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Bridging the Gap between Generations: An Intergenerational Handbook for an Elementary School and Senior Citizens

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BRIDGING THE GAP BETWEEN GENERATIONS:

AN INTERGENERATIONAL HANDBOOK FOR AN

ELEMENTARY SCHOOL AND SENIOR CITIZENS

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by

Karla Jane Hansen

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BRIDGING THE GAP BETWEEN GENERATIONS:

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Intergenerational programs are designed to bridge the generation gap and encourage the development of positive attitudes between the young and the old. Through implementing intergenerational programs in the schools of today, students gain an understanding of the aging process, seniors in the community participate in a life satisfying activity, and school and community relations increase. To facilitate the implementation of intergenerational programs in the schools, a handbook was developed which outlines the process and procedures for a successful program.

ACKNOWLEDGEMENT

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A special thanks goes to Linda Newschwander and her second graders for their excitement in implementing this project in the classroom. My appreciation goes to the senior volunteers for their energy and dedication to beginning to bridge the generation gap, one student at a time, through making the implementation of the intergenerational program at Lincoln Elementary School a great success.

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CHAPTER I

INTRODUCTION

The increased success of American education lies in the
hands of the community and the partnerships that can be
formed with the schools. In today's society, this partner-
ship reflects a growing generation gap between the young and
the old. The young and the old, both, are isolated in their
own worlds. "The contact between the young and the old has
decreased and many seniors and young children are isolated
from each other" (Gundling, 1986, p. 4). Through inter-
generational programs, one can decrease the gap between
generations, and increase the interactions and positive
attitudes between generations. The purpose of this project
was to develop an intergenerational handbook that will
provide a guide for teachers to develop intergenerational
programs that will meet the needs of their own schools.
Through the use of the intergenerational handbook, one will
be able to form a partnership between the youth of the
schools and the elders of the community.

Intergenerational programs have two major purposes.
First, they increase life satisfaction for the senior citizen.
As one senior elder in the Massachusetts Intergenerational
Celebration program stated: "It gives me something special
to wake up for" (Friedman, 1988, p. 55). Secondly,

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intergenerational programs encourage students to develop
sensitivity and humanity toward others, specifically
positive attitudes toward senior elders (Friedman, 1988).
In addition, with the rapidity of danger in American schools,
the overload of high risk students, and the increased
curriculum to be taught, one sees a growing need for more
help and support in our schools through volunteers. As
stated by the American Association of Retired Persons (1989):

> There is no end to the need for school volunteers.
> "Volunteers can be a godsend," notes a school
> administrator. "They bring so much life experience
> into the classroom and help students relate what
> they learn in class to life skills they will need
> in the real world." (p. 6)

Volunteers are needed and senior elders need to be used in
the role of volunteers in the schools. It is our job as
educators to tap into the resources of the senior elders
in our communities as helpers in our schools and classrooms.
By combining the schools' need of extra help and support
with that of the senior elders' need of an added sense of
purpose in one's life, one can begin to bridge the school/
community gap and the generation gap through implementing
intergenerational programs in today's schools.

Statement of the Problems

There is a growing need to bring students and senior
elders in our communities together, to begin to bridge the
generation gap. In addition, first, senior elders need to
become actively involved in their communities to increase
their enjoyment and satisfaction in life and to be able to

share decades of experiences with the students of today. Secondly, schools need the help of senior volunteers to aid in teaching students sensitivity, humanity, and the development of positive attitudes toward the senior elders in the community. Lastly, we need to bridge the school/ community gap.

Purpose of the Study

The focus of this project is to create an intergenerational handbook of ideas, activities, and procedures for schools to develop intergenerational programs that will bring senior elders into the classrooms in an elementary school to help bridge the generation gap. There is an overwhelming need for extra help in the schools through volunteerism and "volunteer opportunities in the schools are as varied as the experiences of the volunteers themselves" (American Association of Retired Persons, 1989, p. 6). There is also a great need to involve senior elders in the local communities. ". . . more older people will want to enhance the quality of their lives after retirement, often through education" (Harper, 1990, p. 14). Through combining these two needs it is proposed to bring senior elders into the elementary schools through providing an intergenerational handbook of ideas, activities, and procedures that will promote student learning about sensitivity, humanity, and positive attitudes toward the aging, and give senior elders a connection with their

community by fulfilling a need to gain a valuable job. In addition, this handbook will provide a guide for teachers to develop intergenerational programs in their own schools that will bridge the generation gap and create stronger school/community relations.

An initial review of the literature supports a great need for intergenerational programs because of the large generation gap between the young and the old. Senior citizens in one's community reflect a major depository of knowledge of our past while one's children reflect the need for knowledge of the future. It is the primary purpose of this project to support ways to bridge the gap between the young and the old so that we may benefit from experiences of both groups as well as from experiencing activities together. Through bringing senior elders as volunteers into the schools through the proposed intergenerational project, the following future goals may be realized:

1. Increase awareness and interaction of the aging with the young.

2. Increase satisfaction and enjoyment of life for the senior elders through working with students.

3. Bridge the generation gap.

4. Increase school and community relations.

Thus, intergenerational partnerships between the young and the old will increase the positive collaboration in our schools and communities.

Definition of Terms

Within this project several terms are used and are defined as follows:

Intergenerational: Intergenerational programs are programs that involve two or more generations of people. In this study intergenerational will refer to the senior elders in our community and the youth of our elementary schools (Gundling, 1986).

Senior elders: Senior elders are those persons in our communities who are 65 and older. In this project they will be referred to as helpers and volunteers (Reece, 1988).

Youth: Youth are those persons in our community who are 18 and younger. In this project they are the students in our classrooms (Reece, 1988).

Volunteers: A volunteer is any person who is willing to give service to others (Fredricks & Rasinski, 1990).

Collaboration: Collaboration is the ability of two or more persons to work together cooperatively (Rasinski, 1988).

Special populations: The special population is those persons that have a disability or handicapping condition (Jones, 1986).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

While reviewing the literature, it was found that intergenerational programs are becoming an effective tool in aiding American education. An intergenerational program is one that builds a school community partnership between the senior elders in the community and the youth of our schools. In today's society there is a growing generation gap between the youth of our schools and the elders of our community. The young and the old are both isolated in their own worlds. "The contact between the young and the old has decreased and many seniors and young children are isolated from each other (Gundling, 1986, p. 4). When an intergenerational partnership is formed, the needs of both the young and the elderly are met. The purpose of an intergenerational program is to bridge the communication gap between the young and the old.

With the increasing overload of high risk students and increased curriculum to be taught in today's schools, one sees a growing need for more help and support in the schools. As stated by the American Association of Retired Persons (1989):

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> Volunteer opportunities in the schools are as varied
> as the experiences of the volunteers themselves.
> Tutors, mentors, teacher's aides, after school
> club advisors and special project organizers.
> Reading to youngsters, challenging the gifted student
> to excell, befriending lonely children and confused
> teenagers, sharing professional skills and life
> experiences and generating community support for
> school budgets and programs. (p. 6)

Volunteers are needed and elders should be used in the role

of helpers in the schools. The research indicates that

many seniors in our community lack purpose and satisfaction

in their lives. "A Harris Poll found that one fourth of

the older people surveyed felt they were experiencing the

dreariest time of their life and considered loneliness to

be a very serious problem" (Harper, 1990, p. 4). These

senior elders are missing the connecting link of active

community involvement. They have not been provided the

opportunity to help others and are isolated with unfulfilled

needs. Thus, by putting intergenerational programs into

operation the schools can benefit from these programs by

receiving additional help and support. Senior elders will

benefit through becoming actively involved in the community

and filling a void in their lives by working with the

schools.

Background

Intergenerational programs do not just happen, such

programs need to be carefully coordinated and orchestrated

to successfully develop a school/community partnership. It

is the job of educators to tap into this resource of

elders in the local communities and to employ them as volunteers in classrooms to make intergenerational programs become a reality. By combining the needs of the schools for additional assistance and support with the elders who need an added sense of purpose and fulfillment in their lives, the school/community gap can be bridged. The American Association of Retired Persons (1989) supported the importance and enrichment elder volunteers bring to the classroom. "Volunteers bring so much life experience into the classroom and help students relate what they learn in class to life skills they will need in the real world" (p. 6). Through investment in our schools and supporting the educational vision together, the school and the community can pave the road to future educational success. The success of our community, individual well-being, and economic health of our nation is connected to the quality of American education.

The schools cannot accomplish this feat alone and there needs to be an active partnership between the school and the community. The American Association of Retired Persons (1989) stated:

> It is clear the schools cannot do it alone to meet
> the needs of children and youth. We must assume
> a shared approach to education in which parents and
> other citizens, governments, and businesses, community
> groups and foundations pitch in to help schools
> nurture, educate and inspire students. (p. 13)

When the distance between the young and the old is narrowed through intergenerational programming, a new spirit of

education is reborn. Volunteers bring a contagious atmosphere of excitement and joy to the classroom that encourages the school personnel to renew their commitment and enthusiasm to teaching and students. Through promoting an intergenerational partnership between senior citizens and school aged children, the community at large can bridge the generation gap through active participation in the schools. The American Association of Retired Persons (1989) discussed how the school/community gap can be bridged:

> Volunteers also act as important bridges between the schools and the community. Through personal involvement in the schools, volunteers come to recognize the problems that teachers face and can explain these challenges to friends and family members who have little knowledge of local educational issues. (p. 16)

Research shows that school volunteers are making a difference one student at a time. Using volunteers in the classroom has four major purposes when senior elders are involved as volunteers:

1. Helps children to gain mature relationship with their elders and promotes learning of the aging process.

2. Gives elder persons a rewarding new dimension to their lives.

3. Narrows the generation gap.

4. Improves school/community relations (Ventura-Merkel & Freedman, 1988).

When intergenerational programs are implemented, a multitude of benefits is accomplished for all persons

involved. For the student, each one receives increased individual attention and an enriched school experience. In addition, contact with a senior elder may be filling a void that has been absent in a student's life. For the teacher and the classroom, a willing, cheerful extra "set of hands" frees the teacher for other activities. Senior elders give new insight into the work and behavior of the student. Volunteers also come with new ideas that enrich the classroom climate through the history and experience senior helpers bring.

Intergenerational programs do not just happen. They need to be carefully planned, implemented, and the needs of both groups must be evaluated and addressed frequently to prevent problems. "Since the organizational needs as well as the needs of the youth, elders and families should be considered in a collaborative program, a systematic and comprehensive examination of all problems is essential for successful and sustained program implementation" (Henkin & Sweeny, 1989, p. 167).

In addition, it is important to raise the awareness concerning the benefits of intergenerational programs to all the parties involved. Next, each participating organization needs to gain an understanding of each other's systems. Once each participating group has become familiar and knowledgeable about the other, goals and rules need to be set to insure boundaries to protect the success of the intergenerational program. Auerbach and Levinson (1977)

found that when intergenerational programs were not properly planned, they led to more negative attitudes between generations. The amount of time spent during interaction had an effect on the relationship formed between young and old. It was found the greater the intergenerational interaction between older volunteers and elementary school children the more unfavorable the children's attitudes toward the elderly. Seefeldt (1987) concluded that preschoolers who had visited infirm elders in a nursing home setting for over a year held more negative attitudes toward their own aging and the elderly than children without this contact. Therefore, if time and care are not taken in matching the elderly with the right job, negative feelings may be the result. These inconsistent results may be the results of differing research methodologies, samples and types of programs, and contacts made (Seefeldt, 1987). Before planning and implementing intergenerational programs, the school must address, prepare, and plan for the following issues:

1. Protecting the prestige of elders as well as children.

2. Limiting the frustration for both adults and children by arranging for contact that is intimate not casual.

3. Planning for interaction that has integrity and is functional for both groups.

4. Ensuring that contact between young and old is rewarding and pleasant for both groups (Seefeldt, 1987).

When these issues are addressed, the success of the intergenerational program increases. In addition, the program is better able to accomplish its goals of giving students the opportunity to learn about the aging process, giving older persons a rewarding new dimension to their lives, narrowing the generation gap, and improving school and community relations (Ventura-Merkel & Freedman, 1988).

Programs in Operation

Intergenerational programs are being implemented throughout the United States at all grade levels from preschool-kindergarten through senior high school performing the fourfold purpose. Each program is diverse and specialized to reach and match the needs of the young, the old, and the school/community which they serve. The research shows a noticeable effort and accomplishment in bridging the generation gap. Five intergenerational programs will be described. Through these programs one particular group that has received a large degree of research and funding is programs that serve special populations.

Grandparents Read to Special Preschoolers, Ohio

At Lakewood Elementary School in Ohio, there is an intergenerational program that matches grandparents and preschoolers together to read and learn about books. Thus,

"Grandparents Read to Special Preschoolers Program" (Jones, 1986) was developed. The Lakewood program involved senior citizens from a variety of community homes and special preschoolers from Lakewood. The seniors were provided transportation through the local office on aging. A grant from the Martha Holden Jennings Foundation paid for all of the supplies and books. Both the seniors and preschoolers were given pretraining sessions and instructions. The seniors were assigned one special preschooler for the whole year to whom they read. Seniors were involved once a week with the children and had a 15-minute follow-up session with the teachers (Jones, 1986). The success of the program lies in the hands of the participants and their ability to form bonds of friendship with each other. "The seniors became dedicated volunteers and enthusiastically supported the school system, and the community became aware of the important part senior citizens can play in helping special children" (Jones, 1986, p. 36). These seniors served a grandparent role in many of these preschoolers' lives. They helped to bridge the generation gap. "Intergenerational programs can restore the opportunity to learn from the experiences and talents of elders and retirees" (Angelis, 1990, p. 21). In addition, the students gained new interests in books and reading, and the seniors were dedicated and fulfilled a need at the preschool (Jones, 1986). "Lastly, through varied media coverage, their community became aware of the important part senior

citizens can play in helping special children" (Jones, 1986, p. 37).

Teamwork, Virginia

In Virginia, they are bridging the generation gap through "Bringing old and young together through Teamwork" (Angelis, 1990, p. 19). Teamwork is an intergenerational program for young disabled adults who are job ready. Teamwork matches these youth up with older volunteers who help them train and obtain jobs. The volunteer continues to meet with the youth for training and for 6 months following job placement. The bonds of friendship that are formed are irreplaceable between senior and young adult. Warren Scmidt, a retired father, Scout Master, and Teamwork volunteer, claimed, "It is rewarding and very challenging." Warren viewed his work as "just a way of giving back" (Reece, 1988, p. 20). Teamwork teaches and mentors young handicapped adults to earn a trade and a job that is satisfying. It is using the skills and talents of retired elders to benefit young adults (Angelis, 1990). Teamwork is a joint project of the Foundation of Exceptional Children and the National Council on the Aging Inc. It provides an innovative effort to combine experience and know-how of older persons to address the needs of young at-risk persons (Reece, 1988). The youths involved in this project are 18-25 and most are "job ready" but need an extra hand to assist them in merging into competitive employment (Reece, 1988). The

elder volunteers are age 55 and older and serve as mentors and job coaches. Teamwork recruits these two groups and trains the older volunteers and matches them with young persons with similar interests and goals (Reece, 1988). In addition, Teamwork members screen potential employers and provide volunteers with job leads.

The core of the program involves the one-to-one interactions between the elder volunteer and the youth. They work together to identify marketable skills and interests to assist them in finding employment opportunities. Teamwork currently has 13 volunteers working with 14 students and five coaches awaiting reassignment. In the first 6 months of the program's operation, 5 students had been trained and placed in competitive employment (Reece, 1988). Teamwork is described as a "program in transition" (Reece, 1988, p. 15), and recruitment, training, and job placement are ongoing. In this program, students were able to find and hold down jobs, senior elders were able to continue using their trade and assist others as they eased into retirement (Reece, 1988). Thus, "through senior/youth partnerships students have found both experienced teachers and caring friends" (Taylor, 1990, p. 20). This community was awakened to the purpose and success in people's lives when volunteers were used to bridge the generation gap through the Teamwork project.

Senior Youth Partnerships, California

Another program that is similar to Teamwork is a high school program in Napa, California, Senior Youth Partnerships. This program employs adults over 55 as professional tutors for high school students in need of academic remediation. The tutors teach small engine repair, boat building, auto repair, welding, home construction, computer programming, etc. In addition, they help to bring up the students' academic skills and test scores. More than 70% of the students in the program passed the proficiency test and received diplomas. This was a large benefit to the senior/ youth partnership program. The program showed these at-risk high school students that they were important and that someone cared. "Through senior/youth partnerships, high school students have found both experienced teachers and caring friends" (Taylor, 1990, p. 20).

Intergenerational Celebrations, Massachusetts

An intergenerational celebrations program was developed with fourth graders and senior elders in their community in a Westwood, Massachusetts elementary school. Students became pen pals with local senior citizens and celebrated at the end of the year with a luncheon and musical performance to bring the pen pals together. Throughout the inter- generational celebrations program, the purpose for the students was to teach the importance of sensitivity and

humanity toward others, specifically positive attitudes toward elders (Friedman, 1988).

> Seniors expressed feelings of being young again and said that "the experiences gave them something to wake up for." Teachers expressed, "our students have grown more responsive and excited about the program as it progressed. Our students are learning history through the memories of those who have lived them." (Friedman, 1988, p. 11).

The first program included 90 students and 32 senior elders as pen pals. The second celebration program the following year included 120 students and 28 seniors who met weekly for 4 months. Once again they celebrated at the end with a project fair and musical performance (Friedman, 1988).

Elementary School Programs, United States

Generation gaps are also being bridged in elementary schools in grades one through eight. Intergenerational programs are making connections in and out of the schools. ". . . continuity of all cultures depends on the living presence of at least three generations" (Mead, 1970, p. 14). Recognizing the value of caring connections between young and old during the elementary school years is vital in bridging the gaps and providing the living presence of at least three generations. Through intergenerational programs this can happen (Seefeldt, 1987). In LaCrosse, Wisconsin an "Intergenerational Paint-in" was developed. This is a program that brought fourth- and fifth-grade students, parents, professional artists, and elderly nursing home residents together to paint. This was a 1-day

event after both groups had been trained during two short
separate training sessions. On the day of the paint-in,
everyone gathered in the elementary school gym for a full
day of working together at painting still life pictures.
This program was a great success, especially the inter-
changes between young and old through helping each other
with their paintings. The program "served to improve
intergenerational relationships and communication as well as
foster an art experience" (Amann, 1990, p. 40). The 1-day
event was culminated with two art galleries displaying the
products of the paint-in. Many intergenerational programs
like the intergenerational paint-in are sponsored by the
Governors offices on voluntary services, state offices on
aging, state action agencies, state departments of education,
religious institutions, clubs, departments of higher
education, and educational groups (Seefeldt, 1987).

It is important to note a few of these successful
programs. In Washington State there is a "Foster
Grandparent" program sponsored by Action, a state agency.
This program has been serving children and young adults
with disabilities for 25 years. This program serves senior
elders 60 and older, with low economic status. The seniors
serve 20 hours a week as foster grandparents to special
needs students in an institutional setting or in a school
setting. "When you're alone, being a foster grandparent
is the best thing in the world to do. When you walk into a

room and your grandchild's face lights up, that makes your whole day" (<u>Foster Grandparent Program</u>, 1980, p. 3). There are more than 200 other foster grandparent agencies across the nation. Throughout these program there are 17,000 grandparents serving over 45,500 students and young adults with special needs. In Memphis, Tennessee, they have a daycare called "Grammas." It is staffed entirely by senior citizens. Another program, "Silver Threads Among the Gold," coordinates school visits to nursing homes for 8- to 12-year-old students to meet and begin to form a relationship with a community senior elder. One of the largest ongoing programs is "The Generations Together" in western Pennsylvania based at the University of Pittsburgh Center for Social and Urban Research. The program was established to promote mutually beneficial interactions between the young and the old. Generations Together has three main purposes which include: (a) improve the quality of life for younger and older persons, (b) develop new and meaningful roles for young and old, and (c) foster the growth of children, youth, and older persons. This program provides senior volunteers to over 23 school districts. Thus, one can see intergenerational programs are very diverse and varied toward the populations they serve (<u>Generations Together</u>, n.d.).

Consistently throughout each program the purpose and goals remain constant. Seefeldt (1987) stated:

> Although diverse, these programs are based on the belief that both young and old benefit from being together. The old benefit when they observe children growing and learning as a result of their efforts. Feelings of self worth are enhanced when older persons know they count. Also benefitting are children who may fear their own aging and stereotype older persons. Lacking knowledge of another group it is easy to accept stereotypes as valid. When children have contact with elders they find it difficult to accept the many myths and stereotypes of aging. (p. 15)

The more opportunities we make available to the young and the old to interact together, the more positive attitudes will form concerning the senior elders in our communities. Seefeldt (1987) clearly stated that in order for positive attitudes and interactions to take place, they need to be very carefully planned and sequenced from start to follow through. "Successful intergenerational programs are planned even to the point of providing adult size chairs for participants" (Seefeldt, 1987, p. 15). It is very helpful to include senior elders in the planning process if possible. According to Seefeldt (1987): "When elders are involved in planning activities and are able to choose their roles in the program their prestige is protected. The activities they engage in will be validated by their individual choice" (p. 15).

Process for the Development of Intergenerational Programs

Planning and preparation are key factors in the success of an intergenerational program. One of the vital factors contributing to success of the intergenerational partnership

is training sessions for the young and the senior elders.
During these sessions, goals, responsibilities, and a
sequence of activities should be addressed. In addition, a
time to field questions and build confidence adds to the
integrity and excitement for the program. "If elders are
unsure of their responsibilities or role in the program they
will be frustrated. They must have a clear understanding
of the parameters of their role and the procedures and
policies of the school or program" (Seefeldt, 1987, p. 15).
In order to promote integrity in the program, elders need
to be knowledgeable about their tasks and possess the skills
necessary for positive interaction. If elders are properly
prepared, they become a wealthy active resource in the
classroom to share and incorporate many years of experience
and the wisdom of a lifetime (Seefeldt, 1987). In addition,
many children have not experienced activities with older
persons. They also need to be prepared. Children need to
know what to expect, how to act, and have some background
knowledge of the aging process and some skills to prepare
them to befriend an elderly person.

> Children also need preparation. If elders have
> special needs, children must be prepared. Stories,
> books, and photos of older persons may be useful
> in preparing children for the experience and opening
> up conversation about their stereotypes and fears
> of old people. (Seefeldt, 1987, p. 17)

When both groups are properly prepared and trained to
ensure no surprises, pleasant and rewarding interactions

take place and positive attitudes begin to form. Seefeldt

(1987) discussed this attitude also:

> Interacting with children on a one to one basis is
> intrinsically rewarding. Elders receive the
> admiration of the child and observe the joy and
> satisfaction the child receives from their presence
> and attention. When this type of interaction takes
> place, both elders and children benefit and
> relationships between generations are cemented.
> (p. 17)

Preparation and planning is the key to success for inter-

generational programs. When the young and the old are

prepared and know what to expect from each other, then

interactions become celebrations of friendships. Once the

basic core of an intergenerational program has been

carefully planned including recruitment, survey of the

interests of the elders and the needs of the schools

completed, the training of both groups may begin.

Summary

Over the past 7 to 8 years, the United States has

increasingly become more familiar with the word "inter-

generational." Not only are persons familiar with the

word, but are actively involved in hundreds of programs

across the United States that incorporate intergenerational-

ism. "These programs as they have been stated are defined

simply by their purpose and activities. Intergenerational

programs increase cooperation, interaction and exchange

between two generations" (Ventura-Merkel & Freedman, 1988,

p. 13). These programs bridge the gaps between persons

25 and younger and senior elders 55 and older. Most importantly, in program after program intergenerational partnerships have continued to renew the promise for helping to bridge the generation gap, add satisfaction to senior elders' lives, and increase students' understanding and positive attitude toward seniors. Special programs that have been designed to help the at-risk student have shown great success. Ventura-Merkel and Freedman (1988) claimed that the added one-to-one attention for these special troubled students through intergenerational programs: "Offer an opportunity to develop self-esteem and competence, receive trusted advice and combat defeating alienation; for older participants they provide an opportunity to be useful, caring and engaged" (p. 13).

One aspect that is at the core of the success of intergenerational programs is the philosophy of volunteerism (American Association of Retired Persons, 1989). It is through this attitude and commitment from the senior volunteers that continued success of intergenerational programs is promoted and sustained. The American Association of Retired Persons (1989) stated: "If you look closely you will see that almost anything that really matters to us, anything that embodies our deepest commitment to the way human life should be lived and cared for depends on some form of volunteerism" (p. 11).

In conclusion of the review of the literature on intergenerational programs, it was found that through

volunteering, participants have a personal commitment of time and energy. This makes intergenerational programs the key to unlocking the lock of the generation gaps between the young and the old. Educators need to begin to take the risks and reach out to their communities for help and support in the schools. Through implementing intergenerational programs, the schools can bridge the generation gap and reap the successes of positive collaboration.

CHAPTER III

PROCEDURES

Introduction

Intergenerational programs are becoming an effective
resource in aiding American education. An intergenerational
program is one that enhances and builds a school/community
partnership between the senior volunteers in the community
and the youth of our schools. The purpose of this project
is to develop an intergenerational handbook that can be used
to help schools develop intergenerational programs for
elementary schools. This project is intended to provide
tools for schools to develop programs that will help bridge
the generation gap and improve school/community relations.

Procedures

An initial Educational Resource Information Center
(ERIC) search was done at the Central Washington University
Library in Ellensburg, Washington in the fall of 1990.
Further review of the literature revealed a small variety of
research articles and publications on intergenerational
programs that are in operation on the east coast of the
United States. The literature review showed that inter-
generational programs were not being very widely used on
the west coast. However, the researcher gained great
insight and understanding about intergenerational programs

from the American Association of Retired Persons (1989),
Aging Across the Curriculum (1989), Getting Started Now
(1990), J.O.Y.: Joining Older and Younger (1985), and
Understanding Aging (1982). These guides and reports
were very helpful in defining benefits and procedures in
developing an intergenerational handbook. However, the
researcher felt a need to collect more hands-on activities
and have a closer link with programs that are in operation
at the present time. Thus, the researcher wrote to many
intergenerational programs around the United States.
Information was received from Generations Together from
Pittsburgh, Teamwork in Virginia, and Lakewood School in
Ohio. These active programs were very useful in giving the
researcher a road map to follow for the development of the
intergenerational handbook. In addition, the researcher
went and observed the Foster Grandparent Intergenerational
Program that is in operation in Selah, Washington. From
this visit, the researcher was able to develop the
following intergenerational handbook for schools to use as
a guide to develop intergenerational programs.

Development of the Program

In developing the handbook, the researcher evaluated
the needs of the schools based on the research. The review
of the literature showed it was very evident that schools
are in great need of volunteer programs. "Volunteer
opportunities in the schools are as varied as the

experiences of the volunteers themselves" (American Association of Retired Persons, 1989, p. 6). In addition, the following topics were also researched to reinforce the needs of the community for intergenerational programs. These topics were life satisfaction for seniors in the community and the growing generation gap between the young and the old. "The contact between the young and the old has decreased and many seniors and young children are isolated from each other" (Gundling, 1986, p. 4). It was determined through the review of the literature, there is a great need to bridge the generation gap through implementing intergenerational programs in our schools. Secondly, the researcher formulated a mission statement and outlined the purposes of the program. The last step in development of the intergenerational handbook was selection of content and organization of the handbook as a whole unit. The researcher used Getting Started Now (1990) as an outline for the development of the intergenerational handbook. After development of the intergenerational handbook, the researcher presented the intergenerational project to all three committee members, final changes were made, and the handbook was used as a guide to develop an intergenerational reading program to be implemented at Lincoln Elementary School in Ellensburg, Washington in April, 1991. (Please see Appendix A.)

CHAPTER IV

THE PROJECT

Chapter IV is the project, "A Handbook to Help Bridge the Generation Gap Between the Young and the Old: For: An Elementary School and Senior Volunteers from the Community." It will be paginated as a separate entity. Chapter V, Summary, will continue on page 29.

A HANDBOOK TO HELP BRIDGE THE GENERATION GAP

BETWEEN THE YOUNG AND THE OLD

FOR:

AN ELEMENTARY SCHOOL

AND

SENIOR VOLUNTEERS FROM THE COMMUNITY

By

Karla Jane Hansen

PURPOSE

This handbook has been prepared for a school to use in setting up an intergenerational program. It is intended for an elementary school and senior citizens in one's community. It is not intended to be an exhaustive list of all the possible activities or uses for senior volunteers in the school but rather a guide of procedures and suggestions to encourage one to implement an intergenerational program.

This handbook offers strategies, benefits, and provides a step-by-step model for setting up a successful inter-generational program.

TABLE OF CONTENTS

INTRODUCTION

The increased success of American education lies in the hands of the community partnerships that can be formed within the schools. Intergenerational programs help to create positive interactions between the young and the old, the school and the community. Senior citizens in one's community reflect a major depository of knowledge of our past while one's children reflect the need for knowledge of the future. By combining these two groups together in an intergenerational partnership, one will be able to begin to bridge the generation gap between the young and the old. The following intergenerational handbook will provide teachers, school personnel, and community members a guide of procedures, activities, and methods on how to successfully implement an intergenerational program in one's school and community. Thus, one will begin to bridge the gap between the young and the old through positive interaction.

Mission Statement

An intergenerational program will benefit school-aged children and senior elders through promoting positive school/community interactions in an effort to bridge the gap between generations.

Purpose

The purpose of this program is to outline and discuss the process of implementing an intergenerational program in an elementary school. The program will include goals, recruitment, training, grade-level activities, and evaluation procedures. Through the use of this program one should be able to successfully promote positive interactions between the school and the community and help to bridge the generation gap between the young and the old.

Goals

Goals for Senior Elders:

1. Increase satisfaction and enjoyment of life through being needed.

2. Involvement in community service.

3. Help students discover they are important and have something important to give.

Goals for Schools and Students:

1. Increased interaction and learning about the aging with the young.

2. Increased one-on-one time for students needing extra help.

3. Fill voids in a younger person's life who does not have contact with grandparents.

4. Older volunteers can give a teacher an extra set of hands.

5. Older volunteers can bring life history and experience into the classroom.

6. Begin to help bridge the school/community gap.

HOW TO GET STARTED

HOW TO GET STARTED

This may well be one of the most vital components of an intergenerational program. The how to get started section gives one step-by-step directions in getting the program going successfully. This section includes defining the needs of the school, and creating a job description for each participant. Once these two elements have been completed, the school will have a strong understanding of the purpose and need for an intergenerational program.

Needs Assessment

The first step in consideration of implementing an intergenerational program is to assess the needs of the school/class that are not being fulfilled. These needs could range from one-on-one student time, help with bulletin boards, implmenting a computer center, or reading with a small group of students. Thus, the first step in implementation is deciding how the school wants to benefit and what areas the school wants served through an intergenerational program. To help gain understanding of the school's needs and the way the school can benefit from an intergenerational program, the following needs assessment should be filled out to clarify the purpose for beginning a volunteer program in a school or classroom.

1. Describe the need(s) for considering a volunteer intergenerational program.

2. List three needs that could be fulfilled through bringing senior elders into your classroom or school.

3. What will the program accomplish once it has been implemented?

4. What are the goals or major outcomes you expect?

5. Who will benefit from the implementation of an intergenerational program?

6. How will each group/individual benefit?

7. Who will be involved in the intergenerational program?

8. What will their roles and responsibilities be? List below.

<u>Person</u> | <u>Roles</u>
                                 |
                                 |
                                 |
                                 |
                                 |
                                 |
                                 |
                                 |
                                 |

9. What will the program look like? What are the sequence of events that will take place?

10. Number of volunteers_____
     Number of students_____ Grade level_____
     Activities involved_____
     _____

     When will the program be completed?_____
     What duration of time will the program take place?
     _____
     How often will the volunteers come to school?_____

(Reproducible on p. 72)

Job Description

In order for an intergenerational program to be successful, each person involved needs to have a clear picture and description of what his or her role is and the skills needed to fulfill that role.

List the jobs of the volunteers and the skills/interests they will need to accomplish the job successfully.

Role/Job   Skill/Interest

In addition, it is helpful to write a job description for all groups involved. The job description should include the following:

1. Introduction to the program.

2. Description of the program.

3. Required skills of the volunteers.

4. Benefits of the program for the volunteer/student.

5. Time commitment.

6. Contact person.

Job Description Example

1. By combining senior elders and kindergarteners, one will begin to bridge the generation gap. This will take place at Bell Elementary through an intergenerational reading program. Senior volunteers from the community will come in once a week to share a special story with a kindergartener.

2. This is an intergenerational reading program for kindergarten students. Each pair of kindergarteners will have a senior elder to come and share a special book and a special experience together once a week.

3. Volunteers will need to have a love for children, a desire to meet a few new little friends, and have a third- to fourth-grade reading ability.

4. The volunteers will be gaining life satisfaction through being needed and useful to the local school. The kindergarteners will benefit from meeting and sharing an experience with an older grandparent friend.

5. Volunteers will be expected to give 2 hours per week.

6. School principal, teacher, or program coordinator.

RECRUITMENT

RECRUITMENT

To ensure success in an intergenerational program one needs to recruit volunteers that enjoy working with youth, and enjoy sharing and meeting new friends. Some of the best ways to recruit volunteers is through word of mouth and surveying the community for inspirational volunteers. In addition, radio, television, and posting advertisements on local bulletin boards have also been very successful recruitment methods. In the recruitment section, one will find recommendations for recruitment, a volunteer and school survey, and recommendations for screening and matching senior elders together with school-aged students.

Recruitment can take place in many ways. Research has shown that the most successful way to recruit older volunteers is through word of mouth. Following is a list of places to contact senior volunteers.

- relatives of school and staff
- civic clubs
- fraternal and societal clubs
- American Association of Retired Persons
- area agencies on aging
- churches
- community colleges
- senior centers
- volunteer bureau
- Retired Senior Volunteer Programs
- housing developments
- retiree organizations
- banks
- beauty shops
- grocery stores
- libraries

The key to finding good volunteers is to continually ask around your community. Once the word is spread, recruitment will come easy. Following is a list of places to target for placing advertisements:

- television, radio, newspaper
- newsletters from schools, churches, civic organizations, and libraries
- bulletin boards in heavy traffic areas
- organizations that can help advertise are:
      civic groups
      retiree organizations
- area on aging
- community centers
- mass or targeted mailing

Volunteer Profile

COOPERATION
ASSIST
SERVE
HELP

Introductory Information:

Name_____

Sex_____Date of Birth_____Phone_____

Address_____

City_____State_____Zip_____

Education (circle the last year completed)

grade 5   6   7   8   high school 9   10   11   12

college 1   2   3   4   graduate 1   2   PhD

Employment:

Occupation Held   Number of Years

_____

_____

_____

_____

_____

_____

Skills you would like to share with a youth(s):

_____

_____

_____

Interests

What are your interests and hobbies? How do you enjoy
spending your time?

_____

_____

Areas of Interest (please check)

_____arts/music/theatre

_____computers

_____counseling

_____mathematics

_____manual skills (car repair, carpentry, crafts)

_____story telling, oral history

_____teaching--what would you like to teach_____

_____business

_____cooking

_____languages

_____science

_____sports

_____travel

_____others--please list_____

_____

Special training or skills you could share_____

_____

Memberships in organizations and clubs_____

_____

Speakers Bureau

Areas where you could provide a presentation_____

_____

Availability

(Please check possible times you are able to volunteer. The
volunteer time would be 1- to 2-hour blocks of time in the
morning or the afternoon.)

                    Morning 9:30-12   Afternoon 1-3:30

Monday

Tuesday

Wednesday

Thursday

Friday

Do you have transportation? Yes_____   No_____

Please list previous volunteer experience_____

_____

Which level of students would you prefer to work with?
(please check)

_____kindergarten

_____primary grades 1-2-3

_____intermediate grades 4-5-6

Activities you would like to participate in at an elementary
school:

_____office help

_____library

_____production of classroom materials

_____one-to-one work with a student

_____reading

_____tutoring

_____computer assistance

_____writing letters (penpalship)

_____others, please list_____

Small Group Activities

_____telling stories

_____sharing experiences

_____teaching a trade, skill or talent

_____others, please list_____

Any special considerations?_____

Any other questions or concerns?_____

_____

(Reproducible on p. 76)

School Profile

NEED:
CAN YOU USE A SENIOR VOLUNTEER?

Office Help

_____paper work

_____mailing

_____phone work

_____Library assistance

Classroom Needs

Group activities

_____reading

_____math

_____history

_____presentation on a specific topic

Grade Level

_____kindergarten

_____first

_____second

_____third

_____fourth

_____fifth

_____sixth

_____specialist

_____other_____

Subject Area You Can Use Help In

_____

_____

_____

Kind of Help Needed

_____one-to-one student help

_____small group instructional help

_____small group sharing

_____other_____

_____full class activity time

Anything else you would like to share or needs your have?

_____

(Reproducible on p. 80)

Screening

In order to secure proper screening and matching of senior volunteers with school-aged youth, it is helpful to have a volunteer cooperation profile for each volunteer and a school/students needs profile. These two survey profiles will help to gather needed information about both groups. The second step is to interview volunteers to gather additional information and get to know one another, which in turn will insure better matches of seniors and students.

TRAINING

TRAINING

When starting a new program, it is of top priority to give all participants proper training and orientation. The training should include roles and responsibilities, policies and procedures, review of the materials to be used, and an orientation of the location of the program. In addition, it is also important to allow time for questions and concerns from each group, especially with an intergenerational program where one is joining two unfamiliar groups. For the senior citizens it is helpful to give training on school procedures and materials. For the youth it is important to do extensive pretraining on the aging process and perceptions of the older population.

Overview

Planning and training of both the elder and students is essential in creating and implementing a successful intergenerational program. Seefeldt (1987) stated:

> Successful intergenerational programs are planned even to the point of providing adult size chairs for the observers to avoid frustration on everybody's part. Someone must be clearly in charge of the program, scheduling elder's time with children and arranging space for them. At least one person should be available to talk with the elders as well as help prepare them, the staff and students to work together. (p. 16)

Children and elders need preparation and a clear understanding of their roles and responsibilities in order to avoid frustration. Elders want to know the parameters of their role and the procedures and policies of the school and the program. The children also need to have a clear understanding of the role of the seniors. They need to know if they are not permitted to accept candy or treats from seniors or leave the room. In addition, the children need to have a clear understanding of their roles and responsibilities (Seefeldt, 1987). Orientation and training may include sensitizing youth, seniors, and staff to age-related issues, helping staff and participants work together, and preparing all participants for their jobs in the intergenerational program (Brummel, 1989).

General Training for All Participants

Orientation and training helps to enhance the partici-
pants' effectiveness in and enjoyment of the intergenerational
program. Training and orientation should take place through
a series of formal and informal meetings and/or workshops
that help the participant to:

- understand the goals and objectives of the program,

- become confident of their roles and responsibilities,

- gain an increased awareness of the value of linking
  the generations,

- gain greater insight into their attitude about aging,

- develop skills necessary to work effectively in an
  intergenerational program,

- understand the systems with which the program is
  being developed,

- establish and strengthen positive relationships
  (Brummel, 1989).

Training for the Senior Elders

Set up training sessions for the seniors at the schools where the seniors will be working. This will help the seniors to become familiar with and excited about their new positions. In addition, offer additional training and workshops as the program matures and problems, successes, and questions may arise. These training sessions are essential in gaining an understanding of one's role, and an opportunity to become familiar with the materials, staff, and other fellow participants. The initial training session should include:

1. Tour of the school or just the areas where the seniors will be working.

2. Introductions of staff and administrators.

3. Introduction and opportunity to look at materials being used.

4. Become familiar with school policy and procedures.

5. Questions and answers.

The training session needs to be informal enough to make sure everyone is comfortable and feeling good about his or her role in the intergenerational program. To break the anxiousness of the group, it is helpful to share as much information about the students as possible. If possible, have the students write letters to the seniors sharing their excitement and nervousness about meeting with the elders. Sharing common feelings and concerns helps to ease the tension. Most importantly, allow plenty of

time for questions and provide an informal gathering for
seniors to have the opportunity to get to know each other.
Also, build time into the program once it has begun to
provide for additional training and sharing of sessions to
make adjustments and improvements, if necessary. In
addition, included in the initial training session should
be role playing the sequence of events of what will happen
when the program is in operation. Above all, show your
excitement and enthusiasm for their participation and stress
the needs they will be fulfilling in the schools.

Student Orientation and Training

Before the older volunteers come to the school, discuss the program with the students. One very important aspect of training the students is to inspire and create a positive atmosphere for the students for when the intergenerational program begins. Secondly, it is helpful for students of all ages to know the purpose and reason for an activity. Discuss the goals and benefits of the program. Students' interests are peaked when they know the purpose of activities. Use the volunteer profiles to walk through the volunteer responsibilities and past history. Encourage the students to express their concerns and ask questions about the older volunteers and the program.

Following is a list of pretraining activities for all students to help promote aging awareness before the intergenerational interactions begin. Modifications may be necessary to make the activities relevant to a particular age group.

- Have the children discuss their own past and present experiences with their grandparents and with older adults. What do they like to do together? What have they learned from them?

- Have students draw themselves as an "old" person. Have them estimate the age of their drawing. Let students write a story of what it would be like to be old: What will they be doing, with whom, where, and how does it feel?

- As an entire class, fill in the responses for the following phrases: "I will be old when . . . ." Also, brainstorm words for "young means . . ." and "old means . . .," and compare the similarities and differences of the two lists.

- Read the <u>Velveteen Rabbit</u> by Margery Williams. As a follow-up activity, have each child bring in his or her most favorite and oldest object to share. (Discuss the value of older things, such as antiques.)

- Have students bring in several photographs of themselves from infancy on up to present age. Discuss the physical changes they observe. Also, have the teacher share his or her own picture history and examine the continual natural physical aging process.

- Have students brainstorm interview questions they would like to ask an older adult about his or her life both past and present.

- Have children interview each other about their own lives.

- Have students experience a sensory loss (sight, taste, smell, hearing, touch). This activity can help the participants understand more about what some older adults experience daily.

- Have students see the documentary titled <u>Close Harmony</u>, which is about a lively intergenerational chorus in New York City with singers ranging in age from 9 to 90. The viewers will have a chance to see what it will be like when elder volunteers come to their classrooms.

- The teacher can read <u>One Foot in Front of the Other</u>, written by Tomie De Paola. This story describes a sensitive and loving relationship between a grand-father (who had a stroke) with his grandson and how they manage to help each other grow.

- Discuss with students how they see older adults portrayed and stereotyped on television. They can make a collage of magazine advertisements which show older persons in their true and false images.

- Have students participate using a wheelchair, cane, and crutches.

- Study about the attitudes of older adults in other countries.

- Have students collect a wide selection of birthday cards for people over 30. See how many are agist and make fun of growing old. Have students create their own.

- Create a book table of children's books that deal with older adults (Angelis, 1990).

ACTIVITIES

ACTIVITIES

Intergenerational activities can be developed around a
wide range of topics and subject areas. The most important
element is for students to interact with older persons in a
positive manner. All other benefits and outcomes are
secondary. Following are a group of activities for each
grade level from kindergarten to sixth grade including
special education to be used during intergenerational
interactions. Each activity can be adapted and changed to
meet the needs of each group. The purpose for an inter-
generational program is to strive for long-term commitments
between the school and the community through senior elders
working as volunteers in our schools. These activities
are broad in format to allow for adjustment and refinement
to use for a number of intergenerational interactions. The
ideal intergenerational program would start in October and
run throughout the entire school year. When this long-term
commitment is fulfilled, senior elders become active
classroom helpers and friends to children in their own
community. This helps to create increased school/community
relations and lasting friendships through bridging the
gap between the young and the old.

These activities may also be used in isolation or in short 1- to 2-month mini-intergenerational units that encourage and promote interaction between the young and the old.

ALL SCHOOL ACTIVITIES

ALL SCHOOL ACTIVITIES

1. Guest Speakers: Older adults have a wealth of informa-
   tion about places they have traveled and historical
   experiences they can share. They can bring vitality
   in an otherwise boring topic.

2. Tutors: Older adults who can give a few hours each
   week to assist with math, reading, computers, etc. can
   act as tutors. (This is the most common ingergenerational
   program at all levels of education and the easiest to
   implement.)

3. Teacher's Assistant: Senior volunteers can help with
   teacher tasks: recording grades, correcting papers,
   selecting library books, collecting lunch money,
   xeroxing materials, contacting parents, to name only a
   few.

4. Office Assistant: Older adults can participate by
   helping with phone duties, preparing mailings, and
   working on special school-wide projects.

5. Arts: Once a month have a retired artist come in to
   help a few students prepare the monthly bulletin
   boards.

6. Library: Have a retired librarian or senior volunteer
    with an interest in books work with a student to help
    catalog and check out books. Design a special recess
    story hour for a senior to read the classics, fairy
    tales, or special favorite books to interested
    students.

7. Computer Assistance: Have a senior work with students
    in a computer lab to assist with new computer programs,
    skill building, and/or enrichment activities.

SPECIAL EDUCATION ACTIVITIES

SPECIAL EDUCATION ACTIVITIES

An intergenerational program is an ideal resource for a
special education classroom to provide an extra set of hands
and listening ears. Most special education classrooms today
are filled with a variety of skills, ability levels, and
ages. An intergenerational program with regular committed
volunteers would allow more one-to-one reading time and
individualized help for those who need it. The key to
success in this type of program is proper pretraining for
both groups to insure lessons and needs of both groups will
be fulfilled. These activities will help to improve
independent skills by removing the teacher and having a
senior volunteer offer guidance instead. Following is a
list of activities that will be appropriate intergenerational
interactions for a special education classroom. It must be
noted that when it is appropriate, a special education
student should be mainstreamed into the elementary class-
rooms for intergenerational activities. In addition,
regular education students will also benefit from the
smaller group activities guided by senior volunteers in the
special education classrooms. It is the blending of all
students and seniors that helps to make intergenerational
programs successful.

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Goals for Special Education Activities

1. To share a special experience with a senior volunteer.

2. To help students with special needs realize that we all have differences that we need to adapt to do things.

3. Provide additional one-to-one attention to promote self-esteem.

4. Special opportunities and activities for special students to enjoy the companionship and friendship of an older person.

5. Develop an appreciation for older people.

Special Education Activities

1. One-to-one reading help.

2. Small group math games and enrichment guidance.

3. Senior volunteers can offer extra practice for
   specialist training:

   Physical Therapist - eye-hand coordination, ball
   passing, muscle stretching/strengthening

   Occupational Therapist - handwriting, computer
   practice, hand coordination

   Communication Disorders Specialist - articulation
   practice, language development, vocabulary building

4. Small group sharing about feelings: Senior can offer
   advice, experience, and adult guidance.

5. One-to-one computer assistance for skill reinforcement/
   writing practice for nonwriters.

6. Guidance for role play activities in classroom centers.

7. Helping write stories from student dictation for
   nonwriters.

8. Sharing and talking time for troubled students.

Culminating Activities for Special Education

1. Seniors can be an excellent resource and helping hand for community field trips.

2. Have a special birthday party at McDonald's for all participants to celebrate those under 10 and over 65.

3. Have a special sing-a-long, have seniors teach students songs they sang when they were in elementary school.

4. Visit a local senior center and participate together with seniors in some of their favorite activities.

5. Have a Humane Society bring in animals to share with senior volunteers and students. Discuss how animals can be special friends (J.O.Y., 1985).

KINDERGARTEN ACTIVITIES

KINDERGARTEN ACTIVITIES

Most of the intergenerational activities at the
kindergarten level will focus on the sharing of interests,
activities, and time to get to know one another through
listening to stories, talking, music, art, and togetherness
activities. Through bringing senior volunteers into a
kindergarten, it helps to increase the child/adult ratio
and allows the kindergartener to have a special friend to
share his or her kindergarten experience with. Inter-
generational activities at the kindergarten level can span
across the curriculum from reading to physical education to
cooking and nature walks involving seniors and kindergarteners
doing the same activity together.

Goals for Kindergarten Activities

1. Share a special experience with a senior elder, in an effort to make a new lasting friend.

2. To develop an understanding that aging is a natural process.

3. To enable young children to realize that older persons are valuable members of their family, community, and world.

4. To offer situations where young children can enjoy the friendship of an older person and can offer services when appropriate to do so.

Getting to Know Each Other

Share one of the following books:

Nana Upstairs, Nana Downstairs, by Tommie DePaola

How Does It Feel to Be Old, by Norma Farber

Grandpa, by Barbara Borack

After reading, discuss and have students and seniors talk about their own grandparents and their experiences with them. Secondly, have senior volunteers and kindergarteners make face masks of each other and talk about each other's different traits: wrinkles, gray hair, glasses, beards, freckles, pigtails, etc. When the masks are complete, have partners switch roles and play each other.

Sharing Activities

Select a few stories about aging off the book list and introduce simple words describing the aging process, for example: old, geriatrics, seniority, elder, widow, retirement. Discuss ways we can help each other and then have students and senior volunteers work together to fill out the sharing activity sheet.

Sharing Activities

I help my parents by_____

I help my grandparents by_____

My parents help me by_____

My grandparents help me by_____

I_____with my grandmother.

I_____with my grandfather.

I_____with my mother.

I_____with my father.

<div align="right">(Angelis, 1990, p. 17)</div>

<div align="right">(Reproducible on p. 82)</div>

Reading

Turn the intergenerational time into a special reading fair for students and senior volunteers to share their favorite books. (This can be the sole activity for when senior volunteers come to share.) It is helpful for students and/or teachers to have preassigned books for each intergenerational partnership in order for follow-up activities to be planned along with the books.

Poetry

Read the poem, "There Are All Kinds of Grandparents," show pictures of older persons with children, discuss experiences people have had with their own grandparents. Make a collage of pictures of everyone's favorite activities, both seniors and students.

"There Are All Kinds of Grandparents"

Author Unknown

Some grandparents work,
Some stay at home.
Some like to babysit,
Some call on the phone.
Some visit our school,
Some live far away.
Some like to cook,
Some like to play.
Some love baseball and outdoor games,
Some even help us learn our names.
Some take us for walks to find leaves in the fall.
Aren't we lucky to have
Grandparents at all?

Physical Education

Have children and senior volunteers work together doing exercises. Discuss the importance of staying healthy and keeping muscles strong throughout one's life. Have senior volunteers talk about the importance of exercise and share ideas of what they like to participate in to exercise their muscles. Use music to motivate and encourage movement activities between senior volunteers and kindergarteners. Conclude this intergenerational time with a healthy snack.

Growth

Plant a garden and discuss how friendship can be like a garden; if you take good care of it, it will continue to grow. Have intergenerational partners check on their plants every week and decorate a pot together to transplant the plant into.

Culminating Activities

1. Older volunteers conduct field trips with youngsters.

2. A group of adult daycare residents interact with the kindergarteners doing quilting, needlework, playing games, and repairing toys.

3. Kindergarteners can visit a nursing home or have residents come to their school for music activities.

4. A retired piano teacher can demonstrate simple exercises for little fingers.

5. A farmer can talk about animals and bring animals to school during an intergenerational interaction time.

6. A retired accountant can bring number games and teach the kindergarteners about accounting (Angelis and Kaufman, 1990).

PRIMARY GRADES ONE TO THREE ACTIVITIES

PRIMARY GRADES ONE TO THREE ACTIVITIES

Intergenerational activities for the primary grades one to three can range from a variety of different subject areas and topics for intergenerational interactions. Activities for this grade level will be listed in content areas and an additional activity list is included to promote discussion and sharing activities between students and senior volunteers.

Goals for Primary Activities

1. Create a positive interaction between primary students and senior volunteers.

2. To offer situations where students can enjoy the friendship of an older person.

3. To help students develop an understanding of the aging process.

Activities for Primary Students

Language Arts

Read the Important Book by Margaret Wise Brown.
Discuss the important things about different people,
especially grandparents and senior volunteers. Have seniors
and students work together and fill in the following pattern
about important things.

The important thing about (grandparents, older people)
is_____. It is true that (they, she,
he) _____and_____.
It is also true (they, she, he) _____
and_____. But the important thing
about (grandparents, older people) is_____
_____.

Combine all partners' frames and make a class book.
(Reproducible on p. 83)

Math

Make a time line on the wall and list the ages of
people students see everyday, include on the list the ages
of the senior volunteers in your classroom. Have senior
volunteers discuss and add special events of time to the
time line.

Social Studies

Have students and seniors work together and talk about what students will do at the following age levels and what seniors did at the same age level.

When I am in high school I will_____

When I am in college I will_____

I want to be_____

When I am 30 years old I want to_____

I plan to learn to_____

Discuss the importance of setting goals. Have seniors and students, together, set a goal of doing something in their lives. It should be something little that they can accomplish in a short period of time and have each other help them achieve it.

Science

Discuss the concept of being "old." How old is old? Have the group brainstorm ideas to how old is old and tell why. It will be helpful for students to hear seniors' ideas and explanations. Have student/senior partners find pictures of people of all different ages. In addition, discuss the concept of "antiques." Put the pictures in sequence from young to old and differentiate where young stops and old begins if possible. In addition, have students and seniors share their own picture histories from birth to present, display them on a bulletin board. If pictures are not available, borrow a school scrapbook to show the changes. Have senior and student partners compare the similarities and differences of people at all different ages.

Culminating Activities

1. Plant an outdoor garden.

2. Make foods from scratch: ice cream, butter, bread, etc.

3. Blindfold students and have them take a smelling, tasting, touching, seeing test.

4. Celebrate seniors' places of origin with cultural foods, music, and costume.

5. Design a hand mural and put everyone's name and favorite activity on the hand, display as a circle of friendship.

6. Share old family folklore and stories together.

7. Make a mural of different places where students and seniors have lived, vacationed, or dreamed about going.

8. Make puppets or masks together and put on an impromptu play or show.

9. Have each senior and each student bring in his or her favorite hobby or scrapbook to share.

10. Make a time capsule together of young and old things, take it to the ocean or bury it together at school (Getting Started Now, 1990).

INTERMEDIATE GRADES FOUR TO SIX ACTIVITIES

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INTERMEDIATE GRADES FOUR TO SIX ACTIVITIES

Intergenerational activities for grades four to six will involve more indepth study of aging activities, history of events, and greater development of relationships between the senior volunteers and intermediate students due to the maturity of the students.

Goals for Intermediate Grades Four to Six

1. Create a positive interaction between intermediate students and senior volunteers.

2. To offer situations where intermediate students can develop friendships with senior citizens.

3. To gain a greater understanding and interest of historical events through the eyes of someone who has lived them.

Language Arts

1. An excellent introductory activity for students and seniors to begin a relationship in getting to know each other is to start with the familiar. Students can make a family tree and write a short story about their families to share with a senior volunteer. Seniors can, in turn, share their own history. Locate everyone's family origin on a map.

2. Have students write a character sketch of an older person to share with a senior volunteer.

3. Have students conduct an interview of a senior volunteer. Explore the elder person's ideas on important controversial issues and contrast his or hers with yours. Does age make a difference in a person's point of view?

Math

1. Draw a life span time line chart and locate important events of family members, senior friends, and history. Discuss experiences the seniors have had and the experiences that students look forward to participating in.

2. Compare the prices of items of today with what a senior volunteer spent on similar things 10, 20, 30, or more years ago.

Social Studies

1. Have students research jobs they would like to have in the future. Then, pair students with senior volunteers who have held similar jobs and share expectations and experiences.

2. Together with a senior volunteer, survey media presentations of older persons. Compare pictures, advertisements, television show, etc. Discuss with senior elders the different ways older persons are portrayed in the media.

Science

1. Have students and seniors develop a health and exercise plan for each other. Have seniors discuss a lifetime of different recreational activities they have participated in.

Culminating Activities

1. Pen pal program: Have students write to seniors in their community who cannot get out. Encourage seniors to write back by setting up the program in advance. Bring the two groups together at the end of the year.

2. Have native speakers assist with teaching a foreign language.

3. Have a reading session for students and seniors to share about their favorite authors and books.

4. Have a talent show, where seniors and students alike teach each other new talents.

5. Have a senior/student partnership art studio. Seniors and students take turns painting each other's self-portraits.

6. Participate in movement and relaxation activities together.

7. Dance: Learn how to do the old folklore dances. Have seniors teach students how to do many of the old-time dances of their time. Students can teach seniors how to dance to rock n' roll music.

8. Incorporate mime and acting together through having seniors and students act as mirror images of each other.

9. Music: Write a song together about the similarities
    and differences between the young and the old.

10. Art: Make art sculptures of each other or a mural of
    the aging process (Beall, 1982).

RECOGNITION ACTIVITIES

RECOGNITION ACTIVITIES

In order to promote continued success of an inter-generational program, one needs to plan recognition activities. These activities could highlight making new friends, the importance of working together, and acknowledging the efforts of volunteers.

Following is a list of activities for recognition of volunteers and ways to acknowledge program success.

Formal Activities

- certificates of recognition presented at an assembly, banquet, or special reception for volunteers.

- presentations and ceremonies

- special performances put on by students for volunteers

- official proclamation of thanks

- bringing in the newspaper to photograph and write stories about the program and volunteers

Informal Activities

- ongoing **acknowledgements** of contributions and
  participation of volunteers

- **recognizing** participants' birthdays and sharing
  holiday celebrations

- **special events** that are scheduled into the program
  to promote participation and community interest and
  involvement through:

      intergenerational hobby day

      all-age sports day

      intergenerational community fair

EVALUATION OF THE PROGRAM

EVALUATION OF THE PROGRAM

        In order to make improvements and check for success of

an intergenerational program, the program must be evaluated

by all participants: teachers, seniors, students, and

parents. Evaluation of the program gives teachers, students,

parents, and volunteers an opportunity to express their

feelings about the program as well as make suggestions and

corrections for improvement. For this program, we will

use the following surveys for teachers, volunteers, and the

students to evaluate the intergenerational program.

Evaluation by Volunteers

1. Why did you decide to become a volunteer?

   _____

   _____

2. Do you believe this program is important? Yes____No____

   Why?_____

   _____

3. What do you like best about the program?

   _____

   _____

4. What improvements could be made?

   _____

   _____

5. Do you look forward to participating in this program
   each week? Yes____No____ Why?

   _____

   _____

6. What contributions have you made to the students?

   _____

   _____

7. Has the experience been beneficial to you? Yes____No___

   Why?_____

   _____

8. Any additional comments:

   _____

   _____

Student Evaluation

(Use this survey for older students, or read to younger
students and record responses.)

1. What have you learned from your senior volunteer?

    _____

    _____

2. Do you look forward to spending time with your senior
    volunteer? Yes____No____   Why?

    _____

    _____

3. What do you like best about the program?

    _____

    _____

4. Do you have special activities you like to do with your
    senior volunteer?

    _____

    _____

5. Are there any changes you would like to see made for
    your intergenerational time?

    _____

    _____

6. Anything you would like to share about the program?

    _____

    _____

(Reproducible on p. 86)

Parent Evaluation

1. Does your child share with you about his or her
   intergenerational experiences? Yes____No____ What?

   _____

   _____

2 What are your feelings about the intergenerational
   program?

   _____

   _____

3. What benefits do you feel your child is receiving from
   the intergenerational program?

   _____

   _____

4. Have you seen any changes in your child's attitude
   towards seniors? Yes____No____ What?

   _____

   _____

5. Any additional comments you would like to share?

   _____

   _____

Teacher Evaluation

This check list will allow the teacher to evaluate the effectiveness of the program and to pinpoint its strengths and weaknesses to make improvements.

Related to the Program

1. Are you accomplishing your goals?

2. Do you create a receptive, supportive atmosphere?

3. Do you encourage creativity?

4. Do your volunteers review their progress and achievements with you?

Communication

1. Do you listen to suggestions and ideas?

2. Do you show confidence in your volunteers?

3. Do you have a sense of humor?

4. Do your volunteers participate in discussions and decisions?

5. Do your volunteers know why their job is important?

Skills

1. Are your volunteers well-trained?

2. Do your volunteers learn new things and take on new responsibilities?

3. Do your volunteers find a sense of satisfaction in their work?

4. Do your volunteers have the opportunity to set their own goals under your guidance?

Recognition

1. Do you give recognition for a job well-done?

2. Do you show personal interest in your volunteers?

3. Do you recognize individual strengths?

4. Do you bring out the best in others?

(Reproducible on p. 88)

Program Evaluation

With the above information, how can you improve your intergenerational program?

_____

_____

_____

_____

Have you accomplished your goals? (Look back at your needs assessment and job description work sheets.)

Yes____No____

Should anything be changed?

_____

_____

_____

_____

Share your accomplishments and successes with your building principal and begin making plans to expand your program to reach out to more students and seniors.

(Reproducible on p. 89)

REPRODUCIBLES

Needs Assessment

1. Describe the need(s) for considering a volunteer intergenerational program.

2. List three needs that could be fulfilled through bringing senior elders into your classroom or school.

3. What will the program accomplish once it has been implemented?

4. What are the goals or major outcomes you expect?

5. Who will benefit from the implementation of an intergenerational program?

6. How will each group/individual benefit?

7. Who will be involved in the intergenerational program?

8. What will their roles and responsibilities be?
   List below.

   <u>Person</u>   <u>Role(s)</u>

9. What will the program look like?
   What are the sequence of events that will take place?

10. Number of volunteers_____
    Number of students_____ Grade level_____
    Activities involved_____
    _____
    When will the program be completed?_____
    What duration of time will the program take place?_____
    How often will the volunteers come to school?_____

Job Description

In order for an intergenerational program to be successful, each person involved needs to have a clear picture and description of what his or her role is and the skills needed to fulfill that role.

List the jobs of the volunteers and the skills/interests they will need to accomplish the job successfully.

Role/Job   Skill/Interest

In addition, it is helpful to write a job description for all groups involved. The job description should include the following:

1. Introduction to the program.

2. Description of the program.

3. Required skills of the volunteers.

4. Benefits of the program for the volunteer/student.

5. Time commitment.

6. Contact person.

HELP US BRIDGE THE GENERATION GAP

Are you 60 years or older?

Do you like to work and spend time with children?

Do you have 1-2 hours a week you can give to working with children in your community?

WE NEED YOU!

Help us bridge the generation gap by getting involved in working with youth in your community. This is a 4-week commitment to become a reading partner or pen pal with a student in your community.

HOW DO I GET INVOLVED?

Pick up a volunteer profile form at your church office and fill it out and return it to the envelope in the church office.

THEN, GET READY TO SHARE.

Any questions or concerns may be referred to Karla Hansen, 962-8399.

Volunteer Profile

COOPERATION
ASSIST
SERVE
HELP

Introductory Information:

Name_____

Sex_____Date of Birth_____Phone_____

Address_____

City_____State_____Zip_____

Education (circle the last year completed)

grade 5   6   7   8   high school 9   10   11   12

college 1   2   3   4   graduate 1   2   PhD

Employment:

Occupation Held   Number of Years

_____

_____

_____

_____

_____

_____

Skills you would like to share with a youth(s):

_____

_____

_____

Interests

What are your interests and hobbies? How do you enjoy
spending your time?

_____

_____

Areas of Interest (please check)

_____arts/music/theatre

_____computers

_____counseling

_____mathematics

_____manual skills (car repair, carpentry, crafts)

_____story telling, oral history

_____teaching--what would you like to teach_____

_____business

_____cooking

_____languages

_____science

_____sports

_____travel

_____others--please list_____

_____

Special training or skills you could share_____

_____

_____

Memberships in organizations and clubs_____

_____

Speakers Bureau

Areas where you could provide a presentation_____

_____

Availability

(Please check possible times you are able to volunteer. The
volunteer time would be 1- to 2-hour blocks of time in the
morning or the afternoon.)

                          Morning 9:30-12   Afternoon 1-3:30

Monday

Tuesday

Wednesday

Thursday

Friday

Do you have transportation? Yes_____ No_____

Please list previous volunteer experience_____

_____

Which level of students would you prefer to work with?
(please check)

_____kindergarten

_____primary grades 1-2-3

_____intermediate grades 4-5-6

Activities you would like to participate in at an elementary
school:

_____office help

_____library

_____production of classroom materials

_____one-to-one work with a student

_____reading

_____tutoring

_____computer assistance

_____writing letters (penpalship)

_____others, please list_____

Small Group Activities

_____telling stories

_____sharing experiences

_____teaching a trade, skill, or talent

_____others, please list_____

Any special considerations?_____

_____

Any other questions or concerns?_____

_____

School Profile

NEED:
CAN YOU USE A SENIOR VOLUNTEER?

Office Help

_____paper work

_____mailing

_____phone work

_____library assistance

Classroom Needs

Group activities

_____reading

_____math

_____history

_____presentation on a specific topic

Grade Level

_____kindergarten

_____first

_____second

_____third

_____fourth

_____fifth

_____sixth

_____specialist

_____other_____

Subject Area You Can Use Help in

_____

_____

Kind of Help Needed

_____one-to-one student help

_____small group instructional help

_____small group sharing

_____other_____

_____full class activity time

Anything else you would like to share or needs you have?

_____

<u>Sharing Activities</u>

I help my parents by_____

I help my grandparents by_____

My parents help me by_____

My grandparents help me by_____

I_____with my grandmother.

I_____with my grandfather.

I_____with my mother.

I_____with my father.

The Important Thing

The important thing about (grandparents, older people)

is_____. It is true that (they,

she, he)_____and_____.

It is also true (they, she, he)_____

and_____. But the important

thing about (grandparents, older people) is_____

_____.

Combine all partners' frames and make a class book.

When I Am

When I am in high school I will _____

When I am in college I will _____

I want to be _____

When I am 30 years old I want to _____

I plan to learn to _____

Evaluation of Volunteer

1. Why did you decide to become a volunteer?

   _____

   _____

2. Do you believe this program is important? Yes____No____

   Why?_____

   _____

3. What do you like best about the program?

   _____

   _____

4. What improvements could be made?

   _____

   _____

5. Do you look forward to participating in this program
   each week? Yes____No____   Why?

   _____

   _____

6. What contributions have you made to the students?

   _____

   _____

7. Has the experience been beneficial to you?
   Yes____No____   Why?

   _____

   _____

8. Any additional comments:

   _____

   _____

Student Evaluation

(Use this survey for older students, or read to younger
students and record responses.)

1. What have you learned from your senior volunteer?

    _____

    _____

2. Do you look forward to spending time with your senior
    volunteer? Yes____No____ Why?

    _____

    _____

3. What do you like best about the program?

    _____

    _____

4. Do you have special activities you like to do with your
    senior volunteer?

    _____

    _____

5. Are there any changes you would like to see made for
    your intergenerational time?

    _____

    _____

6. Anything you would like to share about the program?

    _____

    _____

Parent Evaluation

1. Does your child share with you about his or her intergenerational experiences? Yes____No____ What?

   _____

   _____

2. What are your feelings about the intergenerational program?

   _____

   _____

3. What benefits do you feel your child is receiving from the intergenerational program?

   _____

   _____

4. Have you seen any changes in your child's attitude toward seniors? Yes____No____ What?

   _____

   _____

5. Any additional comments you would like to share?

   _____

   _____

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This check list will allow the teacher to evaluate the effectiveness of the program and to pinpoint its strengths and weaknesses to make improvements.

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3. Do you encourage creativity?
4. Do your volunteers review their progress and achievements with you?

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3. Do you have a sense of humor?
4. Do your volunteers participate in discussions and decisions?
5. Do your volunteers know why their job is important?

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1. Are your volunteers well-trained?
2. Do your volunteers learn new things and take on new responsibilities?
3. Do your volunteers find a sense of satisfaction in their work?
4. Do your volunteers have the opportunity to set their own goals under your guidance?

Recognition
1. Do you give recognition for a job well-done?
2. Do you show personal interest in your volunteers?
3. Do you recognize individual strengths?
4. Do you bring out the best in others?

Program Evaluation

With the above information, how can you improve your
intergenerational program?

_____

_____

_____

_____

Have your accomplished your goals? (Look back at your needs
assessment and job description work sheets.)

Yes_____No_____

Should anything be changed?

_____

_____

_____

_____

Share your accomplishments and successes with your building
principal and begin making plans to expand your program to
reach out to more students and seniors.

RESOURCES

RESOURCES

Children's Book List

Alexander, Martha	Mandy's Grandmother
Ambrus, Victor	Grandma, Felix and Musapha Bisquit
Asbjornsen, P. C.	The Squire's Bride
Bartoli, Jennifer	Nonna
Berger, Barbara	Grandfather Twilight
Bloom, Daniel	Bubble and Zadie Come to My House
Blue, Rose	Grandma Didn't Wave Back
Borack, Barbara	Grandpa
Brown, Maragret	The Important Book
Bunting, Eve	The Happy Funeral
Buscaglia, Leo	The Fall of Freddy the Leaf
Carrick, Carol	Old Mother Witch
Caseley, Judith	When Grandpa Came to Stay
Coats, Laura Jane	Mr. Jordan in the Park
Cole, Babette	The Trouble with Gran
Combs, Ann	How Old Is Old
Cooney, Barbara	Miss Rumphius
Copeland, Helen	Meet Miki Takino
Davis, Maggie	Grandma's Secret Letter
DePaola, Tomie	Now One Foot, Now the Other
DePaola, Tomie	Nana Upstairs, Nana Downstairs
Farber, Norma	How Does It Feel to Be Old

Fassler, Joan	My Grandpa Died Today
Forrai, Maria	A Look at Aging
Fox, Mem	Night Noises
Fox, Mem	Possum Magic
Fox, Mem	Wilfrid Gordon McDonald Partridge
Grauch, Patricia	Grandpa and Me
Greenfield, Eloise	Grandma's Joy
Griffith, Helen	GranDaddy's Place
Hall, Donald	The Man Who Lived Alone
Hallinan, P. K.	We're Very Good Friends, My Grandpa and Me
Hamm, Diane	Grandma Drives a Motor Bed
Harlow, Rockwell	When I Go Visiting
Henkes, Kevin	Grandpa and Bo
Hest, Amy	The Crack of Dawn Walkers
Hoquet, Susan	I Unpacked my Grandmothers Trunk
Kirk, Barbara	Grandpa, Me and Our House in the Tree
Lasky, Kathryn	I Have Four Names for My Grandfather
Leiner, Katherine	Between Old Friends
LeShan, Eda	Grandparents--A Special Kind of Love
MacLachlan, Patrica	Through Grandpa's Eyes
Martin, Archambault	Knots on a Counting Rope
Mayer, Mercer	Just Grandpa and Me
Mayer, Mercer	Just Grandma and Me
Miller, Montzalee	My Grandmother's Cookie Jar
Moore, Elaine	Grandma's House
Munsch, Robert	Love You Forever

Parish, Peggy	Granny and the Indians
Pearson, Susan	Happy Birthday Grampie
Polland, Barbara	Grandma and Grandpa Are Special
Rylant, Cynthia	When I Was Young in the Mountains
Silverstein, Shel	The Giving Tree
Stevenson, James	Could Be Worse
Streich, Corrine	Grandparents House
Williams, Margery	The Velveteen Rabbit
Wood, Audrey	The Napping House
Zolotow, Charlotte	My Grandson Lew
Zolotow, Charlotte	William's Doll

Poetry Books

Janeczko, Paul	Strings: A Gathering of Family Poems
Streich, Corrine	Grandparent's Houses: Poems about Grandparents

Poems

Graham, Carolyn	What Are You Going to Do When You're Twenty-two?
Henderson, Rose	Growing Old
Silverstein, Shel	The Little Boy and the Old Man
Maclay, Elise	I Keep Forgetting Things
Maclay, Elise	My Children Are Coming Today
Cotillion Music	Hello in There

Recommended Books for Teachers and Parents

Alancraig, Marcy	Across the Generations
Curtin, Sharon	Nobody Ever Died of Old Age
Jury, Mark	Gramp
Kornhaber, Arthur	Grandparents--Grandchildren
Woodward, Kenneth	The Vital Connection
Paull, Irene	Everybody Is Studying Us
Rudolph, Marguerita	Should the Children Know
Sarton, May	As We Are Now
Shanks, Ann Zane	Old Is What You Get: Dialogues on Aging by Young and Old

Recommended Films

BFA Education Media	Annie and the Old One, 1976
Learning Corp. of America	Close Harmony, 1980

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CHAPTER V

SUMMARY

Intergenerational programs are helping to bridge the
generation gap one student at a time. The intergenerational
partnerships that are formed between the young and the old
when an intergenerational program is implemented helps to
create positive collaboration between the school and the
community. When senior elders are brought into the schools
as volunteers through the proposed intergenerational project,
the following future goals may be accomplished:

1. Increased awareness and interaction of the aging
with the young.

2. Increased satisfaction and enjoyment of life for
the senior elders through working with students.

3. A bridging of the generation gap.

4. Increased school and community relations.
Through review of the literature it was found that inter-
generational programs are becoming effective tools in aiding
American education.

In summary, this intergenerational project has provided
a detailed guide for procedures, suggestions, and activities
for educators to implement intergenerational programs in
their own schools. Thus, by initiating an intergenerational
partnership between seniors in the community and youth of

the schools there will be increased cooperation, interaction, and communication between two generations (Ventura-Merkel & Freedman, 1988).

Conclusions

The key to implementing a successful intergenerational program is proper planning and preparation of all persons involved. One vital factor contributing to the success of the intergenerational partnerships is the training sessions for the youth and the senior volunteers. During these sessions each person needs to gain a clear understanding of each one's responsibilities and the role each one will have in the program. In order to promote integrity in the program, senior volunteers need to be knowledgeable about the tasks and possess the skills necessary for positive interaction. If elders are properly prepared, they become a wealthy active resource in the classroom (Seefeldt, 1987).

In conclusion, through proper training and preparation of every member involved in the intergenerational program, the bridge over the generation gap can create positive partnerships between the old and the young. It has been found that through volunteering, participants gained a personal commitment through their donation of time and energy. This personal dedication to the program is the key to successful intergenerational programs.

Recommendations

The implementation of an intergenerational program must continually emphasize and enforce the mission of promoting positive school and community relations and create positive interactions between the young and the old. The focus must be on the four main purposes of the program: (a) bridging the generation gap, (b) increasing life satisfaction for the seniors, (c) increasing understanding of the aging by the students, and (d) increasing school and community relations. It is necessary to continually evaluate the program's effectiveness of meeting the needs of all the participants. All participants need to be given ownership in the program. During the training session, the coordinator must impress upon the volunteers the vital role each participant plays in helping to make the program successful. When designing the program, allow plenty of time to prepare the needs assessment of the school, the recruitment of volunteers, and the training of all participants involved prior to the program beginning. It is recommended that information packets be provided for the senior volunteers as a guide of procedures, an overview of the program, a calendar of events, and a contact person for problems or conflicts if they arise. This information packet can help to relieve anxiety and give the seniors a resource and preparation tool before entering the classroom.

A final recommendation is to develop an awareness toward the great need for extra help in today's schools. This need can be fulfilled through tapping the resources of the community seniors. The schools need the energy and vitality of an intergenerational partnership to help make a positive difference in the future of today's youth.

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APPENDIX A

LINCOLN READING PARTNERSHIP

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LINCOLN READING PARTNERSHIP

LINCOLN READING PARTNERSHIP

The "Lincoln Reading Partnership" is a reading program that was implemented at Lincoln Elementary School in Ellensburg, Washington. This program was developed from the Intergenerational Handbook.

The purpose of the reading program is to bring seniors and students together to read and share about their reading with each other. The goals of the program were to give students a better understanding of the aging process and meet a senior friend and give to community seniors an opportunity to fulfill a need in the schools.

Procedures

1. The proposal was submitted to the school principal and then presented to the Advisory Council of Ellensburg for approval.

2. Contact was made with the RSVP (Retired Senior Volunteers Program) office of Ellensburg to recruit seniors.

3. Notices and announcements were also posted at local churches.

Training

1. Two training sessions were set up by the program coordinator: one for the students and one for the seniors.

2. The training session for the students consisted of stories, brainstorming, and discussing activities that they participated in with their grandparents. Second was an introduction to the program and a time for questions and answers.

3. The training session for the seniors provided an overview of the program and an introduction to the activities and a review of the reading partnership packet. The meeting was concluded with questions and answers and the surveying of children's work and activity packets.

Materials

A large selection of children's books was selected. All the books were at or below the children's grade level to eliminate any reading anxiety. Each book was placed in a ziploc bag and accompanied by an activity card and supplies to complete the activity.

Weekly Format

The seniors arrived at school at 10:15 a.m. every Tuesday. They were greeted by the program coordinator and given their activity packet for the session. At 10:30 a.m., seniors met students at their classroom and went to their designated area in the classroom or the cafeteria. Brief introductions were given and then the senior read the story to the student and the student read the story to the senior. The story was discussed and related topics were discussed.

Then the activity was explained and started. At the end of the session, students and seniors returned to the classroom, replaced materials, and said their good-byes. Following the session, seniors met with the program coordinator to discuss the session.

Program Format

Because of the shortage of senior volunteers, the class was divided into two groups of 12 each. During the first 3 weeks of the program, the first group met with the seniors in groups of 2. Then during the second 3 weeks of the program, the second group met with the seniors also in groups of 2. Each student met with his or her senior partner for three sessions.

Evaluation

Coordinator

Overall the Lincoln Reading Partnership program was a great success. The program has accomplished its goals: It provided a life satisfying activity for senior elders in the community and encouraged second graders to learn about older persons as well as begin new friendships. Students and seniors looked forward to and were dedictated to participating in the weekly reading partnership sessions.

Suggestions for improvement: Recruitment of volunteers was the most difficult component of the program. There was a high interest throughout the community but a lack of time

and dedication to the program, due to time of year and vacationing schedules. In the fall at the beginning of a school year would be an ideal time to recruit seniors for elementary reading partners. The program went through minor changes due to the decreased number of actual volunteers that participated. The program served 24 second graders and had three very dedicated and enthusiastic senior volunteers. The program was increased to an hour a week and will extend into June due to the excitement of the students and dedication of the senior volunteers. There were two 1/2 hour sessions each week. Each senior worked with 4 second graders a session, two each 1/2 hour, aiding in reading and comprehension activities. The first 3 weeks, students and seniors used the activity packets, then starting on the 4th week, students brought in their own reading or selected from a second-grade book box.

The original program was set up for 12 senior volunteers and was implemented with 3. All other components of the program went very well and were accomplished with great success by all participants.

Senior Volunteers

The senior volunteers were very positive and dedicated to the program. The seniors felt there was a great need for intergenerational programs in their community and that each one of them was helping to fulfill this need. The volunteers expressed a desire to come every week and that the program

made them feel useful and happy. There was great enthusiasm and commitment by all seniors to help students and make a difference in a child's life.

Classroom Teacher

The classroom teacher was very inspired and motivated by the comments of her students and the excitement each student expressed for the program. The teacher felt the students gained knowledge and understanding from the senior volunteers. It was also emphasized that the students' reading and comprehension skills would benefit from this program. The teacher has expressed an interest in expanding the program for a greater length of time and inviting the seniors to participate as volunteers in the classroom next year.

Students

The students continually throughout the program showed great excitement and enjoyment from the reading partnership program. Students looked forward to their turn and expressed happiness, enjoyment, and friendship toward the senior volunteers.

PROPOSAL FOR INTERGENERATIONAL PARTNERSHIP

PROPOSAL FOR INTERGENERATIONAL PARTNERSHIP

Introduction

An intergenerational program is one that builds a
school/community partnership between the senior elders in
the community and the youth of our schools. In Today's
society there is a growing generation gap between the youth
of our schools and the elders of the community. When an
intergenerational partnership is formed, the needs of both
the young and the old are met. The purpose of this
intergenerational program is to bridge the communication gap
between the young and the old.

Proposal

I am proposing an intergenerational reading program to
encourage a school/community partnership between second
graders at Lincoln Elementary School and senior volunteers
from the RSVP organization. The intergenerational reading
program will take place once a week for approximately 6 weeks
at Lincoln Elementary School. Seniors and second-grade
students will be paired together, two students to one senior
volunteer. The program will include reading together one
book each session from the activity cart and completing the
follow-up activity. The books have been chosen to promote
conversation and interaction between the student and senior

volunteer. The follow-up activities will include discussion, writing and drawing, and sharing. This will be the format for the first two to three sessions. Once the partners have become familiar and comfortable with each other, students and seniors will be encouraged to share books of their own choosing. The 6-week program will be concluded with a culmination activity to celebrate reading and the sharing of new friends. Students, volunteers, school staff, and parents will be asked to evaluate the program at its conclusion.

Prior to the start of the intergenerational reading program, both groups will participate in a training session. This session will include an overview of the program, the programs purpose, a sequence of events, and time for questions. The students will also be involved in an activity to discuss aging and older people. The session intent was to generate thoughts, feelings, and recall past experiences with grandparents and other elder persons students may have spent time with. In addition, a letter will be sent home to the parents explaining the program. At the end of the project, if the evaluation results are successful, I would be willing to give a presentation and materials of the program to interested teachers who may want to expand the intergenerational program for implementation next year at Lincoln.

Goals

1. To create a positive experience for second-grade students and senior volunteers in the community in a sharing activity.

2. Promote an excitement for reading through reading together with an elder friend.

3. Create a school/community partnership.

Benefits

Students

1. Small group reading partnership 2-1.

2. Interaction with a senior volunteer.

Seniors

1. Participation in a community activity.

2. Life satisfaction through fulfilling a need in one's community.

Proposed Sequence of Events

1. Week of April 2-5 training for students and seniors.

2. Tuesdays, April 9th through May 14th, from 10:30-11:00 a.m., proposed reading partnership times.

STUDENT TRAINING

STUDENT TRAINING

Student Activity

1. Talk about the children's grandparents.

2. Talk about things we like to do with our grand-parents.

3. Brainstorm things our grandparents like to do.

4. Read the story, <u>One Foot Then the Other</u>, by Tommie DePaloa.

5. Discuss how the child made the grandparent happy and how the grandparent made the child happy in the story.

6. Talk about the Reading Partnership Program.

7. Share a personal story about your own grandparent.

<u>Activity</u>

Have student complete the story page and draw a picture of himself or herself doing one of the activities written about. Use these activity pages as conversation starters on the first day of the program.

Together you and I can_____

My favorite story is_____

I like to_____

I want to know_____

_____

Together you and I can

_____

My favorite story is

_____

I like to

_____

I want to know

_____

Name_____

April 2, 1991

Dear Parents,

This spring your child has a unique opportunity to gain a community senior elder as a reading partner. Starting the second week of April, your second grader will be meeting with a community senior elder for a half hour each week to share a story, complete a related activity, and make a new friend. Students will work as partners with one senior elder from the community. This program will last 6 weeks starting Tuesday, April 9th, from 10:30 a.m. to 11:00 a.m. and concluding on May 17th. Each student will participate with the same senior elder three times during the 6-week program. Prior to the start of our reading partnership program, I held training sessions for both seniors and students. Seniors were given an overview of the program and screened for their positive participation in the program. Students participated in an activity session discussing grandparents and growing older.

This program is being coordinated by Karla Hansen and supported by Linda Newschwander and Rod Goosman. I am a graduate student at Central Washington University working on my Masters Degree in Education. Previously, I have taught primary special education for 3 years in the Lake Washington School District in Kirkland.

I look forward to working with your child and creating positive friendships and reading partners between students and seniors. If you would like more information about this program, there is an information packet available through Ms. Newschwander or you may contact me directly at 962-8399. Thank you. I look forward to sharing the excitement and progress of our reading partnership program with you.

Sincerely yours,

SENIOR TRAINING PACKET

LINCOLN

READING

PARTNERSHIP

Please note: Clip art on this page was redacted due to copyright concerns.

JOIN THE RANKS

LINCOLN READING PARTNERSHIP INTRODUCTION

If you look closely you will see that
almost anything that embodies our deepest
commitment to the way human life should be
lived and cared for depends on some form
of volunteerism. (The School Partnership
Guide, 1988, p. 11)

THANK YOU!

HELP US BRIDGE THE GENERATION GAP

Are you 60 years old or older?

Do you like to work and spend time with children?

Do you have 1-2 hours a week you can give to working with children in your community?

WE NEED YOU!

Help us bridge the generation gap by getting involved in working with youth in your community.

This is a 4-week commitment to become a reading partner or pen pal with a student in your community.

HOW DO I GET INVOLVED?

Pick up a volunteer profile form at the People to People office, fill it out, and return to the envelope in the office.

THEN, GET READY TO SHARE

Any questions or concerns may be referred to Karla Hansen, 962-8399.

Intergenerational Program

Who: Senior elders in the community with second graders
          at Lincoln Elementary School

Where: Lincoln Elementary School

When: April to mid-May

Time: 30-45 minutes once a week

Goals: To create a positive experience for senior elders
          in the community to work with school-aged students
          in a sharing activity.

Program: This is a reading together program. Each senior
          volunteer will work with 1-2 second-grade students.
          The session will include reading together one book
          from the activity cart and completing the follow-up
          activity. The books have been chosen to promote
          conversation and interaction between student and
          volunteer. The topics of the books emphasize things
          we like to do: togetherness, friendship, grand-
          parents, what we did when we were younger, etc.

          Each session both senior volunteer and student will
          participate in reading and then together they will
          discuss the book and complete the follow-up
          activity that will require writing, drawing, and
          sharing.

Training of Seniors

Prior to the training session, I will speak and hopefully meet with all 12 senior volunteers about the program, their experiences, and their backgrounds.

Training will be as follows:

1. Program overview,

2. School rules and regulations,

3. School safety,

4. The job:

   a. Share books,

   b. Share activities,

   c. Share discussion ideas and topics,

5. Role play of reading session,

6. Presentation of discussion topics with students do's and don'ts,

7. Clearance forms to work in schools,

8. Questions and answers,

9. Informal gathering--personal contact with each senior.

Sample Session

10:25 a.m.   - Meet at Lincoln Elementary School.

              - Pick up session's activity packet from box.

10:30   - Meet students.

              - Greeting (names, how are you, how was your
                weekend, etc.).

10:35   - Find reading space in room.

10:40   - Read story, alternate reading pages with
                students so all members are reading or read
                story twice--first time you read, second time
                students read.

10:50   - Discuss story and related topics, complete
                activity together.

11:00   - Replace materials and good-byes.

11:05   - Meet with Karla and discuss session, questions,
                concerns, changes for next week.

                    See you next week!

APRIL 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Training RSVP office 2:00pm	5	6 *Passover Ends*
7 *Daylight Saving Time Begins*	8	9 session 1 meet at Lincoln at 10:15am	10	11	12	13
14	15	16 session 2 meet at Lincoln 10:25am	17	18	19	20
21	22	23 session 3 meet at Lincoln at 10:25am	24 *Secretaries' Day*	25	26	27
28	29	30 session 4 meet at Lincoln at 10:25am *2nd group of students				

MAY 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
APRIL 1991 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	**JUNE 1991** S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		1	2	3	4
5	6	7 session 5 meet at Lincoln at 10:25am	8	9	10	11
12 Mother's Day	13	14 session 6 meet at Lincoln at 10:25am 11:00 final activity all students evaluations	15	16	17	18 Armed Forces Day
19	20 Victoria Day (Canada)	21	22	23	24	25
26	27 Memorial Day Observed	28	29	30 Memorial Day	31	

ELLENSBURG SCHOOL DISTRICT NO. 401

1300 East Third Avenue, Ellensburg, Washington 98926 (509)925 - 0848

Dear CWU Students and Volunteers:

Welcome to our school. We are very happy to have you here working with students and gaining first-hand experience. The time and effort put forth can be of real value to you and to the student(s) you work with. Enjoy the experience and THANKS.

Please be aware of these guidelines and requests:

   *Enter and exit the school quietly. Classroom doors are often
    open and hall noises are distracting.

   *Please do not use the stairways as a place to work with students.

   *Remain inside the school when working with students and do not take
    students to the following areas of the building: staff work rooms;
    book rooms; gym; locker room.

   *Please do not question students about sensitive details regarding
    their personal life.

   *Use of the library as a tutor station requires prior approval from
    the librarian to avoid schedule conflicts.

   *No food or drink should be brought to the school.

Thank you for your thoughtful consideration of these requests.

Sincerely,

Rod Goosman   John Kiemele   Gene Jump
Principal   Principal   Principal
Lincoln Elementary   Mt. Stuart Elementary Washington Elementary

Please note: Signatures on this page were redacted due to security concerns.

All education programs and services are available and provided to all students regardless of race,color,national origin,sex or handicap.
(Title IX and Sec.504 Compliance Co-ordinator is the District Superintendent 925-0848)