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BEST FRIENDS Against Ageism

Intergenerational workshops between elderly people and children to break the isolation of the elderly and promote their social inclusion.



Best Friends

Piloting of IO3 Toolkit -Evaluation report

Project Ref: 2020-1-UK01-KA204-079111

November 2022



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BEST FRIENDS against Ageism

Piloting of IO3 Toolkit

1. Introduction

As we learned throughout this Best Friends project, intergenerational learning initiatives are extremely important in the learning process and of being active in individual learning.

Intellectual Output 3 enabled us to design a toolkit with a collection of specific materials. This toolkit can be used by care workers, social workers and educators in order to plan and implement intergenerational learning programmes/activities.

Following the development of the toolkit, the partnership pilot tested all games/activities with:

85 Children

94 Seniors

35 Care Workers

33 Educators

These took place in either 1 whole day or multiple sessions, depending on Covid-19 restrictions.



Activity 3 – Fishes

Activity 3
FISHES

- ✓ **INVIATION - NOT SPECIFIED**
- ✓ **NUMBER OF PARTICIPANTS - PROGRAM 2, 4 CHILDREN IN CLOSER PROXIMITY IN PAIRS**
- ✓ **MATERIALS - 45 CARDS (ON THE PICTURE BEING IN FISHES - 4 YELLOW, 4 BLUE, 4 GREEN, 4 RED, THE 16 CARDS IN PAIR OF WHITE CARDS), 160 CARDS AND PAIR OF COLORED CARDS AND 160 CARDS UNPAIRED.**

LEARNING OBJECTIVES

- To strengthen cooperation
- To learn attention
- To learn attention and memory

ACTIVITY STEP BY STEP

1. Divide the class into the groups of 4 or 5 children - which ones that should be placed with each other they should be.
2. At the top of the fish there are arrows indicating in which direction the fish should be.
3. Each player is dealt 3 fish of each color - two pairs of 2 fish.
4. When the "start" been given try to place the fish in the right place and direction when it possible. The reason the fish should be in the direction of the arrow.
5. The game ends when everyone has fish.



Activity 4 – Find the Neighbour

Activity 4
FIND THE NEIGHBOUR

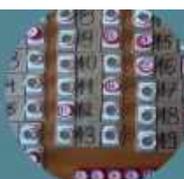
- ✓ **INVIATION - NOT SPECIFIED**
- ✓ **NUMBER OF PARTICIPANTS - PROGRAM 2, 4 CHILDREN IN CLOSER PROXIMITY IN PAIRS**
- ✓ **MATERIALS - THE CARDS IN USED TO THE CARDS MADE WITH SMALL CARDS FROM LUNCHES, NUMBER ON CARDS AND CARDS MADE AND WRITTEN WITH A NUMBER ON WITH OTHER WRITING MATERIAL.**

LEARNING OBJECTIVES

- To learn attention
- To learn attention and memory

ACTIVITY STEP BY STEP

1. Cards are distributed.
2. After the instruction "start", players try to find the correct neighbour in the right direction of the fish number as close as possible. The number on the right should be one higher and the number on the left should be one less. For example, if the number is "10", the number "9" is placed on the right and the number "11" on the left. The numbers are placed in ascending order.
3. When the person who holds the "highest" the highest.



Activity 5 – A gift for my friend

Activity 5
A GIFT FOR MY FRIEND



✓ **URATION:** 1 HOUR
✓ **NUMBER OF PARTICIPANTS:** MINIMUM: 4
CHILDREN AND SENIOR PARTICIPANTS
✓ **MATERIALS:** COLOURED THREAD, TISSUE, STICKERS OF FRIENDS' NAMES, COLOURS, PENCILS AND SCISSORS (BY THE GROUP)

LEARNING OBJECTIVES

- To describe their world
- To describe their community
- To appreciate their culture
- To improve their communication skills
- To increase their self-esteem
- To increase their social participation

ACTIVITY STEP BY STEP

1. The teacher will show the participants a video.
2. To get the participants' attention, they should show them a picture and ask whether they would want to give it as a gift to their friend.
3. After that, each participant will receive a small gift to make a gift to their friend.
4. Using the materials, they should make a gift to their friend. They should be encouraged to use their own ideas.
5. When the gift is ready, the participants will exchange it and describe the meaning and symbol of their friendship with their friend.

The activity is also available in other languages. Please contact us if you need it in your preferred language.

Activity 6 – I spy with my little eye

Activity 6
I SPY WITH MY LITTLE EYE

✓ **URATION:** 45 MINUTES
✓ **NUMBER OF PARTICIPANTS:** 4-10 PEOPLE
✓ **MATERIALS:** REVEREND, JUST THE DIFFERENCE WHERE THE PARTICIPANTS STAND IN-OUT

LEARNING OBJECTIVES

- To be able to describe an object in a simple way
- To be able to describe an object in a more complex way
- To be able to describe an object in a more complex way
- To be able to describe an object in a more complex way
- To be able to describe an object in a more complex way
- To be able to describe an object in a more complex way

ACTIVITY STEP BY STEP

1. A participant describes an object in a simple way.
2. The other participants get to know the object in the game. To do this, the participants should be divided into two groups. Each group will describe the object in a simple way. The other group will describe the object in a more complex way.
3. The participants will describe the object in a more complex way.
4. The participants will describe the object in a more complex way.

Activity 7 – What’s in the bag?

Activity 7
WHAT'S IN THE BAG?

✓ **DURATION** - 10-15 MINUTES
 ✓ **NUMBER OF PARTICIPANTS** - 10-15
 ✓ **MATERIALS** - PLASTIC BAG, VARIOUS OBJECTS, MISCELLANEOUS OBJECTS (e.g. BOWLING BALL, WOODEN BLOCK, TAPSCREW, BOLT, NUT)

LEARNING OBJECTIVES
 To understand the importance of
 understanding personal characteristics
 To increase awareness about responsibility (of things in a bag)

ACTIVITY STEP BY STEP

1. Tell the staff to prepare 10-15 plastic objects that are not foreign but have a personal meaning for them. If there is a target theme, the objects can be chosen to fit this theme.
2. Explain that all participants are sitting in a circle around a table.
3. Hold up the bag for the participants. Ask the participants that have items in the bag but they must not name them. The participants may choose to show what they have with their fingers. They may also describe it if they wish so.
4. The participants must then make a guess as to what the item is. After they have guessed, the participants may name the item (if they wish) but they must not show it. They must not see the bag.
5. The exercise may also be repeated with the staff and participants.
6. After all of the objects are identified the bag, the game is over and the objects can be shared. The participants with the most objects for the game.



Activity 8 – Sports Game

Activity 8
SPORTS GAME

✓ **DURATION** - 20-30 MINUTES
 ✓ **NUMBER OF PARTICIPANTS** - 10-15 PEOPLE, 2-3 COACHES AND AN UMPIRE
 ✓ **PERSON IN CHARGE**
 ✓ **MATERIALS** - ITEMS AND EQUIPMENT REQUIRED TO PLAY THE GAME TO BE USED

LEARNING OBJECTIVES
 To promote the use of resources
 To promote the importance of physical activity for maintaining health and well-being
 To encourage awareness and safety considerations
 To increase awareness of personal characteristics

ACTIVITY STEP BY STEP

1. Select a sports game that takes into account the abilities of the participants. The activities should be simple and fun. The number of games being used in the activity will depend on the abilities of the participants.
2. If needed, a coach may be used to help the participants. The coach should be someone who is familiar with the game and can provide the necessary equipment and instructions. The coach should be someone who is familiar with the game and can provide the necessary equipment and instructions.
 - a. Having a coach can be a good idea.
 - b. The coach should be someone who is familiar with the game and can provide the necessary equipment and instructions.
 - c. The coach should be someone who is familiar with the game and can provide the necessary equipment and instructions.
 - d. The coach should be someone who is familiar with the game and can provide the necessary equipment and instructions.
3. Explain the rules of the game to the participants. The coach should explain the rules of the game to the participants. The coach should explain the rules of the game to the participants.
 - a. Explain the rules of the game to the participants.
 - b. Explain the rules of the game to the participants.
 - c. Explain the rules of the game to the participants.
 - d. Explain the rules of the game to the participants.
4. Divide the participants into teams. The coach should divide the participants into teams. The coach should divide the participants into teams.
 - a. Divide the participants into teams.
 - b. Divide the participants into teams.
 - c. Divide the participants into teams.
 - d. Divide the participants into teams.
5. The participants should play the game. The coach should play the game with the participants. The coach should play the game with the participants.
 - a. The participants should play the game.
 - b. The participants should play the game.
 - c. The participants should play the game.
 - d. The participants should play the game.
6. At the end of the game, the coach should discuss the game with the participants. The coach should discuss the game with the participants.
 - a. At the end of the game, the coach should discuss the game with the participants.
 - b. At the end of the game, the coach should discuss the game with the participants.
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 - d. At the end of the game, the coach should discuss the game with the participants.



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3. Results and Evaluations: France, UK, Latvia, Greece, Austria, Italy

Following the piloting, evaluation took place with the children, elderly, care workers and educators. The feedback from the evaluation was extremely positive. Both children and elderly people were very enthusiastic about the activities/games. All participants felt at ease (although some were nervous at the beginning), and were motivated for a new experience.

Positive and constructive feedback was collected from all involved as follows:

France: “What’s in the bag” and “Creating a picture postcard”

The games were ideal for the 2 generations and were highly appreciated by the participants, as well as the care workers and educators. The level of interactivity was very high. Some of the children were initially a bit too excited for the older generations (who are used to a very calm environment), but they calmed down by concentrating on the postcards. The evaluations that were then made with the participants were very positive. The elderly people stated that they hardly meet children any more and would like to do this kind of workshop regularly. The care workers were also very satisfied with the workshop. They wish from now on a permanent partnership with the kindergarten and to organise these workshops regularly.

UK: “Balloon Tennis” and “Sports game”

The feedback from the older adults was extremely positive. They all said that they had a fantastic time and really enjoyed interacting with the children. They were surprised that the children starting interacting with them so quickly and felt connected to them really early in the day. They enjoyed every minute and would not change anything. They expressed a wish to continue with this into the future. The older adults informed through the evaluation, that they were surprised with how active they still were and they really enjoyed seeing the children laughing and enjoying themselves. Most of the older adults only had





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contact with children occasionally during the year (if at all). The educators spent time with the children discussing the sessions, asking questions and gaining valuable feedback. The overall feedback was that they had a good time, they most enjoyed the balloon tennis and football. There was nothing they did not like or enjoy. They wished that they had spent more time doing the football, tennis and races. They learned names of the older participants and couldn't believe that even though they were "old", they could still run and do the games and have fun. Some children did say that they had older people (grandparents) in their lives, but some did not. Overall, they enjoyed spending time with them and would like to spend more time with them.

Latvia – "Fishes" and "Find the neighbour"

The feedback from the seniors and children was very positive. The seniors enjoyed spending time and doing activities with the children. They would have liked more time, but it will continue into the future. They learned new games and liked that the children were open and ready to share things with them.

The children really enjoyed the activities / games with the seniors. They liked playing games and meeting with the seniors, to talk with them as well.

Greece – "Drawing game" and "Sports games"

The piloting went very well, as both children and elderly people were very enthusiastic about the activities, despite the weather being difficult for the sports activity that took place outside. More analytically, the first activity involved participants making a collage, with children and older persons drawing together on "flower leaves" that were then glued together on the big poster, to create a flower field.

The second activity was a physical one, as the participants learned to play basketball, in between rain showers and they also played ping-pong.

Characteristically, the children said they were very happy to spend time with older persons, and some older persons expressed their joy at "feeling like children" again.





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The feedback from the older adults was that they had a very good time with the activities. Although most have regular contact with children, they all expressed their happiness at spending time and doing activities with them in the framework of the workshops/ One participant said “I remembered how nice it is to socialize with children”

All of the children declared that they had a really good time, although most of them mentioned that they wished they had spent more time playing outside (as was initially planned, but turned out impossible as it was raining). All the activities were received positively by the children, who, despite regularly seeing their grandparents, enjoyed spending time with older adults. What they enjoyed most was “making flowers” and “playing with colours”

Austria – “What’s in the bag?” And “I spy with my little eye”

During the course of the piloting, the level of interactivity was extremely high, both the elderly and children sat together for the entire duration of the piloting, sharing snack time together and often just content to engage in conversation. The 2 games were piloted very successfully with all of the participants taking part and enjoying themselves.

The children were very happy about the “new friends” they had made and likewise, the elderly participants were thrilled, with 1 participant stating that “she felt like she was a child again”.

The care workers were impressed to see how active the elderly people under their care could be when engaging with the children.

Italy – “Memory game” and “A gift for my friend”

After the piloting session, a debriefing session was held with the elderly through a group interview. All the seniors said they had fun, enjoyed playing, laughing and being with the children. The things they liked least were for some participants a little tiredness from playing and the fact that sometimes the children were very loud. They all said they learned new games and learned to play with children. Most of them have been in contact with few young children





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(especially due to the pandemic), so spending time with them it was out of the ordinary. Everyone liked this experience very much and everyone said they were willing to replicate it.

Again, after the piloting sessions a debriefing session was held with the children through a group interview. All the children said they had a lot of fun, enjoyed playing, laughing, being together and being able to give gifts to others. There were no negatives. They too, like the elderly, have learned new games and have learned to follow the rules by adapting to those who do not know them or need more time to memorize them. All children rely on the presence of older people in their lives. They talk to us and spend time with them, but rarely play with them. Everyone enjoyed this experience and would like to be able to repeat it.

4. Evaluations from Educators and Care Workers

The evaluation from the educators and care workers was very positive. All felt that as a result of attending the piloting sessions, their knowledge and skills had improved with regards to implementing an intergenerational learning activity. On a scale of 0-6 they all gave a score of 4/5 with regards to the pilot testing meeting their needs as well as the style of the event helping them to retain the knowledge and skills gained. Again, all gave a score of 4/5 with regards to putting what they learned into practice. It was also stated that it was a good opportunity for intergenerational discussion, which was hoped that would become a good practice and be replicated in the future on a more consistent basis. The feedback received on the activities/games was that they were fun and easy to implement and take part in, and learning was taking place without the participants being aware.

Comments of care workers and educators:

- “The exchanges were of quality”
- “Good tools and support for the relationship”
- “Good intergenerational exchange, important for our residents”





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- “Great moments of sharing”
- “To be continued”

5. Comments from Participants

Comments of elderly:

- “I was happy because he was happy”
- “A great idea!!”
- “The length of the activity was just right, it should not last longer”
- “I loved it, but it needs children like them who are motivated”
- “Everything was perfect”
- “It was fun”
- “I can` t believe how much I enjoyed it”