Walk'n'Talk

**Prevention and Communication Training
for the Elderly aged 65+**

Curriculum for Walk'n'Talk Pact 65+ courses

Imprint

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Foreword

Against the background of demographic change and an aging population in the EU, it is a challenge for adult education providers throughout Europe to focus on this increasingly growing and important group of people at the age of 65 and above who have reached retirement age and have withdrawn from the labour force.

Nowadays, retirement can be seen as an increasingly active phase of life where elderly people still have the opportunity to continue contributing to society. They wish to be independent, have participative lives and take responsibility for their own wellbeing. This, however, requires physical and mental health.

Research shows that regular physical activity is one of the most important things to do to achieve a healthy lifestyle. It has a positive effect on the bones and muscles, helps reduce the risk of cardiovascular diseases, hypertension, diabetes, depression and cognitive decline: health problems that often come with age and result in loss of autonomy.

With this in mind, the partners started focusing on an appropriate and innovative approach. The aim was to develop, test and disseminate a special course offer for the elderlies that combines physical activity with cognitive learning tasks. Thus, the concept for the Walk'n'Talk framework was born: Walking, especially for people who have not exercised regularly in a long time, does not require any special skills and is a great way of keeping fit. And with all partners having extensive experience in providing adult education, this concept was easy to be integrated into their own teaching curricula.

In 2016 the partners applied for a Strategic Partnership in Adult Education under the European Commission's funding scheme Erasmus+ Key Action and were granted financial support.

The consortium developed four intellectual outputs (hereinafter referred as to IO), following are the descriptions: **Research Toolkit** (IO1) to identify the elderlies' most important reasons for getting involved in physical activity and learning at older age; **Walk'n'Talk Curriculum (IO2)** which includes 7 different courses based on the results

of the Research Toolkit analysis; **Training Material** (IO3) used for the development of the courses; and **Guideline for Stakeholder Management and Communication** (IO4) providing instructions and templates which will ensure an easy transition and use for any other adult education provider, stakeholder and/or policy-maker.

Nonetheless, the present document specifically contains the development of Intellectual Output 2. The rest of the IOs are available in the project's official website: http://www.walkandtalkproject.eu/.

The consortium

The **consortium** brought together two adult education centres (Germany and Finland), a small and medium sized enterprise (Spain), a cultural association (Italy), a university (Romania), an umbrella organisation providing counselling services for girls and women (Austria) and a non-profit organisation providing professional educational and counselling services in the field of human resources and project management (Czech Republic) from 7 EU member states.

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1. Introduction to the Research Toolkit

The demographic change and aging population challenge adult education, but elderly people still have the opportunity to contribute to society and live an independent life. In this sense, and in order to achieve this goal, seniors need a healthy physical and mental aging. Thus, Walk'n'Talk is a project that aims at allowing adults to acquire healthy habits, promote social skills and learn from non-formal settings. In fact, well-being plays a striking role in this project and refers to how people feel, function and evaluate their lives, including happiness, purpose, satisfaction and autonomy. However, the potential drivers of well-being refer to external (income, education, social networks...) and internal (health, self-efficacy…) aspects. So, **Walk'n'Talk Prevention and Communication Training for the Elderly aged 65**+ is a Key Action 2, Erasmus+ Strategic Partnership project that aims at providing innovative and different opportunities for seniors to access education and increase their quality of life. To carry out this investigation and to spread out its relevance, 7 partner countries have participated: *VHS Lingen* (Germany), *ProEduca z.s.* (Czech Republic), *Frauenberatungsstelle Oberpullendorf* (Austria), *Sastamalan Opisto* (Finland), *Archivio della Memoria* (Italy), **UAIC** (Romania) and **CIDET** (Spain).

In order to implement this research, we have examined many studies on active aging that have led to the development of a reliable toolkit for improving seniors' quality of life and its relation with the purpose of their sustained social integration. Thus, the focus of this study is to evaluate the needs and physical activity of the elder and to understand how they think, feel and express. This directs us also to the ultimate objective of creating a suitable frame for efficient and advantageous activities and workshops.

With a view to provide an objective study, we have carried out a statistical overview about the opinions and statements of seniors regarding their own perception of the quality of their lives. Moreover, we have used five different instruments to achieve a fairer analysis; those have been: **GSES - General Self-Efficacy Scale** (assesses optimistic self-beliefs to cope with a variety of difficult demands in life), **AIS - Aspirations Index Scale** (assessing people's aspirations, dividing them into intrinsic and extrinsic and focusing on the importance to oneself of each aspiration and the degree to which they have already attained each), **MPAM-R Motives for Physical Activities Measure -Revised** (assess the strength of motives for participating in

physical activities), **BNP Basic Psychological Needs-Scale (**addresses to needs satisfaction related to competence, autonomy and relatedness) and **PWI Personal Well-Being Index -A** (measures satisfaction corresponding to a specific quality of life domain).

Ultimately, the research provides a statistical overview of the different aspects which might be related with seniors' Well-Being and aims to determine which aspects need to be considered when developing practical activities to improve their quality of life.
In the first section, the potential drivers to fulfil life at senior age showed different results. Demographics and the Perceived Self-Efficacy did not influence how elderly people feel about their lives. However, the involvement in physical activities does contribute to the Subjective Well-Being. Likewise, autonomy and feelings of connectedness and belonging with others affect it.

In the second section, a Hierarchy of Life Goals and a Hierarchy of the Motives for Physical Activity at senior age depending on the country were investigated. Although there are slightly differences among the countries, generally speaking, we found out that a good physical health, the quality of relationships and the desire to be autonomous are the most relevant issues. Thus, to give an effective practical approach, these reasons should be taken into account in order to involve seniors in physical activity.

To conclude, providing elderly people with the opportunity of getting involved in mixed activities, both physical and relational would firmly influence the consolidation of well-being.

1.1. Project information sheet and consent form

Walk'n'Talk Pact 65+

ERASMUS+ Project 2016-1-DE02-KA204-003413

Project Information Sheet for Participants

This research forms part of an EU - ERASMUS+ funded study. You are being invited to take part in this study. Before you agree to do so, it is important that you understand

the purpose and nature of the research and what if you agree, your participation will involve.

Please read the following information carefully, and do ask if anything is not clear, or if you want more information. Contact details are given at the end of this information sheet.

The main project objectives are related with active aging. In order to promote and sustain active aging we intend : to incorporate different ideas and concepts into an innovative course curricula, to develop a curriculum that allows for different content from foreign languages to storytelling to personal coaching in the Module "Talk", to raise awareness among the elderly to maintain the quality of life by "training the brain and the body", to create social networks that facilitate the retention of the new habits by the foundation of "Walk & Talk Clubs". By doing this we will develop a course offer in the field of physical and mental health and will be able to provide stakeholders of adult education with a new course offer that allows them to open up new target groups.

The general objectives of the present research are:
-   to collect useful information on age-related health issues such as learning, social life, existing active aging courses and examples of best practices
-   to discover the real needs and skills that seniors think necessary to acquire, and their attitude to active and healthy aging
-   to collect ideas about various valuable personal experiences and strategies that can allow us to develop methods that can be used in our project
-   to obtain experience about different actuations to promote a healthy behaviour, motivation techniques and other approaches related to this project

The research methodology for this phase of the project uses questionnaires addressed to people aged 65+ that are currently actives and maybe already enrolled in various activities related with active aging, in order to know their current context, interests and motivations. The questionnaires will take approximately 40 minutes. All information about you collected during the study will be kept strictly confidential and stored in accordance with the Data Protection Act. The only people who will know about you are the researchers. Your role and the data about the organisations will be used in the final project report and other dissemination publications related to the project. All

materials will be destroyed after the research is completed and audited by the funding body.

Participation is entirely voluntary. It is up to you to decide whether or not to take part. If you do agree to take part, you will be asked to sign a consent form. If you agree to take part, you may still withdraw at any time, without giving a reason. If that happens, any information or data you have given will not be used in the study.

Thank you for reading this information sheet. If you agree to take part, the researchers indicated above will contact you to provide an informed consent form for you to sign and then make arrangements to conduct the interview. You will be given a copy of the consent form to keep.

If anything is not clear, or if you want more information, please ask the person who conduct the interview/focus-group.

Walk'n'Talk Pact 65+
ERASMUS+ Project 2016-1-DE02-KA204-003413

Participant Consent Form

Name (or Initials) ……………………………………

Please tick the box (es) to confirm each statement.

I confirm that I have read and understood the Information Sheet dated Nov 2016 for the above study. If I have asked for clarification or for more information, I have had satisfactory responses.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

I understand that relevant sections of the data collected from me during the study may be looked at by the researcher and I consent to the interview being recorded and quotations arising from the interview being used anonymously in the final project report and any other publications arising from the work.

I wish to add the following limitations to confidentiality in respect of this interview:

I agree to take part in the above study

_____   _____

Initials of Participant   Signature   Date

_____   _____

Initials of Researcher   Signature   Date

1.2. Questionnaire for the target group

W&T Questionnaire Research

General Demographic Data

1. Initials _____

2. Age _____

3. Gender: ☐ Male ☐ Female

4. Actual residence country_____

   Birth country _____

5. Living in: ☐ Rural Area ☐ Urban Area

6. Marital status

   ☐ Single

   ☐ Married ☐ Cohabitation

   ☐ Divorced ☐ Separated

   ☐ Widowed ☐ Another situation: _____

7. Education level (last level graduated):

   ☐ Basic (less than high school or similar structure)

   ☐ Medium (high school or similar structure but less than college or university)

   ☐ High (graduated college, university or more)

8. Profession/ occupation before retirement: _____

9. Age of retirement: _____

10. Surface of home (in square meters): _____

11. People living in the same home with me (you can choose more than one response):

   ☐ I am living alone.

   ☐ I am living with my partner.

   ☐ I am living with my other family members.

   ☐ I am living with people who are not my family members.

12. How many people live in the same house with you? _____

13. Monthly income (per person in the same house): _____ € or _____ national currency.

Usual activities Data (answer with approximation)

1. Usual **Wake-up hour** _____

2. Usual bedtime hour

3. Usual Amount of **Sleep on the Day time** (if is not the case put 0) _____
hours/day

4. Time spend inside the house (except sleeping time) _____ hours/
day

5. Cleaning the house on your own (if is not the case put 0) _____
hours/week

6. Shopping on your own (if is not the case put 0) _____ hours/week

7. Cooking on your own (if is not the case put 0) _____ hours/week

 8. Gardening on your own (if is not the case put 0) _____ hours/week

9. Walking (including shopping route only if you walk until the shopping area)
_____ hours/week

10. Any kind of **physical exercises** (except cleaning, shopping, cooking, gardening
and walking) in which you are **constantly involved** (eg. easy gymnastics, dance,
jogging, using bikes…) _____ hours/week

11. Being involved in **group activities** (eg. meetings with friends, clubs,
volunteering, church, cultural events) _____ hours/week

*

12. **Solving** puzzles, riddles, crosswords or other logic game_____ minutes/day

13. **Using computer**/laptop or other similar devices (like tablets) _____
minutes/day

14. **Watching TV** _____ minutes/day

15. **Using** different **Social Networks** on Internet _____ minutes/day

16. **Talk** (voice or video-voice conversations) on the **phone**/**skype** or other _____
minutes/day.

17. **Written** conversations (like SMS, messages or written chat) using different
devices _____ minutes/day

AIS-s

Everyone has **long-term goals or aspirations**. These are the **things that individuals hope to accomplish over the course of their lives**. In this section, you will find a number of life goals, presented one at a time, and we ask you three questions about each goal.

(a) How important is this goal to you?

(b) How likely is it that you will attain this goal in your future?

(c) How much have you already achieved this goal thus far?

Please use the following scale in answering each of the three questions about each life goal.

Not at all			Moderately			Very
1	2	3	4	5	6	7

1. Life-goal: **To be physically healthy**.
___a. How important is this to you?
___b. How likely is it that this will happen in your future?
___c. How much have you already attained this goal?

2. Life-goal: **To keep my mind active and sharp**.
___a. How important is this to you?
___b. How likely is it that this will happen in your future?
___c. How much have you already attained this goal?

3. Life-goal: **To have a physically active life style**.
___a. How important is this to you?
___b. How likely is it that this will happen in your future?
___c. How much have you already attained this goal?

4. Life-goal: **To choose what I do, instead of being pushed along by life.**
___a. How important is this to you?
___b. How likely is it that this will happen in your future?
___c. How much is this satisfied currently?

5. Life-goal: **To successfully hide the signs of aging**.
___a. How important is this to you?
___b. How likely is it that this will happen in your future?
___c. How much have you already attained this goal?

6. Life-goal: **To feel that there are people who really love me, and whom I love.**
___a. How important is this to you?
___b. How likely is it that this will happen in your future?
___c. How much have you already attained this goal?

GSES

Below are ten statements that you may agree or disagree with.

Using the 1 - 4 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item.

Please be open and honest in your responding

1- **Not at all true**

2- **Hardly true**

3- **Moderately true**

4- **Exactly true**

_____ 1. I can always manage to solve difficult problems if I try hard enough

_____ 2. If someone opposes me, I can find the means and ways to get what I want.

_____ 3. It is easy for me to stick to my aims and accomplish my goals.

_____ 4. I am confident that I could deal efficiently with unexpected events.

_____ 5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

_____ 6. I can solve most problems if I invest the necessary effort.

_____ 7. I can remain calm when facing difficulties because I can rely on my coping abilities.

_____ 8. When I am confronted with a problem, I can usually find several solutions.

_____ 9. If I am in trouble, I can usually think of a solution

_____10. I can usually handle whatever comes my way.

MPA-SM

The following is a list of **reasons why people engage in physical activities**,

exercises or sports.

Keeping in mind your primary physical activity, respond to each question (using the scale given), on the basis of **how true that response is for you**.

1	2	3	4	5	6	7

Not at all true
for me

Very true
for me

___ 1. Because I want to be physically fit.

___ 2. Because it's fun.

___ 3. Because I like engaging in activities which physically challenge me.

___ 4. Because I want to obtain new skills.

___ 5. Because I want to look or maintain weight so I look better.

___ 6. Because I want to be with my friends.

___ 7. Because I like to do this activity.

___ 8. Because I want to improve existing skills.

___ 9. Because I like the challenge.

___ 10. Because I want to define my muscles, so I look better.

___ 11. Because it makes me happy.

___ 12. Because I want to keep up my current skill level.

___ 13. Because I want to have more energy

___ 14. Because I like activities which are physically challenging.

___ 15. Because I like to be with others who are interested in this activity.

___ 16. Because I want to improve my cardiovascular fitness.

___ 17. Because I want to improve my appearance.

___ 18. Because I think it's interesting.

___ 19. Because I want to maintain my physical strength to live a healthy life.

___ 20. Because I want to be attractive to others.

___ 21. Because I want to meet new people.

___ 22. Because I enjoy this activity.

___ 23. Because I want to maintain my physical health and well-being.

___ 24. Because I want to improve my body shape.

___ 25. Because I want to get better at my activity.

___ 26. Because I find this activity stimulating.

___ 27. Because I will feel physically unattractive if I don't.

___ 28. Because my friends want me to.

___ 29. Because I like the excitement of participation.

___ 30. Because I enjoy spending time with others doing this activity.

BNSG-S

Instructions: Please read each of the following items carefully, **thinking about how it relates to your life**, and then indicate **how true it is for you**. Use the following scale to respond:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Not at all true   Very true

1. I feel like I am free to decide for myself how to live my life. _____

2. I really like the people I interact with. _____

3. Often, I do not feel very competent. _____

4. I feel pressured in my life. _____

5. People I know tell me I am good at what I do. _____

6. I get along with people I come into contact with. _____

7. I pretty much keep to myself and don't have a lot of social contacts. _____

8. I generally feel free to express my ideas and opinions. _____

9. I consider the people I regularly interact with to be my friends. _____

10. I have been able to learn interesting new skills recently. _____

11. In my daily life, I frequently have to do what I am told. _____

12. People in my life care about me. _____

13. Most days I feel a sense of accomplishment from what I do. _____

14. People I interact with on a daily basis tend to take my feelings into consideration. _____

15. In my life I do not get much of a chance to show how capable I am. _____

16. There are not many people that I am close to. _____

17. I feel like I can pretty much be myself in my daily situations. _____

18. The people I interact with regularly do not seem to like me much. _____

19. I often do not feel very capable. _____

20. There is not much opportunity for me to decide for myself how to do things in my daily life. _____

21. People are generally pretty friendly towards me. _____

SWLS

Instructions: Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree

____ In most ways my life is close to my ideal.

____ The conditions of my life are excellent.

____ I am satisfied with my life.

____ So far I have gotten the important things I want in life.

____ If I could live my life over, I would change almost nothing.

PWI

Instructions: The following questions ask how satisfied you feel, on a scale from zero to 10. **Zero** means you feel no satisfaction at all and **10** means you feel completely satisfied.

0	1	2	3	4	5	6	7	8	9	10

____ 1. "Thinking about your own life and personal circumstances, how satisfied are you **with your life as a whole?"**

____ 2. "How satisfied are you **with your standard of living?"**

____ 3. "How satisfied are you **with your health?"**

____ 4. "How satisfied are you **with what you are achieving in life?"**

____ 5. "How satisfied are you **with your personal relationships?"**

____ 6. "How satisfied are you **with how safe you feel?"**

____ 7. "How satisfied are you **with feeling part of your community?"**

____ 8. "How satisfied are you **with your future security?"**

____ 9. "How satisfied are you **with your spirituality or religion?"**

2. Pedagogy

2.1. Introduction to andragogy

Teaching other people is a challenging work, in fact, it is likely that when one is performing this activity, he/she may face issues such as: which strategies should be used, how to motivate the learners, whether to give them autonomy or not, etc. Fortunately, there is a science that deals with the practice of teaching and its influence in the students' learning. Pedagogy was initially the only term used to compile these researches. However, this discipline eventually developed into another called andragogy, which differs to some extent from the first one.

Pedagogy is a term that might ring a bell to you, but have you ever heard before the word "andragogy"? In this section we are going to delve into its origins and meaning and become aware of the differences between both scopes: pedagogy and andragogy, particularly focusing on this last one.

The notion of andragogy was originally developed in the 1960s by Malcolm Knowles as a way to specifically describe adult learning. Knowles stated that andragogy is the art and science of adult learning, thus it refers to any form of adult learning (Kearsley, 2010). In other words, it is the term used to refer to the instruction that addresses the adults needs and its main particularity is that it focuses on the process of learning rather than the content being taught. Until that moment, the research done on the field on pedagogy had been based on child teaching studies, only providing evidence of how children learn and exclusively addressing their necessities which clearly differ from an adult needs. Therefore, andragogy resulted as response to the need of an adult-centred teaching approach.

The information gathered about a child's learning process is no longer valid when we are going to teach adults or seniors, therefore Malcolm Knowles developed its own andragogy approach based on five assumptions of paramount importance that are distinctive of adult learners, with the last one being added with posteriority.

- Self-concept

As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being. Unlike children, who are

required by law to go to school, adults are free to choose to engage and to persist in education. Thus, a trainer should take advantage of it and encourage the learner's autonomy.

- Adult Learner Experience

As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning. Adult learners have experienced a variety of experiences and they constantly lean on them. Thus, learning is built on previous knowledge and experiences.

- Readiness to Learn

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles. Adults are ready to learn those things that will be of value to them and will help them to cope with life.

- Orientation to Learning

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result, his/her orientation towards learning shifts from one subject-centeredness to one of problem centeredness.

- Motivation to Learn

As a person matures de motivation to learn is internal (Knowles 1984:12). Adult learners have a true motivation to learn and gain new skills, beyond the mere goal of passing a subject.

Therefore, is it appropriate to use the same teaching method regardless the age of the learners? It is fair to say that it is not possible since adults learn differently from children. The teaching method must be adapted to the demands of the audience and that includes taking into account the learners' age. Adult people trust on their meaningful life experiences and their own goals, becoming motivation a variable of paramount importance. Courses need to be structures according to their audiences and a trainer should develop motivational strategies based on the abovementioned 5 assumptions of Andragogy.

A comparison between pedagogy and andragogy approaches

Despite the concept of pedagogy is similar to pedagogy, Knowles defended the discrepancy of both concepts. The author of this theory claimed that pedagogy was a content model whilst andragogy was a process model. Following is a table showing the main discrepancies of both disciplines:

Pedagogy	Andragogy
The teacher is on charge of the classroom; learner is dependent	Learner is more autonomous; less dependent on the teacher
Teacher is responsible for the learning	Learner is responsible for the learning
Little experience can be gained	More experience can be gained
There is a standard curriculum imposed by society	Curriculum is more application based
Focus on the content and acquiring that content	Focus on the process and performance of tasks
External motivation	Internal motivation.

This table perfectly reflects the five adult learning assumptions: an adult learner is more autonomous and is moved by an internal motivation. Based on these assumptions Knowles also developed the Adult learning theory principles as stated hereunder:

- Adults must have a hand in the design and development of their learning experience.
- Experience should be at the root of all tasks and activities.
- Real life applications and benefits must be tied to the course.
- Give adult learners the opportunity to absorb information, rather than memorising it.

Thus, when developing a course for seniors and adults, it is important to design the course around these adult learning theory principles.

1.2. Formal, non-formal and informal learning: Getting to know their differences

In this section we can find a general introduction to the Formal, Non-formal and Informal education of seniors' citizens. There are three different types of education that take place in our society nowadays. Probably we all have been exposed to them at some level: either attending the school, enrolling in summer courses or learning a new concept from our parents or a friend while being at home or even hanging out. Following are explained the types of education in terms of place, recognition and teacher participation.

- Formal learning is organised and guided by a formal curriculum, and usually leads to any kind of recognized credential such as a high school diploma or a graduation. Thus, it is usually recognised by government at some extent and it is taught by professionals such as teachers or professors.
- On the other hand, non-formal is the education that takes place outside formal learning settings but within some type of organisational framework. The learning it is usually organised but most of the times is not guided by a formal curriculum. This type of education may be led by a qualified teacher. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and thus the individual makes an intended effort to achieve the goal. People do not get a recognised diploma, but it enhances individuals' skills and capacities.
- Informal learning is the education that takes place outside the classroom and emerges from the learner's involvement in activities that are not undertaken with a learning purpose. The learning is involuntary and part of your daily life. In other words, you are acquiring new concepts and skills without paying attention; without making an intended effort, as example by cooperating with others, organising some activity or by mistake. It should take place without the participation of a teacher. Informal learning might be considered expedient, but it is less organised and may include events related to education or activities that occur within the family, workplace and in everyday the life of every person, in the context of education led by the family and society.

Perhaps the most suitable option for adults lo learn is non-formal learning because it offers freedom to explore, decide what to learn and the order in which the knowledge

and skills are acquired. Nevertheless, we want to emphasise the power of the informal learning as it allows to learn soft skills and transversal competences while we are learning other competences, as example, we can offer a course about English language (non-formal course) but at the same time we could gain tolerance and empathy (informal learning). In the project Walk-n-Talk, the learning happens thanks to a planned educational activity. We want you not to forget that somehow the informal skills will also increase other learner skills, make the learning more experiential, emotional and enjoyable, while their learning will happen after the activity finishes (and also in their families or friends).

The methods used for self-education are:
- Use the help of family members, friends, companions for example: the use of advice, someone watching the performance of some tasks, consult another person, etc.
- Use of printed materials - it should be understood to use literature, published earlier in the traditional - paper form (books scripts, professional press, such as 'Legal newspaper') to raise awareness. Person reached these materials on their own initiative and it was not part of the curriculum for the course, recommended by the teacher / instructor (that was not a part of the homework).
- Use of computer programs and networking opportunities offered on the Internet – means use through your Internet connection (on-line) with different types of guides, books, trade press, language courses etc.
- Use of educational programs broadcasted by television and radio,
- Visit research centres such as libraries; and take advantage of the use of their information resources.

Formal and non-formal learning are partly intentional and partly incidental: when we consciously pursue any learning target, we cannot help learning things that are not part of that target. Informal learning, however, is exclusively incidental.

Soft skills are related to our relations with people: communication, leadership, collaboration, etc. For instance, the ones related to entrepreneurial skills, which include creativity, perseverance, resourcefulness, self-confidence, initiative, responsibility, and teamwork. Acquiring these soft skills and competencies could take years of experience

and mistakes, and those would be difficult to assess and certify. Those skills are acquired while we collaborate with people or organise at work. It is the experience everybody gains after some years of work, of leading work teams or researching and innovating. In other words, this is what is known as informal learning. Therefore, informal learning could be considered as the most appropriate approach for acquiring soft skills, attitudes and values. However, we should take into account that this particular type of learning should be provided as a process, and not as a content.

3. Learner

Becoming old involves major changes in a person's life either socially and physically and instructors need to be aware of this and adapt their instruction to the adult learners' situation. In this chapter we will comment on these arising changes and address the process of aging to make the most of it. To better respond to the needs and expectancies of the adult learners, we need to adapt the potentialities of education to senior citizens' needs as well as the support required to increase the quality of life of aged people through education.

3.1. Quality of life

Quality of Life (also known as QoL) is an abstract concept that probably everybody can predict the meaning of, however it is difficult to define it accurately. People usually associate QoL with well-being, a good work, being happy, healthy, or wealthy. Beyond this, everybody has their own opinions which means that QoL is rather a subjective concept.

In a modern society, the Quality of Life is a priority for citizens, and how can we know if a person's QoL is high or low? In order to be able to measure one's QoL Maslow proposed a hierarchy of needs (Maslow & Cox) which included basic living conditions that need to be covered before higher QoL can be reached. However, in our society subjective aspects such the perception of the individual, the context of the culture and value systems in which they live have a major impact on QoL.

As people grow older, they are confronted with physical, psychological, and social changes that increase their exposure to uncontrollable situations. How we face these changing situations will increase or decrease our subjective perception of QoL. Furthermore, there are some factors that can jeopardise this process: the loss of control, the decrease of senses, the difficulty of adaptation and other threats. In order to be able to face those threats and minimize its impact, seniors must adopt a positive attitude towards this natural aging process. A positive attitude will be beneficial to enhance seniors' QoL.

And how seniors' Quality of Life can be improved?

- **Adaptation**: Along our life we must face changes to our bodies, lives and environment and those changes can affect our quality of life, either positively or negatively. Those who are able to adapt to changes, are likely to maintain their QoL.
- **Social participation**: Seniors increase their satisfaction when they participate in activities within the family, neighbourhood, in the workplace, etc. This helps them to use their abilities and develop their personality, which also increases QoL.
- **Getting and giving support**: Get support and socialise with other groups will promote the seniors' inclusion in society. They will feel part of and integrated in a group assuming interpersonal relation, gaining affective and assertive skills, etc. and therefore, influencing the QoL positively.
- **Being active**: It is important to keep having goals and objectives in life and being an active member of a social group since this affects positively to health.
- **Keep learning**: Lifelong learning has proven to be a standard that enhances Quality of Life. Learning keeps individuals active, but also enables them to increase their creativity, personal development, personal skills and life satisfaction (Brocket 1985, Ladmin 1997, Schuller 2004).

Quality of Life is a complex status and there is no single and simple way to improve it. However, education can help to raise QoL, or at least prevent it from declining. Properly designed socio-educational actions can be used to teach senior learners, but also to enable them to acquire new skills, attitudes and aptitudes.

The elderly are a very heterogeneous group, and each individual has his or her own needs and problems. The concept of QoL, if seen individually, is even more complex. Education can provide a very useful tool, by encouraging/developing the capacity to keep learning, learning from what happens around us and what happens to us. QoL is about accepting ourselves, our limitations and the obstacles in our lives, but thanks to the learning process, everybody can discover new potentialities, new pleasures we were unaware of, and new ways of being happy, productive and useful to others. Education can help to achieve previous goals, specially thanks to the non-formal education as it allows not only to learn specific skills and competences but also other transversal competences and soft skills: communication, collaboration, creativity, leadership, etc.

3.2. Ageing

As human beings grow older, they go through different phases of life and different emotions, threats and thinking occurs. Aging is not just a psychological process but a path in which psychological issues that come along with entering the last phase of life are confronted. Individuals shed previous roles and assume new ones, so new situations and agents are involved, which require both learning and a revised self-definition.

There is an increasing number of seniors above 65 in our society and those are more active compared to previous generation of 65+. The interest in lifelong learning among these seniors has increased lately and educational planners and teachers should have core skills about aging to better support them.

Aging comes with many challenges and the loss of independence is one potential part of the process, are diminished physical ability and age discrimination. However, despite the general belief that aged people is reluctant to learn because their memory have faded over time, cognition is still well preserved and therefore, it is possible to keep a normal good life and develop lifelong learning (Suutame 2010). There is a term called senescence that refers to the aging process, including biological, emotional, intellectual, social and spiritual changes. Many older adults remain highly self-sufficient but others require more care. Because the elderly typically no longer hold jobs, finances can be a challenge. Due to cultural misconceptions, older people can be targets of ridicule stereotypes. The elderly face many challenges in later life, but they do not have to enter old age without dignity.

People can have their own individual perception regarding ageing. The ageing experience brings up an important dimension as to why we should refrain from generalizing when we talk about seniors.

Lifelong learning among seniors requires professional teachers who have up-to-date gerontological knowledge and positive attitudes towards ageing and aged people. Aged people even in high age without disease-based cognitive disorders (mainly Alzheimer's disease and related disorders) have no other barriers for learning except those of their own motivation. Therefore, a variety of educational activities to meet the needs and expectations of aged people must be offered. Aged people are the most heterogeneous group of people wanting tailor made activities.

We must bear in mind that ageism in our societies affect aged people and cause barriers to participating in educational activities. Therefore, we have to fight against false information and attitudes to develop life-long learning that supports quality of life for seniors.

3.3. Seniors in society

Population in Europe is growing older due to a rise in life expectancy and low levels of fertility. Consequently, the aging process is going to continue in the future, so increasingly more people is going to reach the old age. The impact of demographic ageing within the European Union is likely to be of major significance in the coming decades, entailing significant changes.
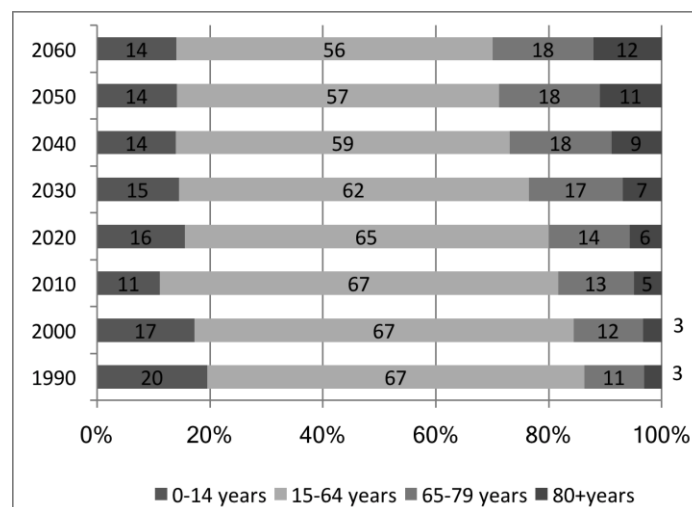
Figure 1. Percentage of total population

Also, differences in life expectancy between sexes are salient. In general terms and according to the statistics, women live longer than men. As the aging population is not going to stop growing, we must be prepared for the social changes that this might involve and also the seniors' upcoming role in society.

It has been proven that social connections and interpersonal relationships are major factors that affect people's level of well-being and happiness. Similarly, negative relationships and limited social connections lead to isolation. In the 2006 EU-SILC survey was stated that "population with no friends tends to increase by age in all the countries". Seniors are likely to lose their social relationships along their life so, family play a major role in preventing isolation. Family support is essential to endorse the process of aging.

Due to the demographic changes and emerging issues, the concept of **active ageing** was born. Active aging is carried out when adopting a productive aging strategy that emphasises quality of life and mental well-being. Thus, it is concerned with the process of aging rather than in those who have also reached the final stage.

The elder, mostly of the are retired, should have the opportunity to contribute in different ways to the society to make them feel part of it. Voluntary works, family activities, leisure courses are some of the options that they have. Those activities should pay special attention to nutritional aspects of healthy lifestyles. Improving citizens' potential and quality of life can create a more inclusive and can further economic sustainability.

As stated before, social integration is paramount for the well-being of dependent elderly persons living at home (Caballero et al. 2007, Corinne 2005, Golden et al.2009). Seniors must engage in social activities, keep busy and active as well as meet other people. These measures will help to prevent social exclusion and raise the seniors' level of happiness and well-being.

As people get older and enter their third-age they find volunteering a good substitute to the social roles they lost. Elderly volunteering can have a positive social impact, on society as well as on older volunteers, providing services otherwise unavailable or expensive. Volunteering by older people can help eliminate isolation, strengthen

community participation, enhance volunteers' self-esteem, change stereotypes, and promote social and political consciousness. By helping others, older volunteers can also help themselves and enhance their physical, mental and social well-being, protecting from the pitfalls of retirement, physical decline and inactivity. The social integration related to volunteer work can enhance one's well-being, since the reduction of social isolation can lead to less depression.

There is a common thought that ICT tools are rather related with people's work life, however this has changed. Many ways of contribution to social volunteering or active aging are nowadays mediated via new technologies. This reassures the sense of a lifelong learning. Elder need ICT skills to cope up with this new era and to be socially connected with the world.

4. Trainer

As stated in previous chapters, the increasing of the elderly and retired people has involved changes to both social and educational contexts. Educators need to be aware of those changes and build up a course based on the elderly. In order to be able to develop a course that fulfills the seniors expectatives, first we will explore the roles adult educators must take, what competences these people have to transfer successfully, where and how to recruit them and how to keep them in the teaching system.

4.1. Changing environment of teaching older adults

Just like the elderly change through the phases or stages of their life, the environment that surrounds them does it, too. Usually, when when we hear the word 'education' we link it with schools, universities, etc. however adult learners are more familiarised with non-formal and informal education.

The innovative teaching and learning methods, motivation, different ways of interactions between teachers and learners and the invasion of ICT into learning have influenced the teaching environment. Adult educators need to adapt to those changes and make their teaching more self-directed and self-determined. The learner knows much better what he or she would like to acquire and requires much more practical, relevant knowledge on the spot. In general their aim is improving their quality of life.

As previously stated, the changes in adult education demand of a change in the role of adult educators. Here, we will discover which those changes are:

- Adopt a more learner-centred approach that meets the demands of adult learners,
- Advertise the course offered in the right places; where seniors will be capable to watch it.
- To create a market and to implement sustainable courses which seniors are able to afford,
- Guiding and supporting learners through the learning process and the course,
- Use of media and ICT knowledge,
- Planning the education concept and the courses that will be taught.

4.2. Competences of adult educators

Technology and European proposals about ICT are not directly designed for seniors. This means that adult trainers must gain or acquire a series of competences to be able to motivate their elder students and transmit their knowledge to all of them.

Technology is not an instrumental subject. Contrary, it is rather a transversal competence that is paramount to avoid seniors' exclusion from society. Adult educators must take that assumptions into account and change their attitude towards seniors' digital literacy, becoming aware of its advantages.

Adult teachers and educators need to have the following major competences:

- Be a lifelong independent learner. Address learning needs and set learning goals;
- Be a communicator, team player and networker. Use clear and direct language to communicate with your learners;
- Be responsible for the further development of adult learning. Monitor learning and adapt instruction;
- Be an expert. Possess subject knowledge and teaching skills required for subjects and audience taught;

- Be able to use different learning methods, styles and instructional techniques that are effective when working with adults. Design instruction to build learners' technology and digital media literacy skills;

- Be a motivator and support adult learners. Engage in active listening, dialogue and questioning to facilitate and support learning and motivates learners to meet their goals;

- Be able to manage heterogeneity and groups. Model and understanding of diversity.

4.3. How to motivate your senior students

Motivation is paramount to obtain good educational outcomes. Throughout the development of the course, learners' motivation may hinder or be lost due to the barriers and difficulties that some seniors find in the learning process. Therefore, adult educators need to be aware of this issue and boost learners' motivation during the learning experience.

Sometimes learners get enrolled in a course because someone has pushed them to do it or get tired of the course because they can not follow the pace of the class. In such cases motivation is low. Nevertheless, both learners and trainers have strategies for improving learners' degree of motivation and increase their interest in the course. What are the assumptions that we need to consider, then?

- Educational activities must make sense. Seniors need to be convinced of what they will learn, otherwise their interest could decrease rapidly. Learning needs to be contextualized in order to become relevant and necessary and, most important, to make sense to them.

- Third age learners want to know the purpose behind their learning. The content taught must be significant. Seniors consider their time to be really valuable, so they do not want to waste their time in nonsense activities.

- Take advantage of the learners' personal environment. The material that is addressed to the seniors should be related to the students' environment and their job-related areas and interests. Try to avoid usual book-based activities and exams.

- Third age learners have more experience. Senior learners have distinctive traits: more life experiences, major idea storing and previous knowledge. Take advantage of their expertise and include it within the development of the course.
- Motivation is a important step toward motivation. When motivation is lacking, there are less possibilities to achieve a successful learning. Interest and willingness to learn are key to boost one's motivation.
- Treat people as individuals. Pay attention to their physical and psychological distinctions. People, and seniors specifically, like to feel that someone is paying attention to them and taking care of them.
- Help seniors overcome negative thoughts. Shame, discomfort and fear are some of the feelings that may arise among senior learners. Likewise, these feelings are accompanied by a negative attitude, so instructors need to help them face those barriers. Boosting their confidence and self-esteem will help them to achieve their goals.
- Be prepared to deal with disappointment. Older learners need extra support and stimuli or incentives because many of them are not totally convinced of their cognitive and physical capacities.
- Third old age learners must play a role in educational programmes. Try to make them participate in the planning and scheduling of the course. So, they can feel that the lessons adapt to their needs.
- Make them feel comfortable. When in a group, individuals tend to compare with other people, and sometimes it can arise a feeling of inferiority or demotivation. So, try to increase their self-esteem by congratulating and complimenting the senior learners when they achieve progress.

Thus, a learner gets motivated when he/she feels that is about to achieve success, is in good spirits, has been praised, feels part of the group, and knows that what one is doing has an intrinsic value. If all these factors are given, then the learner will consider learning as a pleasant and enjoyable activity.

5. The walks

By adopting a learning outdoors approach, we remove some of the barriers that the traditional classroom can put up between the adults or seniors and proper real-life experiences. Outdoor learning is hands-on and straightforward, thus the knowledge which learners gain from it is not only real but also unforgettable.

It provides a space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, seniors can develop their knowledge, understanding, organisational skills, teamwork and the ability to apply their learning in untried and challenging contexts.

Perhaps one of the most outstanding characteristics of outdoor learning is that learning is contextualised within the world and life beyond formal settings. Similarly, the variety of contexts and environments for learning is unlimited: you can learn in a café, during a outing, a trip, in a theatre, etc. Aged people can learn about any topic in the outdoors in the appropriate context while adopting healthy habits such as walking, socialising, etc.

There is a high number of opportunities for personal achievement when talking about outdoor learning. This kind of learning enriches the learners' life experiences, developing confidence, progress and achievement. It allows adult learners to develop intellectual, physical, emotional, aesthetic and spiritual skills simultaneously.

Senior learners might have limitations regarding their physical conditions however, the aim of this activity is to learn and enjoy walking while learning; education remains the primary goal regardless the environment in which it takes place. Furthermore, it is advisable to avoid causing any distress or unpleasant experience.

Transversal competences and soft skills are expected to be learnt unintentionally (that is informally) during the walk. Following are some special remarks you can take advantage of:
- The habit of walking is acquired by learners as an enjoyable physical exercise, carried out in natural environments (as natural parks) or cities (citizenship perception), and it can be linked to the promotion of a healthy lifestyle (diet), green attitudes (recycling and conservation) and learning (animal or botanical

related concepts, rural towns or places, citizenship awareness in case of walking in the city).

- Promote a sense of group, by repeating this activity during a whole semester (once or twice per month), where learners can get to know each other and create social support and friendship connections. The aim is to reduce isolation and sedentary attitudes.
- Create the perception of an enjoyable physical exercise. In this way, walking and other physical exercises will be put in practice following the end of the activity.
- Create a sense of accomplishment, team aims and promote effort-driven success.
- Promote the EU policy about Healthy Ageing and World Health Organisation priorities.

In this project we propose several activities that could be used by any trainer directly or as a suggestion for their own courses or subjects. The Walk and Talk methodology is easily transferable. Following are some tips that can help you to adopt this methodology:

- We propose you to link theoretical content about history, sociology, science, languages, etc. learnt in classroom to outdoor activities. In this way, learners will be able to visit, explore and discover previously acquired aspects and enrich this experience.
- Previous to the activity, students can gather together and prepare the task and then disseminate it. This will make possible to increase the learning experience, involve them emotionally, facilitate awareness, improve their involvement in the community (create and disseminate in social networks) as well as to promote an active aging responsibility attitude (acquiring knowledge but also propagating it).
- Disseminate the activities, that is take advantage of things learnt or produced by the students. Ask them to create a video, a composition (if the subject is about language learning) or a small report (if the subject is about arts, history…).

6. Audience and aims of the project

The Walk'n'Talk Framework was specifically designed to enhance seniors' quality of life and both their social and physical well-being. For this reason, this project was intended to:

- o adult education providers,
- o trainers and educators,
- o senior citizens,
- o decision makers,
- o senior associations,
- o residential homes for the elderly,
- o geriatric care facilities,
- o senior citizen's offices,
- o volunteer centres,
- o senior association,
- o intergenerational homes,
- o sport clubs and
- o … any other kind of organisation or private person who provides and contributes to informal and non-formal learning opportunities.

Related to the audience, a common aim of the Walk'n'Talk Framework is that encourages active aging: Research shows that physical activities, fresh air, learning outdoors and social interaction contribute to the seniors' health improvement which usually also leads to happiness.

The various Walk'n'Talk courses addressing learners 65+ on different topics with different learning outcomes contribute to the acquisition of the European key competences, encourage senior citizens' participation in lifelong learning, improve their quality of life and enhances their social participation.

The main aims of this project are the following:

- o To offer a variety of non-formal courses specifically created for the elderly within a variety of approaches, methods and learning outcomes helping them to incorporate new teaching and learning pathways.
- o To equip them with new strategies to train the elderly in a dynamic and innovative way.
- o To develop a hands-on guide showing new ways of accessing the ever-growing target group of the elderly in the European Union.

For **everyone interested in working with the elderly**, we hope that the Framework will provide them with ideas on how to create their own Walk'n'Talk clubs within their communities. Moreover, it presents a methodology that can be easily adapted for any other target group and topics.

7. Walk'n'Talk Courses Curriculum

7.1. Brief overview of the Walk'n'Talk courses

Following there is a list of the courses that have been designed under the Walk'n'Talk framework:

	Walk'n'Talk courses	Lessons
1	Walk'n'Talk English A2	8 units, 1.5 hours each
2	Walk'n'Talk SMART	13 units, 2,5 hours each
3	Walky Talky English	2 lesson units, 1,5 hours each
4	Walk'n'Talk WISE	9 units, 2 hours each
5	Walk'n'Talk Digital Storytelling	12 lesson units, 50 minutes each
6	Mathematical Route	3 lessons, 4 hours each
7	Walk'n'Talk Poetry Recital Class	31 lesson units, 45 minutes each

The duration of the courses is not homogeneous, some having more lessons than others, depending on the demands of the course itself. In the following sections the courses will be developed in detail.

7.2. Walk'n'Talk English A2 – Course in detail

A special feature of the Walk'n'Talk English course is the combination of walking, talking and learning. The course does not take place in a conventional classroom setting, but outside in fresh air. The suggested scheduling for the Walk'n'Talk English course is as follows:

Topic	Training material	hours
Getting to know each other	• Teacher's notes • Worksheet • Activities:	1.5
Talking about family	• Teacher's notes • Worksheet • Activities:	1.5
Talking about holidays	• Teacher's notes • Worksheet • Activities:	1.5
Talking about hobbies and interests	• Teacher's notes	1.5

	• Worksheet • Activities:	
Talking about Drink & Food	• Teacher's notes • Worksheet • Activities:	1.5
Talking about childhood memories	• Teacher's notes • Worksheet • Activities:	1.5
Talking about favourite places	• Teacher's notes • Worksheet • Activities:	1.5
Talking about aging	• Teacher's notes • Worksheet • Activities:	1.5
Telling jokes	• Teacher's notes • Worksheet • Activities:	1.5
Talking about the future and evaluation of the course	• Teacher's notes • Worksheet • Activities:	1.5

Scheduling of the course

The suggestions mentioned below are based on the experience gained during the course's implementation in the testing and piloting phases.

- The Walk'n'Talk English A2 course covers 10 (or 20) lesson units with two lesson units per walk/week (1 lesson unit = 45 minutes)
- Working on educational material (worksheets) to prepare for the walks takes approximately 1 hour per week

The scheduling of the course can be changed, depending on the organisational feasibility as well as the physical health of the participants. If students are too frail to walk for 90 minutes, just do one activity per walk:
Each walk and topic includes two activities which can be divided into two sections and the time limit per walk will decrease to one lesson unit per week, making it a number of 20 walks.

Training material:
Training material for each topic consists of
- **teacher's notes**
- **worksheet** including a list of helpful vocabulary, a certain area of grammar and some exercises;
- **activity cards** consisting of various sets of questions to be used during the walks.

The training material can be easily adapted to students' interests and skills: content can be divided, added or omitted;
Most activity cards consist of leading questions or word games that will be used to interview each other, generate conversation, spark discussions and/or tell and retell a personal story.

Note: At the end of each walk, hand out the copies of the worksheet for the next walk and topic. Read the teacher's notes to be able to give some further advice, if necessary!

Tip: When copying the activity cards use stock card paper, if possible, as it is thicker than the normal printing paper and will make the copies more durable.

Target audience:
Due to the experience gained in the testing and piloting phase, 10 – 12 adult and senior students per group is an ideal group size, making it more comfortable for the instructor to keep the group together.
As students usually walk in pairs and thus have a considerably increased talking time compared to conventional classroom learning, a higher number of students is acceptable unless the instructor does not feel comfortable with a huge number of students.

Methods
- Speed dating
- Describing words (Taboo)
- Asking each other questions
- Storytelling
- Quiz
- Vocabulary exercises
- Grammar exercises

Course description

Session 1- Getting to know each other
Our first meeting took place in the course room of the VHS. The participants were first introduced to the course concept and then, to the format of speed dating, which for many was a previously unknown format. This method (20-minute speed dating) served as a motivation for the individual participants to introduce themselves to each other. Afterwards, participants received the "CUE-card". On the basis of these course cards the participants could get to know each other and had a first small talk together in English. The next course date was then briefly discussed.

Session 2- Talking about family
This course date took place on the way to and in a bakery in the centre of Lingen. The participants received cards with keywords about the family, e.g. sister/brother, grandma/grandpa, mother/father, etc. On the basis of these cards the participants have now presented their respective family situation. Since we had already discussed today's topic in the last lesson, some participants had photos of their families with them. Afterwards each participant painted his own family tree and we discussed these in the group. The worksheets for the next course meeting were handed out at the end of the day and the participants were asked for feedback.

Session 3- Talking about hobbies and interests
This time we met at the Dortmund-Ems-Kanal (river). After a short introduction to today's topic, the participants talked about holidays. Participant No. 2 spent New Year's Eve in New York and had to speak a lot of English. Participant No. 5 is planning her

summer holiday in Wales this year and is looking forward to being able to use the school English she learned in everyday life. Afterwards, the participants talked in pairs about their previous holiday experiences during a beautiful sunny walk along the canal. All participants were themselves to the end in agreement that the time passed like in the flight and one could have spoken still hours further about the experienced vacation time in English. The worksheets for the next lesson were distributed at the end.

Session 4 – Talking about hobbies and interests
The fourth meeting took place in the Emsauenpark; a green space in the heart of the city was the next course location that the participants had wished for at the last meeting. Many participants are hobby gardeners and were inspired by the many flower meadows for their own gardens. Participant 2 reported that she liked to sit in the Emsauenpark near the small lake and read a good book there. 2 participants played together in a card club, which was met with great interest from 2 other ladies. Everyone agreed that watching television plays a subordinate role in the everyday life due to the many leisure activities of the participants. The TV is switched on in the evening only for the news; the further program is rather uninteresting. Their life partners are of other opinion, so the united opinion of all, which caused fast laughter among the participants. Many partners follow other hobbies, be it the local soccer club or the men's cycling round. The next course date was briefly discussed at the end.

Session 5- Talking about drinks and food
This meeting took place in the Café Extrablatt on the market square of Lingen. The participants talked about the regional cuisine and the possibilities to eat "good and traditional". The Lingen gastronomy offers something for every taste, so that the participants showed all different favourite restaurants. One gave one another leads and in such a way one or other participant wants to try a new restaurant soon. Participant 3 reports from a holiday in Sweden, on which she had tried the traditional Swedish "Stinkfish" Surströmming. Even if the vacation is already over 20 years ago, this taste and the smell, she will not forget her whole life. It quickly turned out that the participant's favourite drink was a good glass of wine and beer would be something for the men. However, participant 3 disagreed, she likes to drink a bottle of beer in the evening. None of the participants regularly watches a cooking show, that would be too much talk for everyone. The remaining time was used for planning the next meeting.

Session 6- Talking about childhood memories
For this lesson the participants first met in the cafe of the St. Bonifatius Hospital. Using the CUE-cards at hand, the participants presented their 2 favourite playground equipment in the kindergarten in short partner exercises. Most of the participants loved to rock, participant 2 remembered the climbing wall very well and that a child broke his arm once. After the partner exercise, the group went for a little walk towards the kindergarten, which is located close to the hospital. Many memories came back to the participants when they saw the outdoor area, but also new, so far unknown playground equipment was discovered. It was not easy for many of the participants to find the English terms for this, but in a small group exercise they quickly found what they were looking for.

Session 7- Talking about favourite places
This meeting took place at the request of a participant on the university square in Lingen. This place in the heart of the city of Lingen with its big shady trees was very popular with the participants. The Kreuzkirche of the Evangelical Lutheran parish is

also located directly on the square. Participant 4 reports that she married here more than 30 years ago. The participants used the opportunity and looked at the church from the inside. Participant 2 reported that she regularly attends courses at the art school, which is also located on the university square. The next part of the course was used to guess where each participant's favourite place was in a small question and answer session. The short descriptions were worked out by the participants at home before the course. At the end the next lesson was discussed.

Session 8- Talking about aging

This meeting took place in the cafe of the Mehrgenerationenhaus in Lingen. The ancestors (grandma and grandpa) were introduced to the other participant and how they lived until the end of their lives by means of the already created family trees from the second teaching unit. Many of the ancestors of the participants also lived in nursing homes in the end. In a following group discussion, the advantages and disadvantages of a nursing home were discussed and to the end each participant should indicate on a piece of paper (secretly) whether he could imagine a life in the nursing home. During the evaluation of the results it quickly became clear that most participants would like to live as long as possible independently at home, but if it does not go any more sometime also are glad to be able to get assistance in a nursing home. At the end, the coming teaching unit was briefly discussed.

Session 9- Telling jokes

This course unit took place in the "Café Am Markt" on the market place in Lingen. In preparation for this lesson, the participants wrote down their favourite joke at home in English and now presented it to the group, which brought a lot of laughter. In the subsequent partner work it was the task to write down a joke in the most simple English language as possible and to tell it to other visitors of the Café in English as well. The reactions of the visitors were different, some simply did not understand it, others did not stop laughing. The participants were of the opinion that it would be good for the citizen of Lingen to refresh their English. The last thing to do was to plan the last course meeting.

Session 10- Talking about the future and evaluation of the course

At the request of the participants, our last course meeting started first in the course room of the VHS. At the last meeting the participants had decided about ending the course with a common English breakfast. Each participant had the task to bring something typical English for breakfast. Also each participant had prepared a card with a symbol which he connects with his own personal future. Participant 2 had a ship on her card, she is planning a trip on Aida in summer. Participant 4 had a car on her card, because she is planning to buy a new car. Strengthened by breakfast and after processing the evaluation forms, the group sets off for a short walk together in the direction of the Dortmund-Ems Canal. In their discussions, the group agreed that the concept "Walk´n´Talk" had really been successful and that they would like to attend another such course.

7.3. Walkn'n'talk SMART

Introduction

Autonomy and an active life style turned out to be most important topics for Austrian seniors taking part in the Walk'n'talk research. Based on these results and the next important topics -active mind and mental health – we were interested in creating a tailor made course for our target group.
In detail they asked actively for more digital knowledge regarding smartphones and tablets. Walking was not that much asked for so we created only one outdoor afternoon at the end of the course and offered walking units separately.

Aims
Overview of what the students are going to learn:
- Types of smartphones and tablets
- Smartphone OR Tablet
- Simplify the daily life
- Adjustments (time, language, size of letters,…)
- Communication
- Privacy policy
- Taking, saving, sharing pictures
- Entertainment, games
- Apps
- Social media
- Setting up a Whatsapp-group
- Calendar

Overview of the soft skills the students are going to acquire – related to IO 1:
- increased self-confidence
- reduced feelings of isolation
- increased engagement in the community
- increased access to mobility
- develop and maintain their cognitive development

The target group
- Learners who want to learn (more) about using smartphones or tablets
- Learners who want to learn in a social environment or meet new people

Methodology
Tutor oriented learning (1 tutor with 3-4 learners) & self-oriented learning

Detailed course

First lesson - "The Beginning"

Aims:
- o Introduction of the teacher's team and the learners + handouts with short explanation for technical terms related to smartphones or tablets
- o What types of smartphones do exist (android, blackberry, apple…) and ways to use it:
    - • Simplify daily life
    - • Communication
    - • Taking pictures, edit, save, share
    - • Entertainment
    - • Games
- o Learners express in moderation cards what they expect to learn.

Detailed lesson plan:

- ● Phase 1: To practise calling and collecting tips

The participants come together in pairs, e.g. according to device manufacturer, operating system, interests, etc. (see also "Methods for group identification").

On a sheet of paper, the couple notes their own names and mobile numbers. Then person A calls person B and vice versa. Repeat the exercise a few times until it works well.

Then, together, a list is created of what to look out for when using a smartphone (what to do, what can happen, what is difficult, what is convenient, ...).
Examples:
- o If you are called, move the green handset to the right to answer the call. Repeat this "wipe" until it works well. The lock screen and the cumbersome right-shift have the advantage of not accidentally picking up a call in the jacket or handbag.
- o To prevent accidentally switching to loudspeakers, mute, pausing, etc. during the call, slowly guide the phone to the ear, but do not press it so that the screen has time to lock and no buttons can be mistakenly touched.
- o In contrast to old telephone sets, it is not helpful with a smartphone to keep the device close to the head. Better put the volume to maximum. This also works while speaking on the phone.

- ● Phase 2: Exchange tips with the group

Reflection with the whole group. The most important tips are collected on a flip chart by the trainer.

Second lesson – "My smart telephone"

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

Aims:
- o   Where is my phonebook
- o   Create new contacts
- o   Deleting contacts
- o   Editing contacts

Detailed lesson plan:

- ●   Phase 1: Create and manage phonebook, collect tips

The participants come together in pairs, e.g. according to device manufacturer, operating system, interests, etc. (see also "Methods for group identification").

On a sheet of paper, the couple notes their own names and mobile numbers.
The participants try to create the contact of the partner in the phone book. Then this contact is processed (e.g., an address added, an email address added, etc.). Then the contact is deleted again.
Repeat the exercise a few times until it works well.

Then, together, a list is created of what to look out for when setting up and managing contacts with your smartphone (what to do, what can happen, what is difficult, what is convenient ...).

- ●   Phase 2: Discuss tips in the group

This is followed by a round of reflection in plenary. The most important tips on the telephone book are summarized by the trainer on the flipchart.

Third lesson – "The world of apps"

Aims:
- o   Understand how apps work and app store
- o   Know how to download and install APPS

Detailed lesson plan:
- ●   Phase 1: Explore the App Store and search for apps
- ●   Phase 2: Reflection in plenary session
- ●   Phase 3: Discussion:
  - o   What must be paid special attention to in the App Store?
  - o   What must be paid special attention during the app download?
  - o   How is a good app recognized?

- o What does app authorization mean? Which access rights should I allowed in which cases, which ones better not?
- o How to download music?

Fourth lesson – "Provide the world with your photos"

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

Aims:
- o Take photos with your smartphone/tablet and edit them
- o Share photos with other people (family, acquaintances) via the Internet (e.g., via e-mail, whatsapp, etc.)

Detailed course plan:
- ● Phase 1: Input by the trainer

Basic functions on the device (camera, image processing and, if desired, the e-mail program) will be briefly presented to all.
- ● Phase 2: Take pictures

On a flipchart, the most important steps are briefly noted. The groups will now be able to take and edit pictures of objects from the room / building at their own pace. Each person decides to whom they would like to send an e-mail with a picture. If no e-mail addresses are known, an e-mail can also be sent to the organizer.
- ● Phase 3: Create step-by-step instructions

Each participant creates his own step-by-step guide to taking pictures. In addition, you can continue to photograph as you wish to practice.

Apps
- o Share photos: Social networks: Instagram, WhatsApp, Facebook Messenger, etc.
- o Save photos: Dropbox, Google Drive, iCloud, Windows OneDrive, Picasa
- o Free e-mail address: ex. Gmail, Yahoo! Mail

Fifth lesson – "Whatsapp and the app of the local municipality; plus: using the calendar

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

Aims:
- o Understand whatsapp; creating a group
- o Understand the app of our local municipality
- o Using the calendar (reminder for birthdays, setting appointments, etc)

Detailed course plan:
- ● Phase 1 – Input by the trainer

Basic functions of whatsapp will be briefly presented to all.

- Phase 2: create a group

The first group is set up by the trainer, students are invited. We practice together: writing comments, taking photos, sending photos, adding links or pics from the internet, information about GIF's

Then students create their own groups, invite people, add group names, etc.

- Phase 3: installing a new app

Now the installing of the new app of our municipality is installed through whatsapp. All information is provided in our freshly set up group.

Calendar
- o We bring the calendar to the desktop of the smartphone, see whether the set dates are ok
- o Create some common appointments
- o Set the reminder for special occasions (birthdays)

Detailed time table for one lesson (to give unexperienced trainers an idea how to set the time):

Duration	Topic
15 min	Introducing the course /Introducing the topic /Introducing the group Collecting questions, reflection of the last week
15 min	New content (theory and intuition)
50 min	Exercise of new content (implementation)
5 min	Break
10 min	Further new content
40 min	Revision and exercises related to the new contents
15 min	Feedback and handing out of the theoretical material
	End of the lesson

7.4. Walky Talky English

General description

Based on the results of the survey, the main life goal for Czech seniors is to be physically healthy. This goal is consistent with the main reason of seniors to get involved in physical activities, that is *Fitness*. Having put the results together, we can consider that the need of social interaction, personal challenges and fun are functionally subordinated to the physical health. From this point of view the physical health appears to be more valuable because it is a necessary condition, a base for other needs satisfaction.

The following motives for the physical activity are: *Social reasons* (to be with others and having social interactions), *Competence* (desire to fulfil personal challenges) and *Enjoyment* (the pleasure of getting fun)

English courses are very popular in the Klub Aktív, the club members apply to the course regularly every year.

Considering all the above mentioned facts we decided to put together the physical activity with learning English for its relatively easy feasibility:

- o eager students;
- o enthusiastic lecturer;
- o interesting methodology for learning (thematically based approach);
- o suitable natural locations for the walk and talk lessons.

Aims

During the thematic lessons the learners will:

- o learn and practice new vocabulary (depending on the natural environment selected for the walk);
- o learn and practice selected subject matter (for example certain grammar tenses or any other matter that fits the general course plan);
- o train the body by a swift walk and deep breathing;
- o relax in the beautiful natural environment.

At the same time the learners will acquire certain soft skills and benefits, especially:

- o increased self-confidence;
- o increased feelings of health and well-being,
- o reduced feelings of isolation,

- o   increased engagement in the community,
- o   increased mobility,
- o   reduced stress,
- o   developed and maintained cognitive development.

The target group

Learners of the regular English language course, regardless the actual level. This methodological approach enables to use the walk and talk and language learning of any combination that suits the course plan and interests of the learners' group.

The walk

For the walk and talk lessons we have selected several suitable natural locations, for example:

- o   Natural reservation Vrbenské rybníky (system of ponds with plenty of water fauna)
- o   Kleť – tourist forest area
- o   České Budějovice city centre

Methodology

Thematic walk and talk language lessons combine together several training characteristics in an interesting synergy: the actual language lesson aimed at learning (or even mastering) certain subject matter will be held in the natural environment with many incentives coming directly from what the learners/class can see or feel, while breathing the fresh air during the swift walk.

The lecturer will lead the talk, repeat the subject matter using the new thematic vocabulary and let the class absorb it according to the learners' optimal learning pace.

To support the learning process the lecturer may prepare flashcards with the new vocabulary and instruction cards with individual tasks for each student.

The class is estimated to take approximately 1 – 1,5 hour. In case of a very good conditions, the walk itself may last longer with or without the learning part (that may be partly or fully repeated, depends on the lecturer).

Detailed time table and lesson plan:

The time table should be prepared for each lesson individually, considering the walk environment, English matter and the physical state of the class.

Detailed description

Goals of the lesson

- o To learn the thematic vocabulary (depends on the environment)
- o To learn and practise the English Grammar matter (tenses, numbers, prepositions)
- o Focus on the swift walk between the checkpoints
- o Focus on the actual learning during the walking parts when the body is maximally oxygenated
- o To take photos/videos (to remember the walk, to repeat the impressions, to use them for the next lesson – description of the story, using past tenses ETA.)
- o Take part at the happy ending in the cake shop after the walk (important part of all activities for seniors)

Materials

- o Flashcards
- o Individual tasks
- o Map of the walk
- o Smartphone – photocamera

Detailed lesson plan:

Physical activity	English lesson	Time estimate
Walk	Perception of the environment /walk / run / other exercise	10 min
stop	Hand out the flash cards, quick look on the cards (vocabulary), training of the pronunciation – in group	5 min
Walk	Learners memorize the vocabulary during the walk	10 min
Stop	Group work, trainer repeats vocabulary aloud and points at the items Hand out the instruction card Trainer goes through the instructions in group	5 min
Walk	Learners to the exercise on the instruction card individually, repeating them during entire walk period	10 min

Stop	Group work on the exercises one more time, trainer asks learners, they answer, trainer corrects the mistakes	10 min
Walk	Learners memorize vocabulary one more time, using selected features from the grammar matter Learners do the exercise one more time using the instruction card	10 min

7.5. WISE course

General description

The most important Life goal for Romanian seniors is Physical Health. This fact is more likely determined by the assumption that health is a necessary condition for a good life at this age. The following important aspects for Romanian seniors are Active Mind and Relationships. These are the middle core goals of the seniors, and its show a stable interest to maintaining mental capacities in a proper state, for having and maintaining good relationships with others (that reflect the need for socialization) and to keep (or promote) a personal active lifestyle.

The proposed WISE course is gathering together essential aspects of these important life goals for Romanian seniors in a 4-part structure: the first part (first module) is related to a better understanding and a faster recognition of stroke symptoms. The second and third modules are dedicated to facilitating the self-knowledge, self-presentation and self-disclosure, at the senior age, using specific group dynamics techniques. The last module proposes an applicative model to develop self-empathy and to practice non-violent communication in everyday life.

The main aims of this course are:
o Provide essential information about how to recognise, react and prevent a stroke.
o Develop physical self-monitoring skills for seniors
o Enhance self-knowledge, self-presentation and self-disclosure at senior ages
o Develop understanding and self-empathy
o Stimulate active social interactions in a non-invasive way
o Stimulate mind and spirit for enriching and finding meaning to one's life at senior age.
o At the same time, learners will acquire certain life-skills and benefits, especially: improve self-awareness about physical health;

o increased self-confidence, tolerance at uncertainty situations of life;

o reducing feeling of isolation and stress;

o activating cognitive skills;

o improving communication skills and socialisation.

The target group

Senior learners of all ages and educational backgrounds.

The walk/natural environment

For the walk and talk sessions (sessions 2, 4, 6, 8), the locations to explore and use as natural environment are:

o the Botanical Garden of UAIC

o the yard of memorial house Bojdeuca lui Creangă (Copou)

o Exposition Garden – the largest public garden in Iași

o Copou Park

Methodology

The methodology used will be adapted according to the thematic of the modules and sessions. Thus, for the first module, the main approaches will include: role-play (in order to train the skills for fast reaction to stroke), exercising preventive behaviours in order to prevent a stroke (movements, healthy food choices, swift sports, walking. The second module will explore various techniques and methods belonging to group dynamics (eg: coat of arms exercice). The third module will focus on developing storytelling and narrative practices while the final module will introduce specific communication techniques, appropriate for NVC Model.

The group will include 8-12 participants. These participants can enroll to the whole program or can enroll to a specific module. Sessions will take approximately. 2 hours and can be continued by non-formal activities of the group, according to interests of the participants (eg. Sharing a meal together, a tea/coffee non-formal meeting). The rules for the group functioning will be established at the beginning of the program, according to the needs, expectations and interests of the participants. All participants will be encouraged to express free thoughts/feelings/ideas without making judgements and interpretations.

Photos and videos will be taken in specific agreed moments of the sessions, in order to ensure privacy and real community of the group.

Detailed time table

The time table will be agreed in advance by the participants and the trainer. Sessions 2, 4, 6 and 8 will be prepared individually, considering the natural environment accessibility, weather and physical state of the group.

Materials

- o   Paper and pens/markers
- o   Chalk (coloured)
- o   Flashcards
- o   Working sheets
- o   Smartphone – photocamera (optional)
- o   Hand-out reading materials

Detailed course structure:

Modules	Topics	Time estimated
Module 1	Health at Senior Age - FAST re-cognition of stroke	Total 4 h
Session 1	Stroke: common causes, symptoms and F.A.S.T. res-cognition model	2 h
Session 2	Stroke: how to prevent and how to act WISE if it happens	2 h
Module 2	Self-Presentation exercise in group dynamics for seniors 65+	Total 4 h
Session 3	The facets and discrepancies of the self in public and private context	2 h
Session 4	Self-presentation strategies as a tool for reducing discrepancies	2 h
Module 3	The Tree of Life, storying your life…	Total 4 h
Session 5	Storytelling – a pathway to connect to preferred self, people and nature	2 h
Session 6	The Tree of Life narrative practice	2 h
Module 4	Non-Violent Communication Model	Total 4 h
Session 7	Principles of NVC Model	2 h
Session 8	The NVC Model practice	2 h

7.6. Digital Storytelling

General description

Storytelling is a well-established teaching practice and considered effective for learning purposes because a story is easier to understand and remember than an explanation, because it uses the same strategies that humans use to give meaning to what they have around, because it maintains on the same level daily language and the language proper to the disciplines. The educational use of storytelling includes a first part where you learn the grammar of the narratives, and a second one that involves the creation of stories as a tool for the development of new skills.

New technologies offer multiple tools for creating stories and the combination of the art of inventing a story and the use of a variety of multimedia tools such as graphics, audio, video and web is called "digital storytelling". If apparently the production of this type of product may seem simple, the creation of a digital storytelling requires a detailed planning of the operations to be carried out and puts the students in the need to use different technological tools, as well as solve the problems that emerged during their use, both in terms of technical mastery and the social and behavioural dynamics related to them.

In practice, four roles can be identified for the realization of a digital storytelling:

1. *Author &Text*

The role of the author is to define, in collaboration with the other participant of the group, the main topic of the Story Telling. Once the main topic is defined, if needed, the Author will start writing few phrases.

2. *Director & Photograph*

The role of the Director is to imagine what kind of images or photos could support the main topic of the story… Producing and shooting some photos or just one or two videos could be important to give to the story an audio visual impact.

3. *Music & Sound technician*

The music and the real noises of the place where the workshop is placed are fundamental to support the production

4. *Editing & Social Sharing*

The final editing is something that gives to the final output a specific characterization. Through the social media the final content will be shared and posted.

Overview of the objectives the student will meet:

The realization of an audio-video content is usually divided into three macro phases:

- o the pre-production phase, characterized by the search for funding and personnel for the creation of the work that also includes the screenplay,
- o the casting, the selection of the crew for filming and location selection;
- o the actual production phase, in which the shots are made according to a predetermined program and script; and finally the video post-production phase in which the "shot" is "edited", integrated, optimized and "packaged" with the audio parts and the titles.

The target group

This course is addressed to all people 65+ that like to discover new form of creativity and visual communication through walking session in nature or in urban context.

The walk

The walk can be planned in different situation; it is possible to plan a walk in a small village, in a big city or on the mountains, there are no limit… The important is to have an objective and to focus on the final Digital Storytelling that the group or the person want to achieve.

Methodology

In the Digital Storytelling Walk and Talk Session, we combine the learning of ICT techniques with the video production and editing knowledge, we move into the narrative and authorial composition through a dynamic and active attitude to the healthy and active aging. A multidisciplinary activity that should be implemented in schools and learning organizations.

Detailed time table

Session 1

Time	Duration	Topic: The roles
09.00	50	Introduction to Digital Storytelling and Storyboard
10.00	50	Author and text; director and photography
11.00	50	Music and sound; editing and social sharing

Detailed description

Session 1 – (Explanation and distribution of the roles in the group)

Goals – The learners learn the characteristics of the different roles and decide what role they want to hold during the learning process.

Material

Mobile Phone, tablet, computer.

Detailed lesson plan (session 1): The learners will learn the specific skills needed for each of the 4 roles.

Session 2

Time	Duration	Topic: Video and Photo production
09.00	50	How to Make a Video
10.00	50	How to tell a story with your photos
11.00	50	The formula "3 + 1" ingredients

Detailed description

Session 2 – (Photography is the art, application and practice of creating durable images by recording light or ... and business, as well as its more direct uses for art, film and video production, recreational purposes, hobby, and mass communication.)

Material

Mobile Phone, tablet, computer.

Detailed lesson plan (session 2): The learners will learn the specific skills needed for producing a video through a mobile phone.

Session 3

Time	Duration	Topic: Editing videos and images
09.00	50	The Post production
10.00	50	Video editing software
11.00	50	How to edit a video with photos and music

Detailed description

Session 3 – (Editing is the process of selecting and preparing written, visual, audible, and film media used to convey information. The editing process can involve correction, condensation, organization, and many other modifications performed with an intention of producing a correct, consistent, accurate and complete work.)

Material

Mobile Phone, tablet, computer.

Detailed lesson plan (session 2): The learners will learn the specific skills needed for post producing a video through a mobile phone.

SESSION 4

Time	Duration	Topic: Sharing the video
09.00	50	The social network
10.00	50	How to share a video
11.00	50	Post, like, dissemination

Detailed description

Session 3 – (To learn how to upload videos to Facebook or other social networks from PC or mobile phone.)

Material

Mobile Phone, tablet, computer.

Detailed lesson plan (session 4): The learners will learn the specific skills needed for share their videos on the social network through their mobile phone.

7.7. Mathematical Route

General description
Mathematics are one of the eight key competences established by the European Commission as essential for lifelong learning. Therefore, this course attempts to improve adults' ability to use construct thinking, logic and calculation.

The route proposed connects mathematical concepts that can be found in the streets of a city/town or nature to theoretical concepts that are usually learnt in class. The teacher will create a route in which learners will be able to find objects build on the basis of mathematical figures and they will apply the concepts/logic seen in class.

Before the walking activity starts, learners need to search about theoretical concepts which will allow them to participate in the route. And, once the route finishes, learners will share their findings with the rest of the group, so they can help other students acquiring such concepts.

Aims
Overview of the objectives students will meet:
- o Ability to reason with numbers and mathematical concepts
- o Ability to construct thinking and problem-solving to sort out real life situations.
- o Understanding of a mathematical term and ability to apply it.
- o Learning to learn
- o Create a positive critical perspective in mathematics than can further be applied to life
- o Ability to perform basic calculations (numeracy)
- o Knowledge of principles of the natural world (logic).

Overview of the soft skills students are will acquire – related to IO 1
- o (the following are just examples; therefore, they might not fit all your courses!):
- o increased self-confidence,
- o logic skill,
- o increased feelings of health and well-being,
- o reduced feelings of isolation and stress,
- o increased engagement in the community,
- o positive critical attitude
- o develop and maintain their cognitive development,

The target group
Seniors learners with sufficient health conditions to take a short walk (2-4 kilometres), at a leisurely rhythm. Those senior learners are also expected to be interested in mathematics or sciences.

The walk
The course will take place within the streets of a city or town. The urban landscape will be the perfect place to work with mathematics. Professors and teachers can take advantage of the urban elements (buildings, street signs, trees, etc.) of the surrounding environment and use them as a way to acquire new logical skills and mathematical competences.

Methodology
- o First: Learners will be provided with theoretical information about those activities that will be done during the route. Also, learners will be obliged to search these concepts after the instructor/ teacher explanation.
- o Second: The route will begin, and the adult learners will start performing/completing activities proposed. - Third: Learners will finish the route and so the activities proposed. At this point, they are expected to share their findings with the rest of the group and exchange opinions.

Detailed time table

Time	Duration	Topic
09:00 hrs	30 min	Meeting in a well-known place of the city/town where the route takes place. Introducing to the theoretical concepts. Distribution of the activities the learners are about to complete.
09:30 hrs	1 hour	Guided tour in the city, looking for elements that can be understood through mathematical comprehension (street, squares, buildings, etc.)
10:30 hrs	30 min	Break to eat or drink something.
11:00 hrs	1 hour	Resume the tour.
12:00 hrs	1 hour	Summary, recap, provide feedback regarding the experience, suggestions for next steps, topics and ideas to share, collaborative writing or participation in social networks, etc.

Detailed description
Route 1- Mathematics in the city. Part 1
Goals
In the present route we will get to know the following aspects:
- o Shapes
- o Numbers
- o Logos

Material
Learners will be provided with an activity sheet that need to complete during the route.

Detailed lesson plan Walk 1:
- o The students are introduced to shapes first from a theoretical point of view and then, from a practical point of view (observing shapes in the city).
- o They look for a geometrical pattern in the ground and describe its composition. (Perform the activity).
- o Students are introduced to numbers first from a theoretical point of view and then, from a practical point of view.
- o They need to find examples of numbers in the streets and then complete another activity.
- o Students are introduced to logos irst from a theoretical point of view and then, from a
- o practical point of view.
- o They need to locate a geometrical pattern in the ground and describe the elements that appear in it.

Route 2 - Mathematics in the city. Part 2

Goals

In the present route, we will explore the following aspects:
- Statistics
- Scales
- Urban furniture with geometrical development

Materials

Learners will be provided with an activity sheet that need to complete during the route.

Detailed lesson plan Walk 2:
- The students are introduced to statistics, first from a theoretical point of view and then from a practical point of view.
- They need to complete an activity which consists on calculating the car average number that are stopped in a traffic light (students are given instructions).

Route 3 - Mathematics in the street/urban furniture

Goals

In the present route, we will explore the following aspects:
- How to measure the height of a building
- Areas and volumes

Materials

Learners will be provided with an activity sheet that need to complete during the route.

Detailed lesson plan Walk 3:
- Students are introduced to two techniques to be able to measure heights that cannot be measured with a tape measure.
- They need to calculate the height of two elements using both methods proposed.
- Students are introduced to volumes and areas and are taught how to calculate the volumes and areas of objects.
- They need to calculate the area and volume of a random object that is part of the urban furniture.

Route 4 - Mathematics in nature

Goals

In the present route, we will explore the following aspects:
- Symmetry
- Parables
- Golden number and Fi number
- Spirals: sunflower or snails
- Geometrical shapes in nature.

Materials

Learners will be provided with an activity sheet that need to complete during the route.

Detailed lesson plan Walk 4:
- o Students are presented with symmetry.
- o They need to find two examples of symmetrical positions along the axes in nature.
- o Students are introduced to parables and life examples are given.
- o They need to find two examples of parables in nature.
- o Students are introduced to the golden number: their meaning, use and location.
- o They need to locate an element that contains the spiral of Dudero (golden number).
- o Students are introduced to geometrical shapes and some examples are given.
- o They need to locate some polygon, geometrical form or a star in plants, fruits, etc.

7.8. Walk'n'Talk Poetry Course

1. A brief description of the course

In the Walk´n' Talk recitation course we will walk in dozens of different manners and at the same time practice poetry reading. First we will walk in groups following different guidelines, whilst simultaneously learning the poems by heart. Then we will walk in group exercises and practice the interpretation of the poems. During the course there will be a small presentation on walking.

2. Additional description

Objectives

a) Content targets (what is learned in the course)

In this course, we learn that walking can be creative, playful, fun and energizing for both the body and the mind. We also learn different ways of learning poems by heart and practice the interpretation of poems. We discover how physical the interpretation of poems can be. We learn how not to be embarrassed and a new way of spending time walking with a friend and a poem.

b) Additional objectives (for e.g. increased self-awareness, confidence, beneficial effects on health and well-being, active participation, increased mobility, new social relationships, decreased stress etc.)

In this course the participants end up challenging themselves and their imaginations as far as throwing oneself into something and not being too shy is concerned, therefore increasing self-awareness is the goal. Practising expression and receiving positive feedback is likely to increase self-confidence.

Improving interaction skills and fostering a sense of belonging to the group are amongst the course´s main objectives. The idea is also to lessen stress in a relaxing and creative atmosphere of playful togetherness.

3. Description of the target group
The course suits anyone who is interested in poetry, walking and working in groups.

4. The course´s physical surrounding
Weather permitting, the walks are always outdoors. The group exercises will be done in a delineated courtyard area and towards the end of the course there will be indoor poetry- interpretation walking exercises.

5. Methodology
Adjusting reading and acting exercises to as many walking-styles as possible. Adjusting the control of body language exercises to walking and talking. Combining imagination and reciting to walking and talking.

6. Timetable for the course
Between March and April there are four testing phase meetings with a peer tutor, in which the group walks and practices reciting poetry by heart according to my instructions.

Day/time	Subject
1/06/2018, 17:30 – 21:00	Walking, poetry and contact
2/06/2018, 10:00 – 16:00	Walking, poetry and body language
3/06/2018, 10:00 – 15:00	Walking, poetry and the possibilities of one's voice.
5/06/2018, 17:30 – 21:30	Walking, poetry and presentation as a whole.
6/06/2018, 18:00	Preparation and performing with an audience.
7/06/2018	Preparation and performance for the project's main event.

7.Course materials
The poems to be practiced during the course will be entered during pre-registration by the end of February.

The instructions for the 4 events in March and April will be sent to peer tutor Maire Pentti before each event. Maire and I will also be talking about the exercises via Skype.

8. Evaluation material for Walk'n'Talk courses

This template may be used as the basis for developing an evaluation for Walk'n'Talk courses. The template is based on the participants' opinion after taking the course and how it has affected several aspects of their lives. It is designed to be used primarily by adult education providers and similar staff who has implemented a Walk'n'Talk course or has applied the Walk'n'Talk methodology.

Instructions: Below are seven statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line following that item. Please be open and honest in your responding.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Not at all true   Totally true

Questions on your personal satisfaction

Questions	Punctuation
1.After the course, my awareness of my well-being importance has increased	
2. After the course, I have increased by perception of self-control	
3. After the course, I feel more motivated to practice physical activities.	
4. After the course, I feel more social integrated.	
5. After the course, my perception of lifelong learning has positively changed.	
6. After the course, I feel my learning skills have been enhanced.	
7. After the course, I feel with highest social support and friendship	

Questions on your opinion about the course

Questions	Punctuation
1. Taking the course has affected me positively.	
2. I have enjoyed the course.	
3. I would recommend the course to my friends, family, etc.	
4. Learning outside has improved the course itself.	
5. Learning outside has improved my motivation.	
6. I would get enrolled in other similar courses.	
7. The aim of the course has been accomplished.	

How would you improve the course?
_____

_____

Do you think there is anything missing?
_____

_____

Do you think the materials provided are appropriate?
_____

_____

Can you briefly mention the pros and cons of this new methodology (Walk and talk)?
_____

_____

How has learning outdoors changed your perspective on learning?
_____

_____