

Across the Generations: **Respect All Ages**

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THREE STAGES OF COMING TO KNOW OLDER ADULTS

ACTIVITIES

30- to 60-minute activities

1- to 2-hour activities

On-going, long term involvement

TOOLS FOR DISCUSSION AND ORGANIZATION



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ACKNOWLEDGEMENTS

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It is a national adaptation of the materials previously developed by the Manitoba Seniors and Healthy Aging Secretariat for children aged 9-11 (grades 4-6). As then, its purpose now is to increase sensitivity and empathy about elder abuse, and promote respectful intergenerational relationships.

The author, Sharon MacKenzie, has been a school and community-based educator for thirty years (K- post secondary). The focus of her work has been connecting children and youth meaningfully to their communities in purposeful and respectful activities. For eight years she moved her students into a classroom at a retirement community for two months, successfully interlocking the lives of the two generations. Sharon is also the Executive Director of the i2i Intergenerational Society of Canada.

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Understanding



INTRODUCTION TO THE KIT

Explanation

There is one thing that every living entity on Planet Earth has in common, and that is aging. Every turn of the Earth on its axis, every trip around the Sun, tells us that time has passed. Time cannot be slowed and aging cannot be stopped. We flow from one generation to the next as certain as a river flows to the sea. Yet we as individuals and groups hold many different attitudes about this inevitable process of growing older.

Across the Generations: Respect all Ages is a kit to encourage children and older adults towards greater awareness and understanding of these differing challenges and attitudes. In developing respect for all ages, we move towards prevention of mistreatment of older adults, and others in our society. Over time, the resiliency of our communities will continue to be rooted in the degree of awareness, respect and empathy shown within and between all generations, under all circumstances, at all times.

Across the Generations: Respect all Ages encompasses life skills for today that will sustain our positive and enduring connections into the future.

Intentions

The ACROSS THE GENERATIONS: RESPECT ALL AGES kit intends to:

- **encourage awareness** and understanding of aging
- **increase sensitivity** towards mistreatment and neglect, particularly of older adults
- **nurture empathy** in community connections to prevent mistreatment and bullying
- **develop respect** in attitudes and actions between and within generations

What's Included

The ACROSS THE GENERATIONS: RESPECT ALL AGES kit includes:

- **information guide for educators**
 - including health care workers, teachers, community leads, parents
- **activities for children and older adults**
 - three levels of time/energy commitment to match your situation
- **hands-on, print and audio-visual materials**
 - environmentally conscious, downloadable, reusable
- **quick reference resource list**
 - information to access human resources, print, and audio-visual aids
- **curriculum connections by subject for teachers**
 - grades 4-6 by province/territory



Empathy



Considerations

THIS KIT TAKES INTO CONSIDERATION:

- **variety of situations**
community health, schools, faith-based groups, service clubs, home-schools, cultural centres, elder care facilities, youth organizations, older adult groups
- **diversity of adult leads**
volunteers, paid staff, ethnic and linguistic differences
- **time** you have available
- **cost** of activities and staff
- **importance of the integration of kit concepts** into your current work with children
- **building on three levels of coming to know intergenerationally**

1

LAYING THE FOUNDATION:

Getting to Know About You – accepting one another

2

EXPERIENCING THE FLOOR PLAN:

Getting to Know You – respecting one another

3

BUILDING THE FRAMEWORK:

Celebrating Us Within Community – protecting one another

HOUSED permanently within the respectful safety of a resilient neighbourhood.



Safety



*Accept.
Respect.
Protect.*



*Opportunity***GETTING STARTED****Using The Kit To Build Capacity**

This kit is not meant to be an “add-on” to your already demanding schedule. You will have the greatest success in sustaining your goal areas if you are able to integrate these activities into whatever your overall mandate may be, including all partnership groups in the planning.

Respectful relationships grow when older adults and young people are given the opportunity to see one another as individuals and not as stereotypes harboured in a large group. By getting to know one another through activities, youth and older adults become aware and informed of the challenges affecting each generation. This brings an appreciative understanding of similarities and differences in one another’s lifestyles and attitudes. By building these positive connections between individuals of different generations, communities become more resilient. Their network of caring prevents mistreatment of individuals and groups.

- ✓ **Consider your situation, timeframe, and energy level.** You and your group may have already been involved in activities around awareness of mistreatment, bullying, and neglect issues for older adults. If so, pick a kit entry level that reflects your present goals and experiential comfort zone. Make the kit work well for you and your group.
- ✓ **Read through this kit,** reviewing the activities and resources. Check out the web addresses cited.
- ✓ **Make a list of your available support people** (colleagues, health care workers, older adults, community seniors’ groups, media, relatives of participants, service clubs, ethnic groups, faith-based collectives, youth clubs, schools, etc.), documents, resources, and your time allocations. Brainstorm further with your co-participants.
- ✓ **Make a plan,** capable of flexibility with the co-participants. Communicate your activities and goals to colleagues, community partners and administrators. Check out the Tool Kit provided to help. Do not carry the whole load all by yourself. To build community, you must be community. Ask others to support, develop, carry out and evaluate the plan, and celebrate your every step, no matter how small.





*Easy is excellent.
Respect is a
requirement.*



Connecting



Connecting With A Partner For Intergenerational Activity

IF YOU ARE NOT SCHOOL-BASED such as: health agencies or services, cultural centres, Girl Guides/Boy Scouts and other youth programs, youth or adult choirs, book clubs, faith-based groups, arts councils or clubs, librarians, sports teams, gardening groups, not-for-profit organizations, service clubs, business associations, etc.

YOU SHOULD FIRST CONSIDER

1. the age group with whom you would like to connect
2. potential partners that your group may approach
3. the proximity in distance of your meeting places or locations
4. the activity(ies) or lessons you might like to share
5. the "cost" to each group in terms of time, energy, numbers of adult leads

Do some research and brainstorm ideas within your own group to be sure that you are all on the same page regarding goals of your intergenerational work.

Remember to keep it as simple as possible to ensure success and sustainability.

The success recipe is low stress, low or no cost, high one-on-one time with a generous spoonful of respectful fun.

Generations

Celebrate by collaboratively planning the next project.

AND THEN

1. **network** – Do you know someone, or do you know someone who knows someone who is already connected to the group, school, people you want to approach?
2. **visit** – Make a personal visit to the location, enquire about speaking to the person in charge, make an appointment.
3. **plan** – Take a tentative proposal with you to the meeting, indicate that your proposal is flexible and that you want to work as partners on an intergenerational project plan. Enquire whether something like this has been done before. Could you use it as a model, build on it, or see it as an example of what not to do?
4. **organize** – Make a plan to include more people of both generations in the developing and implementation. Organize a meeting, including administrators, to firm up the activity, check out liability issues, refine action steps, set dates and times.
5. **celebrate** – Follow through on the plan, have snacks, take pictures, ask for testimonial comments, publicize your success, celebrate by collaboratively planning the next project (involving healthy food in every celebration brings people together!)



Check out this [excellent resource](#) for detailed checklists, planning templates and hints.

BACKGROUND

What Is Our Concept of “Old”?

In the last several decades, technological and industrial advances have brought us new things daily – a faster car, a bigger plane, a smaller computer. This rush of bigger and better, newer and faster has, in many ways, come to influence how we look at people as well.

Promises of a cream to take away your wrinkles, a drink to make you feel young, and a machine to make your body look like it did ten years ago fill our television screens, magazine advertisements, and stores. In our daily environment, wrecking balls systematically take down our oldest physical structures, to replace them with new, modern buildings. Almost everywhere we find evidence of the assumption that “newer is better”.

It is no surprise that for younger generations the notion of ‘old’ increasingly has come to imply something that has lost its usefulness, its visual appeal, or its value. All this fascination with what is newer, better, and faster, has provided fertile ground for the issue of ageism within our society, particularly as it relates to older adults.



Usefulness





Community

Facts About Older People in Our Society

At present one out of seven Canadians is an older adult. It is estimated that 4-10% of older adults are affected by abuse which can be overt or, more often, subtle and hidden. It is also recognized that only one in five incidents of elder abuse come to the attention of those who can help. "Incidence rates for elder abuse are still virtually unknown in most countries, including Canada."¹ Research suggests that dispelling ageist stereotypes and fostering respectful intergenerational relationships is key in the prevention of elder abuse.²

Abuse of older adults falls within the context of bullying, which is an issue challenging all ages. Children too can be subjects of bullying behaviour. Generally bullying is manifested within the peer group, the smaller or younger individual being bullied by someone older who is possibly larger in size. Older adults also may be abused by those within their peer group, such as a spouse, a friend or sibling, and like the children, they too may be mistreated by someone of an older age. However, mistreatment of older adults more often is the result of bullying by a younger person, such as a son, daughter, relative or another person in the community.

Through community capacity building, older adults and children can work together to create strong and supportive contexts that prevent mistreatment and disrespectful behaviours. In breaking down stereotypes and seeing the older adult and the child as valued individuals in our busy world, communities are strengthened forever.

¹ McDonald, L., and A. Collins, (2000).

² Manitoba Seniors and Healthy Aging Secretariat, (2008).

Frequently Asked Questions

MISTREATMENT OF OLDER ADULTS

The Who, What, Where, When, Why and How of It

WHO is considered to be an elder, older adult, retired or senior citizen?

The terminology used for older adults varies. Generally “elder” is a term used in First Nations communities and is not necessarily characterized by chronological age, but rather by the individual’s ability to pass down the knowledge of the culture. A “senior citizen”, by way of a mainstream/western definition, is a person of 55 years of age and older. Sixty-five years of age can be a legal designation for “senior” in some aspects of Canadian law. “Retired” is a term that may refer to adults of any age moving out of the paid workforce. “Elder abuse” and neglect programs can involve adults as young as 50 years of age. In this kit, we will generally refer to “older adults”, without reference to chronological age. It is important to reflect that aging is a continuum, and the challenges and situations that face each of us, as we grow older may vary significantly. Respect must envelope all stages, and all ages.

WHAT is meant by abuse and neglect of older adults?

“Elder abuse” is defined by the government of Canada (2009) as “any action by someone in a relationship of trust that results in harm or distress to an older person. Neglect is a lack of action by that person in a relationship of trust with the same result... Abuse can be a single incident or a repeated pattern of behaviour.”³

WHERE does mistreatment and neglect of older adults occur?

Often:

- within the family
- in the community

Sometimes:

- inside institutions such as hospitals, care facilities, residences for older adults



*Respect must
envelope all stages,
and all ages.*



³ Human Resources and Skills Development Canada, *Elder Abuse: It's Time to Face the Reality*, 2009.

WHEN does mistreatment and neglect of older adults occur?

More often than any of us would expect, a growing demographic of older adults are experiencing disrespectful behaviours and attitudes that may lead to actions which seriously impact their personal rights and freedoms.

Too often, our stereotypical thinking, subconscious acceptance of violence as entertainment, and our automatic assumptions related to the value of “new” as opposed to “old,” blind us to the realities of mistreatment and neglect of older people. Understanding of these underlying roots within our societal thinking is a critical consideration if we are to make positive, sustainable change starting from childhood, through youth, to adulthood. Exposing ageist attitudes and disrespect of all ages holds an important role in building resiliency within society.

WHY does mistreatment of older adults occur?

Many older people who do experience mistreatment are quite able to make decisions for themselves. Some of these older adults live on their own, and some may live with a grown child or a spouse. In three provinces surveyed, anywhere from 50-74% of the reported cases of abuse of an older adult revealed the abuser was either a child of the older adult or the spouse.⁴

Mistreatment of older adults can occur unintentionally or intentionally. “Family members or friends may not acknowledge or report/disclose the abuse or neglect of older adults because they are not familiar with what they can do and where they can get assistance. Sometimes they just do not want to become involved.”⁴



Personal Rights



⁴ Kinnon, (2001). p.17

RISK FACTORS IN MISTREATMENT OF OLDER ADULTS

Individual factors:⁵

For abuser and older adult

- living together
- social isolation
- dementia

For the abuser

- mental illness
- hostility
- alcohol misuse
- dependent on the older adult

Family factors:⁶

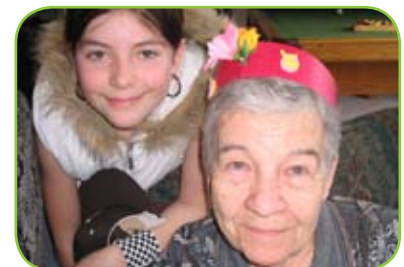
- patterns of relating (husband-wife, parent-child, brother-sister)
- attitudes and values (rights of child, parent, spouse)
- ability to cope with stress
- available resources

Community factors:

- level and kind of support available
- learning opportunities available
- attitudes about family roles, responsibility

Culture and society:

- attitudes about family roles, rights, responsibilities
- attitudes about the use of force to solve problems
- amount and kind of violence allowed
- attitudes about older people and aging



Learning



⁵ Bonnie and Wallace, (2003).

⁶ Kinnon, (2002). p.29

HOW does mistreatment and neglect of older adults occur?

Commonly recognized categories of abuse of older adults include:

Physical abuse

Physical abuse of older adults includes actions that injure or risk injuring an older person or cause them physical pain and may include: striking; hitting; pushing; shaking; burning; shoving; inappropriate physical and chemical restraints; or harm created by over or under medicating.

Psychological abuse

Psychological abuse of older adults includes actions that decrease their sense of self-worth and dignity, and may include: insults; threats; intimidation; humiliation; harassment; treating them like a child; or isolating them from family, friends or regular activities.

Financial abuse

Financial abuse includes actions that decrease the financial worth of an older person without benefit to that person and may include: misusing or stealing an older person's assets, property or money; cashing an older person's cheques without authorization; forging an older person's signature; unduly pressuring to make or change a will, or to sign legal documents that they do not fully understand; and sharing an older person's home without paying a fair share of the expenses when requested.

Neglect

Neglect includes actions or inactions that may result in harm to an older person and may include a caregiver or family member not providing appropriate water or food; shelter; clothing; medication or medical attention; and assistance with basic necessities.

Within the context of this kit, we assume that a precursor for potential mistreatment and neglect of older adults is rooted in disrespectful and ageist attitudes and behaviours. It is the objective of the kit activities to nurture positive and respectful attitudes and behaviours that will lead to prevention of situations of mistreatment.



Nurture positive and respectful attitudes.

Dignity



Mistreatment of older adults can be covert and subtle and not easily identified. This makes it difficult to gather statistics that might paint a clearer picture for awareness and prevention. It is important to consider that our society has become increasingly familiar with violent and abusive behaviour through movies, video games, and the prevalence of war and crime reported in the news. Public perception of the line separating violence and violence tolerated as entertainment may be somewhat blurred. To make this largely imperceptible notion visible is recognized as one challenge for adult leads.

Bullying Behaviours Across All Ages

A child's view of bullying...

The children with whom you work will most likely be familiar with the concept of bullying either from involvement in school bully-proofing programs, parental teachings, or from experience. Children generally know what bullying looks like, and some may know what it feels like. A number of children will be able to verbalize these characteristics, while some may be tangled in trying to understand their emotions regarding any bullying action. A few may actually have familiarity and a high acceptance level of bullying behaviours, both of their own doing and those that they have experienced. This type of behaviour may be a "norm" for them as it may be what they have always known within their home. It may be the state of being they know and view as a given, "just the way things are."

Shifting perceptions: older bullying younger, peer bullying, younger bullying older...

Children, and perhaps their family members, will have an understanding of older people bullying younger people. Their perception of older may be that the person is larger in size, or may have physical attributes related to being more aged. Sibling rivalries do at times find younger children pestering older siblings, but that is rare by comparison to an older child bullying a younger. Generally, children would not consider that an older adult could be bullied by someone their own age, let alone by a person who is younger. This shifting and broadening of these perceptions will be a consideration for you as adult lead.



Inappropriate behaviours can arise in all generations, cultures, religions, races...

It is important for the purposes of this kit to focus upon the behaviours and not just on the ages of the people involved. Abuse, bullying and neglect are human activities and therefore can be diverse in detail, but acutely similar in the broader context. Children must also understand that mistreatment and bullying take place in the adult world just as they do in the child's world. The activities within the kit are meant to bring awareness and sustain the applications of that awareness towards all people throughout the child's growing-up years.



Building on Common Links

OLDER ADULTS AND CHILDREN

In working with children and older adults, several commonalities may be revealed. These can act as excellent bridging opportunities between the two generations. When children understand that older adults are people like them, with similar concerns, challenges, and interests, there is more potential for growth of respectful intergenerational relationships.

Children and older adults both may:

- have time to spend as they wish
- have an opportunity for a fresh start in developing new interests, relationships, skills
- have a situation where they are setting new goals for their changing lifestyles
- not find gratification in "earning a living" (i.e. participating in world of work-for-pay)
- have great enjoyment of "play" without the burdens of work
- receive excess help that actually disables their capacity to be independent ("kindness" of others to help children and older adults as they may be seen as "disempowered")
- need to consider nutrition and fitness as critical issues (importance of children building foundations of healthy lifestyles, and older adults sustaining an active and healthy physical and emotional life as their lifestyles change)
- experience social network fragility (younger are making social networks due to age and family transitions, older are making new friends due to changing living arrangements, and losing old friends and relations due to death)

Respect must envelope all stages, and all ages.



- experience issues about mobility (younger rely on public transit, wheels (bicycles) and adults to get them around longer distances, older adults may not have drivers' licenses renewed, or chose to live without a car, or may have scooters or electric wheelchairs)
- experience dependency – certain issues in their life may be controlled by other adults (adults in care, children in daycare, school)
- desire appreciation of their uniqueness that they no longer get from the world of work and employment, or for children, do not yet receive
- have time to consider death (mystery of it, approaching state of)
- suffer from isolation, anxiety, depression, lack of one-on-one attention, jealousies
- have opportunities to develop sense of humour about changing state of their bodies as both growing older and growing up bring daily challenges

Although these are general statements, you may find that several are applicable. Those commonalities can be rich sources of discussion and support between older adults and children. Your focus on the follow-up activities will gain momentum when the common needs and interests of the two generations are acknowledged and appreciated.



Enjoyment

THREE STAGES OF COMING TO KNOW OLDER ADULTS

What does it mean “to come to know” something or someone?

Consider these three ways of coming to know a country:

1

Getting to know *about* the country

Studying about the country from a book, or a virtual reality computer program

2

Getting to *know* the country

Experiencing the country for two weeks travelling on a pre-planned tour

3

Living within the country

Moving to *live within, and as part of* the country

In the first instance you come to know **about** the country, and in the second you have some **experience** of the country. But when you migrate, your experience is your life as you become embedded **within** the country. How vastly different is it getting to know the country from a book, compared to getting to know it by living there?

Can these three levels of learning be used to familiarize ourselves with people across the generations, experience them, and participate in their activities?

NOW THEN...

Consider these three ways of coming to know about an older adult.



Coming to Know





Getting To Know About You – accepting one another

How do we come to know and understand the challenges of aging?

What do you do?

Studying about older adults through media, books, class-based activities

What is the outcome?

Learning to accept another's differences and challenges

What does it look like?

A child was shown a photograph of an older adult. The educator pointed out some of the aspects of physical aging, mentioned that the person was now retired from work outside the home, listed the accomplishments of the person during her life, and pointed out that the photo was taken at a swimming pool where the lady was a participant in the Masters Swimming Competition. The child was given a story to read about the challenges of aging, and learned about arthritis, gout, and hearing loss. By the end of the day, the child knew a great deal about older adults that he had not known before. He wished that he knew an older adult in person.

Frequently this type of coming to know addresses questions that have one-word or single-sentence answers. For example, "What is one characteristic of aging?"

Getting To Know You – respecting one another

How do we sensitize to issues in the lives of older adults?

What do you do?

Visiting an older adult and participating in an activity

What is the outcome?

Learning to respect one another through a shared experience

What does it look like?

On Tuesday the children were invited to a Senior Centre to sing a song they had been practicing for presentation. They were excited and arrived in their best clothes, with their best manners. They were nervous. Their group leader had told them that they must not run, or be loud, and should sit on the benches, leaving the chairs for the older adults. The performance went well, and at the end the children each moved to sit on the floor beside one of the seniors in the chairs. Cookies and juice were served. A few of the children answered questions that the older adults asked them. The children felt shy, but pleased that they were included in the visiting of the older adults. Some older adults were shy, not having been around children for a long time. They sat and watched, drinking the juice and enjoying the cookie and the company. One gentleman offered to come to the children's school on Remembrance Day to talk about his experiences in the war.

Often these types of experiences lead to questions that have answers that may require a paragraph to explain. For example, "Were you afraid when you went to the war?"



Participating



Celebrating Us Within Community – protecting one another

How do we build an empathetic community leading to prevention of mistreatment, bullying and neglect across all ages?

What do we do?

Developing on-going community relationships across generations

What is the outcome?

Learning to protect one another and be empathetic towards one another

What does it look like?

Three community-changing events all started within a month in Bindon City. A Grade Five class, their teacher and their class hamster moved into a makeshift classroom at Coldstream Retirement Community to attend school there for two full months. Meanwhile Bindon Community Arts Council launched an art class inviting children and older adults to come for two hours once a week for the next three months. They were painting pictures together and planning to create a mural for the foyer in the Arts Council building by September. At still another venue, as part of the nation-wide Blooming Cities Project, older adults and children were asked to make plans together for beautification of the city: growing bedding plants, creating flower beds and taking care of the planting and watering. The children and older adults in each situation learned about one another, developed friendships, and together became intergenerational teams to address challenges within their city and celebrate their solutions. The months grew into years and the community strengthened with the framework of youthful energy and ideas, woven with older adults' insight and experience. It became "just the way things are" in Bindon.

Most often, these kinds of opportunities raise questions that stimulate discussions and answers that may require several paragraphs, perhaps even essays, research and audio-visual presentations. For example, "How did planning and implementing the city gardening project change the relationships of the older adults, the children, and the community?"



*Stimulate discussions
and answers.*



ACTIVITIES

Getting to Know About You – accepting one another 30- to 60-minute activities

Title	Focus
1. <u>What Does It Mean to Be Old?</u>	Stereotyping
2. <u>Review of DVD <i>Seniors Are Cool!</i></u>	Myths of Ageism
3. <u>Words That Connect to Attitudes</u>	Definitions to Clarify
4. <u>Mistreatment and Bullying of Older Adults</u>	Comparing/Contrasting
5. <u>Human Rights and Responsibilities</u>	Rights and Responsibilities
6. <u>Reacting to Stress in Respectful Ways</u>	Conflict Resolution
7. <u>Making Plans to Move Forward</u>	Affirmative Action



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Getting to Know You – respecting one another

1- to 2-hour activities

Title	Focus
1. <u>Communication – A Two-Way Street</u>	Communication skills
2. <u>Ways We Are the Same, Ways We Are Different</u>	Uniqueness
3. <u>Getting to Know You by Asking</u>	Interview Skills
4. <u>Old Things, New Things, Your Things, My Things</u>	Lifestyles
5. <u>Buddy Baking</u>	Activities with Foods
6. <u>Plays, Playing and Performances</u>	Intergenerational Cooperation
7. <u>Making Plans to Move Forward</u>	Affirmative Action



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Celebrating Us Within Community – protecting one another

On-going, long term involvement

Title	Focus
1. <u>Working as an Intergenerational Team</u>	Cooperative Planning
2. <u>Co-Caring in Community</u>	Volunteerism, Outreach
3. <u>The Planting Projects</u>	Community Enhancement
4. <u>Planning for Intergenerational Day Canada and World Elder Abuse Awareness Day</u>	Building Community Resiliency
5. <u>Engineering an Intergenerational Friendly Community</u>	Re-Invention and Innovation
6. <u>Sharing Spaces</u>	Joint Facility Use
7. <u>Making Plans to Sustain Elder-Youth Connecting</u>	Affirmative Action



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*Know
Want to Know
Learned
Want to Find Out*



Every Activity in this Kit Has...

A SUGGESTED TIMEFRAME

30-60 minutes, 1-2 hours, or "on-going long term"

A PRESENTATION FORMAT

Intents – goals, intentions or learning outcomes

Design – what the activity will look like – a discussion, DVD, planning an action piece, hands-on activity, field trip, guest speaker or celebration

Activity – a step-by-step guide to the plan, including materials required, equipment, location

Evaluation⁷ – Did we accomplish our goals? Did we help evolve informed and positive attitudes?

TOOLS TO ENGAGE PARTICIPATION

Throughout this kit, eight tools (techniques) will be suggested for use. They are meant to assist individuals and groups in gathering information and understanding concepts. As well, the techniques will act as aids in engaging all participants when your purpose is to stimulate discussion, gather opinions, or delegate action pieces or jobs.

⁷ Provincial/Territorial learning outcomes have been taken into consideration, but teachers will need to check [Appendix A](#) for specific learning outcome connections relative to their provincial or territorial curriculum.

TOOLS FOR DISCUSSION AND ORGANIZATION

[KWLW \(Know, Want to Know, Learned, Want to Find Out\)](#)

[Venn Diagrams and T-frames](#)

[Tick Tock](#)

[1-2-3-More](#)

[Team Learning](#)

[Three Levels of Questions](#)

[Exit-Entry Card](#)

[Celebrations](#)



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Sensitivity





KWLW (Know, Want to Know, Learned, Want to Find Out)

When starting an activity, two questions can be sequentially asked of the participants:

1. What do you already **KNOW** about this topic or issue?
2. What do you **WANT** to know? (What questions do you have about this topic?)

This gives the adult lead and the rest of the group a basis from which to work. The questions can be valuable in guiding the engagement of the group, yet allow sensitivity to individual interests.

The responses can be notated under the letters "K" and "W" and so that there is a written group record (on large paper, board, on an overhead, or smart board). This is very helpful as a reference during, at the end of the activity, and as follow-up later.

When the activity is closing, the letter "L" (Learned) can be the heading to register comments from the participants to the question "So, what have you Learned?"

Finally, in order to sustain the intent of the lesson, the question "What questions do you still have about this topic or issue?" can be asked. Questions can then be written under the final letter "W." These questions can be kept, and displayed as references for future inquiry.

Reflections



KWLW EXAMPLE**TOPIC OF STUDY: Arthritis**

Know	Want to know	Learned	Want to find out
<ul style="list-style-type: none"> • It hurts • Hard for people to move • Old people get it • Happens because you are not exercising • Can't exercise because it hurts too much • Older adults get grouchy when it hurts them • Can be managed with drugs • Need to use canes • People get bent over 	<ul style="list-style-type: none"> • How do you get it? • Is it just old people who get it? • How can you make it go away? • Who can help? • What does it look like? • Can I get it? • How do you stop it from happening? • How come some older adults get it and others don't? • What can we do to help older people who have arthritis? 	<ul style="list-style-type: none"> • Caused sometimes by injuries, lack of vitamins and minerals in diet, inactivity or too much of the same activity • Affects joints • Can be treated with physiotherapy, drugs, diet, sometimes surgery • It doesn't go away, you can only take care of it so it might not get worse • Affects all ages of people • Good diet and adequate exercise, and playing and working safely is important 	<ul style="list-style-type: none"> • How can all ages avoid this disease? • How can we make life easier for those who suffer from arthritis, especially older adults? • Can we invent something that will make it easier for people with arthritis to participate in activities? • What kind of help do older adults get when they suffer from arthritis? • Who do we know who has arthritis? • How can we help them feel better? • How can we share what we have learned with others in our community?



Comparison



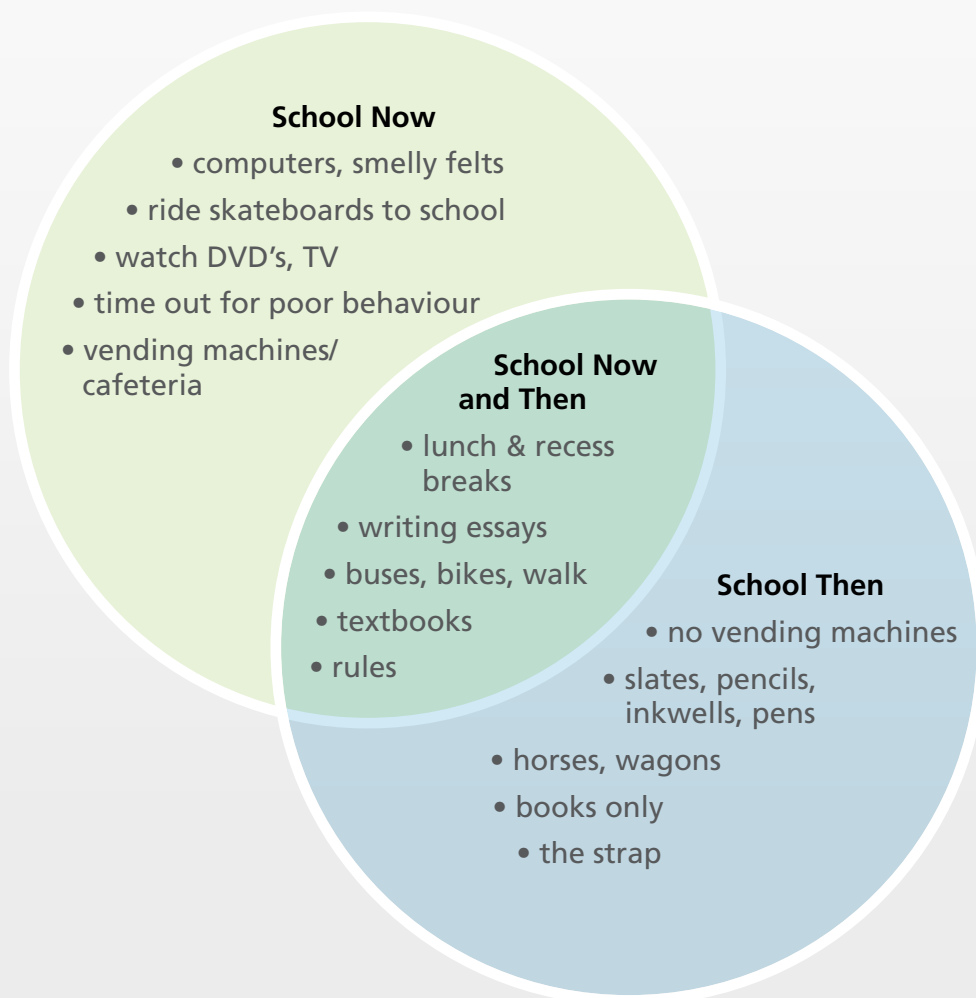
VENN DIAGRAMS AND T-FRAMES

By using these simply drawn organizers, you can assist participants in sorting their ideas and reflections. Individual participants can work with 8" X 10" page size, and then 11" X 17" format can be used for groups. Kept on display, these are excellent reviews of the material covered and can be enhanced with drawings, colour etc. They may also be used effectively as posters to share the work on site, or within the community.

VENN DIAGRAM EXAMPLE

TOPIC OF STUDY: School Now and Then

Comparison of Similarities, Differences



Knowledge



T-FRAME EXAMPLE**TOPIC OF STUDY: Favourite Hobbies and Sports**

Listing and Sorting

Present Day	Long Ago
<ul style="list-style-type: none"> -skateboards -squareball, foursquare -soccer -skipping -downhill skiing with chairlifts -jungle gyms -bowling -mountain and road biking -flag football -track and field days 	<ul style="list-style-type: none"> -marbles -baseball "scrub" -riding horses -skipping -hiking to ski -swings -lawn bowling -one-speed bicycles -hopscotch -sack races, 3-legged races



Discussion



TICK TOCK

Time is always a consideration it seems. A simple technique for helping participants share is to set time limits. A stopwatch is a great help. The group leader can set the time, watch the time and give participants warning when their sharing time is coming to a close. These warnings of time passing can be indicated by a flick of the room light switch, a bell, verbal keyword, or a clap. Ninety seconds, though it seems very short, is often an adequate amount of time to get discussion started if there has been some lead-up to the topic.

TICK TOCK EXAMPLE

TOPIC OF STUDY: Bullying

Intent:

The intent for the activity is to discuss and share individual's perceptions of bullying.

There is an assumption that the participants have some former knowledge of this.

Activity:

The participants each have a paper and a pencil, or access to a personal computer open to a Word document. The adult lead asks each participant to write down, in point form, as many things as they can about the topic of bullying. They are told that they have 90 seconds, starting now. (It is often helpful if the children are not familiar with this technique to have them sit through a 90 second time count. They then have an idea of how long that is. Explain to them that it is not a test, or anything to be anxious about, but rather as a group there is lots to talk about today and the adult lead wants to make sure that everyone has a chance to share before their time is gone.) At 60 seconds, the adult lead can say, "Two thirds of your time has passed."

When the 90 seconds are up, the lead can say, "I am going to give you 30 seconds longer to put an asterisk beside your two most important ideas that you would like to share."

This technique can be used for any activity and ensures that participants and adult lead are in control of whatever time is available. It keeps things lively focusing on the goals, and somewhat gives a sense of urgency regarding completion of the task.



HINT: As an adult lead you might consider two things.

1. You will learn to sense when the time you have given the participants is not appropriate. Their discussions may be going full tilt, with all participants fully engaged, or suddenly the room may be silent. You may adjust the time as you see necessary.
2. The stopwatch and this technique are good for the participants themselves to use within their groups as they go on to do more work, independent of the adult lead. So, allow them time to take over your role, and practice time management themselves.



Understanding



1-2-3-MORE

An excellent technique for keeping things moving and allowing each individual an opportunity to share in some way is the technique "1-2-3-More."

If an opinion or ideas are required from the individuals in the group, have each person notate in some way as many thoughts on the topic as they can within a designated timeframe. Ask the individuals to star (*) the two or more most important ideas they have notated.

Next, have each individual find a partner to share ideas, again within a designated time. Have pairs make sure that they cover their asterisked ideas first. At the end of the time, the pairs choose the three or more most important ideas that they have between them.

Have pairs join other pairs to form groups of four or six. Any groups six or larger will likely require a leader to ensure all individuals have equal sharing time for their ideas (see [Team Learning](#)). Once the larger groups have determined their three or more strongest ideas in order of importance, have a spokesperson from each group share with the whole class.

Adult leads may have each group start by sharing one idea, writing it down on a smartboard or large sheet of paper. If time allows, the second idea from each group can be presented and so on.

When the most important ideas are in front of the whole group, then discussion can take place around which are the two or more important ideas upon which they would like to take further action.

Keep the information upon which the group collectively has decided, as this will be valuable for planning future discussions and action pieces.



TEAM LEARNING

As your group progresses into larger working groups, it is helpful to designate tasks. You may choose any number of roles to be designated, but set roles that do not change from activity to activity, which helps participants to act efficiently.

In groups of five or larger, consider having participants choose a role to fulfill, either individually or in partners or groups. This gives each individual a sense of purpose within the larger group, shares the workload, and ultimately engages all participants and adult lead(s) as equal partners in discussions, preparations, implementations and celebrations.

Jobs can be delegated by the adult lead drawing names or selecting (if time is an issue), or participants may have a few minutes within their groups to choose their roles.

ROLES MAY BE:

1. **Materials and equipment** – gathers pencils, paper, etc.
2. **Recorder** – writes shared information
3. **Encourager** – makes a point of acknowledging participants
4. **Timer** – watches the use of time by the group
5. **Presenter** – presents group's findings to other participants



THREE LEVELS OF QUESTIONS

This technique is based on the “three levels of coming to know” about an older person, discussed earlier. If you are engaging the participants in formulating questions, you may want to guide their thinking from simple facts (What is the Senior Olympics?) to more complex discussions (What can we do to help prevent bullying of older adults?). By guiding your own questions, and those of the participants, to move from one level into the next, you will be able to guide the thinking from one of informational understanding to experiential understanding to qualitative action.

One trick is to help participants realize that the way the question is asked often is a reflection of how much critical thinking is required to come up with an answer.

FIRST LEVEL QUESTION

For example, if we are wanting to know about something, we usually start by asking simple questions that require short answers generally based in factual information (Who? What? When? Where?). This question usually is answered with a sentence.

Q: “How old is an older adult?”

A: “Many stores and programs consider people who are 55+ to be ‘older adults.’”

SECOND LEVEL QUESTION

When we understand something more about the context or the experience, questions become more complex to answer. A paragraph will generally be required to answer this level of question.

There is no one right or wrong answer necessarily. Participants recognize that the answers vary because each situation is different. To discuss the context of that situation takes several sentences.

Q: “Why do some older adults still work, while others live in the care home down the street?”

A: “Well, the answers to that question vary.”

THIRD LEVEL QUESTION

In this level of questioning, a much more comprehensive answer will evolve. Often it has an action piece that engages the participants to work collaboratively. This is the answer that requires “the essay.”

Q: “If the older adult no longer has a job outside of the home, how can we meet them and participate with them in our community?”

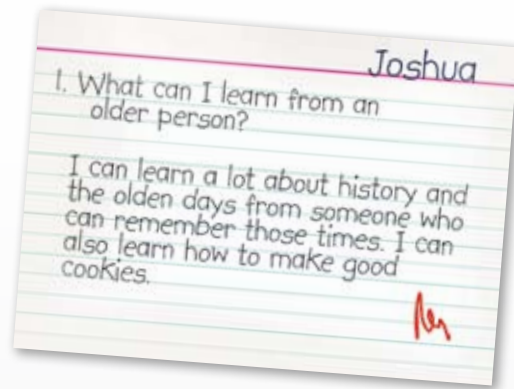
A: “That is an excellent project opportunity, and we will have to spend some time investigating those ideas and making a plan to facilitate that happening.”



EXIT-ENTRY CARD

This is a very quick check on what has been learned from discussions during the activity. Its use allows the adult lead to **detect** changing attitudes, allows the participants to **reflect** further on what they have learned, to **connect** with those at home.

At the end of the lesson, give each participant a 3" x 5" index card. On the card have them write their name. Then have each person write two questions on the card, one on each side.



These questions can be guiding questions from the INTENT section, **or** questions that the adult lead **or** the group has created.

Consider the "Three Levels of Questions" tool. On-the-line questions have factual answers of a word or two, between-the-line questions require more detail and elaboration, beyond-the-line questions will require longer answers and more time to reflect and formulate a personal opinion. Select the type of question that works the best for the adult lead, the children and the situation.

Give the participants time to write answers to the questions. In total, this should not take longer than five minutes of quiet reflection and writing.

When the card is complete, the participant can show it to the adult lead for a stamp, initial, or sticker for verification, and then the participant can take the card home. In order to gain "entry" into the next session, the participant is requested to return the card with additional comments gathered from family members and the signature of his or her caregiver.

Benefits of the Exit-Entry card

1. child is given a clear opportunity to share thoughts on the lesson
2. adult lead gains insight into the child's thinking
3. family is included in discussion of the concepts and ideas regarding awareness and prevention of mistreatment of older adults

At a later date, the comments on these cards may form a strong summary sheet for the kit activities and may be shared anonymously with the public to jog their awareness.



REMEMBER:

Detect, Reflect,
Connect



CELEBRATIONS

Every new insight is worthy of celebration. As participants see themselves empowered to make a difference, this should be celebrated with an announcement, a comment of recognition or a happy dance. When your project work progresses to include older adults, it will be even easier to think of ways and times to celebrate the new friendships and understandings. This will be detailed as it refers to specific celebratory events.

Just a word regarding CELEBRATIONS...

People across the country for decades have celebrated being together by sharing food, from potlatches to potlucks. In our busy lives today however, frequently we eat only with the focus of warding off our physical hunger. Meanwhile, our hunger for social interchange between generations, previously facilitated around the family dinner table, goes unsatisfied. Rarely do most families find that three generations grace their table even when they do sit down to eat together. Annual celebrations help to bring a focus to multiple generations coming together.



Empowered



But why wait for a holiday to celebrate intergenerational connections?

When adding food to your event, think simply. A small healthy snack wedges itself into our busy time schedules and says, "Slow down. Enjoy!" Check out [Eating Well with Canada's Food Guide](#). Be considerate of dietary issues. Nut allergies and diabetes are things to consider, as well as cultural preferences and rules regarding consumption of certain foods.

Intergenerational activity is enhanced by ensuring time is allowed for casual conversation while eating a healthy snack. In some cases, the entire intergenerational activity may be about creating a nutritious meal together, a tea break, or celebration of a birthday, spring, or cultural holiday.

Cross-cultural sharing of foods is always exciting, but even more so when it crosses generations as well. Honouring food sources and recipes of high regard from previous generations brings a new awareness to the importance of sharing food and its cultural significance through time. That we actually have food to eat is something older adults can help younger people appreciate.

If your community event includes an intergenerational growing opportunity, a community garden, or market garden, adding in an intergenerational cookbook helps solidify continuing connections.

And then, there is also the story of Bob and Matthew...

THE STORY OF BOB AND MATTHEW

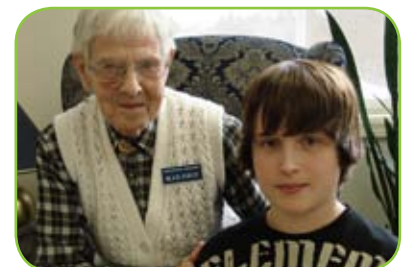
Bob's gnarled hands tried to remove the lid of the orange juice container so that he could pour a drink for his wife sitting near with hands equally disfigured. His 13-year-old buddy Matthew watched, transfixed. The boy asked, "Bob, why are your hands like that?" Bob looked up from his struggle with the bottle. "My wife and I used to own a chicken farm and we mixed chemicals into the chicken feed with our bare hands. The chemicals were absorbed by our skin and damaged our hands and many of our internal organs. We both suffer from the same ailments." Matthew was stunned. Considered "a challenged learner" in school, Matthew spent the next five months doing a self-directed comprehensive investigation of the food industry. He reported his findings to his school.



*You "are,"
when you eat.*



*Continuing
Connections*



Accepting *(30-60 minute activities)*

GETTING TO KNOW ABOUT YOU – accepting one another

1. [What Does It Mean to Be Old?](#)
2. [Review of DVD *Seniors Are Cool!*](#)
3. [Words That Connect to Attitudes](#)
4. [Mistreatment and Bullying of Older Adults](#)
5. [Human Rights and Responsibilities](#)
6. [Reacting to Stress in Respectful Ways](#)
7. [Making Plans to Move Forward](#)



Use your mouse to roll over and click on [interactive links](#) within this pdf.

You can also use your Acrobat menu **View > Go To** to navigate the pages.



ACTIVITY NUMBER 1

WHAT DOES IT MEAN TO BE OLD?

(Time required: 30-60 minutes)

INTENT: Guiding questions

- What does it mean to be old? (investigation of stereotyping)
- What characteristics do we generally connect to something “old”?
- Do these same characteristics apply to all things? to all people?
- Are all older adults the same? How might they be different?
- How can we change our views of older adults?

Participants will be given opportunities to reflect on how they personally view “old,” and through discussion they will list characteristics of things they believe to be “old.” They will be invited to reflect on differences they perceive between “old” and “new,” “young” and “aged” (Why were some ideas included on their list and others not?). There will be a discussion regarding perceived values attached to “old” and “young” as they pertain to people, (as opposed to objects).

DESIGN: Discussion

- using comparison and contrast of old/new/young/aged
- reflection on previously held views – possible stereotyping

After opening discussion, participants will collect photographs from media that they perceive to represent “old” and “young,” with reflective guided discussion to follow.

ACTIVITY:

Requirements:

- whiteboard, chart paper, black board or smartboard
- 11” x 17” paper, one per child
- felt pens, glue sticks
- stopwatch (optional)
- several magazines and newspapers, scissors for each child
- 3” x 5” index card, one per child
- familiarity with “[Exit-Entry Card](#)” and “[Three Levels of Questions](#)”

Process:

- What do participants know about “old”? What is their perception of “old”? (Hint: use “K” and “W” of “[KWLW](#)”)
- “K” – Start discussion of what it means to be “old” by recording participants’ opinions.
- “W” – Define and investigate “What is a stereotype?”
- Have participants inquire into perceptions of “What does old look like, and act like?” Consider how some comments might be based on stereotyping.
- From magazines and newspapers, have participants cut out photos of “things that I would consider to be old” and “things that I would consider to be new/young.”
- Have participants share within groups why they selected these representative photos (Hint: use “[1-2-3-More](#)”).
- What do participants characterize as “old”? (Identify stereotypical thinking.)
- The adult lead may guide participants in understanding “What does it mean to be

ACTIVITY NUMBER 1, p. 2

an older adult?” by brainstorming a list or mind map of various aspects of “old” (e.g. young at heart, some participate in their professions as volunteers, some continue or begin participation in hobbies and competitive sports while some have mobility issues, are unwell and we take care of them, some travel, some must leave their homes for care).

- Post this information on a wall for future reference.

EVALUATION:

- Adult lead can request that individual and pairs of participants show this broader definition of “old” and “older adults” by writing a poem, rap, song; by creating a poster showing all aspects of “Being an older adult is...”; by making a chart showing pictures of older adults doing a variety of things (selected cut-out images from beginning of activity); by making a collage that unmasks stereotypical thinking about older adults.
- Present these in a shared public space.
- At the completion of this activity, have all the guiding questions been addressed?
- “Exit-Entry Card”



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GETTING TO KNOW ABOUT YOU – accepting one another

ACTIVITY NUMBER 2

REVIEW OF DVD *SENIORS ARE COOL!*

(Time required: 45-60 minutes)

INTENT: Guiding questions

- How do you/we define older adults (seniors) before seeing the video, and then after seeing the video?
- What makes seniors “cool”?
- What are ways older adults contribute to communities after they “retire”?
- What is a “myth”? How do myths contribute to stereotyping?
- What myths are there about older adults, and how can we make sure people understand that these are myths, and not the truth?

Participants will be given an opportunity to review previously held notions about older adults by gathering new information provided in a video.

DESIGN: Worksheets to support 11-minute video *Seniors Are Cool!*, discussion

**ACTIVITY:**

Requirements:

- video *Seniors are Cool!* (may be accessed at Web site and projected or viewed individually on personal computers)
- DVD player
- individual “Guess and Check worksheets” (Figs. 2 and 3) one of each per group
- individual “Myth and Real Picture” T-frame organizer (Fig. 4) one per person
- whiteboard, chart paper, black board or smartboard
- scissors (glue is optional)
- art materials: 8” x 10” white paper (one sheet per child) and crayons, felts, paints
- 3” x 5” index cards, one per child
- familiarity with “Exit-Entry Card” and “Three Levels of Questions”

Process:

- Give each group of 2-3 children one copy of each worksheet (Figs. 2 and 3).
- Go over the words and phrases to make sure children know what each says.
- Have children cut out the words and phrases that have to do with the video.
- Have the small groups predict which column they think the word/phrase *best* describes, and then quickly attach the paper tab in the column of their choice.
- Allow 10 minutes at most for this quick predicting activity.
- After the small groups have completed the activity, have each group spokesperson quickly summarize what they have

2

GETTING TO KNOW ABOUT YOU – accepting one another

ACTIVITY NUMBER 2, p. 2

predicted for the story line of the video *Seniors Are Cool!*.

- Guess and Check – Watch the video with the question, “How well did your group predict?”
- Write a large “K” on a piece of chart paper after the movie and have the students volunteer what they found out about seniors in the video, and what facts they learned about famous older adults from the past. Record on the sheet.
- Discussion: Did any group predict a different story than the one that was told? (stereotypical thinking, ageism, pre-conceived definitions of older people)
- What was the group logic on choosing to put certain attributes or word/phrase tabs under one heading as opposed to another?
- What was the underlying (subconscious) thinking?

Have the small groups discuss each of the following questions for 2 minutes and then have a spokesperson share the group’s answer to the question. Adult lead can record key words on the chart paper under “K.”

1. What motivated the older adults to get involved in new activities for the first time when they were older? (liked the challenge, on a dare, a desire to help others, volunteering, a desire to learn new things)
2. Why did the older adults in the movie want to keep doing things they had done as younger people? (wanted to get better at it, wanted to stay fit, wanted to stay in the social/friend circles, had more time now to do what they liked to do before)

3. Does any participant know of an older person who does something “cool”? Has anyone seen an older adult doing something “cool”?

4. What motivates children to get involved in new things or continue with things they learned when they were younger?

EVALUATION:

- Invite children to create and display 8 x 10 inch posters celebrating things that older adults do (e.g. poster title: Mrs. Fraser went skydiving for her 75th birthday!, picture: collage made from magazine cut-outs, or drawing of someone jumping with a parachute from a plane)
- Give each child “Myth and Real Picture” worksheet (Fig. 4). Ask each to complete the “Real Picture” side for each “Myth” that was introduced in the video
- Home assignment: Collect newspaper articles about older adults who are making differences
- “Exit-Entry Card”

3

GETTING TO KNOW ABOUT YOU – accepting one another

ACTIVITY NUMBER 3

WORDS THAT CONNECT TO ATTITUDES*(Time required: 30-60 minutes)***INTENT:** Guiding questions

- What do the following terms mean as they relate to the issues of mistreatment of older adults?
stereotype, personal responsibility, respect, social responsibility, bullying, abuse, elder, ageism, neglect, empathy, sympathy, anxiety, degrading, conflict, victim, resolution, prevention, awareness
- Participants will share common understandings of the words in the vocabulary list, and then will check their connotations with dictionary sources.

DESIGN: Study of word meanings**ACTIVITY:**

Requirements:

- stopwatch
- lined paper for participants, pens or pencils
- whiteboard, chart paper, black board or smartboard
- dictionaries – one per participant if possible
- crossword paper photocopied, at least one per two participants ([Fig. 5](#))
- 20 index cards 5" x 7"
- 3" x 5" index cards, one per child
- familiarity with "[Exit-Entry Card](#)" and "[Three Levels of Questions](#)"

Process:

- Write each of the terms in a list on the chart paper.
- Break participants into groups of 3-5.
- Assign one word from the list to the groups, e.g. "abuse."
- Give participants 60 seconds to come up with a definition within their group.
- At the end of the 60 seconds, survey the groups by having each define the assigned word using one synonym, or one- or two-word phrases.
- Assign a second word from the list. This time ask each group to come up with an example that represents the meaning of the word in 60 seconds. Go around the room and have each group share their example (e.g. personal responsibility: cleaning your room without being asked).
- Assign a third word and on the signal "Go"! have each group stand up and discuss the meaning of the word. The group that sits down first with the meaning ready to share wins a point if

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GETTING TO KNOW ABOUT YOU – accepting one another

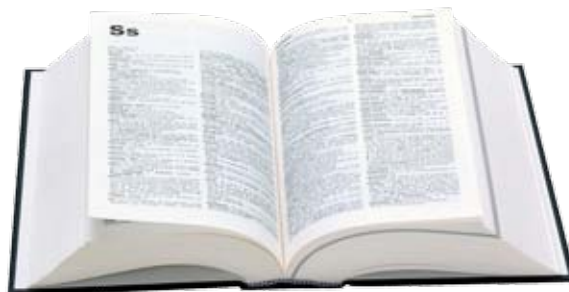
ACTIVITY NUMBER 3, p. 2

their definition is agreed upon by all to be correct.

- Next give a different word to each group and have them look it up in the dictionary. Time them and give them points accordingly.
- Take time as is necessary for the group to discuss the more complex meanings and how they relate to elder abuse.
- Carry on with this variety of challenges until all words have been defined.
- Divide the full word list amongst the groups and have them write each word in boldface on an index card so that the cards can be displayed on a wall for the duration of the elder abuse and prevention study (i.e. Word Wall). Keep the chart paper with the definitions posted nearby for reference.

EVALUATION:

- Crossword – have participants individually or in pairs use crossword grid to format the words in crossword fashion numbering the first letter of each new word (see [Fig. 5](#)).
- “[Exit-Entry Card](#)”



4

GETTING TO KNOW ABOUT YOU – accepting one another

ACTIVITY NUMBER 4

MISTREATMENT AND BULLYING OF OLDER ADULTS*(Time required: 45-60 minutes)***INTENT:** Guiding questions

- What is meant by elder abuse and mistreatment of older adults?
- Are there different classifications of mistreatment?
- How is elder abuse and mistreatment the same/different from bullying?

Participants will compare and contrast the nature of abusive behaviour against older adults with the nature of bullying behaviour in their peer group. They will then identify the categories of abuse of older adults (see "How does mistreatment and neglect of older adults occur?"). Participants should come to an understanding that abusive behaviour is not isolated to specific age groups. It can occur when younger mistreat older, peers mistreat one another, or when older adults are mistreated by younger adults. Adult leads should help children understand that it is important to treat one another respectfully, regardless of age.

DESIGN: Discussion – Vignettes (stories) that portray abusive behaviours

**ACTIVITY:**

Requirements:

- download of PSA Government of Canada Elder Abuse – It's time to Face the Reality video of less than 2 min.
- DVD player
- paper and pencils for individual participants
- T-frame – have each student draw a large "T" on paper
- stop watch for "Tick Tock"
- stories of mistreatment and disrespect (Fig. 12 examples, or others)
- whiteboard, chart paper, black board or smartboard
- 3" x 5" index cards, one per child
- familiarity with "Exit-Entry Card" and "Three Levels of Questions"

Process:

- Adult lead should preview the PSA video.
- Prepare to use "KWLW."
- Write a "K" for Know at the top of the large paper with the words "Mistreatment and Bullying" across the top. Divide the sheet vertically and write at the top of the left hand column "The Act" and on the right hand column write "The Action."
- Ask the participants what they know about the topic and record thoughts. Children may give examples of bullying within their peer group. Assist participants in focusing on the behaviour that was exhibited. Allow sufficient time for this discussion in order to build understanding.

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GETTING TO KNOW ABOUT YOU – accepting one another

ACTIVITY NUMBER 4, p. 2

Example:

“The Act” – name-calling

“The Action” – The bully feels insecure so tries to make others feel less important.

Adult lead can later tie this to emotional/psychological abuse of older persons.

Example:

“The Act” – pushing

“The Action” – The bully feels powerless so uses physical strength to overpower smaller person.

Adult lead can later tie this to physical abuse as an issue in elder abuse.

Example:

“The Act” – stealing

“The Action” – The bully feels entitlement to the belongings of others.

Adult lead can later tie this to financial abuse of older adults.

Example:

“The Act” – cruelty to animal pets

“The Action” – The child does not take care of pet (cleaning/feeding).

Adult lead can later tie this to personal neglect as an issue for some older adults.

- On a second large paper, write a “W” for “What do you want to know?” Solicit inquiry from the children. (e.g. How can we identify or become aware of this behaviour? How can we stop this behaviour? Who can help stop this behaviour?)
- Show the three clips on the video

individually, without audio. Adult lead will have to be quick on the pause button as each clip is only seconds long. Non-verbal observation of mistreatment of older adults:

1. emotional/psychological
2. emotional/financial
3. physical

- After viewing each video scenario, have children work in small groups discussing what they noticed. Have each group spokesperson share observations.
- Introduce the four categories of “Elder Abuse” as set by the Canadian government (see *How does mistreatment and neglect of older adults occur?*).
- You may use the mnemonic: Not Everyone Plays Fair - NEPF
 - N:** Neglect
 - E:** Emotional/psychological
 - P:** Physical
 - F:** Financial
- Have children categorize types of abusive behaviours (NEPF) from the “Mistreatment and Disrespect” list the group created.
- Show video clip again. Group categorizes types of mistreatment shown.

EVALUATION:

- Complete the “KWLW” process: What questions do you still have?
- What did you learn about mistreatment and bullying of older adults?
- Have participants write down mnemonic and identify by category types of mistreatment of older adults.
- “Exit-Entry Card”

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GETTING TO KNOW ABOUT YOU – accepting one another

ACTIVITY NUMBER 5

HUMAN RIGHTS AND RESPONSIBILITIES

(Rights of child/rights of older persons, personal and social responsibility)

(Time required: 45-60 minutes)

INTENT: Guiding questions

- What are the basic rights of human beings?
- What are the rights of a child?
- How are these the same as/different from the rights of older persons?
- How do rights correspond to responsibilities?
- What is the difference between personal responsibility and social responsibility?

Participants will review what basic rights all human beings have, but will also consider how there are some rights that are specific to certain generations.

Rights generally go hand-in-hand with responsibilities, a notion that grapples with the current prevalence in society of the belief in "entitlement."

People must be personally responsible before they can contribute authentically to social responsibility. Merely "feeling entitled" shows a lack of understanding of one's personal responsibility within the larger context of social responsibility. We stand on the shoulders of those who came before us, and we must be first personally responsible, and then use those understandings to be responsible within the larger context of community and society, i.e. socially responsible.

DESIGN: Discussion groups: reflecting critically on human rights issues

ACTIVITY:

Requirements:

- stopwatch (for "Tick Tock")
- one copy for each participant of Figs. 6, 7 and 8
- one copy per group (11" x 17" paper) of enlarged Venn Diagram (Fig. 1)
- whiteboard, chart paper, black board or smartboard
- lined paper for each participant, pen/pencil
- 3" x 5" index cards, one per child
- familiarity with "1-2-3-More," "Team Learning," "Exit-Entry Card" and "Three Levels of Questions"

Process:

- Briefly introduce the topic "Human Rights" and ask participants to individually record as many words or phrases as they can think of that would define human rights.
- Give 90 seconds, and then call for participants to join with one other person and give another 90 seconds to share ideas.
- Have each pair join up with another pair and give 2 minutes to share their notes on "human rights," closing by marking with an asterisk the top three ideas as agreed by the group.
- Ask groups to take on "Team Learning" roles: a gatherer, a recorder, etc.
- Have recorder write the three top ideas of the group on a new sheet of paper.
- Ask each presenter, in their turn, to give one of their group's three best ideas so adult lead can record those on large paper or board. Continue asking for one comment each round until all top ideas

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ACTIVITY NUMBER 5, p. 2

of the groups are recorded on the large paper. Ask if there are any other ideas that were not asterisked that someone feels should be included.

- Have gatherer collect one 11" x 17" Venn diagram (Fig. 1), and copies of Figs. 6, 7 and 8 for each member of their group.
- Ask participants within their groups to read through Figs. 6, 7 and 8 as reference, and then fill in Venn diagram (Fig. 1)
 1. Rights of the Child
 2. Shared Rights
 3. Rights of Older Adults
- Have presenter for each group share the group's ideas one at a time, circulating around the groups until all ideas are heard.
- Ask participants if human rights are important and why.
- Are there differences in the human rights of different generations?
- Introduce idea of rights and responsibilities **in school:**

RIGHT TO:	RESPONSIBILITY TO:
Learn	Listen to instructions, work respectfully, etc.
Hear and be heard	Not to speak when others are, not to disrupt
Be respected	Not to tease others, hurt their feelings, etc.
Be safe	Not to threaten, kick, or physically harm others
Privacy and my personal space	Respect others' personal property and space

- Introduce idea of rights and responsibilities **in society:**

RIGHT TO:	RESPONSIBILITY TO:
Drive a vehicle	Pass a driver's test, follow the laws of the road
Own a pet	Have a license, take it for its shots, control it

- We must be personally responsible first, in order to be socially responsible. Discuss this idea.
- Have participants generate other examples of personal and social responsibility, encouraging them to consider older adults (e.g. All older adults have right to health care; we have the responsibility, both personal and social, to make sure they can access the services.)
- Have each group create a Declaration proclaiming what they will do to ensure the rights of all are recognized in their neighbourhood.

e. g. *"Our group declares that we will make sure that all people and particularly older adults in our community are treated respectfully and as friends."*
(Declarations will vary.)
- Have each person in the group sign and date their Declaration.

EVALUATION:

- Share and display the Declarations in a public venue.
- Pose reflective question(s) to each student and have them give written or oral response. Use the guiding questions presented in INTENT section.
- **"Exit-Entry Card"**

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ACTIVITY NUMBER 6

REACTING TO STRESS IN RESPECTFUL WAYS

(Time required: 60+ minutes)

INTENT: Guiding questions

- Why do people sometimes not get along? (lack of clear communication)
- Why do some people bully others? (feelings of powerlessness, poor view of self)
- How do people show respect? (consideration, awareness, regard, empathy/care)
- Why do some people choose not to be respectful? (lacking skills to deal with own issues/problems: no conflict resolution skills)

Respectful behaviour is the key to positive interaction whether it is between people, between people and property, or between people and the environment. Understanding what constitutes respectful behaviour and respectful thinking about issues are critical. It starts with awareness. When we take the time to notice things, we then can determine differences, unique properties, and individuality. If we notice something, give it our special attention, come to understand its qualities, and accept its characteristics in the same way we would like our special characteristics recognized and accepted, we will then care for it. Respect leads to empathy.

DESIGN: Discussion and Skits

ACTIVITY:

Requirements:

- whiteboard, chart paper, black board or smartboard
- stopwatch (for “Tick Tock”)
- lined and unlined paper for each participant, pen/pencil
- one set of Figs. 9 and 10 (or hand draw back-to-back) per 4-5 participants
- 3” x 5” index cards, one per child
- familiarity with “1-2-3-More,” “Exit-Entry Card” and “Three Levels of Questions”

Process:

- Open by saying to participants: “Today you will be detectives and journalists, looking into why people are abusive to others, why older adults are sometimes not treated well, and how we each can make a difference.

What are some qualities that detectives and journalists must have to do their jobs well? (*observant, ability to acknowledge individuals instead of lumping people together as a group, able to clarify facts from feelings, ability to develop understandings by showing inter-actions within the whole picture instead of giving just a one-sided view*)

When people bully others, it shows a lack of respect. I would like each of you to write a definition that we could give to these people who bully in order to help them understand what respect means.”

- Have participants individually write a definition for “respect.” Give a few minutes only for this difficult task. Most will think of examples of respectful behaviour but find it difficult to actually define “respect.”
- “Our time is up, find one partner with

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whom to share your definition.” Allow 90 seconds, and then ask the partners to find another pair for sharing.

- Allow another 2 minutes and then ask groups to prepare a collective definition. Have a spokesperson from each group share their definition. Record definitions.
- Begin your discussion of the collective definitions with, “Which of these are definitions of respect, and which are examples of showing respect?” Attempt to separate the two aspects. Develop a collective definition of “respect” (e.g. showing regard, giving special attention, caring about...).
- Once some examples of “how to show respect” are delineated, give the groups 10 minutes to come up with a skit with two parts... one showing a disrespectful situation, and the other how it could have been respectfully handled. Have them introduce skit by holding up [Fig. 9](#) for “Not Respect” and on next skit introduce with [Fig. 10](#) for “Respect.”
- Give an example: letting a door close on someone, as opposed to holding the door for someone, budging in line as opposed to going to the back of the line.
- Have groups share the skits with brief discussion following each one.
- Ask participants, “When a situation of disrespect or bullying happens, how can we change that from Ø to ✓ ?” Lead discussion to review how we resolve conflict.
- Have each group come up with a list of 5 steps to resolving a conflict.
- Share and compile on the big paper one list with which the group is comfortable.
- Such a list might have these components:
 1. Find a place and time for all to meet respectfully with a facilitator.
 2. Allow each person to explain his or her point of view regarding the situation (stick to the facts, but express how the situation made you feel).
 3. Have other person(s) re-tell what he or she heard from the individual sharing (make sure what was said was understood correctly).
 4. Facilitator recounts any past attempts to solve this problem.
 5. Group brainstorms possible solutions.
 6. Each person explains how he or she thinks a solution would look.
 7. Roles of each person in the solution are defined.
 8. A follow-up meeting is planned.
- Consider using the “detective/journalist approach” to the issue (see [Fig. 11](#))

EVALUATION:

- Give each group one of the scenarios from [Fig. 12](#) and ask groups to follow the steps in Conflict Resolution ([Fig. 11](#)) to find possible solutions for the case studies.
- Have each group report back to the whole by answering the following questions: Would it be easy to solve this case? Why or why not?
- What would be the most important thing in resolving the situation?
- Is there something the group can determine that would prevent this situation from occurring at all? (respect between generations)
- “[Exit-Entry Card](#)”

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ACTIVITY NUMBER 7

MAKING PLANS TO MOVE FORWARD

(Time required: 60+ minutes)

INTENT: Guiding questions

- When people are abusive, how can that hurtful behaviour be changed?
- What can I do to prevent elder abuse?
- How can I help others to understand the importance of respect between generations?

Participants can be challenged to take ownership of the issue of disrespectful treatment of older adults. They can make this story of awareness and prevention bigger. It is the right of everyone to be a respected participant in their community and it is their responsibility to ensure there is respectful treatment of all generations.

DESIGN: Creation of specific projects to nurture socially responsible change
Examples: puppet show, art show, public service announcement campaign, workshops

**ACTIVITY:**

Requirements:

- will vary – individual projects will dictate needs
- whiteboard, chart paper, black board or smartboard
- 3" x 5" index cards, one per child
- familiarity with "Exit-Entry Card" and "Three Levels of Questions"

Process:

- Set the task to the collective group: How can we make a difference in awareness of elder abuse issues, and what can we do towards prevention of elder abuse?
- As participants generate ideas in the brainstorm, record on the large sheet.
- Inform participants that their job now is to become socially responsible by taking the insights that they have gained during the activities on elder abuse out into their community. Their purpose will be to inform others, bring awareness to these issues, and help others get to know about older adults.
- Have participants choose groups, and then choose some aspect of elder abuse awareness and prevention for which they would like to become advocates. They may choose a particular incident of mistreatment of older adults and make others aware of that; they may choose to celebrate older adults showing activities in which they are engaged; they may choose to show how to be respectful of older adults.
- Make available [Fig. 12](#), which gives some ideas as background.

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For example: have pairs of students work with ideas that they can illustrate with posters or in plasticine picture templates.



(photos courtesy of Manitoba participants:
plasticine pressed into CD covers)

- Assess the participants' understanding of disrespectful (abusive) and respectful behaviour (action) as shown through acts.

For example: an incident of mistreatment of older adults can be chosen, with participants then preparing a short (2-3 minute) puppet play (see [Fig. 15](#) for puppet making suggestions) showing what happened, and how that could have been resolved ✓.

- Invite the groups to assess one another's plays on the basis of:
 - identification of the category of elder abuse illustrated
 - how clearly the conflict was portrayed
 - what skills were used to change the outcome of the situation

EVALUATION:

- Have participants review conflict resolution in light of situations of elder abuse. (How could we solve these issues and stop mistreatment of older adults?)
- Guide understanding of conflict resolution by going through checklist ([Fig. 9](#))

Respecting (1-2 hour activities)

GETTING TO KNOW YOU – respecting one another

1. [Communication – A Two-Way Street](#)
2. [Ways We Are the Same, Ways We Are Different](#)
3. [Getting to Know You by Asking](#)
4. [Old Things, New Things, Your Things, My Things](#)
5. [Buddy Baking](#)
6. [Plays, Playing and Performances](#)
7. [Making Plans to Move Forward](#)

IN THIS SECTION, “Getting to Know You – respecting one another,” participants will move to another level of knowing about older adults.

The activities in this section will involve connecting face-to-face with older adults, either through invitations into the classroom, or visitations to their recreation, health care, or other community facilities. You may choose to connect with retirement communities, senior recreation and arts centres, older adult associations and/or clubs.

An excellent resource that takes you step-by-step through this process and its legalities and challenges is the BC intergenerational toolkit *Creating Caring Communities*, compiled under the auspices of the BC Ministry of Healthy Living and Sport, and BCCPA (BC Care Providers Association).



Use your mouse to roll over and click on interactive links within this pdf.

You can also use your Acrobat menu **View > Go To** to navigate the pages.



ACTIVITY NUMBER 1

COMMUNICATION – A TWO-WAY STREET

(Time required: 60-90 minutes – may choose 2-5 different activities)

INTENT: Guiding questions

- Why is it important to have clear communication?
- How do we send and receive messages?
- How do we receive cues through non-verbal communication?
- Do different generations communicate in different ways?
- How does poor communication contribute to mistreatment and misunderstanding of older adults?
- How can younger people effectively communicate with older adults?

Participants will be given activities and opportunities to reflect on communication skills. Communication can be verbal or non-verbal. It can be poor or good. Communication skills can contribute to the degree of safety and well-being of self and others. Skills can be improved so that children and older adults can become more effective communicators.

Once an understanding of the importance of good communication is established, participants will have opportunities to practice the skills of clear communication, as they relate to communicating with older adults.

DESIGN: Discussion, role playing, practicing with older adults

ACTIVITY:

Requirements:

- whiteboard, chart paper, black board or smartboard
- one copy of **Fig. 13** per participant
- **Fig. 12** for adult leads
- scissors for participants
- puppets (optional), or standard role playing by participants
- magazines or newspapers, enough for all participants
- glue sticks, 11" x 17" paper
- download of *Elder Abuse - It's time to Face the Reality*, Government of Canada public service announcement video (less than 2 min.)
- DVD player
- masking tape
- computer access for participants (optional)
- familiarity with "**KWLW**," "**Tick Tock**," "**Team Learning**," "**Three Levels of Questions**," "**Exit-Entry Card**."

Process:

At this point, the *Across the Generations: Respect all Ages* kit invites you to introduce the children to the older adults. These activities can be done with a few older adults invited into the classroom as observing or actively participating guests, or activities may be held in a social or activity centre at an older adult recreational or care facility.

Activity 1:

- "**KWLW**" – Start with a large paper with the heading **KNOW** and ask the participants to help make a list of ways that we communicate (speaking, body language, tone of voice, expressions in the eyes, telephone, texting, Facebook, newspapers, etc.)

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- Next ask the participants what they know about poor communication. Why do we sometimes NOT understand what others are saying? (speak too fast, use jargon, say one thing but mean another, only tell part of the story, don't allow time for questions to clarify, use words we don't understand, may have an accent, don't listen carefully, etc.)
- Under the heading WANT TO KNOW write the question, "What skills are part of good communication?" Discuss, and develop ideas with participants.

Activity 2:

- Explain that sometimes how we communicate, the manner we use to communicate, and the words used, are different between cultures and between generations. For example, pointing your toes at a person in Nepal when you greet them is considered rude, shaking hands in Canada is considered polite, but in Japan bowing is traditionally considered polite.
- Generations too have different phrases and terms. Ask the participants if they know what the following terms mean: "hunky dorey," "the cat's whiskers," "a stitch in time saves nine," "as the crow flies." Participants may search on-line for meanings of such phrases.
- In small groups, the participants are given 2 minutes to generate a list of words they use that they think older people might not understand: "sweet!," "text message," "lol," etc. Share the lists.

Activity 3:

- Have children take on Team Learning roles. Gatherers take some magazines, 11" x 17" paper, scissors and glue sticks.

Give participants 15-20 minutes to collect pictures of faces from the magazines, and glue them onto the white paper. Have the Recorder write one word under each picture that the group agrees is a descriptor of the look that the person's face reveals (e.g. anger, surprise, happiness, curiosity, etc.). Share. Did the group agree all the time on the emotions that the faces revealed?

- Discuss: body language, non-verbal language.
- Post collages on the wall and have youth view.

Activity 4:

- Play the public service announcement DVD Elder Abuse - It's Time to Face the Reality with no audio. Ask the children to individually come up with a short phrase that would describe the emotion of the older adults in each scene.
- Discuss.

Activity 5:

- Hand out one Fig. 13 to each participant. Have them cut along the lines, and carefully cut out the pupil of the eyes (may use single-hole punch).



- Instruct the children to work in pairs and determine what emotion each set of eyes conveys. Then ask them to hold up different eye expressions to their faces.

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What could they say that would match the expression in the eyes they are holding? For example, angry eyes: "Stop, don't take my money!"

- What body language (hand position, muscle tenseness, standing close to one another or far away) would match the emotion in the eyes? Use of masking tape to secure eye masks into place can facilitate role-play, i.e. using the different tones of voice, hand positions, etc.
- Discuss non-verbal communication, picking up the cues, being sensitive to the "looks" people might give one another.

EVALUATION:

- On the large sheets, write the headings "Learned" and "What else do I wonder about?" Have the children generate responses and leave time for discussion. Suggest that the "What else..." questions will perhaps be answered in later activities. Post them as a reference.
- Have children either role-play or use puppets to create a short skit (2-3 minutes maximum) about communication. Give half of the groups a situation where miscommunication occurs, and half a situation where good communication is modeled.
- Examples of potential miscommunication:
 - have one group show how someone approaching another person from behind, starts talking. The intended recipient of the information is unaware that the speaker is speaking to him.
 - have another group make up a skit where several characters are all speaking at once, and the one spoken to says they cannot hear nor understand.

- Alternately, show ways to alleviate miscommunication:
 - have an alternate group show a conversation taking place where the speakers look at one another, speak one at a time, rephrase for understanding, etc.

The children may create their own scenarios. Adult lead may just assign "Poor Communication" and "Good Communication" and see what the children create.

HINTS:

1. Make the goal of the assignment clear and simple.
2. Make certain you give a firm timeframe for developing the play (10-30 minutes), and for the length of the play itself (2-5 minutes is a good range).
3. Have the purpose of the play match the means (i.e. The art of puppets has limitations. It is difficult to illustrate body language with this medium and for that a skit would be more effective. However, puppets once created, can be used repeatedly, and are a great conversation starter if the children are performing for their peers, younger children or for/with older adults. They garner positive attention, allow self-conscious performers to detach a bit, and can easily create humour).
4. Encourage the children to stay away from stereotypes, yet include humour (perhaps through exaggeration).
5. As with any good theatre, create a venue for performance. Find an audience. This can double as your evaluation piece.

2

ACTIVITY NUMBER 2

WAYS WE ARE THE SAME, WAYS WE ARE DIFFERENT

(Required time: 60-90 minutes)

INTENT: Guiding questions

- How are we the same and how are we different?
- What challenges do different people and different generations face?
- How can we celebrate our uniqueness?

Every human being brings something of value to relationships and to the world. It is important to see what individuals have in common so that what is different can be celebrated. Everyone has something to contribute to the world, although some people face challenges in making their contribution. Some challenges are of a physical nature, and some are of a financial or social/emotional nature. Whatever an individual is able to bring to the relationship is important and must be respected and recognized. Together we are better.

DESIGN: Role-playing, involving challenges

**ACTIVITY:**

Requirements:

- whiteboard, chart paper, black board or smartboard
- 5 pairs of old clear glasses or sunglasses
- tape – electrician, duct, masking
- 5 pieces dowel (or similar) – 18" long, 3/8"-1/2" diameter
- petroleum jelly or Vaseline
- industrial foam ear plug inserts (a small bag, 4-6 pair)
- 2 pairs of larger rubber gloves, fingers partly filled with vermiculite or other filler
- access to older style wheelchair (1-3 chairs)
- familiarity with "KWLW", "1-2-3-More," "Tick Tock," Venn diagram (Fig. 1, one per participant), and "Exit-Entry Card"
- stamp pads (preferably different colours)
- paper for participants (2-3 pieces each)
- check out www.intergenerational.ca for a list of Conversation Starters

Process:

- Give each participant a Venn Diagram (Fig. 1) with headings "Children," "Similarities" and "Older Adults" as headings.
- Give individuals 60 seconds to generate and record as many thoughts as they can about how children and older adults are the same and different.
- Have individuals asterisk their top two ideas in each category, and then meet with another participant and share ideas for 60 seconds.

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ACTIVITY NUMBER 2, p. 2

- Continue the pairing and sharing until the whole group is ready to share the best ideas on the large paper under “K,” what we “Know” (similarities and differences.)
- Have group generate questions they might like to find answers to regarding older adults, their challenges, their unique characteristics.
- Ahead of time, prepare five sets of eye glasses, and gather equipment. Tape over three sets of the glasses so that the wearer can only see through part of the lens. Smear petroleum jelly over the whole lens of the other two pairs of glasses.

Participant Activity:

Ask for volunteers for each challenge. Adult lead may choose to give participants two challenges concurrently. Although the activity will create a humorous atmosphere, remind participants these are empathy-building activities. Participants are being given an opportunity to “walk in the shoes of someone else for a small time to gain understanding.” Respect of that opportunity is critical. Have the participants function through the morning activities with older adults (perhaps indoor bowling, shuffleboard, card games, chair hockey, etc.). Participants can trade ‘challenges’ throughout the time.

The challenges simulate:

- Sight impairment: have participants wear a set of the prepared glasses.
- Hearing impairment: hand out earplugs to wear (new set for each participant).
- Small motor mobility impairment: give students over-sized rubber gloves.
- Medium motor mobility impairment: tape dowel or similar stiff wood to immobilize a joint
- Large motor mobility impairment: assign wheelchair use to participants.

EVALUATION:

- Re-visit the “KWLW” chart. What did the participants learn about dealing with these challenges in everyday life? What questions do they still have? Can the older adults who are participating assist in an understanding of answers to these questions?
- “YOU-nique” art poster activity
 - Discuss the meaning of unique and the play on words of “YOU-nique.”
 - Using the stamp pads, have each participant print their thumb in the centre of a fresh white paper. If older adults are participating, have them add their thumbprint to the paper as well. Using fine tip pens or pencils, have the participants create stick person bodies around these thumbprint “faces.” Have the participant pairs generate a theme, slogan or comment around the play on words “YOU-nique,” about the uniqueness of each and every person. Fill the posters with examples of uniqueness either in words or illustrations, colour work, and post in hallways for others to view.



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GETTING TO KNOW YOU – respecting one another

ACTIVITY NUMBER 3

GETTING TO KNOW YOU BY ASKING

(Time required: 45-90 minutes)

INTENT: Guiding questions

- How can I find out more about older adults?
- What is a respectful way to ask about an individual's life?
- What are interview techniques that I could use?
- How do I record the data?
- What can I do with the information to celebrate the life of my senior buddy?

The purpose of this activity is to start development of deeper connections and understandings between an individual child and an older adult. Interviews work the most effectively if the older adult and the child know each other informally and socially first. They are often not very effective if done as the introductory activity between two individuals, and most certainly must be done by choice, not by assignment. Interviews are an excellent way for details of lives to be shared both ways as the discussion is a valuable part of this. Youth can then celebrate these lives by notating through a written piece of work that can be shared back with the older adult for their edits and comments, and finally shared more publically with the consent of the older adult. If the interview and writing is a collaboration between child and adult, a common pride in the sharing will result. "I am happy to introduce MY friend..." can start the presentation.

DESIGN: Role-play interview technique, followed by interview

ACTIVITY:

Requirements:

- whiteboard, chart paper, black board or smartboard
- lined paper for participants
- review [Fig. 14](#) (Communicating – It's a Skill)
- clipboards
- [Fig. 16](#) (appointment sheets for interviews with older adults)
- familiarity with "[1-2-3-More](#)" and "[Three Levels of Questioning](#)"

Process:

- Review with the participants the skills of communication.
- Remind children that in an interview, like a conversation, it is important to be a good listener so that you can ask further questions to add interest, and show you are interested.



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ACTIVITY NUMBER 3, p. 2

**Going into an interview with set questions seems to be a very easy way to dampen heartfelt sharing.*

Q: Where did you live? A: Vancouver.

*Q: How long did you live there?
A: Twenty-seven years.*

*Q: How many children did you have?
A: Didn't have any.*

- Once you have secured the permission from an appropriate number of adults willing to be interviewed (see [Fig. 16](#)), set times and begin the questionnaire building process. Work with the participants to review information-seeking questions of the first level, discussion questions of the second level, and "relating your experiences to mine" questions of the third level. Review to make sure there is understanding.
- Ask each participant to write down five second-level and third-level questions that they would like to include in an interview. (Hint: Try starting with How, Why?). Have them asterisk their 2 best questions. Use "[1-2-3-More](#)" tool, having participants always come up with the best 2 questions from the group. Remember a "best question" is going to be of the second level and third level type, requiring more than a one- or two-word response.
- Adult lead then should collect the best two questions from each group and write them out for the whole group to review.

It is advisable to have the student pairs role-play, interviewing one another, ahead of time. Adult leads might choose the more accomplished interviewers to demonstrate to the whole class. When the children are comfortable with the process, have them introduce themselves to the older adult they are to interview, and proceed.

CREATION OF AN INTERVIEW TEMPLATE

Include 5-10 quick "level-one questions"

e.g. Where were you born? Are you married? Do you have any children?

Note: It is often considered rude to ask older adults WHEN they were born. One should wait to see if this is volunteered.

Include a few "level-two and level-three questions"

e.g. What can you tell us about your school days when you were our age? What concerns you about life today compared to when you were young?

Present participants with the second- and third-level questions they created as a group. It is highly recommended that these questions be included on the lower half of the interview sheet in abbreviated form such as "notes" might be, with space left for recording. If the question is actually written out in full, it will likely be read by the child to the older adult, and the response may not allow for discussion. It is also advisable that the children go as pairs to the interview so that one interviewer may be writing notes while the other is responsible for asking the questions and directing the discussion.

One copy of the interview template created by the whole group should go to each pair of youth interviewers.

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EVALUATION:

- Have children review their notes together. Encourage them to write the notes into a story of the older adult's life. Photographs taken at the time of the interview may be included if the children have permission from the adult to do so.
- Share the stories within the group, and then make an appointment to share the stories with the older adults. Adult leads may want to have students interview each other in a similar format and then have the children also share the stories of their lives with the older adults.
- With permission from the older adults, posters can be made to highlight special qualities or adventures of the older adults along with their photographs. These can be of a serious or humorous nature.
 - e.g. Wanted posters – **"WANTED"**
An older adult who roped calves for a living!
 - (Picture of the adult with name underneath)*
- Small booklets can be made with the title "Introducing my senior friend Mrs. ____" and may include drawings of the interviewing pair and the adult with "conversation bubbles" giving the questions and information. These too can be shared.



4

ACTIVITY NUMBER 4

**OLD THINGS, NEW THINGS,
YOUR THINGS, MY THINGS***(Time required: 1.5-2 hours)***INTENT:** Guiding questions

- What things are important to you? What things are important to me?
- What do these important things reveal about our lifestyles?
- How do these old things work? How do these new things work?

This is an older adult-younger person crossover activity that allows the two generations to personally share the value of things they cherish. In doing so, younger gather historical knowledge, and older learn about new inventions and innovations. Understanding the meaning that is brought to the items by each individual can bring respect for the items as well as respect for the owners of the items. With a greater understanding of the older items, there comes a greater appreciation for the newer inventions. Both generations benefit.

DESIGN: Visitation: personal “treasures” are shared

**ACTIVITY:**

Requirements:

- meeting place
- treasured items belonging to the older adult and to the child
- items such as stick pens and ink bottles, butter moulds, button hooks, etc. may be borrowed from an antique store for the event. Ensure that the items are relatively sturdy as the children and older adults will be handling them.

Process:

- Arrange for children to meet with older adults for 45-60 minutes.
- Pre-arrange that the older adults and children bring to share one or two items that are important to them.
- Review with the children the skills of good communication ([Fig. 14](#)).
- It is sometimes advisable to team the participants: two children with two adults. The conversation may be more diverse.
- If items are available on loan from an antique store (this could also be a “second visit” activity), have the children bring one item at a time to the group so that it can be shared. Items can be shared between groups as well. If time allows, drawings can be made of the items, stories of their use can be shared between groups and so on.

EVALUATION:

- It is highly advisable to have the children share their new-found information with peers or with a younger group (little buddies). The entire activity can be repeated with little buddies being part of the group so that in fact three age groups are involved.

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GETTING TO KNOW YOU – respecting one another

ACTIVITY NUMBER 4, p. 2

- Drawings of the older items can be presented as posters with information learned about the items' use notated at the bottom of the picture.
- A letter may be written to the older buddy by each child thanking them for the information.

For example, "Thank you for teaching me about a sadiron. I did not know that you could iron without electricity. I thought that it was interesting that you heated the iron on the stove. It was a good way to conserve energy by using the stove for heat for the people, heat for cooking, and heat for the iron to press your clothes."



5

ACTIVITY NUMBER 5

BUDDY BAKING

(Time required: 1.5-2 hours)

INTENT:

Working together to create something is often an excellent opportunity for generations to get to know one another and appreciate the help of one another. Baking gives an edible product that allows a celebration of a task completed as a team. Older adults can reinforce the importance of everything from measuring accurately to nutritious ingredients. Children bring excitement, joy and anticipation of the final product. A well-planned event can make baking healthful, stress-free and fun for all.

DESIGN: Baking and sharing a simple healthy product

**ACTIVITY:**

Requirements:

- pre-planning to secure safe kitchen/ worksite, place to share product
- supervision (adult leads) of the worksite
- simple recipe printed in larger font
- ingredients
- baking equipment/supplies as per recipe

Process:

- Secure a recipe that contains no allergens (e.g. nuts, red food colouring, and consider possibility of sugar substitute for individuals with diabetes).
- Arrange for the ingredients, baking space, etc.
- Suggested recipes: small sandwiches, fruit salad, cookies (see recipe [Fig. 17](#))
- Ensure that children understand the importance of hygiene when handling food and that they are aware of clean-up expectations.
- Sharing of the food product should be respectful and polite.

EVALUATION:

- The children should write a letter to their senior baking buddies thanking them, and also letting them know what they learned about working together.
- If there is an opportunity, share this story with a local newsletter or newspaper by including pictures and the recipe with a write-up about the event.

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GETTING TO KNOW YOU – respecting one another

ACTIVITY NUMBER 6

PLAYS, PLAYING AND PERFORMANCES

(Time required: 1.5-2 hours)

INTENT:

In working together in a congenial atmosphere, older adults and children can combine their interests and expertise to learn about one another and their respective generations. The design of this activity requires that the children and older adults have significant time together to play and perform, potentially in many different modes.

DESIGN: Performance and/or play

- Children can perform skits or puppet plays, work in the styles of “theatre sports” or “ad-lib theatre” (give small groups a topic and have them act it out after a few moments of rehearsal, e.g. milking a cow, stuffing a turkey). Be prepared for fun.
- Older adults and children can spend time playing board games or card games (Go Fish, UpWords, Checkers, Crib, Chinese Checkers, Snakes and Ladders, puzzles, Scrabble, Rummy, Tic-Tac-Toe, Hangman, bowling, shuffleboard, bocce, etc.)
- Making playdough and bringing in clay can create a few hours of imaginative play between older adults and children.
- Talent Show – pre-planned, this event can be rich in intergenerational learning and appreciation of unique talents of young and older.
- Mix-It-Up Fashion Show – Children dress up in clothes of the older adults, while willing older adults don press-on tattoos, false nose rings, Jello-coloured hair or wigs, running shoes, and so on. Have

the volunteer participants “walk the catwalk” with appropriate background music and commentary. Add simple props (an umbrella, a tennis racket, a cane or a wheelchair). Let everyone know that you are bringing awareness to stereotyping, and having fun with styles and fads through the ages.

ACTIVITY:

Plan well in advance, limit the time, take photos, celebrate and enjoy.

EVALUATION:

- Have the older adults and the children self-evaluate the events. What things could have gone better, what things went well? Could better words have been chosen in the Spelling Bee, or could a microphone have been used in the Fashion Show?
- Make notes for future reference.
- Invite other community members to be in the audience, invite the media.



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GETTING TO KNOW YOU – respecting one another

ACTIVITY NUMBER 7

MAKING PLANS TO MOVE FORWARD**Scheduling regular times for intergenerational partnerships:**

Once the seeds for respectful and empathetic relationships have started to grow, there is an opportunity to extend yearly visits to monthly visits, and monthly visits to weekly ones, to be held on a routine and on-going basis. This requires commitment. Both generations can show respect for their on-going relationship by consistently arriving at their planned meetings on time, every time. There will be situations when upholding of the commitment may not be possible, such as when influenza outbreaks or other health issues take precedence. If the planned intergenerational event does have to be cancelled, there should be notice given as far in advance as possible. This should be immediately followed with a note of apology and an effort to re-schedule.

Alternate locations allow generations to share space as well as time:

By shifting meeting sites so that children visit older adults in their location, and older adults return the visits to the “workplace” of their younger buddies, relationships take on a deeper, “lived” connection.

Outings and events within the community where older adults are invited to partner with children can become commonplace. The options are endless as long as invitations are respectful, appropriate, and timely. Sites and events must be safe for all ages and must contribute to the well-being of everyone involved.

For example:

Children plan to visit the museum and they invite their older friends to attend with them.

Older adults are having a musical group perform as a special event at their centre and invite their younger friends to participate.



Protecting *(long term and on-going activities)*

CELEBRATING US WITHIN COMMUNITY – protecting one another

1. [Working as an Intergenerational Team](#)
2. [Co-Caring in Community](#)
3. [The Planting Projects](#)
4. [Planning for Intergenerational Day Canada and World Elder Abuse Awareness Day](#)
5. [Engineering an Intergenerational Friendly Community](#)
6. [Sharing Spaces](#)
7. [Making Plans to Sustain Elder-Youth Connecting](#)



Use your mouse to roll over and click on interactive links within this pdf.

You can also use your Acrobat menu **View > Go To** to navigate the pages.



As the comfort zone for the older adults, the children, and the adult lead develops, intergenerational bridge building can move into the final phase of coming to know, “Celebrating Us Within Community – protecting one another.”

Children have come to know the opportunities and challenges of aging and the issues of mistreatment and neglect of older adults. They have examined their own place in community, and that of others. Now through friendship, both generations are in a position to reach out empathetic hands within community to support and protect one another. Just as older adults traditionally have reached out to support and protect the young, now the young also reach out to support and protect their older companions. Each becomes a champion for the other.

Community capacity building strengthens resiliency between generations, and ensures success of intergenerational sustainability.

ACTIVITY NUMBER 1

WORKING AS AN INTERGENERATIONAL TEAM**Co-Operative Planning***(Sustainable, On-going)*

In “Celebrating Us Within Community,” we make the assumption that having older adults and younger people respectfully and continuously connected in meaningful ways is “as it should be.”

We know that in all cultures and societies of the past, older adults were an interactive and important part of a vibrant, resilient community. In times when walled retirement condominiums, independent living communities, assisted living residences, and supported health care facilities did not exist, older adults remained a part of the family and their activities often right under the same roof.

Generations have become increasingly separated in space, time, and pursuits in our country and others over the last decades.

Now families are more mobile. Work and pleasure frequently separate generations, and older adult family members are left, or may themselves be the ones to “seek the sun” in retirement havens. That separation has also brought isolation to many older and younger members of our community, at times making them victims of abuse, neglect and disrespectful treatment. By bringing these two generations together, and encouraging friendship and understanding, a context of respect and caring is developed. Isolation no longer is such an issue as young reach out to old, and old reach out to young. This strengthens the bonds of community and brings a resiliency that heightens intolerance of mistreatment, thus protecting and supporting all individuals.

To sustain purposeful relationships, older adults, youth, children and adult leads must all come together as a team to solve the challenges that have materialized in the modern world.

Any effort to unite different age groups must come from all generations. By including all age groups in intergenerational planning, the team spirit will be enhanced and strengthened so that if one person drops the ball, another will be quick to pick it up and run with it. Remember, many service clubs, faith-based and cultural groups assist this kind of teamwork, as part of their mandate.

Remember, together we are better.

Ownership of community is everyone’s responsibility.

It is not sufficient for other generations in society to stand up for older adults or for children. Older adults and children must be empowered to stand up for themselves first. Children should be encouraged towards an understanding that in order to be truly socially responsible, one must be personally responsible first. Social responsibility is every single person’s responsibility. Too long have we counted on others to “do it for us.”

It is important to note that older adults and children should be involved in development of these projects together.

In order to have sustainable positive results, these kinds of awareness building projects must be empowering for those who are, or could be, affected by negative factors such as mistreatment, neglect, or disrespect. Now we must all be empowered to come together as personally responsible individuals to support social issues in our communities. Indeed, together we are better.

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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 2

CO-CARING IN COMMUNITY

Volunteerism and Outreach

(Sustainable, On-going)

Reaching out through volunteerism can benefit both younger and older people.

Many schools and pre-schools invite older adults to read, assist in craft activities, or participate as “extra sets of eyes.” An elementary school may ask older adults who live close to the school to be “Greeters” at the school doors as the children arrive each morning. Likewise, there are activities that younger people can assist with in senior care facilities and in the homes of older adults such as setting lunch tables, assisting at late afternoon socials, helping at yard sales, tidying up gardens, accompanying less stable older adults on walks, assisting with sorting, recycling, scribing a letter or reading a paper.

Likewise, older adults can be exceptional volunteers assisting and accompanying the young at pre-schools, schools, clubs or groups, churches, or recreation and arts centres. As older adults often have time and experience to share, they may assist younger individuals in learning skills such as casting a fishing line or making bread, refining a craft, making snowshoes, planting a garden, wrapping a present, playing a card game, or best of all, gaining perspective by seeing through another set of eyes.

When people give through volunteering they feel useful, fulfilled in a personally and socially responsible way, connected and nurturing in a protective and empathetic manner. Their lives take on a greater social purpose as they realize that they are important to someone in their community. As one eleven-year-old

TEN SIMPLE RULES of Volunteering And Reaching Out into the Senior Community

1. Go where you are needed the most. Make the arrangements well in advance.
2. Ensure you, the volunteer, are aware of the dress and behaviour code.
3. Be on time.
4. If you are unable to make it on time, or at all, inform the recipient of the volunteer service as soon as possible. Follow with a written note of apology. Do not go to volunteer if you have a communicable illness.
5. Introduce yourself and wear a clearly printed name tag.
6. At all times be respectful and polite. Make sure that your older friend can hear your expressions and greetings. Communicate clearly, facing the person.
7. Address the older person by name: Mr., Ms., or Mrs. _____. Ask them how they would like to be addressed.
8. Be patient of interruptions or misunderstandings.
9. Don't settle for just “doing the job”: strive to make the time pleasant for all who are involved. Enrich their lives as well as your own.
10. Say good-bye and thank you for the opportunity to participate. Make certain you are heard.

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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 2, p. 2

boy involved in an intergenerational activity stated: “It is a beautiful thing to be cared about by someone you don’t even know, someone who is not even related to you.”

One thing that must not be overlooked is that kindness within your own family’s generations is an enriching experience. Too often next of kin are taken for granted. Younger people may prioritize their time in ways that are exclusive of older adults. Sometimes even when the two generations do come together, there is a lack of awareness of the wealth of opportunity between them, and it is passed by without making an effort to truly communicate and connect on an on-going basis.

Just as a single pedestal can be easily pushed over, so it is true for a lone person. But supported with a tri-pod footing, the single pedestal stands stronger. Likewise, an older adult or a young child, supported by two or three or four caring individuals can withstand the dips and turns of the challenges of aging in the twenty-first century.



*When people give through volunteering
they feel useful.*

ACTIVITY NUMBER 3

THE PLANTING PROJECTS**Community Enhancement***(Sustainable, On-going)***Planting to enrich the soil**

There is much to be gained from beautification of a community in some way. If the project happens to involve older adults and children, the event holds an even greater richness. Older adults can bring an understanding of the land, the growth cycle and the importance of the small points of planting. Children often love to be outdoors and digging in the dirt. They connect with great excitement to watching things grow just as they too are growing. There is a sense of anticipation, goodwill and fun that erupts when you are creating beauty, and these two generations seem to innately understand that it is time well spent.

There are many communities that already have beautification projects underway as part of local or national initiatives. Planting of spring bulbs is one avenue for this teamwork. Knowledge of pruning can be passed down to the young, or identification of what is considered a weed and what is not. Naming of the plants and the planting tools is

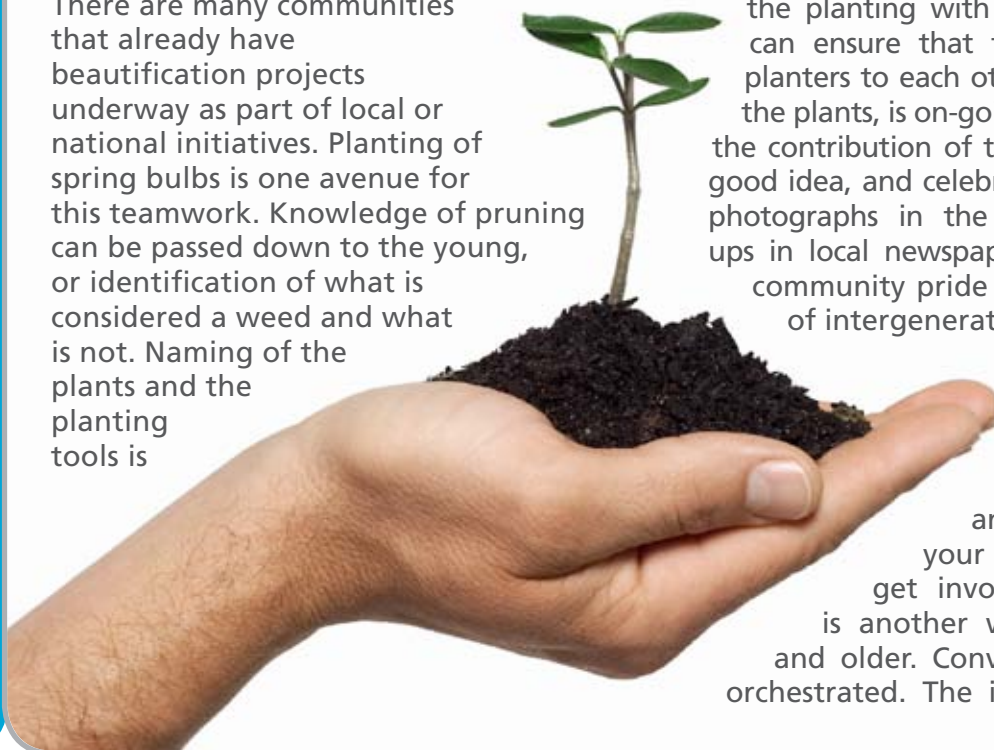


another aspect of teaching from older to young in this activity. Most community gardens are open to the notion of young and old working together to provide flowers and vegetables. One of humanity's oldest endeavours, planting has not lost any of its value.

This type of event should be planned with representatives from each generation and the community partners in order to define common goals, resources, equipment needs and locations for the events. Tending of the planting with watering and weeding can ensure that the relationship of the planters to each other, and the planters to the plants, is on-going. Signage recognizing the contribution of the two generations is a good idea, and celebration of the result with photographs in the media or with write-ups in local newspapers also helps to focus community pride and show the strength of intergenerational partnerships.

Planting to enrich the soul

If planting literally is an activity with which your community is unable to get involved, "planting ideas" is another way to connect young and older. Conversation circles can be orchestrated. The idea is that individuals



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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 3, p. 2

from three or four different generations are organized so that conversation about a common interest is facilitated.

Example of conversation circle

An organizing group or individuals invite people from the community with an interest in geology or rock hounding to all meet at a central indoor location. The whole group is addressed, structuring the plan for the following one to two hours. Groups are made to include one retired geologist or self-taught “rock hound,” a working geologist, a teenager studying geology, and a ten-year-old interested in rocks. These four meet around a table with a snack and discuss their interests, history, funny stories related to the topic, etc. This circle reconvenes again in two weeks.

After the second formal meeting of the “team,” they exchange contact information and make a plan to stay in touch. Group leaders can suggest that perhaps the retired participant come to the junior participant’s class and give a talk, the teenager job shadow the adult at the job site, and so on.

The whole event can be celebrated with media in attendance, and participants for another topic discussion can be solicited. The circles start once more. This time perhaps the interest may be in history, literature or performing arts.

It is most important to plant the seeds of like-mindedness that will grow into friendships and partnerships.

Any project will be successful if it is safe, pleasurable, and evokes respectful interaction.

Keep it simple and heart-felt.

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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 4

PLANNING FOR INTERGENERATIONAL DAY CANADA AND WORLD ELDER ABUSE AWARENESS DAY

Building community resiliency by bringing awareness of mistreatment of older adults and creating a climate for prevention

In 2010, the Intergenerational Day on June 1st was launched in several communities in Canada. It strives to bring attention to the value and importance of connecting generations, and it is meant to be an invitation to the simple act of reaching out from younger towards older and older towards younger in order to build purposeful and respectful relationships. Sustained, these acts of friendship will prevent mistreatment of all ages and create a vibrant community context, building resiliency within the community.

In 2006, the World Elder Abuse Awareness Day June 15th was launched. It is supported by provincial, national and international agencies and governments. Its purpose is to bring attention to the mistreatment of older adults with the belief that awareness and affirmative empathetic action will bring prevention of such abuse. It provides an excellent focus for youth, children, and older adults to act socially responsible through assisting in the dissemination of information, the encouraging of keen observation of the issues of aging, and development of empathetic community partners.

The Web sites noted at the bottom of this section will give you information about the details of these projects and provide numerous ideas for simple to more involved activities for intergenerational team participation. There is a community and teen

kit linked to both sites. They are worthy of review by interested adult and youth leads.

Worldwide recognition on days such as these should take place in every community. Not only do they focus on unacceptable treatment of older adults, through association they bring awareness to bullying and neglect of people in all generations. Such focus days give an opportunity to show ways to prevent these attitudes and behaviours, replacing them with respectful, sustainable inter-actions.

Check it out!**Intergenerational Day Canada
June 1st, every year**

www.intergenerational.ca

**World Elder Abuse Awareness Day
June 15th, every year**

www.inpea.net



ACTIVITY NUMBER 5

ENGINEERING AN INTERGENERATIONAL FRIENDLY COMMUNITY**Re-Invention and Innovation***(On-going, The Future Starts Now!)*

The lessons and ideas housed in this kit are not new, but they do encourage re-invention and innovation. Involvement in these notions and activities is one way we can negotiate how we view and act upon the issues of aging. Our collective participation can lead us from “now” to “the future.” Action towards building respectful and purposeful intergenerational relationships is critical if we are to succeed as a healthy and happy society. The society is only as strong as its individual people, and our greatest strength as individuals comes when we pursue our resources, our ideas, and our goals together.

Older individuals in our society bring a wealth of lived experience and knowledge that we cannot replicate, nor live again. We stand on the shoulders of all of those who came before us and it is a narrow vision when we do not recognize the richness of this heritage. Our activities and information span the planet these days, life moves at a pace never before experienced, and new values have come in to take precedence over many of those of the past. We are dealing with an ever-changing palette, but the artists still yearn to paint the pictures that will show the beauty that is possible when humanity as a group succeeds in bringing a sense of well-being and health to its individuals.

One outstanding example of innovative planning is the *Meadows School Project*.⁸

⁸ Meadows School Project, i2i Intergenerational Society

For seven years, a class of 30 intermediate aged public school students went to school for two full months at a makeshift classroom at the Coldstream Meadows Retirement Community⁹ in the interior of British Columbia. They worked, played and studied in this innovative classroom setting for five full weeks in the fall, and three weeks in the spring, with bi-monthly visits by the children back to the residence and by interested older adults to the school setting. While at the off-site school, students followed mandated government curriculum, worked as volunteers in the seniors’ centre, and were involved one-on-one with individual and groups of interested senior residents.

This project was initiated through the elementary school as an attempt to break down stereotyping between generations, building authentic and lasting bridges of understanding and respect. Embedded in a community context, the project allowed youth to observe, and to grow accustomed to the elements of aging. Getting to know the older adults engendered a willingness to listen and empathize, and formulated a resource base for future career considerations by the youth in the area of care-giving and service to others. Participants quickly discovered that love moved in as mutual respect grew.

Information on this and other projects involving purposeful connecting of specific groups in intergenerational learning can be found online.

The i2i Intergenerational Society of Canada (www.intergenerational.ca) offers details and assistance for any individuals or groups from community, health or education wishing to make inquiries or start formalized intergenerational programs. The one-hour

⁹ Coldstream Meadows Retirement Community

ACTIVITY NUMBER 5, p. 2

documentary about the Meadows School Project *Whose Grandma Are You?*¹⁰ is an excellent resource for planning. There are short versions (10 and 20 minutes) of this documentary available online at no cost.

The following comments from participants and supporters of the Meadows School Project are testimonials of its success:

"This project has such a strong ethical base, and so much compassion. It will, it WILL spread everywhere. It is the great idea whose time has come. Well, I wish it was happening everywhere... Something this good should be embedded in the school system. I have known other intergenerational programs (a choir, for instance, of seniors and kids) but this is the best."

- June Callwood, Project Mentor
Toronto, ON

"I am very proud to be asked to be with the children and share their problems and to be able to help them any way I can. I love them and they do respond in that way. It has been a pleasure to share in their development. At 88 years of age it has done good for me walking, shooting pool, with the group. I love them!"

- 88-year old project participant
for 5 years

"The loving connections that these children form with the elderly people teach them about things that really matter, things they will never forget in their lifetime. What love and understanding comes from this project! Bravo! This is what our world needs."

- Educator

¹⁰ www.intergenerational.ca/about-us/documentary.html

"Meadows School was like a wake-up call for me. It makes me feel like I've taken life for granted. Life is short and precious, but I feel terrible because I have two great-grandmothers that live here in Vernon. I only see them once or twice a year. Coldstream Meadows was like a reality check. I need to spend more time with my family. This experience was a once-in-a-lifetime opportunity and I loved it."

- Male student

"With many of our seniors feeling withdrawn and missing many of their friends, families and once routine activities, this project is nothing but positive and beneficial for everyone involved. The children bring energy and enthusiasm, and the seniors bring their histories and special stories. Our seniors have the opportunity to pass along memories about many things that may otherwise be soon forgotten."

- Staff at the centre,
Activity Director



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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 6

SHARING SPACES**Joint Facility Use Within Community**

It is the responsibility of each and every one of us, whether involved in municipal, local or national government, private or corporate business, recreational, cultural or faith-based groups to not only bring awareness to mistreatment of older adults, but to facilitate events and activities that purposefully bring together individuals of different generations in empathetic and respectful relationships. Through establishing these connections, and providing infrastructure to ensure sustainability, we will each do our part in bringing resiliency to our communities. One way that we can encourage these types of connections to take place on a sustainable basis is to rethink our use of space, and physically reconfigure the paths that people in communities take on a daily basis.

Communities collectively need to look at various ways in which youth and older adults can play and work safely together. It is possible for architects of spaces to include a single room designated for intergenerational learning. This could be a room in a retirement community that could be scheduled for use as a classroom by students from kindergarten to college. It could be used as a pre-school centre, an after-school drop-in, meeting place for Scouts, choirs or clubs. A room designated as such in a facility predominantly used by seniors could become the lens through which older adults may see and participate in the younger community without threat or fear of injury. Children and youth, in turn, could benefit from regular immersion in the older adult community, with as much interaction as deemed agreeable to all. They could practice empathy and learn the skills of co-operation and respectful co-existence.

Schools that have empty classrooms could become centres for older adults. From this location, older people could volunteer in the school, and/or create their own learning centre couched within the school context. Visiting between the older adult classroom and the younger persons' classroom would be an ongoing situation, and be an integral part of the learning experience and learning environment. Perhaps rather than waiting for a classroom to become empty to be used for this alternate activity, schools could make a concerted effort to free a classroom just for this purpose.

It has been said that the problems we face today cannot be solved by the same kind of thinking that created them. Just by rethinking what we have done for the last few decades might substantially bring a sense of community that actually solves more issues than it creates. Some believe that community only truly comes together when faced with the extremes of life and death, of devastation and destruction. But could this sense of togetherness in community be built through positive reflective actions in times of peace and happiness instead of during times of hardship and sadness? Could the emotion that escalates relationships to memorable highs be built instead through the joy of connecting one generation to another with acceptance and respect, and ultimately provide emotional and physical protection of one another?



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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 7

**MAKING PLANS TO SUSTAIN
ELDER-YOUTH CONNECTING****Affirmative Action**

THE ISSUE OF SUSTAINABILITY

How do we keep an event, project or program rolling once it has been successfully launched?

This is a question that haunts many who have seen an excellent initiative start and then, seemingly for no clear reason, it comes to an end, soon to be forgotten completely. How many times have you heard someone say of a project, “Hmm, we used to do that. I wonder why we don’t do it anymore?”

An obvious answer in many cases is that funding to support the project’s continuation is no longer available. But in intergenerational projects where budgets or “bottom lines” are not the controlling factor, where the project is just about people coming together and being respectfully engaged in a purposeful activity, what is the reason for the demise? When things are shared equally between two groups, it is not that more funds, materials, space or staff are required, they are simply allocated differently. The quantities do not change, things merely look different and often, more is gained by working together than working apart.

Some may answer that new ideas have moved in to replace the old projects, not because they were necessarily better, but just because they were new. It is almost as if our consumer fascination with newer, better, and faster had seeped into how we value human relationships.

An older gentleman in a small town invited four of his retired friends to wear “Elvis jackets” and walk around the local high school in the mornings chatting with the students as they arrived. The project was a great success. Everyone had much fun with it for the few years it was in place. But nobody had an answer when an outsider asked the group of citizens, who had excitedly shared the details of this wonderful project, why it was no longer taking place if everyone loved it so much.

A teacher in an intermediate school moved her students for two full months into a makeshift classroom at a senior care residence where the students did their studies and blended part of each day with the activities of the residents. The project was highly acclaimed, had amazing success and carried on for eight years. But in year nine when a newspaper came to do a story, they were told by the care facility administrators that the project no longer took place. What had happened?

Why do these apparently valued, positive experiences suddenly end?

In many cases it appears that one individual is the catalyst for a good idea and his or her enthusiasm and energy brings other marginalized interest groups on board. The moment the catalyst is gone, so is the project. These initiators – individuals or small groups of people – carry enough passion to push into our comfort zones and get us working happily with them. When they leave, suddenly the engine has gone and the project may dismally fade away or regrettably come to an abrupt halt.

Sometimes too, wonderful projects are proposed. They are slick, clever, exciting and look as if they will be amazing successes. But they too can end after a huge amount of money, time and effort has been expended

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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 7, p. 2

to develop and implement them. In these cases the motivator or instigator may still be around, but those involved have lost their interest. After all, none of this was their idea, was it?

It is advantageous, if you have started an intergenerational project that is going well, to consider the following ideas to ensure its good health and sustainability.

CONSIDERATIONS FOR PROJECT LONGEVITY AND HEALTH

1. CO-PARTICIPATION FROM THE ONSET

When planning any intergenerational event, include everyone – the children, the youth, the adults, and the older adults. Give everyone an opportunity to share and to participate. Keep individuals' interest alive and productive as they contribute meaningfully to the whole group. Ensure that everyone has the fun of anticipating, envisioning, planning, developing, building opportunities to reflect together on challenges, and experiencing the deep pleasure of sweet success when as a team, you all win. Each of us needs to feel we are personally responsible for making it a good day. Social responsibility says "have a good day", personal responsibility says "make it a good day." We each need that sense of personal empowerment. It is compelling and will feed your project forever.

2. TRI-POD APPROACH

Projects that end for seemingly no reason often are driven by only one individual. That individual moves away, and the project falters and dies. Try to attach your project to a group, not one person within a group. Instead of linking Mr. John from the

Naturalist Club with Miss Perry, the Grade 1 teacher at Hillside School, connect the whole Naturalist Club with Hillside School. If Mr. John moves, or Miss Perry loses her job, the Naturalist Club and Hillside School can find others in their midst to take over. Make it the group's responsibility to maintain the connection. The more people there are who are actual planners and implementers, the greater the potential strength of the project. Even with adversity and disagreement, that a larger group might bring, the project will be stronger as a result. Just as a photographer never sets his best camera on a single stake jammed into the ground, find a tri-pod of organizers. If one moves away, the other two people can maintain the project until a third person is available or can be found.

3. MAKE IT REAL

A project needs to have integrity. If people are going to come together in a memorable relationship, some planning needs to take place to make the connection purposeful in a way that is valued by all the participants. Nothing brings people together like a common goal, a common challenge or a common passion. If everyone in the intergenerational group is feeling disappointed about the litter around the town's small creek and the fate of the fish that attempt to spawn there, consider having children and older adults cleaning the creek together. The collective pride in a job well done will sustain intergenerational projects long after funding disappears and individual advocates move on their ways. Have the connections be affirmative action pieces where the coming together of generations benefits the community as a whole. The more the project impacts the good of the community, the more meaningful and ultimately sustainable the connections will be.

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CELEBRATING US WITHIN COMMUNITY – protecting one another

ACTIVITY NUMBER 7, p. 3

4. REPORT, REFLECT AND REPOSITION

Whenever you are part of an initiative, regardless of how compelling it is to go with the momentum of the flow, it is important to maintain good health. If you are on holidays, enjoying the wonders of a new-found location, you often easily waive your best eating or sleeping habits, or possibly even skip your daily walk or exercise regime. But inevitably you end up feeling regret when this happens, and have to discipline yourself again upon returning home to make up for your inattentiveness to your overall health. An intergenerational initiative, when it starts to roll, will be so much fun and so self-propelling that it will be easy to slide activities such as reporting, reflecting and repositioning onto a backburner. Assessment works when it is ongoing. So always *make the time* to get reports back from the co-participants; meet as a group to reflect on what is working and what is not, and then make ongoing plans to reposition the project in its very best operational stance. Special projects are like anything good that grows. They prosper and flourish with daily attention to details, appropriate care, and ultimately respect and love.

5. CELEBRATE!

We may have seen or heard of that glow of group happiness that washes over the faces of children or youth when their skit at the school concert receives waves of applause. We may have seen expressed the pride of soldiers or the people of the land when a collective feat is realized, or a community quilt for the hospital's children's ward is finished.

Touch hands, clap, smile, bow, dance and sing, call in the radio, write a blog, send the newspaper a digital photo and story line. Celebrate and show how important your project is to each individual and to the group. Good will and the spirit of an empathetic community is contagious, and soon you will have people asking, "When did you start this great project?" and not when and why it ended.



Support Material

REPRODUCIBLE FIGURES AND LESSON AIDS

Figure 1: Venn diagram (blank)

Figure 2: Guess and Check Worksheet A

Figure 3: Guess and Check Worksheet B

Figure 4: Myth and Real Picture Worksheet

Figure 5: Crossword Template

Figure 6: Convention on the Rights of the Child

Figure 7: Universal Declaration of Human Rights

Figure 8: UN Principles for Older Persons

Figure 9: ∅ Symbol

Figure 10: ✓ Symbol

Figure 11: Conflict Resolution Checklist

Figure 12: Thoughts on Disrespect, Mistreatment and Bullying

Figure 13: Reading the Meaning in Eyes

Figure 14: Communicating – It's a Skill!

Figure 15: Quick Finger and Hand Puppets

Figure 16: Requesting an Interview – An Invitation

Figure 17: Painted Cookies

APPENDIX A – LEARNING OUTCOMES AND GOALS

Curriculum Connections – Grades 4 - 6, Nationwide

RESOURCES

REFERENCES



Use your mouse to roll over and click on interactive links within this pdf.

You can also use your Acrobat menu **View > Go To** to navigate the pages.

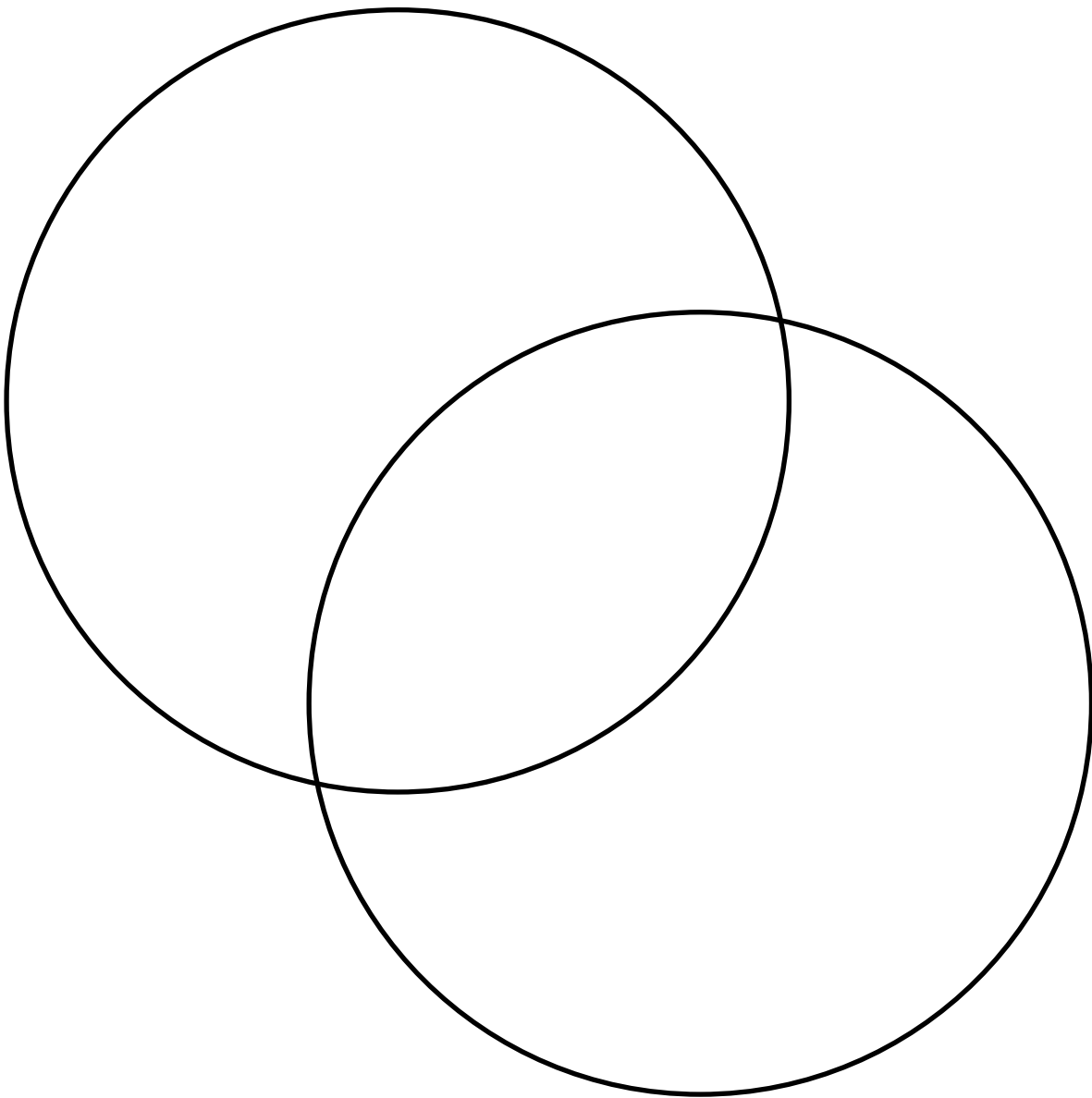
REPRODUCIBLE FIGURES AND LESSON AIDS**Figure 1: Venn diagram (blank)**

Figure 2: Guess and Check Worksheet A

Loves to socialize	Teaches children at school	Has been doing martial arts for less than 12 years	Goes out everyday to gym for workout	Black belt in Taekwondo
Teaches ESL to older adults	Travels the world doing environmental studies	Likes old things	Nobel Prize Winner	Oscar Nomination for Acting
Takes a dare	Sky dives for the first time	Exercises every day to be fit	Learning to play the trombone	Becomes President of a country in Africa
Skates for fun	Starts painting as a career	Acts on stage for the first time	Everyday works restoring vintage cars	Goes skating with figure skating coach
Chimpanzee expert	Likes to sit and read	Learns to play the trumpet for the first time	Paints 1,500 pieces of art in just 25 years	Really likes working with children

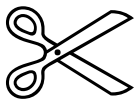
**Cut on solid lines**

Figure 3: Guess and Check Worksheet B

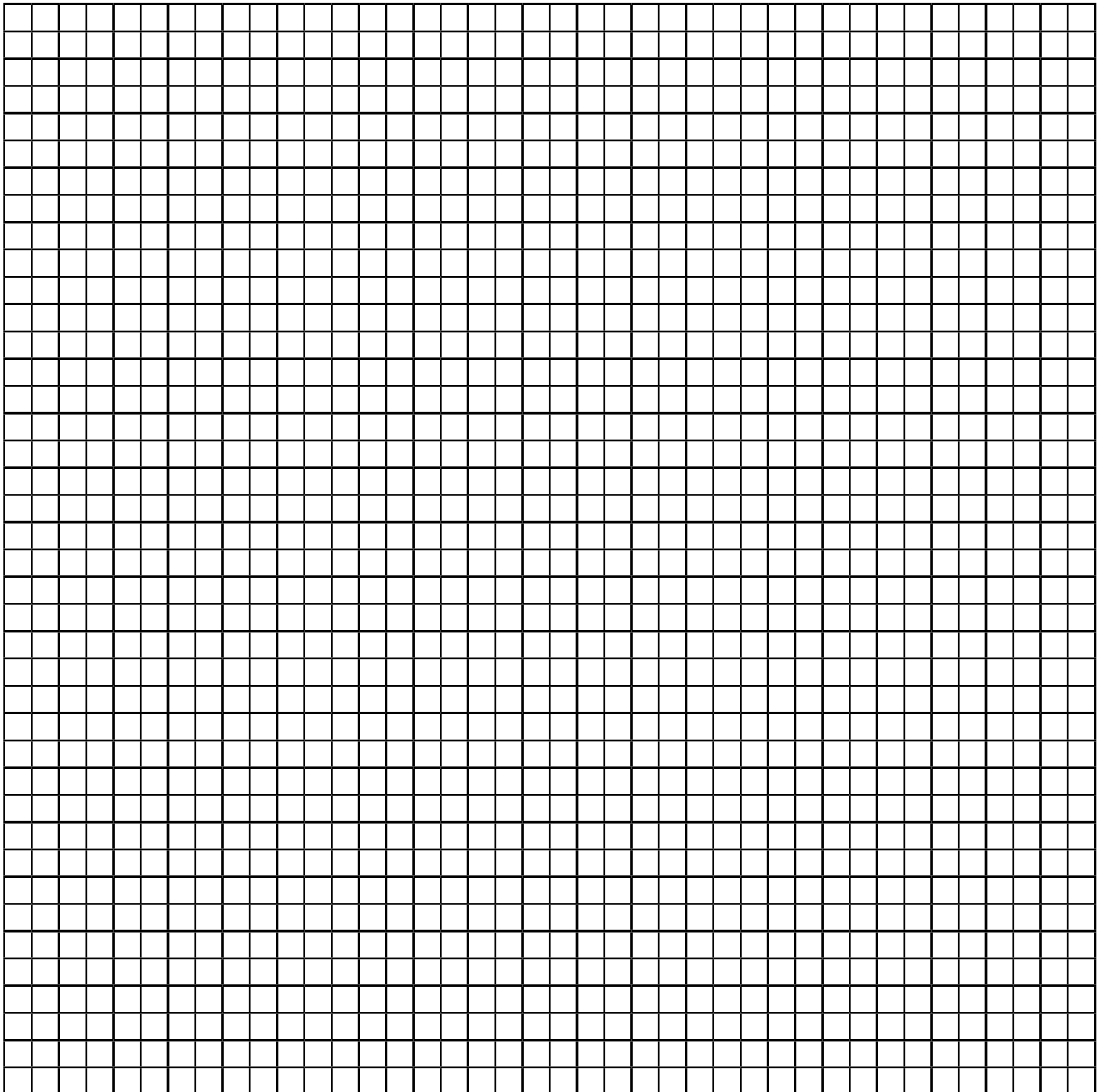
Photocopy one for each group to use as sorter.

People 10–19 years old	People 20–69 years old	People 70–99 years old

Figure 4: Myth and Real Picture Worksheet

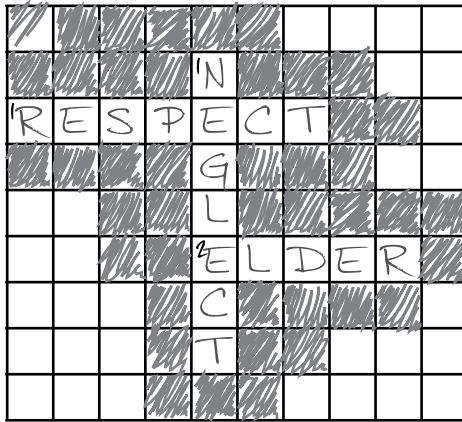
MYTH	REAL PICTURE <i>(give example from video)</i>
1. Seniors are slow and weak	
2. Seniors are boring and dull.	
3. Seniors are helpless, and don't add to our communities.	
4. Seniors sit around all day.	
5. Seniors can't do important jobs any longer.	

Figure 5: Crossword Template



Have participants enter words onto the template, intersecting where common letters occur.

For example:



DOWN

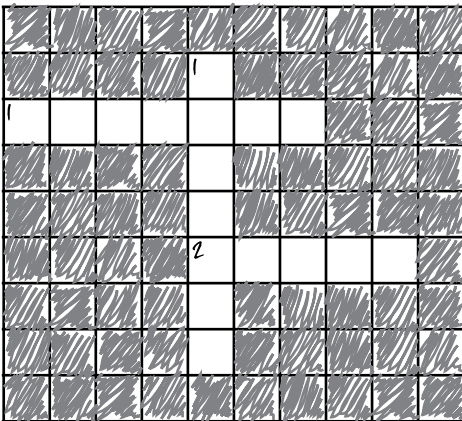
1. ignoring

ACROSS

1. honouring
2. older person

Have participants then create their own “hints” across and down using the synonyms or phrase meanings of the words.

This can be used to share with other groups by having participants colour in the unused spaces on the grid, erase the “answers,” and copy the paper with the “hints” only.



DOWN

1. ignoring

ACROSS

1. honouring
2. older person

You may also design paper and pencil spelling and definitions test.

Give each group one of the word cards and have them act out or demonstrate a situation showing the context of the word.

Figure 6: Convention on the Rights of the Child

Brief summary of United Nations document

SURVIVAL – YOU HAVE THE RIGHT TO:

- food, water, shelter, and clothing to meet your needs
- medical service
- equal opportunities if you have a disability
- live with your parents or be given good care if this is not possible

A SAFE WORLD – YOU HAVE THE RIGHT TO:

- a clean environment
- protection from being physically harmed or made to feel badly by what people say
- special care during times of war and not be used as soldiers or hostages
- special care if you are a refugee
- fair treatment if you break the law

TO LEARN AND TO ENJOY LIFE – YOU HAVE THE RIGHT TO:

- an education that helps you develop to your greatest ability
- opportunities for recreation and “fun time”
- freedom to practice your culture
- freedom to practice your beliefs
- protection from being forced to work long hours or being sold into slavery

TO BE HEARD – YOU HAVE THE RIGHT TO:

- a name and a nationality (this gives you the benefits of being a citizen of a country)
- have people listen to your opinions, especially about decisions that affect you and your community
- take action to change things for the better (as long as your actions are legal)

www.unicef.org/rightsite/index.html

FACT SHEET: A summary of the rights under the Convention on the Rights of the Child

Figure 7: Universal Declaration Of Human Rights

Brief summary of United Nations document

EVERYONE HAS THE RIGHT TO:

- live in freedom and safety
- be treated fairly and equally by laws
- meet their basic needs for food, shelter, and clothing
- take part in their governments
- get an education
- have a job, or get help if that's not possible
- move within their countries and visit other countries
- marry whom they please and have a family
- own things that others cannot take from them
- follow their beliefs
- express their opinions
- have some time for fun!

Many people believe that this declaration does not include enough detail about the rights of older people. Some people feel that there should be additional protection and recognition of older people in such issues as:

- protection of older people from neglect, abuse and violence
- recognition of the role and contribution of older people in society
- understanding of the challenges that occur when young working families move away from their older persons, leaving them without support
- challenges created when HIV/AIDS ravaged societies leave older adults to raise grandchildren
- difficulty for older adults to stay current with the rapid technological advancements ("digital divide")

Figure 8: UN Principles For Older Persons

Brief summary of United Nations document

INDEPENDENCE

Older persons should:

- have access to adequate food, water, shelter, clothing and health care through the provision of income, family and community support and self-help;
- have the opportunity to work or to have access to other income-generating opportunities;
- be able to participate in determining when and at what pace withdrawal from the labour force takes place;
- have access to appropriate educational and training programs;
- be able to live in environments that are safe and adaptable to personal preferences and changing capacities;
- be able to reside at home for as long as possible.

PARTICIPATION

Older persons should:

- remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being and share their knowledge and skills with younger generations;
- be able to seek and develop opportunities for service to the community and to serve as volunteers in positions appropriate to their interests and capabilities;
- be able to form movements or associations of older persons.

SELF-FULFILLMENT

Older persons should:

- be able to pursue opportunities for the full development of their potential;

- have access to the educational, cultural, spiritual, and recreational resources of society.

CARE

Older persons should:

- benefit from family and community care and protection in accordance with each society's system of cultural values;
- have access to health care to help them to maintain or regain the optimum level of physical, mental and emotional well-being and to prevent or delay the onset of illness;
- have access to social and legal services to enhance their autonomy, protection and care;
- be able to utilize appropriate levels of institutional care providing protection, rehabilitation and social and mental stimulation in a humane and secure environment;
- be able to enjoy human rights and fundamental freedoms when residing in any shelter, care or treatment facility, including full respect for their dignity, beliefs, need and privacy and for the right to make decisions about their care and the quality of their lives.

DIGNITY

Older persons should:

- be able to live in dignity and security and be free of exploitation and physical or mental abuse;
- be treated fairly regardless of age, gender, racial or ethnic background, disability or other status, and be valued independently of their economic contribution.

View full text at www.un.org/esa/socdev/ageing/index.html

Figure 9: Ø Symbol

(may just hand draw, with "Figure 9" written on the back)

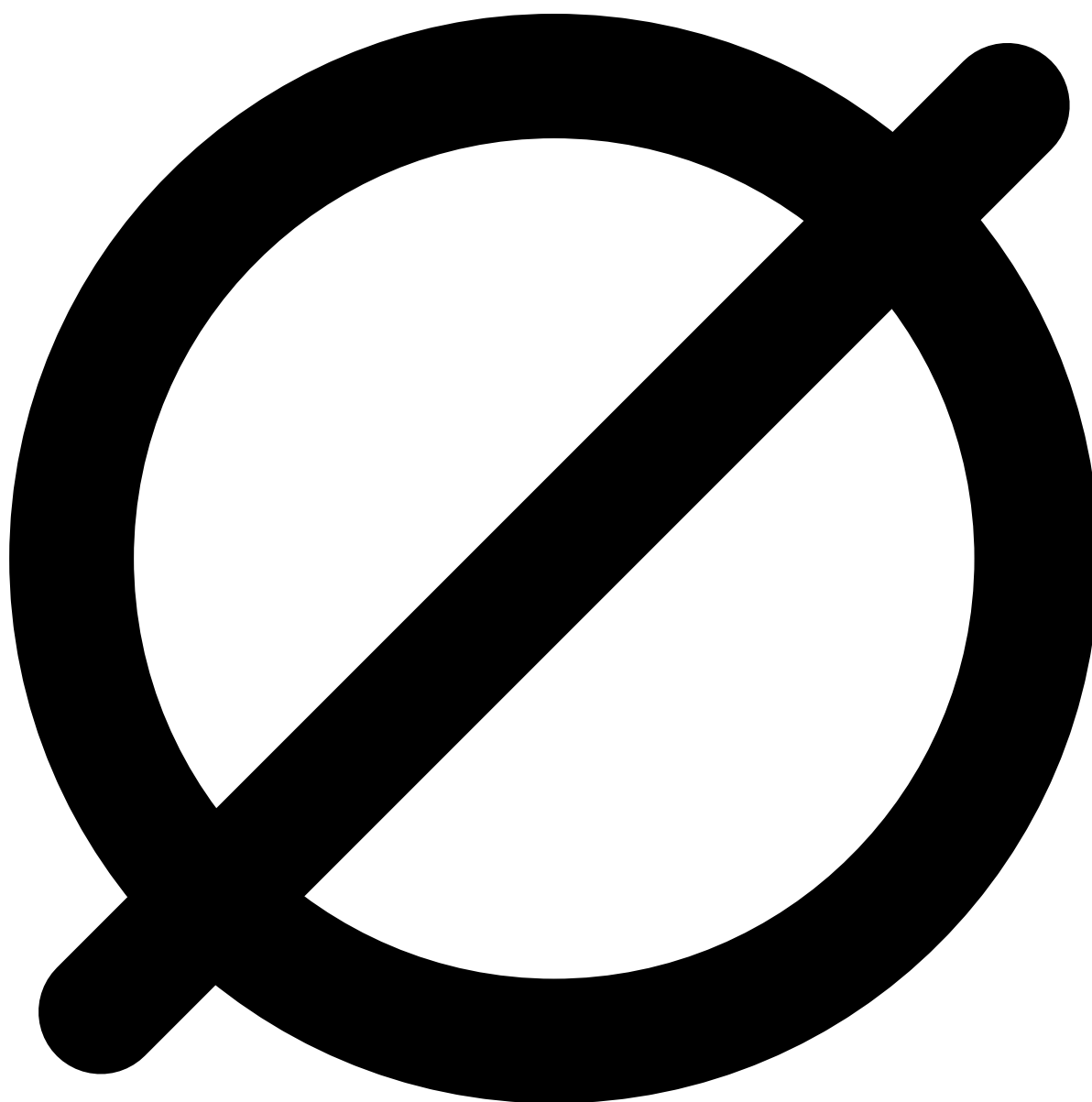


Figure 10: ✓ Symbol



Figure 11: Conflict Resolution Checklist

A "JOURNALIST VIEW" TO FACT FINDING

<input type="checkbox"/>	WHO?	Who will be at the meeting?	Who was involved in the incident?
<input type="checkbox"/>	WHEN?	When will the meeting be?	When did the incident take place?
<input type="checkbox"/>	WHERE?	Where will the meeting be?	Where did the incident happen?
<input type="checkbox"/>	WHAT?	What is the meeting agenda?	What happened in the situation? (each explains facts and feelings)
<input type="checkbox"/>	WHY?	Why are we meeting? (resolve respectfully the issue)	Why did this incident happen? (each explains his or her understanding)
<input type="checkbox"/>	HOW?	How will we go through the steps to resolve this?	How can we brainstorm solutions and then follow through with our action?

Both the meeting itself and the solution as a result of the meeting must be respectful.

Respectful means that every individual involved will show consideration of the other's explanations even if they do not agree, and will gather information that will bring understanding, regard, and positive action and authentic caring.

Figure 12: Thoughts On Disrespect, Mistreatment and Bullying

The following are examples of situations that could occur with older adults. Choose the situations to share that best fit the social maturity of the group participants. Do the children agree with the levels of mistreatment noted here? How serious do they think these scenarios are?

Disrespect and disregard:

1. Older adult is having prolonged difficulty opening a plastic bag at the produce counter in the grocery store. Younger person pushes in front of the older person to take a bag, quickly opens own bag and rushes away.
2. Older person is crossing the street in the crosswalk. An approaching car inches right up to the crosswalk, within a threateningly close proximity. The older person, unable to walk faster, is anxious.
3. Older adult gives gift to younger person. Younger person does not acknowledge receipt of the gift as it is not really what they were hoping to receive.
4. Brother promises to visit his older sister at a specific time. The brother is held up doing other things and does not inform his sibling of a change of plans. Person sits and waits all day for the brother to arrive.
5. An older adult couple makes plans for the day. The husband wants to go to the recreation centre to meet his friends. The wife tells him he can't go because she does not want him to have fun while she sits home alone.
6. Older adult is invited to an event with the extended family. The older person is not greeted upon arrival, not acknowledged while present, and leaves without being thanked for coming.
7. Older adult is in a line-up at the cashier. Younger person sees that older person has not moved ahead quickly as the line progresses. Younger person curses older person by saying, "Get moving, you dumb, old, slow, poke!"

Mistreatment:

1. Older adult boards public transportation with grocery bags. Younger person boards just behind, pushes past and takes the last available seat. The older person losing balance spills the groceries onto the floor.
2. Older adult husband is frustrated by his wife's forgetfulness and her reliance on him to remember pills and appointments. One day the husband shouts at his wife and walks out slamming the door, leaving her to fend for herself for the day.
3. Older adult mother is asked by her daughter to provide daycare for the two-year old grandchild. This works well for a few weeks, but the older adult starts to tire from the caretaking. She says that the situation no longer works well for her. The desperate and upset daughter comes to get her child the next day from the grandparent's house. She tells the older adult that it is obvious she doesn't care about her grandchild. The daughter says she will make sure that the grandparent will not see the grandchild ever again!
4. An older adult woman offers a small sum of money to her sibling as she is aware the sibling is in need of financial help. The brother takes the money but says that it is a small amount and hardly enough to really make a difference. The sister who offered the money knows that this is all she can afford to give right now, but feels guilty just the same. The brother calls her a "cheapskate" and says he knows she has more money than she pretends. So she gives her sibling money that had been set aside to pay for her dental work.

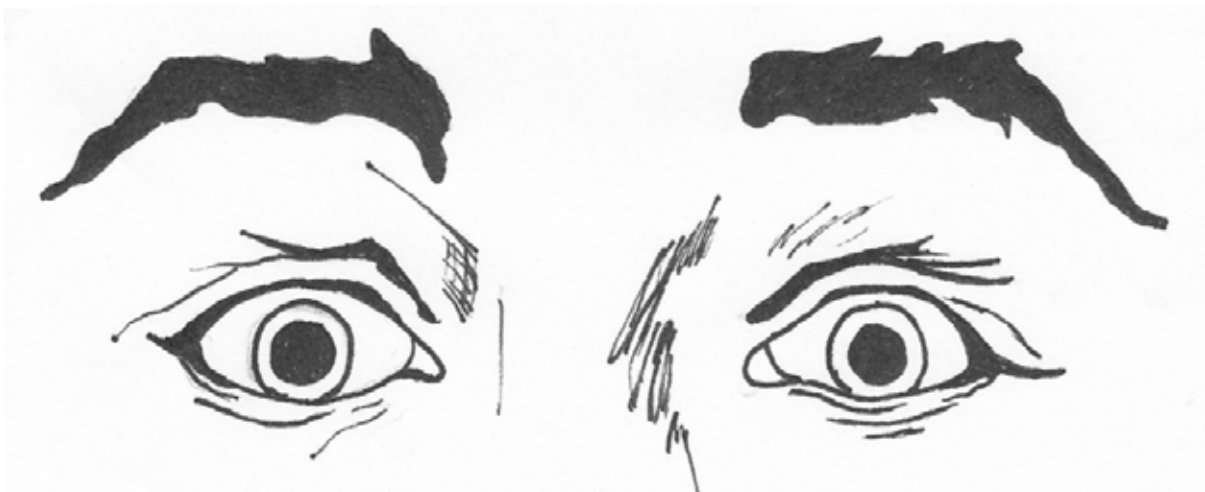
5. Older adults are walking down the sidewalk. A skateboarder is coming towards them quickly, also on the sidewalk. The speed of the on-coming skateboarder causes the older couple to jump out of the way, losing their balance on the nearby curb and falling down.
6. An older adult is no longer able to go to town so relies on a daughter to purchase hearing aid batteries. The daughter has not had time to do so for over three weeks, so the older adult is going without the aid and cannot hear her phone, doorbell or TV.
7. Older person is in the line ahead of a younger pair. The older person cannot find a small change purse in the bag, and starts to empty contents of the bag in order to find the purse. This holds up the line, and the two younger people make rude comments between themselves, loud enough for the older person to hear. "What a stupid move that is... look at all that junk." They push past the person who is kneeling down trying to put things back in the bag.
3. An older adult is walking home from town. A younger person rides by on a bicycle, reaches out, grabs the lady's purse and rides off quickly.
4. An adult son loses his job. Times are tough and he comes back to live with his parents until he finds another job. He doesn't look for a job, but instead continues to live on in the home, eating meals, using the phone for long distance calls, living in the spare room. He has no money to share in expenses, and regularly takes money from his parents' wallet when they are asleep.
5. A care worker at the senior retirement community assists his colleague in bathing seniors who are not able to do so on their own. The two workers decide to take revealing photographs with their cell phones of the elder person and then share them on their Facebook page for laughs.
6. An older adult is assisted by her daughter to go to the dentist. The dentist gives the adult and daughter a list of the procedures that must be done to keep the senior adult's teeth healthy. Beside each item is the cost. The daughter realizes that her mother does not have funds to pay for the work, and does not want to assist the parent in paying. The daughter stops visiting her mother, leaving her to figure it out without help.
7. A long lost brother arrives on the doorstep of an older person one day. The sister is happy to see her brother and anxious to reconnect the family. The brother is invited to stay for a few days until he finds a job and a place to live. A year later the brother still has not found a job, continues to be unable to pay for food or rent at his sister's house, and takes family heirlooms out of the cabinet at night when his sister is sleeping, and sells them for cash to build his "nest-egg" bank account. After all, the family heirlooms are his too, aren't they?

Increasingly abusive:

1. An older adult woman is in the hospital recovering after surgery. A friend comes in and says that the older adult is required to remove her wedding rings because the hospital wants her to have them sterilized. The patient complies. She never sees the rings again. The neighbour says the jeweler, where she had taken them, lost all three of the rings.
2. The husband in an older adult couple sees that his wife's health is failing. He takes money from their joint account and hides it in a drawer. He uses some of it to gamble, his favourite pastime. He feels he deserves the fun because his wife is such a burden on his enjoyment of life. In the meantime, there is no money left in the account for her medication. He doesn't ask for help from anyone. He has enough money for what he wants to do.

Figure 13: Reading The Meaning In Eyes

(2 sheets, one copy per child)



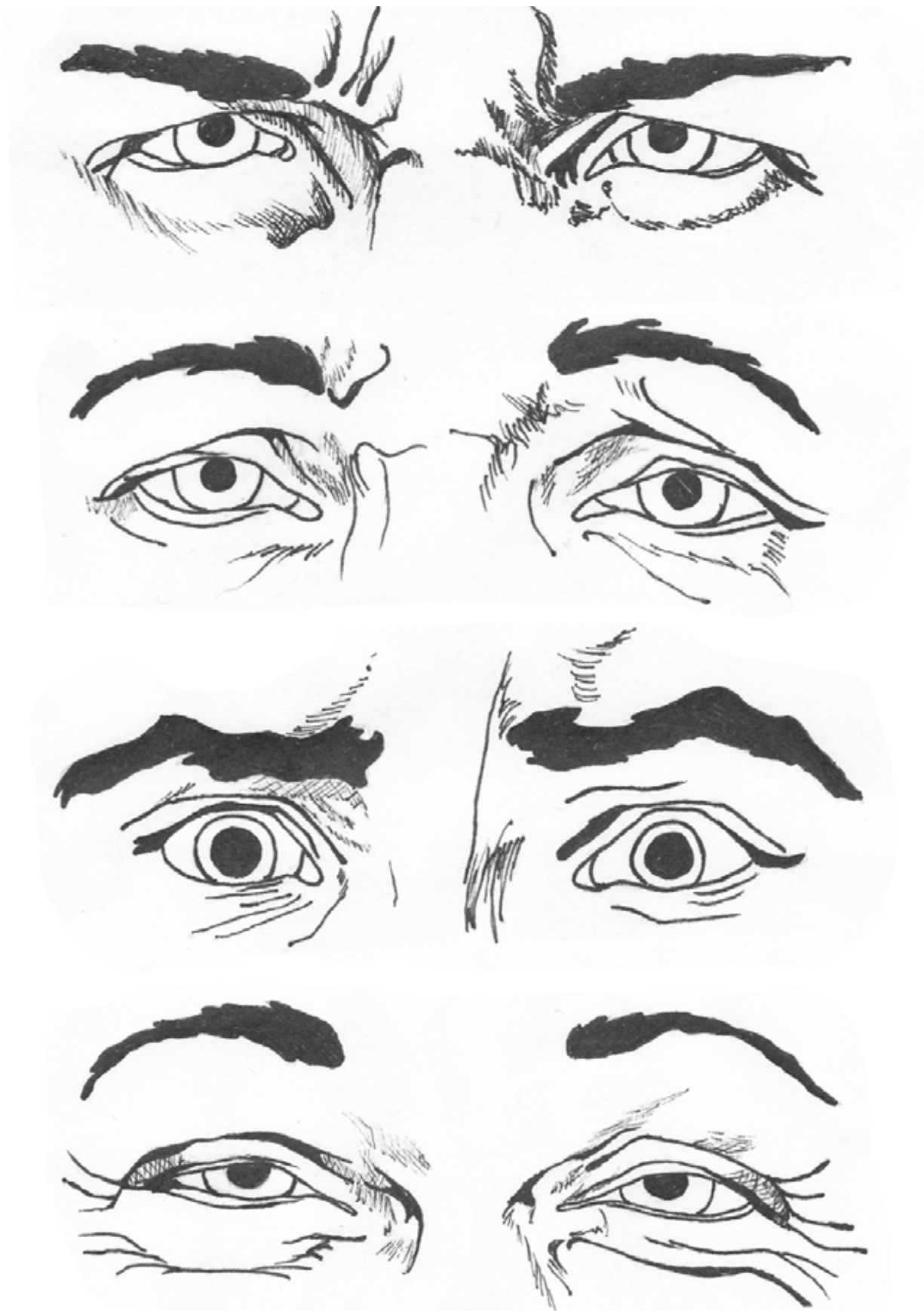


Figure 14: Communicating – It's A Skill!

Communicate - listen and speak

- Speak clearly
- Face one another
- Avoid background noise
- Re-phrase if there is misunderstanding
- Give time to respond

One thing that can help us be better at “having a conversation” is to practice the kinds of questions that we might ask.

Think about the “Three Levels of Questions”.

FIRST LEVEL QUESTIONS

First level questions often, though not always, start with who, what, when, where and how. They will elicit one-word or short-phrase answers. These kinds of questions gather information, but do not necessarily invite discussion.

Example:

Where were you born?
 How many brothers did you have?
 What were the names of your children?
 Who was your best friend?
 When did you move here?

SECOND LEVEL QUESTIONS

If the person who is asking the second level question listens to the answer, he or she may create opportunities for further discussion by adding a between-the-line question starting with how or why.

Example:

Who was your best friend? Sally.

Why did you consider her to be your best friend?

When did you move here? Three years ago.

Why did you choose this place?

Second level questions usually will require a few sentences to answer and this may give other information that might lead to more conversation.

THIRD LEVEL QUESTIONS

Third level questions generally start with why or how. Answers to these types of questions may require several sentences and perhaps five minutes to share. These type of questions can lead to discussions relating to how the lives of the two people are the same and are different.

Example:

Why do you think some people mistreat older adults by acting disrespectful?

How would you work with the community to bring greater awareness of mistreatment of older adults?

It is interesting how family was so important in your life. Now most of my friends have their families living all over Canada. How can I make my family more important, like yours was to you?

REMEMBER...

The answer can only be as interesting as the question.

When you are just looking for information, ask information-gathering type questions.

If you are looking for a conversation, you will have to use a combination of types of questions, and you will have to listen in order to respond respectfully.

Figure 15: Quick Finger And Hand Puppets

1. QUICKEST – “Thumbelina”

Required:

- thumbnail, soft pencil, tissue (Kleenex)

Process:

- Have participant pencil in eyes and mouth on thumbnail.
- Place tissue folded in a triangle with the middle of the folded edge over the top of the thumb, nail exposed.
- Participant then draws tissue down around sides of thumb and holds with fingers to create a scarf effect around the face.
- Participant moves thumb to create puppet action

2. QUICK – “Paper Bag and Sock Puppets”

Required:

- lunch paper bag or sock
- felt pens, pipe cleaners, glue gun, bits of yarn, etc.

Process:

- Have participant place hand into bag just far enough that the fold of the bottom stays intact, with the palm of the hand facing the fold, so that an upper lip effect can be created by the fold, or have participant put hand into the sock, projecting four fingers into the toe, pushing the sock back into the curve to the thumb so that the fingers create an upper lip and the thumb pulls up the bottom lip.
- Decorate the faces with felt pen eyes, yarn hair, pipe cleaner special effects.

3. GETTING MORE FOR YOUR TIME AND EFFORT – “Dyed Glove Puppets”

Required:

- one plain cotton garden glove (small) for each participant

- two ping-pong balls per participant
- glue gun, glue sticks, felt pens, yarn bits, pipe cleaners
- cold or hot water dye purchased at variety store (primary colours: red, blue, yellow)
- six 4-litre ice cream buckets, water, tongs
- outdoor or indoor location suitable for dying and drying gloves

Process:

- Wash garden gloves lightly in cold water to remove fixative so that dye will take.
- Mix each of primary colours as per directions, each in one of the ice cream buckets, or similar containers.
- Mix a small portion of the red with yellow to create orange in a fourth bucket, yellow and blue to create green in a fifth bucket, and blue and red to create purple in a sixth bucket.
- Have children dip their glove (preferably wet) into the dye and hold for the dye to absorb, then hang to drip dry.
- When gloves are dry, have children design the ping-pong eyeballs using pencil to draw and felt pen to fill in, the eye on one side of the ball.
- Have child place the glove on the hand, and bend so that four fingers (upper lip) touch the thumb (puppet’s lower lip).
- Mark where the ping-pong balls would need to be glued on the top of the finger “lip” to appear as eyes, and glue each of the two “eyeballs” on the glove with a glue gun.
- Optional: decorate with yard bits and pipe cleaner for antennae, hair etc.
- Allow puppeteers time to practice in front of a mirror so that the “puppet faces” point down to the audience, and four fingers move with thumb to create a talking mouth and expressions.

**These are extremely durable and expressive puppets that can be stored easily and used multiple times for a variety of sharing tasks.*

Figure 16: Requesting an Interview – An Invitation

SETTING UP AN INTERVIEW TIME...

Dear Older Adult – Name,

Please fill out the following sheet and leave it in the box at the reception desk. We would really like to meet with you and ask you some questions about your life so that we can get to know you better.

Here are some sample questions:

1. What was your favourite thing to do when you were our age?
2. Where did you live? What was it like?
3. What was your school like?
4. Did you have brothers or sisters? pets?
5. What did you do for fun?
6. What did you do for work when you grew up?
7. What was your best holiday?
8. Did you have a favourite food when you were a child?

APPOINTMENT TIME

Date: Tuesday, October 13th

Please put a check mark beside one time that is good for you.

<input checked="" type="checkbox"/> 10:30-11:00 a.m.	I WOULD LIKE TO MEET TWO CHILDREN
<input type="checkbox"/> 11:00-11:30 a.m.	<input type="checkbox"/> IN THE ACTIVITY ROOM
<input type="checkbox"/> 11:30-12:00 noon	<input checked="" type="checkbox"/> IN THE LIBRARY
<input type="checkbox"/> 1:00-1:30 p.m.	<input type="checkbox"/> IN THE FOYER ON THE COUCH

Thank you from: Project Coordinator – Name

Figure 17: Painted Cookies

Use your own sugar cookie recipe, or this one:

3 1/2 cups flour	1 cup butter
3 large eggs	2 tsp baking powder
1 tsp vanilla	1 tsp salt
1 1/2 cups sugar	

Mix dry ingredients.
Cream butter, add sugar, eggs, vanilla.

Add dry ingredients.
Mix with clean hands just until dough is smooth.

May chill dough for up to 1 hour for easier rolling.

Roll out dough (to just under 1 cm thick). Cut with cookie cutter shapes. It is a great deal of fun, and a challenge, if the cookie cutters make impression lines in the dough so that the cookies can be "painted" to represent pictures. Place cookies on cookie sheets.

Do not bake yet!



PAINTING THE COOKIES

The "paint":

This egg yolk mixture was one of the first types of paint made by artists in the Renaissance for painting on wood and other surfaces. It was called "egg tempera". Instead of painting it on wood, we like painting it on cookies... that are much easier to eat!

You will need:

- 2 or more clean, small watercolour paint brushes (size 8 or smaller)
- 2-3 egg yolks (separate from whites), one teaspoon of water for each yolk
- food colouring
- 3 or 4 cups to contain the "paint"

Mix yolk and water thoroughly. Put some of the yolk mixture into each of the cups. Add a few drops of food colouring to each cup, stir to mix the colour thoroughly. Paint the yolk mixture onto the cookies with the small clean paint brushes.

Bake the cookies at 375°F (190°C) for 8-10 minutes.

APPENDIX A – LEARNING OUTCOMES AND GOALS

Curriculum Connections – Grades 4-6, Nationwide

(research updated to 2010)

Check at www.intergenerational.ca for details

Students and seniors interact in a variety of activities to satisfy provincial learning outcomes directly related to the following topics:

SOCIAL STUDIES

The experiences and culture of Aboriginal people, including the importance of oral traditions as a means to communicate historical events

AB, MB, NT, SK

Development of Canadian culture and identity (contributions of immigrants, Aboriginal people)

AB, BC, MB, NB, NL, NS, NT, PE, QC, SK, YT

Significant past events and changes in a community over time, including technological changes

AB, BC, MB, NL, NT, QC, SK, YT

Settlement of communities in the past and the experiences of immigrants and/or Aboriginal people

AB, BC, MB, NT, SK, YT

Interviewing as a primary source of information and listening to a variety of perspectives

AB, BC, MB, NB, NS, NT, PE, QC, SK, YT

Contribute to the community to demonstrate citizenship (students complete class projects that address community issues)

AB, BC, MB, NB, NL, NS, PE, SK, YT

Rights and responsibilities of all citizens (such as behaving in a non-discriminatory way) and role of government and community agencies to help ensure rights

AB, MB, NB, NL, NS, NT, ON, PE

SCIENCE

Plant study, requirements necessary for plant growth and demonstrating care for growing plants (outdoor observations, caring for plants in a variety of places, learning about plants from seniors)

AB, NT, ON, SK

Characterizing plants, trees, and animals found in the local community, and ecosystem interactions (making outdoor observations with others)

AB, BC, MB, NB, NL, NS, NT, ON, PE, QC, SK, YT

Structure and function of human body systems and diseases affecting the body systems

BC, MB, NB, NL, NS, NT, ON, PE, SK, YT

How to maintain a healthy body, including nutritional requirements for growth and development (resources to help inform students such as *Canada's Food Guide*, community resources)

MB, NB, NL, NS, NT, QC, SK

Development of technologies to improve living conditions and/or the body

HEALTH EDUCATION

Understand the connections between physical activity and emotional wellness

AB, BC, MB, NB, NL, NS, NT, ON, PE, QC, YT

Understand the need for a balanced diet (nutritional requirements, their functions for our body) and physical activity for a healthy body in order to prevent diseases

AB, BC, MB, NB, NL, NS, NT, ON, PE, QC, SK, YT

Participate actively in various relationships (cross-age relationships); practice interpersonal skills and respect for others; develop a support network (e.g. seniors as mentors)

AB, BC, MB, NL, NS, NT, ON, PE, SK, YT

Brainstorm a list of physical activities, and adaptations for them, that everyone can perform and a list of community resources for healthy living; promote physical wellness

MB, NB, NL, NS, ON, SK

Describe the impacts of volunteering on themselves and others; participate in volunteering projects

AB, NS, NT, PE, SK

Practice preventing stereotyping and discrimination of others and bring awareness of abuse (e.g. ageism, elder abuse)

BC, MB, NL, NS, ON, YT

Set goals (related to physical fitness, healthy eating and/or social interactions) and monitor their progress over time

MB, NL, NS, NT, ON, PE, SK

Learning about, coping with and preventing mental and physical illnesses/diseases

NB, NL, NS, NT, SK

PHYSICAL EDUCATION

Participation in a wide variety of physical activities

Students practicing their leadership skills as they demonstrate new activities

Learning and demonstrating safe practices when exercising

Working as a part of a team when organizing and/or leading events

Learning about and sharing the benefits of physical activity for the body

(ALL PROVINCES AND TERRITORIES)

LANGUAGE ARTS AND FINE ARTS

Practicing interpersonal skills: showing responsive listening, communicating appropriately in a variety of settings, working together in small and large groups to create and plan performances, behaving appropriately in a variety of settings.

Students investigate the perspectives of others and share their own opinions of readings, writings and other pieces of art.

Students create a variety of texts and/or pieces of artistic productions and share them with others through presentations, readings and/or a variety of performances (writing letters, poetry study/writing/reciting, fictional story writing, writing biographies, writing and performing plays or informative presentations, creating video presentations and other multimedia pieces).

Students work with others to learn about and create a variety of art forms (painting, drawing, sculpturing, dancing, singing, playing instruments).

Students read a variety of texts and work on comprehension strategies.

Students collect information from a variety of sources (interviewing)

Celebration of different aspects of the community, such as culture

Studying historical pieces of art, music and texts

(ALL PROVINCES AND TERRITORIES)

RESOURCES

Canadian Network for the Prevention of Elder Abuse
www.cnpea.ca

Global Action on Aging
www.globalaging.org

i2i Intergenerational Society
www.intergenerational.ca

International Federation on Ageing
www.ifa-fiv.org

International Network for the Prevention of Elder Abuse
www.inpea.net

United Nations Policies and Programmes on Aging
www.un.org/esa/socdev/ageing/un_principles.html

REFERENCES

- 1 McDonald, L., and A. Collins. (2000). *Abuse and Neglect of Older Adults: A Discussion Paper*. National Clearinghouse on Family Violence. Public Health Agency of Canada.
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“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”

– Helen Keller