions of the receivers? • What did you like about doing this activity? <p>Slide 28 This method was developed by Brilliant during many years of experience with events in all different healthcare centres in The Netherlands. We gave this workshop to professionals in healthcare, volunteers, students, youngsters and artists, musicians, theatre makers etcetera.</p>
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Activity 5

PowerPoint presentation – ‘Brilliant Do Day’ (second day)

- Powerpoint
- Module 2B_Activity 5_ Brilliant Do Day (second day)

For any questions, or remarks please feel free to contact us:

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Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Evaluation of two workshops 'Being a Sense artist'		

Activity 6	Plenary Activity evaluation	Duration	10'
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Aims	Plenary Activity evaluation
Description	In this open evaluation participants exchange their experience

Guidance for the Trainer	<p>Give each workshop member 6 yellow post-its.</p> <p>Each workshop member write 3 words down about the most succesful experience and 3 words about the less succesful experience:</p> <p>Put the post-its on a flipchart. The workshop members exchange what the words they wrote.</p>
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Activity 6

Plenary Activity evaluation

Four questions:

1. What was your most exciting experience of the activity 'being a sense artist'? (valuable things gained).
2. What was your less exciting experience of the activity 'being a sense artist'? (things you didn't like much).
3. What was your most exciting experience of the activity 'being a sense artist'? (valuable things gained).
4. What was your less exciting experience of the activity 'being a sense artist'? (things you didn't like much).

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Introduction to the 3 rd workshop		

Activity 7	Welcome	Duration	5'
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Aims	Introducing the activities of the 2 nd workshop Explaining the activities' goals
Description	Based on de experiences in the workshops 1 and 2, gives workshop 3 the theoretical framework of Intergenerational Learning.

Guidance for the Trainer	<p>Slide 1 Today is the 2nd workshop of the module “Disability – specificities and challenges”.</p> <p>In contrast of the other workshops, in this workshop not much theory will beexplained. In fact, in the coming two hours you will conduct a social activity with people with a disability as a true sense artist. You will experience that this is a great means for increasing their social inclusion.</p> <p>Slide 2 What does the program of this workshop look like? Firstly, the trainers will give a brief summary of the explanations of the 1st workshop. Secondly, you will prepare your own sense activity and conduct these. In the activity evaluation you will exchange your personal experiences with conducting social activities and engaging in social contact with the people with a disability.</p>
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Activity 7

Welcome

- Powerpoint
- Module 2B_Activity 7_ Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_7_Welcome.pptx.

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Theoretical framework about Intergenerational Learning		

Activity 8	Powerpoint presentation – Generational theory	Duration	20'
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Aims	Overcoming prejudices against different generations Understanding generation-specific abilities and traits
Description	This presentation gives participants insights and a framework to develop Intergenerational Learning

Guidance for the Trainer	<p>Slide 1 As mentioned before, we will focus on theories about the different generations.</p> <p>Slide 2 Firstly, the trainers will focus on the advantages of differences between generations. Secondly, the common traits and abilities of five generations will be explained. Please take in mind that the generations cannot be generalized. Not all individual in one generation have the same traits. Thereby, someone in one generation may recognize himself also in other generations. There are differences within generations as well, off course. Thirdly, the trainers will introduce the theme of intergenerational learning as a means to foster contact and collaboration between generations. People from different generations can learn a lot from each other. In this workshop you will experience what you can learn from other generations and what you can teach to them.</p> <p>Slide 3 Generations have different values and abilities. For example, they have different expectations regarding the society, their own community, and social inclusion. They also have other abilities. Younger generations are mainly good at using technology. They possess knowledge that is up-to-date. Older generations are mostly good at social and emotional care. They possess a lot of practical knowledge and skills, due to cumulated life experiences.</p> <p>Combining these abilities gives a great mix of possibilities for community projects for increasing the social inclusion of people with a disability. For example, more ideas can be generated for projects. For example, the younger may initiate activities with a lot of physical action, like sports.</p> <p>The older may initiate activities without that much physical action, like explaining how to build friendships or how to manage your household. As a result, a larger target group can be addressed. More social needs of people</p>
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with a disability can be met through combining the generations.

Thereby, working together with other generations gives a lot of joy and work satisfaction for volunteers. One example came from a younger volunteer, who conducted a sense activity together with an older volunteer in a health care organization. Together they talked with elderly about advertisements in forties and fifties. The young volunteer said: "It was very instructive for me that my colleague knew that much about the forties and fifties. Now I understand more about that time period and about the zeitgeist that colleague grew up."

Slide 4 Speaking of the zeitgeist in which generations grew up... The literature shows that individuals form a generation together with people who are born in the same or adjacent years. The zeitgeist in which they grew up and their simultaneous development through the life phases are the most important factors a generation shares.

The society are always developing and changing. For example, the common parenting styles and educational systems are continuously developing, due through technological innovation, scientific research and changing values. For example, at one time parenting styles could be characterized as directive and authoritarian, but nowadays mostly as authoritative and cooperative.

The parenting and teaching styles children experience have a great impact on the values they formulate against performing at school and in work situations. For example, the oldest generation learned to obey authorities. As a result, in work situations they perform according to instructions from supervisors and won't question those instructions. But the youngest generation has learned to negotiate with authorities and to formulate their own preferences. As a result, they are likely to take initiatives and to collaborate with supervisors instead of waiting for instructions.

Slide 5 As for the prewar generation. This generation grew up in a society with a lot of political tension and economical setback. People from this generation learned at home to follow their fathers' will in all circumstances and to work hard to contribute to the families' wellbeing. As a result, they formulated values against work like "adapt to all circumstances" and "manageability".

Slide 6 As for the protest generation. This generation grew up in a society that is just climbing out of World War II. They saw with their own eyes that the society was being rebuilt and took their part in that process. They experienced technological development and economical growth. Although their parents did not have a lot of choice possibilities, this generation was

able to choose their own development paths. A lot of them took that great opportunity.

As a result, this generation has learned to seek for innovation. They are able to create new possibilities. They follow their heart in work for what they believe in. But there still are traces of authoritarianism and manageability.

Slide 7 As for generation X. It seemed that the society grew simultaneous with the development of this generation. They experienced new parenting and teaching styles, like the laissez-faire movement and other kinds of tryouts. As a result, people from this generation learned to analyze different choices. In other words: to use the possibilities the protest generation created.

This generation is very good at combining different views into a coherent whole and to set out personal development paths. They are reliable, take responsibility for their promises and actions, but choose for economic safety instead of uncertainty and taking risks. That is a result of the economical crisis they experienced, where they learned welfare cannot be taken for granted.

Slide 8 As for the pragmatic generation. This generation experiences a lot of freedom and changes in societal norms against sexuality and individuality. They are way more individualistic than the generations before. They are good at formulating what they want and plan their actions for achieving that as fast as they can. They mostly work linear: first a, then b, and then c.

They've learned to question everything and to be critical, but fast. They move on quickly.

Slide 9 As for the screenage generation. This generation looks a lot like the pragmatic generation. They again are critical-analytic and acts quickly. Their common trait is that they grew up in a world full of digital innovation. As a result, their social life is situated mostly virtually. They are good in connecting face-to-face contact with virtual contact. They are actively building networks.

The most important difference between this generation and the others is that they are not very loyal to the organization they work for. They want to have fun during work and reach their personal potentials. They need organizations that offer possibilities for development and growth.

They appreciate collaboration, but in an equal way. They mostly avoid hierarchical structures. They also don't differentiate much between work time and spare time. They are likely to contact friends virtually during work time and to perform work tasks during free time at home. They disconnect

work performance from work location: they can work everywhere at any time, provided that they conduct work performances on their computer or mobile phone.

Slide 10 Now you've learned just a little bit about the different generations you work with in daily practice. For teams it is most important that members understand the different values and abilities people possess. Then mutual understanding and appreciation can be created. How can that be reached?

The literature shows that intergenerational learning is a means to help generations understand each other, to overcome prejudices, to appreciate traits and abilities, and to be motivated to work together on common goals. This works through two underlying principles: exchanging values and collaborative learning.

Exchanging values means that generations exchange their views against all kinds of topics that are relevant for the team. Different views should be positively rated. Generations should ask each other questions in order to help formulating personal views clearly.

Collaborative learning means that generations learn together new knowledge and skills that again are relevant for the team. They also teach other the knowledge and skills they possess themselves. In other words, a bidirectional transfer of knowledge and skills takes place. For example, the older may teach the younger in caring, while the younger teach the older in using technologies.

Intergenerational learning may happen formally, like during a workshop like this one, and informally on-the-job. The effects are most sustaining, when it happens on-the-job. That can be done through initiating exchange between generations in meetings and joined task performance, in which generations explain what they do and why

Activity 8

Powerpoint presentation – Generational theory

- Powerpoint

Module 2B_Activity 8_ Generational theory

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Questions to develop a Generational Story		

Activity 9	Assignment – Generational Story	Duration	30'
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Aims	Overcoming prejudices against different generations Understanding generation-specific abilities and traits
Description	Participants engage a Dialogue about effective teamwork based on open questions

Guidance for the Trainer	<p>Purpose of the General Story (1)</p> <p>Following the presentation on teamwork the participants engage in Dialogue conditions for effective teamwork, on the basis of questions.</p> <p><i>Preparation: A3 paper to write down catchwords, pencils</i></p>
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Activity 9

Assignment – Generational Story 1

Purpose of the General Story (1)

Following the presentation on teamwork the participants engage in Dialogue conditions for effective teamwork, on the basis of questions.

1. Explanation and fashioning subgroups with four participants. Each subgroup get an A3 paper to write down their catchwords. **(5 minutes)**
2. In the subgroups, the participants engage in Dialogue conditions for effective teamwork by discuss the following questions: **(20 minutes)**
 - What are the main goals of the team?
 - Where is important in the communication to meet and understand each other?
 - What leadership should be structured to create this in the communication?
 - How may team members themselves contribute in the communication to create this?
3. Feedback from the subgroups. **(10 minutes)**
4. For each topic the subgroups share plenary their shared view on the base of the A3 catchwords and give a short brief explanation of how the subgroup had spoken about the questions **(about 2 / 3 minutes per subgroup)**. The trainer writes the catchwords on a flipchart.
5. The trainers summarize the main differences and agreements.
- 6.

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Film fragment to show how people perceive, it creates awareness of different views		

Activity 10	Film fragment – the Cube	Duration	10'
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Aims	Overcoming prejudices about different generations
Description	Show the Film fragment and exchange with the participants what they saw.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. After the film fragment, theory is explained (plenary) about social prejudice in making contact and conducting activities with people with a disability. 2. The every participant get two post-its (individually): <ul style="list-style-type: none"> - On one they write down which of their prejudices are refuted already; - On the other they write down which prejudices they still have. <p>Preparation: post-its, pencils</p>
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Activity 10

Film fragment – the Cube

The aim of the film fragment is to show that everyone has a different view of reality. This creates awareness of the fact that any interpretation is based on how people experience their own reality.



[CLICK ON LINK]



31 - Crazy Cube Illusion!_(360p).avi

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Dialogue questions		

Activity 11	Assignment – the market place	Duration	40'
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Aims	Participants exchange and learn from each other
Description	Questions to discuss each opinion, vision and experience on intergenerational learning and working with people with a disability

Guidance for the Trainer	<p>Preparing the assignment: Formulate three open questions specifically tailored to the target group.</p> <p>During the assignment:</p> <ol style="list-style-type: none"> 1. Every participant receives a stencil with the 3 questions. 2. Create an inner and an outer circle by turning the chairs of the inner and outer circle against each other; Face to Face. <p>Starting 5 minutes Intended to explain. The questions are answered in three rounds. One question in each round. 10 minutes per question. After every round (10 minutes), the inner circle moves one chair to the left. The outer circle one to the right. The participants are every round in dialogue with someone else.</p> <p>10 minutes Question 1 10 minutes Question 2 10 minutes Question 3</p> <p><i>Examples questions</i></p> <ol style="list-style-type: none"> 1. What is your vision about Social Inclusion of people in general and people with disability In particular? 2. What is your vision about Intergenerational working and learning together? 3. What is your experience in working with other generations? 4. Do you have experience in this with people with a disability? 5. What are the benefits for you to create intergenerational teamwork?
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	<p>6. What talents do you have to contribute to this?</p> <p>Finishing plenary</p> <ol style="list-style-type: none"> 1. When finished, the participants name one aspect they've heard about so else 2. The trainers (can) write down in keywords on a flipchart <ol style="list-style-type: none"> a) One motivation, quality or contribution they found inspiring per participant <p>(Suggestion: make a collage with the group to put everyone's keywords with out of papers on a garland or flag.)</p> <p><i>Preparation: stencils with questions, pencils</i></p>
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Activity 11

Assignment – the market place

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Evaluation form		

Activity 12	Session evaluation form	Duration	10'
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Aims	Session evaluation
Description	A 7-questions evaluation to collect the participants opinion of your session

Guidance for the Trainer	Give an evaluation form to every participant. Let them fill in the form after your session.
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Activity 12

Session evaluation form

1. How would you rate the quality of the workshop presentation?

7	6	5	4	3	2	1
excellent		good		fair		poor

2. Did the workshop provide enough opportunities for active participation?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

3. How would you rate the content of the workshop?

7	6	5	4	3	2	1
excellent		good		fair		poor

4. Do you feel you now have the skills to implement the content in your work?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

5. In overall sense, how satisfied are you with the workshop?

7	6	5	4	3	2	1
very		satisfied		dissatisfied		very
satisfied						dissatisfied

6. Please note the strengths of the workshop (valuable things gained).

7. Please note the weaknesses of the workshop (things you didn't like).

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Collaboration and teamwork		

Activity 13	Welcome	Duration	5'
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Aims	Introducing the theme Explaining the learning goals
Description	This workshop is about collaboration and working together as a team. It helps teams to make a plan for improvement

Guidance for the Trainer	<p>Slide 1 Today is the 4th workshop of the module “Disability – specificities and challenges”.</p> <p>In the 3rd workshop you’ve learned about the different generations and their specific traits and abilities. Today you will learn that combining these is of great worth when increasing the social inclusion of people with a disability. Unfortunately collaboration between people from different generations may not always run smooth. Therefore you will learn some guidelines for it.</p> <p>Slide 2 As you can see, first the trainers will explain what collaboration looks like. There are nine teamwork behaviors that play a role when generations work together. In “Tearing paper” the importance of adaptive communication will be shown.</p> <p>In “Generational Stories 2” you will learn that generations have different views against working together. As you have already learned in the third workshop, generations formulate different views, due to the zeitgeist in which they grew up. What does that mean for collaborations?</p> <p>In “Improvement plan” you will discuss together how the collaboration in your team can be bettered. Together we will make a plan for smoothening your generation-specific teamwork behaviors. To finish, you will all write down your new intentions and wishes on a postcard.</p> <p>Again we conclude with a brief workshop evaluation.</p>
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Activity 13

Welcome

- Powerpoint
- Module 2B_Activity 13_ Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_13_Welcome.pptx.

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Intergenerational teamwork It-we-me-model, Daniel Ofman		

Activity 14	PowerPoint presentation - Intergenerational teamwork	Duration	15'
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Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations
Description	In this workshop the participants learn about - and will work with - the theoretical model from Daniel Ofman: 'It-we-me-model'.

Guidance for the Trainer	<p>Slide 1 As mentioned before, we will focus on theories about the intergenerational teamwork. In the 3rd workshop we've discussed that generations differ in abilities and values against the society and work, due to the zeitgeist in which they grew up. In this 4th workshop the trainers will apply these theories on working together in social activities to increase the social inclusion of people with a disability. What do the generational differences mean for teamwork by generations?</p> <p>Slide 2 Firstly, the trainers will explain what collaboration between generations looks like. A theoretical model will be used in doing so, namely the it-we-me-model of the Dutch organizational expert Daniel Ofman. Then we will discuss the different teamwork behaviors people display during collaborations. We conclude with the role of intergenerational learning. It will be explained how intergenerational learning is a means to combine the behaviors of different generations into a coherent one, in which all generations come to their full potential.</p> <p>Slide 3 This is the it-we-me-model of Daniel Ofman. He states that teamwork consists of three core elements: the factual appearance of a team, the teamwork behaviors people display, and the specific knowledge, skills, and attitudes from which people contribute. For one team, the three components can be more or less integrated to one another. For example, the factual existence of a team does not automatically mean team members display teamwork behaviors effectively.</p> <p>They may not want to display them, for example because they don't want to work together with the people in their team. Or maybe they do want to work together, but they don't have the acquired knowledge and skills. As a result a gap between the components exist, meaning that teamwork doesn't take</p>
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place.

When applying this on intergenerational teamwork: the it-component shows that a team exists of people from different generations, with generation-specific traits and abilities.

The me-component shows that these people need knowledge, skills, and attitudes to actually display teamwork behaviors. For example, when two colleagues don't understand each other (knowledge), they may not be willing to work together at all (attitude). And why should you?

In this component, people need to understand their own values and abilities and those of other team members. They also need skills to work collaboratively and an open attitude for doing so.

The we-component shows that people actually display teamwork behaviors. When this happens congruent the behaviors of other team members, there is integration of all three components. Then the center is reached: actual intergenerational teamwork.

In the literature teamwork is defined as the process in which team members work together on common goals and choose their behaviors congruent to what others are doing. In other words, they adapt their behaviors to those of others. This may happen reactive and proactive. The later assignments will help you to be proactive in adapting your teamwork behaviors to one another.

When applying this definition on intergenerational teamwork, this means that you choose your behaviors congruent the traits of yourself and your colleagues from different generations.

Slide 4 What do teamwork behaviors look like? According to the literature, collaboration consists in any case of these nine behaviors. As mentioned earlier, generations formulate different values, also against these nine behaviors. For example, the protest generation appreciates leaders who are dominant and exercise control, generation X wants them to consider personal motivations and to encourage dialogue, while the pragmatic and screenage generation prefer informal, reciprocal, and sustainable relationships with their leaders, in which they can cooperate equivalently and learn. Therefore teams need to be aware of how its' members expect from these behaviours.

Then we come back at the theme of intergenerational learning. How can people's expectations and teamwork behaviours made adaptively to one another?

Slide 5 First of all, when generations exchange about their collaboration, they learn to understand the appreciations of other generations and to formulate their own. They also learn to display behaviours that suit those of others. For example, when you need help with explaining someone how to use Facebook to maintain friendships, it is most likely you would ask a young person who uses Facebook already. This seems obvious, but it's not. You need to be aware of the abilities of other people in your team, before you can consider appealing to them.

Secondly, through collaborative learning, team members can teach each other in displaying these behaviors, what indeed is a teamwork behavior itself (sharing knowledge). For example, generation X is mainly very good at teambuilding, smoothing relationships, and conflict solving. And the screenage generation is mostly good at formulating personal learning needs and appealing on other people to meet their needs. When generations capitalize on each other's knowledge and skills regarding the nine behaviors, they will appreciate each other as a result.

Activity 14

PowerPoint presentation – Intergenerational teamwork

- Powerpoint
- Module 2B_Activity 14_ Intergenerational teamwork

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Awareness on communication and interpretation differences		

Activity 15	Assignment – tearing paper	Duration	15'
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Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations
Description	In this session an exercise will make participants aware of communication challenges.

Guidance for the Trainer	<p>Give every participant a piece of paper. Make sure they close their eyes and follow your verbal instructions:</p> <ol style="list-style-type: none"> 1. "Fold you paper once." 2. "Fold again." 3. "Rip of the right upper corner." 4. "Fold again." 5. "Rip of the left under corner." <p>Then all participants open their eyes, unfold their piece of paper en hold them in the sky. Emphasize that all participants came up with different products, while they all got the same instruction. Why? Let people answer.</p> <p>Then explain that it is most important to adapt your communication to the people you speak to, to make sure they interpret your communication correctly. Use this one-liner: "Your communication is as good as it is received." Then explain that different generations communicate differently. They differ in the kinds of words they use, but also in the quantity of their words.</p> <p>For example, older generations generally appreciate to give extensive explanations about what they learned in life. The younger generations however generally prefer giving as much information in as less words. They are mainly more direct and to-the-point than older generations.</p>
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Activity 15

Assignment – tearing paper

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Intergenerational communication		

Activity 16	Assignment – Generational Story 2	Duration	30'
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Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations Understanding the role of communication and language
Description	Dialogue about communication

Guidance for the Trainer	<p>Purpose of the General Story (2)</p> <p>Following the presentation on team roles and tearing the paper, the Dialogues continues about the question:</p> <ul style="list-style-type: none"> - How to better the communication of the team members and in the team as a whole? - What do the team members need to achieve this? <ol style="list-style-type: none"> 1. Fashioning subgroups per generation (per age group). Explain the purpose of the assignment. (5 minutes) 2. In the subgroups, the participants engage in Dialogue how to better the communication and what they need to achieve this. (15 minutes) 3. Each subgroup give a presentation on their generation views and values. (3 minutes per subgroup) 4. The trainer write notes on the flipchart. <p>Preparation: flipchart, pencils</p>
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Activity 16

Assignment – Generational Story 2

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Plan for improvement		

Activity 17	Assignment – improvement plan	Duration	40'
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Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations
Description	The participants work together on a plan for improvement

Guidance for the Trainer	<p>Abstract goals into concrete results to work and back ...</p> <ol style="list-style-type: none"> 1. Prepare a poster of the funnel 2. Imagine the steps on the poster if quarters of the year. <ul style="list-style-type: none"> – The interrupted line: what is it ready tomorrow? – Step 1: what is done about 3 months? – Step 2: what is done about 6 months? – Step 3: what is done about 9 months? – Step 4: what is done about 12 months? 3. The group begins by setting out what needs to be done over one year; where will you be next year? 4. Based on this, the group formulates what it should be done about 12 months, 9 months, 6 months, 3 months, tomorrow. 5. Each team member completes his / her ideas on post-its and paste the post-its on the poster. 6. Discuss the notes on the post-its . Make agreements about the actions and the action that can be performed tomorrow. Make also agreements about the follow up.
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Activity 17

Assignment – improvement plan



What can be done tomorrow?

Step 1

Step 2

Step 3

Step 4

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Intergenerational teamwork		

Activity 18	Assignment – My postcard for the team	Duration	10'
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Aims	Building commitment
Description	Every participant writes a postcard to the team with his/her contribution and desire.

Guidance for the Trainer	<p>Purpose 'My postcard for the team'</p> <p>Each team member writes his / her desire for the team on a postcard and what he / she is going to make his / her own contribution to this desire.</p> <p>After a few month the manager / leader of the team gives the cards individually back to the team members as a reminder of the desire.</p> <ol style="list-style-type: none"> 1. Explanation of the purpose of 'My postcard for the team'. 2. The trainer gives each participant a postcard and an envelope. 3. The participants write their desire for the team on the postcard and put the postcard in the envelope. <p>The participants submit to write their name on the postcard and also the envelope.</p> <p>They may choose themselves if they leave the envelope open or close it.</p> <ol style="list-style-type: none"> 4. The trainer collects the envelopes. 5. The trainer gives the envelopes to the manager / leader of the team. 6. The manager / leader of the team plans in the agenda 3/4 months after the workshop a date to give the team members the cards back. 7. Suggestion: the manager can think of a nice form to continue the Dialogue on the base of the postcards. <p><i>Preparation: Postcard (all the same) and envelopes for each participant, pencils</i></p>
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Activity 18

Assignment – My postcard for the team

Module	Disability – specificities and challenges		
Trainers		Target - group	Volunteers from different generations
Contents	Session evaluation form		

Activity 19	Session evaluation form	Duration	10'
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Aims	Session evaluation
Description	A 7-questions evaluation to collect the participants opinion of your session

Guidance for the Trainer	Give an evaluation form to every participant. Let them fill in the form after your session.
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Activity 19

Session evaluation form

1. How would you rate the quality of the workshop presentation?

7	6	5	4	3	2	1
excellen		good		fair		poor

2. Did the workshop provide enough opportunities for active participation?

7	6	5	4	3	2	1
yes		yes gener		not reall		definitel
definitel						not

3. How would you rate the content of the workshop?

7	6	5	4	3	2	1
excellen		good		fair		poor

4. Do you feel you now have the skills to implement the content in your work?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

5. In overall sense, how satisfied are you with the workshop?

7	6	5	4	3	2	1
very		satisfied		dissatisfied		very
satisfied						dissatisfied

6. Please note the strengths of the workshop (valuable things gained).

7. Please note the weaknesses of the workshop (things you didn't like).

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Introducing the theme Explaining the learning goals	Duration	5'
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Activity 0

Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_0_Welcome.pptx.

Slide 1 Today is the 1st workshop of the module “Disability – specificities and challenges”.

In this module you will learn about two things. Firstly, in the 1st and 2nd workshop you will learn about conducting sense activities. That is a means for increasing the social inclusion of people with a disability, because it fosters interpersonal contact. Secondly, in the 3rd and 4th workshop you will learn how to conduct these kinds of activities together with other volunteers from different generations. Working together with different generations is relevant for conducting social activities with people with a disability, because different generations can contribute from different traits and abilities. Thereby together they can be more creative.

Slide 2 What is the program of this workshop? Firstly, we will conduct an introduction round so we can get to each other a little bit better. Then the trainers will explain the perspective of “Health as a starting point” for conducting sense activities with people with a disability. You will learn to create contact with people with a disability, based on their abilities instead of their disabilities.

Then the trainers will explain how you can be a true sense artist. You will also find your own preferred sense, in order to prepare sense activities, which you will conduct in the 2nd workshop.

We conclude with providing practical information and a brief workshop evaluation.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Introducing the theme	Duration	10'
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Activity 1

Assignment – Introduction round

Purpose of the introduction

Participants introduce themselves on the base of two cards with an image and two questions:

3. The participants choose a card to introduce themselves personally;
4. The participants choose a card why they participate in the workshop.

Preparing the introduction

5. Spread the cards on a table or another place in the room where the participants can choose their cards. Do this during the preparation of the workshop before the participants arrive.

6. Short explanation of the purpose of the introduction.

7. The trainer asks the participants to choose two cards to introduce themselves:

- c) One card for the personal introduction;
- d) One card for telling why participating in the workshop.

Participants get **5 minutes** for choosing the cards.

8. Each participant is given **90 seconds** to introduce him/herself on the basis of the image of the postcards.

Preparation: postcard / images / pictures to spread in the room. Think of images that express emotion. About 50 cards is necessary. Use different images, and it is good to have some double.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Building knowledge, skills, and attitudes participants can use in their contact with people with a disability. Overcoming prejudices against people with a disability.	Duration	20'
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Activity 2

PowerPoint presentation – ‘Brilliant Do Day’ (First day)

Slide 1 Title

Slide 2 Choose to start social contacts with people with a disability from a positive, appreciating perspective. We call it: pay attention to what is healthy. In other words, pay attention to one’s abilities instead of one’s disabilities. Let what is healthy be the major starting point in increasing the social inclusion of people with a disability.

This forms the base for your activities:

- What do I like?
- What do I need?
- What am I good at?
- What makes me proud?
- What am I respected for?~
- What do I respect in others?

Do respect the unfortunate circumstances people with a disability are in, but do not pay too much attention to it. We call it: “Do not get influenced by the ‘victim role’, because if you do, you only emphasize the other person is not feeling well.”

Slide 3 Picture: You see someone giving a handmassage to another. Both are old ladies. We forget sometimes that being touched is very important, but as we grow older it is less normal in daily life.

Slide 4 1 to 1 contact: Person-to person

The activity you offer is the tool to make a connection with another person, from ‘heart to heart’. It is about giving something and to be open to receive something yourself. It is intended that the contact

gives both parties a good feeling. It is most important that you too feel good due to the contact, because if you enjoy giving something to another person, he or she enjoys getting it.

Slide 5 Use the senses: Most information that we gather comes in through our senses. Strange enough we sometimes forget to realise this. A sense artist uses the senses as a tool to make personal contact and to truly meet someone.

- The nose: smell.
- The ear: hear and listen
- The mouth: taste
- The eye: see and show
- The hand and skin: feel
- And Do not forget to consider your intuition as serious information.

Slide 6 In this photograph you see a sense artist who offers a nice smell to a man with dementia. The flower he recognises, that makes it for him normal to smell at.

Slide 7 Personal basis to work from: Make sure that the foundation is positive. Be realistic. If you want to overcome a frustration, it is not a good idea to be a sense artist.

Keywords are:

- Respect as said before
- Humour: 'a smile is the shortest distance between people'
- Creativity: be creative, not like a Picasso, but in finding resolutions. Every person is creative in finding resolutions, in organising things, in seeing opportunities
- Simple: the power lies in the simplicity. People can easily copy it and continue doing it.
- 1 + 1 is more than 2. Being with several persons makes the sum bigger than the simple answer. A synergy emerges
- We call that the 'Brilliant' effect!

Slide 8 In this photograph you see a woman deep in her dementia. She is like a baby. Still she reacts on the contact making by the clown. A clown is an archetypical image (the red nose). This clown is specialized in making contact with these kinds of clients, through making eye contact and familiar sounds.

Slide 9 The throne.

Be aware of the 'throne' you are sitting on! You are your own unique person with your unique capacities and personality. That is something to cherish, to be proud of. Nobody is the same! No musicians are the same. No nurses are the same! No one has the same taste. That is something to be aware of. It also means that everybody else is different. Be aware of your own preferences and dislikes. Especially in meeting other people.

There are persons you do not like in the first place. Be aware of that, respect that, and don't force yourself to make social contact, because if you do, the other person will notice that. Then maybe the

best choice is that one of your colleagues who likes this person very well performs his/her activity with that person. What do you need? What do you want?

Responsibility: be aware what your responsibility is. When do you have to call in help?

Keep in touch with your own feelings!

Slide 10 Target group.

Look at the person who is in front of you. Who is sitting there? By looking at somebody you already formulate judgements about him/her. Try to get rid of that. Try not to have your immediate judgement, but to be open minded about that person.

Be aware of your own prejudices and try to overcome them. You might learn that that old, grumpy person with disabilities has had a very interesting life and unexpected qualities.

What are your expectations? Try to get free of them. Be curious to the reactions on your activity.

Being a sense artist does not mean that you are a therapist! A sense artist should give a moment of pleasure and a good feeling. There should be given space to emotions and yet undiscovered qualities.

Slide 11 Borders.

It is very important to recognize social and emotional boundaries. What is possible in the given situation and what is not? What do you want? What are your limitations and what do you not want to do. Respect that of yourself. Do not cross the borders of the other person and also of yourself! You have to scan every situation and estimate the possibilities for interpersonal contact.

Sometimes it is nice to discover that people can do more than they or their caretakers thought themselves. For example: it might be possible that a person who can't speak because of dementia starts to sing along unexpectedly, when you sing a song from the early days of his youth.

Pauses: take moments of rest! Get to yourself again, when you've had an emotional experience, before you perform your activity with a new person. Sometimes you need just 5 minutes, but sometimes more. What are your own needs? Take time to drink or eat.

Not everybody wants to be a sense artist, for whatever reason. Do not force yourself if you do not feel comfortable in this role. It can be very confronting, so you and only you are the one who decides.

At the other hand you get a lot of good feelings in return and it can give you a lot of energy.

Exercise "personal borders"

- Divide the participants in two groups
- Line them up in two rows in front of each other, so they stand in pairs
- Give the instruction that the participants walk towards each other slowly and that they stop at the point where it still comfortable. At what point are they close enough?
- Ask: "Do you look each other in the eyes? Does that still feel comfortable?"
- Address that the distance between pairs is different when your partner is from another gender or when you don't know each other.
- No do it again, but this time with your eyes closed
- Ask: "What happens? Do you feel when to stop? Does it influence feelings of comfort?"
- Ask: "What happens when the distance is very tight, but you don't feel comfortable?" You probably avoid making eye contact. That is what happens when many people stand in an elevator. Everybody is staring at the ceiling, the doors, or the pushbuttons.

Slide 12 In this photograph you see a sense artist who plays the violin on an Intensive Care ward in a hospital, an unusual activity. The first reaction is often: “This cannot be allowed.” But why not? This is a terrible place to be. 25% of the patients leave IC with a posttraumatic stress syndrome. The life music makes one feel human again. That is a wonderful gift in such circumstances.

Slide 13 What is a Sense artist? A ‘Sense artist’ is someone who has prepared a small activity - based on one of the senses - to meet another person in a special way. For example: sing a song, read a poem, give a hand massage, offer a snack, or make a drawing. The nice thing of communicating through the senses is that everybody understands it. For example, you can make contact from heart to heart by singing a song to someone. Language is not a problem. Education level doesn’t matter. Even if a person is very ill or disabled, senses are still activity. That makes it makes it possible to reach a person. Thus, the threshold is low. Often it is very unexpected and that makes people laugh and curious. It gives room for emotions. For example using music is a very adequate mean for expressing, when words are too difficult.

Slide 14 In this photograph you see a sense artist who is a professional silhouette cutter. The old man is very surprised and happy to receive his own portrait.

Slide 15 Being a sense artist makes it possible to make contact with:

- People from different generations
- People with different cultural backgrounds
- People with different kinds of disabilities

Communication through the senses is a very powerful means for making social contact. Words are not necessary to be used. People easily understand each other through the senses. A sense artist needs to be very sensible for the reaction of the other person. You can immediately see if someone likes or dislikes your activity. Do not continue if you see that a person doesn’t like it! He or she doesn’t have to undergo your activity! (don’t cross that kinds of borders)

Slide 16 In this photograph you see a sense artist who offers a little snack to a woman with dementia. It tastes a quite bitter. It is part of our taste table.

Slide 17 How to become a Sense artist?

What is the sense you feel most familiar with?

- Hear
- See
- Feel
- Taste
- Smell

Everybody has unconsciously a preference for one (or more) of the senses. For example 1 person out of every 10 has a very sensitive nose. That means that he/she can smell very good. Some persons have extremely good ears and therefore hear more than average. Other people are more sensitive to visual incentives. Or perhaps you have a hobby like playing the guitar, drawing, or cooking.

Slide 18 It is advisable to bring a lot of different kinds of materials the participants can choose for conducting their activities. You can also ask in advance if someone has a hobby and likes to bring his own materials, like a music instrument.

To hear and listen: for example, listen to music, or play an instrument, listen to funny sounds. Tell a story, or a poem. You can bring books, with short stories or poems, or music boxes, or different instruments to rattle or make noises. Be creative!

Slide 19 In this photograph you see a girl giving a henna painting to another girl.

Slide 20 To see and look: pencils, paint, paper, creative material, but also nail polish, relax masks, books with nice pictures, or photographs etcetera.

Slide 21 To feel: objects to feel like massage instruments, massage oil, and cuddle toys.

For giving massages some basic knowledge is acquired. But a lot of people know how to do it. Of course a total body massage is not recommended. But hand massage, neck and head massages, shoulders and even feet massage are often received with most pleasure.

Slide 22 In this photograph you see that young meets old by touching. The effect is that stories are to be told!

Slide 23 Taste: bring some dried fruits, or fresh herbs, or explicit tastes, like salt, sweet, sour, and bitter. Also bring napkins, nice little bowls, and picks. For people who cannot eat you can think of visual imagination, or ask if they can taste something by looking at nice photographs of food.

Slide 24 Smell: essential oils, smells of the past, perfume, smells of bread, coffee, lemon, or fresh herbs, like basil or rosemary. Be careful with using essential oils. You have to know something about the effect and the dose!

Slide 25 The sense activity is a short activity of about 2 to 10 minutes. It is well prepared and can easily be offered in every situation. Choose an activity that you can easily do and that you like to do. Let it be simple and close to you identity. You can develop it to a more complex activity by practicing.

Here is an example: you want to go around with an aroma to let people smell. Choose two or three different kinds of aromas. Prepare the activity from A to Z: Think about how you want to offer the smell. Do you put a drop on a tissue that people can keep? Or do you have some flowers where you sprinkle it on? How do you take it with you? In a nice basket? Do you take pictures with you of the

flowers, to make an association? Can you tell a little bit about the effect of the smell on behaviour, like lavender that is supposed to make people relaxed? Or do you prepare a little story where the aroma has a role in? Make sure that the activity is suitable for the target group. Clear start and end: introduce yourself with your name and what you are about to do. Ask if somebody would like to smell a nice odour. See if you can tempt someone, if the first reaction is NO. With a little joke, or by singing a bit, people can get curious.

Make a clear end of the activity, thank for the attention.

Prepare the materials and think about how to bring them

Not what you do is important, but how you do it! Offering a smell of lavender is almost nothing. It is about giving attention and making contact.

Take enough time for every person. Do not rush. You do not need to meet everybody in the room. It is about the quality of the contact, not about the quantity!

A costume or special hat can help to step into the role of the Sense artist!

Slide 26

- Task for the afternoon:
- Offer your activity to at least 3 different people.
- Find a good place, or space
- Introduce your activity
- Notice the non-verbal reaction
- What presumption do you have?
- Can you take distance from that?
- What strikes you?
- Make a clear end of your activity

Slide 27 Write down your experience after ending your activity:

- What is the most outstanding you noticed?
- What were the reactions of the receivers?
- What did you like about doing this activity?

Slide 28 This method was developed by Brilliant during many years of experience with events in all different healthcare centres in The Netherlands. We gave this workshop to professionals in healthcare, volunteers, students, youngsters and artists, musicians, theatre makers etcetera.

For any questions, or remarks please feel free to contact us:

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Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Session evaluation	Duration	10'
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Activity 3

Session evaluation form

1. How would you rate the quality of the workshop presentation?

7	6	5	4	3	2	1
excellent		good		fair		poor

2. Did the workshop provide enough opportunities for active participation?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

3. How would you rate the content of the workshop?

7	6	5	4	3	2	1
excellent		good		fair		poor

4. Do you feel you now have the skills to implement the content in your work?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

5. In overall sense, how satisfied are you with the workshop?

7	6	5	4	3	2	1
very		satisfied		dissatisfied		very
satisfied						dissatisfied

6. Please note the strengths of the workshop (valuable things gained).

7. Please note the weaknesses of the workshop (things you didn't like).

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Introducing the theme Explaining the learning goals	Duration	5'
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Activity 4

Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_4_Welcome.pptx.

Slide 1 Today is the third workshop of the module “Disability – specificities and challenges”.

In contrast to the 1st and 2nd workshop, the 3rd and 4th workshop are not directly about engaging in social contact with people with a disability and conducting social activities with them. They are about working together with other volunteers from different generations in doing so.

Different generations have different traits and abilities to offer in increasing the social inclusion of people with a disability. Combining these is of great worth.

But unfortunately collaboration between people from different generations may not always run smooth. Therefore in the coming two workshops you will learn what traits and abilities are of the different generations, and how you can combine these in working together.

A division has been made. In this 3rd workshop you will learn about the different generations and their specific traits and abilities will be explained. In the 4th workshop you will learn what the differences between generations mean for working together in teams.

Slide 2 What about today? First the trainers will explain the different generations and make clear that overcoming prejudices against the generations is very important. A film fragment will be shown. We will finish with two major elements, in which you can participate actively. In “Generational stories 1” you will exchange views about certain topics with people from your own generation. In “The Market Place” you will exchange your view about certain topics with people from other generations than your own. The goal is that you learn to formulate your own abilities and traits, and that you understand those of the other generations in your team. We will conclude with a brief workshop evaluation.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Building knowledge, skills, and attitudes participants Can use in their contact with people with a disability Overcoming prejudices against people with a disability	Duration	20'
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Activity 5

PowerPoint presentation – ‘Brilliant Do Day’ (second day)

Slide 1 Title

Slide 2 Choose to start social contacts with people with a disability from a positive, appreciating perspective. We call it: pay attention to what is healthy. In other words, pay attention to one’s abilities instead of one’s disabilities. Let what is healthy be the major starting point in increasing the social inclusion of people with a disability.

This forms the base for your activities:

- What do I like?
- What do I need?
- What am I good at?
- What makes me proud?
- What am I respected for?
- What do I respect in others?

Do respect the unfortunate circumstances people with a disability are in, but do not pay too much attention to it. We call it: “Do not get influenced by the ‘victim role’, because if you do, you only emphasize the other person is not feeling well.”

Slide 3 Picture: You see someone giving a handmassage to another. Both are old ladies. We Forget sometimes that being touched is very important, but as we grow older is less normal in daily life.

Slide 4 1 to 1 contact: Person-to person

The activity you offer is the tool to make a connection with another person, from ‘heart to heart’. It is about giving something and to be open to receive something yourself. It is intended that the contact gives both parties a good feeling. It is most important that you too feel good due to the contact, because if you enjoy giving something to another person, he or she enjoys getting it.

Slide 5 Use the senses: Most information that we gather comes in through our senses. Strange enough we sometimes forget to realise this. A sense artist uses the senses as a tool to make personal contact and to truly meet someone.

- The nose: smell.
- The ear: hear and listen
- The mouth: taste
- The eye: see and show
- The hand and skin: feel
- And..... Do not forget to consider your intuition as serious information.

Slide 6 In this photograph you see a sense artist who offers a nice smell to a man with dementia. The flower he recognises, that makes it for him normal to smell at.

Slide 7 Personal basis to work from: Make sure that the foundation is positive. Be realistic. If you want to overcome a frustration, it is not a good idea to be a sense artist.

Keywords are:

- Respect as said before
- Humour: 'a smile is the shortest distance between people'
- Creativity: be creative, not like a Picasso, but in finding resolutions. Every person is creative in finding resolutions, in organising things, in seeing opportunities
- Simple: the power lies in the simplicity. People can easily copy it and continue doing it.
- 1 + 1 is more than 2. Being with several persons makes the sum bigger than the simple answer. A synergy emerges
- We call that the 'Brilliant' effect!

Slide 8 In this photograph you see a woman deep in her dementia. She is like a baby. Still she reacts on the contact making by the clown. A clown is an archetypical image (the red nose). This clown is specialized in making contact with these kinds of clients, through making eye contact and familiar sounds.

Slide 9 The throne.

Be aware of the 'throne' you are sitting on! You are your own unique person with your unique capacities and personality. That is something to cherish, to be proud of. Nobody is the same! No musicians are the same. No nurses are the same! No one has the same taste. That is something to be aware of. It also means that everybody else is different. Be aware of your own preferences and disgusts. Especially in meeting other people.

There are persons you do not like in the first place. Be aware of that, respect that, and don't force yourself to make social contact, because if you do, the other person will notice that. Then maybe the best choice is that one of your colleagues who likes this person very well performs his/her activity with that person. What do you need? What do you want?

Responsibility: be aware what your responsibility is. When do you have to call in help?

Keep in touch with your own feelings!

Slide 10 Target group.

Look at the person who is in front of you. Who is sitting there? By looking at somebody you already formulate judgements about him/her. Try to get rid of that. Try not to have your immediate judgement, but to be open minded about that person.

Be aware of your own prejudices and try to overcome them. You might learn that that old, grumpy person with disabilities has had a very interesting life and unexpected qualities.

What are your expectations? Try to get free of them. Be curious to the reactions on your activity.

Being a sense artist does not mean that you are a therapist! A sense artist should give a moment of pleasure and a good feeling. There should be given space to emotions and yet undiscovered qualities.

Slide 11 Borders.

It is very important to recognize social and emotional boundaries. What is possible in the given situation and what is not? What do you want? What are your limitations and what do you not want to do. Respect that of yourself. Do not cross the borders of the other person and also of yourself! You have to scan every situation and estimate the possibilities for interpersonal contact.

Sometimes it is nice to discover that people can do more than they or their caretakers thought themselves. For example: it might be possible that a person who can't speak because of dementia starts to sing along unexpectedly, when you sing a song from the early days of his youth.

Pauses: take moments of rest! Get to yourself again, when you've had an emotional experience, before you perform your activity with a new person. Sometimes you need just 5 minutes, but sometimes more. What are your own needs? Take time to drink or eat.

Not everybody wants to be a sense artist, for whatever reason. Do not force yourself if you do not feel comfortable in this role. It can be very confronting, so you and only you are the one who decides. At the other hand you get a lot of good feelings in return and it can give you a lot of energy.

Exercise "personal borders"

- Divide the participants in two groups
- Line them up in two rows in front of each other, so they stand in pairs
- Give the instruction that the participants walk towards each other slowly and that they stop at the point where it still comfortable. At what point are they close enough?
- Ask: "Do you look each other in the eyes? Does that still feel comfortable?"
- Address that the distance between pairs is different when your partner is from another gender or when you don't know each other.
- No do it again, but this time with your eyes closed
- Ask: "What happens? Do you feel when to stop? Does it influence feelings of comfort?"
- Ask: "What happens when the distance is very tight, but you don't feel comfortable?" You probably avoid making eye contact. That is what happens when many people stand in an elevator. Everybody is staring at the ceiling, the doors, or the pushbuttons.

Slide 12 In this photograph you see a sense artist who plays the violin on an Intensive Care ward in a hospital, an unusual activity. The first reaction is often: “This cannot be allowed.” But why not? This is a terrible place to be. 25% of the patients leave IC with a posttraumatic stress syndrome. The life music makes one feel human again. That is a wonderful gift in such circumstances.

Slide 13 What is a Sense artist? A ‘Sense artist’ is someone who has prepared a small activity - based on one of the senses - to meet another person in a special way. For example: sing a song, read a poem, give a hand massage, offer a snack, or make a drawing.

The nice thing of communicating through the senses is that everybody understands it. For example, you can make contact from heart to heart by singing a song to someone.

Language is not a problem. Education level doesn’t matter. Even if a person is very ill or disabled, senses are still activity. That makes it makes it possible to reach a person. Thus, the threshold is low. Often it is very unexpected and that makes people laugh and curious. It gives room for emotions. For example using music is a very adequate mean for expressing, when words are too difficult.

Slide 14 In this photograph you see a sense artist who is a professional silhouette cutter. The old man is very surprised and happy to receive his own portrait.

Slide 15 Being a sense artist makes it possible to make contact with:

- People from different generations
- People with different cultural backgrounds
- People with different kinds of disabilities

Communication through the senses is a very powerful means for making social contact. Words are not necessary to be used. People easily understand each other through the senses. A sense artist needs to be very sensible for the reaction of the other person. You can immediately see if someone likes or dislikes your activity. Do not continue if you see that a person doesn’t like it! He or she doesn’t have to undergo your activity! (don’t cross that kinds of borders)

Slide 16 In this photograph you see a sense artist who offers a little snack to a woman with dementia. It tastes a quite bitter. It is part of our taste table.

Slide 17 How to become a Sense artist?

What is the sense you feel most familiar with?

- Hear
- See
- Feel
- Taste
- Smell

Everybody has unconsciously a preference for one (or more) of the senses. For example 1 person out of every 10 has a very sensitive nose. That means that he/she can smell very good. Some persons have extremely good ears and therefore hear more than average. Other people are more sensitive to visual incentives. Or perhaps you have a hobby like playing the guitar, drawing, or cooking.

Slide 18 It is advisable to bring a lot of different kinds of materials the participants can choose for conducting their activities. You can also ask in advance if someone has a hobby and likes to bring his own materials, like a music instrument.

To hear and listen: for example, listen to music, or play an instrument, listen to funny sounds. Tell a story, or a poem. You can bring books, with short stories or poems, or music boxes, or different instruments to rattle or make noises. Be creative!

Slide 19 In this photograph you see a girl giving a henna painting to another girl.

Slide 20 To see and look: pencils, paint, paper, creative material, but also nail polish, relax masks, books with nice pictures, or photographs etcetera.

Slide 21 To feel: objects to feel like massage instruments, massage oil, and cuddle toys.

For giving massages some basic knowledge is acquired. But a lot of people know how to do it. Of course a total body massage is not recommended. But hand massage, neck and head massages, shoulders and even feet massage are often received with most pleasure.

Slide 22 In this photograph you see that young meets old by touching. The effect is that stories are to be told!

Slide 23 Taste: bring some dried fruits, or fresh herbs, or explicit tastes, like salt, sweet, sour, and bitter. Also bring napkins, nice little bowls, and picks. For people who cannot eat you can think of visual imagination, or ask if they can taste something by looking at nice photographs of food.

Slide 24 Smell: essential oils, smells of the past, perfume, smells of bread, coffee, lemon, or fresh herbs, like basil or rosemary. Be careful with using essential oils. You have to know something about the effect and the dose!

Slide 25 The sense activity is a short activity of about 2 to 10 minutes. It is well prepared and can easily be offered in every situation. Choose an activity that you can easily do and that you like to do. Let it be simple and close to you identity. You can develop it to a more complex activity by practicing.

Here is an example: you want to go around with an aroma to let people smell. Choose two or three different kinds of aromas. Prepare the activity from A to Z: Think about how you want to offer the smell. Do you put a drop on a tissue that people can keep? Or do you have some flowers where you sprinkle it on? How do you take it with you? In a nice basket? Do you take pictures with you of the

flowers, to make an association? Can you tell a little bit about the effect of the smell on behaviour, like lavender that is supposed to make people relaxed? Or do you prepare a little story where the aroma has a role in? Make sure that the activity is suitable for the target group. Clear start and end: introduce yourself with your name and what you are about to do. Ask if somebody would like to smell a nice odour. See if you can tempt someone, if the first reaction is NO. With a little joke, or by singing a bit, people can get curious.

Make a clear end of the activity, thank for the attention.

Prepare the materials and think about how to bring them

Not what you do is important, but how you do it! Offering a smell of lavender is almost nothing. It is about giving attention and making contact.

Take enough time for every person. Do not rush. You do not need to meet everybody in the room. It is about the quality of the contact, not about the quantity!

A costume, or special hat can help to step into the role of the Sense artist!

Slide 26 Task for the afternoon:

- Offer your activity to at least 3 different people.
- Find a good place, or space
- Introduce your activity
- Notice the non-verbal reaction
- What presumption do you have?
- Can you take distance from that?
- What strikes you?
- Make a clear end of you activity

Slide 27 Write down your experience after ending your activity:

- What is the most outstanding you noticed?
- What were the reactions of the receivers?
- What did you like about doing this activity?

Slide 28 This method was developed by Brilliant during many years of experience with events in all different healthcare centres in The Netherlands. We gave this workshop to professionals in healthcare, volunteers, students, youngsters and artists, musicians, theatre makers etcetera.

For any questions, or remarks please feel free to contact us:

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Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Plenary Activity evaluation	Duration	10'
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Activity 6

Plenary Activity evaluation

Give each workshop member 6 yellow post-its.

Each workshop member write 3 words down about the most succesful experience and 3 words about the less succesful experience:

Two questions:

1. What was your most exciting experience of the activity 'being a sense artist'? (valuable things gained).
2. What was your less exciting experience of the activity 'being a sense artist'? (things you didn't like much).

Put the post-its on a flipchart. The workshop members exchange what the words they wrote.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Introducing the activities of the 2 nd workshop Explaining the activities' goals	Duration	5'
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Activity 7

Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_7_Welcome.pptx.

Slide 1 Today is the 2nd workshop of the module “Disability – specificities and challenges”.

In contrast of the other workshops, in this workshop not much theory will be explained. In fact, in the coming two hours you will conduct a social activity with people with a disability as a true sense artist. You will experience that this is a great means for increasing their social inclusion.

Slide 2 What does the program of this workshop look like? Firstly, the trainers will give a brief summary of the explanations of the 1st workshop. Secondly, you will prepare your own sense activity and conduct these. In the activity evaluation you will exchange your personal experiences with conducting social activities and engaging in social contact with the people with a disability.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Overcoming prejudices against different generations Understanding generation-specific abilities and traits	Duration	20'
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Activity 8

Powerpoint presentation – Generational theory

Slide 1 As mentioned before, we will focus on theories about the different generations.

Slide 2 Firstly, the trainers will focus on the advantages of differences between generations. Secondly, the common traits and abilities of five generations will be explained. Please take in mind that the generations cannot be generalized. Not all individual in one generation have the same traits. Thereby, someone in one generation may recognize himself also in other generations. There are differences within generations as well, off course. Thirdly, the trainers will introduce the theme of intergenerational learning as a means to foster contact and collaboration between generations. People from different generations can learn a lot from each other. In this workshop you will experience what you can learn from other generations and what you can teach to them.

Slide 3 Generations have different values and abilities. For example, they have different expectations regarding the society, their own community, and social inclusion. They also have other abilities. Younger generations are mainly good at using technology. They possess knowledge that is up-to-date. Older generations are mostly good at social and emotional care. They possess a lot of practical knowledge and skills, due to cumulated life experiences.

Combining these abilities gives a great mix of possibilities for community projects for increasing the social inclusion of people with a disability. For example, more ideas can be generated for projects. For example, the younger may initiate activities with a lot of physical action, like sports.

The older may initiate activities without that much physical action, like explaining how to build friendships or how to manage your household. As a result, a larger target group can be addressed. More social needs of people with a disability can be met trough combining the generations.

Thereby, working together with other generations gives a lot of joy and work satisfaction for volunteers. One example came from a younger volunteer, who conducted a sense activity together with an older volunteer in a health care organization. Together they talked with elderly about

advertisements in forties and fifties. The young volunteer said: “It was very instructive for me that my colleague knew that much about the forties and fifties. Now I understand more about that time period and about the zeitgeist that colleague grew up.”

Slide 4 Speaking of the zeitgeist in which generations grew up... The literature shows that individuals form a generation together with people who are born in the same or adjacent years. The zeitgeist in which they grew up and their simultaneous development through the life phases are the most important factors a generation shares.

The society are always developing and changing. For example, the common parenting styles and educational systems are continuous developing, due through technological innovation, scientific research and changing values. For example, at one time parenting styles could be characterized as directive and authoritarian, but nowadays mostly as authoritative and cooperative.

The parenting and teaching styles children experience have a great impact on the values they formulate against performing at school and in work situations. For example, the oldest generation learned to obey authorities. As a result, in work situations they perform according instructions from supervisors and won't question those instructions. But the youngest generation has learned to negotiate with authorities and to formulate their own preferences. As a result, they are likely to take initiatives and to collaborate with supervisors instead of waiting for instructions.

Slide 5 As for the prewar generation. This generation grew up in a society with a lot of political tension and economical setback. People from this generation learned at home to follow their fathers will in all circumstances and to work hard to contribute to the families' wellbeing. As a result, they formulated values against work like “adapt to all circumstances” and “manageability”.

Slide 6 As for the protest generation. This generation grew up in a society that is just climbing at of World War II. They saw with their own eyes that the society was being rebuilt and took their part in that process. They experienced technological development and economical growth. Although their parents did not have a lot of choice possibilities, this generation was able to choose their own development paths. A lot of them took that great opportunity.

As a result, this generation has learned to seek for innovation. They are able to create new possibilities. They follow their heart en work for what they believe in. But there still are traces of authoritarianism and manageability.

Slide 7 As for generation X. It seemed that the society grew simultaneous with the development of this generation. They experienced new parenting and teaching styles, like the laissez-faire movement en other kinds of tryouts. As a result, people from this generation learned to analyze different choices. In other words: to use the possibilities the protest generation created.

This generation is very good at combining different views into a coherent whole and to set out personal development paths. They are reliable, take responsibility for their promises and actions, but

choose for economic safety instead of uncertainty and taking risks. That is a result of the economical crisis they experiences, where they learned welfare cannot be taken for granted.

Slide 8 As for the pragmatic generation. This generation experiences a lot of freedom and changes in societal norms against sexuality and individuality. They are way more individualistic than the generations before. They are good at formulating what they want and plan their actions for achieving that as fast as they can. They mostly work linear: first a, then b, and than c.

They've learned to question everything and to be critical, but fast. They move on quickly.

Slide As for the screenage generation. This generation looks a lot like the pragmatic generation. They again are critical-analytic and acts quickly. Their common trait is that they grew up in a world full of digital innovation. As a result, their social life is situated mostly virtually. They are good in connecting face-to-face contact with virtual contact. They are actively building networks.

The most important difference between this generation and the others is that they are not very loyal to the organization they work for. They want to have fun during work and reach their personal potentials. They need organizations that offer possibilities for development and growth.

They appreciate collaboration, but in an equal way. They mostly avoid hierarchical structures. They also don't differentiate much between work time and spare time. They are likely to contact friends virtually during work time and to perform work tasks during free time at home. They disconnect work performance from work location: they can work everywhere at any time, provided that they conduct work performances on their computer or mobile phone.

Slide 10 Now you've learned just a little bit about the different generations you work with in daily practice. For teams it is most important that members understand the different values and abilities people posses. Than mutual understanding and appreciation can be created. How can that be reached?

The literature shows that intergenerational learning is a means to help generations understand each other, to overcome prejudices, to appreciate traits and abilities, and to be motivated to work together on common goals. This works through two underlying principles: exchanging values and collaborative learning.

Exchanging values means that generations exchange their views against all kinds of topics that are relevant for the team. Different views should be positively rated. Generations should ask each other questions in order to help formulating personal views clearly.

Collaborative learning means that generations learn together new knowledge and skills that again are relevant for the team. They also teach other the knowledge and skills they posses themselves. In other words, a bidiretional transfer of knowledge and skills takes place. For example, the older may teach the younger in caring, while the younger teach the older in using technologies.

Intergenerational learning may happen formally, like during a workshop like this one, and informally on-the-job. The effects are most sustaining, when it happens on-the-job. That can be done through initiating exchange between generations in meetings and joined task performance, in which generations explain what they do and why.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Overcoming prejudices against different generations Understanding generation-specific abilities and traits	Duration	30'
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Activity 9

Assignment – Generational Story 1

Purpose of the General Story (1)

Following the presentation on teamwork the participants engage in Dialogue conditions for effective teamwork, on the basis of questions.

1. Explanation and fashioning subgroups with four participants. Each subgroup get an A3 paper to write down their catchwords. **(5 minutes)**
2. In the subgroups, the participants engage in Dialogue conditions for effective teamwork by discuss the following questions: **(20 minutes)**
 - What are the main goals of the team?
 - Where is important in the communication to meet and understand each other?
 - What leadership should be structured to create this in the communication?
 - How may team members themselves contribute in the communication to create this?
3. Feedback from the subgroups. **(10 minutes)**
4. For each topic the subgroups share plenary their shared view on the base of the A3 catchwords and give a short brief explanation of how the subgroup had spoken about the questions **(about 2 / 3 minutes per subgroup)**. The trainer writes the catchwords on a flipchart.
5. The trainers summarize the main differences and agreements.

Preparation: A3 paper to write down catchwords, pencils

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Overcoming prejudices about different generations	Duration	10'
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Activity 10

Film fragment – the Cube

The aim of the film fragment is to show that everyone has a different view of reality. This creates awareness of the fact that any interpretation is based on how people experience their own reality.

[CLICK ON LINK]



31 - Crazy Cube Illusion!_(360p).avi

1. After the film fragment, theory is explained (plenary) about social prejudices in making contact and conducting activities with people with a disability.
2. The every participant get two post-its (individually):
 - On one they write down which of their prejudices are refuted already;
 - On the other they write down which prejudices they still have.

Preparation: post-its, pencils

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Overcoming prejudices against different generations Understanding generation-specific abilities and traits	Duration	40'
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Activity 11

Assignment – the market place

Preparing the assignment:

Formulate three open questions specifically tailored to the target group.

During the assignment:

1. Every participant receives a stencil with the 3 questions.
2. Create an inner and an outer circle by turning the chairs of the inner and outer circle against each other; Face to Face.

Starting

5 minutes Intended to explain. The questions are answered in three rounds.

One question in each round. 10 minutes per question.

After every round (10 minutes), the inner circle moves one chair to the left.

The outer circle one to the right.

The participants are every round in dialogue with someone else.

10 minutes Question 1

10 minutes Question 2

10 minutes Question 3

Examples questions

1. What is your vision about Social Inclusion of people in general en people with a disability In particular?
2. What is your vision about Intergenerational working and learning together?
3. What is your experience in working with other generations?
4. Do you have experience in this with people with a disability?
5. What are the benefits for you to create intergenerational teamwork?
6. What talents do you have to contribute to this?

Finishing plenary

1. When finished, the participants name one aspect they've heard about someone else
2. The trainers (can) write down in keywords on a flipchart one motivation, quality or contribution they found inspiring per participant.

(Suggestion: make a collage with the group to put everyone's keywords with stars out of papers on a garland or flag.)

Preparation: stencils with questions, pencils

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Session evaluation	Duration	10'
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Activity 12

Session evaluation form

1. How would you rate the quality of the workshop presentation?

7	6	5	4	3	2	1
excellent		good		fair		poor

2. Did the workshop provide enough opportunities for active participation?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

3. How would you rate the content of the workshop?

7	6	5	4	3	2	1
excellent		good		fair		poor

4. Do you feel you now have the skills to implement the content in your work?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

5. In overall sense, how satisfied are you with the workshop?

7	6	5	4	3	2	1
very		satisfied		dissatisfied		very
satisfied						dissatisfied

6. Please note the strengths of the workshop (valuable things gained).

7. Please note the weaknesses of the workshop (things you didn't like).

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Introducing the theme Explaining the learning goals	Duration	5'
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Activity 13

Welcome

Note: fill in the exact times of the activities on the dots in slide two of Activity_13_Welcome.pptx.

Slide 1 Today is the 4th workshop of the module “Disability – specificities and challenges”.

In the 3rd workshop you’ve learned about the different generations and their specific traits and abilities. Today you will learn that combining these is of great worth when increasing the social inclusion of people with a disability. Unfortunately collaboration between people from different generations may not always run smooth. Therefore you will learn some guidelines for it.

Slide 2 As you can see, first the trainers will explain what collaboration looks like. There are nine teamwork behaviors that play a role when generations work together. In “Tearing paper” the importance of adaptive communication will be shown.

In “Generational Stories 2” you will learn that generations have different views against working together. As you have already learned in the third workshop, generations formulate different views, due to the zeitgeist in which they grew up. What does that mean for collaborations?

In “Improvement plan” you will discuss together how the collaboration in your team can be bettered. Together we will make a plan for smoothening your generation-specific teamwork behaviors. To finish, you will all write down your new intentions and wishes on a postcard.
Again we conclude with a brief workshop evaluation.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations	Duration	15'
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Activity 14

PowerPoint presentation – Intergenerational teamwork

Slide 1 As mentioned before, we will focus on theories about the intergenerational teamwork. In the 3rd workshop we've discussed that generations differ in abilities and values against the society and work, due to the zeitgeist in which they grew up. In this 4th workshop the trainers will apply these theories on working together in social activities to increase the social inclusion of people with a disability. What do the generational differences mean for teamwork by generations?

Slide 2 Firstly, the trainers will explain what collaboration between generations looks like. A theoretical model will be used in doing so, namely the it-we-me-model of the Dutch organizational expert Daniel Ofman. Then we will discuss the different teamwork behaviors people display during collaborations. We conclude with the role of intergenerational learning. It will be explained how intergenerational learning is a means to combine the behaviors of different generations into a coherent one, in which all generations come to their full potential.

Slide 3 This is the it-we-me-model of Daniel Ofman. He states that teamwork consists of three core elements: the factual appearance of a team, the teamwork behaviors people display, and the specific knowledge, skills, and attitudes from which people contribute. For one team, the three components can be more or less integrated to one another. For example, the factual existence of a team does not automatically mean team members display teamwork behaviors effectively.

They may not want to display them, for example because they don't want to work together with the people in their team. Or maybe they do want to work together, but they don't have the acquired knowledge and skills. As a result a gap between the components exist, meaning that teamwork doesn't take place.

When applying this on intergenerational teamwork: the it-component shows that a team exists of people from different generations, with generation-specific traits and abilities.

The me-component shows that these people need knowledge, skills, and attitudes to actually display teamwork behaviors. For example, when two colleagues don't understand each other (knowledge), they may not be willing to work together at all (attitude). And why should you?

In this component, people need to understand their own values and abilities and those of other team members. They also need skills to work collaboratively and an open attitude for doing so.

The we-component shows that people actually display teamwork behaviors. When this happens congruent the behaviors of other team members, there is integration of all three components. Then the center is reached: actual intergenerational teamwork.

In the literature teamwork is defined as the process in which team members work together on common goals and choose their behaviors congruent to what others are doing. In other words, they adapt their behaviors to those of others. This may happen reactive and proactive. The later assignments will help you to be proactive in adapting your teamwork behaviors to one another.

When applying this definition on intergenerational teamwork, this means that you choose your behaviors congruent the traits of yourself and your colleagues from different generations.

Slide 4 What do teamwork behaviors look like? According to the literature, collaboration consists in any case of these nine behaviors. As mentioned earlier, generations formulate different values, also against these nine behaviors. For example, the protest generation appreciates leaders who are dominant and exercise control, generation X wants them to consider personal motivations and to encourage dialogue, while the pragmatic and screenage generation prefer informal, reciprocal, and sustainable relationships with their leaders, in which they can cooperate equivalently and learn. Therefore teams need to be aware of how its' members expect from these behaviors.

Then we come back at the theme of intergenerational learning. How can people's expectations and teamwork behaviors made adaptively to one another?

Slide 5 First of all, when generations exchange about their collaboration, they learn to understand the appreciations of other generations and to formulate their own. They also learn to display behaviors that suit those of others. For example, when you need help with explaining someone how to use Facebook to maintain friendships, it is most likely you would ask a young person who uses Facebook already. This seems obvious, but it's not. You need to be aware of the abilities of other people in your team, before you can consider appealing to them.

Secondly, through collaborative learning, team members can teach each other in displaying these behaviors, what indeed is a teamwork behavior itself (sharing knowledge). For example, generation X is mainly very good at teambuilding, smoothing relationships, and conflict solving. And the screenage generation is mostly good at formulating personal learning needs and appealing on other people to meet their needs. When generations capitalize on each other's knowledge and skills regarding the nine behaviors, they will appreciate each other as a result.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations Understanding the role of communication and language	Duration	10'
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Activity 15

Assignment – tearing paper

Give every participant a piece of paper. Make sure they close their eyes and follow your verbal instructions:

1. “Fold you paper once.”
2. “Fold again.”
3. “Rip of the right upper corner.”
4. “Fold again.”
5. “Rip of the left under corner.”

Then all participants open their eyes, unfold their piece of paper en hold them in the sky. Emphasize that all participants came up with different products, while they all got the same instruction. Why? Let people answer.

Then explain that it is most important to adapt your communication to the people you speak to, to make sure they interpret your communication correctly. Use this one-liner: “Your communication is as good as it is received.” Then explain that different generations communicate differently. They differ in the kinds of words they use, but also in the quantity of their words.

For example, older generations generally appreciate to give extensive explanations about what they learned in life. The younger generations however generally prefer giving as much information in as less words. They are mainly more direct and to-the-point than older generations.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations Understanding the role of communication and language	Duration	30'
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Activity 16

Assignment – Generational Story 2

Purpose of the General Story (2)

Following the presentation on team roles and tearing the paper, the Dialogues continues about the question:

- How to better the communication of the team members and in the team as a whole?
- What do the team members need to achieve this?

1. Fashioning subgroups per generation (per age group). Explain the purpose of the assignment. **(5 minutes)**
2. In the subgroups, the participants engage in Dialogue how to better the communication and what they need to achieve this. **(15 minutes)**
3. Each subgroup give a presentation on their generation views and values. **(3 minutes per subgroup)**
4. The trainer write notes on the flipchart.

Preparation: flipchart, pencils

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

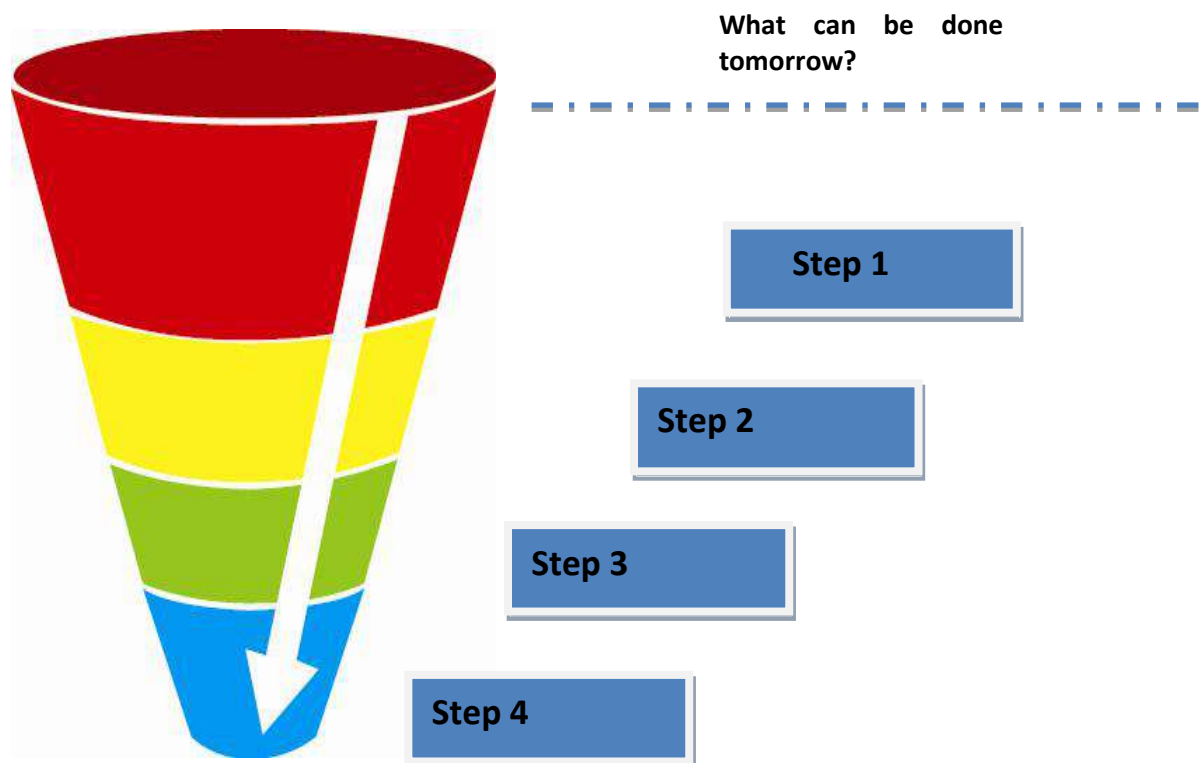
Aims	Building knowledge, skills, and attitudes participants can use in working together with volunteers and colleagues from different generations	Duration	40'
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Activity 17

Assignment – improvement plan

Abstract goals into concrete results to work and back ...

1. Prepare a poster of the funnel



2. Imagine the steps on the poster if quarters of the year.
- The interrupted line: what is it ready tomorrow?
 - Step 1: what is done about 3 months?
 - Step 2: what is done about 6 months?
 - Step 3: what is done about 9 months?
 - Step 4: what is done about 12 months?
3. The group begins by setting out what needs to be done over one year; where will you be next year?
4. Based on this, the group formulates what it should be done about 12 months, 9 months, 6 months, 3 months, tomorrow.
5. Each team member completes his / her ideas on post-its and paste the post-its on the poster.
6. Discuss the notes on the post-its . Make agreements about the actions and the action that can be performed tomorrow. Make also agreements about the follow up.

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Building commitment	Duration	10'
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Activity 18

Assignment – My postcard for the team

Purpose ‘My postcard for the team’

Each team member writes his / her desire for the team on a postcard and what he / she is going to make his /her own contribution to this desire. After a few month the manager / leader of the team gives the cards individually back to the team members as a reminder of the desire.

1. Explanation of the purpose of ‘My postcard for the team’.
2. The trainer gives each participant a postcard and an envelope.
3. The participants write their desire for the team on the postcard and put the postcard in the envelope.
The participants submit to write their name on the postcard and also the envelope.
They may choose themselves if they leave the envelope open or close it.
4. The trainer collects the envelopes.
5. The trainer gives the envelopes to the manager / leader of the team.
6. The manager / leader of the team plans in the agenda 3/4 months after the workshop a date to give the team members the cards back.
7. Suggestion: the manager can think of a nice form to continue the Dialogue on the base of the postcards.

Preparation: Postcard (all the same) and envelopes for each participant, pencils

Module	Disability – specificities and challenges		
Trainer		Target - group	Volunteers from different generations
Trainee			

Aims	Session evaluation	Duration	10'
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Activity 19

Session evaluation form

1. How would you rate the quality of the workshop presentation?

7	6	5	4	3	2	1
excellen		good		fair		poor

2. Did the workshop provide enough opportunities for active participation?

7	6	5	4	3	2	1
yes		yes gener		not reall		definitel
definitel						not

3. How would you rate the content of the workshop?

7	6	5	4	3	2	1
excellen		good		fair		poor

4. Do you feel you now have the skills to implement the content in your work?

7	6	5	4	3	2	1
yes		yes		not really		definitely
definitely		generally				not

5. In overall sense, how satisfied are you with the workshop?

7	6	5	4	3	2	1
very		satisfied		dissatisfied		very
satisfied						dissatisfied

6. Please note the strengths of the workshop (valuable things gained).

7. Please note the weaknesses of the workshop (things you didn't like).

Summary

As the objective of the project *Together – Promoting Intergenerational Learning*, is to bring together seniors and people with disabilities, to both empower and develop their needs, it is imperative to understand how having a disability can impact on an individuals' life. Many people with a disability are able to journey through life like those people without a disability, when they have the support and understanding of the community that they live in.

The aim of this module is to clarify the legal definition of what a disability is, and to provide knowledge and information on various types of disabilities, such as physical, sensory, intellectual and autism spectrum disorders. To help seniors work alongside people with disabilities, this module will provide practical guidance and give resources to equip seniors with the skills and confidence that are needed to understand and support adults with disabilities and to be an active member of their community.

4.3 – Technical physiological knowledge on disability

Target Group “Seniors”

SESSION PLAN

Project	Together –Promoting Intergenerational Learning
Module	Technical physiological knowledge on disability
Trainer	
Target - group	Seniors
Goals	<ul style="list-style-type: none">✓ To understand “What is disability “✓ Identify the range of disabilities✓ To understand the barriers facing people with disabilities✓ To describe how to overcome physical, communication and attitudinal barriers

Session 1		Duration: 2 hours		
Content	Activity	Duration	Method	Materials
	<ul style="list-style-type: none"> ○ Introduction ○ Icebreaker (Famous Person quiz) 	✓ 10` ✓ 10`	Interrogative Interactive	Famous Person Quiz Paper, Pens
<ul style="list-style-type: none"> ▪ What is a disability? <ul style="list-style-type: none"> • Definition of a Disability • Legislation specific to your country 	<ul style="list-style-type: none"> ○ Discussion on definition of a disability using “post it” notes activity ○ Power point presentation with legislation from Disability Discrimination Act 2005 and Autism Act 2011 NI (or specifics from each country equivalent) 	✓ 15` ✓ 15`	Presentation Discussion	Computer Projector Markers/Pens Post It Notes Flip chart
<ul style="list-style-type: none"> ▪ To identify the range of disabilities Describing the different example of disability: <ul style="list-style-type: none"> • Physical • Sensory • Intellectual • Autistic Spectrum Disorder (ASD) 	<ul style="list-style-type: none"> ○ Power point presentation ○ Group discussion on each type of disability type ○ Feedback to group ○ Eiffel Tower Group Activity ○ Facts/Myths of Disabilities 	✓ 30` ✓ 20` ✓ 10`	Presentation Discussion Interactive Investigative	Computer Projector Flipchart Markers Blind fold Head phones 2 newspapers, sellotape, scissors for each group Disability Facts/Myths worksheet

	<ul style="list-style-type: none"> ○ Recap on session 1 ○ Session Evaluation 	✓ 10` ✓ 10`	Active	Computer Projector Evaluation Sheets

Session 2		Duration: 2 hours		
Content	Activity	Duration	Method	Materials
<ul style="list-style-type: none"> ▪ The barriers facing people with disabilities <ul style="list-style-type: none"> • Physical • Communication • Attitudinal 	<ul style="list-style-type: none"> ○ Video to illustrate the content ○ Power point presentation (Physical, Communication & Attitudinal) ○ Using one hand activity ○ Words! activity 	<ul style="list-style-type: none"> ✓ 15 ` ✓ 30 ` ✓ 5 ` ✓ 5 ` 	Discussion Active	Computer Internet Access Flip Chart Markers Pens Shoes with laces Screw top jar Mans tie Stack of papers
<ul style="list-style-type: none"> ▪ How to overcome the barriers facing people with disabilities <ul style="list-style-type: none"> • Physical • Communication • Attitudes of others 	<ul style="list-style-type: none"> ○ Eyes closed Activity ○ Power point ○ Group Discussions 	<ul style="list-style-type: none"> ✓ 10 ` ✓ 30 ` ✓ 5 ` 	Discussion Active	Computer Projector Markers/Pens Flipchart Paper
	<ul style="list-style-type: none"> ○ Recap on session 2 ○ Session Evaluation 	<ul style="list-style-type: none"> ✓ 10 ` ✓ 10 ` 	Active	Computer Evaluation Sheets

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents			

Activity 1	Icebreaker	Duration	10 `
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Aims	The aim of the icebreaker is to encourage the participants get to know one another in the group and understand that disability has many “faces”.
Description	This ice breaker is a fun activity to help the trainees learn about different disabilities and how they affect people.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Ask participants to divide into pairs with a person they do not know. 2. Hand out the Trainee activity sheet 1 and explain that everyone must work in pairs. The participants must complete the answers to the quiz with the choices provided. 3. Trainer to ask groups to give out their answers and then read out correct ones. 4. Group discussion on the quiz.
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Activity 1

Famous Person Quiz

The famous people in this quiz all have or had something in common. They faced their disabilities realistically, and discovered ways in which they could overcome the barriers they faced. They discovered ways to excel regardless of their disability and prove with the right support mechanisms, a person with a disability can learn and succeed regardless.

There are 10 statements describing a famous person, and you must decide which description matches the person.

The Quiz:

1. Earned very poor grades and was labeled slow in school. Went on to produce movies and cartoons for family entertainment.

ANSWER: **Walt Disney**

2. Actor learns lines by listening to audiotapes because dyslexia makes reading difficult.

ANSWER: **Tom Cruise**

3. This actor has to practice speaking lines because of stuttering.

ANSWER: **Bruce Willis**

4. This comedian/actor is always moving about because of ADHD.

ANSWER: **Robin Williams**

5. This politician hid the residual effects of polio from the public.

ANSWER: **Franklin Delano Roosevelt**

6. This singer has struggled with Obsessive Compulsive Disorder and Attention Deficit Disorder all his life.

ANSWER: **Justin Timberlake**

7. This famous writer had epilepsy.

ANSWER: **Charles Dickens**

8. This actor became paralyzed after falling from a horse

ANSWER: **Christopher Reeves**

9. This singer/actor has struggled with a lifelong intellectual difficulty.

ANSWER: **Cher**

10. This singer is visually impaired.

ANSWER: **Stevie Wonder**

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ What is a disability? 		

Activity 2	Group Discussion	Duration	15 `
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Aims	The aim of this activity is to promote discussion amongst the participants of the training, about what they feel constitutes a disability.
Description	Discussion about the opinions and views of the group about what a disability actually is.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Give each participant a 'post it' note. 2. Ask participants to write on a 'post it' the definition of what a disability is. 3. Ask participants to stick their 'post it' on the flip chart. 4. Trainer to facilitate discussion on the different views and opinions on what a disability is.
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Activity 2

Group work – “What is a Disability?”

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ Disability Legislation 		

Activity 3	Power point Presentation	Duration	15 `
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Aims	The aim of this activity is for the participants to understand what a disability is in terms of the legislation of the country they live in.
Description	Power point presentation on the official definition of a disability.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Show the presentation 2. Explain the contents of the specific disability legislation in given country (e.g. NI – Disability Description Act 1995 and Autism Act 2011)
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Activity 3

Power point presentation – “Disability Legislation”

- Powerpoint
- Module 3_Activity 3_Disability Legislation

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	○ Range of Disabilities		

Activity 4	Power point presentation	Duration	30 `
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Aims	<p>The aim is to explain the range of disabilities including:</p> <ul style="list-style-type: none"> ✓ Physical ✓ Intellectual ✓ Sensory ✓ Autistic Spectrum Disorder (ASD)
Description	Power point presentation and group discussion, questioning/answering about the different kinds of disabilities.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Show the presentation. 2. Facilitate discussion with the group about the different kinds of disabilities.
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Activity 4

Power point presentation – “Range of Disabilities”

- Powerpoint

Module 3_Activity 4_Range of Disabilities

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ Range of Disabilities 		

Activity 5	Eiffel Tower Group Activity	Duration	20 `
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Aims	The aim of this activity is for the participants to understand what it is like for a person with disability to work together to complete a task.
Description	The participants will work together whilst knowing what it feels like to have a certain disability.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Split the group into teams of 5 2. Each team member will be assigned a certain “disability” 3. Provide each team with 2 large newspapers, sellotape and 1 pair of scissors 4. Ask each team to use the materials to construct a free standing tower to a minimum height of 1 metre. 5. Each team will have 10 ` for construction. 6. After construction, each team will discuss the difficulties of completing the requirements of the activity.
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Activity 5

Eiffel Tower Group Activity

Disabilities assigned to each person in the group

-
1. One person to use only their left hand (*Physical Disability*)
 2. One person to be blindfolded or wear misty goggles to ensure that they cannot see anything (*Vision Impairment*)
 3. One person not to speak verbally to the other members in the group to make communication difficult (*Intellectual Disability*)
 4. One person to wear head phones with loud music to make it difficult to hear the communication within the group (*Hearing Impairment*)
 5. One person to be excluded from the group work for the first 5 ` of the activity, and then when they rejoin, no other member is to explain the objective of the activity to illustrate how a person with Autism may feel (*Autism Spectrum Disorder*)

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ Range of Disabilities 		

Activity 6	Disability - True / False Quiz	Duration	10 `
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Aims	The aim is to understand what the participants know about the contents of the module.
Description	The quiz consists of statements in which the participant must choose whether or not they are true or false.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Give the quiz to each of the participants. 2. Ask participants to read the quiz and make a decision as to whether the statement is true or false. 3. Facilitate discussion on the answers
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Activity 6

Disability - True / False Quiz

Decide whether these statements are **True (T)** or **False (F)** and write in the space provided.

1. _____ It is always obvious, if someone has a disability.
2. _____ Most people with disabilities cannot work.
3. _____ All people with Autism behave in the same way, which is what is meant by a "spectrum of Autism"
4. _____ People with disabilities always need help to accomplish every day activities.
5. _____ It is better to speak with the companion or sign language interpreter rather than directly with the person with a disability.
6. _____ You don't have to introduce yourself to someone who is blind, because they have great memories and hearing ability and will remember your voice.
7. _____ In 1944 Austrian paediatrician Hans Asperger first described the condition later known as Asperger syndrome.
8. _____ With the right help and support a person with Autism can make progress and reach their potential.
9. _____ Words such as wheelchair bound, handicapped or retard are acceptable to use.

10. _____ People with disabilities want to be respected and have the same opportunities as people without disabilities.

Answers

1. False
2. False
3. False
4. False
5. False
6. False
7. True
8. True
9. False
10. True

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ Barriers facing people disabilities 		

Activity 7	Video	Duration	15 `
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Aims	Reflection and discussion about what it is like to live with a disability.		
Description	Video about 4 people and how they have learned to cope with their disability		

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Presentation of the video. 2. Present the topics which are more relevant for discussion. 3. Promote and facilitate discussion with the group, focusing on the barriers that those people have faced. 		
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Activity 7

Video: “Living with a Disability”

<https://www.youtube.com/watch?v=roabFTK1GRA&list=PLF8A840F761629EFF&index=13>

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> Physical barriers facing people with disabilities 		

Activity 8	Power point presentation	Duration	10 `
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Aims	The aim is to explain the different barriers that people face when they have a disability.
Description	Power point presentation about physical barriers that face people with disabilities.

Guidance for the Trainer	<ol style="list-style-type: none"> Show the presentation. Encourage discussion, questions and answers about the content.
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Activity 8

Power point presentation – “Physical barriers facing people with disabilities”.

- Powerpoint
- Module 3_Activity 8_ Physical barriers facing people with disabilities

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> Physical barriers facing people 		

Activity 9	"Using one hand"	Duration	5 `
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Aims	The aim is for the participants to understand what it is like to have a physical impairment.
Description	This is an interactive activity to have the participants try different tasks using only one hand.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Explain the objective behind the activity that each person is going to try 4 simple tasks using only one hand. 2. The tasks are: <ul style="list-style-type: none"> ✓ Tying shoe laces with one hand ✓ Opening a jar that has a screw lid ✓ Holding a stack of papers and giving out one at a time to each person in the room ✓ Tying a tie around your neck 3. Group discussion about how it felt to do each of these tasks and the difficulties they faced.
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Activity 9

Group activity – "Using one hand"

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ Communication barriers facing people with disabilities 		

Activity 10	Power point presentation	Duration	10 `
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Aims	The aim is to explain the different communication barriers that people face when they have a disability.		
Description	Power point presentation about communication barriers that face people with disabilities.		

Guidance for the Trainer	<ul style="list-style-type: none"> 3. Show the presentation. 4. Encourage discussion, questions and answers about the content. 		
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Activity 10

Power point presentation – “Communication barriers facing people with disabilities”.

- Powerpoint

Module 3_Activity 10_ Communication barriers facing people with disabilities

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> Communication barriers facing people with disabilities 		

Activity 11	"Words!"	Duration	5 `
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Aims	The aim of the activity is to illustrate the frustrations that people with intellectual disabilities and those on the Autism spectrum disorder feel when trying to communicate.
Description	As the written word is a major way in which we communicate, it can be difficult for those with an intellectual disability to always read and understand what we are conveying. This activity will help those with no such intellectual disability; understand how it feels to struggle to communicate with other people.

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Explain the objective of the activity 2. Give each participant the trainee Activity 11 worksheet 3. Ask the group to decipher what the sentence says
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Activity 11

Group Activity – "Words!"

1. Eht kcalb tac tas no eht toh nit foor
The black cat sat on the hot tin roof

2. Who chmu si a nitp fo klim?
How much is a pint of milk?

3. Hwat miet si het bumenr vesne sbu ta?
What time is the number seven bus at?

4. Od uoy tnwa ot og ot eht pohs?
Do you want to go to the shop?

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ Attitudinal barriers facing people with disabilities 		

Activity 12	Power point presentation	Duration	10 `
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Aims	The aim is to explain the different attitudes and perceptions of others that can be a barrier to people with a disability.		
Description	Power point presentation about the attitudes and perceptions which create barriers for people with disabilities.		

Guidance for the Trainer	<ul style="list-style-type: none"> 5. Show the presentation. 6. Encourage discussion, questions and answers about the content. 		
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Activity 12

Power point presentation – “Attitudinal barriers facing people with disabilities”.

- Powerpoint

Module 3_Activity 12_ Attitudinal barriers facing people with disabilities

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ How to overcome the barriers facing people with disabilities? 		

Activity 13	Eyes closed activity	Duration	10 `
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Aims	The aim of the activity is to illustrate ways to overcome certain barriers for people with disabilities by making instructions easier to understand.
Description	Participants will split into pairs and attempt to communicate to each other with a very basic instruction, and then discuss how to make it easier

Guidance for the Trainer	<ol style="list-style-type: none"> 1. Give everyone a blank sheet of paper and a pen 2. Ask everyone in the group to close their eyes 3. Read out the instructions to everyone in the group 4. The group will attempt to recreate the snowman, without knowing what it is that they are drawing. 5. Discuss at the end how the task could have been made easier for the group, by changing the instructions.
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Activity 13

Group Activity – “Eyes closed activity”

1. Draw three circles on top of each other, starting with a small circle at the top and getting bigger each time.
2. Draw three very small circles down the middle of the middle circle.
3. Draw two small dots in the top of the small circle
4. Under the two small dots, draw an upside down triangle
5. Under the upside down triangle, draw a moon shape
6. Draw two straight lines from the middle of the middle circle

Module	Technical physiological knowledge on disabilities		
Trainer		Target - group	Seniors
Contents	<ul style="list-style-type: none"> ○ How to overcome the barriers facing people with disabilities 		

Activity 14	Power point presentation	Duration	30 `
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Aims	<p>The aim of the presentation is to address how society can help people with disabilities overcome the barriers that they face whether they be:</p> <ul style="list-style-type: none"> ✓ Physical ✓ Communication ✓ Attitudinal 		
Description	Reflect and discuss how to overcome barriers faced by people with disabilities.		

Guidance for the Trainer	<ul style="list-style-type: none"> 7. Show the presentation. 8. Encourage discussion, questions and answers about the content. 		
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Activity 14

Power point presentation – “How to overcome the barriers facing people with disabilities”

- Powerpoint
- Module 3_Activity 14_ How to overcome the barriers facing people with disabilities

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim of the icebreaker is to encourage the participants get to know one another in the group and understand that disability has many “faces”.	Duration	10 `
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Activity 1

Famous Person Quiz

The famous people in this quiz all have or had something in common. They faced their disabilities realistically, and discovered ways in which they could overcome the barriers they faced. They discovered ways to excel regardless of their disability and prove with the right support mechanisms, a person with a disability can learn and succeed regardless.

There are 10 statements describing a famous person, and you must decide which description matches the person.

The Quiz:

1. Earned very poor grades and was labeled slow in school. Went on to produce movies and cartoons for family entertainment.

ANSWER:

2. Actor learns lines by listening to audiotapes because dyslexia makes reading difficult.

ANSWER:

3. This actor has to practice speaking lines because of stuttering.

ANSWER:

4. This comedian/actor is always moving about because of ADHD.

ANSWER:

5. This politician hid the residual effects of polio from the public.

ANSWER:

6. This singer has struggled with Obsessive Compulsive Disorder and Attention Deficit Disorder all his life.

ANSWER:

7. This famous writer had epilepsy.

ANSWER:

8. This actor became paralyzed after falling from a horse

ANSWER:

9. This singer/actor has struggled with a lifelong learning difficulty.

ANSWER:

10. This singer is visually impaired.

ANSWER:

Your choices for the answers:

a. Christopher Reeves



b. Tom Cruise



c. Walt Disney



d. Cher



e. Robin Williams



f. Charles Dickens



g. Justin Timberlake



h. Franklin Delano Roosevelt



i. Bruce Willis



j. Stevie Wonder



Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim of this activity is have everyone in the group think and discuss what constitutes the definition of a disability.	Duration	15 `
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Activity 2

Group work – “What is a Disability?”

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to explain the legal definition of a disability and discuss the implications of such legislation.	Duration	15 `
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Activity 3

Power point presentation – “Disability Legislation”

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to explain the range of disabilities including: <ul style="list-style-type: none"> ✓ Physical ✓ Sensory ✓ Intellectual ✓ Autistic Spectrum Disorder (ASD) 	Duration	30 `
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Activity 4

Power point presentation – “Range of Disabilities”

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim of this activity is for the participants to understand what it is like for a person with a disability to work together to complete a task.	Duration	20 `
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Activity 5

Eiffel Tower Group Activity

1. Split into teams of 5
2. Each team member will be assigned a certain "disability"
3. You will be provided with 2 large newspapers, a sellotape and 1 pair of scissors
4. You are required to use the materials to construct a free standing tower to a minimum height of 1 metre.
5. You will have 10 ` for construction.

After construction, each team will discuss the difficulties of completing the requirements of the activity.



Disabilities assigned to each person in the group

1. One person to use only their left hand (*Physical Disability*)
2. One person to be blindfolded or wear misty goggles to ensure that they cannot see anything (*Vision Impairment*)
3. One person not to speak verbally to the other members in the group to make communication difficult (*Intellectual Disability*)

4. One person to wear head phones with loud music to make it difficult to hear the communication within the group (*Hearing Impairment*)
5. One person to be excluded from the group work for the first 5 ` of the activity, and then when they rejoin, no other member is to explain the objective of the activity to illustrate how a person with Autism may feel (*Autism Spectrum Disorder*)

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to learn some key facts about disabilities.	Duration	10 `
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Activity 6

Disability - True / False Quiz

Decide whether these statements are **True (T)** or **False (F)** and write in the space provided.

1. _____ It is always obvious, if someone has a disability.
2. _____ Most people with disabilities cannot work.
3. _____ All people with Autism behave in the same way, which is what, is meant by a "spectrum of Autism"
4. _____ People with disabilities always need help to accomplish every day activities.
5. _____ It is better to speak with the companion or sign language interpreter rather than directly with the person with a disability.
6. _____ You don't have to introduce yourself to someone who is blind, because they have great memories and hearing ability and will remember your voice.
7. _____ In 1944 Austrian paediatrician Hans Asperger first described the condition later known as Asperger syndrome.
8. _____ With the right help and support a person with Autism can make progress and reach their potential.
9. _____ Words such as wheelchair bound, handicapped or retard are acceptable to use.
10. _____ People with disabilities want to be respected and have the same opportunities as people without disabilities.

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	To reflect and discuss what it is like to live with a disability.	Duration	15 `
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Activity 7

Video: “Living with a Disability”

<https://www.youtube.com/watch?v=roabFTK1GRA&list=PLF8A840F761629EFF&index=13>

Module	Technical Physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to explain the different physical barriers that people face when they have a disability.	Duration	10 `
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Activity 8

Power point presentation – “Physical barriers facing people with disabilities”.

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to understand what it is like to have a physical impairment.	Duration	5 `
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Activity 9

Group activity – “Using one hand”

1. The objective behind the activity that each person will try to do 4 simple tasks using only one hand.
2. The tasks are:
 - ✓ Tying shoe laces with one hand
 - ✓ Opening a jar that has a screw lid
 - ✓ Holding a stack of papers and giving out one at a time to each person in the room
 - ✓ Tying a tie around your neck

There will be a group discussion after the activity, to see how it felt to do each of these tasks with only one hand and the difficulties you faced.

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to explain the different communication barriers that people face when they have a disability.	Duration	10 `
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Activity 10

Power point presentation – “Communication barriers facing people with disabilities”.

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim of the activity is to illustrate the frustrations that people with intellectual disabilities and those on the Autism spectrum disorder, feel when trying to communicate.	Duration	5 `
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Activity 11

Group Activity – “Words!”

Read the following sentences and decipher what they say

1. Eht kcalb tac tas no eht toh nit foor
2. Who chmu si a nitp fo klim?
3. Hwat miet si het bumenr vesne sbu ta?
4. Od uoy tnwa ot og ot eht pohs?

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim is to explain the different attitudes and perceptions of others that can be a barrier to people with a disability.	Duration	10 `
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Activity 12

Power point presentation – “Attitudinal barriers facing people with disabilities”.

Module	Technical physiological knowledge on disability		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim of the activity is to illustrate ways to overcome certain barriers for people with disabilities by making instructions easier to understand.	Duration	10 `
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Activity 13

Group Activity – “Eyes closed activity”

Module	Technical physiological knowledge on disabilities		
Trainer		Target - group	Seniors
Trainee			

Aims	The aim of the presentation is to address how society can help people with disabilities overcome the barriers that they face whether they be: <ul style="list-style-type: none"> ✓ Physical ✓ Communication ✓ Attitudinal 	Duration	30 `
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Activity 14

Power point presentation – “How to overcome the barriers facing people with disabilities”

There has been a tendency to exclude older and young from regeneration agendas. Recent European policies on age and discrimination are accelerating moves and practices to include all age groups. Given all these points, the potential for join inclusion and working is high.

People over 60 represent a vast untapped resource that can help Europe communities achieve its 2020 objectives and promoting age-friendly environments. This means adapting the public space, buildings and housing, transport facilities, workplaces, cultural, leisure, sport activities education, lifelong learning and better integrating social to offer innovative and empowering solutions geared towards restoring older people functionally and active.

Communities and the social institutions can welcome to all generations when they are accessible, safe and stimulating and since that is based on a well-organized work. Several entities of countries involved show remarkable practices as potential intergenerational workforce interacting with disabled people TOGETHER around a range of planned activities, with a range of beneficial effects not only for individuals but also for communities.

Such approach would promote exchange of information on innovative solutions between local actors, boost partnerships with local projects, foster cross-border knowledge on innovation for active and create a platform to inform local actors about EU products and tools available.

Intergenerational lifelong learning provides a conceptual framework for understanding intergenerational relations and practices. As a result represents in a long term a considerable added value for community development approach and more inclusive spaces. Meanwhile the approach is still maturing. Europe is now reaching a critical mass and lifelong learning programs has an important role on it.

Intergenerationality matches key policies priorities including social inclusion and cohesion, citizenship and community development. It has relevance to range of social policy areas including community safety and health. It is also very relevant to moves to make public spaces better people and more inclusive.

This involves stakeholders and participants in the process, listening them about their ideas, involving them in designing questions, collecting and analyzing data and generating knowledge.

Now is time for people TOGETHER to take a big part in Europe's efforts to actively shape the future of solidarity and dignity for all.

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