



**Smart
Against
Ageism**

TOOLKIT FOR TRAINERS



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TABLE OF CONTENTS

Smart Against Ageism Toolkit for Trainers	5
Introduction	6
How to use this Toolkit	7
1. Training Content and Implementation	8
1.1 Target audiences	8
1.2 SAA workshops	8
2. SAA Game and Digital Learning	11
2.1 Using digital tools in adult education	11
2.2 Challenges to the use of digital methods	11
2.3 Recommendations	12
2.4 Checklist	14
3. The SAA Learning Offer	15
3.1 The SAA interactive learning	15
3.2 The SAA online learning game	15
4. Learning Methods	18
4.1 Opening phase	18
4.2 Exploration phase	19
4.3 Would you approve it?	21
4.4 Red light, green light	22
4.5 Give, Take, Leave	23
4.6 Here, There, Everywhere*	24
5. Resource Materials on Ageism	25
5.1 Ageism areas	25
5.1.1 Ageism at micro level	25
5.1.2 Ageism at macro level	26
5.1.3 Ageism in the Workplace	26
5.1.4 Ageism in Healthcare	27
5.1.5 Agency and Advocacy	29
6. Competence Portfolio and Reflection of Learning	30
6.1 Instructions for writing a learning reflection	30
Annex I	32
Annex II	33
7. References	35



Smart Against Ageism Toolkit for Trainers

Welcome to the Smart Against Ageism Toolkit for Trainers – your guide to address ageism across various sectors and empowering change. The Toolkit was developed to guide and support trainers in designing and running workshops on ageism for different target groups.

Central to our approach is the utilisation of gamification in adult education. Nowadays, traditional learning methods might not always capture a learner's attention or drive engagement. Therefore, an interactive game is proposed to make learning about combating ageism exciting and interactive. Through gamification, we aim to create an immersive experience that enhances understanding, retention, and application of key concepts on ageism.

This Toolkit also highlights the importance of competency tracking and includes a template for learning reflection. A competence portfolio in lifelong learning serves as a tangible representation of skills, knowledge, and accomplishments, offering benefits ranging from self-assessment and documentation of achievements to showcasing expertise and career advancement.

We hope this Toolkit, which offers a compilation of activities, information, and methods for dealing with ageist attitudes and behaviours, will be a valuable resource for your workshops, consultations, and training sessions.



Introduction

The Erasmus+ project [Smart Against Ageism](#) (SAA) has developed an interactive learning platform containing information and learning resources to increase knowledge about ageism and show ways of responding to stereotyping, prejudice, and discrimination based on a person's age.

Ageism has a wide reach across all age groups and in many institutions and sectors of society. This phenomenon has been broadly researched over the last four to five decades and its seriousness has been broadly recognised among experts. However, while the state-of-the-art research and public debates leave no doubts about the existence of ageism, its “normality” means that people are not necessarily aware of it. Harmful attitudes, behaviours, and practises are thus often not even recognised.

The core element of the SAA learning offer is the online learning game developed to help learners recognise ageism in different settings, such as the workplace, the healthcare sector, social and built environments, and to look for appropriate interventions. In addition, advocacy cases draw attention to the possibility of seeking help and basic legal principles in connection with age discrimination.

Although the SAA game can be used as a stand-alone tool, its effect will be greater if applied in structured workshops with accompanying learning materials. Workshops will serve to refer to background information and discuss the contents of the game as well as the broad range of measures needed in an age-diverse society. Therefore, supplementary learning materials and methods are included in this Toolkit to give the opportunity for more intensive reflections and discussions among learners. The workshop content, format, and duration depend on the target groups and their needs.



How to Use this Toolkit

The SAA Toolkit for Trainers has been developed to guide and support trainers in designing and running workshops on ageism for different audiences. The intended users of this toolkit are civic education providers and associations of older persons who can perform multiple functions and organise workshops on age discrimination to wider audiences as described in detail in [Chapter 1](#). Through close contacts with older people, colleagues from the third sector, and decision-makers, they are in an excellent position to identify ageist situations and behaviours and offer support and training with the help of this toolkit.

[Chapter 1](#) describes the audience for whom the training is designed so that the suggested workshop content and structure can be aligned to participants' needs based on the aims and objectives of the training presented in this chapter.

[Chapter 2](#) covers the important aspects of using digital tools in adult education. These aspects must be considered before delivering the workshops. Recommendations and a checklist for facilitators on how to use digital tools during the training are provided. The SAA learning offer, including the SAA online learning platform and the SAA game, are described in detail in [Chapter 3](#).

[Chapter 4](#) includes examples of engaging activities that can be used to better understand how stereotypes and prejudices lead to ageist attitudes and behaviours. In addition, supplementary information on the main concepts of ageism is included in [Chapter 5](#) to reinforce the knowledge acquired through the game and to provide insights into how to avoid ageist practices. Special attention is given to reflecting on learning and keeping track of skills and competencies that have been gained or updated. The approach to be used to build a competence portfolio and the learning reflection template are provided in [Chapter 6](#).

The toolkit has two annexes: the Certificate of Attendance template in [Annex I](#) and a list of digital tools in [Annex II](#).



1. Training Content and Implementation

The SAA training content and delivery method presented below can be used to design a short workshop for selected audiences to raise awareness of ageism prevalent in our societies and to encourage the participants to stand up against age discrimination. The aim is to introduce the problem of ageism, which many people are unaware of due to its implicit nature and pervasiveness, in order to understand the negative consequences of ageism, and to reflect on potential coping strategies.

1.1 Target audiences

The workshop can be offered to different target groups. These can be private and public service providers who interact directly with customers and clients. The behaviour and attitudes of their staff can have a significant impact on the experiences of older people. Greater awareness of the issue can contribute to a significant improvement in the quality of life of older people. Many countries have anti-discrimination laws that also apply to the provision of services.

Another target group are older adults. Here, the workshop could focus on exchanging personal experiences and reflecting on these. The aim here would be to increase awareness but also to share strategies and counselling options. Due to the fact that this target group is potentially affected and may have had negative experiences, greater sensitivity is required when conducting the workshop.

As a final target group, the workshop can be aimed at interested people of all ages and backgrounds who are interested in dealing with the topic. The scenes of the game can be used as everyday experiences to illustrate the experiences.

1.2 SAA workshops

Knowing the audience allows workshop organisers to tailor aims, objectives, and content to the specific needs, preferences, and thematic interests of workshop participants. The SAA game covers five thematic areas: JOB, HEALTHCARE, SOCIAL, BUILT and ADVOCACY. Based on participants' needs, only specific cases of the game can be played followed by discussions on the most appropriate measures to tackle ageism in that specific

area. For a broader understanding of ageism and its widespread manifestation across various sectors, playing the entire game would be helpful.

A short questionnaire included with the registration form would help to identify the needs in advance. The table below provides a general overview of the workshop objectives, learning outcomes, and topics, which can be narrowed or expanded according to the needs of the audience.



Learning aims and outcomes

Objectives	Equip participants, through the digital learning game, with the knowledge, skills, and strategies necessary to recognise, challenge, and mitigate ageism
Expected Learning Outcomes / Key Competences / Soft Skills	<p>By the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of ageism, including its different forms at structural, interpersonal and individual levels, and recognise how it can manifest in different settings. • Recognise ageist attitudes, behaviours, and language. • Comprehend the negative impact of ageism. • Acquire practical strategies for challenging ageism in personal, professional, and societal contexts. • Know effective communication techniques that foster inclusivity, respect, and dignity when interacting with people of all ages. • Reflect on personal biases and attitudes towards age and develop empathy. • Be motivated to continue learning, adapting, and challenging societal norms.
Topics	<ul style="list-style-type: none"> • Using the SAA game as an interactive learning method. • Understanding ageism. • Recognising ageist attitudes and behaviours. • Strategies for challenging ageism in JOB, HEALTHCARE, SOCIAL and BUILT. • Advocacy and legal considerations related to ageism. • Compiling a competence portfolio.
Implementation	<p>The training is centred around the SAA online learning game. The recommended form of the training is a 90-minute physical workshop. Trainers can choose suitable parts of the game that cover the sector(s) relevant to them (workplace, care and social environment, health, built environment, agency and advocacy).</p> <p>The game can be complemented by selected methods from this Toolkit, SAA Compendium, or other interactive learning methods known to the facilitators.</p>
Certification of knowledge gained	Certificate of Attendance listing the topics covered, the date and location of the workshop.

The proposed workshop structure and required resources are presented in the table below.

Workshop structure

<p>Opening phase (ca. 20 min.) Create a good working atmosphere. Introduce the topic and key concepts to participants. The opening phase is further used to give examples of the expression of ageism in the workplace, healthcare sector, social relations, and the built environment and the consequences thereof.</p>	<ul style="list-style-type: none"> • Welcoming participants and creating a comfortable environment for participation. • Giving practical information: workshop duration, timing of breaks (if any), refreshment availability, WiFi password, washroom locations, photo consent forms, attendance lists, etc. • Start the workshops with some icebreakers for the participants to get to know each other better and to get the workshop moving. You can find those methods in chapter 4.1 Opening Phase. • Introducing the topic and workshop goals (WHY the workshop on ageism). • Giving some key concepts and content that will be explored in the workshop (showing a video, images, greeting cards making fun of old age, a picture quote about ageism, etc.) • Introducing learning outcomes / expected workshop results.
<p>Exploration (ca. 40 min.) Explore the instances of ageism in the selected area (JOB, HEALTHCARE, SOCIAL, BUILT, ADVOCACY) by playing the scenes from the SAA online game. Initiate a debate and reflection process with participants. The most important goal is a guided discussion and exchange of ideas on ageism.</p>	<ul style="list-style-type: none"> • Before you start, prepare well for the workshop and decide on a focus. Ageism is best illustrated by one or two examples. A personal approach is recommended. • You can begin by playing a few scenes from the SAA game. Via the trainer mode, you can make a selection. It is advisable to choose one of the thematic focuses (see Chapter 3.2). • Clarify open questions together with the participants and provide additional information if necessary. • You can use the methods in chapter 4.2 (Exploration phase) to explore the topic further. Choose 1 to max. 2 methods. Adapt the methods to the learning group and their preferences. The methods can facilitate access to the topic or improve understanding. Plan time for follow-up questions and discussion after each method. Keep a record of important statements made by the participants. You can refer to these statements again in the course of the workshop.
<p>Closing phase (ca. 30 min.) The Closing phase is important to reflect on the workshop topics and activities. Trainers and participants can discuss whether their expectations and envisaged results have been met. The participants can give valuable feedback to the trainer, which can benefit future workshops. Also, the trainer can encourage the participants to address the issues of ageism in the future and make relatives or friends aware of it.</p>	<ul style="list-style-type: none"> • Recapitulating the learning outcomes and activities used to achieve them. • Make a commitment: You can suggest to participants that they engage with another person. Ask them to exchange contact details and call or email each other within 10 day • You can create documentation using the reflection template in Section 6.1 of this Toolkit. • Distribute Certificates of Attendance.
<p>Technical and human resources</p>	<p>Required infrastructure: Multimedia and internet connection in the room, laptops or tablets to enable participants to use the SAA game. A flipchart, cello tape, post-it notes, and other types of stationery to be used for group activities.</p> <p>Facilitators must be familiar with ageism and the SAA game, have skills in guiding discussions, managing group dynamics, and creating a positive and inclusive learning environment. They must also have experience in using digital tools</p>

2. SAA Game and Digital Learning

Digital tools have become indispensable within educational work as was especially evident during the COVID-19 pandemic when digital tools enabled educational work over longer distances and despite isolation. It became clear that the new tools and methods offer many opportunities for experimentation and have the potential to reshape learning settings and methods. The Smart Against Ageism learning game is one such innovative approach. Before we introduce the digital SAA educational offer, here are some basic hints on the use of digital methods in adult education.

2.1 Using digital tools in adult education

In recent decades, there has been a significant shift in how people consume media. The surging relevance of visual and film media has increased the importance of image-based content and how it is received. To align with these evolving media consumption habits, incorporating digital methods and tools into adult education programmes has become essential. By placing a greater emphasis on visual and interactive elements, these programmes can cater to contemporary preferences and provide up-to-date and appealing learning opportunities.

In addition to these new methodological approaches, another advantage of the SAA educational offer is that it is potentially open for use in completely digital workshops. With appropriate digital tools, workshops can also be organised for target groups that are less mobile or for learners who live in places with few offerings.

The SAA learning game is also designed in such a way that it can be used as a standalone tool and can thus be played individually and independently by potential learners who can choose the sequence of the tasks and the content and also record their learning achievements.

2.2 Challenges to the use of digital methods

As far as the use of digital tools and methods in educational work is concerned, various challenges must be considered and addressed by organisers and teachers. These relate to the technical equipment available and the knowledge of participants as well as to the conditions of the social framework. For a successful educational offer, it is advisable to consider these potential challenges in advance:

Social challenges

- The tool I want to use is not intuitive and requires a high level of digital skills.
- During online workshops and meetings, an important networking aspect is lost.

Technical challenges

- The tool I want to use has too many functions and/or is not well structured.
- The tool I want to use does not have all the features needed for the workshop.
- The tool I want to use is error-prone or there are certain infrastructure requirements to be met (e.g., very fast internet).
- The tool I want to use is not free or has very limited functionality in a free version.

The technical possibilities and limitations of the chosen tool should be well considered in advance. Often programmes offer a lot of possibilities and thus overtax users who are not technically experienced. Conversely, a lack of options, such as the inability to set up breakout rooms in the meeting tool, can make in-depth discussions in the workshop impossible.

In any case, explanations of the programmes should be sent out in advance and the time at the beginning of the meeting should only be used to clarify possible problems. Be sure to allocate time for this because technical problems can frustrate learners.

It is important to make sure that all the necessary technical requirements are met. Does the tool I want to use have a well-functioning free version? Are the functions sufficient for my workshop and is the tool intuitive enough for the target group? If this is not the case, participants might well feel overwhelmed; besides and further explanations can take up a lot of additional time. In addition, an incorrect tool selection

can have a strong negative impact on participants' motivation, especially if technical functions do not seem useful or understandable. Several common problems have emerged from previous projects and surveys. For example, digital tools may be expensive, or the latest versions of online tools may not be compatible with all the older devices.

A selection of tools that are suitable for conducting workshops with digital methods or for completely digital workshops is provided in Annex II. The selection is based on exchanges with adult educators and their recommendations.



2.3 Recommendations

Try out digital methods and pay attention to your target groups.

Using digital tools in educational work is worthwhile; therefore, dare to exploit these new possibilities. However, you should always keep in mind which target group you want to address, and which tools are appropriate for the context.

What resources are needed?

Always try to be aware of what technical equipment you need and whether it is already available at the venue or may need to be rented, which in turn will incur additional costs.

Test the digital methods before your workshops

Try and test beforehand the methods you are most likely to use in workshops with friends or acquaintances. This way you can find out earlier where your weak points might be, or which method appeals to you the most.

Plan first, and then act

Think carefully in advance about the methods that might suit your target groups. Do you have other ideas on how to conduct your workshops for different scenarios? What if, for example, only some participants have devices with them? In this case, you should also have analogous methods ready to use.

Challenge	Solution
Not all participants have the same access to digital devices.	Try and use simple digital methods that do not require participants to have their own devices. It may be possible to bring your own or borrow devices, as long as the costs (if any) are not too high.
Participants are sceptical because they must install or log into an app.	Address participants' fears and use methods that are primarily concerned with data protection (e.g., signal communication) and may not require registration or an app.
The digital tool I want to use is not free.	You can find free versions of almost all digital tools on the web from other manufacturers/developers. However, make sure that free tools can perform the basic functions you need for the workshop.
I would like to use digital methods, but I am not sure which ones are appropriate.	A list of apps that have been recommended by adult educators is attached to this guide. We hope you will find something suitable.
Participants have very different levels of digital skills.	Try to form mixed groups. This way, advanced users can explain functions to the beginners within the group. In this way, participants also learn from each other.
There is a technical problem, for example in the SAA game, which I cannot solve.	There can be technical issues with the Internet connection. So always have a plan B up your sleeve (an example would be knowing that you can download the scenes of the SAA game as PDFs, so that they can be edited offline by a group).

2.4 Checklist

If you plan to use digital tools and methods in your workshop and have little or no experience, we suggest that you plan your workshop as usual.

1. Once you have defined the didactic goals and process, look at the list in the appendix to see what digital methods might be suitable for your purposes.
2. Choose a method that fits well with your concept. It is okay to start with a simple tool or method.
3. Familiarise yourself with the tool. Try different settings and options and read the manufacturer's instructions.
4. Test the tool in a familiar environment, e.g., with friends and colleagues.
5. Repeat this a few times.
6. We recommend using only a few tools in the beginning and adding more in later workshops.
7. Familiarise yourself with the conditions at your venue. Is everything you need available? Particularly important are:
 - WLAN
 - Projector
 - Power cable
 - VGA and/or HDMI connectors and cables
 - A laptop for you (and possibly for participants)
8. Tools that learners can use on their smartphones make your job easier. However, consider whether all participants have a phone with them.



3. The SAA Learning Offer

3.1 The SAA interactive learning

The SAA learning offer is made up of various elements that are bundled within the online learning platform. We would now like to introduce you to each of these different pillars of the offering.

Online Learning Game: At the heart of the SAA project there is the online learning game. Within the learning game, different discrimination scenarios can be played. Starting from the areas of society where discrimination occurs most frequently (JOB; HEALTHCARE; SOCIAL; BUILT and ADVOCACY), players are guided through different case studies. The game is intended to provide a low-threshold and practical approach to the topic of age discrimination.

Trainer mode: With the help of the trainer mode, you can use the SAA game as a learning tool, e.g., in workshops. You can select a scene and play and discuss it with your participants afterwards. In this area, you will also be provided with additional working materials and documents for your workshops.

Learning materials: There are various resources with plenty of information such as the [SAA Compendium “Responding to Ageism”](#) on the learning platform. Along with the general information on age discrimination, the Compendium describes the experiences of interviewees as well as discrimination effects and modes of action in general. It also contains suggestions and tips on how the materials can be used in workshop contexts.

3.2 The SAA online learning game

The SAA game is intuitive and easy to handle and can be used to initiate self-reflection and gain a new view of age diversity. Its content is based on interviews with older people conducted in project partner countries. They describe real situations from everyday life of older persons in Europe.

The scenes of the game were co-created with people who experienced ageism and shared their thoughts on its impact. The findings of the interviews and desk research are summarised in the Compendium, which can be used as supplementary learning material.

Context: Cases of discrimination are presented in the SAA game in a frame story that is used to link

individual cases in a meaningful way and makes learning attractive and interesting.

The frame story of the game puts players in the role of equality officers in large health institutions. During this task, players meet various people who approach them with their complaints and ask for an assessment. The game aims to show in which everyday situations and contexts older people in our society experience discrimination. The situations are intended to highlight how deeply embedded is the stereotyping of older people.

Players can select between different cases. After working on an area, various mini-games follow to consolidate what has been learned. Another learning element is the feedback from the institutions' management, which follows players' decisions. After the assessment of the discrimination cases, players select a suitable solution for the problem. Finally, after the players' decisions, both the assessment of the situation and the selection of the practical solution are evaluated by the institutions' management and players receive feedback.

Areas: The game is structured into five thematic areas, which were mentioned most often by our interviewees:

- **JOB:** This section focuses on the workplace. Topics covered are, among others, job application procedures and discriminatory comments by colleagues and superiors.
- **HEALTH:** The topics are, among others, stereotyping by doctors, which can lead to inappropriate treatment of patients, as well as hurtful communication and imbalances of power.
- **BUILT:** There is no direct discrimination through behaviour or spoken word. However, in this area, older adults are overlooked and thus often excluded by design.
- **SOCIAL:** In this area, the game covers cases of discrimination that occur in the social environment of the target group. This includes, for example, advice from one's own family not to become involved in a romantic relationship or not to wear certain clothes because of the person's age.
- **ADVOCACY:** This is about the possibility of standing up against discrimination with legal and external help.

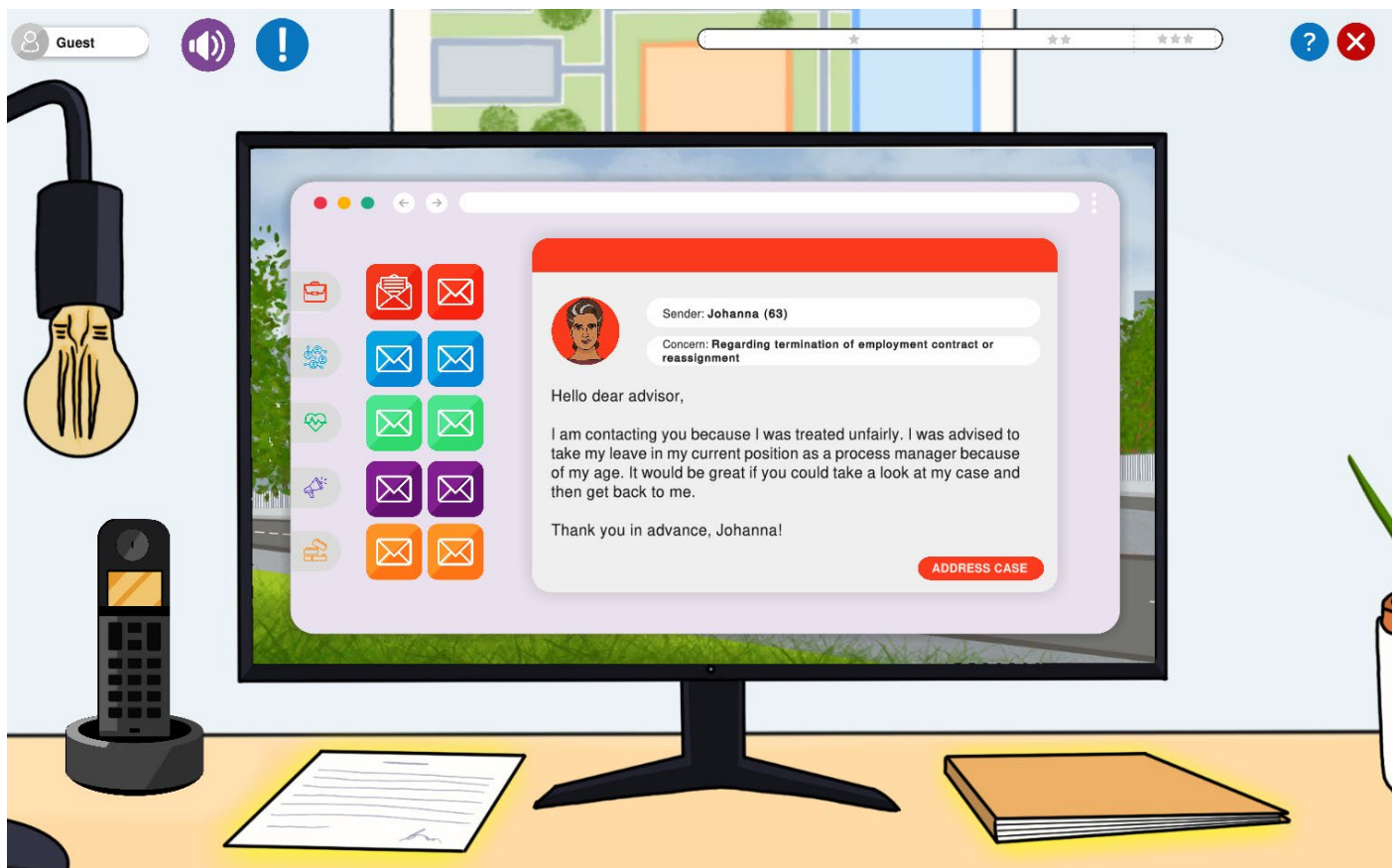
Game structure and functionalities: Initially, in the first phase the game introduces the characters, and players are informed of their roles and tasks and why they have been employed by the institution. Finally, the head of the office takes players on a tour of the premises and explains their responsibilities.

Players can interact with different elements:

- **Code of Conduct:** Players can view the rules of the Code of Conduct at any time; this should help to correctly assess the situations.
- **Notepad:** Players are always able to access all information on past cases and their dialogues so that no information is lost or forgotten.
- **Map:** Players can call up a map of the building at any time to get a better overall picture of the institution and the circumstances of the discrimination cases. In addition, it is possible to see the location of each case in the building.

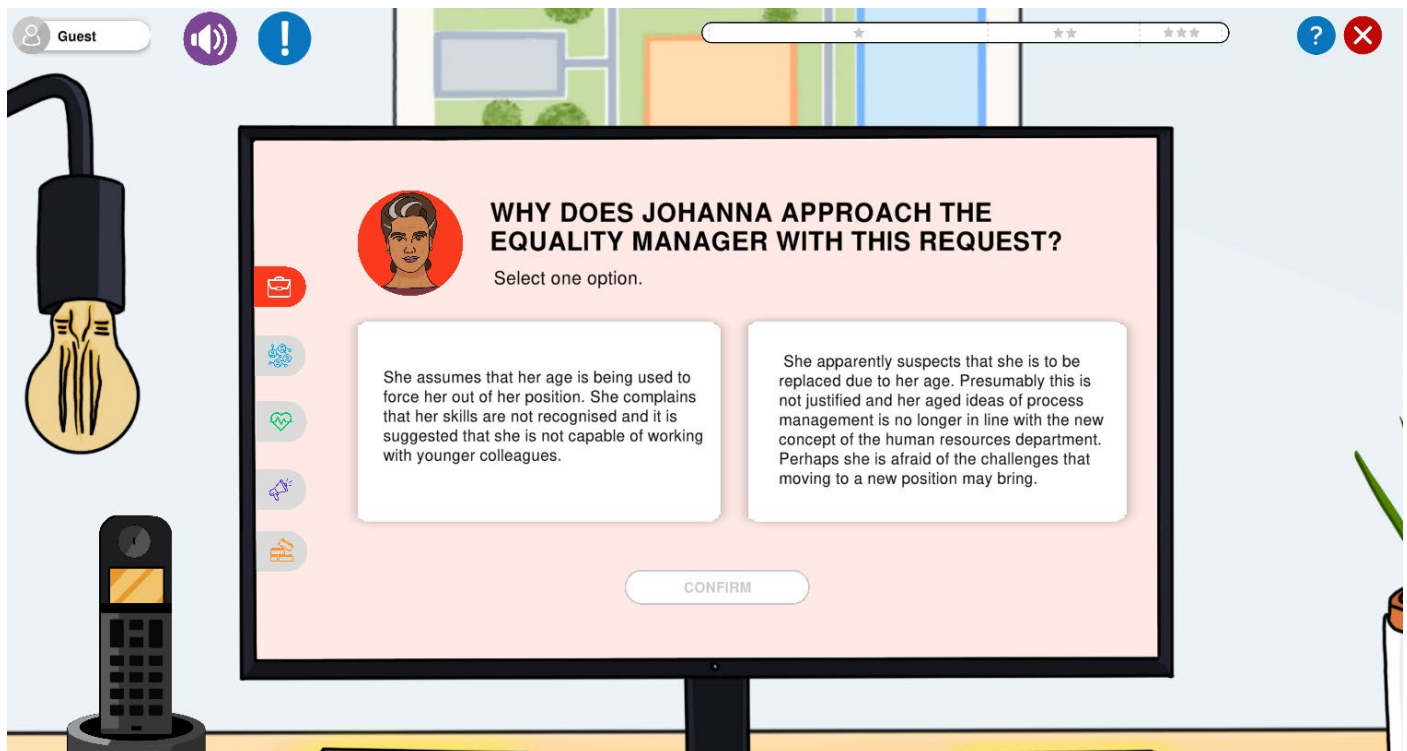
- **E-mail icons:** By clicking on the different coloured e-mail icons, players can access the various discrimination cases. The e-mail icons are colour-coded and indicate which core area of the above-mentioned areas of life is involved.
- **Progress bar:** Players can see how they have fared in the previous discrimination scenes using a bar that fills up. Thus, different numbers of points are awarded in hearts for the correct handling of the cases, and the bar gradually fills up.

Zoomed Desk View



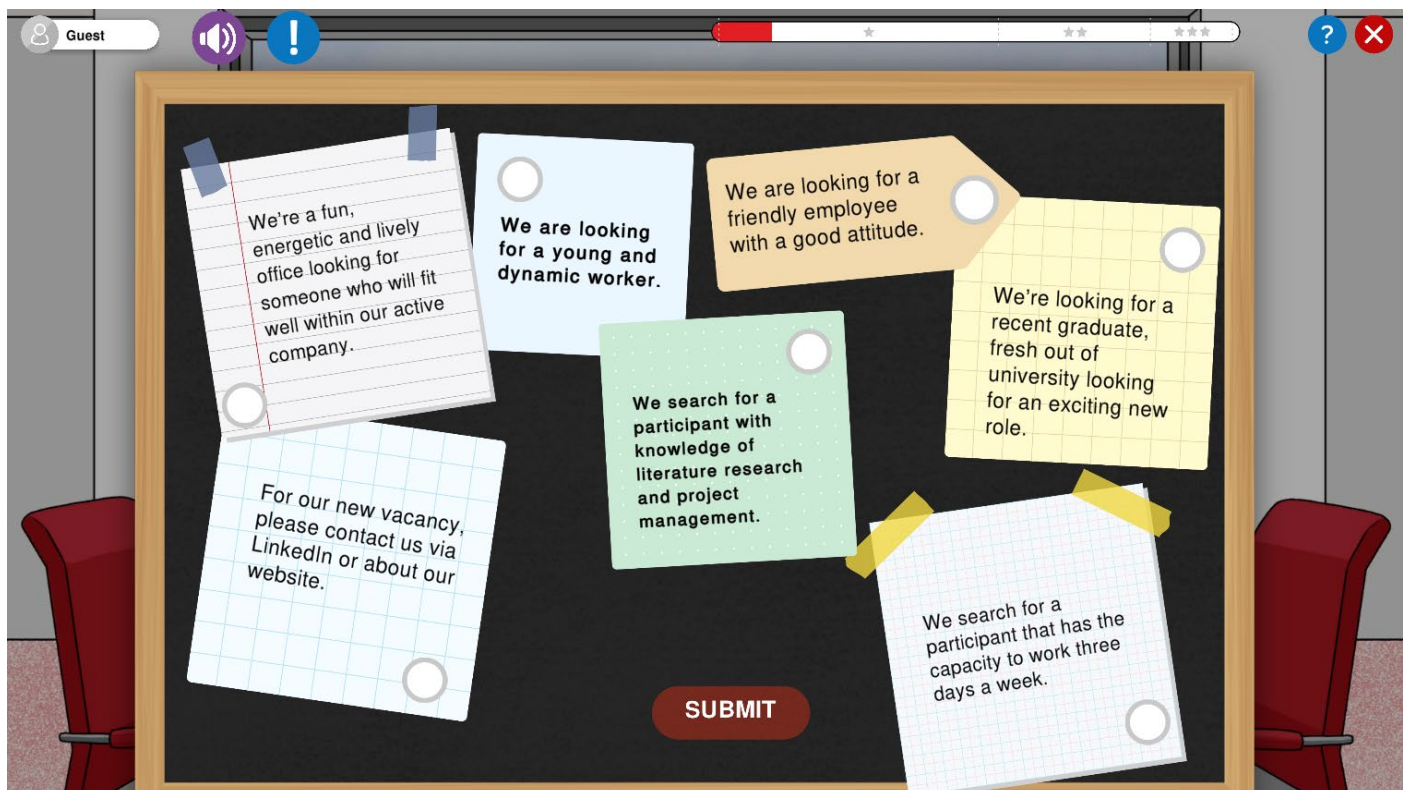
In the second phase, players start to work on the different tasks. For each scene, they interact with the person(s) concerned, who describe the context of the situation. After the descriptions of the characters, players are given two or three different responses to choose from. In addition, players are asked by the institution's advisory board what measures would be useful to deal with the problem.

View within one complaint task



Here players make their selection. After completing the scenes of a certain area, a mini-game follows and players have to solve a small task.

Example of a mini-game



After completing at least six out of the ten cases, players can begin the third phase of the game: the evaluation. By clicking on the button "final feedback", players can receive an evaluation of their decisions. This is delivered to them by the advisory board of the institution and a short explanation is given in each case as to why a choice was appropriate or not.

4. Learning Methods

A set of learning materials was developed to support the acquisition of knowledge in your workshops. The topic exploration methods and resource materials provided below can be used to introduce learners to ageism and to consolidate the knowledge gained in the workshop.

4.1 Opening phase

Who am I?

Goals: The participants learn something about each other and get to know the other participants. The participants learn to work together as a team.

Material: Pens, sheets of paper

Description of activity: Every participant receives a pen and a blank piece of paper. The participants write some personal facts about themselves on that sheet. Afterwards, the sheets are collected mixed and placed upside down on a desk. The sheets are revealed one after the other, and all participants try to figure out the right person for each description together. The activity can also be linked with the SAA project specifically. The trainer can ask the participants to add one aspect they connect with ageism to their personal descriptions.

Discussion: The individual aspects of every participant with ageism can be discussed afterwards and function as a possible transition to further workshop modules.

Two truths and one lie

Goals: The participants learn something about each other and get to know the other participants. The participants learn to work together as a team.

Materials: Pens, moderation cards or sheets of paper

Description of activity: Each participant writes three facts about themselves on moderation cards, one of which is not true. These cards are pinned to the wall and the rest of the team then tries to debunk the lie together. Depending on how much the team members are willing to reveal about themselves, this icebreaker can be a lot of fun and bond the team together.

One Word

Goals: The participants learn to work together as a team. The participants are introduced to the workshop topic.

Materials: Black- or Whiteboard; Flipchart

Description of activity: The group gets divided into smaller groups or pairs. The groups/pairs are being asked by the trainer to come up with one word describing a certain topic. If you want, you can use it as a good introduction to SAA and ask about words describing ageism.

After three minutes, each group shares their word. Each word is written on a black- or whiteboard. The purpose of this icebreaker isn't necessarily to come up with actionable ideas, but rather, to get people thinking about the topic ahead of the main workshop activities.

Discussion: The words of every group/pair can be discussed afterwards and function as a possible transition to further workshop modules.

4.2 Exploration phase

I-identity \ We-identity

Goal	Understanding the heterogeneity of older people as a group and the multidimensional concept of ageing through reflection on individual and group identity.
Procedure	Participants are asked to answer a set of questions by imagining themselves 10 years from now. Each question is written on a separate strip of paper. Participants write answers to the questions and put the paper strips into a box. The answers are displayed and discussed.
Materials needed	<p>A set of 5 paper strips with questions written on each strip. Each participant receives 5 questions to be answered:</p> <p>Imagine yourself 10 years from now:</p> <ol style="list-style-type: none"> 1. What do you look like (style, appearance)? 2. What is your physical and mental health? 3. What are you occupied with? 4. What are your interests? 5. What are your challenges?
Discussion	Answers may be rather different. Invite participants to find reasons for different expectations and challenges of people as they age. These may be demographic factors, health status, lifestyle, etc. Discuss how the diverse backgrounds and life experiences of older adults influence their ageing experiences and how they relate to the heterogeneity of the older population as a group. Highlight the challenges posed by overlooking the heterogeneity of older people in the workplace and healthcare sector. Address ageism as a barrier to recognising the diversity and potential of older adults.
Links	SAA game: Case study from the Social sector (Lucia) Resource materials: Ageism at micro level
Training tip	Collect answers to the questions and stick them on the board, but do not run a discussion. Play the SAA game cases addressing ageism in the Social Sector. After playing the game, run a discussion to find out age-related stereotypes.

Who owns the phrase?

Goal	Identify and discuss age-related stereotypes.
Procedure	Participants are asked to read the list of statements and mark who owns the phrase, an old person, or a young person? Write OP next to a statement made by an old person and YP next to a statement made by a young person.
Materials needed	<p>Printouts with statements; one sheet per participant.</p> <p>List of statements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> They always stick together and keep their distance from other age groups. <input type="checkbox"/> I hate the way they drive. <input type="checkbox"/> They're a hazard on the road. <input type="checkbox"/> They're always taking and never giving. <input type="checkbox"/> They think they're entitled. <input type="checkbox"/> They're so opinionated. <input type="checkbox"/> They think they know it all. <input type="checkbox"/> They're never satisfied, always complaining about something. <input type="checkbox"/> They're so lazy and undependable. <input type="checkbox"/> They always hang around parks and shopping malls. <input type="checkbox"/> They're so forgetful. <input type="checkbox"/> They have so much freedom. <input type="checkbox"/> They need to act their age. <input type="checkbox"/> I need to feel respected. <input type="checkbox"/> You don't want to hire them. <input type="checkbox"/> I can't be around them because they're so irritating.
Discussion	<p>Facilitate a discussion by analysing the responses as a group.</p> <ul style="list-style-type: none"> • Explore whether there is a consensus or a diversity of perspectives on each statement. • Highlight instances where participants had different perceptions of the same statement. • Encourage open dialogue and explore the factors that influence their choices, such as personal experiences, media, or cultural influences. • Ask participants to reflect on their personal experiences with age stereotypes and share their insights gained from the exercise. • Collect suggestions for ways to promote more accurate and positive portrayals of all age groups.
Links	Resource material: Ageism at micro level.
Training tip	Run the activity before playing the game. Distribute a printout on ageism at micro level for participants to read. Draw attention to age stereotypes in the game cases.

4.3 Would you approve it?

Goal	Identify and discuss ageist prejudices and biases.
Procedure	Make a line on the floor with masking tape. Place a sign reading “approve” at one end and “disapprove” at the other end. Read the questions aloud one by one and ask participants to take a position on the line corresponding to their perception of the situation (appropriate or inappropriate?). They can also position themselves in the middle of the line, indicating that they can neither decide nor agree.
Materials needed	<p>Space in the room, a masking tape, a list of questions to be read aloud by the trainer or a participant:</p> <ol style="list-style-type: none"> 1. Would you approve of a woman who decided to have a child in her late 40s? 2. Would you approve of a 70-year-old man who fathered a child? 3. Would you approve of an 80-year-old man remarrying? 4. Would you approve of a 16-year-old marrying? 5. Would you approve of a 25-year-old who was wealthy enough to retire? 6. Would you approve of an 80-year-old shop assistant? 7. Would you approve of an 80-year-old college student? 8. Would you approve of a 14-year-old college student? 9. Would you approve of a mother who was 12? 10. Would you approve of an 82-year-old person who still worked full-time? 11. Would you approve of a 75-year-old woman wearing a bikini? 12. Would you approve of a 75-year-old man wearing tight swimwear?
Discussion	<ul style="list-style-type: none"> • Explore whether there is a consensus or a diversity of perspectives on each statement. • Explore the instances of total and partial approval/disapproval. • Discuss the factors that influence participants’ choices, such as personal experiences, media, or cultural influences. • Ask participants to reflect on their personal experiences with age stereotypes and share their insights gained from the exercise. • Collect suggestions for ways to promote more accurate and positive portrayals of all age groups.
Links	Resource material: Ageism at micro-level.
Training tip	Run the activity before playing the game. Distribute a printout on ageism at micro level for participants to read. Draw attention to age stereotypes in the game cases.

4.4 Red light, green light

Goal	Understanding structural ageism.
Procedure	<p>The scene is a light-controlled pedestrian crossing at an intersection.</p> <p>Put two chairs at both ends of the room. Choose 5 participants to act the scene. Participant A has a stopwatch (a traffic light) and stands by one of the chairs. Participants B and C (pedestrians) stand by the other chair. Participants D and E (drivers) stand half way between the chairs.</p> <p>Ask B to walk at a normal pace from her/his chair to A's chair, while A records the time taken to walk from one chair to the other. The time is recorded for the "traffic light" to change from green to red.</p> <p>Now B and C will have to cross the street, i.e., walk from one chair to the other. Ask B to walk at a normal pace and C to walk slower like a person with mobility problems.</p> <p>A says "Walk, green light". B and C start walking at different paces. After the time taken at the beginning has gone by, A says, "Don't walk, red light".</p> <p>When the light changes, D and E start driving across the crosswalk that B and C are traversing. They are allowed to yell at or make comments to C about being in the way, about his/her slow pace, etc.</p>
Materials needed	Empty space in the room, 2 chairs, a timer or a smartphone.
Discussion	<p>Facilitate a discussion by analysing the responses as a group:</p> <ul style="list-style-type: none"> • Who do drivers blame for the traffic situation? • Who makes decisions regarding the timing of the traffic lights? • What are the reasons behind this situation? • How can it be improved?
Links	<p>SAA game cases of built environments. Resource material on ageism at macro level.</p>
Training tip	<p>Run the activity before playing the game. Play the SAA game cases addressing the built environment. After the game discuss how the inadequacy of urban spaces and mobility affect older people. Distribute a printout on ageism at macro level for participants to read.</p>

4.5 Give, Take, Leave

Goal	Reflecting, synthesizing and consolidating information and knowledge obtained through the SAA game and changed perceptions.
Procedure	<p>Participants use a template with a T-chart or a sheet of paper folded vertically.</p> <p>They are asked to review the game cases that have been played and write 3–5 insights into ageism gained during the workshop in the left column. These may be about identifying with the game character or the situation, recognising ageist attitudes and behaviours encountered or used by themselves, finding a solution to ageist practices, etc.</p> <p>Participants are then asked to share their insights with two or three people from the group and exchange their ideas. They look through the statements written by their peers and select one or two insights to be added to their list. The peers' insights has to be written in the right column.</p> <p>Finally, participants are asked to turn the sheet of paper and list ageist attitudes or behaviours that should be dropped.</p>
Materials needed	A folded sheet of paper and a pen.
Discussion	Invite volunteers to read their lists. Run a discussion to see if participants have found similar or different insights in the peers' lists. Ask some participants to read the list of ageist attitudes and behaviours to be dropped.
Training tip	Run the activity after playing the game.

4.6 Here, There, Everywhere*

Goal	Reflecting on information and knowledge obtained through the SAA game and making commitments for shifting ageist attitudes and assumptions.
Procedure	<p>Participants are invited to reminisce about the topics covered in the workshop and choose the one that caught their attention and was the most memorable or highly relevant to them (Here). They must then think about how this example can be used in their personal, social life or professional life to counteract age-based stereotypes and beliefs, whether positive or negative (There). Finally, they have to imagine how this example can be developed to change ageist attitudes, assumptions, and practices in broader settings (Everywhere).</p> <p>Participants are given post-it notes in three colours, e.g., pink, yellow and green.</p> <p>The examples from the workshop are written on a pink note (Here).</p> <p>The implementation of the example to counteract ageism in personal, social or professional life is written on a yellow note (There).</p> <p>The development of the idea to counteract ageism in broader settings is written on a green note (Everywhere).</p> <p>All notes are grouped by colour on the board and discussed.</p>
Materials needed	Post-it notes and a board to stick the notes on.
Discussion	The facilitator reads the notes aloud, and the group looks for similarities. If there is more than one note with the same or very similar example, the group can brainstorm the most feasible implementation of the idea in broader settings.
Training tip	Run the activity at the end of the workshop.

* Adapted from Game storming, method created by David Mastronardi and Eric Wittenberg; <https://gamestorming.com/author/vzrjvy/>

5. Resource Materials on Ageism

This chapter presents background knowledge that trainers can use when organising a SAA workshop, depending on the target group and the content covered in the workshop. The examples of the types and areas of ageism described below complement the information contained in the [Compendium “Responding to Ageism”](#).

5.1 Ageism areas

The World Health Organisation (WHO) describes ageism as referring to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age. Ageism is often a cause for individual acts of age discrimination and also discrimination that is more systemic, such as in the design and implementation of services, programmes and facilities.

Ageism can operate both consciously (explicitly) and unconsciously (implicitly), and can be expressed at three different levels: micro-level (individual), meso-level (social networks) and macro-level (institutional and cultural). Furthermore, ageism has two distinct targets, i.e., stereotypical thoughts and behaviour can be directed at other individuals, for instance when we think that other older people are slow or wise, or individuals can have negative views about their ageing.

5.1.1 Ageism at micro level

- At micro-level, ageism manifests through individual attitudes, behaviours, and interactions. An example could be age-based stereotyping, i.e., assuming that older people are technologically inept or incapable of learning new skills simply because of their age.
- Using ageist language that perpetuates negative stereotypes, e.g., “old wood,” “senile”, or “grumpy old man/woman” when referring to older individuals.
- Excluding older colleagues or acquaintances from social activities, events, or conversations based on the assumption that they may not be interested or won't fit in.
- Dismissing the input, opinions, or experiences of older individuals in the family or in groups because of their age.
- Making jokes or comments that target older individuals based on their age, e.g., “senior moment”, “over the hill”, “you stop counting

birthdays”, “candles cost more than a cake”.

- Assuming that older people are incapable of physical or mental tasks without allowing them to demonstrate their abilities.
- Expressing disdain or fear of ageing as if it were something to be ashamed of.
- Assuming that older people's opinions, interests, or needs are solely based on their age, without considering their individual preferences or experiences.

It is important to recognise and challenge ageism at micro-level because these individual attitudes and behaviours can collectively contribute to a culture of discrimination and exclusion.



5.1.2 Ageism at macro level

When ageism is embedded within the structures and practices of institutions and systems, it creates conditions for unequal treatment, limited opportunities, and social inequalities for older adults, i.e., discrimination based on age. Ageism in the workplace and in healthcare will be explained in more detail in separate chapters. Below are some examples of other areas where structural and institutional ageism occurs at macro level:

- Ageism in urban planning and the built environment is reflected in public spaces, transportation systems, and buildings that lack accessibility features like ramps, elevators, well-maintained pavements, sufficient seating areas, public toilets, and lighting. Inaccessible infrastructure can limit the mobility and participation of older people.
- Some health insurance policies or healthcare guidelines may use age as a determining factor for eligibility or coverage. This factor can limit access to some treatments or services for older individuals, for instance, travel insurance, and health screening programmes.
- Media outlets often perpetuate ageist stereotypes by portraying older adults as helpless, burdensome, or dependent. These representations can shape public perceptions and contribute to systemic bias. Advertisers sometimes exclusively target younger consumers, ignoring the purchasing power and needs of older adults thus reinforcing ageist attitudes.
- Educational institutions that fail to adapt to the learning needs of older students or provide limited access to lifelong learning opportunities contribute to ageism within the education system.
- Economic policies, such as pension systems or social security, may disproportionately benefit certain age groups while leaving others at a financial disadvantage.

5.1.3 Ageism in the Workplace

Age-related discrimination can take various forms in the workplace, impacting the opportunities, financial security, and overall work experience both of young and older employees (see also p. 11–13 of the Compendium). In terms of the SAA educational offer, the cases describing ageism in the workplace focus on older people.

Age-related discrimination in the workplace can manifest in various ways. Here are some typical examples.

Hiring Practices

Younger applicants are preferred for various reasons, such as the assumption that they have better skills and more intuitive knowledge of technology and modern equipment, are in better physical conditions and more adaptable. Although it is prohibited by law to specify age limits in job advertisements, job postings may include implicit restrictions, which are expressed in phrases like “recent graduates” or “digital natives”, “our young team is looking for...” and the like. After job interviews, older-age candidates are not contacted not because of their performance, but merely because of their age.

Lack of opportunities for professional development

Employers may provide fewer opportunities for training and career development to older workers thus restricting their possibilities for promotion, salary rise, more challenging job assignments and prestigious tasks, e.g., participation in projects. Older workers might face difficulties operating modern devices if they are not adequately trained or if systems are not user-friendly. Lack of specific skills or knowledge may become a pretext for layoffs during reorganisations or restructuring.

Micro-aggression and marginalisation

Subtle, often unintentional, comments or behaviours that convey bias or stereotypes based on a co-worker’s age are common in the workplace. Insensitive statements, questions, or assumptions targeting age, such as “You should take it easy at your age” (meaning that a person should slow down or take a less demanding role) or “We need someone more in touch with today’s trends” (doubting the older-age employee’s competence) undermine the confidence of older workers, negatively impacting their well-being and job satisfaction.

Coping strategies for addressing ageism in the workplace

To avoid ageism in the workplace, it is important for employers to foster age-inclusive environments and for individuals to be aware of different forms of ageism, including internalised ageism, to know their rights and report instances of age discrimination when they occur.

The table below lists the key actions to be taken both by employers and employees to eradicate age-related discrimination in the workplace.

Prevention of ageism in the workplace	
Employer's actions	Employee's actions
<ul style="list-style-type: none"> • Completing age equity audit with a review of internal and external policies related to older-age employees. • Reviewing the company's communication strategy. • Creating opportunities for cross-generational collaboration and mentoring. • Providing a safe place to discuss age-related concerns. • Understanding the value of older staff members and creating an age-equitable within the organisation. 	<ul style="list-style-type: none"> • Recognising personal age-related biases. • Understanding the concepts and roots of age-related discrimination. • Participating in lifelong learning to upgrade skills and competencies. • Being proactive: initiate a conversation in the case of micro-ageism. • Knowing employees' rights and the laws on age-related discrimination. • Reporting instances of age discrimination to the appropriate person in the team/ department / governmental agency.

5.1.4 Ageism in Healthcare

Older adults are the fastest-growing age group in Europe and form a large part of healthcare services consumers. However, the healthcare system is not exempt from instances of explicit or implicit ageism, which negatively affects the health and well-being of older patients. Healthcare rationing, which means that older patients are denied or limited access to certain medical services or treatments based on their chronological age or perceived life expectancy, is widespread.

According to a WHO report , in 85 per cent of 149 studies, age determined who received certain medical procedures or treatments.

Ageism in healthcare (see p. 17–20 of the Compendium) can be driven by several factors, including stereotypes perpetuated by society, limited training in geriatrics, time constraints in healthcare settings, and unconscious biases among healthcare professionals.

Some typical examples of ageism in healthcare:

- Staff members have implicit ageist thoughts and behaviours toward elderly patients without being consciously aware of it.
- Physicians may dismiss a treatable pathology as a

feature of old age.

- Carers may treat the natural effect of ageing as a disease.
- Older people with multiple chronic illnesses are excluded from clinical trials leading to a lack of knowledge regarding how risk factors unique to older people interact with new treatments being studied in trials.
- Staff members, providers and patients themselves share and laugh at ageist jokes.
- Elderspeak is common in hospitals and care homes and when addressing people of a certain age without need in a singsong voice, changing pitch and tone, exaggerating words, simplifying the length and complexity of sentences, speaking more slowly, using limited vocabulary, or using statements that sound like questions.

Ageism in the medical field has indirect effects on healthcare costs and outcomes. Age discrimination can lead to delayed or inadequate care, misdiagnoses, or a lack of attention to the unique healthcare needs of older people. When providers have an inaccurate perspective on ageing, health conditions can be undertreated or overtreated. This can result in more severe health issues, longer hospital stays, and increased healthcare costs.

Older people who experience ageist attitudes in

healthcare may be less likely to seek preventive care or follow treatment plans, leading to poorer health outcomes and subsequent health disparities. Ageism can also affect family caregivers, who may face challenges in advocating for their older family members, leading to emotional and financial stress.

Ageism in healthcare is a relevant issue with well-documented consequences. Numerous studies have shown that older persons may receive suboptimal care due to ageist attitudes among healthcare providers, leading to adverse health outcomes and increased healthcare costs.

Coping strategies for addressing ageism in healthcare:

Prevention of ageism in healthcare	
Area	Measures
Education and training	Healthcare providers and professionals could undergo training to recognise and combat ageist biases. This includes understanding the diversity of health needs among older people.
Patient advocacy	Older patients and their families can become advocates for their healthcare. This involves understanding their rights, asking questions, and seeking second opinions.
Research and data collection	Gathering data on ageism in healthcare can help identify trends and areas that require intervention. Research can also highlight the economic and health impacts of ageism.
Public awareness	Raising awareness about ageism and its consequences is essential. Campaigns and educational initiatives can help combat stereotypes and biases by giving recommendations for policymakers.
Policy changes	Advocacy groups, policymakers, equality and diversity officers can work to change discriminatory policies and regulations that perpetuate ageism in healthcare.

5.1.5 Agency and Advocacy

Ageism is a form of discrimination that directly intersects with the principles of fundamental human rights. The right to equality and non-discrimination extends to age as a protected category in international human rights instruments. In the European Union, age-based discrimination is covered by the Framework Directive on Equal Treatment in Employment and Occupation . According to the Framework Directive, member states have designated bodies for the promotion of equal treatment, such as the [Federal Anti-Discrimination Agency \(ADS\)](#) in Germany, the [Office of Equal Opportunities Ombudsperson in Lithuania](#), the [Netherlands Institute for Human Rights](#), the [Institute for the Equality of Women and Men](#) in Belgium, the [Commission for Protection against Discrimination](#) in Bulgaria. These institutions, also known as anti-discrimination agencies, may assist victims of discrimination, conduct independent surveys and studies, publish reports and make recommendations.

Educational campaigns, public discourse, and advocacy efforts are used to challenge ageist stereotypes and combat ageist practices. The European network of non-profit organisations, [Age Platform Europe](#), voices and promotes the interests of millions of citizens aged 50+ in the European Union and raises awareness on the issues that concern them most.



6. Competence Portfolio and Reflection of Learning

The present workshop is not designed as a course that can be measured by credits and certified according to the existing qualification frameworks. In the case of a small amount of learning, the standard practice of certifying learning outcomes is to record the subjects covered and the duration of the event in the certificate of attendance. Training providers may want to certify learning outcomes of a small, tailored learning experience following the European approach to micro-credentials. The ten principles for the design and issuance of micro-credentials are defined in Annex II of the Recommendation on a European approach to micro-credentials for lifelong learning and employability adopted by the Council of the European Union on 16 June 2022. The Recommendation specifies the nature of micro-credentials, offers guidance to Member States, public authorities and providers on their design and issuance and describes systems for micro-credentials. The principles are universal and may be applied in any area or sector, if appropriate.

Nowadays micro-learning can take place in many different forms, face-to-face and online. Therefore, it is important to keep track of skills and competencies that have been gained or updated. Reflection and self-assessment of skills gained through micro-learning are important tools to record a learner's competence development.

Compiling a competence portfolio in lifelong learning is useful and important as it serves as a dynamic and comprehensive record of an individual's skills, knowledge, experiences, and accomplishments. This portfolio reflects personal growth and meets the goals listed below.

Self-assessment and reflection

Reflection in education is the process of looking back at a learning experience and considering exactly what was done and why, what the role of the participant was, what new knowledge and skills were gained, and how they can be applied. Reflection helps to better understand learning preferences, motivations, and areas where improvement is needed.

Documentation of achievements

Lifelong learning involves acquiring various skills and competencies through formal, non-formal and informal education, work experiences, and life experiences.

A competence portfolio helps in making them tangible and providing evidence of skills to potential collaborators, partners or recruiters of volunteers or paid staff. Attendance to training courses and workshops are evidenced by various certificates, which should be kept in the competence portfolio file.

Showcasing expertise

Companies and organisations seek candidates with specific skills and competencies. A well-organised portfolio allows you to showcase your expertise, providing a clear picture of your abilities and qualifications. A reflective essay (see the attached template) is a good way to summarise competencies gained in a course or workshop.

Accountability and motivation

The act of compiling and updating a competence portfolio fosters a sense of accountability and motivation for continuous learning. It acts as a reminder of personal and professional aspirations, encouraging you to invest in your growth.

Recognition of Non-Formal Learning

Many skills and competencies are gained through non-formal or experiential learning, such as workshops, volunteering, and personal projects. By compiling a competence portfolio, you will document and validate these experiences, making them relevant and credible if you plan to acquire a formal qualification.

6.1 Instructions for writing a learning reflection

Reflection is a useful process to review the main points and objectives of the workshop and to assess the learning experience. A written reflection on the workshop filed in the competence portfolio along with a Certificate of Attendance is valuable proof of personal and professional development. The diagram below helps to structure the reflection process.



Reflection form to be filled after the training to supplement the Certificate of Participation

Reflection after the workshop
Workshop date and place
1. What was the topic of the workshop?
2. What did I learn about ageism and its impact on me and others? <ul style="list-style-type: none"> • Things I knew before but did not pay much attention to. • Things I was not aware of before the workshop.
3. What went well? <ul style="list-style-type: none"> • Describe your experience playing the SAA game. • What was your contribution and interaction with others in the workshop?
4. What were the challenges?
5. How can I apply what I learned to my personal or professional life?

Annex I

CERTIFICATE OF ATTENDANCE
ERASMUS+ STRATEGIC PARTNERSHIP
Learning game: SAA – Smart against Ageism
2021-1-DE02-KA220-ADU-000035193

This is to certify that

_____ , (name)

from _____ (organisation, country)

participated in Smart Against Ageism workshop

held by _____ (organisation, city, country)

on _____ (dates of the meeting/activity)

The SAA workshop covered the following topics (please choose):

- Using the SAA game as an interactive learning method.
- Understanding ageism.
- Recognising ageist attitudes and behaviours.
- Strategies for challenging ageism in job, healthcare, social and built environment settings.
- Advocacy and legal considerations related to ageism.
-

Place and date _____

Signature _____

Stamp (if applicable)

Annex II

Programmes to run online workshops

Zoom	Programme to hold online meetings with several participants. It is also possible to share the screen or conduct surveys. Can be used as an app on a computer or smartphone, as well as in a web browser.
Microsoft Teams	Programme to hold meetings with several people, sharing files and making arrangements in group chats. Can be used as a programme on a desktop or in a web browser.
Discord	Free online service, for voice and video chats or exchange via text messages. Files and links can also be shared with other people.
Webex	Software-based platform for online meetings with several people, sharing files or the screen, and sending text messages.
Whatsapp	Free messaging service that can be used as an app on a smartphone or in a web browser. Creating group chats for consultation and planning as well as sharing links and files is also possible.
Signal	In the past, various larger messaging services have repeatedly been criticised for their privacy policies. Signal can be a good and secure alternative with a focus on data security.
The Learning Lab	Programme to design online learning courses or workshops.

Programmes to implement and support (online and offline) workshops

Power Point (alternatively: Impress)	Power Point is a programme that is included in Microsoft Office and can be used to create and give presentations. A free alternative is Impress, a programme included in Libre Office.
Prezi	Prezi is a way to create unconventional presentations online. It is a good programme to make connections and transitions in a visually appealing form.
MS Office (alternatively: Libre Office)	Other Microsoft Office/Libre Office programmes can also be useful and helpful when preparing or holding a workshop. The best-known programmes are Word/Writer or Excel/Calc.
Kahoot!	A digital learning game to create and hold quizzes. In this way, learning or workshop content can be tested and consolidated in a playful way.

QuizAcademy	QuizAcademy, which specialises in educational institutions, offers a secure and privacy-focused alternative.
Quizlet	An online learning platform with many options such as creating flashcards but also various other games and tests.
Youtube	A world-renowned video and streaming platform. Thanks to its popularity and the high number of its users, a large number of videos on various topics are available. Topic-specific videos can be incorporated into presentations or workshops.
Mentimeter	Mentimeter and its functions that have already been described can also be used in analogue face-to-face workshops. It is not only limited to online workshops or presentations.
Microsoft Whiteboard	Digital whiteboard for sharing sketches and ideas or brainstorming together. Can be used as a desktop app, in a web browser or integrated in Microsoft Teams.
Mural	Another digital whiteboard with many functions. It is best to test its different options and find out the ones you like best.
Miro	Another digital whiteboard with many functions. It is best to test its different options and find out the ones you like best.
Edpuzzle	An app to evaluate a group's understanding of a video.
Wordwall	For ice-breakers.
Moodle	B-learning, to store materials and receive and evaluate a trainees' work.
Social Media (Facebook, Twitter, Instagram etc.)	Social media that can be used to advertise workshops and events or to connect interest and learning groups in the long term and inform them about offers. If necessary, corresponding programmes can also be integrated into workshops.

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Smart Against Ageism



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