



ESCAPERS

Intergenerational
learning and
cultural exchange
methodology
through
ESCAPE Rooms
in care centers
for Seniors

METHODOLOGICAL GUIDE



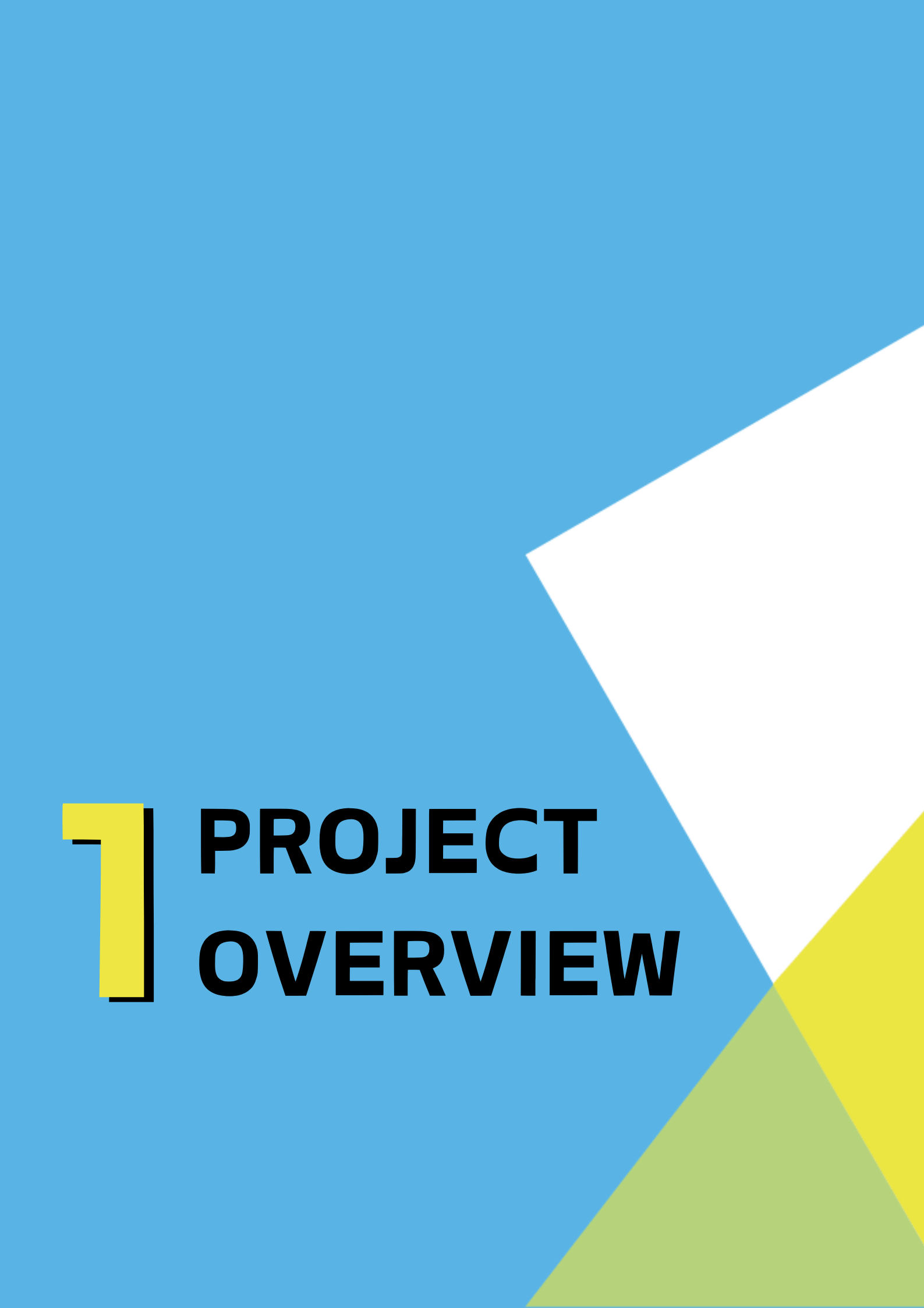
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1 PROJECT OVERVIEW



**1.1 INSPIRATION FOR
THE ESCAPERS PROJECT**

1.2 CONTEXT

1.3 AIMS

1.4 OBJECTIVES

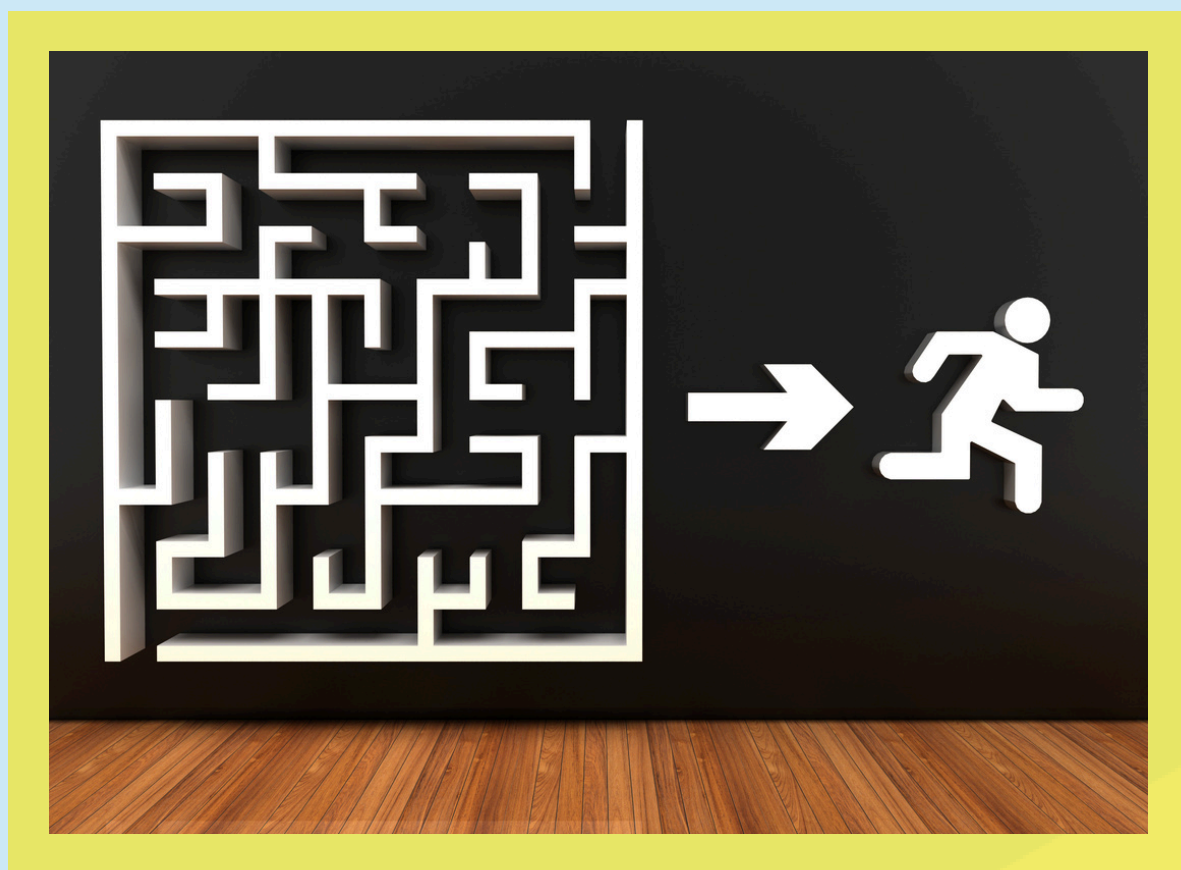
1.5 EXPECTED RESULTS

1.6 PARTNERSHIP

PROJECT OVERVIEW

1.1 Inspiration for the ESCAPERS project

The idea behind the “ESCAPERS- Intergenerational learning and cultural exchange methodology through ESCAPE Rooms in care centers for Seniors” project is to build upon the success of a past national project implemented in Greece, called "Mystirio sto Girokomeio" (Mystery in Nursing Home), and funded by the Tima Foundation and implemented by Challedu in 2019-2020. In this previous project, Challedu collaborated with 4 nursing homes for seniors to create mystery games based on the reminiscences of the senior residents. Over 1500 students visited these nursing homes, interacted with the senior citizens, solved riddles, and learned about Greek historical events through their storyline of the games. The success and legacy of this project inspired Challedu to create the ESCAPERS partnership, which aims to combine game-based learning tools with innovative intergenerational activities. Each partner organisation brings unique expertise and motivations to the project, including promoting social inclusion, cultural exchange, lifelong learning, and preserving local cultural heritage. Ultimately, the ESCAPERS project aims to foster intergenerational relationships, enhance social networks for older adults, and promote intergenerational learning experiences.



1.2 Context

The world's population is undergoing a significant demographic shift: it's ageing at an unprecedented rate. This trend, driven by factors like declining birth rates and increasing life expectancy, has far-reaching consequences. As countries develop, birth rates tend to decline. This leads to a larger proportion of older adults in the population, fundamentally changing the demographic makeup of society ((United Nations Population Fund, 2020) The speed of population ageing is much faster than ever before. In 2020, for the first time in history, the number of people aged 60 and over outnumbered children under 5 years old. This trend is projected to continue, with the global population over 65 expected to double by 2050, reaching over 2 billion people (World Health Organization, 2022).

This trend is similar to Europe as well, with over 21.1% of the EU population aged 65 and older in 2022. A significant portion of this elderly population is disconnected from community and social networks. According to Eurostat data (www.ec.europa.eu, n.d.), 32% of individuals over 65 live alone, compared to 14% of the total population. The EU Policy Brief on Loneliness ((Sandu, Zólyomi and Leichsenring, 2021) highlights that the seniors are more prone to social isolation than other age groups, particularly those aged 26 to 45. Additionally, older adults are 9% more likely not to participate in social activities. Social isolation and loneliness among older people are increasingly recognized as major public health issues (WHO, 2021). With longer lifespans, there is a growing need for innovative intergenerational practices that actively and engagingly involve both seniors and younger generations.

Healthy ageing is the process of developing and maintaining the functional ability that enables well-being in older age (World Health Organization, 2023). In other words, healthy aging refers to creating opportunities and contexts that enable people to be and do what they value throughout their lives (Bowling & Dieppe, 2005). It is a multidimensional concept that encompasses individual choices, social support, and public policies. It is a lifelong process that goes beyond the absence of disease and includes:

- Physical health: Maintaining mobility, strength, and independence (Cartee et al., 2016). This can be achieved through regular physical activity, a balanced diet, and preventive healthcare.
- Mental health: Staying mentally sharp, engaged, and positive (World Health Organization, 2021). This includes maintaining cognitive function, managing stress, and seeking social connections.
- Social well-being: Staying connected with friends, family, and community (Bowling & Dieppe, 2005). This involves participating in social activities, volunteering, and maintaining relationships.

Healthy aging is not a gender-neutral concept; biological, social, and economic factors intersect to shape women's experiences and create barriers to maintaining good health in later life (World Health Organization, 2011).

PROJECT OVERVIEW

1.2 Context

1.2 Context

Biological differences play a crucial role, with menopause and an increased risk of certain diseases like osteoporosis and autoimmune disorders contributing to poorer health outcomes for women compared to men (Rocca, 2011). Furthermore, societal expectations and gender roles often prioritize caregiving responsibilities over women's own health needs, limiting their access to resources and opportunities for healthy aging (Calasanti, 2003).

Economic inequalities also play a significant role, with women facing a higher risk of poverty in old age due to factors such as lower lifetime earnings and unequal pension benefits (Fredriksen-Goldsen et al., 2014). These financial constraints can hinder access to healthcare, nutritious food, and other essentials for well-being.

The combined impact of these factors results in inequities in healthy aging for older women. They are more likely to experience chronic conditions, disabilities, and social isolation, all of which significantly diminish their quality of life (Arber & Ginn, 1995).

To promote healthy aging for all, it is imperative to address these gender disparities through gender-sensitive healthcare, expanded social support systems, and policy changes aimed at reducing gender inequality in the workplace and retirement systems (World Health Organization, 2011).

Last but not least in our digitalized world, seniors often experience a digital divide gap. The digital divide among seniors is a significant issue, referring to the gap between those who have access to and utilize digital technology means, and those who do not (Czaja et al., 2019). This disparity can lead to feelings of isolation, exclusion, and difficulty accessing essential services for seniors who lack digital skills or access (van Deursen & van Dijk, 2010).

Several factors contribute to the digital divide among seniors. Technology can be expensive, and limited incomes may prevent some seniors from affording devices and internet access (van Dijk & Hacker, 2003). Additionally, many older adults may not have grown up using technology and may find it challenging to learn new digital skills (Wagner et al., 2010). Physical limitations due to disabilities or health issues can also make it difficult for some seniors to operate devices or navigate online interfaces (Czaja et al., 2006). Furthermore, fear or mistrust of technology, due to concerns about privacy, security, or the complexity of technology, can make some older adults hesitant to embrace it (Friemel, 2013).



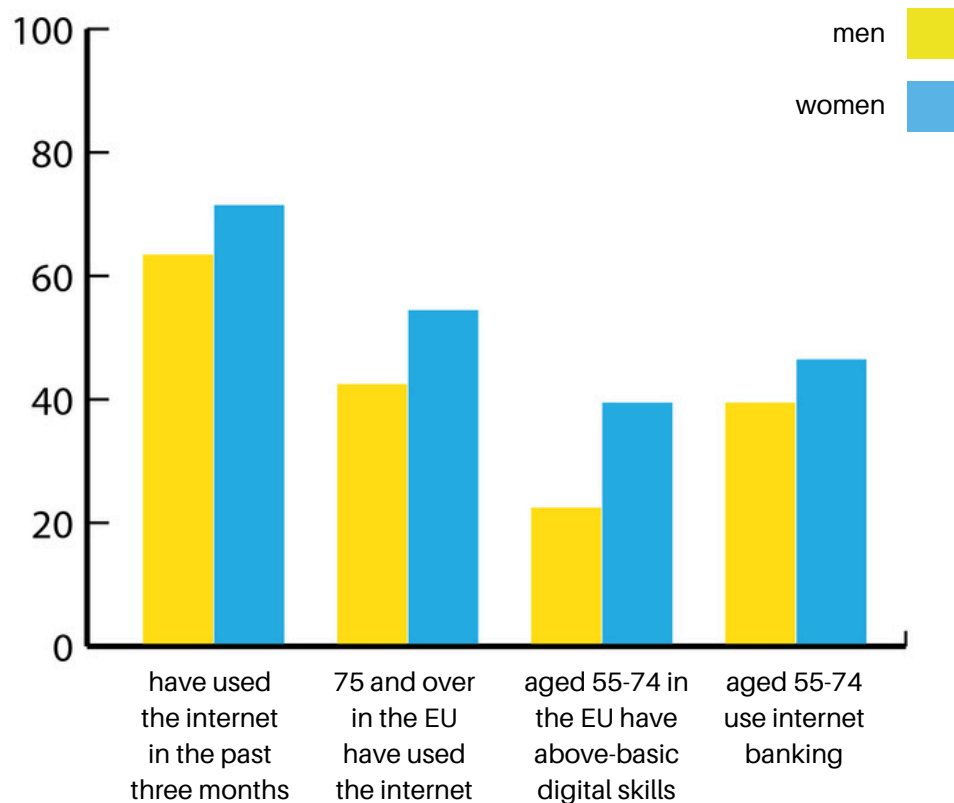
The COVID-19 pandemic further exacerbated this issue, highlighting the importance of digital access for seniors as many services and social connections moved online (Robinson et al., 2021). Efforts to bridge this divide include affordable technology programs offering discounted devices or internet plans to low-income seniors, digital literacy training to help seniors learn basic computer and internet skills, accessible technology design that caters to seniors with physical limitations, and community outreach to raise awareness about the importance of digital inclusion for seniors and connect them with available resources.

1.2 Context

Addressing the digital divide among seniors is crucial for ensuring their well-being, social connection, and access to essential services in an increasingly digital world (Helsper & Eynon, 2010).

The gender-based digital divide among seniors in Europe is a persistent issue, with senior women facing significant barriers to digital inclusion compared to their male counterparts. Various studies and reports highlight this disparity:

- Eurostat data reveals that 63% of women aged 65-74 in the EU have used the internet in the past three months, compared to 71% of men in the same age group (ec.europa.eu, 2022)
- The Ageing Report (2021) by the European Commission states that only 42% of women aged 75 and over in the EU have used the internet, compared to 54% of men in the same age group (2021 Ageing Report - Economy and Finance, 2021).
- The European Commission's Digital Economy and Society Index (DESI) 2022 shows that only 22% of women aged 55-74 in the EU have above-basic digital skills, compared to 39% of men in the same age group (European Commission).
- The Age Platform Europe reports that in the EU, only 39% of women aged 55-74 use internet banking, compared to 46% of men in the same age group. (<https://www.age-platform.eu/>, 2023)



PROJECT OVERVIEW

1.3 Aims

Such statistics underscore the gendered nature of the digital divide among seniors in Europe. Older women face a combination of economic, educational, and social barriers that hinder their access to and use of digital technologies. To bridge this divide, targeted policies and initiatives are needed to address these underlying factors and empower older women to fully participate in the digital age.

For all the aforementioned reasons, it is significant to assist senior citizens towards a healthy ageing lifestyle by educating themselves, promoting their social inclusion and minimising any divides.

1.3 Aims

ESCAPERS is an innovative project aimed at **promoting intergenerational game-based learning opportunities and fostering social inclusion among seniors**. By harnessing the power of **escape games**, ESCAPERS seeks to bring seniors out of isolation, enhance their digital skills, and empower them to share their valuable memories with younger generations, thus contributing to the preservation of European cultural heritage. Through the implementation of methodological guides, escape games, and local labs, ESCAPERS **aims to strengthen the skills of adult educators and professionals while engaging a diverse range of participants in immersive and interactive learning experiences**. With partners from Greece, Italy, Ireland and Spain, ESCAPERS project envisions a future where seniors are valued for their wisdom and contributions to society, and where generations come together to learn, connect, and create meaningful memories.

The objectives of the project are aligned also with World Health Organization agenda 2023. More specifically, a commitment to the 2030 Agenda and the Sustainable Development Goals (hereafter SDGs) means a 'commitment to healthy ageing and to evidence-based policies that strengthen older people's capabilities and improve their well-being' and that it is essential to help cities and communities around the world adapt to the needs and demands of older people.



1.4 Objectives

Through the project results, partners will fulfil the project's objectives being to

- promote intergenerational game-based learning opportunities;
- foster social inclusion of seniors and bring them out of isolation;
- valorise the social value of seniors by transferring their memories to younger generations;
- preserve European cultural heritage across generations;
- empower seniors' digital skills;
- activate youngers in civic engagement;
- strengthen the skills of adult educators and relevant professionals.

Additional objectives of the project would be to

- challenge negative perceptions of ageing among young adults.
- promote gender equality throughout the life course.
- foster new ideas and approaches in ageing by illuminating opportunities for improvement and highlighting the value of intergenerational partnerships.

1.5 Expected Results

Throughout the project's lifecycle, the following tangible results will be achieved:

- **ESCAPERS Methodological Guide:** A comprehensive guide outlining the project's methodology for promoting intergenerational game-based learning opportunities and social inclusion.
- **ESCAPERS Games:** Five engaging escape games designed to foster intergenerational learning and promote social inclusion among seniors.
- **ESCAPERS Local Labs Guide:** A practical guide for setting up and managing ESCAPERS Local Labs, facilitating community engagement and knowledge sharing

PROJECT OVERVIEW

1.6 Partnership

1.6 Partnership

The project team consists of the following partners



- **CHALLEDU - inclusion | games | education** (coordinator) is a non-profit organisation that pioneers new models of learning, inclusion and engagement. CHALLEDU is one of the leading R&D experts in game-solutions for education and inclusion. Our team designs

education and inclusion. Our team designs and implements playful experiences, games, formal and non-formal educational programs, tools, platforms and applications based on cross-sectoral, interdisciplinary approaches. We focus on 2 main sectors:

SOCIAL INCLUSION

The projects in this sector focus on inclusion and empowerment of marginalized groups, such as people with disabilities, people with health problems (i.e. dementia), older people, NEETs. The aims are: social inclusion, improved employability, development of skills and competencies, advocacy. The emphasis is given to create environments where people with different abilities, cultural backgrounds and skills, and different generations can interact with each other. The approaches in this sector involve non-formal and informal education, living labs, open co-creative workshops, game-based tools, and cross-sectoral approaches.

EDUCATION AND INNOVATION

We see education as a driver for positive societal, environmental, and innovative change. The projects developed in this sector focus on the promotion of entrepreneurship, STE(A)M education, civic and active citizenship, environmental challenges and agriculture, culture, and sustainable development. Our target groups include young people, adults, students, trainers and educators, professionals and institutions. Our approach encompasses forms of non-formal and informal education, game-based methodologies, role-model methodology, open-learning and digital tools, gamification, as well as cross-sectoral approaches.

Website: challedu.com



**ODD
STATUE
GAMES**

- **Odd Statue Games** is a dynamic and innovative company specialising in crafting immersive board game experiences that seamlessly blend storytelling and gameplay. With a team comprising skilled individuals in game design, software development, and creative composition, they excel in conceptualising, designing, and executing diverse board games, ranging from educational to commercially viable ones.

Website: <https://oddstatuegames.com/>

PROJECT OVERVIEW

1.6 Partnership

GSA GAIETY SCHOOL OF ACTING

- **The Gaiety School of Acting**, founded in 1986 by renowned theatre director Joe Dowling, stands as Ireland's premier training facility for actors, offering comprehensive programs for theatre, film, and television. With over 37 years of experience and an annual enrollment of nearly 5,000 students, GSA boasts a stellar reputation for quality education and creative learning experiences

Website: <https://gaietyschool.com/>



ASOCIACIÓN FAMILIARES ALZHEIMER VALENCIA

- Founded in 1991, **AFAV (ASOCIACIÓN FAMILIARES ALZHEIMER VALENCIA)** is a distinguished organization dedicated to supporting individuals affected by Alzheimer's disease and related dementias, along with their families and caregivers. With over 30 years of experience, AFAV provides comprehensive resources, services, and activities aimed at enhancing the quality of life of those affected.

Website: <https://www.afav.org/>



- **EduVita** is an educational, cultural and intergenerational centre in the heart of Lecce, Southern Italy, founded in 2019. EduVita is a place of connection between past, present and future: they create learning opportunities to improve the quality of life of elderly and young people through intergenerational dialogue. NGO is active both locally and internationally, participating in Erasmus + research and mobility programmes in the field of Adult Education. They focus on pedagogical research, innovating teaching and learning processes, designing learning settings and developing new methodologies based on Adult Education and Intergenerational learning approaches.

Website: <https://www.eduvita.it/>

2 ESCAPERS

METHODOLOGICAL GUIDE OVERVIEW



2.1 TARGET GROUPS

2.2 THE OBJECTIVES OF THE GUIDE

2.3 PROCESS OF DEVELOPMENT OF ESCAPERS METHODOLOGICAL GUIDE

2.4 CHARACTERISTICS OF OUR MAIN TARGET GROUPS

2.4.1 SENIORS (PEOPLE OVER 65)

2.4.2 YOUNGER ADULTS

2.1 Target groups

2.1 Target groups

The ESCAPERS methodological guide is primarily aimed at:

Adult educators and professionals in organizations working with seniors, such as open care centers, care centers, senior associations, NGOs, and sports centers.

Organizations working with younger generations, including schools, youth centers, NGOs, and universities.

These professionals can familiarize themselves with the project's methodology, understand its underlying principles, and use it to develop new game-based educational materials.

Additionally, other target groups that might benefit indirectly from the ESCAPERS methodology include:

Seniors (over 65 years old) residing in care homes or benefiting from open care centers, NGOs, and nonprofits focused on active and healthy aging.

Adults over 18 years old (younger generations).

2.2 The objectives of the guide

The guide aims to raise awareness of intergenerational learning and game-based solutions for promoting inclusion of senior citizens in intergenerational activities. Moreover, it contains the methodology to be applied in the project and will be a future reference for any adult educator that would like to implement relevant activities.

Thus, the methodological guide will respond to 5 key questions/areas:

How can we define
intergenerational learning
(types, tricks)?

How do we reach
out to learners
belonging to
different age
groups?

Are there existing
approaches, programs,
applications, and tools in
partner countries and at the
European (or international
level? How can we utilize
them in our project's
methodology?)

Which are the key
aspects of
ESCAPERS
methodology?

ESCAPERS METHODOLOGICAL GUIDE OVERVIEW

2.2 The objectives of the guide

ESCAPERS METHODOLOGICAL GUIDE OVERVIEW

2.3 Process of development of ESCAPERS methodological guide

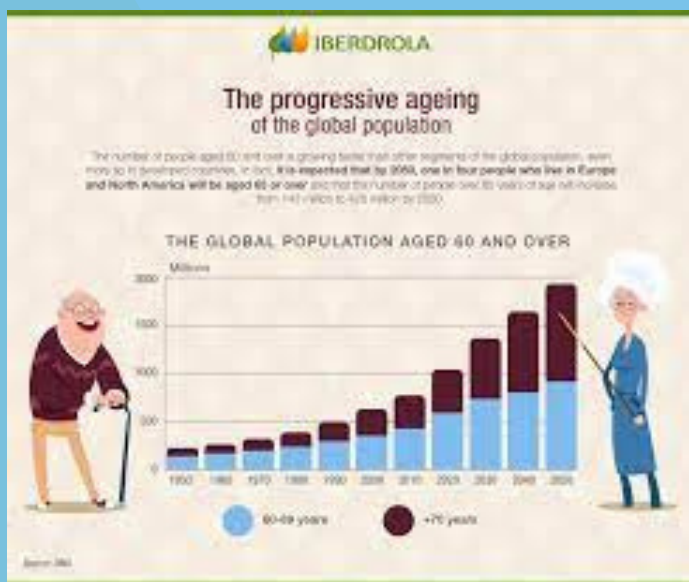
2.3 Process of development of ESCAPERS methodological guide

Partners co-created the methodology based on the needs of their target groups, the objectives of the project and the expertise of each one. Co-creation of the methodology will enable the transnational impact of it as well as the direct connection with the needs of the target groups. In other words, during the development of this guide, partners followed a co-design and co-development iterative steps methodology. More specifically, all partners agreed on the structure of the guide and its content. Then, all partners conducted a desk research in national and international context for intergenerational activities, some of them to be game-based. In Chapter 5, one can find a collection of more than 30 best practices applied in partner countries and internationally.

Then, Challedu drafted the main theoretical framework and project methodology together with EduVita and Odd Statue Games (OSG). More specifically, Challedu in cooperation with OSG developed a template for an escape game that will be a tool to assist adult educators to brainstorm with seniors on their interest, personal stories and memories and will be the inspiration for the scenarios (Annex 2). Also, it will be a tool for creating initial ideas for escape games. In addition, another template was developed specifically for the final versions serving as a structure of presenting and facilitating the escape games (nr of players, difficulty, scenario, gameplay, riddles, information for the facilitators such as setup of the game/room etc. (Annex 1). Then, the guide and the templates referred above were reviewed by the rest of the partnership, and Challedu was able to finalize the guide based on partners feedback and together with EduVita and AFAV will translate the methodological guide in Greek, Italian and Spanish accordingly.

2.4 Characteristics of our main target groups

2.4.1 Seniors (people over 65)



People over 65, also known as seniors, are a diverse group with a wide range of characteristics. Ageing is a process that everyone experiences. As people grow older, they face the challenge of ageing and the impact it has on their overall life.

While there are many challenges associated with ageing, there are also many positive aspects. Here's a deeper dive into the positive aspects of ageing, focusing on how it can lead to inner growth, enhanced relationships, freedom and fulfilment, and overall well-being of individuals.

Positive views on aging AMONG ADULTS AGE 50–80

88%
Feel more comfortable being themselves

80%
Have a strong sense of purpose

67%
Feel more positive about aging

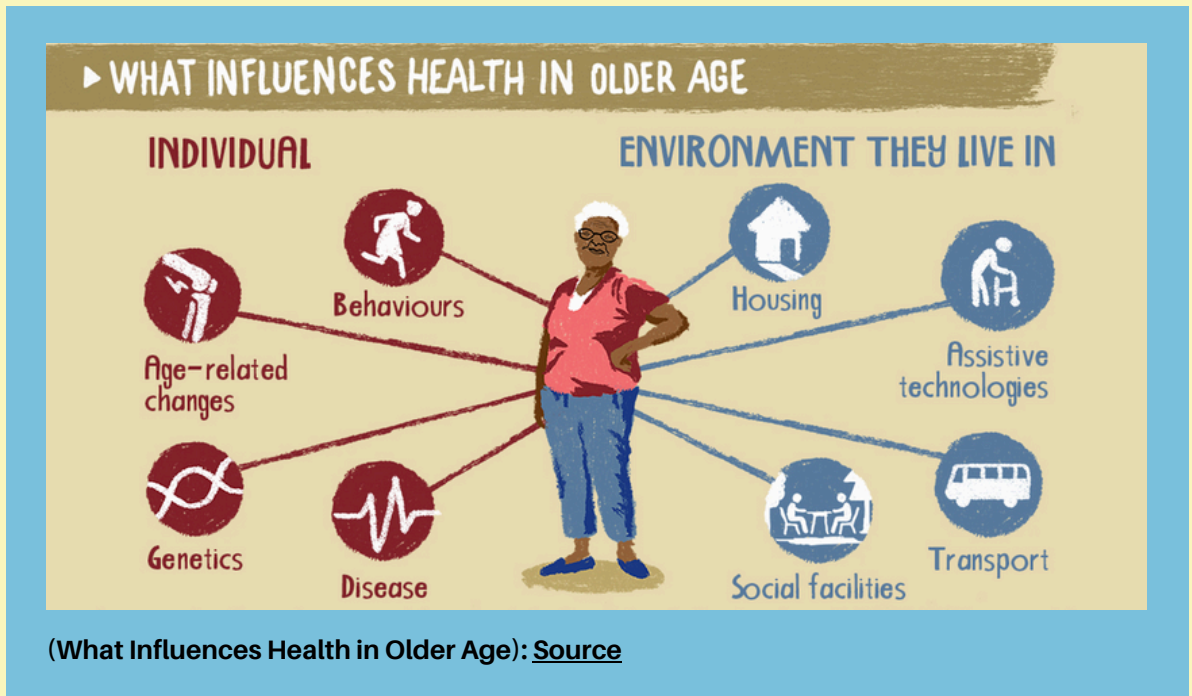
65%
Think their life is better than they thought it would be

(Positive Views on Aging): [source](#)

2.4 Characteristics of our main target groups

Ageing can also enhance one's relationships, making people experience deeper and more meaningful ones. Seniors appreciate their loved ones and for them it is serious to invest quality time in them. They like to share their wisdom and experiences with younger generations, guiding them and fostering strong connections. They are also grateful for the good things in life that they have experienced leading a more relaxed and stress-free life.

Retirement or flexible work schedules often allow them to free up time to pursue passions, hobbies, and travel. They may engage in activities like volunteering, creative pursuits, or simply connecting with their community.



We must remember that ageing is immensely heterogeneous, and that there are older people who hardly show any deterioration or deterioration in their condition. On the other hand, ageing might have some negative effects in some of them since their bodies experience a multitude of changes. These can manifest (but not to all seniors) as a decline in physical health, with decreased vision, hearing, and mobility making daily tasks more challenging. Additionally, the risk of chronic diseases such as heart disease, stroke, and diabetes increases significantly, requiring more careful management of one's health.

Mentally, while most seniors maintain good mental health, some experience a decline in cognitive function, leading to issues with memory and learning new things. More serious challenges include depression, anxiety, and dementia, a condition that significantly disrupts daily life. Alzheimer's disease is the most common form of dementia.

Social connections are crucial for well-being at any age. Unfortunately, several factors can lead to social isolation of seniors. For instance, retirement leads to a loss of some seniors' professional social networks. Moreover, the passing of loved ones, a common and more frequent experience for them, can lead to grief and loneliness. Additionally, other factors such as mobility issues and other health problems may make it difficult to maintain social connections.

Financial security is another concern for many seniors since they have to live on a fixed income and may struggle to cover expenses, especially when it comes to long-term care related costs. It's important to remember that ageing is a highly individual experience. The severity of these negative aspects can vary greatly, and there are many positive aspects of ageing as well.

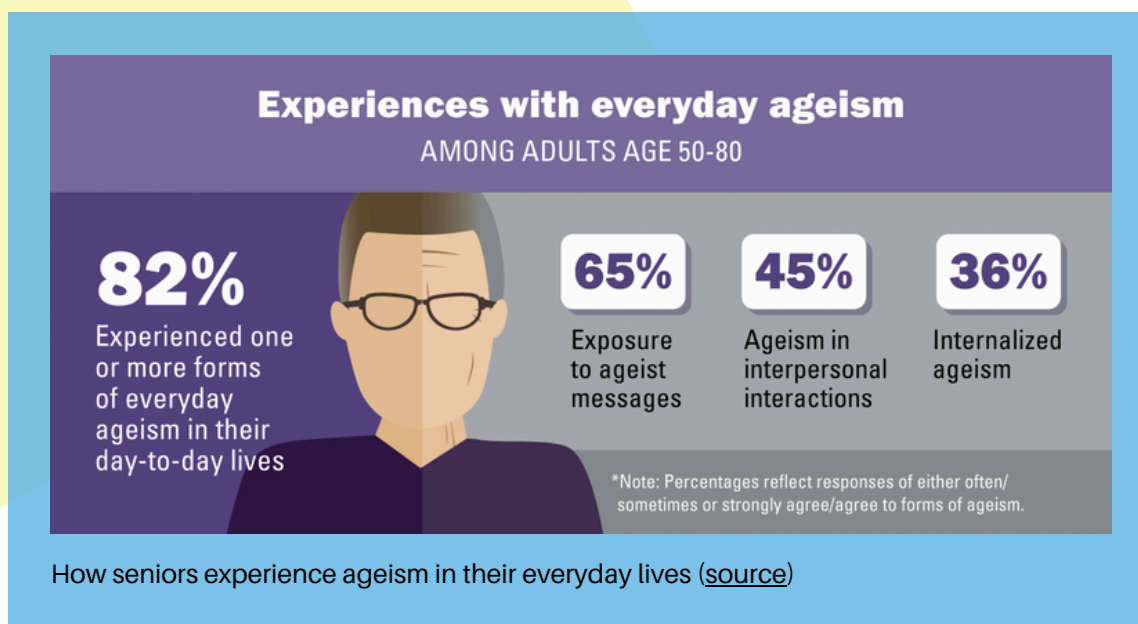
2.4.2 Younger adults

This second main target group is even more diverse since it includes various generations as it includes all adults over 18 years old. We will present in short the attitudes, beliefs and behaviours of this target group towards seniors.

The way people over 18 view seniors (people over 65) can be a complex mix of positive and negative attitudes.

The most prominent negative attitude of younger adults is ageism. The World Health Organisation defines ageism as "the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age" (World Health Organization, 2021). Ageism can make one believe that seniors are out of touch with contemporary times, might be technologically illiterate, or even a burden.

Of course, the fear of ageing itself can also lead some to subconsciously view seniors negatively, projecting their personal anxieties about death or the challenges of ageing. Focusing solely on the physical limitations that may come with ageing can cause some to overlook the capabilities and contributions that seniors continue to make. Finally, generational differences can create a gap between younger and older adults. Differences on personal views in technology use, communication styles, and social norms can make it difficult to connect and understand each other's perspectives.



It's important to remember that the aforementioned facts represent simply some trends. A person's attitude towards seniors is likely shaped by a variety of factors such as their own personal experiences with grandparents, parents, or other seniors, or their cultural background (some cultures emphasize deep respect for seniors). Even media representations of seniors can influence how people perceive them.

3 AN OVERVIEW ON INTERGENERATIONAL LEARNING (IMPORTANT DEFINITIONS, TYPES, TIPS)



**3.1 WHAT ARE THE
BENEFITS OF
INTERGENERATIONAL
LEARNING**

**3.2 INTERGENERATIONAL
LEARNING INTO PRACTICE
- TIPS FOR EDUCATORS**

**3.3 HOW TO ORGANISE
INTERGENERATIONAL
ACTIVITIES THAT CREATE
AN IMPACT ON ALL
GENERATIONS?**

AN OVERVIEW ON INTERGENERATIONAL LEARNING (IMPORTANT DEFINITIONS, TYPES, TIPS)

How often in daily life does it happen that you learn something from someone younger than you? For example, how to post a story on Instagram or how to edit a sent message on WhatsApp. And how about all those times you asked someone older than you how to cook that recipe or what is the origin of that local celebration you really like?

These informal situations are characterized by:

**the social nature of the learning -
as the exchange of knowledge is
based on an interpersonal relation
of reciprocity and mutual support;**

**the involvement
of people of
different ages - more
specifically from
different
generations.**

**a transmission of
learning - where an
individual A shares
their knowledge or skill
with an individual B;**

These are three of the factors that define intergenerational learning (IGL), a way to learn together and from different generations.

In EPALE's words, "Intergenerational learning is where people of all ages can learn together and from each other." (EPALE, 2020)

Accordingly, the European Network of Intergenerational Learning defines IGL as "A learning partnership based on reciprocity and mutuality involving people of different ages where the generations work together to gain skills, values and knowledge". (ENIL, 2017)

"Intergenerational activities are social engagements and interactions, bringing together younger and older generations for a common purpose. They build on the strengths that different generations have to offer, nurture understanding and mutual respect, and challenge ageism. Both parties have the opportunity to give as well as receive, and to feel a sense of ownership and achievement. And it aims to put a smile on everyone's face." (Intergenerational Activity St Monica Trust, 2018, p.5)

As these definitions highlight, the essential element that characterizes intergenerational learning is the mutuality of the process. This means that the youngster teaching an older adult how to upload an Instagram story with some special effect should be learning something too in that context: perhaps, how to listen and communicate with an adult or how to share digital skills. In this case, it is intergenerational learning because both generations have a learning outcome.

"Intergenerational Learning is an important part of Lifelong Learning, where the generations work together to gain skills, values, and knowledge. Beyond the transfer of knowledge, IL fosters reciprocal learning relationships between different generations and helps to develop social capital and social cohesion in our ageing societies." (European Map of Intergenerational Learning, 2017)

As the etymology of the expression suggests:

**"inter" -
focuses on the dimension
of the exchange and
reciprocity;**

**"learning"
- the result of
the exchange
of experiences.**

**"generational"-
on the interplay between
people of different ages
with different fields of
experience and mentality
formed in time;**

AN OVERVIEW ON INTERGENERATIONAL LEARNING (IMPORTANT DEFINITIONS, TYPES, TIPS)

AN OVERVIEW ON INTERGENERATIONAL LEARNING (IMPORTANT DEFINITIONS, TYPES, TIPS)

Two main types of IGL learning exist:

- **informal intergenerational learning** - traditionally, the spontaneous transmission of knowledge, values, and competencies within families, between members of different ages. (Hatton-Yeo, Newman, 2007, p.31)
- **formal intergenerational learning** - a pedagogical approach where planned activities between generations result in achieving specific objectives for each generation involved. (Generations Working Together, 2011, p.4)

Therefore, in adult education and lifelong learning, intergenerational learning is an educational approach where an outcome is planned for all the generations involved. When learners of different generations take part in a learning activity or experience that doesn't set specific outcomes for each generation, it is defined as multigenerational learning.

The learning outcomes from IGL activities may include:

**knowledge and
understanding;**

**intellectual skills
and practical
skills;**

**social and
interpersonal
competencies;**

**a change in attitudes
and values.**

(Intergenerational Bridge: Connect To Create, 2021)

"IGL activities increase cooperation, interaction, or exchange between two or more generations, breaking down stereotypes, promoting understanding, respect, and trust, whilst sharing ideas, skills, knowledge, and experience. It leads to learning outcomes, promoting coexistence and citizenship, and developing a "co-learning" approach." (AGE:WISE, 2020, p.8)

In conclusion, intergenerational learning activities are designed to benefit and impact each generation.

3.1 WHAT ARE THE BENEFITS OF INTERGENERATIONAL LEARNING

“The generation gap is defined as a deep cultural gap between generations related to the question of who has power over knowledge. Intergenerational learning is one of the most important means of bridging this gap and leading to solidarity and trust between generations” (Intergenerational Bridge: Connect To Create, 2021, p.9)

Recent research and studies show that intergenerational learning has positive effects and impacts on all the generations involved. Participating in intergenerational activities and programs benefits older and younger people in different dimensions.

Benefits for older participants

Maintaining good physical and mental health and activity levels;

Overcoming the sense of isolation and social exclusion by socializing and having contact with young people

Increasing their sense of self-worth, well-being, and fulfilment, as it reduces loneliness, boredom and depression

More positive attitudes towards young people

Improving digital skills;

Overcoming gender inequality;

Enabling lifelong learning

3.1 WHAT ARE THE BENEFITS OF INTERGENERATIONAL LEARNING

Benefits for younger participants

improving social skills, such as communication skills, problem-solving, and solidarity between generations;

encouraging the development of positive attitudes towards older people and the ageing process.

promoting children and younger emotional development and intelligence;

enhancing academic success and setting the foundation for lifelong learning.

**“The goal of intergenerational learning programs is to connect people into purposeful, mutually beneficial activities that involve the exchange of information, knowledge, experience, thoughts, and feelings between two or more generations.”
(Intergenerational Bridge: Connect To Create, 2021, p.10)**

As a result, intergenerational learning benefits the whole community by improving the quality of life of younger and older generations. Intergenerational learning programs and activities bring generations together to cooperate for the environment, active citizenship, the valorisation of cultural heritage, and the general improvement of community life. In other words, intergenerational learning creates engaged and sustainable communities where people of all ages can contribute actively and make a difference at any age.

3.2 INTERGENERATIONAL LEARNING INTO PRACTICE - TIPS FOR EDUCATORS

“Intergenerational activities aim to increase knowledge, develop skills and diverse potentials of young and old, based on the cooperation of both generations.” (Intergenerational Bridge: Connect To Create, 2021, p.10)

As mentioned in the previous section, mutuality, and reciprocity are fundamental characteristics of intergenerational learning. Therefore, intergenerational activities should benefit and impact all the generations involved, providing a learning outcome for participants of all ages.

3.3 How to organise intergenerational activities that create an impact on all generations?

1 Analyze the learning needs of participants: the IGL educator/s should investigate the specific learning needs of each generation through questionnaires, research, focus groups, background insights, and other relevant tools.

2 Plan the learning objectives for each generation: based on the results of the needs analysis, the IGL educator/s identifies specific learning objectives and outcomes that each generation should achieve at the end of the activity, through intergenerational learning. The learning objectives can be defined as knowledge, intellectual and practical skills, and change of attitudes.

3 Create a safe learning space: first of all, the intergenerational activity should take place in a location that is easy to reach and accessible for all generations, considering the possible challenges of the different targets. Secondly, from the temperature to the setting, the space should be welcoming, relaxed, and comfortable for both younger and seniors. The IGL educator/s welcome participants and help younger and senior learners familiarize themselves with the space and feel at ease in the multigenerational context.

4 Prepare the participants for group activities: the IGL educator/s should start the session with getting-to-know and group integration activities. In this phase, younger and older participants introduce themselves, socialize, and start building connections across generations. This is useful to prepare them for cooperative and mutual learning during the activity.

5 Discuss intergenerational challenges: to create a safe and inclusive learning environment, the IGL educator/s facilitate a discussion about the challenges of younger and older participants about the activity and intergenerational learning in general. Examples of triggering questions may be: 1) What challenges do you usually find when you meet another generation? 2) How do you overcome them?

The discussion helps participants gain knowledge about the other generations while developing empathy, understanding, and communication skills. At the same time, the IGL educator/s observes the discussion and takes notes of the answers to adjust the activities and integrate solutions to the challenges mentioned.

6 Evaluate the process: the IGL activities should always end with an informal or more formal evaluation session. Asking for feedback about the emotional, experiential, and learning outcomes of the participants is essential to measure the impact on each generation and gain insights for future improvements.

“Intergenerational activities are social engagements and interactions, bringing together younger and older generations for a common purpose. They build on the strengths that different generations have to offer, nurture understanding and mutual respect, and challenge ageism. Both parties have the opportunity to give as well as receive, and to feel a sense of ownership and achievement. And it aims to put a smile on everyone’s face.” (Intergenerational Activity St Monica Trust, 2018, p.5)

4 AN OVERVIEW ON GAME-BASED LEARNING (GBL)





4.1 BENEFITS OF GBL

**4.2 TYPES OF GAMES
USED UNDER THE
CONTEXT OF GBL**

**4.3 LEAGUE
FRAMEWORK DESIGN A
GBL EXPERIENCE FROM
SCRATCH**

4 AN OVERVIEW ON GAME-BASED LEARNING

4 An overview on Game-based learning

Games and playing holds a crucial role in a person's life spanning all various developmental stages. It influences not only our learning mechanisms but also makes us acquire skills e.g. socialization, and, in general, all the aspects of one's growth (Troulinaki, 2023; Tsai et al., 2012). Consequently, play has a long-standing tradition in education, where it can enhance and enrich learning experiences in both formal and informal settings (Anastasiadis et al., 201).

Huizinga proposes that games is an innate need that taps into our natural desire for challenge, reward, and progress. An educational game can be defined as "a game being designed and used for teaching and learning". In educational games, we could combine the elements of fun and educational concepts to increase student's motivation and engagement.

Whiton (Whitton, 2012) defines game-based learning (GBL) as "learning that is facilitated by the use of a game." In other words, it can be described as an educational approach that utilizes games or game mechanics as a primary learning tool to enhance learning, increase interactivity and engagement, and create a more effective learning experience. GBL can be particularly beneficial for adult learners of various generations who may find traditional methods less stimulating.

Many times, GBL is mistakenly conceived as gamification. Even though these educational approaches are closely related, one can distinguish some basic and substantial differences. Gamification involves utilizing game-like elements (points, badges, leaderboards) in existing activities within a non-game context. In comparison, GBL constitutes a complete learning experience built around a game, while gamification attempts to make existing activities more engaging by using some game-like elements (Kapp, 2012).

From the definitions above, one can assume that GBL is an interesting educational methodology to be applied. But what are the benefits for learners of using GBL, regardless of their age? While playing, learners are immersed into a safe learning environment in which they:

- **Are deeply engaged and motivated throughout the learning process. By using interactive learner procedures, learning is more enjoyable.**
- **Are learning by doing. This experiential approach allows them to actively participate and get immediate feedback for their actions, leading to a better knowledge retention.**
- **Develop various soft and hard skills eg critical thinking, problem solving, and enhance skills eg cooperation, creativity and socialization skills.**
- **Are involved in learning activities person centered and tailor made for their interests.**
- **Can impersonate certain characters, and be put out of their comfort zone.**
- **Can experiment without being anxious of failure.**
- **Are involved in a learning style that matches their personal style (visual, auditory, kinesthetic), catering to the different preferences of adult learners (Falloon, 2014).**

4 AN OVERVIEW ON GAME-BASED LEARNING

4.1 Benefits of GBL

While playing, players are free to act as they wish. Osterweil et al in their paper Are Games All Child's Play? identify four axes of freedom that all players/learners share regardless of their age (Osterweil and Klopfer, 2011).

More specifically while playing players can experience the (Haas, Groff and Roy, 2009), (Osterweil and Klopfer, 2011):

- **Freedom to Fail:** Play allows players to make as many attempts without considering them as failures allowing them to experiment freely, learn from their mistakes, and steadily gain mastery over a certain skill.
- **Freedom to Experiment:** Failure allows for creative exploration for instance by inventing new uses and leads players/learners towards fostering innovation and problem-solving skills.
- **Freedom to fashion identities** Play allows for identity explorations by role playing. Through make-believe and exploration, players/learners learn to perform/recognize social cues, appropriate behaviour in various situations, and ultimately discover who they are within their environment.
- **Freedom to Effort:** While playing, players hardly experience putting a great effort, and that is the paradox of this axis. However, play requires some level of challenge to be engaging. . This effortful play can lead to the most rewarding experiences, highlighting the importance of pushing ourselves and being challenged within the playful environment.



4 AN OVERVIEW ON GAME-BASED LEARNING

4.2 Types of games used under the context of GBL

When it comes to choosing what type of game to use in a GBL session, educators/facilitators can choose among the following types of games or educational approaches:

- **Analog/Traditional Games:** These include more “analog” types of games spanning from classic board games to construction games, outdoor games and card games. The games are either designed specifically for the educational process or are already available. In the case of existing games, educators and facilitators may decide to apply new rules and mechanisms compatible to serve the desired educational goal. These games provide practical skills and knowledge development, inspire participants to delve into them, encourage communication, collaboration, competition, and risk-taking. Players either play in groups or individually.
- **Digital Educational Games:** video or online games that cover a wide range of learning topics. They could be simulations of real world situations or foster social-emotional learning skills like communication and teamwork. In these, through experience and experimentation in a field of knowledge, students participate in trial and error processes. They can also be created from scratch or used as a starting point for teaching a certain subject (for existing ones). Players also can either play in groups or individually.
- **Escape Rooms/Games:** Whether physical, virtual, or in a hybrid format, they can be designed to target virtually any subject matter or skill sets. Players form groups and have to solve certain riddles or find clues to unlock certain spaces or follow up riddles. At the end they have to escape from a certain space or solve a mystery.



4 AN OVERVIEW ON GAME-BASED LEARNING

4.3 League framework_design a GBL experience from scratch

If an educator wishes to design a game-based learning experience, they should consider some crucial factors based on the LEAGUE framework that is a hierarchical conceptual framework designed to guide the evaluation of Game-Based Learning (GBL) (Codifying Game-Based Learning: The LEAGUE framework for Evaluation, 2018).

Based on the concept of this framework, educators should always take into consideration the (Codifying Game-Based Learning: The LEAGUE framework for Evaluation, 2018):

Learning topics: Educators should always take into account the learning objectives to be reached, the learners' motives and of course the overall feeling of the learning experience

Game factors: this aspect refers to game design, narrative, mechanics and aesthetics and mainly on how adapted they are to the GBL experience's target group

Emotional and Cognitive reactions: this aspect refers on how a game can be fun, motivating and engaging,

Usability: it mainly involve the interface of games, their accessibility

User: GBL activities are person-centered. So, an educator should look closely at the target groups psychological, learning and cognitive needs.

Environment: this aspect focuses on how the overall environment can support the effectiveness learning experience eg equipment

The aforementioned factors could be used to either evaluate a GBL approach or to design from scratch new ones.

5 **EXAMPLES OF INTERGENERATIONAL ACTIVITIES**





**5.1 BEST PRACTICES OF
INTERGENERATIONAL ACTIVITIES
INCLUDING SENIORS IN CARE
HOMES/OTHER ORGANIZATIONS
THAT HAVE BENEFICIARIES SENIORS**

**5.2 BEST PRACTICES OF GAME
BASED ACTIVITIES INCLUDING
SENIORS IN CARE HOMES/OTHER
ORGANIZATIONS THAT HAVE
BENEFICIARIES SENIORS**

5.1 BEST PRACTICES OF INTERGENERATIONAL ACTIVITIES INCLUDING SENIORS IN CARE HOMES/OTHER ORGANIZATIONS THAT HAVE BENEFICIARIES SENIORS

5.1.1 Let's Regenerate

Type of facility	Nursing home / Residential care facility
Place	Central Italy
Type of activity	In person, meeting with senior and co-participation in activities like playing, acting, discussions and others
Organizer	National Institute for the Retirement and Care of Aged People, Ancona
Description	"Let's Re-Generate" is a pilot intergenerational program in Central Italy aiming to strengthen ties between institutionalized elderly and local teenagers through shared activities. Conducted in a nursing home, the program involved focus groups and interviews with residents and volunteers, demonstrating its effectiveness in enhancing intergenerational interaction, reducing age-related stereotypes, and improving mental well-being and generativity among older participants. The project recommends integrating such activities into nursing homes' daily routines to combat dependency and social isolation among the seniors.
Connection with project	The intergenerational approach of this project aligns with the perspective of the ESCAPERS project, aiming to break the stereotypes about older people among the younger, and promote an intergenerational learning process which is beneficial for both groups.
Age groups involved	<ol style="list-style-type: none"> 1. 25 junior secondary school students (14 years old; 18 males and 7 females) 2. Three teachers from the junior secondary school 3. 16 older residents from a residential care facility (mean age: 83) 4. Three social workers from the residential care facility 5. 16 older volunteers (mean age: 70)

Target groups involved

Junior - Secondary school students and teachers
/Residents and employees of residential care facility

Key words:

Intergenerational stance, Aged people, Relationship,
New generations, Cooperation

5.1.1 Let's Regenerate

5.1 BEST PRACTICES OF INTERGENERATIONAL ACTIVITIES INCLUDING SENIORS IN
CARE HOMES/OTHER ORGANIZATIONS THAT HAVE BENEFICIARIES SENIORS

5.1.2 Paesaggio Inclusivo - Cantiere Intergenerazionale (Inclusive Landscaper - An Intergenerational Construction Site)

Type of facility	Nursing home, care home
Place	Milano (Italy)
Type of activity	Theater workshop, building a garden
Webpage /source:	https://www.lecompagniemalviste.org/paesaggio-inclusivo/
Organizer	Compagnie Malviste, Istituto Tecnico Tecnologico C.A.T. "Carlo Bazzi", Nursing Home Golgi Redaelli in Milan
Description	<p>The Inclusive Landscape project accompanies a group of high school students to meet, understand, and delve into the topic of cognitive decline through activities with seniors affected by Alzheimer's disease and similar dementias, and their caregivers and family members.</p> <p>The project developed through 3 phases:</p> <p>1- 5 meetings with professionals and social operators where the students could learn about Alzheimer's disease, the methodology of "Teatro Fragile" (psycho-social theater), and how urban landscapes affect patients;</p> <p>2- Theatre Workshop - through intergenerational theater and creative techniques and laboratories the students and the seniors got to know each other and connected. The students could understand better the disease and the specific needs of Alzheimer's patients.</p> <p>3- The Inclusive Garden - the students, the caregivers and patients' family members built together the first Alzheimer Garden, in the external area of the nursing home. The garden was designed to be accessible and beneficial for patients' physical and mental health. This inclusive space became the open stage for the creative performances by students and senior patients.</p>

5.1.2 Paesaggio Inclusivo - Cantiere Intergenerazionale (Inclusive Landscaper - An Intergenerational Construction Site)

Connection with project

The Inclusive Landscape project transforms the spaces of a nursing home through intergenerational theater and creative laboratories. Seemingly, ESCAPERS project is designed to bring game-based learning into the care homes and make spaces more inclusive and enjoyable through intergenerational and cultural exchange.

Age groups involved

Seniors high school students (17-18 years)

Target groups involved

Seniors in nursing homes, senior patients

Images



Key words:

Intergenerational learning, intergenerational theater, inclusive space, nursing home, care center

Type of facility

Nursing home

Place

Lomazzo, Como (Italy)

Type of activity

Programme of meetings and laboratories

Webpage /source:

<https://www.casadiriposolomazzo.it/casa-di-riposo-lomazzo/incontro-tra-generazioni>

5.1.3 Incontro Tra Generazioni - Meeting Between Generations

Organizer	Casa di Riposo Lomazzo, Liceo Artistico Maleotti
Description	<p>The goal is to connect two local institutions (the school and the nursing home) through art and historical memory, promoting intergenerational learning and solidarity.</p> <p>The program includes two initiatives:</p> <ol style="list-style-type: none"> 1. "The historic itinerary": with meetings, talks, and cinema labs where seniors shared their memories of World War II; 2. "The artistic itinerary": a creative laboratory for the co-creation of artistic works on the topic of food. <p>In the first edition, both itineraries took place at the Liceo and the nursing home. For example, during the historic itinerary, the students met the seniors at the care center to watch together the movie "Onda" and discuss different experiences from the Holocaust.</p> <p>As for the "artistic itinerary", it started with various interactive meetings to discuss the cultural heritage of food and differences between yesterday's and today's nutrition. This was the preparatory phase to brainstorm ideas and find inspiration for the creative phase.</p> <p>Students have the opportunity to share their artistic experience and skills while learning from memories of the past. At the same time, seniors in the nursing home enjoy socializing, and feel valued: they are the "central actors" of the memory, and the only historical witnesses of events that have marked humanity's history.</p>

5.1.3 Incontro Tra Generazioni - Meeting Between Generations

Connection with project

The central focus of the program is the valorisation and conservation of historical and cultural memory through intergenerational activities. As in ESCAPERS intergenerational game methodology, seniors in care centres are more than passive users: they participate and contribute to the process as active creators of a new collective memory for all generations.

Age groups involved

Seniors, high school students (17 - 19 years)

Target groups

Seniors, adults over 18 years

Images



Key words:

Intergenerational learning, nursing home, care center, cultural heritage, historical memory

5.1.4 ABC Digital

Type of facility	Nursing home
Place	Milano (Italy)
Type of activity	Meetings and laboratories
Organizer	Assolombarda, Korian
Webpage/source:	https://www.korian.it/tablet-e-anziani-ecco-come-i-giovani-rompono-le-barriere/
Description	<p>This is a project of intergenerational digitalization where two different generations came together to share their knowledge.</p> <p>The students from Scuola Europa transformed into teachers, utilizing their digital expertise to help the residents of the nursing home improve their skills with digital tools.</p> <p>Starting from basic activities like turning on a tablet, the students taught the elderly how to use essential applications for their daily lives such as Skype, online banking, social networks, emails, digital maps, internet safety, and more.</p> <p>The project developed through 4 sessions held at the nursing home. During these meetings, seniors could explore the latest innovations from the digital world, and learn how to use them to improve their quality of life.</p> <p>At the same time, as educators, the young students developed communication and empathy skills. For both generations, it was also an opportunity to socialize and share stories and experiences, promoting intergenerational dialogue.</p>

5.1.4 ABC Digital

Connection with project

In line with one of the goals of ESCAPERS, this initiative promotes the development of digital skills of seniors in nursing homes through intergenerational learning. A model where youngsters support seniors in their digitalization by acting as “educators” and sharing their digital knowledge.

Age groups involved

Seniors, secondary school students (14 -19 years)

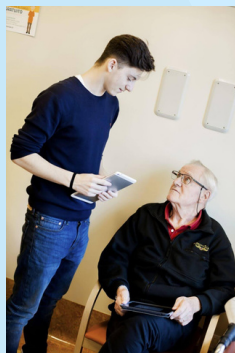
Target groups involved

Seniors, seniors in nursing homes, adults over 18 years

Equipment needed

Tablets, computer, or smartphone

Images



Key words:

Intergenerational learning, nursing home, care center, digital skills, seniors, digitalization

Type of facility

Adult education organization

Place

Lecce (Italy)

5.1.5 Vita Diaries

Type of activity	Digital storytelling, interviews
Webpage/source:	https://www.eduvita.it/attivita/vita-diaries/
Organizer	EduVita
Description	<p>Vita Diaries involves senior and younger participants in a multidimensional learning process: linguistic, emotional, experiential, and intercultural, through intergenerational learning and exchange.</p> <p>The activity develops as an interview, where the senior participant is the storyteller and the younger is the interviewer and listener. The interview is recorded and the video will become the final tangible product of the process.</p> <p>BEFORE</p> <p>The IGL facilitator forms multigenerational couples, pairing up a senior learner and a younger interviewer.</p> <p>When the couple meets, the IGL facilitator helps the senior interviewee and the young interviewer brainstorm topics to cover during the interview. In this phase, the young interviewer explores the senior learner's biography, talents, interests, and passions. At the end of this session, the couple should have identified one main topic to work on.</p> <p>DURING</p> <p>The senior learners start the interview by introducing themselves (names, where they come from, and other relevant information).</p> <p>Now the interplay between the young interviewer and senior interviewee begins. The young interviewer asks questions prepared in advance. The senior shares life experiences, anecdotes, memories, personal passions, past and ongoing projects, and talents connected to the main topic. Deep emotions and vivid memories are welcomed.</p>

5.1.5 Vita Diaries

AFTER

The video should be edited and finalized by the young participant who shares their digital know-how with the senior learner. When the process is done, a digital Vita-Diary is created.

This is available for participants, as a tangible memory of the experience, as well as for online dissemination, to inspire and empower younger and older generations.

Connection with project

Besides the intergenerational dimension and interplay, the model of interviewing and collecting life diaries could be implemented in the ESCAPERS project. In particular, stories and anecdotes by seniors could become or inspire the storytelling, the scenarios, or the topics of IGL Escape Room.

Age groups involved

Seniors (50+), younger adults (20-35)

Target groups involved

Seniors, adult educators, younger learners

Equipment needed

Camera

Images



Key words:

Intergenerational learning, storytelling, interviews, cultural heritage, memory

5.1.6 "Penne di saggezza" (Pens of wisdom)

Type of facility	Nursing home
Place	Milan, (Italy)
Type of activity	Storytelling, letters exchange
Webpage/source:	https://www.villaggioamico.it/casa-di-riposo-milano/
Organizer	Villaggio amico
Description	<p>"Pens of Wisdom" is an intergenerational project aiming to build a bridge between the young and the elderly.</p> <p>How? By sharing stories, ideas, and passions through the old-fashioned way of exchanging letters.</p> <p>The initiative started during the pandemic, involving the seniors of Villaggio Amico, the students of the G. Meroni High School in Lissone, and their teachers who mediate in the initial and ongoing phases of the epistolary relationship.</p> <p>Seniors and students periodically exchange letters discussing different topics:</p> <ul style="list-style-type: none"> • Customs and traditions of the past • Differences between today's world and yesterday's, • Similarities and differences between generations • Professions of yesterday, today, and tomorrow • Fact and events from history, present, and future <p>Letters can create meaningful and authentic relationships, where both young people and the elderly can write about their experiences and points of view. Since written letters have longer timelines compared to emails or text messages, which are more commonly used today, they allow for nurturing anticipation and a greater appreciation for the value of small things.</p> <p>Moreover, using writing as a personal expression fosters relational and social exchange, which can help seniors reconnect with their memories related to their past lives.</p>

5.1.6 "Penne di saggezza" (Pens of wisdom)

Connection with project

One of the goals of the initiative is to tackle seniors' isolation in nursing homes, especially during the pandemic, through intergenerational learning. Letters bring generations together as ESCAPERS project intends to do through intergenerational escape rooms: two different tools that allow seniors to valorise their memories connected to the cultural heritage and learn about new generations while socializing and engaging in participative activities. In particular, the topics discussed in the letters could be explored in ESCAPERS methodology to create IGL Escaper Rooms.

Age groups involved

Seniors (60+), high school students

Target groups involved

Seniors in care centres, teachers, students (18+)

Images



Key words:

Intergenerational learning, letters, nursing home, cultural heritage

5.1.7 Giochi di un tempo (Games of the past)

Type of facility	Schools, senior center
Place	Bari (Italy)
Type of activity	Laboratories with games
Webpage/source:	https://www.comune.bari.it/-/presentato-i-giochi-di-un-tempo-vincitore-del-concorso-della-fondazione-megamark-al-via-il-progetto-che-vede-nonni-e-bambini-insieme-per-giocare-e-imp
Organizer	Lab 4 Project
Description	<p>The program involves 50 seniors from the senior center of the Municipality of Bari and 500 students from different preschool and primary schools in the town.</p> <p>The initiative is designed in response to challenges seniors face in the territory, and promotes social inclusion, intergenerational exchange, and community cohesion.</p> <p>Over three laboratories in the schools, seniors taught a series of games from the past such as spinning tops, springs, hoops, and more.</p> <p>During the laboratory, with the support of young volunteers and specialized educators, seniors guided the students on how to build traditional games with sustainable materials.</p> <p>Every session was concluded with a gastronomic moment: seniors prepared dishes of their childhood, such as "cialleda fredda", a bread-based salad from the rural tradition of Apulia.</p> <p>The program ended with the "Games of the Past Olympics", where seniors and younger played together in multigenerational teams, putting into practice everything they learned during the laboratories.</p>

5.1.7 Giochi di un tempo (Games of the past)

Connection with project

Similarly to ESCAPERS, game-based activities are what connect generations in this initiative. From the building of traditional games to the Olympics, the initiative promotes the inclusion of seniors and the civic engagement of younger students through intergenerational game-based learning. Moreover, going back to games of the past means preserving local cultural heritage and activating seniors in keeping a collective memory for new generations.

Age groups involved

Seniors, pre-school and primary school students (5-7 years)

Target groups involved

Seniors, educators

Images



Key words:

Intergenerational learning, seniors, youth, games, traditional games, game-based learning

5.1.8 ESCAPE tour in Lecce

Type of facility	Adult education organization
Place	Lecce (Italy)
Type of activity	Game with quizzes, interactive tour
Webpage/source:	https://www.eduvita.it/come-rendere-unescurione-turistica-interattiva-e-inclusiva-per-un-gruppo-multigenerazionale/
Organizer	EduVita
Description	<p>ESCAPE Tour in Lecce is an intergenerational game-based activity, involving senior and younger participants in an interactive tour around the town.</p> <p>Usually, this activity is organized by EduVita during international meetings to:</p> <ul style="list-style-type: none"> • allow senior students of English to practice the language in participative real contexts; • let younger partners learn about the historical and cultural background of Lecce while having fun exploring the town; • allow senior learners to share personal memories and anecdotes about local spots, and re-connect to the cultural heritage. <p>Before the tour, the IGL educator divides the group into small teams (usually 2-3 people between students and partners each).</p> <p>The tour includes the main historical and cultural attractions around the town. At each stop, teams have to answer a question on the history or some curiosity about the spot. Every correct answer gets 3 points.</p> <p>The winning team receives a prize, usually some local product or souvenir such as taralli or typical sweets.</p> <p>When every team has answered, the IGL educator reveals the correct answer and adds information about the spot. In this phase, senior learners are welcome to share their stories about the "Lecce of yesterday".</p>

5.1.8 ESCAPE tour in Lecce

Connection with project

The activity can be realized:

in digital version: through apps for creating tours with quizzes (e.g. Action Bound);
in paper version: with cards for the questions and a portable board for the scores.

This good practice was developed during the Erasmus+ project "Intergenerational Bridge: Connect to Create".

Comparing it to ESCAPERS project goals, this model of intergenerational game-based learning is very similar because:

- it adopts quizzes and game-based activities as a tool to promote IGL learning and cultural exchange;
- It focuses on the cultural heritage and the central role of seniors in sharing it;
- Both generations learn playing together: seniors develop language skills, while younger learn about the local history and culture;
- In the version with the app, seniors also have the opportunity to improve their digital skills with the support of younger players in teams.
- Playing in multigenerational teams fosters intergenerational cooperation and collaborative effort towards a mutual goal.

Age groups involved

Seniors, youngsters (25+)

Target groups involved

Seniors, educators, adult educators, youngsters

Images



Key Words

Intergenerational learning, game-based learning, interactive tour, quiz, cultural heritage.

5.2 BEST PRACTICES OF GAME BASED ACTIVITIES INCLUDING SENIORS IN CARE HOMES/OTHER ORGANIZATIONS THAT HAVE BENEFICIARIES SENIORS

5.2.1 SHALL WE PLAY?

Type of facility	Municipal Sports Centre
Place	Madrid
Type of activity	recreational activities
Webpage/source:	https://madridsalud.es/jornada-intergeneracional-jugamos-sobre-habitos-saludables/
Organizer	Madrid health
Description	<p>To promote healthy eating through games, information panels and assessment of eating habits, explaining what a healthy plate should look like. Questionnaires were completed to identify people with obesity and a high risk of diabetes, and advice was given on how to achieve good oral health through proper tooth brushing.</p> <p>There were also activities to promote physical activity in the family, the dissemination of the Healthy Routes or WAP routes in the city of Madrid and participatory games on the subject. The day was used to disseminate the health promotion programmes and projects carried out in the Municipal Health Centres.</p>
Connection with project	<p>This activity can be linked to the project as it involves people of different ages in promoting healthy habits. This not only encourages interaction between generations, but also provides an opportunity to share information and raise awareness of the importance of a healthy lifestyle at all stages of life.</p>

5.2.1 SHALL WE PLAY?

Age groups
involved

Older people and primary school students

Target groups
involved

Older people, parents and children aged 6-13 years

Equipment needed

Does not specify

Images



Key Words

Healthy habits; Intergenerational interaction;
Healthy eating; Physical activity

5.2.2 Generation United through Movement (GUM)

Type of facility	Various facilities
Place	Denmark, UK, Slovenia, Bulgaria, Spain, the Netherlands, France
Type of activity	<p>Various activities, as children and care home residents share daytime care facility:</p> <ul style="list-style-type: none"> • Games • Walking together • Arts and Crafts • Sportsday
Webpage/source:	https://www.generationsmove.org/
Organizer	ISCA (lead coordinator)
Description	<p>The GUM project is an Erasmus + funded project that aims at using traditional games and sports to promote intergenerational relations and increase physical activity. Partners are developing a programme accessible to all via an European platform and an app. The Project provides participants with training tools, but also with advocacy tools and policy recommendations. The project is only in its first year but seems very promising in terms of best practices and expertise-sharing. The project not only seeks to increase physical activity in the young and the old but also to bring generation together by using technology (an app) and therefore responding to the need of digital readiness in the older generations in order to make them feel more connected with the digital world we live in.</p>

Connection with project	In the same manner as ESCAPERS, the GUM project has first undertaken desk research and has put the knowledge into action through developing training. The GUM project seems to have a good sustainable plan that will enable them to expand the GUM network to other EU countries.
Age groups involved	Seniors (65+), Young People (up to 24)
Target groups involved	Seniors (65+), Young People (up to 24), practitioners
Equipment needed	Various material/equipment depending on games/exercise Access to internet/phone (app)
Key Words	Physical Activity, Digital Readiness, Games, Sports

5.2.2 Generation United through Movement (GUM)

5.2.3 Intergenerational shared exercise meetings

Type of facility	Outdoors
Place	Madrid, Spain
Type of activity	Meeting
Webpage/source:	https://extranet.who.int/agefriendlyworld/afp/encuentros-intergeneracionales-de-ejercicio-compartido/ https://www.madrid.es/portales/munimadrid/es/Inicio/Mayores/Intergeneracional/?vgnnextfmt=default&vgnnextoid=844b57060d63d510VgnVCM2000001f4a900aRCRD&vgnnextchannel=cf30b7dd3f7fe410VgnVCM1000000b205a0aRCRD
Organizer	Madrid City Council, Spain
Description	<p>The Madrid City Council periodically holds intergenerational “Shared Exercise” meetings, with the aim of getting older people and school children to interact through physical exercise; creating a space for interaction between them, allowing communication ties to be established and promoting the approach of boys and girls to older people to make them understand that age is not a limitation. From physical activities with balls or aerobic exercise to games to learn the names, tastes and aspirations of the participants, where they get to know each other and establish communicative contact. Each session is a new alternative to various games, which reinforce the relational ties and skills of the attendees.</p>
Connection with project	The activity encourages the creation of bonds through exercises and games between adults and students. It is done in open spaces.
Age groups involved	Seniors and primary school students

5.2.3 Intergenerational shared exercise meetings

Target groups involved

Both younger and older people.
Other target group(s): People with functional diversity: hearing loss, mental health problems, cognitive impairment, lonely people, caregivers...

Equipment needed

Does not specify

Images



Mirador Alto Parque Cuña Verde, con el colegio CEIP Amadeo Vives, en el distrito Latina



ymkana Parque Santa Eugenia, con el colegio Blas de Otero, en el distrito de Villa de Vallecas

Key Words

Intergenerational, Older people, physical exercise

5.2.4 The island of inventions

Type of facility	Day centre
Place	Madrid, Spain
Type of activity	Cooperative games
Webpage/source:	https://www.madrid.es/portales/munimadrid/es/Inicio/Mayores/Buenas-practicas-en-Centros-de-Dia/?vgnnextfmt=default&vgnnextoid=e3b00b5198997810VgnVCM1000001d4a900aRCRD&vgnnextchannel=cf30b7dd3f7fe410VgnVCM1000000b205a0aRCRD
Organizer	Carmen Conde Municipal Day Center
Description	<p>The activity was developed based on a dynamic and interactive story that revolved around a common thread with the nickname "THE ISLAND OF INVENTIONS".</p> <p>This story was made up of different tests, based on a battery of different cooperative games that the children of the workers had to overcome with the help of the users, in order to get the invitation to the island of inventions. The children of the workers were responsible for creating a new invention with great creativity, and then creating a souvenir mural for the day center and its users.</p>
Connection with project	This activity consists of developing a story or dynamic with a common thread that makes it easier to maintain the attention and participation of the users and the children who come to the centre.
Age groups involved	Seniors and primary school students
Target groups involved	Users of the day center, employees and their children

5.2.4 The island of inventions

Equipment needed

Material resources:

- Digital boards
- Laminated photographs of the objects from the riddle solutions
- Speaker
- Development of the invention (a mirror, two spoons, a box, two shoes)
- Color paints
- Colored markers
- Colored cardboard
- Brushes

Human Resources:

- Character posing as the mayor/governor of the island of inventions
- Main guide that I accompanied and explained to the children throughout the story
- Hardworking staff of the center

Images



Key Words

dynamic and interactive story, older people, primary school, cooperative games

5.2.5 Intergenerational activity for European Mobility Week 2022/ Parking Day

Type of facility	Municipal Centres for the Elderly
Place	Madrid
Type of activity	Training, education, awareness-raising and dissemination activities
Webpage/source:	educarmadridsostenible.es
Organizer	Department of Environmental Education. SG Sustainability; DG Sustainability and Environmental Control. AG Environment and Mobility.
Description	The intergenerational activity aimed to highlight older people's consumption habits and sustainable eating practices compared to current models. Sustainable mobility isn't just about people but also about food—where it's produced, how, its journey to our plates, and its carbon footprint. Parking Day, held every third Friday of September, reclaims public space by using parking spots for public activities. Educational Centres under the "Educate Today for a More Sustainable Madrid" program conduct awareness activities on sustainable eating, mobility, and urban space equity, prioritizing citizens over private vehicles.
Connection with project	Older people have a wealth of knowledge and experience that our society should be tapping into for the sake of sustainability.
Age groups involved	Seniors and educational centres
Target groups involved	Elderly people from urban centres in Madrid and young students (age not specified).

5.2.5 Intergenerational activity for European Mobility Week 2022/ Parking Day

Equipment needed

Technical resources (municipal technicians and environmental educators) and material resources of the "Educate Today for a More Sustainable Madrid" programme team, of the Environmental Information and Education Centres and of the Environmental Education Department; resources of the municipal kindergarten; the participants in the activity are considered as human resources promoting the activity, both young and old.

Additional material needed to implement the activity

educarmadridsostenible.es

Images



Key Words

Older people; Knowledge and experience;
Sustainability

5.2 6 TEACHERS OF LIFE

Type of facility	Educational centres
Place	Madrid
Type of activity	Meeting
Webpage/source:	https://www.facebook.com/centrosdediaflores
Organizer	FLORENCIA DAY CENTRE
Description	Move with a group of users into schools, where the size of their facilities allows, to reinforce their leadership and empowerment. They act as teachers for a day, improving cognitive areas, emotional functions and self-efficacy. This approach has been successful with teachers, who point to the difficulty of getting people of this generation to share their experiences, including the civil war and the transition to democracy, with students.
Connection with project	To contribute to the creation of positive social relations between people of different generations, promoting the values of participation, cooperation and coexistence.
Age groups involved	Seniors (from 65 years old) Secondary school
Target groups involved	Primary, secondary and vocational students from educational institutions. Elderly people attending the day centre.

Equipment needed

Adapted transport
Meta Quest virtual reality goggles
Computer support material: photographs,
PowerPoint presentation, etc.
Support staff, depending on the number of users
involved and their physical limitations.
Necessary technical aids for the users.

Images



Key Words

Positive social relationships, Intergenerational,
Participation, Cooperation, Coexistence

5.2.7 Valencia lives together

Type of facility	home
Place	Valencia
Type of activity	Daily life together
Webpage/source:	https://solidaridadintergeneracional.es/wp/valencia-conviu-un-programa-para-fomentar-la-solidaridad-intergeneracional/ https://sede.valencia.es/sede/registro/procedimiento/BS.MA.25?lang=1
Organizer	Valencia City Council
Description	A programme of intergenerational cohousing between senior citizens and university students. There are many young people who would like to continue their university education in Valencia, but do not have the financial means to pay for accommodation. In many cases, this means that the young person is even forced to give up their university education because they are unable to pay for it.
Connection with project	The Intergenerational Programme promotes cooperation and exchange between people of different ages. It facilitates coexistence between older people and young students, encouraging mutual support and understanding between generations, thus creating a more cohesive and supportive community where everyone learns and benefits from each other.
Age groups involved	People over 60 and young people under 35
Target groups involved	Seniors and University students

5.2.7 Valencia lives together

Equipment
needed

Home

Images



Key Words

Intergenerational coexistence; Mutual solidarity;
Housing alternatives; Loneliness

5.2.8 Intergenerational workshop at the City of Arts and Sciences

Type of facility	Museum
Place	Valencia
Type of activity	Game
Webpage/source:	https://www.afav.org/wp-content/uploads/2018/08/Hilos-86-web.pdf
Organizer	City of Arts and Sciences of Valencia
Description	<p>Intergenerational meeting between a group of AFAV users and children from the Consell dels Xiquets de la CAC, aged between 10 and 13 years old.</p> <p>The activity consisted, in the first part, of a brief tour of the exhibition of the pedagogue Tonucci (Fratto) and, subsequently, of the joint construction of childhood toys (paper aeroplanes, cordless telephone, boats with cork stoppers, origami...).</p>
Connection with project	Is relatable as it focuses on promoting interaction and exchange between different age groups. Bringing older people together with children promotes mutual understanding and respect, while sharing knowledge and experience between generations.
Age groups involved	Seniors and primary school
Target groups involved	Beneficiaries of the AFAV day centre and children aged 10 to 13.

5.2.8 Intergenerational workshop at the City of Arts and Sciences

Equipment needed

paper, cardboard, toothpicks, colours, pencils, glue, string, scissors, etc.

Images



Key Words

Promotion of interaction; intergenerational interaction; mutual understanding and respect; sharing knowledge and experiences

5.3.1 Mystery in Nursing home

Type of facility	Nursing home
Place	Greece / Online
Type of activity	Escape games
Webpage/source:	https://challedu.com/mysthrio-sto-ghrocomeio/
Organizer	Challedu
Description	<p>The purpose of this innovative program is to foster intergenerational interaction between senior residents in specific care units in Athens (The Good Samaritan, Panagia Eleousa, Meropion Foundation, Moschato Social Welfare) and students from primary and secondary schools. It aims to enhance the seniors' quality of life and integrate them with other social groups through enjoyable activities. The program involves the co-creation of 4 mystery games (escape rooms) using stories shared by seniors during memory-sharing workshops. Students visit these care homes and play the mystery games by solving puzzles, finding clues, and overcoming obstacles. Seniors can act as participants or assist if they wish.</p> <p>Among the results of the project are</p> <ul style="list-style-type: none"> • 88 hours of memory collection workshops • Creation of 4 mystery games one for each care unit • Creation of the program guide and game platform • 150 hours of mystery game implementation and intergenerational interaction. • Participation of 138 seniors, 1,586 students, and 106 teachers in play sessions
Connection with project	The ESCAPERS project uses escape games/rooms as a tool for intergenerational learning and social inclusion, building on the "Mystery in Nursing Home" concept. It fosters interaction between seniors and younger generations through collaborative, engaging problem-solving activities.
Age groups involved	65 + people 10-16 years old

5.3.1 Mystery in Nursing home

Target groups involved

Seniors residing in nursing homes, primary and high school students

Equipment needed

Printouts of game material

Images



Key Words

Escape games, intergenerational learning, mystery games

5.3.2 ANTAMA - YOUNGER AND OLDER PEOPLE CREATE FOR EACH OTHER IN GREECE DURING COVID-19

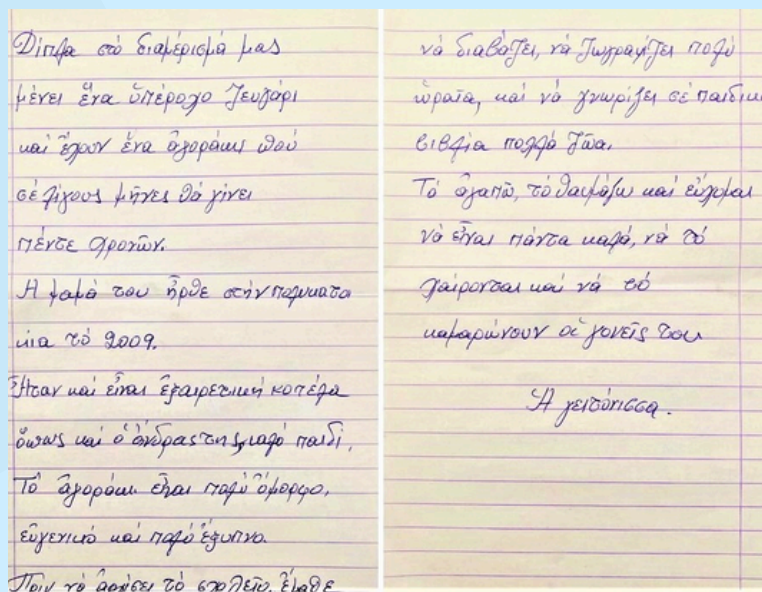
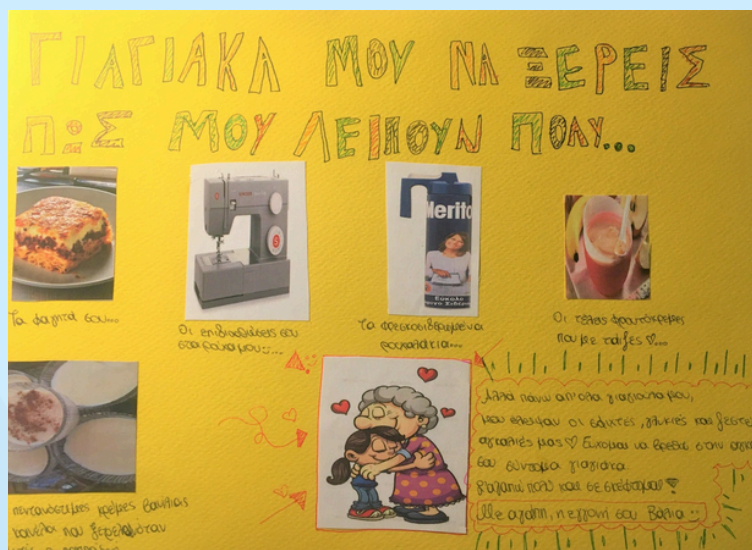
Type of facility	Online Event
Place	Greece / Online
Type of activity	Online intergenerational art project /creation of drawings or writings for both target groups (children/seniors)
Webpage/source:	https://www.age-platform.eu/younger-and-older-people-create-for-each-other-in-greece-during-covid-19/
Organizer	ANTAMA , Hellenic Children's Museum
Description	ANTAMA, a Greek organization, partnered with the Hellenic Children's Museum to launch an online intergenerational art project during the pandemic. Participants aged 4-15 and 65+ created drawings or writings for each other, fostering connection across generations despite physical distance. The initiative ran from April 20 to May 16, 2021, attracting 59 entries. Through online guidance and promotion, ANTAMA facilitated submissions, aiming to empower seniors, strengthen intergenerational bonds, and challenge age stereotypes.
Connection with project	It combines the intergenerational character of interaction between children and elderly, with an artistic approach since participants were called to create a drawing or writing. The project also contributes to the empowerment of people 65+. It also increases public awareness of age stereotypes.
Age groups involved	Children (4-15 years old) and seniors (65+ years old)
Target groups involved	Children and seniors

5.3.2 ANTAMA - YOUNGER AND OLDER PEOPLE CREATE FOR EACH OTHER IN GREECE DURING COVID-19

Equipment needed

Computer/tablet/mobile (any device with internet connection). Notebooks / Blank papers/
pencils/pens/markers

Images



Key Words

Dedicated drawings, paintings, or writings/
Intergenerational artistic activity / Digital
technology for older people

5.3.3 Plegma Intergenerational Program

Type of facility	Skopelos Open Protection Center for the Elderly (ΚΑΠΗ)
Place	Skopelos, Greece
Type of activity	Narratives collection, visual works creation, recording of oral histories
Webpage/source:	https://www.timafoundation.org/grants/plegma-intergenerational-program-2016/
Organizer	Skopelos Open Protection Center for the Elderly (funded by TIMA Foundation)
Description	The intergenerational program on the island of Skopelos brings together elderly members of the Skopelos Open Protection Center for the Elderly (OPCE) and kindergarten students to record oral history. This initiative aims to bridge generational gaps and provide creative opportunities for both groups. Kindergarten students will collect stories and cultural traditions from the elders, which will inspire their visual creations. These artworks will be showcased in an art exhibit at the OPCE and published in a special publication, fostering mutual respect and combating social exclusion.
Connection with project	This initiative is connected to our project's goals and values, providing a useful example of co-creation between elderly and kindergarten students. It also offers insight about methods like the use of narratives, for intergenerational learning into our project.
Age groups involved	Children 4-6 years old, Seniors 60+ years old
Target groups involved	Kindergarten Students, Beneficiaries of the Skopelos Open Protection Center for the Elderly

5.3.3 Plegma Intergenerational Program

Equipment needed

Recording equipment, paper, markers, paint, pens, pencils

Images



Key Words

Oral history, Historical events, Visual works, Skopelos, Kindergarten

5.3.4 At the Museum with Different... Glasses.

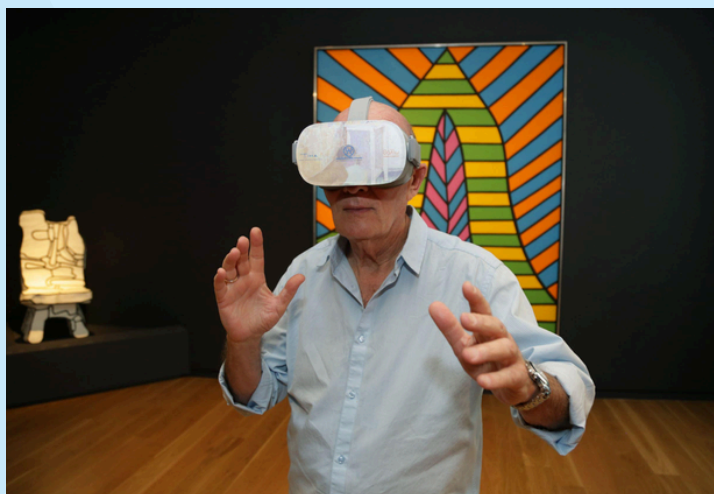
Type of facility	Care home
Place	Nationwide, Greece
Type of activity	Virtual reality museum tours and tactile interaction with art replicas.
Webpage/source:	https://goulandris.gr/el/about/activities-65-plus
Organizer	B&E Goulandris Foundation.
Description	A traveling museum kit for the elderly, using VR headsets for virtual tours and 3D prints/models of selected artworks, making art accessible to those unable to visit the museum.
Connection with project	Leverages technology to make art accessible to the elderly, aligning with our focus on innovative learning and engagement.
Age groups involved	Seniors
Target groups involved	Residents of nursing homes.

5.3.4 At the Museum with Different... Glasses.

Equipment needed

VR headsets

Images



Key Words

Elderly engagement, virtual reality, art accessibility, museum education.

5.3.5 Care Bridge for the Elderly and Dementia.

Type of facility	Care home
Place	Patra, Greece
Type of activity	Home intervention services, cognitive and physical empowerment, caregiver education and support.
Webpage/source:	https://frodizo.gr/portfolio-item/gefyra-frontidas-tima/
Organizer	Frodizo Association, supported by TIMA Charitable Foundation.
Description	A project offering holistic intervention to dementia patients and their caregivers, focusing on enhancing functionality, empowering cognitive functions, socialization, and improving caregivers' skills.
Connection with project	Enhances elder and dementia care through holistic support, aligning with our emphasis on comprehensive elderly care and caregiver support.
Age groups involved	Elderly with dementia.
Target groups involved	Dementia patients, family caregivers, health professionals.
Key Words	Dementia care, caregiver support, cognitive empowerment, elderly socialization.

5.3.6 Multiple activities at the Nursing Home of Athens

Type of facility	Nursing home
Place	Athens, Greece
Type of activity	Environmental beautification and elderly care
Webpage/source:	https://we4all.com/el/drasedis/polapli-drasi-sto-girokeio-athinon/
Organizer	L'Oréal Hellas, Athens Nursing Home
Description	A volunteer event where over 250 participants planted 1600 saplings, painted, and installed irrigation, alongside providing beauty care to the elderly, emphasizing community and intergenerational support.
Connection with project	Reflects intergenerational engagement and environmental stewardship, aligning with our project's goals.
Age groups involved	Elderly residents, volunteers of various ages
Target groups involved	Elderly residents of the nursing home, community volunteers

5.3.6 Multiple activities at the Nursing Home of Athens

Equipment needed

Gardening supplies, painting materials, beauty care products

Images



Key Words

Intergenerational support, environmental beautification, elderly care, volunteerism

Type of facility	Open Protection Centers for the Elderly (ΚΑΠΗ)
Place	Halandri, Athens, Greece
Type of activity	Game (chess) between seniors (60+ years old) and youth, Chess training of the elderly by youth
Webpage/source:	https://www.timafoundation.org/grants/chess-club-halandri-intergenerational-chess-program-2016/
Organizer	The Chess Club Halandri, Tima Foundation
Description	The Intergenerational Chess Program aims to foster social cohesion by bringing together youth and seniors through chess games. It leverages the proven benefits of chess in combating Alzheimer's and enhancing seniors' quality of life. For youth, the program promotes a sense of community and respect for the elderly. Experienced seniors will lead the initiative, implemented in three Open Protection Centers for the Elderly in Halandri. This innovative program pioneers chess as a tool for intergenerational connection in Greece.
Connection with project	Both the ESCAPERS project and the Intergenerational Chess Program aim to bridge generational gaps and promote social inclusion. While ESCAPERS focuses on diverse learning, the Chess Program specifically connects youth and seniors through chess, fostering social cohesion.
Age groups involved	Seniors 60+ years old,
Target groups involved	Seniors 60+ (residents of Open Protection Centers for the Elderly), youth individuals (members of the Chalandri Chess Club)

5.3.7 Intergenerational Chess Program

5.3.7 Intergenerational Chess Program

Equipment needed

Chess

Images



Key Words

Intergenerational Chess Program, Open Protection Centers for the Elderly, Community, Chess Training

Type of facility	Elderly Care Units
Place	Athens, Greece
Type of activity	Knowledge quizzes (eg. trivial), Construction games: Simple coloured puzzles, wooden shapes, plastic, Lego, Table games
Webpage/source:	https://www.aktios.gr/en/activities-in-aktios/
Organizer	Aktios Elderly Care Units
Description	Aktios offers a variety of engaging group games carefully curated to enhance residents' cognitive abilities and sensory perception. From construction and table games to physical activities like bowling and ball games, participants enjoy a range of experiences. Additionally, sensory games stimulate hearing, touching, smelling, tasting, and vision, fostering holistic engagement. Classic games like Blind man's buff and Hangman encourage social interaction and fun. Knowledge quizzes add an educational element, promoting mental agility and memory recall. Each activity is thoughtfully planned, supervised, and coordinated to ensure a stimulating and enjoyable experience for all participants.
Connection with project	Aktios engages elderly residents with group games, promoting cognitive abilities and social interaction. ESCAPERS project fosters intergenerational learning, social inclusion, and cultural preservation, aligning with Aktios' goal of combating isolation and empowering seniors.
Age groups involved	Seniors 60+ years old
Target groups involved	Seniors-Residents of Aktios Elderly Care Units/ Patients with dementia

5.3.8 Activities Program of Aktios Elderly Care Units

5.3.8 Activities Program of Aktios Elderly Care Units

Equipment needed

Puzzles, lego or other constructive game, table games, balls and sticks

Images



Key Words

Construction games, Aktios, Elderly Care Units, Seniors Empowerment

5.3.9 INVOLLEN: Intergenerational Learning for Nature Conservation Volunteers

Type of facility	Nature
Place	Greece, Italy, France, Hungary and Slovenia
Type of activity	Meeting, Training, co-creation of games
Webpage/source:	https://ornithologiki.gr/en/public-awareness-education/information/our-news/1235-involen-intergenerational-learning-for-nature-conservation-volunteers
Organizer	Hellenic Ornithological Society
Description	INVOLLEN, by the Hellenic Ornithological Society, pioneers intergenerational learning for nature conservation across Europe. Seniors and youths collaborate in designing interactive games for biodiversity preservation in Natura 2000 areas. Through storytelling and ICT tools, seniors impart wisdom while youth infuse energy, fostering a dynamic exchange. The program's innovative methodology, adaptable for schools and NGOs, empowers communities to safeguard Europe's ecological heritage.
Connection with project	The connection between Invollen and the ESCAPERS project lies in their shared focus on intergenerational learning. Both initiatives aim to strengthen bonds between different age groups and promote social inclusion.
Age groups involved	Teenagers , Older people 55+ years old
Target groups involved	Youth and older individuals willing to volunteer

5.3.9 INVOL: Intergenerational Learning for Nature Conservation Volunteers

Images



Key Words

Environmental Intergenerational program, games for nature, environmental awareness

5.3.10 Elderly Adoption Program in Thessaloniki

Type of facility	Elderly Day Care Center & High School
Place	Thessaloniki, Greece
Type of activity	Intergenerational social visits and support
Webpage/source:	https://www.athensvoice.gr/epikairotita/ellada/584140/mathites-yiothetoy-n-ilikiomenoys-apo-girokeimeia-tis-thessalonikis/
Organizer	3rd General Lyceum of Ampelokipoi, Thessaloniki & ΚΗΦΗ
Description	This initiative, inspired by educator Maria Merehougia, involves high school students from the 3rd General Lyceum of Ampelokipoi "adopting" elderly individuals from nearby nursing homes. The aim is to bridge the generation gap by fostering personal relationships through regular visits for companionship or assistance, enriching the lives of both the elderly and the students. This first-of-its-kind organized effort in Greece sees students enthusiastically participating, learning about empathy, diversity, and the natural process of aging through direct interaction with the elderly.
Connection with project	Links younger and older generations, offering insights for integrating game-based, intergenerational learning into our project.
Age groups involved	Seniors, high school students (Lyceum level)
Target groups involved	Elderly individuals in nursing homes, high school students

5.3.10 Elderly Adoption Program in Thessaloniki

Images



Key Words

Intergenerational learning, elderly care, student volunteerism, empathy, social inclusion, intergenerational relationships, community engagement.

5.3.11 Educational exhibit and interactive robotic board game

Type of facility	Care home
Place	Volos, Greece
Type of activity	Educational exhibit and interactive robotic board game
Webpage/source:	<u>ERTnews - Volos: A portable museum for the education of the elderly by the Talodia team</u>
Organizer	Team Talodia, University of Thessaly
Description	The Talodia team, preparing for the final FIRST LEGO League Greece in Thessaloniki, created Pro.Grand, a portable "museum" designed for elderly education. It features programming exhibits and a specifically designed robotic board game with an app and logic accessible to the elderly. The project aims to highlight the cognitive and social benefits of computational thinking and playful coding for seniors, enriching their daily lives and bridging the technology gap.
Connection with project	Integrates technology and games for elder learning, reflecting our goals.
Age groups involved	Seniors and young students
Target groups involved	Elderly residents of Volos Nursing Home, general elderly population, young students

5.3.11 Educational exhibit and interactive robotic board game

Equipment needed

Robotic board game, app-enabled devices

Images



Key Words

Elderly education, playful coding, interactive learning, robotic board games, and technology accessibility.

5.3.12 Bridge Game Jam

Type of facility	Innovation and community hub.
Place	Athens, Greece
Type of activity	Game development festival
Webpage/source:	https://www.alzheimer-chalkida.org/bridge-game-jam/
Organizer	Alzheimer Chalkida
Description	A festival designed to create games for dementia patients, part of the BRIDGE program focusing on information, interaction, and tool creation for empowering dementia patients' abilities and facilitating elderly socialization.
Connection with project	Encourages intergenerational interaction and the use of game-based tools for dementia patients, aligning with our focus on game-based learning and activities.
Age groups involved	Elderly with dementia, young creators (students, young professionals).
Target groups involved	Dementia patients, caregivers, healthcare professionals, young game developers.

5.3.12 Bridge Game Jam

Images



Key Words

Dementia care, game development,
intergenerational learning, elderly socialization.

5.3.13 Museum Adventure

Type of facility	Care home
Place	Accessible nationwide and internationally.
Type of activity	Art-themed mobile quiz application.
Webpage/source:	https://goulandris.gr/el/about/activities-65-plus
Organizer	B&E Goulandris Foundation.
Description	An application designed for seniors and those with Mild Cognitive Impairment to navigate through iconic artworks from the foundation's collection via audio tours and engage with quiz questions.
Connection with project	Utilises technology to enhance cognitive and emotional well-being through art, aligning with our educational and engagement goals.
Age groups involved	65+ and people with Mild Cognitive Impairment.
Target groups involved	Elderly, individuals with cognitive challenges.

5.3.13 Museum Adventure

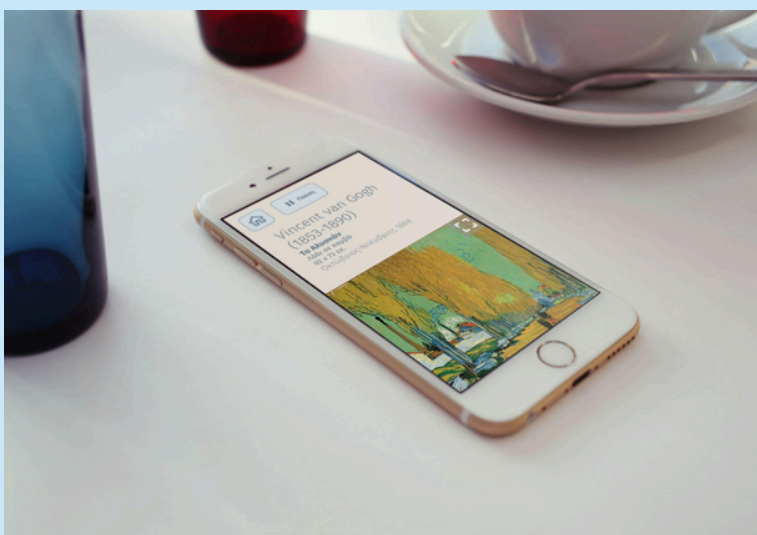
Equipment needed

iOS or Android mobile devices.

Additional material needed to implement the activity

- [iOS App](#)
- [Android App](#)

Images



Key Words

Elderly engagement, cognitive health, art quiz, mobile application.

5.3.14 Best Friends Project

Type of facility	Care Home, Day Care Centre, Nursing Home
Place	France, UK, Latvia, Austria, Italy, Greece
Type of activity	<p>Various activities, as children and care home residents share daytime care facility:</p> <ul style="list-style-type: none"> • Games • Walking together • Arts and Crafts • Sportsday
Webpage/source:	https://bestfriendsproject.eu/
Organizer	Point Europa Ltd (Coordinator)
Description	<p>The Best Friends Project is an Erasmus + project that addresses the isolation of the elderly by developing an innovative curriculum for social care workers/volunteers and games that promote intergenerational communication and learning. The project was divided into several results including a 'Toolkit for Intergenerational Activities & Social Participation'. The users of these activities are the elderly and young children (aged 4-5 y.o.). The Toolkit, combining with the other project's results, compiles a series of games designed to foster intergenerational connections.</p> <p>The project highlights the benefit of intergenerational learning and proposes a series of activities for carers to apply with a group of elderly and young people. It gives clear guidelines on how to implement the activities and adapt them to the needs of each group.</p>
Connection with project	The Best Friends Project is a good example in terms of manual activities and games to implement within the room with an intergenerational group. It is also a good example of a toolkit with clear explanations per activity/games that can become a springboard for intergenerational learning.
Age groups involved	Preschool children (Age 4-5), Elderly

5.3.14 Best Friends Project

**Target groups
involved**

Preschool Children, Elderly, Carers

Equipment needed

Paper, pens, Recycled Material

**Additional material
needed to implement
the activity**

Game-specific material i.e. memory cards

Images



Key Words

Intergenerational Learning, Toolkit

5.4.1 Old People's Home for 4 year olds' Channel 4 documentary

Type of facility	Care home
Place	Bristol, UK
Type of activity	<p>Various activities, as children and care home residents share daytime care facility:</p> <ul style="list-style-type: none"> • Games • Walking together • Arts and Crafts • Sportsday
Webpage/source:	<p>https://www.bath.ac.uk/case-studies/how-old-peoples-home-for-4-year-olds-might-force-a-shake-up-in-social-care/</p> <p>https://www.channel4.com/press/news/channel-4-returns-old-peoples-home-4-year-olds</p>
Organizer	Channel 4
Description	<p>In this Channel 4 documentary and study 10 pre-school students were paired up with 11 care home residents of the the St Monica's Trust in Bristol for a duration of six weeks. To document the impacts of the intergenerational sharing of daytime care facilities, all elderly residents were examined by medical specialists in regard to their cognition, mood, depression and physical fitness at the beginning, in the middle and at the end of the six weeks. In their daily activities, like walks, games, arts and crafts both generations were able to build connections with one another. The daily activities were designed by the team of experts as part of the programme. After the first three weeks the medical specialists could document improvements in the measures they have taken at the beginning. At the end around 80 percent of the residents showed significant improvements in their mood and in their physicality.</p>

5.4.1 Old People's Home for 4 year olds' Channel 4 documentary

Connection with project

This programme shows that intergenerational projects and activities not only have a positive impact on the younger generation, but also a significant and positive impact on the elderly's health and wellbeing. Young and older generations are able to build connections with one another.

Age groups involved

Preschool children (Age 4), Elderly

Target groups involved

Nursing home residents, Preschool Children

Equipment needed

Variable depending on activities

Images



Key Words

Care home, Preschool students, shared daytime facilities

5.4.2 Songs for our times - Intergenerational Music Project

Type of facility	School, Daycare Facility
Place	Bandon, Co. Cork
Type of activity	Music and song-writing project with mutual visits by the school and the daycare center
Webpage/source:	https://www.activemusic.ie/intergenerational-project.html https://artsineducation.ie/en/project/songs-for-our-times/
Organizer	Ruti Lachs, Artist
Description	Song for our Times is a project involving Primary School students and older people from a day-care center focused on singing and song-writing. Both the elderly and the students wrote songs exploring the theme of 'people coming to live in Ireland from other places' in this instance, it focused on the Cork Jewish Community. Students and the Elderly met several times throughout the project both at the Daycare Centre and at the School. The project lasted four weeks and involved participation from students, the elderly, teachers and daycare staff. The series of workshops involved both groups, either on their own or together and introduced participants to song-writing and singing. The interaction of the two groups focused on the aims of the project but also on simple interaction which involved sharing stories, cultures and food.
Connection with project	This project is a good example on how art can open up conversations and the need to tailor the participation of both groups according to their own needs. The project showcases how the long-lasting results lay in the interactions and in the process rather than in the achievement of the set goals.

5.4.2 Songs for our times - Intergenerational Music Project

Age groups involved

Primary School students, Elderly

Target groups involved

Students, Elderly from Daycare Centres, Musicians

Equipment needed

Instruments, papers, flipcharts

Images



Key Words

Song-writing, Intergenerational & intercultural exchanges

Type of facility	School, Daycare Facility
Place	Bandon, Co. Cork
Type of activity	Letter writing
Webpage/source:	https://agefriendlyireland.ie/initiative-search-result/
Organizer	Clare Comhairle na nOg - local youth parliament
Description	During lockdown, the Clare Comhairle na nOg - local youth parliament took the initiative to start correspondence with elderly in nursing homes based on discussion around the loneliness of older people during the Covid-19 crisis. The project came from the initiative of young people and they worked together with nursing homes and daycare facility staff to identify isolated seniors and tackle loneliness during Covid-19. Staff identified isolated seniors based on visits and contacts with the family and provided the young people with their first names. The students then divided the list amongst themselves and wrote regularly to the selected group of seniors. The daycare/nursing home staff distributed the letters to the relevant participants.
Connection with project	The project had a positive effect on the senior participants, making them feel less lonely. Staff noted that it 'brought happiness to the nursing home residents when they couldn't see their family members'. It is important to note that the project depended solely on motivation and willingness of participants - especially in the young people - which proved to be a challenge at times.

5.4.3 Penpals Initiatives

5.4.3 Penpals Initiatives

Age groups involved	12-18 y.o., seniors
Target groups involved	Elderly from Nursing Homes
Equipment needed	Paper/Pen
Key Words	Pen-Pals, Letters

Type of facility	Schools
Place	Ireland
Type of activity	<p>Various activities, including:</p> <ul style="list-style-type: none"> - Make a friendship commitment to an elderly person - Design and make Friendship Cards for the elderly. - Produce a Life and Times Biography for an elderly person - Produce a When My Elderly Friend Was Young essay - Invite an elderly person to the school for an In My Day talk - Bring an hour of entertainment to a day center or nursing home for the elderly - Organize an end-of-year display of work in the local library or your school - Host an Elderly Hero Award in your school
Webpage/source:	https://friendsoftheelderly.ie/get-involved/schools-programmes/ https://friendsoftheelderly.ie/get-involved/schools-programmes/cspe-action-project/
Organizer	Friends of the Elderly

5.4.4 Friends of the Elderly Transition Year and CSPE Programmes

5.4.4 Friends of the Elderly Transition Year and CSPE Programmes

Description	<p>Friends of the Elderly is an Irish volunteer-based charity which works at improving the lives of the older members of communities by offering emotional and social support. Their main aim is to enable the elderly to keep their independence while making them feel connected to the rest of the community. The charity organizes a number of activities, including Home Visits, Phone Calls, Social Gatherings, Day Trips... One of these activities includes an intergenerational programme in schools. The Friends of the Elderly Transition Year and CSPE Programmes is a programme led in school for older adults and young people to build relationships and give students a greater appreciation of the elderly and the past through discussion with the elderly. The Friends of the Elderly have put together a pack for the CSPE Programme to help teachers and students alike learn about aging and to change their vision about what it means to age. The programme includes in-class activities as well as meeting in the community.</p>
Connection with project	<p>This Programme has good examples of Toolkits and has resources that could be very useful in terms of implementing knowledge through various activities. Friends of the Elderly also have created great activity for community and relationship building based on human connection.</p>
Age groups involved	<p>Secondary School Students, Teachers, Elderly (65+)</p>
Target groups involved	<p>School Students (16-18), Elderly (65+)</p>
Equipment needed	<p>See CSPE Pack</p>
Additional material needed to implement the activity	<p>See CSPE Pack</p> <ul style="list-style-type: none"> • Quiz • Video • Toolkit
Key Words	<p>School Programmes, Relationship-building, Intergenerational</p>

5.4.5 Walking in my shoes

Type of facility	School
Place	Dublin and nationwide, Ireland
Type of activity	<p>Various activities, including:</p> <ul style="list-style-type: none"> • Meetings and communication • Students collect footage and create for example a video, podcast, photo project or written story to showcase what they learned from the elderly about mental health
Webpage/source:	<p>https://www.walkinmyshoes.ie/campaigns/ways-to-wellbeing</p> <p>https://smartdublin.ie/smartd8-ways-to-wellbeing/</p>
Organizer	Walk in My Shoes (WIMS) of St Patrick's Mental Health Services (SPMHS)
Description	<p>Ways of Wellbeing is a project, where primary and secondary school students learn about mental health and mental wellbeing from the older people in their communities.</p> <p>At the beginning of the projects students have to decide on how they want to showcase what they have learned from the elderly in a creative way, which for example can be in the form of a video, a podcast, a combination of photos or a written story. Students are then encouraged to communicate with older people in their communities for example in their families, in day centers or nursing homes to learn what knowledge and life lessons the elderly have gathered throughout their lives. During this time students are supposed to collect footage for their creative projects like recordings, pictures or letters. After students finish their project WIMS encourages teachers to upload them to the WIMS School Portal, where schools can share their projects in regard to mental health. After a pilot project in cooperation with Smart D8 in 2021 with six schools in Dublin 8, the project has gone nationwide in the year 2022. In February 2022 some of the projects were shown in an exhibition and a digital display in the St Patrick's University Hospital in Dublin 8.</p>

5.4.5 Walking in my shoes

Connection with project	This Programme shows how younger people can learn and profit from the knowledge and life lessons older generations have gathered through their lives. It also is a great activity for school students to connect with older people in their own communities.
Age groups involved	Primary and Secondary School Students, Elderly
Target groups involved	Students, Elderly
Equipment needed	Cameras, printer, video cutting program, PC, paper, voice recording device etc.
Additional material needed to implement the activity	Teacher Guide: https://www.walkinmyshoes.ie/media/4332/teacher-guide-ways-to-wellbeing.pdf Student Steps: https://www.walkinmyshoes.ie/media/4336/ways-to-wellbeing-student-steps.pdf
Images	https://www.youtube.com/watch?v=HNELnEGgtEM
Key Words	School project, Intergenerational communication, mental health

5.4.6 Knit-Stitch; Wool in School - Intergenerational Project

Type of facility	Schools
Place	Donegal, Ireland
Type of activity	Knitting, Meeting
Webpage/source:	https://woolinschool.com/portfolio/intergenerational-project/ https://www.agriland.ie/farming-news/inter-generational-project-makes-for-close-knit-communities/
Organizer	Wool in School
Description	<p>The intergenerational project of Wool in School brings together younger and older generations with the help of their knitting kits. While the knitting kit can be used at home to connect children and their grandparents, a pilot project ('Knit-Stitch') focusing on schools and nursing homes was launched in May 2021. Schools received knitting kits with wool and needles for students. Nursing homes received knitting kits in separate bags. Students were able to communicate with residents of nursing homes over Zoom, Whatsapp or Facetime calls (due to Covid-19 regulations) to get help and tips for their knitting from the older people. Students are able to connect with nursing home residents, their grandparents or with elderly people in their communities through the art of knitting. The project also focuses on sustainability and the environment.</p>
Connection with project	Knitting functions as a mutual and creative activity to connect younger and older people in one community.

5.4.6 Knit-Stitch; Wool in School - Intergenerational Project

Age groups involved

Primary School Students, Elderly

Target groups involved

Children, Nursing Homes, Grandparents

Equipment needed

Knitting/Wool kit from Wool in Schools

Images



Key Words

Knitting, Manual Activity

5.4.7 Youth Action addressing IT poverty

Type of facility	School
Place	Caherciveen, Co. Kerry, Ireland
Type of activity	IT Workshops, Meetings
Webpage/source:	https://www.independent.ie/regionals/kerry/south-kerry-news/kerry-students-honoured-after-technology-project-blossomed-into-friendships-between-young-and-old/a97836241.html
Organizer	Age Friendly Ireland
Description	<p>Youth Action addressing IT poverty is a project initiated with Transition Year students in South Kerry with the aim of narrowing the gap in IT isolation in our community all the while trying to form Intergenerational relationships amongst students and elderly members of our community.</p> <p>The project started as a response to the extensive research showing disadvantages experienced by older people, including loneliness and isolation, which negatively impacts on their well-being. Age Friendly Ireland outlined a programme whereby younger people support and train older people to use IT with age friendly devices, creating a new opportunity for greater connectivity in the community. Enhanced digital connectivity for older people contributes to counteracting the negative effects of rural isolation and result in better access to information & services. Participants found that the project extended from a simple IT lesson for older people to a social exchange and a learning experience for all participants involved with knowledge sharing and relationships building throughout the meetings.</p>
Connection with project	Youth Action Addressing IT Poverty while initially created to respond to the lack of IT Skills in the elderly developed into a cultural and knowledge sharing experience with young people and the elderly valuing the other according to their skills and experience bringing participants and better knowledge and appreciation for the others' generation.

5.4.7 Youth Action addressing IT poverty

Age groups involved	Elderly, Transition Year students (16 y.o.)
Target groups involved	Elderly, Transition Year students (16 y.o.)
Equipment needed	Tablets, computers/laptops, phones
Images	
Key Words	IT Skills, Intergenerational, Knowledge/Skill-Sharing
Type of facility	Nursing home
Place	Oslo, Norway
Type of activity	Visits of children, mainly from elementary schools to nursing homes. Meetings with older people and knowledge acquisition. Co-creation

5.5. 1 FellesGlede Ressurspartner (Common Joy Resource partner)

Webpage/source:	https://www.facebook.com/FellesGledeRessurspartner/
Organizer	FellesGlede Ressurspartner
Description	FellesGlede facilitates intergenerational connections between nursing homes and elementary schools, fostering meaningful interactions between elderly residents and children from the local community. Through simple and resource-efficient coordination, they organise visits that benefit both parties. Children learn about ageing while providing companionship, and elderly residents experience the joy of intergenerational engagement. With tailored activities and ongoing support, FellesGlede ensures that collaborations are mutually beneficial and sustainable. They work closely with nursing homes and schools, adapting visits to meet the needs of residents and align with educational goals.
Connection with project	The intergenerational character of this initiative corresponds to our project's objectives and values. Sharing common activities and interacting with each other, offers a lot of benefits for all participants and especially to seniors who are facing isolation.
Age groups involved	Elementary school students/Seniors
Target groups involved	Children, Seniors
Equipment needed	It depends on the activity implemented. It can be: paint brushes , gardening tools or other.

5.5.1 FellesGlede Ressurspartner (Common Joy Resource partner)

Images



Key Words

Elementary school students / Intergenerational Learning / Nursing homes

5.6 Conclusions

The findings from this chapter highlight a variety of intergenerational activities across partner countries (but not limited to). The distribution and types of activities, along with the target groups involved, can be summarized as follows

- Italy (7 best practices) ranging from creative workshops like theater and digital storytelling to initiatives promoting digital literacy and cultural exchange through interactive tours. The target groups involved include seniors in nursing homes, high school students, adult educators, and younger learners.
- Spain (8 best practices) focusing on promoting healthy habits, physical activity, and sustainable living through games, information sessions, and community events. The target groups include older people, primary school students, parents, and educational centers.
- Greece (13 best practices) from Greece, encompassing diverse activities such as online art projects, oral history documentation, virtual museum tours, and game development festivals. These activities engage various target groups, including children, seniors, volunteers, dementia patients, caregivers, and young game developers.
- Ireland (7 best practices) highlighting initiatives that address IT poverty, promote mental health awareness, and foster intergenerational connections through music, knitting, and storytelling. The target groups involved are primarily elderly individuals, school students, and carers.
- Other (Norway): an example from Norway is included focusing intergenerational connections between nursing homes and elementary schools through visits and shared activities. The target groups are elementary school students and seniors.

The activities showcased demonstrate a wide range of approaches to intergenerational learning, including game-based activities, creative workshops, technology-focused initiatives, community engagement projects, and educational programs. These activities cater to diverse target groups, primarily seniors and younger generations, but also include adult educators and professionals working with these groups. The findings emphasize the potential of intergenerational learning to address social challenges, promote inclusion, minimize digital gap and create meaningful connections between different age groups.

6 **ESCAPERS** **PROJECT** **METHODOLOGY**





**6.1. AN INTRODUCTION TO
ESCAPE ROOMS/GAMES**

**6.2 GUIDELINES / TIPS ON HOW
TO DESIGN ESCAPE
GAMES/ROOMS FOR
INTERGENERATIONAL LEARNING**

**6.3 GUIDELINES ON INVOLVING
SENIORS IN THE CREATION
PROCESS OF THE ESCAPE
GAMES.ROOM IN ORDER TO
ADAPT THE ESCAPE GAMES IN
SPECIFIC GROUPS**

**6.4 METHODOLOGY OF THE
ESCAPERS PROJECT (WP
ANALYSIS STEP BY STEP BASED
ON THE METHODOLOGY OF
MYSTERY IN NURSING HOME)**

6.5 PLAYTESTING (WP3 & WP4)

6.6 ESCAPERS LABS (WP4)

6. ESCAPERS PROJECT METHODOLOGY

6.1. An introduction to escape rooms/games

The main educational tool for ESCAPERS project will be the tailor made escape rooms that will be co-created with the seniors. Before delving into the methodology of the project, we will reflect on the theoretical and information on escape games.

The terms "escape game" and "escape room" are often used interchangeably, but they refer to distinct concepts.

An escape game is an interactive adventure where players are placed in a fictional setting and must solve a series of puzzles to escape before time runs out (Estelle, 2023). These games can be played in a variety of locations either indoors or outdoors such as parks, city streets, or abandoned buildings. There are no restrictions on where escape games can be held, and they can be designed for solo play or for teams.

In contrast, an escape room is a specific type of escape game that typically occurs in a specially designed, enclosed space (Estelle, 2023). Players are locked in one or more rooms and must search for clues, solve puzzles, and find hidden objects to escape within a set time limit. Escape rooms are often themed, with scenarios ranging from horror and science fiction to crime. Teamwork is essential, as players must collaborate to solve the puzzles and escape before time runs out.

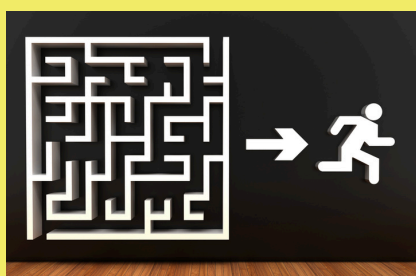


6.1.1 Gameplay in escape rooms/games

In short the gameplay in escape rooms is the following. Participants typically form a cooperative team having 2-10 players max. Upon beginning, the game immerses the players in a fictional environment e.g. prison cells, specific rooms etc. The challenges and puzzles players have to solve are aligned with the room's/game's theme.

The gamemaster/facilitator acquaints the participants with the game scenario, rules and objectives via live presentation or other media eg video or audio. Players then may enter into a specific space, and the facilitator sets a timer to approximately 45-60 minutes. During this time interval, players must explore the space provided, find clues, and solve puzzles to progress and finally escape.

The puzzles may involve a range of skills, including chemistry, mathematics, geography, and a basic understanding of other subjects. Well-designed puzzles do not require expert knowledge; any specialized information needed should be provided within the room. If players face difficulties though, they can ask for help or hints provided via written messages, video, audio or on spot from the game master.



Players "fail" if they cannot complete all the puzzles within the allotted time and escape. The game might offer different experiences depending on success or failure, with "good endings" for completing the objectives or escaping in time and "bad endings" for failing, often represented by narrative consequences within the story. Some venues may offer extra time or a quick walk-through of the remaining puzzles if the time runs out.

6. ESCAPERS PROJECT METHODOLOGY

6.1.2 Puzzles in escape rooms/games

- **Observation Puzzles:** These puzzles require players to pay close attention to their surroundings. This might involve finding hidden clues in the room's decor, deciphering hidden messages scrawled on objects, or noticing seemingly insignificant details that hold the key to the next step.
- **Logic Puzzles:** These puzzles test players' reasoning and problem-solving skills. They might encounter maths problems, logic grids, or reasonings that require careful deduction to unlock a combination or reveal a hidden message.
- **Physical Puzzles:** These puzzles get players moving and interacting with the environment. They might need to utilize objects in a specific order, assemble something from pieces, or decipher a code by physically moving parts of the room/game.
- **Word Puzzles:** These puzzles challenge players' vocabulary skills Eg crosswords, ciphers, anagrams, or riddles that require manipulating words to find the solution.
- **Tech Puzzles:** Some escape rooms/games incorporate technology into their puzzles. This might involve using tablets to access information (Eg qr codes), solving problems on a computer screen, or even interacting with robots or other electronic devices.
- **Collaborative Puzzles:** Many escape rooms/games require teamwork to succeed. Some puzzles might have multiple parts that need to be solved simultaneously by different team members, while others might require communication and coordination to decipher clues or complete tasks.

6.2 Guidelines / tips on how to design escape games/rooms for intergenerational learning

Escape games/rooms offer a unique and engaging environment for intergenerational learning. This exciting activity brings together people of all ages to work as a team, solve puzzles, and create lasting memories.

Combined with the LEAGUE framework (see chapter 4.3), educators that would like to design from scratch escape rooms/games as GBL activities may also take these tips in the creation process.

- **Teamwork and Communication.** By their nature, puzzles require a variety of skills to succeed. This creates a space where younger participants can contribute their tech-savviness and physical agility, while older adults can share their historical knowledge, critical thinking, and problem-solving skills and life acquired experience. To maximize this benefit, escape rooms/games should be designed with puzzles that require input from everyone. This could involve strategically dividing tasks or having puzzles with multiple parts that need to be solved simultaneously.

- **Content meaningful for all ages:** When choosing themes for intergenerational escape rooms, consider those that weave in historical elements or references that resonate with older adults. This could be a fictionalized account of a historical event, a classic movie theme, or even a mystery based on local history. Tapping into these shared experiences creates a common ground for discussion and problem-solving.

It's also important to ensure that the difficulty level can be applied to all ages. Balanced challenges with options for hints or tiered difficulty levels allow everyone to participate meaningfully and contribute their unique strengths.

- **Accessibility:** The physical environment of the escape room/game should be accessible also for seniors. Seating options and puzzles that don't require extensive physical agility could be some options to ensure a comfortable and inclusive experience.

- **Technology Integration:** If digital devices are incorporated, the facilitators should ensure it's user-friendly for all ages. Providing clear instructions and alternative methods for those less comfortable with tech are crucial.

6. ESCAPERS PROJECT METHODOLOGY

6.3 Guidelines on involving seniors in the creation process of the escape games room in order to adapt the escape games in specific groups

Adult educators/facilitators/game designers should take into account various issues while involving seniors in the creation process of escape games/rooms in order to tailor make them for them.

The first step can be the recruitment of the participants. For the sake of this project adult educators could lean on the beneficiaries/learners of the organizations they are working in, depending on the profile of the organization. They could also link with existing groups of seniors in their area. They could also run online (social media) recruitment campaigns to reach for participants.

Once they accept to come, one should make sure that the environment is welcoming and comfortable. A happy atmosphere and safe environment accompanied with plenty of seating and frequent breaks throughout the ideation process.

There are also various strategies to involve seniors in the creation process. For instance, an educator/game designer can conduct focus groups so as to ideate on topics for escape games/rules and or in brainstorming sessions so as to share their ideas for escape room themes, stories, and puzzles relevant to their interests. Seniors can also be involved to test the escape rooms/games and get their feedback on accessibility and difficulty.

By involving seniors in the design process, you can create escape rooms/games that are more inclusive, engaging, and enjoyable for all age groups.

6.4 Methodology of the ESCAPERS project (WP analysis step by step based on the methodology of Mystery in nursing home)

The finalization of this ESCAPERS guide marks the initiation of the cocreation of escape games/rooms involving seniors and younger generations of adults.

In general, this section will contain specific information about the actions and steps that will be implemented as part of this project and more specifically WP3 and WP4. In other words, we would like to present the methodological framework of our work based on Challedu's national project "Mystery in nursing home" implementation guide to other organizations or professionals who would like to carry out similar initiatives within their premises. It is important, though, to note that we might need to adapt the methodology e.g. gameplay depending on the findings of co-creation memory workshops.

Specifically, the step/work plan of the project **are:**

- Co-creation memory workshops (WP3)
- Escape games/rooms design (WP3)
- Escape games/rooms testing (WP4)
- Insights for facilitators.

6.4.1 Co-creation Memory workshops (WP3)

During the project' lifecycle partners will have to conduct memory workshops with different topics so as to extract ideas for the escape **rooms/topics for the seniors.** Specific guidelines for the workshops will be drafted at the initiation of WP3. Indicative topics of these workshops (but not limited) would be:

- **Co-creation memory workshops (WP3)**
- Escape games/rooms design (WP3)
- Escape games/rooms testing (WP4)
- Insights for facilitators.

Introductory Workshop: It is recommended that game designers/educators/facilitators run an introductory workshop. The goal of this workshop is for the facilitators to get to know the seniors, learn about their character traits and personalities, and strive to make a positive first impression that establishes a solid and continuous relationship of trust.

Workshop 1 - family: During this workshop, seniors may share stories about their families, inspired by songs, drawings, and proverbs. The goal of this workshop is to learn about the roots and descendants of each participant and to gain basic insights into the environment they grew up in, their relationships, and their families (e.g., the origins of their parents and grandparents, their relationships with children and grandchildren, and connections among relatives such as cousins, siblings, spouses, etc.).

Workshop 2 - professions: During this workshop, seniors may share stories about the professions they had when they were young or the professions of their relatives and friends, prompted by songs, drawings, and proverbs. The goal of the workshop is for the elderly to talk about past professions, their own jobs, and stories from their workplaces through their narratives.

Workshop 3 - travels: During this workshop, prompted by songs, drawings, and proverbs, seniors recall trips they have taken in their countries or abroad. The goal of the workshop is for seniors to talk about the travels they have undertaken, the modes of transportation they used, their experiences, and their favorite cities or countries.

6.4.1 Co-creation Memory workshops (WP3)

Workshop 4 - objects: In this workshop, seniors embark on a nostalgic journey through time, using songs, paintings, and proverbs as prompts to evoke memories of old tools, objects, and treasures. The workshop aims to encourage seniors to share stories about objects that hold deep emotional significance for them, such as an essential tool from their work days, a cherished amulet, or a treasured photograph.

Workshop 5 - love and romance: In this workshop, seniors using songs, paintings, and proverbs as prompts seniors can evoke memories of their first loves, cherished companions, and beloved family members.

Workshop 6 - food: During this workshop, the elderly, using songs, drawings, games and proverbs, recall old recipes, flavors, ways of producing products, local specialties, etc. The aim of the workshop is for the elderly to tell stories and recipes, to travel to places and flavors of the past and present.

Workshop 7 - myths and fairytales: During this workshop, the elderly, using songs, stories, proverbs, and images, recall old tales and myths from their region of origin, the places they have visited, as well as traditions etc. The aim of the workshop is for the elderly to tell their own stories and memories of myths, fairy tales, and traditions they know.

Workshop 8 - historical timeline: During this workshop, the elderly, using songs, drawings, games and proverbs, recall historical events of their time as well as older times. The aim of the workshop is for the elderly to tell stories from the past that are related to historical events.

Workshop 9 - school, friends: During this particular workshop, the elderly, using songs, drawings and proverbs, recall their school and childhood years, their friends, the fights they may have had with some for innocent childhood reasons, etc. The aim of the workshop is for the elderly, through their stories, to talk about their memories, their school life, and the concept of friendship in their lives.

6.4.1 Co-creation Memory workshops (WP3)

Workshop 10 - entertainment: This program invites seniors on a trip down memory lane! Through familiar songs, movie clips, and even old actor photos, they'll reminisce about how they used to have fun when they were younger. The goal? To get them sharing stories about their youthful hobbies, interests, and all the things that brought them laughter and joy.

All project partners will have to implement at least two co-creation memory workshops with varying subjects recruiting at least 4 participants. Participants in these workshops have to belong in ESCAPERS project main target group, that is people over 65 years old that:

- Either reside in nursing homes,
- Or are beneficiaries of open day care centers, adult education organizations NGOs, and nonprofits focused on active and healthy aging
- Are learners in third age education organizations

It is recommended that partners pick different topics. The activities to be carried out in these workshops should be easy to follow and some of them to be game based. The preferred duration of these workshops should be between 60 and 90 minutes including short breaks.

A detailed proposed outline for each workshop will be provided in WP3 but it could have the following outline.

- Activity I: Icebreaking activity (10 minutes)
- Activity II: Introduction to the workshop (5 minutes)
- Activity III: Activity to extract ideas (20 minutes)
- Short Break (5 minutes)
- Activity IV: Activity to extract ideas (20 minutes)
- Short Break (5 minutes)
- Activity V: Activity to extract ideas (20 minutes)
- Closure (10 minutes)

During and after implementing the co-creation workshops, facilitators/adult educators will have to fill in certain templates so as to document all the stories shared by senior participants and some initial ideas for escape game/room scenarios and riddles stemming from **them**. Audio and/or video recording may be used but it is not highly recommended since it might discourage the participants from expressing themselves freely.

Participants must be informed on how the information shared will be used and sign a consent form.

6.4.2.1 General information

After having received the documentation of co-creation memory workshops, OSG and Challedu will have to create the detailed scenarios for the escape games/rooms. In total, during the ESCAPERS project, 5 escape games/rooms will be created using the template of Annex 1.

For each game, they have to provide the following information:

- Learning objectives of the game
- Profile of players
- Needs of players
- Number of players
- Number of game masters/facilitators
- Duration
- Level of difficulty
- Game scenario/concept:
- Trailer video(s)
- Materials: equipment or game materials needed
- Guidelines for game master
- Setup of the game/room
- Goal of the game
- Guidelines for players
- Steps of gameplay
- Debriefing session
- Printing files (accessible & inclusive where possible)
- Non-Printing files

6.4.2.2 Proposed Gameplay for the ESCAPERS escape rooms/games

In short the gameplay in ESCAPERS escape rooms/games is the following. Participants typically form a team with 4-5 players max (please take into consideration that this number is subject to change based on each game's idea). The team comprises players that must be seniors and adults from younger generations ensuring a balanced distribution.

They will have to collaboratively work so as to escape from the room or solve all the challenges included. The game play may be differentiated based on the abilities of the players.

Depending on the game scenario, players could also be divided into two sub teams with one providing clues to the other team and solving the riddles collaboratively. The subteams may change roles.

The challenges and puzzles players have to solve are aligned with the room's/game's theme that will be related to the topics mentioned above for the co-creation memory workshop. The duration of the escape room/game will be around 45 minutes. The puzzles may involve a range of skills and topics, including culture and digital skills of seniors.

Players will lose if they cannot complete all the puzzles within a certain time framework.

The overall design of the escape games/room has to be flexible so as to fit a variety of premises. It will also need to accommodate various learning needs and existing skills and competences of the seniors.

6.4.2.3 Structure of the game (indicative, might be subject to change)

6.4.2 ESCAPE ROOM/GAME DESIGN (WP3)

The structure of the game will follow the following steps

- Welcoming: Upon the arrival of the players at the nursing home (or any other type of facility), the facilitators warmly welcome them. They guide them to the designated room where the game will take place. The goal is to ensure all participants feel comfortable and prepared for the game. The facilitators ensure that the participants are spaced out as evenly and sparsely as conditions allow (depending on the room size and the number of players) to provide ample space for the game activities.
- Getting to know each other: After the players have settled down, the facilitators/game masters begin by introducing themselves. Next, they briefly present the nursing home (or the facility that hosts the game that the younger adults have visited), mentioning its mode of operation, the professionals it employs, and its general purpose. The information about the nursing home (or the organization involved) can also be provided alternatively by a responsible person or employee, who can also answer any questions from young participants.
- Description of the rules: To ensure a smooth and respectful experience, all participants must get acquainted with the overall rules. For instance, participants must comply with hygiene rules: e.g. hand sanitation. Also, the facilitator/game master must remind the participants that if one of them feels sick, it would be better not to participate in the experience. Also, especially if the game takes place in a care facility, quietness is important. Facilitators have to maintain a low level of volume when speaking and also instruct participants to do so as well. Also, all participants must respect seniors and avoid loud voices and disruptive behavior.

Younger adults/participants must be respectful and kind to seniors and be empathetic towards any facilities they might face. They also must be attentive to potential challenges such as limited hearing, memory problems, low spirits, and reduced expressiveness.

Seniors might either be players or actors in the escape game/room (it depends on the scenario, the availability of partner organizations to train them and their willingness to do so).

Some additional rules might apply if the escape game/rooms is located in a nursing home. Participants must move cautiously in the facility and must be accompanied by animators or teachers. Also, if participants need to use a restroom, they must ask the facilitator or staff of the facility.

Facilitators must emphasize on the importance of collaboration among participants to solve the riddles, avoiding any competitive spirit.

6.4.2.3 Structure of the game (indicative, might be subject to change)

By adhering to these guidelines, we can foster a positive and enriching experience for all participants, promoting respect, understanding, and teamwork while engaging in the exciting experience of ESCAPERS project.

- Forming teams: Participants must form teams of 4-5 players.
- Explanation of game
- Playing the game: Upon entering the escape room, teams are faced with a series of puzzles that require logical thinking, problem-solving skills, and sometimes cultural knowledge. The puzzles are intentionally crafted to be accessible to all participants, regardless of their background or expertise. Teams may encounter tasks that involve decoding messages, manipulating objects, or deciphering clues hidden within the room's decor. Throughout the game, players communicate and strategize together to progress towards their ultimate goal—escaping the room within the allotted 45-minute timeframe. Should they encounter challenges along the way, players have the option to seek hints or guidance from the game master/facilitator, who can provide assistance via written notes, pre-recorded videos, or in-person interactions. The dynamic nature of the gameplay allows for teamwork to evolve as teams adapt their strategies and roles to overcome obstacles and successfully complete the game.
- 7. Closing of the game - debriefing - group photo
- The facilitators ensure the excitement doesn't end with the final puzzle. They check in with the participants to gauge their enjoyment of the experience. Then, to capture the day's memories, a celebratory group photo is taken, just like in an escape room.

6.4.2.4 Training nursing home staff (WP4) – additional step

Effective communication and continuous updates throughout the escape game and with players are paramount for successful facilitator training. These guidelines are mainly for staff of nursing homes since

- Adult educators should collaborate closely with each nursing home's management to determine the maximum number of players they can accommodate. Facilitators ensure strict adherence to the agreed-upon number.
- Timely updates to nursing home management/senior facilities regarding participants, their arrival dates, and the number of players must be provided. In case of any cancellations, immediate notification is crucial.
- Collaboration with management to establish guidelines for players exhibiting flu-like symptoms (cough, runny nose). Strict adherence to the nursing home's protocols (e.g., masks, spatial restrictions, program exclusion) is essential.
- Establishing the number of players who can simultaneously enter the premises with the elderly, ensuring comfort and safety for all.
- Inform staff about game items: Facilitators should inform nursing home staff about any items they will be placing in various areas for the purpose of the game. This will prevent accidental removal by staff, who might believe the items were forgotten or discarded.
- Approach a designated staff member: When specific issues arise, facilitators should identify a designated staff member at the nursing home as a point of reference.
- Seek joint solutions: Engage in open communication and collaboration with the designated staff member to find mutually agreeable solutions that ensure the smooth operation of the activity.
- Involving nursing home staff in the mystery game can significantly enhance the overall experience for both children and the elderly.

6.4.2 ESCAPE ROOM/GAME DESIGN (WP3)

6.4.2.5 Insights for facilitators - adult educators (WP4)

The training of facilitators in the escape game/room is one of the most important steps in the implementation of the projects. Facilitators are key figures between the players, regardless of their age, so they must be able to establish appropriate contact with each. They need to simultaneously engage the players' interest and maintain a positive attitude among senior participants.

6.4.2.6 Insights for seniors (WP3 & WP4)

During the implementation of co-creation memory workshops and the testings, it is very likely that facilitators will encounter various situations that they will need to manage appropriately with the senior.

Feeling of suspicion: Often, during the co-creation memory collection workshops, the seniors may be suspicious of the facilitators due to the nature of the questions asked and the documenting of their answers. Therefore, it is important to frequently explain the activity and the purpose of the questions. Additionally, the information collected should be gathered briefly rather than in detail, or even better, recorded after the conversation with each senior participant has ended.

Feeling of Anger: Sometimes, the elderly may express anger or aggression due to their mental state. This could happen because they are not in the mood to discuss at that moment, or due to their illness. In any case, time should be given to each individual, with the facilitator discussing privately their needs and mood, offering alternatives or even leaving the space if they wish. Finally, time can be given for the elderly person to change their decision over time and reintegrate in some way.

As with all situations where people live in the same space, there can be conflicts or frictions among the seniors, especially the ones living in the nursing home. If such a situation occurs during the game, facilitators should not take sides but rather discuss privately with each individual about their feelings and work towards resolving the situation. Particularly, if such a situation arises in front of the players, the facilitators should ask the players to leave the area and then discuss the situation privately with each elderly person.

6.4.2.6 Insights for seniors (WP3 & WP4)

In case of participants residing in nursing homes, a senior may not come out of their room. Before the start of the activity, the facilitators check who is present and who is not. If someone is absent, they ask a staff member or responsible caregiver about their condition to see if they can participate or if they need assistance to be moved to the common area (e.g., people in wheelchairs). If participation is possible but the person is unwilling, the facilitator visits the senior in their room to provide psychological encouragement for participation. If they still do not join the activity, the facilitators should compensate for their absence by conveying information about them and encouraging the children to interact with another elderly person.

If a senior person becomes emotionally moved or distressed by a question or the activity in general, the facilitator should approach them to discuss their feelings.

Many seniors in nursing homes are diagnosed from dementia, a progressively degenerative disease that can lead to a gradual loss of functionality. Facilitators should monitor each resident's cognitive state and adjust questions accordingly, supporting their interaction with the rest of the team if needed. If an elderly person's abilities decline to the point where their participation in the activity becomes difficult, the facilitators should communicate with the designers to redesign the role to fit the new capabilities of the individual, ensuring smooth integration and interaction with the rest of the players.

6.4.2.7 Seniors as actors (optional step)

In case seniors would like to participate as actors, they need to be trained as well. The most crucial aspect of training facilitators is to teach them about the roles of each elderly person and the playtesting methods they will need to conduct before starting the workshops with the students.

The following describes in detail all the stages of training for the seniors, which are summarized as follows:

- **Contact and Building Trust.** At this point, the facilitators have already come into contact with the elderly through the workshops and have gained their trust. However, it is important that they continue to communicate with the elderly, even if for a short time at the beginning or end of the game.
- **Narrating the Mystery Story in the Form of a Fairy Tale.** It is crucial for facilitators to have a thorough understanding of each mystery story. Storytelling should become an integral part of their training, enabling them to effectively narrate the stories to both the senior participants and the students. During the storytelling sessions with the elderly, facilitators must be attentive to their emotions and present the stories in an engaging and non-threatening manner. This is why storytelling is preferred over simply reading from a text.
- **Testing-Playtests.** The facilitator training emphasizes understanding the stories and effectively narrating them to both the senior and younger persons. A crucial aspect is teaching the roles to the seniors, connecting them to the participants' personal experiences. Playtesting is vital, with facilitators first taking on the player's roles to train the senior. This is followed by playtesting with people unknown to the elderly, allowing both facilitators and participants to practice their communication and roles in a more realistic setting. Through these steps, facilitators gain the skills to create a positive and enriching experience for everyone involved in the game for the seniors.

6.5 Playtesting (WP3 & WP4)

The demo version of the games will be tested within the partnership during the LTTA and after the LTTA outside the partnership. Target groups may have the opportunity to test the games also during ESCAPERS lab. The playtesting will follow the aforementioned structure of the game. The playtest is essentially practical training for the facilitators. During the playtest process, the facilitators prepare the space, materials, and actors. The process followed is:

- The facilitators set up the space, prepare the elderly, and arrange all necessary materials.
- The players arrive at the premises.
- The facilitators follow the entire structure of the game from start to finish, including welcoming, explaining the rules and the story of the game, debriefing and closing the game (see chapter 6.4.2.3)
- The players can ask questions or make comments corresponding to their feelings to help facilitators find ways to manage these situations.
- The playtesters attempt to solve the riddles and escape by following the clues to identify any necessary corrections in the mystery introduction or the clues.

Once the facilitators close the game, the feedback process begins. In this process, all the players point out specific problems that need to be resolved and provide ways to manage various situations.

It is important that the feedback given to the facilitators has a positive tone and always suggests a solution or a way to manage the situation. The facilitators' job is quite challenging, and the most essential goal is to find a way for the program to run smoothly, with a good flow and without many opportunities for problematic situations to arise.

During the feedback session, changes to the game's design may also be suggested to make it easier for the facilitators to manage situations and for the players to solve the riddles of the escape game/room.

6.6 ESCAPERS LABS (WP4)

6.6 ESCAPERS LABS (WP4)

5 ESCAPERS local labs/training workshops within each partner organization (1/partner) and producing a comprehensive report/guide on the ESCAPERS methodology. This report will detail the implementation process of ESCAPERS LAB workshops, key findings, and provide recommendations for adult educators on facilitating and animating escape games as game masters. It will also include guidelines for applying the ESCAPERS methodology and suggestions for further utilization of the produced material.

During the ESCAPERS LABS seniors and younger generations will participate in workshop using ESCAPERS games (with at least 10 participants from these target groups and at least one game trial), and also 50 adult educators or related professionals (10 per organization) will be recruited in the training workshops, and the development of a detailed report (around 30 pages) on final considerations of the ESCAPERS methodology and tools.

6.6 ESCAPERS LABS (WP4)

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CONCLUSIONS



CONCLUSIONS

ANNEXES

ANNEX 1: GAME TEMPLATE

**ANNEX 2: DOCUMENTING IDEAS
FROM MEMORY WORKSHOPS
WITH SENIORS**

ANNEX 3: REFERENCES

Annex 1: Game template

<https://docs.google.com/document/d/1BCuEjiam4w2W7KIX1R-yDzxqKzQhT-y74-desDd-c4s/edit?usp=sharing>

Annex 2: Documenting ideas from memory workshops with seniors

https://docs.google.com/document/d/14dqpOqWGvtgzUvFGfpvXQtocMMVebptV016_3m10g_8/edit?usp=sharing

Annex 3: References

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