

# Funmilies

## Intergenerational Sport Solutions for Healthy Ageing

### Capacity building program for sports professionals

# Module 2: Older People's Rights and Responsibilities for Playing Fair in Life

# Intro

As citizens older people have both rights and responsibilities stipulated by EURAG to enhance **social fairness** and **prevent older people's social exclusion**.

The module deals with

- (1) the need of **the legislation** pertaining to older people's rights and responsibilities in everyday life and sport,
- (2) the nature of contact zones in local communities,
- (3) the importance of **contact zones** for **personal growth** and **development of local communities**,
- (4) introduction of **new formats of intergenerational sports**,
- (5) definition of the concept of **social fairness**,
- (6) understanding of social values, rights and responsibilities of older people.

# Overview

## Goals

To learn about main legal interventions towards older people's rights and responsibilities.

To alleviate ageism and denigrating social stereotypes about old age and aging.

To apply the knowledge about older people's rights and responsibilities in sports.

To get inspired to create contact zones and new formats of intergenerational sports.

## Methods

Input lecture

Using pictures

Discussion

Pair work

Working with texts

Screening a video

# Overview

## Content

This module is divided into three units:

Unit 1: **Overview of the main legal interventions** stipulating older people's rights

Unit 2: **Some older people's rights** applicable to everyday life and sports

Unit 3: **Understanding older people** and their social position **for creating** successful **contact zones**

# Introductory Evaluation

Please, complete the introductory questionnaire.

It will help you to be aware of your current degree of understanding and support your learning outcomes by the end of the module.

## Unit 1

# Overview of the main legal interventions towards older people's rights and responsibilities



## Goal

To learn about the rights of older people in international legal documents.

# Rights in international documents?

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.

Social values need to be redefined and social injustices alleviated. States should think about formulating and adopting a unique Law on Older People

## Universal human rights are fine but not enough!

Universal human rights apply to older people and all other adults, though the United Nations have been trying hard to adopt a Convention On Older People's Rights. On the international normative level concerning older people's rights no real shift has been made for more than 20 years now.

# Group activities

(1) The participants will be presented with **diverse pictures of older men and women** laid on a table. Each participant will choose a picture of an older person with whom they might identify and will state the reasons for his/her choice.

(2) The participants will be asked **to write down four human rights** that may apply to older people.

This activity may be conducted in pairs.

# Group activities

(3)The participants will **describe typical activities** of older people **in their everyday environment**.

(4) The participants will study the text above and will entail **a guided discussion** under the direction of their mentor. Alternatively, the educator will give **a short input lecture**.

(5) Pickerwheel (<https://pickerwheel.com/>)

# Group activities

(6) The participants are asked to bring 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.

(7) 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 basic characteristics of **contact zones** and I have started thinking about establishing one,” etc.

## Unit 2

# Some older people's rights applicable to everyday life and sports



## Goals

To learn about the rights of older people.

To establish a link between the rights and single sports.

# Intro

Thinking about the importance of contact zones for **personal growth** and **development of local communities**.

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 but they have not been enacted!

Introducing **new formats of intergenerational sports** requires better understanding of **the social, economic, political position of generations** in today's European societies.

Further, defining **the concept of social fairness** (injustices to be alleviated), understanding **social values** and above all **the rights of older people** are needed.

# Older peoples' rights according to EURAG

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 **have the right to access to leading positions**.

Older people have the right and the responsibility:

- **to participate** in society
- to **contribute to the community** and build it
- to perform (volunteer) work
- to get compensation for expenses, legal protection and guidance

# Older peoples' rights according to EURAG

- to participate in courses that promote self-reliance and bodily fitness
- to inform themselves about ICT technology
- to participate in courses on this subject
- to have access to cultural activities, leisure-time activities and sport facilities, tailored to suit their wishes and needs
- to make decisions about themselves
- to maintain control over their lives
- to have their own social network
- to establish and maintain contact with children, grandchildren (through the children's parents), friends

# Group activities

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 about the reasons of their choice. Each pair will report to the whole group.

**The participants should bear in mind the following questions:**

- Is it possible to guarantee the rights to older people? If yes, in what way?
- In what way do the studied rights connect with everyday life?
- How do these 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.

# References

<https://eurag-europe.net/>

<https://www.bagso.de/themen/altersdiskriminierung/>



## Unit 3

# Understanding older people and their social position for creating successful contact zones

## Goals

To learn about social injustice and stereotypes.

To get aware of the need to restructure relations among generations thinking about the field of sports.

To establish a new relationship with age and redefine older people's social roles.

# Intro

Better understanding of the social, economic, political position of generations in today's European societies is needed. Further, it needs defining **the concept of social fairness**, understanding **social values** and above all **the rights of older people**.

# Position of older people in EU societies

In the Second World War many fathers and mothers died. So, the post war societies started as societies of young and strong people and 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. Social values need to be redefined and social injustices alleviated.

# Position of older people in EU societies

**Demographic ageing** is an immense phenomenon **impacting nearly every sphere of life**: health, education, housing, transportation, leisure time, active citizenship and more.

The Funmilies project being concerned with **intergenerational relationships in sports** is one of the numerous attempts of response to demographic changes.

# About professional and social depreciation of older people

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.**

In most countries retirees are **deprived of their professional identity.**

Depreciation of older people **is not a new phenomenon.**

Older workers, retirees, etc. are subject to **visible or less visible marginalisation.**

**Those 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 life.

# 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' position in society.

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

# What is social fairness? From redistribution to recognition

Do older people suffer from ageism? They do!

Ageism exists on all levels: family, local community, institutional and policy level.

# What is social fairness? From redistribution to recognition

## 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.

# What is social fairness? From redistribution to recognition

More current approaches emphasize the fact that ageism is not only negative.

On the contrary, stereotypes can also be positive.

# Solutions?

Generations should have the right to express their **generational culture**.

With Funfamilies project and intergenerational sports, **we are aiming at restructuring relationships and better knowing both younger and older people**.

**A new relationship with age** is being required in the social, political and economic sphere.

**Social roles of older people** are to be redefined

**New cultural formats of getting old** are being required

Societies are to **question their attitude towards beauty, usefulness, weakness, frailty and the end of life**.

# Group activities

(1) The participants will simulate a session of sports for active older people. One participant will be the trainer and two to three participants will be in the role of older people who will act out a kind of inability or physical limitation. The trainer will have to adapt in the course of the exercise. At the end of this activity they will screen the video below.

Active Older Adults – Weights: <https://www.youtube.com/watch?v=QZEXqYfpss>

# Group activities

(2) The participants **will work in pairs or threes** on the proposed text. 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 mentor**.

(3) The participants will think in group about possible places **where to establish a contact zone (parks, sport clubs, etc.)**

# References

Doron, I., & Spanier, B. (2012). International convention on rights of older persons: Where we were, where we are and where we are going? *Global Ageing*, 8(1), 7-16.

Mariano, A-P. (2015). *Putain de retraite*. Paris: Equateurs.

Active Older Adults – Weights: <https://www.youtube.com/watch?v=QZEXqYfpss>

Doron, I. & Apter, I. (2010a). The Debate Around the Need for an International Convention on the Rights of Older Persons. *The Gerontologist*, 50(5), 586-593.

# References

Fraser, N. (1995). From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age. *New Left Review*, 212, 68–94.

Pickerwheel: <https://pickerwheel.com/>

Toolbox Glossary: <http://www.utzo.si/en/projekti/bbe-building-bridges-europe/>



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# Closure and Final Evaluation



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