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Ministerstwo Funduszy i Polityki Regionalnej

SCENARIO

WORKSHOP FOR YOUNG PEOPLE WITH AN OLD AGE SUIT

VOLUNTEERING
CONNECTS GENERATIONS

creo

Poznan-Oslo 2024-2025

NorSensus MEDIAFORUM

VOLUNTEERING
CONNECTS GENERATIONS

WOLONTARIAT
ŁĄCZY POKOLENIA

FRIVILLIGHET
FORENER GENERASJONER

A partnership project implemented as part of the "Initiative for Intergenerational Cooperation - BeFORme " competition, financed by the Bilateral Cooperation Fund.

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Together we work for a green, competitive and inclusive Europe!

Document prepared in 2024-2025 as part of the VOLUNTEERING CONNECTING GENERATIONS project implemented by:

Stowarzyszenie Centrum Rozwoju
Edukacji Obywatelskiej CREO
ul. Kochanowskiego 8A/2
60-845 Poznań
www.centrumcreo.pl

Norsensus Mediaforum (Norway)
Rådhusgata 20
0151 Oslo
www.norsensus.no

creo

NorSensus
MEDIAFORUM

1. Introduction to the scenario

Goals

- Increasing young people's awareness of the ageing process, the biological, psychological and social changes that occur in the human body and mind with age, and developing empathy and understanding for older people.
- Raising awareness about ageing, ageism and the role of youth in creating a more open and supportive society.
- Providing unique experiences and sensations by performing exercises in the old age suit.
- Preparing young people for cooperation and volunteer activities with older people.

Participants

Youth / group up to 25 people

Duration

The event lasts approximately 3 hours with a break halfway through the workshop .

Methods

- based on a multimedia presentation
- discussion
- explanation
- audiovisual (film STARszaki)
- gaining experiences and experiences through exercises in the old age suit

Form

The event takes place in a group format.

2. Day of the event

Preparation for the workshop

1. **Materials for preparation** :

- **Multimedia presentation** : Use the attached presentation as a visual support when discussing the individual topics. The presentation includes slides on biological, psychological, demographic changes, ageism and stereotypes about old age.
- **The film " STARszaki ":** The film will introduce participants to the topic of aging and help them better understand the everyday challenges faced by older people. https://www.youtube.com/watch?v=o3YPrvD-eMw
- **Aging simulator:** If available, an aging simulator will allow participants to physically experience the limitations associated with age (e.g., deterioration of vision, movement, hearing).
- **Flipchart and markers** : These will be useful for writing down the most important conclusions from the discussion and the ideas of participants at the end of the workshop.
- **Sheets of paper and pens** : For participants to write down their reflections or ideas they would like to discuss.

2. **Preparing the space:**

- **Room layout** : Arrange chairs in a circle or semi-circle, which encourages open discussion and facilitates eye contact between participants. The space in front of the screen (or whiteboard) should be clear so that the presenter can freely use the presentation.
- **Screen and projector** : Provide access to multimedia equipment, such as a projector and screen, to display the presentation and the film " STARszaki ". Check that the equipment is working properly before the workshop begins.
- **Aging Simulation Space** : If possible, prepare a place where participants can put on the aging simulator and move freely, performing simple activities such as walking, sitting or lifting objects. The space for the aging suit simulation should be separated - we encourage the use of potentially different locations, rooms, corridors in buildings, outdoor spaces, tents, nearby green/urban areas.

The course of the workshop

1. Introduction to the workshop (20 minutes)

- **Welcome and introduction of the topic** : Discussion of the purpose of the workshop and why it is worth exploring the topic of old age. The leader encourages you to write your name on the stickers distributed and stick it to your clothing in a visible place. This will make it easier to establish a relationship and maintain contact while using the old age suit.

Objectives of the course : To explain that the workshops aim to increase awareness of ageing, ageism and the role of youth in creating a more open and supportive society.

- **Introductory exercise: Do you think an older person...**

This short exercise involves asking the student a few questions and asking them to answer in accordance with their beliefs (answer YES or NO). All of the answers will turn out to be true, which may surprise them.

Comment at the end of the exercise: "Will you be surprised to learn that every answer should start with the word "YES"? Behind each of the situations listed, there is a specific person or people who did just that! If you answered "NO" to at least one of the questions, it means that there are still a few things you should know about old age! We invite you to explore this topic. See what tasks we have prepared for you!

Questions:
⇒ Is it possible for a senior to learn how to use social media and send his first tweet (currently X Messenger) at the age of 91?
⇒ Is it possible for a senior to run a marathon (over 42 km)?
⇒ Is it possible for an 80-year-old person to be a model?

2.1. Presentation of the film " STARszaki " and discussion on the forum (15 minutes)

- **Introduction to the film** : Presentation of the " STARszaki " project as an example of breaking stereotypes about old age.

- **Film screening** : Watching the film, the host asks participants to pay attention to the activity and involvement of seniors.

YOUTUBE.COM
STARszaki - spot kampanii społecznej CREO
„STARszaki" to hasło kampanii społecznej, poprzez którą Stowarzyszenie CREO promuje ...

Fig. Still from the film STARszaki

Discussion after the film (15 minutes)

- **Questions for reflection** :

    ⇒ How did the film influence your perception of old age?
    ⇒ What surprised you?
    ⇒ What stereotypes about older people are still popular?

2.2. Theoretical presentation: The aging process, ageism and demography (40 minutes) (based on the attached presentation).

2.2.1. Ageism vs. Adultism

In this exercise, students will learn the difference between two concepts related to stereotyping the youngest and oldest social groups.

The students' task is to answer the following questions:

    ⇒ Have you witnessed or been involved in a situation in which ageism or adultism was manifested?

⇒ Think back to the situation. Where did it take place (maybe a crowded bus or a store with a very long checkout line)?

⇒ What happened then? What evidenced that atheism/adultism had occurred? What did you feel? What did you think? How did you behave?

⇒ Would you do the same now?

Additionally, the presentation includes a graph from the Central Statistical Office report showing the distribution of the population in Poland by selected age groups. This data also shows the progress in the aging of society and the challenges resulting from it – including economic ones (maintaining older members of society by people of working age).

2.2.2. Old age - what is it? Introduction of definitions concerning old age

Students learn about different definitions of old age. This distinction allows them to see that there is no single definition, and that although old age affects everyone, it has different stages and faces.

Students are asked to consider the following questions:

- Is it a process or rather a specific time or perhaps a number of years?

- Is it about appearance, behavior, or something else entirely?

- Have you thought about diseases? Do you know the diseases that appear in older people?

- Does old age affect each of us?

Presenter's comment: There is no single, universally accepted definition of old age. There are many ways to understand and define it. Remember also that seniors are a very diverse social group.

2.2.3. Population age pyramid

The next task is to familiarize yourself with various charts - pyramids showing the population of a given country by age (progressive and regressive pyramid), and then, based on Internet sources, find the pyramid of Poland and compare it to the examples given - Mexico and the Czech Republic.

Resource the student should visit while doing this activity: www.populationpyramid.net.

2.2.4. When I retire I will be…

The introductory task to the main exercise is to encourage the student to think about their own future – retirement time. The sentence is to complete the sentence: "When I retire, I will…".

Supporting questions:

- Were you able to plan more than one activity?
- Have you ever wondered what your old age will be like?

Ask your parents and friends how they would finish this sentence.

Introduction to practical exercises (10 minutes)

- **Explanation of the suit operation by the operator** : Description of the suit functions – simulation of movement, visual and hearing limitations.

OLD/THIRD AGE SUIT

goggles →

elbow pads →

wrist weights →

gloves →

← headphones

← neck lock

← vest

← knee compresses

← ankle weights

- **Suit modules** : weights - vest, ankle weights
- **Safety rules** : Be careful when exercising to avoid injuries.

Practical exercises (50 minutes)

3.1. Simulation of movement limitations and balance problems :

- **Participants** carry burdens and movement restrictions.
- **Exercises :** Moving around the room/corridors/stairs/area in front of the building etc., lifting objects, walking in a straight line, up stairs
- **Objective :** To experience mobility issues and understand the challenges of performing basic activities.

3.2. Simulation of visual and hearing impairment :

- **Participants** wear glasses and earmuffs that simulate sensory disturbances.
- **Exercises** : Try to read a text or talk to a partner when hearing is impaired.
- **Objective** : Understand how aging affects the senses and communication.
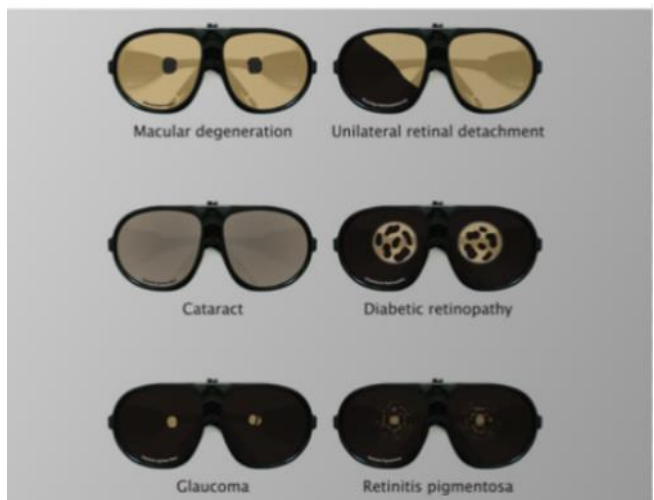
3.3. Skill exercises :

- Wearing gloves that limit precision of movements.
- **Exercise :** Writing or holding small objects (picking up keys from the floor/trying to put a key into a keyhole/pouring grains from a cup into a cup).
- **Objective :** To understand the difficulties that may occur with diseases affecting motor skills.

4. Discussion of experiences related to the old age suit with a summary (20 minutes)

After the session, the participants share with the presenter their experiences, emotions and comments related to the use of the old age suit.

5. Conclusion (10 minutes)

The leader thanks you in a positive atmosphere for participating in the meeting. Invites you to participate in other activities.

3. Organizational notes

- **Encouragement for further reflection** :

  At the end of the workshop, the leader will ask the participants for a short reflection – they can comment on what moved them the most or what they plan to change in their approach to older people.

  Supporting questions:
  ⇒ What were the most difficult tasks?
  ⇒ What emotions did you experience while performing the exercises?
  ⇒ What surprised you?
  ⇒ What was new?
  ⇒ How can older people feel who find themselves in this situation on a daily basis?

  Students often say that they themselves felt they had less energy, felt tired more quickly, had difficulty understanding the content of conversations, saw worse, and found it more difficult to perform movements that they normally perform mechanically, without thinking, but that come easily to them.

- **Creating support policies** :

  The leaders will ask the youth to discuss together (on a forum) and develop principles of how the younger generation can support the older ones. The proposals are written on a flipchart so that each participant can familiarize themselves with them.

  These can be simple actions such as listening patiently, helping with shopping, or taking the time to talk.

- **Inspiration for further action**

Facilitators share experiences and ideas for engaging in intergenerational projects that will allow young people to connect with seniors.

They talk about volunteering opportunities in social welfare homes, organizations supporting seniors, or social projects that connect generations.

Then they encourage participants to take an interest in intergenerational activities and volunteering for seniors and invite them to the next activity (in the next workshop), in which they will be able to meet people in late adulthood and integrate with them (by playing a game) .

Notes for the Lead Trainer

- Remember to engage participants through questions and encourage reflection.

- Encourage open discussion and expression of emotions.

- Encourage them to ask questions and express their own opinions – this will allow participants to actively engage in the workshop topics.

- Pay attention to building empathy and emphasizing the value of intergenerational support.

- It is worth ending the workshop with a positive message. Remind the youth that each of us will grow old someday and that respect for older people is not only an expression of maturity, but also concern for future generations.

- The participant has the right not to take part in the exercise due to health or other reasons. This should be accepted and another exercise or observations of participants who are doing the current one should be proposed.

- Remember to keep your suit clean (disinfectant wipes or fluid should be part of your suit equipment).

Prepared by: Dr. Nina Woderska

Photos: CREO Association archives

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