



IO1 · ERASMUS+



WIDEN INTERACTIONS FOR INNOVATIVE INCLUSION

Intergenerational Link Guide for Inclusive Education

Thirteen practical activities to bring young people and seniors together

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A guide built by six countries

The IO1 Guide has been developed within the framework of the WIFII Project, Widen Interactions for Innovative Inclusion. It constitutes one of the main project outputs and aims to provide a structured, practical, and transferable tool to promote intergenerational relationships between young people and elderly individuals.

This guide is the result of a collective and collaborative effort involving partner organisations, teachers, and students from the participating countries: France, Italy, Spain, Türkiye, Iceland, and Greece. It reflects the shared work, experiences, and contributions of all partners involved in the project, bringing together diverse perspectives and practices in the field of inclusive education and intergenerational learning.

The guide responds to the need to strengthen inclusion, diversity, and well-being in educational and social environments by encouraging meaningful interactions between generations. It offers a comprehensive collection of activities, methodologies, and recommendations co-developed by students and educators across partner countries, with the objective of fostering mutual understanding, knowledge exchange, and social cohesion.

CO-DEVELOPED BY THE PARTNER ORGANISATIONS

ASS Tourquenoise de Gestion — France

I.E.S. Alhaken II — Spain

Mykonos International Initiative — Greece

Liceo Cannizzaro — Italy

Gaziantep Anadolu Lisesi — Türkiye

Fjölbrautaskóli Vesturlands — Iceland

Purpose & objectives

The primary purpose of this guide is to support schools, institutions, and communities in establishing sustainable intergenerational practices. It seeks to create opportunities for dialogue and collaboration between young people and seniors, while also addressing issues such as social isolation, lack of communication between generations, and the need for inclusive environments.

More specifically, the guide aims to promote inclusion and diversity, enhance students' social and emotional skills, stimulate cognitive and emotional well-being among elderly participants, and provide practical tools for implementing intergenerational activities in different contexts.

Why intergenerational links matter

Intergenerational interaction plays a significant role in building inclusive societies. For young people, it provides opportunities to develop empathy, communication skills, and awareness of historical and cultural perspectives. For elderly individuals, it contributes to reducing loneliness, maintaining cognitive activity, and reinforcing their sense of value and belonging within society.

At a broader level, intergenerational initiatives contribute to social cohesion by bridging generational gaps, promoting solidarity, and encouraging the transmission of knowledge, values, and cultural heritage.

How the activities were built

The intergenerational activities presented in this guide are the result of a collaborative and participatory process carried out by students from the partner countries within the WIFII project. These activities were collected and developed through the use of a shared digital Padlet platform, which served as a space for idea generation, exchange of practices, and co-construction of content.

Students were invited to reflect on how meaningful interactions between young people and elderly individuals could be established and sustained. Through this process, they proposed a wide range of activities based on their own experiences, cultural contexts, and perceptions of inclusion and intergenerational relationships. The contributions were then reviewed, grouped, and structured into a coherent set of proposals forming the basis of this guide.

These include creative and artistic activities, cognitive and memory-based tasks, digital inclusion initiatives, social and cultural exchanges, as well as physical and well-being-oriented practices. This diversity ensures that the guide can be adapted to different institutional settings and participant profiles.

A reciprocal approach

Students also identified the importance of music, storytelling, and cultural exchange as powerful tools for communication across generations. Outdoor activities and light physical exercises were proposed to support well-being, while shared meals and cooking sessions were seen as opportunities to transmit cultural heritage and foster informal interaction.

Importantly, the contributions did not only focus on activities led by students. They also highlighted the active role that elderly participants can play within intergenerational exchange. Seniors were recognized as key contributors through the sharing of life experiences, cultural knowledge, traditional skills, and personal guidance.

Furthermore, students emphasized the value of activities that promote long-term interaction, such as letter exchanges, intergenerational reading clubs, and collaborative memory projects. These initiatives contribute to building lasting relationships and ensuring continuity beyond single events.

KEY PRINCIPLES

The activities proposed in this guide are based on key principles that ensure their effectiveness and inclusiveness: respect for participants' abilities and needs, accessibility of activities, encouragement of active participation, and the promotion of mutual exchange rather than one-sided learning. Activities should be adaptable, inclusive, and designed to create a safe and supportive environment for all participants. Each activity includes clear objectives, materials, and step-by-step guidance.

Creative Workshops (Art & Craft)

45–60 min

OBJECTIVE

Stimulate creativity, encourage self-expression, and create a relaxed environment for interaction.

MATERIALS

Paper, pencils, paints, brushes, colored markers, scissors, glue, simple craft materials (cardboard, fabric, decorative items).

TIPS

Use simple tasks that do not require fine motor precision. Ensure materials are accessible and safe.

STEP BY STEP

1. Participants are seated in small mixed groups of students and seniors.
2. The facilitator introduces a simple creative task such as drawing a memory, painting a shared theme (e.g. “my childhood” or “a happy place”), or creating greeting cards.
3. The activity is demonstrated briefly, ensuring clarity of instructions; participants work at their own pace.
4. Students assist seniors when necessary but avoid taking control of the task.
5. At the end of the session, participants present their creations and explain their meaning.

Board Games & Cognitive Activities

30–45 min

OBJECTIVE

Stimulate memory, concentration, and social interaction.

MATERIALS

Board games (chess, dominoes, checkers, Uno), cards, puzzles, printed quizzes or crosswords.

TIPS

Avoid overly complex rules. Encourage conversation during gameplay to enhance interaction.

STEP BY STEP

1. Participants are divided into small mixed groups.
2. The facilitator introduces the game and explains the rules slowly and clearly.
3. Teams mix students and seniors to encourage cooperation rather than competition.
4. Games are selected for simplicity and familiarity; sessions remain relaxed.
5. Facilitators monitor engagement and fatigue levels.

Digital Workshops (Technology Support)

45–60 min

OBJECTIVE

Promote digital inclusion and empower seniors to use technology independently.

MATERIALS

Smartphones, tablets or laptops;
internet connection.

TIPS

Use simple language, repeat instructions patiently, and allow time for practice. Avoid overwhelming participants with too many tasks.

STEP BY STEP

1. Each student is paired with one senior.
2. The session begins by asking seniors about their specific needs (sending messages, video calls, using applications).
3. Students demonstrate each step slowly and clearly, letting seniors repeat the process themselves.
4. Activities may include writing an email, sending photos, using messaging apps, or discovering social media.
5. Advanced sessions may cover online safety and identifying trustworthy websites.

Music & Singing Sessions

30–45 min

OBJECTIVE

Stimulate memory, create emotional connections, and promote group cohesion.

MATERIALS

Audio device, playlist of songs from different generations, printed lyrics (large font).

TIPS

Ensure moderate volume and avoid overstimulation. Encourage participation without pressure.

STEP BY STEP

1. The facilitator prepares a playlist mixing songs familiar to seniors and songs known by students.
2. Participants listen together and are encouraged to sing along.
3. Students may present modern songs and explain their meaning.
4. Discussions follow, where participants share memories associated with specific songs.
5. Simple dance movements or chair dancing can be introduced, adapted to physical abilities.

Outdoor & Physical Activities

30–45 min

OBJECTIVE

Promote physical well-being and informal social interaction.

MATERIALS

Comfortable walking space (park, garden), water, appropriate clothing.

TIPS

Ensure safety, monitor participants' physical condition, and adapt the pace accordingly.

STEP BY STEP

1. Participants engage in light physical activities such as walking in a park or garden.
2. Students accompany seniors in pairs or small groups; conversations are encouraged during the walk.
3. Optional: nature observation (identifying plants or birds) or simple group exercises like stretching or gentle yoga.

Cooking Workshops

60–90 min

OBJECTIVE

Encourage cultural exchange and the sharing of traditions.

MATERIALS

Basic kitchen equipment, ingredients for simple recipes.

TIPS

Choose simple and safe recipes. Ensure hygiene and supervision at all times.

STEP BY STEP

1. Seniors are invited to share traditional recipes while students assist in preparation.
2. Tasks are distributed according to participants' abilities.
3. The activity includes preparation, cooking, and tasting.
4. During the session, participants discuss the origin of the recipes and their personal significance.

Reading & Storytelling Sessions

30–45 min

OBJECTIVE

Promote communication, memory recall, and shared reflection.

MATERIALS

Books, short stories, newspapers, printed texts.

TIPS

Select engaging and accessible texts.
Allow pauses for discussion.

STEP BY STEP

1. Students read aloud short texts, poems, or articles at a moderate pace.
2. After reading, participants are invited to discuss the content.
3. Seniors are encouraged to share related personal stories or experiences.
4. Alternatively, sessions can focus on seniors telling life stories, with students listening and asking respectful questions.

Intergenerational Discussion Circles

30–40 min

OBJECTIVE

Facilitate dialogue and mutual understanding.

MATERIALS

Prepared guiding questions.

TIPS

Avoid sensitive topics unless participants are comfortable. Encourage equal participation.

STEP BY STEP

1. Participants are divided into small groups.
2. The facilitator provides simple discussion topics: childhood, school life, traditions, daily routines past and present.
3. Students are encouraged to listen actively and respectfully.
4. One participant can guide the discussion to maintain flow without making it feel formal.

Traditional Skills Workshops (Led by Seniors)

45–60 min

OBJECTIVE

Promote the transmission of knowledge and cultural heritage.

MATERIALS

Depending on the activity: knitting tools, sewing kits, gardening tools.

TIPS

Ensure materials are prepared in advance. Keep instructions simple and clear.

STEP BY STEP

1. Seniors demonstrate traditional skills such as knitting, sewing, or crafting.
2. Students observe and then practice under guidance.
3. The session progresses slowly, allowing students to follow each step.
4. Seniors provide explanations and feedback.

Memory Sharing Project

45–60 min

OBJECTIVE

Document experiences and strengthen emotional connections.

MATERIALS

Notebook, recording device (optional), photos.

TIPS

Respect privacy and obtain consent before recording or sharing information.

STEP BY STEP

1. Students interview seniors using open-ended questions about their life experiences.
2. One student may take notes or record the conversation (with consent).
3. The collected stories can later be compiled into a booklet, digital document, or presentation.

Film & Discussion Sessions

1.5–2 h (incl. discussion)

OBJECTIVE

Stimulate reflection and intergenerational dialogue.

MATERIALS

Screen, projector, selected film.

STEP BY STEP

1. Participants watch a film together, preferably one relating to shared themes or different time periods.
2. After the screening, a guided discussion is organized where participants share opinions and personal reflections.

TIPS

Select films appropriate to participants' interests and attention span.

Gardening & Collaborative Projects

45–60 min / session

OBJECTIVE

Promote cooperation and long-term engagement.

MATERIALS

Plants, soil, gardening tools, containers.

STEP BY STEP

1. Participants work together to create a small garden or plant arrangement.
2. Tasks include planting, watering, and maintaining plants.
3. The activity can extend over multiple sessions, allowing participants to observe progress over time.

TIPS

Use simple tasks and ensure accessibility for all participants.

Group Dynamic Activities (Well-being)

20–30 min

OBJECTIVE

Improve emotional well-being and group cohesion.

MATERIALS

None or minimal (music optional).

STEP BY STEP

1. Activities may include laughter therapy, group games, or simple relaxation exercises.
2. These sessions encourage participants to express emotions, reduce stress, and strengthen bonds.

TIPS

Keep activities light and inclusive. Avoid forcing participation.

Methodological considerations

The successful implementation of intergenerational activities requires careful planning, thoughtful facilitation, and continuous adaptation to participants' needs. Activities should be designed with consideration for the diverse physical, cognitive, and emotional capacities of both young people and elderly participants. Clear instructions, a structured yet flexible approach, and an appropriate pace are essential.

Group organisation plays a key role: small, balanced groups encourage communication, participation, and interpersonal connections. The duration of each activity should be carefully managed to maintain attention and prevent fatigue, particularly among elderly participants.

Facilitators have a central role in creating a positive and inclusive environment. They should actively encourage participation, promote respectful and empathetic communication, and support interaction without imposing rigid structures. Materials and resources must be accessible, physical spaces safe and comfortable, and all participants valued and included.

Finally, time should be allocated for reflection and feedback following each activity. This allows participants to express their experiences, strengthens the learning process, and provides valuable insights for the continuous improvement of future activities.

Shared vocabulary & expected outcomes

A shared and well-defined vocabulary is fundamental to fostering a common understanding of intergenerational relationships and practices. The terms identified within this project reflect the key values and concepts underpinning intergenerational work: intergenerational link, social cohesion, transmission of knowledge, solidarity, empathy, memory, inclusion, respect, autonomy, and support. The full multilingual vocabulary is available in the WIFII Inclusive Digital Glossary (IO2) and on the project platform.

The implementation of the activities outlined in this guide is expected to generate significant positive outcomes at individual, institutional, and community levels. For participants, intergenerational engagement fosters the development of meaningful relationships, enhances communication and social skills, and promotes greater awareness of diversity and inclusion.

Elderly participants are likely to benefit from increased social interaction, improved emotional well-being, and sustained cognitive stimulation, contributing to a reduction in feelings of isolation. At the same time, young people gain valuable insights, develop empathy, and strengthen their sense of social responsibility.

At a broader level, the guide supports the adoption of inclusive practices within educational and community settings. It encourages collaboration between schools, care institutions, and local organisations, thereby reinforcing partnerships and contributing to long-term social cohesion and active citizenship.

Stronger, more connected communities

The IO1 Guide provides a comprehensive and practical framework for the development and implementation of intergenerational activities. By incorporating the perspectives and contributions of students from diverse cultural contexts, it offers a rich and adaptable collection of practices that can be applied across a wide range of educational and social environments.

Through the promotion of dialogue, collaboration, and mutual respect, the guide contributes to the creation of inclusive spaces where individuals of different generations can engage meaningfully with one another. In doing so, it supports the development of stronger, more connected communities and fosters a culture of lifelong learning and shared experience.



Take initiative and bring these activities to life in your own community, creating dynamic intergenerational connections that inspire inclusion, learning, and lasting social impact.





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