



Calendar for
Climate Change

INTER-GENERATIONAL LEARNING IN-SERVICE PROGRAMME C4CC_ISP-MANUAL 1



INTRODUCTION

These materials contain training material referred to in the In-Service-Training Program when describing modules 1 und 2 (e.g. icebreaking, further exercises and brainstorming activities).



MODULE 1 - ANNEX 1

ICEBREAKER: KEYS

Materials needed: none

Objective: Get acquainted with information about participants and set a friendly atmosphere.

Procedure:

Each participant pulls out his/her bundle of keys and then describes the individual keys – what doors they are for (e.g. This is the key for opening my apartment and this one for the front door of our building.” Or “I got this decoration as a gift from my daughter...”

You will get a lot of information in an informal way.

Duration: 3 minutes



MODULE 1 – ANNEX 2

E-LEARNING: DATA PROTECTION

- Each participant works alone.
 1. The participants read the fictitious excerpt and answer question 1 and discuss the results in plenum.
 2. The participant completes the tasks 2 – 4.
- As a trainer/tutor, visit the participant to discuss the findings/ results and provide support/feedback.
- After finishing the exercises, each participant presents the results in front of the other and the trainer evaluates the achievements of the group.

The fictitious excerpt could have come from Twitter.

I've finally arrived in FD, right with parents eating a schnitzel, trains completely overcrowded ... typical trains, a type in the train with his girlfriend *rofl*

01:08 PM Dec 24th from Sabby16: Chatted with buddy ... cheeky ... the guy; I also have to read a book for school ... dull.

03:12 PM Dec 21st from Sabby16: Tonight, we're going on a date with a guy from chat... what does he want??

04:30 PM Dec 18th from Sabby16: Must still learn Latin... a bunch of vocabulary... full the weirdo, the Mr. M ... ;

09:11 AM Dec 14th from Sabby16: Right to the Chrissi in the Anonymous Street ... chic makes ... Party

10:08 PM Dec 10th from Sabby16: He doesn't want me

07:44 PM Dec 7th from Sabby16: get a bad grade in math... I never go again... stupid school.

11:17 AM Dec 3rd from Sabby16: motion-picture in FD... cool movie ...

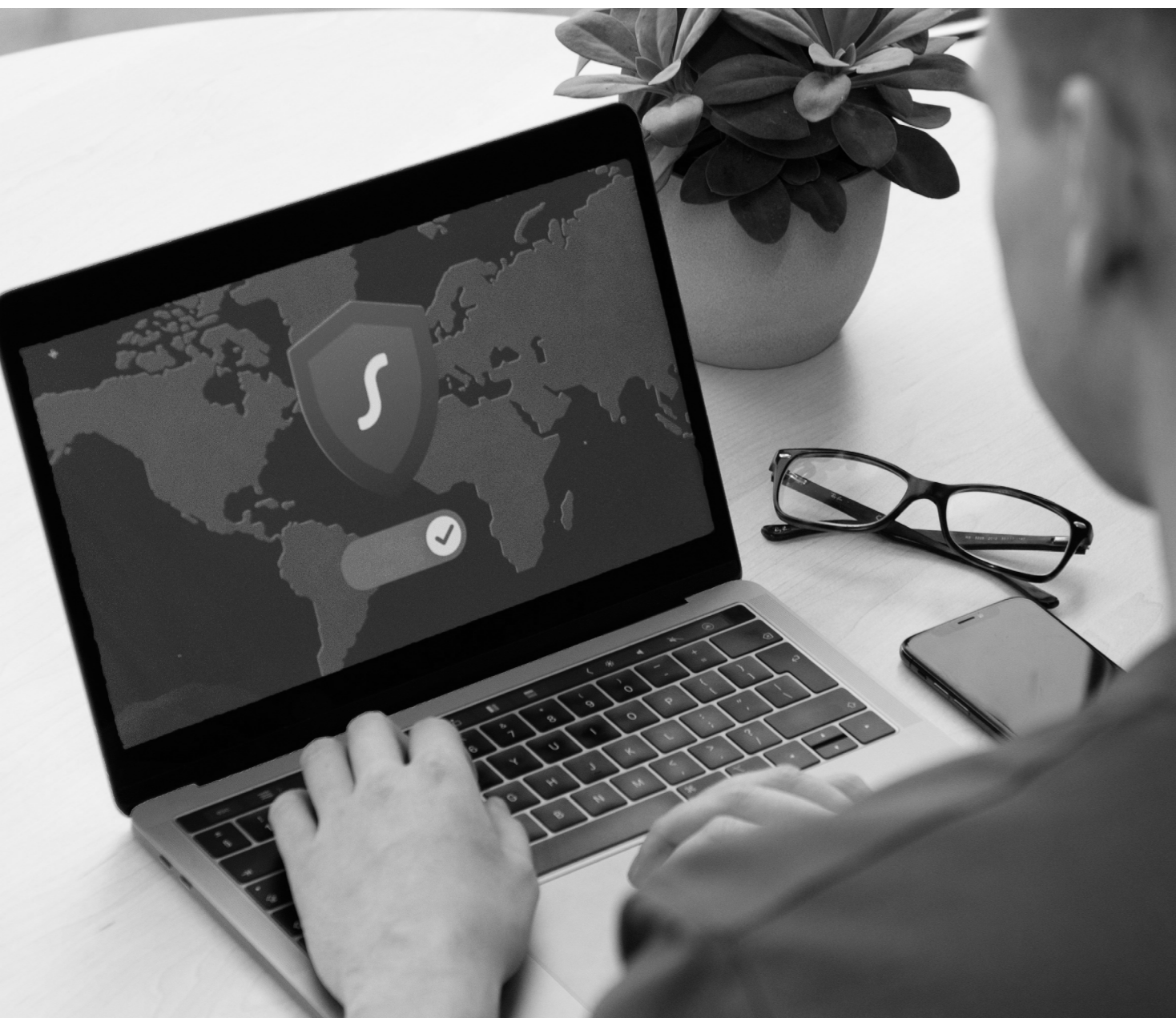
Tasks:

1. Answer the following questions about the tweets:
 - What does the person, here the fictitious Sabby16, reveal of himself?
 - What motivation could Sabby16 have for spreading the tweets?
 - You may have kept a secret diary before, and that even hid from your parents.
 - What is a secret for you? What could be a secret for Sabby16? Are there differences in the perception of secrets?
2. Create a list with all the data you have about yourself on the Internet, e.g. in social networks.
3. Then file the data in the table. Which of the data is in your opinion worthy of protection from the public.

Data to be protected	Public data

4. Look again at your data in the left column and answer then the following questions:

- Why is the data worth protecting?
- Who might be interested in this data and for what purpose?
- Discuss whether the publication of your publicly classified data could be a danger to you?
- Based on your previous knowledge, consider what the term “data protection” could mean. Define the term.



MODULE 2 – ANNEX 1

DEFINITION “GENERATION”

All people of similar age group [with similar social orientation and outlook on life].

In Sociology and Educational Science, there are usually three terms of generation that are usually distinguished:

- Genetic sequence of family members
- Pedagogical term of generations
- Historical-sociological term of generations

Task:

A) Please, try to match as an assignment. Which generation could you be?

Generation Greta

Mother; Father

The 68er **Generation**

Grandma; Grandpa

Post-war **generation**
Baby-Boomers (1956 – 1964)

Generation Alpha

Generation X (born 1966 – 1980), Y (born 1981 – 1995), Z (born 1995 – 2010)

Generation YouTube

Generation Maybe

No-Bock **Generation**

Generation Corona

Generation What

Child

great-grandma; great-grandpa

B) Which generations are coming together in today's educational settings?

- Read the article „CHARACTERISTICS OF GENERATIONS X, Y AND Z“ <https://www.iberdrola.com/talent/generation-x-y-z>
- Fill out the table:

	1956 - 1964	1965 - 1980	1981 - 1995	After 1995
significant public incidents				
their upbringing				
their characteristics				
their attitude to technology				
their prominent features				
typical statements				

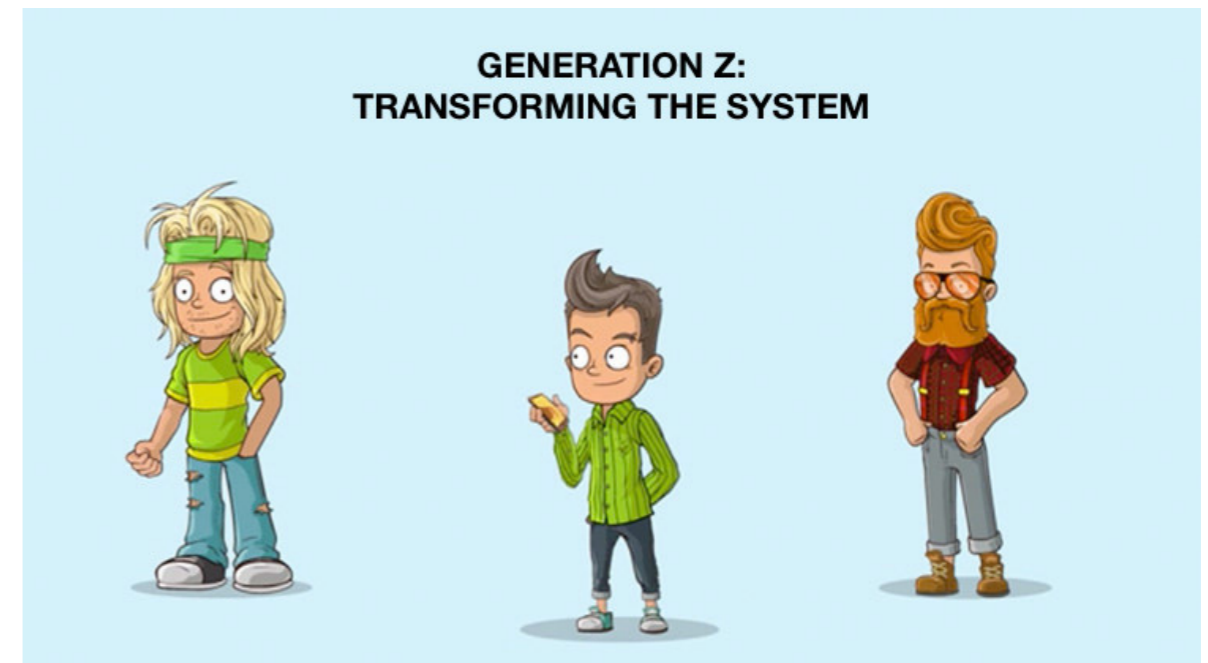
This differentiation makes it possible to look at the different generational relations that can be important in intergenerational learning arrangements.

Please present shortly your results in plenum

1. Where are the differences?
2. How do these make a difference in education?

CHARACTERISTICS OF GENERATIONS X, Y AND Z

Source: <https://www.iberdrola.com/talent/generation-x-y-z>



The group of young Europeans who posed for Robert Capa could not have known that they were going to be considered part of Generation X, the title given by the photographer to a series of photographs in which he wanted to capture what life was like for the young people who grew up after the Second World War (1939-1945).

Generation X includes those born between 1965 and 1981, during the reconstruction of Europe after the war. Their life has not been easy, since, after a period of upheaval, finding a job was a great challenge. To work and produce was their philosophy of life, leaving no room for idealism. Individualism, ambition and an addiction to work — or being a workaholic — are the values with which they grew up.

The parents of this generation had the worst part: they lived through the postwar period. They are the Baby boomers — born between 1945 and 1964 — and they are called this because they were born during the

baby boom, the period in which the birth rate shot up in a number of Anglo-Saxon countries, above all the United States, Canada and New Zealand, after the end of the Second World War.

This generation was to be envied as they experienced all that young people would have wanted to at that time. They saw how John Lennon, Paul McCartney, George Harrison and Ringo Starr came together to form The Beatles in 1962. They also experienced the landing of a man on the Moon (1969), the soccer players Pelé and Maradona at their best and the fall of the Berlin Wall on 9 November 1989.

They went through the entire period of technological evolution and the rise and development of the media, as well as enjoying stability in terms of both work and family and being active both physically and mentally. In spite of having adapted to a world ver. 4.0, they are less dependent on smartphones than the next generations.

GENERATION Y OR THE MILLENNIALS: DIGITAL NATIVES

The revolution was shaped by the millennials or generation Y. Also known as digital natives, millennials are those born between 1982 and 1994 and technology is part of their everyday lives: all their activities are mediated by a screen. The concept of on and off is completely integrated into their lives. However, they were not born into it; they migrated to the digital world from the analogue one in which they were living.

Unlike previous generations, because of the economic crisis, the world requires them to be better trained to get a job, as competition is increasing. Unlike their parents, Generation X, digital natives are not satisfied with the world around them and are ambitious and want to achieve their goals.

However, the millennial generation is labelled as being lazy, narcissistic and spoilt. In fact, in 2014, Time magazine labelled them as the me-me generation.

CHARACTERISTICS OF THE Z OR CENTENNIAL GENERATION

Aged between eight and 23 years old, generation Z or the post-millennial generation will take the lead in a few decades. Also labelled as centennials, for having been born into the world at the turn of the century — the oldest were born in 1995 and the youngest in 2010 — they arrived with a tablet and a smartphone under their arms.

But what is Generation Z? It is a group of people that is marked by the Internet. It is part of their DNA: it storms into their homes, their education and their way of socializing. And if Generation Y has difficulty finding a job, the situation for post-millennials is even worse.

Their mastery of technologies may make them neglect their interpersonal relationships to a greater extent, but they are the ones who give more of a voice to social causes on the Internet. They like to get everything they want immediately, a fact fostered by the digital world in which they are immersed, and their lifestyle is also influenced by youtubers.

They multi-task, but their attention span is limited. They are independent and demanding consumers and will have jobs that do not exist in today's world.

Despite today's social diversity, generations Y and Z predominate. According to the study New Kids On The Block. Millennials & Centennials Primer by Bank of America Merrill Lynch, today there are 2 billion millennials and 2.4 billion centennials, representing 27% and 32% of the world population, respectively.

As for the current generation, those born after 2010, they have been termed the Alpha generation. What will their behaviour be like? In a couple of years, we will see if we notice the generation

MODULE 2 – ANNEX 2

TASKS:

Think about your own experiences with intergenerational learning using the following guidelines.

1. Which experiences have I had with different generations so far?
 2. What are some methods that I have already tried and tested?
 3. What potentials do these experiences provide for intergenerational learning?
 4. Which other resources would I need for intergenerational learning?
- A) Please discuss with your neighbor / or in groups – Write the keywords on a paper card.
- B) Please present shortly your results in plenum – Fix the paper to the wall / flipchart.



MODULE 2 – ANNEX 3

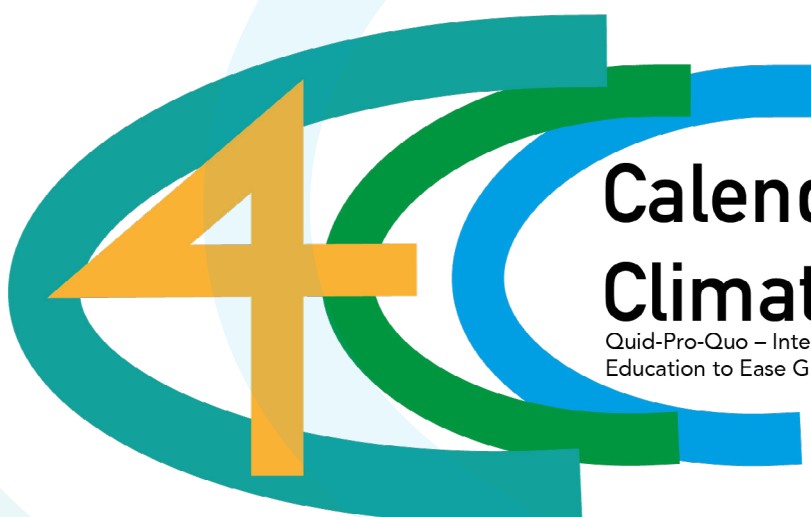
ABC- METHOD

Write down your knowledge and experiences on different exercises and methods that can be helpful for learning and working with intergenerational groups (title and keywords or short descriptions).

Arrange the sheets on the wall or on pin boards according of the alphabet.

Discuss different ideas in the plenum.





Calendar for Climate Change

Quid-Pro-Quo – Inter-generational
Education to Ease Global Warming



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