ALL-INCLUSIVE
intergenerational learning and inclusivity in youth work
Mobility for Youth Workers

Erasmus+

Collection of Activities from Erasmus+ Mobility

ALL-INCLUSIVE

fénix

This collection of activities was created after the Erasmus+ Mobility for Youth Workers. As the name of the Mobility, "ALL INCLUSIVE," suggests, the Mobility was primarily focused on developing activities that are intergenerational and age-inclusive. **While our main focus was on intergenerational learning, we also explored inclusion in youth work, such as working with national minorities and children with disabilities**.

We, the creators of this publication and participants of the Mobility, have tested most of these activities ourselves and highly recommend trying them, whether you want to gain a deeper understanding of intergenerational activities or simply try something new in your work with youth.

Let's explore and have some intergenerational fun!



Introducing intergenerational learning and intergenerational practices

Before I introduce you to the following activities, I have to interest you in two main topics that were the main focus of ALL INCLUSIVE mobility for youth workers: **intergenerational learning and inclusivity in youth work**.

Why have we chosen such topics? These topics are an inherent part of DO FÉNIX's work and deeply resonate with our members from the youngest to the eldest. Members of DO FÉNIX already do activities that are partially or totally intergenerational and already work with children of different social backgrounds, various ethnicities, native languages, etc. Both of these topics are very important for DO FÉNIX and are to be considered and thoroughly thought through when working with children (or seniors), especially with those who identify as a minority.

So what does it even mean to create intergenerational programmes and to work inclusively? Let´s talk about it for a bit!

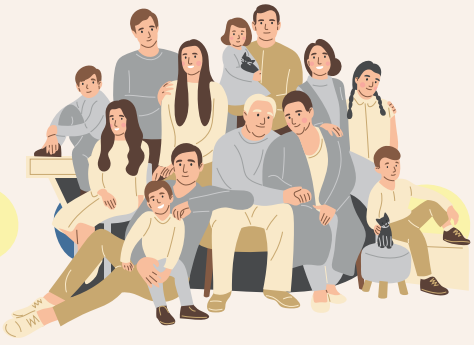
First things first… Let´s talk intergenerational!

What do we need to know, when creating an intergenerational programme? And what does intergenerational even mean?

Let´s take a look at some definitions:

A generation typically refers to ***a group of people who are born and living around the same time, usually spanning about 20 to 30 years***. Generations are often defined by shared experiences, cultural influences, and significant events that shape their worldview. Examples include **Baby Boomers, Generation X, Millennials, and Generation Z**. These terms are used to broadly categorize people based on the era in which they were born and raised, though they're not strictly defined and can vary depending on cultural and societal contexts.

"**Intergenerational practice** aims to ***bring people together in purposeful, mutually beneficial activities that promote greater understanding and respect between generations*** and contribute to building more cohesive 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, 2009



Intergenerational care is the ***practice of bringing together younger and older generations with the main goal of providing care for one another***. The primary goal of these interactions is to create age-inclusive spaces and activities that foster meaningful connections and purposeful development.

Intergenerational learning is a ***process that allows people of all ages to learn with and from each other***. It is an important aspect of lifelong learning, where multiple generations come together to acquire skills, values, and knowledge. Beyond the simple transfer of information, it encourages reciprocal learning relationships between different generations and aids in the development of social capital and cohesion in our aging societies.
Intergenerational learning aims to foster interaction between individuals of different age groups who might not otherwise have the opportunity to connect.

Before considering creating intergenerational programme ask yourself these questions:

- **Why do we need to facilitate these interactions?**
- **Are we losing our intergenerational relationships nowadays?**

Discuss these questions or create a mind map from them. Let them guide you to the creation of the best possible activities because questioning this topic is actually answering the fact that we need to facilitate such things as intergenerational activities.





But why do we need intergenerational practices?

1. Neurogenesis is the **creation of new neurological pathways in the brain as a result of learning**. It can gratly improve seniors´ quality of life.
2. Intergenerational learning **helps prevent the separation of generations and stereotypical thinking between generations**.
3. People from different generations can **appreciate and help one another through intergenerational learning events**.
4. Multiple generations will bring **multiple perspectives and enrich the educational process**.
5. To build **social solidarity**. Both young and seniors need each other. Sometimes it is just too hard to cross the bridge.
6. **Inclusion! Inclusion!** It can be a place where we need to implement more inclusive practices.





But what should we keep in mind while preparing Intergenerational Learning Experience?

- **Accessibility**

Both physical accessibility and accessibility in terms of language and difficulty of activities.

- **Engagement**

Keep it simple but playful - while working with different age groups you need to use different tools to keep all the groups engaged.

- **Learning by doing**

The easiest way to learn something in mixed-age groups is to experience it first-hand.



Some essentials of creating an intergenerational programme:

- **be as clear as possible** while communicating throughout the process of intergenerational activities
- **be responsive to the needs of each group**
- **encourage participants to be empathetic** and to learn to identify their needs and the needs of their activity partners
- **create meaningful roles for all participants** - the role needs to have a clear purpose and participants are expected to fulfil it
- reciprocity - **participants are expected to both give and receive**

A COLLECTION OF ACTIVITIES

an intergenerational learning

1. GET TO KNOW EACH OTHER. BUT REALLY. GET TO KNOW MORE THAN JUST EACH OTHER'S NAMES.

The first activity is an introduction activity. *When starting to work with a new group of people you want to explore group dynamics and examine how much are participants willing to talk.* And the best thing is to ask them questions. Some of the questions should be funny, some of them should be something to make them think about themselves and the people around them.

Try to give each participant an equal amount of time and attention. However, if a participant is uncomfortable with public speaking, allow them to answer briefly and let them know that even a short answer is appreciated.

How should we design the questions for the participants? Consider questions that can be both interesting to answer and interesting to listen to the answers of other participants. Let's shift some of the questions to focus on intergenerational learning, relationships, and similar topics.



For larger groups of people (15+ people):

5 Questions

Give them 5 questions – try to find 3 simple ones and 2 deeper more profound ones.

For medium groups of people (7 – 14 people):

5 Questions (+ 1 extra)

Try to find 3 simple ones and 2 deeper more profound ones. After answering them all ask participants to ask each other some questions – what do you want to know about this person, what do you want to know about their country, job, school, etc.

For smaller groups of people (up to 7 people):

21 Questions

Collect a list of questions, and each of you must answer at least five of them. Afterward, discuss why you chose the questions you did and what your answers mean.

Introduction



5 questions:

1. What is your name?
2. Where are you from?

3. Which food do you hate?





4. How would someone 20 years older than you describe you?

5. How would someone 20 years younger than you describe you?

If questions turn into discussions, try the following activity. Divide people into groups of three to five people. Give each group a piece of paper and the following tasks:

Choose 3 cards which represent inclusivity the best.

INCLUSIVITY

Discuss: What did you choose? Why?

You will find the cards on following pages!

Write 10 words that come to your mind when you hear/read

INTERGENERATIONAL LEARNING

What do you consider?

MIXED-AGE LEARNING

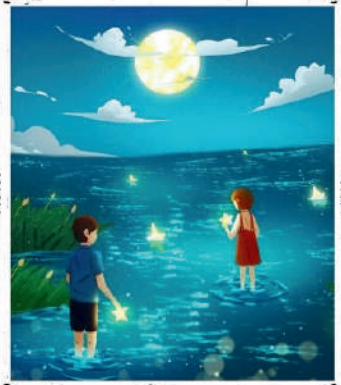
Discuss!

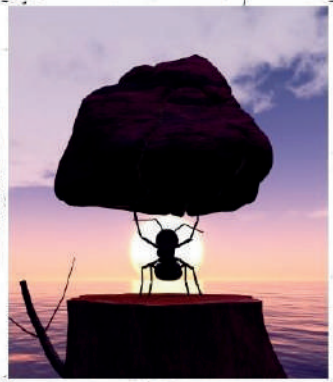


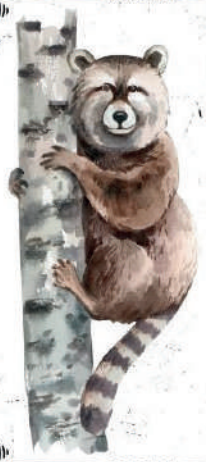


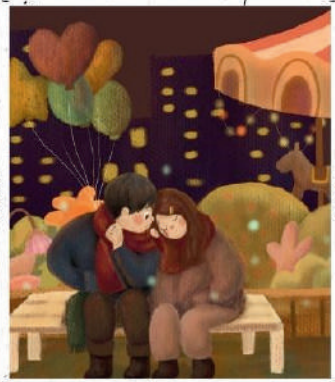


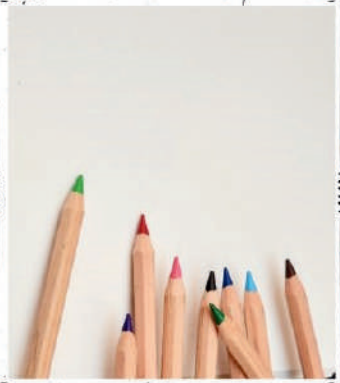


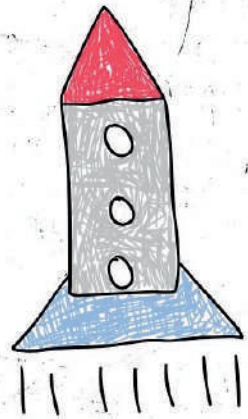















Pumpkins
for
Sale

2. STEREOTYPES

Stereotypes! is a game that addresses the fact that we live in a world where prejudices shape our opinions, regardless of our desires. However, we can attempt to identify and laugh at the absurdity of some stereotypes we hold.

The game consists of two parts. *The first part encourages players to think about and argue against generational stereotypes.*
The second part focuses on the absurdity of stereotypes and their existence a bit more broadly.

What do you need?
To play this game, you will need at least 6 people to form 3 groups. You will also need 1 person to facilitate the game. Finally, you will need paper and something to write and draw with. Smaller pieces of paper are also needed.



Divide the participants into three groups, ensuring that each group consists of roughly the same number of people. Initiate a discussion on the prevalence of stereotypes and their profound impact on the lives of the game participants. **Encourage individuals who belong to minority groups or are personally affected by any stereotypes to share their experiences and perspectives.**

As mentioned earlier, the game has two parts. The first part focuses on the generation gap and stereotypes associated with different generations. To begin the game, you must first identify your generation using the chart provided.

PART 1

GENERATIONAL STEREOTYPES

STEP 1:

WHAT'S YOUR GENERATION?

SILENT	1928 - 1945
BOOMER	1946 - 1964
GEN X	1965 - 1980
MILLENIALS	1981 - 1996
GEN Z	1997 - 2010

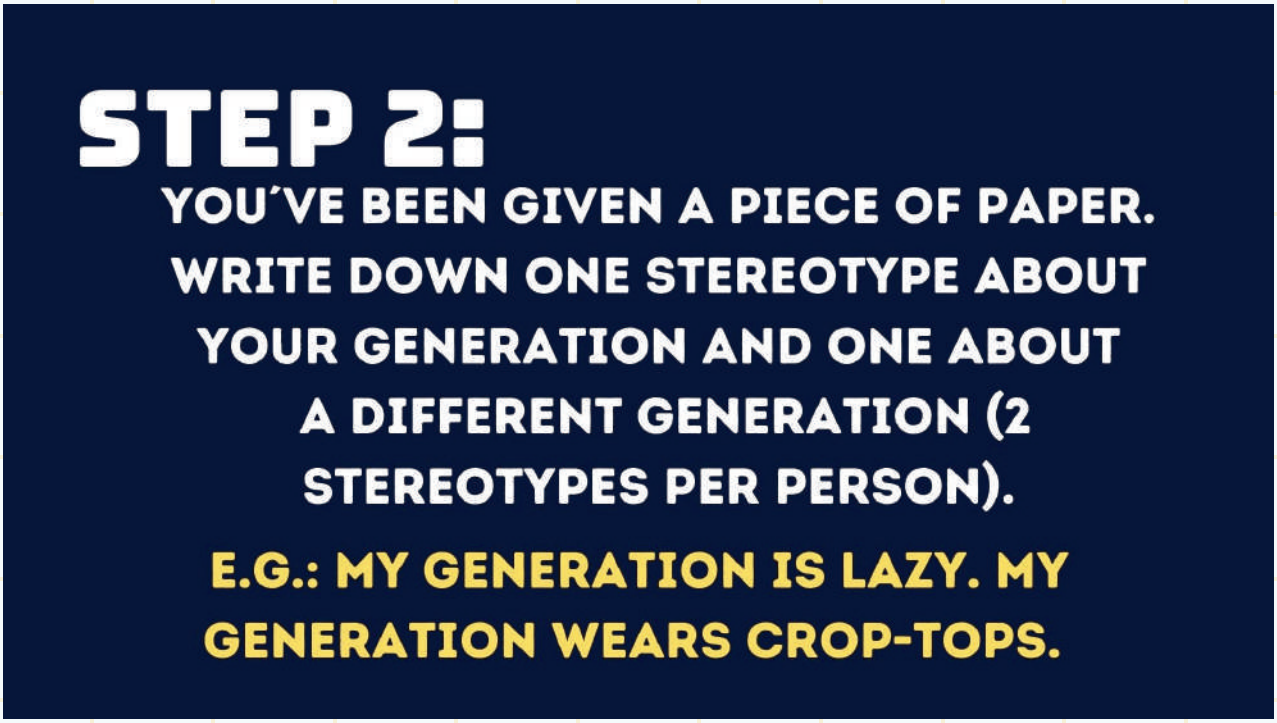
Instructions:

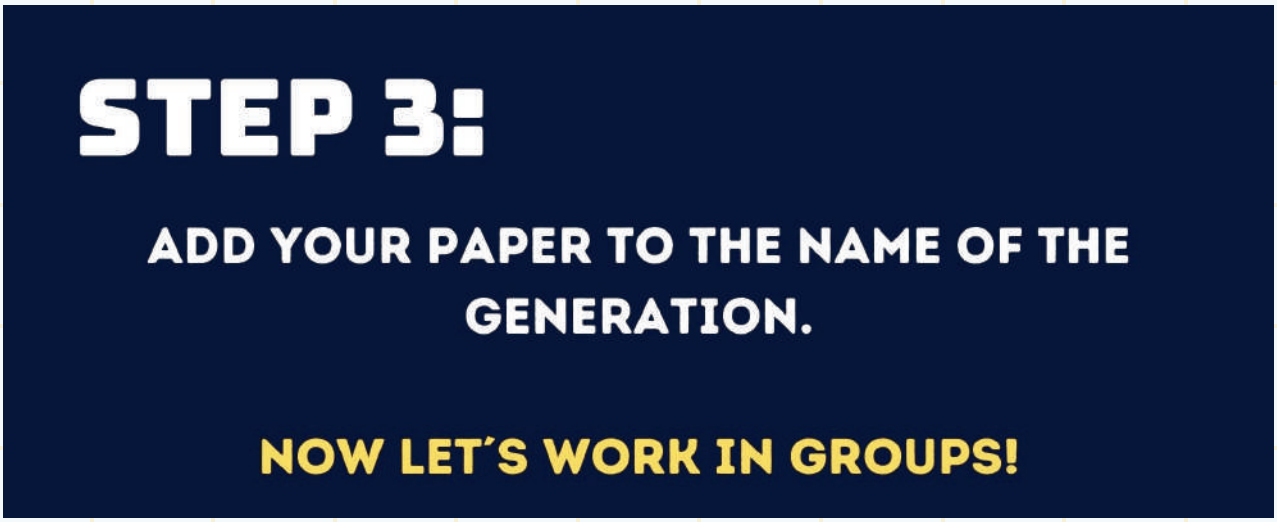
1. After each participant learns the generation they belong to, provide them with a small piece of paper or a sticky note.

2. Each participant should write one stereotype about their own generation and one stereotype about a generation of their choice that they do not belong to.

3. While participants are writing, list the names of each generation on separate pieces of paper (e.g., Gen Z has its own paper, Boomers have their own paper, etc.).

4. Once participants have finished writing, ask them to place their papers on the corresponding generation's paper (e.g., if they wrote about Boomers, they should place it on the paper labeled "Boomers").





Instructions:

1. After each participant learns the generation they belong to, provide them with a small piece of paper or a sticky note.

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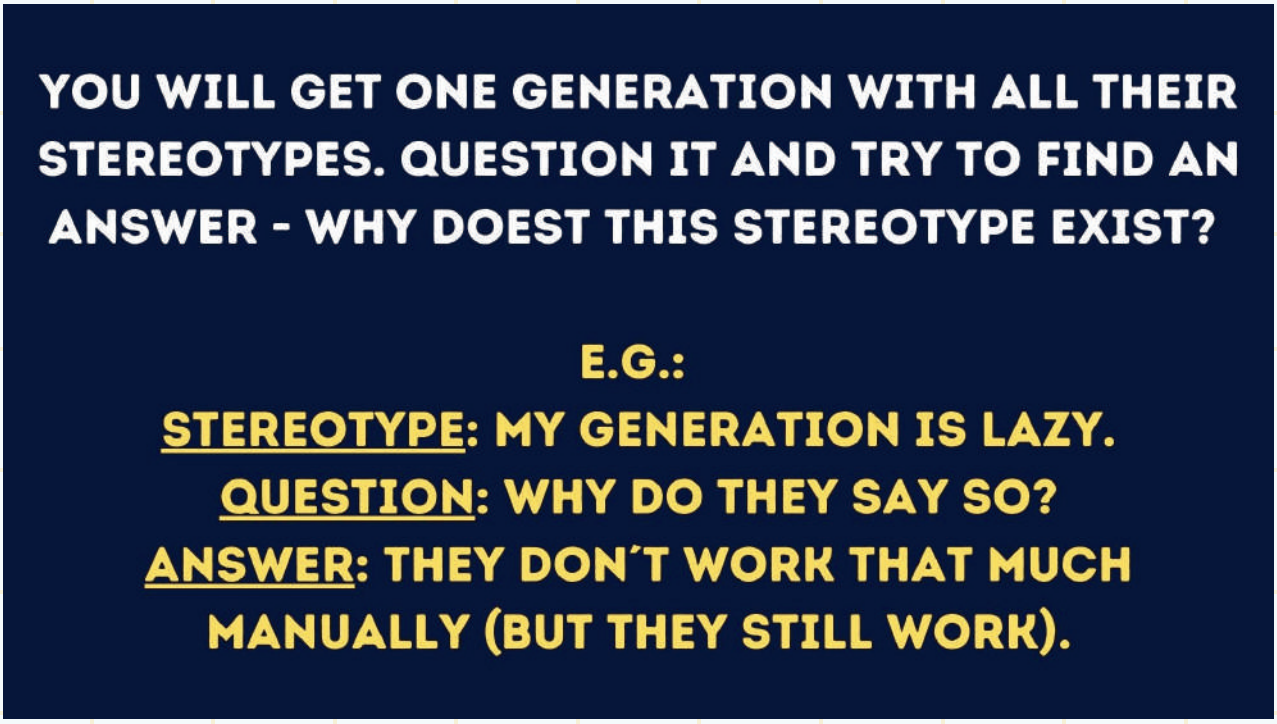
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5. After participants place their notes to different generation, two groups should be given two papers and one will receive only one. Try to distribute it in a way that all participant groups have the same amount of stereotypes. Try to give younger people older generations and vice versa if possible.

6. The next step is to have participants discuss the stereotypes they received about a particular generation. **Avoid interrupting** their discussion, but if you notice that they are not actively talking, encourage them and ask some questions, such as: What do you think caused this stereotype? How does this stereotype affect people of this generation? What can we do to challenge this stereotype?



7. Before you begin the second part of the activity, let's have a brief discussion about what we did in the previous part of the activity.

DISCUSSION:

HOW DID YOU COME UP WITH THE STEREOTYPES YOU HAVE WRITTEN DOWN?

HAVE YOU FOUND ANY STEREOTYPES TRUTHFUL?

PART 2

OUR DAILY STEREOTYPES

The second part of the game delves into stereotypes more broadly, primarily showcasing the absurdity of the images the human brain can conjure based on the prejudices prevalent in one's own society.

Before the game begins, prepare slips of paper with the names of different groups of people that have common stereotypes associated with them (i.e. women, men, children, teenagers, white people, Slovaks, Czechs, etc.). For example: Women: They talk a lot and are emotional. Men: They can't cook and they don't cry. Teachers: They have a lot of holidays and just play with kids all the time.

In this activity, each group is assigned a specific category of people. Their task is to generate a list of stereotypes associated with that category. However, they must do so without explicitly naming the group. For example, instead of stating "Teenagers always laugh about stupid things," they might say, "They always laugh about stupid things."

STEP 1:

EACH GROUP IS GIVEN A PARTICULAR GROUP OF PEOPLE.

YOU HAVE TO COME UP WITH AT LEAST 5 STEREOTYPES ABOUT THEM. DO NOT CALL THEM BY THE NAME OF THE GROUP.

DON´T LET OTHER GROUPS KNOW WHAT GROUP YOU GOT!

Once all participant groups have finished writing, collect their papers. Then, distribute the stereotypes written on individual pieces of paper to different groups without disclosing who the stereotypes are about. Instruct them to draw a character based solely on the stereotypes they have received.

STEP 2:

ONCE YOU HAVE FINISHED WRITING YOU WILL RECEIVE A DIFFERENT PAPER (MADE BY A DIFFERENT GROUP).

DRAW A CHARACTER BASED ON THE STEREOTYPES WRITTEN ON THE PAPER.

Once the drawings are finished, collect them. Distribute each drawing to the group that did not work on it and ask participants to explain what they see. Can they identify who the person in the drawing is?

STEP 3:

ONCE YOU HAVE FINISHED DRAWING YOU WILL RECEIVE A DIFFERENT PAPER (MADE BY A DIFFERENT GROUP).

GUESS WHO IS IN THE DRAWING! CAN YOU NAME THAT PERSON/GROUP OF PEOPLE/MINORITY/NATIONALITY?

To conclude this activity, facilitate a brief discussion with the participants. Ask them about their key takeaways, their interpretation of the message conveyed by this activity, and their thoughts on why these stereotypes persist.

The underlying message of this exercise is that perpetuating prejudice and stereotypical thinking only deepens divisions and prevents us from truly understanding and connecting with individuals from marginalized groups.

DISCUSSION:

DID YOU FIND THIS LITTLE GAME INTERESTING?

WAS IT DIFFICULT FOR YOU TO COME UP WITH STEREOTYPES? WAS IT COMFORTABLE?

DID YOU FIND IT EASY TO GUESS THE GROUP OF PEOPLE BASED ON THE DRAWING?

3. HOW DO WE PLAY? HOW DID WE PLAY?

Most of us enjoy playing games. While adults' games may differ from those we played as children, we all appreciate our chosen games, whether they involve playing cards, chess, video games, or tabletop games.

This activity is designed for both adults and children to participate in together. The aim is to foster connections through various games and explore the captivating world of games and toys that each generation grew up with.

Preparation for the activity:
Gather a collection of slightly retro games and toys. These should be items that you used to play with as a child and that may not be familiar to all children today (for example, mikado sticks, rubber skipping bands, tamagotchis, dominos, etc.). Encourage adult participants to share their childhood gaming experiences and ask them to bring any necessary objects for their chosen game. We will require a large, open space for this activity. If possible, it would be ideal to visit the activity location in advance to set up designated areas for different toys and games.

To begin this activity, have both the adults and children sit in a circle. To give them an idea of what the upcoming activity will be about, ask them a few questions:
Questions: How do you play? Why do you think children play? Do animals other than humans engage in games?



To begin this activity, we suggest a quick energizer: "Left means no, right means yes."
Have everyone stand up and give them the following rules:
- Going to the left means answering "No."
- Going to the right means "Yes."
- Being in the middle means "Maybe."
- Being only a little to the left means "Maybe no."

Give them clear boundaries for their movements. For example, "This line or this wall is the furthest left, and this line/this wall is the furthest right."
Now, let them answer these questions or statements by movement:

- Do you understand?
- I play games.
- I'd rather be on the computer than outside.
- I prefer playing inside to playing outside.
- I like board games.
- I also play games with adults.
- I prefer to play/game in a large group of people.
- I prefer to play/game alone.
- I wonder how this program will continue!



Activity - Part 1: Exploring Traditional Toys and Games

The primary goal of this activity is to introduce children to traditional toys and games that are not commonly played with nowadays. Divide the children into small groups and assign each group to a different post where the different object/toy was placed. Encourage them to play with it. If they are unable to figure out how to play, encourage them to ask an adult for help. The adults should identify the object or toy and assist the children in playing with it.
Rotate the groups until everyone has tried everything.



Activity - Part 2: What is the ideal game?

What do we need: Paper, crayons, pencils, pens

To begin the second part of the activity, try to form groups of children and get your adult participants to join these groups. Put away the toys and games for now. Give each group a few sheets of paper, pens, pencils, and crayons.

The instructions are clear: Each group is to prepare and create a completely new game - whether it's a board game, sports game, etc. Give them about 40 minutes.

At the end, finish the game with a short presentation of all the new games that were created.







4. SKILL SWAP

Participating in skill swapping is a wonderful way to make both the elderly and the young feel valued and significant. **Each age group possesses unique abilities and knowledge, shaped by their life experiences and the time period in which they were raised.** In the past, exchanging skills with individuals from different generations was a common occurrence within communities. However, with the rise of apartment living and smaller, nuclear families, this practice has become less prevalent. By engaging in this activity, we can revive a sense of communal living that is often lacking in modern times, while also showing respect for all generations involved.

Preparation: I*t's crucial to consider the unique abilities and skills that both you and the activity participants can contribute. What are Gen Z's strengths and limitations? What are the Boomers' capabilities, and what do they find challenging? Typically, older generations showcase skills like knitting and sewing, while younger generations share their expertise in IT, social media, and other modern technologies.*

Tip: Attempt to organize an event that showcases your talents, promotes them, and allows you to demonstrate them.



5. ENGLISH TEA PARTY

Both youths and seniors are under pressure to acquire and comprehend English. Even though English may be unfamiliar to many of us, we are compelled to learn it in order to make the most out of the internet and social media. Although both age groups may encounter difficulties in picking up new languages, the younger generation tends to have a better grasp of English.

Organize tea parties with board games, snacks, etc. and encourage participants from different generations to use English exclusively. Instead of speaking their native language, engage in charades and have others guess their meaning. This will provide an opportunity to learn and explain new vocabulary and phrases in a relaxed and informal setting, without the pressure of English exams or strict teachers or instructors.



TIPS FOR OTHER ACTIVITIES:

Here are some suggested activities to strengthen the connection between different age groups:

Gardening: Planting flowers, vegetables, or herbs together can be a rewarding and educational experience for all generations.

Cooking and Baking: Sharing family recipes and cooking meals together helps pass down traditions and skills while enjoying quality time.

Storytelling: Sharing stories from the past, including family history and personal experiences, can foster a sense of connection and continuity.

Craft Projects: Engaging in arts and crafts like painting, knitting, scrapbooking, or building models can be fun and allows for creativity across ages.

Board Games and Puzzles: Classic board games, card games, and puzzles can bring generations together for fun and friendly competition.

Outdoor Activities: Going for walks, hiking, picnicking, or playing sports like frisbee or badminton can be a healthy way to bond.

Music and Dance: Sharing music, singing, dancing, or even playing musical instruments together can be enjoyable and energizing.

Reading Together: Reading books aloud, whether children's stories, novels, or poetry, can create shared experiences and stimulate discussion.

Volunteer Work: Participating in community service projects such as helping at a food bank, visiting nursing homes, or cleaning up parks can instill a sense of civic duty and teamwork.

Technology Lessons: Younger generations can teach older adults how to use smartphones, computers, or social media, bridging the digital divide.

Photo Albums and Videos: Creating photo albums or watching home videos together can spark memories and conversations about family history.

Learning a New Skill: Taking a class together, whether it's a language, art, or a new sport, can be an enriching way to bond.

Museum and Zoo Visits: Exploring museums, zoos, or cultural events can be educational and enjoyable for all ages.

Holiday Traditions: Participating in holiday preparations and celebrations together, such as decorating, cooking festive meals, or attending events, can strengthen intergenerational bonds.

