

Green Generations Teachers' Training Package



Module 2: Teaching principles in Intergenerational Learning



Partners

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1. Focus area and learning outcomes of the module

This module aims to provide teachers with a comprehensive understanding of the key principles and pedagogical approaches of intergenerational learning and their application in the context of school education. The module equips teachers with the necessary knowledge, skills, and strategies to effectively engage students in intergenerational practices, foster intergenerational dialogue, and inspire actions for a sustainable future. It provides a combination of theoretical and practical activities, exploring the principles of the main pedagogical approaches in education and enabling learners to develop their own intergenerational projects.

This module ensures that teachers can address various cognitive levels while designing learning experiences that promote critical thinking, problem-solving, and active participation among their students.

Learning outcomes

Upon completion of this unit, it is expected that the learner will be able to:

- 1) explore the different pedagogical principles and approaches to intergenerational learning
- 2) recognize the learning experiences that foster critical thinking and problem-solving skills
- 3) apply instructional strategies that encourage active participation, collaboration, and reflection among students
- 4) relate to intergenerational learning and promote empathy, understanding, and respect between each generations



5) propose and apply diverse pedagogical approaches and educational resources to enhance students' knowledge, awareness, and engagement through intergenerational school projects.

2. Key elements of the module

This part presents the main activities that have been developed and presented in-depth in the following section of this module. For reasons of simplicity, the activities are first summarized in the following list:

1. Introduction to specific principles and pedagogies that underline intergenerational learning
2. Participatory learning and its advantages for intergenerational learning
3. Project-based learning as an effective approach in intergenerational learning
4. Cooperative learning in intergenerational learning
5. Cooperative Learning for Intergenerational Practice in Schools

Total duration: 10 hours (including theory and all activities).

3. Theoretical presentation of the learning concepts

Collaborative learning emphasizes group work and shared understanding among participants. Bringing participants together in different project phases enhances teamwork, communication, and the exchange of diverse perspectives in the context of intergenerational learning.

Cooperative learning in intergenerational settings is grounded in the principle that individuals from different generations can learn from each other through collaborative efforts, fostering mutual respect and understanding.

Experimental learning is grounded in the principle that individuals learn best through direct experience, exploration, and reflection on those experiences. It focuses on developing problem-solving skills by applying theoretical knowledge in practical, real-world situations.



Participatory learning is based on the principle that active involvement and collaboration empower participants to take ownership of their learning process. Emphasizes on group activities, discussions, and collaborative projects.

Project-based learning actively involves participants in real-world projects to cultivate problem-solving skills and practical knowledge. Participants engage in hands-on solutions, promoting critical thinking and the application of theoretical knowledge within the experiential learning framework.

4. Module presentation

4.1. Exploring Intergenerational Learning in the Classroom

Intergenerational learning is a dynamic and inclusive approach that brings together individuals from different age groups, in order to engage in shared learning experiences in different settings. By harnessing the diverse life experiences, perspectives, and different forms of intelligence of learners from various generations, this educational approach fosters mutual understanding, empathy, and a rich exchange of soft skills. In this exploration of intergenerational learning, we will delve into its principles, pedagogies, and practical applications.



Activity 1: Specific principles and pedagogies that underline intergenerational learning

Intergenerational learning in the classroom is enriched by the principles of collaboration, experiential learning, storytelling, Socratic questioning, and reflection. These pedagogical approaches promote meaningful interactions, mutual understanding, and the exchange of knowledge among individuals of different generations, creating a dynamic and enriching learning environment.

The following are some key elements along with exercises for reflection:



Collaborative Learning:

- Pedagogy: collaborative learning emphasizes peer interaction and cooperative group work.
- Principle: encourage learners of different ages to work together on projects, assignments, or discussions.
- Theoretical Background: social Constructivism, where learners construct knowledge through interaction with others, supports collaborative learning.

Exercise for Reflection: Reflect on a past experience where you worked with someone from a different generation. What did you learn from that interaction, and how did it enhance your understanding of a topic or concept?

Experiential Learning:

- Pedagogy: experiential learning involves hands-on experiences and reflection on those experiences.
- Principle: create opportunities for learners to engage in real-world activities, such as community service or projects that connect different generations.
- Theoretical Background: David Kolb's Experiential Learning Cycle emphasizes the importance of reflection in learning.

Exercise for Reflection: Describe a hands-on learning experience that you believe would be beneficial for both younger and older participants. How might this experience promote intergenerational understanding and learning?

Storytelling and Narrative Learning:

- Pedagogy: storytelling is a powerful way to convey experiences, values, and knowledge.
- Principle: encourage participants to share their life stories, experiences, and narratives, creating a rich tapestry of perspectives.



- Theoretical Background: narrative Pedagogy, which emphasizes the use of stories to engage learners, can inform this approach.

Exercise for Reflection: Share a personal story or memory from your life that you think could inspire or educate others. How might storytelling be integrated into intergenerational learning to promote empathy and understanding?

Socratic Questioning:

- Pedagogy: socratic questioning encourages critical thinking and inquiry-based learning.
- Principle: use open-ended questions to stimulate discussion and exploration of topics that are meaningful to participants of different generations.
- Theoretical Background: the Socratic Method, rooted in the philosophy of Socrates, promotes questioning as a way to provoke deep thought and dialogue.

Exercise for Reflection: Formulate a series of open-ended questions related to a topic of interest that could be used to facilitate a discussion between individuals from different age groups. How might these questions encourage reflection and deeper understanding?

Reflection and Dialogue Circles:

- Pedagogy: reflection and dialogue circles provide a structured space for sharing and reflection.
- Principle: organize regular circles where participants take turns sharing their thoughts, experiences, and perspectives on various topics.
- Theoretical Background: restorative practices, including circles, can be adapted to foster meaningful dialogue and connection.



Exercise for Reflection: Imagine leading a reflection and dialogue circle with intergenerational participants. What ground rules and prompts would you establish to create a safe and respectful space for sharing?



Activity 2: Principles of Participatory Learning and its applications for intergenerational learning

Intergenerational learning often benefits from participatory approaches where learners actively engage in discussions, activities, and decision-making processes. Both younger and older participants can contribute their perspectives and ideas, making learning more interactive and inclusive.

The reflection activity is designed to help teachers explore and brainstorm how participatory learning can be effectively implemented through intergenerational learning in schools. It encourages teachers to consider strategies, challenges, and collaborative opportunities.

What is participatory learning?

Participatory learning is an approach that emphasizes active engagement, collaboration, and shared decision-making among learners. The principles of participatory learning include:

1. **Active Engagement:** learners are actively involved in the learning process, participating in discussions, activities, and problem-solving.
2. **Collaboration:** learners work together in groups, sharing ideas, and collaborating on projects, fostering a sense of community.
3. **Shared Decision-Making:** learners have a say in what and how they learn, allowing them to take ownership of their education.
4. **Relevance:** learning is relevant to learners' lives and interests, making it more engaging and meaningful.



5. **Reflection:** learners reflect on their experiences and learning, promoting deeper understanding.
6. **Inclusivity:** all learners, regardless of age, background, or experience, have the opportunity to participate and contribute.

Characteristics of Participatory Learning:

- **Interactive:** learners engage in discussions, activities, and projects that require active participation.
- **Student-Centered:** the focus is on the learners, their interests, and their needs.
- **Collaborative:** learners work together, learning from each other's experiences and perspectives.
- **Empowering:** participatory learning empowers learners to take control of their education.

Advantages of Participatory Learning:

- Promotes active engagement and critical thinking.
- Enhances social and communication skills.
- Fosters a sense of ownership and motivation for learning.
- Encourages creativity and problem-solving.
- Facilitates deeper understanding of concepts.
- Builds a sense of community and inclusivity.

Disadvantages of Participatory Learning:

- Can be time-consuming, requiring careful planning and facilitation.
- May not suit all learning objectives or content.



- Requires skilled facilitators to ensure productive group dynamics.
- May be challenging to implement in large classes or with diverse learner backgrounds.

Advantages of participatory learning for intergenerational learning

Intergenerational learning can benefit from participatory principles by creating a dynamic and inclusive environment where people of different ages actively engage with each other. It promotes mutual respect and understanding while allowing both younger and older participants to contribute their knowledge and experiences.

Students can gain a wide range of valuable benefits from participatory learning through intergenerational learning experiences. Here are some of the key skills that students can develop:

1. **Empathy and Understanding:** participatory intergenerational learning allows students to interact with older adults from different backgrounds and life experiences. This exposure fosters empathy and a deeper understanding of the challenges, perspectives, and values of older generations.
2. **Enhanced Communication Skills:** students have the opportunity to practice active listening, effective communication, and respectful dialogue when engaging with older adults. They learn to articulate their thoughts clearly and engage in meaningful conversations.
3. **Critical Thinking:** through discussions and collaborative activities, students are encouraged to think critically and analyze different viewpoints and experiences. This promotes critical thinking skills and the ability to evaluate information from diverse sources.
4. **Problem-Solving:** working on intergenerational projects or activities often involves solving real-world problems or addressing community issues. Students learn to brainstorm solutions, make decisions collectively, and implement action plans.



5. **Cultural Awareness:** intergenerational learning exposes students to different cultural perspectives, traditions, and historical contexts. They gain a deeper appreciation for cultural diversity and the impact of historical events on society.
6. **Personal Growth:** interacting with older adults can help students develop a sense of personal identity and self-awareness. They may gain insights into their own values, aspirations, and life goals.
7. **Leadership and Collaboration:** participatory learning encourages students to take on leadership roles, work in teams, and collaborate with individuals from different generations. These experiences enhance leadership and teamwork skills.
8. **Increased Confidence:** as students engage in meaningful conversations and collaborate on projects with older adults, they often gain confidence in their abilities to communicate, contribute, and make a positive impact on their community.
9. **Respect and Tolerance:** interacting with older generations teaches students the importance of respecting diverse perspectives and fostering tolerance. They learn to appreciate the wisdom and experiences of older individuals.
10. **Long-Term Relationships:** through intergenerational learning, students have the opportunity to form lasting relationships with older adults. These connections can provide mentorship, guidance, and a support network throughout their lives.
11. **Real-World Relevance:** participatory intergenerational learning often focuses on real-world issues and challenges. Students can see the practical application of their knowledge and skills, making learning more meaningful.
12. **Sense of Community:** engaging with older generations in a learning context helps students feel more connected to their community and society as a whole. It promotes a sense of belonging and responsibility toward others.



Overall, participatory learning through intergenerational experiences not only enriches students' educational journeys but also prepares them for a more interconnected and empathetic society. It equips them with a wide range of skills and perspectives that are valuable both in their academic pursuits and in their personal and professional lives.

Reflection activity: Exploring Intergenerational Participatory Learning (individual/group setting) – 10 minutes

Reflect individually on the following questions:

- What does participatory learning mean to you?
- How do you envision intergenerational learning taking place in your classroom or school?
- What are the potential benefits and challenges of implementing such an approach?



Activity 3: Project-based learning and its implications for intergenerational learning

Intergenerational projects can be designed to encourage collaborative problem-solving, creativity, and critical thinking. Students and older adults can work together on projects that address real-world issues or community needs, fostering a sense of purpose and shared achievement.

Principles of Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that emphasizes learning through hands-on, real-world projects. Its principles include:

1. **Authentic Projects:** projects are designed to address real-world issues or challenges, making learning relevant and meaningful.



2. **Inquiry and Exploration:** students inquire, research, and explore topics independently or collaboratively, fostering curiosity and critical thinking.
3. **Problem-Solving:** projects often involve complex problems that require students to analyze, synthesize, and apply knowledge and skills.
4. **Student Autonomy:** students have a degree of autonomy in selecting project topics, setting goals, and determining how to approach the project.
5. **Collaboration:** PBL encourages teamwork, communication, and collaboration among students and often involves interaction with experts or mentors.
6. **Presentation and Reflection:** students present their project findings to an audience and reflect on their learning process and outcomes.

Characteristics of Project-Based Learning:

- **Project-Centered:** learning revolves around the completion of a project, which serves as the primary vehicle for learning.
- **Student-Driven:** students take ownership of their learning, making decisions about project direction and goals.
- **Inquiry-Based:** PBL promotes inquiry, research, and investigation to solve real problems.
- **Interdisciplinary:** projects often span multiple subject areas, encouraging holistic learning.
- **Assessment through Authentic Tasks:** assessment is based on students' ability to apply knowledge and skills in real-world contexts.

Advantages of Project-Based Learning:

- Promotes critical thinking, problem-solving, and creativity.
- Enhances student engagement and motivation.



- Develops collaboration and communication skills.
- Encourages deep understanding of concepts.
- Prepares students for real-world challenges.
- Fosters a sense of ownership and responsibility for learning.

Disadvantages of Project-Based Learning:

- Requires careful planning and time management.
- May be challenging to assess and grade consistently.
- Can be resource-intensive in terms of materials and technology.
- May require additional teacher training and support.
- Not all topics or learning objectives are suitable for PBL.

What are the advantages of adapting PBL for Intergenerational Learning?

Project-Based Learning can be adapted effectively for intergenerational learning by designing projects that involve both younger students and older adults. The focus should be on collaborative, real-world projects that allow generations to learn from each other's expertise and experiences.

More concretely, the implications of adapting (PBL) for intergenerational learning include the following:

1. **Collaborative Learning Opportunities:** PBL provides a platform for younger students and older adults to collaborate on projects that draw on their unique strengths and perspectives. Collaborative projects can involve problem-solving, research, or creative endeavors that require input and contributions from both generations. This collaboration encourages mutual learning and helps bridge generation gaps.



2. **Shared Expertise:** PBL projects in intergenerational settings can tap into the expertise and experiences of older adults. For example, if the project revolves around community improvement, older adults may have historical knowledge about the community's development, which can be invaluable. Younger students can bring fresh ideas and technological skills to the table. This sharing of expertise enriches the learning experience for all participants.
3. **Real-World Relevance:** Intergenerational PBL projects often have a real-world focus. This means that the issues being addressed are directly connected to the local community or society. This not only makes learning more meaningful but also allows both generations to understand the practical implications of their efforts.
4. **Preservation of Cultural Knowledge:** PBL projects can be designed to capture and preserve cultural knowledge, traditions, and oral histories. Older adults can serve as repositories of cultural wisdom, and students can take on the role of preserving and sharing this knowledge through projects. This helps ensure that cultural heritage is passed down to younger generations.
5. **Enhanced Communication Skills:** Intergenerational PBL projects require effective communication and collaboration. Younger students learn to communicate with respect and empathy when working with older adults, while older adults may improve their digital and communication skills through interaction with younger generations.
6. **Empathy and Understanding:** Collaborating on real-world projects fosters empathy and understanding between generations. As both groups work together to solve problems or achieve goals, they gain insight into each other's perspectives, values, and challenges. This promotes greater mutual respect and reduces stereotypes or biases.
7. **Community Building:** PBL projects often involve interactions with the broader community, such as conducting surveys, interviews, or outreach. This community engagement can lead to the development of strong



intergenerational community ties, where students and older adults work together to address community needs and build a sense of belonging.

8. **Life Skills Development:** Intergenerational PBL projects can contribute to the development of life skills in students, such as leadership, teamwork, project management, and problem-solving. Older adults may also mentor and guide students in these areas based on their own life experiences.
9. **Long-Term Relationships:** PBL projects may lead to lasting relationships between younger students and older adults. These connections can extend beyond the project's duration and provide ongoing support, mentorship, and learning opportunities.
10. **Personal Growth:** Both younger students and older adults can experience personal growth through intergenerational PBL. Younger students may gain a deeper appreciation for the wisdom of older generations, while older adults may find renewed purpose and fulfillment in contributing to the education and development of younger individuals.

In summary, adapting Project-Based Learning to intergenerational contexts creates a rich and dynamic learning environment where generations collaborate on meaningful projects that benefit their community and promote mutual learning and understanding. It leverages the strengths of each generation and has the potential to create lasting positive impacts on individuals and communities alike.

Good practice: Intergenerational Sustainable Garden Project

Read the following example of an intergenerational project-based learning initiative and reflect its implication/adaptation in your teaching practices.

In this project-based learning (PBL) initiative, a primary school partnered with a local retirement community to create a sustainable garden on the school grounds. The project aimed to foster intergenerational connections while teaching students about environmental sustainability and gardening.



Teachers collaborated with the retirement community's residents to plan the garden project. They discussed project goals, roles, and responsibilities. At the same time, students, guided by teachers and older adults, researched sustainable gardening practices and created a garden design that considered the needs and preferences of both generations. Students and older adults worked together to plant and maintain the garden. This included planting vegetables, flowers, and herbs, as well as implementing sustainable watering and composting practices. Throughout the project, students and older adults had opportunities to interact, share stories, and build relationships. They also documented their experiences and reflections. At the end of the project, the garden yielded produce that was shared between the school and retirement community. A celebration event brought both generations together to enjoy the fruits of their labor.

Reflective Questions:

1. How did the project impact intergenerational relationships within the school and retirement community? Is it possible to design a similar activity in your school?
 - Do you consider that students and older adults can develop mutual understanding and respect?
2. Is it applicable for students to learn about environmental sustainability and gardening through such initiatives?
 - Is it possible for different generations to develop a sense of responsibility toward the environment through such projects?
3. What opportunities for ongoing intergenerational connections and learning can be created as a result of such projects?
 - How can the school engage with the retirement community and build upon this initiative?



- Are there other intergenerational projects that could be explored in the future?

This reflective approach allows teachers and schools to assess the impact and implications of intergenerational PBL projects, learn from their experiences, and identify opportunities for further growth and development in their educational practices



Activity 4: Embracing Cooperative Learning for Intergenerational Education

What is cooperative learning and its principles?

Cooperative learning is an instructional strategy that emphasizes collaborative group work and active participation. The principles of cooperative learning include:

1. **Positive Interdependence:** group members rely on each other to achieve common goals, fostering a sense of teamwork.
2. **Individual Accountability:** each student is responsible for their own learning and contributes to the group's success.
3. **Face-to-Face Interaction:** group members engage in open communication and discussion, promoting social interaction.
4. **Interpersonal Skills:** cooperative learning develops interpersonal skills such as communication, conflict resolution, and leadership.
5. **Group Processing:** groups periodically reflect on their teamwork, problem-solving, and decision-making processes to improve collaboration.

Characteristics of Cooperative Learning:

- **Collaborative Groups:** students work in small groups to complete tasks or projects.



- **Structured Tasks:** assignments are designed to require collaboration, with specific roles and responsibilities.
- **Active Participation:** all group members are actively involved in learning and contribute to the group's success.
- **Teacher Facilitation:** the teacher guides group processes, provides support, and ensures accountability.
- **Assessment of Individual and Group Performance:** evaluation considers both individual and group contributions.

What are the advantages and disadvantages of cooperative learning?

Advantages of Cooperative Learning:

- Enhances critical thinking, problem-solving, and decision-making skills.
- Promotes communication and teamwork abilities.
- Fosters positive relationships among students.
- Encourages active engagement and motivation.
- Supports diverse learners and accommodates different skill levels.
- Builds a sense of responsibility for one's own learning and the group's success.

Disadvantages of Cooperative Learning:

- May require more time for group work compared to traditional instruction.
- Can be challenging to manage groups effectively and ensure equitable participation.
- Potential for conflicts or unequal contributions within groups.
- Individual accountability may be difficult to assess.



- May not suit all learning objectives or content areas.

Implications of Cooperative Learning for Intergenerational Learning

Cooperative learning can be adapted effectively for intergenerational learning by creating collaborative group experiences that involve both younger and older participants. The focus should be on shared learning goals, positive interdependence, and active engagement, with the aim of promoting mutual understanding and knowledge exchange between generations.

The implications of adapting cooperative learning for intergenerational learning include:

1. **Shared Learning Goals:** in intergenerational cooperative learning, participants from different age groups collaborate to achieve shared learning objectives. This approach encourages generations to work together toward common educational goals. For example, younger students and older adults might jointly explore topics like local history, environmental conservation, or technology literacy. This shared focus promotes mutual understanding and reinforces the idea that learning is a lifelong journey.
2. **Positive Interdependence:** cooperative learning emphasizes positive interdependence, where the success of one individual is linked to the success of the entire group. In an intergenerational context, this principle encourages participants to support each other's learning and development. Younger students and older adults can collaborate on tasks and projects, leveraging their respective strengths and experiences. This fosters a sense of belonging and teamwork across generations.
3. **Active Engagement:** cooperative learning encourages all participants to be actively engaged in the learning process. In intergenerational settings, this means that older adults are not passive recipients of knowledge but active contributors to the learning experience. They can share their wisdom, stories, and life experiences, which enriches the educational process for younger



generations. This active engagement creates a more dynamic and participatory learning environment.

4. **Social Interaction and Relationship Building:** intergenerational cooperative learning promotes social interaction and relationship building between younger and older participants. As they work together on collaborative tasks, participants have opportunities to engage in open communication, share personal stories, and build meaningful connections. These connections extend beyond the classroom or learning setting, fostering a sense of community and mutual respect.
5. **Knowledge Exchange:** one of the primary goals of intergenerational learning is knowledge exchange. Cooperative learning provides a structured framework for this exchange to occur. Younger participants can learn from the wisdom and experiences of older adults, while older adults can benefit from the fresh perspectives and insights of younger generations. This bidirectional knowledge exchange enriches the educational experience for all involved.
6. **Effective Teacher Facilitation:** in intergenerational cooperative learning, teachers or facilitators play a crucial role in guiding the collaborative process. They can create a safe and inclusive learning environment, set clear learning objectives, and provide support as needed. Effective facilitation ensures that both younger and older participants have equal opportunities to contribute and learn from each other.
7. **Applicability Across Educational Settings:** cooperative learning principles are adaptable to various educational settings, including formal classrooms, community programs, and online learning platforms. This flexibility allows intergenerational cooperative learning to be implemented in diverse contexts, such as schools, community centers, retirement communities, and family settings.
8. **Promotion of Lifelong Learning:** intergenerational cooperative learning reinforces the idea that learning is a lifelong endeavor. Older adults serve as



role models for younger generations by demonstrating a commitment to continued learning and personal growth. This can inspire younger participants to adopt a lifelong learning mindset, fostering a culture of curiosity and self-improvement.

In summary, cooperative learning principles provide a robust framework for creating meaningful intergenerational learning experiences that promote mutual understanding, knowledge exchange, and positive relationships between younger and older participants. This approach not only enhances educational outcomes but also contributes to building stronger, more connected communities across generations.

Reflection Session

This reflection session allows participants to internalize the implications of cooperative learning in intergenerational settings, fostering a deeper understanding of the potential benefits and transformative power of collaborative learning across generations.

- **Reflect on the following questions:**

1. How can the concept of shared learning goals benefit both younger and older participants in intergenerational cooperative learning? Reflect on specific examples.
2. In what ways does positive interdependence foster a sense of belonging and teamwork across generations? Share any personal experiences or insights you may have.

How does active engagement contribute to a dynamic and participatory learning environment in intergenerational settings? Think about the impact of active participation from both generations.



Activity 5: Embracing Cooperative Learning for Intergenerational Education Integrating Pedagogies for Intergenerational Projects in Schools

Step 1: Recall aligned principles of intergenerational learning

It is worth noting that the presented earlier teaching principles are not mutually exclusive, and educators often combine elements from different approaches to creating a more effective and engaging learning environment.

Based on this, intergenerational learning refers to the process of knowledge and experience exchange between different generations. While there is no fixed set of principles exclusively associated with intergenerational learning, the following principles are commonly aligned with this approach:

- *Mutual Respect and Valuing of Differences:* intergenerational learning promotes respect and appreciation for individuals from different age groups. It recognizes the unique perspectives, experiences, and knowledge that each generation brings to the learning environment.
- *Reciprocity and Exchange:* intergenerational learning emphasizes a two-way exchange of knowledge and experiences between generations. It recognizes that both older and younger individuals have valuable insights to share and can learn from each other.
- *Collaborative Learning:* intergenerational learning fosters collaboration and cooperation among individuals from different age groups. It encourages intergenerational teams or groups to work together on projects, activities, or discussions, promoting the sharing of diverse viewpoints and experiences.
- *Mentoring and Role Modeling:* intergenerational learning often involves mentorship relationships, where older individuals serve as mentors or guides for younger ones. Mentors provide guidance, support, and knowledge transfer, while mentees gain valuable insights and learn from the experiences of older generations.



- *Active Engagement and Participation:* intergenerational learning promotes active engagement and participation from all participants. It encourages open dialogue, group discussions, and interactive activities that facilitate the sharing of knowledge, experiences, and perspectives.
- *Contextualization and Application:* intergenerational learning aims to connect knowledge and experiences across different generations to real-life contexts. It emphasizes the application of learning to practical situations, enabling participants to see the relevance and value of intergenerational knowledge exchange.
- *Empathy and Understanding:* intergenerational learning fosters empathy and understanding between generations. It encourages participants to develop an appreciation for the historical, social, and cultural contexts that shape different generations' perspectives and experiences.
- *Lifelong Learning:* intergenerational learning promotes a lifelong learning mindset. It recognizes that learning occurs throughout one's lifespan and encourages individuals of all ages to continue learning from and with each other.

It is important to note that the principles of intergenerational learning can be implemented in various educational settings, such as schools, community centers, or family environments. The approach recognizes the value of intergenerational connections and the benefits of knowledge sharing and collaboration across age groups.

Step 2: Discuss the teaching principles and their implications for intergenerational learning

- Discuss how traditional pedagogy can be incorporated into intergenerational projects through guided lectures and structured activities.
- Explain how participatory learning principles can be applied in intergenerational projects by involving participants in project planning, decision-making, and evaluation.



- Discuss how project-based learning can serve as the foundation for intergenerational projects, allowing participants of different ages to collaborate on meaningful, hands-on projects.
- Highlight its applicability in intergenerational projects by promoting collaboration, active communication, and the exchange of skills and knowledge among participants.
- Explain how vicarious learning can be integrated into intergenerational projects by encouraging participants to share their life experiences, skills, and stories, fostering empathy and understanding among generations.

Step 3: Integrating Principles for Intergenerational Projects

- Emphasize that each of these pedagogies has unique strengths.
- Discuss the importance of integrating these principles to create a comprehensive intergenerational learning experience.

Step 4: Ideas for Intergenerational Projects

- Present ideas for intergenerational projects that incorporate principles from each pedagogy such as:
 1. A community oral history project where students, parents, and grandparents collaborate to collect and share personal stories.
 2. A gardening project where participants of all ages work together to plan, plant, and maintain a school garden, combining hands-on learning with cooperative efforts.
 3. A technology mentorship program where older generations teach younger students digital literacy skills while younger generations help with technology setup and maintenance.
 4. A school-wide environmental sustainability project that involves students, teachers, parents, and local seniors, focusing on cooperative efforts to reduce environmental impact.



Step 5: Brainstorming

- Suggest additional project ideas that incorporate multiple pedagogical principles that can be implemented in your school.

Make an action plan of how intergenerational activities can be implemented in your teaching practices.

Total duration of the module: 10 hours			
Setting		Physical environment Virtual setting (e.g. Zoom, Google meet) and online collaborative spaces (e.g., Jamboard, Miro, Mural)	
Outcomes (4-5 major ones)	1) explore the different pedagogical principles and approaches to intergenerational learning 2) recognize the learning experiences that foster critical thinking and problem-solving skills 3) apply instructional strategies that encourage active participation, collaboration, and reflection among students 4) relate to intergenerational learning and promote empathy, understanding, and respect between each generations 5) propose and apply diverse pedagogical approaches and educational resources to enhance students' knowledge, awareness, and engagement through intergenerational school projects.		
Contents	<ul style="list-style-type: none">• Specific principles and pedagogies that underline intergenerational learning• Principles of participatory learning	Duration	Duration for each activity 1. 40 minutes 2. 60 minutes 3. 40 minutes 4. 60 minutes



	<ul style="list-style-type: none">• Project-based learning• Cooperative Learning for IR• Intergenerational Education Integrating Pedagogies for Intergenerational Projects in Schools		5. 40 minutes
Activities description (step by step)¹	<ul style="list-style-type: none">• Exploring collaborative, experimental, storytelling & narrative learning• Participatory learning: reflection activity• PBL through IR• Embracing cooperative learning for intergenerational education	Type of activity	<ul style="list-style-type: none">• Reflective learning• Cooperative learning• Brainstorming and co-design activity• Project-based learning• Brainstorming and co-design activity
Materials/ Supplies		markers, pencils, flipcharts, notebooks, handouts, access to Internet, etc.	

5. Methodology used within the module

The methodologies used within this module are connected to pedagogical principles and methodologies and particularly skills that participants need, when cooperating in an intergenerational setting.

- Project-based learning as developing hands-on solutions to real-world problems fostering problem-solving skills and practical knowledge.
- Collaborative learning emphasizing group work and shared understanding among participants.
- Experimental learning engaging participants in experiments, projects, or interactive experiences to reinforce concepts

¹ The detailed steps for each activity are presented in the worksheets.



- Participatory learning involving active involvement and collaboration empower participants to take ownership of their learning process
- Storytelling using stories to communicate experiences, values, and lessons.
- Cooperative learning promoting a positive and collaborative learning environment, breaking down generational barriers and fostering a sense of shared learning and accomplishment.

6. Case studies and Lessons Learnt

1. ILCES (Learning Communities towards Environmental Sustainability project)

Organiser and stakeholders	Partner countries participating in the project: Latvia, Italy, Germany, Ireland, Croatia
Framework	ILCES operates within the framework of the European Green Deal, aligning its objectives with the overarching goals of achieving climate neutrality and fostering a more sustainable and resilient European community. The initiative recognizes that meaningful change requires the active involvement of all community members, including students, parents, and the broader community.
Description of IGL activity	<p>A key intergenerational activity within the ILCES project is the "Sustainable Neighborhood Challenge." Families, comprising students and their parents or guardians, are encouraged to collaborate with community members to identify and implement sustainability projects within their neighborhood.</p> <p>Participants attend workshops on sustainable practices, biodiversity, waste reduction, and energy efficiency.</p>

	<p>Intergenerational teams then collaborate to develop and implement projects such as community gardens, recycling initiatives, and energy-saving campaigns. The process encourages cross-generational dialogue, with older community members sharing traditional ecological knowledge, and younger participants contributing contemporary perspectives.</p>	
Lesson learnt/Applyability	<p>Involving students, parents, and community members ensures that sustainability practices are embraced across different age groups.</p> <p>Intergenerational collaboration enhances a holistic understanding of environmental issues. Elders provide historical context, and younger participants bring forward-looking solutions.</p> <p>The project empowers the community to take ownership of sustainable initiatives. Intergenerational partnerships strengthen community bonds, fostering a sense of collective responsibility.</p>	
Resources	https://ilces.eu/	



7. Toolbox (Worksheets)

Activity no 1: Specific principles and pedagogies that underline intergenerational learning

Worksheet Title	<i>Exploring Intergenerational Learning in the Classroom</i>	Worksheet Code	7.1
Type of resource	Activity	Type of learning	Self-directed, individual, project-based learning
Duration (in minutes)	40 minutes	Learning Outcomes	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. provide a short theoretical context on principles of intergenerational learning2. reflect on the potential benefits, challenges, and ethical considerations associated with intergenerational learning.
Aims	The aim of this activity is to highlight the key pedagogical principles that underline intergenerational learning and for incorporating intergenerational learning into the teaching practices.		
Materials Required	<ul style="list-style-type: none">● Access to a computer or tablet with internet access.● A notebook or digital note-taking tool for reflection exercises.		



Step-by-step instructions	<p>Step 1: Introduction to intergenerational learning approach</p> <p>Step 2: Specific principles and pedagogies that underline intergenerational learning</p> <ul style="list-style-type: none">• Presentation of background and principles of collaborative learning; experimental learning; storytelling; Socratic questioning. <p>Step 3: Exercises for reflection associated with each principle and pedagogy.</p> <p>Step 4: Reflection and Dialogue Circles.</p>
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Activity 2: Principles of Participatory Learning and its applications for intergenerational learning

Worksheet Title	Participatory learning	Worksheet Code	7.2
Type of resource	Reading/training material	Type of learning	Self-learning & group reflection
Duration (in minutes)	60'	Learning Outcomes	By the end of this activity, teachers will be able to: 1. define the principles of participatory learning and its key characteristics. 2. explore participatory learning through intergenerational learning. 3. reflect on the participatory learning activities.



Aims	This participatory learning activity aims to create a safe and inclusive space where different generations can share personal stories and experiences, promoting mutual understanding and appreciation across generations.
Materials Required	<ul style="list-style-type: none">• Seating arrangements (chairs arranged in a circle)• Writing materials (notebooks, pens)• Timer or stopwatch• Optional: A facilitator or moderator (teacher or volunteer) to guide the activity
Step-by-step instructions	<p>Step 1: Introduction to participatory learning. Present the concept and activity.</p> <p>Step 2: Characteristics of Participatory Learning.</p> <p>Step 3: Advantages and disadvantages of participatory learning.</p> <p>Step 4: Applications of participatory learning for intergenerational learning</p> <p>Step 5: Reflection activity: Exploring Intergenerational Participatory Learning.</p>

Activity 3: Project-based learning and its applications for intergenerational learning

Worksheet Title	PBL	Worksheet Code	7.3
Type of resource	activity	Type of learning	Group work



Duration (in minutes)	40'	Learning Outcomes	<p>By the end of this activity, teachers will be able to:</p> <ol style="list-style-type: none">1. understand the core principles of Project-Based Learning (PBL).2. recognize the characteristics, advantages and disadvantages of PBL.3. reflect on the implications of PBL through intergenerational learning for teaching and learning.4. identify potential PBL projects applicable to their specific educational context.
Aims	<p>This activity aims to introduce educators to the principles, characteristics, advantages, and implications of Project-Based Learning (PBL). It encourages reflection on how PBL can be integrated through intergenerational learning into their teaching practices.</p>		



Materials Required	<ul style="list-style-type: none">• Presentation slides (optional)• Whiteboard or flipchart with markers (optional)• Handouts or worksheets with key concepts (optional)• Laptop or projector for multimedia presentations (optional)
Step-by-step instructions	<p>Step 1: Introduction to the principles of Project-Based Learning.</p> <p>Step 2: Characteristics of Project-Based Learning.</p> <p>Step 3: Advantages and disadvantages of PBL.</p> <p>Step 4: Advantages of adapting PBL for Intergenerational Learning.</p> <p>Step 5: Good practice: Intergenerational Sustainable Garden Project.</p> <p>Step 6: Reflective sessions.</p>

Activity 4: Embracing Cooperative Learning for Intergenerational Learning

Worksheet Title	Cooperative learning	Worksheet Code	7.4
Type of resource	Activity	Type of learning	Self-learning
Duration (in minutes)	60'	Learning Outcomes	By the end of this activity, participants will: <ol style="list-style-type: none">1. understand the principles and



			<p>characteristics of cooperative learning.</p> <p>2. recognize the advantages and disadvantages of cooperative learning.</p> <p>3. apply cooperative learning principles to foster intergenerational learning.</p>
Aims	<ul style="list-style-type: none"> • To introduce cooperative learning as an effective teaching method. • To promote intergenerational communication and understanding. • To provide a platform for participants to experience and evaluate cooperative learning. 		
Materials Required	<ol style="list-style-type: none"> 1. Whiteboard or flipchart and markers (for brainstorming) 2. Handouts with cooperative learning principles, characteristics, advantages, and disadvantages 3. Small groups formed from a mix of generations (e.g., grandparents, parents, children) – if applicable 4. Optional: multimedia equipment for presentations 		



Step-by-step instructions	<p>Step 1: Cooperative learning and its principles.</p> <p>Step 2: Characteristics of Cooperative Learning.</p> <p>Step 3: Advantages and disadvantages of cooperative learning.</p> <p>Step 4: Implications of Cooperative Learning for Intergenerational Learning.</p> <p>Step 5: Reflection Session</p>
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Activity 5: Cooperative Learning for Intergenerational Practice in Schools

Worksheet Title	Cooperative learning in schools	Worksheet Code	7.5
Type of resource	Case study/reading material	Type of learning	Self-learning, self-reflection, learning by doing
Duration (in minutes)	40'	Learning Outcomes	<p>By the end of this activity, participants will be able to:</p> <ol style="list-style-type: none">1. explore practical strategies for implementing cooperative learning in schools with diverse age groups.



			2. design own cooperative learning activities through intergenerational practice.
Aims	<p>The aims of this activity are:</p> <ol style="list-style-type: none">1. To introduce cooperative learning as an effective teaching method for intergenerational practice in schools.2. To engage participants in a practical activity for designing cooperative learning activities that promote intergenerational collaboration in educational settings.3. To provide practical insights and strategies for educators interested in fostering collaboration among different generations.		
Materials Required	<ol style="list-style-type: none">1. Case study presentation slides or handout materials summarizing the principles, characteristics, advantages, and disadvantages of cooperative learning in intergenerational education (optional).2. Whiteboard or flipchart and markers for brainstorming and note-taking during the discussion.3. Handouts with key takeaways and further resources related to cooperative learning and intergenerational practice for participants to reference after the case study (optional).		



Step-by-step instructions	<p>Step 1: Case Study: Collaborative Learning in Intergenerational Settings.</p> <p>Step 2: Reflect on the case study.</p> <p>Outline the positive outcomes and challenges of GUIC's intergenerational collaborative learning model.</p> <p>Step 3: Design cooperative learning activity in an intergenerational setting.</p> <p>Step 4: Reflective Questions for Teachers and Schools.</p>
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