SIforAGE -Social Innovation for Active and Healthy Ageing

Santa Casa da Misericórdia de Lisboa

imAGES:

INTERVENTION PROGRAM TO PREVENT AGEISM IN CHILDREN AND ADOLESCENTS

7TH FRAMEWORK PROGRAMME

CREDITS

ImAGES: intervention program to prevent ageism in children and adolescents

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SEVENTH FRAMEWORK PROGRAMME

SIforAGE

ISCTE IUL
Instituto Universitário de Lisboa

SANTA CASA
Misericórdia de Lisboa. Por boas causas.

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"Intergenerationality is the concept that we adopted as an inspiration and work rule. Thus, among other purposes, we intend to move away the generational ghettos and deeply change the paradigm of ageing."

Chairman of Santa Casa da Misericórdia de Lisboa,
Dr. Pedro Santana Lopes

"This work is an excellent example of the virtues of research in a context of partnership among Universities and Organizations that act nearby, as the Santa Casa da Misericordia de Lisboa, to whom I am grateful for the long lasting collaboration with ISCTE-IUL in numerous projects."

Rector of ISCTE, Professor Luís Reto

"This book is part of a Mutual Learning process of researchers, older and young people to prevent ageism. It has been developed in the framework of SIforAGE project and between the close collaboration of two institutions (ISCTE and SCML) and with an international approach. I hope that our young people have a new vision empowering older people and make them important in our society."

Scientific Coordinator of Project SiforAGE,
Professor Elena Urdaneta

1. Presentation

The work presented in this training manual was developed within the framework of the SIforAGE - Social Innovation for Active and Healthy Ageing - project funded under the EU FP7 framework. SIforAGE - pursues to strengthen cooperation among the stakeholders working on active and healthy ageing. The ultimate goal is to put together scientists, end-users, civil society, public administrations and companies in order to improve the competitiveness of the European Union regarding the promotion of research and innovative products for longer and healthier lives.

The first phase of this work involved the creation and testing of the program in Lisbon, Portugal. This work was developed with close cooperation between two partners of the SIforAGE project, i.e. a team of the Centre for Social Research and Intervention at the University Institute of Lisbon (ISCTE-IUL) and a team from Santa Casa da Misericórdia de Lisboa, (see a brief description of the profile of the team members below).

The ultimate goal is that this team be joined by several other partners in the SIforAGE project to apply the program within their national contexts, thus allowing the dissemination of this program in different countries in Europe as well as in Brazil.
We would like to thank all the staff, specially SCML users and technicians, who have displayed a huge commitment so that the intergenerational programs could take place,

as well as Vergílio Ferreira School for its willingness to participate in this project.

We would like to thank Dirk Jarré (EURAG), Elena del Barrio (INGEMA), Ruta Malaskeviciene (Senior Initiative Centre) and Xavier Allirot (Basque Culinary Centre) for reading and commenting on a draft version of this book. We would also like to thank Raquel V. Oliveira and Ana Ventura for their collaboration in the translation of parts of this manual into English.

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Sibila Marques obtained her PhD at ISCTE-IUL in 2009. She has worked as an invited lecturer at ISCTE-IUL since 2005. She is member of the EURAGE research group, an international project investigating attitudes to age across Europe. She has participated in several projects related with ageing, among other "Age, ageism and misconceptions" of the European Social Survey and "Aging of people with mental disabilities". She has published a number of papers related with aging in high impact scientific journals in the field since 2005. She is the author of the essay "Discrimination of older people". She has participated in EQUAL initiatives projects "FE-FORMEMPREGO" and "RUMO À QUALIDADE" and in 2011 she was a contributor to the FUTURAGE road map. Since 2013, she has been the scientific coordinator in ISCTE-IUL of the FP7 European Project SIforAGE – social innovation for healthy and active ageing (www.siforage.eu).

Christin-Melanie Vauclair

Christin-Melanie Vauclair obtained a Masters in Psychology at the University of Regensburg (Germany) and completed her PhD in Cross-cultural Psychology at the Centre for Applied Cross-cultural Research (Victoria University of Wellington, New Zealand). She was a postdoctoral student at the University of Kent (UK) and is currently a Marie Curie Research Fellow at CIS-IUL (Portugal) studying ageism across different societies. Her work has made an important contribution to the scientific community through publications in psychology and gerontology, as well as to policy-makers and stakeholders through numerous reports and policy recommendations for government and (non-)profit organizations. She is a core member of the European Research Group on Attitudes to Age (EURAGE, www.eurage.com) and part of the ISCTE-IUL team that is involved in SIforAge.

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Ricardo Rodrigues Borges, Ph.D. in Social and Organizational Psychology, is a lecturer and the Director of the Master's in Psychology of Intercultural Relations at ISCTE-Lisbon University Institute. He is also a researcher in CIS-IUL, where he has been developing work on the reduction of prejudice and discrimination in children across the domains of age, race, and poverty, with published national and international articles and book chapters on these topics. In the last years he has also served as a consultant on organizational change for public school districts with a significant prevalence of students at risk of academic and social exclusion.

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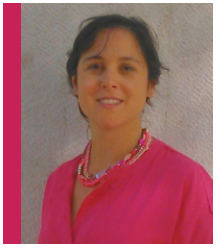
SCML

AUTHORS: SCML



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Filipa Cunha has a Master's Social and Organizational Psychology from ISCTE – University Institute of Lisbon. She has been working in social responsibility projects focused on social exclusion, ageing and education. Additionally, she has spent some time researching ageism and has won the Social and Economic Responsibility Best Master's Thesis Award for her work with ISCTE – IUL and the Portuguese Social Security in 2012.
She was also part of Santa Casa da Misericórdia de Lisboa's team in SIforAge project.
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She has had diverse professional experiences along a 34-year career path.
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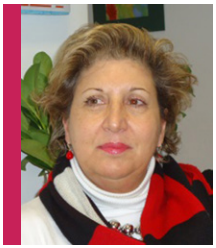

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Member of the Professional Association of Childhood Education, having integrated the direction for 4 years.

2. The importance of the imAGES program: Fighting ageism in children/ adolescents

Most people know the Disney Pixar movies. Almost everyone has seen or heard of movies like Toy Story or Finding Nemo. It is noteworthy that since Toy Story was released, it sold worldwide more than 25 million dollars of Buzz Lightyear's toys and the same happened with countless other heroes of these films. The truth is that at the outset, these movies always have a great potential for creating profit at the box office. However, one of the last Disney Pixar films was at the centre of a strong controversy, with several investors strongly questioning the success of the movie and marketing products associated with it. Scheduled for release in 2009 the film Up was the first movie ever that featured an older person as a hero. Up tells the story of a widower, Carl Frederiksen, who is 78 years old and shares an exciting adventure with a little boy in South America. The movie received very positive reviews from the critics and some international awards (e.g., Cannes) showing the merit of the movie. However, this vision was initially not shared by financial analysts, which even led to a decrease in the Disney Pixar shares during a certain period. The problem arose because the toy manufacturers assumed that there would be no market for the dolls associated with this film, as children would not want to play with a doll representing a senior citizen of 78 years old. When the movie was finally released, in fact all these fears proved

unfounded. The film was a major box office success and made, as always, considerable marketing profits.

Taking up on this controversy, the major U.S. newspaper New York Times questioned its readers: What is the reason behind these behaviours in relation to the movie Up? Would it be a matter of ageism against the film simply because the hero was 78 years old?

Generally we can think of ageism as the negative attitudes towards people because of their age. Unlike what happens with other types of negative attitudes towards certain groups (e.g. racism and sexism), ageism has the special characteristic of being a type of belief still very socially acceptable in various spheres of our everyday life, and there is strong evidence that older people are frequently the target of this sort of discriminatory practices. The reactions to the film Up illustrate the type of thinking that occurs with some frequency in our everyday lives.

Data from the European Social Survey in 2008/2009, considering representative samples of 28 European countries (over 50,000 personal interviews), showed that 40.1% of people aged 65 to 74, and 37.5% over 75 years old, stated that they have been treated in a discriminatory way (i.e., patronized) because of their age. In fact, 30.5% of people aged between 65 to 74, and 29.3% of people over 75 years old, said that they were even treated with insults or abuses due to age. These figures show the prevalence of this type of discrimination in our societies.

The fight against age discrimination is fundamental and has recently increased in importance in the European context. The article 21 from the Charter of Fundamental Rights of the European Union, recognizes the discrimination of people because of their age as a violation of fundamental rights of the human being.

The majority of countries in the European Union have adopted by now anti age-discrimination laws, both regarding employment and other areas (e.g., health, social services). However, there is still need to assure an adequate implementation of these laws, in order to build truly more inclusive age societies (see the European Network of Legal Experts in the Non-Discrimination Field at http://www.non-discrimination.net). It is in this context that the imAGES program assumes a central role.

Several studies show that children as young as 6 years old also share an ageistic view of older people and that these types of negative representations need to be addressed as early as possible. If the children of today learn that older people are not a homogenous age group and that their capabilities and competences are not necessarily connected to their biological age, they should become adults that are less prone to ageist stereotypes and behaviour. This is the main goal of the imAGES program: to deconstruct the negative images and stereotypes usually associated with older people, by creating a more varied and positive representation of this age group among children and adolescents.

3. Targets of this manual

This manual is directed to trainers who wish to conduct actions to prevent ageism in children and adolescents (11-14 years). It is based on the work of a pilot study conducted in Lisbon and provides in detail the actions and the evaluation methodology followed in this intervention program. Although the imAGES program was originally created within the specific Portuguese background, it is possible to adapt it to other cultural backgrounds.

4. Organization of the manual

This manual is organized in five main sections. First we present a brief theoretical background of the intervention and the main variables considered in this program. Afterwards we present the preliminary diagnosis study conducted exploring ageism and ageistic stereotypes of older people in our sample. This initial study was important because it shows the need of intervention in this domain.

In the following sections of the book, we present a detailed description of the activities developed in the program. The goal is that this procedure can be replicated and adapted by trainers while applying the program. We also present the evaluation procedure, along with the appropriate questionnaires. Finally, we draw the main conclusions and point to future implications of this work.

5. Theoretical background

Age is likely to be one of the first and most important dimensions children use in order to organize their perceptions of others (Lewis, Brooks & Gunn, 1979). Categorizing others into broad categories such as 'young' and 'old' goes along with making automatic and stereotypical inferences about people's abilities and interpersonal characteristics (Nelson, 2002). There is empirical evidence that stereotypical beliefs about old age can cause young adults to behave in prejudicial ways towards older targets (e.g., Kwong See & Heller, 2004; Kwong See et al., 2001).

Equally important, is the finding that exposing older adults to negative age stereotypes can have profound effects on their functioning across different domains, such as their physical health (e.g., Whitbourne and Sneed, 2002), mental capabilities (Hess, Auman, Colcombe & Rahhal, 2003; Abrams, et al., 2008; Chasteen, Bhattacharyya, Horhota, Tame & Hasher, 2005; Hess et al., 2003; Levy, 1996) and even their will to live (Levy, Ashman, Dror, 1999-2000). Understanding when and what kinds of ageist beliefs children develop is crucial for the design and evaluation of intervention schemes aimed at reducing stereotyping and at increasing the focus on individual differences in ageing (Giles & Reid, 2005).

One of the most important evidence regarding ageism towards older people is based on a well-established social psychological model of stereotyping, and that can

be used to compare age stereotyping across different age groups. The stereotype content model (SCM, Fiske et al, 2002), holds that there are two underlying dimensions that organize stereotypical beliefs towards any social group in society: (1) competence, i.e., the degree to which a group is characterized as intelligent and capable, and (2) warmth, i.e., the degree to which a group is regarded as friendly and likeable. Numerous studies show that older people are evaluated in an ambivalent way, i.e., they are seen as warm, but incompetent (Cuddy & Fiske, 2002; Fiske, Cuddy, Glick, & Xu, 2002; Fiske et al., 1999; Heckhausen, Dixon, & Baltes, 1989; Kite, Deaux, & Miele, 1991). Cross-cultural studies suggest that this "doddering but dear stereotype" is pervasive across national and cultural boundaries (Cuddy et al., 2002). A recent study conducted by our own team shows that, children as young as 6 years of age share this stereotypical representation of older people (Vauclair et al., in prep).

In order to ascertain that this stereotypical representation of older people is also shared among young adolescents, we conducted a so-called "Needs Assessment Study" with adolescents of 11-14 years of age.

6. Needs Assessment Study

In order to assess the need of an intervention program that aims at changing stereotypical representations of older people, we conducted a pilot study with the target age group. Attitudes towards age and stereotypical

perceptions about older people (over 70 years of age) and young people´s own age group were assessed through the application of a questionnaire in a sample of 34 adolescents, from a public school in Lisbon.

6.1. Sample description

The sample of the Needs Assessment Study was composed by 34 students (16 female) of a public school in Lisbon. The average age of the sample was 13.36 years, with the youngest participant being 11 years old and the oldest 15 years old.

Most of the respondents (n = 32), had Portuguese nationality and only 2 students were born in another country, but they stated having been living in Portugal for more than one year.

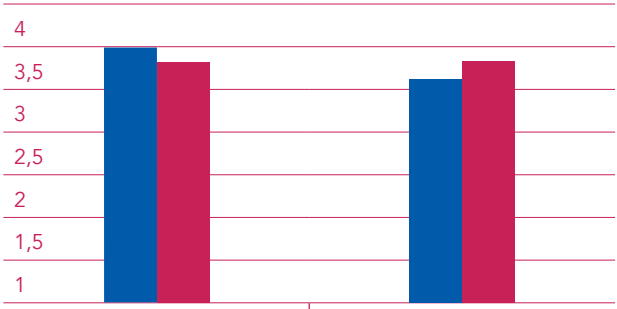
When asked about whom the youngsters live with, most of them reported living with both their parents (58.8%), 35.3 % with just one of their parents and, two of them reported living with someone else. Only 18.2% reported living with their grandparents.

Participants took an average of 12.33 minutes to answer the questionnaire (standard deviation = 3.69).

6.2. Results of the Needs Assessment Study

As can be seen in the graphic presented below (Figure 1), the key results obtained with this questionnaire

are consistent with those reported with adults in the literature: older adults were more perceived as warm (mean=3.77; SD = 0.32) than competent (mean = 3.19; SD = 0.57). Younger people were perceived as equally warm (mean=3.41; SD = 0.56) and competent (mean=3.50; SD = 0.62)[1].



	Youngsters	Older People
Competence	3,5	3,19
Warmth	3,41	3,77

Figure 1. Perceptions of the dimensions of competence and warmth regarding older people (n = 34)

These results reinforced the need for an intervention in order to counteract the ambivalent stereotype associated with older people in adolescents.

1. To analyze these differences we used a Repeated Measures ANOVA where AGE (Young vs. Old) and Stereotype Content (Warmth vs. Competence) were entered as within-participants factors. The analyses revealed a significant interaction between these two factors, $F(1,33) = 17$, $p=.000$, $\eta 2p = .34$. Planned comparisons revealed that older people were perceived as a more warm than competent group, $F(1,33) = 40.89$, $p=.000$, $\eta 2p = .55$. There were no significant differences between perceptions of warmth and competence regarding younger people, $F<1$.

7. The imAGES program:
Main objective and model

Based on the literature review and the Needs Assessment Study, we established the main objectives of the imAGES program. The program had two main goals: 1) to reduce ageism by deconstructing negative stereotypes of ageing, and consequently 2) to reduce ageist behaviour.

Based on these goals, we identified the main factors referred in the literature as having a possible influence in changing negative stereotypes. Below we present a brief definition of each factor considered in the theoretical model that served as a basis for our intervention (Figure 2).

7.1. Positive intergroup contact

Contact between groups has been show to decrease prejudice and has effects that last beyond the intervention. It has the potential to increase the affective ties between groups and enhances perspective-taking, leading to a more positive view of the other groups interests and expectations. However, the success of contact as a way of reducing prejudice depends on the existence of some key factors: equal status between groups (awareness that groups have an equal status during activities), authority support (institutional credibility of the intervention), sharing common goals (orientation towards goal-sharing), and intergroup cooperation (development of common work to attain

a meaningful result for all). According to Pettigrew and Tropp (2006), the design of intervention programs that include all of these factors is more successful than those that ignore some of them.

7.2. Learning about the out-group and creating emotional bonds

Studies suggest that learning about other groups and creating emotional bonds can positively influence the reduction of prejudice. Acquiring new and positive information about the discriminated group, and participating in conversations and tasks that build emotional closeness, help changing the widespread and negative ideas we may have about members of other groups.

7.3. Perspective taking

Assuming the perspective and role of others is a powerful way to break stereotypic images (Galinsky & Moskowitsz, 2000). Seeing things from the other's eyes allows for a perspective on how it is like to be discriminated, and what kind of specific experiences these people bear in their daily lives. It can also be a powerful way to experience the positive characteristic and events in other people's lives.

7.4. Exposure to counter stereotypical images and more variable representation of stereotypes

Stereotypes are not easy to change. These are strong held beliefs about certain groups of people that are widely shared in our societies and that have a conservative function of guiding social life.

The literature in social psychology shows that one of the most effective methods to fight stereotypes is to present contradictory information, that is, examples that contradict what is usually expected. The presentation of a set of contradictory examples has been shown to give individuals the idea that not everyone is alike, leading to a more individualized view of members of these groups (Garcia-Marques & Mackie, 1999). For instance showing young people a set of older competent older people may help deconstruct the "doddering, but dear stereotype".

7.5. Implementation intentions

Finally, the literature has demonstrated the effectiveness of a practical method to change our behaviours towards people from different groups: the implementation intentions model (Mendoza, Gollwitzer & Amodio, 2010). This strategy allows you to think of behavioural alternatives when faced with situations involving the discriminated group. For instance, when presented with a situation of a possible interaction with an

older person, the subject is asked to think about a positive and non-discriminatory mode of interaction. Practicing this exercise acts directly on the individuals' attitude, instigating different types of behaviours and communication with older people.

The model below summarizes the main variables of the imAGES program.

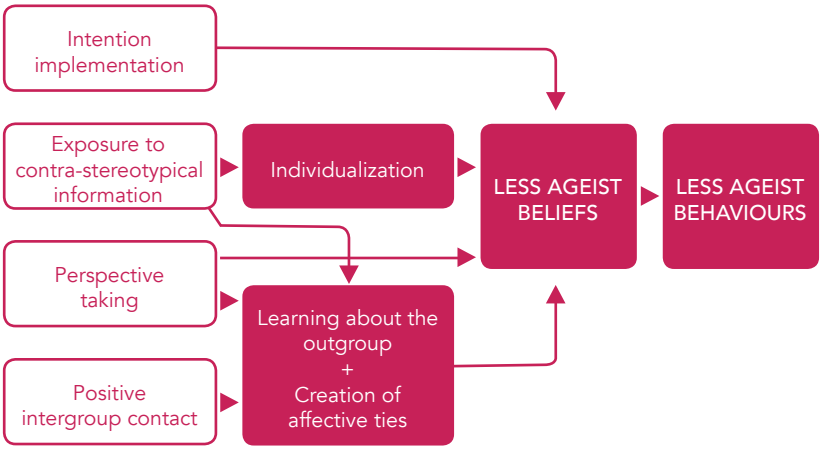


Figure 2. Theoretical model of the intervention

8. The Program: detailed description

The imAGES program is based on a quasi-experimental design, which includes the participation of two groups: a control group and an experimental group. Participants were randomly assigned to these groups. Consequently,

participants in the control and experimental groups have identical demographic characteristics. They only differ in regard to the intervention they take part in. The inclusion of a control group in this intervention is a key element to ensure that the results obtained with this program are due to the specific intervention and not to other factors.

The figure presented below illustrates the general design of this study. First of all, it is important to note that both the intervention and the control groups were subjected to an evaluation procedure aimed at measuring the impact of the intervention program. So, a questionnaire was applied to both groups (intervention group and control group) in order to measure their attitudes toward ageing and older people before, during and after the intervention took place.

Hence, both groups were subjected to three main intervention moments: two learning sessions and one contact session. The results of the program were evaluated after each one of these moments. Both the intervention and the control group followed a similar procedure. However, while the intervention group focused on activities regarding age and ageing stereotypes, the control group focused on a topic unrelated to ageism (environment). The goal was to assess whether any change in the stereotyping of older people was indeed due to the content of the anti-ageism intervention program, or due possible extraneous factors not directly related with the content of the anti-ageism program. We describe the activities in more detail below.

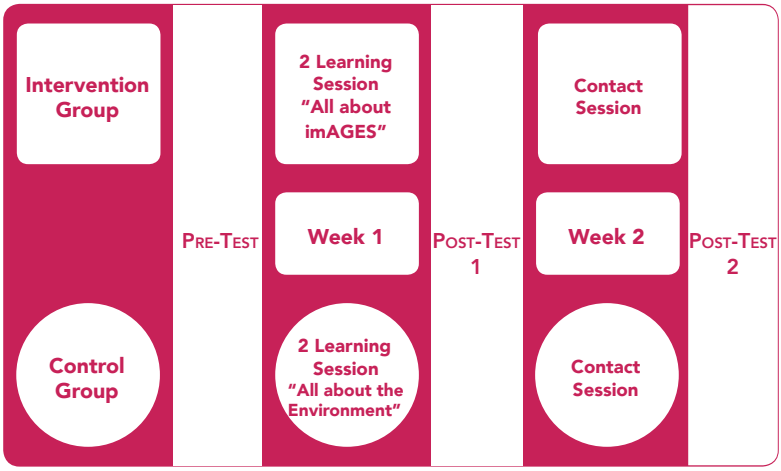


Figure 3 – Design of the Intervention Program

8.1. Sample description

The sample of this study is composed by 55 students, from the 7th year of a public school in Lisbon, who where distributed by the intervention and control groups . Of these, 27 were included in the intervention group and 16 (59.3%) were female. Regarding age, the youngsters were, in average, 12.04 years old (standard deviation of 0.52), the youngest participant was 11 years old and the oldest was 13 years old.

Most of the youngsters (96.3%) had Portuguese nationality and only 2 students were born in another country. Of these, one reported living in Portugal for more than one year.

When asked about whom the youngsters live with, most stated living with both their parents (57.7%), and the rest living with just one of their parents.

In the present study, it was important to know if youngsters lived with their grandparents, but the majority reported not being in this situation (92.3%).

The control group was composed by 28 youngsters and of these 66.7% were female. Regarding age, the youngsters are in average 12.04 years old (standard deviation of .52), the youngest participant was 11 years old and the oldest was 14 years old. All the participants had Portuguese nationality and only 1 was born in another country, but stated living in Portugal for more than one year.

When asked about whom the youngsters lived with the most part reported living with both their parents (73.1%), and the rest living with one of their parents. Only 7% reported living with their grandparents.

This intervention program also had the collaboration of 49 active older people from day centres (Santa Casa da Misericórdia de Lisboa). Of these, 43 were female (87.8%).

The mean age of these participants was 77.10 years, with the youngest participant being 60 years old and the oldest 88 years old.

Regarding their health status, the most part of the older people rated their health as median (55.1%) and good (20.4). However, 14.3% of these participants stated to have a bad health status.

8.2. General Overview of the Program

In this section we present a description of the steps followed in the program. First we will present the intervention group and then the control group. Both interventions had a similar structure and they only differed in the content addressed in each version. In the intervention group participants were presented with tasks related with anti-age discrimination contents. This was the target of the imAGES program. In the control group participants were presented with an age-unrelated content – environmental activities. The goal was to present the control group with a similar type of tasks as in the intervention group, but that differed in the specific content being addressed. In this way we can directly compare whether the results obtained by the imAGES program were related with the specific anti-age discrimination content being addressed, or if they were just due to the specificities of the being part of this sort of intervention, regardless of the specific content being addressed. This type of evaluation design, involving a comparison of an intervention and control group, represents a major advantage to guarantee the quality of the intervention when achieving its intended goal (Wholey, Hatry, & Newcomer, 2010).

8.2.1. Intervention Group

A pre-test (annex 14) was applied to the intervention group one week before the beggining of the activities described below.

The intervention group went through two learning sessions and one contact session.

The first learning session, had the goals of promoting the discussion of real examples of positive and active ageing, and making youngsters realize that the consequences of age are different in each person. In that sense, each group of youngsters was given a description of positive and active real examples of ageing in order to expose them to counter-stereotypical information regarding older people and, thus, promote a more balanced and diversified idea of this group (see Annex 4). Then, one young person of each group personified a real and active example of ageing with the goal of stimulating perspective taking and making youngsters learn more about the group of older people. After this activity, a deconstruction of the stereotype about older people, by discussing and comparing these positive examples, with those that are more negative and typically portrayed in society, was carried out.

This first learning session ended with the assignment of two homework exercises (see annex 6), which had the goal of reinforcing what they had learned and reflections based on the positive examples of ageing. These exercises, again, promoted perspective taking by asking

the youngsters to think about their own ageing and positive behaviour intentions regarding future situations involving interaction with older people.
The second learning session began with a discussion of the homework assignments, with a special emphasis on Exercise 2, which provided information about the diversity of youngsters' behaviours when interacting with older people they know. Moreover, this exercise had the goal of promoting good behaviour intentions in youngsters, regarding interaction situations with older people.

In the end of the second learning session, a questionnaire was applied (Post-test 1; see annex 15) to test for the impact of the session by comparing with the answers previously given in the pre-test.

The contact session had the main goal of promoting a situation of positive intergroup contact between youngsters and older people, enabling youngsters to learn about the out-group while facilitating the creation of affective ties. In this intergenerational activity, youngsters and older people were invited to work in teams towards a common goal, namely to create a campaign to make Lisbon a better city, a city where all people feel included. More specifically, youngsters and older people were divided into groups of 4 to 5 members, and asked to develop posters with appealing messages to motivate others to make Lisbon a better city. The choice of a theme not related to the topic of ageing, but comparably relevant and known to both age groups,

was instrumental to establish a relation of equality between the groups.

After the posters had been prepared, they were displayed in the classroom to be seen by all, and a light snack was provided to all the participants, also to promote further interaction between the two age groups.

At the end of the contact session, the evaluation questionnaire was applied again (Post-test 2, see annex 15) to test for the impact of the session by comparing the answers with those given in the Pre-Questionnaire (see annex 14).

Table 1 – Intervention Group – "All about imAGES"

INTERVENTION GROUP – "ALL ABOUT imAGES"			
PRE-TEST			
Type and number of session	Theoretical variables	Session goals	Activities
Learning Session 1 (Week 1) Duration: 1 hour and 15 minutes		Icebreaker; To prepare the deconstruction of stereotypes about older people	Youngsters report how society including themselves views older people
	Exposure to counter-stereotypical information; Individualisation	To discuss positive real examples of ageing	Group discussion about an example of an active older person
	Exposure to counter-stereotypical information; Perspective taking	To learn about the out-group; To adopt less ageist beliefs	One young participant of each group personifies a real and active example of ageing

INTERVENTION GROUP – "ALL ABOUT IMAGES"

PRE-TEST

Type and number of session	Theoretical variables	Session goals	Activities
Learning Session 1 (Week 1) Duration: 1 hour and 15 minutes	Exposure to counter-stereotypical information; Individualisation	To deconstruct the stereotype about older people. To learn about the existing inter-individual diversity within the group of older people	Comparison between the attributes that are attributed in society to older people (discussed in the beginning of the session) with those that resulted from discussing the real and positive examples of ageing
Homework Exercise 1	Exposure to counter-stereo typical information; Perspective taking	To reflect about the real and positive examples of ageing and to take the perspective of being older. To promote the identification of youngsters with the positive examples of older people presented	The youngsters analysed and chose one of the active and real examples of older people that they would like to be in the future.
Homework Exercise 2	Intention Implementation	To promote positive behaviour intentions in youngsters regarding interaction situations with older people	The youngsters have to imagine possible situations in which they interact with older people and to describe their behaviour in each of these possible situations

INTERVENTION GROUP – "ALL ABOUT IMAGES"

PRE-TEST

Type and number of session	Theoretical variables	Session goals	Activities
Learning Session 2 (Week 1) Duration: 45 minutes	Perspective taking	To promote the youngsters' identification with the active examples of ageing	Homework – Discussion of Exercise 1
	Intention Implementation	To promote positive behaviour intentions in youngsters regarding interaction situations with older people	Homework – Discussion of Exercise 2
	Exposure to counter-stereo typical information	To deconstruct the stereotypes about older people. To learn about the inter-individual diversity within the group of older people	Comparison between the stereotypical attributes of older people and the real positive examples of ageing presented in Learning Session 1
POST-TEST 1			
Contact Session (Week 2) Duration: 2 hours	Positive intergroup contact: learning about the outgroup and development of affective ties	To promote a positive and direct intergroup contact between yougsters and older people	Youngsters and older people work together in teams, developing a poster on how to make Lisbon a better city
POST-TEST 2			

8.2.2. Control Group

A pre-test (annex 14) was applied to the control group one week before the beggining of the activities described below.

The control group included (similarly to the intervention group) two learning sessions and one contact session. The first learning session aimed at promoting the discussion of positive and real examples of environmental projects, and making youngsters realize that there are several types and different environmental projects. Specifically, each group of youngsters was given a small description of a positive and real example of an environmental project (see annex 11). After each group had analysed their specific environmental project, one spokesperson of each group presented their environmental project to the rest of the class. Then, a discussion was stimulated by the trainer in order to highlight the variety of environmental projects and the different focus of each of them.

This first learning session ended with the assignment of two homework exercises, which aimed to reinforce what youngsters had learned and reflected regarding existing environmental projects, and to promote behaviour intentions towards the participation in similar environmental projects and adopting ecological actions in their daily life.

The second learning session began with a discussion of Exercise 1 of the homework assignment, in which the

youngsters were asked to choose one environmental project they would like to participate in and to justify their choice. As for Exercise 2, the youngsters were asked to indicate daily ecological behaviours that they intended to perform, and to share these intentions with the class. At the end of the second learning session, Post-test 1 (see annex 15) was applied to test for changes following this learning session when compared to the pre-test (see annex 14).

The contact session aimed to promote a situation of positive intragroup contact between the youngsters. In the case of the control group only youngsters were included. In this activity, the youngsters were invited to work in teams in order to achieve a common goal, namely to create a campaign to make Lisbon a better city. Specifically, the youngsters were divided into 7 groups (each one composed by 4 elements) and assigned the task of designing posters with appealing messages that would motivate others to make of Lisbon a better city. After the posters were completed, they were displayed in the classroom to be seen by all, while a light snack was distributed by all the participants, to facilitate further the interaction between the youngsters. The contact session ended with the administration of Post-test 2 (see annex 15), to test for changes comparing with the beginning of the intervention (Pre-test) and after the learning session (Post-test 1).

Table 2 – Control Group – "All about the Environment"

CONTROL GROUP – "ALL ABOUT THE ENVIRONMENT"		
PRE-TEST		
Type and number of session	Learning session goals	Activities
Learning Session 1 (Week 1) Duration: 1 hour and 15 minutes	Icebreaker	Youngsters report actions that they regularly do to protect the environment
	To discuss positive and real environmental projects	Group discussion about an example of a real environmental project
	To learn that there are several types of environment projects	One youngster of each group presents one environmental project to the rest of the class
Homework Exercise 1	To reflect about real and positive examples of environmental projects. Promote youngsters' intention to participate in environmental projects like those presented	The youngsters analyse and choose one of the real environmental projects' examples presented as the one that they would like to participate in
Homework Exercise 2	To promote positive behaviour intentions in youngsters towards the environment	The youngsters have to think of possible situations in which they will adopt a behaviour that protects the environment (e.g., avoid polluting).
Learning session 2 (Week 1) Duration: 45 minutes	To promote the youngsters' identification and motivation to participate in one of the environmental projects presented	Homework – Discussion of Exercise 1
	To promote good behaviour intention in youngsters regarding environmental actions	Homework – Discussion of Exercise 2
	Deconstruction of stereotypes about environmental projects	Comparison between the stereotypical attributes given to environmental projects and the attributes of the real examples presented in the Learning Session 1
POST-TEST 1		

CONTROL GROUP – "ALL ABOUT THE ENVIRONMENT"		
Contact Session (Week 2) Duration: 2 hours	To promote contact between the youngsters	Youngsters are assigned to teams and are asked to work towards the common goal of developing a campaign to make Lisbon a better city
POST-TEST 2		

8.3. Detailed description

In annex 20 there is a step-by-step guide on how to use the imAGES program. There we present the sessions described in sufficient detail in order to be replicated or adapted as needed in other cases. Below, we present a brief outline of the intervention in order to present the general idea of the activities conducted.

8.3.1. Intervention Group

A pre-test (annex 14) was applied to the intervention group one week before the beggining of the activities described below. Each youngster answered this questionnaire individually and the trainer clarified eventual doubts.

8.3.1.1. Learning session 1

The trainer started learning session 1 by welcoming the participants and presenting the objective of the session as "learning more about age". Then, an icebreaker task was presented by the trainer in order to achieve two goals: promoting the empathy between the trainer and the participants, and serving as an introductory task to the ageing subject. In this context, the participants were

asked to tell their names and one characteristic normally attributed by society to older people.

Throughout this exercise, the trainer wrote all the attributes mentioned by the youngsters on the board. Then, the trainer presented the next task and asked participants to organize themselves into groups of three people, giving each group an identification card with relevant information about a real older person (see annex 4). In the case of the pilot study, 6 profiles of older people were presented. The trainer explained that the participants should analyse in the group the example of a real and active older person, with the support of an instructions sheet (see annex 5). After that analysis, each group should select a spokesperson who would pretend to be the person indicated in the Identification Card, and would introduce himself/herself to the rest of the class. Moreover, a mask (the face of each person presented in the Identification Cards) was given to the youngsters for them to put in front of their faces, to make the presentation seem more authentic and real.

Before the participants started this profiles game, the trainer gave them an example, demonstrating how they should do the presentation. During the youngsters' representations, the trainer wrote on the board (with a different marker that the one used in the initial task of the session) the main characteristics and attributes they mentioned about each example of real older people (e.g., proactive, worker, enterprising, sporty).

At this stage, the trainer already had the necessary material to stimulate the discussion, focusing on the differences between the initial characteristics reported by the participants as the "society's perspective about older people", and the characteristics revealed through the real profiles of older people presented in the class. By making this comparison, the trainer highlighted the diversity regarding older people and promoted the deconstruction of stereotypes concerning this age group.

Almost at the end of the session, the trainer gave instructions for the homework (see annex 6), and explained that youngsters should do two exercises at home with or without the help of their parents or grandparents, and bring the completed exercises in the next session. More specifically, it was explained that in the first exercise they would be taking copies of all the Identification Cards (see annex 4) with them in order to choose their favourite person, and who they would like to be as an adult.

Furthermore, the trainer explained that in the second exercise they should complete the sentences presented by imagining how they would act with an older person who is a friend of theirs. The trainer gave an example concerning this exercise and made sure that this task was clear to everyone.

Finally, the trainer ended the session by thanking everyone's participation and reminding the date of the following session.

Photo By Mariana Castanheira

Name: Sílvina Carvalho
Nationality: Portuguese
Age: 83

ACTIVITY:
Silvína became a volunteer teacher o filliterate workers (gardeners, electricians, street sweepers) from the Parish she lives in. Her task is to transmit knowledge to these pupils at primary school level, in Portuguese, Mathematics, History and Geography.

CURIOSITY:
Silvína prepares these pupils for the exam corresponding to the 1st level of basic education (primary school) and many of them managed to obtain their diploma with distinction.

8.3.1.2. Learning session 2

The trainer started learning session 2 by asking participants if they had done their homework, if they had any doubts while doing the exercises, and if they had done them autonomously or had asked for help from their parents or grandparents. After that, the trainer started correcting the homework by asking to the youngsters what answers they had given to exercise 1, that is, which character they liked the most and which they would like to be in the future.

Then, the trainer asked what answers the youngsters had given to the second exercise, asking for each to give his/her answer, in order to show the diversity of behaviours in the context of interaction with an older person known to them.

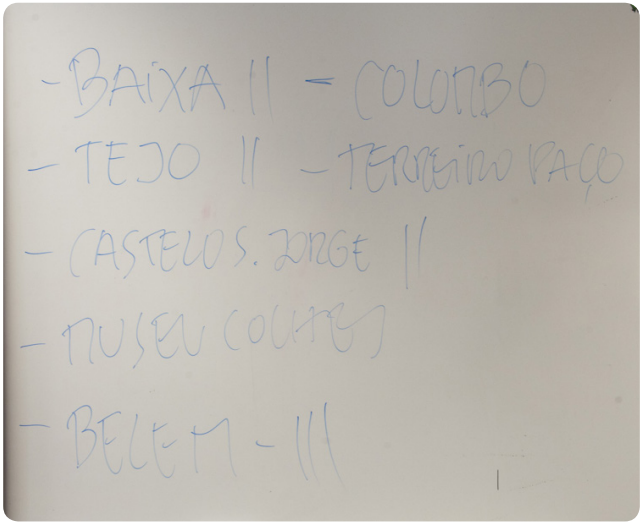
After the discussion regarding the homework, the trainer confronted the youngsters with stereotypical sentences

about older people, deconstructing them and showing that they are not true. To do this in a more credible way, the trainer compared the stereotypical sentences regarding older people with the information describing the real older people represented in the profiles game. The trainer ended this task, by highlighting the big diversity that exists in the society and specifically regarding older people.
Post-test 1 – To evaluate the efficiency of this session, the trainer asked the participants to complete a questionnaire about the two learning sessions, highlighting the importance of the participants' spontaneous and sincere answers.

8.3.1.3. Contact session

The contact session started with the creation of small groups of youngsters and older people distributed in an equitable way (one group should have the same number of youngsters and older people), and they sat in chairs around several tables.

Afterwards, the trainer welcomed the participants and transmitted the main goal of this activity: the creation of a campaign on the theme “Lisbon: a better city”.



Before the beginning of this task, participants were invited to know each other, forming pairs of different generations inside each group (a young person and an older person). This icebreaker task was about each

participant getting to know the colleague through a list of questions given by the trainer (see annex 7).

After that, the trainer asked for each pair to share with all the participants the response to the last question, which was: "If you had to choose a place in Lisbon to go together, what would that place be?" and the trainer wrote the answers given on the board.

Before starting the intergenerational activity of creating a campaign, the trainer presented and highlighted the theme and its importance to all the participants, referring that there are a lot of different people living in Lisbon and that the city should be a place where all people feel included. After that, the trainer informed participants that each group would be responsible for the development of one poster and that all the posters would be part of the campaign "Lisbon: a better city".

The trainer distributed one poster per group and other necessary material, highlighting the importance of having a title before developing the rest of the poster. Once all the groups had the necessary material, the trainer

encouraged the participants to think together about what should be changed in Lisbon in order to make the city better and more inclusive for everyone.

After giving these orientations, the trainer guaranteed the activity was developed within the available time, and made sure that all the members of the groups participated, preventing the isolation and exclusion of members from the tasks.

At the end of this activity, the trainer congratulated all the groups for the excellent work developed, and informed them that the suggestions given about how to make Lisbon a better city were very important and should be shared with others. In that sense, the trainer informed the posters would be exhibited at the school, where everyone would be able to see them.The trainer thanked all for their participation and invited them to a light snack.

After this, the trainer applied a post-test 2 to the youngsters (see annex 15) and to the older people (see annex 16), saying that it was very important to obtain their opinion on the session in order to improve the activities.

8.3.2. Control Group

A pre-test (annex 14) was applied to the control group one week before the beggining of the activities described below. Each youngster answered this questionnaire individually and the trainer clarified eventual doubts.

8.3.2.1. Learning session 1

Learning session 1 begun with the trainer presenting himself/herself and the theme of the session, as well as several aspects related to environmental projects.

Before starting the activity, the trainer asked for each participant to say his/her name and also an action he/she regularly does in favour of the environment. At the same time, the trainer wrote on the board what the participants said.

After this icebreaker task, the trainer presented the activity called "All about the Environment", asking for them to form groups of 3 people and giving to each group a description of a different environmental project (see annex 11). In the case of the pilot study 6 profiles

of environmental projects were presented. The trainer explained that participants should analyse, with the group, each environmental project intervention and choose a spokesperson in order for him/her to present their environmental project. Before the participants began this analysis, the trainer gave an example of a presentation of an environmental project as if he/she was the spokesperson of a group.

Then, the groups analysed the environmental programmes with the support of an instructions' sheet (see annex 12) and each spokesperson presented the environmental project to the class. During these presentations, the trainer wrote on the board (next to the words mentioned by the participants during the icebreaker phase) the words they mentioned and which were important to emphasize.

After this activity, the trainer stimulated reflection by the participants about the activity developed, highlighting the diversity regarding the existing environmental intervention programmes and the common goal they share: the preservation of the environment.

At the end of this learning session, the trainer gave instructions to the youngsters about the homework (see annex 13), explaining that they would be taking home the descriptions of the various environmental projects. The trainer explained that in exercise 1 they should choose the environmental project they would like to participate in and why. In the second exercise the participants

should describe a behaviour they think they will adopt in possible daily life situations regarding environmental protection. This explanation was complemented with an example given by the trainer specifically regarding the second exercise, clarifying possible doubts.

Then, the trainer reinforced the importance of the participants doing the homework, which would be the subject of the following class.

Photo By Mariana Castanheira

8.3.2.2. Learning session 2

The trainer started the learning session 2 by asking participants if they had done their homework, if they had doubts while doing the exercises, and if they had done them autonomously or asked for help from their

parents or grandparents. After that, the trainer started the homework correction by asking the youngsters what answers they had given to the exercise 1, that is, which environmental intervention program they liked the most and which they would like to participate in.

Then, the trainer asked what answers the youngsters gave to the second exercise, asking each of them to say their answer in order to show the diversity of daily behaviours concerning the environmental preservation.

After the discussion regarding the homework, the trainer confronted the youngsters with stereotypical sentences about environmental intervention programs, deconstructing them and showing that they were not true. To do this in a more credible way, the trainer compared the stereotypical sentences, regarding this kind of projects, with the information describing the effective and diversified environmental intervention programs presented in learning session 1.

Post-test 1 (see annex 15) – To evaluate the efficiency of this session, the trainer asked the participants to answer a questionnaire about the two learning sessions, highlighting the importance of their spontaneous and sincere answers.

8.3.2.3. Contact session

The contact session started with the creation of small groups of youngsters from different classes distributed in an equitable way (each group should have the same

number of participants from each class; a total of 4 members per group) and they sat in chairs around several tables.

Afterwards, the trainer welcomed the participants and transmitted the main goal of this activity: the creation of a campaign on the theme "Lisbon: a better city". Before the beginning of this task, participants were invited to get to know each other, forming pairs inside each group. This icebreaker task was about each participant getting to know the colleague through a list of questions given by the trainer (see annex 7).
After that, the trainer asked each pair to share with all the participants the response to the last question, which was: "If you had to choose a place in Lisbon to go together, what would that place be?" and then the trainer wrote the answers given on the board.

Before starting the activity of creating a campaign, the trainer presented and highlighted the theme and its importance to all the participants, referring that there are a lot of different people living in Lisbon and that the city should be a place where all people feel included. After that, the trainer informed the participants that each group would be responsible for the development of one poster and that all the posters would be part of the campaign "Lisbon: a better city". Then, the trainer distributed one poster per each group and other necessary material, highlighting the importance of having a title before the development of the rest of the poster. Once all the groups had the necessary material, the

trainer encouraged the participants to think together about what should be changed in Lisbon in order to make the city better and more inclusive for everyone.

After giving these orientations, the trainer guaranteed the activity was developed within the available time, and made sure that all the members of the group participated, preventing the isolation and exclusion of members from the tasks.

At the end of this activity, the trainer congratulated all the groups for the excellent work developed, and informed them that the suggestions given about how to make Lisbon a better city were very important and should be shared with others. In that sense, the trainer also said that the posters would be exhibited at the school, where everyone would be able to see them.

The trainer thanked all for their participation, and invited them to a light snack.
After that, the trainer applied a post-test 2 (see annex 15 to the youngsters, saying that it was very important to obtain their opinion on the session in order to improve the activities.

9. Evaluation of the Intervention

This intervention was developed with the goal of reducing ageism among youngsters. The Needs Assessment Study showed that, similarly to what happens in adults (Fiske et al., 2002), children and adolescents also share a paternalistic view of older people, perceiving them as an incompetent but warm group. These types of negative representations reflect a subtle form of prejudice against people of this age group, and may have significant consequences for the way older people are treated (Marques, 2011).

Hence, the specific goal of the imAGES program was to deconstruct these types of negative stereotypical representations of older people, by organizing a theoretically structured set of activities with younger people. As referred before, in order to assess the efficacy of the program we used a quasi-experimental study where we compared the outcomes of participants in the program ("All about imAGES" group) with participants in a control group ("All about the environment" group). In the two cases we used similar set of evaluation instruments. Below there is a more detailed description of these tools and main results found.

9.1. Evaluation instruments

Both groups filled in the same questionnaire in the three different stages of the intervention: before the intervention, after the two learning sessions and after the

contact session. A control group was included to make sure that differences between the different stages in the intervention group were due to the impact of the learning and/or contact sessions rather than other uncontrolled factors that could co-occur in-between the sessions.

The average time the participants took to fill in the questionnaires was 15 minutes in the pre-questionnaire, 10 minutes in the first post-questionnaire and 10 minutes in the second post-questionnaire.

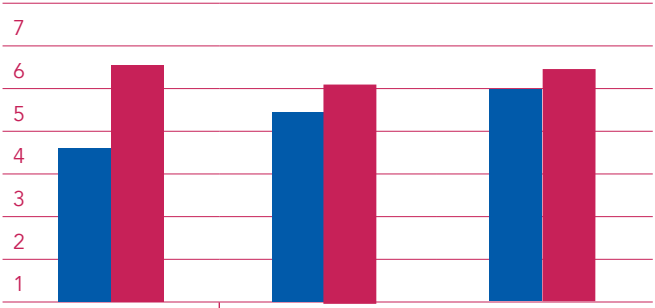
9.2. Results

In order to assess the impact of the intervention in reducing youngsters' ageism, the answers given in the three stages were compared, particularly looking for differences between the pre-intervention and the learning/contact sessions. In support of efficacy of the intervention, results show a significant change in the representation of aging in the intervention group, in particular, after the intervention group of youngsters expressed a more positive view of older people perceived as both competent and warm. These results were evident after the two learning sessions and after the contact session[1]. Importantly, the representations of aging in the control group did not show a significant change, thus showing that the activities carried out in the intervention group had a specific and significant effect in

1. To analyze these differences we used a Repeated Measures ANOVA where AGE Stereotype Content (Warmth vs. Competence) and TIME (Time1, Time2, Time3) were entered as within-participants factors.

reducing youngsters' ageist views[2].

Perceptions of the Intervention Group



	Baseline	Post-test 1	Post-test 2
Competence	4,70	5,54	6
Warmth	6,59	6,09	6,50

Figure4. Perceptions of the dimensions of competence and warmth regarding older people for the intervention group

2. The analyses revealed a significant interaction between these two factors, $F(2,34) = 15.31$, $p=.000$, $\eta 2p = .47$. Of interest, planned comparisons revealed that older people were perceived as more competent from Time 1 to Time 2, $F(1,17) = 6.16$, $p=.023$, $\eta 2p = .27$, and than from Time 2 to Time 3, $F(2,34) = 6.69$, $p=.019$, $\eta 2p = .28$, revealing that the intervention had the intended effect of increasing the perception of older people as more competent throughout the sessions. Both the learning and the contact sessions had the power to improve the perceptions of older people. More details regarding the results of the evaluation process may be found by direct contact with the authors (sibila.marques@iscte.pt, melanie.vauclair@iscte.pt, filomena.gerardo@scml.pt, filipacunha.s@gmail.com). Currently the team is working towards the preparation of papers to be submitted to scientific journals on the details of this process. Hopefully, these will be available in a near future as a complement to the information provided in this book.

10. Conclusions and recommendations

Evidence shows that ageism against older people is a significant phenomenon in our societies, assuming negative consequences for older people. Children, as young as 6 years old, share these types of negative beliefs (Vauclair et al., in prep). Several studies show that when older people are presented with negative stereotypes of ageing (e.g., portraying them as incompetent and ill) this has significant negative consequences for their health (Marques et al., 2014) and for their competence and performances in several domains (e.g., memory performance; Levy, 1996).

The children of today will be the adults of tomorrow. The fight against ageism should start as early as possible in order to guarantee a positive improvement of attitudes toward ageing in the present and in the next generations. This change in mentality is crucial in order to face the coming challenges of an ageing society as the one we will live in the near future.

The imAGES program is a significant contribution in this domain in the sense that it represents an efficient intervention to change children's and adolescent's representations of older people. It holds some important key features that make it a valuable contribution in this field. The imAGES Program has four main strengths:

1. EXPERTISE - This program was developed by a team of social psychologists with a extensive experience on social intervention programs;

2. THEORETICAL FRAMEWORK - The imAGES program is based on a solid theoretical framework - stereotype content model (SCM, Fiske et al, 2002);

3. FLEXIBILITY - It is a flexible program given that that it is possible to adapt, with the necessary changes, to other cultural backgrounds or to specific situations;

4. EFFECTIVENESS - The pilot project developed in Lisbon, Portugal, had significant results, which reinforce its reliability and consistency.

In this manual we presented a detailed description of the steps followed in the Lisbon pilot testing of the program. We hope this facilitates future applications of the program in different contexts. Having this goal in mind it is important to recognize what are the central features of the program that should be maintained in order to guarantee the success of the intervention and possibilities of adaptation for specific contexts and backgrounds.

Do we need to develop all the activities and follow the examples given?
Like it was pointed out before, one of the strengths of this program is its flexibility, which means that it can be adapted to specific situations or constraints. The positive results obtained in the pilot study revealed that this intervention program was effective both after the two learning sessions and after the contact session. This means that, if by some reason there is no possibility to develop both the learning and contact sessions, one can

choose just one of them and this will be already reducing ageism.

Besides, there is also the possibility to adapt the activities of the program, if we maintain their main key features. The theoretical model we follow in the imAGES program describes the main factors that should be worked in the intervention. However, the actual format of each of the specific activities developed may be subjected to changes as long as some characteristics of the intervention are maintained.

Below we present a table where we describe the main features that should be kept in each session and possibilities of adaptation. However, it is important to guarantee an adequate evaluation procedure, and we recommend the use of the questionnaire suggested in this manual. We hope this helps in the dissemination of this program, which we believe represents an important contribution of the SIforAGE European project.

Table 3 – Possibilities of adaptation – "All about imAGES"

INTERVENTION GROUP – "ALL ABOUT IMAGES"

PRE-TEST

Type and number of session	Theoretical variables	Session goals	Present Activities	Possible adaptations
Learning Session 1 (Week 1) Duration: 1 hour and 15 minutes		Icebreaker; To prepare the deconstruction of stereotypes about older people	Youngsters report how the society views older people	Any exercise that makes youngsters report freely their views about older people
	Exposure to counter-stereotypical information; Individualisation	To discuss positive real examples of ageing	Group discussion about an example of an active older person	In this activity it is essential to show a sample of active examples of older people. If we show just one or two examples this could have a counter effect of actually increasing or not changing the stereotype (Garcia -Marques & Mackie, 1999). Any activity developed should have this main guideline as a mandatory requirement
	Exposure to counter-stereotypical information; Perspective taking	To learn about the out-group; To adopt less ageist beliefs	One young participant of each group personifies a real and active example of ageing	Perspective taking of older people's experiences is a major factor to change stereotypic perceptions (Galinsky & Moskowitz, 2000). Any exercise that guarantees the use of this strategy would be adequate

INTERVENTION GROUP – "ALL ABOUT IMAGES"				
Learning Session 1 (Week 1) Duration: 1 hour	Exposure to counter-stereotypical information; Individualisation	To deconstruct the stereotype about older people. To learn about the existing inter-individual diversity within the group of older people	Comparison between the characteristics that are attributed in society to older people (discussed in the beginning of the session) with those that resulted from discussing the real and positive examples of ageing	Any activity that compares initial views with the new representations of older people shared in the session is adequate
Homework Exercise 1	Exposure to counter-stereotypical information; Perspective taking	To think about the real and positive examples of ageing and to take the perspective of being older. To promote the identification of youngsters with the positive exemplars of older people presented	The youngsters analysed and chose one of the active and real examples of older people that they would like to be in the future	The homework should allow youngsters to work and strengthen the perspective taking of older people
Homework Exercise 2	Intention Implementation	To promote positive behaviour intentions in youngsters regarding interaction situations with older people	The youngsters have to imagine possible situations in which they interact with older people and to describe their behaviour in each of these possible situations	This exercise should be maintained as designed. Implementation of intentions needs to be done in a specific manner in order to achieve the desired results
Learning Session 2 (Week 1) Duration: 45 minutes	Perspective taking	To promote the youngsters' identification with the active examples of ageing	Homework – Discussion of Exercise 1	In any case, in learning session 2 it is important to do the homework's correction
	Intention Implementation	To promote positive behaviour intentions in youngsters regarding interaction situations with older people	Homework – Discussion of Exercise 2	In any case, in learning session 2 it is important to do the homework's correction

INTERVENTION GROUP – "ALL ABOUT IMAGES"				
Learning Session 2 (Week 1) Duration: 45 minutes	Exposure to counter-stereotypical information	To deconstruct the stereotypes about older people. To learn about the inter-individual diversity within the group of older people	Comparison between the stereotypical attributes of older people and the real positive examples of ageing presented in Learning Session 1	It is fundamental to end the learning session discussing with youngsters changes in their representations of older people
POST-TEST 1				
Contact Session (Week 2) Duration: 2 hours	Positive intergroup contact: learning about the out-group and development of affective ties	To promote a positive and direct intergroup contact between youngsters and older people	Youngsters and older people work together in teams, developing a poster on how to make Lisbon a better city	Regardless of the actual activity developed between older and younger people, it is fundamental to maintain the four characteristics of successful contact situations as defined by Pettigrew and Tropp (2006): - equal status between groups (awareness that groups have an equal status during activities) - authority support (institutional credibility to the intervention) - sharing of common goals (orientation to goal sharing) - intergroup cooperation (development of common work to attain a meaningful result for all)
POST-TEST 2				

11. References

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ANNEXES

ANNEX 1. LOGICAL MODEL OF LEARNING SESSION " ALL ABOUT imAGES"- SESSION A1

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
Entry into the room and tolerance period	Tolerance period for possible delays	10 min	List of participants		Youngsters from the 7th school grade			• Decrease ageism between generations • Promoting inclusion and pro-age behaviours
1) Welcome, presentation of the trainer and purpose of the activity	The trainer thanks the participants for attending and introduces him/herself if it is the first contact. He/she also mentions the purpose of the activity	5 min	Projector, computer, slides of the Session A1			• Creating empathy with the participants • Familiarizing the participants with the activity		
2) Icebreaker	The icebreaker consists of two distinct tasks: first the youngster says his/her name and then states a characteristic he/she considers that society attributes to older people in general. The trainer takes note of this information on the whiteboard	15 min	Whiteboard or flipchart; different colour markers	Participants' responses				
3) Profiles' game	The trainer asks participants to form groups with 3 people each, and gives each group an identity card that contains information about a good example of active aging along with the worksheet to support the implementation of the task. The trainer asks the group to study the profile and choose a spokesperson to embody the real character and present it to the large group. During the presentation of the character the trainer takes notes on the whiteboard of the most important features of the character that spokesperson refers in contrast with the characteristics of older people revealed earlier	30 min	Identification cards; characters' faces; worksheet; pens; different colour markers					

ANNEX 1. LOGICAL MODEL OF LEARNING SESSION " ALL ABOUT imGES"- SESSION A1

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
4) Discussion of the task	The discussion of the task focuses on the differences between the initial characteristics attributed to older people (by society), and the characteristics revealed through the seniors' profiles; emphasizes the understanding of the differences between everyone and the importance that each person has, regardless of their age; and that what people like or do, does not change or stops being important due to age	10 min	Whiteboard or flipchart, projector, computer, slides for Session A1; different colour markers					
5) Homework and conclusion	The homework aims at implementing more positive intentions in youngsters towards older people. The trainer hands each student a copy of all the identity cards from the previous task and a homework sheet. Here they will have to choose a profile with which they identify themselves the most, and complete the exercise on possible behaviours to adopt regarding an older person. After explaining the homework, the trainer announces the date of the next session	5 min	Homework sheet; copies of the identification cards per participant			• Implementing pro-age intentions	• Promoting more inclusive and positive attitudes towards older people	

ANNEX 2. LOGICAL MODEL OF LEARNING SESSION " ALL ABOUT imAGES" - SESSION A2

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
Entry into the room and tolerance period	Tolerance period for possible delays	10 min	List of young participants		Youngsters from the 7th school grade			• Decrease ageism between generations • Promoting inclusio n and pro-age behaviours
1) Analysis of the homework	The trainer should start the session by asking if the students had questions when doing the homework and if they did it independently or with the help of family members. Afterwards, the actual analysis of the second exercise (implementation intentions) will be done	10 min	Homework sheet	Homework done				
2) Summary of the training; overall conclusion	Resorting to the slides, the trainer will confront students with stereotypical phrases about older people, deconstructing them and demonstrating that they are not true. For such, the trainer will compare these stereotypical phrases with the profile pictures of older people with an active lifestyle analysed in the previous session	10 min	Computer, projector, slides of session A2					
3) Evaluation questionnaire	Application of the post-test 1 to the younger people	15 min	Evaluation questionnaire					

ANNEX 3 - LOGICAL MODEL OF INTERGENERATIONAL CONTACT ACTIVITY " ALL ABOUT imAGES" - SESSION B

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
Entry into the room and tolerance period	Tolerance period for possible delays	10 min	List of participants		Youngsters from the 7th school grade			• Decrease ageism between generations • Promoting inclusion and pro-age behaviours
1) Constitution of the teams	The constitution of the intergenerational teams is made through the random distribution of seniors and youth through the tables in the room. It is necessary to take into account the number of participants in the classroom	10 min						
2) Welcome, presentation of the trainer and purpose of the activity	The trainer thanks the participants for attending and introduces him/herself if it is the first contact. He/she also mentions the purpose of the activity	5 min	Projector, computer, slides of session B, Whiteboard or flipchart different colour markers			• Creating empathy with participants • Familiarize participants with the activity	• Develop inclusion	
3) Icebreaker	For the icebreaking activity, it is necessary that, within each group, intergenerational pairs be created so questions can be made to the partner according to a predefined script. The trainer asks each pair to share with the group the answer to the last question	15 min	Worksheet "Let's get to know each other?"; Pens, Whiteboard or flipchart different colour markers	Worsheets with participants' responses		• Encourage understanding among participants	• Promote the creation of emotional bonds between participants	
4) Introduction to the topic	The trainer reflects with the group about the theme of diversity and inclusion within the city of Lisbon	5 min	Projector, slides of session B; Computer			• To foster reflection on the subject	• Potentiate behaviours of inclusion and activism toward the city where they live	

ANNEX 3 - LOGICAL MODEL OF INTERGENERATIONAL CONTACT ACTIVITY " ALL ABOUT imAGES" - SESSION B

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
5) Creation of the campaign: "Lisbon: a better city"	Through the distribution of a poster for each group, participants will need to undertake a campaign in favour of a better Lisbon for everyone. Each group will choose a Title (phrase) for their poster based on the general theme of the campaign. They will also have to include in the poster ideas of how we can improve Lisbon	45 min	Projector, computer, slides of session B; blank posters; miscellaneous material: butcher paper, coloured sheets, markers, pencils, etc	Posters for the campaign		• Potentiate cooperation between generations	• Understand the importance of a city that respects all people regardless of the perceived differences	
6) Activity summary, posters' display and snack	The trainer concludes the activity by summarizing the main ideas discussed, and helps participants hang the posters on the wall of the classroom, while sharing a snack	15 min	Projector, computer, slides of session B. Snack tables, plates, silverware, glasses, napkins, sticky tape			• To consolidate the knowledge acquired in the session		
7) Evaluation	Post-test 2 to be applied to the younger people; Post-test to be applied to the older people	15 min	Evaluation questionnaire for young people; evaluation questionnaire for older people					

ANNEX 4 – EXAMPLE OF AN IDENTIFICATION CARD "ALL ABOUT imAGES

PHOTO BY MARIANA CASTANHEIRA

Name: Silvínia Carvalho
Nationality: Portuguese
Age: 83

ACTIVITY:
Silvínia became a volunteer teacher o filliterate workers (gardeners, electricians, street sweepers) from the Parish she lives in. Her task is to transmit knowledge to these pupils at primary school level, in Portuguese, Mathematics, History and Geography.

CURIOSITY:
Silvínia prepares these pupils for the exam corresponding to the 1st level of basic education (primary school) and many of them managed to obtain their diploma with distinction.

ANNEX 5 – WORKSHEET "ALL ABOUT imAGES"

1. Read carefully the identification card of the aged person assigned to you and fill in the following blank spaces:

- Name: _____
- Age:_____
- What does that person do?

_____
_____
_____
_____
_____
_____

- A curiosity about that person: _____

_____
_____
_____
_____
_____
_____

2. Now that you know well the aged person assigned to you, please chose the spokesperson for your group. This spokesperson will personify this aged person and will introduce himself /herself to the class as if he/she actually were that person!

Name of the spokesperson: _____

ANNEX 6 – HOMEWORKSHEET "ALL ABOUT imAGES"

Class: _____ Birth date:_____

1. In the activity "All about imAGES", did you get to know the life stories of real seniors? To help you remember and so that you do not forget any important detail, we give you the Identification Cards of those people.

After you read these cards again, answer:
Which of the people presented would like to be when you grow older? Why?

_____
_____
_____
_____.

2. In our day-to-day life, we usually are with many people, and we do not behave in the same way with everyone. In the next exercise, you are going to imagine how you are with senior people you know. How will you behave yourself and where?
See this example:

EXAMPLE: If I find a senior person in the GARDEN then I will INVITE HIM/HER TO DO SOMETHING TO ME.

Now do you do it:

2.1. If I find a senior person in the _____ then I will _____.

2.2. If I find a senior person in the _____ then I will _____.

ANNEX 7 – CONTACT SESSION ICEBREAKER

LET'S GET TO KNOW EACH OTHER?

1) Ask your partner the following questions and record the answers in this worksheet:

1. What is your name? _____

2. Do you live in Lisbon? _____

3. How long have you lived in Lisbon? _____

4. What do you most enjoy doing in Lisbon?
_____

1) After answering the questions above, along with your partner, answer the following question together:

- If you had to choose a place to go together in Lisbon, what would it be?

_____
_____

ANNEX 8. LOGICAL MODEL OF LEARNING SESSION " ALL ABOUT THE ENVIRONMENT" - SESSION A1

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
Entry into the room and tolerance period	Tolerance period for possible delays	10 min	List of participants		Youngsters from the 7th school grade			• Promoting pro-environmental behaviours
1) Welcome, presentation of the trainer and purpose of the activity	The trainer thanks the participants for attending and introduces him/herself if it is the first contact. He/she also mentions the purpose of the activity	5 min	Projector, computer, slides of the Session A1			• Creating empathy with the participants • Familiarizing the participants with the activity		
2) Icebreaker	The icebreaker consists of two distinct tasks: first the youngster says his/her name and then mentions an action he/she regularly does in favour of the environment. The trainer takes note of this information on the whiteboard	15 min	Whiteboard or flipchart, different colour markers	Participants' responses				
3) Game of environmental interventions	The trainer asks participants to form groups with 3 people each, and gives each group one description of an environmental project along with the worksheet to support the implementation of the task. The trainer asks the group to study the environmental project and choose a spokesperson to present it to the large group. During the presentation of the environmental project the trainer takes notes on the whiteboard of its most important features in contrast with the characteristics often attributed by society to this kind of projects (e.g. environmental projects are all the same)	30 min	Identification cards of environmental projects; pens; worksheet; different colour markers					

ANNEX 8. LOGICAL MODEL OF LEARNING SESSION " ALL ABOUT THE ENVIRONMENT" - SESSION A1

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
4) Discussion of the task	The discussion of the task focuses on the understanding of the differences between different types of environmental projects and the importance that each one has	10 min	Whiteboard or flipchart, projector, computer, slides for Session A1; different colour markers					
5) Homework and conclusion	The homework aims at implementing more positive intentions in youngsters towards their participation in environmental projects. The trainer hands each student a copy of all the environmental project´s cards from the previous task and a homework sheet. Here they will have to choose an environmental project which they like the most and complete the exercise on possible behaviours to adopt regarding the environment. After explaining the homework, the trainer announces the date of the next session.	5 min	Homework sheet; copies of the environmental project´s cards per participant			• Implementing pro-environmental intentions	• Promoting more positive attitudes towards environmental projects	

ANNEX 9. LOGICAL MODEL OF LEARNING SESSION " ALL ABOUT THE ENVIRONMENT" - SESSION A2

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
Entry into the room and tolerance period	Tolerance period for possible delays	10 min	List of participants		Youngsters from the 7th school grade			• Promoting pro-environmental behaviours
1) Analysis of the homework	The trainer should start the session by asking if the students had questions when doing the homework and if they did it independently or with the help of family members. Afterwards, the actual analysis of the second exercise (implementation intentions) will be done.	10 min	Homework sheet	Homework done				
2) Summary of the training; overall conclusion	Resorting to the slides, the trainer will confront students with stereotypical phrases about environmental interventions, deconstructing them and demonstrating that they are not true. For such, the trainer will compare these stereotypical phrases with images of the environmental projects analysed in the previous session.	10 min	Computer, projector, slides of session A2					
3) Evaluation questionnaire	Application of the post- test 1 to the younger people	15 min	Evaluation questionnaire					

ANNEX 10. LOGICAL MODEL OF THE PEER CONTACT ACTIVITY " ALL ABOUT THE ENVIRONMENT" - SESSION B

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
Entry into the room and tolerance period	Tolerance period for possible delays	10 min	List of participants		Youngsters from the 7th school grade			
1) Constitution of teams	The constitution of the teams is made through the random distribution of the youngsters through the tables in the room. It is necessary to take into account the number of participants in the classroom	10 min						
2) Welcome, presentation of the trainer and purpose of the activity	The trainer thanks the participants for attending and introduces him/herself if it is the first contact. He/she also mentions the purpose of the activity	5 min	Projector, computer; slides of session B; Whiteboard or flipchart; different colour markers			• Creating empathy with participants • Familiarize participants with the activity	• Develop inclusion	
3) Icebreaker	For the icebreaking activity, it is necessary that, within each group, pairs of students from different classes be created so questions can be made to the partner according to a predefined script. The trainer asks each pair to share with the group the answer to the last question	15 min	Worksheet "Let's get to know each other?"; Pens, Whiteboard or flipchart; different colour markers	Worsheets with participants' responses		• Encourage understanding among participants	• Promote the creation of emotional bonds between participants	

ANNEX 10. LOGICAL MODEL OF THE PEER CONTACT ACTIVITY " ALL ABOUT THE ENVIRONMENT" - SESSION B

Task	Description	Duration	Resources	Products	Clients	Objectives		
						Short term	Medium term	Long term
4) Introduction to the topic	The trainer reflects with the group about the theme of diversity and inclusion within the city of Lisbon	5 min	Projector, computer, slides of session B		Youngsters from the 7th school grade	• To foster reflection on the subject	• Potentiate behaviours of inclusion and activism toward the city where they live	
5) Creation of the campaign: "Lisbon: a better city"	Through the distribution of a poster for each group, participants will need to undertake a campaign in favour of a better Lisbon for everyone. Each group will choose a Title (phrase) for their poster based on the general theme of the campaign. They will also have to include in the poster ideas of how we can improve Lisbon	45 min	Projector, computer, slides of session B, blank posters; miscellaneous material: butcher paper, coloured sheets, markers, pencils, etc.	Posters for the campaign		• Potentiate cooperation among young people.	• Understand the importance of a city that respects all people regardless of the perceived differences	
6) Activity summary, posters' display and snack	The trainer concludes the activity by summarizing the main ideas discussed, and helps participants hang the posters on the wall of the classroom, while sharing a snack	15 min	Projector, computer, slides of session B. Snack tables, plates, silverware, glasses, napkins, sticky tape			• To consolidate the knowledge acquired in the session		
7) Evaluation	Post-test 2 to be applied to the younger people	15 min	Evaluation questionnaire for young people					

ANNEX 11 - EXAMPLE OF A CARD "ALL ABOUT THE ENVIRONMENT"

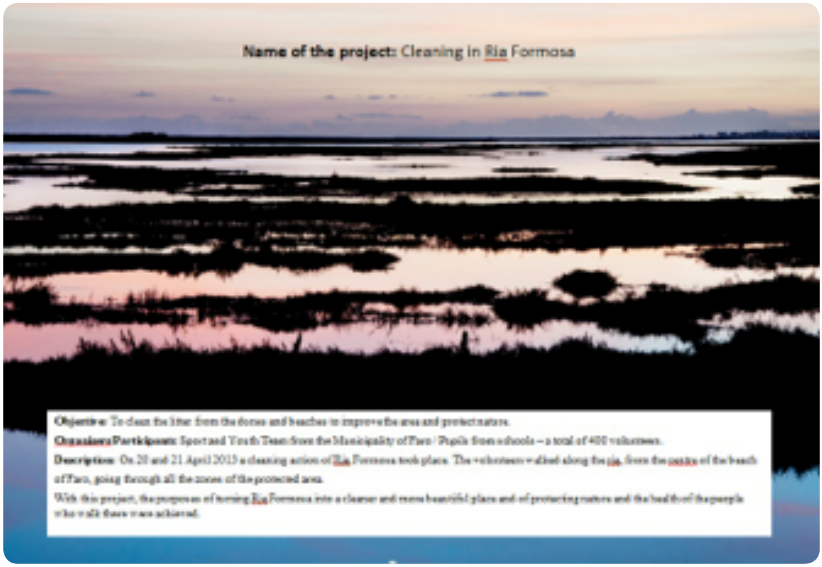


PHOTO BY MARIANA CASTANHEIRA

ANNEX 12 – WORK SHEET "ALL ABOUT THE ENVIRONMENT"

1. Read carefully the description sheet of the environmental intervention assigned to you and fill in the following blank spaces:

- Name of the Intervention: _____

- Who are the participants? _____
_____
_____
_____
_____
_____

- Which actions were carried out in that intervention?
_____
_____
_____
_____
_____

2. Now that you know well the environmental intervention assigned to you, please chose the spokesperson of your group. This spokesperson will present this environmental intervention to the class!

Name of the spokesperson: _____

ANNEX 13 – HOMEWORKSHEET "ALL ABOUT THE ENVIRONMENT"

• Class: _____ • Birth date:_____

1. In the activity "All about the environment", you got to know several different environmental projects. To help you remember and so that you do not forget any important detail, we give you, in the appendix, descriptions of the environmental projects we looked at during the session.

After you read these cards again, answer:
In which of the presented environmental projects would you like to participate? Why?

_____
_____
_____
_____

2. In our day-to-day life, we usually do several things in favour of the environment. In the next exercise, you are going to imagine that you are going to do things for the environment. How will you behave yourself and where?

See this example:

If I make A PICNIC IN THE PARK then I will CLEAN TRASH I MAKE.

Now do you do it:
2.1. If I am at the beach _____ then I will _____.

2.2. If I am washing _____ then I will _____.

ANNEX 14 – PRE-TEST TO BE APPLIED TO THE YOUNGER PEOPLE

QUESTIONNAIRE

OPINION REGARDING OLDER AND YOUNGER PEOPLE

Date: ____ / ____ / ____

We would like to know your opinion about something!
We will ask you about younger people (from 11 to 14 years old) and older people.
It is very important that your answers are honest, this means that it is very important that you say what you really think, okay?

Let's get started!

●●●

It´s possible that you've already heard the word "older person"…

1 – What do you think an older person is?

_____

_____

Let's make a deal: an older person is someone with more years of age, who is getting older.
So, for you to understand better, an older person is someone with more than 70 years of age. Get it?

Please answer, in a scale of 1 to 7, where 1 means "they are nothing like that" until 7 "they are a lot like that"

2. Thinking about older people with more than 70 years of age, in what degree do you think they are:

2.1. CONFIDENT								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.2. CAPABLE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.3 SKILLED								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.4. FRIENDLY								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.5. THRUSTWORTHY								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.6. SINCERE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

Please answer, in a scale of 1 to 7, where 1 means "I feel nothing like that" until 7 "I feel a lot like that"

3. Thinking about older people with more than 70 years of ag, say how you feel about them?

3.1. ENVY								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

3.2. ADMIRATION								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

3.3. PITY								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

3.4. CONTEMPT								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

Answer using a different scale, that varies between 1 and 7 where 1 means "they are nothing like that" and 7 means "they are a lot like that"

4. Thinking about younger people from 11 to 14 years old, in what degree do you think they are:

4.1. CONFIDENT								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.2. CAPABLE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.3 SKILLED								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.5. THRUSTWORTHY								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.6. SINCERE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

Please answer in a scale from 1 to 7, where 1 means "I really wouldn't like to do that" until 7 "I really would like to do that "

5.1 Please say in what degree would you like to participate in activities joining older people with more than 70 years of age and younger people from 11 to 14 years old.

I really wouldn't like to do that	1	2	3	4	5	6	7	I really would like to do that

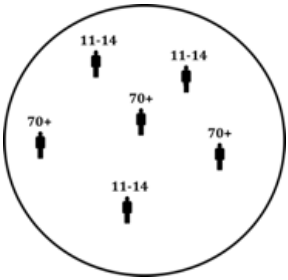
5.2 Please say in what degree would you like to promote activities joining older people with more than 70 years of age and younger people from 11 to 14 years old.

I really wouldn't like to do that	1	2	3	4	5	6	7	I really would like to do that

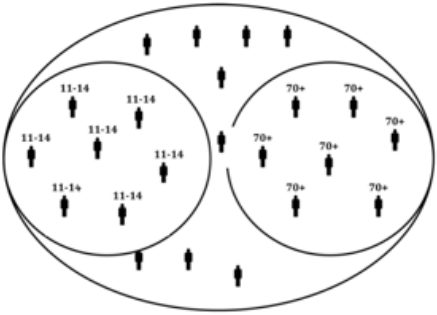
Looking at the following figures please say how you perceive older people (more than 70 years old) and younger people (from 11 to 14 years old).

6. You would say that you see older people (more than 70 years old) and younger people (from 11 to 14 years old) as…

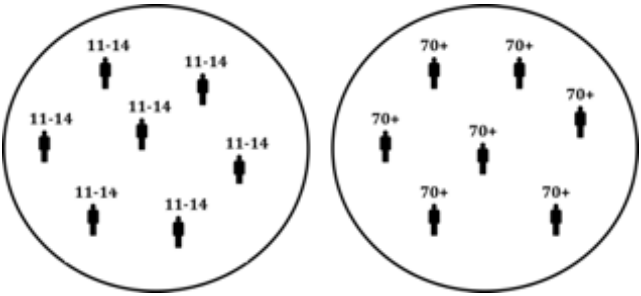
6.1. Just one group.



6.2. Two separate groups that are part of the same community.



6.3. Two separate groups that are not part of the same community.



6.4. Just as individuals, rather than groups.

Answer in a scale of 1 to 7, where 1 means "Never", 2 "1 time per month", 3 "2 times per month", 4 "3 times per month", 5 "1 time per week", 6 "More than one time per week", and 7 "Everyday".

7. Now, thinking about older people with more than 70 years of age (that are not your grandparents), please answer:

7.1. During the last month, how many times have you been in contact with older people more than 70 years old?

1	2	3	4	5	6	7
NEVER	1 time per month	2 times per month	3 times per month	1 time per week	More than 1 time per week	Everyday

If your answer was "Never", please go directly to question number 9. If you answered between 2 and 7, please continue to the next question.

In this question please answer in a scale of 1 to 7, where 1 means "It was bad" and 7 means "It was good"

8. What do you think about this contact with older people?

It was bad	1	2	3	4	5	6	7	It was good

Answer in a scale of 1 to 7, where 1 means "Never", 2 "1 time per month", 3 "2 times per month", 4 "3 times per month", 5 "1 time per week", 6 "More than one time per week", and 7 "Everyday".

9. Now thinking about your grandparents and the relationship you have with them, please answer:

9.1. During the last month, how many times have you been in contact with your grandparents?

1	2	3	4	5	6	7
NEVER	1 time per month	2 times per month	3 times per month	1 time per week	More than 1 time per week	Everyday

If your answer was "Never", please go directly to question number 10. If you answered between 2 and 7, please continue to the next question.

In this question please answer in a scale from 1 to 7, where 1 means "It was bad" and 7 means "It was good".

9.2. What did you think about being with your grandparents during the last month?

It was bad	1	2	3	4	5	6	7	It was good

In this question please answer in a scale from 1 to 7, where 1 means "Very bad" and 7 means "Very good".

10.1. Think about the older person with whom you spend more time. How would you rate, in general, this person's health?

It was bad	1	2	3	4	5	6	7	It was good

10.2. How old is this person?

_____

Please answer, at last, to the following questions:

Gender	Female
	Male
Age	
Date of birth	
Class	
Nationality	(adapted to each country)
	Other
What is your country of origin?	(adapted to each country)
	Other
If you answered "other", how long have you been living in (country of the intervention)?	Less than 6 months
	1 year
	More than 1 year
Who do you live with?	Mother and father
	Just with mother or father
	Joint custody of mother and father
	Others
Do you live with your grandparents?	Yes
	No

Time taken to fill the questionnaire: _____ minutes.

Before we finish, could we ask you to answer 3 questions about how you feel about the environment?
In what degree do you agree with the following sentences?

I. THE ENVIRONMENT IS VERY IMPORTANT TO ME								
I strongly disagree	1	2	3	4	5	6	7	I strongly agree

II. I AM VERY WORRIED ABOUT THE DAMAGED CAUSED TO THE ENVIRONMENT								
I strongly disagree	1	2	3	4	5	6	7	I strongly agree

III. I WOULD LIKE TO COLLABORATE IN ACTIONS DO TO DEFEND THE ENVIRONMENT								
I strongly disagree	1	2	3	4	5	6	7	I strongly agree

Thank you for your participation!

ANNEX 15 – POST-TEST TO BE APPLIED TO THE YOUNGER PEOPLE

QUESTIONNAIRE

OPINION REGARDING OLDER AND YOUNGER PEOPLE

Date: ____ / ____ / ____

We would like to know your opinion about something!
We will ask you about younger people (from 11 to 14 years old) and older people.
It is very important that your answers are honest, this means that it is very important that you say what you really think, okay?

Let's get started!

●●●

It´s possible that you've already heard the word "older person"…

1 – What do you think an older person is?

_____

_____

Let's make a deal: an older person is someone with more years of age, who is getting older.
So, for you to understand better, an older person is someone with more than 70 years of age. Get it?

Please answer, in a scale of 1 to 7, where 1 means "they are nothing like that" until 7 "they are a lot like that".

2. Thinking about older people with more than 70 years of age, in what degree do you think they are:

2.1. CONFIDENT								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.2. CAPABLE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.3 SKILLED								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.4. FRIENDLY								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.5. THRUSTWORTHY								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

2.6. SINCERE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

Please answer, in a scale of 1 to 7, where 1 means "I feel nothing like that" until 7 "I feel a lot like that".

3. Thinking about older people with more than 70 years of age, say how you feel about them?

3.1. ENVY								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

3.2. ADMIRATION								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

3.3. PITY								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

3.4. CONTEMPT								
I feel nothing like that	1	2	3	4	5	6	7	I feel a lot like that

Answer using a different scale that varies between 1 and 7, where 1 means "they are nothing like that" and 7 means "they are a lot like that".

4. Thinking about younger people from 11 to 14 years old, in what degree do you think they are:

4.1. CONFIDENT								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.2. CAPABLE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.3 SKILLED								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.5. THRUSTWORTHY								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

4.6. SINCERE								
They are nothing like that	1	2	3	4	5	6	7	They are a lot like that

Please answer in a scale from 1 to 7, where 1 means “I really wouldn’t like to do that” until 7 “I really would like to do that”.

5.1 Please say to what degree would you like to participate in activities joining older people with more than 70 years of age and younger people from 11 to 14 years old.

I really wouldn’t like to do that	1	2	3	4	5	6	7	I really would like to do that

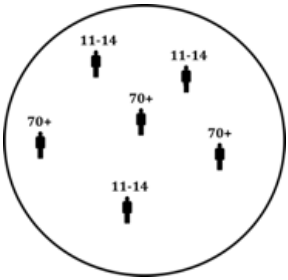
5.2 Please say to what degree would you like to promote activities joining older people with more than 70 years of age and younger people from 11 to 14 years old.

I really wouldn’t like to do that	1	2	3	4	5	6	7	I really would like to do that

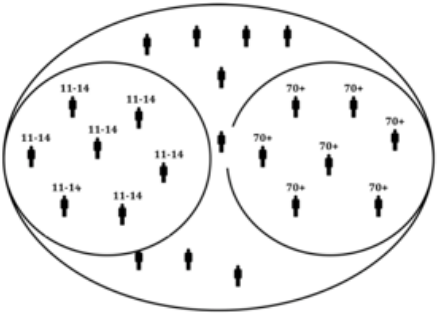
Looking at the following figures please say how you perceive older people (more than 70 years old) and younger people (from 11 to 14 years old).

6. You would say that you see older people (more than 70 years old) and younger people (from 11 to 14 years old) as…

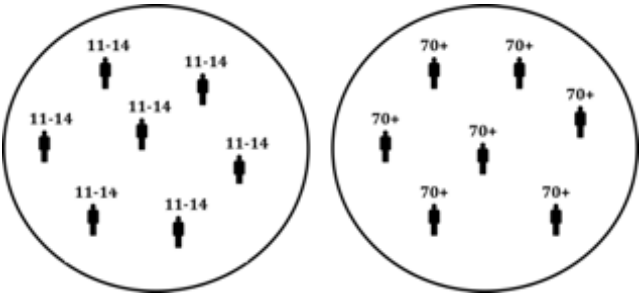
6.1. Just one group.



6.2. Two separate groups that are part of the same community.



6.3. Two separate groups that are not part of the same community.



6.4. Just as individuals, rather than groups.

Please answer, at last, to the following questions:

Gender	Female
	Male
Age	
Date of birth	
Class	
Nationality	(adapted to each country)
	Other
What is your country of origin?	(adapted to each country)
	Other
If you answered "other", how long have you been living in (country of the intervention)?	Less than 6 months
	1 year
	More than 1 year
Who do you live with?	Mother and father
	Just with mother or father
	Joint custody of mother and father
	Others
Do you live with your grandparents?	Yes
	No

Time taken to fill the questionnaire: _____ minutes.

What do you think about your participation in this session?

_____

_____

_____

Before we finish, could we ask you to answer 3 questions about how you feel about the environment?

In what degree do you agree with the following sentences?

I. THE ENVIRONMENT IS VERY IMPORTANT TO ME								
I strongly disagree	1	2	3	4	5	6	7	I strongly agree

II. I AM VERY WORRIED ABOUT THE DAMAGED CAUSED TO THE ENVIRONMENT								
I strongly disagree	1	2	3	4	5	6	7	I strongly agree

III. I WOULD LIKE TO COLLABORATE IN ACTIONS DO TO DEFEND THE ENVIRONMENT								
I strongly disagree	1	2	3	4	5	6	7	I strongly agree

Thank you for your participation!

ANNEX 16 – POST-TEST TO BE APPLIED TO THE OLDER PEOPLE

QUESTIONNAIRE

OPINION REGARDING OLDER AND YOUNGER PEOPLE

Date: ____ / ____ / ____

We would like to know your opinion regarding people with different ages: older people (70 years old or older) and younger people (from 11 to 14 years old).

We would like to know your honest opinions, this means that there are no right or wrong answers.
Your expressed opinions will remain confidential and anonymous, which means that no one will know your answers.

Thank you for your participation!

●●●

It´s possible that you've already heard the word "older person"…

1 – What do you think a younger person is?

_____
_____
_____

2 – What do you think an older person is?

_____
_____
_____

What did you think about this session:

10.1. Did you like this activity?

I didn´t like it at all	1	2	3	4	5	6	7	I liked it very much

10.2. In your opinion, was this activity useful?

It wasn´t useful at all	1	2	3	4	5	6	7	It was very useful

10.3. Do you think that the trainer was adequate for conducting this activity?

It wasn´t adequate at all	1	2	3	4	5	6	7	It was very adequate

Please answer, at last, to the following questions:

Gender	Female
	Male
Age	
Date of birth	

How do you rate in general your health?

1	2	3	4	5
Very bad	Bad	Median	Good	Very good

Time taken to fill the questionnaire: _____ minutes.

I answered the questionnaire:

Alone ☐ In an interview ☐ Accompanied ☐

Answering this questionnaire was:

Very difficult	1	2	3	4	5	6	7	Very easy

Thank you for your participation!

ANNEX 17 – ENSURING CROSS-CULTURAL EQUIVALENCE IN THE TRANSLATION OF THE "POSITIVE IMAGES OF AGING"

QUESTIONNAIRE

The "Positive imAGES of Aging" questionnaire, that is included in this manual, serves to evaluate any changes in the stereotyping of older people after participation in the intervention programme. Researchers and research assistants who wish to implement this questionnaire in their own country, which is not English speaking, will need to translate the items into their target language. An important goal of this cross-cultural translation is to achieve equivalence between the two different languages. For this purpose, the items will not only have to be translated linguistically, but also have to be adapted culturally.

We suggest following a systematic and well-known method for the translation process in order to achieve this goal. This method has been designed to maximize semantic, idiomatic, experiential and conceptual equivalence between the source questionnaire and the target questionnaire in regard to individual items, the instructions, and the response options. The following stages illustrate the tasks that should be accomplished in order to obtain a cross-culturally equivalent translation of the "Positive imAGES of Aging" questionnaire. We also provide some simple forms that can be used in this process (see appendices), which should facilitate the implementation of these tasks.

Stage I: Forward translation (T-1)

A bilingual person translates the questionnaire from English into the target language (Appendix 17 B). The translator should produce a written report of the translation with comments on ambiguities, uncertainties, etc.

Stage II: Discussion of Forward Translated Version (T-2)

The translator and the recording observer (the main responsible for the translation who is usually also the applicant of the program) resolve any issues that might occur during the translation process. This should be documented in a written report (Appendix 17 C). The resulting version of the questionnaire is passed on to the back-translator (see next stage).

Stage III: Back-translation (BT-1)

Another bilingual translator back-translates the questionnaire from the target language into English (Appendix 17 D). In order to reduce the possibility of any bias, it is important that this translator does not see the original questionnaire in English. The translator should again produce a written report of the translation with comments on ambiguities, uncertainties, etc.

Stage IV: Discussion of Backward Translated Version (BT-2)

The back-translator and the recording observer resolve again any issues that might have occurred during the translation process. They develop the final version of the questionnaire for the target language (T-3), and should document the process in a written report (Appendix 17 E).

Stage V: Pre-test using T-3

The final version of the questionnaire in the target language should be pre-tested in a sample of 5-10 young adolescents (12-15 years of age). They should complete the questionnaire using a think-aloud protocol approach, which means that they verbalize what they think while answering to the items. This will allow identifying any difficulties with the items' completion. They should also be probed about what they thought was meant by each item and the chosen response scale, which will assess the face validity of the measure. Based on this feedback, the recording observer might decide to ad-

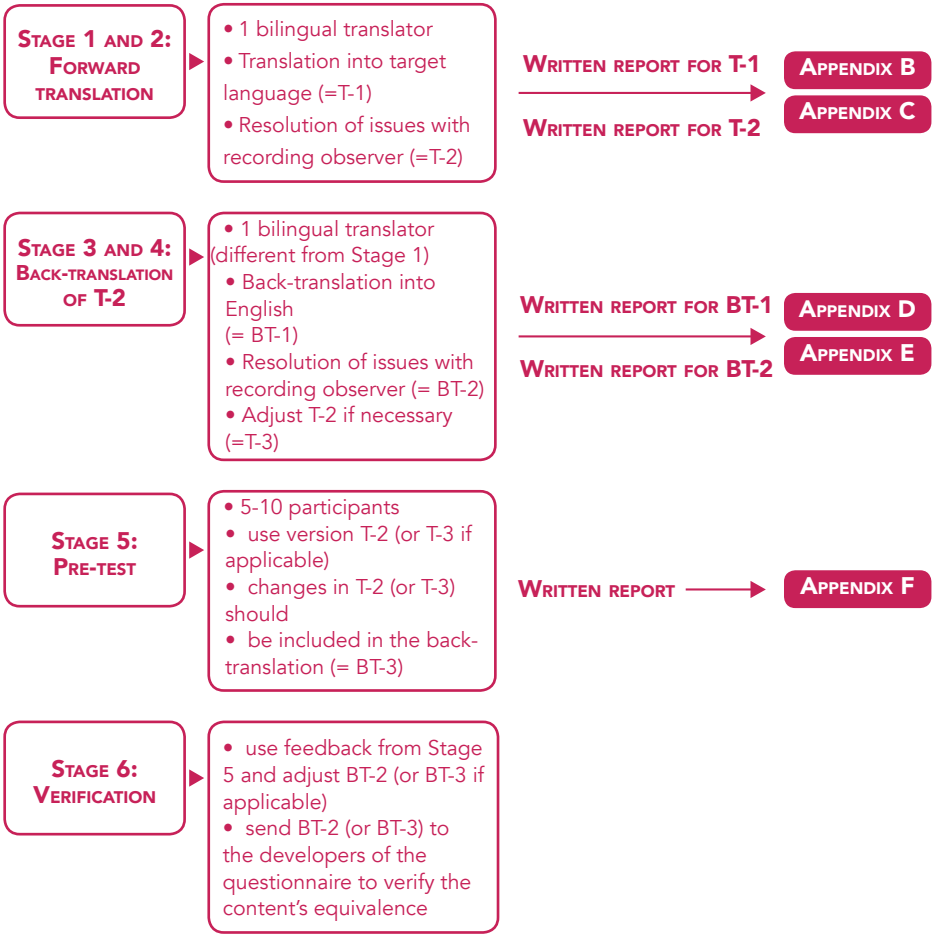
just any items, response scales or instruction in the target language of the questionnaire. This should be documented in written using the adequate form (Appendix 17 F). These adjustments should also be made in the back-translated version of the questionnaire (BT-3) so that the changes can be communicated to the developers of the questionnaires.

Stage VI: Verification of the Equivalence of the Translated Questionnaire

The final back-translated version of the questionnaire (= BT-3) should be sent to the developers (melanie.vauclair@iscte.pt and sibila.marques@iscte.pt) in order to double confirm whether the original meaning is still preserved in the translation.
Following these steps will render the translation process as transparent and as scientific as possible, and will ensure that the translated version of the "Positive imAGES of Aging" questionnaire is cross-culturally equivalent.

Following these steps will render the translation process as transparent and as scientific as possible, and will ensure that the translated version of the "Positive imAGES of Aging" questionnaire is cross-culturally equivalent.

Figure 1: Graphic Representation of the Translation and Cultural Adaptation of the "Positive imAGES of Aging" questionnaire



ANNEX 17 A – REPORT ON THE CROSS-CULTURAL TRANSLATION OF THE "POSITIVE IMAGES OF AGING

QUESTIONNAIRE

Name of the recording observer (person responsible for the translation process): _____

Date: _____(dd/mm/year)

Target group information:

Country where it will be used: _____

Language: _____

RESOURCES USED AND REPORTS INCLUDED IN THIS PACKAGE:		
	Names	Report included? Tick box if included
Forward translators		
Back-translators		
Pre-testing	Coordinator	

ANNEX 17 B – FORWARD TRANSLATION INTO TARGET LANGUAGE

Name of translator: _____

Country of origin (where was English spoken as first language):
_____

POSITIVE imAGES OF AGING QUESTIONNAIRE		
Item nr.	Original Version Item	Forward Translated Version T-1
1.		
2.		
3.		

ANNEX 17 C – REPORT ON TRANSLATION ISSUES (DEALT WITH IN STAGE I TO CREATE T-1)

Issue: (specify item number and describe issue)	**Resolution** (discussion between forward translator and recording observer)

ANNEX 17 D – TRANSLATION INTO ENGLISH

*** The back-translation is performed ***without looking*** at the original items. Results are then summarized on this form.

Name of translator: _____

Country of origin (where was English spoken as first language):
_____

POSITIVE imAGES OF AGING QUESTIONNAIRE		
Item nr.	Original Version Item	Back-Translated Version (BT-1)
1.		
2.		
3.		

ANNEX 17 E – REPORT ON BACK-TRANSLATION ISSUES (DEALT WITH IN STAGE IV TO CREATE BT-3)

Issue: (specify item number and describe issue)	**Resolution** (discussion between back-translator and recording observer)

ANNEX 17 F – PRE-TESTING REPORT

Sample description

Sample Size: _____

Description

Age: (mean, standard deviation) _____

Gender: males = _____ females = _____

Participant ID	Issue: (specify item # and describe issue)	Resolution (discussion between backward translator and recording observer)

ANNEX 18 – AUTHORIZATION REQUEST FOR THE PARTICIPATION IN THE PROGRAM "ALL ABOUT imAGES"

The Centre of Research and Social Intervention from ISCTE – Lisbon University Institute (CIS – IUL) – and the Santa Casa da Misericórdia de Lisboa (SCML) are partners of the European project SIforAGE – Social Innovation for an healthy and active ageing – which includes two types of programs: "All about imAGES" an intergenerational program; and "All about the Environment" a program about environmental projects. These programs have the main goal of promoting innovative strategies to address social issues. The Portuguese team is constituted by Dr Sibila Marques, Dr Melanie Vauclair, Dr Ricardo Borges Rodrigues (researchers and professors at CIS – IUL / ISCTE-IUL), Dr Filomena Gerardo and Dr Filipa Cunha (SCML).

We would like to ask your permission for your child's participation in the program "All about imAGES" that will be developed in two sessions: 2 learning sessions and a contact session with older people, each of them with the duration of 2.30h.
If you have any doubts about this project, please contact us at the following email addresses: sibila.marques@iscte.pt; filomena.gerardo@scml.pt.

We appreciate your collaboration.

Regards,

_____ _____
(Sibila Marques (CIS-IUL) Filomena Gerardo (SCML)

I, _____, legal guardian of the student_____, give authorization/don´t give authorization for his/her participation in the program "All about imAGES", from the European project SIforAGE, which has been developed in the school Vergílio Ferreira.

ANNEX 19 – EVALUATION OF THE PROCESS
EVALUATION PROCESS OF THE PROGRAM "IMAGES"

TRAINER

ATTENDANCE, PLANNING AND OBSERVATION GRID					
NAME OF THE ACTIVITY:					
DATE:	Session:				
CLASSE(S):	Attendance (n° presences):				
1. Level of fulfilment of the objective/ implementation of the planned activities	1	2	3	4	5
2. Participants' reaction to the proposed activities (motivation, commitment, participation, etc.)	1	2	3	4	5
3. Difficulties encountered and suggestions for change					
4. Observations					

ATTENDANCE, PLANNING AND OBSERVATION GRID					
NAME OF THE ACTIVITY:					
DATE:	Session:				
CLASSE(S):	Attendance (n° presences):				
SENIORS:	Attendance (n° presences):				
1. Level of fulfilment of the objective/ implementation of the planned activities	1	2	3	4	5
2. Participants' reaction to the proposed activities (motivation, commitment, participation, etc.)	1	2	3	4	5
3. Difficulties encountered and suggestions for change					
4. Observations					

ANNEX 20 – GUIDE OF THE INTERVENTION

A. INTERVENTION GROUP

LEARNING LESSON 1

CONFIGURATION OF THE ROOM

Configuration of the classroom

DESCRIPTION

10 minutes: Entry into the room and tolerance period

Necessary materials	Young participants' list

5 MINUTES: TASK 1 – WELCOME, PRESENTATION OF THE TRAINER AND PURPOSE OF THE ACTIVITY

The trainer welcomes the participants, *"Good afternoon everyone. My name is X. Thank you for coming and I hope you are ready to start. Today's activity is called "All about imAGES" and has the purpose of talking about the age of people, okay? With this activity we want to know more about age"*. After having presented the general purpose of the activity, the trainer presents the following task to the participants.

Materials necessary for task 1	Projector and computer
	Slides of learning session A1 "All about imAGES"

15 MINUTES: TASK 2 – ICEBREAKER

The icebreaker task aims at promoting the empathy between the trainer and the participants, as well as an introductory task to the subject matter in question. The trainer presents the task: "*Before*

starting, I would like to know you better and, for that, I would like for each of you to speak about two things: first I would like you to say your name and then what you think that is society view about older people, this is, what people usually say about older people. Did you all understand? Can we start?" The trainer asks the question to each participant and writes on the board the characteristics that the youngsters mention about the older people. It is important that these characteristics initially mentioned stay on the board until the end of the session.

Materials necessary for task 2	Whiteboard or flipchart
	Different colour markers

30 minutes: Task 3 – Profiles game

In order to prepare the participants for the deconstruction of ideas concerning the age of older people, the trainer presents the following task: "*Thank you for your answers. Now I propose a new challenge. For that, I would like you to form groups of 3 people*".

After the division, the trainer explains: "*I am going to give you an Identification Card like this one (he shows the one assigned to him) for you to analyse who this real person is. After analysing it, each group will select a spokesperson who will pretend to be the person indicated in the Identification Card, and will introduce himself/herself to all, okay? To make it easier for you to personify that character, I will also give you the face of that person for you to place in front of your face and for everything to seem more real. I will now give you an example. Pay attention to see how this is done.*" The trainer shows the card assigned to him, puts the face of the character in front of his face and starts: "*Hello! My name is Silvina Carvalho and I am 82 years old. All my life I was a primary school teacher and, nowadays, I am already retired, but I continue teaching adults who didn't have the opportunity to go to school and, therefore, can't read or write. One curiosity is that many of these people I help end up by making the equivalence exam to primary school, and obtain a*

very good result." After making sure that all the participants understood the task, the trainer distributes an Identification Card to each group and the face corresponding to the character. The trainer gives the groups 15 minutes to end the task of electing a spokesperson and analysing the profile in the Card. After that, each spokesperson presents the character to the others as if it was himself/herself and the trainer writes on the board (with a marker with a different colour from the one used initially and next to the characteristics mentioned in the initial task) the most important and marked characteristics of each character mentioned by the participants as they present it, for instance, "enterprising" or "active": "*After having heard the presentation, which characteristics does this person have*?"

Materials necessary for task 3	Identification Cards (annex 4)
	Characters' faces
	Worksheet "All about imAGES" (annex 5)
	Different colour markers

10 minutes: Task 4 – Discussion of the task

The discussion of the task is focused on the differences between the initial characteristics assigned to the older people and the characteristics revealed through the real profiles of the older people. "*As you know, people are very different from one another in many things. For example, looking at what I have been writing, you mentioned some characteristics that people assign to the older people, however, we saw with this game that there are many other characteristics for older people beyond those initially mentioned. This means that older people are all very different from one another, as children are, as youngsters are, and as the adults of the same age as their parents are... and people are not all identical to one another, are they? For example, not everyone in this classroom likes to do the same things, or are skilled to do the same things, or are identical physically, or have the same sense of humour... the same way, senior people are not all alike and we can't generalise or think they all have charac-*

teristics as those you mentioned in the beginning, because we have seen examples demonstrating the opposite. So, what is important to understand at this point? It is important to understand that people's age has nothing to do with what they can do or like to do."

Materials necessary for task 4	Whiteboard or flipchart
	Projector
	Slide show of learning session A1 "All about imAGES"
	Different colour markers

5 minutes: Task 5 – Homework and conclusion

After ending the reflection about the previous task, the trainer gives instructions for the homework: "*We are nearly finishing, but I would like to give you a very small task to do at home. You can ask your parents or grandparents for help, for example. I am going to give you a homework sheet where you have to answer to two things: the first one is about the examples of the senior people we have spoken about before. Each of you will take copies of the Identity Cards with you. You will have to choose one of the people in the Cards as your favourite, this is, the one with whom you identify the most and who you would like to be like as an adult. The second thing is the final exercise in the sheet. In this exercise, you have to complete the sentences, imagining how you would act with an older person who is a friend of yours*". The trainer hands out the homework sheets to all participants and explains the second exercise making reference to the example in the sheet. The trainer ends the session by thanking everyone's participation and reminding the date of the following session.

Materials necessary for task 5	Homework sheet "All about imAGES" (annex 6)
	Copies of the identification cards for each participant (annex 4)

A.2. LEARNING LESSON 2

Configuration of the room
Configuration of the classroom

Description
10 minutes: Entry into the room and tolerance period

Necessary materials	Young participants' list

10 minutes: Task 1 – Analysis of the homework

The trainer should start the session by asking the participants if they had doubts doing the homework and if they did it autonomously or if they were helped by family members. After that, the effective analysis of the second exercise will be made (implementation of intentions). "*Good afternoon everyone! Did you do your homework? Did you do the exercise alone or did you ask someone for help? First, I would like you to tell me which character you liked the most and why*". After the participants answered the first question, the trainer asks what answers they gave to the second exercise. In each item, the trainer will ask each participant to give his/her answer in order to show the diversity of behaviours in the context of interaction with an older person known to the participants. The trainer can expand this analysis by asking questions such as: "*Why did you imagine this situation? Why would you react like that?*"

Materials necessary for task 1	Homework sheets

10 minutes: Task 2 – Summary of the training/Overall conclusion

Using the slides, the trainer will confront the pupils with stereotypical sentences about older people, deconstructing them and showing they are not true. *"We will now see some ideas many people have about older people, which are not true. For example, 'All the*

older people are incompetent' – It's not true! We spoke here about several examples of very competent older people, this is, people capable of doing things! For example, the veterinarian John Hayes is 71 years old and wakes up at 2 o'clock in the morning to help animals in a medical emergency! Another example is: 'All the older people are sick' – It's not true! As you can remember, we spoke here about several older people who are healthy and active. Do you remember Tao? She is 95 and she is a Yoga teacher! The truth is all older people are different. In fact, we are all different and therefore we have to respect all people as they are, independently of their age or any other characteristic."

Materials necessary for task 2	Projector and computer
	Slide show of learning session A2 "All about imAGES"

15 minutes: Task 3 – Evaluation questionnaire

To evaluate the efficiency of this session, the trainer asks the participants to answer a questionnaire about the activity: *"I am going to ask for your attention during 15 more minutes, as I need you to complete this small questionnaire, can be answered to very quickly. It is very important for me that you do it because that's the only way for me to know your opinion. I also want to tell you that there are no right or wrong answers, what I want is that you are sincere in your answers".*

Materials necessary for task 3	Post-test 1 to be applieded to younger people (annex 15)

B. SESSION 3: CONTACT SESSION

Configuration of the room

Several tables, with chairs around them. The participants should be seated by teams, alternately: young, senior, young, senior, etc

Activity's theme

The intergenerational activity proposed was the creation of a campaign with posters under the theme: "Lisbon: a better city", in spite of the name of this program, which is "All about imAGES" that has the purpose of reducing ageism and of promoting inclusion behaviours for all ages. We considered it was important to find a generic theme in order to carry out an intergenerational contact activity. This generic theme is fundamental for the existence of the intergroup contact variable, i.e., it is fundamental to have a theme known to both generational groups in order to establish a relation of equality between the parties.

Description

10 minutes: Entry into the room and tolerance period

Necessary materials	Adult participants' list
	Young participants' list

10 minutes: Task 1 – Constitution of the teams

This initial task of separating the intergenerational groups is intended to spare time in the session. **Preferably**, the organisation of this program may make arrangements for the seniors group to arrive first, and the trainer may indicate each participant to the table where he/she should seat, taking into consideration the number of older participants and how many intergenerational groups he will need. After that, the trainer will distribute the youngsters (preferably by alphabetic order) into the older people´s groups. It is essential that the small groups are equitable, i.e., have the same number of older

people and youngsters. In case this situation is not possible, there should not be more than two youngsters for each older person.

5 minutes: Task 2 – Welcome, presentation of the trainer and purpose of the activity

The trainer welcomes the participants, *"Good afternoon everyone. My name is X. Thank you for coming and I hope you are ready to start. The purpose of today's activity is to create a campaign on the theme: Lisbon: a better city. With this activity we want to think about the things that we can do to make Lisbon a better city for everyone. For that, we will be working in teams"*. After having presented the general objective of the activity, the trainer presents the following task to the participants.

Materials necessary for task 2	Projector and computer
	Slide show of the contact session B
	Whiteboard or flipchart
	Different colour markers

15 minutes: Task 3 – Icebreaker

The icebreaker task is intended to make people know each other inside the intergenerational group and, at the same time, to present the campaign's theme. The trainer presents the task; *"Now that we have the team ready to make the campaign, let us know each other first. I would like you to form pairs of different generations inside each group, i.e., a young person and an adult"*. Taking into consideration the previous example for the division of the groups into small teams composed of the same number of adults and young participants, the trainer suggests the division into intergenerational pairs (one adult and one young person). In case there are groups with an odd number of participants, the trainer can suggest that the task is carried out with the colleague on the right side and so forth. This way, he prevents the situation of a participant being excluded or a participant filling in the presentation sheet twice. The icebreaker

is about each participant getting to know the colleague through a list of questions given by the trainer. "*Through this list of questions, each participant will ask the questions to the colleague and write the answers. Then they exchange roles. Any question?*" The trainer waits that all the pairs end filling in the list and then encourages the participants to share the answers to the last question in the list (If you had to chose a place in Lisbon to go together, what would that place be?) *"Now I would like to know which place each pair chose to go in Lisbon"*. The trainer asks for all the pairs in the room to give their answers and writes the answers on the board. For the odd groups, the answer to the last question may be defined by the whole group.

Materials necessary for task 3	Contact session icebreaker - Worksheet "Let's know each other?" (annex 7)
	Pens
	Whiteboard or flipchart
	Different colour markers

5 minutes: Task 4 – Introduction to the topic

Before starting the task of creating the campaign, the trainer presents the theme and its importance to the groups: "*As I said in the beginning, the objective of this activity is to make together a campaign about 'Lisbon: a better city', so we can tell everyone that it is very important to live in a city which is good for all and that accepts people as they are. Do you think that is important?*" The trainer needs to pose this question to the participants to understand the acceptance of the theme and to guarantee they understood what is asked. *"Lisbon is a city that has people very different from one another. What are the differences? There are people with different occupations, with different families, living in different places, liking different things... they are different in many things, however, all the individuals are unique and are important for the city. That's why the city we live in must be a city where all people feel included. All people must feel that the city is their home, do you understand?*

Materials necessary for task 4	Projector and computer
	Slide show of the contact session B

45 minutes: Task 5 – Creation of the campaign "Lisbon: a better city"

"Therefore, today we will make a campaign for Lisbon to be a city where everyone feels well and included. The general theme of the campaign is 'Lisbon: a better city'. Each group will make a poster and all the posters will be a part of this great campaign. Each group will have important tasks to do in its poster". Before continuing, the trainer distributes one poster per team and the rest of the necessary material. After that, it is important that all the participants understand the tasks to be carried out in the production of the poster: *"Now that you have the necessary material, you will create a poster to be included in the campaign 'Lisbon: a better city'. Therefore, the first thing to do is to create a title for your poster. This title can be a sentence related to the theme 'Lisbon: a better city'. Imagine you want to encourage everyone to make Lisbon a better city. What would you say?"* After presenting this small task, the trainer follows its development and guarantees that all the groups have thought about a title and have written it on their poster. *"Now that your poster has a title, you have two important tasks to decorate the poster: first, you will have to think together what you would change in Lisbon in order for it to be better and more inclusive for everyone. You can think of several things that don't exist (activities, places, etc.) or things you would like to be improved. You can't forget that your ideas must be inclusive, this is, everyone must be able to participate or use their ideas. Let's do it? The second important task is that, after this, you will have to decorate the poster as you wish. Each group can use the materials I gave for the decoration. You should use your imagination and all within the group should contribute. Ready?*

After having given the instructions, the trainer guarantees the development of the tasks within the available time, guaranteeing the participation of all the members of the group, i.e., preventing isolation and exclusion of members from the tasks

Materials necessary for task 5	Projector and computer
	Slide show of the contact session B
	Blank posters
	Various handwork materials: colour pencils, colour markers, scissors, glue, thin cardboards of various colours

15 minutes: Task 6 – Activity summary, poster´s display and snack

The trainer asks the groups to finish the posters and asks for everyone's attention to end the activity: *"I am very pleased with your work. Congratulations to all the groups for having managed to create the campaign 'Lisbon: a better city'. Your suggestions are excellent and I am certain we will be able to teach other people that Lisbon can be a better city for everyone and where all the people can feel well independently from their differences. The posters will be exhibited here at the school, where everyone will be able to see them. Thank you for your participation and I hope you have enjoyed it".* After this, the trainer supervises the affixing of posters to the room's wall and invites the participants to a light snack at the end.

Materials necessary for task 6	Projector and computer
	Slide show of the contact session B
	Tables for light snack
	Plates, cutlery, glasses, napkins
	Tape to affix the posters

15 minutes: Task 7 – Evaluation

After the light snack, it is essential that the trainer calls the participants' attention to the need for obtaining their opinion on the session in order to improve the activities: ***"Now I would like you to pay attention during a few more minutes. We are very interested in knowing if you enjoyed the activity and your opinion about it. This questionnaire takes 10 minutes to complete and is really very***

important to us that you are sincere and express your opinion. Thank you!"

As far as the evaluation is concerned, it is necessary that the procedures are as simple as possible for all participants. In this case, our team opted to collect the older participants' evaluation after the activity, due to time constraints of this group and due to the fact that it would be easy to get back to them. As for the young participants, it was necessary to collect the data immediately after the activity.

Materials necessary for task 7	Post-test 2 to be applieded to younger people (annex 15)
	Post-test to be applieded to older people (annex 16)

Special remarks

- As the reader may see, the activities' description was made by separating the tasks, and defining a specific time for carrying out each one. It is important to establish approximately 10 to 15 minutes of tolerance before the beginning of each session;

- Bearing in mind that this programme is intended to reduce ageism of the youngsters, it is necessary to pay attention to the way treat each other within each group. It is also preferable that participants are called by their name, individually, and at the time of explanation of a task, the trainer may refer to "young person" and to "adult", avoiding terms as "child", "aged person", "senior", "old person" or any other term which may be pejorative to these participants and which can affect the final results.

CONTROL GROUP

A.1. Learning lesson 1

Configuration of the room

Configuration of the classroom

Description

10 minutes: Entry into the room and tolerance period

Necessary materials	Participants list

5 minutes: Task 1 – Welcome, presentation of the trainer and purpose of the activity

The trainer welcomes the participants, "*Good afternoon everyone. My name is X. Thank you for coming and I hope you are ready to start. Today's activity is called "All about the Environment" and has the purpose of talking about several aspects related to environmental projects."* After having presented the general purpose of the activity, the trainer presents the following task to the participants.

15 minutes: Task 2 – Icebreaker

The icebreaker task aims at promoting the empathy between the trainer and the participants, as well as an introductory task to the subject matter in question. The trainer presents the task: ***"Before starting, I would like you to tell your name and also an action you regularly do in favour of the environment. For example, to recycle, to water plants." Did you all understand? Can we start?"*** The trainer asks the question to each participant and writes on the board the participant´s answers. It is important that these answers initially mentioned stay on the board until the end of the session.

Materials necessary for task 2	Different colour markers
	Whiteboard or flipchart

30 minutes: Task 3 – Game of environmental interventions

After having written the answers on the board, the trainer presents the most important task of the learning session: *"About what we just talked, I propose a challenge: I'm going to ask you to form groups of 3 people in order to carry out the following task: I will give each group a description of a different environmental project. What you will do is to analyse, in the group, this project, and then the spokesperson of the group will present that environmental project to the class.*

I'll give you an example: the description I have here is of a environmental project which took place in Ria Formosa and was carried out by a group of 400 volunteers (students, youngsters, adults) who got together and cleaned the entire beach. The volunteers walked along Ria Formosa to pick up and recycle the garbage which was accumulated in the dunes and beaches: plastic bottles, papers, cork/lid, cans, among other waste. At the end the effort was worth it because the river mouth was cleaner and very pleasant. Did you understand the task well? Are there any doubts?"
The participants will divide themselves into 5 groups of 3 members each. A description of an environmental project will be assigned to each group. The group should follow the worksheet to analyse it. After having elected the group's spokesperson, this participant will stand up and present the environmental intervention to the class. During the presentation, the trainer will write on the board the words they say and which are important to emphasise, such as "not using cars, choosing the bicycle"; "recycling", "cleaning forests and beaches". These words/expressions should be written next to the words mentioned by the participants during the "icebreaker" phase.

Materials necessary for task 3	Different colour markers
	Worksheet "All about the Environment" (annex 12)
	Cards of the environmental projects (annex 11)

10 Minutes: Task 4 – Discussion of the task

In this part of the session, the trainer should stimulate reflection by the trainees about the activity they have just carried out. *"As we can see, there are several different environmental projects in Portugal: some are focused on cleaning beaches, others on cleaning forests, waste recycling, and promotion of the use of bicycles as a mean of transportation. Although they are different, these interventions always have a great common objective: the preservation of the environment."* It is important to pose questions to the participants in order to stimulate discussion.

Materials necessary for task 4	Slide show of the learning session 1"All about the Environment"
	Projector and computer
	Whiteboard or flipchart
	Different colour markers

5 minutes: Task 5 – Homework and conclusion

After the discussion about the environmental projects presented, the trainer gives instructions for the homework: *"I am going to give you some work to be done at home about the theme we dealt with here today. There are two exercises that I would like you to do, in order for us to talk about them in the next session. The first exercise concerns the environmental projects about which we talked here today. You will be taking home the descriptions of the several environmental projects so you can remember them. Then, you will say in which of them you would like to participate and why.*

The second exercise is about possible daily life situations and about your behaviour in each situation. I am going to give you an example: In the sheet I gave you there is the example of exercise 2.1: When I go for a pick-nick in the park, I clean up the litter.
It is very important you do the homework because we are going to talk about it in the next session. Besides, you will be returning the

homework to me. If you have trouble doing any of the exercises, you can ask your parents or other family members for help. Are there any doubts? I hope you have enjoyed this session, thank you for your cooperation. I'll see you in the next session."

Materials necessary for task 5	Homework sheet "All about the Environment" (annex 13)
	Copies of the environmental project's cards per participant (annex 11)

A.2. Learning lesson 2

Configuration of the room

Configuration of the classroom

Description

10 minutes: Entry into the room and tolerance period

Necessary materials	Participants list

10 minutes: Task 1 – Analysis of the homework

The trainer should start the session by asking the participants if they had doubts doing the homework and if they did it autonomously or if family members helped them. After that, the analysis of the homework will be made. The trainer may start by asking the participants what was the environmental project with which they identified the most, and which they would like to participate in and why, then he/she should start the discussion of exercise two: *"I would like each of you to give me an answer to exercise two".*

Materials necessary for task 1	Homework sheets

10 minutes: Task 2 – Summary of the training; overall conclusion

Using the slide show, the trainer will confront the participants with stereotypic sentences about environmental interventions, deconstructing them and showing if they are true. "*We will now see some ideas many people have about environmental projects and which are not true. For example, 'All the environmental actions are the same"– It's not true! As we have seen in the session, there are very different environmental interventions: some are focused on cleaning beaches, others on cleaning forests, waste recycling, promotion of the use of bicycles as a mean of transportation. Although they are different, these interventions always have a great common objective: the promotion of behaviours in favour of the environment. Another idea many people have is that "the actions carried out concerning the environment do not work" – It's not true! As we have seen, in the environmental interventions we studied, these actions in fact work and have very positive results for the environment and the well-being of people – cleaner beaches and forests, purer air...".* It is important to promote the discussion among all participants.

Materials necessary for task 2	Slide show of the learning session 2"All about the Environment" A2
	Computer and projector

15 minutes: Task 3 – Evaluation questionnaire

Application of the post-test questionnaire: *"I'm going to ask for your attention during 15 more minutes as I need you to complete this small questionnaire. It is very important for me that you do it because this is how I get to know your opinion in detail. I remind you there are no right or wrong answers, what is important is that you are sincere in your answers".*

Materials necessary for task 3	Post-test 1 to be applieded to the younger people (annex 15)

B. Session 3: Contact session

Configuration of the room

Several tables, with chairs around them. The participants should be seated by teams, with participants from different classes (participant from class 1, participant from class 2, participant from class 1, and so forth).

Activity's theme

The theme of this project is "All about the Environment" and meets the objectives of reducing the preconceived ideas about the inefficiency of environmental projects and of promoting behaviours in favour of the environment. However, for the session of contact between pairs, we considered important to maintain the theme "Lisbon: a better city".

10 minutes: Entry into the room and tolerance period

Materials necessary for task 1	Participant's list

10 minutes: Task 1 – Constitution of teams

The building of workgroups should be made in the first moment of the session. As the participants enter the room, they should receive the indication of the trainer to seat in groups of four members.

5 minutes: Task 2 – Welcome, presentation of the trainer and purpose of the activity

The trainer welcomes the participants, *"Good afternoon everyone. My name is X. Thank you for coming and I hope you are ready to start. The objective of today's activity is to create a campaign on the theme: Lisbon: a better city. With this activity we want to think about the things that we can do to make Lisbon a better city for everyone. For that, we will be working in teams"*. After having presented the general objective of the activity, the trainer presents the following task to the participants.

Materials necessary for task 2	Projector and computer
	Slide show of the contact session B

15 minutes: Task 3 – Icebreaker

The icebreaker task is intended to make participants from the two different classes to get to know each other and, at the same time, to present the campaign's theme. The trainer presents the task: *"Now that we have the team ready to make the campaign, let us get to know each other first. I would like you to form pairs (composed by a participant from one class and a participant from the other class) inside each group"*.
The icebreaker is about each participant getting to know his/her colleague through a list of questions given by the trainer. "*Through this list of questions, each participant will ask the questions to their colleague and write the answers. One of you starts asking the questions to the other, and then the other will ask the questions, okay?"*. The trainer waits for all the pairs to finish filling in the list and then encourages the participants to share the answers to the last question in the list (If you had to chose a place in Lisbon to go together, what would that place be?) *"Now I would like to know which place each pair chose to go in Lisbon"*. The trainer asks for all the pairs in the room to give their answers and writes them on the board.

Materials necessary for task 3	Contact session icebreaker "Let's get to know each other?" (annex 7)
	Pens
	Different colour markers
	Whiteboard or flipchart

5 minutes: Task 4 – Introduction to the topic

Before starting the task of creation of the campaign, the trainer presents the theme and its importance to the groups: *"As I said in the beginning, the objective of this activity is to make together a*

campaign about 'Lisbon: a better city', so we can tell everyone that it is very important to live in a city that is good for all and accepts people as they are. Do you think that is important?". The trainer needs to pose this question to the participants to understand the acceptance of the theme and to guarantee they understood what is asked. *"Lisbon is a city that has people very different from one another. What are the differences? There are people with different occupations, with different families, living in different places, liking different things... they are different in many things, however, all the individuals are unique and are important for the city. That's why the city we live in must be a city where all people feel included. All people must feel that the city is their home, do you understand?*

Materials necessary for task 4	Projector and computer
	Slide show of the contact session B

45 minutes: Task 5 – Creation of the campaign "Lisbon: a better city"

"Therefore, today we will make a campaign for Lisbon to be a city where everyone feels well and included. The general theme of the campaign is 'Lisbon: a better city". Each group will make a poster and all the posters will be a part of this great campaign. Each group will have important tasks to do in its poster". Before continuing, the trainer distributes one poster per team and the rest of the necessary material. After that, it is important that all the participants understand the task to be carried out in the production of the poster: *"Now that you have the necessary material, you will create a poster to be included in the campaign 'Lisbon: a better city'. Therefore, the first thing to do is to create a title for your poster. This title can be a sentence related to the theme 'Lisbon: a better city'. Imagine you want to encourage everyone to make Lisbon a better city. What would you say?".* After presenting this small task, the trainer follows its development and guarantees that all the groups have thought about a title and have written it on their poster. *"Now that your poster has a title, you have two important tasks to decorate the poster: first, you will have to think together what you would change in Lisbon in order for it to be better and more inclusive for everyone.*

You can think in several things that don't exist (activities, places, etc.) or things you would like to be improved. You can't forget that your ideas must be inclusive, this is, everyone must be able to participate or use their ideas. Let's do it? The second important task is that, after this, you will have to decorate the poster as you wish. Each group can use the materials I gave you for the decoration. You should use your imagination and all within the group should contribute. Ready?
After having given the instructions, the trainer guarantees the development of the tasks within the available time, guaranteeing the participation of all the members of the group, i.e., preventing isolation and exclusion of members from the tasks.

Materials necessary for task 5	Projector and computer
	Slide show of the contact session B
	Blank posters
	Various handwork materials: colour pencils, colour markers, scissors, glue, thin cardboards of various colours

15 minutes: Task 6 – Activity summary, poster´s display and snack

The trainer asks the groups to finish the posters and asks for everyone's attention to end the activity: "*I am very pleased with your work. Congratulations to all the groups for having managed to create the campaign 'Lisbon: a better city'. Your suggestions are excellent and I am certain we will be able to teach other people that Lisbon can be a better city for everyone and where all the people can feel well independently from their differences. The posters will be exhibited here at the school, where everyone will be able to see them. Thank you for your participation and I hope you have enjoyed it*". After this, the trainer supervises the affixing of the posters to the room's wall and invited the participants to a light snack at the end.

Materials necessary for task 6	Projector and computer
	Slide show of the contact session B
	Tables for the light snack
	Plates, cutlery, glasses, napkins
	Tape to affix the posters

15 minutes: Task 7 – Evaluation of the session

After the light snack, it is essential that the trainer calls the participants' attention to the need for obtaining their opinion on the session in order to improve the activities: *"Now I would like you to pay attention during a few more minutes. We are very interested in knowing if you enjoyed the activity and your opinion about it. This questionnaire takes 10 minutes to answer and is really very important for us that you are sincere and express your opinion. Thank you!"*

Materials necessary for task 7	Post-test 2 to be applieded to the younger people (annex 15)

We would like to thank all the staff, specially SCML users and technicians, who have displayed a huge commitment so that the intergenerational programs could take place, as well as Virgilio Ferreira School for its willingness to participate in this project.