

ERASMUS+ PROGRAMME

Support for Collaborative Partnerships in the field of Sport

Intergenerational Sport Solutions for Healthy Ageing / Funmilies

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Content development for the capacity building program for sports professionals

Annex 1: Module Template

Module Title: The Importance of intergenerational inclusion

Overview

Currently, Europe sees a constant growth of the share of population above 65 years (in 2021, 21% of the population was aged 65 years and over) (Eurostat, 2021). This implies the rethinking of ageing and the role of the elderly people in society. The possibilities offered by the progress in health and science, give the opportunity to older people to enjoy active ageing. This can be realised on one side overcoming and bridging the physical, mental barriers and stereotypes on ageing and elderly people that refrain them from an active life and social participation. On the other side, it is fundamental to promote activities, programmes, and projects that enhance social inclusion of elderly and intergenerational inclusion (ECORYS, 2020).

The European Union, recognising the challenge posed by the changing demographic structure, has started to promote opinions, resolutions and policies in favour of intergenerational solidarity and active ageing since the early 2000's (Włodarczyk et al., 2019). In particular, the Union has recognised the fundamental role of older people in the society and the growing need to promote initiatives and national policies that allow them to enjoy physical and mental health, integration in the society and between generations, access to recreational activities such as volunteering and sport and access to lifelong learning (Włodarczyk et al., 2019). Even the World Health Organisation advocates for an age-friendly world where elderly *"age safely in a place that is right for them; be free from poverty; continue to develop personally; and to contribute to their communities while retaining autonomy, health and dignity"* (WHO, 2007).

Indeed, older people are an incredible resource for the society and in particular for youth. Intergenerational practice builds on the positive resources that both older people and youth have to share and to offer contributing to the construction of a more inclusive society. To do so, it is important to facilitate this encounter creating Intergenerational Contact Zones that are not merely physical places of contact between the two generations, but places in which meaningful relations can be built and favoured. In Funmilies project, sport activities are believed to create an intergenerational contact zone not limited to physical activity with physical health benefits. They are believed to have also the potential to create bonds and to have a transformative impact in the society (Kaplan, 2019).

	<p>Being the object of research and analysis in the last decades, the results of intergenerational programmes and scientific researchers have shown that intergenerational activities benefit mutually elderly and youth. In particular:</p> <ul style="list-style-type: none"> - older people feel less lonely, involved in the community and find a new purpose being a role-model for youth; - youth develop social skills, reduce social anxiety and benefit from the emotional stability provided by the senior citizens (Stanford Centre of Longevity, 2016). <p>In order to establish meaningful relations, activities and programmes have to be designed and implemented following precise criteria. In particular, they have to follow the needs of the two generational groups and to identify the barriers that initially make it difficult for the two groups to interact and build meaningful relations.</p> <p>This first module, <i>The importance of intergenerational inclusion</i>, gives an overview to the trainees on what intergenerational inclusion is and why it is fundamental for active ageing of the European population and for building an inclusive society. Moreover, it presents the policies and initiatives taken at the European level to realise intergenerational practices in particular with sport. Then, it introduces the existing barriers and challenges to realise an 'age-friendly world' and the needs of the different generations. Lastly, it presents the criteria to effectively design and implement intergenerational activities and practices that result in the establishment of meaningful and transformative relations between older people and youth.</p>
Learning Objectives	<p>This module contributes to the achievement of the following learning objective:</p> <ol style="list-style-type: none"> 1) Increase the knowledge on the importance of intergenerational relations and inclusion; 2) Develop the capacity to structure and design an intergenerational practice; 3) Develop the capacity to activate and conduct a process of intergenerational inclusion.
Expected learning outcome	<p>At the end of the module, the trainees will know:</p> <ol style="list-style-type: none"> a) The importance of the intergenerational relations; b) The needs to be addressed in an intergenerational process; c) How to activate a process of intergenerational inclusion.
Key words	<p>Intergenerational inclusion</p> <p>Intergenerational practice</p> <p>Intergenerational contact zones</p> <p>Sport inclusion</p>
Glossary	<p><u>Active ageing</u>: <i>Active ageing means helping people stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society (European Commission, N.A.)</i></p> <p><u>Intergenerational practice</u>: <i>Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities.</i></p>

	<p><i>Intergenerational practice is inclusive, building on the positive resources that the younger and older have to offer each other and those around them (Beth Johnson Foundation, 2011).</i></p> <p><u>Intergenerational contact zones:</u> <i>Intergenerational Contact Zones serve as spatial focal points for different generations to meet, interact, build relationships (e.g., trust and friendships), and, if desired, work together to address issues of local concern. They can be found in all types of community settings including schools, parks, taverns, reading rooms, clubhouses, museums, community gardens, environmental education centres, and multi-service community centres (Matthew Kaplan, 2019).</i></p>
Overview units	<p>In order to achieve the proposed learning objective, this module is divided into three different units containing a theoretical framework and a series of proposed activities to ease the training process.</p> <ul style="list-style-type: none"> ▪ The first unit is devoted to introducing the trainees to the topic of intergenerational inclusion and practices in which the current demographic will be explored and the social framework of the European population and the importance of intergenerational relations. Moreover, key concepts of social inclusion, intergenerational inclusion and intergenerational contact zone will be illustrated. This will be followed by a general overview of the normative and policy framework at a European level to promote intergenerational inclusion and practices. The trainers will propose to the group of trainees two learning activities. ▪ The second unit will be more specific for the trainees that want to engage in an intergenerational practice activity. Indeed, it will explore the stereotypes connected to ageing and toward youth, the physical and social barriers to inclusion, and the needs of adults/elderly and youth in a changing society. The trainee will learn how to assess the needs of the participants to the intergenerational activities through a practical learning activity. ▪ The third and last unit, following the learning objective of developing the capacity of trainees to activate and conduct a process of intergenerational inclusion, will present the elements that foster the success of intergenerational activities and in particular intergenerational sport activities. This unit is based on the literature review of already existing intergenerational practices in sport such as national programmes, European projects or local efforts. This will give to the trainee a practical perspective and tools to develop successfully and sustainably an intergenerational activity. The unit will be presented through one learning activity.
Suggestions for the module delivery	<p>Before the implementation of the module, it will be useful for the trainer to read carefully the report of the European Commission ‘<i>Mapping study on the intergenerational dimension of sport</i>’ issued in December 2020 available at https://op.europa.eu/en/publication-detail/-/publication/0878e8b0-3b61-11eb-b27b-01aa75ed71a1</p> <p>Moreover, it is suggested for the trainer to read the WP2 Compiled European survey research report on the readiness to undertake intergenerational sporting activities in Funmilies partner countries’ that will be supplied by the project coordinator.</p> <p>The module is thought to be implemented both in presence or in an online environment.</p>
Evaluation	<p>The module will have one evaluation procedure. The first part of the evaluation is based on a multiple choice, close ended questionnaire. The second one is based on a practical exercise.</p>

	<p>The questionnaire will be administered through printed forms if the capacity building activity will be implemented in presence. Otherwise, in case of an online activity, it will be administered using Google forms.</p> <p>Find the questionnaire here: https://docs.google.com/forms/d/1iCp67ENMRy3RuaroE3Ho5GybF5UII2rLuNasCC42-Aw/edit </p>
References/Sources	<p>ECORYS (2020), <i>Mapping study on the intergenerational dimension of sport Final Report to the European Commission</i>, Publications Office of the European Union</p> <p>Eurostat (2021), <i>Demography of Europe</i>, available at https://ec.europa.eu/eurostat/cache/digpub/demography/index.html?lang=en </p> <p>Stanford Center on Longevity (2016), <i>HIDDEN IN PLAIN SIGHT: HOW INTERGENERATIONAL RELATIONSHIPS CAN TRANSFORM OUR FUTURE</i>, Stanford Center on Longevity publishing at https://longevity.stanford.edu/wp-content/uploads/sites/24/2018/09/Intergenerational-relationships-SCL.pdf</p> <p>Włodarczyk et al. (2019), <i>EU policy on healthy ageing</i>, ejournals publishing at Public Health and Governance (ejournals.eu)</p> <p>Age-friendly world WHO website https://extranet.who.int/agefriendlyworld/</p>
Unit title: The importance of intergenerational inclusion	
Introduction	<p>Currently in Europe 21% of the population is aged 65 years and over (Eurostat, 2021) with the median age of 44 years old. Live births are decreasing, while life expectancy is increasing, predicting an increase in the share of ageing population (Eurostat, 2021). The European Commission has predicted that by 2060, the share of the population aged 65 years and above will be 29.5%. Moreover, Europe is assisting to a change in the European household composition, although with some differences between countries, with the increase of single adults living alone (Eurostat, 2021). There is a shift from the traditional nuclear family with different generations living together to the contemporary households with an average number of 2.3 family members (Eurostat, 2021).</p> <p>Older people reported that their satisfaction about life decreases with age (Eurostat, 2015), in particular single older people report to be less happy than those living in a household with two or more members (Eurostat, 2015). Moreover, older people in Europe tend to feel socially isolated and lonely (Zolyomi, 2019). The countries involved in the project are those with the lowest rates of people aged 55 years and above who are physically active (see Figure 1 below).</p>

* Clusters contain following countries:

1. Bulgaria, Greece, Croatia, Romania, Hungary, Slovenia, Poland, Slovakia, Italy, Spain (green);
2. Luxembourg, Malta, Cyprus, Austria, Belgium, France (red);
3. Lithuania, Portugal, Latvia, Czech Republic, Estonia, Ireland, Germany (blue);
4. Finland, United Kingdom, Netherlands, Denmark, Sweden (yellow).

Table A3: Percentage of people aged 55 years and older undertaking physical exercise or sport almost every day (AAI indicator 3.1) in the period 2008-2016, by cluster¹⁰

Cluster	2008	2010	2012	2014	2016
1	6.5	6.5	6.5	6.6	6.6
2	19.4	19.4	19.4	17.4	17.4
3	14.1	14.1	14.1	15.6	15.6
4	31.4	31.4	31.4	32.5	32.5

(Figure 1: Active Ageing Index, 2018)

This data suggests the necessity of promoting active ageing of older people and of promoting intergenerational inclusion since the intergenerational exchange is not favoured anymore by families composition and proximity. The concept of active ageing was first introduced by the WHO in the 1990s (Włodarczyk et al., 2017), being defined as “*the process of developing and maintaining the functional ability that enables wellbeing in older age*” (WHO, 2020). Since then, the European Union has also taken steps toward a definition of a healthy ageing strategy with issued policies and funded programs. The European Commission dedicated 2012 as the European Year for Active Ageing and Solidarity between Generations (Włodarczyk et al., 2017) with the aim of raising awareness on this topic. This year has also launched the Active Ageing Index (AAI) that defines all the dimensions that define active ageing (UNECE, 2019). The four identified dimensions for active ageing are:

- Employment
- Participation in society
- Independent, Healthy and Secure Living
- Capacity and Enabling Environment for Active Ageing (UNECE, 2018).

According to the last report of 2018, the southern European countries are those with the lowest AAI (UNECE, 2019). The AAI identifying the intervention areas, is helping in defining policies for active ageing.

The Index identifies as fundamental categories for active ageing: **Physical exercise; Lifelong learning; Mental wellbeing; Social connectedness**. These can be all enhanced through intergenerational sport activities.

The European Commission also funds projects for active ageing through the Erasmus+ program, the EU Programme for Employment and Social Innovation (EaSI), and the European Social Fund (European Commission, 2019). For specific intergenerational sport activities, currently the only program funding this type of project is Erasmus+ (ECORYS, 2020). In 2020, the European Commission has commissioned a study on the intergenerational dimension of sport, underling its growing importance and need for its development.

On the other hand, intergenerational practices and activities in other fields have been widely explored. According to Beth Johnson Foundation “*Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive*

	<p>communities. Intergenerational practice is inclusive, building on the positive resources that the younger and older have to offer each other and those around them” (Beth Johnson Foundation, 2011, p.4). Intergenerational practice can be through various activities such as shared living, sport, recreational activities, mutual hobbies etc. What is important is that through intergenerational practice, youth and older people mutually benefit from the exchange and are actively included in society, feeling valued, resourceful, part of a social group and respected. According to Matthew Kaplan, for intergenerational inclusion to happen, it is not only important to find physical places for inclusion, but to create spaces free of barriers that facilitate this mutual exchange (Kaplan et al., 2020). These are defined as Intergenerational Contact Zones where elderly and youth can “<i>meet, interact, build relationships</i>”. How to realise these spaces will be the topic of the next units.</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ul style="list-style-type: none"> - raise awareness on intergenerational inclusion and the importance of active ageing; - raise awareness on the initiatives and policy actions at the European level on intergenerational inclusion.
Expected outcome	<p>At the end of this unit the trainee will:</p> <ul style="list-style-type: none"> - know the demographic structure of the European population; - be able to define active ageing, intergenerational inclusion, and intergenerational contact zones and understand their importance; - know the most important initiatives and policy actions at the European level on intergenerational inclusion.
Material	<p>In presence activity: projector, laptop, five tables, flipcharts, markers, pens.</p> <p>Online activity: personal devices, webcam and microphone</p>
N° of People	25 trainees
Time	<p>40 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> - 5 minutes for the first activity through the Mentimeter quiz on European demography - 20 minutes for the second activity ‘World Café on intergenerational inclusion’ - 15 minutes of debriefing on the activity and theory on the definitions - 5 minutes of theory on the initiatives and policy actions at the European level on intergenerational inclusion
Activity	<p>1st activity: The trainers will use the developed quiz on Mentimeter (with five questions on European demographic structure) to introduce the necessity of intergenerational inclusion. In case of an in-presence program, the questions will be asked orally to the trainee audience, or it can be asked participants to use their mobile phone and see all their answers projected on the screen. The trainer will comment on the answers giving the right figure underlining. The trainer will comment the answers giving the right figure underlining:</p> <ul style="list-style-type: none"> - the ageing population of Europe;

	<ul style="list-style-type: none"> - the median age of the population and the decrease in live births; - the change in the European families composition (from nuclear to the increase of adults living alone); - the rate of 65 years and above practicing sports. <p>2nd activity. The second activity is based on the methodology of the World Café. After having clear the picture on European demography, this activity will stimulate dialogue and discussion on the importance of active ageing and intergenerational inclusion. The 25 participants will be divided into three groups of seven to eight members each. In case of an online program, the participants will be divided into three breakout rooms created through the Zoom platform. Every five minutes, the trainer will decide at least four trainees in each table/room that have to change table/room to enrich the other discussions. Two participants will be chosen to stay in the table/room to write down the main points of the discussion. The topics are the following:</p> <ul style="list-style-type: none"> - What is active ageing and how it can be achieved; - What is social inclusion of elderly can be achieved in practice; - What is intergenerational inclusion and how can it be achieved through sport? <p>KEEP IN MIND: in case you implement this activity face-to-face, provide each table/room with a flipchart and pen/colours to allow each group to take notes of what they think about each topic. In case you're going to implement it online, prepare already a Jamboard – one for each breakout room – with the title of the topic on it.</p> <p>The trainer will join the tables/rooms to enrich and stimulate the discussion. At the end of the fifteen minutes, the participants are asked to report briefly what they have discussed. This can be done orally or through a presentation in flipcharts (in presence) or using the Jamboard (online). At the end of the activity, the trainer will do the debriefing collecting all the thoughts and produced discussion and he/she will summarise the major points giving the definitions reported in the glossary.</p>
Suggestions	
Hands-out to be used	a) Mentimeter quiz will be created and used in case of an online capacity building. The Mentimeter quiz is available here: link
References (if any)	<p>Beth Johnson Foundation (2011), A Guide to Intergenerational Practice, Beth Johnson Foundation publishing available at http://www.ageingwellinwales.com/Libraries/Documents/Guide-to-Intergenerational-Practice.pdf</p> <p>ECORYS (2020), <i>Mapping study on the intergenerational dimension of sport Final Report to the European Commission</i>, Publications Office of the European Union</p> <p>Eurostat (2021), <i>Demography of Europe</i>, available at https://ec.europa.eu/eurostat/cache/digpub/demography/index.html?lang=en</p> <p>Eurostat (2021), <i>Household composition statistics</i>, available at https://ec.europa.eu/eurostat/statistics-</p>

	<p>explained/index.php?title=Household composition statistics#Increasing number of households consisting of adults living alone</p> <p>Eurostat (2015), <i>Being young in Europe today</i>, Publications Office of the European Union available at https://ec.europa.eu/eurostat/documents/3217494/6776245/KS-05-14-031-EN-N.pdf</p> <p>Kaplan et al. (2020), <i>Intergenerational Contact Zones</i>, Routledge</p> <p>UNECE (2019), <i>2018 Active Ageing Index</i>, UNECE and European Commission publishing at https://unece.org/DAM/pau/age/Active_Ageing_Index/ECE-WG-33.pdf</p> <p>Zolyomi (2019), <i>Peer Review on "Strategies for supporting social inclusion at older age"</i>, European Commission publishing at file:///C:/Users/dell/Downloads/Thematic%20Paper%201%20-%20%20Peer%20Review%20on%20'Strategies%20for%20supporting%20social%20inclusion%20at%20older%20age'.pdf</p> <p>WHO definition of Active Ageing available at WHO website https://www.who.int/westernpacific/news/q-a-detail/ageing-healthy-ageing-and-functional-ability</p> <p>Włodarczyk et al. (2019), <i>EU policy on healthy ageing</i>, ejournals publishing at Public Health and Governance (ejournals.eu)</p> <p>Generations working together website available at https://generationsworkingtogether.org/about/intergenerational-practice</p> <p>European Commission Employment, Social Affairs & Inclusion website available at https://ec.europa.eu/social/main.jsp?langId=en&catId=1062</p>
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Unit title: Intergenerational practices

Introduction

Active ageing finds obstacles in physical and mental barriers and in stereotypes about ageing. As mentioned in the first unit, older people feel more isolated and less happy and satisfied and this stops them from engaging in diverse activities. In the following module, stereotypes of ageing and mental barriers will be explored in depth. At this stage it is important to underline that prejudice against ageing persists in the European population (AGE, 2016) and the existing stereotypes make older people stop being actively involved in social activities because of the fear of being judged (Fernandez-Ballesteros et al., 2020). At the same time, youth face discrimination because they are considered inexperienced, incapable, and this refrain them from having access to right and from a full active life. Intergenerational inclusion represents for these two groups an incredible resource and an ideal match (Standford Centre of Longevity, 2016). For **youth**, to engage in an intergenerational activity, can increase their **sense of stability**, their **social skills** and help them in **reducing social anxiety**.

While **elderly** can benefit from it, feeling **healthier**, **less lonely** and **more involved**. Elderly can find in their relationship with youth a new meaning and direction in life and, in turn, youth also find meaning in learning from older people and in developing their emotional stability (Standford Centre of Longevity, 2016). For both groups, to engage in an intergenerational activity contributes to **higher levels of self-esteem** (ECORYS, 2020). Sport is not always inclusive because it can foster images of success and achievement through young able-bodied. Some sports may be also elitist for existing economic and physical barriers to access them (Suzuki, 2017). However, intergenerational sport activities can be inclusive and can have the same benefits to participants listed above. In particular, it is worth reporting the table developed by ECORYS in the 2020 research on the research 'Mapping study on the intergenerational dimension of sport' with the benefits of intergenerational sport activities (see below).

Older people	Young people	Both
Enrich relationships / friendships	Reduce aging anxiety	Improve life satisfaction
Develop positive stereotypes / counteract negative stereotypes	Increased confidence in communicating with others	Build community and social cohesion
Improve physical wellbeing	Increasing learning motivation	Promote self-esteem
Develop skills and knowledge	Increased involvement in volunteering activities	Promote healthy ageing

Source: Youth Sport Trust, (2019) Intergenerational project: desktop research

The relationship between the two groups in order to be meaningful has to match their strength and needs. Therefore, before engaging in an intergenerational activity it is important to reflect and assess which needs every group may present and which are the resources that can share. This allows to build a **bi-directional relationship**, where **neither party is treated as stereotypically needy** (Standford Centre of Longevity, 2016). Another important element is that, in order to build meaningful relationships, the relation between the two groups has to be **prolonged in time**. Intergenerational relations can work only based on a **principle of reciprocity**, meaning mutual respect, learning, and understanding (MATES, 2009). Another important element is that, at the beginning of the intergenerational activity, **rights and duties are equally shared** (MATES, 2009).

In particular for intergenerational sport activities, in order to remove the physical barrier that elderly may fear, it is necessary to choose a **neutral space** that both generations feel confident with such as a sports field or a park (ECORYS, 2020). It is not advisable indeed to implement these activities in the nursing homes because they are not neutral spaces and they can increase stereotypes. **Communication** also is an important aspect. The vocabulary and the expression used have to be equally **balanced between the two generations**.

Sub-module objectives

The second unit of the module contributes to the achievement of the following objectives:

	<ul style="list-style-type: none"> - raise awareness on ageing stereotypes; - removing existing barriers to active ageing and intergenerational inclusion.
Expected outcome	<p>At the end of the unit the trainee will:</p> <ul style="list-style-type: none"> - acquire knowledge and develop critical thinking on ageing stereotypes and barriers to intergenerational inclusion; - develop the capacity to design an intergenerational practice through sport.
Material	<p>In presence activity: projector, laptop, five tables, flipcharts, markers, pens.</p> <p>Online activity: personal devices, webcam and microphone</p>
N° of People	25 trainees
Time	<p>45 minutes are foreseen for the completion of this module. The schedule is organised as follows:</p> <ul style="list-style-type: none"> - 5 minutes for the 3rd activity on ageing stereotypes and barriers through the viewing of a video and collection of trainees impressions; - 5 minutes of debriefing where the trainers will present the main stereotypes in ageing and toward youth and the existing physical, mental barriers; - 10 minutes of frontal lesson on the benefits of intergenerational inclusion; - 15 minutes of the group activity “Creating links” (5 minutes of group work and 5 minutes presentation); - 10 minutes of theory through frontal lessons on how to design an intergenerational program .
Activity	<p>3rd activity: For the third activity the trainer proposes the view of the following video.</p> <p>https://www.youtube.com/watch?v=AfERQ-Riy2E</p> <p>If the activity is done in presence, the trainer will use the laptop and projector. If the activity is done online, it will share the screen with the trainees. At the end of the video, the trainer will ask the participants how they felt about it. It is important that the trainer will guide the discussion toward the identification of the most common stereotypes in ageing and the existing physical and mental barriers. At the beginning of the video, the older people appear to be <u>lonely, bored, and without a purpose in life</u>. During the video, the protagonist challenges this view, starting to explore and discovering new things. What makes him to rejoice and to appreciate life and having a purpose is to meet and <u>create bonding with people of different backgrounds and age</u>. The protagonist at some point abandons the walking stick and seems to be <u>more physically active</u>. This would not have been possible if he had stayed seated on the bench. The protagonist has <u>energy and resources to share with the society</u>. He is</p>

	<p><u>capable of learning something new and sharing it.</u> He can be a <u>point of reference</u>, as in the image where he is a football coach and being a role model for the other elderly.</p> <p>While listing the stereotypes and barriers, the trainer will take note of them in a shared Jamboard (online program) or on the flipcharts (in presence program).</p> <p>Then the trainer will ask the participants which are, according to them, the stereotype toward youths and the barriers that refrain them from an active participation in society. After having collected some answers, it will list and comment trying to follow the ones reported in the Introduction section.</p> <p>4th activity</p> <p>The trainer will divide the participants into two different groups. In group A there will be 3 sub-groups: the organisers (2), the older people (5), the youth (5). In group B there will be 3 sub-groups: the organisers (3), the older people (5), the youth (5). Similarly, the activity is done still all together (plenary session in presence or online). The trainer explains the activity “Creating links”. Each member of the sub-groups embodies one category and has to defend and portray each category's needs. Group A has to decide a sport activity to be done together, that is interesting, inclusive and accessible for both youth and elderly. The youth sub-group starts proposing a sport according to their needs, interests, and resources. The elderly sub-group responds by proposing its activity/activities and commenting on the youth proposal. The organisers sub-group responds to the proposals trying to mediate and to propose what is actually feasible based on their capacity, resources and on what they think can benefit both sub-groups. After all the three sub-groups have spoken, the floor is open for discussion. When they reach an agreement on the feasible sport activity they have created a link and the activity is over. The same happens for the second group but they have to agree/create a link on a recreational activity.</p> <p>At the end of the activity, the trainer will do a debriefing summarising the major points of the discussion. The debriefing will be the beginning of the 10 minutes of frontal lesson on how to design an intergenerational program.</p>
Suggestions	For the 4 th activity it is important that the trainer stimulates the discussion and pushes the sub-group members to defend their position. The trainees can be shy at the beginning and might not understand the importance of the exercise.
Hands-out to be used	Presentation
References (if any)	<p>AGE (2016), <i>More solidarity and interaction between generations needed to challenge age stereotypes and ingrained ageism</i>, AGE press release published at https://www.age-platform.eu/press-releases/more-solidarity-and-interaction-between-generations-needed-challenge-age-stereotypes</p> <p>Fernández-Ballesteros R, Olmos R, Pérez-Ortiz L, Sánchez-Izquierdo M (2020), <i>Cultural aging stereotypes in European Countries: Are they a risk to Active Aging?</i> PLoS ONE 15(5): e0232340. https://doi.org/10.1371/journal.pone.0232340</p>

	<p>MATES project (2009), <i>Guida alle Idee per la Pianificazione e l'Attuazione dei Progetti Intergenerazionali</i>, MATES publication available at https://www.socialesalute.it/res/download/aprile2012/Guida_progetti_intergenerazionali_IT.pdf</p> <p>Suzuki (2017), <i>A Capability Approach to Understanding Sport for Social Inclusion: Agency, Structure and Organisations</i>, Social Inclusion, 2017, Volume 5, Issue 2, Pages 150–158 158</p>
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Unit title: Successful Intergenerational activities

Introduction

Currently, there are still very few national programs that promote intergenerational sport activities that are mainly realised at local and regional level. This can be an obstacle to active intergenerational activity, however, if it is effectively planned, local institutions may assist the organisation/sport association with already available resources. Moreover, as seen even the European Commission supports these kinds of initiatives if effectively planned (MATES, 2009). It is important to **co-create the activity with the participants** to ensure its success but also their participation in the program. Indeed, the engagement of participants may not be easy and involving them from the beginning can motivate them to participate. This should continue throughout the program receiving constant **feedback** on the activities from the two age groups. It can be advisable to start the activity with a small group of participants to ensure that roles, rights, expectations are clear and that they are actively involved in the process (MATES, 2009). Since the initial engagement is not straightforward, it is important to analyse also which can be **common interests** among the participants (MATES, 2009). Moreover, **involving families** may be beneficial because older components of the families may increase the participation of youths in the program (ECORYS, 2020).

For shaping a successful intergenerational activity it should entail a certain level of **disclosure** between the age groups. This can be achieved through **ice-breaking** activities, or **informal meetings** before or after the activity (ECORYS, 2020). It is advisable to engage in long-term intergenerational activities to actually benefit both groups (MATES, 2009). From already developed intergenerational activities, two elements have emerged as fundamental for their success: to **enjoy the activities** and **developing new skills**. As mentioned before, the activity should be planned on the youth and older people's common interests and therefore be fun for both of them. This has positive effects on the relationship developed among the generations and on individual wellbeing (EPALE, 2020). Also, the **lifelong learning** aspect is fundamental to activate intergenerational activities and ensure success. Participants are satisfied when they learned something new as a new sport or social skill (ECORYS, 2020).

Sub-module objectives	<p>This unit contributes to the achievement of the following objective:</p> <ul style="list-style-type: none"> - increase the number of intergenerational sport activities developed at the local level.
Expected outcome	<p>At the end of the unit, the trainees will:</p> <ul style="list-style-type: none"> - possess knowledge on how to activate a successful intergenerational sport activity.
Material	<p>In presence activity: projector, laptop, five tables, flipcharts, markers, pens.</p> <p>Online activity: personal devices, webcam and microphone</p>
N° of People	25 trainees
Time	<p>40 minutes are foreseen for the completion of this module. The schedule is organised as follows:</p> <ul style="list-style-type: none"> - 10 minutes of frontal lesson on the criteria/suggestions to ensure the success of intergenerational activities. - 20 minutes for the 5th activity/evaluation of the module. - 10 minutes of debriefing of the 5th activity
Activity	<p>5th activity:</p> <p>The 5th activity will also be the conclusion of the module and it will serve as an evaluation activity. The participants individually are asked to fill the form present here: https://docs.google.com/forms/d/1iCp67ENMRy3RuaroE3Ho5GybF5UII2rLuNasCC42-Aw/edit</p> <p>If the activity is done in presence the form can be printed and distributed to the participants. The trainee will have 20 minutes to fill the form. At the end, the trainer will ask the trainers if they want to share the developed activity (last exercise of the form) with the rest of the trainers.</p> <p>It is important that while the participants are sharing their work and reflections, <u>the trainer will recap the main points and lessons learned of the entire module.</u></p>
Suggestions	It is important that at the end of this unit after the completion of the fifth activity, there is room for questions and further clarifications.
Hands-out to be used	Presentation
References (if any)	<p>MATES project (2009), <i>Guida alle Idee per la Pianificazione e l'Attuazione dei Progetti Intergenerazionali</i>, MATES publication available at https://www.socialesalute.it/res/download/aprile2012/Guida_progetti_intergenerazionali_IT.pdf</p>

	<p>ECORYS (2020), <i>Mapping study on the intergenerational dimension of sport Final Report to the European Commission</i>, Publications Office of the European Union</p> <p>EPALE (2020), <i>The Role of Intergenerational Learning in Adult Education</i>, EPALE blog publishing at https://epale.ec.europa.eu/fr/node/165853</p>
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Module 2: Older People's Rights and Responsibilities for Playing Fair in Life

Overview	<p>As citizens older people have both rights and responsibilities. It is important to take into consideration their rights to enhance social fairness and prevent older people's social exclusion.</p> <p>The module deals with the need of the legislation pertaining to older people's rights and responsibilities in everyday life and sports according to the list of rights established by EURAG - <i>European Federation of Older Persons</i>.</p> <p>The population of older people is growing fast. Re-thinking legislation pertaining to older people is needed. No specific rights of older people exist in international documents. The United Nations have been working on a convention on older people's rights for more than 20 years now.</p> <p>It is important to think about older people's rights and responsibilities in the field of sports and everyday life. Rights and responsibilities have been stipulated by EURAG, an international organisation of older people.</p> <p>Thinking about the importance of contact zones for personal growth and development of local communities and wanting to introduce new formats of intergenerational sports requires better understanding of the social, economic, political position of generations in today's European societies. Further, it needs defining the concept of social fairness, understanding social values and above all the rights of older people.</p>
Learning Objectives	<p>This module contributes to the achievement of the following learning objective:</p> <ol style="list-style-type: none"> 1) Increase the knowledge on legal interventions towards older people's rights and responsibilities. 2) Increase the knowledge of older people's rights and responsibilities. 3) Develop the capacity of changing the attitude towards older people and intergenerational sports

Expected learning outcome	<p>At the end of the module, the trainees will know:</p> <ul style="list-style-type: none"> a) Older people rights and duties b) Overview of the main interventions to guarantee elderly rights. c) How to guarantee older people rights daily and in sport, specifically (barriers to be overcome, facilitation and so on).
Key words	<p>Older people</p> <p>Intergenerational sports</p> <p>Legal documents</p> <p>Older people's rights</p> <p>Older people's responsibilities</p> <p>Social stereotypes</p>
Glossary	<p>Ageing</p> <p>Ageing is viewed as a process going on from the minute we are born. It is composed of evolution and devolution processes. It is a lifelong process, going on from cradle to grave.(c.f. Toolbox Glossary)</p> <p>Competency</p> <p>Competency is not about being skilled or knowledgeable. Competencies encompass disciplinary or theoretical knowledge, experiential knowledge and skills validated by their use in real life situations. A brick layer may be skilled in laying bricks but becomes competent only when he is able to reflect upon his experience and generalise his experience to the extent that it can be augmented and transmitted. This word has different meanings. In relation to active ageing, it means what is required for older people to live and participate actively within communities and society. Although competency is often considered in terms of abilities of individuals, in this project there is a society competency level, which can be considered at least equally important. For example, the 'health' competency for active ageing not only requires individual behaviours which promote health, but also social structures such as healthcare systems that support older people to manage their health. (c.f. Toolbox Glossary)</p> <p>Old age</p>

	<p>Old age is a period of human life, by no means just a waiting room for those who are getting closer to death. Old age is also a social construct, a matter of tacit agreement in each single society. (c.f. Toolbox Glossary)</p> <p>Social justice, social fairness</p> <p>Social justice is the fair and just relation between the individual and society. (c.f. Toolbox Glossary)</p> <p>Stereotype</p> <p>A stereotype is a preconceived notion, especially about a group of people. Stereotyped thoughts or beliefs may or may not accurately reflect reality. (c.f. Toolbox Glossary)</p>
Overview units	<p>This module is divided into three units:</p> <p>(a) Overview of the main legal interventions stipulating older people's rights</p> <p>(b) Some older people's rights applicable to everyday life and sports</p> <p>(c) Understanding older people and their social position for creating successful contact zones</p>
Suggestions for the module delivery	<p>The trainer should be well read in the field of older people and ageing as well as sporting activities. He/she should combine his/her disciplinary and experiential knowledge while delivering the module. He/she should use examples in relation to the participants and their everyday experience. He/she should be in constant contact with the participants asking them to provide the study group with relevant sources (newspaper articles, radio or TV shows, advertisements featuring relationships between generations). He/she should use ice breaking activities related to the units.</p> <p>These are some of the activities that the trainer can make use of while delivering the module:</p> <p>(1) Pickerwheel (https://pickerwheel.com/)</p> <p>The participants can discuss their sporting preferences giving their reasons.</p> <p>(2) The participants can entrust the group with the description of an older person who was a role model for them and impacted their life.</p> <p>(3) The participants can remember their first steps in the field of sports: who or what influenced their choice for a sporting activity.</p> <p>(4) Kahoot (https://kahoot.com/)</p> <p>The participants can use this application for knowledge assessment. This is a group activity.</p>

	(5) The participants are asked to bring to the sessions photos featuring them as children involved in games or sporting activities. The photos are gathered and mixed up. The members of the group have to guess who is who and discuss the game/sporting activities of all members of the group.
Evaluation	<p>The participants will be asked to write down examples of using the knowledge gained in real life. For instance, “I have learned new things about my own grand-parents.” “Now, I understand the basic characteristics of contact zones and I have started thinking about establishing one.” Etc.</p> <p>This evaluation will be carried out at the end of the module.</p>
References/Sources	<p>Corvisier, J.N, <i>La vieillesse dans le monde antique: aspects démographiques et conséquences sociales</i>, https://journals.openedition.org/etudesanciennes/1032. Available on 02. 02. 2019</p> <p>Doron, I. & Apter, I. (2010a), <i>The Debate Around the Need for an International Convention on the Rights of Older Persons</i>, <i>The Gerontologist</i>, 50(5), 586-593.</p> <p>Doron, I., & Spanier, B. (2012), <i>International convention on rights of older persons: Where we were, where we are and where we are going?</i>, <i>Global Ageing</i>, 8(1), 7-16.</p> <p>Fraser, N. (1995), <i>From Redistribution to Recognition? Dilemmas of Justice in a ‘Post-Socialist’ Age</i>, <i>New Left Review</i>, 212, 68–94.</p> <p>Frossard, G, et all. (2019), <i>Le droit des personnes âgées: Aspects de droit civil suisse et international (Droit des personnes âgées)</i>, Zurich: Stämpfli Editions</p> <p>Isaacs, J. R., Otruba, A. (2019), <i>Guest Introduction: More-than-human contact zones. Environment and Planning E, Nature and Space</i> https://doi.org/10.1177/2514848619855369. Available on 15. 08. 2021</p> <p>Kaplan, M. et al. (eds.) (2020), <i>Intergenerational Contact Zones. Place-based Strategies for Promoting Social Inclusion and Belonging</i>, New York: Routledge. Francis and Taylor Groups.</p> <p>Kahoot: https://kahoot.com/</p> <p>Pickerwheel: https://pickerwheel.com/</p> <p>Toolbox Glossary: http://www.utzo.si/en/projekti/bbe-building-bridges-europe/</p>
(A) OVERVIEW OF THE MAIN LEGAL INTERVENTIONS STIPULATING OLDER PEOPLE’S RIGHTS	
Introduction	<p>The population of older people is growing fast. Re-thinking legislation pertaining to older people is needed. No specific rights of older people exist in international documents. The United Nations have been working on a convention on older people’s rights for more than 20 years now.</p>

	<p>In the Second World War many fathers and mothers died. So, the post war societies started as societies of young and strong people and societies were organized with a focus on them and their future, whereas today the share of older people is growing the fastest. Just look around you! Every fourth person in the street is above the age of 65! This has never been the case before. The situation needs rethinking the organization of developed societies and its legislation. Social values need to be redefined and social injustices alleviated. States should think about formulating and adopting a unique Law on Older People.</p> <p>To begin with you should bear in mind that currently there are no specific older people's rights that would apply only to older people and not to anybody else. Thus, Universal human rights apply to older people and all other adults, though</p> <p>The United Nations have been trying hard to adopt a Convention on older people's rights for more than 20 years now. On the international normative level concerning older people's rights no real shift has been made so far.</p> <p>Rights and responsibilities of older people belong to both public and private law and are most often proposed by organisations of and for older people, experts of international organizations, lawyers, etc. You should know, however, that older people's rights, when they exist, are not licit, unless they are written into laws.</p> <p>Notwithstanding their age and health each individual is entitled to assert their fundamental rights stipulated in the country's Constitution and in international legal instruments (<i>Convention européenne des droits de l'homme et traités internationaux des Nations Unies</i>). Though, for a number of reasons, older people are often not able to overcome legal or material obstacles to assert their rights. They are not even aware that their fundamental rights are being violated, that they should not accept autonomy, or their people are attacked or that they are entitled to the same treatment as younger people.</p> <p>Neither national nor international law state the age when one becomes an older person and is entitled to special protection.</p> <p>Moreover, older people who live with a disability have the right to have their condition respected.</p> <p>As rights of older people have not been enacted, Universal human rights apply to older people; right to freedom from discrimination, right to freedom from violence, right to social security, health, work, but also right to property and inheritance.</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objective:</p>

	1) Increase the knowledge on the rights of older people in international legal documents.
Expected outcome	At the end of the unit, the trainees will: a) Become more sensitive to the situation of older people and will consider them as our equals.
Material	Flipchart, markers or laptop, projector
N° of People	5-10
Time	<p>80 minutes are foreseen for the completion of this module. The schedule is organised as follows:</p> <ul style="list-style-type: none"> - 10 minutes for activity 1. - 15 minutes for activity 2 (five minutes to write down the rights and 10 minutes for the discussion) . - 15 minutes for activity 3 - 5 minutes break - 5 minutes to read the above text (activity 4) - 30 minutes of guided discussion (activity 4)
Activity	<p>(1) To approach this text, the participants will be presented with a set of pictures of older men and women. The pictures will be laid on a table. Each participant will choose one picture of an older person with whom he/she might identify. Each participant will state the reasons for his/her choice. The trainer should facilitate this process, providing questions to allow participants to explain better his/her own choices.</p> <p>(2) The participants will be asked to write down four human rights that may apply to older people. The trainer can also organize this activity by put the participants together in different groups in order to save time.</p> <p>(3) The participants will describe typical activities of older people in their environment. The trainer is asked to guide them, facilitating the process of description of these abilities.</p> <p>(4) The participants will study the text above and will entail a guided discussion under the direction of their trainer. Questions can be as the following ones:</p> <p>“Why do societies need to be organized again on behalf of older people?”</p> <p>“Are there specific older people’s rights?”</p>

	“Are there some specific legal framework or convention protecting older people’s rights? If so, which one? Can you talk about it?”
Suggestions	
Hands-out to be used	A set of pictures of older men and women cut out from magazines, a copy of the above text.
References (if any)	Doron, I. & Apter, I. (2010a), <i>The Debate Around the Need for an International Convention on the Rights of Older Persons</i> , <i>The Gerontologist</i> , 50(5), 586-593.

(B) SOME OLDER PEOPLE’S RIGHTS APPLICABLE TO EVERYDAY LIFE AND SPORTS

Introduction	<p>It is important to think about older people’s rights and responsibilities in the field of sports and everyday life. Rights and responsibilities have been stipulated by EURAG, an international organisation of older people.</p> <p>They are important both in everyday life and/or the domain of intergenerational sports.</p> <p>Older people have the right to age actively which means that they can freely get involved in different activities, intergenerational sports included, and can take part in decision making processes in sports clubs and other contact zones. They can have access to leading positions, even though, paradoxically, the European Union has imposed an age limit (70 years) when they have to cease leading an organization. These are the older people’s rights and responsibilities identified by EURAG:</p> <ul style="list-style-type: none"> • Older people have the right and the responsibility to participate in society and to contribute to the community according to their capacities. • Older people who are able to do so have the responsibility of making them • Older people must be able to exercise their democratic rights at all levels and are responsible for making their voices heard. • Older people have the right to perform (volunteer) work in accordance with their capacities, notwithstanding their age. • Older people who perform volunteer work have the right to compensation for expenses, legal protection and guidance • Older people have the right to free movement. Older persons with limitations have the right to support insofar their mobility is concerned. • Older people have the right and the responsibility to share their values, standards, knowledge, life-experience and skills with younger generations. • Older people have the right to personal development, social contact and meaningful lives. • Older people have the right and the responsibility to participate in educational programmes to keep their knowledge and skills up to date. • Older people have the right to participate in courses that promote self-reliance and bodily fitness.
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	<ul style="list-style-type: none"> • Older people are responsible for informing themselves about modern information technology and have the right to participate in courses on this subject. • Older people have the right of access to cultural activities, leisure-time activities and sport facilities, all tailored to suit their wishes and needs • Access to information. Older people have the right to the information enabling them to make decisions for themselves and to maintain control over their lives. • Older people have the right to their own social network. They have the right to establish social relationships and maintain contact with children, grandchildren, (through the children's parents) other next of kin and friends.
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1) To increase the knowledge on the rights of older people. 2) To develop the capacity of establishing a link between the rights and single sports.
Expected outcome	<p>At the end of the unit, the trainees will:</p> <ol style="list-style-type: none"> a) Become aware of the rights of different generations in the fields of sport and everyday life.
Material	Flipchart, markers or laptop, projector
N° of People	5-10
Time	<p>60 minutes are foreseen for the completion of this module. The schedule is organised as follows:</p> <ul style="list-style-type: none"> - 5 minutes for the presentation of the unit and of the activity 6; - 5 minutes to read individually the list of rights and responsibilities; - 15 minutes to discuss in pairs; - 35 minutes to report to the whole group.
Activity	<p>(6) The participants will study the list of rights and responsibilities established by EURAG and will be asked to underline three rights that apply to sporting activities. The participants will work in pairs and discuss the reasons for their choice. Each pair will report to the whole group.</p> <p>The participants should bear in mind the following questions:</p> <ul style="list-style-type: none"> - Is it possible to guarantee the rights of older people? If yes, in what way? - In what way do the chosen rights connect with everyday life? - How do the chosen rights connect with sporting activities?

	- Which stereotypes about old age and older people oppose older people's rights? Example: Older people are frail, sick, in need of protection, etc.
Suggestions	
Hands-out to be used	A copy of the above text
References (if any)	EURAG website https://eurag-europe.net/ Bagso website https://www.bagso.de/themen/altersdiskriminierung/

(C) UNDERSTANDING OLDER PEOPLE AND THEIR SOCIAL POSITION FOR CREATING SUCCESSFUL CONTACT ZONES

Introduction	<p>Thinking about the importance of contact zones for personal growth and development of local communities and wanting to introduce new formats of intergenerational sports requires better understanding of the social, economic, political position of generations in today's European societies. Further, it needs defining the concept of social fairness, understanding social values and above all the rights of older people.</p> <p>About professional and social depreciation of older people</p> <p>It all starts with older workers who are subject to visible or less visible marginalisation by their companies excluding them from innovative process, benefits or education <i>"This is my last residential course. Nobody will be willing to continue investing in the education of somebody as old as me,"</i> explained the highly positioned manager. He was 45 at the time. Retirees who are made redundant due to their chronological age, despite their qualities and good health have a tendency to look down in frustration at the active stream of life¹.</p> <p>The attitude of companies and institutions is in line with what is going on in parallel in society. When one gets old, one suffers from various forms of social depreciation. Retirees experience both economic and relational precarisation. A retired person is deprived of his or her basic rights, namely the right to work as many hours he or she wants or is able to. There are legal limits and barriers imposed on the work of retirees. On the other hand aging actively is hindered if older people cannot cooperate with different generations! Moreover, If older people are being repeated that they are a burden on the shoulders of younger generations, they cannot age actively!</p> <p>A retired person gets excluded from professional life and institutions. In most of the countries retirees are deprived of their professional identity. Moreover, being a retiree means being considered as professionally less skilled and less credible.</p>
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¹Mariano, A-P. (2015). Putain de retraite. Paris: Equateurs.

Depreciation of older people is not a new phenomenon. In ancient Greece one could hear »Each of us should have a say (on the agora) even those who are 50 or older«. Even those are often used in relation to older people thus showing that they are not full citizens, producers, innovators, consumers like the rest of adults!. The words even those prove that older people in the past and present have not been allowed, nor have they been invited to take part in decision making processes of public matters. National and European statistics tell little about what older people do, need or want. In pools of public opinion older people's opinion does not matter. In Slovenia where a public consultation has taken place recently all voters were informed about it, all, but very old people in institutional care. Moreover, today's situation of older people is no different from what it was in ancient Greece when at the age of 60 older men could not be judges nor soldiers anymore, but they could secure the territory or repair fortress walls which was a socially depreciated occupation. To put it shortly. Position of younger and older people has always been determined by generations in the middle.

What is social fairness? From redistribution to recognition

There are several theories on social justice and injustice. In the view of the Israeli Prof. Doron Prof. Nancy Fraser's theory on social fairness describes best older people's position in society.

Basically, there are two kinds of social injustice: economic- distributive injustice and cognitive-cultural injustice.

The first is rooted in the political-economic structure of society encompassing economic exploitation, economic marginalization (undesirable or poorly paid work or being prevented from having access to income generating work altogether) or deprivation (being denied an adequate standard of living). The second type of injustice, the cognitive-cultural one, is rooted in social patterns of representation, interpretation, and communication appearing on all levels of society. Older people become invisible, they may be addressed in an authoritative patronizing way, they can be infantilized linguistically. They can get insulted for being old and are considered through the lenses of ageist stereotypes.

Do older people suffer from ageism? They do! It is important to know that ageism exists on all levels: family, local community, institutional and policy level.

Ageism means (a) negative social stereotypes about old age; (b) social prejudices about older people; (c) Personal fear of ageing; (d) stigmas connected with older people. More current approaches emphasize the fact that ageism is not only negative. On the contrary, stereotypes can also be positive.

Solutions?

	<p>The changes proposed by Prof. Nancy Fraser are relocation of some funds. Changes can also be deeper, transformative, restructuring relations of production and co-operation.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>As concerns recognition, the group of older people should be enabled to express their generational culture and intergenerational relations should be restructured. With Funmilies project and intergenerational sports, we are aiming at restructuring relationships and better knowing both younger and older people.</p> </div> <p>Older people as a social group and their groups of pressure can exert little political pressure. Those who are retired have poor collective political identity, their political identity depending mostly on the integration by political parties of their aspirations and interests.²</p> <p>Today, older people in some European countries start requiring their integration into public institutions. A new relationship with age is being required in the social, political and economic play. Social roles of older people are to be redefined. Defending material interest of older people and retirees is important, but new cultural formats of getting old are being required. Moreover, societies are to question their attitude towards beauty, usefulness, weakness, frailty and the end of life (Doron, 2012).</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1) Increase the knowledge and understanding of social injustice and stereotypes. 2) Increase the knowledge on the need to restructure relations among generations thinking about the field of sports.
Expected outcome	<p>At the end of the unit, the trainees will:</p> <ol style="list-style-type: none"> a) Acquire a deeper understanding of older people and their need to be integrated. b) Become aware of the dormant abilities of older people, particularly in the field of sports.
Material	Flipchart, markers or laptop, projector
N° of People	5-10
Time	<p>50 minutes are foreseen for the completion of this module. The schedule is organised as follows:</p> <ul style="list-style-type: none"> - 5 minutes to read individually the text; - 20 minutes to discuss in pairs (threes or small groups);

²During the COVID 19 sanitary crisis older people in Slovenia felt recognized and important by what they interpreted as the Government's care for them (they were not supposed to move around freely) while the Government was actually afraid of seeing the hospitals collapse...

	<p>- 10 minutes of debriefing</p> <p>- 15 minutes for the final evaluation</p>
Activity	<p>(7) The participants will work in pairs or threes (or groups of five) in the text above. They will choose the most important paragraphs. They will particularly discuss the concept of active ageing and different types of social depreciation of older people. The basic method here will be discussion in subgroups and reporting, the discussion being the most important method in adult education. The discussion will be monitored by the trainer. The trainer can help the participants by providing some questions or suggestions to “structure” more the discussion, focusing more on the concepts of “social fairness/justice”, “ageism”, “perception of older people”.</p>
Suggestions	
Hands-out to be used	A copy of the above text
References (if any)	<p>Doron, I., & Spanier, B. (2012), <i>International convention on rights of older persons: Where we were, where we are and where we are going?</i>, Global Ageing, 8(1), 7-16.</p> <p>Mariano, A-P. (2015), <i>Putain de retraite</i>, Paris: Equateurs.</p>

Module Title: Theoretical aspects of education through sport methodology

Overview	<p>This module will focus on introducing the Education Through Sport (ETS) methodology in order to maximize the notion of sports being a tool for educational purposes on a wider scale and for the public.</p> <p>It will explain the differences between education For, By and Through sports with special focus on intergenerational activities aimed to raise awareness about social inclusion and the importance of connecting the young and older people in our European societies.</p> <p>Education Through Sport is intended as “the combination of sport and learning provides an excellent opportunity to learn through activities that are very enjoyable, highly emotional and based on active participation and involvement. It brings people very close and it is a very natural way of learning” (Andonova D., Ács M., & Holmes D., 2013).</p> <p>Furthermore the focus will be on the concepts of (1) positive social transformation and how it can be facilitated through sport and (2) the importance of intergenerational connection.</p>
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	<p>The two units of the module are aimed to complement each other, with unit 1 being theoretical - defining the ETS methodology and related topics - and unit 2 being more interactive - with the participants working together and brainstorming - focusing on the applied aspects of sports as an educational tool.</p> <p>An evaluation questionnaire will be provided, in which the participants can share their views on the module material and execution.</p>
Learning Objectives	<p>This module contributes to the achievement of the following learning objective:</p> <ol style="list-style-type: none"> 1) Increase knowledge of Education Through Sport and the differences between Through, By, For sport concepts; 2) Increase knowledge on how to link ETS to the educational aspects of sport, especially considering intergenerational activities.
Expected learning outcome	<p>At the end of the module, trainees will know:</p> <ol style="list-style-type: none"> a) What kind of aspects is important to highlight to maximize the educational perspective in sport b) What are the theoretical basis of the educational approach during a sport activities.
Key words	<p>Educational perspective in sport</p> <p>ETS (Education Through Sport)</p> <p>Intergenerational sport activities and connection</p>
Glossary	<p>ETS = Education Through Sport</p> <p>ETS methodology consists of adapting sport and physical activity exercises to the objectives of the planned learning outcomes such as improving tolerance, solidarity or trust among nations. In this case sport is a tool and it becomes secondary to the educational purpose (Andonova D., Ács M., & Holmes D., 2013).</p> <p>EBS = Education By Sports</p> <p>The aim of EBS is to reconcile the sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion (Andonova D., Ács M., & Holmes D., 2013).</p> <p>EFR = Education For Sport</p> <p>Education for Sport addresses the improvement of skills related to the sport itself and to improve performance. Education for Sport is normally related to diverse disciplines of competitive sport, not non-formal education (Andonova D., Ács M., & Holmes D., 2013).</p>

Overview units	<p>In this module the participants will be introduced to the concept of Education For, By, Through Sport, with extra focus on the ETS methodology.</p> <ul style="list-style-type: none"> ▪ In unit 1 they will learn how the ETS approach or methodology is a non-formal educational tool that uses sport as a means in order to highlight or educate individuals or groups of people on certain social issues. Moreover, they will learn the differences between education for, by and through sport ▪ In unit 2 the interactive group work and exchange will be used to further deepen the understanding of the ETS methodology and the theoretical knowledge introduced in unit 1. The aim is to end up with practical examples where sport can be used from an educational perspective or for an educational purpose. After finishing the exercise in unit 2, participants will complete an evaluation questionnaire.
Suggestions for the module delivery	<p>Prepare theoretically: (1) get a basic understanding of the ETS theoretical background and read through the information in Annex 1. (2) Complement your knowledge with any other relevant source(s) (e.g. MOVE and LEARN handbook - see references).</p> <p>Use visual aids (e.g. white board, flip chart or ppt presentation - see templates and annex 2)</p> <p>The module can be delivered offline and online, with basic material usage or if there is access to technology, for the unit 2 participants can be asked to compile presentations on the computer.</p> <p>Gamify any aspect you feel fits the units, but keep them short and relevant.</p> <p>When you explain a concept, ask the group to repeat back the idea with their own words. This is great on spot feedback to see if your message was understood and how well it was received.</p> <p>Ice breakers are encouraged to set the mood and relaxed sporty atmosphere at the beginning (use e.g. https://blog.hubspot.com/marketing/ice-breaker-games)</p>
Evaluation	<p>The evaluation of the module can be done in different ways.</p> <p>One approach is to incorporate a group evaluation session in the debriefing section at the end of unit 2. For example, using the evaluation questions 1. through 5. as questions for the whole group, projected in a presentation and with an open discussion around each question. Another approach can be to hand out a questionnaire (see annex 3 as an example) and ask the participants to fill it in and hand it in to the Facilitator. In this case it is advised that the Facilitator reads each questionnaire and collects common elements in them and informs the themes (e.g. <i>majority of you are confident to explain ETS to someone else. Many of you mentioned that more visual aids would have helped the delivery of unit 1.</i>).</p>

	<p>A mix of the two approaches is also possible. The suggestion is to tailor the evaluation to your preferred way of teaching and the group's needs.</p> <p>Suggested questions for the evaluation questionnaire:</p> <p>On a scale from 1 to 5 (where one 1 is <i>not at all</i> and 5 is <i>extremely well/much</i>) please rate:</p> <ol style="list-style-type: none"> 1. How confident are you to explain what ETS is to someone who is new to the methodology? 2. Can you differentiate between education FOR, BY and THROUGH sport? 3. How useful is the ETS methodology in your daily work? 4. Is the idea of using sport as a non-formal educational tool appealing to you? For example, to promote a healthier lifestyle and/or raise awareness around the challenges and importance of social inclusion. 5. How prepared did you find the Facilitator on the topic of the module (mainly education through sport)? <p>Please write a few sentences on:</p> <ol style="list-style-type: none"> 6. How can you apply the acquired knowledge in this module for your sport activities or practice? 7. Provide two examples where sport could be used as a tool for educational purposes to strengthen the intergenerational understanding and connection in our societies in Europe. 8. Would you change anything in the module presentation? If yes, please give examples on what.
References/Sources	<ol style="list-style-type: none"> 1. Andonova D., Ács M., & Holmes D.(2013), <i>MOVE And LEARN: Manual for Non-Formal Education Through Sport and physical activities with young people</i>, International Sport and Culture Association. 2. UNESCO (n.d) <i>Values Education Through Sport</i>. https://en.unesco.org/themes/sport-and-anti-doping/sports-values-education 3. United Nations Inter-Agency,Hartmann, D.; Kwauk, C. (2011), <i>Sport and Development: An Overview, Critique, and Reconstruction</i>, Journal of Sport and Social Issues, 35(3) 284-305
Unit title: Education Through Sport Methodology	

<p>Introduction</p>	<p>Defining Education Through Sport (ETS)</p> <p>ETS is a non-formal educational approach that uses sport and physical activities, to further the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation. It means that the ETS methodology intends to use sport exclusively as an educational tool. Therefore, components such as education, mentorship, skill development, training, personal reflection, and intervention, not directly related to sport, remain very important and must be taken into consideration when sport is used for an educational purpose. All of these elements play a significant role in the learning process. They become the central focus which stimulates development and social transformation, rather than the sport program itself.</p> <p>Difference between Education FOR, BY and THROUGH Sport</p> <p>The aim of Education FOR Sport (EFS) is to develop competences in terms of sport performance (Andonova D., et al. 2013). As a primary goal, Education for Sport seeks to improve the skills related to the sport itself. Therefore, it only aims at developing physical performance by improving individual competences. Education for Sport is related to the diverse disciplines of competitive sport. Due to this it shares limited interest in using sport as a non-formal educational tool.</p> <p>The concept of Education BY Sport (EBS) is a more complex process and includes specific learning objectives such as the aim to address health issues and wellbeing. The aim is to combine the sporting goals with the wellbeing of society, so its educational goals are at second plan. It uses sport exercises and physical activity to work towards social causes such as raising awareness about health and wellbeing. For example, the “Sport for all” movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise awareness about the mentioned issue.</p> <p>For the purposes of this project, to bring together the younger and older generations, even the EBS can be applied. The focus of health and wellbeing of the individual when engaging in physical activity can be the point of connection between a young person and an older one: even though the exercise itself (e.g. yoga, swimming or team sports)</p>
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may be different in range and performed with different levels of intensity, the goal of the exercise itself could be to stay healthy in both body and mind. If it is identified that staying healthy by the means of sport or physical activity is important to the individuals of both generations then this common understanding can be leveraged to introduce a dialogue and emotional connection between the parties. Thus, making it easier to involve the mentioned groups in intergenerational sport activities.

The non-formal educational approach of Education **THROUGH** Sport (ETS) integrates sport elements. It is supposed to contribute to personal development and sustainable social transformation by developing and improving key competencies both on individual and group level. With sustainability as one of the key elements, ETS aims to ensure a lasting social change – using sports as its tool. Therefore, **ETS seeks to promote positive social change on a larger scale, which includes tolerance of another, solidarity.**

Sport and educational sector of ETS

To understand the concept of ETS, both the sport and educational factor has to be taken into consideration. There is scientific evidence from, for instance, the World Health Organisation (WHO), Health and Development Through Physical Activity and Sport - World Health Organization Noncommunicable Diseases And Mental Health Non communicable Disease Prevention And Health Promotion research from 2003, which proves that sport and physical exercise have a variety of positive effects on health. Practicing physical activities on a regular basis helps reduce the likelihood of chronic and cardiovascular diseases, cancer or hypertension and addresses a number of psychological disorders. Furthermore, **sport and physical activities have positive effects on depression, anxiety and self-esteem.** Non-formal education – an integral part of the ETS methodology – uses a different approach from formal, textbook education when it comes to identifying the needs of learners. It **allows individuals to identify their own needs and goals regarding the educational process.** As mentioned, feedback and reflecting on the new information and gained knowledge, are essential parts for the ETS methodology. Participants sharing their experiences allows them to learn from each other in a non-formal way.

Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1) Define and introduce the ETS methodology; 2) Improve knowledge on differences between Education FOR, BY and THROUGH sport; 3) Improve understanding on how the ETS and related methodologies can be useful in relation to intergenerational sport activities.
Expected outcome	<p>At the end of this unit the trainee will:</p> <ol style="list-style-type: none"> a) Have a basic understanding of the ETS methodology: what it is, how it can be used and its benefits when applied.
Material	<p>Visual aids - anything the presenter feels comfortable with - for example:</p> <ul style="list-style-type: none"> ● Flip chart to jot down the key words and ideas ● Powerpoint presentation with main bullet points around the topic
N° of People	Small to medium sized groups (5 - 25 people)
Time	<p>60 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> ● 5 minutes ice breaker and/or general introduction ● 45 minutes presentation ● 10 minutes break before unit 2
Activity	<p>(1) This activity is a traditional classroom scenario. Participants are asked to listen tentatively, take notes if needed, and ask questions throughout the presentation of the topics.</p> <p>The trainer sets up the visual or other aids he or she needs and starts presenting.</p>
Suggestions	<p>The facilitator should ask for regular feedback on the topics covered, e.g. this is how we define ETS, can someone summarise the main points?</p> <p>While this unit is described as a traditional classroom based scenario, feel free to spice it up with any games or other non-formal educational methods, which you think help the learning process of the participants (and perhaps the authors have not thought of). Please see suggestions for the module delivery.</p>
Hands-out to be used	<p>Annex 1 - theoretical summary of the topics covered a handout could be compiled from this document if deemed necessary</p> <p>Annex 2 - PPT template</p>

References (if any)	See main reference section
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Unit title: Education through sport in practice	
Introduction	<p>The participants will engage with the theoretical material on a practical level. The aim is idea generation and working as a group to discuss the applied use of sports as an educational tool for social transformation.</p> <p>Practical use of ETS</p> <p>It is essential to keep in mind that “the expression of a will is not enough to design and implement a learning process which is based on ETS” (Andonova D., et al., 2013). The main requirement is to build up an educational project, which is feasible: has realistic and attainable goals or outcomes defined thus has evaluable objectives. The “educational intention” needs to be present as well as the “specific priorities of the addressed working field” (Andonova D., et al. 2013). To fully utilise the educational and social function of sport the designed programs need to keep the focus on the educational purpose of doing the sport or physical activities. The non-formal learning outcomes should be introduced in the design (e.g. through questions or an evaluation session) thus keeping focus on the social issues that the target groups are to be educated about: social integration, fight against racism, fairness or any other topic. An example of ETS in action is the Values Education Through Sports (VETS) put forward by UNESCO and its partners, which builds on the notion that “Sport can teach values such as fairness, teambuilding, equality, discipline, inclusion, perseverance and respect” if the curricula is setup properly. People can connect through sport on levels beyond just communication with words. Sports and physical activity tap into the movement of our bodies and triggers physiological and emotional responses that otherwise may stay dormant when engaging in verbal exchanges. This makes it ideal for connecting people of different backgrounds, cultures, or in this case ages. Referring to the importance of intergenerational activities and in what ways sports can be used to strengthen the connection and communication between ages groups of 25+ of age and 65+of age: by using the ETS methodology, the different sport activities planned to bring together these two mentioned age groups, can really be tailored to achieve greater awareness</p>

	<p>and connection, social inclusion as well as the promotion of a healthy mind and body regardless of age.</p> <p>Any exercise aimed for the above purpose should be built up in a way that the participants connect on non-verbal basis and the physical activity aims to raise awareness around the importance of social inclusion and connection between groups and individuals. For example, if dancing is the chosen exercise, there should be steps where a younger person performs basic dance moves with an older person to facilitate the non-verbal connection and joy physical movement gives. A debriefing session should be introduced where the participants can share how they experienced the exercise. There should be prompting questions, such as, do you feel connected to the youth or older people you moved with after this dance exercise? Would our society at large benefit from more intergenerational “workshops”? If yes, why? If not, why? Is it the responsibility of the governmental agencies to provide these opportunities to connect? Add any other questions that would be relevant to the topic of the activity.</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1) Increase the capacity of developing an Education Through Sport activity 2) Increase the capacity of structuring an Intergenerational Sport activity through ETS methodology
Expected outcome	<p>At the end of this unit the trainee will:</p> <ol style="list-style-type: none"> a) be able to reflect on their experience and capacity to develop ETS activities
Material	<ul style="list-style-type: none"> - Sheet of A4 papers (min. 1 sheet per person in a group) - Pens (1 / person)
N° of People	Ideally smaller groups (3 - 5 people)
Time	<p>55 to 60 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> ● 10 minutes frontal lesson on the practical use of ETS ● 5 minutes to introduce the exercise ● 8 to 10 minutes for the group work ● 3 minutes per group to present their ideas ● 2 minutes feedback / idea exchange after each groups presentation <i>In case of 5 groups this takes approximately 25 minutes</i> ● 15 minutes wrap up and evaluation.

Activity	<p>(2) Participants are divided up in groups of five by the trainer.</p> <p>Provide them with paper and pens.</p> <p>Ask them to draw upon their own professional experience and work together in order to come up with a scenario or exercise where the ETS or EBS methodology can be utilised. They can set the learning outcome (e.g. awareness around equal opportunities for all genders) and they should come up with an activity that uses sport as the tool to achieve the objective.</p> <p>Instruct them that they have 8 minutes to complete the task (if they need more time an extra 2 minutes can be provided), they should choose 1 or 2 “speakers” to share the final idea/presentation with the larger group and that everyone should contribute.</p> <p>Once the 8 minutes is up, go one-by-one and have the groups present their outcomes.</p> <p>For each group allow a few minutes of feedback or Q&A for the other participants to react to the presentation.</p> <p>Once all groups finished, move on to summarise the module outcomes and ask for any verbal feedback or if anyone has questions.</p> <p>Then hand out the evaluation questionnaire and ask the participants to complete them.</p>
Suggestions	<p>Aim to divide up the groups in a way that they are truly mixed. For example, there is a gender balance and people that know each other prior to the workshop should be in different groups.</p>
Hands-out to be used	<p>A handout can be compiled from the material in annex 1 if deemed necessary.</p>
References (if any)	<p>See main reference section</p>

Module Title: Needs of older people in sports

Overview	<p>It is a consensus view that as a person gets older, their involvement in sports activities decreases. The older people have some particularities, and these must be seen, analysed, and taken into consideration if our society would like to see them participate in sports. On the other hand, there are a lot of constraints that must be overcome to ensure their participation in physical activities.</p>
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	<p>Based on various studies, the major factors that push older people to abstain from sports activities are the following:</p> <ul style="list-style-type: none"> ● Fear of injury. A number of older people feel anxious when they are getting involved in sports activities, since they think that an injury will probably have bad consequences for their quality of life, and also think that their rehabilitation may be long and uncertain. They feel that due to their age, the probability of an injury during their involvement in sports is higher than younger people. ● Stereotypes regarding aging. Stereotypes by young and older people affect the participation of the latter in sports activities, given that both groups consider ageing most of the time the cause of inability. ● Lack of fun during sports activities. Surveys show that older people don't participate in sports activities because they lack fun. ● Lack of knowledge regarding the provision of proper sport activities at local level. A lot of people don't know about sport activities that meet their needs organised in their area. ● Embarrassment regarding their performance. Older people frequently believe that they will not be able to participate successfully, and they are dissatisfied with their performance. ● Rapport with instructors. The older people wish to have a strong bond with their instructors, who need to be kind, compassionate, and encouraging. ● Lack of interest. Isolation, depression, and other negative feelings that might arise with aging, especially after retirement, result in a low interest in sports. ● Lack of time. Time has also been reported as a limiting factor as well. <p>Some of these limitation factors can be overcome by adjusting the sports programmes and the attitudes of the instructors, and that is the main scope of this training module.</p>
Learning Objectives	<p>This module contributes to the achievement of the following learning objective:</p> <ol style="list-style-type: none"> 1) Increase the acknowledgment of the special treatment of older people during the sports activities; 2) Increase the knowledge on how the trainee will be able to organise funny and at the same time useful and safe sports activities
Expected learning outcome	<p>By the end of the module, the trainee will:</p> <ol style="list-style-type: none"> a) General needs of older people in sport; b) How to practically deal with older people's needs during a sport activity.
Key words	Injury

	<p>Trust</p> <p>Confidence</p> <p>Communication</p> <p>Local community</p> <p>Needs</p> <p>Fun</p> <p>Fragility</p> <p>Older people</p>
Glossary	
Overview units	<p>The module "Needs of Older people" is composed of three separate units.</p> <p>Through the units of this module, the trainee will acquire the basic knowledge necessary to understand the major factors that push older people to abstain from participating in sports activities. He or she will also be provided with implementable solutions suggested from the existing literature and the "Compiled European survey research report" developed by the Funmilies project.</p> <p>The preferred methodology chosen to ensure a concrete and lasting understanding is that of the focus group. Through the use of a video conference platform, every trainee will be an active member of the training, sharing his or her experiences and learning through the words of others how similarly faced problems can result in differently adopted solutions.</p> <ul style="list-style-type: none"> ▪ In the first unit, the trainee will understand the different drivers that make a sports activity with older people an engaging one. They will also grasp the concept of age stereotypes and learn to apply different strategies to mitigate their effects. ▪ In the second unit, the trainee will learn why the physical and psychosocial consequences of injuries to older participants have to be taken into account. He or she will grasp the relevance of designing a customised communication framework to enhance safety perception, and be informed of various solutions proposed by the literature. ▪ Finally, in the third unit, the trainee will understand the role of the perception the older people have towards their instructors when running a sports activity. He or she will also learn how some communication channels have to be preferred when relating to an older audience, and the role communities can have when designing interventions.

Suggestions for the module delivery	
Evaluation	<p>To evaluate the effectiveness of this module, the participants will complete a questionnaire at the beginning and at the end of the training session. This will measure the changes in awareness and confidence the participants experienced through the module. It will also represent a tool for self-reflection.</p> <p>Each answer will be recorded on a scale from 1 to 5</p> <ul style="list-style-type: none"> - Awareness: <ol style="list-style-type: none"> 1. Not at all aware 2. Slightly aware 3. Moderately aware 4. Quite aware 5. Extremely aware - Confidence <ol style="list-style-type: none"> 1. Not at all confident 2. Slightly confident 3. Moderately confident 4. Quite confident 5. Extremely confident <p>Apart from the scale measurement, the participants will also provide some more information regarding the topic of each one of the questions by giving a more narrative answer</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Are you aware of older people needs in the context of sport and physical activity?(Awareness) <ol style="list-style-type: none"> a. If yes please mention 3 of them 2. Are you aware of the existence of stereotypes associated with older people in the context of sport and physical activity? (Awareness). <ol style="list-style-type: none"> a. Please mention 1-2 of stereotypes that you think that influence the participation of elderly people in sport activities 3. Are you aware of how place/venue influences the way older people feel motivated to participate in physical activities? (Awareness). <ol style="list-style-type: none"> a. What do you think that older people would love to notice within the place that it will motivate their participation? 4. Are you aware of mitigation actions that can prevent the risk of injury when practicing exercises with older people? (Awareness). <ol style="list-style-type: none"> a. Please refer to some of them

	<ol style="list-style-type: none"> 5. Are you aware of communication strategies that, if adopted, can prevent the risk of injury for older people? (Awareness). <ol style="list-style-type: none"> a. Indicate some of them 6. To what extent do you feel you are an instructor that can inspire trust and kindness? (Confidence). <ol style="list-style-type: none"> a. What are the main characteristics that you must have in order for someone to feel safe and understood? 7. How aware are you of special needs or peculiarities in your community that have to be taken into consideration when planning the promotion and execution of sports activities?(Awareness) <ol style="list-style-type: none"> a. Can you list some of them?
References/Sources	<ul style="list-style-type: none"> - COTA (2015), <i>How to engage older people in sport and physical activity</i>, State Government Victoria. https://outdoorsvictoria.org.au/wp-content/uploads/2015/09/20150617-COTA-Vic-How-to-Engage-Older-People-in-Sport-and-Physical-Activity-Resource-Guide-July-2015.pdf - Ecorys (2020), <i>Mapping study on the intergenerational dimension of sport</i> https://op.europa.eu/en/publication-detail/-/publication/0878e8b0-3b61-11eb-b27b-01aa75ed71a1/language-en - Filley, A. (2019), <i>Fear Avoidance: 4 Ways To Address Fear Of Pain And Re-injury</i>, Sports Injury Bulletin. https://www.sportsinjurybulletin.com/fear-avoidance-4-ways-to-address-fear-of-pain-and-re-injury/. - Funmilies (2021), <i>Compiled European survey research report on the readiness to undertake intergenerational sporting activities in Funmilies partners' countries</i> - Podlog, L., Dimmock, J., & Miller, J. (2011), <i>A review of return to sport concerns following injury rehabilitation: practitioner strategies for enhancing recovery outcomes</i>, Physical therapy in sport: official journal of the Association of Chartered Physiotherapists in Sports Medicine, 12(1), 36–42. https://doi.org/10.1016/j.ptsp.2010.07.005 - Arkenford Ltd. & Act 2. (2006). <i>Understanding Non-Participation in Sport & Physical Activity amongst Recently Retired</i>, Sport England. https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/understanding-participation-among-recently-retired-people.pdf - Sportscotland (n.d.), <i>Older people and sport</i> https://sportscotland.org.uk/media/2595/learning-note-older-people-and-sport.pdf
Unit title: Having FUN	
Introduction	Engagement

	<p>Understanding the reasons the older people engage in exercise and sports activities can provide valuable hints to increase fun and engagement among the participants. These include: meeting new people, improving health, reducing stress, enjoying rewarding challenges, etc. (COTA, 2015).</p> <p>Among all these, the most important aspect of these activities must be fun (Funmilies, 2021). Activities should be designed with the aim of being playful and accessible, which means involving cooperation and participation rather than competition (which, in some cases, might require risky additional physical efforts). The focus should be the simple joy of participating. Adding gaming elements should be considered.</p> <p>This can be achieved if instructors encourage the emergence of social outcomes from the interaction of participants in the activities. Ideally, physical activity sessions should be interlinked with social ones so as to achieve both their intended goals. Introducing some refreshments at the end of the activity might be a good start (COTA, 2015).</p> <p>In parallel, the goal is to tackle issues such as loneliness and social isolation. In cases of intergenerational sports activities, instructors might give priority to the self-disclosure of the older people participants' past experiences and promote the creation of friendships with younger participants through formalised dialogues or buddy systems (Ecorys, 2020).</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objective:</p> <ol style="list-style-type: none"> 1) Improve knowledge of strategies to ensure full participation and enjoyment of activities.
Expected outcome	<p>By the end of the training, the trainee will be able to:</p> <ol style="list-style-type: none"> A) Understand the role of fun and engagement when planning activities for the older people, and devise ways to design enjoyable activities.
Material	none
N° of People	25 people (5 members from 5 different sport clubs)
Time	<p>35 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> ● 5 minutes for the description of the activity ● 20 minutes discussion in each subgroup ● 10 minutes for presenting the shared thoughts to the rest of the trainees
Activity	<p>Description</p> <p>The chosen activity is a focus group session run in a pre-defined location or through video conference rooms.</p>

	<p>Participants are divided into groups of 5, each of its members representing (ideally) a different sport club. In this way, trainees can exchange ideas and experiences with the participants, ensuring optimal learning conditions.</p> <p>Before splitting the audience between sub-groups, the trainer(s) states clearly the purpose of the activity, provides instructions, and presents the questions the sub-groups are required to answer.</p> <p>Each sub-group identifies a member (that can also be appointed by the trainer) to take note of the various answers. In the meantime, the trainer(s) goes between sub-groups to support the members, provide helpful ideas, and smooth the process.</p> <p>At the end, for each group, the appointed members share in turn their notes and insights with the other participants. The trainer then wraps up the final thoughts.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Recall particular events when the enthusiasm of some participants dropped. What did you do? What are possible strategies to tackle the lack of fun during sports activities? 2. Have you ever worked with older people? If yes, share your experience. If not, please explain the reason. 3. Can you figure out cooperative activities in which older people can socialise? 4. Do you think that older people have the right to exercise? Should they practice it in specialised structures or in any context? 5. Do you feel that older people are able to correspond to the needs of a program? 6. Have you had experience with intergenerational sports activities? What happens when youngsters and older people meet? 7. Have you experienced situations where age stereotypes have been brought up by someone during a sports activity? (E.g. older people making comments about their age, young people commenting on their old age, etc.) 8. Can you suggest ways to counteract biased perception?
Suggestions	<p>The trainer is invited to make use of whiteboards, sticky notes and markers to support participants in the emerging of ideas. The equipment can be used as well by the trainer him or herself at the beginning to present the topics and at the end to summarise what has been achieved so far.</p> <p>In case the conditions do not allow in person meetings, online apps like Whimsical or Miro can be helpful in conducting a virtual focus group: participants can create their own whiteboard, and display creatively their ideas. Otherwise, the trainer can use these applications</p>
Hands-out to be used	

References (if any)	<ul style="list-style-type: none"> - COTA (2015), <i>How to engage older people in sport and physical activity</i>, State Government Victoria. https://outdoorsvictoria.org.au/wp-content/uploads/2015/09/20150617-COTA-Vic-How-to-Engage-Older-People-in-Sport-and-Physical-Activity-Resource-Guide-July-2015.pdf - Ecorys (2020), <i>Mapping study on the intergenerational dimension of sport</i>, https://op.europa.eu/en/publication-detail/-/publication/0878e8b0-3b61-11eb-b27b-01aa75ed71a1/language-en - Funmilies(2021), <i>Compiled European survey research report on the readiness to undertake intergenerational sporting activities in Funmilies partners' countries</i>
Unit title: Ensuring SAFETY	
Introduction	<p>Older people might fear any injury that could endanger their independence and significantly affect the way they engage in normal daily activities.</p> <p>The condition is further aggravated in cases where physical constraints such as health issues and joint pain are already present and known. Over-doing, high-impact exercises or accidents can exacerbate existing conditions or cause breaks, strains, and joint damage. In serious circumstances, physical constraints can have such limiting conditions that they can be compared to forms of disability.</p> <p>In these cases, older people can lose their confidence in being able to participate in any form of physical activity. This specific fear can be compared to the one athletes of every age can have with respect to reinjure. Beyond physical consequences, psychosocial concerns might delay or completely compromise the individual's return to his or her previous sporting routine (Podlog, Dimmock and Miller, 2011).</p> <p>Communication</p> <p>A good start is to design a communication framework to adopt when dealing with the target group. In this context, it means reassuring participants that the activities in which they will be engaged will be different than the common ones they are used to thinking about, as they will be adapted to their needs in order to ensure optimal safety. In addition, instructors should clearly state the degree of effort that every single exercise requires. This is to prevent accidents resulting from wrongly calibrated physical efforts.</p> <p>Instructors should also mention their experience, especially in dealing with the elderly and/or treating body accidents.</p> <p>With respect to gender, some research shows how women are more likely to need reassurance concerning the risk of injuries (Arkenford Ltd. & Act 2, 2006).</p> <p>Implementable actions</p> <p>First of all, instructors should reinforce all the safety measures that will prevent fear of engagement (e.g. slippery ground) and consider the inclusion of equipment</p>

	<p>designed to address the physical abilities of older people (e.g. soft-fall flooring). They should also include an assessment of all physical barriers that might impede access to facilities (Sport Arkenford Ltd. & Act 2, 2006).</p> <p>Consulting with members of the target group is a viable option. For instance, instructors should check that there are stair climbers or wheelchair ramp stairs at the event venue, as well as enough parking for blue badge holders.</p> <p>Second, instructors might also place an emergency aid kit in the surroundings, so as to be seen by participants and to perceive safety equipment in the venue. Additionally, they might look for agreements with doctors or health professionals to provide a monthly free check-up at the venue or ensure the presence of a nurse in the area.</p> <p>Third, as the fear of injury can also relate to the fear of crime that might discourage older people from travelling to the facilities, the engagement of the entire family should be welcomed (Sportscotland, n.d.). It can help to ensure that each participant has a safe trip to the designated facilities, and that there is somebody known available to intervene in case of peril or necessity.</p> <p>Fourth, instructors should be well aware that unplanned changes in the activity might take place. Exercises should be planned to ensure a certain degree of flexibility to adapt to new unexpected needs.</p> <p>Finally, it is worth keeping in mind that it is only through graded exposure that older people can gain the confidence to step up and engage physically with a different environment, new people, and tools required for the activities (Filley, 2019). These should be divided into small chunks, each with its own degree of effort demanded.</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1) Improve knowledge on safety needs from the perspective of older people 2) Improve different communicative strategies and actions to ensure their safety
Expected outcome	<p>By the end of the training, the trainee will be able to:</p> <ol style="list-style-type: none"> a) Ensure that the needs of older people are taken into account concerning the fear of injury b) Adopt the most convenient strategies to improve safety during activities
Material	
N° of People	25 people (5 members from 5 different sport clubs)
Time	<p>35 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> ● 5 minutes for the description of the activity ● 20 minutes discussion in each subgroup

	<ul style="list-style-type: none"> ● 10 minutes for presenting the shared thoughts to the rest of the trainees
Activity	<p>Description</p> <p>The chosen activity is a focus group session run in a pre-defined location or through video conference rooms.</p> <p>Participants are divided into groups of 5, each of its members representing (ideally) a different sport club. In this way, trainees can exchange ideas and experiences with the participants, ensuring optimal learning conditions.</p> <p>Before splitting the audience between sub-groups, the trainer(s) states clearly the purpose of the activity, provides instructions, and presents the questions the sub-groups are required to answer.</p> <p>Each sub-group identifies a member (that can also be appointed randomly by the trainer) to take note of the various answers. In the meantime, the trainer(s) goes between sub-groups to support the members, provide helpful ideas, and smooth the process.</p> <p>At the end, for each group, the appointed members share in turn their notes and insights with the other participants. The trainer then wraps up the final thoughts.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What are the most common injuries you face when dealing with older people? Are similar to the ones you see when younger athletes hurt themselves? 2. Do you know how to act in the case an older person hurt him or herself? 3. Is your structure/venue equipped to ensure accessibility? How? 4. Are you aware whether families take the initiative to support their older relative? (For example, giving them a ride to the sports facilities, providing an emergency contact, speaking periodically with the instructor, and so on). 5. Can you suggest ways to invite families to endorse the participation of their older relatives in sports activities?
Suggestions	<p>The trainer is invited to make use of whiteboards, sticky notes and markers to support participants in the emerging of ideas. The equipment can be used as well by the trainer him or herself at the beginning to present the topics and at the end to summarise what has been achieved so far.</p> <p>In case the conditions do not allow in person meetings, online apps like Whimsical or Miro can be helpful in conducting a virtual focus group: participants can create their own whiteboard, and display creatively their ideas. Otherwise, the trainer can use these applications</p>
Hands-out to be used	

References (if any)	<ul style="list-style-type: none"> - Filley, A. (2019), <i>Fear Avoidance: 4 Ways To Address Fear Of Pain And Re-injury</i>, Sports Injury Bulletin. https://www.sportsinjurybulletin.com/fear-avoidance-4-ways-to-address-fear-of-pain-and-re-injury/. - Podlog, L., Dimmock, J., & Miller, J. (2011), <i>A review of return to sport concerns following injury rehabilitation: practitioner strategies for enhancing recovery outcomes</i>, Physical therapy in sport: official journal of the Association of Chartered Physiotherapists in Sports Medicine, 12(1), 36–42. https://doi.org/10.1016/j.ptsp.2010.07.005 - Arkenford Ltd. & Act 2. (2006), <i>Understanding Non-Participation in Sport & Physical Activity amongst Recently Retired</i>. Sport England https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/understanding-participation-among-recently-retired-people.pdf - Sportscotland (n.d.), <i>Older people and sport</i>, https://sportscotland.org.uk/media/2595/learning-note-older-people-and-sport.pdf
Unit title: Strong BONDS	
Introduction	<p>Older people need to develop stronger bonds with their instructors and with their local community in order to engage willingly and happily in existing activities in their local area.</p> <p>Instructors</p> <p>Common sense suggests that instructors should adopt an encouraging and kind approach that values dialogue over patronization. Yet, instructors should be well aware that the older people tend to have a different perception of sport, preferring structured and institutionalised sporting activities (Funmilies, 2021).</p> <p>It is worth mentioning that some studies recommend that the age and gender of the instructor should match that of the participants, especially in the case of older women. In this way, the entire group can easily identify itself with the instructor. The goal is to reduce insecurities and embarrassment, improve trust towards the coach, and let participants feel "understood" with respect to their specific needs (Arkenford Ltd. & Act 2, 2006).</p> <p>Community and communication</p> <p>Yet, instructors cannot provide their services without a local community. Communities not only provide spaces, but also a useful network of individuals and families that can back sports activities that take care of their older relatives. Indeed, "a small urban settlement might be more sensitive and more appropriate and rewarding for launching first activities" (Funmilies, 2021). Consequently, activities should be designed according to the local needs and features. Thus, small-targeted actions preceded by careful mapping and understanding of the local setting are essential for long-lasting interventions.</p>

	Finally, in order to reach the target audience, instructors should consider informing older people about local sports activities through non-digital means, such as promotions through mail, leaflets, local newspapers, and notice boards in local community centres (both civil and religious) (Arkenford Ltd. & Act 2, 2006).
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ul style="list-style-type: none"> - Acknowledgment of the different ways instructors are perceived by their groups, how to build trust and cope with social anxiety. - Acknowledgment of the local needs and of the best communication strategies to interact with older people
Expected outcome	<p>By the end of the training, the trainee will be able to:</p> <ul style="list-style-type: none"> - Assess and execute actions aimed at improving the perception of trust that older people have towards him or herself - Understand how planning a communication strategy and assessing local needs is a viable path towards successful older people sports activities
Material	
N° of People	25 people (5 members from 5 different sport clubs)
Time	<p>35 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> ● 5 minutes for the description of the activity ● 20 minutes discussion in each subgroup ● 10 minutes for presenting the shared thoughts to the rest of the trainees
Activity	<p>Description</p> <p>The chosen activity is a focus group session run in a pre-defined location or through video conference rooms.</p> <p>Participants are divided into groups of 5, each of its members representing (ideally) a different sport club. In this way, trainees can exchange ideas and experiences with the participants, ensuring optimal learning conditions.</p> <p>Before splitting the audience between sub-groups, the trainer(s) states clearly the purpose of the activity, provides instructions, and presents the questions the sub-groups are required to answer.</p> <p>Each sub-group identifies a member (that can also be appointed randomly by the trainer) to take note of the various answers. In the meantime, the trainer(s) goes between sub-groups to support the members, provide helpful ideas, and smooth the process.</p>

	<p>At the end, for each group, the appointed members share in turn their notes and insights with the other participants. The trainer then wraps up the final thoughts.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How do you manage to build trust and engagement in a group, so that you are perceived as a kind and trustworthy instructor? 2. Which means of communication best suits the promotion of activities in your local community, based on your previous experience? 3. Are there specific needs in your local community? How are they addressed? 4. Is there in your community a network that supports the elderly through sport?
Suggestions	<p>The trainer is invited to make use of whiteboards, sticky notes and markers to support participants in the emerging of ideas. The equipment can be used as well by the trainer him or herself at the beginning to present the topics and at the end to summarise what has been achieved so far.</p> <p>In case the conditions do not allow in person meetings, online apps like Whimsical or Miro can be helpful in conducting a virtual focus group: participants can create their own whiteboard, and display creatively their ideas. Otherwise, the trainer can use these applications</p>
Hands-out to be used	
References (if any)	<ul style="list-style-type: none"> - Funmilies(2021), <i>Compiled European survey research report on the readiness to undertake intergenerational sporting activities in Funmilies partners' countries</i> - Arkenford Ltd. & Act 2. (2006), <i>Understanding Non-Participation in Sport & Physical Activity amongst Recently Retired</i>, Sport England. https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/understanding-participation-among-recently-retired-people.pdf

Module Title: Bodily/kinesthetic intelligence

Overview	<p>Nowadays, with our lives permeated by social media, office environments and currently hybrid or online education and work, people seem to lack adequate physical activities. Such a sedentary lifestyle seems to cause not only physical but also intellectual atrophies. People find it harder to concentrate, have longer conversations, come up with creative ideas, and learn efficiently. In general, sedentary life has proven to lead to both physical and mental hardships at a certain moment. A good solution is the development and usage of bodily/ kinaesthetic intelligence(BKI) for both physical and mental exercise. Because BKI is mostly about good dexterity, coordination and learning through hands-on experience. In his work <i>Frames of Mind</i>, Howard Gardner points out the existence of intelligence not only in the academic dimension. Namely, BKI is accredited as the one that could greatly challenge the stereotypes about sportsmen being not smart enough. In fact, surveys show that students but also people</p>
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	<p>in general perform better academically if they also practise some kind of physical exercise. Not only does BKI help with task completion or better functionality of the brain thanks to the faster blood circulation, but also keeps the body healthy. For these reasons this module is appropriate and will bring benefits to both targeted audiences, namely the age groups between 18-25 and 65+.</p>
Learning Objectives	<p>This module contributes to the achievement of the following learning objective:</p> <ol style="list-style-type: none"> 1) The concept of bodily-kinaesthetic intelligence. 2) Types of activities to activate this kind of intelligence and how to include in the training with youth and older people.
Expected learning outcome	<p>By the end of the training, the trainee will:</p> <p>(a) Know how to structure activities that improve youth and older people BKI</p>
Key words	<p>Physical control</p> <p>Blood circulation</p> <p>Attentiveness</p> <p>Dexterity</p>
Glossary	<p>Bodily kinaesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind–body union. Athletes, dancers, surgeons, and crafts people exhibit well-developed bodily kinaesthetic intelligence. (University of Tennessee, Health Science Center, 2021)</p>
Overview units	<p>This module has been developed in order to give to the trainees practical activities examples that can increase the bodily kinaesthetic intelligence in youth and older people.</p> <p>In its unit, the trainers will introduce the topic of BKI and its importance in active ageing and in the wellbeing of youth. The trainer will also present all the characteristics that an activity has to have in order to stimulate the BKI of the participants. Then, the trainees will take part in a practical activity that will serve as an example for developing BKI activities in the future. The first activity is focused on improving attentiveness and analytical thinking. The second activity that will be proposed to the trainees is, on the other hand, more focused on the development of communication and coordination skills.</p>
Suggestions for the module delivery	<p>The modules will be delivered either online or offline. Offline delivery will include outdoor activities and sessions about the concept of the bodily/kinaesthetic intelligence which themselves will consist of workshops during which the participants will have the opportunity to practically see the applications of the kinaesthetic intelligence in real life. Online delivery will include sessions, practical activities and workshops as well but they will be realised through online communication platforms.</p>
Evaluation	<p>The evaluation of this module will be done at the end of the module in a participative plenary session in which the participants will be asked if:</p> <p>- they developed an understanding of the concept of bodily kinaesthetic intelligence;</p>

	<ul style="list-style-type: none"> - they can list the characteristics of an activity that can stimulate bodily kinaesthetic intelligence; - the practical activities have been useful for the understanding of this concept; - they (at least five to ten trainees) can propose to the others activities that can stimulate BKI in older people and youth.
References/Sources	<ol style="list-style-type: none"> 1. <i>Bodily-Kinesthetic Intelligence: Characteristics and Examples</i>. (2020). psychologenie.Com. https://psychologenie.com/bodily-kinesthetic-intelligence 2. Deep Brain Stimulation. Techniques and practices. (2019). Thieme. 3. <i>Everything You Need to Know About Bodily-Kinesthetic Intelligence</i>. (2020). healthline.Com. https://www.healthline.com/health/bodily-kinesthetic 4. <i>Gardner's Theory of Multiple Intelligences</i>. (2021). verywellmind.Com. https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161 5. <i>The Use of Multiple Intelligences in the Training Environment</i>. (2018). Mtdtraining.Co.Uk. https://www.mtdtraining.co.uk/multiple-intelligences-training-environment/ 6. <i>The positive impact of sport on education</i>. ChildFund Rugby. (2019, October 14). Retrieved October 28, 2021, from https://www.childfundrugby.org/2019/10/14/the-positive-impact-of-sport-on-education/. 7. <i>Multiple intelligence theory</i>. UTHSC. (n.d.). Retrieved October 28, 2021, from https://www.uthsc.edu/tlc/intelligence-theory.php
Unit title: The importance of Bodily kinaesthetic intelligence	
Introduction	<p>Bodily kinaesthetic intelligence, identified as one of our multiple intelligences in the theory developed by Howard Gardner in the early 80s, is intended as the capacity of consciously using our body in expressive and/or sportive and athletic activities. Mind and body are therefore considered not as two separate entities but harmoniously connected. BKI allows us to feel and manage our body for achieving an end or expressing ourselves. BKI, as the other intelligences, needs to be trained and practiced and it can be improved. Activities that can improve BKI, should require:</p> <ul style="list-style-type: none"> - high precision in the movements; - high control and coordination; - high dexterity. <p>These can be achieved through specific sport exercises and activities (swimming, Nordic walking, gymnastic, etc.) or through non-formal learning activities such as role playing activities, dancing, theatre, or any learning experience that require a spatial discovery using the whole body. In the other modules, in particular in the one devoted to education through sport, it was underlined the importance of using non-formal activities with the aim of realising intergenerational inclusion. In this case, they have both purposes.</p> <p>To improve this intelligence is important to the aim of our project because it increases self-awareness and the capacity of performing sport activities and to develop attentiveness.</p>
Sub-module objectives	<p>This unit contributes to the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1) Increase the knowledge on the importance of bodily kinaesthetic intelligence; 2) Raise awareness on the non-formal learning activities that can improve bodily kinaesthetic intelligence.

Expected outcome	<p>By the end of the unit, the trainee will be able to:</p> <ul style="list-style-type: none"> a) Identify the characteristics of bodily kinaesthetic intelligence; b) Identify sport and non-formal learning activities that help in developing bodily kinaesthetic intelligence.
Material	Paper, scissors, makers, tape, stickers, sticky notes, board
N° of People	25 people
Time	<p>85 minutes are foreseen for the completion of this unit. The schedule is organised as follows:</p> <ul style="list-style-type: none"> ● 10 minutes for frontal lesson on bodily kinaesthetic intelligence ● 5 minutes to explain activity 1; ● 20 minutes for activity 1; ● 5 minutes of debriefing; ● 5 minutes break; ● 5 minutes to explain activity 2; ● 20 minutes for activity 2; ● 15 minutes of debriefing and evaluation.
Activity	<p>(1) For the “Make the story” activity the group will form a line and one person at a time will be stepping forward to say a word of a story, then step back in the line. Another person carries on the story by stepping forward and afterwards stepping back in line. The story carries on until every member of the group has participated, then continues with the first person again adding another word. Continue until the story naturally ends. First step would be to organise the group and explain how the activity is going to take place (see the introduction of the unit). Then, participants should each receive a pen and paper and write down their words after stating them out loud. The notes will then be connected into a story on either a white or cork board.</p> <p>(2) If online, trainers should draw a big board and assign persons to certain sections of the board (this can be drawn on a Jamboard). If in presence, the space can be divided in different sections, which will be the starting point for each participant. The board will be displayed as a cultural map with information on the cultures, traditions, and beliefs of a certain nation. If the activity is online, it is possible to write or show images in this board/map. If the activity is face-to-face, the trainer can place different objects belonging to different cultures on different spots of the space used for the activity. Every 2 minutes, the trainer will be reading a line about a different culture, and the participants must position themselves correctly on the board (or on the spot of the space used if the activity is in presence) playing each one the role of the cultures involved in the cultural map (since 25 participants will be involved, it is better to choose 5 cultures and assign max. 5 participants to each culture). The exercise “Find me on the map” combines the concepts of physical intelligence and intercultural communication. The aim for participants will be to learn about other cultures via physical activities and practical knowledge. The trainers shall first explain the rules of the game. Once everybody knows what they are supposed to do, all participants have to play until the trainer stops reading the sentences related to the cultures involved by the project.</p> <p>(3- Alternative activity) The trainer may encourage the participants to share their experiences as well as the activities that they usually practice for improving BKL.</p>

Suggestions	<p>(activity 1) The trainer has to motivate the teams to actively participate. He or she can give hints only by physical movements, not verbally; thus, showing one of the key features of kinaesthetic intelligence.</p> <p>(activity 2) The trainer can make the activity more interesting by inspiring personal stories which are connected to the different cultural topics.</p>
Hands-out to be used	
References (if any)	See main reference above