

*TIP*

*The Intergenerational  
Project*

Community Toolbox  
For  
Intergenerational  
Collaboration

*First edition*

Developed by

*I C a I  
Intergenerational  
Centre for  
Action  
Learning*

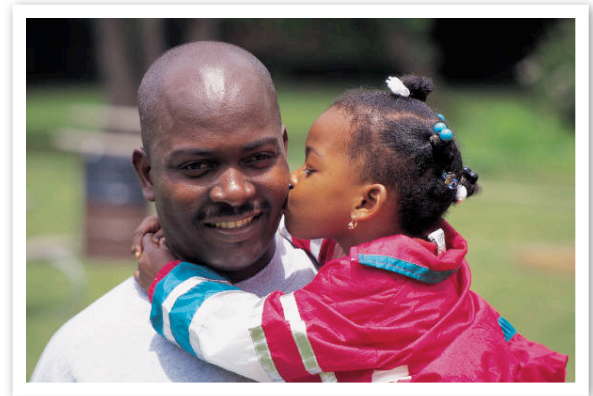
For

*Fraser  
Basin Council*

**Part Three**

# *Intergenerational Resources*





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*The Intergenerational Project*

*Community Toolbox*

*for*

*Intergenerational Collaboration*

***Intergenerational Resources***

First Edition 2007



***Fraser Basin Council***

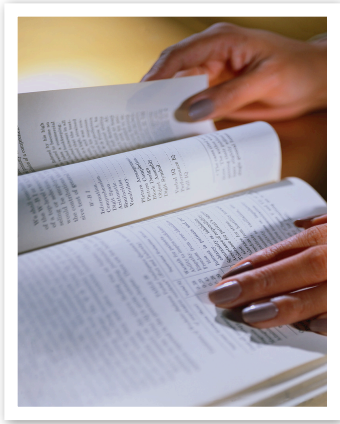


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# Book Reviews

Reviewed by Ron Kinley, MA

**Intergenerational Programmes: An Introduction  
and Examples of Practice**

Edited by:

Alan Hattan-Yeo

As life expectancy increased, a larger proportion of society would be older. This prompted governments to fear the social and financial consequences. To this end, the **Beth Johnson Foundation formed in 1972** to investigate issues of aging to provide recommendations for policy in the United Kingdom. In 1993, after the European Year of Solidarity between the Generations, the Foundation's focus shifted to intergenerational concerns and practices. Alan Hattan-Yeo has edited **descriptions of 27 intergenerational projects** throughout the United Kingdom.

While the purpose of all the projects is to promote intergenerational understanding, cooperation and respect, the varied and creative ways organizations have achieved this end is remarkable. The use of drama, reminiscences, dance and golf are but a few of the practices included.

All projects identify what they intended to accomplish, the means used to achieve these goals, and evaluations of what worked and what didn't. At the end of each description, further resources and/or contacts are cited. For anyone interested in intergenerational issues and who wishes to organize a project, facilitate or volunteer, this is a must read book. Not only will one gain practical information about how to proceed, they will be heartened by the widespread successes in achieving increased understanding, cooperation and respect between the generations.

*Editor's Note: This pdf book can be downloaded free at <http://www.centreforip.org.uk/>*

## Organizing Study Circles with Young People: A hands-on guide for youth and adults

Study Circles Resource Center — A project of the Topsfield Foundation, Inc.

This manual was developed for and by the Study Circles Resource Centre to engage youth in leading and participating in dialogue about important community issues. This guide is a comprehensive training curriculum. It includes advice for creating a training program for both youth and adults, with expanded facilitator training, plus suggestions for ongoing support and evaluation of study circle facilitators.

There are sidebars throughout the manual that highlight important definitions and things to take into account when organizing and facilitating a study circle.

**Part 1** provides an **Overview of youth study circles**, including the rationale for participation, study circle principles, and universal guidelines.

**Part 2** covers the **basic steps of Organizing study circles** with young people.

**Part 3** describes different **Settings where study circles** with youth take place, and advice for organizing in each of those settings.

**Part 4** offers a list of **Resources**.

*Editor's Note: You can download a free copy at <http://www.studycircles.org/>.*

### Other Study Circle Resources

**Organizing, Assistance and Evaluation Material:** [A Guide for Training Study Circle Facilitators, Second Edition](#)

**Organizing, Assistance and Evaluation Material:** [Organizing Study Circles With Young People](#)

**Comprehensive Discussion Guide:** [Reaching Across Boundaries: Talk to Create Change](#) (A Mix It Up Handbook, 3rd Edition)

**Comprehensive Discussion Guide:** [A Community for All Generations - Teens and Adults Working Together](#)

**Comprehensive Discussion Guide:** [Youth Issues, Youth Voices: A Guide for Engaging Youth and Adults in Public Dialogue and Problem Solving](#)

## *Preparing Participants for Intergenerational Interaction: Training for Success*

Reviewed by Elizabeth Anderson

*Hawkins, McGuire, Backman (eds), 1999. Hawthorn Press.*

This book is both practical and useful for anyone wanting to create intergenerational programs. It is based on the premise that a successful intergenerational activities are more successful if the participants have training and preparation before becoming a participant in an IG program. The programs included begin with a table listing learning objectives, key concepts and terms and Instructor notes for each objective. Each workshop includes instructor and participant resources.

For example, Understanding and Mentoring with at Risk Youth chapter by Paul S. Wright begins with a training overview and then leads the reader through definitions of mentoring and at-risk youths giving a conceptual framework that includes a historical background. Wright includes a transparency which outlines the relationships among risk factors and protective factors.

This book is an excellent starting place for organizations to consider how to include intergenerational programs into their mix.

*Editor s Note: Following is a modified workshop based on the Aging Sensitivity Chapter using sample resources . It does not show all of the resources available in this chapter nor does it follow the exact itinerary. For a complete version order the book at*

[www.hawthornpressinc.com](http://www.hawthornpressinc.com)

*You ll find many other excellent programs in this book that describe “how to” successfully implement each one.*

## Ageism Sensitivity Workshop

*Exercises and handouts adapted from:  
Ageing Sensitivity , Preparing Participants for Intergenerational Interaction  
Hawkins, McGuire, Backman, 1999. pp 93- 110, Hawthorne Press.*

The following workshop demonstrates how the materials in the Aging Sensitivity Workshop, Preparing Participants for Intergenerational Interaction can be used. Ageism is a big part of why there are negative interactions between the young and old. This workshop helps young persons to look at societal ageism and how it affects their personal attitudes and consequent negative behavior. The materials also give information that addresses some of the mythology about older persons.

Learning Objective	Key Concepts/Terms	Instructor Notes
Discuss the importance of learning about other age groups.	Ageism, stereotyping, sensitivity training, generalization, discrimination	
Discuss the criteria on which people usually make age judgements	Physical characteristics; limitations	Exercise 1, 2
Discuss common facts and myths about older people	Individual Differences	Exercise 5, Handout C, D and F
Discuss common traits and differences between older and younger age groups	Need for satisfying relationships	Transparency 1
Become familiar with and discuss personal feelings about older people	Generalizations; discriminations	Exercise , Handout A Exercise 4; Handout B

Actual table of objectives, p. 93

It is recommended to have a minimum of two hours for the session.

## Overview

### Introduction:

Facilitator introduce self

Introduce goal of the session: to gain knowledge and understanding about older people. Importance of understanding personal beliefs and how attitudes are affected.

### Exercise 1

Immediately after introduction, ask everyone to line up according to age without talking. While in line ask how they were able to decide where to place themselves.

Everyone sit down and continue exploring, interacting and questioning how we judge people's age

#### **Questions to encourage discussion:**

What criteria do people use to judge a person's age?

What happens when you're slotted into an age group?

How many start to imagine what a person is like by their looks? Show of hands.

### Ageism:

What's your opinion of older persons? Fill out **Handout A** and turn it over and put aside.

**Brainstorm:** Ask for definitions of ageism.

How many have experienced ageism? Show of hands. What was it like?

Ask for definitions of prejudice. Encourage participants to use personal examples of age prejudice.

**Prejudice definition:** preconceived opinion that is not based on reason

Ask for definitions of discrimination.

**Discrimination definition:** the unjust or prejudicial treatment of different categories of people on the grounds of racial, age, gender, ability

Help the participants to see the continuum of prejudice (attitudes) to discrimination (actions).

**Brainstorm:** How does prejudice happen? Learned, generalizations, lack of experience with that group, not much knowledge of that group

### Thoughts on Older Persons

Open discussion about older persons by asking the following questions:

How many of you have lived with an older person? Show of hands

How many of you know an older person really well? Show of hands

How old is the oldest person you know?

What do you look at to guess how old someone is?

To further the discussion and to gather the thoughts of the group use **Transparency 2- Aging Sensitivity, Key Points**.

Help the participants to examine the societal myths about aging by Using **Handout C: Factors and Myths About Older People**.

Have the participants go back to **Handout A** that they filled in at the beginning of the workshop and assess whether there are changes in their attitudes towards older persons. Invite anyone to share what they learned.

### Closing

Share Transparency 1 to close and do a group round to give participants an opportunity to comment on their experience.

## Workshop Resources

### Exercise #1: Age Line up Ice-breaker

A. In this exercise, participants are asked to line up from the oldest to the youngest without speaking. Once in the line, ask participants to visualize their place in the continuum, in relation to others. Then ask them to share the things they like about being at that stage of life, as well as the things that they don't like about their age. As the group explores their feelings about being a particular age, give them an opportunity to "change" their age by moving to a new place in the line. They can also place others on the point in line where they believe the others belong.

B. Following the age line activity (which serves to focus the group), the group should be broken down to work in small groups to identify age related stereotypes within society. They should also examine their personal reactions to stereotypes when directed toward themselves.

The facilitator facilitates by encouraging participants to share the reasons why they chose to change their age, as well as their impressions of other ages and age stereotypes. This exercise is a good ice breaker for beginning a group.

### Exercise #2: Thoughts on Older People

Designed to open a discussion about older people with participants. This can be done in small groups and reconvene into the larger group for sharing and further discussion.

Thoughts on older people

- How many of you have lived with a older person in your home?
- How many of you know a older person really well?
- How young is the oldest person you know?
- What do you look at to guess someone's age?

Ask participants to guess facilitator's age. At the end of the session reveal the age. A prize for the correct answer can be given to the person closest to the right age.

## Handout C: Factors and Myths About Older People

*adapted from Palmore's Facts on Aging Quiz*

Decide whether you believe that each of the following statements is *true* or *false*, then write your answer in the blank provided.

1. The majority (more than half) of older people are senile (defective memory, disoriented, demented). \_\_\_\_\_
2. All five senses tend to decline in old age (hearing, vision, smell, taste, touch). \_\_\_\_\_
3. Lung capacity decreases in old age. \_\_\_\_\_
4. The majority of older people say they are happy most of the time. \_\_\_\_\_
5. Physical strength tends to decline in old age. \_\_\_\_\_
6. At least 10% of older people live in long stay institutions (nursing homes, retirement homes). \_\_\_\_\_
7. Drivers over the age of 65 have more accidents per person than drivers under 65. \_\_\_\_\_
8. Older workers cannot work as effectively as younger workers. \_\_\_\_\_
9. About 80% of older workers say they are healthy enough to carry out their normal activities. \_\_\_\_\_
10. The reaction time of older people tends to be slower than that of young people. \_\_\_\_\_
11. Older people tend to take longer to learn something new. \_\_\_\_\_
12. The majority of older people are unable to adapt to change. \_\_\_\_\_
13. In general older people tend to be pretty much alike. \_\_\_\_\_
14. The majority of older people say they are usually bored. \_\_\_\_\_
15. The majority of older people say they are lonely. \_\_\_\_\_

16. Over 15% of Canada's population is now aged 65 or older. \_\_\_\_\_
17. The majority of older people have incomes below the poverty level. \_\_\_\_\_
18. The majority of older people say they would like to have some kind of work to do.  
\_\_\_\_\_

*Editor s Note: The answers are contained in Handout D on page 104 in Preparing Participants...Book*

*Answers can also be found by Googling: Palmore s Facts and Myths about Aging*

## Handout A: Exploring Attitudes about Aging

Following are some statements about younger people. There are no right or wrong answers. Please circle the response that you feel represents your opinion.

SA = Strongly Agree  
 A = Agree  
 N = Neutral  
 D = Disagree  
 SD = Strongly Disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. I like visiting old people.                    | SA | A | N | D | SD |
| 2. I am glad I'm not old.                         | SA | A | N | D | SD |
| 3. Old people get mad easily                      | SA | A | N | D | SD |
| 4. Old people are friendly.                       | SA | A | N | D | SD |
| 5. It's fun to talk to old people.                | SA | A | N | D | SD |
| 6. Old people don't like to be with young people. | SA | A | N | D | SD |
| 7. Old people have a happy life.                  | SA | A | N | D | SD |
| 8. Old people are cranky.                         | SA | A | N | D | SD |
| 9. Old people are foolish.                        | SA | A | N | D | SD |
| 10. Old people can teach me new things.           | SA | A | N | D | SD |
| 11. Old people like to have their own way.        | SA | A | N | D | SD |
| 12. Old people are not very productive.           | SA | A | N | D | SD |
| 13. Old people are stubborn                       | SA | A | N | D | SD |
| 14. I think old people are funny.                 | SA | A | N | D | SD |
| 15. Old people talk too much.                     | SA | A | N | D | SD |

16. Old people don't have any physical problems.	SA	A	N	D	SD
17. I am afraid to drive with a old person.	SA	A	N	D	SD
18. Old people are sweet.	SA	A	N	D	SD
19. Old people are full of energy.	SA	A	N	D	SD
20. Old people laugh a lot	SA	A	N	D	SD

## Transparency #1 Principles to Remember

### People are Individuals

Are all older people grumpy? No

Are all older people nice? No

Get to know them

Older people have a lot to offer

Desire to gain experience

Willing to learn

Share yourself

Older people are different from you

### Respect each other

Be willing to compromise

Just like you old people need to find meaning in their lives

Be part of that meaning for them

Help each other to find meaning

Remember what makes you feel good to be alive

Being liked

Recognition

Doing for others

Doing things with others

## Transparency #2: **Age Sensitivity**

### Key Points

Ageism is the term for negative attitudes

Generalizations are a beliefs about an entire group based on knowledge about one or a few members of that group.

*Saying all 60 years olds are alike is like saying all 11 year olds are alike.*

*Not true!*

Most older people are not physically or mentally ill.

Most older people like to have work or a hobby as well as a desire to make a difference in their world.

*Intergenerational programs are an opportunity to pass on knowledge (helping school work...) and also learning from them.*

*Comment from Course in a Day, TALK  
Third Age Learning at Kwantlen*



# Templates

## *Book Review*

Name of Reviewer

Title of Book

Author/Editor

Publisher

Year

History and/or purpose of the book

Description of the contents with or without examples

Reviewer's Evaluation

Book's Organization: easy to read and navigate

What you liked about it

What you didn't like

## Intergenerational Program Survey

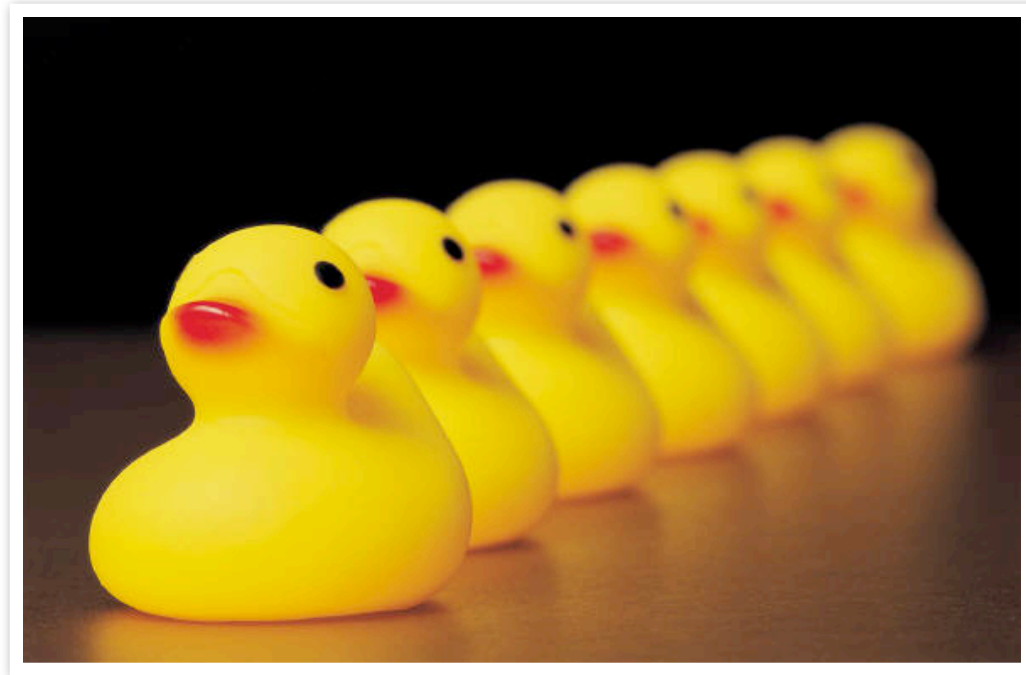
Here is a form to use or adapt to create an inventory of what types of intergenerational programs exist in your community as well as what types of programs would contribute to community well being.

UNESCO's Definition of intergenerational programmes:

"Intergenerational programmes are vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations for individual and social benefits".

Please check all that apply to your organization.

Types of intergenerational	Programmes currently exist (include program name)	Like to develop	Like to have in the community
older serving children and youth (as tutors, mentors, resource persons, coaches, friends, a grandparent raising a grand child, etc)			
older adults and youth collaborating in service to community (e.g. Environmental and community development projects)			
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*We hope the resources and ideas have inspired your organization to look at ways to add an intergenerational component to your programming.*