



INTERGENERATIONAL FITNESS- BUILDING MULTI-AGE PROGRAMS

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 **NIRSA** +  **IDEA WORLD**
Focus on What Matters: People, Play, Purpose



ABOUT

- **International Presenter and Leading Trailblazer in Fitness for Active Aging.**
- **Specializes in:**
 - Program Design & Implementation
 - Cognitive Brain Movement
 - Class Implementation for Parkinson's and Alzheimer's Clients
 - Low Impact Movement
 - Chronic Fitness Solutions
- Fitness Supervisor in Senior Living Homes
- CEO of FUNctionally EVOLVED

Award-Winning Fitness Professional:

- 2026 IDEA Instructor of The Year Nominee
 - 2025 Coach 360 Fitness Visionary Nominee
 - 2024 IDEA Emerging Trailblazer of the Year
 - 2024 Coach 360 Top 24 Coach of the Year
 - 2020 LA Fit Expo Wow The Crowd Winner
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LETS TALK ABOUT REALITY



Discussion Question 1

What is one group of people not currently represented in your fitness programs?

Discussion Question 2

When was the last time you saw different generations working out together successfully?



LETS TALK ABOUT REALITY



Discussion Question 3

What is the biggest barrier preventing different generations from working out together in your setting?

1. PERCEIVED ABILITY DIFFERENCES

People assume older adults cannot keep up
Younger participants assume workouts will be too easy

2. FEAR AND INTIMIDATION

OLDER ADULTS MAY FEEL:

- JUDGED
- OUT OF PLACE
- UNSAFE

YOUNGER PARTICIPANTS MAY FEEL:

- BORED
- RESTRICTED

LETS TALK ABOUT REALITY



THE BARRIER IS NOT THE PEOPLE

THE BARRIER IS THE DESIGN

AND ONCE WE FIX THE DESIGN, EVERYTHING CHANGES

3. PROGRAMMING LIMITATIONS

Most instructors:

- do not know how to scale effectively
 - design for one demographic

4. LACK OF STAFF TRAINING

Staff are not trained to:

- cue multiple levels
- manage mixed ability groups
- create inclusive environments

5. FACILITY STRUCTURE

Schedules are separated

Spaces are labeled by age group

ASSUMPTION BREAKER



MANY OF THESE BELIEFS ARE BASED ON:

- **OUTDATED MODELS**
- **FEAR-BASED PROGRAMMING**
- **LACK OF EXPOSURE**

OLDER ADULTS SHOULD NOT DO HIGH-ENERGY WORKOUTS?

YOUNGER PARTICIPANTS DO NOT BENEFIT FROM SLOWER TRAINING?

BALANCE TRAINING IS ONLY FOR SENIORS?

STRENGTH TRAINING SHOULD LOOK DIFFERENT FOR EVERY AGE?

MOST GROUP FITNESS CLASSES ARE DESIGNED FOR ONE POPULATION?

SCIENCE-BASED REFRAME



Older adults can:

- improve strength at any age
- handle intensity when progressed correctly
- benefit from power training

The problem is not age

The problem is assumptions about age

Intergenerational fitness works when we shift from:

What can they not do

To:

How can we make this work for everyone

Younger participants benefit from:

- control
- stability
- mobility

SAME MOVEMENT, DIFFERENT BODY



**SAME MOVEMENT
DIFFERENT EXPRESSION
SHARED EXPERIENCE**

PERFORM A SQUAT

NOW PERFORM IT:

- **SLOWER**
- **WITH A REACH**
- **WITH A PAUSE**

PURPOSE

To equip fitness professionals with the knowledge and tools to design inclusive, intergenerational fitness programs that connect multiple age groups through safe, functional, and engaging movement experiences.



You will learn how to expand your reach, increase engagement, and create meaningful connections across students, faculty, staff, alumni, and active aging communities.

OBJECTIVES

1. **Identify gaps and opportunities** within current fitness programming to better include multiple generations across different settings
2. **Apply a structured program design system** that integrates movement patterns, scaling strategies, cognitive challenges, and social interaction
3. **Create safe and engaging intergenerational classes** using functional movement progressions and layered intensity
4. **Implement strategies** to effectively engage students, faculty, staff, alumni, and active aging populations within one cohesive program
5. **Utilize coaching techniques and communication strategies** that foster confidence, connection, and long-term participation

LETS TALK ABOUT REALITY



Raise your hand if:

- You teach group fitness
- You work in campus recreation
 - You work with older adults
 - You work with young adults

MOST OF US SPECIALIZE IN ONE DEMOGRAPHIC, BUT OUR COMMUNITIES CONTAIN MULTIPLE GENERATIONS LIVING, LEARNING, AND MOVING TOGETHER.

LETS TALK ABOUT REALITY



Think about how the fitness industry is structured:



- Kids programs.
- Teen programs.
- Adult programs.
- Senior programs.
- But when you walk into a grocery store, a park, or a family gathering, everyone is together.
- So why shouldn't fitness reflect the same thing?"

THE INDUSTRY SHIFT

- **The aging population is increasing rapidly**
- **1 in 5 adults will be over 65 by 2030**
- **Younger generations seeking connection and purpose**
- **Social connection drives participation**
- **Fitness is shifting to a biopsychosocial model:**
 - **It impacts the body, the brain, and the social experience**

SCIENCE + WHY IT MATTERS



- 
- **A large percentage of older adults are not meeting physical activity guidelines.**
 - **We have a growing population that needs movement, but is not consistently participating**
 - **At the same time, younger generations are shifting their expectations:**
 - **They are no longer just looking for workouts**
 - **They are looking for connection, meaning, and shared experiences**
- 

SCIENCE + WHY IT MATTERS



- **Research shows that social connection is one of the strongest predictors of whether someone will stay active.**
- **So if our programs are only focused on physical output, we are missing one of the most important drivers of long-term success.**

DISCUSSION

**WHERE ARE YOU
CURRENTLY
SEEING THIS SHIFT
IN YOUR
PROGRAMS OR
FACILITIES**

- **MORE DEMAND FOR
COMMUNITY-BASED CLASSES**
- **PARTICIPANTS STAYING AFTER
CLASS TO TALK**
- **INCREASE IN OLDER ADULT
ENGAGEMENT**
- **LESS INTEREST IN HIGH-
INTENSITY-ONLY FORMATS**



NEUROPLASTICITY + DUAL TASKING

The brain is constantly adapting based on what we ask it to do

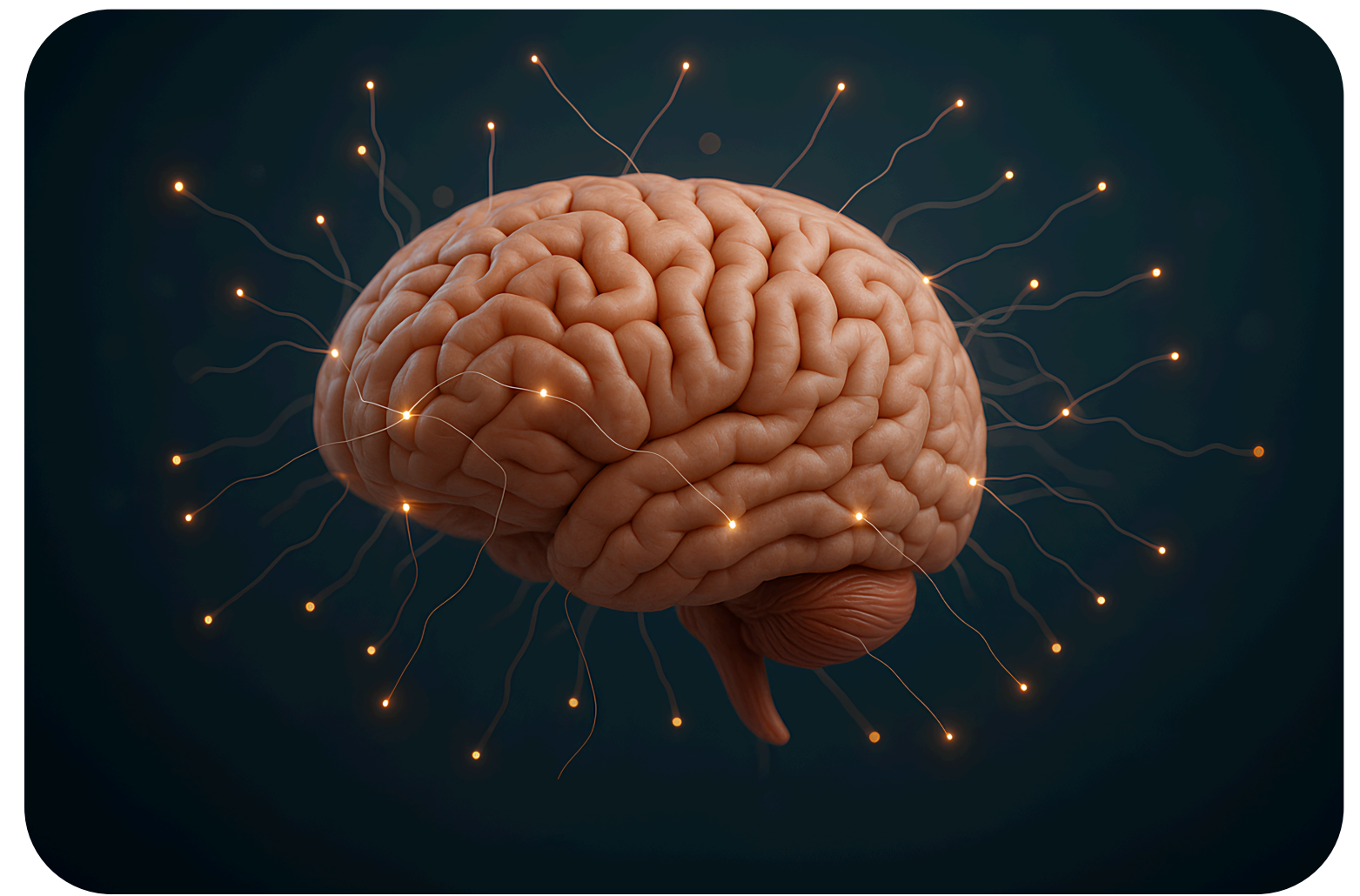
This process is called neuroplasticity

- Movement + cognition increases brain activation
- Improves executive function, coordination, and reaction
- Dual-task training improves real-life function



When we combine movement with cognitive challenges, we activate multiple regions of the brain at the same time.

- This includes areas responsible for decision-making, coordination, balance, and reaction
- Combining physical activity with cognitive tasks improves brain health, including memory, processing speed, and problem solving
- This is especially important for older adults
Because it supports independence and reduces fall risk



But it is also highly beneficial
for younger populations
Because it improves
coordination, focus, and
performance

FUNCTIONAL APPLICATION

Single-task training builds strength

Dual-task training builds real-life function

Examples of dual-task training:

Walking while naming categories

Balancing while counting backwards

Exercises with memory recall:

- Red - Squats
- Blue- Lunges
- Green - Jumping jacks
- Yellow -High Knees



**Are You Adding This to
your Programs?**

DUAL TASK EXPERIENCE

Round 1

Squat in place

Round 2

Squats and Arm reach while naming animals

Round 3

2 Squats and Move naming animals alphabetically

What changed

Did the movement change or the demand

Did your coordination change

Take A Closer Look

We rarely move without thinking

We walk while talking

We carry items while navigating space

We react to our environment constantly

These are all dual-task situations

- When we add cognitive demand, we are training how the body and brain work together
- This improves gait stability, reaction time, and executive function

This is functional brain training

MIRROR NEURON SYSTEM

Humans learn movement through observation

Intergenerational environments enhance learning

- When we see someone perform a movement, our brain activates as if we are performing it ourselves
- In intergenerational settings, this becomes extremely powerful
- Younger participants often model speed, range, and energy
- Older adults often model control, efficiency, and stability



MIRROR NEURON SYSTEM

- Intergenerational programs increase social interaction and engagement between age groups
- This leads to stronger learning environments and better adherence
- So learning is not just happening through instruction
- It is happening through observation and interaction



A younger participant slows down after observing control

An older adult gains confidence after observing movement success

SOCIAL FACILITATION

Performance improves in group environments

Social support increases activity levels

Social facilitation:

**It means that people perform better when they are
around others:**

They move with more energy

They stay more engaged

They are more consistent

They are not just working out for themselves

They are contributing to the group



Stronger social networks are directly associated with higher levels of physical activity

So the environment matters just as much as the program

Intergenerational settings amplify this effect

PSYCHOLOGICAL + SOCIAL IMPACT

Belonging increases adherence

- **43–52% of interactions occur across generations**
- **Intergenerational programs improve wellbeing**

One of the biggest reasons people stop exercising is not physical

It is emotional

- They do not feel like they belong
- They do not feel successful

Intergenerational programs have also been shown to improve overall wellbeing and support active aging

When people feel connected

They show up

And when they show up

They improve



DESIGN FOR THE PERSON, NOT THE AGE

Participants In Class:

65-year-old who walks daily, strong lower body, nervous about balance

20-year-old student, sedentary, low strength, high confidence

35-year-old staff member with knee pain, inconsistent exercise history

80-year-old former athlete, highly motivated but limited mobility

Design ONE exercise that ALL participants could do together

They must include:

Level 1 (support)

Level 2 (standard)

Level 3 (challenge)

Movement: Sit to Stand

Level 1

Use hands, higher chair

Level 2

Standard sit to stand

Level 3

Add tempo or load

DESIGN FOR THE PERSON, NOT THE AGE

What did you notice about ability versus age?

- Did age determine the level
 - Or did function determine the level
-
- **Age does not define ability**
 - **Design defines inclusion**
-
- Most programs fail because they're designed by age rather than function.
 - Shifting to function allows people to move together.

PROGRAM DESIGN FOCUSED

What would need to change in your current programs to allow multiple generations to participate together?

- Better scaling options
- Simpler movement patterns
- More coaching education
- More partner or group work
- Different marketing language

PROGRAM DESIGN SYSTEM

THE 5-LAYER MODEL

The Intergenerational Design System

1. **Movement** gives us the structure
2. **Scaling** makes it accessible
3. **Cognitive** keeps it engaging
4. **Social** makes it meaningful
5. **Emotional** is what makes people come back



**If one layer is missing
The program loses impact**

RELATABLE MOMENT

Think about a class you loved

What made it memorable?

Was it just the exercises?

Or was it the people, the feeling, the energy?

They come back for how the program made them feel

SPOT THE MISSING LAYER

Movement- Scaling- Cognitive- Social- Emotional

SCENARIO 1

Instructor runs a strength circuit

No partner work

No options for levels

No engagement

What layers are missing!!

Scaling

Social

Emotional

SCENARIO 2

Fun class

Great music

People laughing

But movements are too complex

What layers are missing?

Movement clarity

Scaling

LAYER 1 – MOVEMENT PATTERNS

Movement patterns are your
foundation

Squat

Hinge

Push

Pull

Rotate

Carry

Balance

A squat is not just a squat

It is:

- Getting out of a chair
- Getting off the floor
- Using the restroom independently

When you teach movement this way

Participants understand why they are doing it

And that creates buy-in

LAYER 1 – MOVEMENT PATTERNS

(MAKE IT RELATABLE)

Instead of saying:

We are doing squats

Say:

This is how you stand up with confidence

Instead of:

We are doing rows

Say:

This is how you pull open a heavy door

LAYER 1 – MOVEMENT PATTERNS

(MAKE IT RELATABLE)

How would you say this: (More Inclusive)

We are doing Lunges

We are doing Overhead press

We are doing single-leg balance holds

LAYER 2 – SCALING SYSTEM

Scaling Is the System

Level 1 – Supported

Same movement

Level 2 – Independent

Different entry points

Level 3 – Challenged

Shared experience

LAYER 2 – SCALING SYSTEM

Scaling Is the System

- **Scaling is not something you do at the end of a workout**
 - **It is something you design from the beginning**
 - **In intergenerational programming, scaling is the system:**
 - **It is what allows everyone in the room to participate at the same time**
- Without it, you either lose beginners or you lose advanced participants**

LAYER 2 – SCALING SYSTEM

Scaling Is the System

**Scaling creates three things
immediately:**

- 1. Confidence for those who need
support**
- 2. Challenge for those who need
progression**
- 3. Safety for everyone in the room**

**Have you ever seen someone stop
mid-class because it was too hard**

Or stop because it was too easy?

- Happens when the program did not
meet them where they were**
- That is a design problem**

LAYER 2 – SCALING SYSTEM

QUICK FORMULA YOU CAN TEACH

HOW TO SCALE ANY MOVEMENT

Ask yourself:

Can I make it more supported

Can I reduce or increase load

Can I change speed

Can I change stability

MULTIPLE MOVEMENT EXAMPLES (THIS IS KEY)

SQUAT

Level 1

Sit to stand with hands
or a higher surface

Level 2

Bodyweight squat

Level 3

Squat with load or
tempo

Give Levels for these:!

HINGE (DEADLIFT PATTERN)

PUSH (YOU ALREADY HAVE)

PULL (ROW)

LUNGE

Single Leg BALANCE

IMPORTANT COACHING INSIGHT

You are not changing the movement

You are changing:

Support

Load

Range

Tempo

Stability

(FUN + MEMORABLE)

FIND YOUR LEVEL"

INSTRUCTIONS

Perform:

A squat

Now choose your level

**Did anyone choose the
exact same version?**

People naturally self-scale

Your job is to guide it

ACTIVITY: "TOO EASY / TOO HARD FIX"

Fix it using scaling

SCENARIO 1

Everyone is doing squats

Half the class is struggling

What do you do?

Offer support

Reduce depth

Use chair

SCENARIO 2

Half the class is bored

What do you do?

Add tempo

Add load

Add variation

Make These Exercises Low Impact

High-Impact Exercise	Low-Impact Version
Burpees	
Jump Squats	
Mountain Climbers	
Push-Ups	
Deadlifts	
Jump Lunges	
High Knees	
Plank Jacks	

High-Impact Exercise	Low-Impact Version	How to Keep It Challenging (High Impact Feel)
Burpees	Step-back burpee (no jump)	Add tempo + reach overhead
Jump Squats	Squat + calf raise	Slow tempo + pulse at bottom
Mountain Climbers	Slow step climbers	Add core control + hold
Push-Ups	Incline push-ups (wall/bench)	Slow tempo + pause at bottom
Deadlifts	Controlled hip hinge	Add tempo + single-leg option
Jump Lunges	Reverse lunge	Add pulse + balance at top
High Knees	March with arms	Add speed + direction changes
Plank Jacks	Step-out plank	Add shoulder taps or hold

LAYER 3 – COGNITIVE INTEGRATION

Train Attention, Not Just Movement

- Add thinking to movement
- Train attention and decision-making
- Increase engagement and responsiveness
- Create shared problem-solving experiences



- **The biggest challenge in most classes is attention**
- **People zone out**
 - They go through the motions
 - They stop being engaged

Cognitive integration brings them back into the moment

LAYER 3 – COGNITIVE INTEGRATION

RELATABLE MOMENT

Have you ever taught a class where everyone is moving, but no one is really present?

- **Cognitive integration brings them back into the moment**
 - **It asks them to pay attention**
 - **To respond**
 - **To adjust**

And when that happens, the quality of movement improves automatically



Attention drives quality

Quality drives results

LAYER 3 – COGNITIVE INTEGRATION

UNIQUE EXAMPLES

EXAMPLE 1: “DIRECTION SWITCH”

Participants move in one direction

**When you call “switch,” they must
change direction**

Why it works

requires listening

requires quick adjustment

keeps participants alert

EXAMPLE 2: “FOLLOW THE LEADER CHAIN”

One person leads movement

Every 20 seconds, a new leader takes over

Why it works

forces observation

builds awareness

encourages participation across ages

LAYER 3 – COGNITIVE INTEGRATION

UNIQUE EXAMPLES

EXAMPLE 3: “MATCH THE ENERGY”

Instructor changes tempo or style

Participants must match it instantly

- Trains adaptability
- Keeps engagement high
- Adds fun without complexity

EXAMPLE 4: “CALL AND RESPONSE MOVEMENT”

The instructor calls a movement

Group responds with a different one

Example

Instructor: reach

Group: squat

- Why it works
- requires quick thinking
- builds rhythm and connection

LAYER 3 – COGNITIVE INTEGRATION INTERGENERATIONAL INTEGRATION STRATEGY

- Use cognitive tasks that require interaction between generations
 - Shared roles
 - Role switching
 - Decision-making together
 - Observation and response

When you design tasks that require interaction between generations

You create something much deeper than exercise

You create:

Awareness

Respect

Connection

LAYER 3 – COGNITIVE INTEGRATION

INTERGENERATIONAL INTEGRATION STRATEGY

EXPANDED EXAMPLE

An older adult leads a movement
Younger participants must watch
and respond
Then they switch

What actually happens:

- The younger participant slows down
- They pay attention
- They become more precise
- The older adult becomes more confident
- They take ownership
- They feel seen

Leadership is shared

Learning is shared

The experience is shared

LAYER 3 – COGNITIVE INTEGRATION INTERGENERATIONAL INTEGRATION STRATEGY

WHY THIS MATTERS

Most fitness environments unintentionally create hierarchy

Younger = stronger

Older = limited

This breaks that pattern

Older adults lead
Younger participants follow
Then roles reverse

This creates:
Mutual respect
Empathy
Engagement

LAYER 3 – COGNITIVE INTEGRATION INTERGENERATIONAL INTEGRATION STRATEGY

EXAMPLE 1: “LEAD AND MATCH”

Partner A creates a movement pattern

Partner B must match it exactly

Example Movement

Sit to stand or squat

Then reach forward

What Partner B does

Matches exactly:

Same depth of squat

Same reach direction

Same timing

LAYER 3 – COGNITIVE INTEGRATION INTERGENERATIONAL INTEGRATION STRATEGY

ROUND 2: ADD DIRECTION

(SPATIAL AWARENESS)

Now we are adding direction

Leader, take the same movement and move through space

Example Movement

Squat

Reach to the right

Next rep:

Squat

Reach to the left

Then alternate

What Partner B does

Must:

Track direction changes

Stay in sync

Adjust quickly

LAYER 3 – COGNITIVE INTEGRATION INTERGENERATIONAL INTEGRATION STRATEGY

ROUND 3: ADD RHYTHM (TIMING + VARIATION)

Now change the rhythm and tempo.

Example Movement

Slow squat down

Quick stand up

Pause at the top

Add a double reach

What Partner B does

Matches:

Tempo

Pauses

Energy

LAYER 3 – COGNITIVE INTEGRATION

INTERGENERATIONAL INTEGRATION STRATEGY

INTERGENERATIONAL IMPACT

- If one partner moved slower
- The other had to slow down
- If one partner moved with more control
- The other had to match that
- That is where connection happens

ACTIVITY 2: "THE CONFUSION CHALLENGE" (FUN + MEMORABLE)

Assigned movements:

Clap = squat

Green = lunge

Tap shoulder= Knees

25= High Knees

INTERGENERATIONAL ACTIVITY 3

“BUILD TOGETHER”

Get into groups of 3–4

Each person will add ONE movement

Your group will then perform the full sequence together

Keep it simple, clear, and repeatable

STRENGTH + CONTROL FLOW

Squat → row → press → hinge

BALANCE + MOVEMENT FLOW

March → balance → reach → step

The next step is how to build connection between participants

LAYER 4 – SOCIAL DESIGN

Designing Connection Through Movement

Partner work

Social design changes how we

look at fitness

Team challenges

Because now people are not just

Shared tasks

working out

Shared wins

They are working with each other

Connection is what turns a workout into a community

LAYER 4 – SOCIAL DESIGN

Designing Connection Through Movement

Partner work

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Connection is what turns a workout into a community

LAYER 4 – SOCIAL DESIGN

Designing Connection Through Movement

Partner Tabata

Rules

One Coaches while other

Encourages with movement

- 1. Participant: Squat Press. Coach: High Knees**
- 2. Participant: Lunges. Coach: Jumping Jacks**
- 3. Participant: Mountain Climbers. Coach: Plank**
- 4. Participant: Tandem Walk. Coach: Single Leg Balance**

Social Design Type	Activity Example	What Participants Do	Why It Works	Intergenerational Impact
Partner Work	Mirror Movement	One leads, one follows	Builds awareness and connection	Encourages mutual respect and
Partner Work	No Words Challenge	Move together without speaking	Improves nonverbal communication	Removes intimidation, builds trust
Team Challenge	Group Rep Goal	Complete reps as a team	Shared effort reduces pressure	Stronger participants support others
Team Challenge	Relay Movement	Take turns performing movements	Keeps energy high and engaging	All roles feel important regardless of ability
Shared Task	Build Together	Create a movement sequence	Encourages creativity and collaboration	Everyone contributes equally
Shared Task	Follow the Leader Chain	Rotate leadership in group	Builds leadership skills	Gives all ages a voice and role
Synchronization	Sync or Reset	Stay in rhythm together	Promotes patience and teamwork	Encourages adjustment across abilities
Group Awareness	Group Balance Hold	Hold position together	Builds collective focus	Creates shared success moment
Decision-Based	Call the Change	One calls, others react	Improves responsiveness	Builds communication across generations
Creative Play	Add Your Style	Perform movement with variation	Encourages expression	Reduces comparison, increases fun

LAYER 5 – EMOTIONAL DESIGN

Designing How People Feel

- **Participants must feel successful**
- **Success drives confidence**
- **Confidence drives consistency**
- **Consistency drives results**

If someone leaves your class feeling:

Embarrassed

Confused

Like they could not keep up

They will not come back

Even if the program was “good”

LAYER 5 – EMOTIONAL DESIGN

RELATABLE MOMENT

Have you ever had someone say

I did not think I could do that!

That moment right there

That is emotional design

You did not just train their body

You changed how they see themselves

LAYER 5 – EMOTIONAL DESIGN

WHAT EMOTIONAL DESIGN LOOKS LIKE

1. CELEBRATE EFFORT (NOT JUST PERFORMANCE)

Participant struggles with balance but keeps trying

You say:

That persistence is what builds strength

2. OFFER CHOICES (NOT PRESSURE)

Choose the level that feels right for your body

3. ACKNOWLEDGE PROGRESS (EVEN SMALL)

That looked smoother than your last rep

You are getting more confident with that

LAYER 5 – EMOTIONAL DESIGN

WHAT EMOTIONAL DESIGN LOOKS LIKE

4. REMOVE COMPARISON

Focus on your movement

Find your version

5. CREATE “WIN MOMENTS”

End class with:

One movement everyone can succeed at

LAYER 5 – EMOTIONAL DESIGN

ACTIVITY: “REWRITE THE CUE”

Rewrite These:

This is easy

Keep up

Do it like this

That is wrong

BETTER ANSWERS

Find your level

Stay with me

Try this version

Adjust as needed

That is your version

LAYER 5 – EMOTIONAL DESIGN

“BUILD A WIN”

Design a 1-minute moment in a class

Where EVERYONE feels successful

Slow controlled squat

Group balance hold

Simple step pattern

LAYER 5 – EMOTIONAL DESIGN

“BUILD A WIN”

Design a 1-minute moment in a class

Where EVERYONE feels successful

Slow controlled squat

Group balance hold

Simple step pattern

PROGRAM DESIGN: The Smart Flow

- 1. Warm up (mobility + rhythm)**
- 2. Cardio layering**
- 3. Strength (functional)**
- 4. Balance (fresh brain)**
- 5. Recovery**

Phase	Goal	What to Include	Example Exercises	Why It Matters (Science)	Common Mistakes
Warm Up	Prepare body + brain	Mobility + light rhythm	March + arm swings, step touch, torso rotation	Increases blood flow, activates joints, improves movement quality	Skipping warm up, starting too intense, no mobility
Cardio Layering	Build heart rate + coordination	Layered movement patterns	Step touch → arms → direction → rhythm	Brain is fresh → better motor learning + engagement	Giving too much too fast, no progression, confusing cues
Strength (Functional)	Build real-life strength	Squat, hinge, push, pull	Squat + reach, row, reverse lunge	Muscles are warm → safer + more effective loading	Only isolated exercises, no functional patterns, rushing reps
Balance (Fresh Brain)	Improve stability + control	Single-leg, tandem, controlled holds	Single-leg hold, toe taps, tandem stance	Balance is neurological → best trained before fatigue	Placing at end, rushing balance work, no progressions
Recovery	Reset + restore	Stretching + breathing	Hamstring stretch, chest opener, deep breathing	Lowers heart rate, supports recovery, improves flexibility	Skipping cooldown, rushing stretches, no breathing focus

SECTION 5: INTERACTIVE LAB (65–80 MIN)

Learning Through Experience

Activity	Format	What Participants Do	Focus Skill	Intergenerational Impact
Mirror Movement	Partner Work	One leads, one follows movements in real time	Observation, timing, awareness	Builds mutual respect and connection across different abilities and ages
Movement Chain	Small Group	Each person adds one movement to create a sequence	Memory, collaboration, creativity	Ensures every participant contributes and feels valued
Adapt This	Small Group / Problem-Solving	Given an exercise, create Level 1, 2, and 3 versions	Scaling, program design thinking	Teaches how to include all abilities in one shared movement
Design Challenge	Group Work	Create a short class including warm-up, strength, and interaction	Program design, teamwork	Encourages building inclusive programs for mixed populations

MULTI-POPULATION INTEGRATION

Expanding Your Reach Through Design

Students

Faculty

Staff

Alumni

Active aging community

Design for access

Design for schedule

Design for connection

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Design for connection

MULTI-POPULATION INTEGRATION

Expanding Your Reach Through Design

- **Different groups have different schedules**
- **Different motivations**
- **Different entry points**
- **Your job is not to create one program**
- **Your job is to create multiple access points into the same experience**

BREAKDOWN BY POPULATION

STUDENTS (ENERGY + EXPLORATION)

What they want

- Fun
- Variety
- Social interaction
- Low commitment

PROGRAM IDEAS

Intergenerational fitness pop-
ups

Partner-based strength
classes

Movement + music sessions

WHY IT WORKS

Students bring energy

Older adults bring experience

Both benefit from interaction

“Move Together Night”

Students paired with older
adults

Includes:

Partner circuits

Games

Short challenges

BREAKDOWN BY POPULATION

**FACULTY (TIME + STRESS
RELIEF)**

PROGRAM IDEAS

“Midday Reset”

20-minute class

What they want:

Convenience

Efficiency

Low barrier

Lunch break movement sessions

Desk-to-dynamic mobility
classes

Short 20-minute functional
workouts

Includes:

Mobility

Light strength

Breathing

WHY IT WORKS

Fits schedule

Reduces stress

Encourages consistency

BREAKDOWN BY POPULATION

STAFF (CONSISTENCY + COMMUNITY)

What they want

Routine

Accountability

Support

PROGRAM IDEAS

Team challenges

Weekly group sessions

Department-based
competitions

WHY IT WORKS

Builds community

Creates accountability

Encourages participation

“Step Into Strength”

Challenge

Departments complete:

Steps

Strength sessions

Balance tasks

BREAKDOWN BY POPULATION

ALUMNI (CONNECTION + EXPERIENCE)

What they want

Nostalgia

Community

Special events

PROGRAM IDEAS

Weekend events

Homecoming fitness sessions

Family-inclusive workouts

WHY IT WORKS

Reconnects people

Builds emotional connection

Creates a memorable experience

“Legacy Fitness Weekend”

Alumni + students +
community

Includes:

Group classes

Partner challenges

Social time

BREAKDOWN BY POPULATION

ACTIVE AGING COMMUNITY (PURPOSE + CONFIDENCE)

What they want
Safety
Confidence
Connection

PROGRAM IDEAS

Morning functional fitness
Balance + strength classes
Intergenerational partner
sessions

WHY IT WORKS

Builds independence
Reduces fear
Encourages participation

“Move With Confidence”

Includes:
Sit to stand
Balance
Partner interaction

HOW TO CONNECT GROUPS (CROSSOVER)

STRATEGY 1: SHARED

EVENTS

Bring multiple groups
together

EXAMPLES

- Family fitness day
- Campus + senior center
partnership
- Community wellness
events

STRATEGY 2: SHARED

CLASSES

Mix populations
intentionally

EXAMPLES

Students + seniors in
same class

Staff + alumni sessions

STRATEGY 3: SHARED

ROLES

Give participants roles

EXAMPLES

Students lead warm-up

Older adults lead balance
drills

CROSSOVER PROGRAMMING

Design for Purpose, Not Age

Most programs are

labeled by age

Senior fitness

Student fitness

Adult fitness

- Design for function
- Design for experience
- Design for connection
- Not for age categories

Design for Purpose, Not Age

Old Program Name	New Inclusive Name	Purpose Focus	What It Looks Like	Why It Works
Senior Balance Class	Balance for Life	Stability, fall prevention	Balance drills, partner holds, reaction tasks	Removes age label, invites all abilities
Beginner Strength	Strength for Daily Living	Functional strength	Sit to stand, carries, pushes, pulls	Connects to real-life movement
Low Impact Class	Move With Confidence	Safe, controlled movement	Step patterns, strength, mobility	Builds confidence, reduces fear
Senior Fitness	Strength for Longevity	Long-term health	Strength + balance + mobility	Appeals to all ages
Rehab/Recovery Class	Move Better, Feel Better	Pain-free movement	Mobility, light strength, posture work	Focuses on outcome, not limitation
General Fitness	Functional Movement Lab	Skill-building	Circuits, patterns, interactive drills	Feels engaging and purposeful

QUICK ACTIVITY (OPTIONAL ADD)

“RENAME THE CLASS”

Senior Strength

Beginner Fitness

Balance Class

Functional Fitness

Core Takeaways

See the gaps → and recognize new opportunities

Design with intention → using the 5-layer system

Build inclusive experiences → not separate programs

Engage every generation → through connection and purpose

Coach for confidence → so people return and grow

You are not just building workouts

You are building experiences

And those experiences have the power to bring people together

Across generations



**THANK
YOU**

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