



# LEGENDS

## THE LEGENDS FACILITATOR'S TOOLKIT

### *1. Facilitation Techniques*



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# 1.1 - Introduction to Facilitation in Intergenerational Settings

## **Intergenerational programs**

consist of planned activities that bring together different age groups and often involve the sharing of skills, knowledge, cultures and experiences between generations.

## **Intergenerational learning**

refers to the exchange of knowledge, skills, and experiences across different generations, promoting mutual understanding and shared learning.

## **Intergenerational activities**

not only enrich the lives and overall well-being of participants, but they are also an important strategy to **challenge ageism**

## **Connecting across generations builds:**

- **stronger communities**
- **reduces loneliness**
- **creates a sense of belonging for everyone**

*“Some people are old at 18 and some are young at 90.  
Time is a concept that humans created.”*

(Yoko Ono)

## 1.2 - Managing Group Dynamics

**Practical aspects:** access to buildings, daily routines, different skills, digital divide...

**Relational aspects:** stereotypes or mutual preconceptions...

It is suggested that groups of different generations have the opportunity to first meet separately before meeting all together.

The first intergenerational group meeting should be **fun** and the facilitator should look for ways to **build interest and engagement**, and support participants in understanding and actively participating in the process.

## 1.3 - Techniques for Engaging Seniors and Youth

- **Build relationships** within each group, whether older or younger, before both groups meet together;
- Select a **neutral location** or perhaps organize something more informal like a snack or a trip to a familiar place;
- **Common topics** for introductory activities could be: hair and beauty, holidays and day trips, funfairs, games, sports, music, cooking and food, gardening, etc;
- Establishing/negotiating some **shared rules** that allow clear agreement from the outset on behavioral boundaries between participants and with the facilitator.

## 1.4 - Handling Challenges in Mixed-Age Groups

- ☐ linguistic and cultural differences;
- ☐ use of complicated language;
- ☐ prejudices and stereotypes;
- ☐ local dynamics/history;
- ☐ conflict with other interests;
- ☐ costs and transportation difficulties;
- ☐ participants resistance;
- ☐ fear of judgment, negative attitudes and mistrust.

The facilitator should be able to transform challenges into added values, shifting **from a vision of generational conflict to one of cooperation and mutual learning**, where differences are seen as complementary skills and opportunities for mutual enrichment.

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# **Activity 1 – Role Play Scenarios**

## 1.5 - Activity: Role-Playing Facilitation Scenarios

Intergenerational role-play facilitation scenarios are designed to bring together young people and seniors, leveraging each other's skills and encouraging the exchange of experiences.

These playful approaches could enhance the promotion of social cohesion, historical memory, and the bridging of generational gaps.

Within the framework of the LEGENDS project, we suggest using two possible types of scenarios: one based on **memory and narrative**, and the other on **digital inclusion**.

## 1.5 - Activity: Role-Playing Facilitation Scenarios

**The Time Capsule:** the group is presented with a fictional scenario in which a time capsule buried in the local community fifty years ago has just been found, containing objects, photographs, and handwritten notes. Older participants play the people who buried it, describing the objects, explaining their significance, and recalling the world as it was. Younger participants play journalists or archivists in the present, asking questions and deciding how to share the findings with the public, whether through a short video, a social media post, or a mock newspaper article. The activity combines storytelling, creative thinking, and digital skills in a way that feels engaging and low-stakes for everyone involved.

# Role Play on «Memory and Narrative»

**The Keepers of Memories:** Older and younger players play time travelers who must recover lost objects from the past (1970s-1980s) to solve a problem in the present. The older players describe the object, while the younger players "use" it in the game mechanics.

OPTION 1: *a group of young people need to agree on how to organize a surprise birthday party for a friend, and the only “technological” tools they can use are the following: typewriter, coin-operated public telephone, cassette tapes and radio. How can they proceed?*

OPTION 2: *a group of students has to do a school research on their city without the possibility of using internet or digital tools, but they have at their disposal: a typewriter, an encyclopedia, a tour guide, and an elderly person who knows everything about the city. How can they proceed?*

# Role Play on «Memory and Narrative»

**Investigators of the Past:** A "mystery" setting where older players play witnesses or neighborhood residents who provide clues based on real historical facts, while younger players play detectives who put the pieces of the puzzle together.

OPTION 1: *a group of young people should discover specific information about a famous event happened in your city; they have to collect the clues created by the elders and answer 5 questions related to the event: where, when, who, what and why?*

OPTION 2: *the group of students must find out who is responsible for defaced the school walls with graffiti; the group of elders know who did it, but can't say it openly, so they create a list of suspects and a series of clues to help the young detectives guess the culprit.*

# Role Play on «Digital Inclusion»

**App Generation:** A modern setting where young people teach older people how to use apps or devices (tablets, smartphones) to solve simulated practical problems (e.g., making a video call, paying a bill online), in a playful context and without fear of making mistakes.

## POSSIBLE SCENARIO:

Divided into pairs, a young person and a senior, in front of the other participants they must simulate hypothetical situations in which the young person teaches something to the older person (making a video call, sending a message with an attachment, taking a selfie, creating a short videoclip, etc.).

Once the scene is finished, the observers are invited to say what went well and what could be improved. If anyone is willing to do it, they can repeat the scene with the suggested improvements.

# Role Play on «Digital Inclusion»

**Cyber-Grandparents & Digital-Grandchildren:** Players must defend a fantasy city from a technological "virus." Young people know how to navigate the internet, while older people have the passwords and strategic knowledge to defeat it.

## POSSIBLE SCENARIO:

Each participant creates its own avatar within the digital city of "Futura", decides its role as citizen, and what its special ability will be (at least one personal quality and one digital skill).

One day, the city is attacked by a mysterious virus that creates havoc, and all the citizens/participants must work together to defeat it.

How can they do it?

## 1.6 - Activity: Designing an Inclusive Workshop Plan

- A. Always define **goals** first
- B. Be aware of the potential **participants**
- C. Choose the most appropriate **activities**
- D. Dedicate time to preparing **tools and materials**
- E. Evaluate the experience and consider **improvements**

# 1.7 - Accessibility and Cultural Sensitivity

## **Age-friendly approach**

create spaces and relationships where every generation feels included.

## **Accessibility**

isn't just about eliminating physical obstacles, it's also about creating a welcoming environment that values diversity, overcoming communication barriers between generations.

## **Cultural sensitivity**

intergenerational and collaborative learning can give particular prominence to marginalized groups, bridging generational and cultural divides, and creating more resilient and inclusive societies

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## **Activity 2 – Inclusive plan design**

# Inclusive Plan Design

Divided into small groups, participants should design an inclusive plan by completing the following table

| Steps         | Role of the facilitator | Role of the participants | Accessibility considerations | Cultural consideration |
|---------------|-------------------------|--------------------------|------------------------------|------------------------|
| GOALS:        |                         |                          |                              |                        |
| PARTICIPANTS: |                         |                          |                              |                        |
| ACTIVITIES:   |                         |                          |                              |                        |
| MATERIALS:    |                         |                          |                              |                        |
| EVALUATION:   |                         |                          |                              |                        |



Thank you very much  
for your attention!



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