



True to Age, True to Gender

Gendered, Social, and Digital Education for Older Learners

Blended Course for Adult Educators

Project N° - 2020-1-RO01-KA204-079845



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Introduction

This blended course was developed as part of the Erasmus+ project *True to Age, True to Gender* and addresses educators, trainers, and educational staff working with older learners with the specific purpose of supporting them to enhance their understanding of gender issues in old age, tackle this topic in older adult education, and to purposefully integrate the gender capital of older learners in general, but particularly women, in their older adult education programmes. Additionally, this course wants to encourage the use of ICT in older adult education and the awareness of common European values.

To this end, the partnership of TAG has developed a seven-module blended course. Six of these modules tackle topics related to older adult education, gender capital, European values, and ICT skills in online and face-to-face sessions. All of them can be adapted to an online approach. The seventh module is conceptualised as a toolbox with exercises that the adult educators taking this blended course can directly implement in their work, but which can also be used and tried out in the course itself.

With the target group in mind, we want to emphasise that this course brings together people who are already experts in their field and who are willing to broaden their horizon and exchange new approaches in their teaching. The educator who is conducting this course should therefore be experienced in older adult education, pedagogy, and motivation strategies and be willing to assume a moderator role who rather guides than instructs the participants.

Note that for the online units, the participants will need internet access and an appropriate learning environment for self-study and that the educator must be able to provide the online materials such as the texts and the assessment forms to the participants and use proper communication software such as video conferencing tools. The facility for face-to-face sessions must be large enough to accommodate the number of participants, also under Covid-19 hygiene restrictions. Here, too, the educator must be able provide the necessary materials for group work.

If you have questions concerning the course or if you would like to contact the TAG-team, please contact us via the [website](#) or directly via the [partner association](#) in your respective country. Please also feel free to use social media and spread the news about our project!



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Module 1 Introduction: Promoting active ageing and European values through lifelong learning

Description

In the module learners will become familiar with the concepts of active ageing and lifelong learning through brainstorming and discussions. The educator will moderate the flow of thoughts, thus enabling participants to express their point of view.

The face-to-face session will permit participants to get to know each other in person and will also boost cooperation for the next activities.

Apart from the introduction of the topics of active ageing and lifelong learning, this module also lays the basis for all following modules of the course. It is therefore intended to be straightforward and comprehensive.

Learning Outcomes:

- Knowledge

Participants will know about the importance of lifelong learning in the process of active ageing.

Participants will know about the importance of European values for older learners and educational programmes for them.

- Skills

Participants will be able to recognize what educational programmes and actions are beneficial for the promotion of active ageing.

Participants will be able to include European values in their education programmes promoting active ageing.

- Competences

Participants will be able to identify their educational needs and use the acquired knowledge to foster active ageing.

Duration

2.5 hours

Session 1: 60 min face to face

Session 2: 45 min online

Session 3: 45 min online



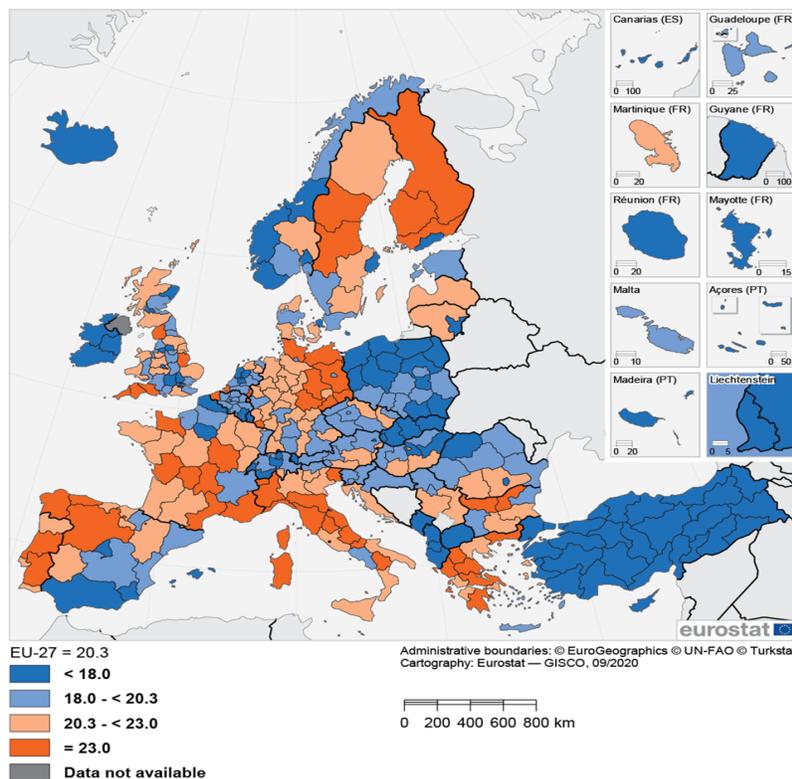
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Module 1: Content Materials

1. PRESENTATION AND DISCUSSION: ACTIVE AGEING AND LIFELONG LEARNING

The [Policy Learning Platform of Interreg Europe](#) states: “The European population is ageing fast. There were 101.1 million older people—aged 65 years or more— living in the EU-28 at the start of 2018, that is 19.7 % of the total population (EUROSTAT). The number of older people in the European Union (EU) is projected to follow an upward path, peaking at 149.2 million inhabitants (28,5 % of the total population) in 2050 (see Map 1 for the distribution of older people in the EU and Figure 2 for projected age pyramids in the EU in 2050 compared to 2019). The ageing population is the result of a long-term fall in fertility rates (reaching 1.55 live births per woman in 2018 in the EU) and increased life expectancy (reaching 81.0 years in 2018 in the EU).”



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What is “Active Ageing”?

The World Health Organization has acquired the term “active ageing” to indicate the process for achieving this vision. In “[Active Ageing: A Policy Framework](#),” the World Health Organization (WHO) defines active ageing as “the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age”.

The Framework states further: “Active ageing applies to both individuals and population groups. It allows people to realize their potential for physical, social, and mental well being throughout the life course and to participate in society according to their needs, desires and capacities, while providing them with adequate protection, security and care when they require assistance.

The word ‘active’ refers to continuing participation in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active or to participate in the labour force. Older people who retire from work and those who are ill or live with disabilities can remain active contributors to their families, peers, communities and nations. Active ageing aims to extend healthy life expectancy and quality of life for all people as they age, including those who are frail, disabled and in need of care” (12).

Examples of intersections of active ageing:



[Inclusion and participation in the community and in the labour market - Scientific Figure on ResearchGate. Available from: https://www.researchgate.net/figure/The-Key-Role-of-Active-Ageing_fig2_249315099 \[accessed 13 Dec. 2021\]](https://www.researchgate.net/figure/The-Key-Role-of-Active-Ageing_fig2_249315099)



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Example of European initiatives

One example of how engagement for active ageing can look on a European level, is the [European Innovation Partnership on Active and Healthy Ageing](#) that aims at providing a forum for key stakeholders “in which they can cooperate, united around a common vision that values older people and their contribution to society, identify and overcome potential innovations barriers and mobilize instruments.” With that they hope to spur the following developments in Europe:

- ✓ enabling EU citizens to lead healthy, active and independent lives while ageing;
- ✓ improving the sustainability and efficiency of social and health care systems;
- ✓ boosting and improving the competitiveness of the markets for innovative products and services, responding to the ageing challenge at both EU and global level, thus creating new opportunities for businesses.

The ultimate goal is to expand the healthy life-span of European citizens by two years.

What are European values?

The [European Commission](#) regards the values of the European Union as “common to the EU countries in a society in which inclusion, tolerance, justice, solidarity and non-discrimination prevail. These values are an integral part of our European way of life”. The following values are officially adopted as the EU values and defined below by the EC:

- **Human dignity:** “Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.”
- **Freedom:** “Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.”
- **Democracy:** “The functioning of the EU is founded on representative democracy. Being a European citizen also means enjoying political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as candidate and to vote in their country of residence, or in their country of origin.”
- **Equality:** “Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957. Although inequalities still exist, the EU has made significant progress.”
- **Rule of law:** “The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice which judgements have to be respected by all.”
- **Human rights:** “Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and or the right to get access to justice.”

What is Lifelong Learning?

On the [Knowledge Hub](#) of the learning platform provider Valamis, you can find a comprehensive explanation of Lifelong learning:

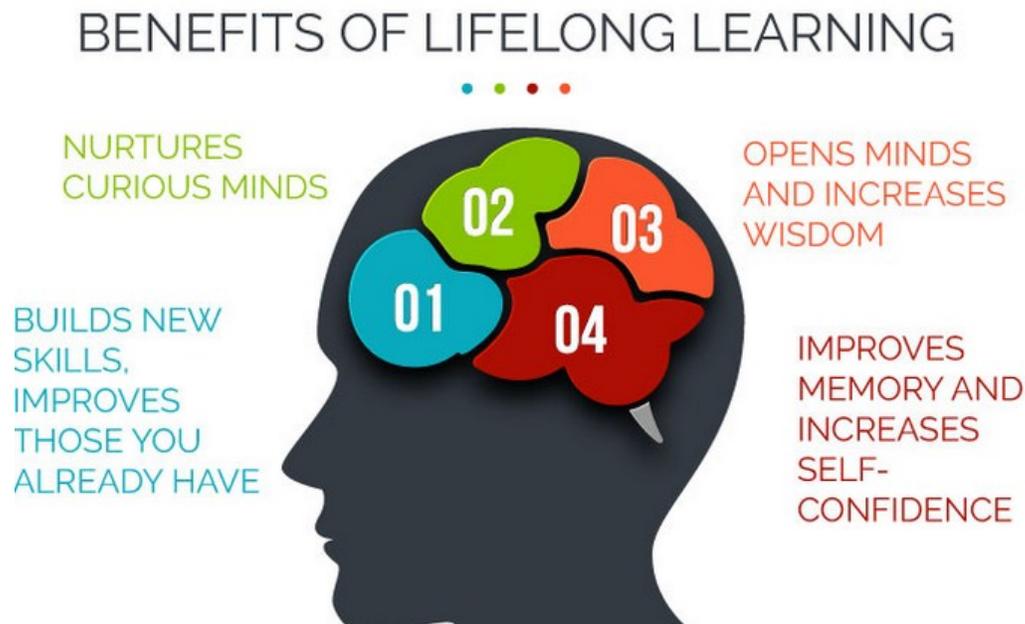
“Lifelong learning is a form of self-initiated education that is focused on personal development. While there is no standardized definition of lifelong learning, it has generally been taken to refer to the learning that occurs outside of a formal educational institute, such as a school, university or corporate training. Lifelong learning does not necessarily have to restrict itself to informal learning, however. It is best described as being voluntary with the purpose of achieving personal fulfillment. The means to achieve this could result in informal or formal education. [...]

It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth”.

Some examples of lifelong learning initiatives:

- Developing a new skill/ability (painting, sewing, programming, public speaking, etc)
- Self-taught study (learning a new language, etc)
- Practicing a new sport or activity (martial arts, climbing, horse riding, etc)
- Learning to use a new technology (smart devices, new software applications, etc)
- Acquiring new knowledge (taking a self-interest course via online education or classroom-based course)
- Developing personal soft skills (meditation course, personal growth groups, etc)

In her article “[Non si smette mai d’imparare, o lifelong learning](#)” (Never stop learning, or lifelong learning), Angela Carta provides this graphic of the benefits of lifelong learning:



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2. WORKSHOP AND PRESENTATION: THE PILLARS OF SUCCESSFUL ACTIVE AGEING

Create separate rooms on the platform you want to use.

Participants are divided into groups. The aim of these work groups will be to write the pillars for the correct promotion of active ageing and the possible future scenario of a more engaged society. One person in each room/group will write a simple document (word, power point, other presentation tools if known) and share the screen so that other participants can see what the whole group is putting together.

Track:

- Needs/desires
- Territory offer
- Possibilities/obstacles
- Resources
- What consequences?

3. BEST PRACTICE PRESENTATION THROUGH WEBSITES

Presentation of best practices from all over Europe:

Udine, Italy

<https://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing/views-on-ageing/examples-of-good-practice/community-solidarity-in-udine,-italy>

Prague, Czech

<https://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing/views-on-ageing/examples-of-good-practice/volunteering-in-prague,-czech-republic>

Stockholm, Sweden

<https://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing/views-on-ageing/examples-of-good-practice/physical-activity-after-80-in-stockholm,-sweden>

Module 1 / Session 1

Presentation and discussion: Active ageing and lifelong learning.

Duration: 60 min

This session provides an overview on the meaning of active ageing, its definitions, synonyms and the engagement with this topic on a European level by giving examples of initiatives in the field. It will further outline EU values and contextualize them in regards to lifelong learning. The session finishes with a common brainstorming about the main knowledge acquired during the session.

Learning Objectives:

Learners will be able to:

- understand the concept of active ageing
- adapt and promote the knowledge of active ageing to own group of learners
- recognize EU values
- understand the importance of lifelong learning
- offer customized educational options to own study group, based on the acquired knowledge about LLL and active ageing

Methodology:

The educator will present materials to the participants and will encourage discussion and exchange of knowledge among them.

Content (Type of activities list & small description):

15 min icebreaking activity and warm up

20 min presentation of contents

10 min activity: brainstorming of the main topics of the session (Activity 1)

5 min interactive quiz (Activity 2)



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Module 1 / Session 1 / Activity 1

Brainstorming: What can we learn from this session?

Duration:

15 min

Implementation:

Following the presentation of the module contents, the learning group will brainstorm together to create a group atmosphere, to encourage self-reflection and mutual exchange among participants. Participants go through the covered topics and are free to express their feelings about it or to ask questions.

Suggested questions for the educator:

- What concept did interest you the most?
- What was the most surprising thing you heard today? Or were there no surprises?
- What concept would you like to deepen and/or engage with more in your learning sessions?
- Do you think our target group could be interested in these topics? Why yes/no?
- How do you think you could engage your learners in these topics?

Online option: In an online environment, the trainer goes through the suggested questions or creates new ones and asks the participants to interact and answer by letting them choose the question they would like to answer.

Materials & Resources:

Resources needed here are most of all soft skills such as:

- active listening
- public speaking
- team work
- capability of synthesis

Materials:

Paper and pens could be useful to take notes. If needed by the educator, a flipchart and markers could be useful to write down main concepts.

Module 1 / Session 1 / Activity 2

Online quiz: Check your understanding!



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Duration:

5 min

Activity online

Implementation:

Each participant will access the TAG online platform

https://tagproject.eu/blended_course/course-online/module1/session-1-activity-2 with their own device (smartphone, tablet, computer) to take a short quiz about the topic of session 1.

Text version of the exercise:

1. European population is:
 - **ageing fast**
 - young in most countries
 - well balanced among young and older people

2. Active ageing..
 - is an unrealistic goal
 - **is optimising opportunities for health, social participation and education**
 - is trying to be fit and eat healthy

3. Active ageing better applies to groups
 - True
 - **False**

4. Among the European values, you can list:
 - green economy, justice, healthy eating and living
 - **inclusion, tolerance, justice, solidarity**
 - democracy, global warming, sustainability

5. Lifelong learning initiatives can be:
 - developing a new **skill**
 - Self taught **study**
 - Practising a new **sport** or activity like climbing or horse riding
 - Learning to use a new **technology**
 - Acquiring new **knowledge**

Materials & Resources:

Resources needed here are most of all soft skills such as:

- active listening
- capability of synthesis

Materials:

Smartphone or tablet or computer and internet connection



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Module 1 / Session 2

Workshop and presentation: The pillars of successful active ageing

Duration:

45 min

This is an online session and will lead participants to imagine how to promote active ageing in their communities. The work will be done in two steps: first, the participants work in small groups and subsequently do a presentation of their work.

Learning Objectives:

Learners will be able to:

- analyze the needs of their community/region
- highlight the most important goals in their group
- define what measures should be implemented or considered to better orientate their communities towards active ageing

Methodology:

The educator will work as an external facilitator for learners to work on their own. In the platform that is used for the online session, different 'rooms' of 3-4 participants should be created.

Content (Type of activities list & small description):

5 min recap of session 1

20 min: online workshop with small working groups (Activity 1)

15 min: presentation of the groups' work (Activity 2)

5 min: online quiz (Activity 3)

Module 1 / Session 2 / Activity 1

Workshop: The pillars of successful active ageing

Duration:

20 min

Implementation:

This is an online session which enables participants to envision ways of how to promote active ageing in their communities. Create separate 'rooms' on the online platform you want to use. Participants are divided into small groups of 3-4 participants. The aim of the participants of these work groups will be to write the pillars for the correct promotion of active ageing and the possible future scenario of a more engaged society. One person in each room/group will write a simple document (word, power point, other

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presentation tools if known) and share the screen so that other participants can see what the whole group is putting together.

Track:

- needs/desires
- regional offers
- possibilities/obstacles
- resources
- consequences/impact

Materials & Resources:

Materials:

Internet connection

Tablets or computers for all participants

Resources:

Soft skills such as

- team work
- active listening
- empathy
- public speaking

Module 1 / Session 2 / Activity 2

Presentation: The pillars of successful active ageing

Duration:

20 min

Implementation:

This is an online session which enables participants to envision ways of how to promote active ageing in their communities. The participants will return from their individual 'rooms' to the common online session. One person per group will have a few minutes to show the others the results of their group-work. This is followed by a Q&A session which will be moderated by the educator. Depending on the discussion that ensues and time limitations, the similarities and differences in the results of each group can be summarized and highlighted.

Materials & Resources:

Materials:

Internet connection

Tablets or computers for all participants



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Resources:

Soft skills such as

- team work
- active listening
- empathy
- public speaking

Module 1 / Session 2 / Activity 3

Choose the correct statement and discuss results. Do we all agree?

Duration:

5 min

Implementation:

Each participant will access the TAG online platform

https://tagproject.eu/blended_course/course-online/module1/session-2-activity-3 with their own device (smartphone, tablet, computer) to take a short quiz about the topic of session 2.

Text alternative of the online exercise:

Choose the correct statement and discuss results. Do we all agree?

(Underlined is correct)

1. The promotion of active ageing works transversally through community services, health system, transportations, culture and social participation. - To promote active ageing, we should focus on people's health conditions and an efficient sanitary system. This is prior to every other action.
2. Actions to promote active ageing are easier to be taken at local level. The community as a nest to give birth to social inclusion and active participation of older people. - Actions to promote active ageing should be taken at national and European level to lead each country and each community to adopt them and be included in a wider framework of activities.
3. European values should be seen as the direction in which we want to go to promote active ageing and long-life learning in our communities. - European values don't easily adapt to local communities' needs and should not be considered when promoting active ageing and life-long learning.

Materials & Resources:

Resources needed here are most of all soft skills such as:

- Public speaking and discussion



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- Capability of analysis

Materials:

Smartphone or tablet or computer and internet connection



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Module 1 / Session 3

Best practice presentation through websites

Duration:

45 min

This is an online session. The educator will present three best practices from different countries in Europe.

Learning Objectives:

The participants will be familiar with different projects around active ageing in Europe and different options of action to promote this topic.

Methodology:

The educator will project the provided websites or online articles and read/discuss them with learners through a word cloud created on a tool such as polleverywhere.com.

Content (Type of activities list & small description):

5 min recap of session 2

25 min best practice presentation (Activity 1)

15 min wrap-up: Exchange of feelings and ideas for the future through word cloud. (Activity 2)

Module 1 / Session 3 / Activity 1

Best practice presentation through websites

Duration:

25 min

Implementation:

This is an online activity: The educator will present three best practices on active ageing from different countries in Europe. The educator shows the websites to the participants and reads/discusses them with the learners.

Best practice examples from all over Europe:

Udine, Italy

<https://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing/views-on-ageing/examples-of-good-practice/community-solidarity-in-udine,-italy>



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Prague, Czech

<https://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing/views-on-ageing/examples-of-good-practice/volunteering-in-prague,-czech-republic>

Stockholm, Sweden

<https://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing/views-on-ageing/examples-of-good-practice/physical-activity-after-80-in-stockholm,-sweden>

Materials & Resources:

Materials:

Internet connection

Projector

Resources:

Soft skills such as

- active listening
- empathy
- public speaking

Module 1 / Session 3 / Activity 2

Wrap-up

Duration:

15 min

Implementation:

This activity is the final step of the first module and initiates module 2. After going through the best practice examples, participants share their feelings and ideas about the future and possibilities to implement their new knowledge in their next training, workshops, or study group.

This will be done through the activity “word cloud” on the platform “[poll everywhere](#)” (educator needs to register at the platform before use).

Materials & Resources:

Materials:

Internet connection

Tablets or computers for each participant

Resources:

Soft skills such as

- active listening



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- empathy
- public speaking



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Module 2 Introduction: Psychological characteristics of older learners

Description

Ageing implies changes not only on physical level, but also on psychological and social level. Our mind functions differently at every age and getting older implies a certain specificity of the learning process. This module deals with the psychological particularities of older people in the learning and teaching process, as well as with the psycho-social conditions that need to be fulfilled by the educator in order to ensure an optimal learning atmosphere when working with older people.

The module will contain two units:

- ✓ Unit 1: Psychological particularities of older people in the learning and teaching process. This unit deals with the cognitive and social-emotional processes involved in learning at an older age.
- ✓ Unit 2: Psycho-social conditions for nurturing an optimal learning atmosphere for older people. This unit deals with practical ways of creating a safe learning environment which promotes trust and development.

Learning Outcomes:

- Knowledge

The Participants will be able to name and understand the main particularities of older learners.

- Attitudes

The participants will be able to accept the importance of creating an optimal learning environment.

- Competences

At the end of the module, the participants will be able to apply activities and techniques which help to ensure an optimal learning environment in their work.

Duration

1.5 hours (45 min face to face + 45 min online)



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Module 2: Content Materials

1. PSYCHOLOGICAL CHARACTERISTICS OF OLDER PEOPLE IN THE LEARNING AND TEACHING PROCESS

Old age through the magnifying glass

Psychology and social psychology research on age and ageism reveals the fact that not necessarily the age, but the views of self and the views of others upon the aging person contribute to cognitive decay and emotional fragility, that discrimination of older people may lead to their potential cognitive decline and increased dependency in their later years, and that most aging people perceive themselves 20% younger than their actual age (Rubin and Berntsen, 2006).

In other words, we get old as we and others perceive us getting old and, as long as we stay motivated, stimulated, and engaged, older age feels more or less just like previous ages: We have the same personal resources as before (or sometimes maybe more), the same competences and abilities, and we may find ways to compensate for whatever physical or psychological changes are brought by the piling years.

Moving away from old (age) stereotypes

From a cognitive point of view, the strong points of old age are:

- There are valuable memories and plenty of information stored over decades that older people have access to (recalling long lived events is often very easy for older people and involving them in sharing/writing their biographies is very stimulating and motivating).
- Based on their experience, older people demonstrate a higher capacity of anticipation.
- All older adults dispose of a good set of skills, which may be partially or totally transferred to new activities (for example, speaking a foreign language may lay the ground for learning another one, car driving skills provide good coordination for learning to dance or to use a sewing machine or an electrical saw, etc.).
- Creative thinking and critical thinking are highly functioning in older adults who continue to be intellectually engaged after retirement.
- Most older people demonstrate very good language skills and extended vocabulary, based on prolonged and varied use of the language.
- Sleeping rate often diminishes in old age, which offers older people more time for engaging in various activities.
- Old age does not diminish curiosity or the will to learn and experience new things and, for most older learners, this is accompanied by a good set of planning skills, which allows them to take control of the things they want or need to learn and also of their educational process.

From an emotional point of view, the strong points of old age are:

- Older adults are eager to learn new things as long as they are interested in the topic and perceive its usefulness in their lives; most of the time, they learn for fun or to fulfil an old dream.
- Older people need and enjoy recognition for their work and experience, as any other adult would.
- Older adults are often seeking social connection and they enjoy participating in group activities. Older women are more emotionally dependent on their group than men and they are ready to leave the learning group if they do not feel accepted and respected by the other learners or by the educator.
- Older people feel stimulated by their sense of usefulness: If they feel useful to each other or to the community they are ready to put to good use all their skills and competences. The sense of usefulness may also be triggered by planning activities.
- Old age is often accompanied by a certain detachment of the material world (hence often endowed with a lot of wisdom), which brings with itself more patience and tolerance for the behaviours of others, but also more financial responsibility.
- Older people seek mostly contemplative recreational activities, but they also enjoy participatory activities if their motor skills allow it.
- A certain routine may offer the sense of stability in old age, but monotonous activities are to be avoided, as they are less stimulative compared with those involving diversity and novelty.

2. PSYCHO-SOCIAL CONDITIONS FOR THE CREATION OF AN OPTIMAL LEARNING ATMOSPHERE FOR OLDER PEOPLE

The safe space for learning and growth: What is it and why do we need it?

The term ‘*safe space*’ defines a community, a physical location, or a psychosocial stage of a group of individuals where people with different cultural, social and/or psychological backgrounds can speak freely about their identities and issues that affect their lives.

Creating a safe space for a group involved in activities related to education, training, and personal development is a must as people grow and learn best when they feel safe and move within an atmosphere of tolerance.

Remember:

- Everyone learns better when they feel safe, included, and validated.
- Creating a safe space for a group involved in personal development activities is a must.
- The safe learning environment is co-created by all the participants, including the trainer.
- Creating a safe learning environment can be an on-going process that needs constant monitoring.
- The more people the group contains and the more heterogeneous they are, the more time it takes and the more difficult it may prove to be to create a safe space.



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The safe space for learning and growth: How can we create it?

Practical information about how to facilitate the creation of a safe learning environment for older people:

- Establish and promote clear communication rules from the beginning: Consider both general aspects of communication and those specific for the group.
- The facilitator or educator is an expert in their line of work, but the older learners are experts on their learning and development process. Therefore, offer options and make decisions in a democratic way.
- Discuss, agree upon, and maintain confidentiality throughout the group meetings.
- Democratically discuss boundaries and ground rules from the beginning or whenever they seem necessary to be revisited.
- Ensure that the experience is accessible and inclusive, regardless of ability level, economic situation, gender variance, physical integrity, culture, etc.
- Allow participants to opt out of participating in an activity or discussion if they feel uncomfortable to share certain thoughts, feelings, etc.
- Hold participants to standards designed specifically with them in mind – older learners need purposes and goals to guide their efforts.
- Use a diversity of methods, materials, and means in order to address the variety of learning styles and skill levels.
- Put to good use the life experience of the older people, make them feel useful and valued.
- Validate the positive aspects in order to build confidence, facilitate the feeling of acceptance and respect.
- Create a pleasant learning atmosphere by addressing the needs of the learners: stimulate connections, include humour, music, or attractive activities and materials etc.
- Recognize the specific challenges that might come with age and address them accordingly. For example, use bigger fonts, adapt the training pace to accommodate fatigue, or reduce exercises which demand too much physical flexibility, etc.
- Stimulate social interaction between participants. For example, encourage group dynamics by breaking the whole group into smaller workgroups for certain tasks, and also remember to encourage connection outside the learning environment.
- Creating a safe space is an on-going process – it needs constant maintenance and the reality is that sometimes we can only create safer spaces. Yet, it is important that groups are gentle but also vigilant with constantly checking in.

RESOURCES:

True to Age, True to Gender Handbook: What adult educators and programme developers should know about older women's gender capital, social issues, and values. 2021.

Vauclair, Christin-Melanie et al. "[What do older people think that others think of them, and does it matter? The role of meta-perceptions and social norms in the prediction of perceived age discrimination.](#)" *Psychology and aging* vol. 31,7 (2016): 699-710. doi:10.1037/pag0000125

Chopik WJ, Bremner RH, Johnson DJ and Giasson HL. "[Age Differences in Age Perceptions and Developmental Transitions](#)". *Front. Psychol.* vol. 9,67 (2018). doi: 10.3389/fpsyg.2018.00067

PEW Research Center. "[Growing Old in America: Expectations vs. Reality](#)". 2009.

Panayotes Demakakos; University College London; Elizabeth Hacker National Centre for Social Research, Edlira Gjonça University College London. "[Perception of aging](#)." 2006.

Lumen learning. "[Aging: Late Adulthood](#)".

Linkcommunity. <http://www.linkcommunity.eu/resources.htm>. Accessed 20 Dec. 2021.



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Module 2 / Session 1

Psychological characteristics of older people in the learning and teaching process

Duration:

45 min

Learning Objectives:

Learners will be able to:

- name and understand the main particularities of older learners
- accept the importance of creating an optimal learning environment

Methodology:

In this face-to-face session experiential exercises and focused discussion are combined. All the activities can be carried out in an online environment, if needed.

Content (Type of activities list & small description):

Preparation:

Ice-breaker “Throw the ball and share things about yourself!” (Activity 1)

A reflection to link the exercise to the following activity is initiated by asking questions.

Course work:

Focused discussion about the specificity of old age and the changes it brings with itself; parallel between cognitive and social-emotional processes involved in learning at older age. (Activity 2)

Reflection:

Wrap-up exercise: “The thermometer”. (Activity 3)

Module 2 / Session 1 / Activity 1

Ice-breaker “Throw the ball and share things about yourself!”



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Duration:

10 min.

Implementation:

Pass a soft ball from one participant to another while stating a personal trait or characteristic. The activity ends when all the participants have been thrown the ball at least once.

A reflection to link the exercise to the following activity is initiated by asking the following questions: “Which of the characteristics mentioned before are personal resources and which are weak points?” (Most people will focus on stating personal resources) “Which of those characteristics do you think will change at older age?” (Most people will not perceive significant changes in their personal resources at an older age).

Materials & Resources:

A soft ball/ a stuffed animal/ any other soft toy which can be thrown without causing harm.
Enough space to have everyone standing in a circle and throw the ball to one another.

Module 2 / Session 1 / Activity 2

Focused discussion: The specificity of old age

Duration:

30 min.

Implementation:

Start a group discussion starting with the questions: “Which of your personal resources do you think will change at older age?” (Most people will not perceive significant changes in their personal resources at older age), and “How will you describe yourself at old age?”.

Make use of the information available in the content section of Module 2 and present it to the group. Discuss the cognitive and emotional strong points of older age and point out that older people have a lot of personal resources and that the way we perceive ourselves and the way others perceive us while getting older creates the setting for the way we get old.

At the end of the focused discussion or as a self-study assignment, an online interactive activity (“The Strong Points of Old Age” see the exercise below) can be done as a way to check understanding or consolidate learning. The exercise is based on the strong points of old age, both from a cognitive and emotional point of view, as presented in the content section of this module. Some of the key words from the text are removed and put in a list, from which the learners are asked to drag and drop them in the correct positions. Learners may check their answers and get a score and feedback for it at the end. Unlimited number of retrials are permitted.

Materials & Resources:

laptop + video-projector/ whiteboard + markers/ flipchart + markers



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The file Module 2: Content Materials

Access to the learning platform (for the online interactive activity: The Strong Points of Old Age)

https://tagproject.eu/blended_course/course-online/module2/session-1-activity-2

Module 2 / Session 1 / Activity 3

Wrap-up exercise: “The thermometer”

Duration:

5 min.

Implementation:

How did you feel about today's session? Standing up, the participants are asked to imagine that their body is a huge thermometer, and it measures their opinion about the training session and the things discussed during it: The higher the temperature, the more pleased they are with the training session. By using their hands, they are asked to show where the temperature level is.

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom.

Module 2 / Session 2

Psycho-social conditions for nurturing an optimal learning atmosphere for older people

Duration:

45 min

Learning Objectives:

Learners will be able to:

- accept the importance of creating an optimal learning environment
- apply in their work activities and techniques which will help them ensure an optimal learning atmosphere and performance when working with older people

Methodology:



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This is an online session (e.g. on zoom) in which experiential exercises and focused discussion are combined. All the activities can be carried out in a face-to-face environment, if needed.

Content (Type of activities list & small description):

Preparation:

Ice-breaker “What do your shoes say about who you are?” (Activity 1)

Course work:

Structured exercise: “Your idea of a safe learning environment in a photo”, leading to a focused discussion about practical ways of creating safe learning environment which promotes trust and development. (Activity 2)

Reflection:

Wrap-up exercise: “Words for the imaginary backpack”. (Activity 3)

Self-assessment

Module 2 / Session 2 / Activity 1

Ice-breaker: “What do your shoes say about who you are?”

Duration:

10 min.

Implementation:

Within the Zoom session, the participants are asked to take a photo of their shoes or whatever they are wearing on their feet, upload or share it on the screen, and state the resemblance between what they wear and who they are.

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom.

Module 2 / Session 2 / Activity 2

Structured exercise: “Your idea of a safe learning environment in a photo”



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Duration:

30 min.

Implementation:

The participants are asked to choose from a set of photos the one that reflects their opinion about what is or what makes a safe learning environment. Then they discuss their choices. A set of photos – implying different metaphorical concepts – are available online on the learning platform (see the access to the photos below), but any set of metaphorical images may be used for this activity.

The exercise will be the starting point for a focused discussion about practical ways of creating a safe learning environment which promotes trust and development. Use the information available in the content of Module 2 and present it to the group.

At the end of the focused discussion or as a self-study assignment, an online interactive activity (see the access to the online activity “ How to Create a Safe Space for Learning and Growth” below) can be used as a way to consolidate learning: The practical information about how to facilitate the creation of a safe learning environment for older people is taken from the content section of the module and presented on double sided cards, which the learners will have to click and turn in order to see the whole text. The cards are shuffled in every attempt. Unlimited number of retrials are permitted.

Materials & Resources:

Laptop, webcam, internet connection, access to Zoom

The file Module 2_Content

Access to the photos online

https://tagproject.eu/blended_course/course-online/module2/session-2-activity-2

Access to the learning platform for the online activity: How to Create a Safe Space for Learning and Growth

https://tagproject.eu/blended_course/course-online/module2/session-2-activity-2

Module 2 / Session 2 / Activity 3

Wrap-up exercise: “Words for the imaginary backpack”

Duration:

5 min.

Implementation:

The participants are asked to think about a word which reflects their experience during the training session and place that word in a backpack with useful ideas that they are taking with them on their life’s journey.

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom.

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Module 3 Introduction: Gendered education and social engagement

Description

This module focuses on gender, gender concepts, gender stereotypes, women's rights, and women's social activism

Learning Outcomes:

- Knowledge

The participants have insight in the topic of engendered older adult education.

They are familiar with the main concepts related to gender issues.

They know about gender stereotypes and how they are approached in education.

- Skills

The participants have improved their communication abilities.

They are able to recognize gender stereotypes and deconstruct them.

- Competences

The participants can apply their gender knowledge and skills in their everyday life.

They are able to apply the disciplinary knowledge in their professional life.

They can combine the acquired disciplinary knowledge with experiential knowledge regarding the gender issues.

Duration

2.5 hours (45 min online + 60 min f2f + 45 min online)

Module 3: Content Materials

Gender (in)equalities in old age and older people's education are influenced by gender capital (or gender experience) of people. Gender experience, be it positive or not, needs to be discussed in older adult education as well as older women's needs, interests, values, and aspirations.

Engendered education is education that deals with gender issues while including learners' gender capital or gender experience in the educational programme. It helps older women understand who they are as older persons and older women. It also helps older women become more self-aware and self-confident.

Only informed older women can eventually fully engage in social engagement and participation and activism related to gender issues. Socially engaged women can become social activists devoting their time, energy, knowledge, even money, to the causes of women's rights, gender equality, etc.

1. MAIN CONCEPTS RELATED TO GENDER ISSUES

Gender, both male or female, is constructed socially. "One is not born a woman, one becomes a woman," says Simone de Beauvoir in *The Second Sex*. Or to put it differently, gender is under lifelong construction, affecting all parts of your life, i.e. social, economic, political life, etc. It impacts your power and how resources are allocated to women and men. Gender is constructed socially and therefore its construction depends on time, space and context. Luckily, what has been constructed socially, can also be deconstructed socially—for example, through education.

Men and women become socialized through society. Gender socialization is a process defined as acceptance of social norms and social roles. These are internalized by individuals through their whole life. Consequently, gender socialization leads to structuring relations of domination and subordination in society. Gender socialization is a process impacted by parents, significant adults and peers but also by the geographical and cultural environment. The process of gender socialization starts at birth: Boys are socialized to take up what society considers men's social roles and women to take up socially accepted women's social roles. Men perform their roles sequentially, while women perform several roles at a time.

We therefore have to keep in mind that gender issues are an integral part of culture: the way gender is understood by people of a community, the way men and women interact, their roles in society are all a matter of culture. Gender issues as a cultural phenomenon are also related to how women are treated in film, literature, or on TV. This mediation of gender culture by film, literature, advertisements, etc. is important. Today's culture has integrative potential: older people's culture, women's culture—all groups have the right to their own culture to be expressed, heard, seen and listened to. Similarly, the role of the church in shaping women's position as dependent on their husbands needs to be understood in this context.

A gender approach in older adult education is needed to understand this social reality. Gender is not about women or men. It is about their relationships and not about women in isolation. It highlights the difference between men and women's interests, it shows how their interests intersect and how they are



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expressed, it highlights conventions regarding hierarchies in families, communities, and society at large. A gender approach in education is about taking into account differences among men and among women based on age, class, wealth, etc. It is about the way social roles change as a result of economic, technological, political trends. Just like these, the concept of a gender approach in education is a dynamic one.

Older women should know that they have rights in different areas of life: economic independence, the right to work, equal wages, legal equality, the right to vote, the right to education, the right to emancipation, the right to their body. Older adult education can contribute to this.

2: GENDER STEREOTYPES

Gender stereotypes are mostly denigrating opinions about men or women, such as “all men are...all women are... all older women are fat, stupid, dependent poor learners”, etc. They may comply with certain group characteristics, real or assigned by society, but they do not comply with single representatives of the group.

Gender stereotypes/social representations of older men and women are often primitive thinking schemes about gender attributes, differences, roles of individuals and groups. They contribute to the status quo of gender roles. Stereotypes about older women can also manifest in social injustice: on the level of distribution of income, economic level, socio-cultural and symbolic level, and so on. Therefore, social justice is an important prism through which to observe the position of women in society.

Module 3 / Session 1

About gender and engendered education

Duration:

45 minutes

Learning Objectives:

In this session, the learners are made aware of issues relating to gender (in)equality. Additionally, this session identifies specifically the issues that should be dealt with in older adult education in this context to empower older women to embrace their potential ‘otherness’.

Methodology:

Online session (Zoom)

Content (Type of activities list & small description):

Ice-breaking activity (Session 1 Activity 1)

Discussion on the topic (content of this module, TAG Handbook: module 6 (cf. literature), Annex I and II)

Autonomous learning (TAG Handbook: module 6 (cf. literature), Annex I and II)

Self-assessment (Session 1 Activity 2)

Module 3 / Session 1 / Activity 1

Icebreaker: Pickerwheel “About feeling old”

Duration:

as long as needed

Implementation:

Ask each student to think about the moment they first or last felt old. What happened?
Let them describe the situation when the spinning wheel stops at their name.

Variation: Write names of your students on pieces of paper and put them in a basket. Have a student grab a paper with a name. The selected student answers the question.



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Materials & Resources:

<https://pickerwheel.com/>

Module 3 / Session 1 / Activity 2

Self-assessment

Duration:

5 minutes

Implementation: The learners use the project platform to complete the following online self-assessment quiz ; or a hand-out with the questions can be given to them instead.

Are the following statements true or false?

Gender is not about women or men. It is about their relationships and not about women in isolation.

TRUE

FALSE

Engendered education is exclusively education about what it means to be a man or a woman.

TRUE

FALSE

Programmes in education of older women include gender experience together with older women's needs, interests, and aspirations.

TRUE

FALSE

Social activism is related to social issues but not gender issues

TRUE

FALSE

Materials & Resources: Online activity

https://tagproject.eu/blended_course/course-online/module3/session-1-activity-2

Module 3 / Session 2

The construction of gender

Duration:

60 minutes

Learning Objectives:

In this session, the learners identify gender specific stereotypes and gender specific ageism and ways to mitigate them.

Methodology:

Face-to-face session

Content (Type of activities list & small description):

Ice-breaking activity on gender identity (Session 2 Activity 1)

Introspection and reporting to the group (Session 2 Activity 2)

Studying the past - stories of belittled women (Session 2 Activity 3)

Autonomous learning (content of this module, TAG Handbook: Module 6, Annex I and II, study cases published on the TAG Facebook page)

Module 3 / Session 2 / Activity 1

Icebreaker: Older Women's and Men's Identity

Duration:

as long as needed

Implementation:

Divide the group into pairs. In face-to face-sessions, lay out the photos of older women and men on a table. The learners walk around the table and pick up a picture according to their gender (so make sure the number of photos depicting men and women is at least equal to the number of female and male participants). The photos can be duplicated and learners can also choose the same picture if the number of photos is not sufficient. They explain the reasons for their choice to their neighbour. You as the educator walk around the pairs and highlight the right of women and men to be different and equal.



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No. 1 - Milena (94), photo: Iva Gasar



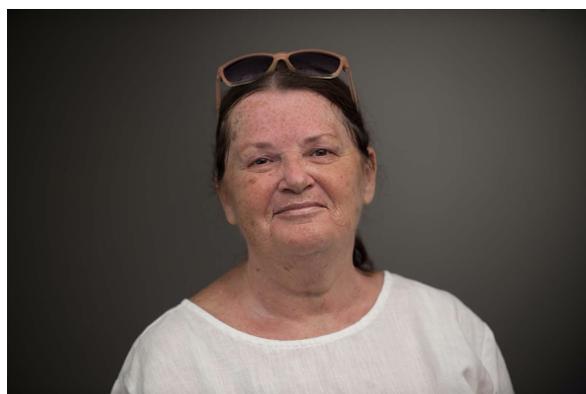
No. 2 - Ana-Maria (79), photo: Janez Marolt



No. 3 - Andrej (72), photo: Janez Marolt



No. 4 - Dubrovko (71), photo: Janez Marolt



No. 5 - Pika (66), photo: Janez Marolt



No. 6 - Vida (82), photo: Janez Marolt

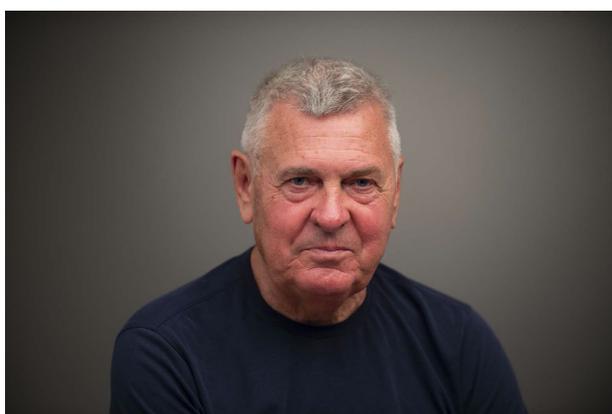


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No. 7 - Mira (65), photo: Janez Marolt



No. 8 - Marko (81), photo: Janez Marolt

Materials & Resources: pictures

Module 3 / Session 2 / Activity 2

Thinking back

Duration:

as long as needed

Implementation:

Gender, male or female, is constructed socially. This gender socialization is a process defined as acceptance of social norms and social roles. Ask the learners: “Thinking back, which experiences constructed you and made you accept some social norms valid for your gender..”



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- ...in your childhood?
- ...in your adolescence?
- ...in your professional life?

Example:

“When I was a little girl and played together with boys, one of the boys hit me. And I hit him back. I cried and complained to my old aunt about the boy hitting me. She would not let me go back to the boys insisting that girls do not scream and hit neither boys nor girls. Girls should behave.”

Materials & Resources:

Module 3 / Session 2 / Activity 3

Thinking about female emancipation in the past

Duration:

as long as needed

Implementation:

Gender, male or female gender are constructed socially. Gender socialization is a process defined as acceptance of social norms and social roles. Ask the learners to choose a story of a belittled woman from their country that is telling for them from Annex I of the TAG Handbook. Ask them to read it and reflect on the woman's way of emancipation.

Materials & Resources:

TAG Handbook Annex I <https://tagproject.eu/handbook/handbook-tag/annex-1>

Module 3 / Session 3

Older women's rights

Duration:

45 minutes



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Learning Objectives:

In this session, the participants will learn strategies of how to make older female learners aware of their position in society and their rights in the past and present.

Methodology:

Online session (Zoom)

Content (Type of activities list & small description):

Pair work and reporting to the group (Session 3 Activity 1)

Autonomous learning (Session 3 Activity 2)

Screening film trailers and group discussion (Session 3 Activity 3)

Group/autonomous activity (Session 3 Activity 4)

Studying stories of belittled women (TAG Handbook Annex I

<https://tagproject.eu/handbook/handbook-tag/annex-1><https://tagproject.eu/handbook/handbook-tag/annex-1>)

Module 3 / Session 3 / Activity 1

Group discussion

Duration:

as long as needed

Implementation:

Older women should know that they have rights in different areas of life: economic independence, the right to work, equal wages, legal equality, the right to vote, the right to education, the right to emancipation, the right to their body, to their social network, the right to mobility, etc.

Divide the group into pairs. With their partner, the learners discuss the rights of older women: How do they account for each of the above mentioned rights? After their discussion, the pairs report to the group.

Materials & Resources:



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Module 3 / Session 3 / Activity 2

Autonomous learning

Duration:

as long as needed

Implementation:

Older women should know that they have rights in different areas of life; economic independence, the right to work, equal wages, legal equality, the right to vote, the right to education, the right to emancipation, the right to their body, to their social network, the right to mobility, etc.

The learners go online and google the *#MeToo*-movement. After the research, ask them: “Do you agree with this movement? If yes, which rights does it defend?”

Materials & Resources:

Internet, laptop/phone/tablet

Module 3 / Session 3 / Activity 3

Film screening

Duration:

as long as needed

Implementation:

Older women should know that they have rights in different areas of life; economic independence, the right to work, equal wages, legal equality, the right to vote, the right to education, the right to emancipation, the right to their body, to their social network, the right to mobility, etc.

Some women activists say that an actress who is a feminist should stop acting since all roles assigned to women consolidate the patriarchal male views of women. In the study group, screen the following films or find similar examples in your language. Discuss in the group: Do they represent women as ‘objects’ or ‘subjects’?



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Pretty Woman, 1990

https://www.youtube.com/watch?v=2EBAVoN8L_U

The Children Act, 2017

<https://www.youtube.com/watch?v=kKQkUcJioxU>

Jeanne Dielman, 23 quai du Commerce, 1080 Bruxelles, 1975

https://www.criterionchannel.com/jeanne-dielman-23-quai-du-commerce-1080-bruxelles?utm_source=criterion.com&utm_medium=referral&utm_campaign=watch-now&utm_content=film

Materials & Resources:

Internet, laptop/computer, projector, films

Module 3 / Session 3 / Activity 4

Becoming aware of the need to be emancipated

Duration:

as long as needed

Implementation:

Older women should know that they have rights in different areas of life; economic independence, the right to work, equal wages, legal equality, the right to vote, the right to education, the right to emancipation, the right to their body, to their social network, the right to mobility, etc.

Ask the learners to rank the following real-life stories involving the emancipation of women. They should rank the situations according to the degree of emancipation they illustrate, from most emancipated to least emancipated. Also, discuss the reordering.

Situation 1

“You cannot put on this dress, mother. You will look funny.”

“Do you really think so?”

Situation 2

“My daughter does not allow me to drive due to my medications. But I like driving. I have driven all my life... How can I deal with this situation? Should I listen to her?”

Situation 3

“But you're an older woman.”

“Yes, that's true but I am not older, I am old. Some people are young, some are middle aged, and I am old. What's wrong with that...?”



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Situation 4

At a Third Age-festival there is a group of older women dressed up in fairies passing by. A man along their way comments: “Oh, fairies, that’s magic.” One of the ladies turns back and says, smiling, “But older fairies.”

Situation 5

Before getting on the bus you put on perfume that is quite heavy. “Oh, I really like women who smell good,” says the driver rather unexpectedly. You feel embarrassed and say: “Particularly, when they are approaching 60 years of age.” The driver gets embarrassed, too, but has a quick reaction: “Yes, but gender remains, doesn’t it?”

Materials & Resources:

Prepare cards with the description of situations.



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Module 4 Introduction: Learning from contents

Description

Women's economic, social and personal resources are more vulnerable as they age compared to those of men, as women tend to be limited by female gender roles their entire life. Older women learn in order to meet their personal needs and produce an impact on communities to which they belong (couple, family, local community, etc.).

Learning Outcomes:

- Knowledge

The participants will gain insight in older adult education for older women.

They will be able to recognize the social and engagement importance of gendered older adult education.

- Skills

The participants will be able to analyse the learning behaviour and needs of older female learners.

They are able to effectively communicate with older learners in general and older female learners in particular.

- Competences

The participants will be able to identify the needs, wishes and aspirations of older women and understand how to address them in learning materials and how to choose appropriate methods to deliver an educational programme for this target group.

They will be able to synthesize the experiential knowledge of female learners with the disciplinary knowledge about old age, older women and their issues.

Duration

2.5 hours (60 min f2f + 45 min online + 45 min online)

Module 4: Content Materials

Women's economic, social and personal resources are more vulnerable as they age compared to those of men, as women tend to be limited by female gender roles their entire life. Older women learn in order to meet their personal needs and produce an impact on communities to which they belong (couple, family, local community, etc.). Knowing why and what older women want to learn is basic for developing an educational programme for them. In addition, all groups from the edge of society enrol in education not only for acquiring knowledge and skills but for developing informed attitudes towards their own life. This is particularly true of older female learners who tend to comply with the prevailing denigrating social stereotypes about gender and old age. They need to learn how to oppose them and become more self-confident as a person and an older woman.

Thus, developing education programmes for any marginalized social group, women included, is always somehow subversive and going against the existing situation.

1. ANALYSING NEEDS, WISHES, AND ASPIRATIONS

Programming contents of educational programmes for adults requires a fair number of decisions that can take place among organizations, people, and activities (Caffarella, 1994). Analysing older female learners' needs (related to both deficiencies and personal growth) and aspirations starts with the developer widening their frame of reference: by gathering documents, archive documents, videos, feature and documentary films, TV show talks, newspaper articles, scientific studies, studying relevant concepts, project outputs, etc.

Once the information is gathered, programme developers meet with the potential learning group members in different formal and informal settings. They listen to what they say, trying to identify the learners' hopes and fears. To this end, the programme developer can use a guided interview or just ask questions and subquestions, reacting to the women's answers, opinions and body language. That way the programme developers come closer to older female learners' reality. This is a circular activity that is repeated at all stages of programme development.

Older women's learning needs are mainly associated with their social capital: Older women want to understand themselves and want to learn how to improve their relationships with their husband, family, friends, neighbours, and colleagues. Regarding women's cultural capital, older women's learning is likely to be connected with learning to learn, opening up to life situations, recognizing and opposing ageist attitudes. Such competencies are best learned before an older woman becomes frail (approximately at the age of 70). If an older woman has a higher level of single capital, she is more ready to go on learning within that capital. Educators should animate older female learners through contents that belong to their prevailing social and cultural capital.

For a report prepared by French students at the Slovenian Third Age University in the study year 2018/2019, a female student found in an evaluation that female learners prefer contents relating to French culture and civilization, and current events in the local environment, but were strongly rejecting political and economic contents which, on the other hand, men liked very much.



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Generally, older female learners are more willing than male learners to acquire several competencies at the same time. Additionally, older women usually self-directed learners and do not mind delayed gratification for their learning. Men, on the contrary, usually search for immediate gratification and tend to enrol in education programmes for a limited period of time.

2. IDENTIFYING ENGENDERED EDUCATIONAL TOPICS

Problems faced in real life are complex, therefore they require to be approached through multidisciplinary knowledge.

In his *Pedagogy of the Oppressed* (1968), Paulo Freire argues that it is necessary to understand pedagogy as going beyond education and extend it to reference sciences like sociology, political theory, cultural studies, gerontology, development studies, philosophy, communication, etc. In these and other sciences, it is possible to search for contents related to older women. They can bring answers to a number of issues concerning older women.

Programming contents for older women's education that are true to their age and gender and true to their everyday life is most efficient in non-formal education. Moreover, programming contents for education of older women involves intimate knowledge of the learning group where learning is to take place.

How can we analyse the social and cultural gender capital of older women? Older women's learning needs are potentially related to various or even all areas of their life. Topics can be physiological (concerning the body, its functioning, the five senses, etc.), psychological (inner life), social (relationships within communities like couple, family, and friends; gender neutral language, etc.), environmental (physical, built environment, etc.), cultural (personal history, cultural practices, experiences, acquired competencies, social roles, cultural prejudices, social stereotypes about older women in everyday life, press, art, etc.), or economic (the right of older women to education and work, etc.). The most important topic, however, to be dealt with is gender equality (justice, old age and the battle against gender discrimination).

3. HOW TO DEVELOP AN EDUCATIONAL PROGRAMME FROM YOUR FINDINGS

The implementation based on the previous programming phase is focused on the reality of older women's lives. Important aspects of female learners' reality are then included in the form of pictures, subjects for discussion, role-plays, overall topics, pedagogical methods and approaches. The gathered material is arranged in such a way that the learners can gain some "critical distance": It should be based on theories, though delivered in a simple, understandable language with many examples illustrating a single concept. When designing the programme, methods that support the creation and maintaining a sense of community within the study groups (cooperative learning, exploratory and project learning, etc.) are methods of choice.

In this context, the capital the learners bring to the classroom can be addressed, as social inequalities are based on the three forms of capital:

- economic capital: possession and revenue

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- social capital: social network that can be mobilised when needed. Not all relations are of the same value. Some are more efficient than others, creating inequalities.
- cultural capital: language skills, artistic skills, etc.

Literature and references

Bourdieu, P. (2011) *Forms of Capital: General Sociology, Volume 3: Lectures at the Collège de France 1983 - 84*, ISBN-10 : 1509526706

Cafarella, Rosemary, S. (1994) *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers*. New York: The Jossey-Bass Higher and Adult Education Series. First Edition.

Harold, S. (1992) Education in later life: the case of older women, *Educational Gerontology*, 18:5, 511-527, DOI: 10.1080/0360127920180508.



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Module 4 / Session 1

Analysing needs, wishes, and aspirations

Duration:

60 minutes

Learning Objectives:

The learners will become aware of the strengths and weaknesses of older women and understand that their needs can be the needs of a deficiency or goals for personal growth: They aspire to (finally) fulfil their personal potential and be liberated from family obligations and to freely enjoy life.

Methodology:

Face-to-face session

Content (Type of activities list & small description):

Preparation:

Ice-breaker “When was the first or the last time you felt invisible or humiliated?” (variation: “Let’s become invisible for 3 minutes!”) (Activity 1)

Course work:

Experiential exercise: “Labels”. (Activity 2)

Discussion on the content of the module.

Reflection:

The learners should be able to argue how the labels help them in everyday life and what other attributes they envision for themselves (objectives for personal development).

Module 4 / Session 1 / Activity 1

Ice-breaker: When was the last time you felt invisible or humiliated?

Duration:

10 min.

Implementation:

Participants are invited to remember and share with the others a situation in which they felt invisible or humiliated.



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A variation of this exercise might be: “Let’s become invisible for 3 minutes!” Participants are invited to experience how it feels not to be seen, heard, touched by others although they have things to share and then share one word or one emotion that best describes this short experience.

Materials & Resources:

-

Module 4 / Session 1 / Activity 2

Experiential exercise: “Labels”

Duration:

35 min.

Implementation:

Learners are asked to reflect upon experiences in which people have labelled them (with positive or negative attributes) and write down on post-its all these labels they were tagged with. Then, on post-its of a different colour, they should write down attributes they use to refer to themselves (both positive and negative). Afterwards they are supposed to stick all those post-its on themselves and discuss the feelings they have while being labelled in a certain way.

Following that, they are asked to think about the reality of those labels and keep just those that they really want or need and destroy the rest (they might decide to keep just the real ones or also those they would like to be true – in the last case, these attributes will become personal development objectives).

Finally, the learners should be given the opportunity to argue how the labels they have kept help them in everyday life and what other attributes they envision for themselves (objectives for personal development).

This reflection exercise may also be used as a self-study assignment, with the help of the online interactive presentation from the learning platform (see the link below). At the end of the online interactive presentation is also included an image with many positive attributes to choose from, which can be printed and used as a worksheet.

Materials & Resources:

Post-its of different colours, markers, the file Module 4_Content, the Handbook.

Access to the learning platform (for the online interactive activity: Labels)

[-https://tagproject.eu/blended_course/course-online/module4/session-1-activity-2](https://tagproject.eu/blended_course/course-online/module4/session-1-activity-2)



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Module 4 / Session 2

Identifying engendered educational topics

Duration:

60 minutes

Learning Objectives:

The participants are able to identify older women's gender issues related to everyday social life, work environment, and cultural environment.

Methodology:

Online session (Zoom)

Content (Type of activities list & small description):

Preparation:

Ice-breaker "Changing gender overnight". (Activity 1)

Course work:

Focused discussion about gender roles on the basis of the graphic "10 examples of harmful traditional gendered roles". Participants should also provide examples of gender roles themselves. Make sure that the terms 'gender discrimination' and 'gender equality' are defined and explained beforehand. (Activity 2)

Reflection:

At the end of the discussion, the learners are asked to imagine how the world in which men and women are equal would look like (they can draw it, or write a poem about it, etc.).

Module 4 / Session 2 / Activity 1

Ice-breaker: "Changing gender overnight"

Duration:

10 min.

Implementation:

Participants are invited to imagine that they would wake up tomorrow morning having the opposite gender. They will be asked to answer the following questions: "What will be the first thing you notice? In what way will your day be different?"

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Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom

Module 4 / Session 2 / Activity 2

Focused discussion: Gender roles

Duration:

30 min.

Implementation:

The goal of this activity is a focused discussion about gender roles on the basis of the graphic “10 examples of harmful traditional gendered roles” (see the support pdf file below). Participants should also provide examples of gender roles themselves. Make sure that the terms ‘gender discrimination’ and ‘gender equality’ are defined and explained beforehand.

At the end of the discussion, the learners are asked to imagine how the world in which men and women are equal would look like (they can draw it, or write a poem about it, etc.).

At the end of the focused discussion or as a self-study assignment, an online interactive activity (“Drag and drop the images”, see the exercise below) can be done as a way to check understanding or consolidate learning. There are some examples of harmful traditional gendered roles taken from the image mentioned above, which need to be paired with the correct image, by dragging and dropping. Learners may check their answers and get a score and feedback for it at the end. Unlimited number of retrials is permitted.

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom

Access to the learning platform with the exercise “Drag and drop images”

https://tagproject.eu/blended_course/course-online/module4/session-2-activity-2

The pdf file Module 4_Session 2_Activity 2 https://tagproject.eu/doc/M4_S2_A2.pdf



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Module 4 / Session 3

How to develop an educational programme from your findings

Duration:

45 minutes

Learning Objectives:

The learners are familiar with and can apply methods of collaborative and transformative learning.

Methodology:

Online session (Zoom)

Content (Type of activities list & small description):

Preparation:

Icebreaker: "Name some exceptional women from history" (Activity 1)

Course work:

Workgroup exercise: "Save the best for eternity". (Activity 2)

An alternative content for an educational programme can be related to social networking and practical information about time banks. (Activity 3)

Reflection:

"What idea discussed during this session has inspired you in any way?" (Activity 4)

Self-assessment.

Module 4 / Session 3 / Activity 1

Ice-breaker: "Name some exceptional women from history"

Duration:

5 min.

Implementation:

Ask the participants to name women from the past with exceptional contributions to science, history, politics, culture, etc. in order to stimulate further discussions about the biographies of belittled women.



Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom

Module 4 / Session 3 / Activity 2

Workgroup exercise: "Save the best for eternity"

Duration:

30 min.

Implementation:

Divide the learners into small workgroups. Each group is given a set of women's biographies and they are asked to choose one that, in their opinion, best represents human and/or European values and that is appropriate to be placed in a vault and travel through space to meet potential alien civilizations.

(The exercise has the potential to enhance knowledge about exceptional women and European culture, as well as to promote social and community values – please see material in module 7 for more information.)

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom

Annex I in the TAG Handbook <https://tagproject.eu/handbook/handbook-tag/annex-1>, description of the activity in module 7 of the course (Activity 9).

Module 4 / Session 3 / Activity 3

Setting up a time bank

Duration:

30 min.

Implementation:

An alternative content for an educational programme can be related to social networking, as older people often lack social networks in which they can get validated for their competences and knowledge. Learners start from a personal reflection on the competences they have (and others can benefit from) and the needs they would like others to offer help with (use the worksheet attached below). After that, learners



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will learn about how they can start a time bank in their community or within their training group – the image about the circle of exchange can be used to explain the concept of a time bank (use the image attached below).

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom

The files: https://tagproject.eu/doc/M4_S3_A3_b.pdf and https://tagproject.eu/doc/M4_S3_A3_a.pdf

Module 4 / Session 3 / Activity 4

Personal reflection: “What idea has inspired you in any way?”

Duration:

5 min.

Implementation:

Ask the learners to reflect and share with the group what idea that was discussed during the session has inspired them in any way and why.

Materials & Resources:

Laptop, webcam, internet connection, access to learning platform, access to Zoom

Module 5 Introduction: Motivation strategies in lifelong learning

Description

In this module, the participants will learn about the importance of motivation in lifelong learning, different kinds of motivation, how to maintain motivation in their learners, and different motivation strategies. The module will enable them to analyse learners' motivation, to recognize (lack of) motivation, and to create and implement learning scenarios for different learners, particularly in the target group of older learners. For this, the module employs both online and face-to-face learning: The participants will self-study for the basic theoretical knowledge. This knowledge will then be applied in a face-to-face session in which they apply and discuss different motivation strategies. Finally, in another online unit, they will reflect on the face-to-face session, will evaluate their learning outcome, and receive material for further study. The module links directly to the modules 2 (Psychological characteristics of older learners) and 6 (Use of ICT in older adult education) in that motivational strategies should take into consideration the characteristics of older learners and their needs, and ICT can add valuable tools for motivation and the learning environment.

Learning Outcomes:

- Knowledge
 - What is motivation?
 - Why is it important in LLL?
 - different kinds of motivation
 - different motivation strategies

- Skills

The participants will be able to analyse learners' motivation(s), recognize (lack of) motivation in learners.

- Competences

The participants will be able to create and implement motivating learning scenarios for different learners.

Duration

3 hours (45 online + 90 face-to-face + 45 online)



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Module 5: Content Materials

1: What is motivation and why is it important in lifelong learning?

This text will give you a short overview about the role of motivation in older adult education and introduce you to some strategies that you can apply in your teaching. Rather than a complete guide, this text is meant as an introduction that prepares you for the further course work.

So let us start at the beginning: What is motivation and where does it come from? On a very basic level, ‘motivation’ is what causes us to behave a certain way or do certain things. Learning motivation is the intention or desire to learn certain content and skills. It determines whether and in what form learners engage with tasks. We can distinguish between two main types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation means that a person is motivated on a personal level, from ‘within’ so to speak. They are doing something for their own satisfaction and personal gain. Extrinsic motivation, on the other hand, comes from the outside. This can be a reward such as promotion at work or avoiding punishment such as getting demoted. One example for extrinsic motivation is the proverbial “carrot and stick”. In short, if we are intrinsically motivated, we do something for its own sake; if we are extrinsically motivated, we do something to get something else from it.



In education, both types of motivation play a role. Certainly, school education builds much more on a system of extrinsic motivation, while in adult education intrinsic motivation becomes more important. Especially with older learners, intrinsic motivation is an important factor. Older learners very rarely attend courses because they seek a promotion in their job or because they need a qualification for it.

Rather, they are motivated by the social aspect of a course, personal interest in a topic, or seeking for self-fulfilment. As educators, we need to take this into consideration and find ways to maintain the motivation of our learners and, ideally, enhance it through our learning path.

Effective and successful lifelong learning is dependent on motivation and the learning experiences learners have made throughout their lives. If someone continuously is unsuccessful in reaching their learning goals, they will likely not be motivated to seek out another learning experience. In a group of older adults, you will probably encounter learners who have had very different learning experiences throughout their life that they bring to the table along with their original motivation to take your class. It will be helpful to keep this in mind and to consider different ways of motivating your learners. In the following, we will look at some aspects that influence motivation in adult education as well as signs of lacking motivation and motivation strategies that can be helpful. We then will specifically look at older

learners and how to maintain their motivation. At the end of this document, you will find some further reading suggestions.

After you have finished reading this text, please answer the assessment questions before continuing the work on this module of the course.

Motivation in adult education

We will now look at different aspects that influence motivation in adult learners. When developing your learning path, you should consider the motives of your learners: Why are they taking your class? If you can address their motives, you will likely be able to provide a motivating learning experience for them and ensure they have success. Considering the different motives and backgrounds an adult learners' group may comprise, you should be able to provide different learning approaches for your learners so they each find motivating learning activities.

Four aspects that are particularly important are the following:

1. **Connectivity:** Connecting the learning contents to already existing knowledge or skills of the learners helps them to stay motivated as they do not start from zero. It also helps to underline the usefulness of the learning contents.
2. **Novelty:** New content is processed more actively than known content. Therefore, challenging your learners with some entirely new content every now and then helps to motivate them.
3. **Relevance:** Learners who recognize the relevance of the learning contents for their own purposes are more likely to stay motivated. Therefore point out how the content contributes, e.g. to their job or everyday life.
4. **Self-control:** As far as possible, learners should have independence in terms of setting and reaching their goals. So do not try to control every aspect of the learning process, instead offer different pathways for different learners who can then structure their own learning experience according to their own ability of self-controlled learning. This enables agency, a feeling of self-efficacy, and thus motivates.

These factors should not be regarded independently but as complementing each other. For example, connecting content with existing knowledge and skills should be balanced out with new material that triggers the curiosity of the learners. On the other hand, the learners will recognize the relevance of the learning content more easily if it is connecting to their previous knowledge. To keep learners motivated, you should enable them to exercise self-control in their learning, i.e. organizing themselves and setting goals but also, for example, suggesting topics and activities. Yet, you will also have to provide structure and goals to your learners so that they can achieve goals and know what they are working towards.



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Similar to this, John Keller formulated his ARCS model (1983). The acronym ARCS stands for the four motivational conditions: attention, relevance, confidence, and success. This model points more to the fact that learners need to be confident that they can reach the learning goals, i.e. we need to set appropriate goals but also encourage confidence or sense of self-efficacy. That way, the learners will experience success and thus be

further motivated.

While we cannot control the entire spectrum of factors that motivate, or demotivate, our learners, we can certainly try to influence a motivational learning environment and learning path. Going back to the consideration of extrinsic and intrinsic motivation, there are different ways to influence them. If your learners are extrinsically motivated, they will probably respond well to goal setting and structure, as well as a clear prioritizing within the learning content. This will help to provide focus to the learners, make clear what they are working towards and receive the reward that motivates them. Additional incentives like extra credit or rewards might also work as motivators.

As mentioned above, older learners will more likely be intrinsically motivated, so they are probably learning out of interest, because they simply like learning something new, or maybe because they like the social aspect of the class. Here, it is a good strategy to include material that fits the interests of the learners, that is appealing and maybe also humorous or provocative at times. Learners who are intrinsically motivated also respond well to being involved actively in the learning process, i.e. being able to be creative, try things out, discuss and work with each other.

However, only because the majority of your learners' might be primarily motivated intrinsically does not mean that you should not use extrinsically motivating factors. Even if someone learns mostly for pleasure, a useful structure and an occasional 'gold star' will be appreciated. You should also not underestimate the relevance of a pleasant learning environment that meets learners' needs: enough space, fresh air, comfortable chairs, proper lighting and equipment can make a big difference in the motivation of your learners.



To set appropriate learning goals, ask your students for their motivation to take your class. This will help them to formulate their own goals and set them in context with the course goals. That way, you can show the relevance of your course contents to the learner. Each learner should find a way to set SMART goals, which are specific, measurable, attainable, realistic, and time-based. The communication about individual goals will also help you to give according feedback to your learners. Also, open communication will show them how their needs are integrated in the learning process, which will in turn motivate them to participate.

Maintaining the motivation in older learners

In this next part, we will look specifically at older learners, what motivates them, and what we should keep in mind when we want to maintain their motivation in our classes. At the beginning, we should be aware of our demographic: Who do we mean when we talk about older learners? 'Older' typically refers to people who are in the age group 60+, which often means that they are either close to retirement or already retired. In this time of change, many people want to use their new freedom to experience new things or fulfil wishes they have harboured for a long time. Many also attend courses because they want to meet new people and avoid a feeling of isolation that might accompany the loss of the work-place and the empty nest at home. And while your older learners might come fully motivated to your class, we should keep in mind certain aspects when it comes to this specific target group:

- Older learners bring the experience of a lifetime to the table! Try to harness that!
- Older learners usually have a high degree of intrinsic and personal motivation. Find strategies to maintain this!
- The social aspect as a motivation factor: Use this in the learning path and provide plenty of opportunity for interaction!
- Your learning group will probably be quite heterogeneous when it comes to the background and experiences of your learners.
- Older learners are likely less versed in new media and ICT skills, although this may differ a lot between individual participants. Materials need to remain approachable (e.g. online materials may not be a good idea) but including new media such as VR goggles may also trigger interest! (What do you need to consider when using ICT and which applications lend themselves well to older learners will be covered in Module 6 in this course!)
- There are physical aspects we need to consider such as reduced hearing, seeing, and memory capabilities.
- Consider mobility issues or other impairment when designing the learning environment, not only in developing the materials!



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Module 5 / Session 1

What is motivation and why is it important in LLL?

Duration:

45 minutes

Learning Objectives:

This session provides the theory background and basic knowledge through a comprehensive summary of theory background and online quiz:

- What is motivation?
- Why is it important in LLL?
- different kinds of motivation
- different motivation strategies

Methodology:

The learners will self-study the provided materials, followed by a knowledge assessment through a quiz.

Content (Type of activities list & small description):

Introduction text: Motivating Older Learners (See Content Materials)

Quiz (Activity 1)

Module 5 / Session 1 / Activity 1

Quiz

Duration:

10 min.

Implementation:

The participants answer comprehension questions on the introductory text. You can either provide a handout (below) or direct them to the online quiz on the TAG website.

Materials & Resources:

Online quiz https://tagproject.eu/blended_course/course-online/module5/session-1-activity-1

or a Quiz handout:

Quiz

1. What are the two main types of motivation?

- Intrinsic and extrinsic
- Social and individual

2. Older learners are mainly motivated_____.

3. What are aspects in learning processes that contribute to motivation in adult learners?

- Connectivity
- Relevance
- Novelty
- Self-control

4. True or false: The learning environment can contribute to motivating your older learners.

- True
- False

5. True or false: Considering the individual interests of the learners can contribute to motivating your older learners.

- True
- False

6. True or false: Active learning activities can contribute to motivating your older learners.

- True
- False

7. True or false: Providing feasible intermediate goals can contribute to motivating your older learners.

- True
- False

8. True or false: Providing structure can contribute to motivating your older learners.

- True
- False



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9. True or false: Providing feedback can contribute to motivating your older learners.

- True
- False

10. What do you need to consider when working with older learners?

- Lower ICT skills
- Impaired hearing or sight
- Life experiences of learners
- Impaired mobility
- Shorter memory

11. What may be indicators that learners are not motivated?

- Learners have private conversations rather than discussing the material
- Learners seem unconcentrated
- Learners keep checking the time
- The learning process seems to cost them a lot of effort
- The learners seem to need a lot of support to reach their learning goals

Solutions:

1. intrinsic and extrinsic; 2. intrinsically; 3. all of the above; 4. -9.: true; 10. all of the above; 11. all of the above

Module 5 / Session 2

Motivation strategies for older learners

Duration:

90 minutes

Learning Objectives:

The participants will practically apply their newly acquired knowledge and will be able to

- analyse learners' motivation(s)
- recognize (lack of) motivation in learners
- create and implement motivating learning scenarios for different learners

Methodology:

Based on the knowledge they have acquired in the first session, the learners will now either role play or respond to given scenarios in the session and come up with motivational strategies. This is followed by a discussion round. The idea is that the learners can bring in their own expertise and experience and share this so the entire group can profit from the knowledge exchange. (Activity 1)

Content (Type of activities list & small description):

Materials for role play such as cards with scenarios (See the attached file in Activity 1)

Discussion guideline (See the attached file in Activity 1)

Module 5 / Session 2 / Activity 1

Motivation strategies for older learners

Duration:

90 min.

Implementation:



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Based on the knowledge they have acquired in the first session, the learners will now either role play or respond to given scenarios in the session and come up with motivational strategies. This is followed by a discussion round. The idea is that the learners can bring in their own expertise and experience and share this so the entire group can profit from the knowledge exchange.

Materials & Resources:

Cards with scenarios https://tagproject.eu/doc/M5_S2_A1.pdf

Discussion guideline handout https://tagproject.eu/doc/M5_S2_A1.pdf

Module 5 / Session 3

Further study, transfer, and conclusion

Duration:

45 minutes

Learning Objectives:

This session functions as a follow-up to the attendance phase and serves the deepening of the learning experience.

Methodology:

After the self-study of the additional materials, the learning group reconvenes in an online session for reflection and debrief of the module. They then evaluate the module through a questionnaire.

Content (Type of activities list & small description):

Further reading materials (See below)

Assessment questionnaire

(https://docs.google.com/forms/d/e/1FAIpQLScfUCiCLCLBTP0tjclaG2Mb7zWD7xahd_LPqfPipdvnjaEMdg/viewform)

Further Reading Sources

[“Motivation in ICT Learning in Older Adults: Dimensions of Learning Motivation, Influencing Factors and Implications for ICT Course Concepts”](#)

[“Nine Strategies to Spark Adult Students’ Intrinsic Motivation”](#)

[“Meeting the challenge: strategies for motivating learners in adult education in Ireland”](#)



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[Non-formal adult education and motivation for life-long learning: “We’re searching for the stuff that works!”](#)

[“What motivates a Lifelong Learner?”](#)

German:

[Wie Bildung in Alter gelingt](#)

[Leitfaden Bildungsarbeit mit älteren Menschen](#)

[Methodenhandbuch Bildungsarbeit mit älteren Menschen](#)

[Bildung im Alter: Chancen im demografischen Wandel](#)

[Teilnehmende zum Lernen motivieren](#)

Module 6 Introduction: The use of ICT in older adult education

Description

Considering the era of digitalization we are living in and the Covid-19 pandemic that sped up the digitization of all the spheres (work, education, medicine, finance), the development of ICT skills in older adults in order to enable them to actively participate in society is a growing need in the educational sector.

This module presents some resources, in particular online platforms, activities, and tools that can be used by adult educators to plan and organize the training content, keeping in mind different backgrounds, learning needs, levels, etc. of their learners.

The tools are divided into the following subgroups:

- tools for planning and coordinating training; organizing a classroom
- designing, developing, and delivering of training content
- evaluation and assessment tools

Learning Outcomes:

The participants will be able to

- set up learning sessions, activities and interactions in a digital environment
- use ICT tools to support the delivery of training course
- structure training courses with the implementation of ICT that would altogether reinforce the learning objectives
- prepare, edit, change and improve digital content (text, tables, images, photos, audio records, digital tasks, games, interactive activities etc.)
- use ICT tools for assessment of learners, monitoring of their progress and receiving feedback that would allow educators to assess and adapt their teaching strategies
- use ICT for empowering learners actively engaging them in the use of these tools

Duration

3.5 hours * (60 min f2f + 80 min online + 70 min online). Duration time can be adapted to the class needs.



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Module 6: Content Materials

1. VIDEOS FOR THE SESSIONS

- Video: [The benefits of online learning and teaching](#)
- Video: [How to create your first Mentimeter presentation](#)
- Video: [Introducing Canva:](#)
- Video: [What is Kahoot?](#)
- Video tutorial: [Genially for Teachers](#) (for self study, 14 min)

2. HANDOUT 1: TOOLS FOR PLANNING AND COORDINATING A TRAINING AND ORGANIZING A CLASSROOM

Tools for preparing an online classroom

You can understand an online training session as a long-distance meeting, therefore it is important to create and schedule a classroom meeting time for your students. For that you can use tools such as :

Google Calendar: With [Google Calendar](#) you can create invitations for events and send them to your students. They will receive your invitation via email and can add it to their calendar if they have a Gmail email address.

Video Conferencing tools

A video conferencing tool is part of the equipment needed to create, coordinate, and organize an online training. It is what will allow you to meet and communicate remotely through sound and video with your learners.

Many platforms are at your disposal for video conferencing:

Zoom: [Zoom](#) is a cloud-based video conferencing service that you can use to meet virtually with others either via video or audio only or both, while conducting live chats. This tool was massively used during the pandemic in the education sector, so it is familiar to many. One advantage of this tool is that it allows you to record your sessions for later viewing.

Google meet: [Google meet](#), formerly known as Hangouts Meet, is Google's video conferencing service designed for professionals. It allows them to organise video conferences easily. The application is easy to use: Just send an automatically generated link to your participants, who need to have a Google account to join.

Microsoft Teams: [Microsoft Teams](#) is a customizable collaborative platform that integrates video conferencing, file storage and transfer with SharePoint, and a note-taking block with OneNote. Instant messaging allows team or workgroup exchanges while keeping track of all exchanges. Its integration with Microsoft Outlook allows planning team meetings and to share emails and contacts. It is a Microsoft software available as a stand-alone solution or as part of an Office 365 offer.

Tools for collaborative workspaces

Any face-to-face training relies on documents. With distance learning, you cannot hand them to the student like you would in a traditional classroom setting. Therefore, you will need another way to exchange the documents with your students.

In the case of online training, e-mail is not the most suitable solution because it does not allow for immediate sharing and could disturb the flow of the class. Moreover, it is better for the learners as well as the educator to have a space exclusively dedicated to the courses and to avoid having documents everywhere mixed with other information that have nothing to do with it. With a designated collaborative workspace, all your information exchanges and files are centralized in a simple way: It facilitates the organization of your classes and avoids the accumulation of mails.

A workspace like that works both ways: Your students can access homework and articles to read or a video to watch for the next class, for example. You will then be able to create your PowerPoints, your worksheets and your written files, directly within this space, which both parties will be able to consult and modify at any time. That way, it is a true group workspace.

There are several online tools for collaborative working:

Google Classroom: [Classroom](#) is a free service for schools, non-profit organizations, and individuals with a personal Google account. The application facilitates communication between students and teachers. It saves time and paper and makes it easier for teachers to create lessons, distribute assignments, communicate, and organize. Classroom offers many benefits:

- Easy setup: Teachers can add students directly or share a code with them to participate in a class. Setup takes only a few minutes.
- Saves time: The simple, electronic homework management process allows teachers to assign, grade, and mark homework quickly and centrally.
- Better organization: A dedicated page allows students to view all of their assignments, and all course materials such as documents, photos and videos are automatically saved in Google Drive folders.
- Easier communication: Classroom allows teachers to send announcements and start discussions instantly. Students can share resources with their peers and answer questions in the stream.
- Security: Like other Google Workspace for Education services, Classroom does not display ads or use your content or student data for advertising.



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User	What you can do with classroom
Teacher	<p>Start a videoconference</p> <p>Create and manage online courses, assignments and grades without any paper</p> <p>Embed media in assignments, such as YouTube videos, Google Forms surveys and other Google Drive items</p> <p>Add comments directly and in real time</p> <p>Use the course feed to post announcements and invite students into the discussion with questions</p> <p>Invite parents or guardians to sign up to receive email summaries of assignments due or overdue</p>
Student	<p>Monitor work and assignments, and hand in homework</p> <p>Share resources, and interact in the course stream or via email</p>

Google Drive: With [Google Drive](#), you can organize and share permanently any types of document (PDF, Microsoft Word documents, Excel spreadsheets, music files, photos, videos) or files with your students. They can access these files from any device that has Drive installed or online.

Online courses platform

What is a MOOC and how to use it

Presentation: A MOOC (acronym of Massive Open Online Course) is an open type of distance learning capable of accommodating many participants. This online learning format was born from the initiative of major American universities such as Harvard and MIT. Thanks to MOOCs, it is now possible to access the knowledge delivered by the most prestigious institutions around the world. A MOOC is available to anybody by registration.

A MOOC is timed, with learning periods that are more or less strict and longer or shorter, allowing the creation of student promotions, just like in a face-to-face course. In general, it is nevertheless possible to learn at your own pace, where and when you want, at a lower cost.

MOOCs are composed of pedagogical activities, such as short videos, quizzes (intermediate, by chapter), practical exercises, and even, depending on the MOOC, collaborative work. After completing a MOOC and meeting the expectations of the teaching team (quiz results, projects/assignments, peer evaluations), you



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can sometimes receive a certificate attesting to your success. This certificate can of course enrich your CV, but it is also possible to take a MOOC for personal reasons.

Why follow a MOOC?

- complete or acquire new professional skills
- enhance your resume with certifications
- take courses from the best schools/universities
- learn anytime, anywhere
- work at your own pace, whenever you want

European MOOCs platforms:

<https://www.dimpaproject.eu/fr/>

<http://fr.openclassrooms.com>

<http://www.edunao.com/accueil>



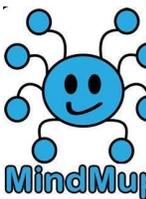
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3. HANDOUT 2

Toolkit for adult educators

In this section, many digital tools are suggested to be used in adult teaching and learning. The selection includes different types of tools and it seeks to cover all the possible needs educators may have in order to achieve the best learning outcomes for their students. The tools are recommended for either Web Facilitated, Blended or Online courses; they allow educators to create high quality content, build a meaningful bank of materials, and ensure more fun in class. Using digital tools in the classroom brings added value to the learning process by increasing the desire to learn, by offering personal development, by stimulating peer learning as well as giving freedom to learn according to the pace, time and personal experience of the learners. Each tool has been assigned a score on 'ease of use'; where the scale is 1 = very intuitive, 2 = easy, 3 = quite easy, 4 = intermediate and 5 = advanced level.

BASIC TOOLS		QR LINK	EASE OF USE
	QR Code Generator - qr-code-generator.com - FREE - Online tool to create QR codes that can be used to link to specific websites, resources or even create a QR code treasure hunt/quiz. No more typing in long, complicated URLs.		1
	Gmail - gmail.com - FREE - Many of us, and our students already have a Gmail account. Bundled up together with the email account is G Suite: word processor, spreadsheet, presentations, as well as a lot of cloud storage space.		1
	Mindmup - mindmup.com - FREE and SUBSCRIPTION PLANS - An app for individual note-taking, collaborative planning, teamwork and classrooms. Create maps that can be easily converted to pdf, ppt, outlines, etc., published and shared online, saved to GoogleDrive and managed using Google Apps. And more: structure writing, create storyboards, plan and manage projects, etc. etc. Other similar tools: popplet.com , xmind.net		2

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TOOLS FOR INSTANT FEEDBACK AND GAMES		QR LINK	EASE OF USE
	Socrative - socrative.com - FREE - The best tool to engage students as learning happens with the choice of activity type. Launch a quiz, receive exit tickets, or ask a quick question for instant student feedback during your frontal lesson! From quizzes to polls, you can create whatever type of activity suits your needs.		2
 Mentimeter	Mentimeter - mentimeter.com - FREE or SUBSCRIPTION PLANS - The app enables users to share knowledge and real-time feedback on mobile with presentations, polls or brainstorming sessions in classes, meetings, gatherings, conferences and other group activities.		2
	Polleverywhere - polleverywhere.com - FREE or SUBSCRIPTION PLANS - Another app to energize online meetings and classes adding live audience response activities, watching engagement and comprehension by capturing powerful feedback instantly during virtual meetings, classes, events, etc.		2

PRESENTATIONS		QR LINK	EASE OF USE
	Canva - canva.com - FREE or SUBSCRIPTION PLANS - the popular graphic design platform to create social media graphics, presentations, posters, documents and other visual content. Very professional results with the minimum effort.		3

	<p>Prezi - prezi.com - FREE or SUBSCRIPTION PLANS - A presentation tool different from the classical slide making programs such as Powerpoint. Prezi makes use of one large canvas that allows you to pan and zoom to various parts and emphasize the ideas presented there. Use the arrow keys to navigate back and forth in the Prezi. You can also click and drag anywhere you want to go as well as zooming in and out.</p>		<p>4</p>
	<p>Genially - genial.ly - FREE or SUBSCRIPTION PLANS - It is a very complex platform that brings content to life! It allows educators to create interactive content like images, infographics, presentations, microsites, catalogs, maps, etc in a very creative way!</p>		<p>4</p>

COLLABORATIVE PLATFORMS		QR LINK	EAS E OF USE
	<p>Google Classroom – classroom.google.com - is a free blended learning platform developed by Google for schools that aims to help with the transition to paperless system. Classroom is available on the web or by mobile app. This platform integrates many tools that you already use, such as Gmail, Google Docs, Google Forms, Google Drive, Google Calendar, etc. For the teachers it allows: start a video meeting; create and manage classes, assignments, and grades online without any papers; add materials to the assignments such as videos, Google Forms and other items from Google Drive or other sources; give direct, real-time feedback, etc.</p>		<p>2</p>
	<p>Jamboard - https://workspace.google.com/products/jamboard/ - FREE or SUBSCRIPTION PLANS - a digital interactive whiteboard developed by Google. Once on a landing page, a user is able to create a “Jam” where they are able to draw, create shapes, lines, and add text.</p>		<p>2</p>

	<p>Padlet - padlet.com - FREE or SUBSCRIPTION PLANS - online platform with a simple and intuitive interface to store and share multimedia content. Create on a digital wall: personal or collaborative board where you can insert images, links, docs, videos, audios, presentations ... the ideal tool for making e-portfolios, creative collections, advertisements, didactic corners, virtual libraries, galleries, video libraries, glossaries, etc.</p>		<p>3</p>
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GAMES & QUIZZES		QR LINK	EASE OF USE
	<p>Google Forms - docs.google.com/forms - FREE - survey administration software included as part of the free, web-based Google Docs Editors suite. The app allows users to create and edit surveys online while collaborating with other users in real-time.</p>	 	<p>1</p>
	<p>Educaplay - educaplay.com - FREE - A complete gamification tool to create (or find) your own games: ABC games, crossword puzzles, dialogue games, fill in the blanks, memory, quizzes, video quizzes, scrabbles, etc.</p>		<p>1</p>
	<p>Quizizz - quizizz.com - FREE - A gamified student engagement platform that offers multiple features to make a classroom fun, interactive and engaging.</p>		<p>1</p>
	<p>Kahoot - kahoot.com - FREE or SUBSCRIPTION PLANS - A game-based learning platform to use in online or face-to-face classes. Teachers can create quizzes or other types of “kahoots” about any topic. Kahoot can be played either individually or in teams.</p>		<p>2</p>

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Module 6 / Session 1

Tools for planning and coordinating a training; organizing a classroom

Duration:

60 min

Learning Objectives:

The participants will know how to organize an online class, use specific digital tools for this purpose, and how to create and use a MOOC for their purposes.

Methodology:

This is face-to-face session, where the educator introduces the study group to the topic of the module. Most of the content is delivered through the actual examples of the tools that the educator displays on the screen using his/her own accounts for each tool.

The learners also receive a hand-out as supporting material for the session. (See Content Materials: Handout 1)

Content (Type of activities list & small description):

1. Introduction: video “Benefits of online learning” (See Content Materials: 1. Videos for the sessions)
2. Presentation of tools and platforms:
 - Google Agenda
 - Google Calendar
 - Zoom, Google Meet and Microsoft Teams
 - Google Classroom
 - MOOC
3. Self-assessment activity: quiz based on session contents (Activity 1)

Module 6 / Session 1 / Activity

Quiz: True or False?

Duration:

5 min

Implementation:



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This activity is a self-assessment in the form of a quiz, where the participants have to answer 4 questions choosing between the options True and False.

Materials & Resources:

Quiz integrated on the TAG website https://tagproject.eu/blended_course/course-online/module6/session-1-activity-1 or handout with the questions below

Computer/tablet or cell phone with internet connection for each participant

Are the following statements True or False:

1. The covid-19 has made online training a necessity. **True** or False
2. Zoom and Google Meet are two video conferencing tools. **True** or False
3. MOOC stands for Massive Open Online Course. **True** or false
4. The format of a MOOC requires sticking to a rigid schedule. True or **False**



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Module 6 / Session 2

Designing, developing, and delivering training content

Duration:

80 min

Learning Objectives:

The participants will understand the practical use of the previously presented material.

They will get to know the ICT tools that allow designing, elaboration and delivering of training content in adult education.

They will gain practical experience with some of the tools presented in the session.

Methodology:

It's an online session, organized through Google Meet and using a previously created Google Classroom with all the necessary materials and assignments uploaded to it. The invitation to join the Classroom is also previously sent to all the participants. This enables them to put into practice the knowledge acquired during the first session.

As in the rest of the module, the educator makes an illustrative demonstration of the tools studied during the session, using his/her own account for each of them.

Content (Type of activities list & small description):

1. Icebreaker activity – introducing one of the tools- Mentimeter. (Activity 1)
2. Presentation of some tools:
 - Mentimeter: short introductory video and demonstration of its basic features using the educator's account (See Content Materials: 1. Videos for the sessions)
 - Canva: short intro video and demonstration of the basic features (See Content Materials: 1. Videos for the sessions)
 - Jamboard : presentation through participation in the Jamboard created by the educator
3. Practical activity : Participants create a Canva account and create a short self-presentation using any template.
4. Self-assessment activity: The educator invites the study group to do a short multiple-choice quiz based on the session and which is integrated on the TAG website. (Activity 2)

Module 6 / Session 2 / Activity 1

Icebreaker activity: Mentimeter



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Duration:

5 min

Implementation:

The educator creates a presentation with 2 questions on [Mentimeter](#). During the session, the participants are sent a link and a code to introduce in order to be able to answer the questions. The results are shown on the shared educator's screen in the form of a cloud.

Materials & Resources:

The Mentimeter slides include the following questions:

1. Did you teach your classes online?
2. If you taught online before, what ICT tools did you use?

Module 6 / Session 2 / Activity 2

Overview quiz

Duration:

5 min

Implementation:

The educator invites the participants to do a short multiple-choice quiz based on the session. They have to answer 3 questions, choosing the correct answer.

Materials & Resources:

It is an online exercise https://tagproject.eu/blended_course/course-online/module6/session-2-activity-2 consisting of the following questions:

1) Which of the following platforms would you use in order to start your presentation with a question and get all answers reflected in one place (cloud, chart, scale, etc):

- A. Canva
- B. Powerpoint
- C. Mentimeter**

2) What tool helps you to create different kinds of designs (presentations, infographics, social media posts, flyers etc.) when you are not a graphic designer?

- A. Word
- B. Google Classroom
- C. Canva**

3) Imagine you give an online class and you need your students to work collaboratively on a task, which tool you would use:



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A. **Jamboard**

B. Canva

C. Mentimeter

Module 6 / Session 3

Evaluation and assessment tools

Duration:

70 min

Learning Objectives:

To learn to use ICT tools for assessment of learners, monitoring of their progress and receiving feedback that would allow educators to assess and adapt their teaching strategies.

To be able to use ICT for empowering learners, actively engaging them into the use of these tools.

To practice some of the tools presented during the session.

Methodology:

Online session, using the same platform as the previous one – Google Meet and continuing to use the same Google Classroom. The methodology is the same as in the rest of the module - demonstration of the basic features and characteristics of the tools studied using educators' own accounts. Besides, the participants will try all the tools presented by doing the quizzes prepared with the help of these tools. As a supporting material the participants receive a hand-out with the list of the different ICT tools that can be helpful for their future class preparation(See Content Materials: Handout 2).

Content (Type of activities list & small description):

1. Introduction: completing a Google Form previously created by the educator and presentation of the basic features
2. Presentation of some other tools:
 - Genially: First, the participants do a short quiz created by the educator on this platform, afterwards the educator demonstrates the basic features and possibilities this tool provides (See also Content Materials: 1. Videos for the sessions).
 - Kahoot & Quizizz: watching a short video presenting Kahoot, followed by a comparative demonstration of both tools by letting participants do a quiz at each platform (See also Content Materials: 1. Videos for the sessions).
3. Practical activity: The learners create an account at one of the presented platforms and try to create a simple (1-question) quiz or game and share it with the rest of the group.
4. Self-assessment activity: short session review quiz (Activity 1)

Module 6 / Session 3 / Activity 1

Self-assessment activity

Duration:

5 min

Implementation:

At the end of the session, the educator invites the study group to do a short quiz based on session 3. It requires choosing the correct answer to the 3 questions below. The answers are presented in the form of images.

Materials & Resources:

This is an online exercise

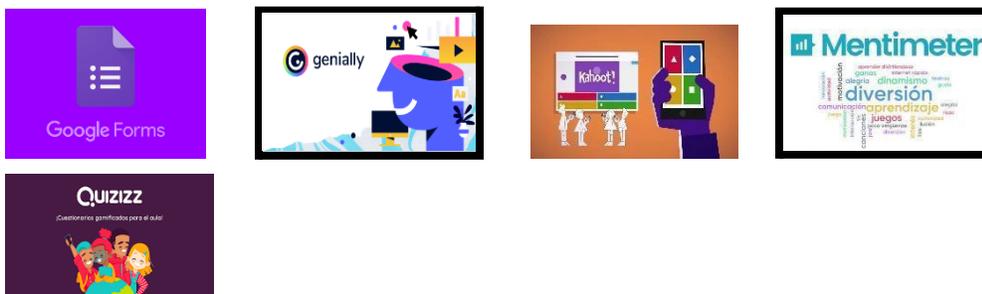
https://tagproject.eu/blended_course/course-online/module6/session-3-activity-1 – Image choice.

Handout with the printed version of the exercise:

Question 1: Which of the pictures below is a Google Form?



Question 2: Which of the following tools can be used both as an assessment tool and as a content creation tool (presentations, charts, lessons etc)?

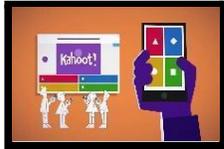


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Question 3: Which of the tools below serve creating games, quizzes, questionnaires, escape rooms?



Module 7: Activity Toolkit for Adult Educators: Outstanding women from the past and their European dimension

Description

This module is not a learning unit in the traditional sense, rather it is a collection of activities that we feel will be helpful to the participants of TAG course “Gender, Social and Digital Education for Older Learners” when they start creating their gender-specific education programmes. Of course, these activities are also a valuable addition to any adult education class where gender and gender equity or the role of women in society is a topic.

Some of the exercises are based on the stories of forgotten women in the TAG Handbook Annex I. So make sure you have access via the TAG website to these texts. Some of the activities, however, are simple to include icebreakers while others were also introduced in the previous modules.

We hope that these activities provide an easy way to integrate ‘gender’ as a topic in your future teaching as well as European values and the stories of impressive women through history!



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Module 7 /Activity 1

Elena Maseras: True or False?

Duration:

10 min

Implementation:

Let the participants read the story of Elena Maseras (see TAG Handbook Annex I <https://tagproject.eu/handbook/handbook-tag/annex-1/stories-from-spain>). Afterwards, the older learners are asked to do a short quiz based on the information from the story.

Materials & Resources:

It is an online exercise with the following questions

<https://tagproject.eu/handbook/handbook-tag/annex-1/stories-from-spain> :

1. Nowadays, women outnumber men in universities. – **True** False
2. Universities of London were the first European universities to accept women on equal terms with men. – True **False**
3. Some women had to disguise themselves as men in order to get access to university. –**True** False
4. The King of Spain, Amadeo de Saboya, granted Elena Maseras a Royal Order in 1872 that allowed her to enrol to study Medicine at the University of Barcelona. - **True** False
5. The permission allowed Elena to take face-to-face classes and sit together with her mail companions. – True **False**
6. While waiting for the permission to take her licensure exam, she worked as a nurse. - True **False**
7. In 1910, women enrolment was authorized under the same conditions as men: without special permits and allowed to attend classes. – **True** False

Module 7 /Activity 2

Elena Maseras: Drag the words

Duration:

15 min

Implementation:

The participants are shown the graphic “Gender equality in education” (see the file below) and afterwards they do the exercise in which they drag the words into the correct place.

Materials & Resources:

Materials: PDF file “Gender equality in education” https://tagproject.eu/doc/M7_Gender.pdf

Online exercise https://tagproject.eu/blended_course/course-online/module7/session-1-activity-2

Text alternative of the exercise:

Based on the information explained in the graphic, do the following exercise:

Drag the words

1. _____ girls worldwide are unenrolled in primary school.
2. _____ adolescent girls are unenrolled in middle school.
3. _____ girls are expected to never even enter school at all.
4. Almost a quarter of women aged 15-24 today have never completed primary school. That's _____ women.
5. Three specific countries have over 1 million girls not at school: Pakistan, _____ and Nigeria.
6. 2/3 of the 774 million illiterate people in the world are female. That's over _____ women.

The right options to drag:

1. 31 million
2. 34 million
3. 17 million
4. 116 million
5. Ethiopia
6. 510 million



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Module 7 /Activity 3

Elena Maseras: Discussion

Duration:

30 min

Implementation:

In this face-to-face activity, the older learners have a discussion with the suggested questions after having got acquainted with the life story of Elena Maseras and the gender equality in education nowadays.

Materials & Resources:

This activity consists of a discussion based on the following questions:

- 1) What education do you have? Did you have free access and an opportunity to study?
- 2) What about your parents?
- 3) Do you like today's state of the art?
- 4) Do you agree that we take for granted and don't appreciate/value enough the rights we have nowadays (access to education, the right to vote etc.)? Are we conscious of the effort and struggle it took our ancestors to get those rights?
- 5) Do you believe that a passion for something and enormous desire will give us the strength to strive for our aims and dreams despite any obstacle?

Module 7 /Activity 4

Joanna the Mad: Multiple choice

Duration:

10 min

Implementation:

The participants read the story of Joanna the Mad which can be found in the Annex 1 of the TAG Handbook. Afterwards they answer the questions, choosing the correct answer out of the 3 options.

Materials & Resources:

Materials: the story of Joanna the Mad from Annex I of the TAG Handbook

<https://tagproject.eu/handbook/handbook-tag/annex-1/stories-from-spain>

Online exercise or handout with questions below

https://tagproject.eu/blended_course/course-online/module7/session-1-activity-4.

Choose the right answer to the following questions:

- 1) Who was known as “Juana la loca” or “Joanna the Mad” ?:
 - A. **Joanna of Castile**
 - B. Juana of Aragon
 - C. Queen Juana II

- 2) At what age did she marry?
 - A. 18
 - B. **16**
 - C. 21

- 3) Juana inherited the throne because:
 - A. Her siblings refused it.
 - B. She didn't have any brothers or sisters.
 - C. **Her brother and sister died, none of them leaving living heirs.**

- 4) When did she begin to show signs of mental instability?
 - A. When she got married.
 - B. **When her mother died.**

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- C. After having her first child.
- 5) What happened to Joana after her husband's death?
- A. She was governing Castile and Aragon till she died.
 - B. She was sent to a convent by her son.**
 - C. She was killed a few years later.

Module 7 /Activity 5

Joanna the Mad: Women in Medieval Times

Duration:

15-20 min

Implementation:

The learners watch a short video about women in medieval society. Then they have to do a summary exercise based on the information in the video. When the learners have completed the summary, a complete list of statements about the topic is shown. This will help the learners to remember key information of the topic at hand.

If necessary, the video can be run twice, also it is recommended to have the subtitles on in case English is not a native language or choose the subtitles in one's native language. Alternatively, find a similar video in your own language.

Materials & Resources:

Materials: YouTube video "[Women in Medieval times](#)"

Online exercise on TAG website

https://tagproject.eu/blended_course/course-online/module7/session-1-activity-5 or handout with the list of the statements below.

In each set of statements, choose the correct one:

Statement 1: **For most medieval women and girls, distress, hardship, pain and suffering was a historical fact of life.**

Distractors: The Medieval period is all about Knights defending castles and protecting damsels.
The medieval women lived a true fairy tale.

Statement 2: **Noble women had easier lives than peasants or serfs.**

Distractors: Noble and lower class women had the same education.



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Peasant women had more liberties and rights than noble ones.

Statement 3: **All females were considered inferior to males by nature and by law.**

Distractors: Women and men were considered equal under the law.

Women were seen as inferior only by church.

Statement 4: **The primary job opportunity for most women was to have and raise children.**

Distractors: The first priority for women was education and afterwards marriage.

Women got married and had children after 20.

Statement 5: **In towns, one could find women merchants, druggists, barbers, and brewers.**

Distractors: In towns, women could not help their husbands and family businesses.

Women could join professional union guilds on the same terms as men.

Statement 6: **Women could only own property if they inherited it from their fathers or late husbands.**

Distractors: Women from the upper classes never lost their property.

Lower class women maintained their property even after marriage.

Statement 7: **The only alternative for an upper class woman, who did not want to be a wife and mother, was to become a nun.**

Distractors: Roman Catholic Church gave women the liberties that society deprived them of.

Nuns could never become the leaders of abbeys and monasteries.

Statement 8: **It would be centuries before women in Europe would win the first rights and freedoms that most women have today.**

Distractors: After the Middle Ages, women obtained their rights and became equal to men.

At the end of the medieval era, women gained many rights.

Module 7 /Activity 6

Joanna the Mad: Discussion

Duration:

20-25 min

Implementation:

In this face-to-face activity, the learners are suggested a set of questions for an open discussion based on the life story of Joanna the Mad from the biography in the TAG Handbook Annex I.

Materials & Resources:

Questions for group discussion:



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- 1) Would you like to live in the epoch of Juana la loca? Maybe if you were a queen? Explain why!
- 2) Do you think her life circumstances, like family members' deaths and her husband's betrayal, could justify her "out of norms"- behaviour at those times?
- 3) Do we tend to stigmatize people as "insane" if they act and behave differently due to some illness such as depression, for example, or simply when they express their feelings in a different way?
- 4) What should a woman's reaction to cheating or betrayal be if she doesn't want to be called mad?

Module 7 /Activity 7

Man or woman?

Duration:

Approximately 30 min play + 30 min discussion

Online activity https://tagproject.eu/blended_course/course-online/module7/session-1-activity-7

Implementation:

This activity wants to help learners understand gender roles and stereotypes and expectations that are learned and acknowledged in our society. The aim is to

- identify and analyse stereotypical gender roles and their origins
- analyse the effects on career choices for men and women
- challenge and minimize and/or eliminate stereotypical perceptions and actions towards the "other" gender
- accept and support career and life choices made by peers, even if they may challenge gender role stereotypes

Divide students into small groups, max. 6 people per group. Groups can be gender mixed groups. Each group will act out two scenarios in which they will stress gender stereotypical actions. The other group will have to identify the stereotypes and attribute them to the related gender.

Each group thinks of two scenarios to play. The situations should show actions, jobs, activities that represent a gender stereotype. To give a very basic example: The group plays a dinner, a player acts like the wife (cooks, cleans, gets up 10 times), while the other players act like other family members (wait to be served, don't help, etc.). The other groups will have to recognize what action is played and what stereotype is represented.

After the activity, a discussion helps reflection. Possible questions are:

- How and where do we learn our perception of male and female roles?
- Do these roles and descriptions limit or help us in life choices?

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- Have you ever acted differently from how your gender is "supposed" to act or behave?
- What other conclusions/statements do you have about this topic?
- What are your feelings at the end of this activity?

It's very interesting to understand how stereotypes are perceived. That trainer will have to investigate participants' ideas and try to plant the seed of doubt: does everyone identify the same stereotype?

Materials & Resources:

An empty room

Paper sheets and a pen for the trainer

Module 7 /Activity 8

Read the news!

Duration:

Approximately 20 min group work + 20 min discussion

Implementation:

This activity wants to help learners discuss the topic of gender or age stereotypes. The goal is to

- identify and analyse gender role and/or age stereotypes
- compare points of view about stereotypes
- investigate participants' perception about gender and/or age stereotypes

Learners will be divided in groups, up to 4 participants per group. Each group will be given a set of newspaper cuts (mainly titles or short articles). Each group will go through the titles and articles to spot whether the language or expressions used contain any type of stereotypes to identify stereotypical media expressions. When they spot something, they highlight it and glue the newspaper cut to an empty sheet of paper. The results of the group work will be shown to other groups, analyzed and discussed.

Possible points to focus the discussion on:

- Do the results look the same on the paper?
- Were the same stereotypes spotted?
- Which stereotypes were more familiar than others?
- Did the learners in a group always agree with group members?
- What are learners' feelings at the end of this activity?

Materials & Resources:

room, chairs and tables



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Module 7 /Activity 9

“Save the best for eternity”

Duration:

30-45 minutes for small group work + 30-45 minutes for intergroup negotiations (optional)

Implementation:

Participants are asked to compare several biographies of exceptional women and select only one – the one which seems to speak best in their opinion about humankind – to be included in a vault that will travel through space to potential alien civilizations.

The activity/ exercise may be used to:

- develop creativity
- develop critical thinking
- develop presentation and argumentation skills
- stimulate group interaction and facilitate connection
- facilitate knowledge and experience exchange
- enhance knowledge about exceptional women and European culture
- promote social and community values
- motivate for personal growth and development
- inspire for further research and debates on European history/ world’s history

The training group is divided into small workgroups (3-5 members). Each group is given a list of exceptional women and their brief biographies, from which they are asked to choose one that best represents in their opinion the essence of humankind (no other criteria are given, because the group will need to find their own arguments to sustain their choice) and that is appropriate to be placed in a vault and travel through space to meet potential alien civilizations.

After the presentations/debates are over, the workgroups are asked to name the difficulties they have encountered in the activity (if any), how they got organized and how they reached a decision, how they felt within their workgroup/during the negotiations in the representatives' group, what did they learn, etc.

The activity is applicable to both F2F and online training sessions (most online conferences platforms allow the subdivision of the training group into smaller groups). Also, the activity may be given as homework either to small workgroups – and then use the training session time for the negotiation phase –

or to individuals who may be asked to write an essay to argue their choice – and then just use the training session time for presenting their essay.

Materials & Resources:

- printed biographies of the exceptional women (Annex I of the handbook <https://tagproject.eu/handbook/handbook-tag/annex-1>)/ internet connection and appropriate devices to access the biographies online;
- printed instructions.

Module 7 /Activity 9a

“Fantastic Fast”

Duration:

30 minutes for group work + 7 minutes for each group presentation (35 minutes for 5 workgroups)

Implementation:

Participants should create small workgroups and choose/ get assigned a name from a list with exceptional women, about which they need to document and deliver a Pecha Kucha presentation.

The activity/ exercise may be used to:

- develop digital skills;
- develop presentation skills;
- stimulate group interaction and facilitate connection;
- facilitate knowledge and experience exchange;
- enhance knowledge about exceptional women and European culture;
- promote social and community values;
- motivate for personal growth and development;
- inspire for further research on European history.

Pecha Kucha is a very dynamic type of presentation in which 20 photos and 20 sentences are included in 20 PPT slides, each shown/ discussed for 20 seconds. The training group is divided in small workgroups (3-5 members). Each group is given the name of an exceptional woman and 30 minutes to document about her and to create a Pecha Kucha presentation that they need to deliver in the training group. After the presentations are delivered, the workgroups are asked to name the difficulties they have encountered in the activity (if any), how they have got organized and contributed to the final product, how they felt within their workgroup/ during their presentations, what drew their attention etc. (the debriefing phase is conducted accordingly to the learning objectives chosen for the training group).

The activity is applicable to both F2F and online training sessions (most online conferences platforms allow the subdivision of the training group into smaller groups). Also, the preparation of the presentations



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may be given as homework either to small workgroups or to individuals and just use the session time for delivering the presentations.

Materials & Resources:

- printed biographies of the exceptional women (Annex I of the handbook <https://tagproject.eu/handbook/handbook-tag/annex-1>)/ internet connection and appropriate devices to access the biographies online;
- printed instructions/ information about the Pecha Kucha format presentations;
- access to laptops/ tablets/ smartphones for each workgroup for creating the presentations;
- laptop, video-projector for delivering the presentations.

Module 7 /Activity 10

Who am I?

Duration:

30 minutes, depending on number of biographies and whether there is a follow-up discussion

Implementation:

The aim of this activity is getting to know ‘forgotten’ women of Europe, to raise awareness for the contributions of women to society and for the biased way of telling history.

For face-to-face implementation, the educator either reads out the biographies to the entire group and lets the participants guess, or distributes the biographies to the learners who then get some time to ponder who ‘their’ biography refers to. Participants can also work on this as a group.

For online implementation: Use the multiple choice quiz on the TAG website with the short biographies (see the link below). Users can guess multiple times. You can also create your own quiz. In that case, if possible, include a picture of the person (avoid copyright violation!) and link to further information.

Discuss with the learners the outcomes of their guessing. Possible discussion questions are:

- Do you know the woman in the biography?
- Can you relate, on any level, to this woman?
- Why do you think she is not well known? Or if she is: Why do you think she became famous? Because of her gender or despite it? Did gender have anything to do with it at all?
- How do her achievements influence today’s society/education/...?
- What does the story tell us about how history is written?
- What can you personally learn from the story?
- How does the story connect to other biographies discussed in class? Is there an overarching theme?

Materials & Resources:

Face-to-face activity: List of short biographies (below)

Online: multiple choice quiz on TAG website or own quiz

https://tagproject.eu/blended_course/course-online/module7/session-1-activity-10



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Short biographies based on Annex I of the TAG Handbook

Sofia OGREZEANU

I was born in Romania in 1920. Thanks to my mother, who was very committed to me, I was able to start studying medicine in 1939. During the Second World War, I worked in various military hospitals. In 1943, I began an internship in neurosurgery at a hospital in Bucharest, where I proved my exceptional skills in this field. I was the first female neurosurgeon in the world and worked in this field for 47 years!

Sarmiza BILCESU

I was born in Bucharest in 1867. When I am 17, I took the entrance exam for the law faculty of the Sorbonne-but it took 2 weeks for the commission to actually decide to let me study as a female because they feared unrest among the male fellow students. Only after my first exam did my professors take me seriously. In 1890, I became the first woman in the world to earn a doctorate in law. I decided against a career as a lawyer, despite my admission, but I was very active politically and campaigned for equal rights for women.

Elena MASERAS

I was born in Spain in 1853 and grew up in a family of doctors. I also wanted to study medicine and received special permission from the king to enroll at the University of Barcelona. However, I had to either study at home or sit apart from the male students in the lecture hall. After graduating-I had to wait more than 3 years for permission-I did not work as a doctor, but as a teacher at the first public school for girls and worked at a newspaper.

Joanna of Castile

I am the sister of Catherine of Aragon, Queen of England during her marriage to Henry VIII of England. At the age of 16 I was married to Philip the Handsome of Austria. The death of my siblings made me heir to the throne and I became Queen of Castile in 1504 and of Aragon in 1517. I got my nickname "the madwoman" because I often had emotional outbursts, for example when my mother and husband died. My son, Emperor Charles, sent me to a convent, where I died at the age of 75.

Beatriz Ângelo

I was born in Guarda, Portugal, in 1878. In 1902, I graduate in medicine, making me the second woman doctor in Portugal. I am the first woman to perform surgery in Portugal. After the abolition of the monarchy in 1910, I immediately register as a voter for the first elections the following year. Twice I have to go to court to get this right, although the law clearly entitles me to it as a Portuguese citizen, widow and mother and thus head of the family! A large crowd of onlookers had gathered in front of the polling station, many of them against women's suffrage. Nevertheless, I was the first woman in Portugal and Western Europe to cast my vote!

Adelaide de Jesus Damas Brazão

I come from a working-class family and was born in Portugal in 1867. Thanks to my husband, who was very supportive, I was able to study medicine and obtain my doctorate. My doctoral thesis dealt with the need for maternity protection for women workers, and even after my studies I worked for the creation of maternity wards, day care centers, children's homes and social solidarity institutions. I am a staunch republican and feminist, working to raise the status of women in society. In 1925, I attend the Congress of the International Council of Women in Washington as a representative of the Portuguese government. I spent my twilight years in Angola.

Margherita Hack

I was Professor of Astronomy at the University of Trieste from 1964 to November 1, 1992, and the first Italian woman to direct the Astronomical Observatory of Trieste from 1964 to 1987. I was also Director of the Department of Astronomy at the University of Trieste from 1985 to 1991 and from 1994 to 1997. During my career I have worked at many American and European observatories. In addition to my scientific work, I am best known in Italy for my anti-religious views and criticism of the Catholic Church. I was an avowed atheist. I was also very active politically and published several books, including one about my vegetarian lifestyle.

Artemisia Gentileschi

I am considered one of the most successful women painters of the 17th century. I come from Italy and was the first woman to be admitted to the Accademia di Arte del Disegno in Florence. I was already painting professional pictures at the age of 15. My paintings often depict women from myths, allegories and the Bible, including victims, suicides and warriors like Susanna and Judith. During my life I have known many famous people, such as the Medici family, Grand Duchess Christina of Lorraine and Galileo Galilei. My most famous self-portrait shows me as a lute player.



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Louise Otto-Peters

I was a poet, author, and journalist. Politicized during the 1830s, I, like many other women, actively participated in the 1848 Revolution. When political participation for women was banned, I continued to write and publicize. When in the 1860s the social structures became slightly less constrictive, I founded the Leipzig Women's Educational Association together with Auguste Schmidt, Ottilie von Steyber, and Henriette Goldschmidt in 1865. I was the organization's president until her death in 1895. To combat the increasing poverty of women and the lack of proper education possibilities, the ADF aimed at helping women help themselves, to give them access to school, vocational and university education, and to independent gainful employment. By 1870, it had more than 10,000 members. From 1849 until 1850, I published the feminist *Frauen-Zeitung* until press regulations prevented me from doing so. In 1865, I became the editor of the journal *Neue Bahnen*, the mouthpiece of the ADF and the most important publication of the German women's movement.

The Mothers of the German Basic Law (Elisabeth Selbert, Friederike Nadig, Helene Weber und Helene Wessel)

The four of us were representatives of an entire generation of women who grew up during the Weimar Republic and the Second World War and who helped rebuild the country after the war. As members of the Parliamentary Council, we played a key role in the creation of the German Basic Law and were responsible, among other things, for ensuring that the phrase "men and women have equal rights" found its way into it. Although there were significantly more women than men living in Germany after the war, it was not a matter of course that we had political voting rights and were treated equally. And so we also had to fight for this very sentence to be included in the Basic Law. Only after demonstrations, many letters and statements were we able to convince the other members of the Parliamentary Council.

Zora Janžekovič

I am from Slovenia and was born in 1918. I was a doctor of plastic surgery. Early on, I specialized in the treatment of burn wounds and developed a procedure in which the injured tissue is replaced with the patient's skin. Proper treatment of wounds and prevention of contamination was also a major theme in my work. Although in my career I have to constantly and repeatedly assert myself against prejudices, surgeons from all over the world came to me in Maribor to learn from me.

Angela Vode

I was born in Slovenia in 1892. According to the usual conventions, I became a teacher-one of the few professions that women could take up. However, I was dismissed for political reasons. I continued to devote myself to my political convictions and became a member of the Communist Party. In the so-called Nagode trial in 1947, I was accused of being a spy and an enemy of the working class and sentenced to 20 years in prison. I have written several books in which I repeatedly call for the participation of women in public life and emphasize the importance of women's economic independence.

Emilie du Châtelet

I was born an aristocrat in Paris on December 17, 1706. My father provided me with a good and comprehensive education. I am passionate about physics, as is my husband. Together we work on various works. Among others, I deal with Leibniz and Newton. From the latter, I translate the Principia mathematica-still the only French translation of this important work!

Marie-Anne Pierrette Paulze

I was born in Montbrison on January 20, 1758. Initially, I received a typical contemporary education for girls in the local convent. However, I soon became interested in natural sciences and especially chemistry! At 13, I married my husband, 15 years my senior, who was a chemist and is now considered the founder of modern chemistry and the discoverer of respiratory physiology. He involved me in his work and I supported him by translating and illustrating and documenting our experiments. All drawings of our "Traité élémentaire de chimie" published in 1789 were made by me.

Module 7 /Activity 11

Who Said It?

Duration:

15-30 minutes, depending on whether a follow-up discussion is useful or necessary

Implementation:

Participants match names with quotes on female participation in politics and society, or female empowerment in general. The exercise aims at increasing awareness for gender in politics and society, for participants' own gender bias, and for gender bias and female empowerment on an international level. Additionally, it increases the knowledge about female politicians or influential women.



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In a face-to-face activity: The trainer explains the objective (match name and quote) to the learners. On the board, the group matches the names with the quotes. They then explain and discuss the quote. This activity can also be implemented as a competition between 2 groups (the group with the most matches wins).

Through a discussion at the end of the activity, the learners can reflect on their own awareness of gender in politics and their own gender bias. Depending on the group and the context in which this activity is implemented, the trainer may lead the discussion by asking questions such as: „Were you surprised by the outcome?“ „How many female politicians did you know?“ „Do you agree with this/that statement? Why (not)?“

As an online exercise, the participants use an online activity (see below) to match the names and the quotes on the TAG website. The educator instructs them to think about the following questions after reading the quote:

- Who do you think said this? A man or a woman?
- Why do you think it was a man or a woman?
- Do you know who said this?
- What does the quote tell us about the situation of the person?
- What role does he/she have?
- Are you surprised by who said this? Why (not)?
- Do you agree with the statement? Why (not)?

Materials & Resources:

Face-to-face activity: List of quotes below (note: bold font indicates correct answer)

Online activity: exercise on the TAG website

https://tagproject.eu/blended_course/course-online/module7/session-1-activity-11

The days when old men get to decide what a woman does with her body are long gone. Times have changed for the better.“	Justin Trudeau, Canadian Prime Minister Angela Merkel, German Chancellor
“Women belong in all places where decisions are being made.”	Ruth Bader Ginsburg, Supreme Court Justice of the United States Hillary Clinton, United States Secretary of State (2009-2013)
„Being powerful is like being a lady. If you have to tell people you are, you aren't. I always cheer up immensely if an attack is particularly wounding because I think, well, if they attack one personally, it means they have not a single political argument left.”	Margaret Thatcher, first female Prime Minister of the UK Michele Bachelet, president of Chile
„Human rights are women's rights, and women's rights are human rights.”	Hillary Clinton, United States Secretary of State (2009-2013) Golda Meir, Israel's fourth prime minister
„A lot of men in politics suddenly woke up to the issue of women in politics when they realised: hey, there are votes in this!”	Theresa May, Prime Minister of the UK (2016-2019) Former Chilean president Sebastián Piñera, 2010
„If you want something said, ask a man. If you want something done, ask a woman.”	Margaret Thatcher, first female Prime Minister of the UK Tony Abbot, Australian prime minister
“Let future generations say we were the ones who stood up. Let them say we were the first to live in a world where all girls can learn and lead without fear.”	Malala Yousafzai, Pakistani activist and Nobel Prize laureate Vladimir Putin, President of the Russian Federation
“As regards the sexes, the male is by nature superior and the female inferior, the male ruler and the female subject”.	Aristotle, Greek philosopher Barack Obama, US President 2008-2016
“I know that, like every woman of the people, I have more strength than I appear to have.”	Evita Peron, First Lady of Argentina Angela Merkel, German chancellor
“There is no greater pillar of stability than a strong, free and educated woman.”	Angelina Jolie, actress Jimmy Carter, US President 1977-1981
“There’s many women now who think, ‘Surely we don’t need feminism anymore, we’re all liberated and society’s accepting us as we are.’ Which is all hogwash. It’s not true at all.”	Yoko Ono, artist Vladimir Lenin
“There is a special place in hell for women who don't help other women.”	Madeline Albright, first female US Secretary of State (1997-2001) Karl Marx
“No country can ever truly flourish if it stifles the potential of its women and deprives itself of the contributions of half its citizens.”	Michelle Obama, US First Lady 2008-2016 John Legend, musician

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<p>“I call myself a feminist. Isn’t that what you call someone who fights for women’s rights?”</p>	<p>The Dalai Lama Alan Alda, actor</p>
<p>“I think [misogyny] is like a disease that needs to be cured. And if we could eradicate Polio, I don’t see why we can’t eradicate misogyny.”</p>	<p>Alan Alda, actor Justin Trudeau, Canadian Prime Minister</p>
<p>“All men should be feminists. If men care about women’s rights the world will be a better place... We are better off when women are empowered — it leads to a better society.”</p>	<p>John Legend, musician Ruth Bader Ginsburg, Supreme Court Justice of the United States</p>
<p>"Everyone who knows anything of history also knows that great social revolutions are impossible without the feminine ferment. Social progress may be measured precisely by the social position of the fair sex (plain ones included)."</p>	<p>Karl Marx Margaret Thatcher, first female Prime Minister of the UK</p>
<p>“The feminine section of the proletarian army is of particularly great significance... the success of a revolution depends on the extent to which women take part in it.”</p>	<p>Vladimir Lenin Hillary Clinton, United States Secretary of State (2009-2013)</p>
<p>"There's no doubt in my mind that a woman is more inclined to peace than a man is, so I think we can move towards peace if women get more and more positions in parliament and more and more positions as president."</p>	<p>Jimmy Carter, US President 1977-1981 Theresa May, Prime Minister of the UK (2016-2019)</p>
<p>"It's unacceptable that women play a decisive role in supporting our society but at the same time do not participate equally in important decisions in politics, the economy and society."</p>	<p>Angela Merkel, German chancellor Margaret Thatcher, first female Prime Minister of the UK</p>
<p>“Now women, I just want you to know, you are not perfect, but what I can say pretty indisputably is that you're better than us [men].”</p>	<p>Barack Obama, US President 2008-2016 Aristotle, Greek philosopher</p>
<p>"If you look at the world and look at the problems it's usually old people, usually old men, not getting out of the way.”</p>	<p>Barack Obama, US President 2008-2016 Malala Yousafzai, Pakistani activist and Nobel Prize laureate</p>
<p>"It's better not to argue with women... When people push boundaries too far, it's not because they are strong but because they are weak. But maybe weakness is not the worst quality for a woman."</p>	<p>Vladimir Putin, President of the Russian Federation Evita Peron, First Lady of Argentina</p>
<p>“While I think men and women are equal, they are also different and I think it's inevitable and I don't think it's a bad thing at all that we always have, say, more women doing things like physiotherapy and an enormous number of women simply doing housework.”</p>	<p>Tony Abbot, Australian prime minister Angelina Jolie, actress</p>
<p>"When a politician says yes, he means maybe, when he says maybe, he means no, and if he says no, he's not a politician. When a lady says no, she means maybe, when she says maybe, she means yes, and if she says yes, she's not a lady."</p>	<p>Former Chilean president Sebastián Piñera, 2010 Yoko Ono, artist</p>

<p>„I can honestly say that I was never affected by the question of the success of an undertaking. If I felt it was the right thing to do, I was for it regardless of the possible outcome.”</p>	<p>Golda Meir, Israel's fourth prime minister Madeleine Albright, first female US Secretary of State (1997-2001)</p>
<p>„For me, a better democracy is a democracy where women do not only have the right to vote and to elect but to be elected.”</p>	<p>Michele Bachelet, president of Chile Michelle Obama, US First Lady 2008-2016</p>
<p>„If I want to knock a story off the front page, I just change my hairstyle.”</p>	<p>Hillary Clinton, United States Secretary of State (2009-2013) The Dalai Lama</p>
<p>„Never before in my political life have I been taken so seriously as a woman.”</p>	<p>Angela Merkel, German Chancellor Alan Alda, actor</p>



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Module 7 /Activity 12

Zora Janžekovi, a lifetime for medicine

Duration:

45 minutes

Implementation:

This activity is based on the biography of Zora Janžeković from the TAG Handbook Annex I. The goal of the activity is for participants

- to become familiar with social and political situation during Zora Janžeković's lifetime
- to become familiar with the consequences of a patriarchal society
- to become aware of gender inequalities in women's professional life
- to think about gender inequalities in other areas of public or personal life
- to compare situations determining women's and men's life and relationships

First, the learners read the text carefully and underline what seems interesting to them about Zora Janžeković. The group then discusses the social and political situation in her young years. Possible questions to address are:

- Who acted as a significant adult in her life?
- Describe her character as it appears in the text. Which five positive qualities apply to her. Describe your reasons for choosing them:
kind, gentle, strong, resilient, caring, assertive, hard-working, reliable, honest, practical, responsible, loyal, mature, creative, capable, patient, thoughtful, shows initiative, motivated, versatile, problem solver
- Discuss the gender inequalities as described in the text. Compare the past with the present situation. Any progress?
- What were Zora Janžekoviče's achievements? Describe them!
- Identify the most evident positive or negative aspects about her professional career. For example:
Positive aspects: She became enthusiastic about medicine observing a local doctor at work. As a student doctor she performed a surgery nobody else could at that particular moment and she got on board of a renowned team of surgeons.
Negative aspects: Public opinion was not in favour of female surgeons.

At the end of the discussion, let each of the participants say what is their „take away” from the activity and how they can better their own life to overcome gender inequalities.

Materials & Resources:

Biography of Zora Janžeković from the TAG Handbook Annex I

<https://tagproject.eu/handbook/handbook-tag/annex-1/stories-from-slovenia>

handouts, web newspaper clips



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Module 7 /Activity 13

Drag the Words

Duration:

15 minutes

Implementation:

These interactive Drag the Word-exercises are based on the stories of Marie-Anne-Pierrette Paulze and Emilie du Châtelet from the TAG Handbook Annex I

<https://tagproject.eu/handbook/handbook-tag/annex-1/stories-from-france> . Alternatively to the online version, you can also print the gap text and distribute it as a handout to the learners.

Marie-Anne-Pierrette Paulze, daughter of Jacques Paulze, was born in _____.

Lavoisier married Marie-Anne-Pierrette, at the age of 13, in _____.

Marie-Anne-Pierrette Lavoisier illustrated her husband Antoine Laurent Lavoisier's *Traité élémentaire de chimie*, in _____.

She died in _____.

Solutions:

1. 1758
2. 1771
3. 1789
4. 1836

Emilie du Châtelet, whose full name was Gabrielle Emile Le Tonnelier de Breteuil, was born an aristocrat in Paris at the dawn of the century of the Enlightenment in ____.

Gabrielle Émilie Le Tonnelier de Breteuil married the Marquis Florent Claude du Châtelet in _____.

She became interested in Newton's work and translated his *Principia mathematica*, which was published in _____. This work was the only French translation at the time, and still is today.

Solutions:

1. 1706
2. 1725
3. 1756

Materials & Resources:

Drag the Words-quiz on TAG website or handouts with texts above.

Online exercise “Drag the words”

https://tagproject.eu/blended_course/course-online/module7/session-1-activity-13



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Module 7 /Activity 14

Angela Vode, a militant for women's rights

Duration:

45 minutes

Implementation:

The objectives of this activity are for participants

- to get familiar with social and political situation during Angela Vode's lifetime
- to become aware of gender inequalities
- to think about gender inequalities in areas of public or personal life

The learners read the text carefully and underline what seems interesting to them about Angela Vode. In the group, they discuss the social and political situation in her young years and later. Possible discussion questions:

- Do you think that her social origins impacted her militancy? If yes, why and how?
- How did her role of a social activist influence her personal life?
- Which gender inequalities she wanted to overcome?
- Did Angela and other militant women of her time achieve anything for themselves? If yes, what did they achieve for future generations of women?

For example, learners may identify the most evident positive or negative aspects about Vode's professional career.

Positive aspect: Her oppressed situation made her enrol in further studies.

Negative aspect: She was excluded from the communist party because she opposed other members and wanted them to show more determination concerning Stalin.

At the end of the discussion, let each of the participants say what is their „take away” from the activity and how they could better their own life to overcome gender inequalities.

Materials & Resources:

Angela Vode's biography in the TAG Handbook Annex I

<https://tagproject.eu/handbook/handbook-tag/annex-1/stories-from-slovenia>

handouts, web newspaper clips