



WORKSHOP CURRICULUM AND TRAINER MANUAL

ORGANISATION NAME OF LEAD PARTNER

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Part 1: Methodology

1.1 Background

Hard-to-access environments, be they in neighbourhoods, public spaces or social and commercial infrastructures, are a major risk for social exclusion. In particular, it is people with physical, mental or social limitations who are often concerned by isolation. Smart, healthy and age-friendly built environments that are apt for these target groups include safe and comfortable living spaces, the possibility to leave and return to one's building without barriers, health and social services, and opportunities to actively participate in community life.

The Smart, Healthy, Age-Friendly Environment (SHAFE) concept is based on the analyses and assessments of the WHO World Report on "Ageing and Health" (WHO 2016). According to the Report, ageing and living at an advanced age is influenced by a variety of factors: "Although some of the variations in older people's health are genetic, much is due to people's physical and social environments – including their homes, neighbourhoods, and communities, as well as their personal characteristics – such as their sex, ethnicity, or socioeconomic status." ¹

The group of older people is highly heterogeneous. Persons with limited resources, for example, have greater difficulty in overcoming health problems. Against this background, the WHO has developed criteria for health-friendly environments. "Age-friendly environments foster health and well-being and the participation

of people as they age. They are accessible, equitable, inclusive, safe and secure, and supportive. They promote health and prevent or delay the onset of disease and functional decline. They provide people-centred services and support to enable recovery or to compensate for the loss of function so that people can continue to do the things that are important to them." ²

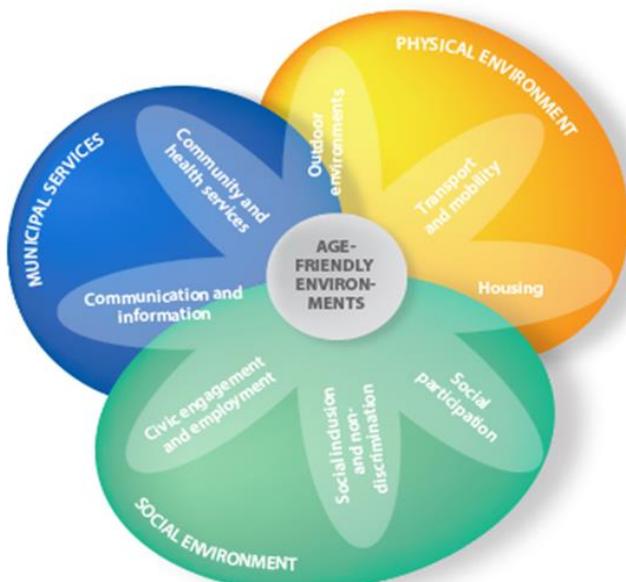


Figure 1 - Dimensions and domains of age-friendly environments

Age-friendly environments include three dimensions – physical environments, social environments, and municipal services – with eight interconnected domains: 1) Outdoor environments, 2) Transport and mobility, 3) Housing, 4) Social participation, 5) Social inclusion and non-discrimination, 6) Civic engagement and employment, 7) Communication and information, 8) Community and health services.

The BIG game intends to raise awareness and transfer knowledge about appropriate measures and actions to create environments that are healthy and built in an age-friendly way, also by making use of ICT solutions, such as assistive or smart home technologies. According to their professional experiences, stakeholders in this field are usually focussed on specific topics and areas. However, an effective implementation of smart, healthy, age-friendly environments needs a holistic approach combining architectural, social and ICT measures. As a contribution to closing the gap between existing devices and their application, the game supports learners to become acquainted with

¹ <https://www.who.int/news-room/fact-sheets/deta>

² <https://www.who.int/ageing/projects/age-friendly-environments/en/>

potential solutions and steps to be taken. Workshops, as an additional but not compulsory offer, will expand the knowledge transfer.

A [factsheet on the concept of smart, healthy, age-friendly environments](#) can be found on the website of the sister project 'Hands-on SHAFE': hands-on-shafe.eu.

The BIG project has developed a supportive and innovative educational tool to promote smart, healthy and age-friendly environments. The toolkit for trainers includes training materials, instructions for facilitators and, in particular, an online game. The aim is to provide low-threshold access to target group-oriented knowledge and know-how on the creation of healthy and age-friendly environments to the greatest possible extent. The BIG game will be embedded in the workshop and will let learners experience the world from the perspective of:

- Peter, an adolescent with mild hearing problems;
- Anna, a pregnant woman;
- Waldemar, a single parent of a young daughter, Barbara;
- Dennis, an older man with mobility restrictions;
- Ewa, an older woman living with dementia, and her husband João.

In order to carry out the training programme successfully, facilitators will find methods and appropriate content in this toolkit. It contains suggestions for contents and methods to be selected according to the specific needs of the learners. The duration of the workshop varies between 2.5 hours and 2 days according to the number of topics that are selected, the design of the introductory as well as of the closing sessions.

The settings described in the following part form the basis of the BIG curriculum.

1.2 Target groups of BIG workshops

The BIG project addresses different target groups with the aim to build on their competences and increase their knowledge of age-friendly environments. Knowing learners' characteristics is important when preparing for a workshop.

First and foremost, BIG workshops are addressed to professionals working in municipalities and welfare organisations dealing with urban development and social inclusion. They are also addressed to volunteers involved in social associations or initiatives, or in Older People's Councils acting in the interests of persons in need of healthy and age-friendly environments. Furthermore, architects, urban planners and employees of housing associations may also be among the participants. What distinguishes these target groups?

- They have insights into professional processes of care for persons not living in age-friendly conditions;
- They are often in direct contact with clients;
- They are responsible for decisions or recommendations with impacts on individual behaviour.

As a rule, these target groups need less basic information and look for new insights and methods as well as information on working practices. Discussing political decisions with an impact on social work can also inspire them.

BIG is also meant for any citizen and may, for example, attract informal carers, members of senior associations and the broad public. This group of learners is very diverse, and it can be assumed that there is no direct specialist knowledge about practices adopted in urban development to foster social inclusion through age-friendly environments. However, working with concrete practical examples can provide all participants with useful insights. The challenge posed by participants with very different backgrounds is to

make sure that they can all follow. At the same time, the different backgrounds offer the opportunity to have an interdisciplinary exchange and to become acquainted with contrasting perspectives.

The educational background of the participants, their personal motivation and interests as well as their opportunities to engage with learning content are also relevant to the design of a workshop. With its focus on an online learning game, the BIG workshop is an easily accessible, low-threshold educational offer. It explicitly reaches out to people who are not interested in conventional training courses and may have a low level of formal education. They are not considered a separate target group, but can also be found in some professional sectors.

However, all target groups acquire intervention strategies that contribute to promote more age-friendly environments. By acting competently, they act as multipliers and pass on examples of good practice to other individuals and organisations. Learners with lower levels of education are encouraged to participate in a learning experience through a simple, low-threshold approach and the easy accessibility of the game scenarios.

1.3 Training methods

The BIG project and the learning offer are designed for adult education. Adult education is characterised by the fact that it is usually assumed that participants have gained qualifications through formal, non-formal or informal education or simply through their life experiences. Further education offers must respect these experiences. They are valuable resources if shared among participants. The approach of the workshop is action-oriented with a focus on providing participants with practical knowledge that can be applied in their everyday lives after practicing and reflecting in a safe environment.

The BIG project uses a multi-step methodological approach to the particular topics or issues covered in the course of the workshop. As a guiding principle, it intends to provide individual and practical access to measures that create inclusive environments. Schematically, it can be broken down into four points:

- Personal approach
- Analysis
- Dealing with conflicts
- Positive outcome

The idea behind a personal approach is to choose an entry point that has direct relevance to learners. It is important that participants are able to contribute their own knowledge and experience and that there is also enough space for them to share these experiences. The opposite approach is to start by dealing with theoretical texts and background knowledge. This is often the case in typical university seminars, but it is not suitable for the concept of this workshop. A personal approach is easily accessible, creates a space for exchanges among all participants and focuses on very concrete experiential knowledge. This can be particularly helpful for target groups with a low level of formal education.

The next step in the learning experience is the analysis of a given situation. This means dealing with the topic in more detail. Based on the knowledge gained from experience and the exchanges between the learners, practical examples can be analysed to identify their positive and negative aspects. Analysis is also a useful step to look at and discuss the problem that has been identified on a structural level. This requires sound background knowledge on the facilitator's side to foster participants' ability to abstract.

During the analysis phase, conflicts will be uncovered. Conflicts can arise, for example, where personal interests and group interests collide. Conflicts can be used to vividly discuss the advantages and disadvantages of certain measures, decisions or laws. Different solutions or possible interventions can be

considered and their advantages and disadvantages discussed. Dealing with conflicts is important for the workshops, as it can be used to work out solution strategies and to practise dealing with complex problems. Dealing with conflicts also necessitates a change of perspective, otherwise no satisfactory solutions can be found.

Solutions to existing problems are an important element in the methodological structure of the workshops. The scenes of the learning game are used in this context to provide learners with very concrete experiences, especially in relation to the impacts of their decisions. Here learners will walk in the shoes of a specific character. Adding to individual learning experiences, it is desirable positive outcomes are also reached by all learners at the end of each topic.

The following steps build on each other and range from a simple exchange of knowledge to abstraction and the practical design of solution strategies. This learning process includes a variety of learning objectives, all based on Bloom's taxonomy (from bottom to top):

- Evaluation of results;
- Synthesis and creative combination of known information;
- Analysis of facts and problems to identify essential elements;
- Application of knowledge to previously unknown concrete tasks and problems;
- Understanding of connections, recognition of the meanings of partial information, recombination, making predictions;
- Knowledge of facts, methods and theories of the respective field of knowledge.

Important preconditions for learning are time and the opportunity to exchange experiences and insights. This is relevant when planning workshops. Prior assessment of the learning goals that can be achieved by the group and knowing what prior knowledge is available are important. Over- or under-challenging learners always has negative effects. The following examples can be used as guidance:

- Playing the game will provide new knowledge and insights. However, reaching a higher level of abstraction without further engagement with the content will not be possible.
- Combining the game with a one-day workshop can initiate further steps here. In group discussions, problems can be deepened, connections can be recognised and solution strategies can be worked out. Even in short workshops, topics can be discussed in great detail and sometimes with a high degree of abstraction. This can be achieved by focusing on key topics. The results of a one-day workshop strongly depend on learners and their prior knowledge.
- Combining the game with a two-day workshop, with a gap in-between, further enables the application of practical solution strategies between the two days and their evaluation. In addition, further thematic blocks can be dealt with based on these experiences.

In summary and with regard to adult education, it is important to always keep participants' experiential knowledge in mind. This should be an active part of the workshop. Here are some more things to keep in mind when giving a workshop:

- Make the benefit and goal of the workshop clear;
- Avoid monotony;
- Be flexible and open;
- Be yourself;
- Communicate clearly and in a friendly manner;
- Do not overburden the participants;

- Give space for conversations and do not talk too much.

1.4 Educational settings

Basically, the tools for facilitators developed by the BIG project are not only meant for specialised organisations in adult education but can also be used by staff and volunteers of social and health care organisations, associations and initiatives who are experienced in moderating groups.

As in all educational contexts, facilitators must consider the following key aspects when preparing their workshops:

- Why? Purpose of the training.
- For whom? Characteristics of the learners.
- What for? Participants' learning objectives.
- What? Contents and topics.
- How? Methods and organisation.
- Where? Learning environment.
- By what means? Media used in digital and analogue training.

The workshop curriculum contains suggestions and ideas to answer the above questions. Nevertheless, before each workshop, learners' backgrounds must be clarified as much as possible to decide the most suitable learning contents and methods. Preparation for individual needs is indispensable.

The decision on the complexity of the educational content is of utmost importance. The principle of "didactic reduction" aims to reduce facts and content in such a way that they are clear and understandable for learners. The reduction of content can relate to two aspects. On the one hand, it is possible to limit the scope of the content to be conveyed. On the other hand, didactic reduction is possible through a simplified representation of complex facts by reducing them to basic concepts, ideas and methods. However, their validity remains in full, even with a major simplification when transiting from a strongly differentiated to a more general statement.

For the approach presented here, the following points are important:

- It is aimed at realistic use and practical application.
- The workshop builds on existing knowledge.
- Participants' prior knowledge is an important part of the learning process.
- Participants' individual knowledge is taken into account.

Another important factor in preparing the workshop is the number of participants. We recommend 8–12 participants as they can enrich their knowledge thanks to the inspiration they can draw from group discussions. At the same time, ensuring that each participant has enough opportunities to contribute is important. However, workshops can also be smaller or larger. Although the size of the workshop is not crucial for its success, the workshop itself should be methodically adapted to it. In large groups, for example, it is more difficult for participants to get to know each other and talk freely. In this case, use some supportive and ice-breaking methods a couple of times to help participants to know each other.

When designing and implementing training events, it is advisable to structure them in three phases.

1. In the initial phase, it is important that participants get to know each other and that the motivation to learn is awakened. In addition, participants receive an overview of the training, share their previous experiences on the subject and express their expectations.

2. In the activity phase, the topics should build on each other logically and follow the group's previous knowledge. Here, different social forms and learning methods must be meaningfully linked with one another. During the activity phase, it is important to ensure that the content is practical thus offering participants the opportunity to relate what they have learned to their own field of work.
3. In the final phase, a review of what has been learned is helpful in order to secure results and put them into practice. Concluding discussions and reflection questions are helpful methods. In addition, participants should be given the opportunity to assess the workshop in order to record the success of the training and learn about potential for improving future events.

1.5 Learning environments

In a classical sense, how to design the learning environment is an issue that refers to the room, the working atmosphere or the position of tables and chairs. With the COVID-19 pandemic, another option has become more frequently used, namely the digital learning environment.

Conventionally, the design of the learning environment has to do with enabling learners to move freely around the room and being able to talk in small groups. In this case, chairs and tables should be moved to the wall to create space. Since scenes from the BIG game are played during the workshop, electronic connections are essential and perhaps a central large screen on which the scene can be played jointly by the participants who discuss the particular steps to be taken.

The learning environments should also relate to the number of participants. Small groups of up to 8 persons can work in plenary throughout the whole event or break out for short periods of time in even smaller circles by simply moving to different sides of the tables. For larger groups, break-out rooms to work in small groups is, however, advisable.



With regard to digital learning environments, there are at least as many possibilities. Usually, participants gather in a large room. With many online conference tools, however, so-called breakout rooms in which participants can talk in small groups can be used. There are also many external tools that can be integrated, such as tools for surveys or video and presentation programmes.

However, in digital learning environments, as much, if not more, attention should be paid to sufficiently long breaks compared to analogue workshops. Working in front of a computer and listening for a long time is



tiring. One possibility here is to use breakout rooms where participants can talk informally. In some cases, they can also offer activities involving physical exercises that participants can do on their own. For example, some adult education bodies offer back or yoga classes at lunchtime.

In addition to this, specific advice and guidance to adult educators on how to use digital learning tools with concrete instructions on how to use the BIG game are a separate part of the toolkit for trainers.

Part 2: Curriculum

This curriculum provides facilitators with suggestions on how to design their workshops according to the specific learning needs of their participants. It specifies the aims of each particular learning unit, follows the methodological scheme of personal approach (analysis – dealing with conflicts – positive outcome), estimates the timing, lists necessary equipment and provides recommendations along with training materials. Different options are described from which facilitators can select the appropriate ones to design tailor-made workshops for their learners.

Five learning units on measures that can be used independently from each other. Each of them focusses on the needs of one of the characters for whom specific measures are developed in the BIG game:

- Peter, an adolescent with mild hearing problems;
- Anna, a pregnant woman;
- Waldemar, a single parent with a young daughter, Barbara;
- Dennis, an older man with mobility restrictions;
- Ewa, an older woman living with dementia, and her husband João.

Each learning unit is a blend of information transfer, problem analysis and learning experiences. Two scenes from the BIG game have been selected for each learning unit that reflect specific problems of the person whose environment is being studied. If time does not allow to play two scenes, one of them can be used as a stand-alone exercise.

Participants, who are committed to actively promoting developments towards more age-friendly environments, can be supported in drawing up their personal action plans. Here, they set particular aims and practical steps to achieve these aims and, ideally, draw up a time schedule. A template for personal action plans is provided after the learning units for the above-mentioned characters.

Due to its modular concept, this curriculum allows for many variations by the facilitators. As a short introduction to so-called SHAFE topics, the workshop can even be given in a single afternoon. However, if the newly-acquired knowledge and skills are intended to be transferred into activities, at least a two-day workshop is recommended. The first day should focus on the learning experiences as described here, including the action plan. After a set period of time in which the action plan is executed, another meeting should take place to reflect on successes and failures and make long-term plans.





2.1 Introductory session

Aims of the session Overall aims of the introductory session:

- Introduction to the BIG project
- Introduction to workshop contents
- Getting to know each other

The introductory session is essential for the working atmosphere of a BIG workshop. It ensures that all participants are aware of what to expect and that the facilitator is aware of what the positions of the learners are.

Becoming acquainted will form the starting point of this session if participants do not know each other. With participants who do not know each other, ice-breakers are useful to lighten up the atmosphere. Some humour is usually welcome and may energise participants. You can also combine two short Meet & Greet options.

Introduction to the BIG project and workshop

[10-15 minutes]

Input by facilitator:

- Reference to Erasmus+ and the European context;
- Aims and outcomes of BIG;
- Workshop objectives and agenda.

For the introduction, a PowerPoint presentation is available [\[link\]](#) to introduce the BIG project. The presentation can be used to give background information on how the game was developed and the workshop concept.

As the decision on how to put together the particular workshop elements is left to the facilitator, it is up to them to design the agenda for a workshop. A template that can be filled out is part of the Annexes.

The introduction to the BIG project and workshop can be kept longer or shorter depending on the audience's previous knowledge and level of expertise of the topics. Nevertheless, since participants will usually have received information in advance and made an explicit decision to take part in it, they will have sufficient background to progress to more detailed contents.

Afterwards the facilitator applies the selected format to introduce participants that should be adapted to their number and backgrounds.



Meet & Greet option 1: Despite the benefits of a playful approach to ensure that participants become acquainted with one another, there may be good reasons to perform this part in a conventional way. In this case, each participant is asked to:

Personal introduction

[3 minutes per participant]

- Give basic information on their personal and/or professional background;
- Briefly refer to their personal or professional experiences with regard to age-friendly environments;
- Talk about the reason why they are attending the workshop and their expectations.

Facilitators should encourage participants to be concise and to the point as there will have many opportunities during the workshop to talk about their background more in-depth.

Meet & Greet option 2: This option differs slightly from the first one: two participants sitting next to each other are given the opportunity to answer questions concerning their background in pairs (one to one). Participants will be more relaxed to speak to only one person, and presenting information about each other will be much more to the point. After a defined period of time, learners present their neighbour in plenary.

Mutual introduction by participants

[10 minutes per participant]



Among the more serious background information, there could also be some mention of a more playful aspect:

- Basic information on their personal and/or professional background;
- Personal or professional experiences with regard to age-friendly environments;
- One item that they would take with them if they had to live in a remote and desert island.

This type of introduction can also be done online if using the technical functions for break-out groups but is more easily implemented on-site.

Meet & Greet option 3: For this option, the facilitator prepares a list of characteristics that are shared by a number of participants such as professions, working areas or locations. In large groups, participants can simply stand up once one or more characteristics that apply to them is read out. In this way, they get to know other participants who share the same characteristic(s). Alternatively, participants can gather in smaller groups in some parts of the room, talk within their groups or elaborate on their positions in plenary.

Thematic clustering of participants
[5 minutes per theme]

This Meet & Greet option creates a relaxed atmosphere in on-site workshops as participants can move around. In online meetings, participants put a sticky note (post-it©) on their camera and remove it if they are addressed. Then faces appear on the screen one after the other.

Aspects to be asked in this context can refer to:

- Professional sector: urban planning / social area / other areas;
- Function: paid staff / volunteer / informal carer / other functions;
- Focus within age-friendly environments: personal support / architectural measures / technological aids and assistive technologies / community measures.

Further aspects should relate to the specific group of participants.



Meet & Greet option 4:
Two truths and one lie
[3 minutes per participant]



This ice-breaker is a classic and is especially recommended for groups and/or group members that already know each other quite well and for whom the other options bear little interest. It can be used in online and on-site workshops.

The participants are asked to write down two truths and a lie about themselves that hardly any of them know. Participants read them out and the group members have to guess the lie.

Meet & Greet option 5:
A or B
[5-10 minutes]

Fun is key in this ice-breaker. Participants will get to know each other indirectly, postponing thematically-related personal and professional information to later sections of the workshop.

The facilitator reads “either ... or” questions to participants who answer with cards in different colours with A, B or a cross written on them. Alternatively, you can agree to stretch both arms upwards for A, cross them over the chest for B, and, if participants cannot make up their mind, pass it on and make a wave movement with their hand.

Often used A or B topics are:

- Train or bicycle?
- Yoga or jogging?
- Seaside or mountains?
- Coffee or tea?
- City or countryside?
- Wine or beer?
- Bacon or cauliflower?
- Pasta or rice?
- Bare feet or shoes?

Equipment

- Name badges for participants in on-site workshops
- Laptop and projector
- For online workshops: Conference software with gallery-view
- Prezi or PowerPoint presentation on BIG project ([link](#))
- BIG flyer
- Workshop agenda



- List of A and B topics for option 4
- Cards (if applicable) for option 5



**Recommendations for
facilitators**

The facilitator should be aware that his/her own presentation and that of the organisation running the workshop are important too. Be welcoming, smile and express openness with your gestures. A leader with positive attitudes helps participants to relax in this crucial part of the workshop.

Make sure that becoming acquainted with one another is as playful as possible.

Becoming acquainted with one another is facilitated by name badges that participants can wear or put in front of them on their table.



If the composition of the group of participants is multinational and multilingual, ask in advance what languages they speak. Flags displayed for these languages indicate how conversations can take place during breaks or outside the workshop.

2.2 Learning units

2.2.1 Adolescent with mild hearing problems

Almost everything changes for teenagers when they are going through puberty. It is a time in which self-identity develops fast and previously accepted beliefs and values are questioned. Mood swings and arguments about topics are normal parts of reaching adolescence. For the first time, parents' opinions are properly questioned, and teenagers develop their own value systems. With structural changes taking place in the brain, hormones are unstable and influence the mood of youngsters. Withdrawal tendencies are part of puberty. During this time, friends often replace parents as trusted persons. All of this belongs to a process at the end of which teenagers become independent from their parents and develop their own view of the world.

While all this is a normal process for every human being to go through, the above-mentioned problems can be reinforced by physical dysfunctions and social restraints. As a potential example, hearing impairment may reinforce teenagers' normal withdrawal tendencies as the spectrum of tones that can be heard is clearly limited. Loneliness and isolation may result from these circumstances or be reinforced.

Further information on creating adequate environments for adolescents with or without hearing problems can be found in the Compendium of measures [\[link\]](#).

Aims of the learning unit The aims of this learning unit are to familiarise participants with typical issues of youngsters resulting from environments that may be reinforced by impairments, such as hearing problems. In particular, the player will learn about different kinds of support measures dealing with:

- Restricted privacy for youngsters'
- Shortages of public spaces addressing the needs of younger teenagers'
- Safety issues in parks.

Personal approach This learning unit starts with a group discussion focussing on participants' personal experiences. Statements of a more general nature can be saved on a flipchart or pinboard for later use. This part of the learning unit is useful to collect personal impressions.

[20 minutes]

The discussion is led by the facilitator who can select from the following questions or add questions if desired:

- Adolescent memories. Are they pleasant memories overall?
- What were your most serious concerns and troubles when you were a teenager?
- Were these issues reinforced by health problems or physical impairments? If yes: Which ones, and how did they impact your circumstances?
- How was your relationship with your parents?
- How was your relationship with your siblings, if any?
- How was your relationship with friends, in particular those of the opposite/same sex?
- Which role did your sexual identity play in this respect?



***Analysis / Dealing with
conflicts***

[30 minutes]

A handout is distributed, or shared on the screen in an online workshop, by the facilitator to present a case study based on a typical problem of teenagers with mild hearing problems. There are various solutions to this problem (see Annex). The following aspects – and others chosen by the facilitator – are discussed in small groups and/or in plenary:

- Typical teenagers' issues;
- Positive and negative environments / conditions for youngsters;
- Conflict potentials concerning family members;
- Conflict potentials concerning friends and acquaintances;
- Discrimination issues.

***Choosing the format to play
the scenes***

The facilitator chooses one of the following options:

- Some groups may prefer to play the scene together and discuss the different options and impacts before taking actions. Please note that this format does not save time as participants may wish to explore alternative routes.
- Other groups may like some competition. If the scene is played individually, the scores can be compared and indicate success. Again, playing altogether will stimulate the discussion that will guide the decision to adopt specific options and reject others.

Positive outcome: Scene
“Hang-out spot in park”
[30–40 minutes]



Figure 2 - Peter, 15 years

Learning objectives:

- Understanding the problems of young teenagers to find adequate meeting places in public spaces.
- Being aware of attractive leisure time offers for this age-group.
- Knowing solutions on how to increase safety in parks with technical means and design.

The gaming session starts with an introduction by the facilitator: Teenagers of Peter’s age often have to ‘compete’ for sport fields with older teenagers or adults. Parks are more often equipped to meet the interests of children and adults. Furthermore, there may be safety issues in public spaces like parks. What measures can be taken?

Positive outcome: Scene
“Balcony and bedroom”
[30-40 minutes]



Figure 3 - Peter in the
bedroom

Learning objectives:

- Being aware of how home conditions impact on teenagers’ daily activities.
- Being able to scrutinise home locations in relation to comfort and leisure problems.
- Being able to propose creative housing solutions in relation to teenagers’ needs.

The gaming session starts with an introduction by the facilitator: at home, Peter does not have a good and comfortable space that offers privacy for him so that he can talk to his friends without the whole family hearing their conversations. This discourages him from connecting with friends and fosters loneliness. The challenge is to find solutions to reconcile his interests with those of his family.

Wrap-up
[5-10 minutes]

The facilitator summarises the most important results achieved during the discussions in order to close the learning unit. In case of controversial perspectives, there is no need to harmonise the results. Differing opinions are always possible. They should not be judged but can be weighted: “While the majority believes ..., there were also people who thought that ...”

Participants are invited to add to the results, e.g., their most important learning experiences. Documentation is not compulsory to wrap up each learning unit. A systematic collection of learning experiences will be done in the closing session.

Equipment

- List of lead questions;
- Laptop and projector;
- Hand-out on the case study;
- Internet access;
- Personal smartphones or tablets used by the participants.



***Recommendations for
facilitators***

Find background information on medical and social aspects of hearing problems.

The discussions about personal experiences are useful to provide access to the topic. Don't let the discussions become too emotional.

Be prepared for controversial discussions, and avoid joining these discussions. Refrain from highlighting different standpoints.

2.2.2 Pregnant women

During pregnancy, a woman's body goes through numerous changes and works at full speed to provide adequate care for the unborn child. The hormonal balance, the metabolism, the cardiovascular system and other organ systems adapt to the new conditions. As a result of these adjustments, there may be more or less pronounced side-effects or complaints like, for example, shortness of breath, a harmless and completely normal phenomenon. A woman's body has to supply two people with oxygen, and the breathing rhythm changes. Physical exertion is followed by the need to rest after a short time, especially in the third trimester. The need to go to the toilet frequently is usually caused by the hormones that soften the muscles and make them more flexible and pressure exerted by the enlarged uterus with the baby inside on the bladder. The increased amount of blood in a woman's circulatory system also plays a role. Although frequent urination can be bothersome, it is a normal and common symptom during pregnancy.

The above-mentioned needs felt by pregnant women do not apply to them alone. Other groups in society such as older adults, may also need public spaces offering places and areas where they can rest; public toilets with an adequate hygienic standard are important to everybody.

Further information on creating suitable environments for pregnant women can be found in the Compendium of measures [\[link\]](#).

Aims of the learning unit The aims of this learning unit are to acquaint participants with typical issues for pregnant women caused by inappropriate environments. In particular, players will learn about different kinds of support measures dealing with:

- Mobility issues;
- The need to rest;
- Accessibility of public lavatories.

Personal approach [20 minutes] The learning unit starts with a group discussion focussing on participants' personal experiences. Statements of a more general nature can be saved on a flipchart or pinboard for later use. This part of the learning unit is useful to collect personal impressions.

The discussion is led by the facilitator who can select from the following questions or add questions if desired:

- Have you ever had to do with pregnancies either through your own pregnancy, that of a close partner or within your work context?
- Are you familiar with the physical changes that occur during pregnancy?
- Would you notice when a pregnant woman needs help or assistance?
- Are you confident that you would be able to help a pregnant woman in everyday situations?

**Analysis / Dealing with
conflicts**

[30 minutes]

A handout is distributed, or shared on the screen in an online workshop, by the facilitator to present a case study based on a typical problem of pregnant women. There are various solutions to this problem (see Annex). The following aspects – and others chosen by the facilitator – are discussed in small groups and/or in plenary:

- Difficulty in coping with everyday life situations.
- Potential measures of personal support.
- Potential technological or architectural modifications in the built environment.
- Potential community actions.
- Other groups benefitting from adapted conditions.

**Choosing the format to play
the scenes**

The facilitator chooses one of the following options:

- Some groups may prefer to play the scene together and discuss the different options and impacts before taking actions. Please note that this format does not save time as participants may wish to explore alternative routes.
- Other groups may like some competition. If the scene is played individually, the scores can be compared and indicate success. Again, playing altogether will stimulate the discussion that will guide the decision to adopt specific options and reject others.

**Positive outcome: Scene
“Benches in the shadow”**

[30-40 minutes]



Figure 4 - Anna in the park

Learning objectives:

- Being aware that pregnant women are among the people for whom adequate seating in public spaces is important.
- Being familiar with bodily processes that cause many pregnant women to be out of breath quickly.
- Being able to identify appropriate measures to improve seating and orientation in a public space.

The gaming session starts with an introduction by the facilitator: Anna is walking in the park and is obviously exhausted. She needs to rest and looks for a safe way to get home. The scene is about resolving the situation.

**Positive outcome: Scene
“Washroom in
supermarket”**

[30-40 minutes]

Learning objectives:

- Being aware that pregnant women are among the people for whom easily accessible and clean toilets in public spaces are important.
- Knowing that drinking enough fluids is important for pregnant women, even if they have to go to the toilet very often.



Figure 5 - Anna, 32 years

- Understanding the reasons why pregnant women have more frequent urges to urinate.

The gaming session starts with an introduction by the facilitator: In the supermarket, Anna tries to open the door to the toilet but it is locked. She looks around for help. The player is challenged to provide it.

Wrap up
[5-10 minutes]

The facilitator summarises the most important results achieved during the discussions in order to close the learning unit. In case of controversial perspectives, there is no need to harmonise the results. Differing opinions are always possible. They should not be judged but can be weighted: “While the majority believes ..., there were also people who thought that ...”

Participants are invited to add to the results, e.g., their most important learning experiences. Documentation is not compulsory to wrap up each learning unit. A systematic collection of learning experiences will be done in the closing session.

Equipment

- List with lead questions.
- Laptop and projector.
- Hand-out on case study.
- Internet access.
- Personal smartphones or tablets used by the participants.

**Recommendations for
facilitators**

Find some background information on problems that may arise during pregnancy unless you have been pregnant yourself. However, please note that being pregnant is not a disease.

Apply strict time management in case of lengthy discussions.

Be prepared to moderate controversies among participants. Do not take it personally if opposing perspectives cannot be mediated.



2.2.3 Fathers with young children

Raising children is a challenging experience for all parents but for single parents it is even more difficult. Due to multi-tasking and a multitude of responsibilities, they are often facing time restraints, financial problems, lack of support, and emotional distress. Single parents usually have to carry the double burdens of work and family on their own and always have to find a balance between their jobs, caring for their children and organising everyday life. They are under constant time pressure and have no partner who can relieve them of some of the burden. In addition, they usually receive little recognition for their efforts.

The lack of family-friendly urban infrastructure and environment affects single parents especially hard. The equipment needed for small children, like prams, is voluminous. Communal areas in buildings do not often allow for their storage or safe-guarding. In smaller apartments the many items needed for children are often scattered across all available spaces thus even reducing the space that adults might use for their own purposes. On top of the fact that they are not recognised for their extraordinary efforts and hassle, single parents often meet the open disapproval of others when they are not keeping their children quiet and aligned to adult standards in public.

Further information on creating suitable environments for single parents can be found in the Compendium of measures [\[link\]](#).

Aims of the learning unit The aims of this learning unit are to acquaint participants with typical issues for persons with young children caused by inappropriate environments. In particular, players will learn about different kinds of support measures dealing with:

- Spatial restrictions in buildings in relation to young children's needs.
- Eating with young children in restaurants.
- Acoustic discomfort suffered by noise-sensitive persons, especially children, persons with autism and older people.

Personal approach This learning unit starts with a group discussion focussing on participants' personal experiences. Statements of a more general nature can be saved on a flipchart or pinboard for later use. This part of the learning unit is useful to collect personal impressions.
[20 minutes]

The discussion is led by the facilitator who can select from the following questions or add questions if desired:

- Have you ever had first-hand experience of being a single parent with a young child yourself, or through a close friend or within your work context?
- What are the most pleasant aspects when living with a young child?
- What are the most unpleasant aspects when living as a single parent with a young child?
- Would you notice when a single parent is in trouble?
- Would you offer help? Or would you consider an intervention obtrusive?



***Analysis / Dealing with
conflicts***

[30 minutes]

A handout is distributed, or shared on the screen in an online workshop, by the facilitator to present a case study based on a typical problem of persons with young children. There are various solutions to this problem (see Annex). The following aspects – and others chosen by the facilitator – are discussed in small groups and/or in plenary:

- Special needs of single parents and their children in the built environment.
- Special needs of single parents and their children in relation to community life.
- Additional negative framework conditions.
- Potential personal support or community actions.

***Choosing the format to play
the scenes***

The facilitator chooses one of the following options:

- Some groups may prefer to play the scene together and discuss the different options and impacts before taking actions. Please note that this format does not save time as participants may wish to explore alternative routes.
- Other groups may like some competition. If the scene is played individually, the scores can be compared and indicate success. Again, playing altogether will stimulate the discussion that will guide the decision to adopt specific options and reject others.



Positive outcome: Scene
**“Having a meal in the
restaurant”**

[30-40 minutes]



Figure 6 - Waldemar, 36 years
and Barbara, 2 years

Learning objectives:

- Being aware of the difficulties that parents are facing when going to restaurants with their young children.
- Being familiar with the importance of acoustic comfort in public spaces.
- Understanding that children are susceptible to excessive noise and may react with crying and irritation.

The gaming session starts with an introduction by the facilitator: Waldemar feels overburdened by his job and childcare. He does not have time to do food shopping and cook meals. So, Waldemar and Barbara go to a restaurant and order a meal. After a few minutes, his daughter Barbara is bored. She wants to get up and move around and starts to grumble. Other customers are staring at Barbara with visible disapproval. This scene is about finding out what can be done to meet everybody’s interests.

Positive outcome: Scene
**“Hall and bedroom in
apartment”**

[30-40 minutes]



Figure 7 - Waldemar in the
bedroom

Learning objectives:

- Being aware that children over a certain age need a room of their own.
- Understanding that an apartment of an appropriate size is an essential precondition for healthy and comfortable living.
- Knowing that living and sleeping areas (day and night areas) should be clearly distinguished in an apartment.

The gaming session starts with an introduction by the facilitator: Waldemar returns home with his small child in a stroller. The bulky stroller is also packed with groceries and is wet from rain. It has been a long day and Waldemar is exhausted. He now needs to get Barbara out of the stroller and leave the stroller somewhere. Then they will have to deal with the limited space in their apartment. The scene is about measures that can make Waldemar’s life a bit easier.

Wrap up
[5-10 minutes]

The facilitator summarises the most important results achieved during the discussions in order to close the learning unit. In case of controversial perspectives, there is no need to harmonise the results. Differing opinions are always possible. They should not be judged but can be weighted: “While the majority believes ..., there were also people who thought that ...”

Participants are invited to add to the results, e.g., their most important learning experiences. Documentation is not compulsory to wrap up each learning unit. A systematic collection of learning experiences will be done in the closing session.



- Equipment**
- List with lead questions.
 - Laptop and projector.
 - Hand-out on case study.
 - Internet access.
 - Personal smartphones or tablets used by the participants.

Recommendations for facilitators If you have no personal experience of single parenthood, try and find some background information about it. A good option is to interview single parents to gather first-hand experiences.

Select the most important questions for the personal approach, or prolong the duration of this part.

Target information to participants and their backgrounds. Less can be more.

2.2.4 Older men with mobility restrictions

People with mobility restrictions encounter many problems in everyday life: when using an assistive device such as a cane, a wheeled walker or a wheelchair, or when getting on or off at bus stops or platforms in train stations if a lift is not available or is out of order. They can also have problems opening non-automatic doors, passing through doors that are too narrow, or passing from a pavement to a road using dropped kerbs.

The private environment, too, should ideally be adapted to the needs of people with mobility restrictions. Baths and kitchens are of special importance for people who are in need of barrier-free access to facilities. To give a few examples, washbasins must be ergonomic and offer enough legroom to wash oneself sitting on a stool in front of it. Fittings could be single-hand lever mixers. On the toilet, the flush release and paper roll holder should be placed in the front or on the side so that they are easy to reach. If there is a bathtub, a device such as a bath lifter to get into the tub may be helpful. Turning around with walking aids or wheelchairs must be possible so that the facilities can be reached without any problems. All facilities should be easily accessible at an individually convenient height.

Further information on creating suitable environments for persons with mobility restrictions can be found in the Compendium of measures [\[link\]](#). Furthermore, from the Hands-on SHAFE [Compendium on Good Practices in the Creation of Smart, Healthy, Age-Friendly Environments](#), you can learn about a variety of measures that improve the quality of life of older people in general. Examples are: the 'Grandpad - SMART tablet', 'Model apartment for seniors' or 'old age people's forum and communiqué on Friday' (https://hands-on-shafe.eu/sites/default/files/hos_o1_compendium_of_good_practices_final_v01.05.pdf).

Aims of the learning unit The aims of this learning unit are to acquaint participants with typical issues for persons with mobility restrictions caused or aggravated by inappropriate environments. In particular, players will learn about different kinds of support measures dealing with:

- Accessibility of bathroom facilities.
- Barriers in public spaces.
- Use of (accessible) public transport.

Personal approach [20 minutes without wheelchair experience] This learning unit starts with a group discussion focussing on participants' personal experiences. Statements of a more general nature can be saved on a flipchart or pinboard for later use. This part of the learning unit is useful to collect personal impressions. If time and equipment allow, participants without mobility restrictions can be invited to explore their environment in a wheelchair, for instance, during their lunch break.

The discussion is led by the facilitator who can select from the following questions or add questions if desired:

- Have you ever experienced mobility restrictions (after an accident for instance)?
- Have you already helped people with mobility restrictions?
- If yes: What did you do exactly?
- Did you use assistive devices? If yes: Which kind of devices?
- Are you ready to have a real-life experience and move around in a wheelchair?



***Analysis / Dealing with
conflicts***

[30 minutes]

A handout is distributed, or shared on the screen in an online workshop, by the facilitator to present a case study based on a typical problem of persons with mobility restrictions. There are various solutions to this problem (see Annex). The following aspects – and others chosen by the facilitator – are discussed in small groups and/or in plenary:

- Barriers for persons with mobility restrictions in the built environment.
- Examples of how these barriers can be removed.
- Obstacles in bus rides for persons using a walker or a wheelchair.
- Potential solutions to these problems.
- Other groups benefitting from improved conditions.
- Potential personal support and community actions.

***Choosing the format to play
the scenes***

The facilitator chooses one of the following options:

- Some groups may prefer to play the scene together and discuss the different options and impacts before taking actions. Please note that this format does not save time as participants may wish to explore alternative routes.
- Other groups may like some competition. If the scene is played individually, the scores can be compared and indicate success. Again, playing altogether will stimulate the discussion that will guide the decision to adopt specific options and reject others.



Positive outcome: Scene
“Bus stop”
[30-40 minutes]



Figure 8 - Dennis, 71 years,
at the bus station

Learning objectives:

- Being aware of what mobility problems mean in public transport.
- Being able to explore the issues in public transport for persons with mobility problems.
- Being able to propose creative solutions to adapt public transport to the needs of people with mobility problems.

The gaming session is introduced by the facilitator: Dennis wants to visit his son in the neighbouring city by bus. As the distances to cover are quite long, he uses his wheelchair so he can sit down to rest occasionally. How can he get to the platform, board the bus and seat there safely?

Positive outcome: Scene
“Bathroom of apartment”
[30-40 minutes]

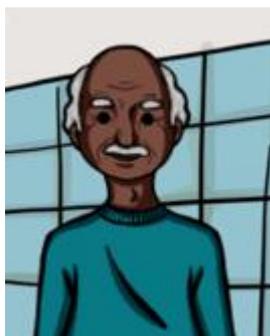


Figure 9 - Dennis at the
bathroom

Learning objectives:

- Being aware of what mobility problems and the lack of accessibility mean in (instrumental) activities of daily living, such as bathing or going to the toilet.
- Being able to inspect a bathroom in relation to mobility problems.
- Being able to come up with creative solutions to mobility problems in bathrooms.

The gaming session is introduced by the facilitator: Meet Dennis in front of his bathroom. He is using his wheeled walker. It is a bathroom with a high shower-pan threshold, a washbasin and a low toilet. It has small-sized tiles on the floor and the walls. The scene is about how to cope with the challenges posed by his physical impairments.

Wrap up
[5-10 minutes]

The facilitator summarises the most important results achieved during the discussions in order to close the learning unit. In case of controversial perspectives, there is no need to harmonise the results. Differing opinions are always possible. They should not be judged but can be weighted: “While the majority believes ..., there were also people who thought that ...”

Participants are invited to add to the results, e.g., their most important learning experiences. Documentation is not compulsory to wrap up each learning unit. A systematic collection of learning experiences will be done in the closing session.

Equipment

- List with lead questions.
- Laptop and projector.
- Handout on case study.
- Internet access.
- Personal smartphones or tablets used by the participants.



***Recommendations for
facilitators***

Find background information on the more detailed aspects of mobility issues, especially those addressed in the game.

Be aware that discussions about personal experiences can last much longer than expected. Select questions according to priorities and end the discussions after the allotted amount of time.

Introduce controversial standpoints that cannot be mediated by saying: "We agree to disagree on: ..."

2.2.5 Older women living with dementia

While their condition is progressing, people with dementia find it increasingly difficult to orient themselves in their everyday environment and familiarise themselves with it. This means that they might put themselves and others at risk. As far as possible, interior and exterior spaces should ideally be adapted to the needs of people living with dementia. Adaptation increases their chances of finding their way around their familiar surroundings for a longer time. Familiar mementos and a structured lay-out of items help them to find their way around their environment and convey a feeling of security. Changes in the home, on the other hand, can lead to confusion, unrest or fear.

People living with dementia may have very sensitive emotions and moods. Whether or not they have perceived some communication can be recognised up to a certain degree of dementia by their facial expressions from which confusion, joy, surprise, fear and much more can be perceived. People living with dementia tend towards a pronounced urge to move, especially in the intermediate stages. Restricting their movements is not only legally problematic but it can also have a negative impact on their well-being. They may experience limitations as an incomprehensible punishment or threat and react with anger and panic. Therefore, all other options must be exhausted first.

Most notably, carers' needs must be taken into account to the same extent as those who are ill. Partners or children are often the carers, an extremely exhausting role. Just like the persons they care for, spouses, partners or children need adequate support and environmental conditions that enable them to cope with the challenges.

Further information on creating suitable environments for older people living with dementia can be found in the Compendium of measures [[link](#)]. Furthermore, the Hands-on SHAFE [Compendium on Good Practices in the Creation of Smart, Healthy, Age-Friendly Environments](#) describes a variety of measures that improve the quality of life of people living with dementia, examples being Tessa, a social robot, or the results of the work carried out by a dementia network (https://hands-on-shafe.eu/sites/default/files/hos_o1_compendium_of_good_practices_final_v01.05.pdf).

Aims of the learning unit The aims of this learning unit are to acquaint participants with typical issues for persons living with dementia caused by inappropriate environments. In particular, players will learn about different kinds of support measures dealing with:

- Orientation problems.
- Communication issues.
- Disrespect for persons living with dementia.



Personal approach This learning unit starts with a group discussion focussing on participants' personal experiences. Statements of a more general nature can be saved on a flipchart or pinboard for later use. This part of the learning unit is useful to collect personal impressions.

[20 minutes]

The discussion is led by the facilitator who can select from the following questions or add questions if desired:

- Have you ever had any experiences with a person living with dementia (in your own family, for example)?
- What was the hardest thing you had to deal with?
- Do you remember unpleasant reactions from people around you?
- Would you be able to see if a person with dementia is in trouble?
- Are you confident that you are able to help them in everyday situations?

Analysis / Dealing with conflicts A handout is distributed, or shared on the screen in an online workshop, by the facilitator to present a case study based on a typical problem of persons living with dementia. There are various solutions to this problem (see Annex). The following aspects – and others chosen by the facilitator – are discussed in small groups and/or in plenary:

[30 minutes]

- Typical problems of persons living with dementia.
- Ensuring the dignity of people living with dementia.
- Supporting the autonomy of people living with dementia.
- Promoting the participation of people living with dementia in public life.
- Supporting informal carers, friends and families.

Choosing the format to play the scenes The facilitator chooses one of the following options:

- Some groups may prefer to play the scene together and discuss the different options and impacts before taking actions. Please note that this format does not save time as participants may wish to explore alternative routes.
- Other groups may like some competition. If the scene is played individually, the scores can be compared and indicate success. Again, playing altogether will stimulate the discussion that will guide the decision to adopt specific options and reject others.



Positive outcome: Scene
“Park”
[30-40 minutes]



Figure 10 - Ewa, 78 years

Learning objectives:

- Being aware of what dementia means in terms of changes in human behaviour such as disorientation, stigmatisation.
- Being able to interact with a person living with dementia in case of disorientation.
- Being able to propose creative solutions to make a park more dementia-friendly.

The gaming session is introduced by the facilitator: Ewa and João live next to a park. She likes the park, and physical activity is good for her. As usual, today she is in the park on her own but suddenly she feels lost. People look at Ewa because she is acting a bit strange. In principle, the park is a nice place for different people to meet up and to go out and enjoy physical activity. What can be done to enhance this experience for Ewa too?

Positive outcome: Scene
**“Consultation room of the
health and social care centre”**
[30-40 minutes]



Figure 11 - Ewa at the health
care centre

Learning objectives:

- Understanding what dementia means in terms of changes in human behaviour such as lack of interest, decrease in attention span, restlessness.
- Being able to interact with a person with dementia in case of reduction of their attention span and restlessness.
- Being able to propose creative solutions to make a health care institution more dementia-friendly.

The gaming session is introduced by the facilitator: João is worried about Ewa, and has an appointment at the health centre. The doctor and Joao are talking about Ewa, as if she is not there. The doctor uses difficult language that João too finds difficult to understand. Ewa is getting restless and upset, and it is not clear how she is perceiving the conversation. Players are asked to do something about these problems.

Wrap up
[5-10 minutes]

The facilitator summarises the most important results achieved during the discussions in order to close the learning unit. In case of controversial perspectives, there is no need to harmonise the results. Differing opinions are always possible. They should not be judged but can be weighted: “While the majority believes ..., there were also people who thought that ...”

Participants are invited to add to the results, e.g., their most important learning experiences. Documentation is not compulsory to wrap up each learning unit. A systematic collection of learning experiences will be done in the closing session.

Equipment

- List with lead questions.
- Laptop and projector.
- Hand-out on case study.



- Internet access.
- Personal smartphones or tablets used by the participants.

***Recommendations for
facilitators***

Find background information on the more detailed aspects of living with dementia, especially those addressed in the game.

Some participants may have personal experiences in caring for people with dementia. Take care that the 'personal approach' section does not become too emotional.

Depending of the specific phase of the dementia, different support offers may be needed. Opposing opinions on strategies to support dementia patients should always be checked against this context.

2.3 Practical exercise: Designing personal action plans

Participants who are actually working to improve the living conditions for all generations are supported in this additional part of the workshop in drawing up their personal action plans.

Promoting age-friendly environments is a challenging task. A personal action plan is a list of the individual steps, i.e., actions and measures, that are required to achieve a goal. This subdivision helps define the goal and makes it easier to achieve it.

These are the steps to develop personal action plans:

1. **Analysing the problem.** The more knowledge you have about its characteristics, sources, driving factors and even benefits to others, the easier it is to deal with it. If it is a problem that many other people are facing, then it is likely that you can find 'allies' and supporters. And perhaps there are already others that you can join or convince to support you.
2. **Setting one's goals.** Based on the characteristics of the problem to be solved, goals can be set. These goals should be achievable by the person or organisation designing the plan. Using the SMART concept is advisable. SMART stands for Specific, Measurable, Appropriate, Realistic and Time-bound.
3. **Securing resources.** Working towards an environment for all generations requires access to resources. Again, these resources will differ depending on whether you are a committed individual or a representative of the urban planning department of a municipality or a ministry. Cooperation partners are among the most important resources and you should engage with them.
4. **Selecting appropriate strategies.** Keeping all that in mind, strategies to achieve the goals and gain the necessary resources can be developed. The stronger they are, the smaller the number of strategies you need.
5. **Being aware of contingencies.** 'What can go wrong, will go wrong'. Your strategies are oriented towards strengths and opportunities; however, weaknesses are inherent parts of any strategy, and threats to its successful implementation are many and various. A contingency plan, i.e., ways to cope with these eventualities, is helpful.
6. **Starting the implementation process.** When you have a major task ahead of you, here's what to do: Ask yourself which individual activities or sub-steps the respective task consists of. Define and write down these individual steps and carry them out step by step until you have completed your main task.
7. **Plan, Do, Check, Act.** The PDCA cycle ensures continuous quality awareness. While planning and doing were at the core of the previous steps, specific awareness is a must when checking what can be improved in the future. This requires acting accordingly. Based on that, a revised plan will lead to better results in the future.

Aims of the learning unit Overall aims of this learning unit:

- Provide learners with basic knowledge on how to conceptualise an action towards a more age-friendly environment.
- Making them aware of factors that lead to success or create obstacles. Create awareness of the importance of contingency plans.
- Support learners in making the first steps toward practical implementation.



- Introduce the PDCA cycle to learners.

Introduction to the topic
[30 minutes]

The facilitator provides a brief introduction to the topic before asking questions to participants and inviting their comments. The main message is that success is more likely if individual activities follow a plan. This plan, however, should be flexible and continuously adapted to the external framework conditions. A PowerPoint presentation on the components of a personal action plan is part of the training toolkit. [\[link\]](#)

The facilitator could collect the pros and cons of structured activities vs. spontaneous, situation-driven activities. When the collection is finished, participants are asked how the specific benefits of both ways of acting can be reconciled with one another.

Practical exercise
[90 minutes]

Based on the introductory information, each participant will draw up a personal action plan ([link](#)).

Enough time should be allowed to consider the plan's particular components. This can include a coffee break during which participants share their preliminary considerations and discuss them informally. Each learner will be provided with a poster on which to draw up the results for the pitch in the next step.

This exercise is also ideal as homework if the workshop takes place on different days. In this case, the presentation and the discussion of the results in plenary and the closing session (see next section) can be held together. If done as a homework, the results should be presented digitally; a template for this presentation is provided in the toolkit.

**Presentation and discussion
of results in plenary**
[20 minutes per participant]

Upon completion of the personal action plans, they are presented in plenary. This presentation should be considered as a pitch, during which the audience needs to be convinced of its plausibility; only then will more resources (in terms of funding or cooperation partners) be likely to be provided.



Participants are asked to act as critical friends. This includes questions that stir further reflection, supportive additional aspects or arguments that have not been used so far.



- Equipment**
- Handout of template for action plans (see Annex).
 - PowerPoint template for action plans (if done as homework).

Analogue workshops:

- Poster and pens for each participant to sketch their results.
- At least one pinboard to be shared by participants for their pitches.
- Laptop, projector and screen (if action plan is done as homework).

**Recommendations for
facilitators** [to be added after local workshops]



2.4 Closing session

Aims of the session Overall aims of the closing session:

- Debriefing.
- Evaluating the workshop.
- Celebrating the achievements.

The purpose of the closing session is to summarise and evaluate the achievements of the workshop in a relaxed atmosphere. Participants recapitulate the knowledge they have gained and the experiences they have gained; facilitators receive feedback with tips for future improvements (to be understood as part of quality management). Furthermore, everyone has the opportunity to celebrate their achievements.

Debriefing [10 minutes] The session is opened by the facilitator who outlines the aims. The facilitator refers to what had been planned to be achieved, i.e., the learning objectives, and summarises the activities. This supports participants in putting activities into perspective and gives them a basis for their evaluation.

The facilitator asks participants for honest feedback since this can help to improve future learning offers.



Depending on the workshop context, participants' evaluation can range from a short and rather informal input to an in-depth analysis of specific aspects of the course.

Evaluation - Option 1: Oral discussions led by the facilitator and preferably recorded by an assistant – or recorded online (with the audience's consent). These discussions can provide important insights in a conversational atmosphere by stimulating mutual reflections. The following lead questions can be asked as a starting point but can be complemented and adapted as desired.

Oral discussion
[3-5 minutes per question]

- What were your most important learning experiences?
- What did you especially like about the workshop?
- What topics were particularly relevant, interesting and motivating?



- On which topics too much time was spent?
- On which topics too little time was spent?
- What was completely missing from the course?
- Which features could potentially be improved?
- What are the personal or professional benefits resulting from the workshop?

Evaluation - Option 2:
Oral discussion with
structured collection of
evaluation

[3-5 minutes per question]



Unlike option 1, participants write their answers on cards which are posted on pinboards by the facilitator. This helps more introvert participants to also express their ideas and thoughts; putting the answers together provides a good overview on the topics. After discussing them and adding new statements (if any), the answers are photographed in order to document them.

With an appropriate software, this option can also be used in an online workshop. Free pinboards can be used, for example, using the following URL: <https://miro.com>;
https://edu.google.com/intl/de_de/products/jamboard/;
<https://www.mural.co/>.

Evaluation - Option 3:
Bull's eye

[15 minutes]

Participants are asked to give their opinions on the following (or different) items:

- Workshop organisation.
- Training contents.
- Workshop organisation.
- Learning atmosphere.

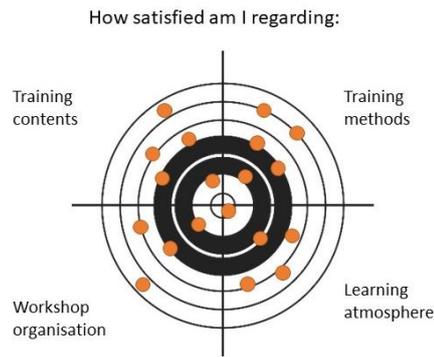


Figure 12 - Bull's eye assessment

Participants place stickers on a bull's eye diagram and write remarks on sticky notes (post-its©) related to the particular category. The results are analysed jointly with the participants and documented by taking a photograph.

Online events can also be assessed by using, for example, <https://www.oncoo.de/Zielscheibe/>.

Evaluation - Option 4: Suitcase In on-site workshops, participants can be asked to write down their experiences in the workshop on sticky notes (post-its©).

[15 minutes]

- Positive experiences: What will I take home?
- Room for improvement: What will I leave behind?

Positive experiences are placed within the suitcase, negative experiences outside. The results are presented and discussed in plenary.



Figure 13 - Suitcase evaluation



Evaluation - Option 5:
Written survey
[5 minutes]

A written survey on the crucial aspects determining the success of the workshop will be the least time-consuming option for the closing session but needs thorough post-processing and analysis. In on-site workshops, facilitators can hand out a paper questionnaire to participants to be filled out immediately. They can also provide a link to an online tool that will save them inputting data. However, some participants will have forgotten soon that they have been asked for feedback, and the response rate may be much lower.

The Annex contains a template for a written survey focussing on the following themes:

- Workshop organisation.
- Learning contents and methods.
- Working atmosphere.
- Personal and professional benefits.

Facilitators can copy this version of the questionnaire but may wish to adapt it to themes and characteristics that are specific to participants. If anonymity is not ensured due a small number of participants, this part should be shortened or removed. Participants should be informed that their honest opinion is sought and that their answers will not be traced back to a specific person.

The number and format of questions comply with the free versions of survey online tools which will analyse the results automatically and create graphs for their presentation.

Celebration of achievements
[15-20 minutes without get-together]



Celebrating achievements is an important part of the closing session and should be planned with care as it will contribute to the overall impression of a successful learning experience.

Facilitators can choose from certification templates that can be complemented by organisational and personal details and modified according to the thematic focusses of the workshop: proof of participation [\[link\]](#) and certificate of participation [\[link\]](#).

Especially for on-site events, interest may be raised by circulating a press release. Journalists can be invited to the celebration and given the opportunity to interview facilitators and participants. A get-together with drinks and snacks provides adequate framework conditions for such an exchange, and will also strengthen the personal relations between participants.

In any case, provided that participants grant explicit permission, group photos and/or videos should be taken that can also be used for communication purposes on social media channels. Statements by participants will also be of interest for audiences.



- Equipment**
- For online workshops: Conference software with gallery-view.
 - Option 1: List of lead questions.
 - Option 2: List of lead questions, pinboard with a sufficient number of cards and pens for the participants.
 - Option 3: Poster with bull's eye and thematic segments to be mounted on a wall, one sticker per theme for each participant, sufficient numbers of pens and sticky notes for participants.
 - Option 4: Poster with a suitcase and sufficient numbers of pens and sticky notes for participants (figure 13).
 - Option 5: Paper questionnaire for each participant or link to online questionnaire (see template in the Annex).
 - Certificate for each participant.
 - Give-aways.
 - Camera.
 - Drinks and snacks.

**Recommendations for
facilitators**



Figure 14 - Button with EU
logo

If the budget allows it, small presents can be handed out together with the certificate; they will enhance the impact of the celebration. Presents should draw inspiration from the workshop theme and could, for instance, be a pin or a button showing the European logo or a cup with motives from the BIG game. Here you can select a picture for your order: [\[link\]](#).

Part 3: Using online tools

In this chapter the trainer or facilitator will receive tips and tricks on how to work with digital tools during the workshops.

3.1 Online learning

Preparing for online learning and using online tools are essential activities as it is expected to become mainstream on a global level due to developments such as the introduction of new technologies and globalisation.³ Educators will need to find ways to move past perceived barriers to create high quality online learning environments.⁴

Online learning can offer several advantages to learners and facilitators. Flexibility is often seen as one of the major advantages. Online learning usually provides flexibility in terms of time and place as learners can attend workshops from any location they choose. Additionally, online workshops could be recorded and shared, providing the opportunity to access the learning material at a time of choice. This can be especially beneficial for adult learners who often have to juggle several roles and responsibilities in their day-to-day life.⁵ Other advantages could be affordability and efficiency because online education is often more cost- and time-effective than in-class learning.⁶

Both learners and facilitators can experience different obstacles in online learning. People can find online workshops to be more tiring than face to face workshops. Some factors could be of influence here: a) it is easier to become distracted, b) there is a lack of personal contacts, and c) online workshops and courses can induce a more passive and inactive attitude.⁷ Online teaching also affects relationships between facilitators and learners, or among learners themselves, and learners can experience less support in an online setting. For facilitators it can also be a challenge to fluidly adjust their teaching the individual learners when teaching. Some facilitators may miss the energy and excitement of having face to face contact with a group. In addition, misinterpreting assignments can occur more easily in online workshops.⁸

There are four important aspects to consider when working in an online environment in particular:

1. Provide opportunities for people to connect with each other.
2. Give clear instructions.
3. Provide space for action and interaction.
4. Provide space for people to reflect by themselves.⁹

Even more than physical meetings, online meetings require activating methods. There are a multitude of tools available to educators that can help keep learners engaged, and allow community-building during courses. In the following section, three tools that can easily be used in the workshops will be explained.

³ Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R. & Sindhi, S. (2018). Online Education: Worldwide Status, Challenges, Trends, and Implications. *Journal of Global Information Technology Management*, 21:4, 233-241, DOI: 10.1080/1097198X.2018.1542262.

⁴ Ibid.

⁵ Dirkse, S., Talen, A., van Rumpt, A. & Bons, L. (2020). *Het groot online werkvormenboek 3*. Amsterdam: Boom.

⁶ Gautam, P. (2020). Advantages and disadvantages of online learning. Retrieved on august 31 2022, from <https://elearningindustry.com/advantages-and-disadvantages-online-learning>.

⁷ Dirkse et al. (2022).

⁸ Davis, N., Gough, M. & Taylor, L. (2019). Online teaching: advantages, obstacles and tools for getting it right. *Journal of Teaching in Travel & Tourism*, 19:3, 256-263, DOI: 10.1080/15313220.2019.1612313.

⁹ Dirkse et al. (2022).

3.2 Online Tools

When planning your online workshop, it is advisable to work with a tool enabling participants to meet through video call in a large group and in subgroups. Zoom and Microsoft Teams will be described more in detail. In addition, a visual online tool can be used for learners to collaborate, brainstorm and present findings. There are many online tools available to facilitate this, such as Jamboard, Miro and Mural. Jamboard will be presented here. Learners' interactions and reflections increase when you create small moments of reflection. Mentimeter is an online tool that can help create these small moments and will be discussed in the following sections.

Zoom and Microsoft Teams – Video meeting and discussing in small groups

Zoom and Microsoft Teams are tools you can use to virtually meet with others by video. Within Zoom and Microsoft Teams you can create Breakout Rooms and share screens and presentations. You can also split your larger workshop in separate sessions, thus allowing small groups of learners to discuss and work together.

In order to use Zoom, the instructor first has to sign up through: [Sign Up - Zoom](#). In order to use Microsoft Teams, the instructor has to first download Teams through: [Download Microsoft Teams Desktop and Mobile Apps | Microsoft Teams](#).

With Zoom and Teams, you can schedule a meeting to host your workshops and invite learners. Learners can participate without signing up, after being invited by the instructor, making both tools accessible and easy to use.

For further information on Zoom, see: [Getting started guide for new users – Zoom Support](#) For further information on Teams, see: [Sign in and get started with Teams \(microsoft.com\)](#)

The whole curriculum as explained in chapter 2 can be performed through Zoom or Teams. It is advisable to discuss in small groups more often and to vary methods so that it can be more engaging in an online environment. Optimum size for online groups would be 2 to 5 people.

Analysis / Dealing with conflicts [30 minutes] A handout is shared on screen in an online workshop by the facilitator in order to work on a case study based on a typical problem of one of the characters. Aspects (as specified in chapter 2 of the manual) are discussed in small break out groups of 2 to 5 learners. After discussing in the small groups, participants summarise their results in plenary.

Jamboard – A visual tool

Jamboard is a free online tool designed for online collaboration. In Jamboard you can create whiteboards where everyone with a link can work together from their own computer and can edit the whiteboard that is being shared. Jamboard is easy to use. You can find Jamboard by going to jamboard.google.com.

Learners and facilitators can create boards and share them with their groups. Click the 'Share' button and share with individuals and groups or create a shareable link. If you want learners to be able to work with the board, select the option 'Anyone on the internet with this link can edit'.

You can use Jamboard as a shared whiteboard or use it in a multitude of manners. For example, learners can brainstorm in small groups and create a board to share with the rest of the group later.

For further information on Jamboard, see: [How to use Jamboard in the classroom: 20+ tips and ideas - Ditch That Textbook](#)

Jamboard can be used as a visual tool to help group discussions become more engaging in an online environment. It can be used in all group discussions as described in chapter 2. Here are some examples:

Analysis / Dealing with conflicts
[30 minutes] A handout is shared on screen in an online workshop by the facilitator in order to work on a case study based on a typical problem of one of the characters. Aspects (as specified in chapter 2 of the manual) are discussed. A whiteboard in Jamboard is shared with the whole group; learners can put sticky notes on the whiteboard to facilitate reflection and discussion.

Jamboard can also be easily used for the introductory or closing sessions by creating a visual board. Here are some examples:

Practical exercise
[90 minutes] Based on the introductory information, each participant prepares a personal action plan (template in the Annex). Enough time should be allowed to consider its particular components. Each learner will be provided with a whiteboard page in Jamboard on which they can place the results for the pitch in the next step.

This exercise is also ideal as a piece of homework if the workshop takes place on different days. In this case, the presentation and discussion of the results in plenary and the closing session can be held together.

Mentimeter - Creating small moments of reflection

Mentimeter is a free online tool. Through Mentimeter you can carry out a small poll or let learners create a simple word cloud together very quickly and easily through their computers or telephones. A word cloud enables participants to visually represent words that they can enter through their devices. The results can be immediately seen on the shared and individual screens. Learners can see the word cloud as it grows and while other participants add words. If a word is entered more than once, it gets bigger.

In order to use Mentimeter, you are required to create an account on their website first. Visit www.mentimeter.com and click the 'Sign up' button on the top right-hand corner.

The following video shows how to create a word cloud:

[How To Create Word Clouds for Free - Live & Interactive - Mentimeter – YouTube](#)

The learning units start with a group discussion focussing on participants' personal experiences and end with an evaluation of the learning experience. To stimulate active involvement and reflection in an online environment a word cloud can be created together and used in the discussions.

Method **Activate knowledge and former experiences and evaluate the learning experience**

Word cloud - Mentimeter

Ask learners at the beginning of the workshop what comes to mind when they think about the circumstances of one of the characters. Ask them to write all the keywords in Mentimeter. Look at and discuss the word cloud with the

group. Ask the same question and do the same exercise at the end of the session to see and discuss how their perceptions have changed. Finally, evaluate the learning experience.

When working with online tools there are a few practical things that should be considered.

Before you start, it is important to make sure that everyone has access to the applications. Check if people have a camera and a microphone on their computer (as needed for tools such as Zoom and Microsoft Teams) and internet access for the workshop. If the group is not used to working online, ask them to test their videos and sound. You could organise an extra meeting right before the workshop for people to test things out and, therefore, come early if you believe this is needed for your group. Run through the interactions on the tools you are planning to use in order to troubleshoot any logistical issues beforehand. Make sure you have a plan B: technology can fail and it is wise to have alternative communication channels.

At the beginning of the workshop, it might be useful to review the main tools and their functions with the group if participants are not used to working online. During this initial meeting, discuss how to interact with each other during the online workshop. Do you want participants to mute their microphones, and raise a hand when they want to say something? Think about using the video for nonverbal communication too, e.g., thumbs-up for an OK or hand raise to vote.

In an online environment, it is important to keep learners motivated and active. Small energisers in between work methods and questions can help. Two examples are given below.

Method Scavenger Hunt

Ask learners to fetch a specific object in their house within a set amount of time (use a timer) and to hold the object in front of the camera. For example: an object in their house they believe to be of great use for the character in the game, or a souvenir of their last or favourite holiday. When the timer stops, you can make small talk about the items or ask people to write down why they have chosen their items in the chat.

Method Count till 20

Ask the group to count till 20 (or more, depending on the size of the group). In turn, everyone has to say one number and only one learner at a time can speak. When two learners speak at the same time, the group has to start counting again from the beginning.

Part 4: Certification and validation of adult learning in Europe

The meaningfulness of validating and certifying informal and non-formal learning is increasingly recognised. Summaries on the state of discussion and practice in the BIG partner countries can be found in the following [\[link\]](#).

5.1 Validation of informal and non-formal learning experiences

Comparatively common validation methods and tools are performance or progress monitoring by facilitators or mentors, diaries (both in case of long-term educational methods), written tests, or group discussions on newly gained knowledge. Furthermore, for ex-ante and ex-post evaluations, questionnaires filled in before and after a training can indicate what and to what degree knowledge has been acquired and if expectations were met to a sufficient extent. A self-assessment form can also serve to reflect on competences that have been gained, and peers can be assessed as well with mutual endorsement of learning progress on specific topics. Sometimes it is advisable to let some time pass and let participants become aware of lasting effects.

Many of the validation means mentioned above are not appropriate for a transfer to the BIG project due to the workshop contents and formats as well as the composition of participants. The project is in need of a tailor-made approach that takes into account the fact that playing an online game is at the heart of the workshop.

Validation of the learning experiences in BIG workshops embraces two elements:

- The scoring system of the learning game
- The self-assessment of learning experiences by the workshop participants

As regards the game's scoring system, the objective of the BIG game is to take the best decisions for the characters of BIG CITY. The main aim is to make the citizens of BIG CITY happy.

The player starts with a neutral score on happiness as the bar on top shows. After giving answers, the smileys turn either green or red according to the correctness of the answers.



One star appears at the start of the game. While playing the player can earn more stars and become an intermediate player, expert or master.



In the minigames the player can earn more coins than the starting 200 coins.

5.2 Certification of informal and non-formal learning experiences

The benefits of recognising competences gained in an informal or non-formal learning process are increasingly acknowledged too. Certificates, diplomas, recommendations or assessment letters can provide advantages in applications for internships, scholarships and jobs, and will increase participants' general self-esteem .

A low-threshold way that can be applied in each workshop is for the organisation running the event to issue a certificate. Learning achievements can be noted down as these certificates focus

on the learning objectives of the particular units and the scenes that have actually been worked on.

The value of a certificate can be expanded, however, if approaches are used to create an overarching framework for the recognition of competences. One of the most common and accepted tools is the [Europass](#). Users can create a free profile with Europass and record all their skills, qualifications and experiences in one secure, online location. Users can record all their work, education and training experiences, language skills, digital skills, information on projects, volunteering experiences, and achievements. Hence, the Europass Certificate Supplement that can be added to a certificate is a considerable benefit for the recipient. More details and a link to national templates can be found [here](#). National templates for the Europass Certificate Supplement can also be found in the section for certificates on the BIG learning platform.

[Digital Credentials](#) are one of the Europass tools. European Digital Credentials for learning are statements issued by an organisation to a learner and can include diplomas, transcripts of records, entitlements and a wide variety of other types of certificates of learning achievement. They are multilingual and signed with a unique electronic seal. This allows education and training institutions to easily authenticate, validate and recognise credentials of any size, shape or form. They are given to a person to certify the learning they have undertaken in the broadest sense of the word. They can be awarded for formal education, training, online courses, volunteering experiences and more.

Education and training providers can reduce their administrative burden and the costs for issuing credentials while also accelerating issuing procedures by going digital.

However, there are a number of preconditions to be fulfilled by the issuers of Europass Digital Credentials. In order to issue the credentials, the adult education body needs to obtain a qualified electronic seal. A tool provided by the European Commission will ensure that everything is set up properly. Subsequently, a [tutorial](#) gives information on how to prepare the data. Information in writing can also be found [here](#). The Online Credential Builder enables data to be entered entirely via the browser. If all data on the credentials are prepared, the file is uploaded. Data is then reviewed and digitally sealed. Recipients are informed by email, and credentials are sent to their online wallet, if available.



Europass Digital Credentials use open standards and are fully aligned with familiar EU frameworks and instruments such as the [European Qualifications Framework for Lifelong Learning \(EQF\)](#), another Europass tool.

The European Qualifications Framework is outcome-based learning and covers all types and all levels of qualifications to clarify what a person knows, understands and is able to do. The level increases according to the level of proficiency. Level 1 is the lowest and 8 the highest level. By

linking the EQF closely to national qualifications frameworks, a comprehensive map of all types and levels of qualifications in Europe can be provided.

The eight levels of the EQF define:

- Knowledge as theoretical and/or factual;
- Skills as cognitive skills (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, materials, tools and instruments);
- Responsibility and autonomy as the ability of a learner to apply knowledge and skills autonomously and responsibly.

	Knowledge	Skills	Responsibility and autonomy
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical	Advanced skills, demonstrating mastery and innovation, required to solve complex and	Manage complex technical or professional activities or projects, taking responsibility for decision-making in



	understanding of theories and principles	unpredictable problems in a specialised field of work or study	unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research; Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Source: <https://europa.eu/europass/en/description-eight-efq-levels>

Depending on the initial knowledge of the BIG workshop participants, their learning outcomes will range between levels 1 and 3.

The EQF is linked to the National Qualifications Frameworks (NQFs). If they are preferred as a reference framework by the organisation running the workshop, they can be found [here](#).

Given their flexibility and adding to the already existing approaches, so-called “micro-credentials” are likely to increase their importance in the future. Micro-credentials, too, can be designed and delivered by a variety of providers in many different formal, non-formal and informal learning settings. In December 2020, the European Commission (Education, Youth, Sport and Culture) released the final report on a European approach to micro-credentials as proof of the learning outcomes that a learner has acquired following a short learning experience¹⁰.

The development of micro-credentials has been further announced in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), the European Skills Agenda and the Digital Education Action Plan (2021-2027).

¹⁰ <https://education.ec.europa.eu/sites/default/files/document-library-docs/european-approach-micro-credentials-higher-education-consultation-group-output-final-report.pdf>

BIG Trainer certificate



CERTIFICATE OF PARTICIPATION

Name of participant

has attended the seminar _____

with the following achievements:

-
-
-
-

Location

Date

Name of trainer

Name of organisation

You can fill out the template for a **BIG proof of participation** or a **BIG certificate of participation** digitally and print it out.



Training materials (Annex)

1. Template for workshop agenda
2. Handout: Case study on measures for persons with mild hearing problems
3. Handout: Case study on measures for pregnant women
4. Handout: Case study on measures for persons with young children
5. Handout: Case study on measures for persons with mobility restrictions
6. Handout: Case study on measures for persons living with dementia
7. Template for personal action plan
8. Workshop assessment form

Template for workshop agenda

BIG Workshop

[Date, timing]

[Location or link to online seminar]

[hh:mm]	Welcome and introduction to BIG workshop and learning objectives
[hh:mm]	Meet & Greet
[hh:mm]	...
[hh:mm]	Debriefing and evaluation of workshop
[hh:mm]	Celebration

Facilitation: [Name, organisation]

[to be copied if the workshop takes place on several days]



Handout: Case study on measures for adolescents with mild hearing problems

Peter is a 15-year-old boy with mild hearing problems. Overall, he is a happy teenager but in the last year he has started having some sad mood episodes. He is struggling with his sexual feelings and sometimes feels lonely and misunderstood. He lives with his parents and a 13-year-old younger brother in a two-bedroom rented apartment. His mother works in a restaurant and his father is a factory worker. Peter's hearing problems do not prevent him from having a normal social life, but he often experiences some difficulties in fitting his special needs within the daily life of his family or friends.

Of special concern for him are the lack of privacy in his apartment and the impression that teenagers' needs are usually less acknowledged than those of, for example, older persons.

Please reflect on the following questions:

- Are Peter's feelings typical for teenagers? If yes: Why is that so?
- What additional factors impact on his emotional situation?
- What problems or conflicts may result from the crowded living situation in his family?
- What problems or conflicts may result from Peter's hearing issues in relation to his friends?
- What kind of solutions would help Peter to cope better with his situation?
- Do teenagers notably suffer from a reverse age discrimination?



Handout: Case study on measures for pregnant women

Anna is 32 years old, is 7-month pregnant with her second child and has recently moved to BIG CITY. She has separated from the child's father and has decided to raise her children alone. She wants to make a new start in BIG CITY and return to her job as a social worker when her daughter is one year old. Anna hopes to get to know people from the neighbourhood soon. Anna's mother lives in the neighbouring town and is looking forward to her grandchild. Anna's firstborn daughter is 4 years old and attending kindergarten.

The physical changes towards the end of her pregnancy are causing some hardships and inconveniences. Walking longer distances, standing still for more than a couple of minutes, and needed to go to the toilet quite often (the most embarrassing problem) have become increasingly energy-sapping.

Please reflect on the following questions:

- Which situations in everyday life are especially hard for pregnant women to cope with?
- What kind of personal support would help Anna to better cope with her problems?
- What kind of technical or architectural infrastructure in the built environment would help Anna to better cope with her problems?
- What kind of community actions would help Anna to better cope with her problems?
- Which other groups would benefit from these improved conditions?
- Are some of the current precautionary measures for pregnant women overly exaggerated?

Handout: Case study on measures for parents of small children

Waldemar is a 36-year-old civil engineer. He has a 2-year-old daughter called Barbara. Six months ago, he became a widower. Barbara and Waldemar live in a 45sqm apartment in a multi-residential development in the north-eastern district of BIG CITY, about 1 hour by bus from the city centre where Waldemar works. He is lucky to have been given a place in a private kindergarten by his employer near his office. He does his food shopping on the way home from work or kindergarten but is an extra strain in his overburdened life. Waldemar is environmentally aware and does not want to have a car. He prefers to commute by public transport and in his free time he enjoys riding a bike with Barbara's stroller tugged along.

Unfortunately, storing both the bike and the stroller is another everyday problem and with Barbara growing up, the limited space in their apartment is becoming ever more problematic.

Please reflect on the following questions:

- What are the special needs of single parents and their children in the built environment?
- Does the environment usually meet these needs? In what way or why not?
- What are the special needs of single parents and their children when taking part in community life?
- What are the additional hardships in Waldemar's life impacting on his difficult situation as a single parent?
- What kind of personal support or community actions would help to ease the situation?

Handout: Case study on measures for persons with mobility restrictions

Dennis is 71 years old and suffers from vascular disease in his legs. He needs a walker to move around, and sometimes uses a wheelchair instead. He was born and raised in BIG City and worked hard as a plumber throughout his entire life. Shortly after retirement, he unexpectedly lost his wife. They had five children. Two sons still live in BIG City and have busy lives. People would describe Dennis as a difficult man who often asks for help and is not easily pleased. His income as a pensioner is not sufficient to get by and this has a negative impact on his mood. He sometimes feels left out of society.

At home, Dennis's mobility problems influence his independence in using the bathroom. When moving around BIG CITY, Dennis needs to take a bus. In principle, buses are equipped for wheelchairs and walkers, but it is still not easy for Dennis to travel this way.

Please think of questions that you would like to ask Dennis to clarify potential barriers and understand his relationship with the facilitators he encounters every day. Try and think about Dennis' potential answers to these questions:

- What are the main barriers in the built and social environment for persons with mobility problems?
- Give potential examples of how these barriers can be removed temporarily or permanently. Can these solutions be afforded by everyone?
- Which obstacles do bus rides pose for persons using walkers or wheelchairs? What can be done to solve these problems?
- Which other groups would benefit from all the solutions that have been identified?
- What kind of personal support or community actions would be helpful?

Handout: Case study on measures for people living with dementia

Ewa is 78 years old, and has begun to be affected by Alzheimer's disease. Because she is ashamed of it, she tries to cover up her symptoms. At times, she feels disoriented and restless. Ewa used to work as a professor at BIG City University. After retirement she volunteered in a local community centre, which she has now had to quit. Ewa is becoming increasingly dependent on the support of others.

Ewa is married to João, who is 81 years of age and worked as a school principal. They have three children who all live in cities far away, with the eldest living abroad.

It is hard for João to see his wife in this situation. He struggles in his new role as carer. He does not quite know how to cope when Ewa gets restless or upset.

Please think of questions that you would like to ask Ewa and João to clarify potential barriers and understand their relationship with the facilitators they encounter every day. Try and think about their potential answers to these questions:

- What are the main barriers in the built and social environment for persons with dementia and their informal caregivers?
- In what way is Ewa's dignity under pressure?
- In what way could the autonomy of people with dementia be supported?
- In what way could the participation of people with dementia in public life be supported?
- What kind of support could benefit João?



BIG | Building Inclusive environments for all Generations



Creating Age-Friendly Environments: Personal Action Plan

Step 1: Get to know the problem

The more you know about a problem which you are about to tackle, the easier it will be to define means and strategies that will be successful.

To start with, define some essential characteristics of the problem at hand.

Please describe the problem in three sentences max.:

.....

.....

.....

.....

.....

What are the major negative impacts of the problem? Please define them.

Negative impacts:

For whom?

- | | |
|---------|-------|
| 1. | |
| 2. | |
| 3. | |

Usually, a situation can also offer benefits to certain groups who may wish to keep them. Please name the most important benefits.

Benefits:

For whom?

- | | |
|---------|-------|
| 1. | |
| 2. | |
| 3. | |

Is the problem temporary, or will it go on for an unpredictable period of time? Does it have a certain dynamic? This will prepare you for the level of perseverance you will need to arrive at solutions.

Temporary

Ongoing

On the rise

Stable

On the decline

How widespread is the opinion that the situation is causing problems?

Generally shared opinion

Shared mainly by affected persons

Step 2: Set your goals

Your overall goal is to remedy the problem. However, be aware that it is more important to go through smaller steps successfully when trying to achieve the overall goal than to fail when trying to achieve it at once. Set yourself SMART goals and let them be Specific, Measurable, Appropriate, Realistic and Time-bound.

Goal 1:

.....

Goal 2:

.....

Goal 3:

.....

Check your goals again against the following criteria:

- Are they as significant, simple and precise as possible?
- Are they measurable in the sense that you will clearly know afterwards if you have reached them or not?
- Are they appropriate for tackling the problem?
- Are they realistic and achievable?
- Have you set a clear timeframe for reaching each of your goals?

Try to find a positive wording for your goals and avoid formulating what you do not want.

Step 3: Consider your resources

In order to reach your goals, you will need resources. Important resources are time, money and reputation. If you are lucky, you will have cooperation partners and other allies who are able to contribute to your resources. Check your list in step 1 to see who is affected by negative impacts. These groups or bodies that defend their interests may be ready to support your actions.

You will also need to consider the importance of a reputable person or organisation supporting your work and influencing public opinion in a positive way. As the action may also be in the public interest, contacting the people who are responsible for these areas of work in your municipality and asking for the support could be worthwhile. In some cases, especially if technical devices may improve the situation, companies and service providers may be interested in becoming your partners.

Describe your situation as regards the above-mentioned resources and add other resources, if applicable.

1. Time resources needed for the actions:

.....

2. Material resources:

.....

3. Financial resources:

.....

4. Other resources:

.....

Potential cooperation partners to increase time, financial or reputational resources:

-
-
-
-
-

Step 4: Select your strategies

Now choose 3-5 strategies that are suitable to achieve your goals. Sometimes less is more: 2 or 3 excellent strategies will get you faster to the desired results than 5 weak strategies.

Also, a strategy to increase your resources may be a perfect basis for those strategies that tackle the problem directly. Keep both your potential allies and opponents in mind.

Strategy 1:

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Strategy 2:

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Strategy 3:

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Strategy 4:

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Strategy 5:

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.....

Step 5: Be aware of contingencies

Each plan faces a hard time when it meets reality. It is absolutely normal that plans have to be adapted, and flexibility will increase the likelihood of success. Considering problems in advance is not “negative thinking” and add to the quality of your concept. Contingency plans are key when problems arise. Think ahead about what might go wrong and what could be done about it.

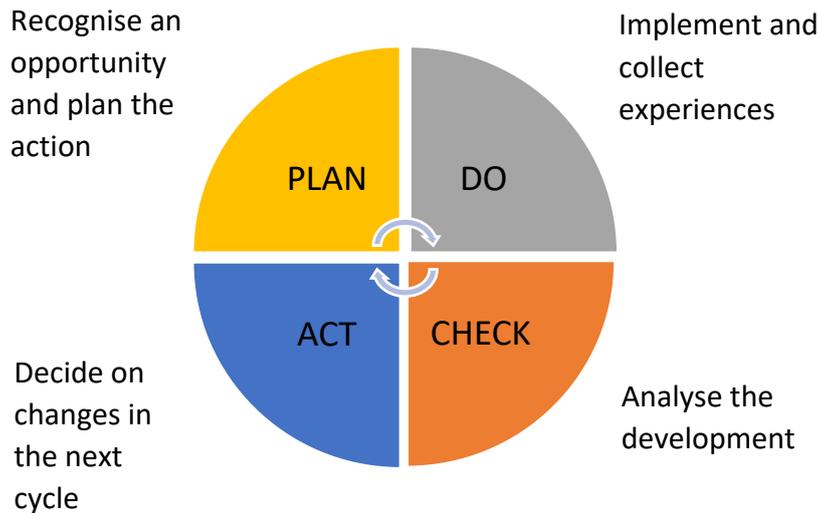
Potential problem:

Plan B:

Step 7: Plan, Do, Check, Act!

Congratulations! You have come up with a fine concept for actions that will make personal environments more age-friendly. You have reached an important milestone.

Nevertheless, quality needs permanent control. The PDCA cycle (also called Deming cycle) is a fundamental concept in the continuous improvement process. The PDCA circle consists of four repetitive phases: Plan-Do-Check-Act.



Learn from your experiences and improve your strategies and actions. Ensure the frequency of your PDCA cycle is adequate. What was originally meant to improve products and services is also suitable for initiatives such as yours.

Workshop evaluation form

At the end of this workshop, we would like to know whether you were satisfied with its organisation and contents. Please spend a couple of minutes to tick or fill in the appropriate boxes, and help us to improve the quality of future training events. Thank you!

1. Overall impression	strongly agree	agree	disagree	strongly disagree
My overall impression of this workshop is positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Organisation	strongly agree	agree	disagree	strongly disagree
The information I received in advance was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The duration and timing of the workshop were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The rooms and the equipment were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Contents and methods	strongly agree	agree	disagree	strongly disagree
The topics of the workshop were well selected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I liked the division between information transfer and gaming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The discussions with the other participants were interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methods used in the workshop supported the learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Own involvement and outcomes	strongly agree	agree	disagree	strongly disagree
I was able to contribute to the workshop with my own expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants' questions and critical comments were taken seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop gave me with the necessary knowledge to identify and create inclusive environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I also benefitted personally from the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. What did you especially like about the workshop?

6. Which parts of the workshop were particularly relevant or interesting?

7. What should be done differently in future workshops?

8. Is there anything else that you would like to comment on?

9. Personal background

Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Other		
Age	<input type="checkbox"/> < 25 years	<input type="checkbox"/> 26-40 years	<input type="checkbox"/> 41-55 years	<input type="checkbox"/> 56-71 years	<input type="checkbox"/> > 71 years
Profession					
Currently active as	<input type="checkbox"/> Professional	<input type="checkbox"/> Volunteer	<input type="checkbox"/> Informal carer		

Thank you very much for completing this survey!