

Go put your strengths to work

WP 6 - Deliverable 6.2



*“Being able to use your strengths to mentor
young people is so empowering”
(Senior Mentor, Module 5)*

CONTENTS



ABOUT THIS PROJECT

- * THE GENERAL CONTEXT
- * AIMS
- * METHODS and MODULES 4 & 5
- * INTERGENERATIONAL LEARNING



EQUIPPING EVERY YOUNG LEARNER

- * FOR the REALITIES of the WORKPLACE
- * TO CONNECT THROUGH TECHNOLOGIES
- * TO FEEL EMPOWERED to ACT RESPONSIBLY and APPRECIATIVELY



THE CHALLENGES

- * YOUTH ARE CHANGING
- * EMPLOYERS NEED NEW SKILLS



THE RESPONSES - ROLE of SENIOR MENTORS

- * USING EXPERIENCE
- * POSITIVE MENTORING
- * A SKILLS MAP - A NEW KIND OF CURRICULUM



THE RESPONSES - USING STRENGTHS

- * WHAT IS A STRENGTH?
- * A LANGUAGE OF POSITIVE REGARD AS A STRENGTH
- * PLAYING TO YOUR STRENGTHS
- * TO BUILD YOUTH CHARACTER: SOCIAL & WORK STRENGTHS

THE RESPONSES - INTERNATIONAL EXPERIENCES



- * **SPAIN**
- * **BULGARIA**
- * **UK**
- * **ITALY**
- * **GERMANY**
- * **POLAND**

SOME LESSONS LEARNED



- * **CELEBRATING DIVERSITY and SIMILARITY**
- * **INTERGENERATIONAL DIALOGUE WAS EMPOWERING**
- * **LEARNING HOW TO USE SKILLS WAS IMPORTANT**
- * **CO-CONSTRUCTING MODULAR CONTENT WAS CRUCIAL**

INNOVATIVE FEATURES of Modules 4 & 5



- * **BEING APPRECIATIVE**
- * **USING SOCIAL INTELLIGENCE**
- * **LEARNING THROUGH REFLECTION**
- * **A NEW SOLUTION to NEW CHALLENGES**



ABOUT THIS PROJECT

* THE GENERAL CONTEXT

* AIMS

* METHODS and MODULES 4 & 5

* INTERGENERATIONAL LEARNING

THE GENERAL CONTEXT

There is general agreement that our ‘knowledge society’ will have profound effects on our health, educational, cultural, and financial institutions, and create an ever-increasing need for robust lifelong learning, innovation, and the knowledge and skills to solve problems of the future. This need for innovation is emphasized by the shift from manufacturing-based to knowledge-based economies, with the health and wealth of European nations tied to the innovative capacity of its citizens, both young and older. Furthermore, problems such as global climate change, terrorism, information glut, antibiotic resistant diseases, inter-generational distancing and the global financial crisis, create an *ingenuity gap*: the critical gap between our need for knowledge, skills and attitudes to solve complex and contemporary problems and our actual supply of those ideas. More and more, prosperity, if not survival, will depend on innovativeness, the creation of new knowledge and skills or the better use of what we currently have. The central aims of the escouts project addresses the intergenerational dimension mentioned above. Its methodology addresses the ingenuity gap as described.

Having said that, there was little reason to believe that the use of technology, combined with good intentions would be sufficient to achieve the different aims of this project. What was also required was a process of inter-generational dialogue that was meaningful and purposeful for all involved. This dialogical process was at the heart of this project. It is described below.

One of the goals in developing appropriate 21st century knowledge and skills is to equip students (youth) for productive and satisfying lives in a society. Information technology plays an increasing role in this. But also so does the appropriate use of social capital. In the context of escouts, this is the knowledge and skills of older adults and how these are shared with youth. But adapting education to meet 21st century needs cannot be achieved through skill development alone. Values, habits, and citizenship knowledge are clearly important, and so too are specifiable skills. Some of the most needed skills are:

- (1) *Defining and solving problems,*
- (2) *Locating information needed to help make decisions or solve problems,*
- (3) *Working and/or learning independently,*
- (4) *Speaking effectively, and*
- (5) *Working effectively with modern technology, especially computers.*

These skills are manifest in all the escouts modules. The most appropriate ones are shown later in modules 4 & 5 which refer to the elderly-to-youth dimensions of escouts.

Escouts was essentially a knowledge and skills-building project that offered national partners a set of ideas, processes and pedagogic examples for contextualising this project in their own countries. Knowledge and skills-building can only be achieved in supportive contexts. This project explicitly addressed this need through its training of youth and elderly participants to acquire, deliver and then evaluate their engagement in the project. The knowledge and skills-building may be regarded as a social product catalysed by a process of inter-generational learning. This is shown in Fig. 1.

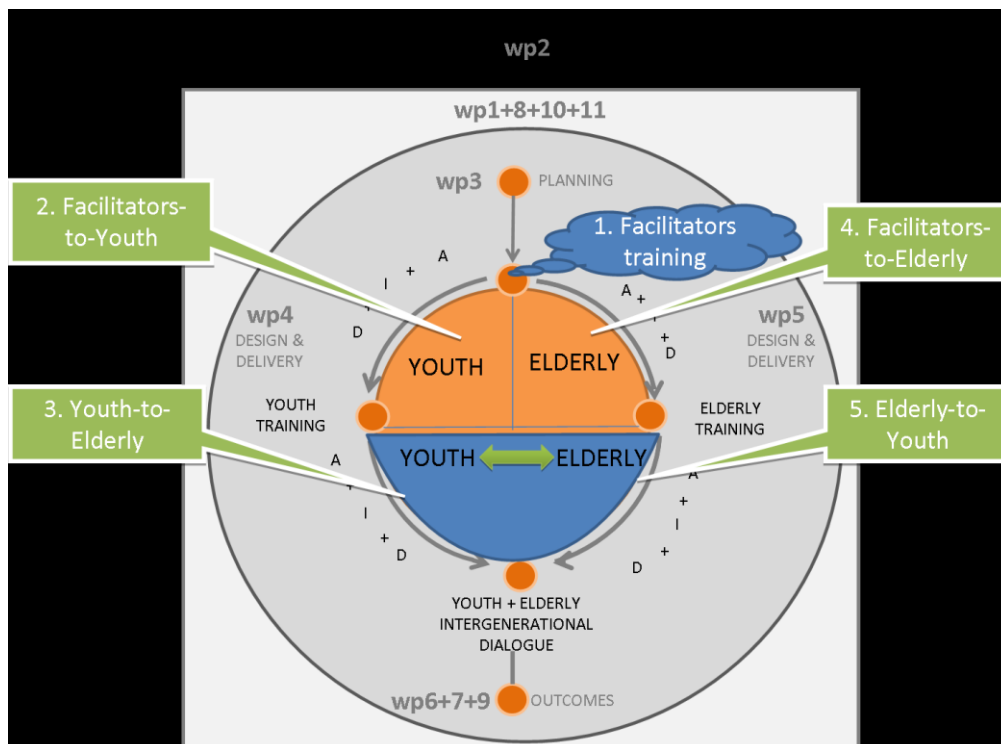


Fig 1. The escouts model of intergenerational learning

AIMS

Located at <http://platform.escouts.eu/course/view.php?id=10> we find a number of documents that describe the project's AIMS. In doing so they address, in different ways, the ingenuity gap described above. The project's aims relate to three sets of inter-related ideas.

- (1) **Empowerment, Social Inclusion and Participation**
- (2) **ICT Learning, Internet and Community Service**
- (3) **Employability, Personal Development and e-Inclusion**

These are presented in more detail below:



Empowerment, Social Inclusion and Participation _escouts is aimed to develop an innovative intergenerational learning exchange between elderly and youth volunteers, centred on the development of the digital competences of the eldest and on the guidance to the youngest to better face their upcoming adult life challenges.



ICT Learning, Internet and Community Service

1. Train youth people (16-25) to become ICT teachers of the digital excluded elderly, while developing autonomy and active citizenship.
2. Train the elderly (retired people over 55) to become mentors for the youth to better face work and life challenges with an ethic dimension and valuing youngest "digital capital".
3. Train Facilitators of intergenerational learning of each country of the consortium to be the key actors and mediators of those two groups.



Employability, Personal Development and e-Inclusion

Our expected results could be: Increase sense of social responsibility, increase in self-worth and confidence, provision of practical skills, school attendance and employability improvement, opportunities to keep learning, re-integration into community life, rebuilds social networks, developing community capacity and a more inclusive society, building of social cohesion, enhancing and building culture.

METHODS and MODULES especially 4 & 5

The scouts **Learning process** designed by Reflective Learning (P5) and Fundación Esplai (P1) consisted of five modules:

Module 1: Facilitators training.

Module 2: Facilitators to youth training.

Module 3: Youth trainers to senior adults training.

Module 4: Facilitators to senior adults training.

Module 5: Mentors to Youth training.

The scouts project is very timely as 2012 is the European Year for Active Ageing and Solidarity between Generations. Active ageing is an essential part of the Europe 2020 strategy, the success of which depends to a large extent on enabling older people to contribute fully within and outside the labour market. Older people have to be empowered to remain active as workers, consumers, carers, volunteers and citizens. Modules 4 & 5 contribute to this empowerment process. In essence these modules set out to identify, further develop and then to appropriately use the **STRENGTHS (KNOWLEDGE, SKILLS AND SENSITIVITIES)** of older adults in achieving the project's aim

of helping youth to gain more social and work skills. This is the focus of this particular deliverable.

Module 4 “Facilitators to senior adults training”: 2 facilitators [per partner] training 4 elderly [per partner] to become mentors of youth in social and work skills.

Module 5 “Mentors to Youth training”: 4 elderly mentors [per partner] working with 14 youth [per partner].

Reflective Learning has designed, developed and carried out an Elderly Learning Path scalable to different realities and contexts, starting from a common framework and competency description of each module. In this regard, Reflective Learning (P5) has described a specific Learning Programme for Modules 1 (in partnership with Fundación Esplai), 4 and 5 including:

- Learning outcomes: knowledge, skills, competences gained
- Learning contents: taught topics
- Learning methods: to be used to manage/motivate the learning activities
- Requirements: materials, venue, personnel, setting, etc.
- Evaluation and Assessment

Both, Modules 4 (Facilitators to senior adults training) and Module 5 (Mentors to youth training) were delivered within a notional 20 hour time frame consisting of face to face and some directed self-study activities. The generic modules 4 & 5 developed by Reflective Learning were then contextualized by each partner to ensure an appropriate ‘fit’ to the reality and language of their country.

The details of **generic module 4** are shown below and can also be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator’s training ► Section 1: Resources for General Training ► Learning Program Design ►  Module 4_LearnProgrDesign_Facilitator-to-Elderly File



511899-LLP-1-2010-1-ES-KA3-KA3MP "eScouts: Intergenerational learning circle for community service"



MODULE No. 4

TITLE: Facilitator-to-Elderly (Mentor) Training

DELIVERY DATE & PLACE: Before end of April 2012

DURATION (in hours): 20hrs with mentors

ACTORS INVOLVED (TRAINERS/MENTORS/LEARNERS): Facilitators + Elderly mentors

LEARNING OUTCOMES (Knowledge / Skills / Competences gained by the learners)	LEARNING CONTENT (Taught topics)	LEARNING METHODS (To be used to manage/animate the learning activities)	REQUIREMENTS (Materials, venue, personnel, setting, etc.)	EVALUATION and ASSESSMENT
<p>Knowledge (theoretical and/or factual)</p> <ol style="list-style-type: none"> To know the aims of the eScouts project To know the project plan (who does what & when) To know the appropriate Mobius Model qualities for effective youth mentoring To know how youth have different learning styles and preferences To know how to mentor ethically To know how to use S.M.A.R.T to monitor their own effectiveness 	<ol style="list-style-type: none"> The nature of aims and how to achieve them The nature of a project plan and how it guides action The nature of inter-generational dialogue, how to initiate, develop and sustain it Sensory and information process learning preferences Ethical action not just efficient action Self-reflection, peer-reflection and action 	<ol style="list-style-type: none"> Small group discussion on a topic/issue of relevance and interest. Documentary analysis The application of Mobius principles to practice Creating meaningful sessional activities Giving and responding to feedback 	<ol style="list-style-type: none"> Consumables: paper, pens, markers, etc. Furniture: chairs, tables etc IT: appropriate computers, printers, projector, screen etc Setting: appropriate access for elderly and anyone with mobility issues. Enough space for interaction 	<p>Evaluation of the learning activities:</p> <ol style="list-style-type: none"> Sessional mentor monitoring using S.M.A.R.T. Generic evaluation tools developed by LAPIS
<p>as mentors</p> <ol style="list-style-type: none"> To know about the Moodle platform to share experiences with other project participants <p>SKILLS (the ability to apply knowledge and adopt know how to complete tasks and solve problems):</p> <p>1. Social skills:</p> <p>To be able to form positive and respectful relationships with youth</p> <p>To be able to cooperate with the co-facilitator and share ideas/materials</p> <p>To be able to be patient and help others in the session</p> <p>To be able to put yourself into someone else's shoes and recognising their feelings</p> <p>To be able to discuss a conflict calmly and rationally and come to an agreement about a</p>				

<p>solution</p> <p>To be able to say what you are feeling without being aggressive or getting personal</p> <p>2. Communication skills:</p> <p><u>ORAL</u></p> <p>To be able to explain and present your ideas clearly to your co-mentor and youth. This includes the ability to adjust what you say to a given group (audience), using appropriate styles and questions, and an understanding of the importance of non-verbal cues in oral communication. This family of skills includes presenting, audience awareness, critical listening and body language.</p> <p><u>NON – VERBAL</u></p> <p>To be able to enhance the expression and clarity of your ideas and activities through the use of body language, gestures, facial expression and tone of voice, and also the use of</p>				
--	--	--	--	--

<p>pictures, icons and symbols. Non-verbal communication requires background skills such as audience awareness, personal presentation and body language.</p> <p><u>WRITTEN –</u></p> <p>To be able to write effectively to achieve particular objectives eg. sessional plans, youth activities etc. This includes the ability use appropriate language. It also includes being able to use electronic communication such as SMS, email, discussion boards, chat rooms and instant messaging. Written communication requires background skills such as revision and editing, critical reading and presentation of data.</p> <p><u>TEAMWORKING -</u></p> <p>To be able to help your co-mentor and youth group to achieve the session's objective</p> <p>To be able to build trust with your co-mentor and youth by spending one-to-one time in an</p>				
---	--	--	--	--

<p>atmosphere of honesty and openness</p> <p>To be able to build commitment and motivation from the youth and reach consensus about good social and work skills</p> <p>To be mutually responsible and personally accountable for what happens in each session</p>				
<p>Competences (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):</p> <p>SOCIAL COMPETENCE</p> <p>Mentors know how to positively and productively engage with the youth</p> <p>Mentors have the required social, emotional, and intellectual skills and behaviors needed to succeed as mentors of the youth group</p>				<p>Assessment of the learning outcomes:</p>
<p>DIGITAL COMPETENCE</p> <p>Mentors are able to use ICT in a meaningful and appropriate way in their work with the youth to enable them to develop their social and work skills.</p> <p>COMMUNICATION COMPETENCE</p> <p>Mentors are able to interact well with others. The word "well" refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness.</p> <p>Mentors are able to set realistic and appropriate session objectives and to maximize their achievement by using knowledge of self, others, context, and effective communication.</p>				

The details of **generic module 5** are shown below and can also be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator's training ► **Section 1: Resources for General Training** ► **Learning Program Design:** ►  **Module 5_LearnProgrDesign_Elderly-to-Youth File**



511899-LLP-1-2010-1-ES-KA3-KA3MP "eScouts: Intergenerational learning circle for community service"



MODULE No. 5 **TITLE:** Elderly-to-Youth Training (mentoring) **DELIVERY DATE & PLACE:** Before end of April 2012
DURATION (in hours): 20hrs with youth **ACTORS INVOLVED (TRAINERS/MENTORS/LEARNERS):** Facilitators + mentors + youth

LEARNING OUTCOMES (Knowledge / Skills / Competences gained by the learners)	LEARNING CONTENT (Taught topics)	LEARNING METHODS (To be used to manage/animate the learning activities)	REQUIREMENTS (Materials, venue, personnel, setting, etc.)	EVALUATION and ASSESSMENT
	<p>This module needs to be read with the ADDITIONAL illustrative material provided. This material is ONLY a possible menu of relevant topics for this module. Mentors will need to ask their youth group what content will be most relevant and meaningful to them.</p> <p>(doc name: Suggested Content for Elderly-to-Youth Module)</p>			
<p>Knowledge (theoretical and/or factual)</p> <p>FOR THE YOUTH -</p> <ol style="list-style-type: none"> To know the aims of the eScouts project To know and understand the inter-generational learning circle To know what their 	<ol style="list-style-type: none"> Being self-reflective Having a positive attitude Finding and using knowledge Getting the job done Developing positive 	<ol style="list-style-type: none"> Small group discussion on a topic/issue of relevance and interest. The use of 'stories' told by mentors How do you see yourself activity (see doc: of same 	<ol style="list-style-type: none"> Consumables: paper, pens, markers, etc. Furniture: chairs, tables etc IT: appropriate computers, printers, projector, screen etc Setting: appropriate 	<p>Evaluation of the learning activities:</p> <ol style="list-style-type: none"> Generic evaluation tools developed by LAPIS



511899-LLP-1-2010-1-ES-KA3-KA3MP "eScouts: Intergenerational learning circle for community service"



<p>SKILLS (the ability to apply knowledge and adopt know how to complete tasks and solve problems):</p> <p>1. Social skills for YOUTH</p> <p>To be able to form positive and respectful relationships with work colleagues and peers</p> <p>To be able to cooperate with others in the workplace</p> <p>To be able to put yourself into someone else's shoes, recognise their feelings and act appropriately</p> <p>To be able to be listen actively to others, to learn from them and act appropriately</p> <p>To be able to discuss a conflict calmly and rationally and come to an agreement about a solution</p> <p>To be able to say what you are feeling without being aggressive</p>				
---	--	--	--	--



<p>or getting personal</p> <p>2. Communication skills for YOUTH</p> <p>ORAL</p> <p>To be able to explain and give examples of your ideas clearly in social and work contexts</p> <p>NON – VERBAL</p> <p>To be able to use your body language, gestures, facial expression, tone of voice, and also the use of pictures, icons and symbols to work well and develop positive relationships</p> <p>WRITTEN –</p> <p>To be able to write effectively to achieve particular social and work objectives. This also includes being able to use electronic communication such as SMS, email, chat rooms, blogs, twitter and other instant messaging and social networks to enhance social skills and employability</p>				
---	--	--	--	--



<p>TEAMWORKING -</p> <p>To be able to work reliably, energetically and responsibly with work colleagues and with peers.</p> <p>To be able to listen to and learn from others</p> <p>To be honest and open to other points of view</p> <p>To be mutually responsible and personally accountable for what you do</p>				
<p>Competences (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):</p> <p>SOCIAL COMPETENCE for YOUTH</p> <p>To be able to show good social and emotional self-management in both personal and work contexts</p>				<p>Assessment of the learning outcomes:</p>



511899-LLP-1-2010-1-ES-KA3-KA3MP "eScouts: Intergenerational learning circle for community service"



<p>To be able to 'get along' with people who hold different views and come from different backgrounds to you</p> <p>DIGITAL COMPETENCE for YOUTH</p> <p>To be able to use ICT to achieve work tasks/targets and enrich their social life.</p> <p>COMMUNICATION COMPETENCE for YOUTH</p> <p>To be able to make yourself clearly understood and to understand others in both social and work contexts</p> <p>To be able to use an appropriate and respectful language in both social and work contexts</p>				
--	--	--	--	--

An example of a **locally contextualized module 4** is shown below. It can also be found at:

<http://platform.escouts.eu/course/view.php?id=15>



Facilitator's training ► **Section 1: Resources for General Training** ► **Learn. Progr. Design: Contextualization per countries** ► **Learning Program Design template vModules to Contextualize per partner File** ► **Learning Program Design - National Versions** ► **Module 4 - LPD - RL-UK File**

Title of workshop or learnshop or learning sequence					
Module 4: Title of module FACILITATOR-TO-ELDERLY TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	11th March 2012	Duration	7 hrs (Plus 3 hours self-directed study)	Session 1	
9.30 – 16.30hrs	<ul style="list-style-type: none"> (1) To know the aims of the project. (2) To know the project plan (who does what and when). (3) To know the appropriate Mobius Model qualities for effective youth mentoring. (4) To know how youth have different learning styles and preferences. (5) To know how to mentor ethically. (6) To be able to form positive and respectful relationships with youth. (7) To be able to cooperate with the co-facilitator and share ideas/materials. (8) To be able to be patient and help others in the session. (9) To be able to put yourself into someone else's shoes and recognising their feelings. (10) To be able to explain and present your ideas clearly to your co-mentor and youth. (11) To be able to enhance the expression and clarity of your ideas and activities through the use of body language, gestures, facial expression and tone of voice, and also the use of pictures, icons and symbols. (12) To be able to help your co-mentor and youth group to achieve the session's objective. (13) To be able to build trust with your co-mentor and youth by spending one-to-one time in an atmosphere of honesty and openness. (14) To be able to build commitment and motivation from the youth and reach consensus about good social and work skills. (15) To be mutually responsible and personally accountable for what happens in each session. 	<ul style="list-style-type: none"> 1. The nature of aims and how to achieve them. 2. The nature of a project plan and how it guides action. 3. The nature of intergenerational dialogue, how to initiate, develop and sustain it. 4. Sensory and information process learning preferences. 5. Ethical action not just efficient action. 6. Self-reflection, peer reflection and action. 	<ul style="list-style-type: none"> Two-to-two instruction and support. Discussion. Clarification. 	<ul style="list-style-type: none"> The Elderly-to-Youth Training Toolkit. Project Newsletter. 	<ul style="list-style-type: none"> 2 seniors. 2 Facilitators. 1 Country Co-ordinator.

Title of workshop or learnshop or learning sequence					
Module 4: Title of module FACILITATOR-TO-ELDERLY TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	18th March 2012	Duration	7 hrs (Plus 3 hours self-directed study)	Session 2	
9.30 – 16.30hrs	(1) Understand 'The Map' for Module 5. (2) Understand 'The Sub-Themes' and how to use them in session planning. (3) Understand how to plan a session using Sub-Theme 1. (4) Understand how to plan a session using Sub-Theme 5. (5) Understand how to plan a session using Sub-Theme 6.	The Map The Sub-Themes Activities from the Training Toolkit for Sub-Themes 1, 5 and 6.	(1) Two-to-two instruction and support. (2) Senior mentor action planning. (3) Presentation and justification of senior plan. (4) Reflection on significant learning.	The Map The Sub-Themes The Elderly-to-Youth Training Toolkit.	2 seniors. 2 Facilitators. 1 Country Co-ordinator.

An example of a **locally contextualized module 5** is shown below. It can also be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator's training ► **Section 1: Resources for General Training** ► **Learn. Progr. Design: Contextualization per countries** ►  **Learning Program Design template vModules to Contextualize per partner File** ► **Learning Program Design - National Versions** ►  **Module 5 - LPD - RL-UK File**

Title of workshop or learnshop or learning sequence					
Module 5: Title of module ELDERLY-TO-YOUTH TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	19th March 2012	Duration	2 hrs	Session 1	
16.00-18.00	1. Establish a positive relationship seniors-with-youth. 2. Understand aims of project. 3. Understand the characteristics of the current job market. 4. Understand the importance of sub-theme 1.0. 5. To know your personal strengths.	1. Mobius Model relationship qualities. 2. Aims of escouts. 3. UK job market. 4. Being self-reflective. 5. Links between reflection-and-action. 6. Personal strengths.	Whole group teaching. Oral presentation. Explanation of strengths task.	The MAP. Personal Strengths Booklet.	2 seniors. 15 youth. 1 Country Co-ordinator.

Title of workshop or learnshop or learning sequence					
Module 5: Title of module ELDERLY-TO-YOUTH TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	21st March 2012	Duration	2 hrs	Session 2	
10.00-12.00	1. Understand sub-theme 5.0 – Developing positive relationships. (a) Being empathetic (b) Team working (c) Team learning 2. To create, name, market and present a new unisex 'sporty splash'.	Empathy What is a team? How teams work. How teams learn.	Group work. Group presentations to peers. Feedback from peers.	Creative design challenge (see additional handouts).	2 seniors. 13 youth. 1 Country Co-ordinator.

Title of workshop or learnshop or learning sequence					
Module 5: Title of module ELDERLY-TO-YOUTH TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	22nd March 2012	Duration	2 hrs	Session 3	
10.00-12.00	1. Understand sub-theme 2.0 – Having a positive attitude. (a) Being optimistic (b) Being resilient (c) Being appreciative 2. To be creative (sub-theme 3.2) 3. To work positively and appreciatively in groups to interpret Roal Dahl's 'Revolting Ryhme' called "He dressed himself in coat and hat"	1. Optimism and pessimism. 2. Importance of resilience in the workplace. 3. How to appreciate the gifts and talents of others. 4. The Revolting Rhyme. 5. Importance of being creative at work.	Group work. Group instruction. Group presentations to peers. Whole group reflection on significant learning.	Revolting Rhyme.	2 seniors. 13 youth. 1 Country Co-ordinator.

Title of workshop or learnshop or learning sequence					
Module 5: Title of module ELDERLY-TO-YOUTH TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	26th March 2012	Duration	2 hrs (plus 2 hours directed study)	Session 4	
16.00-18.00	1. Understand sub-theme 4.0 – Getting the job done. (a) Having courage (b) Coping with pressure (c) Acting with integrity 2. Being strength oriented. 3. Being self-motivated. 4. How to apply for a job.	Job vacancy advert: Leicester City Girls Centre of Excellence: Under 16's Coach How to write a Letter of Application.	Whole group teaching. Individual work. Presentation of ideas to peers. 2 hours self directed study work to write and email their Letter of Applications to seniors.	Job Advert.	2 seniors. 12 youth. 1 Country Co-ordinator.

Title of workshop or learnshop or learning sequence					
Module 5: Title of module ELDERLY-TO-YOUTH TRAINING					
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	28th March 2012	Duration	2 hrs	Session 5	
10.00-12.00	1. Understand the process of attending a job interview. 2. How to respond positively to interview questions. 3. How to 'manage' the interview process. 4. Understand the importance of 'being yourself' (sub-theme 1.1)	The job interview	Mock job interview. Self-reflection. Peer/senior feedback.		2 seniors. 12 youth. 1 Country Co-ordinator.

Title of workshop or learnshop or learning sequence						
Module 5: Title of module ELDERLY-TO-YOUTH TRAINING						
Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)	
Date	29th March 2012		Duration	2 hrs	Session 6	
10.00-12.00	1. Understand the importance of: (a) Being open-minded (sub-theme 3.3) (b) Being yourself (sub-theme 1.1) (c) Being creative (sub-theme 3.2) (d) Team working (sub-theme 5.2) (e) Mutual Understanding (sub-theme 6.1) (f) Negotiation (sub-theme 6.2) 2. Communicating non-verbally.	Communicating through: (a) Body (b) Use of space (c) Effort (d) Relationships	Group work. Group presentations to peers. Reflection on significant learning.	Human Movement Framework. Music.	2 seniors. 8 youth. 1 Country Co-ordinator.	

INTERGENERATIONAL LEARNING

The scouts model of intergenerational learning is shown in Fig. 1 above. The elderly curriculum ‘map’ and ‘sub-themes’ (which can be found at: <http://platform.scouts.eu/course/view.php?id=7> ► WP5: Elderly ► Module 5_Learning path design (2)_Elderly-to-Youth mentoring) shows the interconnection of social and work skills relevant to youth. In training sessions with ALL facilitators (e.g. Worcester, January 2012) the following explanation of the **LINKS BETWEEN INTERGENERATIONAL LEARNING** and the curriculum ‘map’ were shared. Four things were emphasized.

- **The youth-as-learner was at the centre of this process:** This approach catered to the multiple learning styles of the youth and their social and work skills.
- **The elderly mentor USES THEIR STRENGTHS (e.g. Life and work experiences) and draws from a repertoire of skills shown on the ‘map’:** The mentor negotiates what is relevant for the youth to learn, session-by-session.
- **The communication/mentoring of a particular skill or theme USES THE MENTORS STRENGTHS and could be multi-disciplinary and/or topic based :** In this way the implementation of the ‘map’ helped youth to learn how to transfer and apply what they acquired to real world scenarios.
- **Authenticity:** The curriculum ‘map’ helped mentors to deliver learning **BY PLAYING TO THEIR STRENGTHS** therefore making the intergenerational dialogue authentic and relevant to the needs and wants of the youth.

Underpinning modules 4 & 5 was an implicit notion that they could play a significant role in **challenging any age-based discrimination that may have implicitly or explicitly existed**. A major contribution of the Elderly Learning Pathway has been activities that had the potential to positively increase understanding and awareness of the phenomenon of age discrimination – often alongside other forms of discrimination – and how it negatively impacts on individuals and society. Additionally to constructively enable the youth to more fully appreciate the gifts, talents and **STRENGTHS** of their elderly mentors in enabling them to acquire relevant social and work skills.



EQUIPPING EVERY YOUNG LEARNER

- * FOR the REALITIES of the WORKPLACE
- * TO CONNECT THROUGH TECHNOLOGIES
- * TO FEEL EMPOWERED to ACT RESPONSIBLY and APPRECIATIVELY

FOR the REALITIES of the WORKPLACE

Modules 4 & 5 had three basic characteristics. They were **social and work skills-based, youth-centred and reality-oriented.**

The rationale for these three characteristics is that of productive and meaningful lifelong learning. This Learning Path was developed so that youth could develop their social skills and work competencies, not just now, but throughout their lives, not only to engage with the society in which they live, but also to keep up with the constantly changing world of work. Key competencies for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. These were ‘taught’ to youth by trained elderly mentors. The social and work skills were particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Included in the mentoring process, in module 5, is a process of enabling youth to **learn-how-to-learn**. This includes helping youth to organise their own learning, both individually and in groups/teams. Additionally the ability to manage one’s time effectively, to solve problems, to acquire, evaluate and assimilate new knowledge, and to apply new knowledge and skills in a personal context. Arguably mentoring youth to learn-how-to-learn contributes strongly to the management of their personal career path and life trajectory.

An example of a group/team working activity from the generic sub-theme 5 “Developing Positive Relationships” is shown below. Other activities can be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator’s Training > Section 3: Resources for Senior Adults Training ►  [Modules 4/5: Toolkit for Facilitators and Mentors when working with youth \(PDF\)](#)

SUB-THEME
5

DEVELOPING POSITIVE RELATIONSHIPS

5.3 TEAM LEARNING

Youth able to listen to and learn from others in the work team.

Many organizations invest a lot of time and money into helping team perform well. The key to this is how well members of a team listen to, look at and learn from each other **AND** from other teams. The best teams are good at learning from their experience.

1. Why do you think a team of dancers have to listen to, look at and learn from each other?



2. Why do you think a team of synchronized swimmers have to listen to, look at and learn from each other?



3. Why do you think the Red Arrows jet display team have to listen to, look at and learn from each other?



4. Why do you think a team in a hospital operating room have to listen to, look at and learn from each other?



5. What kind of team is in the picture below? Why is team learning essential for this kind of team?



The **skills-based, youth-centred and reality-oriented** nature of this Learning path encouraged mentors to adopt an **interactive teaching approach**. This was structured, to a greater or lesser extent, by action-and-reflection upon action. This is described in more detail in the escouts methodology which can be found at <http://platform.escouts.eu/course/view.php?id=5> (►WP3: Research ► 2 Methodological Frameworks Harmonisation). This basic structure was used to help youth reflect on their developing knowledge and skills, evaluate their work and set future learning goals.

“This is a very important module because we are trying to help youth understand what happens in real life and what skills and knowledge they need to succeed. We have had a lot of experience and know firsthand about jobs and how to lead a good life. It’s really great that we are being asked to do this as older adults, because some think that when you get to our age, we are simply a burden on society and can’t play a positive role anymore.”

Elderly mentor: Module 5 (RL-UK)

TO CONNECT THROUGH TECHNOLOGIES

In today’s world and particularly in many of today’s workplaces, equipping every young person with the skills and confidence to ‘navigate knowledge’ is at least as important as knowing facts. New technology has increased the availability of information and more people have access to more information than ever before. The continuous rise of the Internet means that value lies not in knowing a fact, but in knowing where to find knowledge, being able to critically distinguish between different sorts of evidence, knowing who can help you, and then being able to convey what you’ve found out. These are essential work (and social) skills. They are embedded within this Learning path.

An example of how the youth were given an opportunity to learn how to navigate knowledge can be found in generic sub-theme 3 “Finding and Using Knowledge”. One activity is shown below. It was called, “Being Curious”. Other activities can be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator’s Training > Section 3: Resources for Senior Adults Training ►  [Modules 4/5: Toolkit for Facilitators and Mentors when working with youth \(PDF\)](#)

SUB-THEME
3

FINDING AND USING KNOWLEDGE

3.1 BEING CURIOUS

Youth showing a genuine interest in people and work tasks and wanting to discover things.

Curiosity is a very valuable work (and social) skill. We often end up doing very little if we are not curious. For example when we stop asking questions, we stop being curious. **AND** we stop learning. Curiosity is a skill to master. The more curious you are, the more options and possibilities will open up for you.

1. Here are two things about developing your curiosity;
 - a) **Be Authentic** - if you're going to be curious, try to be genuinely interested in hearing the answer to the question you ask.
 - b) **Ask Open Ended Questions** - open ended questions keep the conversation going. Avoid Yes/No questions that stop the conversation. With a friend/colleague, discuss the differences between the following three questions:
 - Is this a captivating slogan for this ad campaign?
 - What is captivating about this slogan?
 - What would make this slogan captivating?

2. How curious are you? What is the girl thinking and feeling in this picture?



3. How curious are you? What important questions would you want to ask about this picture?



4. How curious are you? What important questions would you want to ask about this picture?



OUR FOOD IS GUARANTEED NOT TO CAUSE PREGNANCY

5. How curious are you? What important questions would you want to ask about this picture?



The scouts intergenerational learning process contained a powerful interactive feedback loop. The high levels of digital competence the youth brought to module 5, were enriched and extended, and contextualized in social and work settings by the elderly mentors. The youth were ‘bringing’ digital competence’. The mentors were ‘giving’ added meaning and usefulness to these competencies by framing them in real work social and work contexts. Mentors were also trained in Module 4 to enable the youth to work ethically and with integrity.

In other words alongside cognitive skills, mentors stressed the importance of non-cognitive skills or dispositions. Some might call these personal characteristics or values. There are many definitions of these skills, but some of the suggested ones can be found on the ‘map’ (see: <http://platform.escouts.eu/course/view.php?id=7> ► WP5: Elderly ► Module 5_Learning path design (2)_Elderly-to-Youth mentoring).

Arguably these include:

- **Social intelligence:** getting along with others
- **Emotional resilience:** being able to meet challenges positively and bounce back from setbacks
- **Enterprising behaviour:** being able to use one’s initiative and commonsense
- **Inner discipline:** the ability to stay focused on a task and get a job done well

TO FEEL EMPOWERED to ACT RESPONSIBLY and APPRECIATIVELY

Module 5 aimed to equip youth, in each partner country, with the competencies to act responsibly and appreciatively both socially and in the workplace. These competencies were cultivated in module 5 and developed by elderly mentors. This process of empowerment came from the minds, hearts and spirit of the elderly mentors and provided a foundation for effective intergenerational learning.

Modules 4 & 5 of the scouts intergenerational learning process were designed to;

- Raise youth awareness and build understanding of a range of essential social and work skills and attitudes (see ‘map’ and sub-themes: <http://platform.escouts.eu/course/view.php?id=7> ► WP5: Elderly ► Module 5_Learning path design (2)_Elderly-to-Youth mentoring).
- Develop youth to act responsibly and appreciatively when working with others.
- Enable youth to feel empowered through an intergenerational process where elderly mentors developed new strengths in the youth. Strengths related to being a responsible citizen and to employment.
- Strengthening the voice of young people so that they could develop their personal accountability.

An example of how the youth were given an opportunity to learn how to “be appreciative” can be found in generic sub-theme 2 “Having a positive Attitude”. One activity is shown below. Other activities can be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator’s Training > Section 3: Resources for Senior Adults Training ►  [Modules 4/5: Toolkit for Facilitators and Mentors when working with youth \(PDF\)](#)

SUB-THEME
2

HAVING A POSITIVE ATTITUDE

2.3 BEING APPRECIATIVE

Youth valuing and respecting the gifts, talents and work of others in the workplace.

Having a positive attitude can be achieved by developing your ‘*appreciation*’ of your own strengths, gifts and talents.

1. When you are at your best, what are you;
 - a) DOING?
 - b) THINKING?
 - c) FEELING?

2. What would you say is a standout strength of yours? Something you do;
 - a) Better than your friends?
 - b) Better than you did yourself the last time?

3. What would you say you are *'talented'* at doing? How did you learn this talent?
4. Appreciation depends on good listening. For example appreciative listening is influenced by music and stories that are meaningful and connect with our experience and feelings.
 - a) **Musical Painting** - Music can change your mood and outlook. Play some music and paint the way the music makes you feel. Give yourself enough time in the activity for exploration of the moods of the music. If you do it with a friend, compare your paintings later.
 - b) **Musical Movements** - Get some scarves and ribbons. Provide a free flowing mood setting music. Try to move to the music, to listen to the sounds and to try to move your body and scarves in motion with the music. If you do it with a friend, compare your experience after.
 - c) **Soothing Sounds** - Discuss with a friend/colleague how sounds produce emotions. What is your favorite sound? Why?
5. Sometimes how we see ourselves is different from how others see us!
 - a) Sit with a friend/colleague. Ask **YOURSELF** the question, *"When I am at my best I"* Write your answer down. Think about two examples. When you are with friends and when you are working.

Now ask the person you are sitting with the question, *"When you see me at my best, what am I doing?"*. Ask them to think of two examples. When you are with friends and when you are working.

This process of empowerment was not linear and one-way. The scouts model of intergenerational learning meant that *both* the elderly mentors *and* the youth felt empowered (this is further explored in the Final Report to be found at <http://platform.scouts.eu/mod/folder/view.php?id=577> ► **WP1: Management ► Project Management Docs ► Final report**). In this sense scouts exemplified a '*learning circle*'. It was empowerment based upon an exchange of ideas and experiences and support that strengthened learning. The scouts intergenerational learning model doesn't simply shift power from one generation to another (e.g. elderly to youth). It enables the constructive power to act to circulate and flow between generations in a mutually enhancing way. Because of this three features of modules 4 & 5 were that the youth had opportunities to experience:

The pull of learning rather than the push of elderly mentor teaching:

When there are so many other competing pressures in young people's lives, education in any form (and especially in the form of intergenerational learning) has to be something that pulls youth in. In the context of scouts, this meant using the 'map' and sub-themes as a focus that could inspire youth learners, connect them with workplace challenges and enhance their social skills for the rest of their lives.

Authentic learning, relevant to context

Drawing and keeping the attention of the youth on building their strengths in social and work skills, meant that mentors had to capture them with relevant work scenarios and social problems that made sense to them and were meaningful.

Youth learners as real partners in the intergenerational process

Great mentors can help build motivation and commitment to learning in youth. But intergenerational learning cannot be sustainable if the youth do not (or are not given opportunities) to contribute to the learning process.

Given the aims of scouts and its focus on empowerment through its intergenerational learning process, modules 4 & 5 were deliberately slanted towards mechanisms and processes geared towards strengthening and empowering the youth.




THE CHALLENGES

- * YOUTH ARE CHANGING
- * EMPLOYERS NEED NEW SKILLS

YOUTH ARE CHANGING

The motivations, wants and needs of youth are changing fast. So modules 4 & 5 had to reflect this. For example they were linked to the notion of “purpose” during adolescence and young adulthood. Purpose is not a new construct but it was highly relevant in the mentor-to-youth process. In one sense, it linked with the broad goal of youth “direction”. Where they are going or wished to go in their social and working lives. In the context of escouts, purpose can also be seen as a motivational force in a young person’s life, a ‘why’, or reason for doing what they do and learning what they learn. All this is to do with module 5 being **about the ‘self’**. For example see sub-theme 1.0 “Being self-reflective”. It can be found at:


<http://platform.escouts.eu/course/view.php?id=15>

Facilitator’s Training > Section 3: Resources for Senior Adults Training ►  [Modules 4/5: Toolkit for Facilitators and Mentors when working with youth \(PDF\)](#)
(Pages 6-12)

To illustrate this further, some of the youth in the project used intentional language that included the following phrases: ‘I’d love to go into teaching’, ‘I plan to go into my brother’s organic farm shop business, ‘I’m interested in going into the leisure industry maybe being a personal trainer’, ‘I’d love to become a paediatrician’.

However module 5 presented another opportunity. It was the **‘beyond-the-self’** aspect of purpose. Essentially this was reflected in the generic ‘map’ and sub-themes 5 and 6. These were “Developing positive relationships” and “Communicating effectively”. These can be found at:

<http://platform.escouts.eu/course/view.php?id=15>

Facilitator’s Training > Section 3: Resources for Senior Adults Training ►  [Modules 4/5: Toolkit for Facilitators and Mentors when working with youth \(PDF\)](#)
(Pages 33-49)

The **‘beyond-the-self’** opportunity embedded within module 5, arguably, is a central aspect of youth thriving, or optimal functioning, which includes, but goes beyond self-reflection about one’s own development and involves reflection about how one can impact others and them on you, both socially and in the workplace. Another way to

describe this is that the mentors provided the youth with opportunities to ‘grow’ and ‘move forward’ through a dynamic process called intergenerational learning, which occurred over time.

EMPLOYERS NEED NEW SKILLS

The scouts project, and specifically the mentor-to-youth dimension of it, was situated (or positioned) in relation to a fast changing and complex European social and work environment. In order to be able to respond appropriately to this, RL-UK (P5) developed and generic learning ‘map’ and a set of sub-skills from which individual partners could generate their own country-specific module 4 & 5 experience for mentors and youth. This was seen to be appropriate because socio-economic conditions varied between partners.

The broad backdrop upon which the generic modules 4 & 5 were developed was one of employers needing new work skills from the youth. This is shown on the learning ‘map’. There has been a significant shift in advanced economies from manufacturing to emphasizing information and knowledge services. Knowledge itself is growing ever more specialized and expanding exponentially. Information and communication technology is transforming the nature of how work is conducted and the meaning of social relationships. Decentralized decision-making, information sharing, teamwork and innovation are key in today’s enterprises. No longer can youth look forward to middle class success in the conduct of manual labour, or use of routine skills - work that can be accomplished by machines. Rather, whether a technician or a professional young person, success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to marshal and expand the power of technology to create new knowledge and expand human capacity and productivity. Research during the last decade has shown how new social practices have evolved due to increased use of new digital technologies, especially among young people. Such practices create re-conceptions of key skills, not defined from a systems level, but from the everyday lives of people in our societies. It is within this general context that the elderly-to-youth pathway was constructed. These issues are reflected in the learning ‘map’ and sub-themes mentioned above.



THE RESPONSES - ROLE of SENIOR MENTORS

- * USING EXPERIENCE
- * POSITIVE MENTORING
- * A SKILLS MAP - A NEW KIND OF CURRICULUM

USING EXPERIENCE

The project's aims relate to three sets of inter-related ideas (see p. 6). One of these sets of ideas is '**Empowerment, Social Inclusion and Participation.**'

Empowerment has been viewed both as a process and as an outcome in the escouts project. More specifically the intergenerational learning process has provided the elderly mentors and the youth they mentored, with an opportunity to become *empowered through participation*. The role of the trained mentors has been crucial in achieving the project's aim for the elderly to enable youth to positively meet the challenges ahead in their lives, both socially and at work. To do this, the mentors had to draw upon their **experiences of life and in the workplace**. It was these 'experiences' that fuelled the learning process in general and provided opportunities for empowerment more specifically.

The generic learning module (module 4 provided by RL-UK) explicitly took an empowering stance. It did this by positively appreciating the rich reservoir of knowledge, skills and values of the elderly mentors. In so doing it appreciated that the elderly can validly be regarded as; (a) experts in their own lives, with a competence to communicate unique insights into their experiences and perspectives (b) skilful communicators, employing a range of languages with which to articulate their views and experience (c) active agents, influencing and interacting positively with youth (d) meaning makers, constructing and interpreting meaning in their lives. This is a far cry from some views of the elderly which are deficit not strengths-based. In other words that the elderly are 'past it', 'dependent', 'a burden' and cannot be regarded as positive social capital.

An elderly person simply having experience is not sufficient to ensure that the youth will benefit from it. Two things needed to be considered in achieving this. In module 4 (*Facilitators to senior adults training*) (a) the nature or kind of elderly experiences had to be explored (b) the elderly person's ability to mentor youth had to be enhanced. Experiences in both the social and the employment spheres can, of course, be both positive and negative, good and bad, uplifting and disheartening. So in module 4 the facilitators had to discover these elderly person experiences and then determine how these might help to co-construct their country-specific adaptation of the generic learning map provided centrally.

The underlying learning process for module 4 is shown below in Fig. 2. It shows a relationship between **REFLECTION** (on social and work experiences relevant to youth)

and **ACTION** (the actual session-by-session planning, delivery and evaluation of youth relevant knowledge, skills and appropriate attitudes by trained mentors).

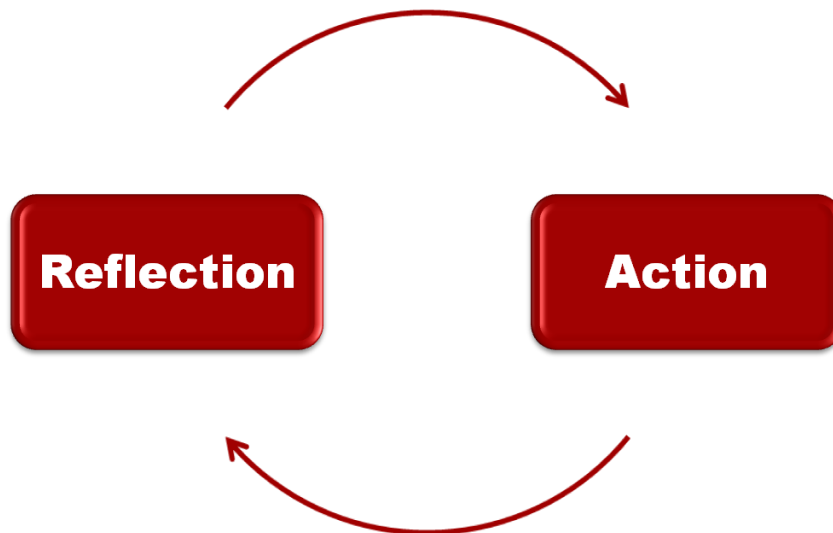


Fig 2: Reflection and Action

POSITIVE MENTORING

This has been an aspiration of the scouts project. Much has been written already about mentoring and its 'sister' process called facilitation (see **Deliverable 5.1: Elderly Tool Set> The Nature of Facilitation, pp 11-18 and > The Nature of Mentoring, pp 18-20**). Rather the intention of this sub-section is to focus on one of the scouts innovations namely, seeing positivity as a strength of a mentor and working out ways to use it!

In Module 4, all facilitators had to attempt to discover the strengths of their elderly mentors. In doing so, the scouts project challenged much conventional custom-and-practice. In brief this is a summary of it. A strange obstacle stands in the way of enabling us to positively embrace and develop our strengths. It's a negative attitude some of us have about hearing good news. Many of us are impatient with affirmation, with positive feedback and with compliments. Some regard this as simply a feel-good experience. It is criticism that is truly useful. It is the sting of failure that motivates us. It is reflecting on problems, and getting rid of them, that is the serious work to be done.

Some mentors were invited to complete Table 1 (below) in order to begin to articulate their strengths and a positive conversation with their facilitators in Module 4.

Strength Statement	Response
<i>A major social or work-related strength of mine is</i>	
<i>When I get to use this strength I am specifically</i>	
<i>When I am using this strength I FEEL</i>	
<i>When I am using this strength I THINK</i>	
<i>What skill/s I'd like to develop to enable you to use my strength/s in Module 5 are</i>	
<i>In what ways do you think you could monitor/track how much you use your strengths, during each session in Module 5?</i>	

Table 1: Senior Mentor: Discovering your strengths

In Europe there is a demographic movement towards a considerable aging of the population. The EU countries have therefore to redefine themselves and their capacity to act as welfare societies in a globalized world. In this context, elderly people should be considered as a resource. Some have described this resource as ‘grey gold’! In the scouts project they were trained to be mentors of youth. They were volunteer mentors of youth.

These older adults participating in the scouts intergenerational process had the opportunity to benefit from new, positive relationships with youth in partner communities. Volunteer work can increase a senior’s sense of purpose, which can lead to greater self-esteem, often at a time in life when many older adults are depressed or isolated. By spending time mentoring a young adult, these older adults had a chance to transfer their knowledge, skills, and values to an up-coming generation. As an intergenerational process, the mentors gave of their time and knowledge in exchange for a level of personal satisfaction that came with volunteering.

The youth in scouts also benefited from increased self-esteem, knowledge and skills about society and employability. By spending time in a positive relationship with a senior citizen, the youth had an opportunity to gain a better understanding of the process of aging. The evidence (see Final Report located at:

<http://platform.scouts.eu/mod/folder/view.php?id=577> ► **WP1: Management**
 ► **Project Management Docs** ► **Final report**) also found older adults to be supportive

role models, which led to an all-around increase in the youth's motivation to learn, and develop their strengths.

The positive mentoring development process began in module 4 although facilitators were given some help with this in module 1. The generic module 4 reflected what we learned when we went through the process of sharing experiences of working with the elderly in each of the major partner meetings and at the extra Sofia, Bulgaria facilitator training weekend. We found out that the circumstances in the different countries were very different: different welfare regimes, different demographic factors, and different views on elderly. So we did not strive for a "one size fits all" approach. Instead we practiced the art of tailoring the suits to the elderly person: the project and the specific elderly to youth mentoring module that fitted the local conditions (examples of these customised modules (module 4) for each country can be found at: <http://platform.escouts.eu/course/view.php?id=15> ► **Facilitator's training** ► **Learning Program Design - National Versions.**

In the escouts project positive mentoring had different meanings and kinds of implementation. However in essence it can be characterised by three things:

(1) Presence and active listening

Characteristic of 'presence' is the focus on *being there for* others. Namely, elderly mentors being there for the youth. Presence comes with the mentoring skill of active listening.

(2) Life Stories and story telling

Within the escouts view of positive mentoring was the idea that elderly mentors would have opportunities to share their stories about growing up in society and being employable. This was also a significant opportunity for mentors to appreciate their values and motivations to become mentors. And all partners have been working with narratives in one way or another. Life stories is in focus for those.

(3) Generativity

For elderly mentors, *generativity* is the opposite of *stagnation*. In the book "*The generative society: caring for future generations*" (Aubin et al, 2004) there is a suggestion that generativity is the adult's concern for and commitment to the next generation, as expressed through parenting, teaching, mentoring, leadership, and a host of other activities that aim to leave a positive legacy of the self for the future. This general idea was embedded within the projects methodology and within modules 4 & 5.

Source:

McAdams, Dan P. & Regina L. Logan (2004): *What is generativity?* In: Aubin, Ed de St., Dan P. McAdams & Tae-Chang Kim (eds.)(2004): *The generative society : Caring for future generations.* American Psychological Association, Washington DC.

A SKILLS MAP – A NEW KIND OF CURRICULUM

The scouts project developed the innovative idea of a ‘skills-map’ (see p. 25 of this document and the Moodle platform:

<http://platform.scouts.eu/course/view.php?id=7>

► WP5: Elderly ► Module 5_Learning path design (2)_Elderly-to-Youth mentoring).

In general it shows skills to do with (a) ways of thinking (b) ways of working (c) ways of relating and being in the world.

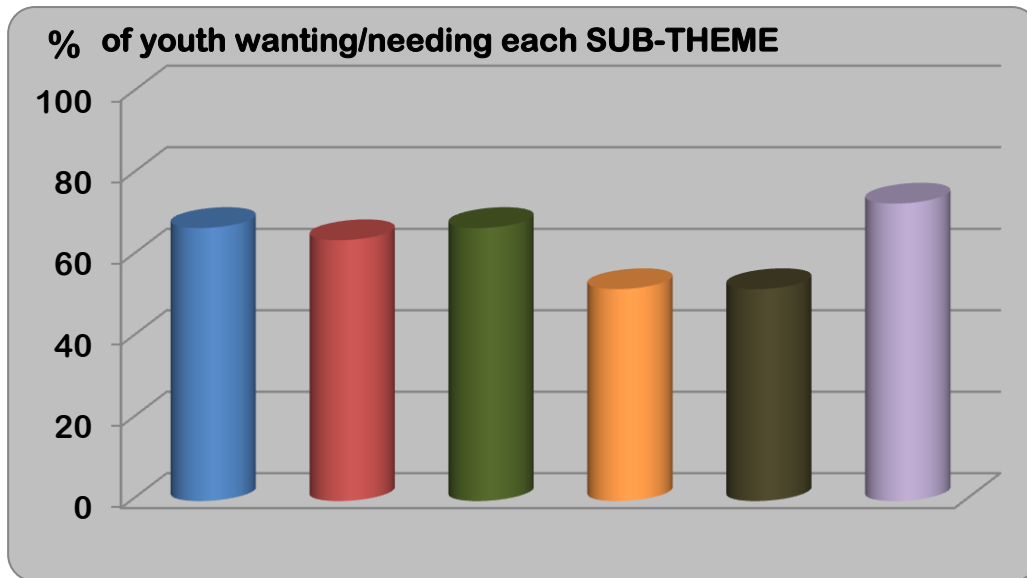
This skills map sets out all the main social and employability skills in a way that shows their relationships to each other. Facilitators with elderly mentors in module 4 and then mentors in module 5 were invited to negotiate with the youth, which skills were thought to be most useful and relevant. Through discussion with their facilitators, the mentors were able to highlight any they felt they were good at, could share experiences about. In this way the generic skills map became ‘my skills map’.

An example of how this process worked, in practice, is shown below. The tables and graphs show which skills the youth felt were most wanted and/or needed and which formed the basis for Partner 5’s contextualised delivery of module 5. The full report can be found at:

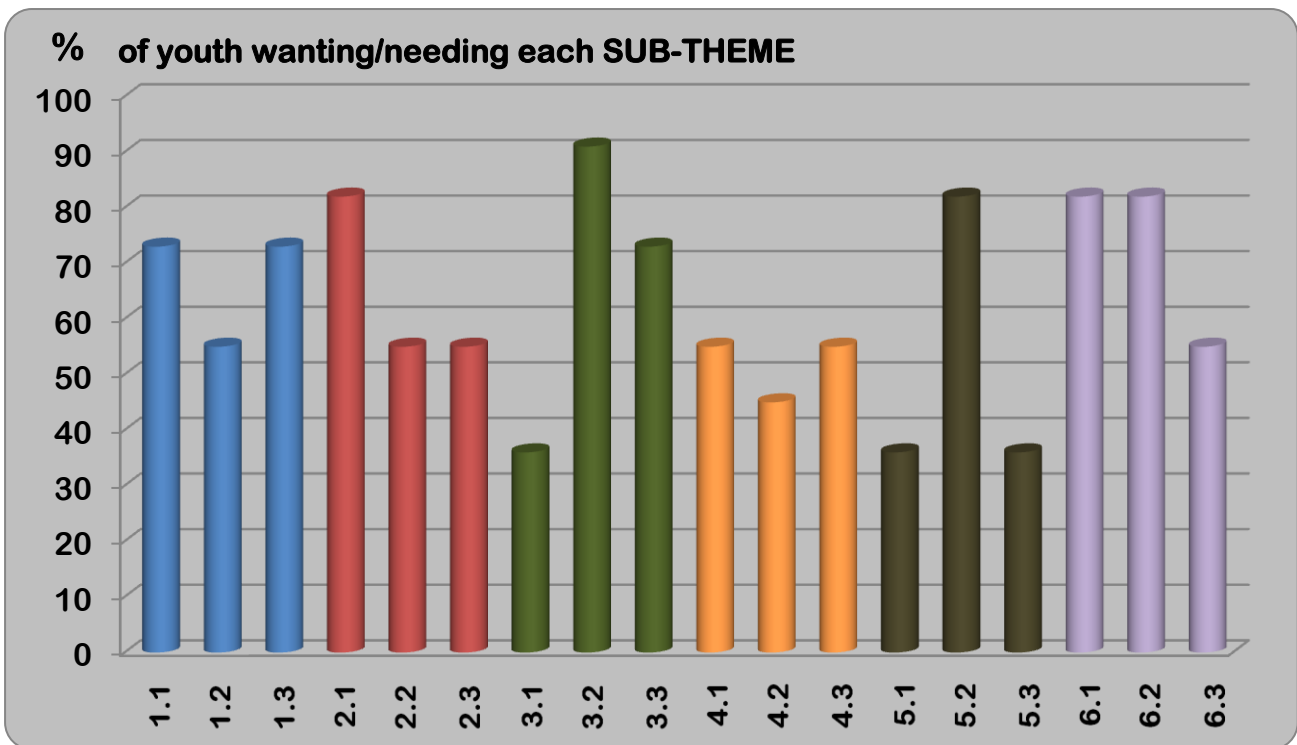
<http://platform.scouts.eu/course/view.php?id=7>

Module 5 Elderly-to-Youth: A Report:

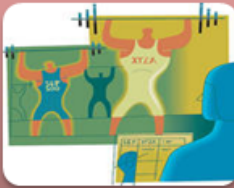
► WP5: Elderly ► 1: Docs ► Module 5 Elderly-to-Youth: A Report



SUB-THEME 1	BEING SELF-REFLECTIVE
SUB-THEME 2	HAVING A POSITIVE ATTITUDE
SUB-THEME 3	FINDING and USING KNOWLEDGE
SUB-THEME 4	GETTING THE JOB DONE
SUB-THEME 5	DEVELOPING POSITIVE RELATIONSHIPS
SUB-THEME 6	COMMUNICATING EFFECTIVELY



SUB-THEME 1 BEING SELF-REFLECTIVE	
1.1	Being yourself
1.2	Being self-motivated
1.3	Strength-oriented
SUB-THEME 2 HAVING A POSITIVE ATTITUDE	
2.1	Being optimistic
2.2	Being resilient
2.3	Being appreciative
SUB-THEME 3 FINDING and USING KNOWLEDGE	
3.1	Being curious
3.2	Being creative
3.3	Being open-minded
SUB-THEME 4 GETTING THE JOB DONE	
4.1	Having courage
4.2	Coping with pressure
4.3	Acting with integrity
SUB-THEME 5 DEVELOPING POSITIVE RELATIONSHIPS	
5.1	Being empathetic
5.2	Team working
5.3	Team learning
SUB-THEME 6 COMMUNICATING EFFECTIVELY	
6.1	Mutual understanding
6.2	Negotiation
6.3	Influencing



THE RESPONSES - USING STRENGTHS

- * WHAT IS A STRENGTH?
- * A LANGUAGE OF POSITIVE REGARD AS A STRENGTH
- * PLAYING TO YOUR STRENGTHS
- * TO BUILD YOUTH CHARACTER: SOCIAL & WORK STRENGTHS

WHAT IS A STRENGTH?

Most of us don't know our strengths. We can't list them easily. We don't know how many we have. We often get embarrassed when invited to talk about them. But we are acutely aware of our weaknesses.

Conventional wisdom tells us that we learn from our mistakes. The strengths movement says that all we learn from mistakes are the characteristics of mistakes. If we want to learn about our successes, we must study success. Conventional wisdom also tells us that we must address our weaknesses, fix them and get rid of them. The strengths-based movement tells us that we have to make a choice. Spend all our time trying to get rid of what we don't want (i.e. weaknesses) or spend as much time, energy and effort as we can to trying to amplify what we do want (ie. strengths and achievement).

For modules 1, 4 & 5 of escouts it was important that all involved identified and played to their strengths. Module 1 aimed to develop facilitator strengths. These were framed as core competencies. Module 4 aimed to identify and then help elderly mentors use their strengths. These were framed as relevant and meaningful social and work skills. Module 5 aimed to develop social and work skills in the youth through intergenerational dialogue. These would be new strengths for the youth.

A definition of a strength is something in which you are able to consistently perform well, which energizes you, and which you perceive as producing a positive experience. It derives from one's natural talents or capabilities and is ultimately displayed in funded projects and organizational settings through the actions of people. A few examples of many possible strengths include communicating, creating, analyzing, being strategic, providing perspective, being fair, being curious, appreciating, adapting, being honest, and showing courage. On the 'skills map' mentioned earlier, many possible strengths are shown.

For mentors and youth 'What am I doing when I am at my best?' is a question that we may not normally ask ourselves. Responding to it requires at least the *discovery* of

what ‘the best’ means to yourself and to others around you. An *attitude* that stops you from settling for second best. This is different from doing the best you can in the prevailing circumstances. The *ability* to listen to and to learn from others, who may hold a different view from yours. And the *determination* to avoid self-sabotage by only addressing your weaknesses.

Through scouts we had an opportunity to move from deficit-based to more strengths-based languages (SBL’s). Developing SBL’s is a focus on making things better, while generating feelings of excitement, elevation, love, fulfilment, energy and encouragement. In essence, SBL’s are about developing a language of positive regard (LPR).

A LANGUAGE OF POSITIVE REGARD AS A STRENGTH

A language of positive regard emphasizes “being the best you can”, not necessarily “being the best.” It is a respectful language between generations. It challenges the view that getting better at what we do is a matter of fixing problems and assuming that all the ‘good stuff’ can simply look after itself. It also explodes the myth that it is wise and prudent to use what physical, mental and emotional resources we have on trying to get rid of things (e.g. habits, ways of learning, routines, etc) that we don’t want, as quickly and effectively as possible. It advocates that it is much better to use what resources we do have, on intergenerational conversations about what we want to keep and amplify, rather than what we want (or should) get rid of. Also on conversations about what social and work strengths are best for each individual.

PLAYING TO YOUR STRENGTHS

Throughout modules 1, 4 & 5 there were practical activities which aimed to help facilitators, elderly mentors and youth to learn how to use their existing strengths and develop new ones. In modules 4 & 5 it was important that mentors and youth engaged with issues about discovering their strengths and then using them in both social and work contexts. Here it is important to develop the strength of being positive or having a positive attitude. In the context of current job markets in partner countries, another strength is that of being resilient.

These are some of the generic activities that were developed to support each partner country in delivering the elderly-to-youth module 5 and specifically relevant to playing to your strengths and to resilience.

SUB-THEME
1

BEING SELF-REFLECTIVE

1.3 STRENGTH-ORIENTATED

Knowing their strengths and how to use them as much as they can.

1. How far do you know what your strengths are? Make a list of your 2 standout strengths.
2. A strength is either something you do better than others around you **OR** something you do best yourself. Think of an example of each if you can.
3. How often and in what situations do you feel you play to your strengths?
4. How far do you think the following are strengths of yours?
 - a) Being creative?
 - b) Being a team player?
 - c) Being fair to others?
 - d) Doing what you say you will do?
 - e) Not giving up easily?
 - f) Being hopeful and optimistic?
 - g) Being modest?
 - h) Being curious?

5. Choose a partner. Decide who will share first. Tell each other a “*Me at my best*” story. Limit it to 3-5 minutes. Listen to each other’s story. Listen out for the strengths being described.
 - a) What did you most admire in your partner’s story?
 - b) What strengths did you hear?
 - c) What, if any, were the surprises in their story?
 - d) How did you feel when you heard this story?

6. What would need to change for you to use your strengths more often?

7. What is something you really enjoy doing (at work) and would love to do more of? What are you doing to help this happen?

8. In what circumstances do you think a strength of yours might also be a weakness? For example being independent may be seen as ‘*you can’t work in a team!*’ Being determined may be seen as unwilling to compromise. Charismatic may be seen as being arrogant. Being cautious may be seen as being a risk avoider.

9. At work, establishing good relationships is very important. How good are you at this? Is it a strength?

10. How do you use your strengths to cope with the following?
 - a) Sadness?
 - b) Anger?
 - c) Embarrassment?
 - d) Feeling ashamed?
 - e) Afraid?
 - f) Anxious
 - g) Disgust

**SUB-THEME
2**

HAVING A POSITIVE ATTITUDE

2.2 BEING RESILIENT

Youth being able to bounce back when things go wrong and from disappointment e.g. Fail to get a job.

Resilience is another strength. It is very useful at work and in life generally. You may have noticed that some people seem to be less fazed and troubled by setbacks and failures than others. They seem able to bounce back from whatever life throws at them.

1. Think of one person you know who fits this description. What do they say and do that makes you think they are a resilient person?
2. Being a resilient person depends on your level of self-esteem. This is about your sense of self-worth, self-regard and belief in your own abilities. Make a list of those things that you feel you do really well. That you are most confident in doing successfully. Try to think of some things you do really well ;
 - a) when you are with friends
 - b) when you are working/studying

- 3.** Think of a time in your life when you experienced a setback or were unhappy. What kinds of things were you able to do, at that time, that helped you bounce back and be the person you wanted to be, again. How far were you able to;
- a)** Think or talk things through with others that you trusted?
 - b)** Come to terms with the feelings you had?
 - c)** Visualize what feeling better or being in a better place might be like?
- 4.** One way to practice being more resilient is to try the *'flipping it'* process. This means you try to turn what's wrong into what's right.

What's bad in your life into what's good. Turning a mistake into a new learning opportunity. For example at work you might think, *"I'm not too good at working to deadlines"* into *"I can organize my time better so that I prioritize the important things over the urgent ones"*.

Try to flip over the following thoughts;

- a)** Bad things always happen to me.
- b)** There is so much to do, it's not even worth trying to do it all.
- c)** This isn't fair.
- d)** I'm not very practical.
- e)** Why don't they understand me?
- f)** I don't think this is going to be successful.
- g)** I need to fix my weaknesses.

To BUILD YOUTH CHARACTER: SOCIAL and WORK STRENGTHS

This was achieved in module 5. Borrowing the title of Bob Dylan's song, to say that "*the times they are a changin*" is a gross understatement when one considers how different living and working in the world will soon be for youth. For example it has been estimated that today's youth will have ten to fourteen jobs by the age of 38 years. This means that youth may only be in the same job for 1-2 years! So in addition to transferable skills (see skills map) the youth also needed character qualities and social skills. These are also shown on the skills map.



THE RESPONSES - INTERNATIONAL EXPERIENCES

- * SPAIN
- * BULGARIA
- * UK
- * ITALY
- * GERMANY
- * POLAND

THE RESPONSES – INTERNATIONAL EXPERIENCES

Spain 

“We highly value the Activities pack offered by Reflective Learning -UK.

It has been a challenge to carry out modules 4 and 5 with Senior adult people, because in Spain we have never worked with them, but now that we have done it, we are proud of the result. Their involvement and motivation was really high, and everyone’s ability to absorb new knowledge has been very positive.”

Bulgaria 

“One of the main findings was that at the beginning all participants were sceptics. But then when the training goes to an end they became more and more confident of what they were doing and started to implement more of the skills they had acquired. Elderly started feeling younger and remember their time back in school and how their teachers taught them.”

UK & Italy



From the Italian site:

“Two social community centers have asked me to activate, given the success of the experience and the requests received, an internal course of computer science for their members.

“The relationship created during the path between youth and mentors got significant and went beyond the obligation: the young are organizing a summer dinner to say goodbye and to spend some quality time with the mentors.”

“It has created a very positive climate and relationships within groups and between groups.”

“It has created a real space for discussion and exchange between different generation’s thanks to the activation of resources in the territory and making it an active actor in this positive experience. In 10 social centres, the Cooperative Labyrinth, some teachers, volunteers, the City and the Province of Pesaro and Urbino participated in this project, either directly or indirectly.”

And from the UK site we received this as the main findings from youth being mentored by the elderly in social and work skills.

From the UK site:

The sessions have been relevant to future skills needed. The sessions have also been enjoyable and stimulating. Ben and Tom have provided us with a comfortable working environment where we can express ourselves.

Fun, everyone gets involved.

Innovative
Interesting
Creative
Engaging

Good for confidence building, putting you under pressure, also interview skills which have been really useful to me.

I feel as though the sessions have helped me build confidence in interview situations, it has also helped me with writing an application letter and how much teamwork and communication helps in the workplace.

Be yourself, be positive, be energetic, be curious, and don't hold back in interviews.

I believe that the sessions were very useful and informative about aspects of work/life you believe you know, but when studied you learn how much you don't know.

Fantastic eye opener. Positive and productive.

I have learnt that I need to showcase my strengths in greater detail and put more emphasis on my strengths rather than my weaknesses.

I have enjoyed every session and hope that there will be more of these sessions in the future.

Italy



“The interaction between youth and elderly people has been successful and has gone on improving through all the process. They added contents and meaning to the definition of intergenerational exchange.”

1. Elderly people found the experience interesting and useful in some different ways:
 - a. To improve their ICT skills
 - b. To get in touch with young people
 - c. To get in touch with people of their age with common interests
 - d. To be socially included
2. Young people were generally satisfied by this experience, though some of the participants have been more involved than others. Generally speaking, they found the experience interesting and useful in some different ways:
 - a. To build a group with people of their same age and to work together sharing tasks and duties
 - b. To improve their capacity of communicating and to transmit their abilities, in particular to elderly people
 - c. To meet elderly people in a cooperative framework, getting in touch with their experiences and their point of view.
3. All the participants made the request to have more training sessions or a project prosecution that allowed them to develop and enrich the abilities they acquired.

Germany



Improvements (main findings and suggestions) were discussed in an open session. The following list is a summary of the points the participants considered important:

- Clearer definition of target groups (youth: from “gap year”, volunteers to young persons at risk)
- Reflect upon the right incentives for different target groups

- Certificates have not worked for young people in trouble
- Alternatives: social events like barbecue, climbing, to reward perseverance
- Young people learned the most while teaching
- Do we need M5?
- Can the youth cycle be made more flexible to allow open discourse?
- Participants experienced 3 keys to success:
 - Working on real life problems
 - Appreciative, empathic attitude from the beginning
 - Community orientation

These main findings were also discussed in detail during the project coordination meeting in Rome, 2012.



SOME LESSONS LEARNED

- * **CELEBRATING DIVERSITY and SIMILARITY**
- * **INTERGENERATIONAL DIALOGUE WAS EMPOWERING**
- * **LEARNING HOW TO USE SKILLS WAS IMPORTANT**
- * **CO-CONSTRUCTING MODULAR CONTENT WAS CRUCIAL**

CELEBRATING DIVERSITY and SIMILARITY

escouts was an international project. It was therefore characterised by much diversity. By providing generic modules 4 & 5 we were inviting each partner to contextualise them in their own national settings. So these generic modules were the similar things. Their contextualisation brought out a rich diversity of interpretation and practice.

INTERGENERATIONAL DIALOGUE WAS EMPOWERING

A big lesson learned was that, at its best, intergenerational dialogue was empowering for both the elderly and youth. If held, any stereotypes of the elderly and of the youth could be positively confronted. The elderly felt that their life experiences were valued and respected. The youth learned much from them and shared their joys and enthusiasm for learning relevant social and work skills.

LEARNING HOW TO USE SKILLS WAS IMPORTANT

In modules 1 & 4 the emphasis was not simply on learning **ABOUT** facilitation and mentoring but learning **HOW** to facilitate and mentor. This required knowledge and a positive approach. But it also required the use of the practical wisdom of those involved.

CO-CONSTRUCTING MODULAR CONTENT WAS CRUCIAL

The successful delivery of module 5 depended upon elderly mentors inviting the youth to study and discuss the generic skills map and sub-themes, negotiate and then co-construct an experience that would be both useful to youth and meaningful to them. This co-construction principle was very consistent with the escouts notion of a 'learning circle'.



INNOVATIVE FEATURES of Modules 4 & 5

- * **BEING APPRECIATIVE**
- * **USING SOCIAL INTELLIGENCE**
- * **LEARNING THROUGH REFLECTION**
- * **A NEW SOLUTION to NEW CHALLENGES**

BEING APPRECIATIVE

One of the parts of the scouts (harmonised) methodology was a distinct methodology developed by P5 and called PAAR (Participatory and Appreciative Action and Reflection). This methodology required participants to use their appreciative intelligence. In concrete terms for example in modules 4 & 5, this meant that both the elderly and the youth had to learn how to appreciate the efforts, gifts, talents and strengths of others.

USING SOCIAL INTELLIGENCE

Engaging in modules 4 & 5 required the use of everyone's social intelligence. This meant that working and learning together was required. The development of a range of social skills was embedded within the skills map. Allied to this were skills like being empathetic. The generic version of this skill used in modules 4 & 5 is shown below.

SUB-THEME
5

DEVELOPING POSITIVE RELATIONSHIPS

5.1 BEING EMPATHETIC

Understanding how other people feel and think.

At the heart of this is an ability for **YOU** to feel some else's emotions. You can sense and feel them. It's a good basic skill (some say it is even a gift) to have because it helps us get along with other people.

Being empathetic begins with acknowledging and understanding how your own emotions effect how you think and what you do. Especially how you relate and come across to other people. This is called you own *'emotional awareness'*.

- a) How self-aware do you think you are?
 - b) How have you developed your own emotional self-awareness?
 - c) What do you think you can do to improve your emotional self-awareness?
1. Situations at work can give rise to both positive and negative emotions.
- a) Think of a **negative** emotion you experienced recently. For example anger, frustration, envy etc. Why did you feel this way? What were the consequences? What did you learn from the experience?

9. What images of empathy do you see around you — on TV, in the movies, and so on? What effect do you think the media have on how we act toward other people?
10. With a partner, read through the scenarios below. Select 2 and examine what is happening. What are the characters feeling? How do their actions and words show this? How are they not being empathetic? Next, role-play the situations using strategies that show empathy toward one another.

SCENARIO 1

A group of students is milling about in the hall. Micah teases Adam, a younger student, about not making the soccer team, and Adam argues back. The argument escalates to a shouting match.

SCENARIO 2

You are excited to go out with your friends on Friday night, but your mum wants you to go out to dinner with the family. You refuse, your mother grounds you, and you storm to your room.

SCENARIO 3

Sarah is telling Jeanne how hurt she is by her recent break-up with her boy friend, but Jeanne isn't really paying attention and keeps changing the subject. Sarah eventually yells at Jeanne for not listening to her.

SCENARIO 4

You get your math's test results back only to discover you got a low grade. You are not surprised because you have been really busy getting ready for the school play, but when your friend picks up the test and starts showing everyone, you feel angry and embarrassed. You rip the test out of his hands and stomp away.

SCENARIO 5

You have a big date this weekend and really want to borrow one of your sister's sweaters. When you ask her to borrow it, she says no because she doesn't want it to get ruined. You beg her, explaining that the date is very important, but she won't budge.

LEARNING THROUGH REFLECTION

At the heart of escouts was the notion of learning. Elderly learning how to develop their digital skills. Youth learning how to develop their social and work skills. It was through a process of intergenerational LEARNING that this was accomplished. Reflection and its various practices permeated everything. Reflection-in-action and reflection-on-action was undertaken by facilitators and mentors in order to be sure that module objectives were achieved and that the quality of the learning experiences were the best they could be.

A NEW SOLUTION to NEW CHALLENGES

The experience of modules 4 & 5 reinforced the relevance of the need to ask three important questions. (1) How can we enable people to learn most effectively throughout their lives? (2) How can we most effectively use the social capital we have for the benefit of both elderly and youth? (3) How can we best equip youth to positively engage in tomorrow's changing job market? Escouts has opened the door to some promising promises to radically reform the ways that enable the elderly and youth to interact with each and shape the Learning Society that surrounds them. A Learning Society that:

- Engenders a culture of learning throughout life.
- Aims to develop motivated, engaged learners who are prepared to conquer the challenges of tomorrow as well as those of today.
- Takes learning to the learner, seeing learning as an activity, not a place.
- Believes that learning is for all, that no one should be excluded.
- Recognizes that people learn differently, and strives to meet those needs.
- Develops new relationships between learners.
- Provides the infrastructure they need to succeed - still physical but increasingly virtual.
- Supports the practices of learning through reflection to develop knowledge of what works in which circumstances and for whom.