

ERASMUS+ PROGRAMME

Support for Collaborative Partnerships in the field of Sport

Intergenerational Sport Solutions for Healthy Ageing / Funmilies

Project number: 622408

Deliverable: WP3 – A3.1

Content development for the capacity building program for sports professionals

Annex 2: Sport Activity Template

Sport Activity 1: Blinded scores	
Material	One to five small portable football goal, a football ball, bandana
N° of People	A pair
Time	Every couple has two minutes to try to score.
Activity	<p>This activity has a strong teambuilding component. Moreover, it makes the participants to realise that even with a loss of capability (sight loss in this case) it is possible, strengthening the other capabilities, to actively participate in sports.</p> <p>The group of participants has to be divided in couple composed of one elder and one youth. The youth has to be blinded with the bandana and, thanks to the directions given by the elder, has to score in the football goal. They can try to score for two minutes. The responsible of the activity (the coach/trainer) has to record the number of scores. At the end of the two minutes, another couple starts playing. When all the couples 'youth scoring' have completed, the game is over.</p>
Suggestions	It is important that at the end, or at the beginning of the activity, the coach/trainers makes the participants to realise that the mutual exchange and trust between elderly and youth is possible and it enriches one another.
Hands-out to be used	
References (if any)	A ball for All, Erasmus+ Strategic Partnership project https://www.youtube.com/watch?v=THOW5d4XD48

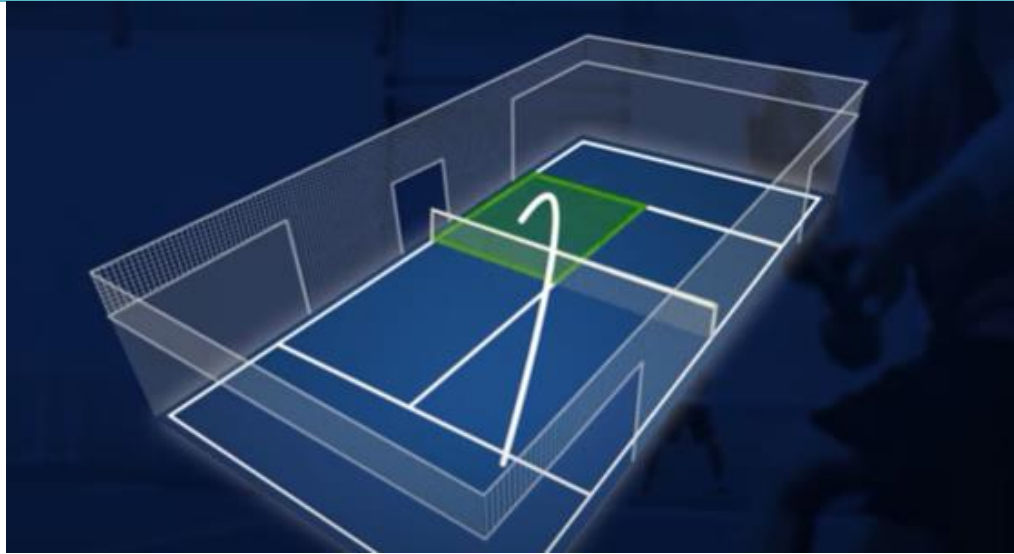
Sport Activity 2: Bowls	
Material	Two sets of bowls
N° of People	Teams of two (one elder and one youth)
Time	The team that reaches ten points wins the game
Activity	The activity is the game of the bowls. It is important that each team is intergenerational and it is composed by one elder and one youth. The activity enhances the communication between the two generations and it is important to remove barriers and stereotypes and to



	<p>recognise the resources that are proper of the other generation.</p> <p>The coach/trainers prepare the field, signing the lines on the ground. The measures are 15 meters lengths and 2,40 meters width. The surface can be grass or sand.</p> <p>Every couple (team) plays against another team. The coach/trainer will draw the team who starts the game throwing the jack. Once the jack is set the game can start. The team who has not thrown the jack can start throwing the first bowl. One by one the players each time from a different team, will throw the bowls until the bowls is over. When the bowls are over, the closest bowl to the jack wins a point. The game can then restart again until the winning team reaches ten points.</p>
Suggestions	If conflicts arise between the team members, the coach/trainers have to mediate between the members, remembering them the possibility of mutual exchange that the game and the experience offers.
Hands-out to be used	
References (if any)	Basic rules of bowls https://www.youtube.com/watch?v=mujDorVyLI

Sport Activity 3: Padel

Material	Padel playground, net, four padel rackets, tennis balls
N° of People	4 players divided into two teams
Time	As soon as one team wins one set (reduced compared to official Padel games)
Activity	<p>Padles is a fun and social game that is capable of bringing the two generations together. With this activity elderly and youth can realise that elderly are a resource in the team and that they are capable of having fun and being active.</p> <p>The activity is a simplified version of padel. The teams are composed by two members, one youth and one elder. The activity follows the rules of the padel but the game will last only one set to allow all the teams to play.</p> <p>A draw will decide the serving team. The score normally is the one of tennis but in this case it will be simplified. The team that reaches 21 points wins the set. One point can be done if the ball hits twice the ground in the opponents' field and if the opponent team throws out of the court the ball. One point can be done also if the opponent team mistakes for two consecutive times the service. The service is good when it hits only the ground (and not the wall) in the opponent court in the opposite direction (see picture).</p>



In all the other cases, the ball has to hit the ground and then the wall to be thrown back in the opponents' court.

Every three points, the serving team changes.

Suggestions

Compared to the other activity, padel is a bit more complex. The important aspect of this activity is socialising and having fun. Therefore, even if the players mistake the rules at the beginning, let them play.

Hands-out to be used

References (if any)

Benefit of Padel for elderly <https://www.thesportspirit.com/padel-sport-terza-eta/>
<https://www.padelstorerooma.it/uno-sport-adatto-a-tutti-scopri-il-padel/>
 Padel rules https://www.youtube.com/watch?v=NX-68fxhL_4

Sport Activity 4: CYCLING 1 - ICE BREAKING ACTIVITY

Material

Laptop/computer, projector, internet

N° of People

Up to 12

Time

Up to 30'

Activity

1) Ask each student to think about a cycling experience of theirs.

Let them describe the situation when the spinned pickerwheel stops at their name.


<https://pickerwheel.com/>

Ask your students about their cycling experience, so far.

Where did it happen?

When did happen?

How many were you?

	<p><i>What happened?</i></p> <p><i>How did you feel about it?</i></p> <p>Examples:</p>  <p><i>Source: Internet</i></p> <p><i>a) I was cycling along the Danube on the Donauradweg. One evening I arrived in a village where I bought the German newspaper Die Zeit. I was alone. I had a shower, went to bed and read about Tour de France. I learned that the competitors had spaghetti with butter for dinner. Inspired, I went down to the hotel restaurant. They did not have any butter. I was disappointed.</i></p> <p><i>b) My tire was getting flat. I was looking for a repair shop. I had to do it repeatedly as it was getting flat over and over again. This is how I started learning German. I was learning German by cycling and walking.</i></p>
Suggestions	<i>Stories can be recorded with the permission of the participants.</i>
Hands-out to be used	<i>No hand-outs needed.</i>
References (if any)	<i>Tourist brochures, etc.</i>

Sport Activity 5: CYCLING 2

Material	<i>Photos of cyclists</i>
N° of People	<i>Up to 12</i>
Time	<i>Up to 45'</i>
Activity	<i>Handouts featuring photos of cyclists in, for example, Gouda are to be laid down on a table or on the floor. In face to face training students walk around the table and pick up a picture. The number of photos picturing cyclists should equal at least the number of students. The students have a look at the photos and pick up one of them. They explain the reasons of their choice. The educator makes comments highlighting the emerged topics and answers to the following questions:</i>



	<p><i>Why have you picked up this picture?</i></p> <p><i>Who is in the picture?</i></p> <p><i>Where has it been taken, in your opinion?</i></p> <p><i>Where cyclists are headed?</i></p> <p>The photos are available here</p> <p><i>Photo: Meta Kutin</i></p>
Suggestions	<i>Students can bring also their own pictures featuring their cycling experience.</i>
Hands-out to be used	<i>Photos of cyclists</i>
References (if any)	<i>Websites of local, national and international cycling organisations (in this case, you will need laptop/computer, projector, wifi)</i>

Sport Activity 6: CYCLING 3 - VIVONS A VELO

Material	<i>Flipchart, markers</i>
N° of People	<i>Up to 12</i>
Time	<i>Up to 30'</i>
Activity	<p><i>Choose three most positive characteristics of cycling and discuss them in pairs.</i></p> <p><i>Wellbeing</i></p> <p><i>Social cohesion</i></p> <p><i>Local cohesion</i></p> <p><i>Solidarity</i></p> <p><i>Low impact sport</i></p> <p><i>Increased cardiovascular fitness</i></p> <p><i>increased muscle strength and flexibility</i></p> <p><i>improved joint mobility</i></p> <p><i>Decreased stress levels</i></p> <p><i>Improved posture and coordination</i></p>
Suggestions	<i>The moderator of the discussion group is supposed to ask sub-questions. To be efficient, he or she should deepen his/her knowledge of the concepts above, referring to internet articles, books, studies, etc.</i>
Hands-out to be	<i>No hand-outs needed.</i>

used	
References (if any)	

Sport Activity 7: CYCLING 4 - FIND YOUR PERFECT CYCLING TRACK

Material	<i>City maps, markers, tourist brochures for inspiration, laptop/computer, projector, valuable examples of well-designed leaflets in the field of sports</i>
N° of People	<i>Up to 12</i>
Time	<i>Up to 30'</i>
Activity	<i>Organise an intergenerational group of cyclists to draw a cycling track (paved, unpaved, gravel) through your city that are traffic free, leading cyclists from one site to another. Develop together a leaflet for the benefit of the local community.</i>
Suggestions	<i>The group decides which places in the city they would like to link by traffic free roads and streets and why.</i>
Hands-out to be used	<i>City maps, markers/pencils</i>
References (if any)	

Sport Activity 8: Badminton

Material	<p>Equipment: Badminton rackets (as many as participants), a badminton net, shuttlecocks, balloons and larger shuttle alternatives,</p> <p>Large enough space for people to be able to play comfortably,</p> <p>Outdoors: e.g. a pitch or field of grass,</p> <p>Indoors: a fairly large sports hall,</p> <p>1 first aid kit,</p> <p>Water and refreshments,</p> <p>Chairs or benches to sit down on.</p>
N° of People	<i>Smaller group (6-12 ppl)</i>
Time	<i>Approx. 2 hours</i>

<p>Activity</p>	<p>Badminton is a commonly played game that can be played by any age group. Therefore it can also be a good platform for elderly and young people to come and play together.</p> <ol style="list-style-type: none"> 1. Warm up together in a circle (Especially joints, hips, shoulders, etc.) Particularly giving attention to the different needs of elderly participants. 2. Divide the group into doubles (2 elderly, 2 youth), you may gamify this activity. 3. Starting game by the following rules: Using a balloon (for a slower warm up game) with allowing a second serve, allowing two touches on each side, not allowing down-hit shots, without counting points. <p>The nature of the game: keeping the balloon in the air, finishing the rally with a smash, moving the opponent side-to-side, moving the opponent front-to-back, recovering body to the middle, and changing play positions during doubles.</p> <ol style="list-style-type: none"> 4. Create a small circle and talk about the experience of what the participants found difficult and how they should improve. Make sure to create a safe place so everyone can share and others can take in how the other participants perceive the game. 5. Set up the playing field with a net, if the participants level of game allows, change the balloon to shuttles. The game should follow the before-mentioned rules. 6. Take away one of the badminton rackets from each double, therefore the participants have to exchange the remaining racket by paying attention to the other player (to handle it with care in a timely way). This shall improve the communication within the teams. 7. Wrap up the playing session with a friendly match according to fair play rules. <p><i>After the games there would be a short debriefing session organised.</i></p> <p><i>Participants should all sit down in a small circle and the trainers should create a calm, safe space and ask the following questions:</i></p> <p><i>How did you feel during the first part of the sport activity? What changed in the second part? How did that make you feel? Do you feel more connected to the others? How do you think you would benefit from more intergenerational sport activities?</i></p>
<p>Suggestions</p>	<p>Take into account the medical condition of participants. Ask prior to the exercise if anyone has any injuries. All covid19 precautions should be taken and local rules followed.</p> <p>Create an atmosphere where people feel comfortable by taking the time and not rushing with instructions and providing full attention to anyone speaking (ask the same from all participants).</p>
<p>Hands-out to be used</p>	<p>N/A</p>
<p>References (if any)</p>	<p>N/A</p>

Material	<p>Large enough space for people to be able to move comfortably</p> <p>Outdoors: e.g. a pitch or field of grass</p> <p>Indoors: dance, yoga, or any other studio, perhaps with a mirror, spacious enough for your size of group to move around in</p> <p>min. 1 speaker or sound system consider the required setup based on what space you are using (e.g. indoors or outdoors)</p> <p>1 music device (e.g. mobile phone with spotify or youtube i.e. internet connection to choose suitable music)</p> <p>1 first aid kit</p> <p>Water and refreshments</p> <p>Chairs or benches to sit down on</p> <p>Towels (or the participants should be instructed to bring them)</p>
N° of People	<i>Smaller groups (6 - 12 people)</i>
Time	<i>Approx. 1 hour, depending on the needs of the group</i>

<p>Activity</p>	<p>The aim of the activity is to connect the two generations on levels beyond verbal communication thus fostering social inclusion and understanding. Through movement, we can relate better to the other person (age becomes secondary).</p> <p>The movement can be a certain type of dance (e.g. Charleston) or just an imagined dance based movement (e.g. zumba or free movement to rhythm improvised dancing, mimicking each other moves etc.)</p> <p>The activity can for example be based around “basic Cuban Salsa steps” and performing these together (youth with elderly, in pairs, and with the larger group with the teacher) with a bit of “free dancing “ at the end.</p> <ol style="list-style-type: none"> 1. The teacher stands in front of the group. There should be adequate space to move between participants <ul style="list-style-type: none"> - Start with just loosening up the body: have the participants move their arms, legs freely to an upbeat track - During the warm up put extra focus on legs, knees, hips, shoulders etc. - Ask if this was enough warm up, if not, play one more song and show a few steps which the participants should mimic - Move on to showing the basic steps of the salsa, first without music - Then with music - Everyone tries the moves individually, following the steps and instructions of the teacher - Note: <i>dance moves should be adapted to the physical condition of participants</i> 2. Pair up the participants (1 youth, 1 elderly) <ul style="list-style-type: none"> - the teacher shows a few steps that should be performed together (provide alternatives if people do not want to touch each other) 3. Cool down: dance game <ul style="list-style-type: none"> - ask the participants to face each other: one person should mimic/follow the moves of the other person while the song is playing. Any move goes! - play the selected song for about 20 seconds - then ask the participants to switch roles (the one who followed the other person's moves, now shows the moves) - Encourage playfulness - keep two rounds <p>There should be a debriefing session after the dancing:</p> <p>The teacher should ask the participants to share how they felt during the exercise.</p> <p>Example questions:</p> <p><i>Did you enjoy yourselves? Do they feel more connected or less to each other? 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?</i></p>
<p>Suggestions</p>	<p>Take into account the medical condition of participants. Ask prior to the exercise if anyone has any injuries. All covid19 precautions should be taken and local rules followed.</p> <p>Create an atmosphere where people feel comfortable by taking the time and not rushing with instructions and providing full attention to anyone speaking (ask the same from all participants).</p>



Hands-out to be used	N/A
References (if any)	N/A

Sport Activity 10: Water Gymnastics

Material	<p>Facilities for swimming and/or water sports with pools preferably with an area that is around 1,5 deep (preferably with regular and warm water pools)</p> <p>Water weights and kickboard (if available)</p> <p>Swimwear needed for participants</p> <p>Optional: speaker for music</p>
N° of People	<i>Smaller group (6 - 12 people)</i>
Time	<p><i>Approximately 1 hour</i></p> <p><i>30 minutes for trust game</i></p> <p><i>20 minutes for water gymnastics + 10 minutes debriefing</i></p>

Activity

Activities in water are a proven way of strengthening the body while avoiding unnecessary strain on joints and muscles.

Trust game

1. Participants should warm up with a few basic exercises on land for a couple of minutes (e.g. start from the neck down, have the participants do gentle arm swings, move their hips, shoulders and do a few leg raises) and be instructed to go into the pool.
2. Pair up the participants: a younger person with an elderly. Ask each person if they feel comfortable with mixed pairs. Please make sure all covid19 guidelines are followed and ask the participants if the closer physical contact is comfortable for them (if someone wants to, they can wear a face mask in the water as well).
3. Instruct the pairs that one of them should lie/float on their back while the other supports them with the hands under the head and neck area as well at the lower back. The person floating should relax and the person supporting should carry their pair around the pool slowly (without bumping into other pairs or the side of the pool).
4. After 2 minutes, they should swap roles.

Water gymnastics - *for the explanation of exercises, please see the reference section.*

The exercises can be mixed around and replaced, depending on if you have access to water weights or not.

1. Ask the participants to spread out and leave about an arm length between themselves.
2. Start with aqua jogging in one place.
3. Move on to flutter kicks and/or leg lifts.
4. Next up are arm curls, flies, punches, shoulder shrugs (use water weights if you have them ready).
5. Move on to standing water push-ups.
6. For the cool down, instruct the participants to do water walking.

Debriefing

Participants should dry themselves and the trainer(s) should ask them to sit down in a circle as well as create a calm, safe space and ask the following questions:

How did you feel during the first part of the sport activity? Do you feel more connected to the others? How do you think you would benefit from more intergenerational sport activities? How would society at large (encourage examples)?

Suggestions	<p>Take into account the medical condition of participants. Ask prior to the exercise if anyone has any injuries. All covid19 precautions should be taken and local rules followed.</p> <p>Take into account the current restrictions and safety hazards. (eg. Flu, COVID19.) Make sure that all participants are asymptomatic of any disease.</p> <p>The two exercises can be switched around if that suits your group better.</p> <p>The trust game should preferably be done in a warm water pool to help the participants to relax.</p> <p>The water gymnastics should preferably be done in the regular or colder water pool.</p> <p>For water gymnastics: match the exercise difficulty level to the elderly participants but you can also prepare harder variations for the younger group of participants and offer them to do those.</p> <p>Create an atmosphere where people feel comfortable by taking the time and not rushing with instructions and providing full attention to anyone speaking (ask the same from all participants).</p>
Hands-out to be used	N/A
References (if any)	<p>https://www.seniorlifestyle.com/resources/blog/5-best-water-aerobics-exercises-seniors/</p> <p>https://www.youtube.com/watch?v=A-tuhe2o-CA</p> <p>https://www.fitday.com/fitness-articles/fitness/strength-training/6-upper-body-exercises-with-water-weights.html</p>

Sport Activity 11	
Material	None
N° of People	In couples, any number
Time	20 minutes
Activity	<p>This is a icebreaker movement that aims to build relationships between young people and the elderly and to provide an opportunity for gentle physical activity.</p> <ol style="list-style-type: none"> 1. Create intergenerational couples. 2. Identify one of the members of each couple as the "leader" 3. Standing or sitting, partners are facing one another. 4. When the leader starts a slow movement (hands, head, shoulders, legs), the other members mirror the movements. 5. After a predetermined amount of time, the roles are inverted and the other member becomes the leader.
Suggestions	<i>By having fun and sharing movements, the elderly and young people can experience similarities between each other. This activity encourages concentration and relaxation.</i>
Hands-out to be used	None
References (if any)	Penn State University Intergenerational Program (2003). Intergenerational Activities Sourcebook.

Sport Activity 12	
Material	Music to dance to from a music play system (laptop, smartphone, loudspeaker, etc.).
N° of People	A manageable number (approx. 30 persons)
Time	From 1 to 2 hours
Activity	<p>In this activity, generations are encouraged to share their favourite dances with each other and learn new dances together.</p> <p>Preparation</p> <ol style="list-style-type: none"> 1. Identify two groups, one of elders and one of young people. They will participate in an intergenerational dance event. Every participant should know a dance form and be willing to participate. 2. Members of each group should decide what music they need, the way to present the dance form, and how to teach it to the other group. 3. Plan beforehand which dance forms will be presented at the event, trying to maintain a balance between both groups' dance forms. 4. Ensure proper planning and an agenda for decorations and refreshments. <p>Action</p> <ol style="list-style-type: none"> 1. A member will be selected to present the event, introduce each dance group and form (sharing any meaning or story associated with the dance form), encourage participation, and keep an eye on the schedule. 2. An instructor, with the help of some members, will provide a demonstration of the dance form in large or small groups.
Suggestions	Optional: include some well-known group dances to be taught to the whole group.
Hands-out to be used	
References (if any)	Penn State University Intergenerational Program (2003). Intergenerational Activities Sourcebook.

Sport Activity 13	
Material	One chair for each participant
N° of People	Enough to make a circle with chairs around the instructor, approx. 10/15 persons
Time	From 30 minutes to 1 hour
Activity	<p>In this exercise participants can experience a yoga/stretching class effortlessly.</p> <p>Preparation</p> <ol style="list-style-type: none"> 1. Create a routine: each class starts with a review of the benefits of this practice for their health and wellbeing. 2. Participants are asked to remain seated, back straight, with their feet and knees separated from their hips. This ensures good upper body posture. Staying barefoot or wearing socks is a good option. <p>Action</p>

	<ol style="list-style-type: none"> 1. Present some deep breathing exercises to relax the tension and create a state of stillness. 2. Working from the head down the body, share gentle exercises for: <ol style="list-style-type: none"> a. Neck (warm the neck joints, neck rolls), b. Shoulders (warm shoulders joint, bent arm lifts), c. Back (spinal twists, lower back), d. Hips, e. Legs (legs lifts), f. Feet (feet rolls), 3. End the class by offering time to relax and focus on the breathing and heartbeat.
Suggestions	<p>Optional: with permission, the instructor may benefit from breathing/rest breaks to gently massage each participant's neck and shoulders.</p> <p>This exercise can be useful to allow each individual to identify pain or stiffness in their body, and to ask the instructor for some additional exercises.</p> <p>Do not assume that participants will remember the exercises later: teach each posture again and patiently orient each class as if it were the first.</p>
Hands-out to be used	None
References (if any)	Cox, G. (2017). Yoga Education With Special Needs Elders – Yoga Service Collective. Yoga Service Collective. https://yogaservicecollective.org/yoga-service/yoga-education-with-special-needs-elders/ .

Sport Activity 14	
Material	Ping pong table, ping pong rackets, ping pong balls
N° of People	A couple for every game (one youth and one older)
Time	Not given (until the game is over)
Activity	<p>Participants are divided into 2 groups in order to play classic table tennis with a simple tournament scheme. The winner of the group gets to play another match with other group winners while the defeated follow the same procedure to play with each other, in this way the skill level of participants will be balanced.</p> <p>First start with warming up and stretching.</p> <p>A Game is played to 11 points. A Game must be won by two points. A Match is generally the best three of five Games</p> <p>Each side of the table alternates serving two points at a time. EXCEPTION: After tied 10-10 (“deuce”), service alternates at every point. There is no separate rule for serving on Game Point.</p> <p>Hold the ball in your open palm, behind your end of the table. Toss at least 15 cm straight up, and strike it on the way down. It must hit your side of the table and then the other side. NOTE: Once the ball leaves the server’s hand it is in play, and so counts as the receiver’s point if the ball is missed or miss-hit.</p> <p>There is no restriction on where the ball lands on your side or your opponent’s side of the table. It can bounce two or more times on your opponent’s side (if so, that’s your point), bounce over the side, or even hit the edge.</p>



Suggestions	<p>The mentor has to motivate the participants.</p> <p>The mentor has to give the participants the right equipment.</p>
Hands-out to be used	<i>Ready-to-use material for the activity</i>
References (if any)	