



## Lesson plan

*Designed by Konstantina Tsaliki, Music School, Mytilene, Greece*

<b>Title of Activity:</b> Exchange of knowledge and life experiences	<b>Subject area:</b> <i>Social and Political Education, History, Technology</i>
<b>Grade Level(s):</b> 12-13 ages	<b>Duration:</b> <i>2 teaching hours</i>

### Learning objectives:

At the end of the course, students are expected to:

- carry out awareness-raising activities at school that promote intergenerational connections in a context of knowledge exchange between generations that links the past, the present, and the future, understand the psychosocial needs of older people and the potential of the younger generation to contribute to improving their communication, entertainment, and social connectivity through technology
- gain experience and skills in knowledge transfer and communication with people of different ages, and
- appreciate the importance of the experiential knowledge of older people in history, customs, and traditions, as well as the importance of preserving them orally.

### Teaching Method:

Experiential method

**Teaching techniques:** *Dialogue, group work, questions and answers*

**Materials / Resources / Technology use:** Notebooks, Tablets, Public Transportation

### Activity Description:

#### Introduction

**Step 1:** The teacher discusses with the students the psychosocial needs and difficulties faced by older people and the importance of older people using technology for social networking, accessing information, entertainment, etc. The importance of older people sharing their knowledge and experience with younger generations is also discussed. The following questions could facilitate the



discussion: What difficulties might older people face (e.g., health issues, loneliness)?

How do they spend their free time? Where do they go? Are there any organizations that can support their needs for social interaction (e.g., KAPI)? What can make it difficult for older people to communicate with their loved ones?

To what extent do we think that knowledge of technology would be useful to them for communication and leisure (e.g. communicating with their loved ones ανθρώπους, να search for information about their hobbies, such as recipes, music, etc., and have immediate access to news/current events).

Students are asked to share experiences from their own grandparents and their relationship with technology, and in particular whether and how they needed to support them with regard to the internet, social media, mobile phone applications, email, public service platforms, etc.

Students then discuss the qualities that older people possess that are important for future generations. They are encouraged to think about and share their experiences of the contribution of older people to the younger generation, a) on an emotional level (such as affection and love and/or their memory/recollection as models of resilience and strength in difficult circumstances/times) and b) in terms of knowledge based on their experience (history, traditions, customs, and pastimes/entertainment in the past, professions that no longer exist in the modern era, etc.).

The discussion can be expanded to include interviews with older people with whom the students themselves have a connection (e.g., grandparents and/or other relatives or acquaintances). To this end, they prepare the content of the interview and determine how it will be conducted. First, they agree on how the answers will be recorded (e.g., notepad, audio recording) and how the data they collect will be processed, such as recording it in a shared collaborative document and indexing the answers based on categories they define (e.g. existing knowledge of technology and areas they want to develop, knowledge, memories, experiences they would like to share with the younger generation). Students undertake to conduct interviews individually or in groups with their own acquaintances and relatives and to present the results of the interviews to the class.

**Step 2:** Once the above information has been collected and presented to the class, the students discuss and consider how they could organize visits to places where older people spend their free time (e.g., KAPI in their area) in order to exchange knowledge with senior citizens. They discuss which organization they could visit to obtain more information from the people who use the organization's services (senior citizens) in order to prepare the exact content of the support action, but also to explore what they would like to learn from the elderly. In particular, students decide collaboratively on the manner, place, days,



and times when it is possible for them to provide a support activity to older people for learning new technologies/computer use, mobile phones, etc... according to the abilities of the students and, at the same time, the needs and desires of the elderly. Next, they organize the discussion topics for the first exploratory visit (getting acquainted, discussion) concerning issues related to: how the elderly spend their free time, communication with their families, the extent and manner in which they use technology, what they would most like to learn or develop (e.g., searching for news/information, recipes, music, communication/social networking, use of e-mail, online access to public services). Similarly, students prepare questions for the elderly about their own memories and experiences of historical events, customs, and traditions they know from their place of origin. Then, students in small groups take on specific practical and organizational issues before the first visit to the organization, such as communicating with the organization about the purpose of the visit, arranging transportation, designating a contact person or persons, creating an informational brochure or letter with the content of the visit, etc.

During the first visit, students are given a tour of the organization's premises and are informed about its operation, activities, etc. The students talk to the elderly about how they use technology and what they would like to learn about using technology and how to develop their skills. υπάρχουνεες γνώσεις. Επιπλέον, ζητούν από τους/τις elderly people to share stories and memories from their places of origin about customs and traditions, record them, and explore the possibility of visiting their school for a presentation and/or revival/implementation of a custom/tradition.

Back in the classroom, the students work in small groups to discuss and prepare the material, content, and implementation process for the technology support activity they will offer on their next visit. In particular, they decide together which groups of students will undertake the implementation of "lessons" on technology issues, such as social networking, searching for information on the internet, searching for music and videos according to their interests, using mobile applications, settings, etc. The students then contact the organization to follow up on the action and determine the details for implementing the support action (when, duration, how many people will participate, equipment needed, etc.). In addition, other groups of students take on the organization and details of the elderly people's visit to the school, such as when (e.g., a national anniversary for a historical event they would like to share, or the period when the custom/tradition they would like to present is usually observed), where it will take place, which departments will participate, the provision of any materials that may be needed to carry out customs and traditions, etc.).

**Step 3:** The students visit the KAPI organization to offer technology "lessons" to the elderly based on the needs and requests that arose and were described in the



previous stages of the process. On a date to be determined, the elderly visit the school and give short presentations in the auditorium on historical events or customs and traditions (origin, symbolism, evolution over time). If possible, they will hold workshops on the customs and traditions of their region (such as carnival customs, sky lanterns, etc.). Relatives, grandparents, and other family members of the students themselves may be invited to participate in the activities.

**Step 4:** Students create a press release covering the entire event, visits, content, and significance of activities that encourage communication and cooperation between young people and the elderly. The press release is sent to local community organizations (e.g., municipality, KAPI, local newspapers, websites) as well as other organizations at the national level (e.g., companies and associations that promote the rights of the elderly, companies associated with medical issues of the elderly, and educational institutions such as schools and universities).

In addition, students will create a digital album/book from the exchange visits, which will include texts and images from the collaboration between the students and the elderly participants. This digital publication will be posted on the school's website and sent to all participants in the activity.

Closure: The students reflect on the individual phases of the action as well as on the action as a whole. They discuss their first collaboration/visit to the organization (KAPI), their initial thoughts, feelings, and expectations. They continue with the experience they gained during the activity, what they observed, what they learned, and what impressed them. Similarly, they discuss the visit of the elderly to their school and the importance of knowledge exchange between the two generations. They think and reflect on whether they would change anything in their plan, what they would add, what they enjoyed most, and whether there are any individual and/or collective (as a class) goals for the future. The discussion concludes with conclusions about the opportunities and possibilities for communication between generations, the potential social needs that are met, the emotions that arise, and the overall impact of the project. emerge from similar collaborations and prospects, in a context of mutual support from all those involved.

Finally, the students send the elderly people a letter describing how they experienced their collaboration, what they learned, and how they felt, about the real importance of this collaboration between two generations, and invite them to send their own thoughts on the activities they did together as part of the action.