



# THE LEGENDS FACILITATOR'S TOOLKIT

## *5. Guided Intergenerational Excursions*



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# Guided Intergenerational Excursions

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# 1. Why Intergenerational Excursions Matter

Guided intergenerational excursions create opportunities for younger and older people to connect through shared experiences. They help reduce social isolation, strengthen relationships and support learning in real-life contexts.

Both groups benefit from this exchange. Older adults share memories, knowledge and life experience, while younger participants contribute curiosity, new perspectives and digital skills.

This creates a balanced learning environment, where both groups feel valued and actively involved. As a result, engagement increases and the experience becomes more meaningful.

 **storytelling, local history, digital tools**

## 2. Engaging Older persons and Youth

Engaging both older adults and young participants requires a balanced approach that takes into account their different needs, motivations and communication styles.

### Working with older adults

- Create a **safe and respectful environment** where the experiences are valued
- Use simple, **step-by-step guidance** when introducing activities or digital tools
- **Allow time** for sharing and avoid rushing conversations

### Working with young participants

- Give them an **active role** (e.g. supporting with digital tools, asking questions)
- Encourage **curiosity and interaction** rather than passive listening
- Provide guidance on **communication, patience and empathy**

## 2. Engaging Older persons and Youth

### Bringing Generations Together

When working with mixed groups, the focus should be on collaboration and shared experiences.

- Work in small **mixed groups** or pairs
- Use activities based on **shared experiences** (e.g. places, stories)
- Encourage **dialogue**, not one-way communication
- Keep activities **simple, interactive and meaningful**

### 3. Common Challenges and Considerations

Intergenerational activities may involve different challenges that affect communication and participation.

#### ! Challenges

##### Communication styles

- Younger participants communicate faster
- Older adults may prefer a slower pace

##### Digital skills gap

- Younger participants are more confident with technology
- Older adults may feel less comfortable

##### Stereotypes

- Young people may underestimate older adults
- Older participants may feel insecure

##### Differences in energy levels

- Younger participants are more confident with technology
- Older adults may feel less comfortable

### 3. Common Challenges and Considerations

Intergenerational activities may involve different challenges that affect communication and participation.



#### Solutions

- Use clear and simple language
- Encourage patience and active listening
- Apply step-by-step, hands-on guidance
- Promote peer learning (young supporting older)
- Create a respectful, non-judgmental environment
- Plan activities with a balanced pace and regular breaks
- Ensure flexibility in scheduling

## 4. How to Design a Guided Intergenerational Excursion

Designing a successful intergenerational excursion involves a sequence of connected stages, from preparation to implementation and follow-up.

While flexibility is important, having a clear structure helps participants feel more comfortable and supports meaningful engagement throughout the experience.



## 4. How to Design a Guided Intergenerational Excursion

### 4.1: Preparation workshop (estimated duration: 2h)

#### 4.1.1. Role-Playing & Interactive Simulations

Here are some examples of activities that allow participants to "test drive" their roles in a safe environment, building empathy and troubleshooting potential communication gaps.

##### A. The "Reverse Interview"

**The Scenario:** A younger participant shares a modern "trend" or a piece of technology they love (e.g., a specific app or a gaming hobby).

**The Goal:** The older adult must practice **active listening** and ask 3 "curiosity questions" about why that thing is meaningful to the youth.

**Outcome:** This establishes that "knowledge holding" goes both ways, creating mutual respect.



## 4. How to Design a Guided Intergenerational Excursion

### 4.1.1. Role-Playing & Interactive Simulations

**B. The "Walking Pace" Exercise** - A physical role-play to address mobility and patience.

**The Activity:** Have participants walk across the room in pairs. One person is told to walk at their "hurry" pace, while the other is told to walk at a "leisurely observation" pace.

**The Goal:** Halfway through, they must find a synchronized middle ground.

**Discussion Point:** Discuss the importance of non-verbal cues, how we signal when we need a break or when we're ready to move on?



## 4. How to Design a Guided Intergenerational Excursion

### 4.1.2: Creative Icebreakers & Connection Tools

Next step is to create a bond between the Storyteller and the Listener. Here are some examples of activities:



#### A. Object of Interest

Everyone brings one small physical item to the workshop.

- **Activity:** In pairs, participants have 3 minutes to tell the "biography" of that object.
- **Why it works:** It's a "warm-up" for the storytelling that will happen during the actual excursion.



#### B. The "Expectation Map"

Use a large poster board or digital whiteboard.

- **Activity:** Everyone writes one thing they are excited about and one thing they are nervous about on sticky notes.
- **Why it works:** It normalizes the fact that both generations might feel a bit awkward, which instantly reduces tension.



#### C. "Language Exchange" Table

Create a simple two-column table on a flipchart.

- **Activity:** Older adults list "vintage" slang or terms from their era; younger participants list modern "Gen Z/Alpha" slang.
- **Why it works:** It uses humor to bridge the generational gap and creates a shared "secret language" for the trip.

## 4.2: Structure the Excursion (estim. Dur.: approx. 2h)



A clear but flexible structure helps participants feel comfortable and supports a smooth flow of activities.

While each excursion can be adapted to the context, following a simple sequence helps facilitators guide the experience and maintain engagement.

## 4.2: Structure the Excursion (estim. Dur.: approx. 2h)



### *4.2.1: Welcome & Icebreaker (10–15 min)*

Begin with a short introduction and simple activities that help participants get to know each other. This reduces hesitation and creates a relaxed atmosphere.



### *4.2.2: Exploration (20–30 min)*

Participants explore the location together, observing their surroundings and sharing initial impressions.

Facilitators can support discussion with simple questions, such as:

- What do you remember about this place?
- How has it changed over time?
- What does it mean to you today?

## 4.2: Structure the Excursion (estim. Dur.: approx. 2h)



### *4.2.3: Story sharing (30 min)*

Participants exchange memories and experiences through open conversation.

Encourage natural dialogue rather than structured interviews.



### *4.2.4: Joint activity (30–40 min)*

Participants work in small mixed groups to document their experience through:

- photos
- audio recordings
- short notes

**Activities should remain simple and accessible for everyone.**

## 4.2: Structure the Excursion (estim. Dur.: approx. 2h)

### 4.2.5: Reflection (15–20 min)

End the excursion with a short reflection session.

Participants can share:

- what they learned
- what surprised them
- how they felt during the activity

**This helps consolidate learning and strengthens the shared experience.**



👉 **You can highlight:**

- “not rigid structure → flexible”
- “conversation > interview”
- “simple tools, not complex tech”

## 4.3: Follow-up Activities

The experience of the excursion can be extended through simple follow-up activities.

Participants can revisit the material they created (photos, recordings, notes) and transform it into basic digital outputs, such as:

-  short videos
-  photo stories
-  audio clips

These outputs can be shared within the group or, where appropriate, with a wider audience.

👉 The focus should remain on reflection and collaboration, not on technical complexity. So:

- “this is where learning continues”
- “not about perfect editing → about meaning”

## 5. Tools for documenting

Use simple, accessible tools that participants already know or can learn quickly.



**Smartphone Camera:** Take photos of places, objects or details or record short videos (30–60 seconds)



**Voice Recorder (built-in or apps):** Record personal stories or short interviews *Less intimidating than video and easy to use*



**Photo + Story Combination:** Take a photo and add a short explanation (spoken or written)



**Short Video Clips:** Capture a memory or reaction on the spot



**Story Mapping Tools (e.g. StoryMapJS):** Combine photos, text and locations on a digital map

## 6. Examples of Guided Intergenerational Excursions

The following examples illustrate different ways guided excursions can be designed. Facilitators can adapt them based on the context, group size and participants' interests.

### 1. Memory Walk: “Then and Now”

Participants visit a familiar neighborhood or street and explore how it has changed over time.

- Older adults share memories of how the place used to be
- Younger participants compare these with the present
- Photos are taken to capture “then vs now” perspectives

### 2. Story Circles in Place

At specific stops during the excursion, participants form small groups and share short stories connected to the location.

- Each person is invited to contribute (if they wish)
- Stories can be about daily life, traditions or personal experiences

## 6. Examples of Guided Intergenerational Excursions

### 3. Digital Story Hunt

Participants work in mixed groups to “collect” stories using simple digital tools.

- Record short audio clips
- Take photos of meaningful places
- Capture keywords or short reflections

### 4. “A Place Through My Eyes”

Each participant chooses one place and explains why it is meaningful to them.

- Older adults may focus on memories
- Younger participants may focus on present-day use or feelings

### 5. Role-Reversal Excursion

Younger participants temporarily take the role of “guides,” while older adults act as “experts.”

- Young participants guide the route
- Older adults enrich the experience with stories and context

## 6. Examples of Guided Intergenerational Excursions

### 6. Mini-Interviews on the Move

Participants work in pairs (young and older) and conduct short, informal interviews.

Example questions:

- “What was this place like when you were younger?”
- “What is your strongest memory here?”

### 7. Photo Voice Activity

Participants take photos that represent memories, changes, and emotions. Afterwards, they explain their choices.

### 8. Mapping Stories

Participants collectively map the places visited.

- Use paper maps or simple digital tools (e.g. StoryMapJS)
- Add short descriptions or stories to each location

## 7. Accessibility and Inclusion

Accessibility and inclusion are essential for ensuring that all participants can engage meaningfully in intergenerational activities.

Facilitators should consider participants' needs in terms of physical comfort, communication and digital skills.

### To support participation:

- Use clear materials, simple language and large fonts
- Ensure a safe, comfortable and well-lit environment
- Minimise distractions and support easy movement

Providing technical and human support is equally important. Allow time for participants to become familiar with tools and ensure that everyone has access to assistance.

👉 Often, a supportive person is more effective than any tool.

## 8. Safety and Ethics

When working with personal stories and digital tools, it is important to ensure that all activities are safe, respectful and ethically responsible.

Facilitators should create an environment where participants feel secure, informed and comfortable to engage.

### Consent

- Always ask permission before taking photos, audio or video
- Ensure participants understand what they agree to
- Participation must always be voluntary

### Privacy

- Explain how content will be used and shared
- Use clear and simple language
- Handle personal stories with care

## 8. Safety and Ethics

### Safeguarding

- Ensure a safe and appropriate environment for all participants
- Follow organisational guidelines
- Maintain supervision and clear expectations

### No Pressure

- Participants share only what they feel comfortable with
- Avoid forcing participation
- Respect different levels of engagement

 A supportive and respectful atmosphere builds trust and encourages authentic participation.

- “especially important when working with minors”
- “stories = sensitive content”
- “trust is the foundation of the activity”



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for your attention!



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