



# HANDBOOK

for anyone involved in sport or any other active  
outdoor activities

## SPORT FOR REUNION OF GENERATIONS

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**#spurt**





"Sport teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose, it teaches you about life"

# #SPURT

## FOREWORDS

Welcome to the Good Practice Handbook for Inclusion and Intergenerational cooperation! This publication is the result of a two-year Erasmus + Sport small cooperation partnership project SPURT: Sport for the reunion of generations.

The aim of this paper is to summarize and share good practices and experiences of inclusion and cooperation within the context of intergenerational meetings of participants.

In this Handbook we collected best practices based on the non-formal and informal learning methods. It is worth to mention that significant challenges were faced by the project partners – 3 different generations have met and the needs of each generation had to be fulfilled without neglect or exclusions of others. Here we will try to share the experience how to make such integration inclusion happen.

The Consortium of the Project SPURT believes that everyone should have the opportunity to be actively involved in whatever activity they choose, in whatever capacity they have. SPURT is committed to being inclusive and open to all, regardless of age, gender, disability, cultural or religious background or sexual orientation, or other attributes that may lead to any person feeling excluded or isolated.

## WHAT IS THIS HANDBOOK FOR?

The Handbook is for anyone involved in sport or any other active outdoor activities, whether that is as a club leader, participant, spectator, youth leader or social worker. Creating inclusive spaces and events affirms that all individuals have a right to participate in sport and outdoor activities.



The Executive Agency for Education, Audiovisual and Culture (EACEA), as delegated by the European Commission, with Grant Decision № **612949-EPP-1-2019-1-LT-SPO-SSCP** has been approved for funding the international cooperation project titled "**SPort for reUnion of geneRaTions**", the acronym "**SPURT**", submitted by Birzu lengvosios atletikos sporto klubas (as Applicant) and partners Szczecińska Szkoła Wyższa Collegium Balticum (Poland), Associazione Sportiva Dilettantistica Gruppo Atletico Polisportivo (Italy).



## CONSORTIUM OF THE SPURT PROJECT

### PARTNERS:

**Applicant – Birzai Track and Field Athletics sport club (LT)**

**P2 – Szczecińska Szkoła Wyższa Collegium Balticum (PL)**

**P3 – A.S.D. Gruppo Atletico Polisportivo Castelbuonese (IT)**



**Birzu lengvosios atletikos sporto klubas (BLASK)**

**Birzai Track and Field Athletics Sport Club (Birzai, Lithuania)**

A club founded in 2014. It unites young sportsmen of age 10-22. The club participates in competitions in Lithuania and abroad, so the themes of mutual respect, tolerance, fair play, physical activity, healthy life style and cooperation are actual and interesting for the club members. Birzai town is not big, but youth is active and willing to learn and discover new things. Coaches of the club are experienced and highly qualified. Coaches are former sportsmen and are able to teach kids not only on scientific level, but also on their own experience and knowledge.

The club uses sport as a tool to form the pyramid of values, where tolerance, honesty, patriotism, altruism and healthy concurrence plays a significant role. Every sportsman must respect concurrent and be able not only to win, but also lose properly. Other aspects of human character and attitudes toward life, people and the world around are developed. The club promotes healthy and active lifestyle.

Club presumes that sport is one of the key elements in personality development.

Birzai town is situated in the remoted area, where many families face social exclusion and suffer from various addictions. Some of the club members are from poor families or families at social risk and live in rural territories. They are free of charge and the club supports their travels and participation in competitions. As one of the goals of the club is the promotion of tolerance, social integration and encouragement of personal development, above mentioned support and efforts to reduce social exclusion by club members are considered positive. This positive attitude guided club with the idea to use sport as a tool for development of the system of social inclusion among different institutions active in sport and/or working with young people at social risk.



## Szczecińska Szkoła Wyższa

Szczecińska Szkoła Wyższa Collegium Balticum  
Szczecin Private University Collegium Balticum  
(Szczecin, Poland)

SZCZECIŃSKA SZKOŁA WYŻSZA COLLEGIUM BALTICUM founded in 2000 is continuously ranked as one of the best private universities in northern Poland. It is characterized by great human capital and huge development potential. School authorities have managed to build an institution that gives its students a solid education and thus a great start to their professional life. It is desired to provide young adults with knowledge comprising many fields so that they can receive an interdisciplinary education, providing them with a better chance on the difficult labour market both in Poland and internationally. The current educational offer includes the following faculties: educational science, foreign language studies, national security, IT and economy at BA, MA levels as well as post-graduate studies in teaching methodology, business, management. A significant part of research work is the dissemination of the institution's outputs and the exchange of experiences through conferences and seminars. Collegium Balticum has worked within European educational projects since 2011.

Organization is very interested in all aspects of social life concerning seniors. It promotes various initiatives supporting social inclusion of seniors and keeping them active and engaged for their general benefit and their health. The school wants to show seniors as a valuable and interesting group having a lot to offer to younger generations.

School has experience in organizing different type of events and in social inclusion in general. It cooperates with seniors and children and can offer to project partners experience of working with these groups. Partner has good networking of local institutions who can support the project and assure its future sustainability so after the project completion similar ideas will be continued. Project "Integrating Disabled People Into Social Life with the Hypotherapy – Hydrotherapy Method" was implemented.

The project team of Collegium Balticum can be divided into two sub-teams, one group are people experienced in developing EU projects who also have knowledge of different topics listed among EU priorities, for instance: social inclusion, active aging, heritage of generations, general health and promotion of healthy lifestyle, preventing of such social problems as a radicalization of youth, etc.

The second group are those experienced in sport management and promotion.



**GRUPPO ATLETICO  
POLISPORTIVO  
CASTELBUONESE**

**A.S.D. Gruppo Atletico Polisportivo Castelbuonese (Castelbuono, Italy)**

A.S.D. GRUPPO ATLETICO POLISPORTIVO CASTELBUONESE is an Amateur Sports Association, founded in 1994 with the purpose to promote the practice of sport. It is a no profit Association and has its headquarters in Castelbuono (Palermo-Sicily); The Amateur Sports Association is specialized in the preparation and development of competitive runners and amateur races (road, cross and trail).

The Association was born from the passion of a group of young people in a historical competition (Giro Podistico Internazionale di Castelbuono), which has its roots in 1912. This group of people decided to create the Amateur Sports Association to continue the tradition, giving more prestige to a sports event known and loved not only in the city of Castelbuono but also throughout the athletics community, and to promote sports events and activities among young people and the local population.

A.S.D. Gruppo Atletico Polisportivo Castelbuonese for more than 40 years, organises the race “GIRO PODISTICO INTERNAZIONALE DI CASTELBUONO – LA CORSA SU STRADA PIU’ ANTICA D’EUROPA” (International running race of Castelbuono "Race road more ancient of Europe).

The race is an authentic sports heritage that, for spectacle and history, has no equal in Italy. It takes place on July 26 of each year during the celebrations in honour of the Patron of Castelbuono Saint Anne, three days of popular demonstrations of various kinds, religious celebrations and illuminations (The Feast of the Principality) in which the presence of the tourists reach its peak during the year.

In 2017 the race reached the milestone of 105 years of history. In May 2017 the Federal Council of the Italian Athletics Federation decided to include the event 92° International running race of Castelbuono in the GOLD STREET calendar (the most prestigious) given that it respects a series of parameters that take into account both the competitive and organizational quality.

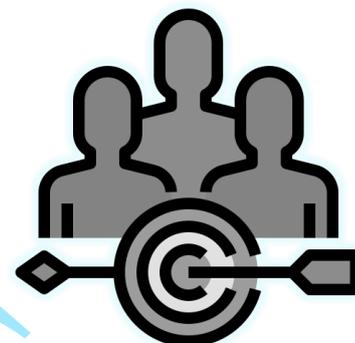




## AUDIENCE AND GOALS

### TARGET GROUPS

- Coaches, trainers, teachers in the sport sector, managers and staff workers of organizations that carry out different types of sport and recreational activities for youth, elderly and seniors. They will have opportunity to increase their skill and abilities in management, coaching and leadership of specific social groups;
- Young people (12-20), who will participate in various sport and recreational activities planned during the project;
- Elderly people (35-60), who will participate in various sport and recreational activities planned during the project;
- Seniors (60+), who will participate in various sport and recreational activities planned during the project.



### INDIRECT TARGET GROUPS

local population and other organizations that could use the results of the project.

### MAIN OBJECTIVES

1. To promote and support closer cooperation and communication among target groups through and in sports to increase mutual assistance tackling social exclusion.
2. To share experience and good practise on social inclusion of youth, elderly and seniors in and through sport and physical activities.
3. To promote and support involvement in active and healthy community life.
4. To promote traditional sports and games, making them easily accessible and adaptable for the need of target groups.



### OVERALL OBJECTIVE OF THE PROJECT

to encourage social inclusion and equal opportunities in sport through promotion of cooperation and communication among generations and increasing their involvement in sport and physical activities.



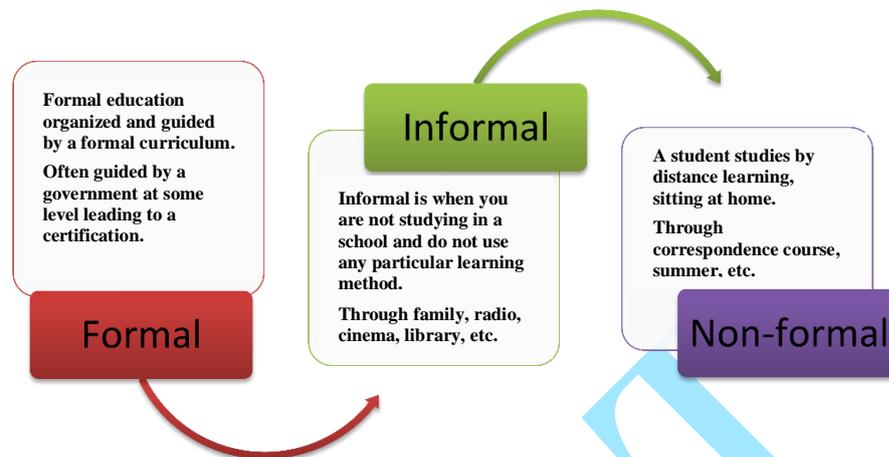
## THE CONTEXT

Population aging is a universally recognized social pattern. Along with this process comes a change in the social portrait of older people and a reconsideration of old age as a phenomenon. In traditional society, older people were a link between generations, the basis for the transfer of experience and life values. Under the new conditions, the process of learning is no longer connected with the transfer of the experience of older generations. As a consequence, the elderly began to lose their social status, were gradually pushed to the edge of the sociocultural areas of society and acquired the features of a marginal subculture. This is especially noticeable with regard to low skilled citizens with a low level of education. This is one aspect of the problem. The other aspect is related to what is referred to in scientific literature as “the threshold of old age”, i.e., the age at which 15 years remain before the end-of-life expectancy. UN experts believe that this age is 60 years old which is confirmed by the realities of developed countries. The image of old age is changing radically: the terms of “active old age” and “the third age” denote the state of a person who is still quite active, has preserved an adequate level of health and vitality, and is capable of self-realization in various spheres of life activities including professional activities.



Satisfaction of educational needs of senior citizens is now becoming one of the foundations for the prolongation of active longevity and active professional activity in this age group. This factor is important in all respects: economic, social, and socio-cultural. Educational needs depend on the attitudes of senior citizens themselves: they range from refresher courses and additional vocational education as performing compensatory functions for active working citizens to training courses for improving computer literacy necessary for pensioners to solve household problems and pay for utilities. However, of importance are also the educational needs associated with broadening one’s horizons and the realization of cognitive interests, not demanded in youth and adulthood, for example, in the framework of cognitive tourism, developing hobbies (hobbies), etc.

## FORMAL, INFORMAL AND NON-FORMAL LEARNING



Educational systems exist to promote *formal learning (FL)*, which follows a syllabus and is intentional in the sense that learning is the goal of all the activities learners engage in. Learning outcomes are measured by tests and other forms of assessment.

### CHARACTERISTICS OF FORMAL LEARNING:

- Usually in a classroom setting, although not just school-based;
- Content is usually predetermined by teacher or other person/group in authority (perhaps even the volunteer);
- Pre-established hierarchy between teacher and student;
- Often culminates in a formal test or proof of knowledge.



If you imagine learning on a continuum, *informal learning* would be at the far end from formal learning. We all learn informally every day; it's almost incidental. Learning informally can be as simple as learning a new fact or skill by listening to or observing a friend or colleague, or actively going to the library in search of specific information to suit your needs. Also referred to as "lifelong learning", informal learning is usually initiated and the content determined by the individual learner to suit his or her needs as they arise.



**Informal learning (IL)** takes place outside schools and colleges and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is involuntary and an inescapable part of daily life; for that reason, it is sometimes called experiential learning. Learning that is formal or non-formal is partly intentional and partly incidental: when we consciously pursue any learning target, we cannot help learning things that are not part of that target. Informal learning, however, is exclusively incidental.



**Non-formal learning (NFL)** takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort. But it need not follow a formal syllabus or be governed by external accreditation and assessment. Non-formal learning typically takes place in community settings: swimming classes for small children, sports clubs of various kinds for all ages, reading groups, debating societies, amateur choirs and orchestras, and so on. Some non-formal learning arrangements become increasingly formal as learners become more proficient; one thinks, for example, of graded exams in music and other performing arts. NFL is an approach to education. It is not absolutely distinct from formal education in its methods; participants exercise varying degrees of control over the process, from designing all of their own learning and using the facilitator, to attending a learning activity where the content is mostly planned in advance. In some ways, we might imagine formal and non-formal learning along a continuum – from high to low facilitator control, and from low to high learner participation. In a nutshell, NFL is an approach to education that can be used with adults, youth, or children, within the classroom or outside of it. An integral part of NFL is that learners participate in the design, development, implementation, and evaluation of their own learning.



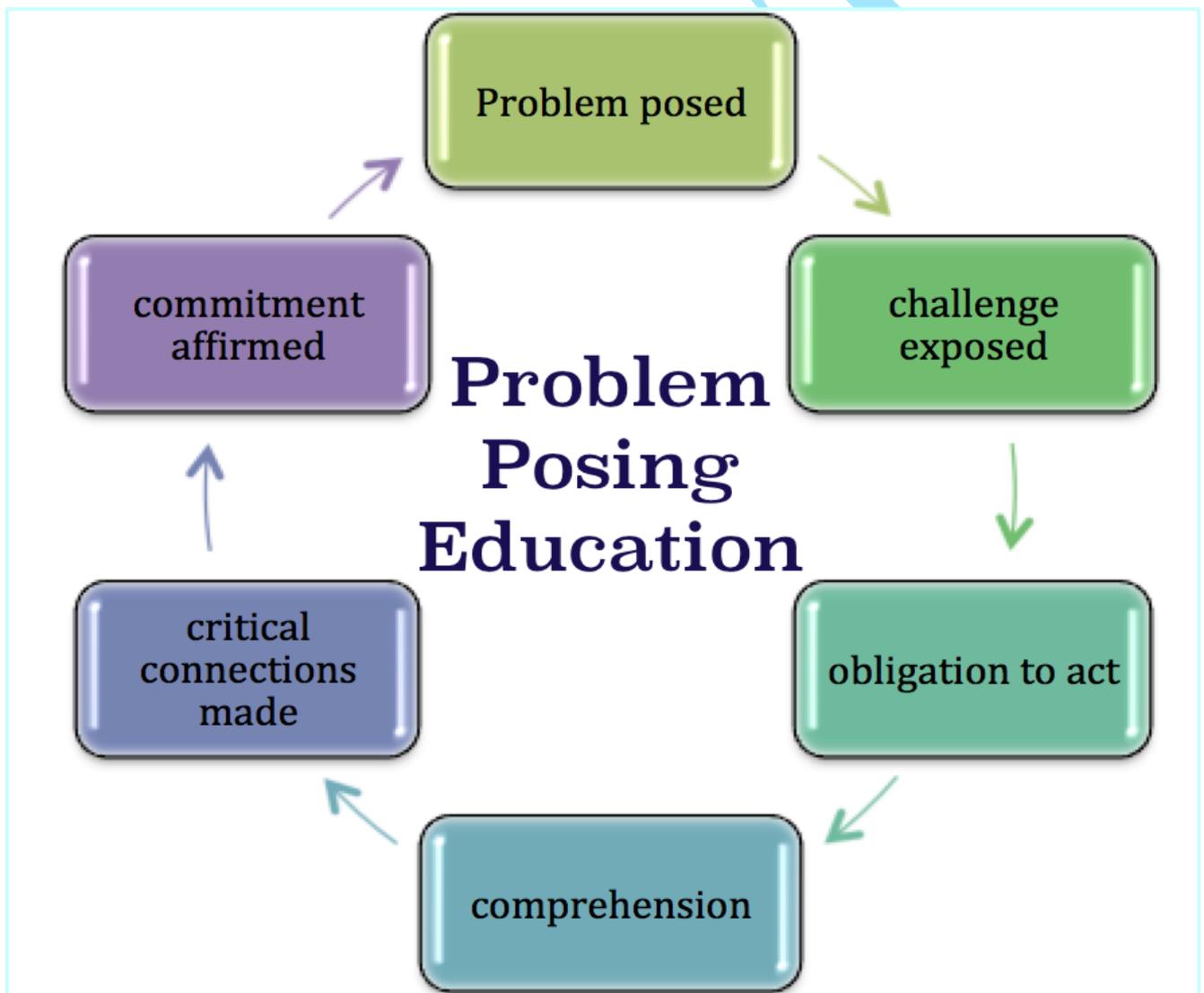


# BASIC CONCEPTS OF ADULT LEARNING THEORY

It is obvious that NFL owes much to traditional learning practices, and has been further enhanced through the theory and practice of some of the great educational thinkers of our time.

## PAULO FREIRE

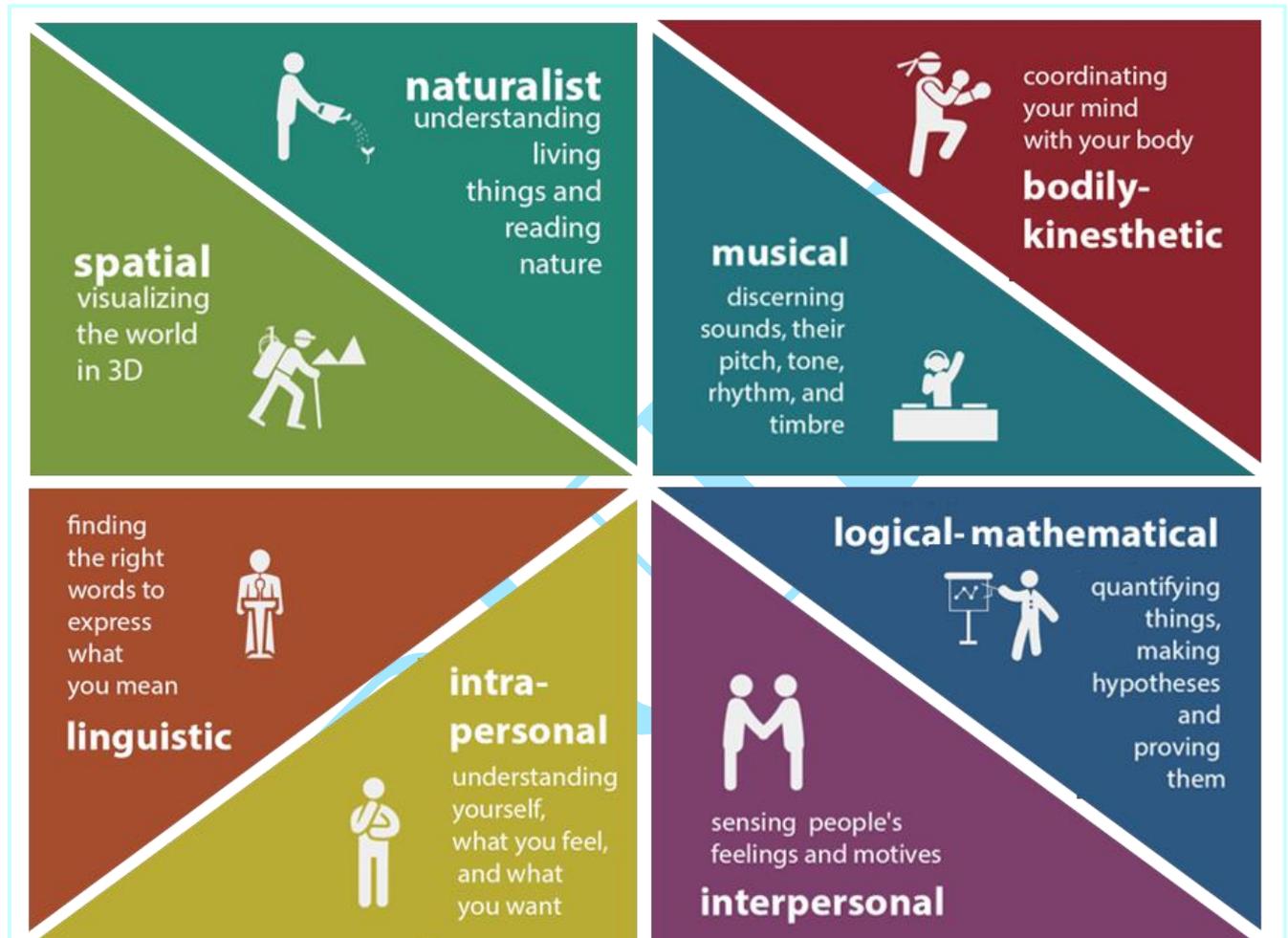
Freire used “problem-posing” methods to raise awareness of social issues and to stimulate action by disadvantaged groups. Using a process of problem analysis, reflection, and action, his approach to education was based on the belief that community members need to be encouraged to think critically about problems in their daily lives in order to make decisions and take action. As a method of teaching, problem-posing involves “listening..., dialogue..., and action”.





## HOWARD GARDNER

Gardner’s work on multiple intelligences has had an enormous impact on the field of education. Gardner posits at least seven intelligences (musical, spatial, linguistic, logical/mathematical, bodily/ kinaesthetic, interpersonal, intrapersonal), and asserts that successful learning experiences should engage as many of these intelligences as possible. Gardner maintains that his theory should “empower learners”, not restrict them to one modality of learning.

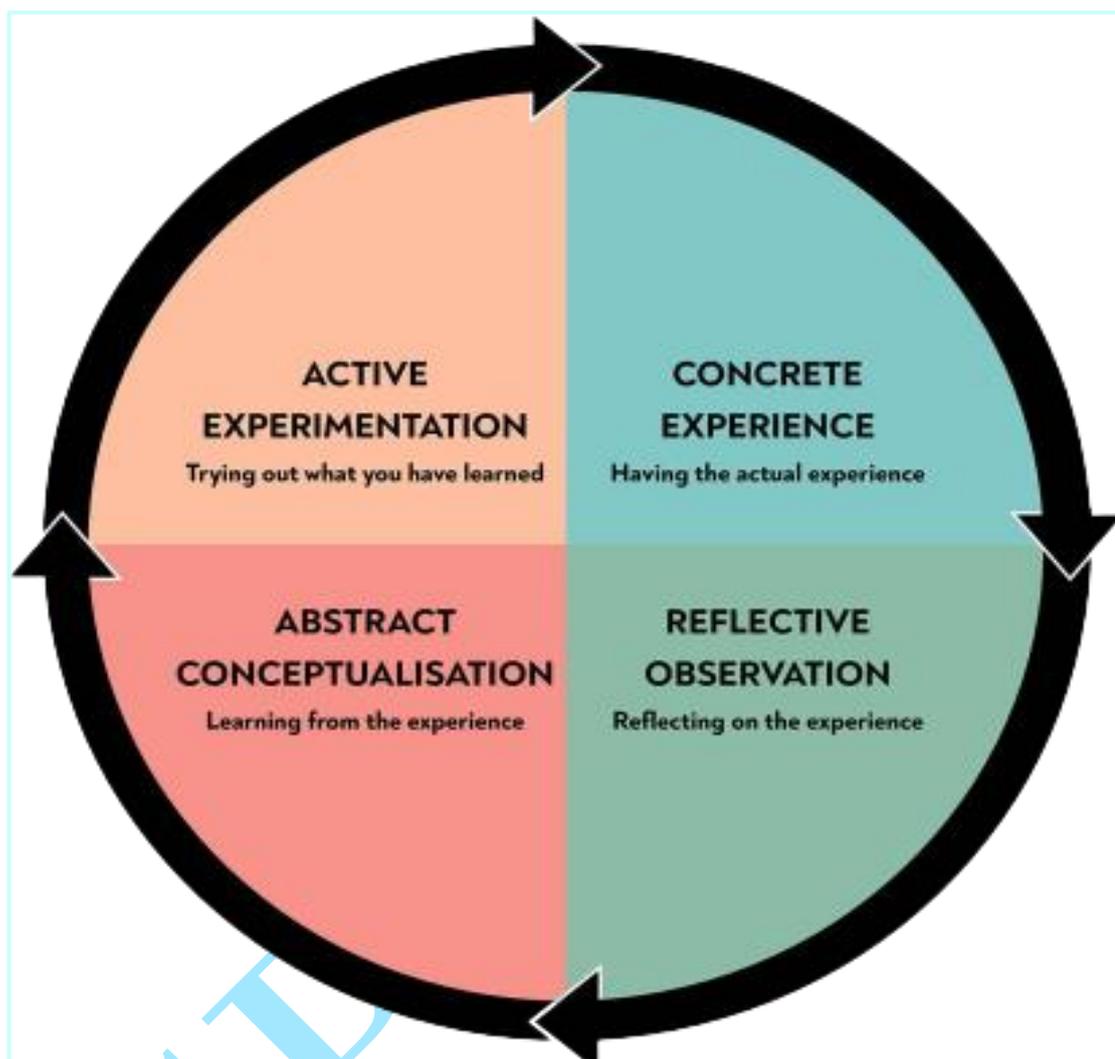


## DAVID KOLB

Kolb popularized an awareness of learning styles, and created a model that suggests four different categories of learning – concrete experimentation, reflective observation, abstract conceptualization, and active experimentation. Kolb created a methodology for incorporating these four categories into every learning experience – the “experiential learning cycle.” One student might begin the learning process by observing others using it. Another learner might start by reading about the program. Still, another learner might immediately jump in and have a go at using it. Kolb explains learners have natural preferences for how they enter the experiential learning cycle. For employers, experiential learning gives you access to teams of highly motivated students who are equipped with the latest knowledge. It provides a chance to

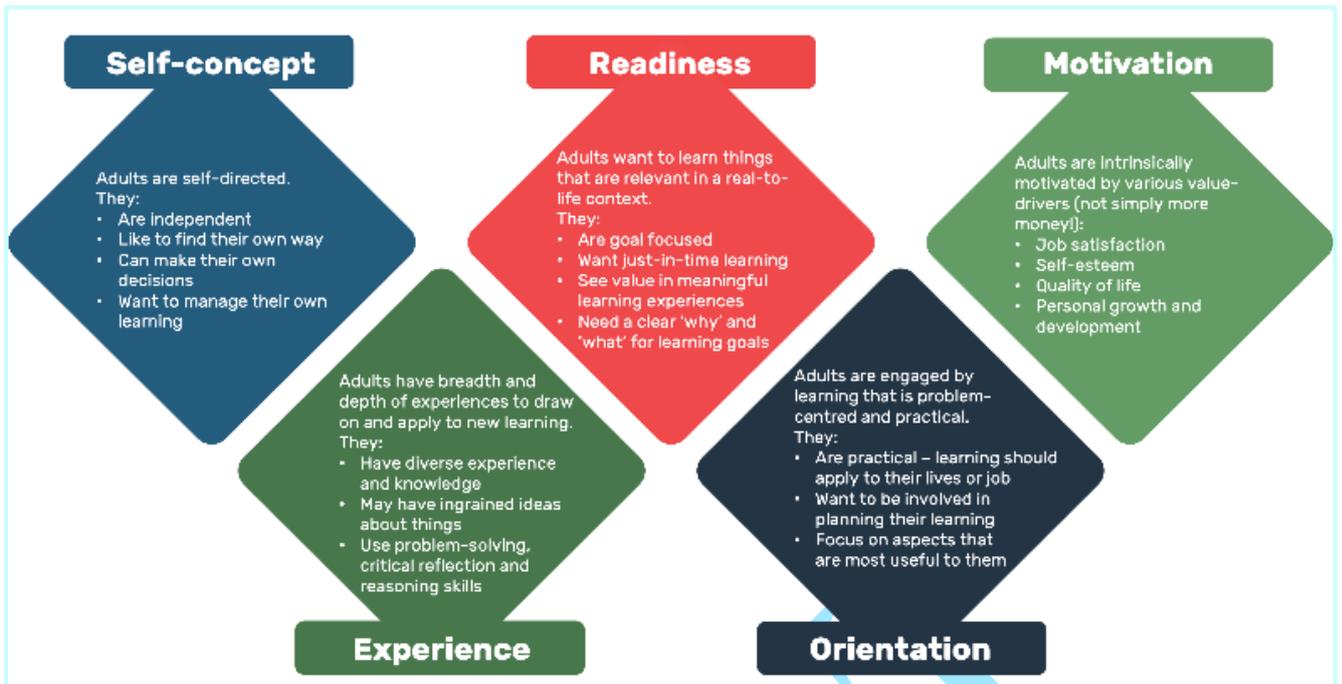


upskill your current workers, identify and attract leading graduate talent, and build relationships with key stakeholders in your industry.



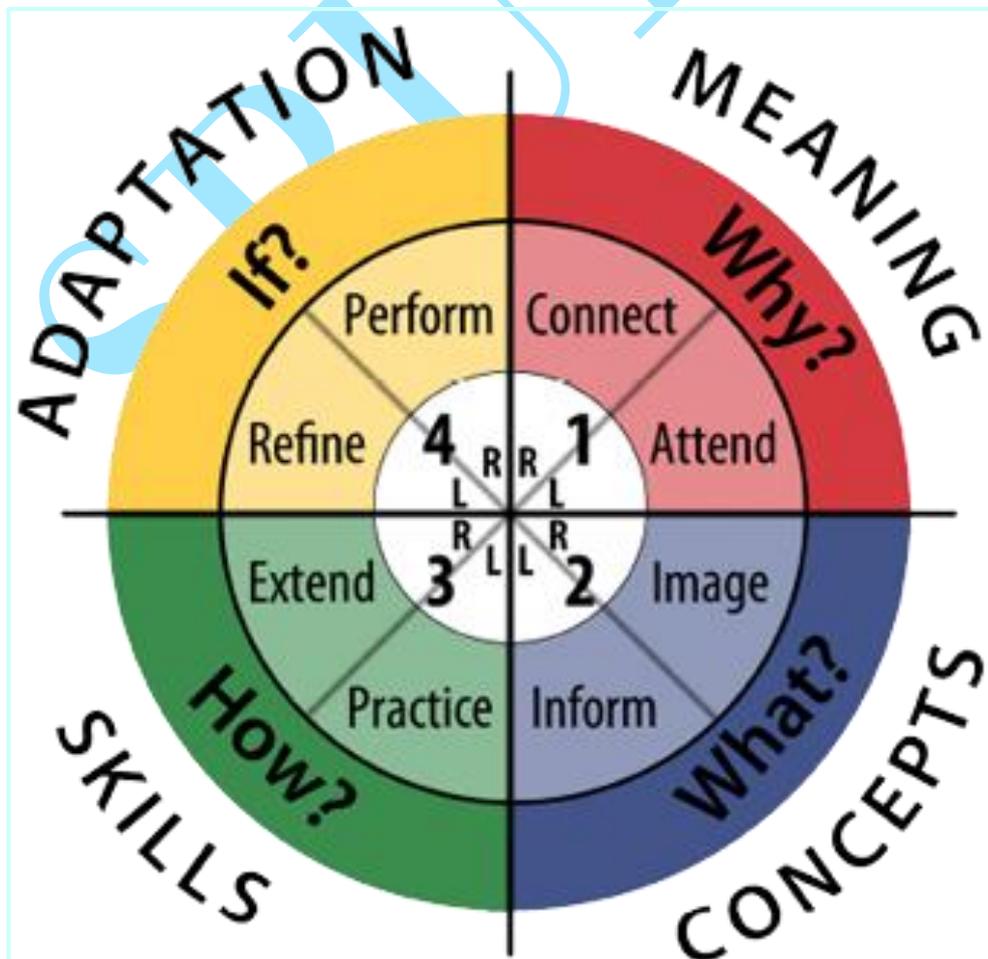
### *MALCOLM KNOWLES*

Knowles popularized adult learning theory and offered ways to apply it in learning activities. Knowles believed that the needs of adults in education differed a great deal from the needs of children. He popularized the term andragogy, “the art and science of helping adults learn” to draw a sharp distinction between adult learning and pedagogy, the instruction of children. He suggested that because children had yet to assume responsible, independent roles in society, teachers and parents tend to make the decisions about what and how they should learn. But because adults have a wealth of life experience and have already assumed responsible roles, it is important to respect slightly different principles when engaging in adult education.



### ERNICE MCCARTHY

McCarthy expanded on Kolb's work and the research on left and right brain processes to create her 4MAT System. McCarthy suggested four learning types: imaginative learners, analytic learners, common sense learners, and dynamic learners.





The link between NFL and adult learning theory is so strong, in fact, that many practitioners assert that NFL is adult education, and that it cannot be used with children and youth.

## DO WE AGREE?



## WORKING WITH YOUTH

In many cases, social and youth workers as well as volunteers will find themselves working on a youth education project within a school or attached to an organization. In these cases, the curriculum is largely predetermined and specific goals must be met by teachers and students. Even though this is a formal education setting, there are many opportunities to use nonformal education methods to assess, inform, and evaluate student progress.

Increasingly, social and youth workers and/or volunteers may find themselves working with youth who are not attending school. Out-of-school youth differ from in-school youth in several ways. Differences include: more unstructured time, fewer adults providing support and encouragement in a learning environment, more vulnerability to physical and emotional abuse, and more exposure to daily pressures of meeting basic human needs.

Because these youths generally lack the structure other youths have, nonformal education projects can be most beneficial to these often-vulnerable populations. Social and youth workers as well as volunteers can act as agents of change by assisting youth to develop critical life skills: identifying their own needs, facilitating information-gathering sessions (this could be a more formal lesson given by the Volunteer, a planned group activity or club or a demonstration lesson) and helping them to evaluate their own progress.

### ASSET-BASED AND PROBLEM-POSING APPROACHES

Nonformal education is a rich field, and one can draw upon a wealth of theories, philosophies and methods in practicing it at their sites – from participatory analysis to project planning and implementation, to evaluation. Two development approaches bear mentioning at the beginning, as you



may need to decide early on which philosophy, or what combination of them, you wish to incorporate into your own work with communities. Both philosophies have their place and are most often used in different phases of working with communities.

## **ASSET-BASED OR STRENGTH-BASED APPROACHES**

Asset-based approaches identify and emphasize the positive aspects of a community's resources and activities first. Asset-based approaches grew out of the observation that in some settings, problem- and need-focused approaches can overwhelm or depress groups to the point that they become immobilized or fatalistic about the possibility of positive change. Asset-based approaches seek to increase self-efficacy by starting with and building upon what individuals and groups already possess, do, and have accomplished. The emphasis is on identifying and enhancing existing assets, while promoting networking among groups and community members, and de-emphasizing blame for existing problems. As a result, community members feel more hopeful and motivated about their ability to address real needs.

## **PROBLEM-POSING APPROACHES OR EDUCATION FOR CRITICAL CONSCIOUSNESS**

Brazilian educator Paulo Freire used “problem-posing” methods to raise awareness of social problems and to stimulate action by marginalized or disadvantaged groups. Through a unique method of asking questions and working in groups, problem-posing education empowers people to take concrete steps toward improving the quality of their lives.

However, the problem-posing and asset-based approaches are not mutually exclusive of each other. While conducting an asset-based resource inventory, information regarding “problems” or “deficits” may surface.

While conducting a problem analysis, people may focus on “opportunities” or “solutions.” All of this information is important to know and use in designing nonformal education activities. In deciding when to use either or both of these approaches, one important consideration is this: how you begin the dialogue influences the energy level and empowerment of the participants. In other words, your first questions are crucial.

As a social and youth worker, teacher, trainers, facilitator or volunteer you are likely to have opportunities to teach, train, and facilitate learning experiences with your community partners at various times throughout your service. For example, you may find you are called on to teach lessons, to train community members in assessment techniques, or to facilitate meetings and other community activities. Understanding when and how to serve in these different roles will help you be a more effective Volunteer. In our context of nonformal education, the roles of “facilitator,” “trainer” and “teacher” are distinct, although they overlap in several key areas. We distinguish among the three as follows:



- **Teacher** follows set curriculum guidelines (usually dictated at the national level by government agencies) to ensure that all learners assimilate specific subject matter content at an established standard;
- **Trainer** addresses specific requests from individuals or groups for new knowledge and skills relevant to their goals and pursuits;
- **Facilitator** guides a group through a process of expressing ideas, analysing issues, making sound decisions, and building relationships.

Clearly, there is a great deal of overlap in these three roles. You may find that, depending on the learning context, the learners, and the learning objectives, you will switch from one role to another during the course of implementing a learning activity. Having a sense of these different roles will help you navigate them more effectively.

To sum it up, all three generations can and must work together, because by learning from each other in an informal environment, they can learn from each other and together learn things that none of the generations knew before. When different experiences, perspectives, opinions and ways of thinking come together, they can generate completely new and unconventional ways of solving problems and operating strategies. The naivety and energy of the young generation, the abilities, knowledge and practical experience of the middle generation and the experience of the elderly can together transform into unique experiences.





## PRACTICE EXAMPLES

### PRACTICE I, BIRZAI, LITHUANIA - MONTEBALL



International meeting in Birzai, Lithuania, July 30 – August 2, 2021

Sport day – August 1, 2021

The game "*Monteball*" was created in 2010 and was first played at Mantagailiskis mansion's 20-hectare landscape park. The essence of the game is to kick the *Monteball* ball into the *Monteball* holes that are installed in the park's field with as few kicks as possible.

*Monteball* is unique by the natural obstacles formed by the cavities that players have to cross. The game lasts about 3-4 hours (depending on the whole you want complete, the number of holes can vary from 5 to 14) and can be played by both young and senior people with the number of players ranging from 5 to 63.

*Monteball* game is especially popular when played in teams, at company or personal celebrations. *Monteball* is an attractive form of entertainment as it does not require prior physical preparation and some even call it an intellectual game because one of the objectives of the game is to foster the interest of tourists and individual manor visitors in the historical past of Birzai.

Participants played in a mixed teams: different age groups and different nationalities in each team!





Co-funded by the Erasmus+ Programme of the European Union

# #spurt



GRUPPO ATLETICO POLISPORTIVO CASTELBUONESE



Szczecińska Szkoła Wyższa



Project: SPURT – Sport for reunion of generations  
Project Number: 612949-EPP-1-2019-1-LT-SPO-SSCP  
Erasmus+ Sport – Small Collaborative Partnership



## THE MAIN RULES:

- The members of a team kick the ball in the order they agree inside the team;
- Each team has the balls with a certain number (order of kicking the ball);
- After each finished hole the order of kicking among teams is changed according the score reached on a previous hole;
- The ball can be kicked only by the inner part of the foot only (no throwing with hands or hitting by head, no kicking by the front of the foot);
- The main aim is to kick the ball into the special hole;
- The arbiter is the one you should listen and obey otherwise you 'll loose points;
- No profanity, rude or abusive words – points will be cut immediately!



## TIPS!

- the game can be adopted to play on the beach (holes in the sand);
- the distance between the wholes can be adopted according the needs of players;
- the size of the balls can be changed according the size of the hole and distance between the holes;
- limit of the kicks could be set up;
- etc...



## PRACTICE II, SZCZECZIN, POLAND – ADOPTED SPORTS



International meeting in Szczecin, Poland, May 27-30, 2022

Sport day – May 29, 2022

Volleyball is a popular recreational or competitive sport enjoyed by many people of all ages and skill levels. Volleyball can be played on a variety of playing surfaces: wood, rubber material, plastic, sand, grass, and even in pools.

Volleyball is considered one of the easiest team sports to modify for individuals of different ages. Even for individuals who have difficulty with strenuous activity, participation is possible if the pace of the game is moderate. Individuals with limited mobility can be successfully accommodated as well.

Participants of the meeting were playing volleyball for a limited time (5 mins per round), in mixed teams (different age groups, genders mixed), with increased number of hits and eased requirements for hitting technique, so all participants, even those who have no experience in playing volleyball and have only basic understanding of the game, were involved and could contribute the team performance.





Participants also tried simplified tennis, where the main goal was to win points by demonstrating the ability to kick tennis ball back according the tennis requirements.





## TIP!

### WHILE ORGANIZING EVENTS ON ADOPTIVE SPORT, PLEASE PAY ATTENTION TO:

#### ▪ ASSESSMENT

Evaluate each participant's present level of certain sport skill for probability of success. Assess previous experience, fitness level, motor functioning, attitude toward his/her disability, and willingness to participate.

#### ▪ SAFETY CONSIDERATIONS

- Present activities according to the participant's physical characteristics, maturity, and capabilities.
- Orthopaedic impairment: be sure that the other participants are aware of this and supportive equipment that they require.
- Asthma: Always have an inhaler in possession or in an area that is easily accessible.
- Diabetes: Monitor diet and insulin, as proper attention of those can allow an individual to participate in intense activities, but be aware that there is a risk of hypoglycaemia (low



blood sugar). Have knowledge on how to administer assistance to an individual in case of an emergency situation.

#### ▪ INSTRUCTIONAL ADAPTATIONS

- Lower net/basket height, but still taller than no player can reach over the top. Smaller/bigger size of the gates (handball, football, hockey, etc.)
- Increase size of teams.
- Increase the number of hits/throws/bouncing allowed.
- Changes in the court size or serving/throwing line.
- Change the size, weight, or softness of the ball.

### **HAVE IN MIND ALSO:**

#### **Sitting volleyball**

Sitting volleyball is a form of volleyball for athletes with a disability. As opposed to standing volleyball, sitting volleyball players must have at least one buttock in contact with the floor during the game.

#### **Adapted basketball**

This sport is a great source of exercise and an excellent group activity. With adaptations can be made to allow all participants to be involved - families and friends can come together.

Baskin – is a great example of inclusive basketball.

#### **Golf**

Adaptive golf can be played standing or sitting. In addition, adaptive golf carts can help stabilize the body while swinging the club. Adaptive golf can teach you how to play golf if you have limb loss, paralysis, problems seeing or hearing, and emotional or cognitive problems.

#### **Paddling**

A canoe or kayak, modified for special positioning and grip, can make it possible to join outings. Canoes, tandem kayaks, and rafts allow people of all abilities to take part in paddling sports together.

#### **Tennis**

Tennis uses adaptive equipment for mobility, such as a wheelchair. Rules get modified based on the type of disability. This allows a stand-up player to compete against or on the same team as a player in a wheelchair.



## Practice III, Castelbuono, Italy



International meeting in Castelbuono, Italy, July 25-28, 2022

Sport day – July 26, 2022

In Castelbuono Consortium decided to use the other methods to make the generations closer. The truth is, that not only common activities, but also the preparation of the activities are valuable and beneficial for creation the bridge between the participants representing the different age groups. This time during the Sport Day all participants together volunteered in preparation for the race “GIRO PODISTICO INTERNAZIONALE DI CASTELBUONO - LA CORSA SU STRADA PIU’ ANTICA D’EUROPA” (International running race of Castelbuono "Race Road more ancient of Europe) organized by the Project partner A.S.D. Gruppo Atletico Polisportivo Castelbuonese.

It is obvious, when older adults are working together with youth, it cultivates a sense of purpose and extends benefits both ways. According the Stanford scholars, such relationships are important for society. They can help ensure that children and teens receive the kind of attention and mentoring they often lack, especially among the most vulnerable populations. These relationships also offer older adults opportunities to learn about new technology and trends, and experience the excitement of seeing the world through a younger perspective.

According to Erik Erikson, one of the first psychologists to describe social development across the lifespan, the final stage of emotional development is experienced around the age of 60 and older. Developing connections with a younger generation can help older adults feel a greater sense of fulfilment. In fact, linking older adults with youth can provide advantages for both groups.

### **IN GENERAL, THE CONSORTIUM PRESUMED:**

- The more time young and old people spend together, the more both parties benefit.
- Children have a warm and infectious energy, which can help to bring so much joy to the elderly. In fact, research shows that connecting youths with seniors can help to boost confidence, increase communication and improve memory.
- Children also benefit from intergenerational relationships. Some may not have grandparents of their own; however, spending time with the elderly amongst the community offers many advantages.
- Seniors can share their wisdom and help children to develop many of their academic skills. Furthermore, seniors are often very patient and make great listeners.
- Occasionally, disconnects between generations can create feelings of misunderstanding or even judgement. Because members of separate generations experience and develop contrasting life circumstances, cultures, belief systems and attitudes, their values and opinions on various social



and political topics may differ as well. By interacting with younger generations, seniors can learn more about the views and beliefs of young people and vice versa, helping to reduce feelings of ageism that can occasionally foster out of a disconnect associated with age gaps. Many seniors are prone to experience ageism, which can lead to reduced opportunities in healthcare, employment and society and have a profound impact on their daily lives. By allowing members of contrasting age groups to connect and form relationships, they may realize they have more in common than they originally thought, thereby reducing feelings of ageism across generations.

## OTHER BENEFITS OF CONNECTING YOUTHS AND SENIORS INCLUDE:

- An opportunity for both young and old to learn new skills.
- An occasion where both seniors and youths can feel motivated and inspired.
- A way to share family history and knowledge about the past.
- An opportunity for the elderly to learn about modern technology.
- An opportunity for seniors to exercise both physically and mentally.
- A sense of purpose for both parties.
- A chance to dismiss any negative opinions or fears of the elderly.
- A way for children to learn how to care for the elderly.
- A new routine which can help to reduce loneliness and depression in the elderly.
- A chance for children who do not have grandparents to enjoy the benefits.







## TIP!

### **AVOID THE AWKWARD SILENCE AND ADD AN ELEMENT OF FUN WITH ONE OR MORE OF THESE ICEBREAKER ACTIVITIES!**

#### **1. Two Truths and a Lie**

Participants list three things about themselves, two are true, and one is a lie. Others must guess which is which.

#### **2. The Envelope Please!**

Group members list 10 facts about themselves on strips of paper and then put them in an envelope. The group leader reads the facts aloud, one by one, as other group members guess the person's identity.

#### **3. People BINGO**

Create bingo cards with a characteristic like "played a varsity sport" or "has at least three siblings" in each square. Everyone mingles and asks each other questions attempting to get a BINGO.

#### **4. The TP Game**

Pass a roll of toilet paper around the room and tell each person to take as much as they need. Then, for each square they took, they must share one fact about themselves.

#### **5. 10 Things in Common**

Divide into partners with instructions to discover 10 things that you have in common.

***There is no "I" in team. But getting everyone to work together takes a lot more than a pep talk. Try one of these team-building exercises to get your group of many to work as one.***

#### **1. Would You Rather...**

The group leader tosses a ball to someone in the group and asks a question such as "Would you rather be an astronaut or a zoo keeper?" After answering the question and explaining why, that person tosses the ball and asks the next question.

#### **2. Tall Tales**

One person starts with "Once upon a time" and tells a small portion of a story. When the group leader buzzes arbitrarily to decide that time is up, the next person must continue the story.

#### **3. Object Stories**

This puts a spin on the Tall Tales game, and requires that each storyteller pulls an object out of a paper bag and quickly incorporates it into the story.

#### **4. Who am I?**

Group members get a nametag for a famous person, real or fictional, placed on their backs. As they mingle, they ask others "yes" or "no" questions, attempting to guess who they are.



## 5. Charades

It's a classic, and it always gets people laughing! You can even add a theme like "Movies," "Songs," or "Books."

### TEAM BUILDING ACTIVITIES:

**1. Don't Wake the Dragon.** Good for all age groups. The participants are villagers in a town under attack by a nasty dragon. To save their village (and themselves), they must line up in order of tallest to shortest ... without talking. Once they've completed the task, they can simultaneously say "Boo!" to scare off the dragon.

**2. Pass the Hula Hoop.** Have participants stand with one holding the Hula Hoop over his or her arm. Have everyone join hands and work together to shimmy, shuffle, and shove the Hula Hoop over their arms, shoulders, and legs to pass it to the partner next to them without breaking the chain.

**3. Blanket Volleyball.** Divide the group into two. Hand out a large sheet to both groups and have each member grab a side of the sheet. Send the ball over to the other team using the sheet to "pop" the ball over the volleyball net. The whole process forces each group to not only work together to send the volleyball back over the net but to also communicate to move in place as a unit.

**4. Animal Farm.** Consider this Old MacDonald with an added team-building component – perfect for a group with younger ones. Each person receives a card with the name of a farm animal on it. To find the rest of their group (e.g., a flock of sheep, herd of cows), they must make the sound of the animal on their card and then assemble into groups based on their animals.

**5. Human Knot.** Have the group stand in a circle. Each person grabs another person's hand across the circle. Repeat with remaining hand. Then the group must work together to unravel the massive human knot. It's a game of humour—and flexibility—that gets the kids giggling yet working hard to find a solution to a problem.

**6. Build a Bridge.** Split group into equal teams. Give each team a bowl of water and a building kit including items like ice cream pop sticks, putty, string, paper clips, etc. Set the timer for 30 minutes and let creative nature ignite as each group works together to build a bridge that spans across the bowl of water. Once 30 minutes is up, each group demonstrates how well their bridge works by adding pebbles one at a time to see whose bridge is the strongest.

**7. Mine Field.** In a large, open room or field, lay out various objects such as tennis balls, soccer balls, bats, and other sporting equipment. Split the group into pairs with one person in each pair blindfolded. The blindfolded person cannot speak. Have the non-blindfolded partner stand outside the mine field. This person will direct the blind folded partner through the mine field using verbal directions. If the blind folded partner steps on a "mine," he or she needs to start over.

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